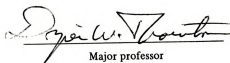




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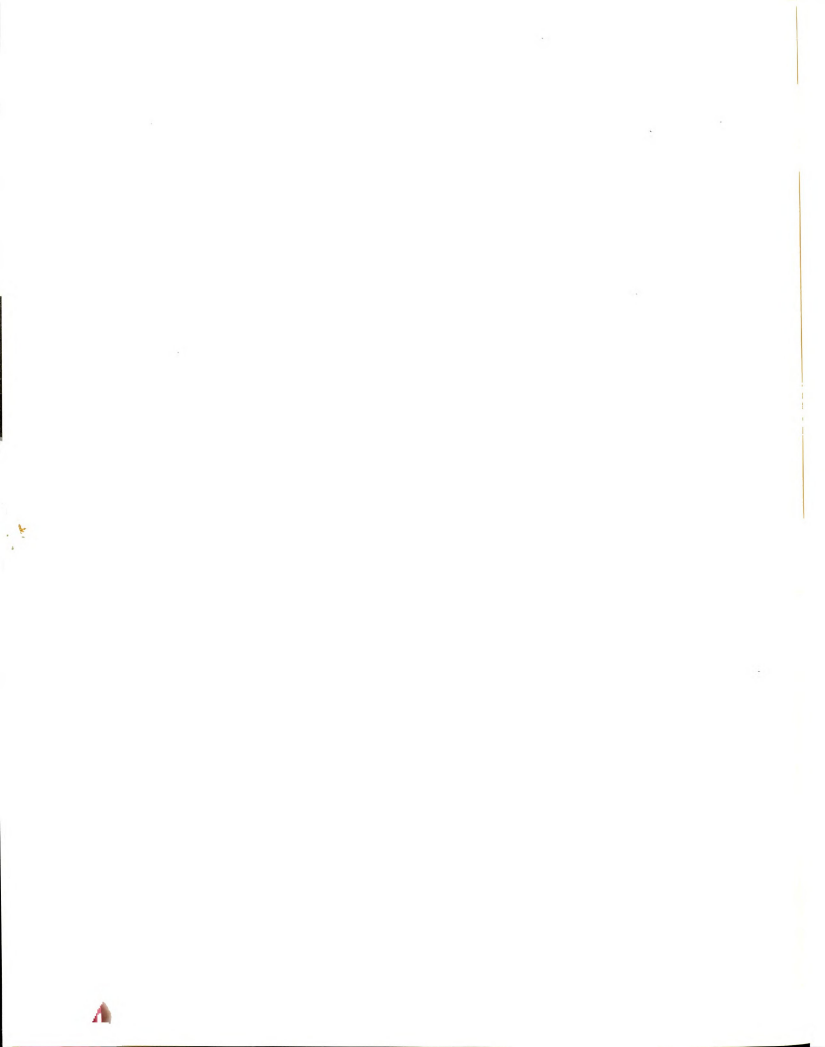
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EFFECTS OF PERCEIVED ENVIRONMENTAL SUPPORT ON THE
SELF-REPORTED COGNITIVE AND BEHAVIORAL ADAPTATION
STRATEGIES OF BLACK AND WHITE UNDERGRADUATES

By

Joycelyn Landrum

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Psychology

1981

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ABSTRACT

EFFECTS OF PERCEIVED ENVIRONMENTAL SUPPORT ON THE SELF-REPORTED COGNITIVE AND BEHAVIORAL ADAPTATION STRATEGIES OF BLACK AND WHITE UNDERGRADUATES

By

Joycelyn Landrum

The premise of this research was that the perceived social environment in which individual's interact affects the adaptation strategies they use. The study involved three groups of subjects who volunteered to complete an environment adaptation questionnaire assessing perceived support and various cognitive and behavioral strategies. The groups were: blacks attending two southern black colleges (BB), blacks attending a northern white university (BW), and whites attending a northern white university (WW). The results revealed the following: (1) the BW group perceived their environment to be less supportive than both the BB and WW groups; (2) the BW group perceived themselves as functioning less effectively than the BB group by expressing lower dominance and higher deference attitudes; and (3) the BB group expressed significantly higher social consciousness attitudes than the WW group.

The implications of the findings are discussed and recommendations are made for further research.

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DEDICATION

To God, Allah, Jah (by any other name) from whom all wisdom, knowledge, understanding, inspiration and blessings flow.

To my family, aunts, uncles, cousins, friends and especially my mother who provided the support and encouragement to help make this work possible. For Andre, Ashanti, Aisha and all the young brothers and sisters who must continue the struggle. For my brothers and sisters in East Lansing, Skinner, C. J., Carl, Kitty and Fareedah who provided me with an extended family and a support system in this "wasteland of consciousness." For Naeemah Hasan, who provided me with a positive direction.

To my people who provided me with a purpose and direction in our struggle for liberation from psychological oppression.

ACKNOWLEDGMENTS

I wish to thank the members of my committee, Dr. Dozier Thornton, Dr. Ralph Levine and Dr. Bertram Karon for their guidance, direction and support in the preparation of this research.

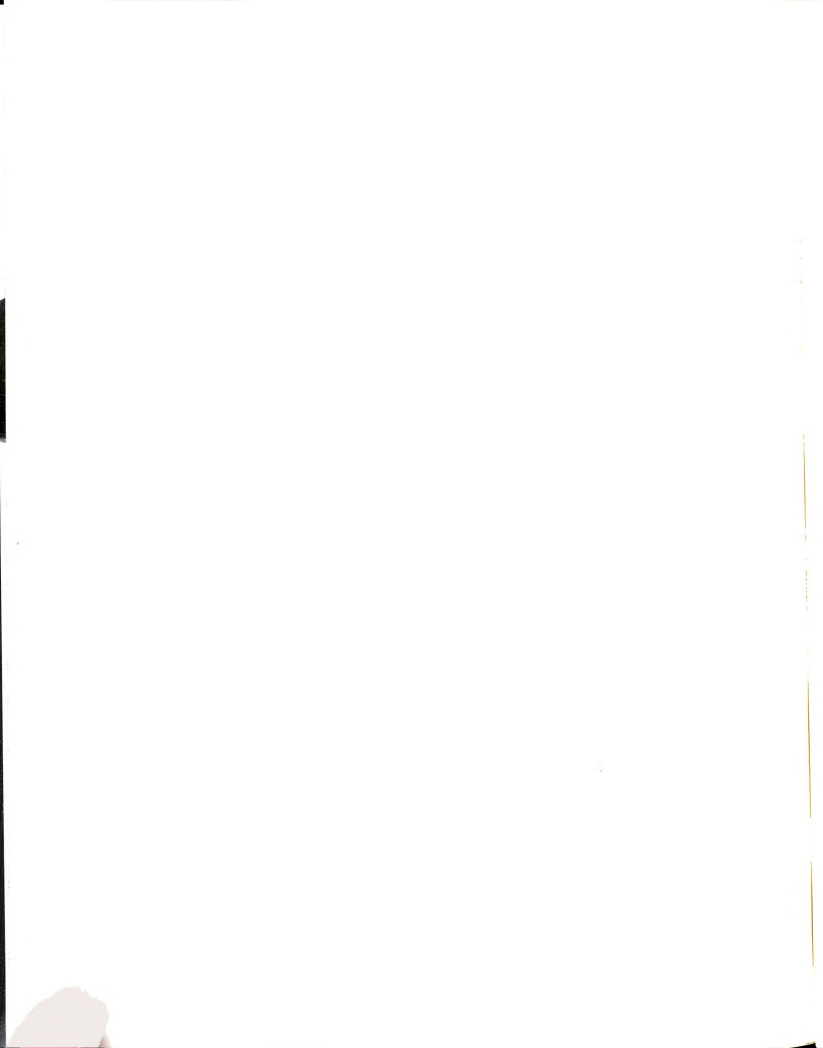
Thanks are also expressed to the American Psychological Association Minority Fellowship Program, Michigan State University Psychology Department and to Dr. Oran Eagleson, Spelman College Psychology Department and Dr. Madeline Chennault, Morehouse College Psychology Department, who provided the opportunity and financial support necessary to complete this project.

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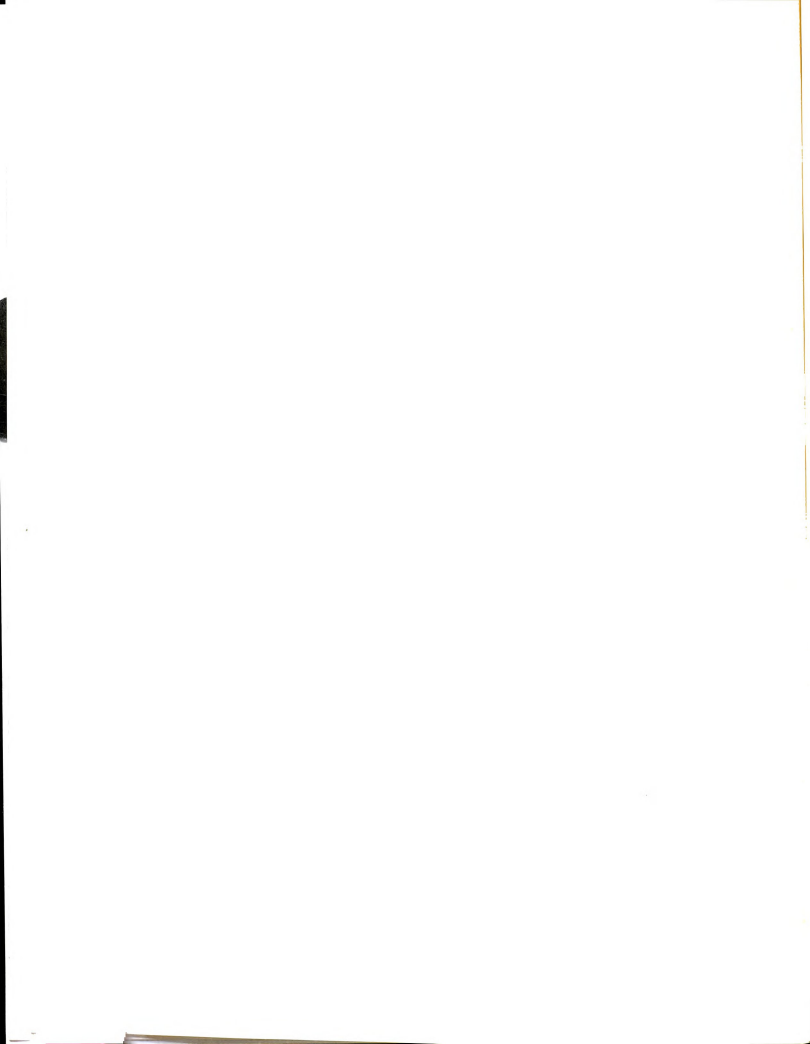
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INTRODUCTION

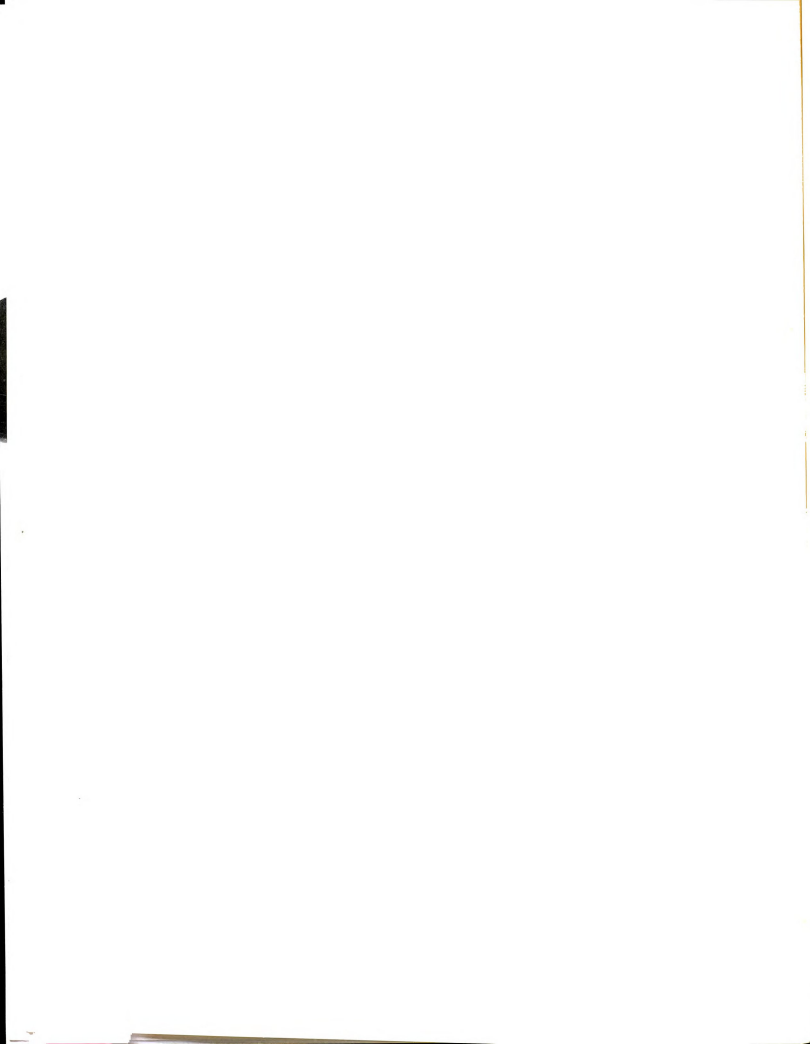
The purpose of this study was to explore some of the differences in the perceptual realities of black and white undergraduate students and how these differences may affect their adaptive strategies.

It appears that comparing black and white students in different environmental settings might shed some light on the influences that environmental factors have on their cognitive and behavioral adaptation strategies.

In order to understand how and why blacks perceive themselves as they do, it is necessary to examine both the environmental and personality (cognitive) factors which influence the response modes (behaviors) individuals adopt. More specifically, there is a need to assess how perceived environmental support may influence one's self-perceptions and self-reported cognitive and behavioral strategies.

Environmental Influences

Any assessment of an individual's or a group's psychological functioning must take into consideration the interaction of environmental, cognitive and behavioral factors.



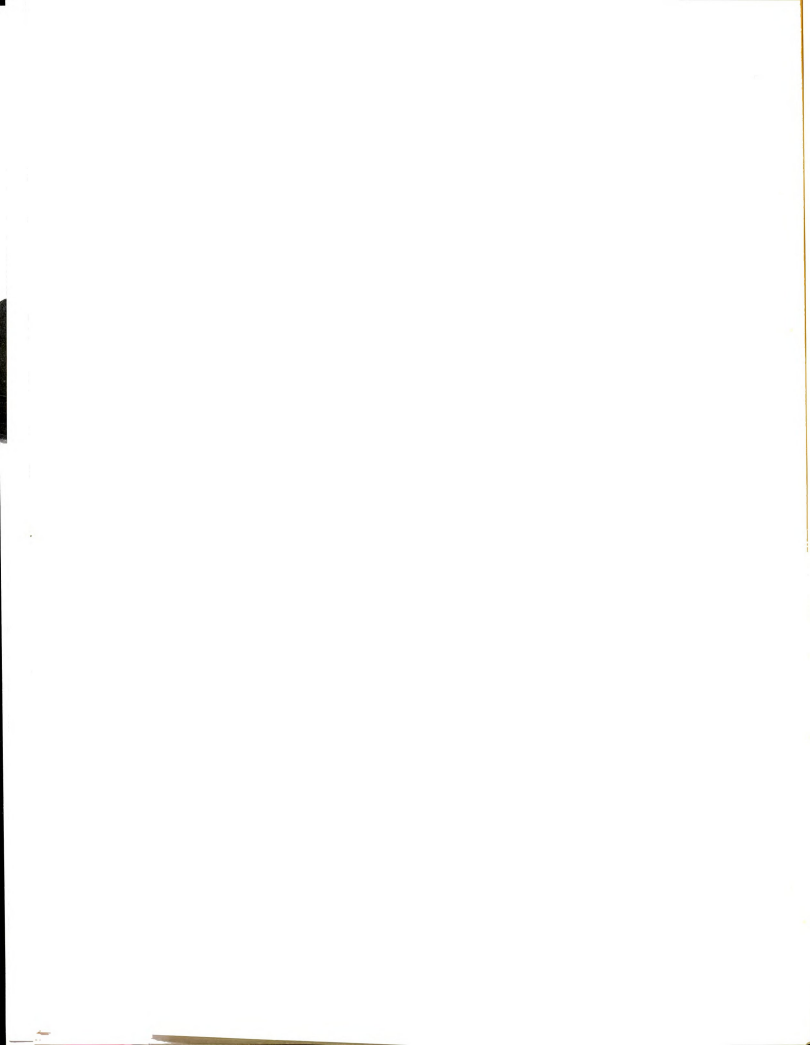
Bandura (1978) proposed that psychological functioning involves a continuous reciprocal interaction between behavioral, cognitive and environmental influences. Therefore, an individual's responses are a result of the interdependent cognitive, behavioral and environmental influences which function as external and internal stimuli for that individual. As a result, the way individuals perceive their environment and the consequences of their actions tend to affect the cognitive and behavioral strategies that they use to adapt to their situation.

As far as environmental factors are concerned, the perceived social climate within which individuals function has an important impact on their attitudes, behaviors, general health and overall sense of well-being. Different environments may require different adaptive approaches and those individuals socialized in one environmental setting may come to internalize very specific adaptive responses which may not be as effective in another setting. Moos (1973a) indicated that different environments may facilitate different preparatory activities for coping in new environments, and therefore, different cultural and social groups may obtain differential preparation for environmental adaptations. This appears to support the idea that different groups are socialized to attend to different environmental cues and to respond differently as well.

When considering the psychological functioning of college undergraduates, it seems important to understand the perceptions of the university social climate for different subgroups within the university setting. It would seem likely that people in different groups at the same university may function under different psychological conditions and perceive the social climate differently. Pfeifer and Schneider (1974) found that dimensions of university climate appear to differ for black and white students. From this research it was suggested that blacks and whites attend to different cues available in the environment to structure their perceptions of the world around them.

It becomes apparent that as a result of their different environmental experiences, in addition to having different adaptive responses, some groups may have different perceptual realities. One's perceptual reality or world view involves all of the beliefs and values that compose an individual's idea of the structure of the world and one's relationship to it and to other individuals. Jackson (1975) reported that world views are highly correlated with a person's cultural upbringing and life experiences.

World views tend to affect the way one thinks and acts by defining and categorizing events in a particular way. In addition to one's racial or cultural heritage,



ther socio-cultural factors such as socioeconomic class, religion, and sex all influence one's world view.

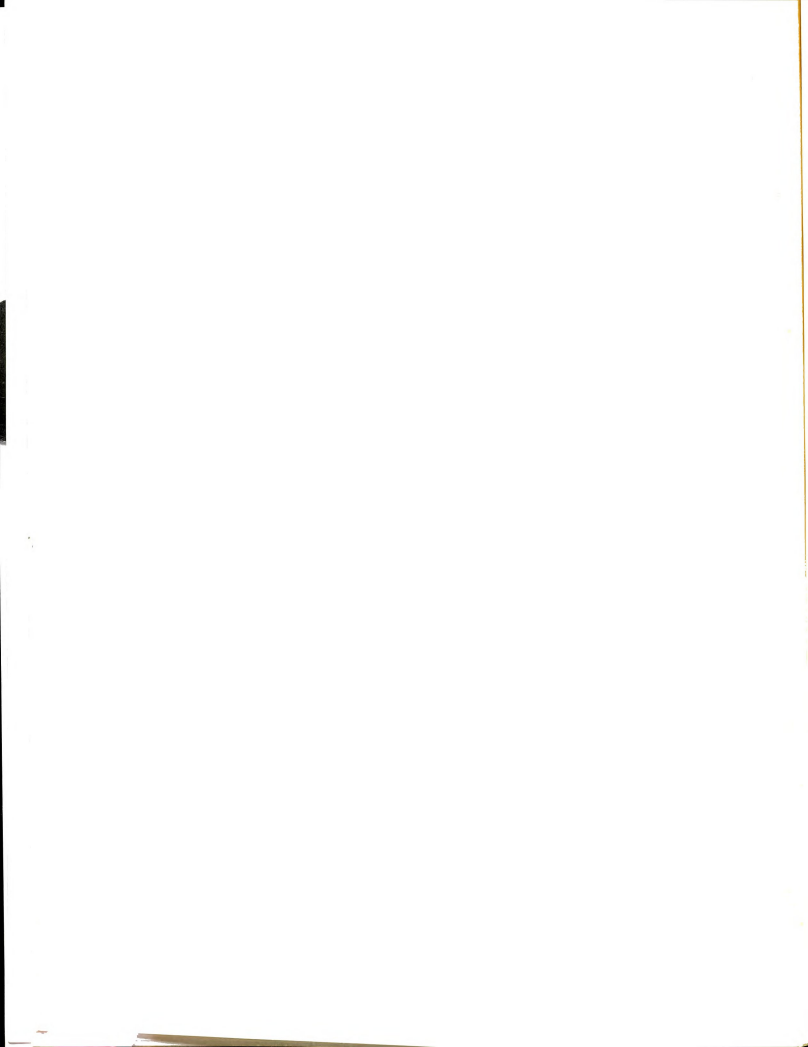
Researchers have suggested that the many ecological and cultural factors within the environmental field create differences in the perceptual realities of different groups (Triandis, 1964; Segall, Campbell & Herskovite, 1964; Gilman, 1978; Berry, 1969, 1971, 1979). These studies further support the idea that different environmental and cultural factors provide significant alterations to the perceptual processes.

This information helps to explain many of the conflicts in American society, where many different ethnic, racial and cultural groups live together. Therefore, many of the conflicts between different groups may be a direct consequence of contact between groups of individuals who have been socialized to different versions of what is truly valuable and important in the world.

Cultural Processes

In order to ascertain what the perceptual differences between different groups are, it is necessary to understand the general environmental influences.

A basic component of the environment is the cultural milieu. Levine (1973) described culture as a set of organized rules that provide standards for the ways members of a population should think, communicate and interact with



one another and their environment. In many respects, one's world view is a reflection of the culture in which one was socialized. This encompasses many aspects of life because a society's culture takes the form of the language, customs, knowledge, symbols, ideas and value systems which provide the members of a society with a general design for living and interpreting reality.

The cultural milieu is maintained by a socialization process which is achieved through four major areas:

1) the family, (2) peers, (3) schools, and (4) mass media. Primarily, the educational system in America has always functioned to maintain the status quo, by socializing the students into the structure of the society as it exists. The society's culture becomes internalized through the belief and symbol systems of these institutions. In addition, one's culture is internalized through psychological identification with the groups to which individual's belong or the groups to which they want to belong (Eitzen, 1974).

In general, a culture is internalized by providing an individual with an identity that reflects the major beliefs, attitudes, mores and values of that culture. Therefore, these social patterns established through the cultural system are not merely accepted or externally functioned, but they become incorporated into the motivational systems of individuals through internalization.

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Internalization involves the incorporation of attitudes, standards of conduct or opinions of another individual or a group.

In providing the beliefs, attitudes, mores and values, the culture controls one's thoughts and perceptions by limiting the range of acceptable behaviors and attitudes. In this way, the culture provides a knowledge structure or common perceptual reality that categorizes and evaluates attitudes and behaviors according to the degree of acceptability or non-acceptability.

Since the familial institution is the initial socializing agent within a culture, the earliest and most durable source for socialization into the dominant culture resides here. The family is primarily responsible for personality development, identity formation and status assignment (Smith, Burlew, Mosely & Whitney, 1978).

Identity is the distinguishing character or personality of an individual. One's sense of identity is a distinct feeling of self which is acquired through the developmental stages as the individual interacts within the environment and with others in the environment. "The term identity points to an individual's link with the unique history of his people, and also relates to the cornerstone of the individual's unique development" (Erikson, 1969, p. 102). In order for a positive identity to

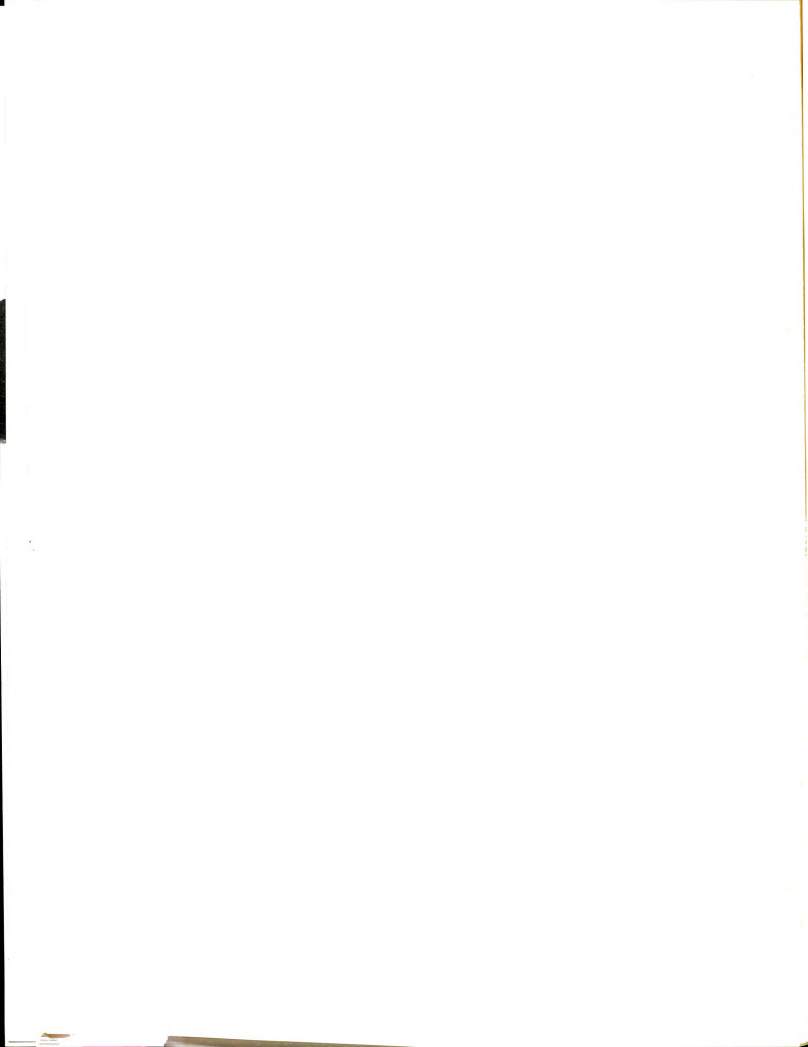


emerge, an individual must receive some reinforcement and acceptance for the unique characteristics that they possess. This may be particularly hard for minority group members who differ distinctly from the acceptable characteristics presented by the dominant group.

Since the family is initially responsible for identity development, an individual's basic values, beliefs, and attitudes are learned within the family. "By encouraging independence, challenge seeking and delay of gratification through exhortation, modeling or selective reinforcement, the parent not only establishes appropriate habit patterns, but most importantly, creates affective responses which cause the person to approach or avoid achievement situations" (Maehr, 1977, p. 82).

Through direct and observational learning within the family, individuals acquire information about the world and their relationship to it, and this learning is influenced by the cultural beliefs held. In addition to direct learning experiences, vicarious and symbolic learning experiences gained through the observation of social models have been found to substantially influence learning (Bandura, 1978).

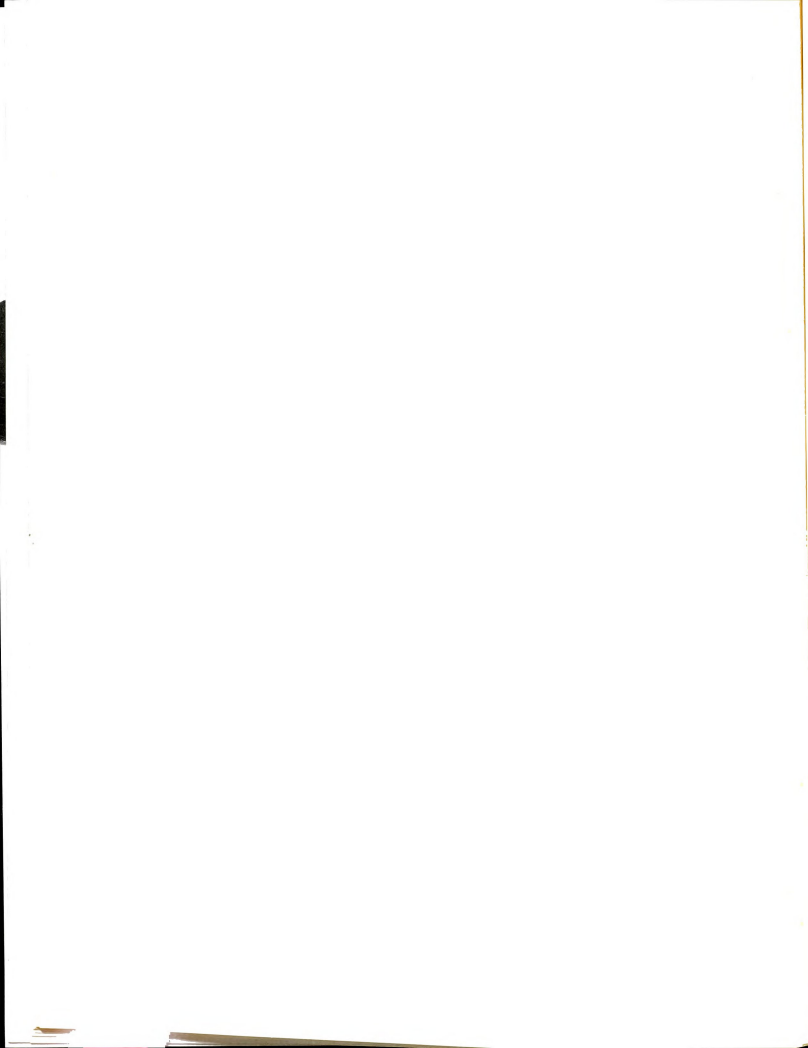
From their learning experiences within their environmental milieus individual's gain a sense of identity characterized by efficacy expectations.



Efficacy Expectations

Bandura (1977) described efficacy expectations as the conviction that one can successfully execute the behavior required to produce the outcomes and the outcome expectancies as the estimate that a given behavior will lead to certain outcomes. Bandura differentiated the two expectations in that individual's may believe that a particular course of action will result in certain outcomes; however, they may question whether they can perform these actions or vice versa. Bandura further explained that expectations of personal efficacy may stem from four main sources of information: (1) performance accomplishments; (2) vicarious experiences; (3) verbal persuasion, and (4) emotional arousal.

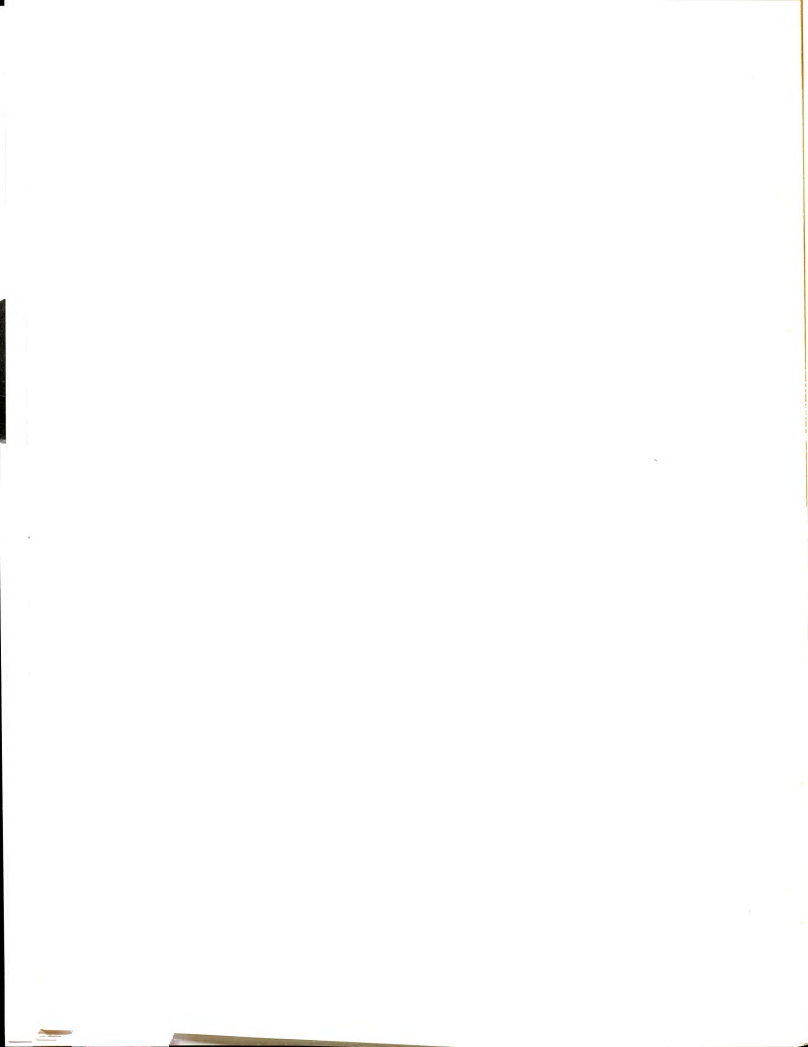
Since perceived self-efficacy expectations affect the persistence of one's coping efforts and the amount of energy that one will expend in the face of obstacles and aversive situations, it becomes an important variable to assess when considering an individual's adaptive responses to one's environment. Coyne and Lazarus (1980) suggested that a firm sense of self-efficacy can lead an individual to appraise situations as irrelevant that would otherwise be threatening. On the other hand, a low self-efficacy expectation may influence one to perceive a situation as threatening when it would not otherwise be.



Any assessment of personal adequacy involves a self-assessment process. If self-awareness is to lead toward effective coping, it should involve an assessment of one's competencies and incompetencies as well as an awareness of one's values and needs and an objective monitoring of one's reactions to situational factors which appear to block one's opportunities for development.

Competence refers to the objective evaluation of one's skill and incentive level in relation to the requirements of the task to be met. The competency traits cited by Smith (1969a) are also those generally ascribed to psychological health: self-confidence; self-esteem; assertiveness; self-reliance; self-control; buoyance; affiliativeness; realistic openness to experiences; initiative; feelings of control over one's destiny; reality-orientation; control over impulses; identity clarity; persistence in the face of failure; determination; and problem-solving attitudes.

Self-awareness and self-efficacy tend to be important factors when considering the effects of coping responses. Bandura et al. (1977), indicated that treatments that improve one's performance level, such as those aimed at reducing physiological arousal, are effective because they tend to raise one's expectations of personal efficacy. In the same way, any mastery experience may



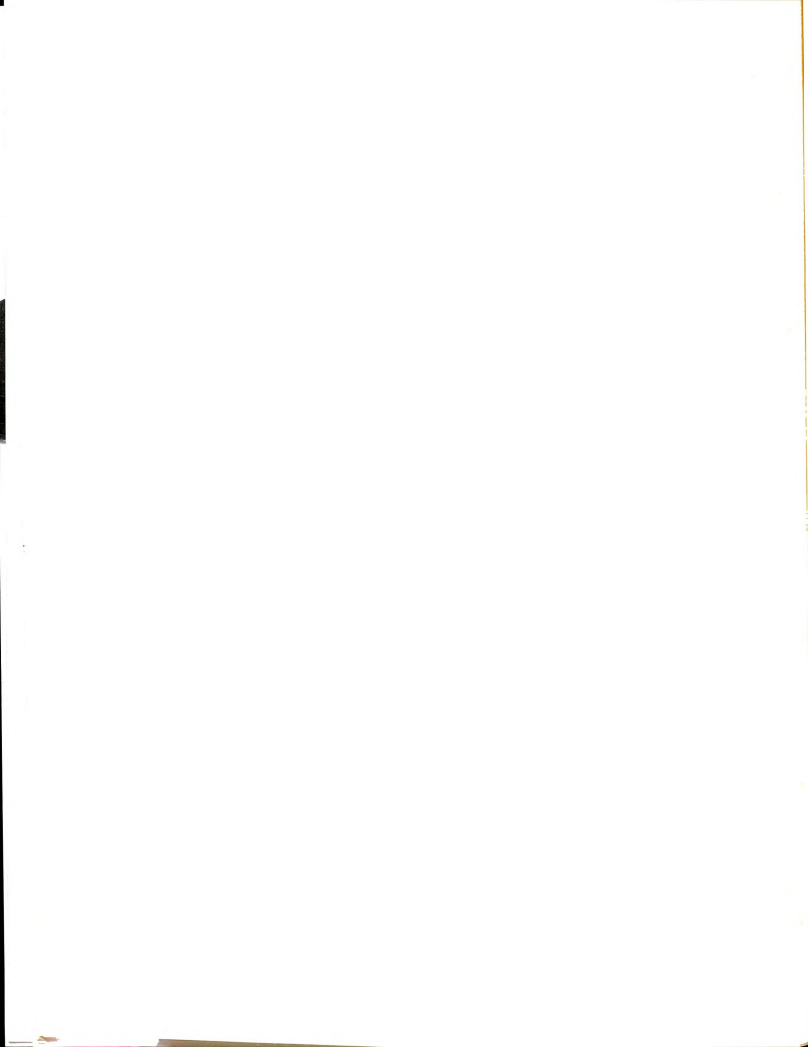
increase the tendency to cope with, rather than defend against or avoid, the threat in stressful situations. The authors further suggested that individuals who persevere in subjectively threatening activities will, as a result, gain corrective experiences that tend to reinforce their sense of personal efficacy, whereas those who terminate their coping efforts prematurely will maintain their low self-efficacy expectations.

Locus of Control

It appears that the individuals who perceive that they can succeed by striving toward certain goals are more likely to continue attempting to master those tasks necessary for goal attainment. The individual who perceives that failure is certain will tend to be less committed to goal attainment.

