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A Study of the Perception of Verbal Aggression in Black and White Females

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University of Tennessee, Knoxville

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I am submitting herewith a dissertation written by Rosemary E. Phelps entitled "A Study of the Perception of Verbal Aggression in Black and White Females." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Naomi M. Meara, Major Professor

We have read this dissertation and recommend its acceptance:

Thomas W. George, Michael C. Hannum, Kenneth R. Newton

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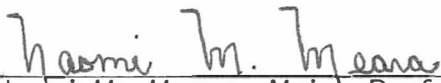
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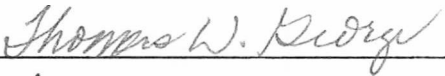
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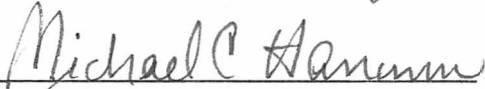
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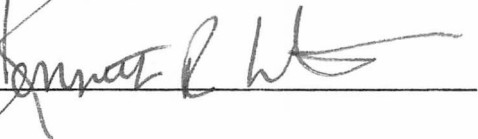


Naomi M. Meara, Major Professor

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and recommend its acceptance:







Accepted for the Council:



Vice Provost
and Dean of The Graduate School

A STUDY OF THE PERCEPTION OF VERBAL AGGRESSION
IN BLACK AND WHITE FEMALES

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Rosemary E. Phelps

August 1986

DEDICATION

To my parents, Ethel and Josiah Phelps

for all of the faith and trust they had in me
and in my abilities to complete this task and for
providing support, encouragement, and words
of wisdom whenever I needed a lift . . . for the never-ending
unconditional love, concern, and caring that they have
always shown for me throughout my life . . . for showing
me, by example, what motherhood and fatherhood
really mean . . . for showing me and helping me realize what is
really important in life.

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understanding. She pushed and challenged me whenever I needed it. She affirmed my position in life and always had a way of making me see the humor in things. Kathleen and Norma were always willing to help whenever they could. Teresa was always concerned and willing to make things easier whenever she could. Her smile each day at work helped to brighten my day. Bobby's support and belief in me sustained me through some of the rough spots. Marcia's sensitivity, caring, humor, and ability to provide a sense of hope that this process would soon be over will always be remembered.

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R.E.F.

ABSTRACT

The purpose of this study was to compare black and white females' perceptions of verbal aggression. Eighty black and 80 white female participants read a short dialogue of two female college roommates engaged in a verbal interaction. One of these women was arbitrarily selected as the identified aggressor; the other, the target. Pilot studies had established that participants similar to those used in this study thought that the dialogue contained verbal aggression and that each of the persons was equally verbally aggressive. As the participants read the dialogue, they had access to drawings of the two women. The experimental conditions were manipulated to produce a $2 \times 2 \times 2$ design: race of participant (black or white), race of aggressor (black or white), and race of target (black or white). The dependent measures of aggressiveness were three scales of the Interpersonal Behavior Survey (1980) and a combination of two scales from the Adjective Check List (1952). There was a main effect for race of participant, such that ratings of aggression made by white females were significantly higher than those made by black females. There were no main effects for either race of aggressor or race of target; and there were no interactions. Implications related to the socialization process of black and white females and suggestions for future research are discussed.

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CHAPTER I

INTRODUCTION

Statement of Purpose

This study examines how black and white females respond when they perceive verbal aggression occurring between two females of the same race or of a different race from themselves. Specifically, the study investigates the question of whether black and white females will perceive a different amount of aggression as they respond to a scene depicting the participants as verbally aggressive. Aggression, violence, and conflict tend to influence our lives either individually or collectively, either directly or indirectly. In some of our own interpersonal relationships, disagreements or conflicts may arise. As individual citizens we may be potential victims of terrorist violence. We can read about street crimes, drug-related violence, homicides, etc. in our local newspapers. Psychologists and others have been trying to find answers and solutions to these problems for years. Interracial aggression, particularly between blacks and whites, has also been of concern to us. It is a complex and often perplexing phenomenon. This is due in part to the history of inequality, racial separation, racial violence, racial tension, and racial conflict between these two groups in our country. Allport (1954) notes that there are many sources of ethnic conflict. Social, historical, and economic origins are the cause for many of the conflicts between blacks and

whites. Through the years, interracial aggression has taken many forms such as bombings, lynchings, riots, confrontations over the integration of public schools, lawsuits and court orders regarding the integration of public facilities, etc. Rogers (1983) states that "the flames of interracial violence have been extremely difficult to extinguish; they smoulder from generation to generation, ready to spark into another type of fire" (p. 27).

