

A STUDY OF THE ATTITUDES OF BLACK STUDENTS IN  
INTEGRATED UNIVERSITIES COMPARED WITH  
THEIR COUNTERPARTS IN BLACK UNIVERSITIES

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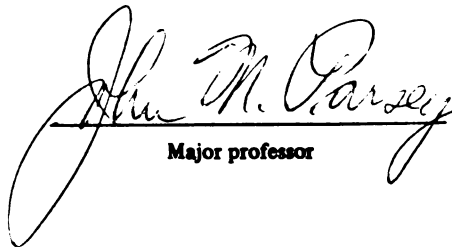
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## ABSTRACT

### A STUDY OF THE ATTITUDES OF BLACK STUDENTS IN INTEGRATED UNIVERSITIES COMPARED WITH THEIR COUNTERPARTS IN BLACK UNIVERSITIES

By

James C. Jones

The purpose of this study was to compare attitudes of two groups of black students--those attending a black university with their counterparts attending an integrated university. Specifically, this study had this objective:

To determine what differences in attitudes exist, if any, with respect to life satisfaction, self-esteem, alienation, and college experience between the black students attending an integrated university and their counterparts attending a black university.

The data for this study were collected during the second week of the second term of the 1970-71 school year by means of a Social Psychological questionnaire. The questionnaire was designed to measure the respondents' attitudes relative to a set of four variables:

1. Life satisfaction--reported feeling of contentment with one's life style, generalized or global.
2. Self-esteem--an individual's feelings of worth.

3. Alienation--an individual's generalized pervasive sense of social malintegration.
4. College experience--the degree of satisfaction with regard to particular aspects of college experience.

The results of this study provide significant information which reveals that those black students attending integrated universities think more highly of themselves than their counterparts attending black universities; but they are also more alienated, are less satisfied with life, and rate their college experience less favorably. Indeed, the black students attending the black university are more satisfied with life, feel secure in their college experience, yet have low self-esteem.

In practical sense, it seems that to a great extent the integrated universities are attracting more alienated black students. They are also attracting those with quite a different set of attitudes and characteristics toward college experience. In view of the thrust on the part of integrated universities to attract black students, such facts are important to consider.

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By

James C. Jones

A THESIS

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DEDICATION

To My Mother  
Mrs. Ella Jones  
and My Daughters  
Jameslynn and Pamela

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## CHAPTER I

### INTRODUCTION

#### General Statement of the Problem

The general problem addressed by this study involves the similarities and differences in the attitudes and characteristics of black students who attend predominantly white institutions of higher education as opposed to those who attend predominantly black institutions of higher education. A number of efforts have been made to describe attitudes of black college students in terms of socio-economic status and educational background and to relate differences in achievement and motivation at the college level. Relatively little work has been done to compare the attitudes of black students attending black colleges with their counterparts in predominantly white colleges. Also, there is no reported research of this type on the two groups of black students, particularly with regard to life satisfaction (feeling of contentment with one's life style), self-esteem (respect for one's self and a feeling of worth), alienation (sense of estrangement), and assessment of their college experience.

There is growing concern on the part of college administrators and counselors regarding the attitudes and behavior of black students. Indeed, in order to enable higher education to initiate social, cultural, and economic growth, school administrators should have a broad perspective of the attitudes and characteristics of black students.

Since black institutions have relatively little financial support from federal, state, and private organizations, it is impossible for these institutions to offer academic programs that are comparable to those in large integrated universities.

Many students in these black institutions appear somewhat alienated by their educational environment because they feel deprived of educational facilities when comparing their school with more affluent integrated institutions. On the other hand, a different sort of problem with respect to alienation confronts the black student in an integrated university. Carl A. Fields writes:

One thing that needs to be understood about the Negro student in a predominantly white college is that he is in a sense a displaced person. This dilemma is a hard one for him to resolve. If better colleges are now open to him, he feels he must enter one in order to compete in modern society. But if he does so he subjects himself to severe alienation from the supportive factor of his root subculture both at home and away.<sup>1</sup>

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<sup>1</sup>Carl A. Fields, "Princeton University's Response to Today's Negro Student," Journal of National Association of Women Deans and Counselors (Winter, 1969), 71.

Some of the complexities facing universities today are: increasing numbers of black students, changes in curricular offerings, and the need for greater curriculum flexibility to meet the needs of black students. However, university authorities recognize that the different approaches that are emerging in the institutions do not always meet the needs of black students. This study hopes to give administrators of both black and white universities a better insight and a better understanding of black students.

#### Major Concepts of the Study

The conclusions that eventually will be drawn are based on the four following variables:

Life Satisfaction is reported feeling of contentment with one's life style. It is a generalized or global variable, not related to any particular aspect of satisfaction, happiness, or contentment with life style. For example, "More and more I am coming to ask myself what's the use of it all." A respondent who agrees with this statement shows dissatisfaction with his life style. Another example is "I generally feel in good spirit." Here agreement with this statement indicates satisfaction with life style. My assumption is that a student who feels good about what is going on around him is satisfied with life (see Appendix A for the entire instrument).

Self-esteem is defined as an individual's respect of himself and his feeling of worth. A person who is high in self-esteem does not necessarily consider himself better than others, but he definitely does not consider himself worse. He does not feel that he is the ultimate in perfection, but on the contrary recognizes his limitations and expects to grow and improve. Low self-esteem is characterized by the reverse of these feelings. For example, "All in all I am inclined to feel that I am a failure." A respondent who agrees with this statement shows low self-esteem. Another example is "I am able to do things as well as other people." An agreement with this statement shows high self-esteem (see Appendix A).

Alienation is defined as an individual's generalized pervasive sense of social malintegration of self-to-others alienation (vs. self-to-others belongingness). A person who is highly alienated would answer positive to this statement, "Most people do not really care what happens to the next fellow" (see Appendix A).

Quality and Nature of College Experience is the reported degree of satisfaction with regard to aspects of college experience, such as social aspects--ease of making friends and the quality of friendship made--the nature and quality of classroom experience--relationship with instructors--quality of teaching--relevance of course content to individual interest--adequacy of instructional facilities and materials--the community setting of the

college--experiences of discrimination off campus--availability of extra-curricular social and cultural opportunities. If a student agrees with the statement, "If a student wants help he usually has to answer a lot of embarrassing question," the students tends to perceive his college experience as being negative. However, if a student agrees with the statement, "Everyone has a lot of fun at this school," he perceives his college experience as being positive (see Appendix A).

### Rationale of the Study

#### Major Assumptions and Relations

Since the parameters defining life satisfaction may vary a great deal, and since they may depend on such factors as origin and aspiration, and are interrelated to the other factors studied here, it is hypothesized that the likelihood of a black student feeling satisfied with his life will be about the same at Michigan State University (MSU) as at Central State University (CSU).

Since pursuing higher education in a more prestigious school is liable to be the greatest contributing factor to self-esteem, it is hypothesized that black students at MSU will hold themselves in greater esteem than students at a less prestigious black school. The same would probably hold true if one compared students



from a less prestigious white university with white students at MSU.

Since alienation may result in part from being in a milieu comprised of persons unlike ourselves, or in a heterogenous milieu, and since a large university setting is apt to contribute to a sense of anonymity, it is hypothesized that black students in a small university among peers who share similar social and cultural values are less likely to be alienated than black students among a population of blacks whose social contacts with other blacks has been diluted.

In view of the general acceptance of MSU as a leading center for higher education and in spite of the fact that the quality of education in small black universities may be in instances superior, it would be expected that black students at both universities would conceive that the education at MSU is superior. The cultural, social, and artistic atmosphere, and the opportunity for widened horizons such as exposure to various cultures, which are also aspects of one's total educational experience would, of course, be expected to be far superior at MSU. Hence, there are clearly other parameters of "educational quality" which would be expected to be taken into account by both groups of students.

Since the assumptions cited above take into account the general picture of the black student in the

settings that were studied, certain particular assumptions have been made. They are as follows:

When a black student comes to MSU he will immediately fall in with the black students on campus because:

1. He feels isolated from the mainstream of the university community. Hence, he tends to associate with others like himself because there is security in numbers.
2. He feels as though he is in the minority.
3. The black female students feel alienated partly because they get fewer dates.
4. The black male students feel alienated because they sense oppression by the white males.

The black students entering CSU:

1. Feel a sense of importance because they are all black students there.
2. Feel alienated partly because of inadequate facilities.
3. On the other hand, in contrast to a feeling of importance through being with his peers, there may be an ambivalent feeling of being left out because he could not get into an integrated institution.