The dimensions of locus of control are important to understanding of the reactions to success or failure and changes in the perceived probability of success for future outcomes. An outcome is considered controllable only if that individual's voluntary activity can change the probability that the outcome will occur.

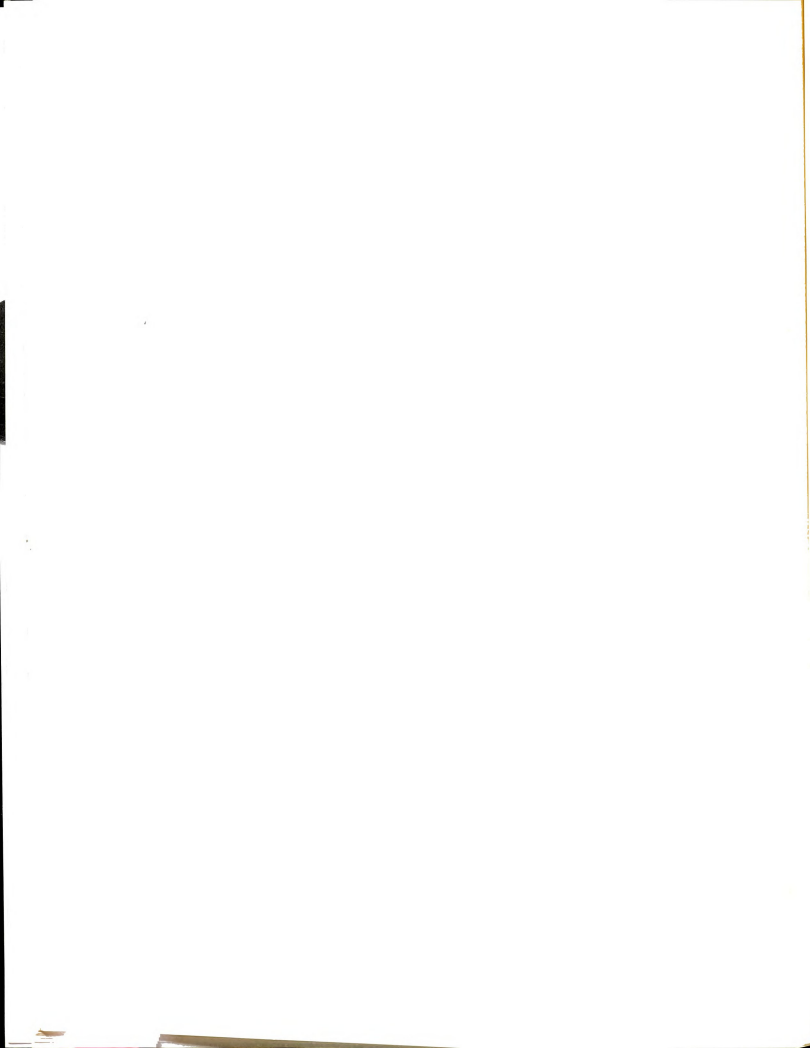
Individuals experience the feeling of personal control when it is them, rather than other people, luck, God, fate, that determines whether desired outcomes will be attained. Expectancies of control are primary to high



self-efficacy expectations and as a result, the desire for control is generally very high, particularly in societies where internal control is highly valued. Langer's (1975) work suggests that even in cases where individual's "know" that the contingencies are primarily controlled by chance, there is still a strong tendency to view them as individually controllable.

The orientations toward external or internal controllability are generalized expectancies which influence one's behaviors and learning experiences across a large number of situations. Rotter (1966) first formulated the concept of internal-external locus of control. Internal control refers to people's belief that reinforcements are contingent upon their own actions and they can shape their own destiny. External control refers to people's belief that reinforcing events occur independently of their actions and that the future is determined more by outside forces.

Lefcourt (1966) and Rotter (1966; 1975) have summarized the research findings which show correlations of high internality with: (1) greater attempts at mastering the environment; (2) lower predispositions to anxiety; (3) higher achievement motivation; (4) greater social action involvement; and (5) placing greater value on skill-determined rewards.

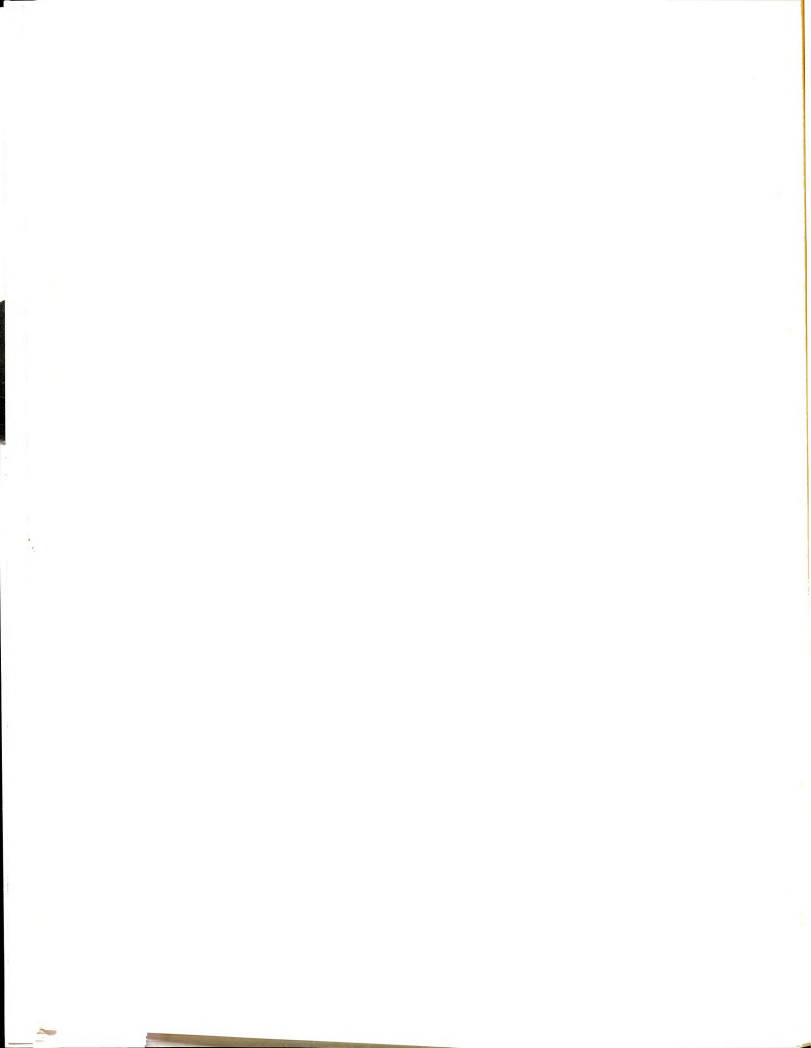


Early research on generalized expectancies of locus of control suggests that ethnic and racial group members (Levenson, 1974; Garcia & Levenson, 1975) and lower socioeconomic class members (Lefcourt, 1966) score significantly higher on the external end of the continuum.

Garcia and Levenson (1975) found that their black students who came from a predominately black college had higher expectations of control by powerful others and chance than did white.

Non-reinforcement, indiscriminant and non-contingent reinforcement may result in exaggerated feelings of helplessness or an extremely external locus of control in members of lower socioeconomic status and minority group members who commonly share many common experiences where there is minimal reinforcement or non-contingency between the quality of effort and the outcome. Few investigators have analyzed externality in terms of the socio-political realities that Black Americans face. It is apparent that focusing on external forces may be adaptive if it results from an assessment of one's chances for success against systematic discriminatory obstacles.

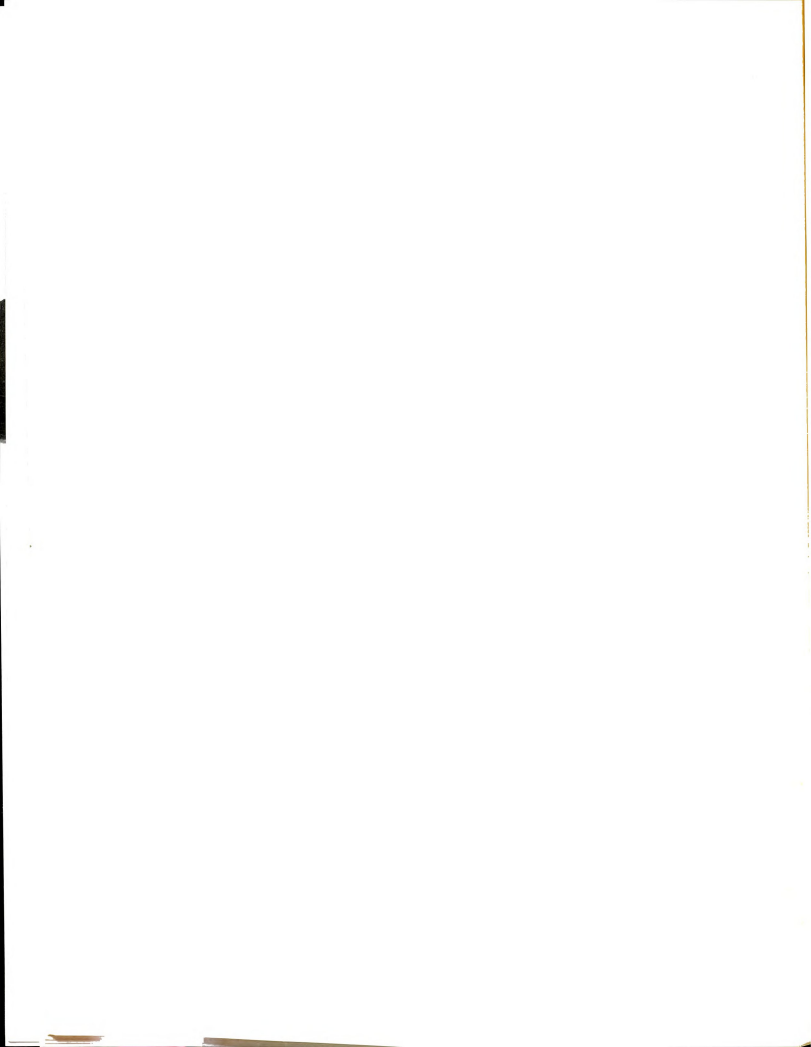
Access to opportunity for contingent responses appears to be essential in the development of internal locus of control in that, through one's learning experiences, one gains mastery. When individuals are



deprived of their sense of self-determination, they are less able to learn from their experiences. Blacks, Hispanics, Native Americans and other minority groups who do not enjoy as much access to opportunities as the whites are bound to hold more external control beliefs. This appears to be reflective of a situation where individuals develop little expectation that success and failure can be determined by personal efforts and, as a result, are less apt to persist in the face of failure in the pursuit of their goals. Individuals who do not control material, social, or intellectual resources are, as a result, found to believe that luck, chance, or fate control their destiny. This is similar to Mirel's (1970) suggestion that externality may be a function of a person's opinions about prevailing social institutions. As a result of racism, blacks may be perceiving realistically a discrepancy between their ability and goal attainment.

One of the problems in the locus of control literature is that many of the researchers have assumed that internality is "good" and externality is "bad." This is clearly based on a bias toward the American value system (i.e., Protestant ethic) and does not take into consideration other factors that may be influencing an individual's tendency toward externality.

Another aspect of this problem is that an analysis of externality tends to refer to several different things.



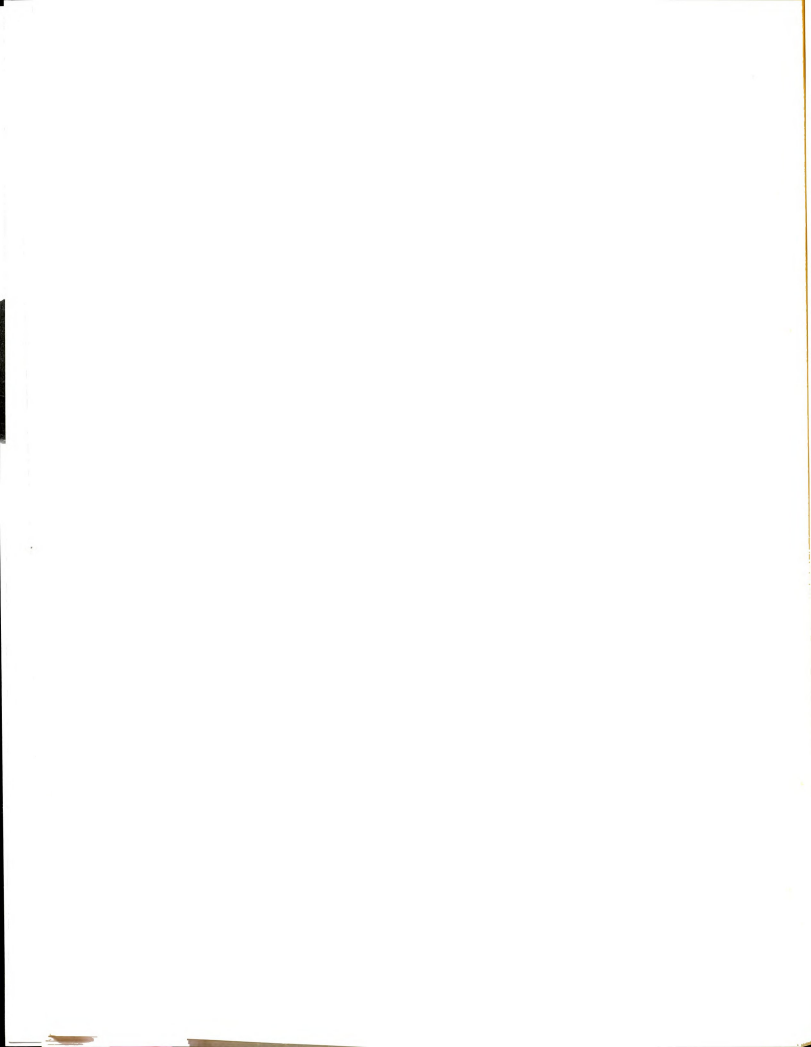
externality includes beliefs that chance determines what happens in life, beliefs that God determines what happens in life, and beliefs that powerful others determine what happens in life. This differentiation is the primary reason for Levenson's (1974) distinction and development of the chance and powerful others subscales. A belief in chance externality is seen as the purest form in that rewards are perceived to be totally independent of one's actions. As far as the powerful others externality belief, the rewards are perceived to be independent of one's actions and they are perceived to be controlled by others.

When people are placed in situations where aversive events occur unpredictably and are out of their control, the result involves feelings of helplessness, incompetence, frustration, depression, anxiety and fatigue (Miller & Norman, 1979). It appears that it is an individual's perception of their power to control the threatening situation rather than the actual power to control it that is important. Stotland and Blumenthal (1964) showed that individuals who are made to feel that they are in control tend to be less anxious than those who do not have this belief. Similarly, Glass and Singer (1972) suggested that the stress associated with an aversive event is reduced when the event is perceived as predictable or controllable.



Minorities living in a discriminatory system may feel powerless to control or predict the circumstances in their social environment and as a result experience a form of "learned helplessness." Learned helplessness is a cognitive-behavioral state which an individual learns. Seligman (1974, 1975) suggested that when individuals are exposed to uncontrollable aversive outcomes, they learn that responding and reinforcement are independent. These individuals then show inappropriate generalization from these uncontrollable experiences to new situations which are controllable. Therefore, it appears that learned helplessness and perceived control have special implications for Black Americans. Sue (1978) suggested that in its extreme form oppression may result in a form of learned helplessness. When individuals are exposed to helplessness as a result of systemic racial discrimination, unemployment, poor housing and little economic or political control, they may exhibit passivity and apathy (low motivation), they may fail to learn which events may be controlled (cognitive disruption) and they may show anxiety, anger and depression (emotional disturbance).

It appears that perceived control makes a great difference with respect to behavioral responses made to aversive stimulation. In that behavioral responses are shaped by perceptions of external and internal stimuli,



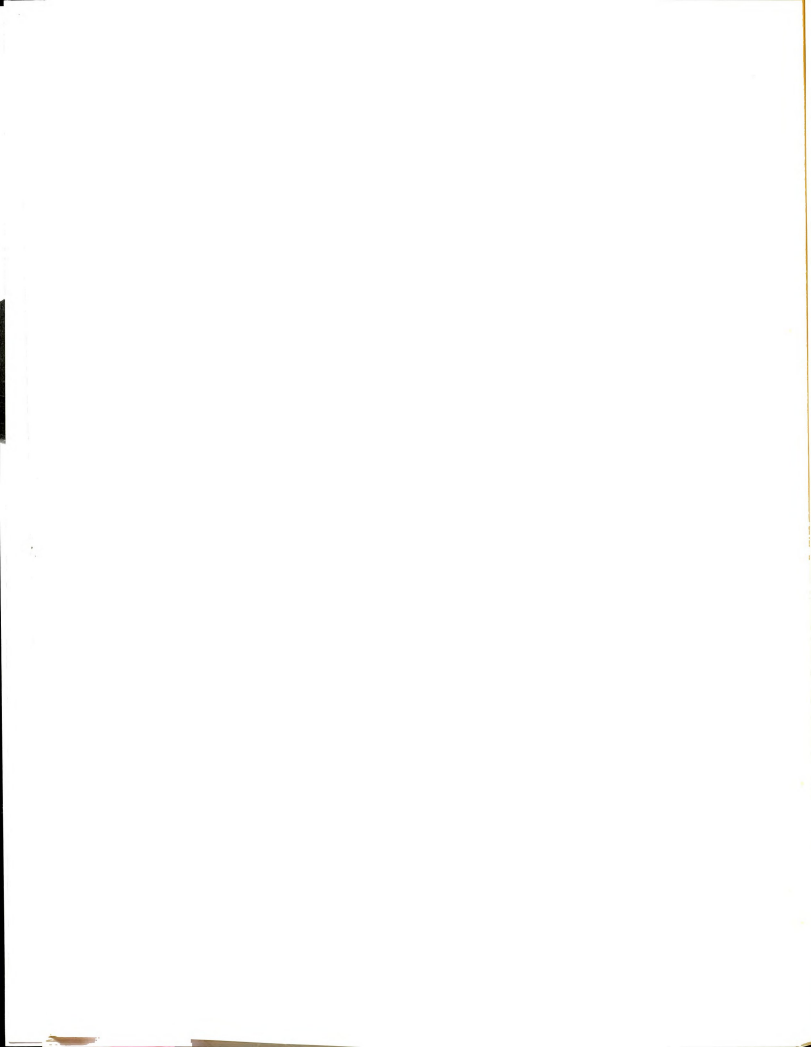
the perception of control would seem to be a major influence on the responses to aversive events.

In addition to the familial influences on self-efficacy and locus of control expectancies other forces also influence individual's identity development. However, those initial world views and beliefs passed along to the children from the family and the mass media have additional influence on the effects of other socialization forces (i.e., peers, schools) that will be encountered later in life.

One major system that is passed on to the children through the socialization process is the dominant society's values. This system is essential to the socialization process in that the values structure provides the evaluative framework on which decisions are based.

The values of a culture are important in that they determine what is defined as preferable or unpreferable by the social system. These values are passed on to individuals through the socialization process. "Values are acquired so early in the socialization process--in the family, in the school, in the community--that for most people they are largely unconscious assumptions, governing action much more than it is governed by consciously professed creeds" (Marden & Meyer, 1968, p. 20).

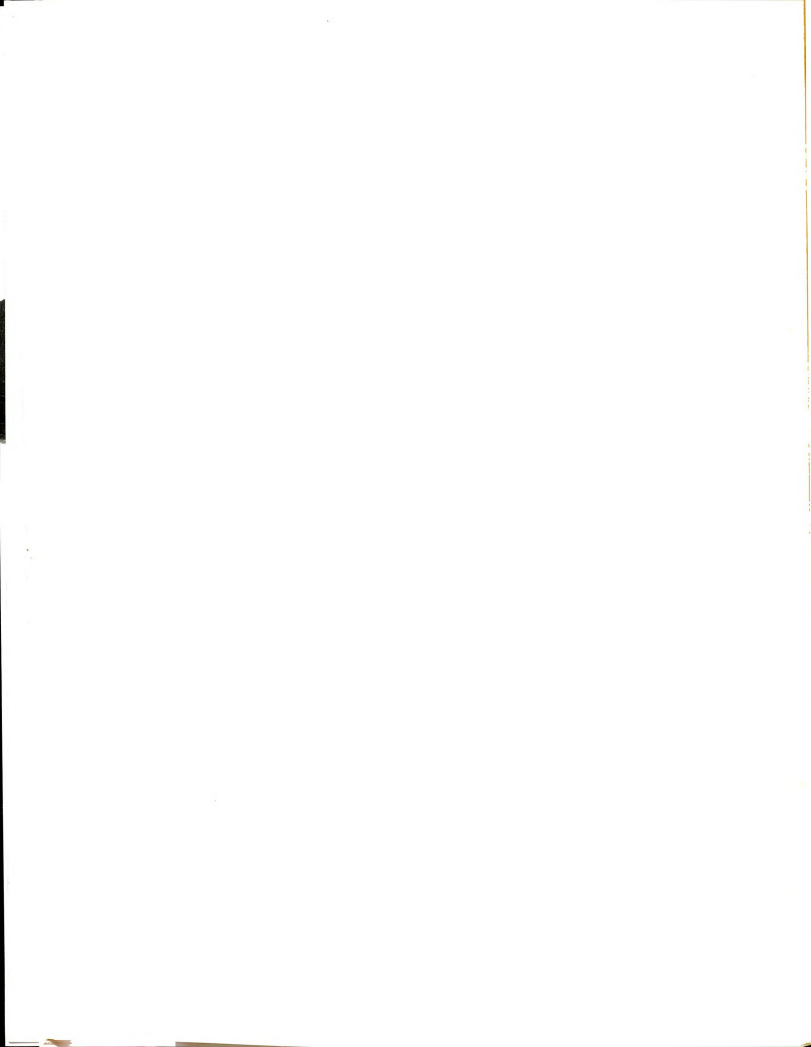
Value orientations are an integral part of the cultural system, in that they provide definitely patterned



principles which give order and direction for the individuals within a given society. Rokeach (1979) described value systems as organized sets of preferential standards used to select objects and actions, resolve conflicts, invoke social sanctions and cope with needs to defend choices made or proposed. Rokeach (1973) further reported that values are considered as standards when they lead one to take a particular position on social or personal issues, when they predispose preference for a particular ideology, when they act as a guide for one's self-representation to others and when they are used to evaluate and judge.

Any existing social system maintains its social order through the dominance of its particular value system. In this sense, values are important to understand not only because they motivate and govern behavior but because they help maintain the society's social order.

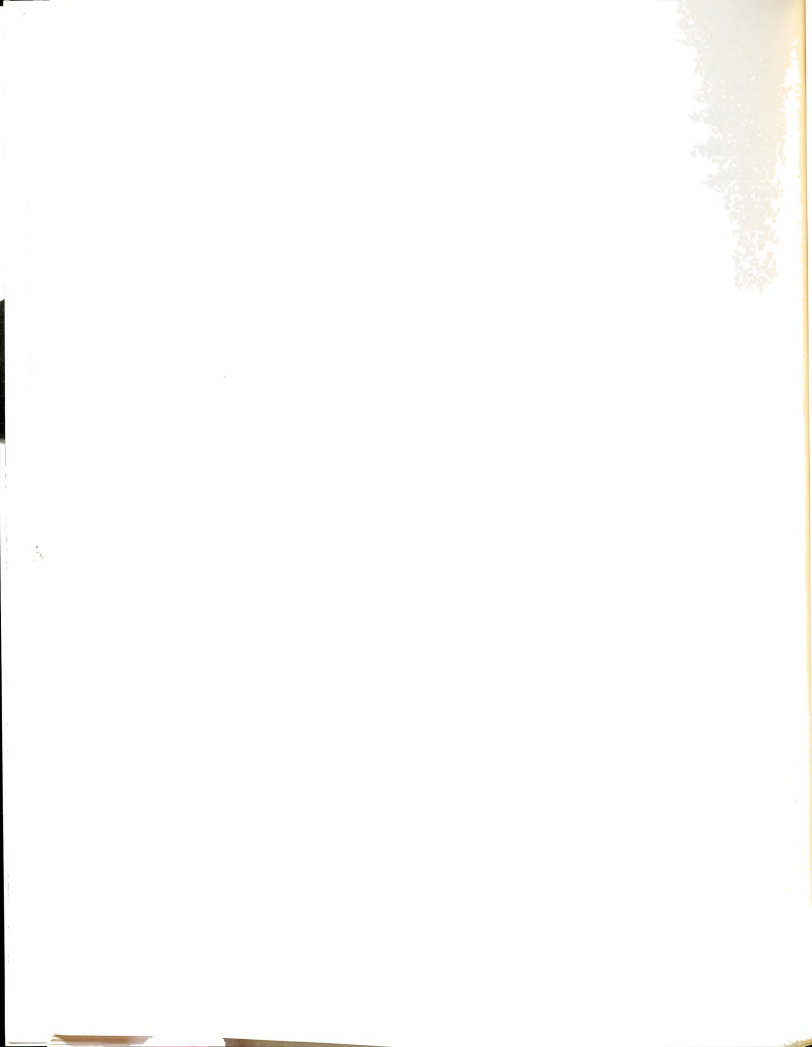
In that the socialization process depends upon the internalization of a society's norms, values and world view, there are degrees of socialization depending on how much of the society's cultural views are actually internalized. Feather (1979) outlined three main criteria that gauge the degree of assimilation into the host society: (1) acculturation (i.e., learned roles, norms, and customs); (2) personal adjustment (i.e., low rates



of mental illness, crime, suicide); (3) institutional dispersion (i.e., degree of assimilation into institutions). These three criteria are outward indications of the degree of socialization and assimilation of minority group members into the dominant cultural system. The more acculturated individuals are, the more likely they will be better adjusted and their chances for advancement within the institutional system will be increased.

A major factor is the degree of assimilation desired by the individuals who are being acculturated. "Assimilation expects for individuals at all class levels to become part of the dominant society" (Marden & Meyer, 1968, p. 39). One may assimilate into the society to differing degrees by adopting the lifestyle as far as consumption behaviors, dress, social roles, values, beliefs and speech, while at the same time continuing to identify with one's own particular racial or ethnic group (Caditz, 1976).

The issue of socialization for minority group members is primarily one of degree of acculturation. "Acculturation is one of the sustaining processes whereby minorities are incorporated into the dominant culture" (Marden & Meyer, 1968). In this sense, the term refers to a change from one's primary cultural or subcultural belief system to that of the majority group's cultural belief system.



The acculturation process takes place on two levels-- external and internal. External acculturation is primarily behavioral, in which the everyday language, dress and social roles of the dominant culture are accepted, while key attitudes and behaviors in the private life remain in common with those of the minority group. In this way, the individual is leading a double lifestyle, where publically there is conformity with the society's standards, but privately the individual continues to conform with the attitudes and behaviors of the minority subculture. On the other hand, internal acculturation occurs when the cultural attitudes, belief systems and values of the dominant culture have been internalized.

Given the ethnocentric nature of most societies, there is always pressure for acculturation. This is particularly true in that some degree of common reality and beliefs are essential for any economic or social advancement within the society. Through acculturation, individuals are provided with a common reality, which provides the society with a means of predicting and controlling their behaviors.

The degree of acculturation is influenced by how successful the society's institutions are able to socialize individuals to the dominant group's value system and world view. For minorities, the degree of socialization

will initially depend on how acculturated the parents and other significant family members are. What the parents consider desirable and important in life will determine the qualities that they will teach their children.

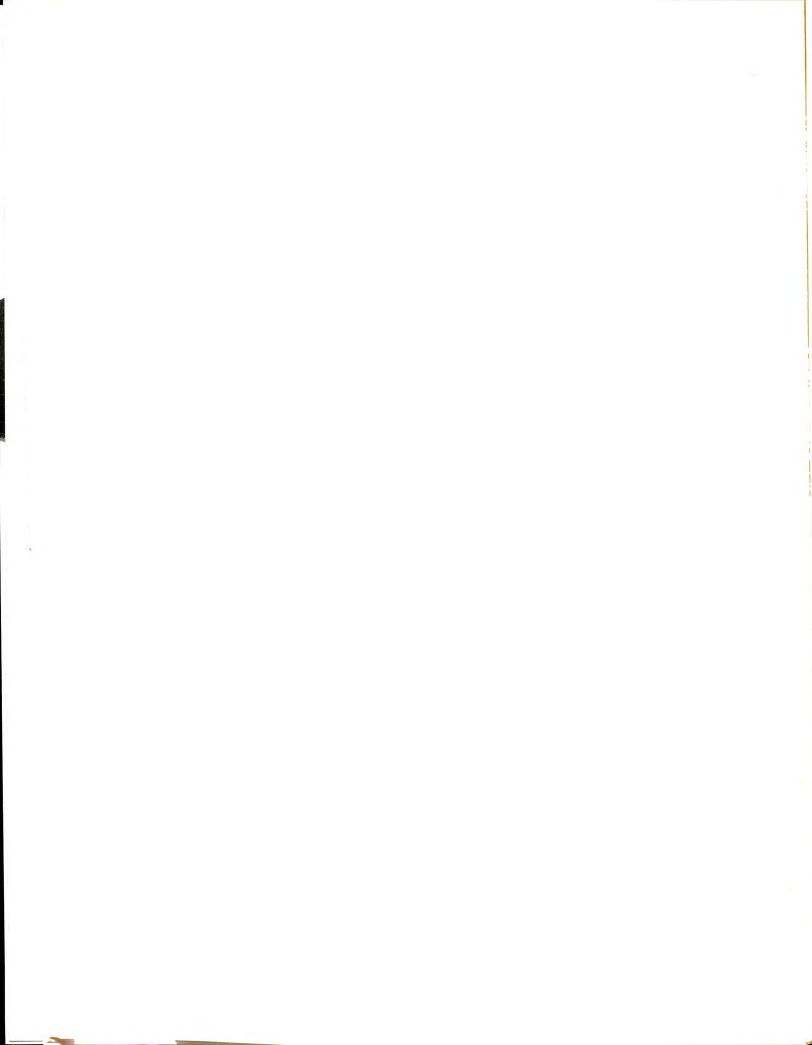
Majority-Minority Group Dynamics

The dominant group in a society is one whose appearance and ways of behaving are considered to be the normal one's of the society (Marden & Meyer, 1968). Therefore, the dominant group's culture and physical traits are established as superior and other groups with different cultures or physical traits are discriminated against.

A minority group is the subordinate group which has different physical or cultural traits held in low esteem by the dominant group (Marden & Meyer, 1968). Marden and Meyer further indicated that minority status is an imposed one and is valid only as long as the dominant group maintains the power and has the opportunity to sustain it.

The attitudes of dominant group members toward minority group members are bound up with a system of values which devalues certain physical and cultural traits and these values are established through the socialization process.

There are two conditions for the establishment of dominance. The first is a differentiation between the groups that makes each group identifiable to the others



and the second condition consists of an unequal power situation (Marden & Meyer, 1968). The establishment of dominance occurs when one group succeeds in imposing its values and institutions as the norm, with inferior labeling being sanctioned for those who adhere to different norms.

There is much potential for conflict in majority-minority group relations because the minority groups share of the power, authority, opportunities and resources are unjustifiably limited. A conflict arises between the majority and minority groups not only from unequal treatment, but because of the basic group differences that are exaggerated by discriminatory practices.

When the minority group finds itself in conflict with the major culture because its values are divergent and because it resists the acceptance of the roles assigned to it, then the minority group has to accept the responsibility for effecting a change to accommodate the circumstances (Mosby, 1972, p. 122).

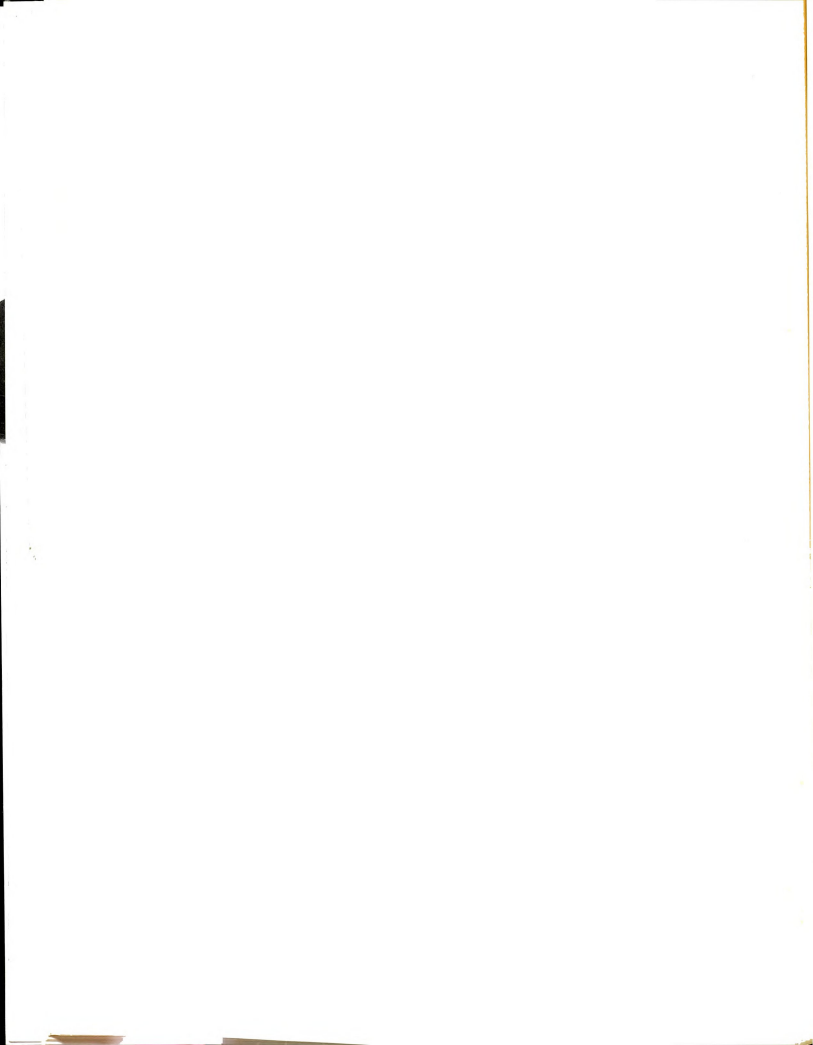
When considering the unequal distribution of power, several factors must be taken into consideration. Power is the ability to control or influence directly or indirectly the conditions under which one lives. To have power is to have access to the resources which can be employed to reduce one's feeling of uncontrollability or to increase one's sense of control. Rothman (1978) described the resource bases of social power as:



(1) economic (i.e., property, money, credit, wages); (2) occupational (i.e., jobs, promotions); (3) informational (i.e., knowledge, specific and general information); and (4) coercive (i.e., physical force). Rothman (1978) further suggested that the degree to which minority group members are dependent on the majority group is related to the availability of substitute commodities.

The patterns of actions and attitudes related to the distribution of resources in American society are based on the doctrine of white supremacy and the protestant ethic. Marden and Meyer (1968) reported that these actions and attitudes are sustaining processes and they also ensure the restriction of people with other patterns of action or with different attitudes from full participation in the power and economic opportunities of that society. As a result, Black Americans live under circumstances where they are prohibited from participating freely in the culture of the larger society and at the same time are denied the right to practice and re-develop their own cultural patterns.

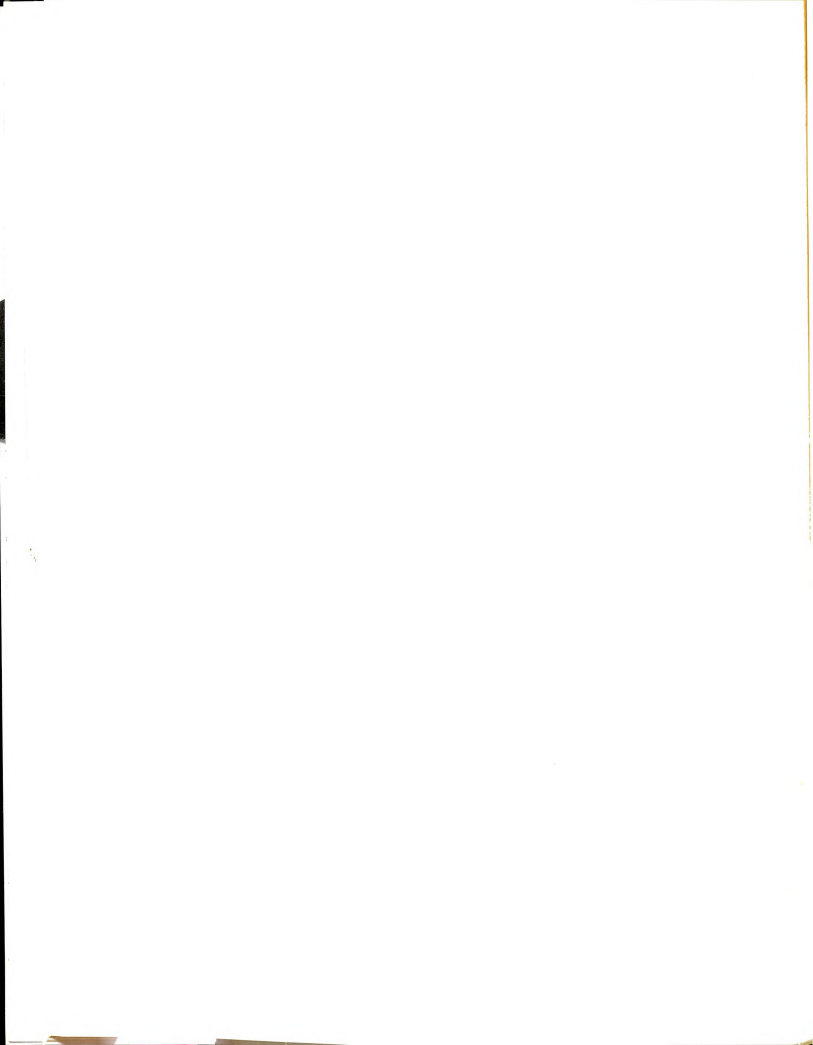
It appears that what has been established in America is a system of institutionalized inequality. Rothman (1978) suggested that the term "inequality" implies the uneven distribution of a resource. Structural inequality refers to situations in which resources are allocated on



the basis of group membership or position in the social organization of a society. As a result of the inequality and opportunity restrictions, individuals or groups may not be able to make the advances within the society that would enable them to become self-determining or self-sustaining.