Review of Literature

There has been extensive research done in the area of aggression, only a small portion of which is relevant to the present study. The topic continues to elicit interest among researchers as evidenced by the number of books, journal articles, and dissertations that have been written in the past few years. An enormous amount of the literature examines various definitions of aggression and various theories regarding its antecedents. Attempts have been made to organize and examine the various theoretical and conceptual viewpoints on aggression and to evaluate the research that has been conducted (Geen & O'Neal, 1976; Geen & Donnerstein, 1983; Edmunds & Kendrick, 1980). In reviewing the literature on aggression, it is apparent that the nature of aggression and the causes of aggression are still of major concern to researchers. It is also quite apparent that other issues in the area of aggression are being explored by researchers. For example, Geen and Donnerstein (1983), in their review, identify some of the key topics being studied in aggression research. These areas

include: the role of cognition in aggressive behavior, emotional arousal and aggression, how the physical environment affects aggressive behavior, variables in the social environment that affect aggression, the control of aggression, sex and gender differences in aggression, and race differences in aggression.

That portion of the literature on aggression that becomes relevant to this study is that which reports research on the effects of race on aggressive behavior. An initial perusal of the research in the area of interracial aggression indicates an abundance of data, but a lack of consistency and contradictions in many of the findings. In his review of research on interracial aggression, Rogers (1983) used four major categories of variables in examining the studies: (1) the personality and attitudinal factors of an aggressor in minimal social situations; (2) antecedent conditions that instigate aggression; (3) factors whose presence inhibits aggression but whose absence disinhibits aggression; and (4) variables that control racial aggression. An examination of the research in this framework identified by Rogers enables one to see that, for the most part, the findings are generally consistent within a particular category but contradictory when examining results across these categories. It also becomes difficult to put some of the findings in perspective because the categories identified by Rogers (1983) are not mutually exclusive, and some of the studies can be appropriately categorized and discussed in more than one category. With this in mind, only those studies pertaining to the personality and attitudinal factors of an aggressor in minimal social situations will be addressed.

Studies that examine an aggressor's personality and attitudinal factors look at aggression that varies as a function of the race of the target and the aggressor's attitude toward that race. Therefore, racial attitudes are closely connected with interracial aggression. Researchers point out that although racial discrimination had less than a positive effect on the self-concept of black children, these effects are not as pervasive as they were in the past. In looking at blacks' attitudes toward whites, there is considerable evidence to indicate that since the late sixties blacks are developing racial pride, greater self-acceptance, self-assurance, and less displaced aggression against other blacks, and more hostility toward whites (Baughman, 1971; Schuman & Hatchett, 1974; Miller & Dreger, 1973; Chang & Ritter, 1976; and Wilson & Rogers, 1975). This change in perception has come about in part as a result of movements such as the Black Power movement.

In examining whites' attitudes toward blacks, there is evidence to indicate that although white racism may not be as pervasive as it has been in the past, it is still widespread (Crosby, Bromley, & Saxe, 1980; Gaertner & Dovidio, 1977; McConahay, Hardee, & Batts, 1981; and Johnson, 1980). Crosby et al. (1980) explain "that evidence still indicates that whites have covert prejudiced attitudes that will produce hostile acts toward blacks in situations where the anticipated negative consequences of the act are minimal."

Attitudinal factors that have received a great deal of attention when dealing with interracial aggression are prejudice and stereotyping. There are numerous studies which have dealt with prejudice,

stereotyping, and aggression (Genthner & Taylor, 1973; Donnerstein, Donnerstein, Simon & Ditrachs, 1972; Genthner, Shuntich, & Bunting, 1975; Larsen, Colen, von Flue, & Zimmerman, 1974; Duncan, 1976, 1979; and Sagar & Schofield, 1980). Numerous books (Miller, 1982; Ehrlich, 1973; and Stewart, Powell, & Chetwynd, 1979) have also dealt with the areas of prejudice and stereotyping. Stephan and Rosenfield (1982), in a review of the literature on stereotyping, state that "stereotyping has various negative effects on interpersonal interaction. Because members of ethnic outgroups are assumed to differ from ingroup members on a number of dimensions, ingroup members may be reluctant to interact with them, and may have negative attitudes toward them" (p. 128). They also examine the concepts of ethnocentric biases, assimilation and contrast, scapegoating, and other factors that are negative effects of stereotyping. This study did not focus on an understanding of how interracial prejudice and stereotyping interact with interracial aggression, therefore, these topics will not be reviewed in any further detail.

