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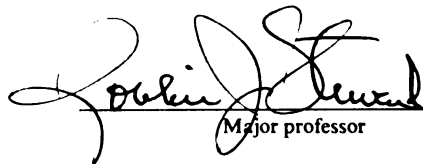
The Relationship between Parental Attachment and African-
American, Asian, and Caucasian Student's Reported Feelings
of Social Alienation.

presented by

Delila Lashelle Owens

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**THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND AFRICAN
AMERICAN, ASIAN, AND CAUCASIAN STUDENT'S REPORTED FEELING OF
SOCIAL ALIENATION.**

By

Delila Lashelle Owens

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ABSTRACT

THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND AFRICAN AMERICAN, ASIAN, AND CAUCASIAN STUDENT'S REPORTED FEELING OF SOCIAL ALIENATION.

By

Delila Lashelle Owens

Many argue that the psychological and physical aspects of social alienation in college can be damaging to students' adjustment (Burbach & Thompson, 1971; Tatum, 1999). Still, others argue that parents providing of emotional support may be an important buffer in helping students adjust to the overall university experience (Cutrona, Cole, & Assouline & Russell, 1994; Kenny & Donaldson, 1994). This study sought to examine these issues. This dissertation explores the relationship between parental attachment and social alienation in African American, Asian, and Caucasian college students. Alienation is characterized by feelings of meaninglessness, normlessness, and powerlessness (Dean, 1961; Schram & Lauver, 1998). The data consists of 158 Asian, African American, and Caucasian university students at a large mid-western university. The participants ranged in classification from freshmen through senior. Data was analyzed using Multiple Regression, Analysis of Variance, and Multiple Analysis of Variance. The findings suggest that for all three groups, demographics (mother's level of education) and parental attachment were not significant predictors of social alienation; no significant differences between groups on levels of attachment to parents were found, and

no significant differences between groups on levels of social alienation were found.

Implications of for counselors and recommendations for future research are discussed.

DEDICATION

**To the Memory of Wanda Michelle Collins
Friend and Colleague.**

ACKNOWLEDGEMENTS

To my Creator, who makes all things possible!

My sincere appreciation is expressed to Dr. Robbie Steward, Dissertation Chair. Thank you for your prayers, patience, support, and guidance throughout this process. It is by DEVINE design our paths crossed. You've taught me a lot about professionalism and life.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

Existing research that assesses the relationship between parental attachment and college student adjustment has focused almost exclusively on white middle class students. Relatively little or no literature exists on attachment and other ethnic/racial groups. However, attachment theorists contend that attachment models apply across cultures (Bowlby, 1988).

Other studies that examined the impact of attachment to parents on students reported that feelings of social alienation are nonexistent. According to Tinto's model of social integration, integration into the college environment is a key element that contributes to the student's success at an institution. This type of research supports examining factors that influence feelings of social alienation. For this reason, a study of this nature is important.

Social alienation involves perception of being disassociated with university life. Research has shown social alienation to be prognostic of negative academic outcomes. Daugherty, Vaughn, and Lane (1997) found that loneliness was a function of gender. In their study, men reported higher levels of loneliness than women. However, the relationship between alienation and gender has not been sufficiently studied.

Tinto's (1975) model of social integration attempts to explain social integration in university students' academic success. His model of college student adjustment is composed of the following basic elements: pre-college characteristics (including family background, individual attributes, and past educational experiences); goal attainment; academic integration; social integration; and persistence/ withdrawal decisions. Desler (1985) studied these elements to address gaps in the literature regarding social alienation and ethnic minority students.

Tinto's (1975) model conceptualizes social integration by the following: peer group involvement, interactions with faculty, and integration into social organizations. He states that "other things being equal, the higher the degree of integration into the college systems, the greater will be the student's commitment to the specific institution and the goal of the college completion" (Desler, 1985; Tinto 1975). The student adjustment model illustrates how adjustment into the college environment takes place.

The model proposes that the experience of the student at his/her institution is reflected in two domains. The first domain is the social realm, which encompasses experiences in the student's social environment. The academic domain is the second stage, which reflects experiences with faculty, academic unit, and other students.

The model suggests that students will progress through both intellectual and academic development while on campus, they will be more involved in social organizations, feel supported and committed to obtaining a college degree, and they develop a sense of belonging to their institutions (Tinto, 1987). However, Tierney (1992) who is an opponent of Tinto's model argue that "a model of integration that never questions who is to be integrated and how it is to be done assumes an individualistic

stance of human nature and rejects differences based on categories such as class, race, and gender” (p. 285).

While literature on attachment and other family issues has explored gender and developmental differences, researchers have done little regarding cultural differences in attachment, particularly in college students and how these patterns influence college adjustment. In this study I focus on relationships with parents (parental attachment) and their relationships to student’s reported feelings of alienation among African Americans, Asian, and Caucasians students.

Minority students have been under-represented in the past attachment literature. They also have a history of higher attrition rates, especially at predominately white institutions. Past research suggests that the parent-child relationships are important in the college adjustment of students of color (Kenny, 1996). However, questions still remain regarding the applicability of the attachment theory to various racial groups. Controversy exists regarding the cross-cultural validity of the attachment theory and thus far, few studies of adult attachment have examined racial/ethnic differences in their samples (Harwood, Miller, & Irizarry, 1995).

As a theoretical perspective this study was partially guided by Tinto’s social integration theory and Bowlby’s attachment theory. It attempts to answer the following questions:

1. If and to what degree do demographics (mother's education level) and attachment to parents significantly predict African American, Asian, and Caucasian American students reported feelings of alienation on a predominately white campus?
2. Do significant differences exist in African American, Asian, and Caucasian American university students reported levels of attachment to parents?
3. Do significant differences exist in African American, Asian, and Caucasian American university students' reported feelings of social alienation?

I tested three hypotheses (1). There will be a positive relationship between alienation and attachment to parents for all three groups, (2). Students of color will report stronger levels of attachment to parents than Caucasian American students, (3) students of color will report stronger level of alienation than Caucasian American students.

Demographic Variables

Mother's Educational Level

A large body of research suggests that parent's, and especially mother's level of education is one of the most important predictors of school participation and success. (Sticht & McDonald, 1990; Birdsall & Cochrane, 1982; Sticht, 1994). Mother's education is strongly related to children's tendency to stay in school and to achieve at higher levels. Research suggests that mothers' education level is extremely important for students in the later school years, when difficult assignments may make more demands

on the mother's knowledge for assistance with homework, and when the mother's knowledge of and involvement in school on behalf of her children may make the difference between the child's academic success or failure (Birdsall, & Cochrane, 1982).

Gender

Gender was initially selected as a demographic variable. Men are socialized to focus on autonomy or independence, while women are socialized to focus more on connections and relationships. For men, close relationships are harder to build with the exception of a social network with buddies. Studies examining the relationship between gender, social alienation, and parental attachment are nonexistent. However, for this study, gender was not correlated with the criterion variable social alienation. For that reason, it was excluded from the demographic information (See Appendix F).

DEFINITION OF TERMS

African American

In this study, the term "African American" describes Americans whose self-identity includes being of African descent. Therefore, "African American" describes an ethnic or cultural group (Baruth & Manning, 1991).

Asians

The term Asian refers to people of many geographic origins, including Chinese, Japanese, Korean, and Philippine Americans, as well as Samoans, Guamanians, Hawaiians, and other Pacific Islanders. It includes people whose roots are in Vietnam, Thailand, Cambodia, Laos, Indonesia, India, Pakistan, and Ceylon. Though one can argue

that each national group has its own unique culture, history, and reasons for migrating to the United States (Takaki, 1990).

Caucasians

Caucasian is defined as “relating to a racial group having light to brown skin pigmentation and straight or wavy hair” (Webster’s dictionary, p. 45). Caucasian refers to a racial group consisting primarily of light-skinned people of Europe, North Africa, western Asia, and India.

Attachment

According to Ainsworth (1987), an attachment is a close enduring bond between two people. The function of attachment is that of protection with the attachment figure providing security. A person’s desire to maintain closeness with the attachment figure becomes particularly significant during painful events (Ainsworth, 1987). Through primary interactions with caregivers, three types of attachment patterns emerge: secure, anxious, and ambivalent.

Social Alienation

“Social alienation is a broad term that describes a state of being composed of three components: normlessness, which is the loss of socialized values that give meaning and purpose to life (Burbach & Thompson, 1971); social isolation which consists of feelings of loneliness or separation from group norms or standards (Dean, 1961); and powerlessness, which is an interpersonal interpretation of a situation in which one feels a loss of control over situations and the outcome of those particular situations” (Schram & Lauver, 1988).

CHAPTER 2

REVIEW OF THE LITERATURE

Chapter II is divided into six major sections containing a review of the literature related to this study. The topic areas included in this review are studies on (a) college-student adjustment, (b) social integration as one aspect of college student adjustment, (c) social alienation as the other side of social integration, (d) parental attachment/attachment theory (e) relationship between parental attachment and college student adjustment, and (f) objectives of the current study.

Studies on College Student Adjustment

Soucy & Larose (2000) conducted a study titled Attachment and Control in Family and Mentoring Contexts as Determinants of Adolescent Adjustment to College. The purpose of their study was to examine whether adolescents' perceptions of attachment security and behavioral and psychological control as experienced in family and mentoring contexts were predictive of their adjustment to college. Participants were French-speaking, academically at-risk students from three different colleges, one located in a rural area and the other two in urban areas of the province of Quebec. The study was conducted using 158 subjects.

Results of the study indicate that a percentage of variation (10%) is explained by characteristics of the parental relationship, in particular, the behavioral and psychological control exercised by fathers predicted college-student adjustment. Psychological control is negatively related to adjustment while behavioral control is positively related to adjustment. Results also indicate that secure attachment to a mentor is predictive of all

aspects of college adjustment but only among students who perceived high or moderate levels of security in their relationships with their mothers. The findings of this study further indicate that perceived security and control in adolescent-mentor relationships are not predictive of adolescent academic success. Finally, in viewing gender differences, the study illustrates that male participants perceived mentors as being more controlling than their parents, whereas the reverse is true for female participants.

Vivona (2000) conducted a study titled "Parental Attachment Styles of Late Adolescents Qualities of Attachment Relationships and Consequences for Adjustment". Participants included 173 undergraduates at a small Northeast college, ranging in age from 18 to 49. Results of the study indicate that insecurely attached late adolescents report greater feelings of anxiety, depression, and worry than those adolescents who are securely attached to their parents. Insecure attachment for women is also associated with diminished college adjustment and lower intimacy levels; however, this is not found to be true for men. Still other studies continue to document the importance of attachment relationships.