### Summary

In this chapter a general statement of the problem has been made, the major concepts of the study given, and

the underlying rationale, as well as related assumptions and reactions set forth. Essentially, the study compares the attitudes of two groups of black students in mid-western universities, one of which is predominantly black and the other predominantly white.

Attitudes indicative of life satisfaction, those reflecting degree of alienation, those suggesting amount of self-esteem, and those expressing the nature of the college experience are to be compared in the two groups.

Necessarily, certain major and minor assumptions have been made, primarily on the basis of the writer's experience as a teacher and as a student on both kinds of campuses. These assumptions, however, are tentative and function primarily to serve as a skeleton around which the study was built.

One major purpose of this study was to identify more fully the overall attitudes of black students in midwestern universities, especially as they relate to students' feeling of well-being. With the rapidly increasing enrollment of blacks in universities it would seem desirable, if not imperative, that such critical information be known, if universities and students are to be successful.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The present study will compare the philosophical outlook of black students in a black university with their counterparts in an integrated university as expressed by certain attitudes. The few studies reported in the literature which are relevant to the present investigation deal with white and black students. They are given here under the categories used in the present study.

#### Life Satisfaction

Wilson includes studies on happiness that extend back into the 1930's.<sup>2</sup> Since few surveys conducted prior to the 1950's employed sophisticated sampling methods, their value is too limited to report here. Wilson does describe a nationwide study by Wessman in which 46 per cent of the population was characterized as "very" happy, 45 per cent

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<sup>2</sup>W. Wilson, "Correlates of Avowed Happiness," Psychological Bulletin, NO. 67 (1967), pp. 294-306.

as "fairly" happy, 7 per cent as "not very" happy, and 1 per cent as "not at all" happy.<sup>3</sup>

In a study by Gurin, Veroff, and Feld a single three-alternative question on happiness dealing in depth with reported psychological adjustment and problems with work, family, and social relations was asked.<sup>4</sup> The sample consisted of a national cross-section of 2,460 respondents chosen by probability methods to represent the entire adult population of the United States. Interestingly, 11 per cent of the nationwide sample said that they were "not too happy"; higher rates of unhappiness were found in the metropolitan areas, whereas lower than average rates of unhappiness were found in the suburbs--as compared to residents of small cities and rural areas. They also found that 17 per cent of respondents whose parents were divorced or separated rated themselves as currently unhappy versus 11 per cent of those from intact homes.

In a similar study, Bradburn and Caplovitz used the Gruin, et al., happiness question in four towns in Illinois with between three- and ten-thousand population. Two of the towns were classified as economically depressed, the other two as relatively well-off economically.

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<sup>3</sup>D. Wessman, "A Psychological Inquiry into Satisfaction and Happiness" (unpublished Ph.D. dissertation, Princeton, 1956).

<sup>4</sup>G. Gruin, J. Veroff, and S. Feld, Americans View Their Mental Health (New York: Basic Books, 1960).

Approximately 100 interviews were completed with a cross-section of men between the ages of twenty-five and forty-nine in each community. These were supplemented with short questionnaires distributed to other adult members of the same household, bringing the total number of responses up to over 2,000. Interviews were conducted in the spring of 1962, with a special reinterview with 547 respondents being completed to gauge the effects of the Cuban missile crisis on reported happiness.<sup>5</sup> This study found that this event had no discernable effects on reported happiness as measured by the instrument employed by the researchers.

Cantril reports that although Americans enjoy the highest standards of living in the world, people in all socio-economic groups still feel that both they and the country have considerable distance to go in reaching the top of the ladder of life, which is perceived in terms of healthy, happy family life with increasing opportunities for their children.<sup>6</sup> Among all the population groups, it is the Negro who feels most frustrated, but there were clear indications that the Negro sensed progress was being made toward his goal of equality. Cantril reports that:

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<sup>5</sup>N. Bradburn and D. Caplovitz, Reports on Happiness (Chicago: Aldine, 1965).

<sup>6</sup>H. Cantril, The Patterns of Human Concerns (New Brunswick, N.J.: Rutgers University Press, 1965).

Negroes rate themselves lower than whites with respect to the opportunity they feel they have, how successful they have been, how much they can do for themselves, and how much they enjoy life. And, of course, they rate themselves higher than do white people in terms of the troubles and worries that confront them. They also give religion a more important rating than do their white compatriots. But it is significant that here too, there are no appreciable differences between Negroes and whites in the degree to which they respect themselves or in their degree of self-confidence. By 1959, the time of our survey, Negro Americans had apparently been able to shed the lack of self-respect that had so long haunted many of them vis-a-vis the white norms they had learned. And their bright hopes for improvement in their lot have bolstered their self-confidence.<sup>7</sup>

### Self-Esteem

Low self-esteem has been related by scholars as well as by popular writers to political behavior, social disturbance, and various other forms of personal and group dissatisfaction. For example, studies by McClosky and Schaar suggest that people with low self-esteem are also likely to be alienated, unhappy about their lives, and to feel incapable of controlling their futures.<sup>8</sup>

Shaver postulates several features of self-esteem.<sup>9</sup> First, level of self-esteem is considered to be

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<sup>7</sup>Ibid., p. 265.

<sup>8</sup>H. McClosky and J. Schaar. "Psychological Dimensions of Anony," American Sociological Review, No. 30 (1965), 14-40.

<sup>9</sup>J. P. Robinson and P. R. Shaver, Measures of Social Psychological Attitudes (Ann Arbor, Mich.: Survey Research Center, ISR, The University of Michigan, August, 1969), p. 47.

a relatively enduring characteristic of a person. Although an individual may experience successes or failures, commendations or embarrassment, his general level of self-regard is thought to be fairly stable. Second, self-esteem results from evaluations of the self as an "object," yet in some of its aspects this object is only available for scrutiny by the subjects. Third, self-esteem is based on attitudes toward self.

According to Miller, French, and Sherwood, a person's self-concept may be thought of as multidimensional.<sup>10,11,12</sup> That is, an individual measures himself by a large number of cognitive dimensions, such as height, weight, honesty, physical attractiveness, and intelligence.

A common approach to the measurement of self-esteem or self-acceptance involves obtaining a difference between a respondent's "actual" or "present" self and his "ideal" or "aspired" self. There are several problems associated with this procedure. According to Swinehart:

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<sup>10</sup>D. Miller, "Identity, Situation and Social Interaction: The Impact of Social Structure on Motivation," in S. Koch, ed., Psychology: A Study of a Science (New York: McGraw-Hill, 1963), Vol. 6, pp. 639-787.

<sup>11</sup>J. French, "The Conceptualization and Measurement of Mental Health in Terms of Self-Identity Theory," in S. Sells, ed., The Measurement of Mental Health (1969).

<sup>12</sup>J. Sherwood, "Self-Identity and Referent Others," Sociometry, NO. 28 (1965), 66-81.



The major weakness in this approach is the failure to establish a baseline for comparisons in measuring the discrepancy; absolute size of the discrepancy is usually taken as a measure of self-esteem, without regard to the subject's satisfaction with his "actual" self-evaluation, or the acceptability of a given discrepancy as the subject perceives it.<sup>13</sup>

The term "self-acceptance," despite the fact that it is so used in many studies employing a discrepancy measure, does not necessarily imply high self-esteem. Self-acceptance may be based on a realistic recognition of some falling short of an ideal, if this holds generally true, extremely low actual-ideal discrepancies on rating scales or check lists are likely to reflect defensiveness rather than high self-esteem.<sup>14,15,16</sup> Swinehart postulates:

A good measure based on actual-ideal discrepancies should include some assessment of the importance of each self-evaluation dimension for the subject, the acceptability of discrepancies of various sizes on each dimension, and the subject's estimation of his ability to reduce the size of unacceptable discrepancies. If the subjective probability of reducing a disturbing discrepancy is very high, the existence of the discrepancy may have no effect on a person's

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<sup>13</sup>J. Swinehart, "A Critique of Self-Esteem Measurement" (unpublished Manuscript, University of Michigan, School of Public Health, 1961).

<sup>14</sup>C. Taylor and A. Combs, "Self Concept and Adjustment," Journal of Consulting Psychology, XXV (1952), 89-98.

<sup>15</sup>A. Cohen, "A Report on Some Explorations of Self-Esteem" (unpublished manuscript, University of Michigan, 1954).