Studies examining interracial aggression as a function of the race of the target and an aggressor's attitude toward that race have been numerous. The majority of the research in this area has focused on whites' behavior toward blacks. The data in this area tend to be mixed and not easily interpretable. In a study by Genthner, Shuntich, and Bunting (1975), 16 male Caucasians scoring above the median and 16 male Caucasians scoring below the median on the Kelly, Ferson, and Holtzman Desegregation Scale interacted in a competitive

situation with an attitudinally similar or dissimilar black stimulus. Subjects had the opportunity to aggress against their opponent using electric shock. The results indicated that individuals high in racial prejudice were more aggressive than individuals low in racial prejudice. High prejudiced white subjects did not aggress more against those who were dissimilar in beliefs to them. High prejudiced white subjects aggressed more than low prejudiced subjects against people similar to them in beliefs under conditions of low retaliation. According to Genthner et al., this study supports the Rokeach (1960) "belief cue" explanation of racial prejudice over Triandis' (1960) "racial cue" explanation. "Thus, under low levels of retaliation from an opponent, attitudinal cues about beliefs are more important in determining racial prejudice mediated aggression than are racial cues." The result was in the opposite direction of what Rokeach's (1960) theory would predict. High prejudiced subjects aggressed against familiar opponents more than low prejudiced subjects. Apparently, then, highly prejudiced individuals of either race are more sensitive to differences in belief than in race in competitive situations where there is an option to be aggressive.

Genthner and Taylor (1973) hypothesized that individuals high in racial prejudice are also highly aggressive, independent of racial cues. Subjects interacted with a competitor in a reaction-time situation.

Results indicated that high prejudiced subjects set higher shocks for their opponent than low prejudiced subjects, independent of the race of the target. These results suggest that racial cues do not produce differential aggressive responding among high prejudiced subjects.

Support was not found for the racial cue explanation of racial prejudice.

Donnerstein, Donnerstein, Simon, and Ditrachs (1972) conducted two experiments with white male undergraduates hypothesizing that the level of aggression directed toward black targets should be low under situational conditions designed to increase the fear of black retaliation. A high level of aggression should exist under conditions designed to minimize the fear of black retaliation, thus indicating that whites have learned to fear retaliation. In Experiment 1, 80 white male subjects used a modified Buss (1961) aggression machine. In Experiment 2, the effects of a campus race riot on interracial aggression were examined. Data obtained suggest that alternate forms of hostility were used with black targets but not with white targets. That is, in Experiment 1, more indirect forms of aggression were used with black targets than with white targets when the opportunity for a target to retaliate was present. Subjects used more direct forms of aggression with black targets than with white targets when retaliation was unlikely. In Experiment 2, after a racial disturbance on campus, there were increases in direct forms of aggression toward black targets with the aggression being less dependent on the opportunity for retaliation. Subjects anticipated more direct aggression from black targets than from white targets. According to the authors, "the results support the conclusion that white persons have learned to fear retaliation, but that this fear acts only to inhibit direct forms of aggression in certain defined situations."

Johnson (1980) investigated aggression in 32 white male and female midwestern university students toward a black or white opponent who had just defeated him or her in a competition. Subjects lost the competition based on one of two reasons: the opponent was economically deprived or the opponent had superior ability. It was hypothesized that white subjects who lost to a black competitor because the person was economically deprived would experience reverse discrimination based on race. In other words, losing a desirable object to a black opponent because of the black's economic deprivation would be perceived by a white as reverse discrimination. White subjects would be more aggressive toward the successful black competitor than the successful white competitor. The results of this study supported this position. When white subjects experienced what they perceived to be reverse discrimination, they tended to be more prejudiced toward black people than when they arbitrarily lost to a white person who was economically deprived. White subjects were significantly less aggressive toward the black opponent who won because of his or her superior ability than the white opponent who won due to his or her superior ability.