Within the majority-minority group dynamics, there appears to be varying degrees of dependency relationships which are shaped by specific forms of exploitation and manifested differentially. Of primary importance to the maintenance of the subordination of a group is the need for psychological control as well as physical restrictions. This psychological control is essentially maintained through instrumental conditioning which involves the control of reinforcements such as resources and opportunities. A state of conditioning is produced in that only the specific behaviors and thoughts which conform to White American standards will tend to produce reinforcements or resources (i.e., jobs, educational degrees, access to power structures).

Some investigators (Blauner, 1969; Chesler, 1976) have described the social situation in America for blacks and other racial minorities in terms of internal colonialism. Blauner's (1969) theoretical paradigm of internal colonialism includes: (1) conquest; (2) economic



exploitation; (3) political control; (4) cultural genocide and control; and (5) a self-justifying ideology.

American society continues to operate in ways that tend to perpetuate the historical injustices inflicted on blacks, so as a result the inequitable situation is maintained and reinforced. The self-justifying ideology is used to rationalize the situation and to restore psychological equity. In addition, it appears that this self-justifying ideology will result in a distorted and unreal assessment of the situation.

Researchers have investigated the ways that one can restore psychological equity to a relationship by distorting reality. Studies by Berkowitz (1962); Davis and Jones (1960); Glass (1964); Katz, Glass and Cohen (1973); and Ryan (1971) revealed that harmdoers will often derogate their victims. In addition, Brock and Buss (1962, 1964) reported that harmdoers will consistently underestimate how much harm they have done as well as tend to deny their responsibility for the act.

Maintaining prejudicial attitudes appears to be one way of restoring psychological equity to relationships. Prejudice is a negative attitude toward a person or group based upon a social comparison process in which the individual's own group is taken as the positive point of reference (Jones, 1972). It appears that prejudice is learned through one's interaction within the sociocultural

environment. Marden and Meyer (1968) suggested that, through the socialization process, discrimination and prejudice toward minorities becomes the normative psychological and sociological behavior instead of deviant behavior.

The behavioral manifestation of prejudice is discrimination (Jones, 1972). Discrimination may involve an overt or covert situation where the opportunities and choices open to the victimized groups are limited. In an overt situation, the discriminatory practices are openly and directly used, whereas a covert situation tends to involve more subtle and indirect means such as the legitimization of racist occupational promotion practices such as seniority.

Discrimination is typically justified or rationalized by the development of ideologies which define the victim as fundamentally inferior or different and deserving of being treated unjustly. Nash (1962, cited in Rothman, 1978) suggested that a discriminatory ideology serves five functions: (1) it provides a moral rationale for systematic deprivation; (2) it allows the dominant group to reconcile their values and behavior; (3) it discourages the subordinate group from challenging the system; (4) it serves to rally adherents in support of a just cause; and (5) it defends the existing division of labor.



Racial Attitudes

Some researchers (Schuman, 1969; Schwartz, 1967; McConahay & Hough, 1976) who have examined racial attitude trends indicate that White Americans still hold negative attitudes toward blacks, but have discarded overtly racist positions in favor of more subtly racially related statements and behaviors.

Racial attitude research conducted by Campbell (1971) suggests that White Americans are racist in degrees and the explanation that whites give for the disadvantages in the black population has shifted from a genetic one to a motivational one.

This attitude shift appears to help restore psychological equity. By continuing to blame black Americans for their socio-economic plight, many white Americans help to relieve their responsibility.

Other researchers who have focused on black racial attitudes (Schuman & Hatchett, 1974; Chang & Ritter, 1976; Messing & Zagorin, 1972) all suggest a trend in attitudes moving toward black self-definition and self-realization. This redefinition of blacks by blacks requires a schematic shift from the White Anglo-Saxon Protestant perceptual reality or schema to a cognitive structure that is more supportive of black people's best interests and needs.



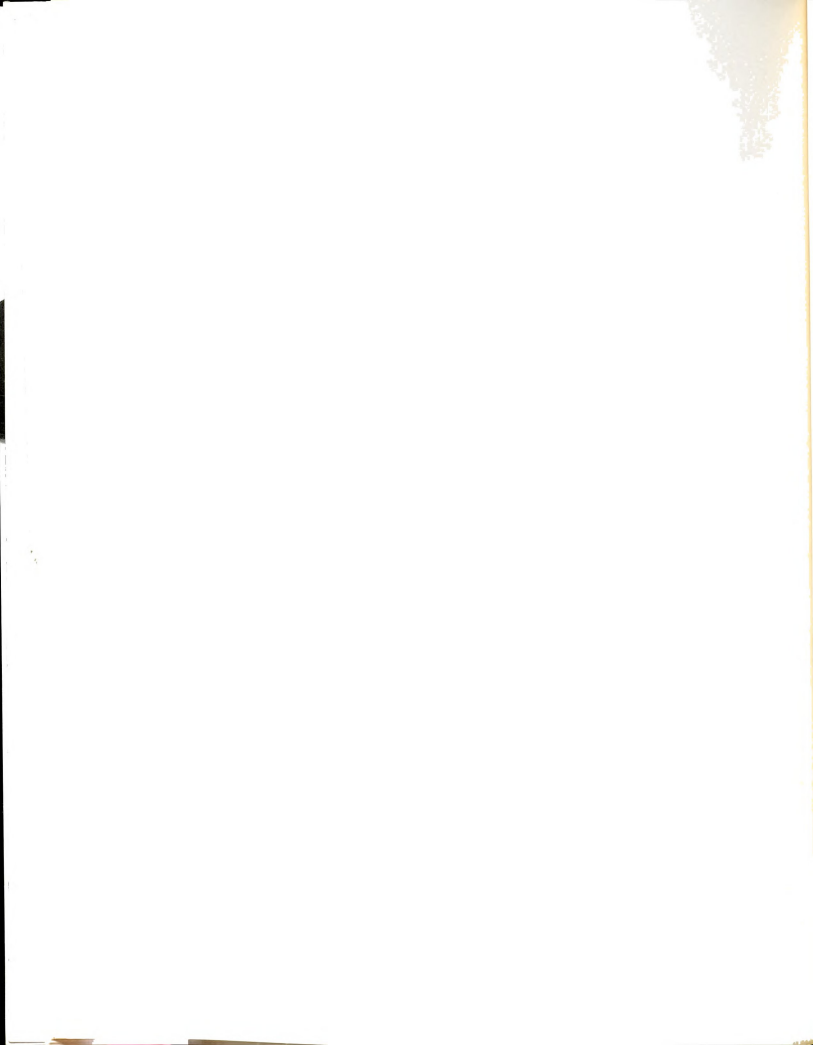
This trend may tend to increase the perceptual differences between blacks and whites. Researchers have suggested that whites may in fact have different beliefs than blacks in crucial race-relevant domains (Gilman, 1978; Dixon, 1976; Nobles, 1978, Clark et al., 1975; Maykovich, 1972, 1973, 1975, 1978; Greenberg & Rosenfield, 1979).

Understanding Racism

Racial prejudice begins with a perception of color or physical appearance differences between two groups (Jones, 1972). This perception is followed by a comparison and an evaluation.

Racism is defined as any activity by individuals, institutions or cultures that treats people unjustly because of color and rationalizes that treatment by attributing to them undesirable biological, psychological, social or cultural characteristics (Terry, 1975). Racism involves the belief that race is the primary determinant of human traits and capacities and that certain racial characteristics determine the superiority of one racial group over another.

It is commonly believed that, in order for an act to be racist, it must be overt and deliberate. Racism may be overt as well as covert and intentional as well as unintentional. If any practices or acts result in unjust or unequal consequences for a particular racial group, that



act may be termed racist regardless of the circumstances (Jones, 1972). Racism is distinguished by three main situational factors: (1) individual racism; (2) institutional racism; and (3) cultural racism.

Individual racism involves an individual action, overt or covert, intentional or unintentional, that perpetuates societal racism. It consists of a set of values, attitudes and behaviors that have been internalized and learned, either directly (i.e., bad experiences) or indirectly (i.e., observation, imitation and identification with significant others).

The cognitive dimensions of prejudice have been traditionally placed under the label of stereotypes. Stereotypes function to reinforce the beliefs and disbeliefs of individuals and they also furnish the basis for the development and maintenance of in-group solidarity. Stereotypes provide motives for the actions of prejudiced or closed-minded individuals and at the same time, they signal the socially approved and accessible targets for the release of hostility and aggression. Stereotyping has been discussed in terms of a structural framework for processing information and in this way, it has the properties of a schema (Hamilton, 1979).

Institutional racism can be defined as these established laws, customs, and practices which systematically

reflect and produce racial inequities in American society (Jones, 1972). Institutional racism can be either overt or covert, intentional or unintentional. This type of racism involves systemic arrangements that were originally designed and established to maintain the status quo. However, one serious problem is that, in maintaining the status quo, little flexibility is allowed for individuals operating within that system who are different culturally or racially. In this sense, these institutional arrangements are racist in that they restrict the life choices of Black Americans.

Cultural racism can be generally defined as the individual and institutional expression of the superiority of one race's cultural heritage over that of another (Jones, 1972). Jones further states that cultural racism is the appropriate term describing the act of requiring cultural minorities to measure up to the White American's standards in order to be able to participate and advance in the economic mainstream of the society. It appears that cultural racism may be an offshoot from symbolic racism and perceived racial threat, in that it appears to stem from a perception of threat to the established values and standards of the society.

Jones (1972) suggested that western society has practiced a form of cultural racism by imposing its standards,

beliefs and ways of behaving onto minority groups. As a result, cultural racism is found in the historical presentations within the educational system. "It is a matter of cultural racism when the achievements of a race of people are fully ignored" (Jones, 1972, p. 6). The negative distortions of African culture, the suppression of the black race's cultural heritage as a whole and the positive distortion of Western culture has limited the objective educational growth of all Americans.

Cultural racism is also expressed in the English language. Given that language acts as a symbolic representation of objects in the physical world, these symbols have come to be associated with evaluative connotations. Research by Jordan and Brown (1975) and Williams (1964, 1965) has shown how, in American culture, "black" has been associated with negative connotations, while "white" has been associated with positive connotations. It can easily be seen that, given these negative connotations associated with the color Black, it would follow that evaluations of, and reactions to, black people would be bound up with the symbolic representations. This may not be a conscious process in that symbolic forms may, and often do, affect individuals at an unconscious level. This indicates that even the language system may be unconsciously reinforcing symbolic negative associations toward blacks and perpetuating racism.

Racism as a Threat and Stressor

Understanding the environment is especially important for minority group members who may perceive their environment as threatening. This is an adaptive perception for Black Americans in that individuals need to be consciously and objectively aware of threats in order to take effective action regarding it (Wilcox, 1971).

For minorities, there appears to be a constant threat or anticipation of threat from the discrimination in their environment. It appears that a state of stress underlies most reactions to threatening situations. Whether or not the threat is real, it is perceived as real and may inhibit the minority individual's behaviors and capacity toward growth and competency. Therefore, it is important to be able to objectively appraise whether the situation is actually threatening.

Minority group members who perceive their environment to be threatening may adapt to the situation by becoming defensive. The effects created by such defensive behavior may become a handicap in that it tends to narrow one's objectiveness and limits their perspective regarding the stress situation.

One of the important sources of psychological stress for minority families is discrimination and racism (Smith et al., 1978). The systemic barriers to equal opportunities based on cultural or physical differences, confronts

all minority groups, but for Blacks the problem is compounded by the inferior labeling, noncontingent reinforcement and limitations placed on them because of their differences from the dominant group.

Psychological stress results from the frustration experienced due to opportunity barriers within the environment. This stress may manifest itself in a variety of ways. "The reaction of Black family members to a hostile environment may be seen as psychotic or neurotic without a concurrent knowledge of the cultural and social environment and Black norms" (Smith et al., 1978, p. 45). One must look not only at the external forces but at the perception and thoughts of the individual regarding those factors.

Discrimination is stressful in that it involves a potential or actual threat to an individual. The practice of discrimination is the differential and unequal treatment of a minority group by a majority group and is an essential feature of majority-minority group relations (Marden & Meyer, 1968). This differential and unequal treatment sets up a threatening situation for minorities.

Stress

Stress is a state of disequilibrium which results from an anticipated or real threat to an individual. "Threat implies a state in which the individual anticipates a confrontation with a harmful condition of some

sort" (Lazarus, 1966, p. 25). From this definition, an individual may be aroused by some impending and real threat, or just by that person's misperception of a potentially threatening situation.

Stress may arise from internal as well as external sources. An external source is environmental stress which results from disturbances, demands, obstacles, restrictions and unpredictable interruptions that seem to challenge or qualify an individual's expected control over the situation. Another crucial aspect of many stressful situations is that they may present a threat to one's self-esteem. The effect of low self-esteem as an internal stressor should be considered in that it represents a continuous experience of devaluation and rejection.

The intense emotions that are often experienced under stress may affect one's choice of stress management behaviors because one's rationality, flexibility and objectiveness may be limited. The anxiety that arises from the perception of threat reduces individual's cognitive flexibility considerably (Mueller, 1979). An individual may, as a result, easily adapt to a stress situation by becoming defensive rather than effectively coping with the problem. If one must respond in a stressful environment that is hostile and ambiguous regarding the conditions and amount of reinforcement that may be received, then that

individual may, as a result, be defensive and doubtful if not immobilized regarding their response modes. Wills and Langer (1980) reported that stress-related symptomatology is produced not only by the unpleasant nature of the experience but by the fact that some persons do not have the necessary resources and skills that will enable them to solve their problems.

Three general components of a stress reaction include:

- (1) the stressor, (2) the appraisal and evaluation, and
- (3) the emotional and physiological arousal responses.

Haan (1977) reported that the reasons for stress reaction impairment were that either the individual did not anticipate the stress onset, they expected something different, the conditions of the situation were ambiguous, they anticipated the stress, they regarded the situation as similar to a previous one that they could not handle, they were already at a depleted state at the onset of the stress, or the situation deprived them of the necessary information for them to adapt.

These factors indicate the importance of perceptual functions that motivate the resulting behaviors under stressful situations.

Appraisal

How an individual appraises an environmental stressor has an important impact on the emotional and adaptational

responses. An evaluation must be made in order for a situation to be assessed as threatening. The cues to threatening situations are evaluated by cognitive appraisal processes.

Hamburg and Adams (1967) indicated that the appraisal of threatening elements lies in their personal meanings for the perceiver and is, in turn, influenced by one's past environmental influences and internal dispositions. These appraisal processes are influenced by various internal characteristics such as the abilities, attitudes, values, and beliefs of the individual.

Coyne and Lazarus (1980) described the cognitive appraisal process in terms of primary and secondary appraisals. Primary appraisal refers to the evaluation of the stressful situation as either irrelevant, benign or stressful. Secondary appraisal refers to the individuals ongoing judgments concerning their coping resources, options and constraints.

Adjustment Mechanisms

The manner in which individuals adapt to stressful situations is important to understand. Adaptation is considered to be a process, with progressive changes and refinements, not an outcome. One's adaptation responses generally involve the available psychological resources and behavioral attempts to deal with stress constructively

through one's own efforts or by turning to the assistance of significant others, family or friends.

Lazarus (1966) suggested that there are two general classes of adjustment which can be identified: (1) action-oriented tendencies that attempt to eliminate or reduce the anticipated harmful threat confrontation; and (2) cognitive maneuvers that alter the situation appraisal without being directed at changing the objective situation.

Considering the cognitive maneuvers, Lazarus (1966) reported that there were certain ego resources that influence adjustment directly rather than through the cognitive appraisal system. These ego resources are identified by Haan (1977) as ego processes.

The ego processes are divided into three basic categories: (1) coping, (2) defense; and (3) fragmentation. The basic concern here is with the coping and defense modes since fragmentation is more exemplary of extreme disorders and that is not the interest of this study.

Haan (1977) viewed the coping processes as actions that allow individuals to understand, master, reshape, and gain sustenance from their environment, both internally and externally. Two fundamental coping patterns were differentiated by Lazarus (1966) which involved: (1) action aimed at strengthening the individual's resources against harm, and (2) an attack mode.



The defense processes are psychological mechanisms which help an individual deceive him/herself about the actual condition of the threat. Lazarus (1966) differentiated two fundamental defensive patterns: (1) avoidance of the threatening situation; and (2) inaction against the threatening situation.

In summary, the coping processes involve more adaptive response strategies while the defensive processes consist of more maladaptive response strategies.

The ego processes delineated by Haan (1977) involve three major functions: cognitive, intraceptive and attention-focusing. The cognitive function involves discrimination, detachment, and goal-reactive behavior. The intraceptive function entails delayed response, sensitivity and time reversion. The attention-focusing function involves selective awareness, division, transformation and restraint. These functions are broken up into separate components, each of which involves a coping and defending mode. Haan (1977) suggested that these processes are internal attributes which affect the individual's perceptual reality and ultimately have a motivational influence on the resulting behaviors of that individual.

The coping mechanisms include objectivity, intellectuality, logical analysis, tolerance of ambiguity, empathy, regression in service of ego, concentration, sublimation,

substitution and suppression. The defense mechanisms involve isolation, intellectualization, rationalization, doubt and indecision, projection, regression, denial, displacement, reaction formation and repression.

The manner in which individual's adapt to stressful situations is of central importance. These adaptation responses generally involve one's available resources and attempts to deal with stress constructively through one's own efforts or by turning to the assistance of significant others, family or friends. Similarly, coping refers to the capability of meeting situational requirements or forestalling the stressful experience, thereby reducing the intensity and duration of the experience (Kaplan, 1980). Therefore, coping responses represent some of the things that people do to deal with the stressors they encounter.

Support Systems as Stress Modifiers

Caplan (1974) characterized social support systems as consisting of enduring interpersonal ties to a group of people who can be relied on to provide feedback and who share similar standards and values. It appears that one important function of social support is to provide consensual validation of one's perceptions of the physical and social reality. This idea is similar to Allen's (1975) description of social support as the presence of at least

one person in a group who gives a response that agrees with an individual's private belief or perception.

However, it may be the quality, rather than the quantity, of resources that is the essential ingredient in social support. It appears that social support provides predictability and security for individuals through the interaction with similar others. "Social resources are represented in the interpersonal networks of which people are a part and which are a potential source of crucial supports: family, friends, fellow workers, neighbors and voluntary associations" (Pearlin & Schooler, 1978, p. 5). In addition, Pearlin and Schooler suggested other functions of social supports such as modifying the conditions that produced the stress, neutralizing the meaning of the experience and thereby maintaining the individual's self-esteem and keeping emotional reactions in bounds. Therefore, it seems feasible that the combination of predictability and reassurance makes social support a potential insulator against stressful conditions. Johnson and Sarason (1979) identified four potentially important moderators in stress reduction research. These included social support, perceived control, stimulation seeking and level of arousability.

Mechanic (1970) indicated that, from the sociological point of view, stress arises when the social system fails

to provide adequate preparatory institutions, incentive systems and support systems. It appears that a social support system developed by an individual will tend to provide a buffer against stressful circumstances.

Researchers have suggested that the condition of low social support is in itself a source of stress (Myers, Lindenthal & Pepper, 1975). The literature shows that, among those individuals exposed to high stress, those with social supports of various kinds have much lower levels of symptomatology compared with those lacking social support (Cobbs, 1976; Rabkin & Struening, 1976b).

From this information it can be seen that perceived social support may influence not only the psychological well-being of individuals, but may act as a buffer against stressful situations.

Summary

A review of the literature has shown how various environmental influences such as cultural factors, socialization patterns, and majority-minority groups dynamics may influence the efficacy expectations, racial attitudes, locus of control expectations, values, perceived environmental support attitudes and stress management strategies of Black Americans and other minority group members.

Considering the interrelationship of environmental, cognitive and behavioral influences on adaptation

strategies, it appears that racism and discrimination act as additional stressors for minority group members and influence the adaptive strategies that they use. In that social support systems tend to act as stress modifiers then the effects of perceived support may reduce the stress that accompanies racist encounters.

In order to understand Black Americans' behavior, one must focus on the systemic issues and conditions that contribute to their mental health, as well as their daily adaptations and normative aspirations. In this way, it may be possible to develop preventive models and strategies and thereby improve the psychological functioning of blacks.

The primary focus of these research efforts will be on examining the effects of perceived support on the cognitive and behavioral adaptation strategies of black and white undergraduates.

Hypotheses

Hypothesis 1: Blacks attending predominately white institutions will perceive their environment to be less supportive than blacks attending predominately black institutions and whites attending predominately white institutions.

Hypothesis 2: Blacks attending predominately white institutions will perceive their environment to be more uncontrollable than blacks attending predominately black institutions and whites attending predominately white institutions.

- Hypothesis 3: The adaptive strategies of blacks attending predominately white institutions will be more defensive than the adaptive strategies of blacks attending predominately black institutions and whites attending predominately black institutions and whites attending predominantly white institutions.
- Hypothesis 4: Black students attending predominately white institutions will perceive themselves as functioning less effectively than blacks attending predominately black institutions and whites attending predominately white institutions.
- Hypothesis 5: Black students attending predominately black institutions will have a higher social consciousness than the blacks attending predominately white institutions and whites attending predominantly white institutions.

METHOD

This study was designed to assess the differential coping strategies used by black and white students. The plan was to assess racial differences in the self-reported cognitive and behavioral strategies obtained from questionnaire measures.

Subjects

The sample consisted of 168 undergraduate volunteers from three different educational institutions. All subjects received course credit for participation in the study with the exception of 80 students from Spelman College and Morehouse College and nine Black students from Michigan State. These students did not receive course credit because it was not an established practice in all of the courses. In addition, the nine Black students were solicited from dormitories rather than classes which offered credit. It does not appear that the data were affected by these differences. One group (BB) consists of 100 black students from Spelman and Morehouse Colleges (two predominately black southern colleges). A second group (BW) involves 12 black students from Michigan State University (a predominately white northern institution).

The third group (WW) consists of 56 white students from Michigan State University (a predominately white institution).

Instruments

Five likert-type scales, three rating scales and one demographic measure were constructed or adapted by the researcher. The measures included background information, values, self-descriptive, stress management, cognitive processes, focus of control, social consciousness, and environmental support. These measures were further divided into subscales derived either from the literature, personal experiences or by cluster analysis.

Background Information

Personal demographic information was gathered in order to determine the relationship, if any, between questionnaire results and family and situational factors such as income, age, sex, and race. The background information scales may be found in Appendix G.

Values

The terminal and instrumental values scales were adapted from Rokeach's (1967) values ranking measure. The instruments were changed from ranked to rated responses and only those values, fifteen terminal and fifteen instrumental, that the researcher considered to be pertinent were

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included. The terminal and instrumental values measures may be found in Appendix G. Each value is rated on a continuum from one (not at all important) to seven (very much important). The importance of values, in understanding an individual's belief system, has been emphasized in Rokeach's value research studies (1968, 1972, 1973). The values instruments are included in this study to give a broader understanding of the belief systems of the groups. Since the total scale scores add little information only the group mean item responses will be reported.

Self-Descriptive Adjective Checklist

The adjective checklist rating measure was adapted from Gough and Heilbrun's (1965) Adjective Checklist Instrument. Sixty adjectives were chosen from the measure, each to be rated on a continuum from one (least like me) to seven (most like me). The self-descriptive evaluations were chosen to reflect achievement, dominance, deference, endurance, orderliness, discontent, and abasement attitudes. This measure was included to give an indication of any relationships between these dimensions and the responses on other scales and subscales. This scale may be found in Appendix G.

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Stress Management Scales

The stress management scales were constructed by the researcher. Items for these scales were derived from the literature on anxiety and stress assessment (Borkovec, Weerts, & Bernstein, 1977; Zuckerman, 1960) and personal experiences. The scales are to measure the ways individuals try to cope with feelings arising in response to stressors, and the frequency that those stress feelings occur. The stress management scale consists of fifteen feelings which often accompany stress. The stress frequency scale was derived by having subjects report the frequency that they experienced each stress feeling on a four-point scale from one (not at all) to four (very frequently). A stress management scale consisting of 10 items (e.g., get high, eat, work harder) was developed because it is assumed that how an individual responds to stress affects their adaptive capabilities. The stress management scale may be found in Appendix G.

Cognitive Processes

The cognitive processes scales was adapted from Haan's (1977) Ego processes Q-sort instrument. The cognitive processes scale was selected to differentiate the coping and defending strategies described by Haan. The scale consists of a 20-item questionnaire counter-balanced for response set. The items reflect the following ego

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processes: objectivity, isolation, intellectuality, intellectualization, logical analyses, rationalization, tolerance of ambiguity, indecision, empathy, projection, regression in service of ego, regression, concentration, denial, sublimation, displacement, substitution, reaction formation, suppression, and repression. Five-graded categories (i.e., Always, Usually, Sometimes, Rarely, Never) were provided for each question. This measure was included because it is important to assess whether the responses to stressful situations are characteristically coping or defending. The Cognitive Processes scale is included in Appendix G.

Locus of Control

Levenson's (1977) locus of control measure included three subscales: (a) Internality, causal attribution due to self, (i.e., Whether or not I get to be a leader depends mostly on my ability); (b) Externality, causal attribution due to chance, (i.e., To a great extent, my life is controlled by accidental happenings); (c) Externality, causal attributions due to powerful others, (i.e., I feel like what happens in my life is mostly determined by powerful people). The scale consists of a 24-item questionnaire, counter-balanced for response set. The distinction is made between different types of externality, because it appears that externality may refer to several

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different things. Externality may include beliefs that chance determines what happens in life, beliefs that God determines what happens in life, and beliefs that powerful others determine what happens in life. Individual's externality beliefs may vary as a function of whether or not control is determined by powerful others in the environment, God or chance. Six-graded categories (i.e., agree strongly, agree moderately, agree slightly, disagree slightly, disagree moderately, disagree strongly) were provided for each item. Twelve additional items were constructed by the researcher and added to the measure to assess: (a) self-trust containing three items (e.g., I accept my feelings as the surest guide to what is right); (b) conformity, with four items (e.g., I find myself imitating or agreeing with those I consider to be superior); (c) locus of control--God, containing five items (e.g., I believe that the world will come to an end according to the Will of God). The rationale for the differentiation of this measure stemmed from the reasoning that individuals who believe the world is controlled either by God or powerful others would respond differently from those who feel the world is controlled by chance. The locus of control measures may be found in Appendix G.

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Social Consciousness

The social consciousness scale was constructed by the researcher, using information from community experiences and the literature on racial attitudes (Ashmore & Del Boca, 1976; Fairchild & Gurin, 1978; Chester, 1976). This measure was designed to assess the attitudes and beliefs regarding majority-minority group dynamics. This includes questions about the effects of discrimination and the issues related to some of the underlying assumptions and situations that may present conflicts or misunderstandings between the races (e.g., whites are socialized to believe their race and culture are superior). The scale consists of 18-items, counterbalanced for response set. Six-graded categories (e.g., agree strongly, agree moderately, agree slightly, disagree slightly, disagree moderately, disagree strongly) were provided for each item. The Social Consciousness scale may be found in Appendix G.

Environmental Support

The support measure was constructed by the researcher using community experiences and the literature (Moos, 1973a) regarding individual's perception of their institutional environment. The instrument consists of 32 items, however, later item 32 was dropped due to lack of response to the item by the participants. The areas of support

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covered include: institution, location, major area of study, life satisfaction, spiritual support, financial support, reinforcement, relations with school population, ethnic support, alienation, and course material. Six-graded categories (agree strongly, agree moderately, agree slightly, disagree slightly, disagree moderately, disagree strongly) were provided for each item. This measure was included to assess perceived environmental support and the relationship of this perception to the other scales and subscales. In the area of ethnic support an example of an item is: "The racial composition of this school makes it more supportive for me." This scale may be found in Appendix G.

Procedure

Volunteers were recruited from two predominately black, southern colleges with the cooperation of the Psychology Department chairpersons and appropriate professors. At Spelman and Morehouse colleges, volunteers were recruited from different level psychology classes and the professors, permitted class time to be used for completing the questionnaires, however, only one class at Morehouse received additional course credit (points added to grade) for their participation. At Michigan State University the subjects were recruited from introductory psychology courses and received course credit (points added to grade) for their participation.

Due to the low volunteer rate of Black students attending Michigan State University, letters were sent to all black students living in dormitories on campus to solicit their support. The nine black students who volunteered from the dormitories received no course credit for their participation.

For the volunteers at Michigan State University several different dates and times were provided for the participants to complete the questionnaire. The volunteers selected a convenient time to individually complete the instrument. The volunteers at Spelman and Morehouse completed the questionnaire during class time provided by the individual professors.

Before subjects received the questionnaires they were given a brief description of the study. The study was described as an environment adaptation study to assess the adaptation strategies they use. It was emphasized prior to administering questionnaire that all of the information on the questionnaire is considered confidential and that individual's were not required to put their names on the instruments.

The students who agreed to participate filled out consent forms that were collected before the questionnaires were administered. The participants were instructed to fill out all the information and answer all the

questions as honestly as possible. The questionnaires were collected upon completion and the subjects were informed that they could receive the results of the study upon its completion by contacting the researcher.

RESULTS

Population Description

Three groups were used in the data analyses. The demographic characteristics of the subjects in groups 1, 2 and 3 are presented in Table 1. The mean ages for the blacks attending the black institution (BB), the blacks attending the white institution (BW), and the whites attending the white institution (WW) were 19.5, 18 and 18 respectively.

The BB group consisted primarily of sophomores and juniors and involved 30 males and 70 females, for a total of 100 students. The BW group involved mainly freshmen, with one male and 11 females for a total of 12 students. The WW group consists primarily of freshmen, with 17 males and 38 females for a total of 55 students (allowing for one missing case).

One way analysis of variance tests were made to compare the effects of race on the demographic variables. The differences between the black and white students on the demographic variables are presented in Appendix A, Table A.1. There are three significant findings which are important for this study. There were significant differences between the black and white students on age,

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TABLE 1.--Demographic Characteristics of Subjects

Variable	Black Institution Blacks (N = 100)	White Institution Blacks (N = 12)	White Institution Whites (N = 56)
<u>Age</u>			
17	1	1	2
18	12	5	27
19	32	1	18
20	36	2	0
21	13	1	4
22	2	1	1
23	1	0	1
24	0	0	2
25	0	0	0
26 or older	<u>2</u>	<u>1</u>	<u>1</u>
TOTAL	99	12	56
	$\bar{X} = 19.5$	$\bar{X} = 18$	$\bar{X} = 18$
<u>Sex</u>			
Male	30	1	17
Female	<u>70</u>	<u>11</u>	<u>38</u>
TOTAL ^a	100	12	55
<u>Annual Family Income</u>			
Below \$4,000	1	1	1
\$4,000-7,500	2	2	1
\$7,500-10,000	7	2	4
\$10,000-12,000	28	3	12
\$12,000-20,000	6	0	3
Above \$20,000	<u>53</u>	<u>4</u>	<u>31</u>
TOTAL ^a	97	12	52
<u>Classification</u>			
Freshman	5	7	35
Sophomore	37	2	3
Junior	41	2	14
Senior	<u>17</u>	<u>1</u>	<u>4</u>
TOTAL	100	12	56

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TABLE 1.--Continued

Variable	Black Institution Blacks (N = 100)	White Institution Blacks (N = 12)	White Institution Whites (N = 56)
<u>Family Size</u>			
1	0	0	2
2	8	0	1
3	17	2	2
4	31	3	11
5	20	3	17
6	10	1	12
7	5	1	3
8	3	1	4
9	3	0	3
More than 10	3	1	0
TOTAL ^a	100	12	55
	$\bar{X} = 4.37$	$\bar{X} = 4.5$	$\bar{X} = 5$
<u>Mother Living at Home</u>			
Yes	96	11	53
No	4	1	3
<u>Father Living at Home</u>			
Yes	65	7	50
No	35	5	4
<u>Mother's Occupation</u>			
Other	2	0	1
Housewife	13	6	28
Unskilled	8	0	4
Skilled	15	1	6
Managerial	11	2	4
Professional	51	3	11
TOTAL ^a	100	12	54

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TABLE 1.--Continued

Variable	Black Institution Blacks (N = 100)	White Institution Blacks (N = 12)	White Institution Whites (N = 56)
<u>Father's Occupation</u>			
Other	9	1	5
Unskilled	7	2	2
Skilled	20	5	12
Managerial	14	2	13
Professional	49	2	22
TOTAL ^a	99	12	54
<u>Mother's Educational Level Completed</u>			
Less than elementary	0	0	1
Elementary	4	3	3
High School	22	4	25
Some College	20	2	11
College Degree	19	1	11
Graduate	31	1	5
Post Doctoral	3	1	0
TOTAL ^a	99	12	56
<u>Father's Educational Level Completed</u>			
Less than elementary	4	0	1
Elementary	4	2	4
High School	27	3	8
Some College	15	2	12
College Degree	17	1	19
Graduate	22	3	11
Post Doctoral	10	0	1
TOTAL ^a	99	11	56

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TABLE 1.--Continued

Variable	Black Institution Blacks (N = 100)	White Institution Blacks (N = 12)	White Institution Whites (N = 56)
<u>Birth Order</u>			
Only	15	2	3
Oldest	33	4	14
Middle	24	1	16
Youngest	<u>24</u>	<u>3</u>	<u>20</u>
TOTAL ^a	96	10	53

Grade Point
Average

0-1.45	1	0	1
1.5-1.95	3	0	0
2.0-2.45	13	4	11
2.5-2.95	53	4	4
3.0-3.45	21	4	28
3.5-4.00	<u>8</u>	<u>0</u>	<u>11</u>
TOTAL ^a	99	12	55

State of Legal
Residence

Alabama	5	0	0
Alaska	1	0	0
California	4	0	0
Connecticut	2	0	0
District of Columbia	3	0	0
Florida	3	0	0
Georgia	21	0	0
Illinois	5	1	0
Indiana	3	0	1
Louisiana	3	0	0
Maine	7	0	0
Maryland	1	1	0
Michigan	3	9	50
Mississippi	1	0	0
Missouri	2	0	0
Nebraska	1	0	0
New Jersey	5	0	0

TABLE 1.--Continued

Variable	Black Institution Blacks (N = 100)	White Institution Whites (N = 12)	White Institution Whites (N = 56)
New York	6	0	4
Ohio	3	1	0
North Carolina	1	0	0
Pennsylvania	3	0	0
South Carolina	4	0	0
South Dakota	1	0	0
Tennessee	6	0	0
Texas	<u>2</u>	<u>0</u>	<u>0</u>
TOTAL ^a	96	12	55

^aN's for each variable may vary due to missing data as a result of no participant response to the question.

$F(1) = 8.605$, $p < .003$; classification level, $F(1) = 46.423$, $p < .001$; and grade point average, $F(1) = 7.296$, $p < .007$.

Scale and Subscale Description

Presented in Table 2 is a list of the scales and a breakdown of the subscales for each scale. The questionnaire measure included nine scales. Subscales were generated for five of the nine measures. Three of the six subscales generated from the combined locus of control instrument were derived from Levenson's (1977) original subscale structures. Three subscales were generated from the 12 additional items added to Levenson's scale by the researcher.

Levenson's (1977) subscales are: Locus of control-internal (LCI), Locus of control-chance (LCC) and locus of control-powerful others (LCP). The other three subscales: conformity (CO), self-trust (ST) and locus of control-God (LCG), were derived rationally by the researcher from personal experiences.

Three subscales were generated from the environmental support instrument: lifestyle support (L), student-institute relations (SIR) and spiritual support (SS). Sixty adjectives were chosen by the researcher and generated six subscales from Gough and Heilbrun's (1965) classifications: achievement (ACH), dominance (DOM), deference

TABLE 2.--Description of Scales and Subscales

Scales	Subscales	Subscales Developed for this Research
Locus of Control	Locus of Control--Internal (LC) Locus of Control--Chance (LCC) Locus of Control--Powerful (LCP)	Conformity (CO) Self-Trust (ST) Locus of Control-- God (LCG)
Environmental Support**		Lifestyle Support (L) Student-Institute Relation Spiritual Support (SS)
Self-Descriptive Adjective Checklist		Achievement (ACH) Dominance (DOM) Deference (DEF) Abasement (ABA) Endurance (END) Order (ORD) Discontent (DIS)
Social Consciousness**		Racial Conscious- ness (RC) ^b Racial Tolerance (RT) ^b
Stress Management Behavior**		
Stress Management Frequency**		

TABLE 2.--Continued

Scales	Subscales	Subscales Developed for this Research
Instrumental Values ^c		
Terminal Values ^c		
Cognitive Processes		Coping Defending

^aScales developed for this research are followed by **.

^bScales derived by cluster analysis.

^cThree of the original items deleted for these measures.

(DEF), abasement (ABA), endurance (END) and order (ORD). One additional subscale was generated with three adjectives not included in Gough and Heilbrun's (1965) scale. These adjectives were added by the researcher to form the discontent (DIS) subscale. This additional subscale raises the total number of subscales in the self-descriptive measure to seven. The cognitive processes (CP) instrument generated two subscales, the coping (C) and defending (D) measures.

Cluster analysis was used to generate the two subscales derived from the social consciousness (SC) scale. The scale items were analyzed using a cluster analysis program developed by Hunter and Cohen (1969). This analysis, called PACKAGE, involves a procedure where an inter-item correlation matrix is computed, so that a confirmatory factor analysis of the cluster solution can be derived. The last step involves testing the fit of the items by three criteria of unidimensionality: homogeneity of content, internal consistency and parallelism.