<sup>16</sup>I. Steiner, "Self-Perception and Goal-Setting Behavior," Journal of Personality, XXV (1954), 344-47.

self-evaluation, but many authors seem to equate any large actual-ideal discrepancy with low self-esteem.<sup>17</sup>

Kardiner and Ovesey have pointed out that the ways in which children are reared, the things that they are told to do or not to do, the rewards or punishment patterns for competencies or the lack of competencies, all tend to produce basic personality types that are consistent with the overall cultural patterns in which the children live.<sup>18</sup> Venturing outside the family provides the child with additional clues of his self-worth. He learns about himself from other children on the block who communicate to him, by action and words, how they feel about him. As he meets teachers, policemen, shopkeepers, he is told and learns what these "powerful" persons think of people like him. Out of these countless messages, the individual contrives and formulates a picture of who and what he is.

The self-esteem of the Negro is damaged by the overwhelming fact that the world he lives in says, "White is right; black is bad." The literature would imply that the effect of the total environmental press is damaging and widespread. As Combs and Syngg point out, responses to feelings of inadequacy range from the neurotic through

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<sup>17</sup>Swinehart, op. cit., pp. 2-3.

<sup>18</sup>A. Kardiner and L. Ovesey, The Mark of Oppression: Exploration in the Personality of the American Negro (Cleveland, Ohio: Meridian Books, 1962).

perceptual distortions and may result in actual psychoses.<sup>19</sup>

### Alienation

The concept of alienation has become one of the most widely used and misused terms of our time. McClosky and Scharr define anomy as normlessness.<sup>20</sup> The traditional sociological model from Durkheim, assuming that social conditions give rise to specific feelings which in turn result in certain behaviors, is revised to give equal weight to psychological variables as a cause of anomia. For this study two samples were used. One was a cross-section of the population of Minnesota, designed by the Minnesota Poll in 1955. The other was a national sample drawn and administered by the Gallup Poll of 1958. It was hypothesized that anomic feelings result when socialization and the learning of social norms are impeded and that three psychological factors may impede the learning of these norms: cognitive factors, emotional factors, and an individual's beliefs and opinions. McClosky and Schaar summarize their results as follows:

In order to determine the efficacy of psychological as opposed to sociological, factors in producing anomia three groups of measures were correlated with anomia

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<sup>19</sup>A. W. Combs and D. Snygg, Individual Behavior (New York: Harper and Row, 1959).

<sup>20</sup>McClosky and Schaar, op. cit., pp. 10-14.

feeling. It was found that individuals whose cognitive capacity was deficient as indicated by high scores on Mysticism and Acquiescence; low scores on Education, Intellectuality, and Awareness, tended to score high on anomie. It was also found that individuals predisposed to maladjustive emotional states such as inflexibility, strong anxiety, and aggression and low ego strength are high anomie. Finally, those who held extreme and had objective attitudes toward people were also found to be high on anomie belief.<sup>21</sup>

Srole's measured attitudes toward minority groups and was limited to white, Christian, native-born residents who were mass-transit riders.<sup>22</sup> There were 401 participants between the ages of sixteen and sixty-nine. The hypothesis that anomia is related to the formation of negative attitudes toward minorities was confirmed in the Springfield, Massachusetts sample, the Pearson correlation between anomia and negative attitudes towards minorities is .43. These results held when controlled for social status, anomia was found to be inversely related to socio-economic status.

Rose applied Srole's items to seventy-one heads of organizations in Minnesota and found that only 3 per cent of them agreed with any of the Srole anomia items compared to 20 per cent of a cross-section sample of married people in Minneapolis-St. Paul.<sup>23</sup> Angell also found a significant

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<sup>21</sup>Ibid

<sup>22</sup>L. Srole, "Social Integration and Certain Corollaries," American Sociological Review, XXI (1956), 709-16.

<sup>23</sup>A. Rose, "Alienation and Participation," American Sociological Review, XXXI (1962), 400-05.

negative correlation between the Srole anomia scale and occupational status, income, and education in a cross-section of Detroit residents.<sup>24</sup> Older people and Negroes were also found to score higher on the scale.

Lenski and Leggett present a strong case that the Srole Anomia Scale in its present format is highly susceptible to agreement response set.<sup>25</sup> That is, the scale is negatively worded so that the items would be accepted by nearly everyone.

Seeman and Evens found powerlessness to predict tuberculosis patients' lack of knowledge of their illness, but not dissatisfaction with their medical care.<sup>26</sup>

Neal and Rettig found another aspect of alienation, and normlessness, to be essentially independent of powerlessness, and to be itself composed of two separate factors, political and economic.<sup>27</sup>

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<sup>24</sup>R. Angell, "Preference for Moral Norms in Three Problem Areas," American Journal of Sociology, LXVII (1962), 650-72.

<sup>25</sup>G. Lenski and J. Leggett, "Caste, Class and Difference in the Research Interview," American Journal of Sociology, LXV (1969), 463-67.

<sup>26</sup>M. Seeman and J. Evans, "Alienation and Learning in Hospital Setting," American Sociological Review, XXVII (1962), 772-82.

<sup>27</sup>A. Neal and S. Rettig, "Dimensions of Alienation Among Manual and Non-Manual Workers," American Sociological Review, XXVIII (1963), 599-608.

To measure political alienation, Olsen interviewed 154 respondents of an original 200 who were selected in 1965 from the city directory for two census tracts in Ann Arbor, Michigan.<sup>28</sup> One of the tracts was lower middle class, the other upper middle class. This study measured attitudes of incapability and attitudes of discontentment. Olsen reported that the most significant findings were differences in political alienation by party affiliation and voting behavior. More than 80 per cent of people scoring high on the incapability and low on the discontent scale voted Democratic in 1960 and 1964 in contrast to 20 per cent of those scoring low on incapability and high on discontentment. Both measures were inversely and highly related to respondent's education, occupation, and income. Unlike incapability, however, which characterized the disadvantaged, discontent was prevalent among the "old middle class."

Crumbaugh did a study designed to measure the degree to which a person experiences a sense of meaning and purpose in life.<sup>29</sup> This study was conducted to test Victor Frankle's thesis that when meaning in life is not

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<sup>28</sup>M. Olsen, "Two Categories of Political Alienation," Social Forces, XLVII (1969), 288-99.

<sup>29</sup>J. Crumbaugh, "Cross-validation of Purpose-in-Life Test Based on Frankl's Concepts," Journal of Individual Psychology, XXIV (1968), 24-81.

found the result is existential frustration. The respondents were white and were selected from the area of Columbus, Georgia. It was concluded that low correlations with income and education imply that either education or income alone do not assure the attainment of meaning in life.

Dean defined and compared four separate components of alienation with authoritarianism: powerlessness and authoritarianism, normlessness and authoritarianism, social isolation and authoritarianism, and alienation and authoritarianism.<sup>30</sup> This study was done in Columbus, Ohio and included four of the nineteen wards of that city, selected by criteria related to voting incidence and socioeconomic variables--as a part of the author's study of political apathy. He found the correlation coefficient for powerlessness and authoritarianism to be .37, normlessness and authoritarianism to be .33, social isolation and authoritarianism to be .23, and alienation and authoritarianism to be .26.

Dean speculated that his variable might be a situation-relevant variable, rather than a personality trait, so that a person might score high on alienation in political activity, but low in religion. He also

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<sup>30</sup>D. Dean, "Alienation: Its Meaning and Measurement," American Sociological Review, XXVI (October, 1961), 329-31.

speculated that alienation might be a syndrome, rather than a unitary phenomenon. In a subsequent study, Dean found that while his scales predicted vote against a school levy, they were less powerful predictors of alienation than age and socio-economic status.<sup>31</sup>

Aiken and Hage described the relationship between two types of alienation--alienation from work, and alienation from expressive relations--and two structural properties of organization--centralized and formalization--in a comparative study of sixteen welfare organizations, staffed largely by professional workers.<sup>32</sup> Both alienation from work and alienation from expressive relations were found to be more prominent in highly centralized, and highly formalized organizations. Alienation from work reflected a feeling of disappointment with career and professional development, as well as disappointment over the inability to fulfill professional norms.

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<sup>31</sup>D. Dean, "Alienation and Negative Voting on a School Levy" (paper read at 61st annual meeting of American Sociological Association, Miami Beach, Florida, September, 1966).

<sup>32</sup>M. Aiken and J. Hage, "Organizational Alienation: A Comparative Analysis," American Sociological Review, XXXI, No. 4 (August, 1966), 497-507.



### College Experience

Clark and Plotken contrast the Negro students at integrated colleges with those attending predominantly Negro colleges:

. . . the decision to enter an inter-racial college rather than a segregated one probably reflects a tendency or conscious desire to break through the existing barriers. Thus, the Negro students in this study not only are motivated by economic, academic, and status considerations but also are reinforced by their attempt to achieve racial equality through personal goals.<sup>33</sup>

The Negro student in predominantly Negro colleges on the other hand, cannot hope to make racial breakthroughs.