McConahay, Hardee and Batts (1981) investigated the theory of modern racism. McConahay and Hough (1976) view modern racism the same as symbolic racism. According to them, symbolic racism is "the expression in terms of abstract ideological symbols and symbolic behaviors of the feeling that blacks are violating cherished values and making illegitimate demands for changes in the racial status quo"

(p. 38). Using white male undergraduate students in a series of three experiments the authors hypothesized that whites recognize old-fashioned racial beliefs to be socially undesirable racism but do not view modern racial beliefs in the same way. "Results showed that, regardless of context, the old-fashioned items were perceived as more likely to reveal prejudice." The authors suggested "that antiblack feeling remains high and has been displaced from the socially undesirable old-fashioned beliefs onto the new beliefs where the racism is not recognized". McConahay, Hardee, and Batts (1981) define some of the new beliefs as the right of blacks to actively place themselves in situations where they are not wanted and the degree to which blacks are receiving more money and attention than they deserve.

In a study by Rogers and Prentice-Dunn (1981), the effects of deindividuation, anger, and race-of-victim on aggression displayed by groups of whites were examined. The purpose of the experiment was to examine interracial aggression within a group context, especially a context conducive to deindividuation. Diener (1977) and Zimbardo (1970) define deindividuation as a process whereby preceding social conditions lessen one's self-awareness and reduce concern with evaluation by others, thus lessening restraints against the expression of undesirable behaviors. Shock apparatuses were connected to a polygraph. Results indicated "that nonangered whites were less aggressive toward black than white victims, and angered whites were more aggressive toward blacks than whites. Interracial behavior was consistent with new, egalitarian norms if anger was not aroused."

However, if anger was aroused, interracial behavior regressed to the familiar, historical pattern of racial discrimination. This pattern of interracial behavior was labelled by the authors as regressive racism, a new and different form of racism.

Schulman (1974) examined aggression as a function of a subject's score on a Sexual Security Index. Results indicated that sexually insecure white males administered more intense shocks to black targets than white targets, and for the most part, those subjects who were sexually secure administered an equal amount of shocks to black and white targets.

The Donnersteins have developed a thorough research program dealing with various aspects of interracial aggression. The general procedure has involved white male subjects who have a chance to aggress against a black or white target (Crosby et al., 1980). Subjects are brought to a laboratory with the understanding that they are participating in a learning experiment, and then they are assigned the role of a teacher. Subjects deliver bogus electric shocks using a Buss machine. Subjects are able to select the shock intensity and may also depress the shock button for any length of time. In these studies, shock intensity is viewed as a measure of direct aggression, and shock duration is viewed as a measure of indirect aggression. The Donnersteins' studies have involved examining various independent variables.

Several (Donnerstein & Donnerstein, 1972, 1975; Donnerstein et al., 1972) of the experiments examined potential retaliation.

Donnerstein & Donnerstein (1973) and Donnerstein et al. (1972) manipulated censure and anonymity in their studies. That is, the subject may perform under conditions of the threat of receiving high or low censure or greater or lesser anonymity when acting aggressively toward the target. Throughout the course of their research, they have not found a consistent main effect for the race of the target. However, in some of the studies white college males did aggress more against blacks than against whites. One experiment revealed that white subjects administered longer and more intense shocks to blacks than to whites (Donnerstein & Donnerstein, 1975). Donnerstein et al. (1972) in one study found that black targets elicited more indirect aggression than white targets. In another study, they found that whites delivered more direct aggression to blacks than to whites. The Donnersteins have identified a significant pattern in their studies: "retaliation, censure, and anonymity all affect the behavior of white subjects toward black targets but not toward white targets" (Crosby et al., 1980). Specifically in regard to retaliation, Crosby et al. (1980) stated that when the target was black, subjects showed more indirect aggression and less direct aggression in the retaliation condition than in the no-retaliation condition. The potential for retaliation did not affect either direct or indirect aggression when the target was white. In regard to potential censure and anonymity the same pattern was noted.

When the target was black, direct aggression was lower in the nonanonymous conditions than in the anonymous conditions; whereas indirect aggression was higher in the censure condition than in the noncensure condition. Neither

censure nor anonymity affected the level of aggression toward white targets.