Kenny and Donaldson (1991) conducted a study that examined the relationships of parental attachment and family structure to the social and psychological adjustment of first-year college students. The study was conducted on 256 first year students (173 woman and 53 men). The researchers used the Parental Attachment Questionnaire to test for attachment to parents, the Family Structure survey to assess the structural components of family functioning, the Texas Behavior Inventory to assess social competence, and the Hopkins Symptom Checklist to assess psychological functioning.

The results of the study indicate that college women report significantly higher levels of attachment to their parents than men. The women describe the affective quality of the attachment as more positive than do the men. Women also report slightly more psychological symptoms during the transition to college than their male counterparts. Finally, positive attachment to parents in the absence of both family anxieties over separation and parental marital conflict are associated with lower levels of psychological symptoms and social competence.

Still, most of the research on college-student attachment has been concerned with freshmen and their management of the transition from high school to college (Cutrona, Cole, Colangelo, Assouline, & Russell, 1994; Kenny, 1987; Kenny & Donaldson, 1991; & Rice, 1990). All dimensions of these studies have concluded that attachment, assessed in a variety of ways, appears to play a role in the adjustment of first- year college students.

In analyzing adjustment, the importance of viewing a student as an outsider was briefly inferred; in this context, it then becomes important for the student to learn the norm of behavior for his/her institution. In other words, upon being exposed to a new environment, the new student must either adjust or withdraw. Assuming they make behavioral adjustments, the students must then cognitively replace new norms with former ways of thinking.

Knowledge of the students' institutional commitments enables researchers to make further distinction among those who leave, especially those who transfer to other institutions.

Social Integration

Persistence in college requires individuals to adjust both socially and intellectually however, sometimes even the most mature students have difficulties adjusting. For this reason, social integration will be explored.

Tinto's model of social integration explains the importance of social integration in university students' academic success. His college-student integration model is composed of the following basic elements: pre-college characteristics (including family background, individual attributes, and past educational experiences); goal attainment (measured both before and after matriculation); institutional commitment (measured both before and after matriculation); academic integration; social integration; and persistence/withdrawal decisions.

Tinto (1987) believes that integration into the academic and social systems of the college directly relates to persistence at the university. Too, the individual's commitment to the institution and the goal of completing college is what determines his/her stay. An individual's commitment to the institution takes place through formal and informal interactions with peer and faculty members. Tinto also alleges that if individuals are socially integrated into their community, their chances of departure are less likely. To the degree that a student is integrated into the college community, the more likely he/she is to view him/herself as deviating from the norm of that institution. However, sometimes mismatches occur.

A mismatch between the individual and the institution may arise in both social and academic endeavors. It may arise from a mismatch between the skills, abilities, and interests of the student and the demands placed upon that person by the academic system of the institution. Such demands may be viewed as either too hard or too easy (Tinto, 1992).

The student adjustment model proposes that the experiences of the student at his/her institution will be reflected in two domains: the first is the social domain, which encompasses experiences in the student's social environment. The second stage encompasses the academic domain, which reflects experiences with faculty, the academic unit, and other students. The model proposes that as students undergo both intellectual and academic development. They become involved in student organizations, feel committed to degree completion, and have a sense of belonging to the university (Tinto, 1987).

Tinto states that "other things being equal, the higher the degree of integration into the college systems, the greater will be the student's commitment to the specific institution and the goal of college completion" (Desler, 1985; Tinto 1975). For this reason, social alienation among students was an important concept of study.

Upon arriving at predominantly white universities, African American students are immediately confronted with white culture. "Being black on a predominantly white campus, students reported feelings of isolation, powerlessness, and isolation from the norm " (Burbach & Thompson, 1971). Because the majority of activities on these campus activities are geared toward the interest of white students, students of color often face

shock and are not prepared for the racism and discrimination they will face. (Feagin & Sikes, 1995).

Psychologist Beverly Tatum discusses the issue of alienation in her book, *Why are all of the black kids sitting together in the cafeteria?* (1999)

White students and faculty frequently underestimate the power and presence of overt and covert manifestations of racism on campus, and students of color often come to predominately white campuses expecting more civility than they find. Whether it is the loneliness of being routinely overlooked as a lab partner in sciences courses, the irritation of being continually asked by curious classmates about black hairstyles, the discomfort of being singled out by a professor to give the “black perspective” in class discussion, the pain of racist graffiti scrawled on dormitory room doors, the insult of racist jokes circulated through campus email, or the injury inflicted by racial epithets (and sometimes beer bottles) hurled from a passing car, Black students on predominately white campuses must learn to cope with ongoing affronts to their racial identity. The desire to retreat to a safe place is understandable. Sometimes this may mean leaving the campus altogether (p. 77-78).

On the other hand, Tinto (1975) believes that a student who is highly involved or well integrated into his or her academic environment can be characterized as an individual who devotes time to extracurricular activities and interacts with faculty and peers. However, Tinto neglects racial differences. According to Fleming (1984) exposure to a climate of discrimination and prejudice on campus is a factor that account for the withdrawal behavior of minority students.

Opponents of the Tinto model argue that the model dictates that a student of color must desert his or her culture in order to assimilate into the dominant culture of the college. (Tierney, 1999). According to Tierney, the extent to which the students assimilate into their college environments correlates with their achievement (Tierney, 1999). In other words, the model suggests that students’ cultures and

backgrounds are not significant to their college experiences. It is recommended in the model that those backgrounds must be discarded in favor of the dominant cultures of their institutions.

Other studies that examine the impact of attachment to parents on reported feelings of alienation on college students' appear to be nonexistent. According to Tinto's model of social integration, integration into the college environment is a key element to the student's success at an institution. This type of research supports examining factors that influence social alienation.

Social Alienation

Social alienation is also prognostic of negative academic outcomes. Daugherty, Vaughn, and Lane (1997) found that loneliness might be a function of gender. Men tended to report higher levels of loneliness than women. However, researchers have not sufficiently studied the relationship between alienation and gender. Other studies have been conducted, which have examined social alienation on other aspects of college adjustment.

Using 93 undergraduates, Steward, Germain, & Jackson, (1992) conducted a study titled Alienation and Interactional Style: A Study of Successful Anglo, Asian, and Hispanic university Students. Findings of the study indicate that Asian, Hispanic, and Anglo students who are successful on campus have very similar interactional styles and report similar degrees of alienation in their campus environments. Interactional styles appear to be stable for both Hispanic and Asian students. None of the interactional components in the study contributed to feelings of alienation on campus.

Another study indicated the opposite of what was found above. Steward, Jackson, & Jackson, (1990) conducted a study titled “Alienation and interactional styles in a predominately white environment: A study of successful Black students”. The participants of this study were 46 African American seniors at a midwestern state university. The students’ ages ranged from 21 to 25 years.

The results of this study indicate that the most successful African-American students are, to some degree, those students who were not integrated into the campus environment. These students indicated further that **not** being socially integrated into the campus environment is, in part, a reason for their success. They shared stories of peers who integrated too completely and were no longer at the university. The results of this study clearly suggest a need for a cross-cultural comparison on feelings of social alienation.

Pettigrew and Martin (1987) propose that African Americans can be subjected to “triple jeopardy” (i.e. stress due to minority status, solo behavior, and tokenism” while working in predominantly white environments. Moritsugu & Sue (1983), refer to minority status as the condition of being the only one (e.g. the only black student) in a work or group setting. Solo behavior refers to those resulting feelings of isolation and diminished social interactions that can interfere with work performance. Tokenism on the other hand refers to the idea that black individual were there due to affirmative action (Fleming, 1984).

Fernandez (1981, as cited in Suen, 1983) argued that many African-Americans experience an added stress in their work environments: that of “threatened, perceived, and actual racism” (p.27). Racism is a stressor that many ethnic minorities may

experience on a day-by-day basis. Researchers and writers have argued that racism in the United States has increased, and that it has evolved from overt (blatant) to more covert (subtle) forms of prejudiced and discrimination against ethnic minority groups (Kinder, 1986; Pettigrew & Martin, 1987).

Cabrera & Nora (1994), conducted a cross-cultural study that examined the perceptions of prejudice and discrimination against reported feelings of alienation. The study was conducted at a predominantly white Midwestern university. The population was drawn from the fall 1990 entering class. The results of the study indicate that discriminatory experiences were found to exert a significant effect on feelings of alienation. Too, it was likely that the racial/ethnic climate and perceptions of prejudice attitudes of faculty subtly influenced students reported feelings of alienation.

Not only do student's reported feelings of social alienation play a part in college adjustment, but literature also documents that attachment to parents affects students' transition to college.

Parental Attachment

Most people are well aware that early childhood relationships with caregivers are a crucial foundation for a healthy psychological adjustment into adulthood. Favorable parent-child relationships tend to have a calming effect on the influence of negative life events. Two elements are particularly important to the most advantageous parental-child relationship during development: parental warmth and encouragement of the child's autonomy. An important argument in the literature is that strong familial relationships foster a secure base from which individuals can explore and then return for emotional

support (Armsden 1994; Bowlby, 1982). Children with secure attachment relationships are more likely to control negative effects and adjust to stressful events (Bowlby, 1982).

A close family relationship allows individuals various options. First, it allows for the opportunity to learn more about self, thus providing one of the major channels for identity formation (Armsden, 1994). Attachment theory proposes that a close connection between parent and child allows the child to experience a sense of security. This allows the child to safely explore his/her environment (Bowlby, 1988). These ties may provide the individual the support he/she needs to safely explore his/her own choices (Bowlby, 1988). Attachment researchers also argue that children internalize early attachment relationships with their parents. These relationships then become a part of the child's internal working model (Engels, Finkenauer, & Meeus, 2001).

Attachment Theory

The attachment theory is based on the construct that the attachment relationship is the primary survival instinct for both the adult and the child. The attachment dynamic is believed to influence the ability of the individual to form healthy relationships throughout life (Bowlby, 1988).

Bowlby (1982) reports three types of attachment: secure, anxious, and avoidant. These attachment relationships serve as core concepts of the attachment theory. The first is secure attachment. Bowlby describes a child who is securely attached as one who is certain that parental figures will be available and helpful in an adverse situation. With this security and assurance, the child is confident enough to explore the world. This pattern of self-confidence in a child is a direct result of a parent who is available,

sensitive to the child's needs, and responsive. Such a child usually grows up to become an adult who has a strong sense of self.