Results from the Gurin et al. study of Negro youth show that Negro college students who focus on discrimination in explaining the disadvantaged position of Negro Americans hold somewhat higher aspiration than students who rely on internal explanations. They are also more likely to aspire for pioneering jobs which were not traditionally held by Negroes.<sup>34</sup>

Lehman reported that Michigan State University black and white students improved their critical thinking abilities, became more receptive to new ideas, and less

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<sup>33</sup>K. Clark and L. Plotkin, The Negro Student at Integrated Colleges (New York: National Scholarship Service and Fund for Negro Students, 1963), p. 20.

<sup>34</sup>P. Gurin, L. Gurin, R. C. Lao, and M. Beattie, "Internal External Control and Competence and Innovative Behavior Among Negro-College Students," Journal of Personality and Social Psychology, XIV, No. 3 (1970), 263-70.

authoritative and ethnocentric after their college experience.<sup>35</sup> The control group, which was composed of students who first enrolled and then dropped out, changed in the same way as the graduates. Plant reported less dogmatism and ethnocentrism for black students at San Jose State University after their college experience.<sup>36</sup>

Alexander Astin, in studies of the effects of various college characteristics on the career choices of exceptionally able boys, found the student's career choice came to conform more and more to the dominant or modal choice of his college environment.<sup>37</sup> He noted that the effects of any environmental experience are directly correlated with the individual's selection of that environment.

### Summary

An attempt has been made in this chapter to review, correlate, and assess the literature on life satisfaction, self-esteem, alienation, and college experience. Special

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<sup>35</sup>I. J. Lehmann, "Changes in Critical Thinking, Attitudes, and Values from Freshman to Senior Years," Journal of Educational Psychology, LIV (December, 1963), 305-15.

<sup>36</sup>W. T. Plant, Personality Changes Associated With a College Education (San Jose, Calif.: San Jose State College, 1962).

<sup>37</sup>Alexander W. Astin, "An Empirical Characterization of Higher Educational Institutions," Journal of Educational Psychology, LIII (1962a), 224-35.

emphasis was given to those studies about blacks. This was done primarily to eliminate the uncertainty which is ever-present in the studies of this type. Here an aspect of the parameters studied have been given in detail so that this may be a basis by which the reader determines the relevance of these studies.

A measure of life satisfaction is reported happiness of the respondents. The research by Wessman indicated that most people consider themselves very happy or fairly happy with only a small percentage regarding themselves as not very happy or not happy at all. The highest rate of unhappiness was found in the metropolitan area, and the lowest rates of unhappiness were found in the suburbs.

The analysis of Cantril suggests that life satisfaction is related to aspiration and that there is a concern for aspiration and achievement. The black American has especially felt the frustration over the gap between aspiration and opportunity. This study tested degrees of happiness or satisfaction of black university students with emphases on the influences that affect responses.

There have been a variety of indicators of self-esteem. Indeed, it is often regarded as a multi-dimensional concept. Shaver holds that self-esteem is based on the respondent's distinction between his ideal and his actual self. Kardiner and Onesey state that basic personality types seem to be related to overall cultural

factors. Thus the "white is right" and "black is bad" ideology may function to bring about the low self-esteem of the Negro.

Alienation is a term having both psychological and sociological references. Representatives of both disciplines debate the relative impact of sociological and psychological factors in the relationship between alienation and negative attitudes toward minorities. Several studies have pointed to a negative correlation between alienation and various measures of socio-economic status. A variety of factors, such as normlessness and powerlessness, have been found to be positively related to various dimension of alienation. Olsen's studies of incapability and disenchantment are illustrative.

## CHAPTER III

### METHODOLOGY

The purpose of this chapter is to describe the following: (1) history of the universities, (2) guiding hypotheses, (3) procedure of the study, (4) the instrument employed and the manner in which it was administered, and (5) analysis of the data.

#### History of the Universities

##### Michigan State University

Michigan State University is a co-educational state-controlled, land-grant institution, located in East Lansing, Michigan and founded in 1837 as Michigan Agricultural College, the first state institution of its kind in the United States. In 1925 it was renamed Michigan State College Agricultural and Applied Science, and in 1955 the present name was adopted. The University includes colleges of agriculture, veterinary medicine, engineering, home economics, education, communication arts, business, natural science, social science, arts and letters, and a two year university college. Bachelors, masters and

doctors degrees are conferred. The University ranks ninth largest in the nation with a total enrollment of approximately 43,000 students, of which less than 6 per cent are black.

### Central State University

The institution now known as Central State University originated with an act passed by the General Assembly of Ohio on March 19, 1887 establishing a combined Normal and Industrial Department of Wilberforce University.

Although associated with Wilberforce University, the Department had a separate board of trustees and was considered a separate institution. In 1941, the General Assembly changed the title of the Combined and Industrial Department which offered two-year courses to the College of Education and Industrial Arts which offered four-year college courses.

A third milestone in the development of the University came in 1951, when the General Assembly approved legislation providing that the school should be known as Central State College.

In 1964, graduate studies in education and English were authorized by the Board of Regents. In 1965, Central State College was granted university status by the Legislature of Ohio. The College of Arts and Science, the College of Business Administration, the College of

Education, the school of Music and Art, and the School of Graduate Studies comprised the organization.

Central State University offers bachelor's degrees in the Fine Arts, Social Work, Physical Education, Mathematics, and Counseling and Guidance. The University has an enrollment of 2,513 students of which about 15 per cent are white.

### Hypotheses

1. There will be significant differences with regards to life satisfaction of the black students attending an integrated college with their counterparts attending a black college, as well as differences between males and females.
2. There will be significant differences with regards to self-esteem of the black students attending an integrated college with their counterparts attending a black college, as well as differences between males and females.
3. There will be significant differences with regards to alienation of the black students; those attending an integrated college with their counterparts attending a black college, as well as differences between males and females.

4. There will be significant differences with regards to college experience of the black students attending an integrated college with their counterparts attending a black college, as well as males and females.

#### Procedures of the Study

The following steps were taken to implement this investigation:

1. Developing operational and theoretical basis (Chapters I and II).
2. The instrument was adapted from Social Psychological Attitudes, and its validity and reliability as established by previous testing were accepted (Chapter III).
3. Selecting students to participate in the study and administering the questionnaire (Chapter IV).
4. Collecting student response data (Chapter III).
5. Recording and analyzing the data collected (Chapter IV).

#### Definitions of Major Variables

The following definitions are given for the variables used to operationally understand the procedure.

Life satisfaction--means contentment with one's life style (see Appendix A, questions 11-20).



Self-esteem--means having respect for one's self, and possessing a feeling of worth (see Appendix A, questions 21-30).

Alienation--refers to feeling of estrangement, uninvolved, "not belonging" (see Appendix A, questions 31-40).

College experience--refers to one's perception of his training in relation to his social activities, dormitory life, and extra curricular activities (see Appendix A, questions 41-54).

#### Instrumentation

An instrument was developed on the variables in this study from Robinson and Shaver's Measures of Social Psychological Attitudes.<sup>38</sup> Measures for life satisfaction were taken from Bachman et al. Satisfaction with Life Scale. This scale was designed to show the relationship between life satisfaction and self-esteem. The scale is composed of twelve items describing pleasurable and unpleasurable ways people feel. Positive and negative responses are expected. This implies that individuals with strong positive feelings are just as likely to have strong negative feelings as they are to have no negative feelings at all.

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<sup>38</sup>J. P. Robinson and P. R. Shaver, op. cit., p. 27.

Measures for self-esteem were taken from Self-Esteem Scale by Rosenberg (1965).<sup>39</sup> This scale was designed to measure attitudes toward self along a favorable-to-unfavorable dimensions. The ten items are of the Likert type, positively and negatively worded, and presented alternately in order to reduce the danger of response set. This measure was used successfully to make theoretically meaningful discriminations between groups of adolescents. However, the statements are quite general and can be used in studies of adults.

The Srole Alienation Scale was the basis for the alienation measures adopted for this study.<sup>40</sup> The scale was designed to measure an individual's generalized feeling of self-to-others. It relates to socio-political attitudes and background variables such as social status. The internal consistency and unidimensionality of the scale seem to be well established, although both of these facets may be spuriously affected by agreement response set.

Questions for the college experience were taken from the College Index Scale issued at Michigan State

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<sup>39</sup>M. Rosenberg, Society and the Adolescent Self-Image (Princeton, N.J.: Princeton University Press, 1965).

<sup>40</sup>L. Srole, "Social Integration and Certain Corollaries," American Sociological Review (1956).