Donnerstein and Donnerstein suggest that these findings imply prevalent and subtle hostility toward blacks in white male college students. When conditions are nonthreatening, the hostility takes the form of direct aggression. The hostility becomes indirect when subjects perceive the conditions as unsafe.

For the most part, all of the studies noted above have examined interracial aggression with the use of questionnaires/surveys dealing with racial attitudes, opinions, etc. or by using shock apparatuses and examining shock duration and levels of shock intensity. Duncan (1976) used a different approach to examine aggression and one that is directly relevant to the present study. He examined the phenomenon of differential social perception in relationship to intergroup violence. The question of interest was whether people would be likely to label an act as more violent when performed by a black than when the same act was performed by a white. Stimulus materials for this study consisted of videotapes of two black male students and two white male students. The experimental session involved a videotape of two males discussing a risky-shift problem (Brown, 1965, Chapter 13) which ended with a heated discussion and an ambiguous shove toward the end of the tape. Subjects were 104 white male undergraduate students at the University of California, Irvine, who were paid for their participation. Subjects were asked to evaluate the behavior of the actors in the videotape six times during certain intervals. The sixth rating was the major dependent measure and coincided with the heated discussion and ambiguous

shove. The rating system used was a simplified version of the Interaction Process Analysis (IPA; Bales, 1970). Duncan examined the race of harm-doer and race of target variables. Results indicated that 75% of the subjects chose the violent behavior category when it was a black harm-doer/white victim pairing, and 17% chose that category when it was a white harm-doer/black victim pairing. The black harm-doer/black target condition was labelled by 69% of the subjects as violent as compared to 13% of the subjects who labelled the white harm-doer/white target condition as violent. Duncan's findings suggest that the threshold for labelling an act as violent descends along the following harm-doer/victim continuum: black-white, black-black, white-black, and white-white.

In a somewhat related study, Sagar and Schofield (1980) did a conceptual replication of Duncan's original study (1976) to determine the influence of racial cues, racial stereotypes, and cultural differences on the interpretation of ambiguously aggressive acts. This study was an expansion of Duncan's (1976) study in its attempt to use a different population and more equivalent stimuli. Sagar and Schofield hypothesized the following: preadolescent white children would consider ambiguously aggressive behaviors to be more mean and threatening when the behaviors were attributed to a black child rather than to a white child, and this would also hold true for black children; subjects' ratings of the personal characteristics of the actors would depend upon whether they were the initiator or the target of the ambiguously aggressive act; and even though black and white subjects' ratings of behavior will be influenced by racial cues, the two

groups will respond differently to the behaviors per se, independent of racial cues, as a result of subjective cultural perceptions. Stimulus materials consisted of oral descriptions and an artist's version of four different dyadic interactions. The four interactions which were depicted included: using someone's pencil without asking, requesting food from another student, poking a student in the classroom, and bumping in the hallway. Subjects were 40 black and 40 white male sixth grade students from an urban northeastern middle school. The oral descriptions were read by the experimenters in comparable tones to each child. All of the pictures were of males who appeared to be about the same age as the subjects. Sagar and Schofield found a tendency for subjects (black and white) to rate the behaviors of black actors as more mean/threatening than identical behaviors of white actors. The race of the target did not significantly influence the subjects' judgments of the actors' behaviors. They found a general trend among this male student population and not necessarily a unique white response. Black actors' behaviors were rated more mean/threatening than those of white actors by black subjects as well as white subjects.

A review of the Donnerstein and Donnerstein research program and some of the other studies reported in this section, indicates that there is not consistent evidence to indicate that the race of the target of aggression is related to the aggression of whites. Thus, under certain conditions, blacks may receive stronger attacks than whites; and sometimes in the same experiment, blacks may receive less intense

attacks than whites. The Duncan (1976) study and the Sagar and Schofield (1980) study suggest that the race of the aggressor and the perception of the behavior in an aggressive situation may be the more important factors in determining the subject's view of how much aggression is present.

Up to this point, all of the studies reviewed have, for the most part, focused on interracial aggression from the perspective of white subjects. Attention is now given to interracial aggression studies that have used blacks as subjects. Duncan (1979), in a replication of his earlier study, used 108 black male and female Upward Bound students to establish the phenomenon of differential social perception of intergroup violence by black observers. The situation viewed by subjects was the same videotaped scene used in his earlier study. Results indicated that 56% of the subjects chose the violent behavior category when it was the black harm-doer/white target condition, and 13% chose that category when the harm-doer was white and the target was black. Eighty-seven percent of the subjects labelled the behavior in the black harm-doer/black target condition as violent as compared to 13% in the white harm-doer/white target condition.