The second type of attachment is an insecure attachment classified as anxious. The anxious attachment occurs when a child in a relationship has unstable patterns of caregiving. The anxious attachment is characterized by the individual's uncertainty as to whether or not his/her parent will be available. Because of this uncertainty, the child is anxious about exploring the world. A parent who is unstable and is available at some times, but not others causes anxious attachment (Bowlby, 1982). Later in adulthood, Bowlby says, these individuals are extremely fearful that they will somehow lose their attachment figure.

The final type of attachment is avoidance attachment. The child with avoidant attachment has no assurance that when he or she seeks care there will be a helpful response. This attachment pattern results from a child consistently being rejected by caregivers when he/she approaches for comfort or protection (Bowlby, 1982).

According to the attachment theory, the quality of attachment is an important variable, simply because attachment relationships established between individuals serve as a survival function in times of distress. As such, research suggests that these ties meet basic survival needs for both adults and children.

Within the attachment theory, the concept of the internal working model is mentioned. The internal working model is the way in which individuals relate with their environment according to the control of their unconscious. The internal working model comprises the cognitive structure that permit an individual to understand the availability of others (Thompson & Wiffen, 1993). This model is a good determinate of whether or

not a child grows up to be psychologically healthy and able to function effectively in future relationship (Thompson & Thompson, 1993).

Researchers have conducted numerous studies to assess the importance of attachment, among them, Kenny (1996), conducted a study titled Attachment and Psychological Well-Being Among Racially and Ethnically Diverse First-Year College Students. Kenny designed the study to extend previous research by assessing attachment characteristics and their relationship to psychological well-being. A total of 172 students with a mean age of 18.5 participated. Of those participants, 70 were African American, 42 were Asian American, and 60 were Latinos. The results of the study imply that students who indicate positive perceptions of a family attachment figure and whose parents encourage their interdependence report lower levels of psychological symptoms than their counterparts.

Data in this research explains that student' attachment qualities seem to be similar, whether the attachment figures are identified as parents or other family members.

Almost no literature focuses on the attachment theory related to racial/ethnic groups. However, literature does suggest that family characteristics are salient among African Americans and Asian Americans families.

African American Families.

According to the literature there are five characteristics that describe African-American families (Boyd-Franklin, 1989; McAdoo, 1993). These characteristics include, but are not limited to (1) religious affiliations (2) role flexibility (3) strong work and education ethics (4) strong kinship bonds, and (5) strong coping skills.

Religious affiliation seems to offer opportunities for both personal growth and community support. When families are in need of comfort in the face of oppression or distress and in need of social and economic support, their religious foundations serve as a shield in their time of need (Barnes, 1985).

Prevalent throughout the literature is the commitment that African American families have to education and to work ethics. Parents expect children to assume responsibility for their own feelings at an early age, to use their time wisely, and to share in the decision making process (Barnes, 1985).

In a society in which racism and discrimination are common, parents oftentimes deliberately teach their children coping skills. Specifically, African American children may be taught at a young age that racism exists and they can not trust everyone. Again, coping strategies for African-American families are prevalent in their religious faith, kinship ties, and extended family structures (Barnes, 1985).

The ability for African-Americans to maintain strong kinship bonds is displayed by the groups' ability to sustain ties with extended family (Wilson, 1984), to establish fictive kin relationships, and to carry out fictitious adoptions (Boyd-Franklin, 1989).

Asian Americans Families

The term Asian refers to people of many geographic origins, including Chinese, Japanese, Korean, and Philippino Americans, as well as Samoans, Guamanians, Hawaiians, and other Pacific Islanders. Asian also includes people whose roots are in Vietnam, Thailand, Cambodia, Laos, Indonesia, India, Pakistan, and Ceylon. Even though each national group has its own unique culture, history, and reasons for migrating to the United States (Takaki, 1990). Researchers have attempted to identify

characteristics that are common among Asian American families (Sue & Sue, 1990; Ho, 1987).

Within the Asian-American culture, the group is given higher priority over the individual. Family honor and reputation have high priority and value. Individual needs and desires are often suppressed to take into account what is in the best interest of the family. Children are encouraged to remain dependent on the family; complete obedience to parents and honor to the elderly are presumed (Ho, 1987).

Asian-American families also show commonalities in the high value that is placed on education, success, and wisdom. Individuals achieve positions of status through education and employment (Ho, 1987). Communication within these families is characterized by respect rather than assertiveness, control and restraint rather than emotional expressiveness. Problem solving is done collectively rather than individually (Ho, 1987).

Certain characteristics make these ethnic groups unique. Familial relationships are given high priority within the family. Too, strong kinship ties have been one of the key elements that provide stability in many Asian and African American communities. (DeGenova, 1997).

Parental Attachment and College Student Adjustment

Other studies contend that ethnic minority and majority students have very different home experiences. (Ogbu, 1992) Different parental styles influence these experiences. Steinberg, Dornbusch, & Brown, (1992) found that African American parents take on a more authoritative parenting style, while Asian parents do not. For the purpose of this study, I explored attachment to parents and college adjustment.

A number of researchers have studied the need for both positive attachment and separation from parents (Kenny & Donaldson, 1992; Schultheiss, Palladino, & Blustein, 1994; Rice, 1992; Rice, Cole & Lapsley, 1990). Their theoretical perspectives reflected in the research on parent-adolescent relationships vary. Although the theories are quite different from one another, each stresses the importance of the adolescent need to achieve some level of psychological separation from his/her parents while still maintaining a positive connection with them. Attachment theory, like most contemporary models, acknowledges that connections to parents and support for autonomy from them are necessary for psychological growth and healthy functioning (Kenny & Rice, 1995).

Close familial ties allow individuals various options. Because they afford for the opportunity to learn more about oneself, thus providing one of the major channels for identity formation. Attachment theory proposes that the “close affectional ties between parent and child allow the child to experience a sense of security. This allows the individual to securely explore his/her environment” (Bowlby, 1988). These ties may provide the individual with the support he/she needs to safely explore his or her own choices as well as to discover new experiences that help form identity. (Bowlby, 1988). For instance, recent research with college students (Kenny & Rice, 1995) has linked low attachment security with adjustment difficulties. Schultheiss, Palladina, and Blustein (1994) hypothesized that individuals who had securely attached relationships would be more apt to engage in the exploration process and be more likely to create and preserve healthy relationships.

Objectives of Current Study

The goal of the current research is to provide information about the relationship between parental attachment and social alienation in students who self-identify themselves as African American, Asian, and Caucasian. Students of color, have been under-represented in the past attachment literature. Too, most of the alienation literature that has had African American representation has been conducted with African Americans students attending predominantly white universities. Past literature suggests that the parent-child relationships may be particularly important in the college adjustment of students of color (Kenny, 1996).

I sought to determine the degree to which mother's education level and parental attachment influenced social alienation of African American, Asian, and Caucasian students. Such a study has significance not only for discovering ways of improving campus life and educational experiences, but also for a better understanding of the factors that influence students reported feelings of alienation and, potentially, their probability of academic success. Too, a study of this nature has strong implications for the development of retention programs to assist underrepresented students on predominantly white campuses.

While the literature on attachment and other family issues has explored gender and developmental differences (Kenny, 1996; Kenny & Donaldson, 1991; & Upmanyum, Upmanyum, & Dhingra, 1992) there has been little investigate regarding ethnic and cultural differences in attachment and separation patterns in college students. Too, and into how these patterns contribute to feelings of social alienation.

CHAPTER 3

DESIGN AND METHODOLOGY

The design and methodology of this study includes the following: (a) purpose of the study (b) population and sample, (c) statistical test used (d) a description of the instruments.

Participants

The participants included 158 undergraduate students at a public Midwestern university. A sample of 151 was required for an alpha level of .01, and moderate effect size (Cohen, 1992). African American students of the university comprise approximately 8.2% (3,630); Asian/Pacific Island students 4.5% (2,030); Chicano/Other Hispanic students 2.7% (1,175); White and other students 77. % (34,110); Native American students .62% (275), and international students 6.7% (2,980). The university has a total population of 47,200 students.

Procedure

Contacting executive board members of African-American, Asian, and Caucasian student groups on campus identified participants. I also gathered participants by visiting various dormitories and cafeterias on campus and soliciting participants from several courses in Counseling, Educational Psychology, and Special Education (240) courses during the 2002 spring semester.

Participants were asked to participate in the study, given an overview of the study, and an opportunity to have any questions or concerns answered. To give participants an incentive for participating, they had the opportunity to enter their names into a raffle with a prize being fifty dollars.

Upon receiving data from all of the participants, the data was analyzed using Analysis of variance (ANOVA), multiple analysis of variance (MANOVA), and multiple regression. The researcher made her email address available to all participants and interested participants had the opportunity to review the findings.

NOTE: This study is part of a larger research project titled: The Relationships Between Parental Attachment, Social Alienation, and Career Indecision in Asian, African American, Hispanic, Native American, and Caucasian college students.

Design

The study was designed to be an exploratory study, examining the relationships among parental attachment and social alienation. It utilized statistical analysis of multiple regression, multiple analysis of variance, and analysis of variance. Each statistical test is described below. Too, a rationale for why I selected the statistical test is included.

ANOVA

All participants' responses were analyzed for significant gender or racial differences. Analysis of variance (ANOVA) was used to uncover the main and interaction effects of categorical independent variables. A "main effect" is the direct effect of an independent variable on the dependent one. An "interaction effect" is the combination effect of two or more independent variables on the two dependent variables.. There is also an alternative for the interval-level control variables (analysis of covariance, ANCOVA) and for the multiple dependents, multiple analysis of variance (MANOVA), and a combination of MANOVA and ANCOVA called MANOVA.

The key statistic in ANOVA is the F-test of difference of group means, testing if the means of the groups produced by values of the independent variables (or combination of values for multiple independent variables) are unusual enough not to have occurred by chance. If the group means do not differ significantly then one concludes that the independent variables did not have an effect on the dependent variables. If the F test shows that overall the independent variable(s) is (are) related to the dependent variable,.

Unlike regression, ANOVA does not assume line relationships. Some of its key assumptions are that the groups formed by the independent variables(s) be relatively equal in size and similar variances on the dependent variable (homogeneity of variances). Like regression, ANOVA is a paradoxical process which assumes multivariate normality (the dependent has a ordinary distribution for each value category of the independent (s). (Cone & Foster, 1993)

MANOVA

The multiple analysis of variance (MANOVA) test is designed to simultaneously compare differences and means associated with different groups. The MANOVA was used because the data met the assumptions of this test at the .05 critical level to test for significance. Use of the MANOVA tests decrease the likelihood of obtaining significance by luck, thus limiting Type 1 error. The MANOVA was selected as the method of data analysis because the study was concerned with determining whether statistically significant differences existed between three groups based upon the group members' scores on the set of dependent variables.