University.<sup>41</sup> The scale consist of 103 items and was designed to find out as much as possible about students in order to develop programs and experiences that would be most beneficial to students. It is a multi-purpose instrument which can be applied in many research areas.

### Procedures for Selecting Students

#### The Sample

In the selection of the research sample, a black university and an integrated university were chosen which provided the kind of setting in which the investigator was interested. It was deemed that both samples would come from similar settings, that is, from the same part of the country (the mid-west) so that other uncontrolled variables, such as social custom would not negate the validity of the data. The universities chosen are located in the mid-western United States. The student personnel staff is about 90 per cent black at Central State University, and about 7 per cent black at Michigan State University. The student population is more than 85 per cent black at Central State University, and less than 6 per cent black at Michigan State University.

Authorization to conduct the research at the institutions was obtained through the Director of Student

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<sup>41</sup>I. J. Lehmann, "Michigan State University Student Questionnaire," Office of Evaluation Services, Michigan State University, 1969.

Personnel and the Director of Residence Halls Programs in response to written requests. Assistance from the directors and their staffs was obtained in securing a listing of the population of the students of interest.

The student population was identified from a list of freshmen and sophomore students enrolled in the second term of the 1970-71 academic year. The student sample included freshmen and sophomore students. The students were selected from a list of black students supplied by the directors of the two universities. From this list every fifth student was selected to give each student an equal chance of being selected. Initially 100 freshmen and sophomore students from each university were selected. The effective study sample consisted of eighty-one usable respondents from Michigan State University, and ninety-seven from Central State University.

Questionnaires were distributed to the students at Michigan State University by residential aides. These were distributed to the aides by Assistant Director of Resident Halls and returned to the Assistant Director. It was believed that students would tend to attach greater significance to the questionnaire because of the involvement of the Assistant Director. In a similar manner, the study at Central State University was assisted by the Director of Student Personnel. The questionnaire was administered to all students. However, some students

failed to respond to all items, and some questionnaires were discarded.

A coding system provided for classifying data according to group, sex, academic classification, fraternities, sororities, black friends, financial assistance, marital status, dating habits, dates with blacks, popularity, and student activism. Information on the major variables was gathered from responses to items dealing with life satisfaction (items 11-20, Appendix A); self-esteem (items 21-30, Appendix A); alienation (items 31-40, Appendix A); and college experience (items 41-54, Appendix A).

#### Analysis of Data

The data collected were analyzed independently for each of the two universities. Analysis of the data was conducted by means of Chi-square tests of significance on the mean scores of the variables. Analysis was conducted on the individual test questions by comparing Michigan State University and Central State University, males and females and Michigan State University males and females vs. Central State University males and females.

Analysis of the responses to the life satisfaction, self-esteem, alienation, and nature of college experience were conducted on data in the following manner: when the items were worded in both positive and negative directions (as in like satisfaction, self-esteem, and quality of

college experience) responses to the negatively worded items were transformed as follows: the frequency of response under the label "strongly agree" was moved to "strongly disagree," and "agree" to "disagree." Thus, for such negative life satisfaction items as "More and more I am coming to ask myself what is the use of it all," to "disagree" was to indicate lower life satisfaction. (No transformations of the items for the alienation variables were made since they were all worded in the same direction). The frequency of responses under "strongly agree" for all items of the variable were then summed for each group (MSU male, CSU male, etc.), and this process was repeated for the "agree," "neither," "disagree," and "strongly disagree" categories. Finally, a "mean frequency of response" was calculated by dividing the sum of the responses for each category by the number of respondents.

#### Limitations of the Study

The following limitations of this study became apparent:

1. It was recognized that there were unmeasured differences in University settings which could have been responsible for the differences within the two groups.
2. The study carried out in two localities does not mean that it will work in other localities.

3. It is possible that the study instrument,  
adapted from earlier work with white students,  
does not meet the operational realities of  
black students.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

The purpose of this chapter is to analyze and to discuss data obtained through the procedures described in Chapter III. For the purpose of presenting and discussing data collected in the study, this chapter is divided into the following sections: (1) analytical description of the study sample, (2) presentation, analysis, and interpretation of data from Michigan State University and Central State University, (3) reported involvement in campus racial demonstrations, (4) presentation, analysis, and interpretation of data of male and female students, and (5) summary and implications.

#### Characteristics of the Sample

Possible bias in the study sample was checked on the basis of the ten identification items of the instrument (items 1 to 10, Appendix A). As shown in Table 1, there is only one significant difference--in the matter of extent of involvement in racial campus demonstrations (Chi-square = 8.00,  $p > .05$ ). On the whole, however, it was concluded



TABLE 1.--Characteristics of total MSU and CSU samples.

Variables	df	Chi-square	P
Sex	1	1.44	NS
Academic Classification	1	1.43	NS
Association with Fraternity or Sorority	2	2.94	NS
Marital Status	3	2.55	NS
Reported Percentage of Friends who are Black	3	5.83	NS
Perceived Need of Financial Assistance	3	4.52	NS
Reported Dating	1	3.25	NS
Reported Percentage of Dates who are Black	3	3.25	NS
Reported Popularity	1	1.43	NS
Reported Involvement in Campus Racial Activities	3	8.00	.05

that, for purposes of the study, the groups could be compared.

Table 2 shows the extent of reported involvement in racial demonstrations on campus at MSU and CSU. The difference in reported involvement is statistically significant (Chi-squared = 8.00,  $p > .05$ ). Moreover, Table 2 suggests that MSU black students more often reported "great extent" or "some extent" of involvement. In contrast, the black students at CSU more often reported "slight extent" of involvement--or "not at all."

TABLE 2.--MSU and CSU reported extent of involvement in campus racial demonstrations.

Group	Reported Involvement in Demonstrations				df	Chi- square	P
	Great Extent	Slight Extent	Some Extent	Not at All			
MSU	8	15	27	31	3	8.00	.05
CSU	4	32	21	40			

Table 3 shows that for the total sample, males reported involvement in campus racial demonstrations significantly more often than females (Chi-square = 8.13,  $p > .05$ ). In particular, the large number of females, who reported no involvement in racial activities appears to account for much of the observed difference.

TABLE 3.--Male and female reported involvement in campus racial demonstrations.

Group	Reported Involvement in Demonstrations				df	Chi- square	P
	Great Extent	Slight Extent	Some Extent	Not at All			
Male	5	28	24	24	3	8.13	.05
Female	7	19	24	47			

#### Comparisons on Life Satisfaction

Table 4 presents the results of comparing the study sample on the variable, life satisfaction.

TABLE 4.--MSU male and female and CSU male and female Chi-square analysis of student life satisfaction.

Group	Mean Frequency of Response				df	Chi-square	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU male	3.7	10.2	7.5	9.8	2.8		
MSU female	5.7	14.5	11.6	11.7	3.5	12	.01
CSU male	6.9	9.5	11.6	12.7	6.3		
CSU female	6.1	12.4	11.1	13.3	7.1		

Vertically, the comparison is among four groups (MSU males, MSU females, CSU males, and CSU females). Horizontally, the comparison is among five degrees of agreement-disagreement on ten items of the life satisfaction variable (see items 11-20, Appendix A). The Chi-square value is 35.39, which indicates a difference statistically significant at the .01 level of confidence. This suggests that the four groups of students are reporting, in general, differential satisfactions with life--and that the distribution of these reports is not likely a chance distribution.

Inspection of the distribution of mean frequency of response in Table 4 indicates that CSU females tended to report higher life satisfaction more often than any of the other three groups. In contrast, MSU females tended to report lower life satisfaction more often than any of the three other groups. These two groups of females are thus contributing heavily to the obtained significant difference.

When we consider the degree of life satisfaction reflected in Table 4 as a whole, the high-to-low order of greater life satisfaction appears to be: CSU females, CSU males, MSU females, and MSU males. In terms of low satisfaction with life, MSU females tend to report higher degrees of dissatisfaction with life more often, on the average, than CSU females--followed, in order, by CSU males and MSU males.

Table 5 presents the data comparing life satisfaction at MSU and CSU. Significantly more CSU than MSU students report satisfaction with life (Chi-square 37.46,  $p > .01$ ). In contrast, the MSU and CSU groups appear to be almost equal with respect to dissatisfaction with life.

Table 6 presents the results of comparing the study sample on the variable, life satisfaction. Vertically, the comparison is between the total male and female students on life satisfaction. Horizontally, the comparison is among five degrees of agreement-disagreement on ten items of the life satisfaction variable (see items 11-20, Appendix A). The Chi-square value is 1.63 which indicates no statistically significant differences between the two groups. However, there are clear indications that males report positive life satisfaction more often, while females more often report dissatisfaction with life.