In another study, Donnerstein and Donnerstein (1971), examined the behavior of 24 black high school Upward Bound students when they had the opportunity to behave aggressively toward a target. Subjects were given the opportunity to deliver electric shock to a black or white confederate with a procedure similar to that suggested by Buss (1961). The subjects were made aware that the target could (nonanonymous condition) or could not (anonymous condition) identify

them as the aggressor. This served as the manipulation of the retaliation variable. Three aggression components (direct, indirect, and extreme direct) were identified. An analysis of variance on each component did not reveal any significant sources of variance. Possible retaliation and the race of the target did not seem to affect black subjects. White subjects, under similar conditions, did not react in a comparable manner. The authors cautioned about age differences and differences in the socioeconomic backgrounds between this group of black subjects and the white group studied earlier.

Gentry (1972) examined "the effects of interpersonal verbal attack on aggression and aggression-related behaviors in a biracial situation involving a white instigator and negro victim." He also examined differences with regard to the sex of the victim. Subjects were 28 male and female black undergraduate students at a predominantly black university. Upon entering the room, subjects had their blood pressure checked and then were given a test. After completing the test, half of the subjects were subjected to a verbal attack by a same-sex white experimenter. Blood pressure was recorded once again. Subjects were then given two questionnaires to complete. One questionnaire was a mood questionnaire, and the other one dealt with the subject's attitude toward the experimenter and the experiment. Results indicated that black subjects insulted by a white peer reported more anger than subjects not insulted. No sex-of-victim differences were noted. Equivalent levels of anger in both the control and attack conditions were reported for male and female subjects. Insulted black subjects were consistently more aggressive in their overall evaluation.

The data indicate that insulted black females were more hostile than black males in their evaluation of the experiment. According to Gentry (1972), the results indicate a relationship between aggression, interpersonal verbal attack, and aggression-related behavior in a biracial situation. Black college students who were "subjected to insulting criticism from a white same-sex peer reported more anger, expressed more verbal aggression, and manifested a greater rise in diastolic blood pressure than did their counterparts who received no insult."

These data parallel some of the uniracial studies where both instigator and victim were white (Geen, 1968; Gentry, 1970). The data do not support the findings of earlier studies that indicate the absence of expressed anger and aggression in blacks following white provocation (Brainerd, 1949; Forbes & Mitchell, 1971; and Yarrow, 1958). Gentry suggests several reasons for these results. In this study subjects were involved in a real biracial interaction, and this type of situation could have made the hostile feelings and actions of the subjects more readily accessible. Another reason that Gentry suggests is that the social position of blacks has changed since some of the earlier studies were done. Blacks may now be more willing to express their anger and aggression. In this study, this seems to be the case since black college students appeared to readily react to white attack. Gentry (1972) was particularly interested in the sex-of-victim differences noted for verbal aggression. Black females who were attacked were more aggressive than attacked black males in their

attitude towards the experiment. Attacked black females demonstrated more indirect aggression than did attacked black males or control subjects. Gentry had several explanations for this. One was that black females were less inhibited than black males in the overt expression of their hostility. He also suggested that the results may have had something to do with the type of attack and aggression used in this study. Buss (1963, 1966) has suggested that sex differences with respect to aggression may depend to some extent on the type of aggression studied. Buss (1963, 1966) and Taylor and Epstein (1967) in physical aggression studies dealing with whites show that males are more aggressive than females toward same-sex peers.

The research reported in this section dealing with interracial aggression and black subjects is mixed. A careful evaluation of the research indicates some corroboration of some of the other research studies cited in the previous section. Specifically, Duncan's (1979) study seems to indicate that the race of the aggressor is an important determinant when examining aggression. Donnerstein and Donnerstein's study (1971) indicates that racial differences in regard to aggression might exist between blacks and whites. It also reinforces, to some extent, the findings of studies that reported blacks are not as inhibited in aggressing towards whites nor or they displacing that aggression on blacks. Gentry's (1972) study seems to show some differences in responding between black males and females. One note of interest is observing how the subjects responded after being provoked. The study also lends support to the idea that blacks are not inhibited when it comes to aggressing towards whites.