In general, the program involves an analysis of the correlations between the scale items to ascertain the degree of homogeneity. If the scale is homogeneous, then the items within the scale should cluster to form one factor. If the scale is heterogeneous, then it is expected that the items would cluster into homogeneous subscales.

The two subscales generated from the social consciousness scale included a racial consciousness (RC) and a racial tolerance (RT) subscale. Examination of Appendix B. Table B.1 reveals the eleven items that compose the RC scale. The intercorrelations among the items in the RC subscale are presented in Table B.2. The seven items that make up the RT subscale and the inter-item correlation table are presented in Table B.3.

The other scales included in the instrument were: stress management behavior, stress management frequency, instrumental values and terminal values. Considering that the cognitive processes, instrumental values and terminal values. Considering that the cognitive processes, instrumental and terminal values total scale scores have little informative value only, the individual item group mean responses will be reported for the instrumental and terminal values measures, while only the cognitive processes subscales will be discussed. Combining the scales and sub-scales, 22 measures are involved in the data analysis.

Group Differences on the Scales and Subscales

To assess any group response differences for the scales and subscales, specific information regarding each measure is required. For each of the measures, the number of items, means, standard deviations and alpha coefficients of reliability (internal consistency) are presented

in Table 3. This table compares the three groups on each of the above mentioned dimensions for each scale and subscale. The table indicates the possible group response differences.

The means for the social consciousness measure equaled 88.30, 86.25 and 70.38 for the BB, BW and WW groups, respectively. An analysis of variance test revealed that there were significant differences $f(1,66) = 33.214$, $p < .001$; between the BW and WW groups and the BB and WW groups $f(1,154) = 80.492$, $p < .001$; but no significant difference between the BB and BW groups, thus partially confirming Hypothesis 5 which predicted that the BB group would have a higher social consciousness score than the BW and WW groups.

Inspection of Duncan's post hoc paired comparisons for the racial consciousness subscale means for the BB group ($\bar{X} = 52.14$), the BW group ($X = 50.91$) and the WW group ($X = 35.54$) revealed significant differences between the BB and WW groups $f(1,154) = 141.869$, $p < .001$; and the BW and WW groups $f(1,66) = 39.313$, $p < .001$; while no significant difference was found between the BB and BW groups. For the racial tolerance subscale the means are 36.16, 35.33 and 34.84, for the BB, BW and WW groups, respectively, however no significant differences were found.

TABLE 3.--Number of Items, Means, Standard Deviations,
and Alpha Coefficients of Reliability for the
Scales and Subscales

Measure	Black Institution Blacks	White Institution Blacks	White Institution Whites
<u>Social Consciousness</u>			
No. of Items	18	18	18
M	88.30	86.25	70.38
SD	13.31	8.01	8.67
Alpha	.84	.47	.54
<u>Racial Consciousness</u>			
No. of Items	11	11	11
M	52.14	50.91	35.54
SD	8.44	5.85	7.96
Alpha	.73	.34	.65
<u>Racial Tolerance</u>			
No. of Items	7	7	7
M	36.16	35.33	34.84
SD	6.39	5.98	4.45
Alpha	.81	.77	.52
<u>Locus Of Control--Internal</u>			
No. of Items	8	8	8
M	20.53	23.50	21.05
SD	5.77	5.83	5.67
Alpha	.61	.49	.69
<u>Locus of Control--Chance</u>			
No. of Items	8	8	8
M	32.38	33.41	32.07
SD	7.11	7.77	5.57
Alpha	.71	.83	.67
<u>Locus of Control--Powerful Others</u>			
No. of Items	8	8	8
M	32.59	32.16	31.31
SD	7.03	7.45	6.75
Alpha	.69	.78	.78
<u>Self-Trust</u>			
No. of Items	3	3	3
M	14.22	14.00	13.57
SD	3.18	3.78	2.61
Alpha	.56	.53	.48

TABLE 3.--Continued

Measure	Black Institution Blacks	White Institution Blacks	White Institution Whites
<u>Conformity</u>			
No. of Items	4	4	4
M	9.77	9.25	12.12
SD	3.97	5.18	3.34
Alpha	.61	.82	.58
<u>Locus of Control--God</u>			
No. of Items	5	5	5
M	24.84	26.00	19.64
SD	6.30	4.47	8.20
Alpha	.90	.74	.93
<u>Environment Support</u>			
No. of Items	31	31	31
M	134.67	116.08	129.38
SD	18.07	21.51	16.08
Alpha	.81	.85	.79
<u>Lifestyle Support</u>			
No. of Items	18	18	18
M	71.52	67.58	75.40
SD	13.15	13.79	8.89
Alpha	.76	.78	.62
<u>Student-Institute Relations</u>			
No. of Items	10	10	10
M	47.29	31.58	40.47
SD	6.28	7.39	6.33
Alpha	.61	.51	.59
<u>Spiritual Support</u>			
No. of Items	3	3	3
M	15.86	16.91	13.50
SD	8.20	2.02	4.63
Alpha	.81	.72	.91
<u>Stress Management Behavior</u>			
No. of Items	15	15	15
M	76.15	76.41	78.43
SD	22.49	17.29	22.24
Alpha	.79	.67	.78

TABLE 3.--Continued

Measure	Black Institution Blacks	White Institution Blacks	White Institution Whites
<u>Stree Management Frequency</u>			
No. of Items	15	15	15
M	32.18	35.41	34.31
SD	6.95	7.41	7.85
Alpha	.77	.77	.87
<u>Achievement</u>			
No. of Items	17	17	17
M	85.08	84.00	80.77
SD	13.09	17.49	15.77
Alpha	.85	.87	.90
<u>Dominance</u>			
No. of Items	22	22	22
M	108.56	105.33	102.12
SD	17.63	22.01	20.86
Alpha	.88	.90	.92
<u>Deference</u>			
No. of Items	10	10	10
M	41.59	47.50	42.40
SD	7.49	9.25	9.07
Alpha	.61	.72	.77
<u>Endurance</u>			
No. of Items	21	21	21
M	111.98	119.83	111.38
SD	13.88	11.30	18.79
Alpha	.84	.69	.92
<u>Discontent</u>			
No. of Items	4	4	4
M	14.68	16.66	16.08
SD	4.54	5.15	4.58
Alpha	.57	.52	.66
<u>Order</u>			
No. of Items	16	16	16
M	84.06	88.16	82.33
SD	12.07	13.71	14.76
Alpha	.84	.82	.91

TABLE 3.--Continued

Measure	Black Institution Blacks	White Institution Blacks	White Institution Whites
<u>Abasement</u>			
No. of Items	9	9	9
M	34.38	38.75	36.89
SD	7.99	11.12	9.38
Alpha	.68	.80	.80
<u>Coping</u>			
No. of Items	10	10	10
M	37.09	37.83	37.03
SD	3.98	3.71	4.00
Alpha	.60	.56	.70
<u>Defending</u>			
No. of Items	10	10	10
M	27.58	28.16	28.92
SD	4.19	8.23	3.75
Alpha	.53	.85	.55

For Levenson's subscales the response codes indicate that the higher the mean score, the stronger the disagreement with the expressed locus of control expectancy attitudes. The means for the internal locus of control subscale were 23.50, 21.05, and 20.53 for the BW, WW and BB groups, respectively. There were no significant differences for Duncan's post hoc paired comparisons for any of the groups.

The means for the locus of control-chance subscale equaled 32.28 for the BB group, 33.41 for the BW group and 32.07 for the WW group. No significant differences were found between any of the groups using Duncan's post hoc paired comparisons. The means for the locus of control-powerful others for the BB group equaled 32.59, the BW group mean equaled 32.16 and the WW group mean equaled 31.31. No significant differences were found on Duncan's post hoc comparisons for any of the paired groups.

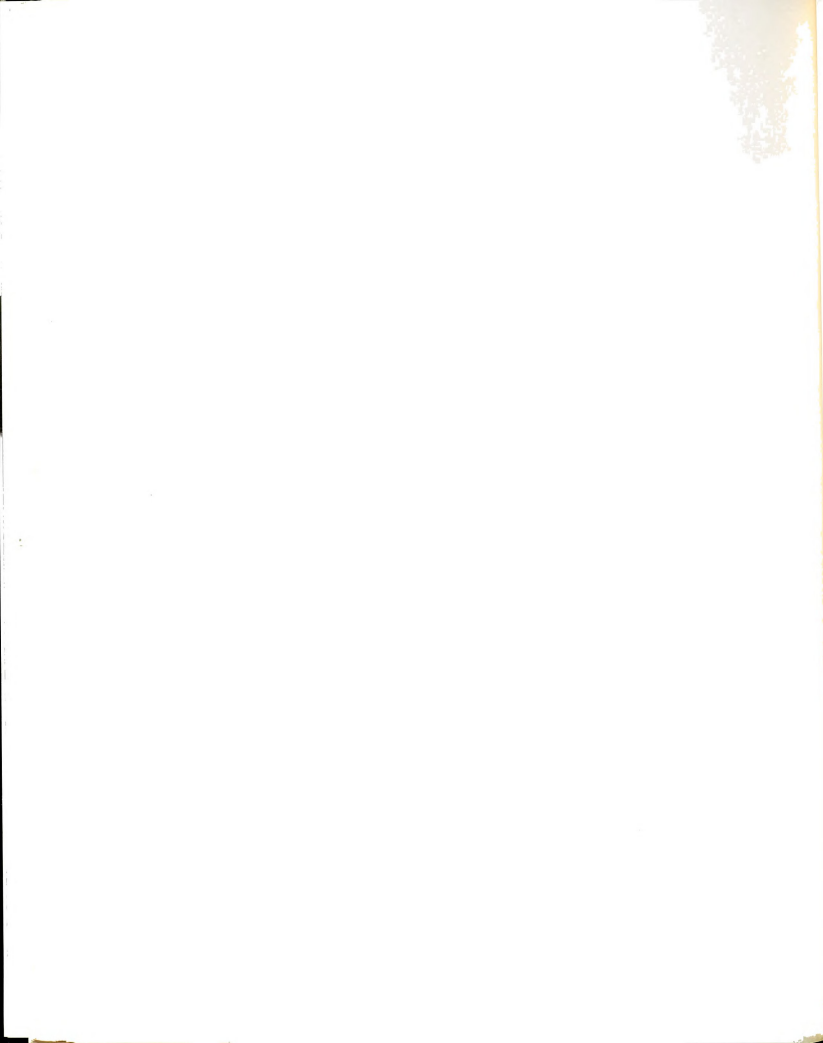
Inspection of the self-trust subscale means indicated the BB group mean equaled 14.22, the BW group mean equaled 14.00 and the WW group mean equaled 13.57. No significant differences were found on Duncan's post hoc paired comparison tests for the ST subscale. The conformity subscale means equaled 9.77, 9.25, and 12.12 for the BB group, the BW group and the WW group. Significant differences were found between the BW and WW groups $f(1,154) = 5.710$, $p < .019$; and the BB and WW groups $f(1,66) =$

13.577, $p < .001$; while no significant difference was found for the BB and BW groups using Duncan's post hoc paired comparison tests on the conformity subscale.

The means for the locus of control-God subscale were 26.00, 24.84 and 19.64 for the BW, BB and WW groups, respectively. Significant differences were found using Duncan's post hoc paired comparisons between the BW and WW groups $f(1,66) = 6.611$, $p < .012$; and the BB and WW groups $f(1,154) = 19.396$, $p < .001$; on the LCG subscale, while no significant differences were found between the BB and BW groups on this subscale.

Considering that the only significant results on the locus of control measures were between the BB and WW groups and between the BW and WW groups on the conformity and locus of control-God subscales, Hypothesis 2, which predicted that the BW group would perceive their environment as more uncontrollable than the BB and WW groups was disconfirmed.

Results from the environmental support measure indicates that the BW group ($\bar{X} = 116.08$) perceived their environment to be less supportive than the WW group ($\bar{X} = 129.38$) and the BB group ($\bar{X} = 134.67$) as predicted in Hypothesis 1. Significant differences were found between the BW and WW groups, $f(1,66) = 6.270$, $p < .014$; and between the BB and BW groups, $f(1, 110) = 10.873$,



$p < .001$; on the environmental support measure using Duncan's post hoc paired comparisons.

The lifestyle support subscale means for the BB group, BW group and the WW group were: 71.52, 67.58, and 75.40, respectively. Using Duncan's post hoc paired comparisons significant differences were found between the BB and WW groups, $f(1,66) = 8.165$, $p < .005$; and between the BB and WW groups, $f(1,154) = 8.120$, $p < .005$; while no significant difference was found between the BB and BW groups on the L subscale.

The student-institute relations subscale means were: 47.29, 31.58, and 40.47 for the BB, BW and WW groups, respectively. Significant differences were found between the BB and BW groups $f(1,110) = 64.533$, $p < .001$; between the BB and WW groups, $f(1,154) = 41.644$, $p < .001$; and between the BW and WW groups $f(1,66) = 18.130$, $p < .001$; on the student-institute relations measure using Duncan's post hoc paired comparisons.

The means for the spiritual support subscale equaled 15.86 for the BB group, 16.91 for the BW group, and 13.50 for the WW group. Significant differences were found between the BW and WW groups, $f(1,66) = 6.096$, $p < .016$; and between the BB and WW groups, $f(1,154) = 13.882$, $p < .001$; while there was no significant difference found between the BB and BW groups on spiritual support.



The results from the environmental support subscale shows that the BW group perceived less lifestyle support and student-institute relations support than both the BB and WW groups.

The stress management behavior scale means equaled 76.15, 76.41 and 78.43 for the BB, BW and WW groups, respectively. For this measure there were no significant differences on Duncan's post hoc paired comparisons for any of the groups. The stress management frequency measure means indicated that the mean for the BW group equaled 35.41, the BB group's mean equaled 32.18 and the WW group's mean equaled 34.31. There were no significant differences on the stress management frequency scale.

The subscale dimensions within the self-descriptive adjective checklist measure provide the relevant information, therefore only the subscale response differences are reported. The achievement subscale means equaled 85.08, 84.00 and 80.77 for the BB, BW and WW groups, respectively. No significant differences were revealed for the ACH subscale using Duncan's post hoc paired comparisons. The dominance subscale means for the BB group ($\bar{X} = 108.56$), the BW group ($\bar{X} = 105.33$) and the WW group ($\bar{X} = 102.12$) revealed only one significant difference between the BB and WW groups, $f(1,154) = 3.928$, $p < .049$; while no differences were found between the BB and BW groups and between the BW and WW groups means.



The deference subscale means were: 47.50, 42.40 and 41.59 for the BW, BB and WW groups, respectively. A significant difference was found between the BB and BW groups $f(1,110) = 6.121, p < .014$; while no significant differences were found between the BB and WW groups on the deference measure using Duncan's post hoc paired comparisons.

The group means on the endurance subscale were: 119.83, 111.98 and 111.38 for the BW, BB and WW groups, respectively. There were no significant differences on Duncan's post hoc paired comparisons for the groups on the endurance subscale. The discontent subscale group means were: 16.66, 16.08 and 14.68 for the BW, BB and WW groups, respectively. Examination of the order subscale means revealed that the BB group mean equaled 84.06, the BW group mean equaled 88.16 and the WW group mean equaled 82.33. The abasement subscale group means were 38.75, 36.89 and 34.48 for the BW, WW and BB groups, respectively. No significant differences between any of the groups on Duncan's post hoc paired comparisons were found for each of the above subscales.

The combined results for all of the self-descriptive subscales provided partial support for Hypothesis 4, in that the only significant differences in the BW groups self-perceived effectiveness were on the dominance and

deference subscales. These findings indicate that the BW group perceived themselves as less dominant and more deferent than the BW group.

For the coping subscale the means equaled 37.83, 37.09 and 37.03 for the BW, BB and WW groups, respectively. No significant differences were revealed for any of the groups using Duncan's post hoc paired comparisons. The defending subscale means were: 28.92, 28.16 and 27.58 for the WW, BW and BB groups, respectively. The only significant mean differences for the defending subscale was between the BB and WW groups $f(1,154) = 4.081, p < .045$; while no significant differences were found between the BW and WW groups and the BB and BW groups using Duncan's post hoc paired comparisons. These results disconfirmed Hypothesis 3, which predicted that the adaptive strategies of the BW group would be more defensive than the adaptive strategies of the BB and the WW groups.

Discriminant Analysis

In order to assess how well the scales and subscales could discriminate between the races, discriminate analysis tests were made. Discriminant analysis is a way of generating linear combinations of independent variables that best discriminate two or more groups. The combinations of weighted variables used to achieve the maximal



separations of the groups are called discriminant functions (SPSS, 1975).

Three sets of information are available from the discriminant analysis program: (1) The extent to which individual's known to belong to certain groups can have their group membership accurately predicted on the basis of the independent variables included in the analysis; (2) Individuals whose actual group membership is not known, can be classified as group members according to their pattern of scores on the independent variables that make up the discriminant linear function; (3) The relative discriminatory power of the independent variables can be assessed, so that the exact nature of the difference between the groups can be explored.

In Table 4 the predicted group memberships for blacks and whites on the scales and subscales are presented. Four sets of subscales significantly discriminated between the races. An inspection of the classification table involving the self-trust (ST), conformity (C) and locus of control-God (LCG) subscales showed an overall correct classification of 70% compared to a chance occurrence of 50%. Examination of the classification table for the racial consciousness (RC) and racial tolerance (RT) subscales, an overall correct classification of 85% was achieved as compared to a probably occurrence of 50%.



For the subscales: achievement (ACH), dominance (DOM), deference (DEF), discontent (DIS), endurance (END), order (ORD) and abasement (ABA), the classification table indicates a 60% correct prediction rate, compared to a chance accuracy of 50%. An overall correct classification of 67%, as compared to chance accuracy of 50% was achieved for the lifestyle support (L), the student-institute relations (SIR) and the spiritual support (SS) subscales.

In addition, presented in Table 4 the groups were divided into blacks attending the white institution (BW), blacks attending the black institutions (BB), and whites attendint the white institution (WW). A discriminant analysis was run for all of the environmental support variables and for variables 1 to 31, an overall correct classification of 91% was achieved as compared to a 33% chance accuracy.

Presented in Table 5 are the results of the significance tests for each set of subscales. Wilkes Lambda is an inverse measure of the discriminating power in the original variables which has not yet been removed by the discriminant function (SPSS, 1975). The larger Wilkes Lambda is, the less information there is left to discriminate between the groups.

For the locus of control subscales, only the conformity, $f(1,167) = 14.68, p < .001$; and the locus of

TABLE 4.--Predicted Group Membership from the Subscale Variables

Variables		Percentage Predicted Group		Percentage Correctly Classified	Chi Square	Significance
		Black	White			
SMB, SMF	Black	58%	42%	53%	2.252	.324
	White	54%	45%			
C,D	Black	55%	44%	55%	3.370	.185
	White	45%	54%			
ST,CO,LCG	Black	75%	24%	70%	42.469	.001**
	White	40%	59%			
LCI, LCC, LCP	Black	53%	46%	53%	1.257	.739
	White	47%	52%			
RC,RT	Black	89%	10%	85%	116.24	.001**
	White	21%	78%			
ACH,DOM, DEF,DIS, END,ORD ABA	Black	60%	39%	60%	13.977	.051*
	White	38%	61%			
L,SIR, SS	Black	75%	24%	76%	59.834	.001**
	White	22%	77%			
		BW	BB	WW		
S1 to S31	BW	100%	0%	0%	91%	79.484
	BB	1%	90%	9%		
	WW	2%	7%	91%		

*p < .05**p < .001

TABLE 5.--Wilks Lambda Significance Table^a

Variable	Wilks Lambda	F	Significance
Stress Management Behavior	.997	.397	.529
Stress Management Frequency	.986	2.251	.135
Coping	.999	.434	.835
Defending	.981	3.186	.076
Self-Trust	.990	1.558	.213
Conformity	.919	14.680	.001**
Locus of Control-God	.881	22.470	.001**
Locus of Control--Internal	.999	.472	.828
Locus of Control--Chance	.999	.150	.698
Locus of Control--Powerful Others	.992	1.180	.279
Racial Consciousness	.517	155.500	.001**
Racial Tolerance	.989	1.714	.192
Lifestyle Support	.951	8.479	.004*
Student-Institute Relations	.904	17.690	.001**
Spiritual Support	.908	16.840	.001**
Achievement	.981	3.233	.074
Dominance	.977	3.861	.051*
Deference	.999	.178	.893
Discontent	.985	2.533	.113
Endurance	.998	.317	.573
Order	.993	1.025	.312
Abasement	.987	2.060	.153

^aThe terminal and instrumental values scales are not to be analyzed as total scale.

control-God, $\underline{f}$ (1,167) = 22.47, $p < .001$; were found to significantly discriminate the races. Within the social consciousness subscales only racial consciousness, $\underline{f}$ (1,167) = 155.50, $p < .001$; significantly discriminated between the races.

Within the self-descriptive measure, only the dominance subscale, $\underline{f}$ (1,167) = 3.861, $p < .051$; significantly discriminated between the races. For the environmental support subscale, the lifestyle support, $\underline{f}$ (1,167) = 8.479, $p < .004$; the student-institute relations, $\underline{f}$ (1,167) = 17.69, $p < .001$; and the spiritual support, $\underline{f}$ (1,167) = 16.84, $p < .004$; were all able to significantly discriminate between the races.

In Table 6 the discriminant functions for each set of subscales that maximize the separation of blacks and whites are presented. The weights, multiplied by the discriminating subscale, serve to identify those subscales which contribute the most to the differentiation of the races along the function. The weights sign indicates whether the variable is making a positive or negative contribution.

For the stress management function, it seems that the stress management frequency (SMF) scale contributes the most to racial differentiation along the function. On the cognitive processes function, the defending (D)



TABLE 6.--Discriminant Function Coefficients

Group	Equation
Race	$= .12 \text{ (SMB)} + .95 \text{ (SMF)}$
Race	$= -.26 \text{ (C)} + 1.00 \text{ (D)}$
Race	$= -.09 \text{ (ST)} - .75 \text{ (CO)} + .89 \text{ (LCG)}$
Race	$= -.19 \text{ (LCI)} + .24 \text{ (LCC)} + 1.08 \text{ (LCP)}$
Race	$= 1.07 \text{ (RC)} - .30 \text{ (RT)}$
Race	$= .26 \text{ (ACH)} + .87 \text{ (DOM)} + 1.43 \text{ (DEF)} - .83 \text{ (END)}$ $-1.14 \text{ (ABA)} - .11 \text{ (ORD)} - .49 \text{ (DIS)}$
Race	$= .90 \text{ (L)} - .85 \text{ (SIR)} - .55 \text{ (SS)}$

subscale appears to contribute the most to racial differentiation.

The locus of control function subscales (developed by the researcher) indicate that the locus of control-God (LCG) subscale contributes the most to differentiating between the races. For the locus of control function subscales (developed by Levenson) the locus of control-powerful others (LCP) subscale contributed the most to racial differentiation.

For the social consciousness measure, the racial consciousness (RC) subscale contributes the most to discriminating between the races. Within the self-descriptive function, the deference (DEF) subscale contributed the most towards racial differentiation. For the environmental



support function, the lifestyle support (L) subscale seems to contribute the most to differentiating the races.

Demographic Variables, Effects and Relationships to the Scales and Subscales

In order to understand how the demographic differences between the groups might effect the scale and subscale responses, analyses were made to find out how the race significant demographic variables influenced the scale and subscale responses.

One way analysis of variance tests were made to assess the effects of those demographic variables found to have a significant race effect on the scale and subscale responses. The one way analysis of variance results for each race significant demographic variable and the scales and subscales are presented in Appendix C, Table C.1.

Correlation tables were constructed for each of the groups to show how the demographic variables related with the scale and subscale responses. Considering the emphasis of this study is to understand the effects of perceived environmental support, only the variables that may influence the student's social climate perceptions are reported here; therefore, only age, sex and student classification level correlations with the scale and subscale response will be included.

The correlations between the scales, subscales and demographic variables for the WW group are presented in



Appendix D, Table D.1. For this group, age did not have a significant relationship with any of the scales and subscales. For the WW group, sex had an inverse relationship with RC ($r = -.18$) and a positive relationship with C ($r = .27$), indicating that females in the WW group tended to have lower racial consciousness and higher coping attitudes than the males.

While the WW student's classification (CLAS) level positively related with two measures, SC ($R = .37$) and RC ($r = .37$); negative relationships were found for S ($r = -.26$) and SS ($r = -.34$). These results show that as the student's classification increases, their social consciousness and racial consciousness attitudes increased while their perceived environmental support and spiritual support attitudes decreased.

The correlations between the scales, subscales and demographic variables for the BB group are presented in Appendix D, Table D.2. For this group, age showed a significant positive association ($r = .23$) with SS, indicating that spiritual support (SS) increased as the students ages increased. Sex had an inverse relationship with LCC ($r = -.21$), suggesting that the females had higher locus of control-chance expectancies than the males. The BB student's classification (CLAS) showed positive correlations with SC ($r = .19$), SMB ($r = .21$), LCC ($r = .22$) and RC ($r = .24$), indicating that as the student's



classification level increased so did their social consciousness attitudes, their locus of control-chance expectancies and their stress management behaviors.

The correlations between the scales, subscales and demographic variables for the BW group are presented in Appendix D, Table D.3. For this group, classification level did not have any significant correlations with any of the scales and subscales, however age was found to have significant inverse relationships with S ($r = -.59$), LCG ($r = -.64$) and L ($r = -.60$). These results indicate that as the student ages increased, their perceptions of environmental support, lifestyle support, and locus of control-God expectancies decreased. For the BW group, sex correlated positively ($r = .56$) with SMF, indicating that the females tended to report higher stress frequencies.

Intercorrelations Between the Scales and Subscales

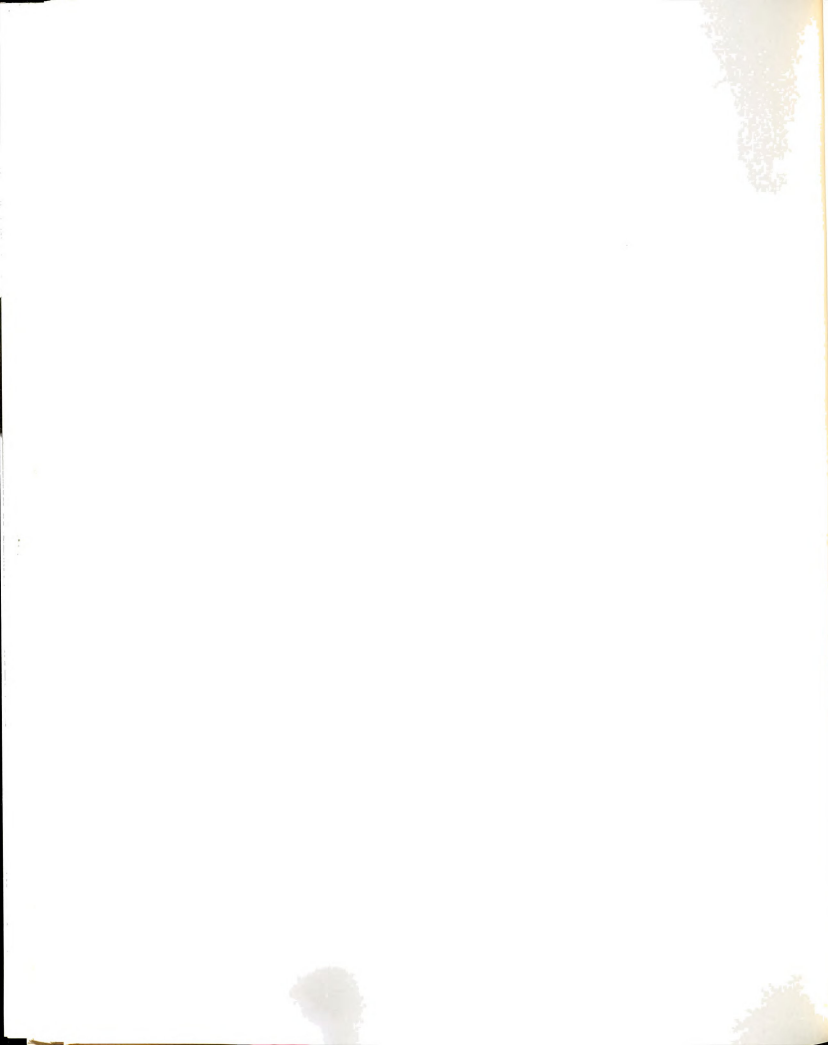
Scale and subscale intercorrelations for each group are presented in Appendix E. Considering that the focus of this study is on environmental support, only those measures which contribute to an understanding of how each group adapts are reported here.

The intercorrelations between the scales and subscales for the WW group are presented in Appendix E,

Table E.1. The environment support (S) measure related positively with ST ($R = .37$), LCG ($r = .56$), L ($r = .88$), SIR ($R = .80$) and SS ($R = .66$); while a significant negative relationship was found with RC ($r = -.29$). Social consciousness (SC) significantly correlated with both the defending ($r = .34$) and abasement ($r = .27$) subscales. Stress frequency (SMF) tended to increase as the LCC beliefs increased ($r = -.31$), powerful others beliefs increased ($r = .30$), as conformity ($r = .27$), deference ($r = .30$), discontent ($r = .53$), abasement ($r = .52$), racial consciousness ($r = .29$) and defending ($r = .40$) increased.

In Table E.2 are presented the intercorrelations between the scales and subscales for the BB group. For this group the environmental support (S) scale showed an inverse correlation with SMF ($r = -.27$) and revealed positive relationships with ST ($r = .23$), END ($r = .24$), ORD ($r = .20$), RC ($r = .25$), L ($r = .93$), SIR ($r = .73$) and SS ($r = .36$). The stress frequency (SMF) measure correlated negatively with the powerful others (LCP) subscale ($r = -.19$) indicating that the stress frequency increased as beliefs in powerful others increased.

The intercorrelations between the scales and subscales for the BW group are presented in Table E.3. For this group, the environmental support (S) measure was



found to correlate positively with L ($r = .97$) and SIR ($r = .94$). The stress management frequency (SMF) scale ($r = .71$), discontent (DIS) subscale ($r = .67$) and conformity (CO) subscale ($r = .60$) responses significantly related with abasement (ABA), suggesting that as stress frequency, discontent and conformity attitudes increased, abasement attitudes also increased. SMF was found to relate negatively with L ($r = -.59$), indicating that stress frequency increased as lifestyle support decreased for the BW group.

Response Differences to the Social Consciousness Items

In Appendix F, Table F.1 are the item response group mean differences between the three groups of students on the social consciousness scale. Only the items with significant group differences are reported here.

Examination of the significant results indicate that both the BW and BB groups agreed more than the WW groups on items 1, 8, 14, 15, 16 and 18 which appear to reflect attitudes resulting from discrimination effects (i.e., racial discrimination has effected my way of life). Both the BW and BB groups disagreed more than the WW groups on items 5 and 6; which indicate attitudes regarding the acceptance of white ideals (i.e., blacks should try to act more like whites). The BB group disagreed more than



the BW and WW groups on item 2 and item 10; which reveal themes concerning inferiority beliefs (i.e., blacks should accept their second-class status). The BB group agreed more than the BW and WW groups on items 13 and 17; which indicate attitudes regarding racial awareness (i.e., whites are socialized to believe their race and culture are superior). The WW group agreed more than the BW and BB groups on item 11, which reveals an attitude supportive of maintaining the status quo (i.e., Blacks have as equal an opportunity to accomplish their goals as whites).

Response Differences to the Environmental Support Items

Presented in Appendix F, Table F.2 are the response differences between the three groups on the environmental support items. Only those items shown to have significant group differences are reported.

Examination of the results show that the BW group agreed with items 10 and 24, which indicate attitudes regarding poor student and faculty relationships while the BB and WW groups disagreed. For item 1, which stated that their institution had an excellent program in the area of study, the BW group agreed more than the BB and WW groups. The BW group disagreed while both the BB and WW groups agreed with items 6, 9, 13, and 17, which

indicate attitudes regarding perceived institutional acceptance (i.e., I feel liked by my professors). The BW group disagreed more than the BB and WW groups on item 20, which reflects an attitude concerning racial equality.

The BB and BW groups agreed more than the WW group on items 3, 22, and 29, which reveal attitudes regarding spiritual support (i.e., My belief in God is a comfort and support for me). The BB and BW groups disagreed more than the WW group on item 4, which deals with the availability of financial aide. On item 12, which concerns feeling at home in the community, both the BB and BW disagreed while the WW group agreed. For item 14, which indicated that their program was supportive of minority concerns, the BB group agreed while both the BW and WW groups disagreed.

For items 19, 31 and 25, which reflect attitudes regarding the environment being too large, but convenient, both the BW and WW groups agreed, while the BB group disagreed. Item 27, concerning the course work being challenging, the BW and WW groups agreed more than the BB group. The WW group agreed more than the BW and BB groups on item 28, that was concerned with the amount of interesting things to do in the community. The BW and WW groups disagreed more than the BB group on item 30, which indicated that their coursework could be related to minority concerns.



Response Differences to the Terminal
Values Scale Items

In Appendix F, Table F.3 the response differences between the three groups on the terminal values items are presented. Only those values that were found to have significant response differences are reported.

Both the BB and BW groups rated the values, a comfortable life, equality, family security, salvation and wisdom to be more important than the WW group rated them. The BB group rates an exciting life, freedom, and inner harmony to be more important than the BW or WW groups rated them. Both the BB and WW groups rated mature love, and true friendship as more important than the BW group rated them. The BW group valued self-respect to be more important than either the WW or BB groups.

Response Differences to the
Instrumental Values Items

Presented in Appendix F, Table F.4 are the response differences between the three groups on the instrumental values items. Only the items that revealed significant group mean response differences are reported.

Inspection of the results indicate that both the BW and BB groups valued being ambitious, broadminded, courageous, polite and self-controlled more than the WW group. The BW group valued being helpful more than both the BB and WW groups.

Response Differences to the
Locus of Control-God Items

In Appendix F, Table F.5 the response differences between the three groups on the locus of control-God subscale items are presented. All of the items showed significant differences between the groups for this subscale.

For items 32, 35, and 36 both the BW and BB groups agreed while the WW group disagreed. These items tend to reflect attitudes regarding the dominance of God's will. Both the BB and BW groups agreed more than the WW group on items 33 and 34; which indicates attitudes regarding accountability to and the influence of God in man's history.

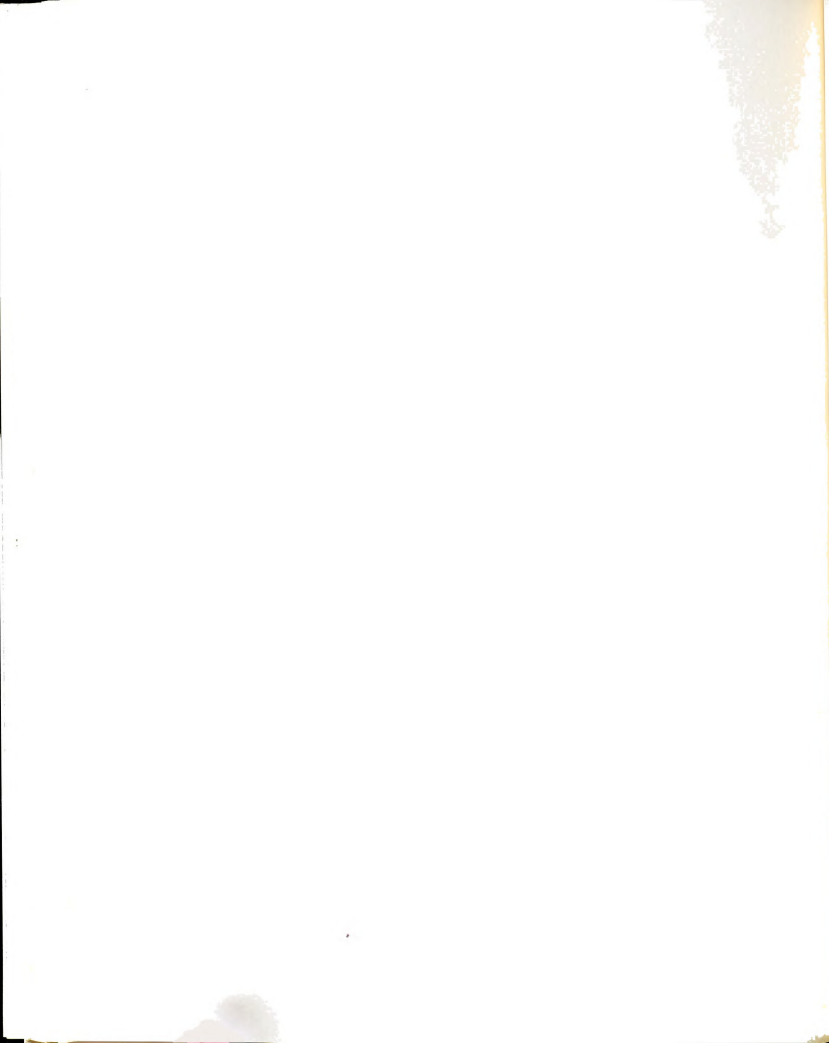
DISCUSSION

The objective of this investigation was to assess the impact of perceived environmental support, on the self-reported cognitive and behavioral strategies of three groups of students: (1) blacks attending two predominately black institutions (BB); (2) blacks attending a predominately white institution (BW); and (3) whites attending a predominately white institution (WW). This chapter presents a general discussion of the findings of this study. The chapter is organized into five sections: (1) hypotheses, (2) methodological considerations, (3) general findings and comparison with other research literature; (4) speculations on possible implications for Black Americans, and (5) implications for further research.

Hypotheses

As predicted, Hypothesis 1 was confirmed in that the black students attending the white institution (BW) reported their environment to be less supportive than either the BB or WW groups.