In summary, Table 4 suggests that: (1) MSU males and females are generally more dissatisfied with their lives than CSU males and females (Table 4); (2) significantly more CSU students are satisfied with their lives than MSU students (Table 5); and (3) there are no statistically significant differences between the total male and female students on life satisfaction--but females appear to be more dissatisfied than males, and the males more satisfied than the females (Table 6).

TABLE 5.--MSU and CSU life satisfaction.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU	9.4	24.7	19.1	21.5	6.3	4	.01
CSU	11.5	20.4	22.7	27.5	14.9		

TABLE 6.--Male and female life satisfaction.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Male	9.7	19.4	19.1	22.8	10.0	4	NS
Female	11.2	25.7	22.7	26.2	11.2		

Comparisons on Self-Esteem

Table 7 presents the results of comparing the study sample on the variable, self-esteem. Vertically, the comparison is among four groups (MSU males, MSU females, CSU males, and CSU females). Horizontally, the comparison is among five degrees of agreement-disagreement on ten items of the self-esteem variable (see items 21-30, Appendix A). The Chi-square value is 45.89, which indicates a difference statistically significant at the .01 level of confidence. This suggests, in general, that the four groups are reporting differential self-esteem--and that the distribution of these reports is not likely a chance distribution.

Inspection of the distribution of mean frequency of response in Table 7 indicates that MSU females and CSU females tend to report higher self-esteem more often than MSU males and CSU males. At the other extreme, CSU males and CSU females more often report lower self-esteem than do MSU males and MSU females. In general, the high-to-low order of reported self-esteem is: MSU females, CSU females, CSU males, and MSU males. In negative terms, CSU males, closely followed by CSU females, tend to report lower self-esteem more often than MSU males and MSU females--the latter reporting low self-esteem less often, on the average, than any other group.

In Table 8 there is a clear and highly significant difference (Chi-square 36.68,  $p > .01$ ) in the mean frequency

TABLE 7.--MSU male and female and CSU male and female reports of self-esteem.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU male	1.5	5.0	4.5	11.7	11.3		
MSU female	1.0	3.6	6.7	19.0	16.7	12	.01
CSU male	3.9	7.0	8.1	13.1	14.6		
CSU female	4.8	5.4	6.5	15.2	18.1		

TABLE 8.--MSU and CSU self-esteem.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Male	5.4	12.0	12.6	24.8	26.2	4	NS
Female	5.8	9.0	13.2	34.2	34.8		



of response on self-esteem between MSU students and CSU students. In general, both groups tend to report higher self-esteem more frequently than they report lower self-esteem. In particular, the CSU students report both higher and lower self-esteem more often, on the average, than do MSU students. At the lower self-esteem end of the response continuum, there are about twice as many CSU and MSU responses. It appears, therefore, that MSU students are reporting significantly higher self-esteem than are the MSU students.

Table 9 shows no statistically significant difference in self-esteem reported by the males and females of the sample (Chi-square 6.33, not significant). At the same time, the table clearly suggests that the females tend to reflect more positive perceptions of self-esteem than the males. The females, also tend to report low self-esteem less often than the males.

From the preceding analysis of self-esteem, it may be concluded that: (1) CSU females, followed by MSU females, tended to report significantly higher self-esteem more often than CSU males--followed by MSU males who reported higher self-esteem less frequently than any of the four groups (Table 7); (2) on the average, more CSU students reported both lower (in particular) and higher self-esteem more often than MSU students--and, in total, the MSU students appeared to be reporting significantly

TABLE 9.--Male and female self-esteem.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Male	5.4	12.0	12.6	24.8	26.2	4	NS
Female	5.8	9.0	13.2	34.2	34.8		

higher self-esteem (Table 8); and (3) there were no significant differences on self-esteem for males and females, but there were indications that the females reflected higher self-esteem more clearly than did the males (Table 9).

#### Comparisons on Alienation

Table 10, presents the results of comparing the study sample on the variable, alienation. Vertically, the comparison is among four groups (MSU male, MSU female, CSU male, and CSU female). Horizontally, the comparison is among five degrees of agreement-disagreement on ten items of the alienation variable (see items 31-40, Appendix A). The Chi-square value is 32.29, which denotes a difference statistically significant at the .01 level of confidence. This suggests, in general, differential alienation--and that the distribution of these responses is not likely a chance distribution.

Examining the mean frequency of response distribution in Table 10 suggests that CSU males show more alienation than CSU females, while the MSU females tend to reflect greater alienation than the MSU males. The high-to-low order of more (greater) alienation is: CSU males, CSU females, MSU females, and MSU males. For the opposite extreme, less (lower) alienation, the comparable order is: MSU females, CSU females, CSU males, and

TABLE 10.--MSU male and female and CSU male and female reports of alienation.

Group	Mean Frequency of Response				df	Chi-square	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU male	3.3	6.3	9.0	9.3	6.1		
MSU female	5.4	12.5	11.8	12.0	5.3	12	.01
CSU male	4.9	5.3	10.9	13.9	12.0		
CSU female	4.6	11.6	10.9	14.6	8.3		

MSU males. In general, then, it appears that the MSU females and CSU females are significantly less alienated than the MSU and CSU males.

Table 11, gives the result of comparing the study sample on variable, alienation. Vertically, the comparison is between two groups--MSU and CSU. Horizontally, the comparison is among five degrees of agreement-disagreement on the items of the alienation variable (see items 31-40, Appendix A). The Chi-square value is 22.79 which indicates a difference statistically significant at the .01 level of confidence.

Inspection of the distribution of mean frequency of response in Table 11 indicates that the MSU and CSU groups tend to report higher (more) alienation in about equal frequency. However, the CSU group reports lower (less) alienation much more often than the MSU group. Thus it appears that, overall, the CSU group is reporting less alienation more often--and that the MSU group is reflecting significantly more alienation.

Table 12 presents alienation data for the males and females of the study sample. It indicates that both groups reflect more (greater) alienation about equally often. More significantly, the females tend to "disagree" or "strongly disagree" with the negatively-stated alienation items (see Appendix A, items 31-40) much more often than the males. Thus the females are reporting lower alienation more often than the males, while the males

TABLE 11.--MSU and CSU alienation.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU	11.4	21.3	20.8	18.8	8.7	4	.01
CSU	20.3	28.5	21.8	16.9	9.5		

TABLE 12.--Male and female alienation.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Male	8.2	11.6	19.9	23.2	18.1	4	.01
Female	10.0	24.1	22.7	26.6	13.6		

are reporting lower alienation less often. Hence, in general, males are reporting significantly more alienation than the females.

From the foregoing analysis of alienation, it may be concluded that, in general: (1) MSU females and CSU females are significantly less alienated than MSU and CSU males (Table 10); (2) MSU students are significantly more alienated than CSU students (Table 11); and (3) males are significantly more alienated than females (Table 12).

#### Comparisons on College Experience

Table 13 presents the results of comparing the study sample on the variable, college experience. Vertically, the comparison is among four groups (MSU male, MSU female, CSU male, and CSU female). Horizontally, the comparison is among five degrees of agreement-disagreement on fourteen items of the college experience variable (see items 40-54, Appendix A). The Chi-square value is 91.32, which shows a statistically significant difference at the .01 level of confidence. This implies that, in general, students are reporting differential views of college experience, and that the distribution of these reports is not likely a fortuitous distribution.

Inspection of the distribution of mean frequency of response in Table 13 suggests that MSU females tend to see their college experience more positively than any of the other groups. CSU females rank second in such

TABLE 13.--MSU male and female and CSU male and female perceptions of quality of college experience.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU male	5.7	9.6	8.4	7.6	2.1		
MSU female	8.4	14.1	12.6	9.0	29.3	12	.01
CSU male	5.8	10.7	12.4	12.9	5.1		
CSU female	4.4	11.6	12.7	14.6	7.1		



positive perception of college experience, followed closely by CSU males. MSU males report positive perceptions one-half to one-quarter as often as the other groups. A smaller number of negative perceptions by MSU females are reported, and about equal numbers by MSU males, CSU males, and CSU females. In total, it appears that MSU females (in particular) and CSU females tend to view their colleges experience positively, while MSU males tend to see their college experience least positively.

Table 14 clearly indicates that CSU students report more positive perceptions of their college experience about twice as often on the average as do MSU students. The two groups report neutral and negative perceptions about equally often. The distribution yields a Chi-square value of 84.76 ( $p > .01$ ), and indicates that significantly more CSU students are satisfied with the nature and quality of their college experiences.