MULTIPLE REGRESSION

Two reasons for conducting multiple regression are prediction and measurement. Prediction is the most common reason for using regression. Given a set of independent variables and you know the relationships between these variables and the dependent variable, you can then find out what the predicted value will be for the dependent variable. Measurement is used when the investigator needs to know the particulars of the relationship between variables and the value associated with that relationship has a particular meaning. This is the case when dummy variables are used and in analysis of variance models. The relationships(s) between the dependent and independent variable is measured by regression coefficients in a linear equation. The independent variables are usually continuous, but under special circumstances may be categorical or discrete (Cone & Foster, 1993).

INSTRUMENTS

Each survey packet contained the following: the letter of introduction and explanation, consent for research and participation form, the Parental Attachment Questionnaire (Kenny, 1987), the University Alienation Scale (Burbach & Thompson, 1972), and a short demographic questionnaire.

The study utilized two independent measures frequently found in studies on parental attachment and social alienation. The selection of these instruments was based upon reliability and validity of each instrument. Researcher also identified instruments that were the commonly used in other studies.

Parental Attachment Questionnaire

The parental-attachment questionnaire (PAQ) was designed to assess perceived parental availability, understanding, acceptance, respect for autonomy, facilitation of autonomy, interests in interaction with parents and affect toward parents during visits, students help seeking behavior in situations of stress, and satisfaction with help obtained from parents (see Appendix D). The PAQ contains three scales, Affective Quality of Attachment, Parental Fostering of Autonomy, and Parental Role in Providing Emotional Support, which were derived from factor analysis. Subjects were asked to respond to each of the 55-items by choosing a number on a 5-point Likert Scale 1) not at all, 2) somewhat 3) a moderate amount, 4) quite a bit, 5) very much, that best describes their parents, their relationships with their parents, and their feelings or experiences. Higher scores on the scale indicate greater levels of attachment to parents, while lower scores indicate lower levels of attachment. An overall family environment is more important in determining

late adolescents' feelings of social competence than is the specific relationship with either parent (Bell et al. 1995). If parents were divorced, separated, widowed, or remarried, students were instructed to "respond with reference to the living parent toward whom they felt closer."

The reliability of the attachment measure was assessed by Kenny (1987) through test-retest and internal consistency methods. Test-retest reliability over a 2-week interval was .92 for the measure as a whole and ranged from .82 to .91 for the three scales derived from the factor analysis. The three factor scales are theoretically consistent with Ainsworth et al.'s (1978) conceptualization of attachment as an enduring affective bond, that serves as a secure base in providing emotional support and in fostering autonomy and mastery of the environment. The scale does not mention validity measures at this point.

University Alienation Scale

The University Alienation scale was developed by rewriting selected items from earlier context-free alienation scales so as to include the university as the referent, and by formulating original items based on the theoretical delineation of the components of interest. Seeman's (1959) definitions provided the conceptual basis for the formulation of the meaninglessness and powerlessness items (both rewrites and originals), while development of the social estrangement items were based on the conceptualization of Dean (1961) and Middleton (1963). In all, nine powerlessness, and eight meaninglessness, and seven social estrangement items were formulated and randomly assigned a position in the scale. The response set consisted of five choice agree-disagree Likert type continuum, on which subjects are asked to indicate the degree of agreement

or disagreement with each statement. Higher scores on the scale indicate greater feelings of social alienation, while lower scores indicate lower feelings of alienation (See Appendix C).

Analysis of these single trial scale data is aimed at providing statistical assessment of the extent to which the scale consistently measures the hypothesized property. The split-half technique is used to provide a measure of reliability, and several statistical procedures were employed to provide an assessment of validity. The validation procedures are employed to show that the internal structure of the scale represents a point-by-point mapping of the theoretical structure that produced it and that it correlates positively with an external criterion measure. The first type of validity (often called construct validity) is examined through the use of item-to-total analysis and factor analysis; the second type (often called criterion-related validity) by correlating the University Alienation Scale with the Dean (1956) scale.

Demographic Questionnaire

A 12- item demographics sheet, partially composed by the researcher was used. The demographic questionnaire was designed to obtain information such as the participant's gender, age, the educational level of parents, the participant's classification, major, cumulative GPA, and the participant's city and state of origin.

CHAPTER 4

RESULTS

In this chapter, the results from the analysis of the data are presented in three sections. The first section of the chapter describes the demographic characteristics of the sample including gender, grade point average, classification, mother's education level, father's education level, membership in student organization, parent's income, and household composition. This section also identifies the means and standard deviations for variables in the study and complete correlation matrixes for each ethnic group represented in the study. The second section identifies the quantitative data, which explains within group differences. Finally, the last section identifies differences between groups for university alienation and parental attachment.

The variables examined in this study's research questions include the following: parental attachment, which was measured using the Parental Attachment Questionnaire's three scales (affective quality of attachment, parent fostering of autonomy, and providing of emotional support) and social alienation using the University Alienation Scale.

Description of Sample

This section describes the demographic data in the study summarized in Table 1. The 158 participants consisted of the following: Asian 25.8% (n = 40), African American 40.6% (n = 66), and Caucasian 33.5% (n = 52). The students' class level ranged from freshmen through senior. However, data on three students were excluded from the analysis because participants did not complete one or a combination of the instruments. Therefore, data on a total of 155 students was analyzed to test the hypotheses.

Individual Characteristics

The sample consisted of 43 men and 110 women. In terms of classification, 42.6% (n = 66) were freshmen, 21.3% (n = 33) sophomores, 14.8% (n = 23) were junior, and 17.4% (n = 31) were seniors. Students were also asked to give their citizenship; 94.2% (n = 146) indicated that they were American born, 2.6% (n = 4) were naturalized citizens, and 3.2% (n = 3) international students.

Family Characteristics

Participants identified their mother's completion of education level with 1.9% (n = 3) identifying primary education, another 25% (n = 25.5) a high school graduate, 42.8% (n = 62) a college graduate, and 22% (n = 35) as attending graduate school. When asked to identify father's level of education, 1.3% (n = 2) identified their father as completing primary education, 21.9% (n = 34) identified their father as completing high school, 35.5% (n = 55) identified their father as completing college, and finally, 27.1% (n = 42) identified their mothers as completing graduate school.

In terms of socio-economic status 2.6% (n=4) identified parents as earning less than 14,999, another 6.5% (n =10) identified parents as earning 15,000-24,000 annually, 16.8% (n=26) identified parents as earning 25,000-40,999, 13.5% (n=21) identified parents as earning 41,000-56,999, 11% (n=17) 57,000-72,999, 9.7 (n=15) indicated that their parent's household income was 73,000-88,999, 3.2% (n=5) 89,000-99,999, and finally, 20.6% (n=32) indicated household income levels as being over 100,000.

In terms of household composition, 12.3% (n = 19) indicated that they lived in a single parent home, .06% (n = 1) with a foster parent, 1.3% (n = 2) with biological mother and stepfather, 1.9% (n=3) with biological father/stepmother, 50.3% (n=78) both biological parents, and finally, .06% (n=1) with grandparent. Seventy three percent (n=112) of the students indicated that they were members of student organizations, 27.1% (n = 42) of students indicated that they were not. In terms of areas in which participants were reared, 14.2% (n=22) indicated in an urban area, 43.3% (n=68) resided in a suburban area, and finally 33.2% (n=52) resided in a rural area.

Table 1. Frequency distribution and percentage for all variables

Variable	Frequency	Percentage
SEX		
Males	43	27.7
Females	110	71.0
No response	2	1.3
CLASSIFICATION		
Freshmen	66	42.6
Sophomore	33	21.3
Junior	23	14.8
Senior	27	17.4
No response	6	3.9
MOMED		
Primary	3	1.9
Junior High	6	3.9
Senior High	39	25.2
Bachelors degree	62	42.8
Masters degree	26	17.9
Doctorate	5	3.4
Other	4	2.8
No response	10	6.5
DADED		
Primary	2	1.3
Junior High	3	1.9
Senior High	34	21.9
Bachelors degree	55	35.5
Masters degree	33	21.3
Doctorate	9	5.8
No response	19	12.3

Table 1. Frequency distribution and percentage for all variables (Continued)

Variable	Frequency	Percentage
SELF REPORT SES		
Less than 14,999	4	2.6
15,000-24,000	10	6.5
25,000-40,999	26	16.8
41,000-56,999	21	13.5
57,000-72,999	17	11.0
73,000-88,999	15	9.7
89,000-99,999	5	3.2
Over 100,000	32	20.6
No response	25	16.1
HOUSE COMPOSITION		
Single parent	19	12.3
Foster parents	1	.6
Biological mom/stepdad	2	1.3
Biological dad/ stepmom	3	1.9
Both biological parents	78	50.3
Other	1	.6
No response	51	32.9
CITIZENSHIP		
American born	146	94.2
Naturalized citizen	4	2.6
International student	5	3.2
STUDENT ORGAN		
Yes	112	72.3
No	42	27.1
No response	1	.6
RACE		
African American	63	40.6
Caucasian	52	33.5
Asian	40	25.8

Table 2 presents means and standard deviations for all variables in the study. The average score on the UAS was ($M = 50.2$). The reported mean scores for the Parental Attachment Questionnaire are PAQ1-affective quality of attachment was ($M = 50.3$), PAQ scale 2-Fostering of Autonomy was ($M = 44.9$), and PAQ 3- emotional support was ($M = 176.9$).

Table 2. Means and Standard Deviations for all variables (total sample population)

	N	Mean	SD
Class	149	2.07	1.15
GPA	136	2.97	.498
Income	130	5.01	2.16
Household	104	4.99	1.96
Fathered	136	4.03	.991
Mothered	145	3.91	1.08
UAS	152	59.2	13.34
PAQ 1	151	50.3	10.7
PAQ 2	151	44.9	10.9
PAQ 3	151	176.9	31.5

Household= reported household composition, fathered = father's education level, mothered =mother's education level, UAS = university alienation scale, PAQ 1= affective quality of attachment, PAQ 2 = parent's fostering of autonomy, PAQ 3 = parent's providing of emotional support.