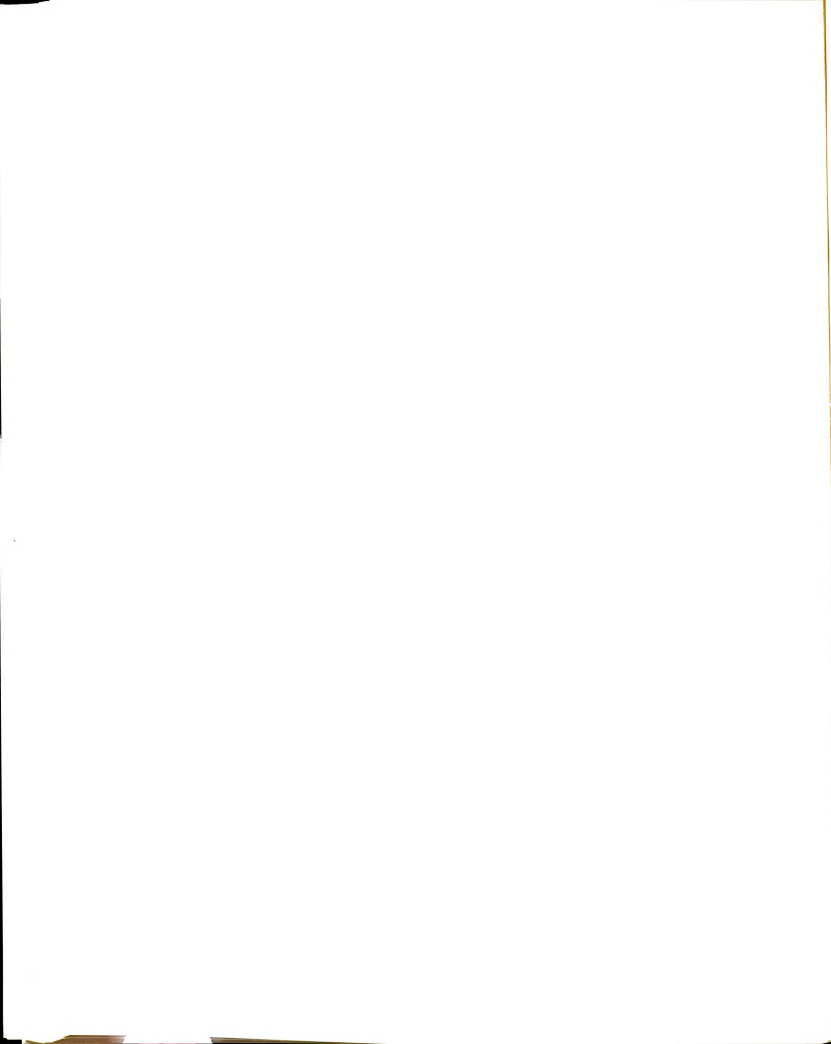
Inspection of the individual group mean item responses (Table F.2) identifies the particular areas in



which the BW group reported less environmental support. From the group mean item responses, environmental non-support is reflected in the BW groups general attitudes indicating that they have poor student and faculty relations, little perceived acceptance, little racial equality, did not have enough money, did not feel at home, their programs were not supportive of minority concerns, the institution was too large, they perceived few interesting things to do in the community and their coursework could not be related to minority concerns. In general, it appears from these responses that for the BW group perceived non-support is a reflection of perceived discrimination and racial isolation.

Hypothesis 2, that the BW groups would perceive their environment to be more uncontrollable was disconfirmed. This finding is related to the fact that the only significant results on the locus of control measures were between the BB and WW groups and between the BW and WW groups on the conformity and locus of control-God subscale.

Hypothesis 3, which stated that the adaptive strategies of the BW group would be more defensive than the adaptive strategies of the BB and WW groups, was not confirmed. No significant differences on the defending subscale were found between the BW and BB groups and between



the BW and WW groups; while the only significant differences was between the BB and WW groups. In addition, of all the groups the WW groups adaptive strategies were more defensive.

Hypothesis 4, that the BW group would perceive themselves as functioning less effectively than the BB and WW groups, received partial support. This finding was shown in the BW groups' higher deference attitudes than the BB group, however, no other significant differences were indicated.

Hypothesis 5, that the social consciousness attitudes of the BB groups would be higher than the social consciousness attitudes of the BW and WW groups received partial support. This finding of partial support is seen in the result that the BB group had a higher social consciousness than the WW group, but there was no significant difference between the BB and BW groups in response to social consciousness attitudes.

Methodological Considerations

Given the demographic characteristics (Table 1) of the three groups, it is apparent that the comparability of the groups must be considered in light of their sample characteristics. Considering the sample size differences, it is interesting to note that the BW group achieved significant differences on several scales, subscales, and scale



ities with an N of 12. However, there may be a possibility that these 12 student responses are not representative of the attitudes of the black students attending the white institution. In addition because of the sampling procedures (i.e., volunteers solicited from psychology classes and dormitories) the population sampled may not be representative of the total student bodies at each institution.

As far as maturity influences, the fact that the BB group members were older and were represented by more upperclassmen might have had an influence on their higher social and racial consciousness attitudes since age and classification level were found to influence the social consciousness and racial consciousness attitudes (see Table C.1). The lifestyle support and student-institute relations attitudes of the BB group may as well have been affected by maturity factors. Classifications was found to have a significant influence in response to the lifestyle support and student-institute relations measures (see Table C.1).

Social class differences may also influence the scale response differences. Given that the mother's educational and occupational level was higher for the BB group than the BW and WW groups, it appears that there may be some social class differences, particularly between the BB and



BW group, in that the BW group's father's educational and occupational levels were also lower than the BB groups.

In Table C.1 it was shown that mother's occupational level influenced responses on the social consciousness, racial consciousness, environmental support, student-institute relations and spiritual support measures. In addition, mother's educational level was found to influence the responses to the lifestyle support, student-institute relations, coping strategies, stress management frequency, internal locus of control and locus of control-chance measures.

The institution location and type may have had an influence on the group's responses to the scales and subscales. It seems likely that students who choose to attend a southern private black institution located in an urban area may be different from students who chose to attend a northern public white institution located in a rural area. As a result it appears that black students who choose to go to a predominately black southern institution may be more financially able or expressing more racial identification and autonomy in making that choice, than students who choose to go to a public institution which primarily represents white ideas and standards.

Another methodological concern involves social desirability which was not examined in this study. Given the nature of the questions asked, it appears that social



desirability factors may have influenced the scale and subscale responses. Similarly, the race of the questionnaire administrator (which was black) may also have influenced the responses to the scales and subscales.

General Findings and Comparison with the Research Literature

In general, the purpose of this study was to investigate student responses to two primary areas of concern: (1) perceptions of environmental support, and (2) cognitive and behavioral strategies for dealing with the environment.

Environmental Support

The findings that the black students attending the predominately white institution would perceive their environment to be less supportive than the blacks attending the black institutions and the whites attending the white institution has implications for students as well as faculty members and administrators interested in encouraging minority student enrollment and social participation at large white universities. These outcomes suggest that the supportive resources for minority students are either not effective or accessible or the students are not aware of them.

These findings of dissatisfaction and non-support among black students attending white institutions are

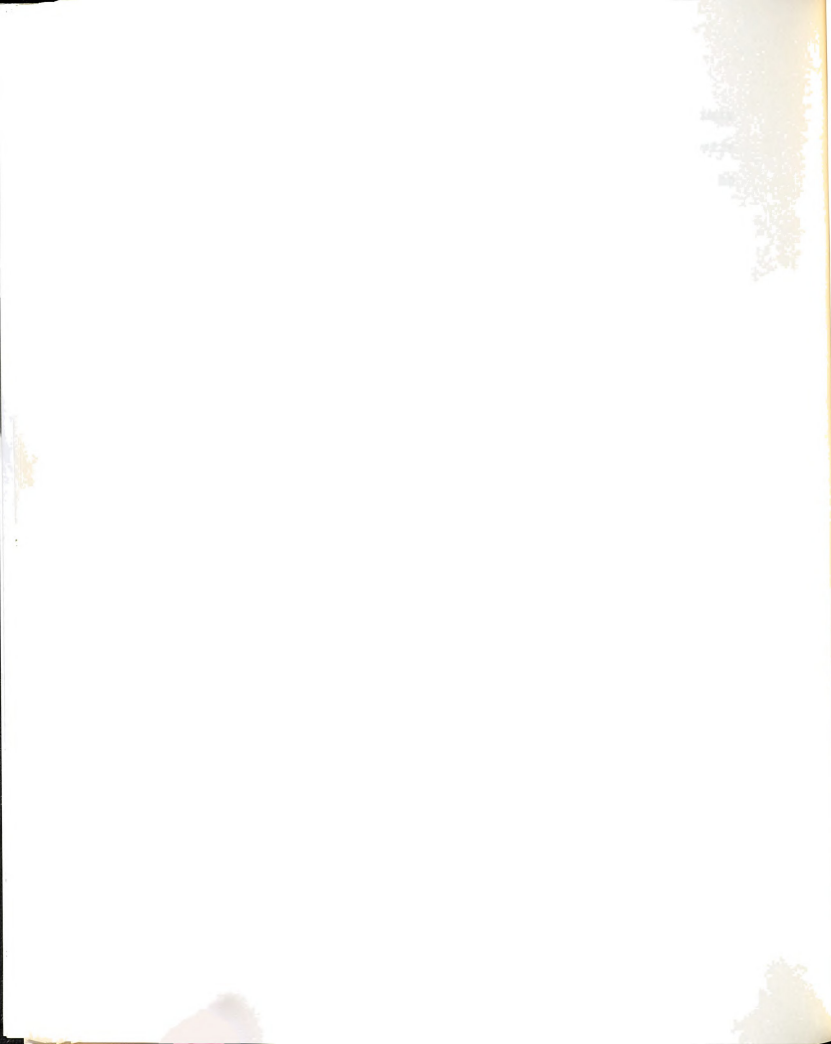


similar to Jones's (1971) findings that black students attending white institutions think more highly of themselves than their counterparts attending black institutions; however, they are also more alienated, less satisfied with life and rate their college experiences less favorably. In addition, the findings indicating the differential environmental perceptions and racial attitudes between black and white students are similar to the findings of Gilman (1978) and Pfeiffer and Schneider (1974).

A look at the intercorrelation Table E.4 results may shed further light on the dissatisfaction experienced by the blacks attending the white institution. These findings suggest that the BW group's discontentment increased as their lifestyle support and student-institute relations support decreased. In addition, it seems that as their perceptions of lifestyle support decreases, the amount of stress experienced by the BW group increases.

Therefore, it appears that the stress and discontentment experienced by black students attending white institutions may be due in part to the lack of perceived support and feelings of alienation.

A further look at Table E.4 reveals that for the BW group there was a positive relationship between the amount of stress experienced and abasement attitudes. In addition,



the BW group's discontentment attitudes were highly correlated with their abasement attitudes. These results suggest that some of the stress and discontentment experienced by black students attending white institutions may be related to their minority status in the environment and the consequential abasing attitudes that they must adopt to survive in an environment that does not appear to be supportive of their best interests and needs.

All together, it seems as if the perceptions of non-support tends to increase the amount of stress experienced, as well as the discontentment and abasement attitudes of the black students attending the predominately white institution. In general, the primary finding of significant group differences on the environmental support measure and subscales indicates that the black students attending the white institution felt non-supported primarily because of racial differences. This appears to represent a situation involving perceived discrimination and racism and should be given careful consideration by faculty and staff concerned with the advancement of black students within white institutions of higher learning in this society.

Cognitive and Behavioral Strategies

Comparisons of the cognitive strategies used by the three groups indicate that the groups tended to respond



similarly except on racial issues, value preferences and religious beliefs.

On race relevant issues (social consciousness attitudes) the BB and BW groups tended to respond more similarly than differently. The racial attitudes expressed by the BB and BW groups on the social consciousness measure appears to corroborate previous findings by Schuman and Hatchett (1974), Chang and Ritter (1976), and Lessing and Zagorin (1972) which indicated a trend toward greater black self-definition and self-realization as well as more awareness of the social ramifications that result from living within a racist and discriminatory social system. Furthermore these trends toward greater self-determination appear to be expressed as well through the locus of control expectancies reported by the BB group.

The similarity of religious attitudes between the BB and BW groups was found expressed in the spiritual support and locus of control-God subscales. As far as religious beliefs are concerned, it appears that spiritual beliefs and expectance of control by God appear to provide a cognitive support more for the black students than for the white students. This seems to be particularly true for the BW group who expressed more spiritual support beliefs and God-control expectancies. This finding that religious beliefs tend to provide support is similar to

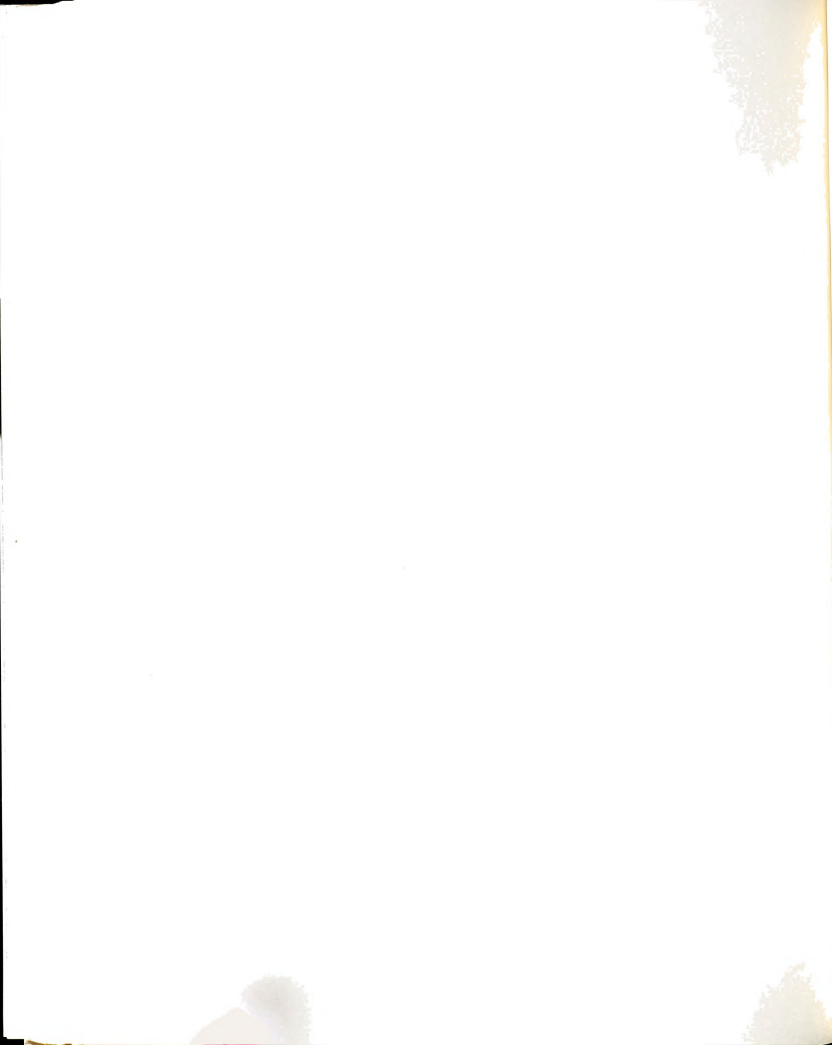


the literature describing the black church as a support system (Hunt & Hunt, 1977; Martin & Martin, 1978). By believing in control by God and receiving support from their spiritual beliefs the BW group members may be cognitively attempting to reduce the stress and discontentment experienced in an institutional setting where they feel non-supported.

In addition, attitude similarities between the BB and BW groups were found in responses to the terminal and instrumental values items. This appears to indicate that common experiences as a result of racial similarity may tend to foster similar value preferences, particularly regarding values concerned with freedom and equality.

In general these similarities suggest that the common cultural experiences of blacks due to similar socialization patterns or the affects of oppression and discrimination in the societal institutions may influence the perceptions of blacks on value preferences, racial attitudes and religious beliefs toward more similarity.

It should be noted that there were no significant racial differences in response to Levenson's three locus of control subscales. These findings contradict the finding of Levenson (1974) and Garcia and Levenson (1975) which indicated that blacks scored significantly higher on the external end of the locus of control continuum. The findings for the BB group on the locus of control subscales



appears to reflect a changing trend toward more internal control beliefs which may be a result of the increased availability of mastery opportunity structure.

The dissimilar attitudes found between the groups seem to be influenced by differential environmental perceptions and influences. Except for racial response similarities on racial issues, values and religious beliefs the BB and BW groups were shown to represent a heterogeneous population. The finding that blacks are not represented by a homogeneous group has been supported by other researchers (Ford, 1972; Wade, 1972).

In particular, as far as behavioral strategies were concerned, there were no significant differences between any of the groups in response to the stress management behavior scale. This finding suggests that regardless of race or differentially perceived environmental influences, the stress management strategies of the students were more similar than dissimilar.

That the BB and BW groups did not respond differently from the WW group on adaptive strategies and locus of control expectancies suggests that there may be general cognitive beliefs that may not be greatly influenced by racial differences or differentially perceived environments.



Speculations on Possible Implications
for Black Americans

From the results of this study, it appears that black students, specifically and Black Americans generally, must continuously assess the impact of environmental influences on their cognitive and behavioral adaptation responses.

In order to effectively adapt within a social system, it is important to understand the mutual interactive effects of the environmental, cognitive and behavioral influences on one's psychological development. This is particularly important for Black Americans in that there are additional adaptations for them to make within a social system that has historically denied and restricted their developmental potentials through various discriminatory and racist mechanisms within the society. It appears that few blacks take the time to analyze and clearly understand the implications of white supremacy and oppression, mainly because they are kept preoccupied with the additional stress of racism, maintaining their survival needs, and trying to acquire "the American dream."

For an individual to be able to develop their potentials to the fullest extent and in their best interest, the individual should be self-determining rather than other-determined. Self-determination involves being able to choose one's future course from an unrestricted range



of options. Therefore, self-determination appears to be a prerequisite for self-actualization. As a result, it is especially important for Black Americans to understand their needs, values and beliefs to determine and understand how much the American cultural system meets or fails to meet their best interests.

By maintaining discrimination, the American cultural system has failed to provide Blacks with a fully useful pattern for finding an effective identity and lifestyle satisfaction. By living in a society which delegates minority group members to a subordinate status and degrades cultural and physical differences, minorities are victimized by the active presence of racism and the discrimination, oppression and exploitation that goes along with it.

Taking these factors into account, one needs to consider how Black Americans may develop adaptive and self-determining personalities in an unjust and psychologically oppressive environment. It appears that for successful adaptation, blacks must develop the conceptual abilities and skills necessary for successful advancement within their highly technological and scientific society, while at the same time develop those self-determining and progressive personality aspects which accommodate the philosophical world views of their indigenous cultural heritages that would foster creative growth and positive identity development.



Blacks must make a realistic appraisal of the opportunities that are open to them and, in addition, be able to perceive alternative or additional course of action that may be open for negotiation and compromise. It appears that the most adaptive outcome will be to acknowledge both sets of antagonistic values and choose between them or combine them into a realistic new value system. Therefore, what is required is flexibility and clear cognitive discriminations regarding which aspects of the European (American) and African cultural philosophies that should be internalized for the development of self-determined, adaptive and progressive personality structures for Black Americans.

In order to find out what aspects of the European and African cultures are in their best interest as far as individual and group advancement, it is imperative for black Americans to assess and reassess their environmental situation as well as their cognitive perceptions and behavioral responses to better understand which adaptive strategies are in their best interests and which are not.

It appears that the situation facing Black Americans involves systemic psychological oppression. Oppression refers not only to the economic, social and political disenfranchisement, but to spiritual, mental and moral disenfranchisement as well (Cone, 1970). To be oppressed



is to be defined according to another's perspective. To be psychologically oppressed is to have accepted the imposed definition as one's own. In that an oppressive system must continuously reinforce its imposed definitions for the people it oppresses, conformity with one's assigned status and identification with the oppressor is positively sanctioned. In addition, in that a cultural system is a mechanism for continuing the history and solidarity of a people, it is necessary that the oppressor destroy the history of the people it proposes to oppress.

An oppressive situation tends to be reciprocal; once the oppressed population has accepted the other imposed definition, they tend to act in ways that help to perpetuate the oppressive situation. In line with this, Collier (1977) suggested that oppression cannot exist without cooperation with the norms which support it. Therefore, because blacks have not changed many patterns of behavior (i.e., ingroup fighting, conspicuous consumerism, identification with the oppressor, bourgeoisie attitudes, exploitative and con-man attitudes) which help to maintain the oppressive system, they are, in effect, responsible partners in their own oppression.

Overcoming oppression requires psychological liberation from the conditioning and constraints of the majority culture. It involves a re-awakening to old and more



effective ways of dealing with reality as well as the development of creative and innovative thoughts and activities regarding environment adaptation and lifestyle management. Overcoming oppression tends to indicate the need for black consciousness development.

Cone (1970) describes black consciousness as an attempt to recover an awareness of past history and heritage that was destroyed by the slavery system. In this sense, black consciousness involves attempts to revive old survival symbols and systems, as well as creating new ones.

While black consciousness is based on the group's sense of historical continuity, it is also generated by the persistent struggle for psychological liberation and self-determination. Hraba and Siegman (1974) suggested that "Black consciousness is an awareness of racial barriers, deprivation, consequent discontent, as well as a commitment to Black collection action" (p. 64). In addition, black consciousness involves an awareness of the differing world view philosophies, especially the African system.

A world view may be defined as how an individual perceives his/her relationship to the world around them (i.e., nature, other people, institutions, objects). In comparing some of the general African and European world views,



some important differences are brought to consideration. The African world view is primarily based on the group, similarities, commonalities, cooperation, collective responsibility, survival of the group and being one with nature, while the European world view is primarily based on individuality, uniqueness, differences, competition, individual rights, survival of the fittest and mastery over nature (Nobles, 1978). It is clear that these world views are essentially antagonistic and could likely result in culture conflicts for those Black Americans seeking to retain the philosophical world view of their indigenous culture.

Black consciousness is essential for black self-determination in that it provides a philosophical view of life and a framework for interpreting events; and it indicates a direction for the continuation of black people as a group. The primary issues inherent in black consciousness appear to center around self-awareness, self-determination, self-reliance and community control and power.

When blacks can incorporate a sense of identity and self-acceptance based on their own racial heritage and culture instead of the white standards and culture and when they learn to transcend discriminatory practices and decrease their dependency on aspects of the dominant culture which are not in their best interest as a group, they



will at least be psychologically liberated. "Liberation is the freedom to be one's self fully as a human being with all aspects of one's developmental, educational, social, political and cultural experiences supporting that freedom" (Comer, 1972, p. 348). Liberation involves a group survival, self-determining attitude followed by purposeful and effective actions.

The development of black consciousness may be an important factor in the struggle for group solidarity and the elimination of racism. Jones (1972) suggested that the development of black consciousness may be one way to eliminate racism in that blacks will be able to pool their talents and resources into a concentrated effort to defeat institutional racism by developing black controlled consumer cooperatives, banks, child-care centers and social service agencies.

The movement of black people toward self-determination has been misunderstood by the majority group. As a result, any expression of "Black Power" and community control through direct methods, such as competition, has been diverted or defeated. It appears that, as long as blacks accepted their minority status role and did not mobilize for structural and environmental control, they were not considered to be particularly threatening.

Two concepts have been advanced to account for white resistance to black demands: perceived racial threat



(Ashmore & DelBoca, 1976) and symbolic racism (McConahay & Hough, 1976; Sears & McConahay, 1973).

Perceived racial threat involves the feeling that blacks are a direct threat to one's personal security. Ashmore and DelBoca (1976) found that this attitude was most prevalent among the urban working class whose members are in direct competition with blacks for socioeconomic resources.

Symbolic racism is an attitude involving the belief that the social, economic and political status quo should be maintained and that blacks are responsible for threatening this status quo and therefore, the American way of life. This attitude was found to be expressed most by middle-class suburbanites who view blacks as threatening the values of the society.

The competitive relationship between blacks and whites, especially in times of economic hardship has posed an increasing threat to almost all white Americans who are feeling the strains of the recession. Therefore, as the hardships increase, whites will be less willing or concerned about rectifying past injustices toward blacks. This sets up a situation that requires blacks to take steps to provide their own advancement and support systems.



Implications for Further Research

The effects of racism and environmental stress due to discrimination are manifested on many different levels and as a result it is necessary to try to combat it on all the same levels. This may be accomplished by consciously attempting to deal with racism by increasing individual's understanding of why and how it is manifested and perpetrated as well as how it works on all levels of consciousness and in what ways. In this way, it may be possible to bring unconscious racist beliefs and reactions to racist beliefs into conscious awareness so that cognitive restructuring may be used to decrease racist beliefs and stress inoculation may be used to help victims of racism cope more effectively.

Cognitively racism may be dealt with by pointing out its pathology and irrationality as well as helping victims of racism transcend its effects through consciousness raising strategies. Behaviorally racism may be dealt with by helping individual's to manage their lifestyles more effectively to cope with racist and stressful environments as well as helping individuals to become more environmentally aware and be able to objectively assess environmental events and act purposefully in their best interest by establishing support systems or improving the effectiveness of existing support systems that will



counteract the nonsupportive, discriminatory system under which they live.

Underlying all these attempts to cope with the effects of racism involves stress management. Stress management requires the modification of one's position in relation to the stressor. Since it is one's cognitive interpretations that determine whether or not one experiences stress, it appears that a key to mastering stress will be found through becoming aware of and controlling one's cognitions. "Adaptive stress management minimally requires the regulation of affect, attention-focusing and cognitive processing" (Haan, 1977, p. 172). Therefore, individuals must be able to control their emotions enough to concentrate on the situation and use cognitive strategies to take effective action toward an appropriate solution.

There are two major solutions to environmental stress: (1) change the environment, or (2) change one's perception of, or reaction to, the environment by reinterpretation, restructuring, lowering or raising stress thresholds, expanding or restricting one's attentional focus or making a different attribution.

An individual's stress tolerance threshold is an important aspect of the way that one manages stressful situations. Stress tolerance involves an individual's



endurance and persistence under threat. In order to develop stress tolerance, a sense of security, self-esteem and self-confidence must be established first and, secondly, problem-solving skills and abilities must be developed.

Two main aspects of stress management are behavioral and cognitive control. Behavioral control allows one to manage the aversive aspects of an environment. Cognitive control affects how the environment is likely to be perceived. Potentially stressful situations that can be controlled are perceived as less threatening, and such cognitive appraisals tend to further reduce anticipatory emotional arousal. Cognitive control increases one's capacity to attend to more information in the perceptual field and, as a result, helps one to become more aware of the cognitive patterns that sustain stress.

The best way to get in touch with the threatening meanings given to events is to become aware of what one says to oneself about the situation. The things one says to oneself about stressful situations helps to create and maintain perceptions of infringement and threat.

When one is attempting to adapt to a stressful or racist environment, there are many frustrations and blocks that have to be dealt with. In a racist environment, these frustrations increase the possibility of an increase in



anger and aggressive responses in that the frustrations are likely to be perceived as unjustified or inappropriate.

For Black Americans, stress management in a discriminatory system is a delicate situation due to the subtlety of many racist and discriminatory encounters. It seems that blacks must learn to cognitively transcend the threats of racism and discrimination to decrease the level of stress and improve their objectiveness regarding situations of this nature. This transcendence can take place with the modification of the self-statements or covert cognitions that the individual makes regarding the threatening discriminatory situation.

Meichenbaum (1977) defined this method as stress inoculation. Stress inoculation is based on the premise that both adaptive and maladaptive responses are mediated by the statements that the individual makes to him/herself and involves one's appraisals, expectancies, attributions and self-perceptions. These self-statements or cognitive coping skills encourage the individual to: (1) assess the reality of the threatening situation; (2) control negative thoughts and images; (3) acknowledge, use and re-label the stress experienced by the individual; (4) make preparations for confrontation; (5) cope with the stress; and (6) reflect on results and reinforce oneself. Therefore, through concentration, one can become aware of



and alter their cognitions and, in turn, affect not only the emotional but the behavioral responses. It also should be considered that learning to manage one's thoughts, in order to minimize stress, involves changing long-standing patterns of thinking that have become habitual, and it takes a considerable amount of effort.

The stress of everyday life or of racism can be managed in many ways. Coping-skills models basically involve the modification of one's position in relation to a stressor. Stress coping-skills training approaches have been successfully applied in different problem areas. These include speech anxiety (Meichenbaum, Gilmore & Fodoravicius, 1971); test anxiety (Sarason, 1973), anger (Novaco, 1975a) and general anxiety management (Suinn & Richardson, 1971) to name a few.

It appears that there is a need to research ways to develop social and environmental support systems that will help alleviate stress. Support tends to develop out of a sense of solidarity between individuals that works toward righteous relations within their immediate and nuclear families, as well as communities.

Using the black extended family as an example of a support system provides an example of the effectiveness of mutual aide resources which could provide information, funds, as well as provide a base for consensual validation



for one's world view. Similarly like the black church provides a support system, the black extended family has been the institution most significant to black survival in the diaspora and most helpful in the continuation of the African philosophical world view of the survival of the group and beliefs involving collective work and responsibility.

In that extended families often involve blood, as well as non-blood relatives, it may be possible to develop extended family type support systems with individual community members, as well as in the university setting where groups of students organize support systems and utilize them to act as resource information sources to help counter the effects of their stressful or discriminatory environments.

Therefore, it appears that social support systems are a powerful mechanism for assuring that basic needs are met and for giving its individual members a sense of solidarity and an open information network that could provide a potential direction for self-determination and psychological growth. As a result, it seems feasible that the development or restructuring of formal or informal support groups or workshops would help to alleviate some of the stresses encountered by minority students.

What is clear is that more research is needed to further assess what kinds of support is lacking for blacks



and other minority students and how the needed information and skills necessary to help minorities adapt to university settings may be provided in a treatment package.



APPENDICES



APPENDIX A

ANALYSIS OF VARIANCE BETWEEN BLACKS AND WHITES
ON SPECIFIED DEMOGRAPHIC VARIABLES



TABLE A.1.--Analysis of variance between blacks and whites
on specified demographic variables

Source of Variation	df	Mean Square	F Ratio	Signifi- cance
Age by race	1	15.414	8.605	.003*
Sex by race	1	.007	.030	.863
Income by race	1	.640	.230	.632
Classification by race	1	36.542	46.423	.001**
Family size by race	1	21.614	6.273	.013*
Mother living at home by race	1	.002	.053	.818
Father living at home by race	1	3.293	15.847	.001**
Mothers occupation by race	1	72.677	25.402	.001**
Fathers occupation by race	1	.096	.043	.830
Mothers education by race	1	19.037	10.443	.001**
Fathers education by race	1	.691	.260	.610
Birthorder by race	1	.485	.343	.550
Grade point average by race	1	8.730	7.296	.007*
Residence by race	1	292.549	2.537	.113

*p < .05

**p < .001



APPENDIX B

CLUSTER ANALYSIS OF SOCIAL CONSCIOUSNESS SCALE



TABLE B.1.--Items which constitute the racial consciousness subscale

Item Number	Question
1	Racial discrimination has effected my way of life.
6.	White Americans are concerned with increasing the advancement opportunities of black Americans.
8.	Blacks are more religious than whites.
9.	Blacks have been socialized to keep them dependent on white producers for their goods and services.
11.	Blacks have as equal an opportunity to accomplish their goals as whites.
13.	Whites are socialized to believe their race and culture are superior.
14.	Blacks should support and use black-owned businesses, banks, and stores whenever possible.
15.	Whites feel blacks are basically inferior.
16.	Whites manipulate rules and laws to suit their needs and purposes
17.	Anthropological findings clearly show the first civilization was developed by blacks.
18.	Blacks should be cautious when dealing with white institutions or businesses.

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TABLE B.2.--Intercorrelations among the racial consciousness

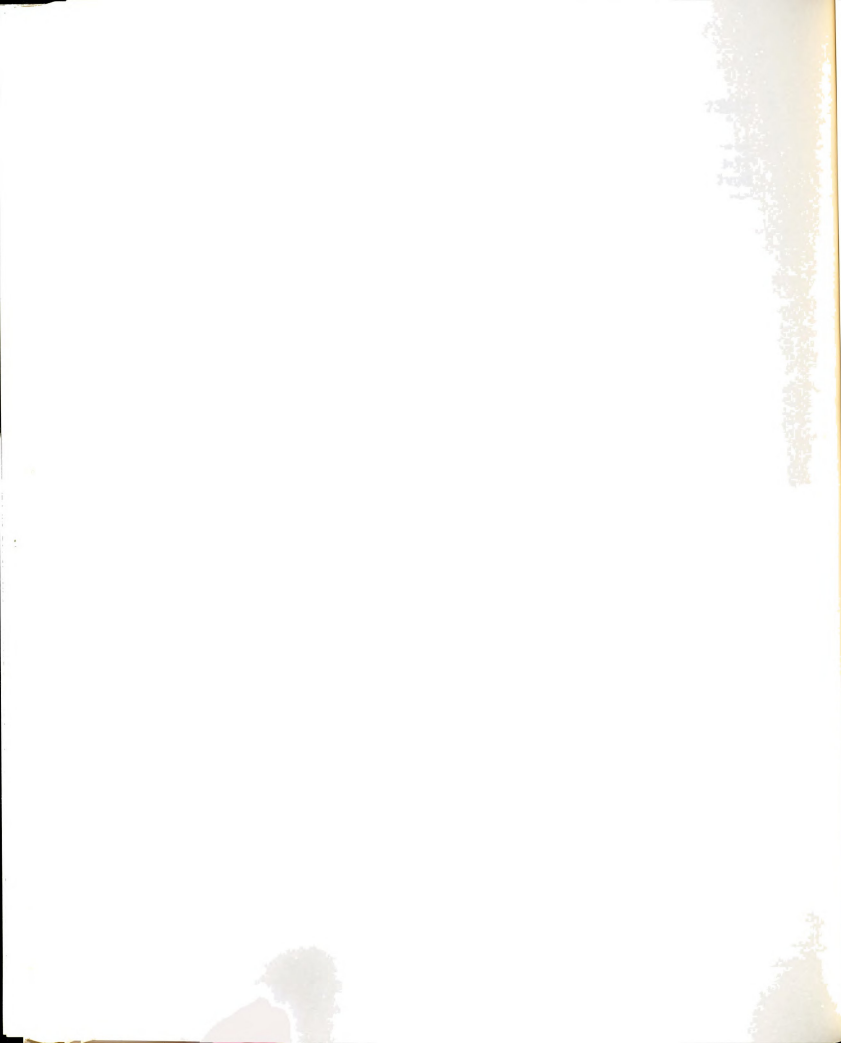
Item Number	18	14	16	15	9	13	6	11	1	17	8
18											
14	.64										
16	.60	.48									
15	.50	.49	.42								
9	.44	.53	.37	.38							
13	.36	.43	.38	.52	.47						
6	.39	.46	.28	.36	.38	.34					
11	.29	.30	.23	.26	.35	.22	.29				
1	.32	.33	.26	.27	.30	.30	.12	.33			
17	.38	.29	.30	.22	.22	.13	.13	.23	.14		
8	.27	.27	.24	.23	.24	.23	.23	.16	.16	.17	



TABLE B.3.--Items which constitute the racial tolerance subscale and intercorrelation table

Item Number	Question
12.	Most blacks would rather be white.
10.	Blacks should accept their second-class status.
2.	Blacks never had a civilized society until whites came along.
3.	White Americans gained their power because they are superior.
4.	People should marry within their own racial group.
5.	Blacks should try to act more like whites.
7.	Blacks have not been able to acquire any effective power in America because they are inferior.