The last section of this literature review will focus on sex and gender issues as related to aggression research. Wilson and Rogers (1975) have conducted a classic study with black females. It was hypothesized that blacks in a socially sanctioned situation would aggress more towards white targets than toward black targets. An interaction between a retaliation variable and a race of target variable was hypothesized. White targets would receive more intense aggression than black targets; however, potential retaliation would inhibit overt aggression if the targets were black. It was also predicted that blacks would aggress more strongly toward insulters than noninsulters, regardless of the race of the target. Sixty-four black female undergraduate students used a modified Buss aggression machine that was connected to a physiological recording machine. Results revealed that blacks delivered more intense shocks and direct verbal hostility to white targets than to black targets. Insulting targets received stronger shocks than those who were not insulting. Victims who could not retaliate received more intense shocks than those who could retaliate. Insulting blacks who could retaliate received less aggression than any other group. White insulters who could not retaliate received more aggression than any other group. Black victims were shocked longer than white victims, and insulting victims were shocked longer than noninsulting ones. This study by Wilson and Rogers corroborates previous research in that the relationship between shock duration and intensity depends upon the race of the aggressor and the victim. This study also revealed a complex pattern of black aggression

depending upon the form of aggression and the combination of independent variables.

There are several reviews (White, 1983; Maccoby & Jacklin, 1974; and Frodi, Macauley, & Thome, 1977) that critically evaluate research studies conducted in this area and discuss the most salient issues and concerns. According to White (1983), studies reviewed since Frodi et al.'s review (1977) reveal no major change in direction or focus of the trends associated with the aggressive behavior of women and men.

Topics continuing to receive attention include gender of instigator by gender of target interactions, response modes available, and such external cues as gender of the experimenter. Also of importance are various emotional states that may mediate aggression arousal, such as anger, aggression anxiety, guilt, fear, and empathy. Finally, the effect of one's sex role orientation has received increased attention as a predictor of aggression. (p. 10)

The variables that seem most relevant for this study are: gender of instigator and target, response mode, and gender of experimenter. In regard to gender of instigator and target, White (1983) states that "while early studies found that females were typically the target of less aggression than males, these studies often used same-sex subjects and targets. In more recent research, the interaction of subject's and victim's sex often has proven to be significant" (p. 10). It seems that more and more of the studies examining gender and aggression are revealing the importance of the sex composition of this dyad. Very little work has been done to compare gender differences in terms of preference for one mode of aggression to another. White (1983) states "it is a commonly held stereotype that whereas men are physically

aggressive, females are verbally aggressive (i.e., catty, gossipy). The experimental data do not seem to support such a contention" (p. 12).

Rationale for Current Research

The research literature in the area of aggression is quite extensive. However, research dealing with interracial aggression and with gender differences and aggression is quite limited. The paucity of research in these areas makes this research quite challenging in the sense that new information can be provided. The task also becomes difficult since there is very little information upon which to build. This area of research is an important one due to the nature of the topic and its social implications for interpersonal relationships, group relations, and social policy.

The research conducted in the area of aggression has the general theme of examining the intensity of aggression and in determining under what conditions or circumstances people will be aggressive. Other trends focus on the nature of aggression and how aggressive an individual or a group is toward another individual or group. One other prominent feature of this literature is the research method used. For example, much of the research has centered around the subject's use of electric shock to measure the amount of aggression.

As can be seen from the foregoing review of literature, there is a limited amount of research that examines the subject's perception of aggression occurring among others. The studies by Duncan (1976,

1979) and Sagar and Schofield (1980) address this issue. These three studies seem to indicate that the tendency to perceive more aggression in the behavior of black males than in white males apparently generalizes to a number of different situations and age groups (sixth graders, high school students, and college students) within the male population. An important question that their research leaves unanswered is whether females of either race will perceive the behavior of blacks as more aggressive than that of whites. Another question that arises when reviewing the literature is whether blacks and whites will be perceived differently when the aggression is verbal rather than physical.