Correlation Matrix for African Americans

Pearson Product correlations were computed for criterion (university alienation) and predictor variables to determine any patterns of association. The closer the absolute value to 1.0 the stronger the relationships and the nearer the absolute value to 0.0 the weaker the relationships. Correlations were computed for each ethnic group.

Table 3 presents correlations for all variables specifically for African American participants. This was produced using Statistical Package for the Social Sciences, (SPSS). The following are correlations that were found to be significant at the $p < .05$ level. First of all, a significant correlation was found between grade point average and income; household composition and income were significantly correlated at ($r = .68$). This suggests that reported household composition was consistent with reported income levels. Finally, father's education was significantly correlated with students' reported grade point average ($r = .38$).

Correlations that were significant at the $p < .01$ level were as follows: father's education was consistent with mother's education ($r = .40$); father's education level was also significantly correlated with reported income levels ($r = .67$). This indicates that the education level of the mother and father matched. Mother's education level was also significantly correlated with income ($r = .45$).

The parental attachment subscales were also significantly correlated. Parental attachment subscale three (parents providing of emotional support) was positively correlated with both subscale one, affective quality of attachment ($r = .70$) and subscale two, parents providing of autonomy ($r = .37$). Finally, parental attachment questionnaire

subscale two, parent fostering of autonomy, was positively correlated with subscale one ($r = .37$), affective quality of attachment.

Table 3. Complete Correlation Matrix for African Americans

	income	Gpa	class	Mom	Dad	UAS	PAQ1	PAQ2	PAQ3	hous
Income										
Gpa	.239									
Class	.037	-.056								
Mom	.454**	.094	.098							
Dad	.637**	.383*	-.130	.406**						
UAS	.003	-.042	.095	-.259	-.055					
PAQ1	.025	.153	.081	-.022	.130	.168				
PAQ2	.077	.098	-.157	.246	-.002	.065	.378**			
PAQ3	-.093	.211	-.111	.001	.213	.012	.705**	.458**		
Hous	.682*	.405	.074	-.096	.271	.345	-.310	-.132	-.254	

Class = classification, Mom = mother's education level, Dad = father's education level, UAS = university alienation scale, PAQ 1= affective quality of attachment, PAQ 2 = parent's fostering of autonomy, PAQ 3 = parent's providing of emotional support, Hous = household composition.

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the .05 level (2 tailed)

Data Analysis of Research Question 1- If and to what degree do demographics (mother's education level) and parental attachment (3 scales) influence African American students' reported feelings of social alienation on a university campus?

I was interested in exploring within group differences. Each ethnic group (African American, Asian, and Caucasian) was examined individually to determine the degree to which parental attachment influenced social alienation for that particular group.

An examination of within group differences for African Americans in this study was performed using a multiple regression analysis. I was interested in learning about the systematic relationships between the dependent variable (alienation) and the independent variables mother's education level and parental attachment specifically for African American participants.

Table 4 summarizes the beta, standard errors, t-test statistic, and significance levels for the African American participants'. The regression analysis yielded no significant results for mother's education ($t = .772$; $p = .446$). All three scales on the Parental Attachment Questionnaire were not significant: affective quality of attachment ($t = -.734$; $p = .469$), parent's fostering of autonomy ($t = -1.40$; $p = .169$), and parents providing of emotional support ($t = .470$; $p = .641$).

Table 4. Multiple regression of the relationship between ME, PA, and UAS

Model	B	SEB	T	Sig.
MOMED	-1.36	-.128	-.772	.446
Affective quality of attachment	-.106	-.145	-.734	.469
Fostering of autonomy	-.447	-.286	-1.40	.169
Providing emotional support	-.127	.095	.470	.641

Table 5 presents the model summary for African American participants.

R-squared indicates that the percentage of variance in the dependent variable explained by the independent variables is 13%. The model indicates that the variance for mother's education and parental attachment were very low for predicting students reported feelings of alienation.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
	.363a	.132	.023	13.0

Predictors: (constant), parental attachment and mother's education level.

- a. Dependent Variable: university alienation
- b. RACE = African American

Correlations for Asian participants

Table 6 presents correlations of all variables specifically for Asian participants. This was produced using Statistical Package for the Social Sciences, (SPSS). The following are correlations that were found to be significant at the $p < .01$ level. First, mother's education level and father's education level was significantly correlated ($r = .56$). This indicates that participants' reported that their parent's attained similar levels of education.

The following correlations were significant at the $p < .01$ level. The parental attachment subscales were also significantly correlated. Parental attachment subscale three (parents providing of emotional support) was positively correlated with both subscale one, affective quality of attachment ($r = .48$) and subscale two, parents providing of autonomy ($r = .50$). Finally, parental attachment questionnaire subscale two, parent fostering of autonomy, was positively correlated with subscale three ($r = .50$), affective quality of attachment.

Table 6. Complete Correlation Matrix for Asians

	inco	Gpa	class	Mom	Dad	UAS	PAQ 1	PAQ2	PAQ3	Hous
Income										
Gpa	.332									
Class	.198	-.061								
Mom	.336	.084	.134							
Dad	.270	.331*	.032	.565**						
UAS	-.346	.102	.202	-.116	-.274					
PAQ1	.269	.146	.106	-.009	.038	-.234				
PAQ 2	-.061	-.259	-.119	-.010	-.152	-.316	.451**			
PAQ 3	.038	.049	-.234	-.041	-.155	-.119	.481**	.509**		
Hous	.226	.214	.064	.093	-.19c	.335*	-.099	-.006	-.254	

Class = classification, Mom = mother's education level, Dad = father's education level, UAS = university alienation scale, PAQ 1 = affective quality of attachment, PAQ 2 = parent's fostering of autonomy, PAQ 3 = parent's providing of emotional support, Hous = household composition.

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Data Analysis of Research Question 1- If and to what degree do demographics (mother's education level) and parental attachment (3 scales) influence Asian students' reported feelings of social alienation on a university campus?

A multiple regression analysis was used to examine the relationship between university alienation, mother's education level, and parental attachment for Asian participants. This analysis was selected because the researcher was interested in describing relationships between the dependent variable (university alienation) and the independent variables (parental attachment and mother's education level).

The regression analysis yielded no significant results for Asian participants; mother's education ($t = -1.79$; $p = .079$). All three scales on the Parental Attachment Questionnaire also reported non significance; affective quality of attachment ($t = 1.77$; $p = .083$), parent's fostering of autonomy ($t = -1.77$; $p = .967$), and finally, with regard to parents providing of emotional support ($t = -1.44$; $p = .155$).

Table 7. Multiple Regression of the relationship between ME, PA, and UAS for Asians

Model	B	SEB	T	Sig.
MOMED	-3.46	1.92	-1.79	.079
Affective quality of attachment	.287	.162	1.77	.083
Fostering of autonomy	-1.006E	.244	1.77	.967
Providing emotional support	-.356	-.297	-1.44	.155

Table 8. presents the model summary for Asian participants. R-squared indicates the percentage of variance in the dependent variable explained by the independent variables is 12%. The model shows that the variance for mother's education and parental attachment were very low for predicting students feelings of alienation.

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
	.354	.125	.054	14.4

- a. Dependent variable: University alienation
- b. Race = Asian

Correlations for Caucasian participants

Table 9 presents correlations for all variables specifically for Caucasian participants. This was produced using Statistical Package for the Social Sciences, (SPSS). The following are correlations that were found to be significant at the $p < .05$ level. First, father's education was significantly correlated with grade point average ($r = .32$), father's education level was also significantly correlated with parental attachment questionnaire scale three, parents providing of emotional support ($r = .28$). Mother's education level was significantly correlated with classification ($r = -.32$). Household composition was significantly correlated with grade point average ($r = .34$). Finally, university alienation was significantly correlated with PAQ 3, parents providing of emotional support ($r = .29$).

Correlations were significant at the $p < .01$ level are as follows: father's education significantly correlated to both income ($r = .44$) and mother's education ($r = .36$). Household composition and income also significantly correlated ($r = .41$). Finally parents fostering of autonomy (PAQ 2) significantly correlated to both scale one, affective quality of attachment ($r = .40$) and scale three, parent's providing of emotional support ($r = .46$). PAQ 3 also significantly correlated ($r = .47$) with affective quality of attachment scale one.

Table 9. Complete Correlation Matrix for Caucasians

	income	gpa	class	Mom	Dad	UAS	PAQ 1	PAQ2	PAQ3	Hous
Income										
Gpa	.077									
Class	-.294	-.268								
Mom	.177	.287	-.326*							
Dad	.444**	.320*	-.262	.368**						
UAS	-.171	.022	.123	.165	-.174					
PAQ1	.103	.121	-.010	-.193	.098	-.115				
PAQ 2	.134	.077	.204	.098	.155	-.004	.403**			
PAQ 3	.270	.165	.008	.054	.283*	.295*	.470**	.467**		
Hous	.418**	.340*	-.182	.102	.250	-.199	.210	.079	.003	

Class = classification, Mom= mother's education level, Dad = father's education level, UAS = university alienation scale, PAQ 1= affective quality of attachment, PAQ 2 = parent's fostering of autonomy, PAQ 3 = parent's providing of emotional support, Hous = household composition.

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Data Analysis of Research Question 1- If and to what degree do demographics (mother's education level) and parental attachment (3 scales) influence **Caucasian** students' reported feelings of social alienation on a university campus?

Caucasian Participants

The relationship between university alienation and parental attachment was examined using a multiple regression analysis. This form of analysis can be useful because it describes the associations between the dependent variable (university alienation) and the independent variables (parental attachment and mother's education level). However, no significant relationship was found for this group of participants; mother's education level ($t = 1.03$; $p = .304$). All three scales on the parental attachment questionnaire were also non significant, although scale three closely approached significance levels. The results are as follows: affective quality of attachment ($t = -.373$; $p = .711$), parents fostering of autonomy ($t = 1.07$; $p = .289$), and finally, parents providing of emotional support ($t = -1.97$; $p = .054$).

Table 10. Multiple Regression of the relationship between ME, PA, and UAS

	B	SEB	T	Sig.
MOMED	1.83	1.76	1.03	.304
Affective quality of attachment	-6.060E-02	.163	-.373	.711
Fostering of autonomy	.229	.213	1.07	.289
Providing emotional support	-.503	.254	-1.97	.054

a. Dependent variable: University alienation

b. Race = Caucasian

Table 11. presents the model summary for Caucasian participants.

R-squared indicates that the percent of variance in the dependent variable explained by the independent variables is 13%. The model specifies that the variance for mother's education and parental attachment were very low for predicting students' feelings of alienation.