Table 15 compares male and female perceptions of the nature and quality of college experience. Although differences in the distribution are not statistically significant (Chi-square 2.15, not significant), there seems to be some support for the earlier observation (Table 13) that females tend to view their college experience more favorably. Table 15 does not provide evidence to contradict this observation. In addition, it suggests that

TABLE 14.--MSU and CSU perception of college experience.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
MSU	14.0	23.6	21.6	16.6	5.1	4	.01
CSU	10.2	21.8	25.1	27.6	12.3		

TABLE 15.--Male and female perception of college experience.

Group	Mean Frequency of Response				Chi-square	df	P
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Male	11.5	20.3	21.4	20.6	7.3	4	MS
Female	12.8	25.1	25.4	23.6	10.1		

perceptions of the nature and quality of the college experience tend to vary more widely along the response continuum.

The preceding analysis of the data on the nature and quality of college experience suggests that: (1) MSU females and CSU females tend to report significantly more often more positive views of their college experience (Table 13); (2) CSU students significantly more often report higher satisfaction with their college experience (Table 14); and (3) females tend to reflect a broader range of appraisals of their college experiences than do males--but the difference is not statistically significant (Table 15).

#### Summary

Possible bias in the study samples was checked on the basis of ten characteristic variables. Of these ten variables, only the one concerning involvement in campus racial demonstrations revealed significant differences between the two samples.

Significant differences between the groups MSU males, MSU females, CSU males, and CSU females were found on the variable of life satisfaction. Further analysis indicates this finding was due in part to the greater life satisfaction of CSU black students over MSU black students. Further analysis did not support the hypothesized difference between males and females.

Significant differences between the groups MSU males, MSU females, CSU males, and CSU females were found on the variable of self-esteem. Further analysis showed that this finding was due in part to higher self-esteem on the part of MSU black students over CSU black students. Further analysis did not support the hypothesis of differences between total males and females.

Significant differences between MSU males and females and CSU males and females were found on the variable alienation. In general, MSU females and CSU females are less alienated than MSU and CSU males. Additional analysis revealed this finding was due to more MSU black students being alienated than CSU black students, and the males being more alienated than the females.

Significant differences between the groups MSU males and females, and CSU males and females were found on the variable of the nature and quality of college experience. MSU and CSU females tended more often to report positive views of their college experience. Further analysis showed that there was no significant difference between the total male and female sample with respect to college experience, but that there were significant differences between CSU and MSU. The CSU students, on the whole, tended to reflect more positive views of their college experiences.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this investigation was to determine if there were any significant differences in the attitudes of black students at Michigan State University as compared to their counterparts at Central State University. The investigation examined the perceptions of black students on four variables: life satisfaction, self-esteem, alienation, and quality of college experience.

An attempt was made to review, correlate, and assess the literature. Special emphasis was given to those studies about blacks. This was done primarily to eliminate the uncertainty which is ever-present in studies of this type.

Initially 100 freshman and sophomore black students from each university were selected. The effective study sample consisted of 81 respondents from Michigan State University and 97 from Central State University. A questionnaire-type instrument was developed to index the

students' perceptions as related to the four major variables. The instrument was adapted from Measure of Social Psychological Attitudes by Robinson and Shaver, deemed valid by Bachman, et al.,<sup>42</sup> Rosenberg,<sup>43</sup> and Srole,<sup>44</sup> and from Michigan State University Student Questionnaire on the Social-Psychological Measurement.<sup>45</sup>

The instrument (Appendix A) consisted of forty-four items arranged into the four major-variable categories, with ten items in three and fourteen in one. Each item was an objective phrase relevant and familiar to freshmen and sophomore university students. The five response categories ranged from "strongly agree," "agree," "neither," "disagree" to "strongly disagree." In addition, there were ten identification items. Significant differences among the group distributions were tested by Chi-square analysis.

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<sup>42</sup>J. Bachman, R. Kahn, T. Davidson, and L. Johnston, Youth in Transition, Vol. 1, Ann Arbor, Michigan, Institute for Social Research, 1967.

<sup>43</sup>M. Rosenberg, Society and the Adolescent Self-Image (Princeton, N.J.: Princeton University Press, 1965).

<sup>44</sup>L. Srole, "Social Integration and Certain Corollaries," American Sociological Review (1956), 709-16.

<sup>45</sup>John P. Robinson and Phillip R. Shaver, Measures of Social Psychological Attitudes (Ann Arbor, Mich.: Institute for Social Research, The University of Michigan, 1969).

### Major Findings of the Study

The general problem addressed by this investigation was to identify similarities and differences in the attitudes and characteristics of black students who attend a predominantly white higher education institution as opposed to those who attend a predominantly black higher education institution. In order to provide direction for this investigation, four general hypotheses were formulated and tested. The results of these tests are given below.

#### Hypothesis 1

There will be a significant difference with respect to life satisfaction of black students attending an integrated university when compared with their counterparts attending a black university, as well as differences between males and females.

With respect to the first hypothesis, it was found that there were significant differences in reported degrees of satisfaction with life among MSU male, MSU female, CSU male, and CSU female students. There tended to be more dissatisfaction expressed by CSU female students than any other group. However, the differences that were supported by statistical analysis showed that MSU students were more dissatisfied with life than CSU students, and that there were no significant differences in life satisfaction between the males and females of the total sample.

### Hypothesis 2

There will be significant differences with respect to self-esteem of black students attending an integrated university when compared with their counterparts attending a black university, as well as differences between males and females.

With respect to Hypothesis 2, it was found that the two universities were significantly different on statistical measures of self-esteem, however, there were no statistically significant differences between males and females. It was found that the students at MSU were significantly higher on self-esteem than the students at CSU.

### Hypothesis 3

There will be significant differences with respect to alienation of black students attending an integrated university when compared with their counterparts attending a black university, as well as differences between males and females.

With respect to the third hypothesis, it was found that there were significant differences in alienation among the four groups: CSU male, CSU female, MSU male, and MSU female students. It appeared that the MSU females and the CSU females are significantly less alienated than MSU and CSU males. Further, there was significantly less



alienation among CSU students than among MSU students. Finally, the males of the total sample tended to reflect significantly more alienation than the females.

#### Hypothesis 4

There will be significant differences with respect to perceptions of college experience of black students attending an integrated university when compared with their counterparts attending a black university, as well as differences between males and females.

With respect to the fourth hypothesis, it was found that significantly more MSU and CSU female students were satisfied with the nature of their college experiences. CSU students report significantly higher satisfaction with their college experience. Females tend to reflect a broader range of appraisals of their college experiences than do males, but the difference is not statistically significant.

#### Discussion of Findings

The findings of this study did not appear to be substantial enough to constitute a hard and fast attitudinal description of the populations of interest. They were sufficient to sensitize the observer to the fact that there are differences in the attitudes of black students attending both universities. These findings alerted the researcher to the inappropriateness of categorically

assuming that all students are alike and, as well, the inappropriateness of arbitrarily perceiving all individuals of a given category on the basis of the general characteristics of their particular group.

The findings of this study should have direct applicability for mid-western universities, and implications for all institutions of higher education in which similar students are enrolled. Attitudinal characteristics that are found to characterize a particular group, and those that show similarities and differences between the groups, should be useful in assessing and responding to the culture of the campus community.

These results should be applicable in student affairs programs in developing all aspects of the student personnel program--educational experiences, program for student personal and social development, and post-college planning. Student personnel administrators should find this information useful in developing program specifications and adopt effective administrative approaches. It is envisioned that these findings will constitute useful points of reference for staff and students in developing perceptions and understandings which will facilitate better communication and more productive extractions.

### Implications of the Study

This investigation has major implication for student personnel workers who are committed to the understanding of attitudinal cries of black students.

The general findings of this study suggest that MSU students think more highly of themselves than CSU students; however, they are more alienated, seem less satisfied with their life, and rate their college experience less favorably than CSU students. It seemed of interest that the students in CSU, the predominantly black university, are indeed more satisfied with their lives, hold their college experience in high esteem, while at the same time holding themselves in less esteem although they appear to feel less alienated than MSU students.

The findings raise some serious questions, the most important being that, regardless of the campus, the black student is on, integrated or black. Is it possible to escape the total emersion in white values that they perceive as alienation on the integrated campus? Should black females date more white males on integrated campuses? Their counterparts share similar outlooks. How to escape total emersion in the black bourgeoisie culture, which they see as paternalistic and authoritarian? They seem to express a yearning to seek the goals common to black students on integrated campuses. There seem to be two interesting styles of black students, the style being related to the nature of the campus.