Intercorrelations							
Item Number	10	3	7	5	2	12	4
10							
3	.63						
7	.58	.53					
5	.58	.57	.46				
2	.56	.55	.40	.48			
12	.46	.39	.45	.43	.27		
4	-.03	.02	.13	-.13	.06	-.07	



APPENDIX C

ANALYSIS OF VARIANCE BETWEEN THE SCALES, SUB-
SCALES, AND RACE SIGNIFICANT DEMOGRAPHIC
VARIABLES



TABLE C.1.--Analysis of variance between the scales, subscales,
and race significant demographic variables

Source of Variation	df	Mean Square	F	Signifi- cance
SC by Age	8	815.639	4.703	.001**
SC by Classification	3	2555.071	15.836	.001**
SC by Family Size	9	216.181	1.064	.392
SC by Father at Home	1	1637.260	9.683	.002*
SC by Mothers Occupation	5	594.335	3.175	.009*
SC by Mothers Education	6	205.528	1.016	.417
SC by Fathers Education	6	234.226	1.161	.330
SC by Grade Point Average	5	452.087	2.303	.047*
SC by Race	1	11827.078	87.691	.001**
SC by Institution	1	9195.695	61.717	.001**
RC by Age	8	587.358	5.702	.001**
RC by Classification	3	1904.592	20.972	.001**
RC by Family Size	9	133.013	1.060	.395
RC by Father at home	1	528.533	5.100	.026*
RC by Mothers Occupation	5	246.271	2.376	.043*
RC by Mothers Education	6	156.836	1.513	.179
RC by Fathers Education	6	166.825	1.339	.243
RC by Grade Point Average	5	387.767	3.266	.007*
RC by Race	1	9912.574	150.135	.001**
RC by Institution	1	16.034	.243	.623
RT by Age	8	26.643	.792	.610
RT by Classification	3	44.585	1.356	.258
RT by Family Size	9	30.337	.906	.521
RT by Father at Home	1	34.184	1.162	.283
RT by Mothers Occupation	5	16.452	.559	.731
RT by Mothers Education	6	5.678	.193	.978
RT by Fathers Education	6	19.946	.582	.744
RT by Grade Point Average	5	8.210	.243	.942
RT by Race	1	60.012	1.784	.183
RT by Institution	1	7.332	.218	.641
S by Age	8	444.211	1.358	.219
S by Classification	3	267.743	.794	.499
S by Family Size	9	167.128	.489	.888
S by Father at Home	1	315.959	1.023	.314
S by Mothers Occupation	5	772.179	2.501	.034*
S by Mothers Education	6	541.490	1.754	.114
S by Fathers Education	6	434.838	1.340	.243
S by Grade Point Average	5	617.144	1.889	.099
S by Race	1	332.012	1.061	.304
S by Institution	1	3701.402	11.829	.001**

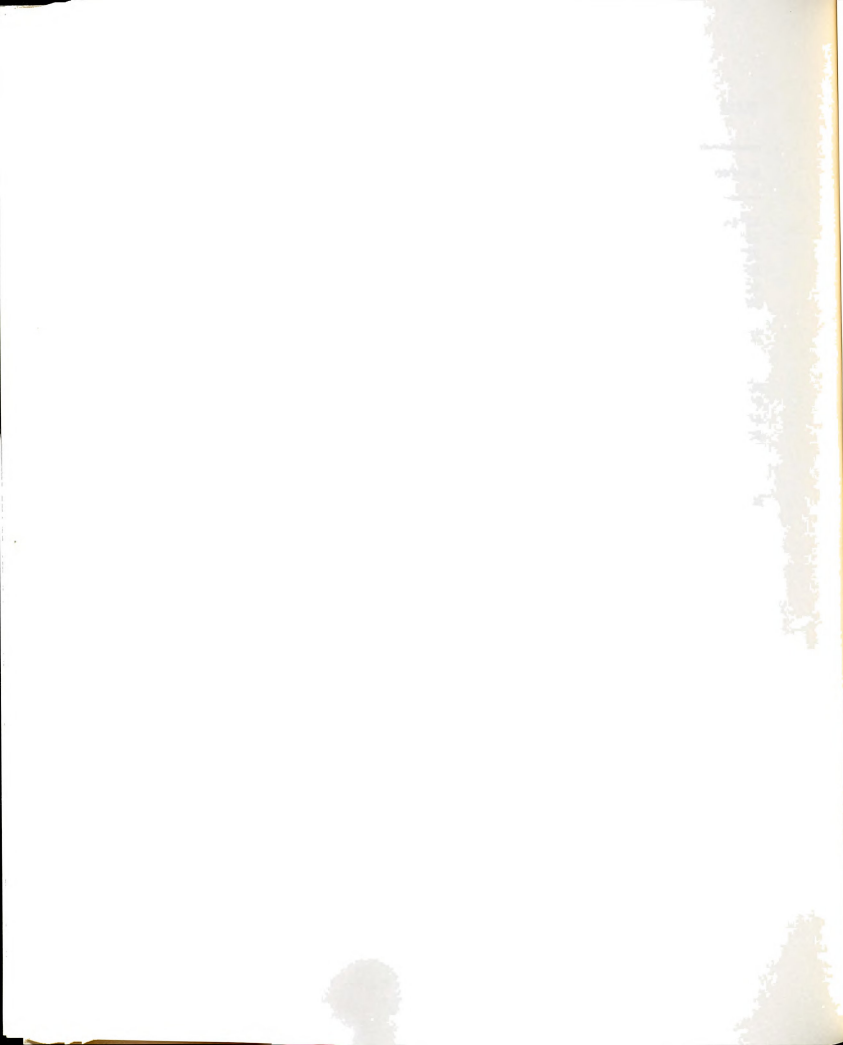


TABLE C.1.--Continued

Source of Variation	df	Mean Square	F	Significance
LS by Age	8	177.172	1.331	.232
LS by Classification	3	355.287	2.654	.050*
LS by Family Size	9	120.196	.883	.541
LS by Father at Home	1	301.371	2.503	.116
LS by Mothers Occupation	5	253.813	2.108	.069
LS by Mothers Education	6	286.042	2.375	.033*
LS by Fathers Education	6	275.949	2.140	.052*
LS by Grade Point Average	5	355.233	2.748	.020*
LS by Race	1	1211.440	9.352	.003*
LS by Institution	1	106.989	.826	.365
SIR by Age	8	76.720	1.255	.271
SIR by Classification	3	180.188	3.016	.032*
SIR by Family Size	9	57.213	.921	.509
SIR by Father at Home	1	1.791	.030	.864
SIR by Mothers Occupation	5	196.312	3.336	.007*
SIR by Mothers Education	6	140.942	2.376	.032*
SIR by Fathers Education	6	47.060	.762	.601
SIR by Grade Point Average	5	146.064	2.437	.037*
SIR by Race	1	607.984	10.880	.001**
SIR by Institution	1	2517.106	58.036	.001**
SS by Age	8	42.864	3.180	.002*
SS by Classification	3	25.293	1.758	.157
SS by Family Size	9	19.256	1.317	.231
SS by Father at Home	1	8.076	.575	.450
SS by Mothers Occupation	5	31.612	2.250	.054*
SS by Mothers Education	6	22.927	1.632	.144
SS by Fathers Education	6	50.677	3.648	.002*
SS by Grade Point Average	5	22.520	1.740	.128
SS by Race	1	228.360	16.651	.001**
SS by Institution	1	11.963	.872	.352
C by Age	8	18.808	1.218	.292
C by Classification	3	11.853	.762	.517
C by Family Size	9	19.242	1.250	.268
C by Father at Home	1	1.439	.098	.754
C by Mothers Occupation	5	7.889	.540	.746
C by Mothers Education	6	51.943	3.553	.003*
C by Fathers Education	6	38.397	2.693	.016*
C by Grade Point Average	5	11.275	.708	.618
C by Race	1	1.074	.068	.795
C by Institution	1	5.920	.373	.542
D by Age	8	18.412	.888	.528
D by Classification	3	9.579	.454	.715



C.1.--Continued

Source of Variation	df	Mean Square	F	Significance
D by Family Size	9	13.531	.643	.758
D by Father at Home	1	.034	.002	.969
D by Mothers Occupation	5	8.174	.002	.969
D by Mothers Education	6	30.358	1.375	.230
D by Fathers Education	6	17.987	.855	.529
D by Grade Point Average	5	33.492	1.661	.146
D by Race	1	63.440	3.196	.076
D by Institution	1	3.688	.186	.667
SMB by Age	8	565.270	1.184	.312
SMB by Classification	3	185.810	.394	.756
SMB by Family Size	9	793.185	1.709	.090
SMB by Father at Home	1	205.236	.470	.494
SMB by Mothers Occupation	5	719.082	1.647	.153
SMB by Mothers Education	6	733.381	1.680	.132
SMB by Fathers Education	6	624.993	1.349	.239
SMB by Grade Point Average	5	283.045	.574	.719
SMB by Race	1	138.857	.284	.595
SMB by Institution	1	.762	.002	.969
SMF by Age	8	61.274	1.142	.338
SMF by Classification	3	30.073	.545	.652
SMF by Family Size	9	44.283	.812	.606
SMF by Father at Home	1	121.731	2.466	.119
SMF by Mothers Occupation	5	75.678	1.533	.185
SMF by Mothers Education	6	133.599	2.706	.017*
SMF by Fathers Education	6	165.607	3.272	.005*
SMF by Grade Point Average	5	64.021	1.178	.322
SMF by Race	1	101.860	1.910	.169
SMF by Institution	1	112.243	2.105	.149
ACH by Age	8	277.804	1.366	.215
ACH by Classification	3	305.200	1.493	.219
ACH by Family Size	9	188.624	.907	.520
ACH by Father at Home	1	116.353	.541	.463
ACH by Mothers Occupation	5	224.707	1.046	.394
ACH by Mothers Education	6	101.755	.473	.827
ACH by Fathers Education	6	179.409	.842	.539
ACH by Grade Point Average	5	208.208	1.003	.417
ACH by Race	1	635.250	3.059	.082
ACH by Institution	1	12.497	.060	.807
DOM by Age	8	488.608	1.353	.221
DOM by Classification	3	658.047	1.844	.141



TABLE C.1.--Continued

Source of Variation	df	Mean Square	F	Significance
DOM by Family Size	9	407.997	1.118	.352
DOM by Father at Home	1	338.263	.899	.345
DOM by Mothers Occupation	5	685.544	1.822	.114
DOM by Mothers Education	6	222.956	.593	.736
DOM by Fathers Education	6	342.510	.912	.488
DOM by Grade Point Average	5	494.854	1.352	.245
DOM by Race	1	1401.688	3.861	.051*
DOM by Institution	1	111.550	.305	.582
DEF by Age	8	53.692	.781	.620
DEF by Classification	3	20.743	.298	.827
DEF by Family Size	9	113.911	1.740	.084
DEF by Father at Home	1	5.382	.072	.789
DEF by Mothers Occupation	5	90.934	1.220	.304
DEF by Mothers Education	6	70.886	.951	.462
DEF by Fathers Education	6	53.596	.762	.601
DEF by Grade Point Average	5	43.501	.629	.678
DEF by Race	1	.670	.010	.921
DEF by Institution	1	374.230	5.557	.020
END by Age	8	217.427	.890	.526
END by Classification	3	379.854	1.563	.200
END by Family Size	9	98.206	.391	.938
END by Father at Home	1	30.489	.118	.732
END by Mothers Occupation	5	170.764	.659	.655
END by Mothers Education	6	57.178	.221	.970
END by Fathers Education	6	308.439	1.249	.284
END by Grade Point Average	5	85.363	.341	.887
END by Race	1	86.012	.353	.553
END by Institution	1	660.802	2.709	.102
ORD by Age	8	148.204	.853	.558
ORD by Classification	3	153.419	.882	.452
ORD by Family Size	9	76.487	.430	.917
ORD by Father at Home	1	45.203	.239	.625
ORD by Mothers Occupation	5	172.028	.909	.477
ORD by Mothers Education	6	40.309	.213	.972
ORD by Fathers Education	6	192.113	1.098	.366
ORD by Grade Point Average	5	134.820	.768	.574
ORD by Race	1	168.583	.969	.326
ORD by Institution	1	180.693	1.039	.310
ABA by Age	8	69.085	.893	.524
ABA by Classification	3	9.626	.123	.947
ABA by Family Size	9	115.236	1.591	.137
ABA by Father at Home	1	100.569	1.161	.283
ABA by Mothers Occupation	5	85.064	.982	.432
ABA by Mothers Education	6	83.953	.969	.449
ABA by Fathers Education	6	72.618	.911	.488



TABLE C.1.--Continued

Source of Variation	df	Mean Square	F	Significance
ABA by Grade Point Average	5	37.489	.475	.794
ABA by Race	1	137.574	1.806	.181
ABA by Institution	1	204.610	2.686	.103
DIS by Age	8	27.170	1.289	.252
DIS by Classification	3	3.017	.139	.937
DIS by Family Size	9	10.126	.460	.899
DIS by Father at Home	1	6.816	.319	.573
DIS by Mothers Occupation	5	29.639	1.386	.234
DIS by Mothers Education	6	38.278	1.790	.107
DIS by Fathers Education	6	27.759	1.323	.250
DIS by Grade Point Average	5	15.801	.728	.603
DIS by Race	1	50.298	2.365	.126
DIS by Institution	1	42.288	1.988	.160
ST by Age	8	3.423	.358	.941
ST by Classification	3	3.849	.415	.742
ST by Family Size	9	8.456	.908	.520
ST by Father at Home	1	1.340	.128	.721
ST by Mothers Occupation	5	10.098	.965	.442
ST by Mothers Education	6	7.938	.758	.604
ST by Fathers Education	6	6.030	.632	.705
ST by Grade Point Average	5	4.238	.448	.814
ST by Race	1	15.429	1.652	.200
ST by Institution	1	.519	.056	.814
LCG by Age	8	92.506	1.793	.082
LCG by Classification	3	103.125	1.933	.126
LCG by Family Size	9	45.561	.844	.576
LCG by Father at Home	1	58.625	1.049	.308
LCG by Mothers Occupation	5	56.813	1.017	.411
LCG by Mothers Education	6	99.109	1.774	.110
LCG by Fathers Education	6	109.853	2.083	.058*
LCG by Grade Point Average	5	54.164	1.006	.415
LCG by Race	1	1057.190	22.030	.001**
LCG by Institution	1	14.417	.300	.584
CO by Age	8	18.282	1.129	.347
CO by Classification	3	24.741	1.524	.210
CO by Family Size	9	12.613	.764	.649
CO by Father at Home	1	69.693	4.152	.044*
CO by Mothers Occupation	5	5.725	.341	.887
CO by Mothers Education	6	10.174	.606	.725
CO by Fathers Education	6	5.756	.347	.911
CO by Grade Point Average	5	30.870	1.962	.087
CO by Race	1	210.583	13.974	.001*
CO by Institution	1	2.897	.192	.662



TABLE C.1.--Continued

Source of Variation	df	Mean Square	F	Significance
LCI by Age	8	39.408	1.204	.300
LCI by Classification	3	18.427	.564	.639
LCI by Family Size	9	62.397	1.987	.043*
LCI by Father at Home	1	132.059	4.481	.036*
LCI by Mothers Occupation	5	17.933	.609	.693
LCI by Mothers Education	6	80.657	2.737	.016*
LCI by Fathers Education	6	43.520	1.386	.223
LCI by Grade Point Average	5	26.557	.793	.556
LCI by Race	1	2.170	.065	.799
LCI by Institution	1	94.510	2.645	.094
LCC by Age	8	70.226	1.640	.117
LCC by Classification	3	97.816	2.260	.083
LCC by Family Size	9	27.322	.606	.790
LCC by Father at Home	1	23.644	.578	.449
LCC by Mothers Occupation	5	17.302	.423	.832
LCC by Mothers Education	6	88.802	2.171	.050*
LCC by Fathers Education	6	16.527	.375	.894
LCC by Grade Point Average	5	30.021	.676	.641
LCC by Race	1	7.146	.159	.691
LCC by Institution	1	11.514	.256	.641
LCP by Age	8	87.195	1.873	.068
LCP by Classification	3	30.182	.620	.608
LCP by Family Size	9	22.322	.447	.907
LCP by Father at Home	1	79.039	1.451	.230
LCP by Mothers Occupation	5	25.723	.472	.796
LCP by Mothers Education	6	34.855	.640	.698
LCP by Fathers Education	6	10.531	.231	.972
LCP by Grade Point Average	5	106.049	2.250	.051*
LCP by Race	1	51.074	1.045	.308
LCP by Institution	1	1.920	.039	.843



APPENDIX D

CORRELATIONS BETWEEN SCALES AND SUBSCALES AND
DEMOGRAPHIC VARIABLES FOR EACH GROUP

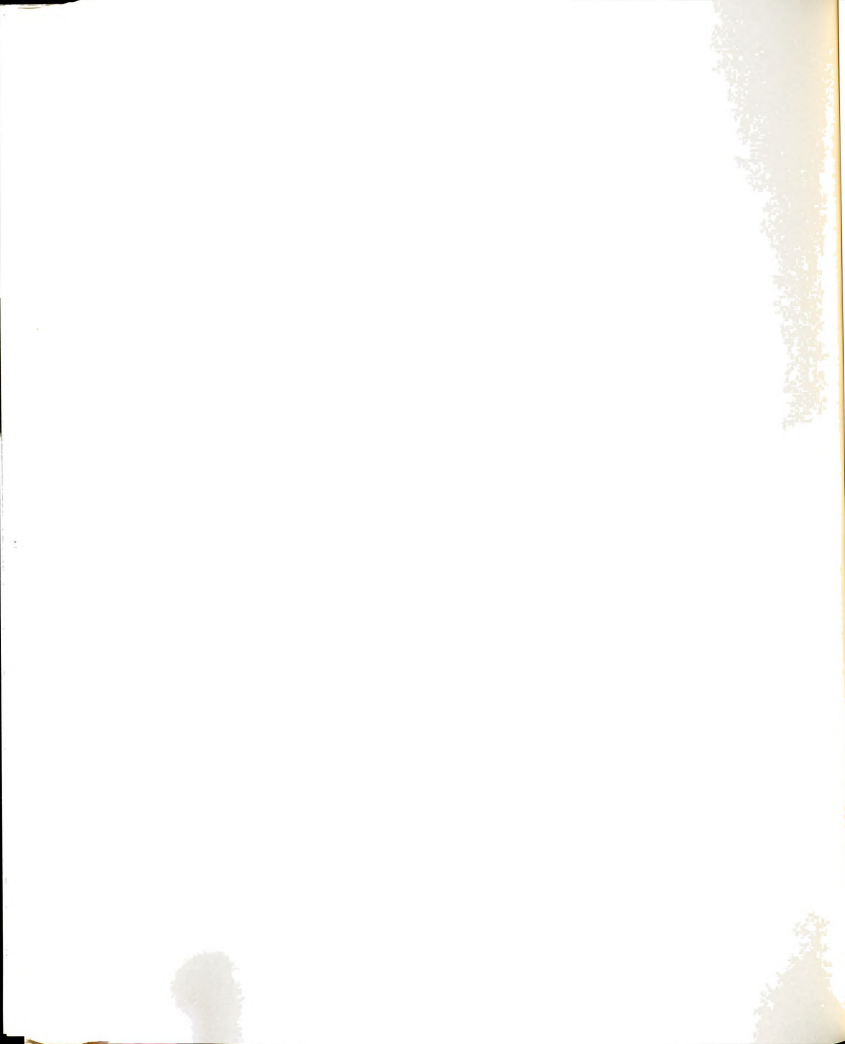


TABLE D.1.--Correlations between scales, subscales, and demographic variables for the WW Group

Demographic Variables	Scales and Subscales																		
	SC	S	SMB	SMF	LCI	LOC	LCP	ST	CO	LCG	ACH	DOM	DEF	DIS	END	ORD	ABA	RC	RT
Age	.18	-.16	-.23	-.04	.00	.12	.17	.12	-.11	-.16	.11	.12	.03	.06	.14	.09	.10	.14	.11
Sex	-.18	.13	-.05	-.00	-.10	.12	.21	.09	-.11	-.01	.07	.03	-.00	-.00	.07	.06	.03	-.29*	.16
INC	.01	.11	-.03	-.11	-.17	.08	.04	-.02	-.03	.05	-.05	-.11	.10	.04	-.01	.03	.10	.01	.01
CLAS	.44**	-.26*	.00	.22	.18	-.04	.07	.02	-.04	-.34	.06	.08	.12	.19	.18	.08	.19	.37*	.20
PASI	.03	.10	.07	.29*	.05	-.04	-.05	.09	.18	.11	.02	-.01	.26	.14	.05	.07	.22	.06	-.05
MAHO	.22	-.12	.14	.25*	.09	-.14	-.01	.09	-.03	-.25	.01	.03	.08	.09	.04	.03	.04	.19	.09
PAHO	-.17	.16	-.18	-.23	.19	.19	.16	.22	-.21	.00	.20	.21	-.15	-.16	.05	.09	-.19	-.09	-.16
MAOC	.02	-.08	.28*	-.24	-.15	.16	.13	.02	-.20	-.16	.19	.19	-.17	-.16	.12	.12	-.20	-.00	.06
PAOC	-.05	.09	-.16	-.37*	-.05	.08	.27*	.22	-.33*	-.02	.03	.02	.05	-.27	.01	.06	-.13	-.13	.13
MAED	-.02	-.06	-.21	-.14	-.21	.13	.20	.04	-.32*	-.13	.01	.01	-.22	-.30	-.03	-.03	-.20	-.00	-.02
PAED	-.28	.08	-.10	-.29*	-.19	.08	.23	.23	-.22	.03	-.04	-.02	-.18	-.30	-.09	-.04	-.22	-.23	-.14
BO	-.05	.08	.17	.38*	-.11	-.14	.07	.13	-.04	.05	.18	.22	.04	.13	.10	.11	.16	-.08	.05
GPA	-.06	.26*	.03	-.03	-.21	.18	.05	.20	-.16	-.07	.15	.15	-.11	-.15	.05	.06	-.10	-.11	.07

*p < .05

**p < .001



TABLE D.2.--Correlations between scales, subscales and demographic variables for the BB Group

Demographic Variables	Scales and Subscales																							
	SC	S	SMB	SMF	LCI	LCC	LCP	ST	CO	LCG	ACH	DOM	DEF	DTS	END	ORD	ABA	RC	RT	L	SIR	SS	C	D
AGE	.07	.14	-.01	-.14	.06	.05	.04	-.06	.01	.04	.11	.10	.04	.01	.18	.12	.01	.11	.00	.11	.02	.23*	.05	-.09
SEX	.13	-.00	.04	-.03	.09	-.21*	-.15	.09	-.05	.01	-.07	-.14	-.01	-.02	-.00	-.02	.11	.09	.16	-.06	.11	.05	-.13	.08
INC	-.06	.08	-.02	-.08	-.27*	.24*	.06	-.13	.03	.06	.08	.14	.03	.04	.14	.06	-.04	-.10	.00	.05	.13	.11	-.00	-.07
CLAS	.19*	.08	.21*	-.07	.10	.22*	-.02	-.01	-.06	-.00	.08	.08	-.01	.00	.17	.11	-.04	.24*	.07	.10	-.04	.07	.10	-.05
FASI	-.04	-.13	-.15	-.10	.04	-.01	-.04	-.18	-.00	-.07	-.07	-.06	-.02	-.08	-.00	-.03	-.03	-.05	-.01	-.12	-.09	-.06	.02	.01
MAHO	-.00	-.05	.05	.01	-.06	-.11	.01	.00	.07	-.09	-.02	-.02	-.10	.00	-.14	-.11	-.02	-.03	.04	-.01	-.00	-.23*	-.08	-.05
PAHO	.25*	-.10	.13	.17	-.04	-.06	-.04	.06	-.01	-.01	.10	.10	-.05	-.06	-.02	-.03	-.10	.21	.24	-.08	-.13	-.05	.06	.11
MAOC	.06	.03	.03	.04	-.17	.05	-.02	-.03	.00	.01	.05	.11	-.02	.09	.02	.02	-.06	.06	.05	.02	.05	.02	.00	-.05
PAOC	-.15	-.00	.05	.00	-.30*	.07	.02	-.21*	-.01	-.31	-.01	.01	.05	.27*	-.06	-.11	-.01	-.10	-.18	.02	.04	-.24*	-.06	-.10
MAED	-.08	-.05	.05	.08	-.21	.14	.05	.03	-.04	-.05	.00	.01	-.04	-.21*	-.03	-.04	-.09	-.10	-.03	-.05	.05	-.16	-.05	-.23*
PAED	-.18	-.18	-.00	.13	-.18	.03	-.04	-.23*	-.02	-.18	-.08	-.03	.03	.36	-.16	-.17	.03	-.15	-.16	-.16	-.03	-.31**	.04	-.01
BO	.03	.01	.01	.10	-.13	-.04	-.09	-.15	-.23	-.08	-.02	.00	-.06	.17	-.09	-.07	-.00	-.00	.07	-.06	.14	.02	.20*	.01
GPA	.05	.11	.01	-.16	.01	.09	.03	.03	.08	.01	.08	-.08	.00	.00	.09	.13	-.09	.10	-.03	.10	.18	-.08	.01	-.16

* $p < .05$

****p < .001**

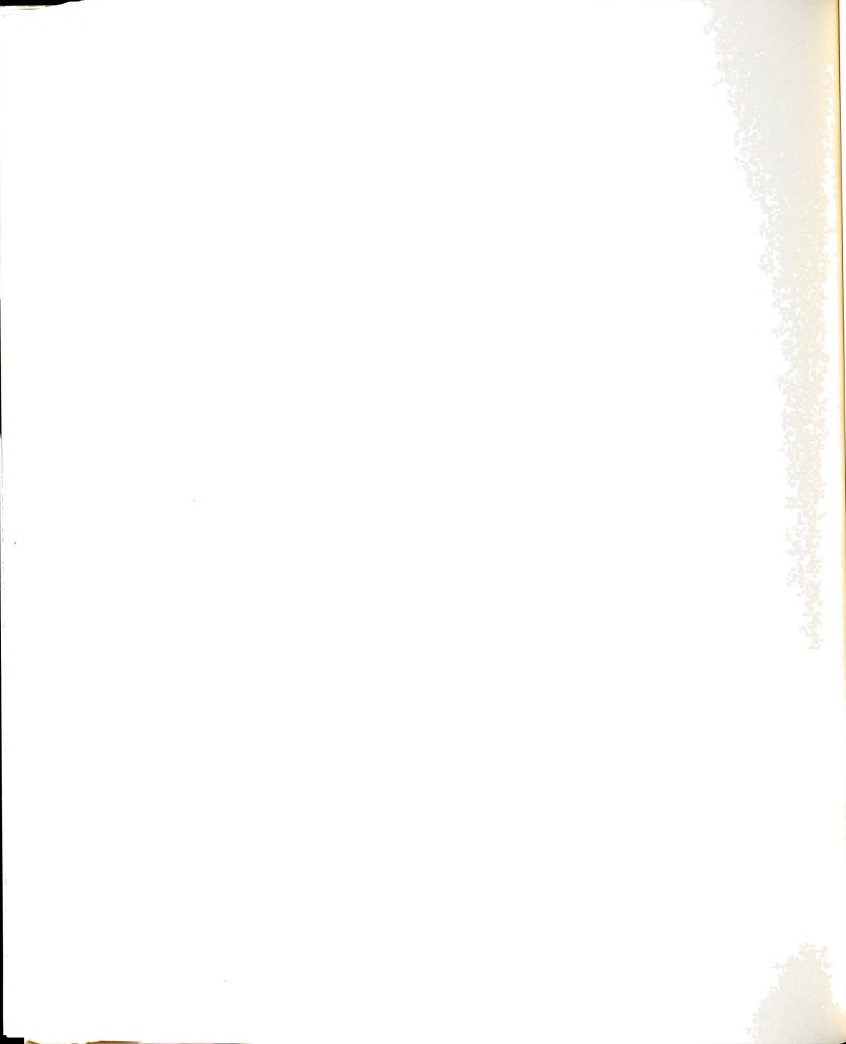


TABLE D.3.--Correlations between scales, subscales and demographic variables for the BW group

Demographic Variables	Scales and Subscales																								
	SC	S	SMB	SMF	LCI	LCC	LCP	ST	CO	LCG	ACM	DIM	DEF	DIS	END	ORD	ABA	BC	RT	L	SIR	SS	C	D	
Age	-.21	-.59*	.14	.18	-.30	-.32	-.27	.19	.31	-.64*	-.11	.02	-.09	.55	-.22	-.48	.20	-.20	-.08	-.60*	.54	.34	.35	.07	
SEX	.12	-.32	.24	.56*	.08	.25	.34	-.24	-.04	-.21	.01	-.06	.22	.04	.35	.18	.33	.26	-.08	-.34	-.23	-.16	.07	-.41	
INC	.01	-.18	.53	.03	.14	-.25	-.66*	-.51	.61*	-.22	.30	.32	-.06	.10	-.00	-.02	.06	-.03	.04	.20	.21	-.14	.50	.48	
CLAS	.26	-.33	-.10	.04	-.16	-.10	-.07	.36	.26	-.40	-.01	.01	-.21	.16	-.02	-.21	-.07	.18	.17	-.28	-.32	-.39	.26	-.02	
FASI	.59*	-.10	.17	-.19	-.52	.14	-.07	.08	-.07	.15	-.33	-.34	-.10	-.11	-.04	-.12	-.15	.24	.55	-.24	-.01	.40	-.09	-.43	
MAHO	.42	.17	-.02	-.10	.13	.30	.45	.08	-.31	.28	-.07	-.17	-.15	-.34	.06	.20	-.19	.27	.29	.21	.14	.16	-.24	-.12	
PAHO	.17	-.00	-.34	-.24	.10	.52	.47	-.09	-.51	.35	-.32	-.37	-.20	-.31	-.08	-.04	-.28	-.13	.36	.01	-.04	.12	-.38	-.27	
MAOC	.07	.16	.13	-.30	-.61*	-.43	-.50	.68*	.51	-.34	.23	-.33	.17	.03	.03	-.10	.11	-.03	.13	.11	.17	.09	.44	.23	
PROC	-.09	.17	.52	-.07	-.44	-.10	.77	.28	.41	-.20	.45	.46	.19	.00	.44	.33	.21	.13	-.25	.13	.14	.15	.41	.00	
MAED	-.07	.03	.31	.05	-.48	-.58*	-.71*	.11	.81*	-.21	.81*	.53	.57*	.23	.35	.24	.29	.11	-.21	.06	.01	-.23	-.16	.33	
PAED	-.29	.04	.53	-.07	-.29	-.19	-.19	-.21	.40	.01	.40	.31	.36	.21	.24	.22	.32	-.05	-.34	.05	-.00	.06	.38	.14	
BO	-.03	.28	.05	-.16	-.24	-.04	.10	.08	.24	.05	.24	-.14	-.13	-.11	-.06	-.20	-.06	-.25	.20	.15	.34	.37	-.01	-.10	
GPA	-.10	.47	.03	.00	-.14	.32	.08	.16	-.14	.04	.14	.68*	.56*	-.59*	.81**	.78	.01	.03	-.17	.50	.43	.10	.20	.15	

* $p < .05$

****p < .001**



APPENDIX E

INTERCORRELATIONS AMONG SCALES AND SUBSCALES

FOR EACH GROUP

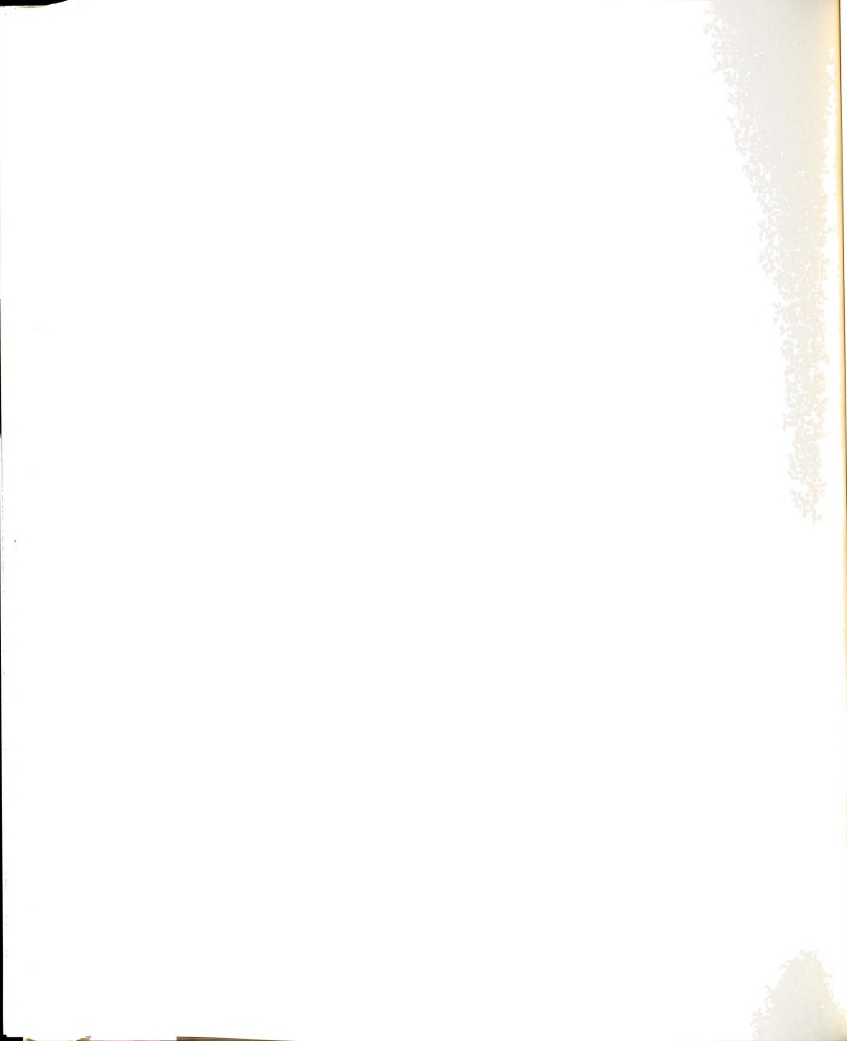


TABLE E-1.--Intercorrelations among scales and subscales for the WM Group

Measures	Intercorrelations																						
	SC	S	SNB	SNF	LCI	LCC	LCP	ST	CO	LOC	ACM	DOM	DEF	DIS	END	ORD	ABA	RC	RT	L	SIR	SS	C
Social Consciousness	-.21	.22	.23	.18	-.22	-.03	-.14	.00	-.15	-.03	-.05	.17	.14	.09	.02	.27*	.85**	.40*	-.18	-.17	-.20	-.21	.34*
Support		-.03	-.17	-.21	.16	.20	.37*	-.07	.56**	.25*	.22	.14	-.24	.15	.18	-.00	-.29*	.11	.88**	.80**	.66**	.23	.09
Stress M Behavior			.36**	.20	-.29*	-.34*	-.09	.31*	.03	-.24	-.27*	.24	.17	-.18	-.21	.28*	.25*	-.00	-.00	-.18	.11	-.23	.22
Stress M Frequency				.06	-.31*	-.30*	-.15	.27*	-.00	-.20	-.21	.30*	.53**	-.09	-.13	.52**	.29*	-.06	-.19	-.22	.01	-.45**	.40*
Locus of Control--I					-.24	-.06	-.30*	.15	-.21	-.00	-.05	.20	.20	.07	.06	.19	.20	-.01	-.25*	-.16	-.06	-.45**	.15
Locus of Control--C						.54**	.24	-.29*	.12	.14	.22	-.15	-.25*	.11	.10	-.26*	-.35*	.20	.17	.13	.05	.29*	-.17
Locus of Control--P							.21	-.58**	-.17	.40*	.40*	.02	-.15	.42**	.41**	-.09	-.24	.37*	.22	.26	-.11	.29*	-.18
Self-Trust								-.48**	.13	.36*	.41**	-.10	-.29*	.21	.23	-.19	-.20	.09	.30	.44**	.07	.45**	-.14
Conformity									.13	-.26*	-.31*	.26*	.36*	-.21	-.21	.25*	.17	-.30*	-.00	-.29*	.12	-.41**	.27*
Locus of Control--G										-.14	-.15	.13	-.02	-.10	-.09	.10	-.23	.11	.36*	.29	.85**	-.01	.10
Achievement											.96**	.27*	.18	.84**	.84**	.17	-.12	.15	.21	.36*	-.08	.27*	.09
Dominance												.19	.14	.76**	.77**	.11	-.13	.11	.22	.30*	-.10	.30*	.04
Deference													.56**	.55**	.53**	.85**	.08	.17	.13	.03	.19	-.19	.28*
Discontent														.24	.19	.72**	.18	-.05	-.27	-.21	-.04	-.43	.48**
Endurance															.96**	.36**	-.07	.32*	.13	.22	-.09	.19	.10
Order																.30*	-.11	.24	.17	.24	-.06	.22	.06
Abasement																	.23	.10	-.05	-.03	.12	-.33*	.33*
Racial Consciousness																		-.11	-.23	-.27*	-.26*	-.31*	.32*
Racial Tolerance																			.04	.14	.08	.15	.09
Lifestyle Support																				.55**	.42**	.19	.01
Student-Institute Rela.																					.36*	.28*	.06
Spiritual Support																						.06	.20
Coping																							-.14
Defending																							

*p < .05

**p < .001



TABLE B-2.--Intercorrelations among scales and subscales for the BB Group

Measures	Intercorrelations																								
	SC	S	SMB	SMF	LCI	LCC	LCP	ST	CO	LCG	ACH	DOM	DEF	DIS	END	ORD	ABA	RC	RT	L	SIR	SS	C	D	
Social Consciousness	.19*		-.06	-.09	.17	.01	-.17	.11	.08	.05	.10	.03	.03	-.12	.05	.05	.04	.92**	.86**	.14	.17	.13	.03	.07	
Support			-.00	-.27*	-.03	.12	.17	.23*	.10	.18	.18	.15	.06	-.15	.24*	.20*	-.03	.25*	.07	.91**	.73**	.36**	.14	-.06	
Stress M Behavior				.27*	.04	.10	.12	.01	-.08	.07	.05	.05	-.01	.02	.03	-.00	-.03	-.01	-.12	.02	-.10	.06	.10	-.08	
Stress M Frequency					.05	-.18	-.19*	-.15	-.04	-.08	-.02	-.00	.19*	.34**	-.02	-.00	.30*	-.08	-.08	-.29*	-.16	-.07	.01	.23*	
Locus of Control--I						-.06	-.04	-.04	.04	.01	-.12	-.17	.12	.09	-.05	-.08	.26*	.16	.15	-.06	-.08	.11	.15	.29*	
Locus of Control--C							.49**	.09	-.10	.04	.27*	.29*	-.00	.00	.28*	.25*	-.06	.00	.02	.10	.11	.10	.08	-.30*	
Locus of Control--P								.13	-.30*	.06	.26*	.22*	-.19*	-.17	.23*	.22*	-.25*	-.17	-.13	.18*	.06	.10	.14	-.24*	
Self-Trust									.28*	.58**	.28*	.21*	-.16	-.16	.23*	.20*	-.15	.18	.00	.20*	.14	.17	.36**	-.06	
Conformity										.34**	-.10	-.09	.05	-.02	-.04	.10	.04	.16	-.04	.07	.13	-.04	.04	.08	
Locus of Control--G											.18	.14	.13	-.09	.20*	.20*	.01	.09	-.02	.09	.02	.56**	.35**	.12	
Achievement												.94**	.15	.11	.73**	.72**	.10	.13	.03	.11	.15	.25*	.32**	-.15	
Dominance													.11	.19*	.64**	.64**	.09	.06	-.02	.08	.14	.23*	.27*	-.18*	
Deference															.39**	.38**	.83**	.05	.00	.00	.03	.21*	.20*	.33*	
Discontent																.01	.00	-.45**	-.04	-.20	-.04	-.00	-.01	.02	
Endurance																	.91**	.25*	.09	-.00	.18	.20*	.43**	-.01	
Order																		.21*	.09	-.01	.14	.21*	.42**	.02	
Abasement																		.03	.04	-.09	.01	.15	.03	.33**	
Racial Consciousness																			.60**	.20*	.19*	.15	.08	.07	
Racial Tolerance																				.03	.11	.07	-.04	.05	
Lifestyle Support																					.51**	.17	.13	-.07	
Student-Institute Rel.																						.13	.03	-.13	
Spiritual Support																							.13	.11	
Coping																								.22*	
Defending																									