Table 11. Model Summary

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
	.370a	.137	.058	11.2
Predictors (Constant), parental attachment, MOMED for Caucasian participants				

The researcher was also interested in exploring differences between groups for both university alienation and parental attachment, which is addressed in the sections to follow.

Data analysis of Research Question 2-Do significant differences exist in African American, Asian, and Caucasian students reported levels of attachment to parents?

The researcher was interested in exploring between group differences for the three ethnic groups included in the study. For this purpose, multiple analyses of variance was used. MANOVA allows for exploration of the main and interaction effects of categorical variables on multiple dependent interval variables. MANOVA test the differences in the vector of means of the multiple interval dependents, for various categories of the independent(s).

The construct of parental attachment consists of three separate scales (affective quality, autonomy, and emotional support). In order to detect differences across race in participants reported level of attachment to their parents, a multivariate analysis of variance (MANOVA) procedure was used because of the multiple dependent variables of the PAQ scale and multiple ethnic groups. No significant differences were found ($p = .197$), however, when viewing the scales individually, there were significant effects on all three scales. For the PAQ scale 1 (fostering of autonomy) a significant level of ($p = .002$) was found. A significant difference on the PAQ scale 2 (affective quality) was found ($p = .012$) and PAQ scale 3 at ($p = .000$). Overall, scale three (providing of emotional support was rated the highest). Means, standard deviations, and numbers are presented in Table 9. As shown in table 12, Caucasians scored the highest mean of affective quality of attachment ($M = 84.7$) followed by African Americans ($M = 81.1$) and finally, the Asian students scored the lowest mean on PAQ 1, ($M = 78.3$). Therefore, it is suggested that Caucasian students in this study rated the affective quality of their

relationships with parents as being of highest importance. In terms of parents fostering of autonomy, African American students reported the highest mean (M=53.4), followed by Caucasians students (M=49.9), and finally Asian students with a mean of (M= 45.7). The results of this scale indicate that African American students reported parents fostering of autonomy as of greater importance than the other two ethnic groups. Finally, when examining parents providing of emotional support (PAQ 3), African American students reported the highest mean (M=47.1), followed by Caucasian students with a mean of (M = 45.5) and finally Asian students with a mean of (M=40.6).

In summary, African American, Asian, and Caucasian students' reported different levels of attachment to parents, each group scored various means on the three scales. This indicates that the students rated various types of support as being more important than others.

Table 12. Test of Between Subject Effects (MANOVA)

Source of Dependent Variable	Type III sum of squares	Df	Mean Square	F	Sig.
Correct PA model	913.553	2	456.776	1.641	.197
Affective Quality	1402.655	2	701.328	6.542	.002
Autonomy	1043.139	2	521.570	4.540	.012
Emotional support	961478.49	1	3454.00	3454.004	.000

Table 13. Provides descriptive statistics (parental attachment) for all three ethnic groups. Caucasian students had the highest mean ($M = 84.7$, $SD = 81.6$) on the affective quality of attachments scale, African Americans ($M = 81.1$, $SD = 18.5$) and Asian participants ($M = 78.3$, $SD = 17.9$). On the parents fostering of autonomy scale, African Americans participants scored the highest mean ($M = 53.4$, $SD = 12.2$) than Caucasians ($M = 49.9$, $SD = 50.3$) and Asians ($M = 45.7$, $SD = 8.6$). Finally, on the parents fostering of autonomy scale, African Americans participants scored a higher mean ($M = 47.1$, $SD = 13.0$) than Caucasian ($M = 45.5$, $SD = 44.9$) and Asians ($M = 40.6$, $SD = 9.8$).

Table 13. Descriptive statistics for Parental attachment

Race		Affective Qua	Autonomy	Support
African Americans	Mean	81.1	53.4	47.1
	N	62	62	62
	SD	18.5	12.2	13.0
Asians	Mean	78.3	45.7	40.6
	N	38	38	38
	SD	17.9	8.6	9.8
Caucasians	Mean	84.7	49.9	45.5
	N	51	51	51
	SD	81.6	50.3	44.9

Data analysis of Research Question 3-Do significant differences exist in African American, Asian, and Caucasian students reported feelings of social alienation?

Data on across group differences for alienation was analyzed with Analysis of variance (ANOVA). ANOVA was used to test significant differences in participants' reported levels of social alienation. An analysis of variance was selected because it seeks to determine whether differences in the values of the variables can be explained by categorization of the observations (Mirer, 1995). As a result, no significant relationship was found ($p = .179$) for parental attachment across groups.

(Table 14).

Table 14. Between group effects for alienation (ANOVA)

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	613.961	2	306.981	1.740	.179
Within Groups	26292.539	149	176.460		
Total	26906.5	151			

Data in table 15 show the ANOVA test produced statistically insignificant means and standard deviations. Asians had the highest mean on the University Alienation Scale ($M = 62.6$, $SD = 13.2$), followed by African Americans ($M = 58.1$, $SD = 14.2$) and finally Caucasians with a mean of ($M = 57.9$, $SD = 11.7$). The subscale findings support the initial hypothesis of this research that students of color would report higher levels of alienation than Caucasian students.

Table 15. Descriptive Statistics (Between Subjects) University Alienation

Race	M	SD	N
African American	58.1	14.4	62
Asian	62.6	13.2	39
Caucasian	57.9	11.7	51
Total	59.7	13.3	152

CHAPTER 5

DISCUSSION

The overall purpose of this study was to examine the relationship between parental attachment and social alienation in African American, Asian, and Caucasian college students. For this study, three hypotheses were tested. They are as follows:

(1) There will be a positive relationship between parental attachment and alienation for all three groups, (2) African American and Asian students will report higher levels of alienation than Caucasian students, and (3) African American and Asian students will report stronger levels of attachment to parents than Caucasian students.

Though Cabrera & Nora (1994) found that racial/ethnic climate and perception of prejudicial attitudes of faculty/staff indirectly influenced students' reported feelings of alienation, literature has not demonstrated how or to what degree other variables influence students' reported feelings of social alienation on a university campus. The results of the present study did not confirm a significant relationship among the variables proposed. Chapter 5 includes the findings of this study as they relate to the hypotheses developed in the first chapter. The implications and theoretical assertions will also be examined. Finally, the limitations of the study and recommendations for future research will be discussed.

Original Hypotheses regarding results

If and to what degree do demographics (mother's educational level) and relationships with parents influence African American, Asian, and Caucasian students reported feelings of social alienation on a university campus?

- Hypothesis 1: There will be a positive relationship between attachment to parents and university alienation scores for Asian, African American, and Caucasian students.

The author hypothesized that for all three ethnic groups there would be a positive relationship between mother's education level, parental attachment, and social alienation. Statistical analysis did not support this hypothesis.

Reasons for the absence of statistical relationships in scores between criterion and independent variables could be that parental attachment and social alienation are simply independent of each other, or that students' relationships with parents have no influence on how they feel on a university campus. The author examined scores for each racial group and found no significant relationship for the items. Non significant relationships existed across all three groups, it would be difficult to argue that relationships with parents influence students' feelings of social alienation on a university campus.

Previous research on attachment lends some support to the continuation of the study of patterns of attachment (i.e. attachment style) across the life span. Bowlby (1979, p. 129) maintain "attachment behavior characterizes human beings from cradle to grave." An individual's attachment style remains relatively stable over time (e.g. Grossman & Grossman, 1991 and Sroufe, 1992), thus possibly resulting in attachment styles not influencing feelings of alienation for Asian, African American, and Caucasian

students. This continuity of attachment could be another reason why the results were not significant in this study. Regardless of the continuity or discontinuity, perhaps relationships with parents simply have no influence on the way students feel and interact on campuses. Other variables not examined in the study must be identified for a clearer understanding of university alienation. The researcher was also interested in exploring differences between groups on levels of social alienation.

Do significant differences exist in African American, Asian, and Caucasian students reported feelings of alienation?

- Hypothesis 2. African American and Asian students will report higher levels of alienation than Caucasian students.

To address this question, Analysis of variance (ANOVA) was used. Analysis of variance was used to uncover the main and interaction effects of categorical independent variables. All participants' responses were analyzed for significant differences.

ANOVA allowed the researcher to determine the mean on the social alienation scale for each individual group. Higher scores on the University Alienation Scale indicate higher levels of alienation. Although the analysis showed **no** significant differences, Asian students reported the highest mean on the university alienation scale ($M = 62.6$), followed by African Americans ($M = 58.1$), and finally, Caucasian students ($M = 57.9$). The lack of statistical significance is **not** consistent with research findings that students of color attending predominately white universities report higher feelings of alienation than their counterparts (Feagin & Sykes, 1995; Tatum, 1999).

This hypothesis was derived from past research asserting that students of color on predominately white campuses face greater racism and discrimination than their

Caucasian counterparts (Moritsugu & Sue, 1983; Cabrera & Nora, 1987; Feagin & Sykes, 1995; Tatum, 1999). These researchers found that students of color had a host of issues to overcome when attending predominately white universities. This hypothesis was not supported. This finding is of great interest: why was no relationship observed in this study, when it was commonly observed elsewhere? Several explanations may be offered as to why the findings were not significant. First, women were disproportionately represented in the study.

The first proposed reason for lack of statistical difference in alienation scores study was a skewed male versus female ratio. This study population was 71% (n=110) women while men comprised of only 27.7% (n = 43). In past research gender and feelings of loneliness were correlated (Daugherty, Vaughn, & Lane, 1997). The authors found that men tended to report higher levels of loneliness than women. Women are predisposed to focus on connections and relationships. Men are inclined to be more autonomous or independent (Daugherty et. al, 1997). Perhaps the limited number of male participants affected the nonsignificant relationship between alienation in this study. If the gender of participants had been of equal ratio, conceivably the results may have been different. Membership in student organizations could have also played a factor in the study's nonsignificant results.

Second, the majority of the participants in this sample were members of student organizations. The second reason that the researcher proposed for differences between this study's results and those of past research is participants' membership in student organizations. In Tinto (1975) model of college student adjustment he asserts that involvement, informal interactions with faculty, and integration into social organizations

produce greater feelings of commitment to one's institution. His student adjustment model proposes that those students who are involved in student organizations are more likely to be committed to their goals and are less likely to withdraw from the university. He defines an integrated student as one who devotes substantial time to extracurricular activities and interacts frequently with faculty and students. In this study, 72% (n = 112) of the participants indicated that they were members of student organizations, while 27% (n=42) indicated that they were not members of student organizations. If Tinto's student adjustment model is accurate, it follows that participants in this study, with high levels of integration would not also report higher feelings of alienation. Had fewer students reported membership in student organizations, the researcher predicts that the reported levels of social alienation would be much higher for the participants.