Another important finding in this study is that the female black student seems to perceive her college experience more favorably than the male, yet considers herself less popular than the male student. It may be that the male students are more involved in athletic scholarships and the female in academic scholarships, and this would enhance the female's concern with academic achievement.

#### Recommendations

This study has compared the attitudes of black students in an integrated setting and black students' behavior on life satisfaction, self-esteem, alienation, and college experience. It is hoped that these findings will provide greater insight to the understanding of these two groups as we face an era of activism characterized by demands for participatory democracy among predominantly white groups and for black identity among black student groups.

The findings should serve as a basis for further research. Universities may find this study useful in studies of their individual campus communities. This study may be expanded to include similar institutions to provide a wider sample. As many black students are being recruited by predominantly white universities, it would be useful to expand the present study to include northern and southern universities. The study may be replicated on

black and white students in integrated and black universities. The study may be replicated on university juniors and seniors.

A more discriminating instrument should be constructed to measure students' attitudes. Student activism might be added as fifth major variable, and compared with life satisfaction, self-esteem, alienation, and college experience in future studies.

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## **APPENDICES**

APPENDIX A

SOCIAL PSYCHOLOGICAL QUESTIONNAIRE

CORRESPONDENCE

PLEASE GIVE AN ANSWER TO EACH OF THE QUESTIONS

(1 to 10) WHICH FOLLOW:

1. What is your sex? (Check one)  
Male\_\_\_\_\_ Female\_\_\_\_\_
2. What is your class? (Check one)  
Freshman\_\_\_\_\_ Sophomore\_\_\_\_\_  
Junior\_\_\_\_\_ Senior\_\_\_\_\_
3. Do you belong to a fraternity\_\_\_\_\_ a sorority\_\_\_\_\_  
neither\_\_\_\_\_? (Check one)
4. About what proportion of your close friends are  
black? (Check one)  
0-25%\_\_\_\_\_ 51-75%\_\_\_\_\_  
26-50%\_\_\_\_\_ 76-100%\_\_\_\_\_
5. What proportion of your total college expenses are  
paid by a scholarship, fellowship grant, or a student  
loan?  
0-25%\_\_\_\_\_ 51-75%\_\_\_\_\_  
26-50%\_\_\_\_\_ 76-100%\_\_\_\_\_
6. What is your marital status? (Check one)  
Single\_\_\_\_\_ Separated\_\_\_\_\_  
Married\_\_\_\_\_ Divorced\_\_\_\_\_
7. Do you date? (Check one)  
Yes\_\_\_\_\_ No\_\_\_\_\_

8. Approximately what percentage of your dates are with black students? (Check one)
- 0-25% \_\_\_\_\_ 51-75% \_\_\_\_\_
- 26-50% \_\_\_\_\_ 76-100% \_\_\_\_\_
9. About how popular do you think you are with members of your own racial group? (Check one)
- Very popular \_\_\_\_\_ Slightly popular \_\_\_\_\_
10. To what extent are you involved in racial campus demonstrations? (Check one)
- To a great extent \_\_\_\_\_ To a slight extent \_\_\_\_\_
- To some extent \_\_\_\_\_ To no extent at all \_\_\_\_\_

PLEASE RESPOND TO QUESTIONS 11 THROUGH 54 ON THE FOLLOWING PAGES IN ACCORDANCE WITH THE INSTRUCTIONS GIVEN AT THE TOP OF THE PAGE.

For each item, respond by marking the space through the appropriate category of the key:

e.g., SA A N D SD

SA - If you strongly with the statement  
 A - If you agree with the statement  
 N - If you neither agree nor disagree with the statement  
 D - If you disagree with the statement  
 SD - If you strongly disagree with the statement

	KEY	SA	A	N	D	SD
11. More and more I am coming to ask myself what's the use of it all.-----		0	0	0	0	0
12. One should make the most of the present and let the future take care of itself.-----		0	0	0	0	0
13. The tension in the world today makes one wonder whether one will be around in the future.-----		0	0	0	0	0
14. The only thing I can be sure of today is that I can't be sure of anything.-----		0	0	0	0	0
15. I generally feel in good spirits.-----		0	0	0	0	0
16. I am very satisfied with life.-----		0	0	0	0	0
17. I find a good deal of happiness in life.-----		0	0	0	0	0
18. I am encouraged to take an active part in social reform.--		0	0	0	0	0
19. Students are frequently reminded to take preventive measures against illness.-----		0	0	0	0	0
20. There is a lot of apple polishing around here.-----		0	0	0	0	0
21. I feel I am a person of worth at least on an equal plane with others.-----		0	0	0	0	0
22. I feel that I have a number of good qualities.-----		0	0	0	0	0
23. All in all, I am inclined to feel that I am a failure.----		0	0	0	0	0
24. I am able to do things as well as most other people.-----		0	0	0	0	0
25. I feel I do not have much to be proud of.-----		0	0	0	0	0
26. I take a positive attitude toward myself.-----		0	0	0	0	0
27. On the whole I am satisfied with myself.-----		0	0	0	0	0
28. I wish I could have more respect for myself-----		0	0	0	0	0
29. I certainly feel useless at times.-----		0	0	0	0	0
30. At times I think I am no good at all.-----		0	0	0	0	0
31. There is little use writing to public officials because they often aren't really interested in the problems of the average man.-----		0	0	0	0	0

KEY	SA	A	N	D	SD
32. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.-----	0	0	0	0	0
33. In spite of what some people say, the lot of every man is getting worse.-----	0	0	0	0	0
34. It is hardly fair to bring children into the world with the way things look for the future.-----	0	0	0	0	0
35. These days a person doesn't know whom he can count on.-----	0	0	0	0	0
36. Most people don't really care what happens to the next fellow.-----	0	0	0	0	0
37. Next to health, money is the most important thing in life.--	0	0	0	0	0
38. You sometimes can't help wondering whether anything is worthwhile.-----	0	0	0	0	0
39. To make money there are no right and wrong ways anymore, only easy and hard.-----	0	0	0	0	0
40. If a student disagrees with the view of his professor, his grades will probably suffer.-----	0	0	0	0	0
41. The professors seem to have little time for conversation with students.-----	0	0	0	0	0
42. If a student wants help he usually has to answer a lot of embarrassing questions.-----	0	0	0	0	0
43. Everyone here has pretty much the same attitudes and beliefs.-----	0	0	0	0	0
44. Students are encouraged to criticize administrative policies and teaching practices.-----	0	0	0	0	0
45. Professors often try to provoke arguments in class.-----	0	0	0	0	0
46. The livelier the professors, the better the class.-----	0	0	0	0	0
47. Faculty members put a lot of energy into their teaching.----	0	0	0	0	0
48. Faculty members put a lot of enthusiasm into their teaching.-----	0	0	0	0	0
49. Students rarely get drunk.-----	0	0	0	0	0
50. Students rarely get disorderly.-----	0	0	0	0	0
51. Everyone has a lot of fun at this school.-----	0	0	0	0	0
52. There are no favorites at this school.-----	0	0	0	0	0
53. Everyone gets treated alike at this school.-----	0	0	0	0	0
54. Students who work hard for high grades are likely to be regarded as odd.-----	0	0	0	0	0

Dear Fellow Student:

I am a Black student at Michigan State University working on my doctoral dissertation in the field of higher education administration. My dissertation involves the study of differences in attitudes between Black students attending Black colleges and Black students in predominantly White colleges.

I need your help to complete this study.

All I am asking is that you complete the enclosed questionnaire and return it to me at the address below. Your responses will be kept completely confidential. In order to finish the writing of my dissertation on time, I need to receive your completed questionnaire by January 20.

James C. Jones  
319 Center Street  
East Lansing, Michigan 48933



Mr. James C. Jones  
319 Center Street  
East Lansing, Michigan 48823

Dear Mr. Jones:

I am in receipt of your letter requesting the University's cooperation in opening our files and granting permission to administering questionnaire to our students for research purposes as you tread the tedious and difficult road toward the doctorate.

I hereby grant your request and ask all concerned persons on our faculty staff and in administration as well as the students to assist you as much can.

With every good wish for your success, I remain.

Sincerely yours,

President

319 Center Street  
East Lansing, Michigan  
December 17, 1970

Dear

The purpose of this communication is to request permission to conduct research using students at \_\_\_\_\_ in research for my doctoral thesis.

I am making a comparative study of the Attitudes of Freshmen and Sophomores in a predominantly black university and an integrated university.

One attitude investor will be administered to a sample group. You may be assured that individual responses to the inventory items will be kept confidential. Research findings will be discussed in terms of grouped data and individual participants will not be identified.

Thank you very much.

Sincerely yours,

James C. Jones

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