*p < .05

**p < .001



TABLE B-3.--Intercorrelations among scales and subscales for the BM group

Measures	Intercorrelations																							
	SC	S	SHB	SHF	LCI	LOC	LCP	ST	CO	LCG	ACH	DOM	DEF	DIS	END	ORD	ABA	RC	RT	L	STR	SS	C	D
Social Consciousness	-.02	.22	.00	-.30	.07	.02	.24	-.13	.17	-.38	-.47	-.13	-.18	-.10	-.05	-.19	.66*	.68*	-.16	.10	.46	-.23	-.40	
Support		-.40	-.60	-.14	.12	.12	.27	-.12	.55	.25	.16	-.29	-.88	.19	.32	-.45	-.41	.36	.97**	.94**	.55	-.13	.14	
Stress M Behavior			.35	-.47	-.19	-.18	.02	.28	-.06	.16	.14	.63	.42	.33	.34	.67*	.47	-.16	-.41	-.40	.18	.43	.04	
Stress M Frequency				.34	-.35	-.14	-.38	.29	-.27	-.07	-.10	.56	.61	.02	-.01	.71*	.36	-.34	-.59*	-.50	-.41	.22	.10	
Locus of Control--I					.25	.43	-.51	-.31	-.03	-.28	-.28	-.07	.14	-.30	-.24	-.06	-.01	-.38	-.09	-.14	-.41	-.53	-.10	
Locus of Control--C						.79*	.02	-.79*	-.01	-.03	-.07	-.34	-.52	.22	.19	-.50	.15	-.05	.12	.08	.12	-.60*	-.75	
Locus of Control--P							-.10	-.74	.10	-.36	-.42	-.36	-.39	-.11	-.10	-.35	-.07	.11	.08	.13	.27	-.72*	-.55	
Self-Trust								.13	-.16	.27	.26	-.11	-.29	.25	.16	-.20	.07	.25	.26	.19	.24	.22	.09	
Conformity									-.03	.35	.38	.52	.50	.19	.12	.60*	.02	-.20	-.06	-.20	-.30	.82**	.68	
Locus of Control--G										-.16	-.27	.97**	.38	-.18	.87**	.81**	.22	.01	-.53	.41	.09	-.31	.69*	.27
Achievement													.32	-.07	.79	.70*	.20	-.02	-.61*	.31	-.00	-.41	.71*	.27
Dominance														.48	.48	.56*	.92**	.29	-.46	-.20	-.43	-.16	.60*	.49
Deference															-.27	-.33	.67*	.20	-.44	-.79*	-.84**	-.52	.34	.32
Discontent																.93**	.28	.26	-.40	.30	.04	-.13	.55	-.00
Endurance																	.30	.26	-.33	.43	.14	.02	.46	.12
Order																		.17	-.42	-.38	-.53	-.23	.63*	.51
Abasement																			-.08	.43	-.37	-.10	.01	-.41
Racial Consciousness																				.20	.50	.72*	-.33	-.13
Racial Tolerance																					.86**	.39	-.01	.25
Lifestyle Support																						.61*	-.24	-.00
Student-Institute Rel.																							-.34	-.09
Spiritual Support																								.59
Coping																								
Defending																								

*p < .05

**p < .001



APPENDIX F

GROUP MEAN RESPONSE DIFFERENCES TO INDIVIDUAL
SCALE ITEMS

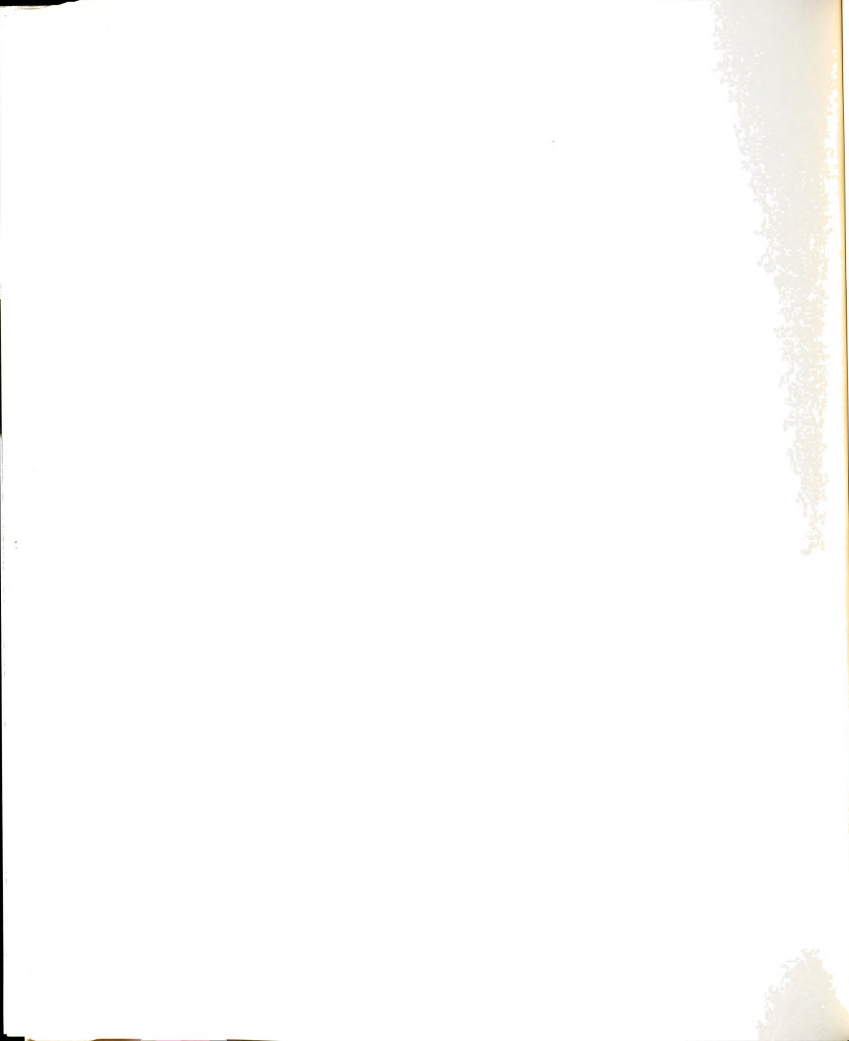


TABLE F.1.--Group mean response differences on the social consciousness items^a

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
1. Racial Discrimination has effected my way of life	4.17	4.33	3.14	7.040	.001**
2. Blacks never had a civilized society until whites came along	5.63	4.75	4.96	5.97	.003*
3. White Americans gained their power because they are superior	5.61	5.58	5.46	.395	.673
4. People should marry within their own racial group	3.16	2.83	3.67	1.97	.142
5. Blacks should try to act more like whites	5.79	5.83	5.00	21.68	.001**
6. White Americans are concerned with increasing the advancement opportunities of black Americans	4.80	4.66	3.10	21.82	.001**
7. Blacks have not been able to acquire any effective power in America because they are inferior	5.56	5.41	5.23	2.31	.102
8. Blacks are more religious than whites	4.34	4.41	3.43	5.38	.005*
9. Blacks have been socialized to keep them dependent on white producers for their goods and services	4.72	4.25	2.89	23.82	.001**
10. Blacks should accept their second-class status	5.91	5.75	5.44	7.17	.001**
11. Blacks have as equal an opportunity to accomplish their goals as whites	3.82	2.66	2.83	6.373	.002*
12. Most blacks would rather be white	5.31	5.16	5.10	.856	.426

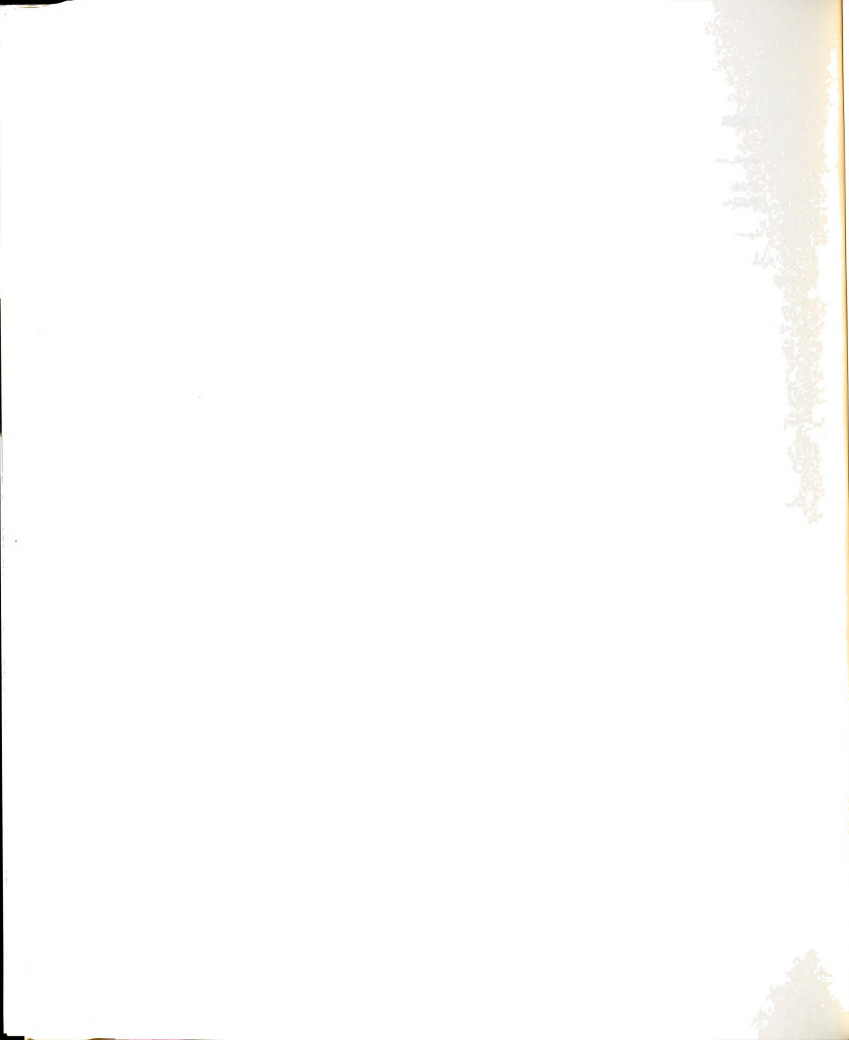


TABLE F.1.--Continued

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
13. Whites are socialized to believe their race and culture are superior	5.46	5.00	4.37	12.350	.001**
14. Blacks should support and use black owned businesses, banks, and stores whenever possible	5.33	5.08	2.76	81.330	.001**
15. Whites feel blacks are basically inferior	5.08	5.41	3.76	23.920	.001**
16. Whites manipulate rules and laws to suit their needs and purposes	5.36	5.33	3.62	31.180	.001**
17. Anthropological findings clearly show the first civilization was developed by blacks	5.13	4.33	3.55	20.800	.001**
18. Blacks should be cautious when dealing with white institutions or businesses	5.08	5.41	2.60	85.520	.001**

Note: The item responses are coded as follows: 1=Disagree Strongly, 2=Disagree Moderately, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree Moderately, 6=Agree Strongly

^aItem numbers 2,3,5,6,7,10,11,12 code responses are reflected.

*
 $\underline{p} < .05$

**
 $\underline{p} < .001$



TABLE F-2.--Group mean response differences on the environmental support scale items^a

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
1. This school has an excellent program in the area I wish to study	4.38	5.45	4.96	5.921	.003*
2. I am satisfied with my way of life	4.66	3.75	4.89	1.604	.204
3. My belief in God is a comfort and support for me	5.31	5.18	4.58	4.106	.018*
4. I have enough money to do the things I want	2.93	2.16	3.55	3.189	.044*
5. My love life is satisfactory	4.04	4.16	3.94	.733	.929
6. I feel I get appropriate credit for the quality of the school work I do	4.37	3.75	4.01	2.924	.056*
7. My social life is satisfactory	4.74	3.66	4.43	2.435	.091
8. My family doesn't like the major area of study I intend to pursue	5.18	5.83	5.23	.966	.382
9. My classmates and I cooperate together to complete assignments	4.37	3.08	4.05	3.473	.033*
10. It's hard for me to relate to most of my classmates	4.98	3.16	4.21	9.470	.001**
11. Most of the professors and students at this school have the same basic beliefs that I do	3.21	2.58	3.25	.871	.420
12. I feel at home in this community	3.80	3.25	4.89	9.792	.001**
13. I feel liked by my professors	4.90	3.09	4.44	15.490	.001**



TABLE F-2.--Continued

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
14. The programs and curriculum of this school are very supportive of minority concerns and issues	4.84	3.08	4.53	9.507	.001**
15. The financial package provided by this school makes it more supportive for me	3.31	2.33	3.25	1.631	.191
16. It seems that the professors have different standards for different students	3.54	3.25	3.78	.398	.672
17. The racial composition of this school makes it more supportive for me	4.72	2.58	4.08	11.380	.001**
18. I don't really enjoy most of the classwork I do, but I feel I must do it in order to have other things that I need and want	2.83	3.16	3.14	1.566	.212
19. This is too large and impersonal a place to get to know people easily	5.37	4.33	4.00	17.200	.001**
20. Everyone at this institution is treated the same regardless of race.	3.93	1.66	3.67	6.272	.002*
21. If I had financial difficulties I could get assistance	4.17	3.16	4.32	2.218	.112
22. I have faith that God will help me get through difficulties	5.48	5.66	4.71	5.174	.006*
23. I have decided upon a specific area of interest to study	5.14	5.00	4.89	.678	.509
24. Professors are too busy to get help from	4.60	3.25	4.10	7.574	.001**

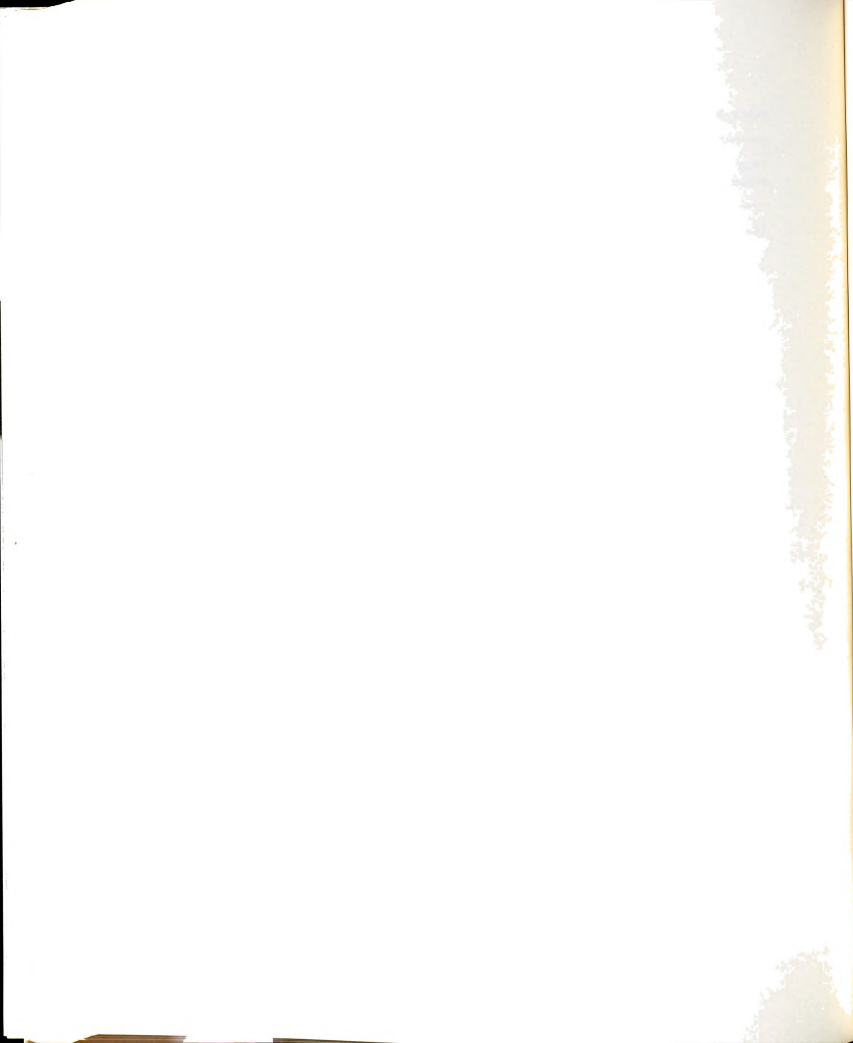


TABLE F.2.--Continued

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
25. Class sizes at this institution are too big	5.03	3.25	3.03	40.630	.001**
26. The coursework at this institution is interesting	4.17	3.91	4.44	1.030	.359
27. The coursework at this institution is challenging	4.73	5.16	5.16	4.755	.010*
28. There are plenty of interesting things to do in this community	4.23	4.83	5.08	5.124	.007*
29. If you trust in God, He will provide a way for a solution to your problems	5.33	5.83	4.27	11.200	.001**
30. Most of my coursework can be related to minority concerns	3.46	2.58	2.19	9.719	.001**
31. The location of this school makes it supportive for me	3.85	4.33	4.67	5.671	.004*

Note: The item responses are coded as follows: 1=Disagree Strongly, 2=Disagree Moderately; 3=Disagree Slightly, 4=Agree slightly, 5=Agree Moderately, 6=Agree Strongly

^aItem numbers 8,10,16,18,19,24,25 responses codes are reflected.

*p < .05

**p < .001

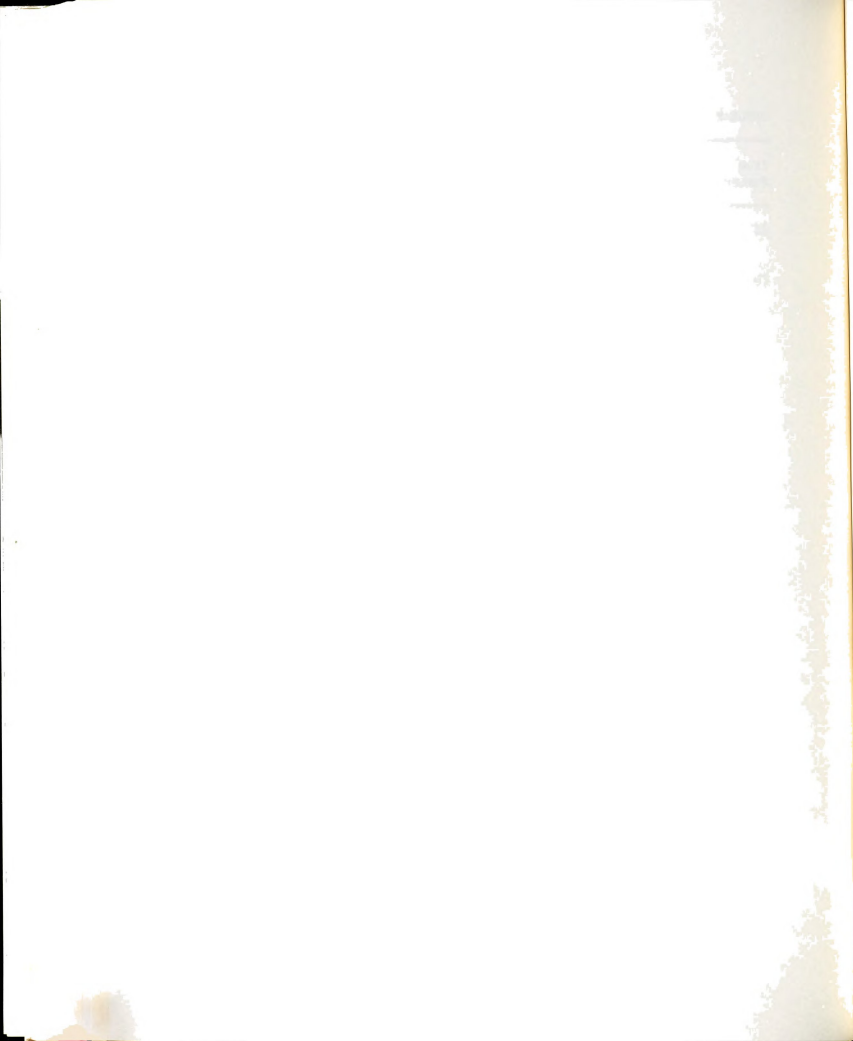


TABLE F.3.--Group mean item responses to the terminal values scale

Variable	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Signifi- cance
Comfortable Life	6.31	6.16	5.83	2.973	.053*
Exciting Life	6.11	4.83	5.94	7.935	.001**
Sense of Accomplishment	6.43	6.58	6.14	1.823	.164
Equality	6.28	6.50	5.75	5.118	.007*
Family Security	6.61	6.75	6.14	4.512	.012*
Freedom	6.61	6.00	6.32	4.845	.009*
Happiness	6.50	6.58	6.39	.609	.544
Inner Harmony	6.57	6.16	6.12	4.897	.008*
Mature Love	6.58	5.33	6.39	8.518	.001**
Pleasure	6.20	5.58	5.87	2.181	.116
Salvation	6.15	6.33	5.16	7.221	.001*
Self- Respect	6.78	7.00	6.33	10.570	.001**
Social Recognition	5.48	5.41	5.10	1.279	.281
True Friendship	6.54	5.58	6.62	6.950	.001**
Wisdom	6.56	6.75	6.19	3.493	.032*

Note: The items are coded as follows:

Not at all important 1 2 3 4 5 6 7 Very much important



TABLE F.4.--Group mean item responses to the instrumental values scale

Variable	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Signifi- cance
Ambitious	6.17	6.25	5.80	2.444	.090
Broadminded	6.35	6.08	5.94	3.225	.042*
Capable	6.43	6.66	6.28	1.234	.293
Courageous	6.28	6.16	5.92	2.241	.109
Forgiving	6.12	6.33	6.05	.324	.723
Helpful	6.36	6.50	6.07	2.264	.107
Honest	6.55	6.83	6.53	1.056	.350
Independent	6.40	6.16	6.17	.297	.276
Intellectual	6.05	6.33	5.96	.569	.567
Logical	6.20	6.25	6.01	.753	.472
Loving	6.61	6.41	6.51	.474	.622
Obedient	5.48	5.75	5.71	1.271	.283
Polite	6.21	6.75	5.69	6.014	.003*
Responsible	6.52	6.66	6.55	.013	.907
Self- Controlled	6.23	6.75	5.89	5.780	.017*

Note: Items coded as follows:

Not at all important 1 2 3 4 5 6 7 Very much important

* $p < .05$

** $p < .001$



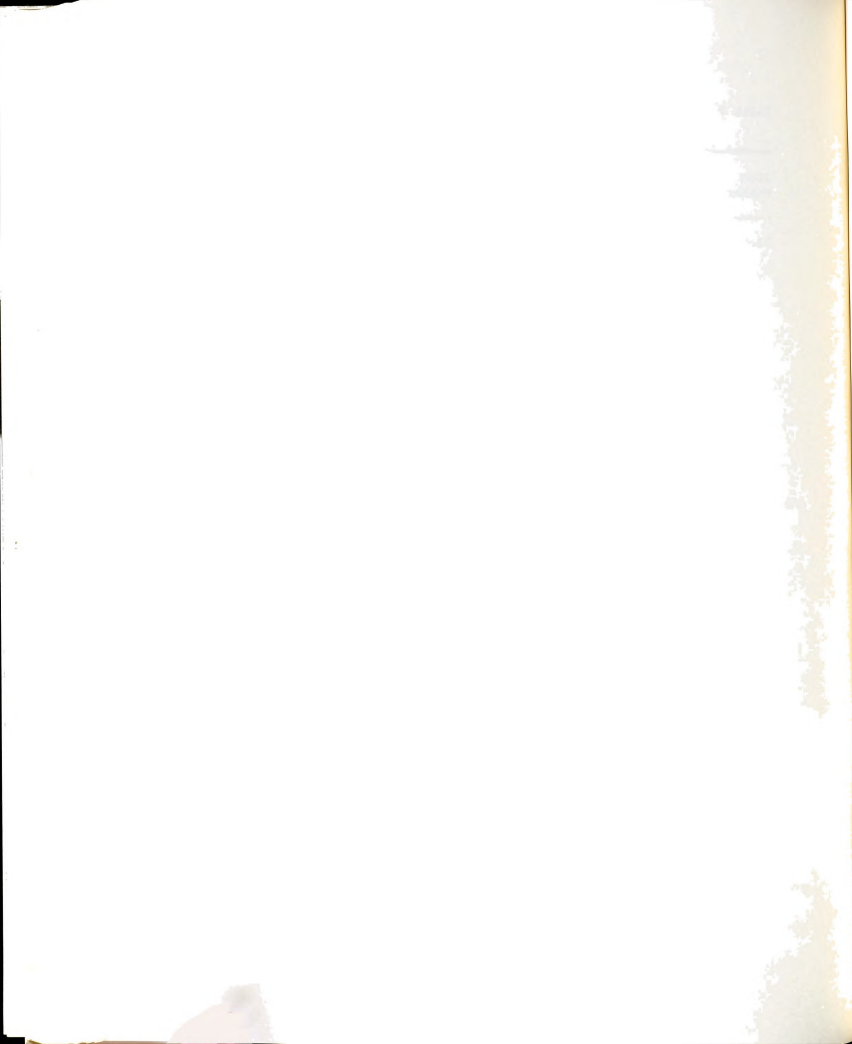
TABLE F.5.--Group mean item responses to the locus of control-God subscale

Item Number	Black Institution Blacks	White Institution Blacks	White Institution Whites	F Ratio	Significance
32. I believe that the world will come to an end according to the Will of God	5.13	5.27	3.83	10.28	.001**
33. God has and continues to act in the history of mankind	5.46	5.41	4.91	15.21	.001**
34. I believe in a power greater than myself, to which one day I shall be held accountable for my actions	5.62	5.50	4.54	15.50	.001**
35. Whether or not I get ahead in life depends on God's will	4.65	5.08	3.47	12.75	.001**
36. I strive to make God's will an important part of my way of life	4.87	5.16	3.80	8.69	.001**

NOTE: The item responses are coded as follows: 1=Disagree Strongly, 2=Disagree Moderately, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree Moderately, 6=Agree Strongly

*p < .05

**p < .001



APPENDIX G

ENVIRONMENTAL ADAPTATION QUESTIONNAIRE



TABLE G.1.--Subscale item designations

Scale Name	Subscale	Item Numbers
Environment Support	Spiritual Support	3,22,29
	Lifestyle Support	1,27,26,2,12,28,5,18,4,11,8,23,31,16,21,15
	Student-Institute Relations	25,10,19,24,13,20,14,7,6,17
Social Consciousness	Racial Consciousness	18,14,16,15,9,13,6,11,1,17,8
	Racial Tolerance	10,3,7,5,2,12,4
Locus of Control	Internal Locus of Control	1,4,5,9,18,19,21,23
	Powerful Others Control	3,8,11,13,15,17,20,22
	Control by Chance	2,6,7,10,12,14,16,24
	Control by God	32,33,34,35,36
	Conformity	26,27,30,31
Self-Descriptive	Self-Trust	25,28,29
	Achievement	1,2,4,10,15,17,18,20,21,24,26,39,36,38,40,52,26
	Dominance	1,2,3,4,7,9,10,15,18,21,24,26,30,32,33,36,38,39,40,42,46,56
	Difference	5,6,14,19,25,27,50,51,53,55
	Discontent	11,57,59,60
	Endurance	8,9,10,12,17,20,22,26,28,29,30,34,35,36,38,41,42,48,49,52,58
Cognitive Processes	Order	8,13,19,20,23,26,29,30,36,38,41,43,44,45,49,52
	Abasement	16,25,27,37,47,50,51,53,55
	Coping	1,3,5,7,9,11,13,15,17,19
	Defending	2,4,6,8,10,12,14,16,18,20



SUPPORT

INSTRUCTIONS: For each question, circle the appropriate number in the position that typically describes your beliefs.

1. This school has an excellent program in the area I wish to study.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

2. I am satisfied with my way of life.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

3. My belief in God is a comfort and support for me.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

4. I have enough money to do the things I want.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

5. My love life is satisfactory.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

6. I feel I get appropriate credit for the quality of the school work I do.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

7. My social life is satisfactory.

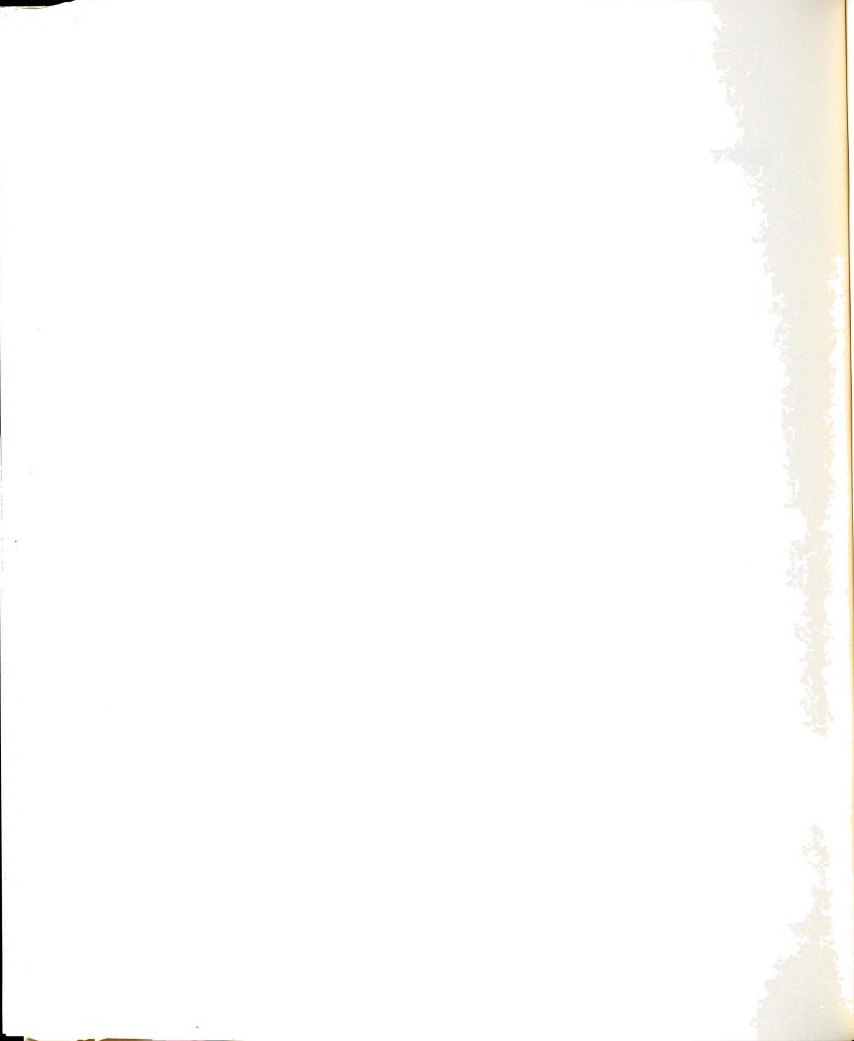
1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly



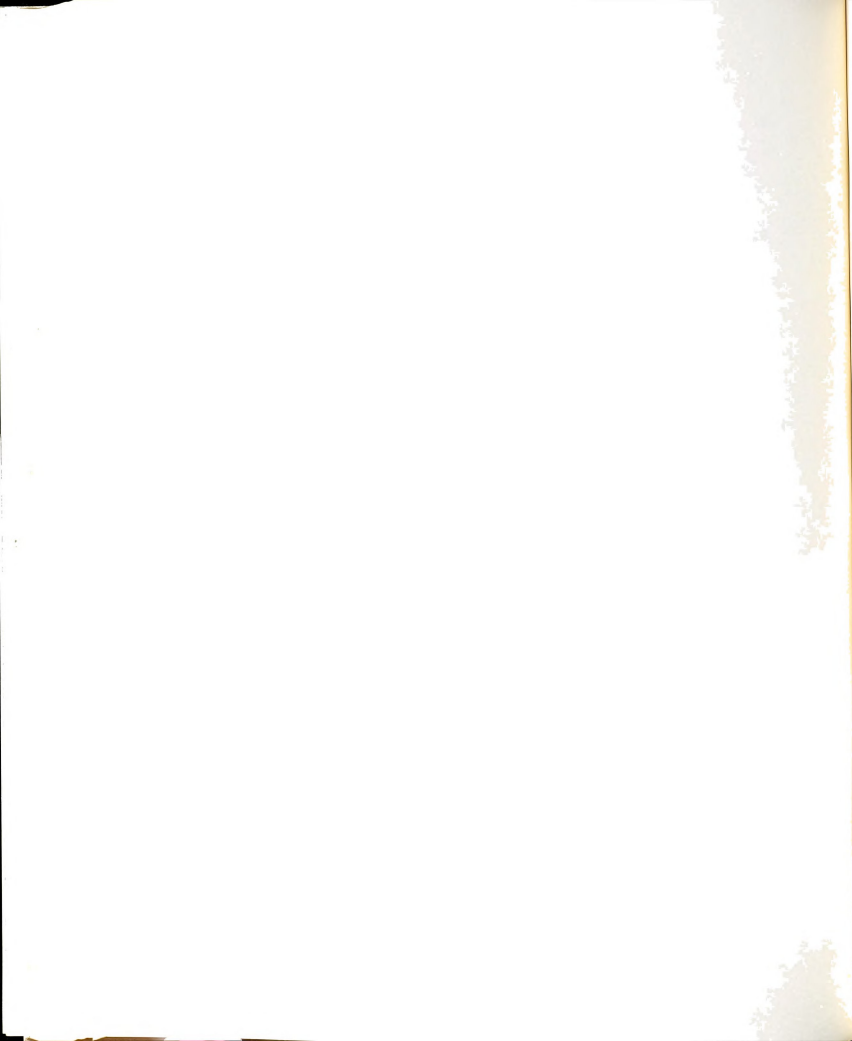
SOCIAL CONSCIOUSNESS

INSTRUCTIONS: For each question, circle the appropriate number in the position that typically describes your beliefs.

1. Racial discrimination has affected my way of life.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly
2. Blacks never had a civilized society until whites came along.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
3. White Americans gained their power because they are superior.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
4. People should marry within their own racial group.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly
5. Blacks should try to act more like whites.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
6. White Americans are concerned with increasing the advancement opportunities of Black Americans.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly



8. My family doesn't like the major area of study I intend to pursue.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
9. My classmates and I cooperate together to complete assignments.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
10. It's hard for me to relate to most of my classmates.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
11. Most of the professors and students at this school have the same basic beliefs that I do.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
12. I feel at home in this community.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
13. I feel liked by my professors.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
14. The programs and curriculum of this school are very supportive of minority concerns and issues.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
15. The financial package provided by this school makes it more supportive for me.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



16. It seems that the professors have different standards for different students.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly

17. The racial composition of this school makes it more supportive for me.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

18. I don't really enjoy most of the class work I do, but I feel I must do it in order to have other things that I need and want.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly

19. This is too large and impersonal a place to get to know people easily.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly

20. Everyone at this institution is treated the same regardless of race.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

21. If I had financial difficulties, I could get assistance.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly

22. I have faith that God will help me get through difficulties.

1. Disagree strongly	4. Agree slightly
2. Disagree moderately	5. Agree moderately
3. Disagree slightly	6. Agree strongly



23. I have decided upon a specific area of interest to study.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
24. Professors are too busy to get help from.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
25. Class sizes at this institution are too big.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
26. The course work at this institution is interesting.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
27. The course work at this institution is challenging.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
28. There are plenty of interesting things to do in this community.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
29. If you trust in God, he will provide a way for a solution to your problems.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
30. Most of my course work can be related to minority concerns.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



31. The location of this school makes it supportive for me.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
32. Of the people close to you when you first came to this institution, what percentage are still attending this institution?
- | | |
|--------------|---------|
| 0. 0% to 10% | 5. 60% |
| 1. 20% | 6. 70% |
| 2. 30% | 7. 80% |
| 3. 40% | 8. 90% |
| 4. 50% | 9. 100% |



LOCUS OF CONTROL

INSTRUCTIONS: For each question, circle the appropriate number in the position that typically describes your beliefs.

1. Whether or not I get to be a leader depends mostly on my ability.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
2. To a great extent, my life is controlled by accidental happenings.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
3. I feel like what happens in my life is mostly determined by powerful people.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
4. Whether or not I get into a car accident depends mostly on how good a driver I am.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
5. When I make plans, I am almost certain to make them work.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
6. Often there is no chance of protecting my personal interest from bad luck happenings.

1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly
7. When I get what I want, it's usually because I'm lucky.