Alternatively, a possible reason for the differences in alienation scores is that students have become complacent with the prejudices in our society. Perhaps, the students of color in this study have internalized the oppression from the larger society. They have accepted the stereotypes, images, and myths promoted by the larger society about persons of color.

Finally, another possible explanation for the difference in alienation scores can be found in a study that was conducted by Steward, Jackson, & Jackson, (1990) titled "Alienation and interactional styles in a predominately white environment". The results of this study indicate that the most successful African-American students were, to some degree, those students who were not integrated into the campus environment. These students further specify that **not** being socially integrated into the campus environment is, in part, a reason for their success. Perhaps students are intentionally not integrating into

campus life. These students may feel comfortable with the adjustment as a means of protecting themselves from racism and discrimination. Thus, they are less likely to report feelings of alienation. Taken together, no significant relationship was found between groups for alienation. The researcher was also interested in exploring differences between groups on levels of parental attachment.

Do significant differences exist in African American, Asian, and Caucasian students' levels of attachment to parents?

Hypothesis 3. African American and Asian students will report stronger levels of attachment to their parents than Caucasian students.

Kenny's (1987) Parental Attachment Questionnaire (PAQ) treats parental attachment as a unitary construct. Participants in the current study were asked to complete the questionnaire. In order to detect differences based on race, a multiple analysis of variance (MANOVA) was performed to determine the amount of variance in students reported levels of attachment to their parents.

Research suggests that Asian and African American families place greater emphasis on extended family, collectivism rather than individualism, with numerous family members involved in the rearing of children (Bliwise, 1999).

In part, this hypothesis was **not** statistically supported. However, Studies have generally found that students who report higher levels of attachment to parents are better able to adjust to the college environment (Armsden 1994; Bowlby, 1988; Schultheiss & Blustein 1994). An important argument in the literature is that healthy familial relationships foster a secure base for individuals to return for emotional support and

nurturing (Armsden 1994; Bowlby;1982). Children who have secure attachment relationships with parents are thought to moderate stressful events (Hojat, 1998).

Lopez (1995a) suggests that the quality of the affective bond with one's parents can either promote or hinder the development of autonomy, particularly as the child enters adolescence. Attachment theory also contends that attachment patterns are relatively stable across time. Individuals who develop a certain type of attachment to parent(s) will carry that pattern of attachment with them throughout their lives (Bowlby, 1998). If this is true, then it validates the nonsignificance findings.

Recommendations for Further Research

Recommendations for future research can be made on the basis of the strengths and limitations of the study. Future research should use a more diverse sample of participants. For example, the number of males and females studied should be balanced and a more diverse socioeconomic status measured. As mentioned earlier, the sample consisted of individuals who reported that they were in the higher income brackets. Therefore, it is possible that the lack of diversity in the sample contributed to the nonsignificant results. In order to increase the generalizability and external validity of the study, future research should use more random and diverse sampling procedures.

Another recommendation concerns the possible use of an instrument with a different format that measures paternal attachment (i.e., a scale that does not view parental attachment as a unitary construct). The use of other parental attachment instruments would allow the researcher to compare and contrast the levels of attachment to the mother versus that of the father.

Finally, only a total of nine international and naturalized Asian students participated in this study. Because of the small number of participants, the researcher was unable to draw any valid or generalizable conclusions from the group. Further research is warranted in this area.

Additional finding

The following finding was not part of the initial hypotheses developed for validation purposes but is worthy of attention.

Classification was significantly correlated with the criterion variable (university alienation). As classification levels increased, so did the scores on the university alienation scale. Seniors reported significantly higher levels of alienation than did freshmen participants. Studies supporting these findings are non-existent. However, there are several possible explanations for this finding.

First, as students become upperclassmen, they are more focused on their academic programs and less integrated into the campus environment. Another possible reason for this statistically significant finding might be that juniors and senior are more focused on the job search aspects of their future careers and meeting graduation requirements versus membership in student organizations and campus involvement therefore, less concerned with integration. Also, as first and second year students come into the college environment, they are almost required to integrate. First and second year students are in most cases, mandated to live in dormitories. Upperclassmen have the option of moving off campus and are less involved in campus activities (Appendix G). Finally, implications for counselors and make recommendations for future research will be discussed.

Implications of Findings to Counseling

Although not statistically significant, students of color in this study reported the higher degrees of alienation than Caucasian students when viewing subscales. As Asian and African American students seek counseling to help reduce their levels of stress and improve overall well-being, it is crucial that counselors possess the cultural competencies necessary to effectively assist their clients. Although cultural groups may share common characteristics, within group differences must be considered. Counselors should be both aware and sensitive to these differences. Additionally, counselors must be willing to embrace the complexity of understanding of the nature of oppression that students of color face on predominately white campuses.

Although the findings were **not** significant, counselors need to understand the world-view of Asian, Caucasian, and African American clients. Counselors must have an awareness of their client's historical and cultural background (Baird, 1996). Injustices against individuals who are culturally different have long been prevalent in American society. When counselors have not undergone these experiences themselves they may not fully understand the effect. Sue and Sue (1990) state that frequently counselors lack the sensitivity and understanding to deal with diversity and at times function in ways that are oppressive and discriminatory to minority clients and majority clients that have attitudes, values, etc. that may lead to heightened levels of alienation as well. Counselors must take into account the influence of race, culture, and gender and how all three operate in social situations.

One very important issue to consider when working with immigrant and Asian American clients is the issue of acculturation. Clearly, Asians may face problems as a result of acculturation. The American culture is much different from that of their homeland. Oftentimes Asians who have moved to America may experience stress and frustration as a result of a separation from their extended families (Chandras, 1997). Counselors must have an awareness of these acculturation issues and be sensitive to them. Sue and Sue (1990) purported that:

“As mental health professionals, we have a personal and professional responsibility to (a) confront, become aware of, and take actions in dealing with our biases, stereotypes, values, and assumptions about human behavior, (b) become aware of the culturally different client’s world view, values, biases, and assumptions about human behavior, and (c) develop appropriate help-giving practices, intervention strategies, and structures that take into account the historical, cultural, and environmental experiences/influences of the culturally different client (Sue and Sue, 1990, p. 6).”

Sue and Sue (1990) further explain that part of the reason minority populations generally tend to avoid counseling is the counselor’s lack of cultural sensitivity and mistrust of the practice. Counseling practices have historically been geared toward the white middle-class. There is no question that cross-cultural counseling need to be taught to prospective counselors.

In this study, Asian participants reported lower levels of attachment to parents (subscale scores). Counselors must have sensitivity to the struggle between individualism and collectivism for Asians. For Asian families, an exclusive focus on self may induce feelings of guilt, anxiety, and shame, thus possibly interrupting social and family relationships. A key goal in the counseling relationship should be to assist Asians clients in becoming comfortable compromising so that internal conflict is reduced.

(Sue and Sue, 1990). Counselors must be attentive to cultural differences and differences in experiences for Asian clients.

Past research suggests that Asians in comparison to Caucasians tend to display lower levels of verbal and emotional assertiveness; they hold high regard for authority, and experience more often feelings of loneliness. Asians have also been found to exhibit restraint of feelings and to adhere to culturally social norms (Sue and Sue, 1990; Kohatsu, 1990).

Limitations

This study supports further exploration of the relationship between parental attachment and students reported feelings of social alienation especially because of its contradictions the literature. However, several cautions need to be observed regarding the findings.

First, because the majority of the participants described their household compositions as including both biological parents, most were members of student organizations, and American born generalizability is questionable. Due to the homogeneity of the sample with respect to the above mention characteristics, the results obtained may not be generalizable to other populations. This raises concerns about the external validity of the study. As mentioned, the sample of this study was extremely homogeneous. Therefore, it raises the question of whether findings can be generalized to a more diverse population.

Another limitation of this study relates to the issue of internal validity. As with most social science research, this study was based on self-report questionnaires. The sampling procedure employed in this study was convenient. Therefore, with all

nonexperimental correlation studies, the results of this study can't make any arguments about the causal relationships among proposed variables.

Third, these findings may be limited because of the limitations of the memories of early childhood experiences and feelings of alienation. A limitation of retrospective reports is that they can be embellished. Relationships with parents and feelings of social alienation on campus may also suggest that the current emotional state of the participants systematically influenced the results.

A fourth limitation is the failure of the study to consider influence of demographic variables (e.g., family, socio-economic status) largely due to a lack of accurate statistical measures. Part of the reason for failure to consider demographic variables were due to researchers inability to construct a workable question a more accurate and objective assessment of the demographic variables are needed to better understand their influence on the dependent variable.

Fifth, one of the most notable limitations in this study is the practical and theoretical concern of Vincent Tinto's (1975) model of college student adjustment. The student adjustment model asserts that students' success is dependent upon the degree to which they are able to integrate into both the social and academic life of the institution. The model implies that students must both physically and socially dissociate themselves from their past communities in order to become fully integrated into the campus community (Tinto,1975). Further, the model asserts that if students focus on the social and intellectual integration into the campus environment, then success is likely.

To a large extent the background of Asian and African American students differ significantly from the Caucasian cultural framework. Yet, according to Tinto's model,

these youth must experience a “rites of passage” framed within the majority culture (Tierney, 1999). In other words, the student adjustment model implies that students of color must neglect their cultural backgrounds in order to succeed in college. (Tierney, 1999). The students in this study seemed to maintain a similar sense of comfort with campus life inspite of differences in relationships with parents. Results of the study challenges Tinto’s justification that healthy integration into campus life for minority students is directly related to disassociation from one’s community.

Tierney asserts that:

“Implicit in Tinto’s model is the assumption that success in college is partly dependent upon Durkeimian notions. That is, students must divorce themselves from their previous relationships-in effect, commit a form of suicide or figuratively “kill off” their former selves- and forge new selves and relationships in order to successfully integrate themselves into collegiate life. The model implies that college-bound students not only need to leave their youth behind them but also their cultures” (p.11).

Deyle (1995) conducted a study that demonstrated the importance of cultural identity to academic success. Her study noted that the most successful Native American students had a strong sense of cultural integrity and refused to assimilate or reject their culture. Rather than view the university environment as a place into which students’ need to assimilate, educational and academic institutions must accommodate and honor students’ cultural backgrounds and differences (Tierney, 1999).

Finally, the Attachment Theory also has limitations worth mentioning. What is problematic about attachment theory and research is its limited focus on attachment bonds as being innate, self-evident, and largely directed toward the mother. There is a push to examine this theory from broader perspective (Bliwise, 1999).

Attachment is generally viewed as a theory of mothering. However, Howes and Smith (1999) conducted a study on attachment and young children and found that young children formed secure attachments with their caregivers. If we begin to view the attachment theory from a broader perspective, thus as a theory of care-giving and not mothering, the model would be more applicable to those individuals who provide regular care-giving and not simply the biological mother. The main difficulty with the attachment theory is that care-giving behavior has often been studied as an fixed characteristic of the mother; with attachment characteristics being assigned primarily to children and not systems. (Bliwise,1999).

The development of a more cultural specific view of attachment is needed. Hill-Collins (1991) identified four characteristics that distinguish African American views on motherhood from Caucasian views: (1) A focus on woman-centered child care networks, (2) financial support as a part of mothering, (3) community and extended family involvement, and (4) motherhood as a symbol of power. In African American communities, family structures include fictive mothers who share in the responsibilities of rearing children. Lower levels of attachment security observed in other studies may simply reflect the variations in cultural values and care-giving structures. Increasing attention to extended families is indicating that multiple significant attachment relationships and not simply the mother characterize attachment.

Summary and Conclusions

Overall, findings of this study demonstrated that there was no significant relationship between participant's level of attachment to parents and participants reported feelings of social alienation. Despite the non-significant findings of this study, it does

provide useful information in several areas. First, the results of the study suggest that there is considerable need for parents to provide emotional support for their college student. Second, the study provides support for the necessity of distinguishing between types of attachment and the need to identify the degree to which attachment styles are displayed in various racial and ethnic groups. Third, the fact that parents provide emotional support was highly rated among the participants, suggests that research attention should be focused on perceptions of parental emotional support and its influences to college adjustment.

There were no significant differences across groups in relation to Asian, African American, and Caucasian students reported feelings of alienation. Although there were no statically significant differences, students of color did report higher levels of alienation than did Caucasian students on subscales. This tendency is consistent with past research that suggests that students of color attending predominately white universities report higher feelings of alienation.

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APPENDIX A

Consent for Participation in Research Form

The Michigan State University College of Education supports the practice of protection of human subjects participating in research. The following information is provided so that you can decide whether you wish to participate in the study. You should be aware that if you participate, you may withdraw at anytime and you have the right not to answer any questions.

The study is concerned with factors associated with career indecision in African American, Native American, Hispanic American, Asian American, and Caucasian students. After data has been collected and analyzed, participants will have the opportunity to review the results. The subjects will be given an email address to contact the researcher if they desire to view the findings. Results will then be mailed to participants upon request.

Your participation is voluntary. Do not hesitate to ask questions about the study. Be assured that your privacy will be protected to the maximum extent allowable by law. Your name will not be associated with the study in any way. Confidentiality is assured. Thank you in advance for your participation.

Signature of participant date

Print name here date

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APPENDIX B

Demographic Questionnaire

Please circle the appropriate answers to the following questions.

1. Gender: Male Female

2. Age: _____

3. Classification: Freshman Sophomore Junior Senior

4. My ethnicity is: 1. Asian American, 2. African American, 3. Hispanic 4. Caucasian
5. Native American 6, Other _____

5. Major _____ Cumulative GPA _____

6. City and State of Origin _____
Rural/urban/suburban

7. Highest level of education completed by father

1	2	3	4	5	6	7
Primary	Jr. High	Sr. High	College	Masters	PH.D	Other

8. Highest Level of education completed by mother

1	2	3	4	5	6	7
Primary	Jr. High	Sr. High	College	Masters	PH.D	Other

9. Annual Family Income

a. less than \$14, 999 b. 15,000-24,000 c. 25,000-40, 999 d. 41,000-56,999
e. 57,000-72,999 f. 73,000-88,999 g. 89,000-99,999 h. over 100,000

10. Do you belong to a student organization? If so, which one? _____

11. Composition of household. One parent mother____, One parent father____,
One foster parent____, 1 Grandparent(s)____, Two parent, mother and stepfather____,
two parent, biological father and stepmother____, Two parent, biological mother and
Father____ Other_____

12. Are you a 1.American born citizen____, 2. Naturalized Citizen____ or
3. International student_____

Appendix C

UNIVERSITY ALIENATION SCALE

Below are some statements regarding university issues with which you may agree to disagree. Please register your feelings regarding these statements, i.e., whether you agree or disagree with the statements as they stand. Please complete every item.

Please check in the appropriate blank as follows:

_____ SA (STRONGLY AGREE)
_____ A (AGREE)
_____ U (UNCERTAIN)
_____ D (DISAGREE)
_____ SD (STRONGLY DISAGREE)

(m)* 1. The size and complexity of this university make it very difficult for a student to know where to turn.

__ SA (5)**
__ A (4)
__ U (3)
__ D (2)
__ SD (1)

(p) 2. It is only wishful thinking to believe that a student can really influence what happens at this university.

__ SA (5)
__ A (4)
__ U (3)
__ D (2)
__ SD (1)

(p) 3. Classes at this university are so regimented that there is little room for personal needs and interests of the student.

__ SA (5)
__ A (4)
__ U (3)
__ D (2)
__ SD (1)

(p) 4. The faculty has too much control over the lives of the students at this university.

__SA (5)
__A (4)
__U (3)
__D (2)
__SD (1)

(m) 5. The bureaucracy of this university has me confused and bewildered.

__SA (5)
__A (4)
__U (3)
__D (2)
__SD (1)

(s) 6. I feel that I am an integral part of this university community

__SA (5)
__A (4)
__U (3)
__D (2)
__SD (1)

(m) 7. Things have become so complicated at this university that I really don't understand just what is going on.

__SA (5)
__A (4)
__U (3)
__D (2)
__SD (1)

(s) 8. I seldom feel lost or alone at this university

__SA (5)
__A (4)
__U (3)
__D (2)
__SD (1)

(p) 9. **There are just so many cogs in the machinery at this university**

☐ SA (5)
☐ A (4)
☐ U (3)
☐ D (2)
☐ SD (1)

(s) 10. **I don't have as many friends as I would like at this university.**

☐ SA (5)
☐ A (4)
☐ U (3)
☐ D (2)
☐ SD (1)

(p) 11. **Most of the time I feel I have an effective voice in the decisions regarding my life at this university.**

☐ SA (5)
☐ A (4)
☐ U (3)
☐ D (2)
☐ SD (1)

(m)12 **Life within the social system of this university is so chaotic that the student really doesn't know where to turn.**

☐ SA (5)
☐ A (4)
☐ U (3)
☐ D (2)
☐ SD (1)

(s) 13 **Many students at this university are lonely and unrelated to their fellow human beings.**

☐ SA (5)
☐ A (4)
☐ U (3)
☐ D (2)
☐ SD (1)

APPENDIX D

PARENTAL ATTACHMENT QUESTIONNAIRE

The following pages contain statements that describe family relationships and the kinds of feelings and experiences frequently reported by college students. Please respond to each item by circling the number on a scale of 1 to 5 that best describes your parents, your relationship with your parents, and your experiences and feelings. Please provide a single rating to describe your parents and your relationship with them. If only one parent is living, or your parents are divorced, respond with reference to your living parent or the parent toward who you feel closer. Please put number next to item.

1	2	3	4	5
Not at all (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a bite (66-90%)	Very Much (91-100%)

In general, my parents.....

1. Are persons I can count on to provide emotional support ____
2. Support my goals and interests ____
3. live in a different world ____
4. understand my problems and concerns ____
5. respect my privacy ____
6. restrict my freedom or independence ____
7. Are available to give me advice or guidance when I want it ____
8. take my opinions seriously ____
9. Encourage me to make my own decisions ____
10. Are critical of what I do ____
11. impose their ideas and values on me ____
12. have given me as much attention as I wanted ____
13. are persons to whom I can express differences of opinion on important matters
14. have no idea what I am feeling or thinking ____
15. have provided me with the freedom to experiment and learn things on my own ____
16. are too busy or otherwise involved to help me ____
17. have trust and confidence in me ____
18. try to control my life ____
19. protect me from danger or difficulty ____
20. ignore what I have to say ____
21. are sensitive to my feelings and needs ____
22. are disappointed in me ____
23. give me advice whether I want it or not ____
24. respect my judgment and decisions even if different from what they would want ____
25. do things for me, which I could do for myself ____

1	2	3	4	5
Not at all (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite a bite (66-90%)	Very Much (91-100%)

26. are persons whose expectations I feel obligated to meet__

27. treat me like a younger child__

During recent visits or time spent together, my parents were persons...

28. I looked forward to seeing__

29. with whom I argued__

30. with whom I felt relaxed and comfortable__

31. who made me angry__

32. I wanted to be with all the time__

33. to whom it felt cool and distant__

34. who got on my nerves__

35. who aroused feelings of guilt and anxiety__

36. to whom I enjoyed telling about the things I have done and learned__

37. for whom I felt feelings of love__

38. I tried to ignore__

39. to whom I confided my most personal thoughts and feelings__

40. whose company I enjoyed__

41. I avoided telling about my experiences__

Following time spent together, I leave my parents.....

42. with warm and positive feelings

43. feeling let down and disappointed by my family

When I have a serious problem or an important decision to make...

44. I look to my family for support, encouragement, and guidance__

45. I seek help from a professional, such as a therapist, college counselor,
or clergy.__

46. I think about how my family might respond or what they might say__

47. I work it out on my own without help or discussion from them__

48. I discuss the matter with a friend__

49. I know that my family will know what to do__

50. I contact my family if I am not able to resolve the situation after talking
it over with friends__

When I go to my parents for help...

51. I feel more confident in my ability to handle the problems on my own__

52. I continue to feel unsure of myself__

53. I feel that I would have obtained more understanding and comfort from a friend__

54. I feel confident that things will work out as long as I follow my parent's advice__

55. I am disappointed with their response__

APPENDIX E

GENDER INFORMATION

Independent Sample Test

	t	df	Sig (2-tailed)
University alienation	-.854	149	.394

Levene's Test for For equality of Variances

	F	Sig.
Equal variances assumed	2.541	.113

University alienation

Criterion variable: University alienation and gender.

APPENDIX F **ALIENATION AND CLASSIFICATION**

Model	R Square	Adjusted R Square	SE estimate
	.172	.030	13.2

a predictors: (Constant), classification

Model	B	Std. Error	T	Sig.
	2.01	.958	2.10	.037

a Dependent variable: university alienation

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