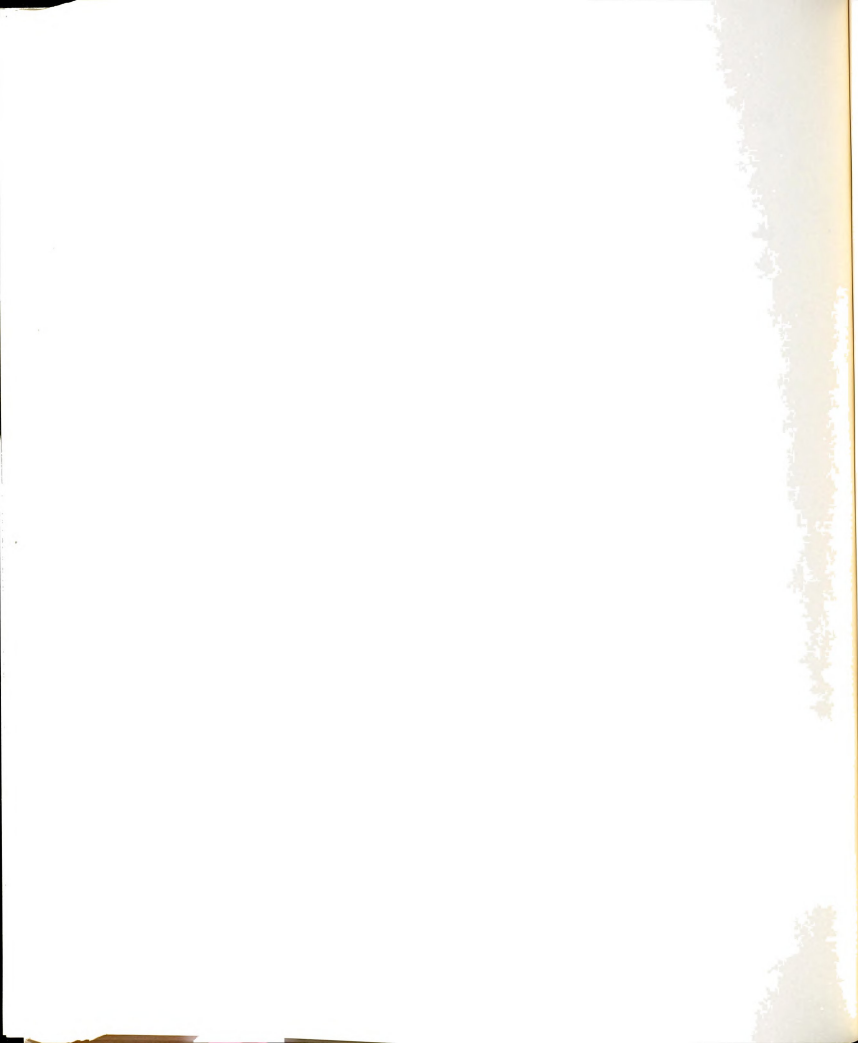
1. Agree strongly	4. Disagree slightly
2. Agree moderately	5. Disagree moderately
3. Agree slightly	6. Disagree strongly



8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
9. How many friends I have depends on how nice a person I am.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
10. I have often found that what is going to happen will happen.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
11. My life is chiefly controlled by powerful others.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
12. Whether or not I get into a car accident is mostly a matter of luck.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
13. People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
14. It's not always wise for me to play too far ahead because many things turn out to be a matter of good or bad fortune.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |



15. Getting what I want requires pleasing those people above me.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
16. Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
17. If important people were to decide they didn't like me, I probably wouldn't make many friends.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
18. I can pretty much determine what will happen in my life.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
19. I am usually able to protect my personal interests.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
20. Whether or not I get into a car accident depends mostly on the other driver.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
21. When I get what I want, it's usually because I worked hard for it.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |



22. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
23. My life is determined by my own actions.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
24. It's chiefly a matter of fate whether or not I have a few friends or many friends.
- | | |
|---------------------|------------------------|
| 1. Agree strongly | 4. Disagree slightly |
| 2. Agree moderately | 5. Disagree moderately |
| 3. Agree slightly | 6. Disagree strongly |
25. I accept my feelings as the surest guide to what is right.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
26. I find myself imitating or agreeing with those I consider to be superior.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
27. I feel I have to prove myself in the presence of superiors.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
28. I have great faith in my own ideas and initiative.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



29. I stick to a job even when it seems I'm not getting results.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
30. It is important to me that people in power positions approve of my way of life.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
31. I would change my way of life to be accepted by those people in positions of power.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
32. I believe that the world will come to an end according to the will of God.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
33. God has and continues to act in the history of mankind.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
34. I believe in a power greater than myself, to which one day I shall be held accountable for my actions.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
35. Whether or not I get ahead in life depends on God's will.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



36. I strive to make God's will an important part of my way of life.

- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



COGNITIVE PROCESSES

INSTRUCTIONS: For each question, circle the appropriate number in the position that typically describes your beliefs.

1. I evaluate alternative solutions in stress situation.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
2. When under stress it's hard for me to put ideas together for workable solutions.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
3. I apply general but related ideas to deal with stressful situation.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
4. I use thoughts and words to avoid my feelings when under stress.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
5. I can predict accurate consequences and modify my behavior accordingly in stressful situations.

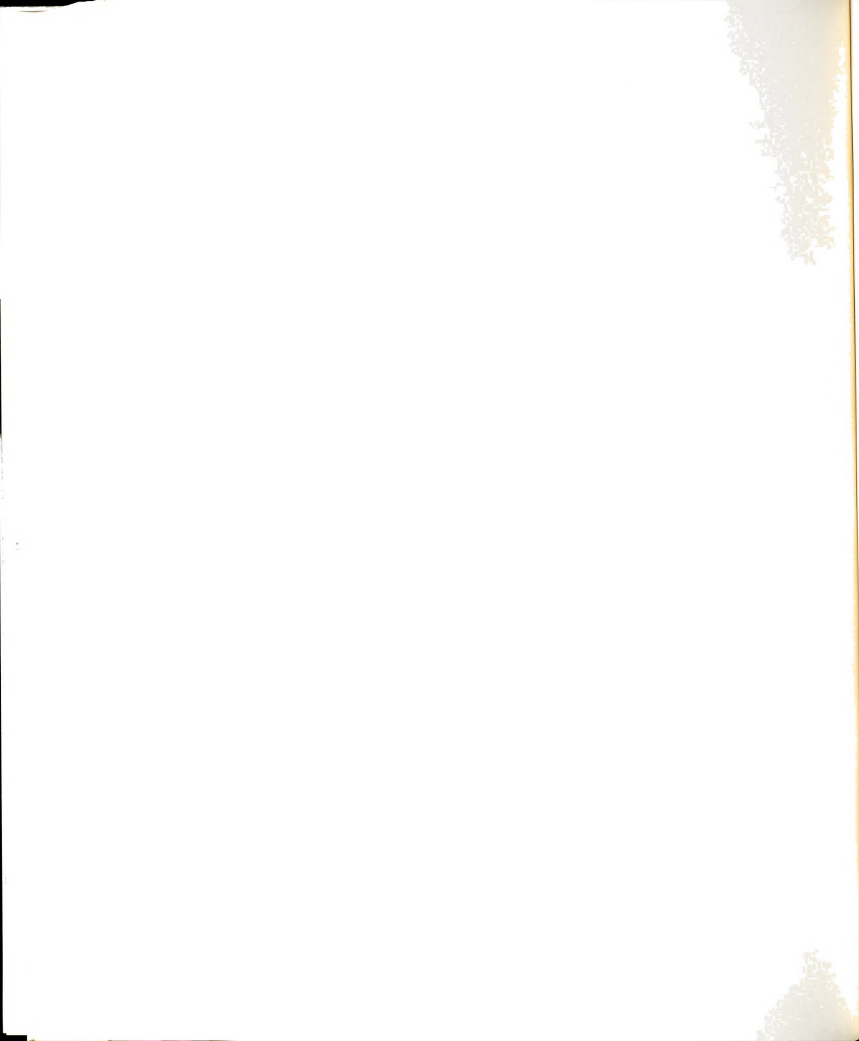
1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
6. I give good reasons instead of real reasons for my actions when under stress.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	
7. I can tolerate undertainty in the structure and rules of stressful situations.

1. Never	3. Sometimes	5. Always
2. Rarely	4. Usually	



8. I find that I am unable to commit myself to action in stress situations even when it is possible to act.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
9. I try to understand other people's feelings and perceptions.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
10. I become preoccupied with the possibility that others will act in their own interest.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
11. I combine past memories with present experiences to improve my understanding of the stress situations.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
12. I see myself as not being responsible for my behavior when under stress.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
13. I organize myself to complete tasks according to plans.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
14. I ignore aspects of stress situations that are potentially threatening.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
15. I express my feelings in a variety of satisfying and socially acceptable ways.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |



16. I redirect my anger to less threatening objects when under stress.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
17. I regulate the expression of my feelings in proportion to the stressful situation.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
18. I act in conformity with what is expected of me in stressful situations.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
19. I control expressing my feelings when it is not appropriate to express them.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |
20. I try to forget the painful aspects of stressful situations.
- | | | |
|-----------|--------------|-----------|
| 1. Never | 3. Sometimes | 5. Always |
| 2. Rarely | 4. Usually | |



7. Blacks have not been able to acquire any effective power in America because they are inferior.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
8. Blacks are more religious than whites.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly
9. Blacks have been socialized to keep them dependent on white producers for their goods and services.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly
10. Blacks should accept their second-class status.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
11. Blacks have as equal an opportunity to accomplish their goals as whites.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
12. Most blacks would rather be white.
 1. Agree strongly
 2. Agree moderately
 3. Agree slightly
 4. Disagree slightly
 5. Disagree moderately
 6. Disagree strongly
13. Whites are socialized to believe their race and culture are superior.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly
14. Blacks should support and use black owned businesses, banks, and stores whenever possible.
 1. Disagree strongly
 2. Disagree moderately
 3. Disagree slightly
 4. Agree slightly
 5. Agree moderately
 6. Agree strongly



15. Whites feel blacks are basically inferior.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
16. Whites manipulate rules and laws to suit their needs and purposes.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
17. Anthropological findings clearly show the first civilization was developed by blacks.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |
18. Blacks should be cautious when dealing with white institutions or businesses.
- | | |
|------------------------|---------------------|
| 1. Disagree strongly | 4. Agree slightly |
| 2. Disagree moderately | 5. Agree moderately |
| 3. Disagree slightly | 6. Agree strongly |



1. For each of the feelings below, indicate in column A how frequently you've experienced that feeling in the past month.

NOT AT ALL = 1
(0 times)

2. For each of the feelings below, indicate in column B what you do when your feeling that way.

GET HIGH = 2
(alcohol, pills,
marijuana)

TALK TO FRIEND = 7

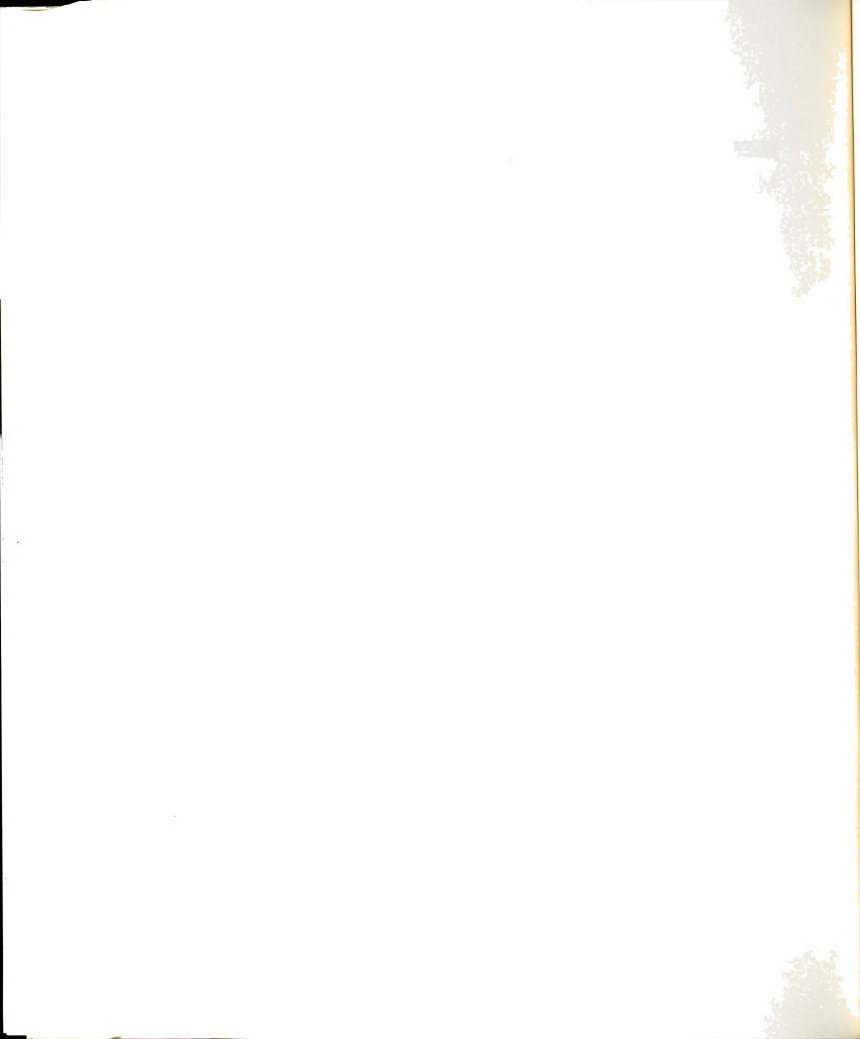
THINK IT OVER = 8

CREATIVE ACTIVITIES = 9
(craftes, hobbies)

OTHER _____
(specify)

[illegible]

<u>FEELINGS</u>	A	B
INSECURE		
THREATENED		
CONFUSED		
BETRAYED		
NERVOUS		
LONELY		
DEPRESSED		



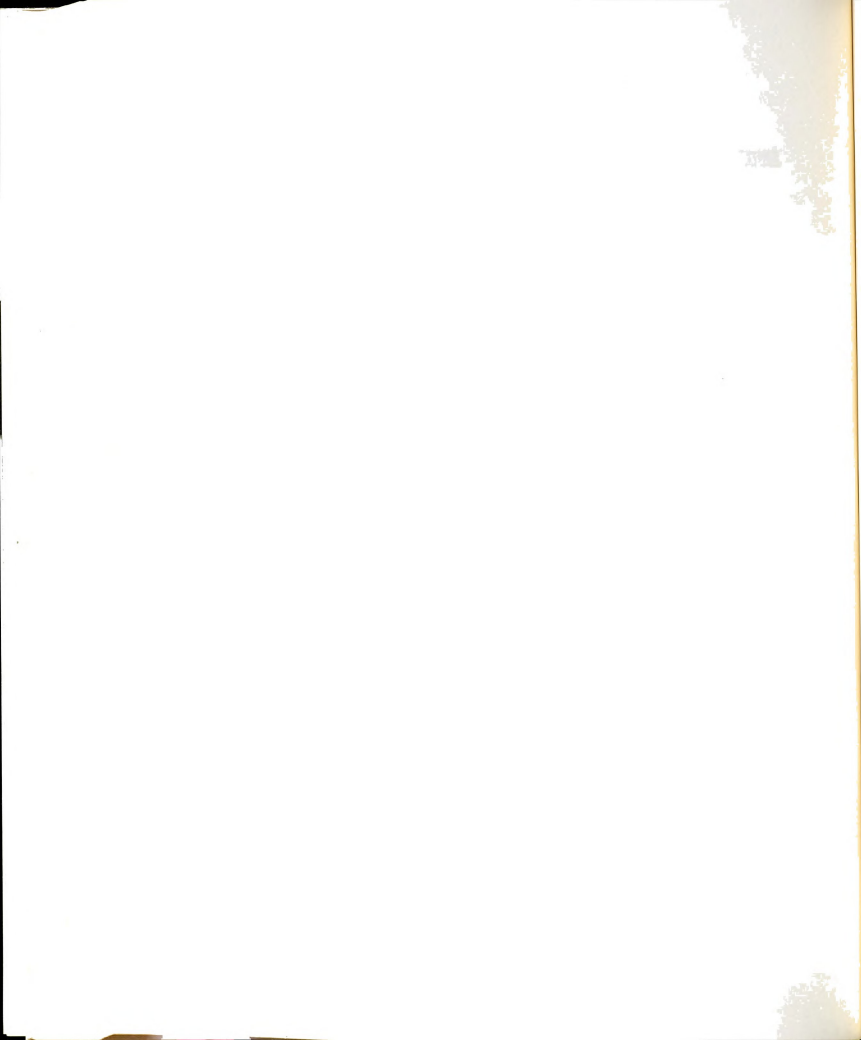
INSTRUCTIONS: Read through all the values first, think about all of them and then for each value, circle the number in the position that indicates its importance to you.

	NOT AT ALL IMPORTANT	1	2	3	4	5	6	7	VERY MUCH IMPORTANT
1. A COMFORTABLE LIFE a prosperous life								1 2 3 4 5 6 7	
2. AN EXCITING LIVE a stimulating, active life								1 2 3 4 5 6 7	
3. A SENSE OF ACCOMPLISHMENT lasting contribution								1 2 3 4 5 6 7	
4. EQUALITY equal opportunity for all								1 2 3 4 5 6 7	
5. FAMILY SECURITY stable family support system								1 2 3 4 5 6 7	
6. FREEDOM independence, free choice								1 2 3 4 5 6 7	
7. HAPPINESS contentedness								1 2 3 4 5 6 7	
8. INNER HARMONY freedom from inner conflict								1 2 3 4 5 6 7	
9. MATURE LOVE physical and emotional intimacy								1 2 3 4 5 6 7	
10. PLEASURE an enjoyable, leisurely life								1 2 3 4 5 6 7	
11. SALVATION saved, eternal life								1 2 3 4 5 6 7	
12. SELF-RESPECT self-esteem								1 2 3 4 5 6 7	
13. SOCIAL RECOGNITION respect, admiration								1 2 3 4 5 6 7	
14. TRUE FRIENDSHIP close companionship								1 2 3 4 5 6 7	
15. WISDOM mature understanding of life								1 2 3 4 5 6 7	



INSTRUCTIONS: Read through all the values first, think about all of them and then for each value, circle the number in the position that indicates its importance to you.

	NOT AT ALL IMPORTANT	1	2	3	4	5	6	7	VERY MUCH IMPORTANT
1. AMBITIOUS hard-working, aspiring								1	2 3 4 5 6 7
2. BROADMINDED open-minded								1	2 3 4 5 6 7
3. CAPABLE competent, effective								1	2 3 4 5 6 7
4. COURAGEOUS standing up for you beliefs								1	2 3 4 5 6 7
5. FORGIVING willing to pardon others								1	2 3 4 5 6 7
6. HELPFUL working for other's welfare								1	2 3 4 5 6 7
7. HONEST sincere, truthful								1	2 3 4 5 6 7
8. INDEPENDENT self-reliant, self-sufficient								1	2 3 4 5 6 7
9. INTELLECTUAL intelligent, reflective								1	2 3 4 5 6 7
10. LOGICAL consistent, rational								1	2 3 4 5 6 7
11. LOVING affectionate, tender								1	2 3 4 5 6 7
12. OBEDIENT dutiful, respectful								1	2 3 4 5 6 7
13. POLITE courteous, well-mannered								1	2 3 4 5 6 7
14. RESPONSIBLE dependable, reliable								1	2 3 4 5 6 7
15. SELF-CONTROLLED restrained, self-disciplined								1	2 3 4 5 6 7



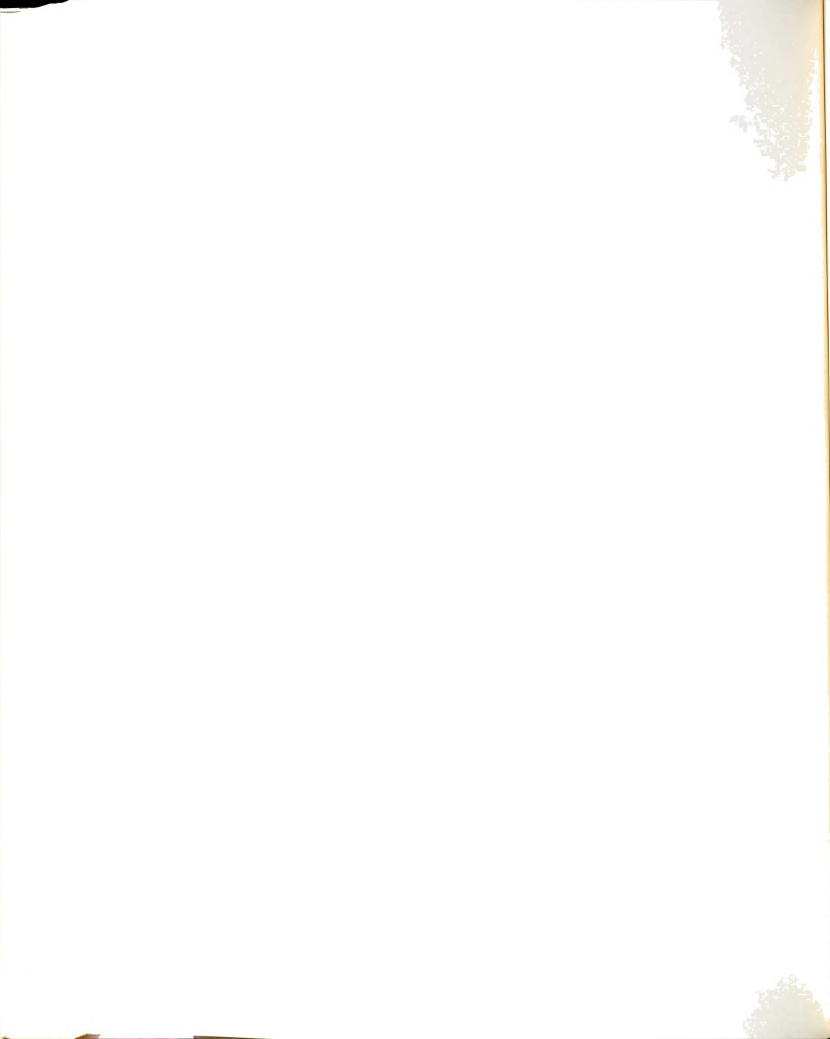
SELF-DESCRIPTIVE

INSTRUCTIONS: For each Adjective, circle the number in the position that typically describes you.

	LEAST LIKE ME	1	2	3	4	5	6	7		MOST LIKE ME							
1.	Aggressive								1	2	3	4	5	6	7		
2.	Assertive								1	2	3	4	5	6	7		
3.	Bossy								1	2	3	4	5	6	7		
4.	Confident								1	2	3	4	5	6	7		
5.	Conventional								1	2	3	4	5	6	7		
6.	Cooperative								1	2	3	4	5	6	7		
7.	Demanding								1	2	3	4	5	6	7		
8.	Deliberate								1	2	3	4	5	6	7		
9.	Dependable								1	2	3	4	5	6	7		
10.	Determined								1	2	3	4	5	6	7		
11.	Distractible								1	2	3	4	5	6	7		
12.	Adaptable								1	2	3	4	5	6	7		
13.	Consistent								1	2	3	4	5	6	7		
14.	Dependent								1	2	3	4	5	6	7		
15.	Dominant								1	2	3	4	5	6	7		
16.	Emotional								1	2	3	4	5	6	7		
17.	Efficient								1	2	3	4	5	6	7		
18.	Enterprising								1	2	3	4	5	6	7		
19.	Cautious								1	2	3	4	5	6	7		
20.	Conscientious								1	2	3	4	5	6	7		
21.	Forceful								1	2	3	4	5	6	7		
22.	Flexible								1	2	3	4	5	6	7		
23.	Foresighted								1	2	3	4	5	6	7		
24.	Independent								1	2	3	4	5	6	7		
25.	Inhibited								1	2	3	4	5	6	7		
26.	Industrious								1	2	3	4	5	6	7		
27.	Obliging								1	2	3	4	5	6	7		
28.	Objective								1	2	3	4	5	6	7		



29.	Practical	1	2	3	4	5	6	7
30.	Organized	1	2	3	4	5	6	7
31.	Opportunistic	1	2	3	4	5	6	7
32.	Opinionated	1	2	3	4	5	6	7
33.	Outspoken	1	2	3	4	5	6	7
34.	Perceptive	1	2	3	4	5	6	7
35.	Patient	1	2	3	4	5	6	7
36.	Persistent	1	2	3	4	5	6	7
37.	Pessimistic	1	2	3	4	5	6	7
38.	Planful	1	2	3	4	5	6	7
39.	Powerful	1	2	3	4	5	6	7
40.	Resourceful	1	2	3	4	5	6	7
41.	Reliable	1	2	3	4	5	6	7
42.	Responsible	1	2	3	4	5	6	7
43.	Rational	1	2	3	4	5	6	7
44.	Orderly	1	2	3	4	5	6	7
45.	Logical	1	2	3	4	5	6	7
46.	Self-confident	1	2	3	4	5	6	7
47.	Self-pitying	1	2	3	4	5	6	7
48.	Subborn	1	2	3	4	5	6	7
49.	Self-controlled	1	2	3	4	5	6	7
50.	Submissive	1	2	3	4	5	6	7
51.	Suggestible	1	2	3	4	5	6	7
52.	Thorough	1	2	3	4	5	6	7
53.	Timid	1	2	3	4	5	6	7
54.	Withdrawn	1	2	3	4	5	6	7
55.	Worrying	1	2	3	4	5	6	7
56.	Initiating	1	2	3	4	5	6	7
57.	Impulsive	1	2	3	4	5	6	7
58.	Reflective	1	2	3	4	5	6	7
59.	Complaining	1	2	3	4	5	6	7
60.	Dissatisfied	1	2	3	4	5	6	7



APPENDIX H

DEPARTMENTAL RESEARCH CONSENT FORM



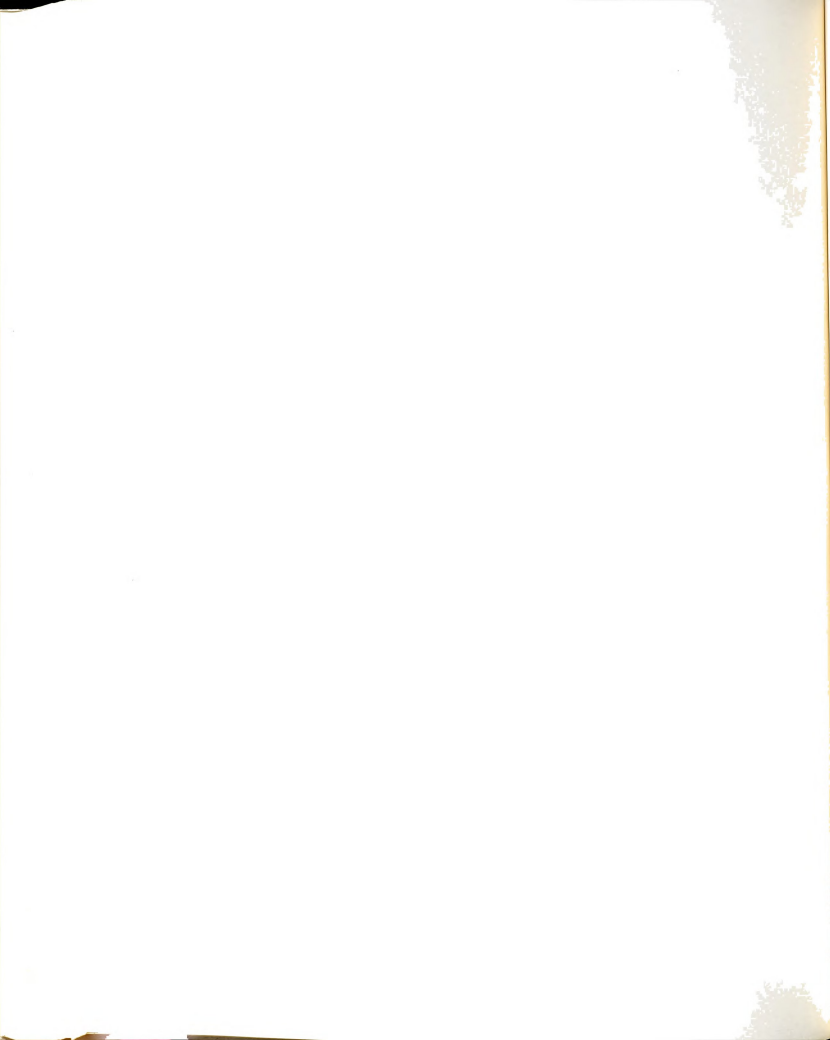
MICHIGAN STATE UNIVERSITY
Department of Psychology

DEPARTMENTAL RESEARCH CONSENT FORM

1. I have freely consented to take part in a scientific study being conducted by: _____
under the supervision of _____
Academic Title: _____
2. The study has been explained to me and I understand the explanation that has been given and what my participation will involve.
3. I understand that I am free to discontinue my participation in the study at any time without penalty.
4. I understand that the results of the study will be treated in strict confidence and that I will remain anonymous. Within these restrictions, results of the study will be made available to me at my request.
5. I understand that my participation in the study does not guarantee any beneficial results to me.
6. I understand that, at my request, I can receive additional explanation of the study after my participation is completed.

Signed: _____

Date: _____



APPENDIX I

VOLUNTEER REGISTRATION FORM



Dear Student:

I am a graduate student in Clinical Psychology interested in minority student concerns. One particular concern is that of the large number of Black students who have problems adjusting to the large white university setting and as a result drop out. I am attempting to try to research this problem by studying the methods and beliefs that individual's use to adapt to the university environment.

Presently, I am seeking volunteers to fill out my questionnaire. This questionnaire is to assess the different strategies used for adjustment and it takes from one half hour to an hour to complete. All respondents will have complete anonymity since they are not required to put their name on the questionnaire.

I would appreciate your support and cooperation in this endeavor so we may be able to help brothers and sisters adapt to the university environment in the future.

Three dates have been scheduled, February 11 at 10:00, 11:00, and 12:00. February 12 at 4:00, 5:00, and 6:00, February 15 at 3:00, 4:00, 5:00 and 6:00 in Snyder Hall Classroom B (in the basement).

Thank you

Joycelyn Landrum
(337-7323)

TEAR HERE

Name _____
February 11 10:00 11:00 12:00
February 12 4:00 5:00 6:00
February 15 3:00 4:00 5:00 6:00

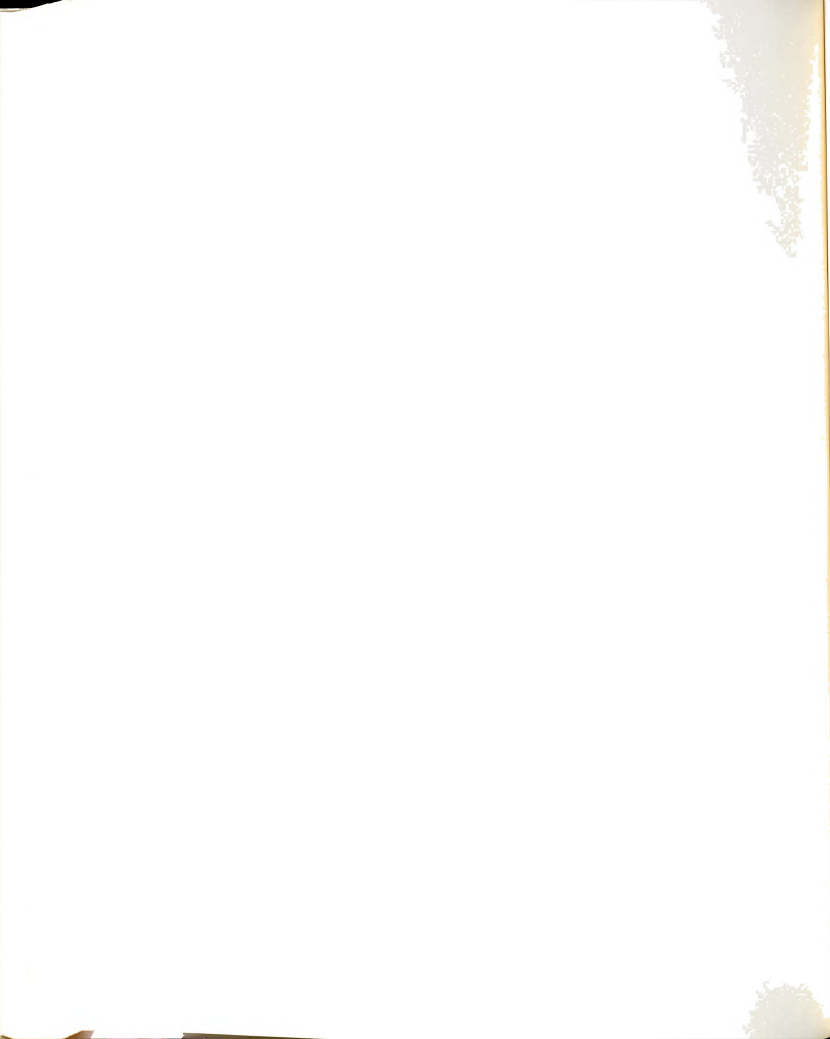


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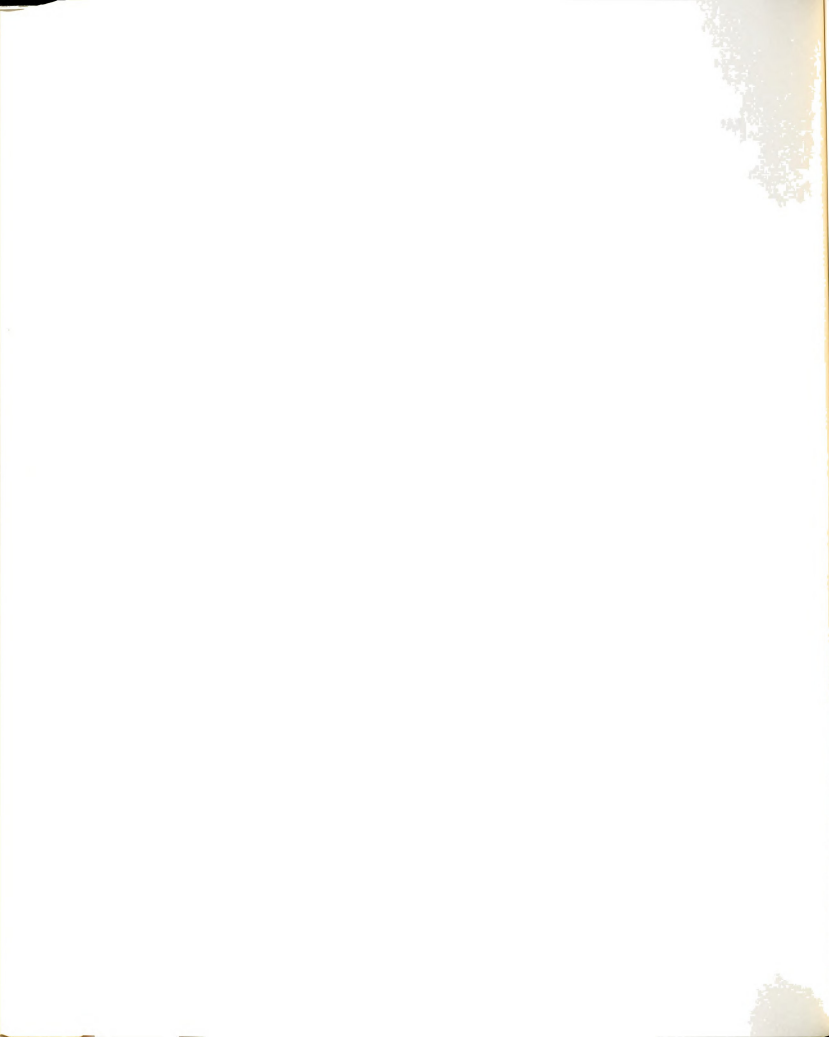
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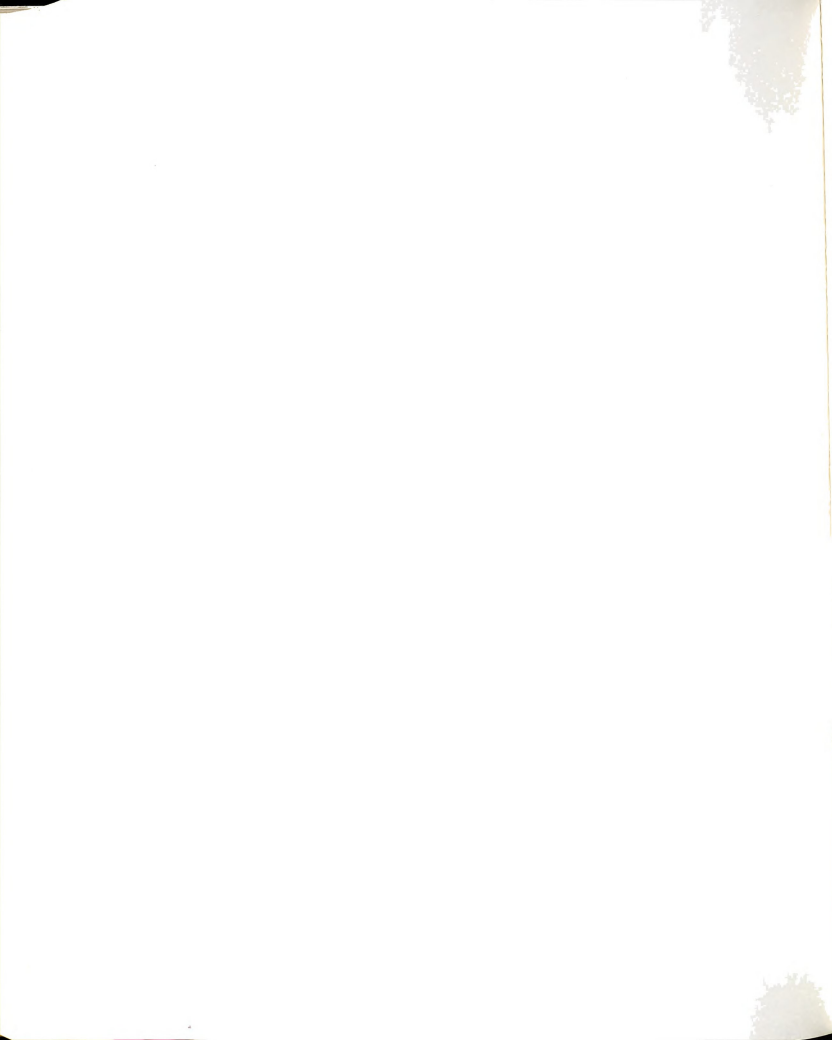


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