There are several ways in which the present study differs from previous research. Much of the aggression research has examined physical aggression. In many instances a physical response is measured in order to determine the amount of aggression exhibited by a subject. This study is one step removed in that subjects evaluate the verbal aggressiveness of another person. The stimulus materials used in this research depict females, and the procedure is a non-threatening (paper-and-pencil) activity. Another difference from previous research is that the present study is designed to examine with female subjects only the race of subject, race of aggressor, and race of target for their main or interactive effect on the amount of aggression perceived. Previous research has examined only two of the variables in some combination and usually has involved subjects of only one race and two genders. In summary, the final difference between

this research and previous research is the attempt to understand how black and white females perceive each other and themselves in terms of aggression. To this end, the following hypotheses were formulated and tested in this study:

1. There will be a significant main effect for race of subject such that white subjects will give higher ratings of aggression than black subjects on P, Q, and R scores. (P, Q, and R scores are explained on pages 29-36.)

2. There will be a significant main effect for race of aggressor such that both black and white subjects will rate the behavior of a black aggressor as more aggressive than that of a white aggressor on P, Q, and R scores.

3. There will be a significant interaction effect among race of subject, race of aggressor, and race of target such that when there is a black aggressor and white target, white subjects will give a higher mean rating of aggression than will black subjects when there is a white aggressor and a black target as indicated by P, Q, and R scores.

CHAPTER II

METHOD

Sample Size

The sample size for this study was determined by using power analysis (Cohen, 1977). According to Cohen (1977), "the power of a statistical test is the probability that it will yield statistically significant results" (p. 1). One type of power analysis described by Cohen is one in which an amount of power is specified, a significance criterion is set, and an effect size is expected. Effect size refers to how frequently a phenomenon occurs in the population. The significance criterion is the symbol indicating the measure of proof that a phenomenon exists (Cohen, 1977). The larger this value, the greater is the degree to which the phenomenon under study is manifested.

Cohen (1977) suggests conventional levels for effect size and for power. As a convention, he recommends the following values for effect size: .10 for a small effect size, .25 for a medium effect size, and .40 for a large effect size. The values selected for this study were as follows: power = .87; significance criterion, alpha = .05; and a medium effect size = .25. Using Cohen's (1977) sample size tables for the analysis of variance, it was determined that 160 participants were needed for this study.

Subjects

The research participants were 80 black undergraduate and graduate women and 80 white undergraduate and graduate women enrolled

at The University of Tennessee, Knoxville. They were all voluntary participants who were identified and selected in one of two ways. Originally, both black and white subjects were selected randomly from a master list of all students living in the residence halls compiled by the Department of Residence Halls. The random selection process was conducted by using the Random Numbers Table (Myers, 1979). Students were sent a letter briefly explaining the project. Later they were contacted by phone to confirm a date and time of appointment. Refer to Appendix A for a copy of the letters sent to these students. This method of selection did not result in a large enough number of participants. To secure additional black subjects, two University of Tennessee black sororities (Alpha Kappa Alpha and Delta Sigma Theta) and the Sigma Silhouettes, little sister organization of the Phi Beta Sigma fraternity, were contacted. One other black campus organization (Love United Gospel Choir) was contacted. A time was set up with each organization's president to administer the study. Additional white subjects were selected from classes in the Department of Educational and Counseling Psychology and the Department of Special Education. Certain classes in these two departments were chosen due to the instructors' cooperativeness and their willingness to allow students to use class time to complete the study. Finally, to obtain the remaining 25 black subjects, a graduate student assistant was contacted to help solicit individual volunteers on campus. The procedures used for the protection of human subjects and a copy of the informed consent statement can be found in Appendix B.

Procedure

Experimenter and Designated Assistants

Six white females and four black females agreed to serve as assistants and were trained by the experimenter to administer the study. The white assistants conducted the study with the 80 white participants. The black assistants conducted the study with the majority of the 80 black participants. When there were scheduling conflicts for the black assistants, the experimenter (a black female) conducted the study with the black participants. This procedure was used so that each participant interacted with a person of the same race. It was hoped that such an arrangement would minimize the sensitivity of the participants to the hypotheses and alleviate any tendencies to give socially acceptable or stereotypical responses that might occur when interacting with an assistant of a different race.

Treatment

Each participant was randomly assigned to one of four treatment conditions. The treatment was administered to participants in a small group setting or on an individual basis. Before each administration of the study, participants were given an informed consent statement to read and sign. After signing and returning the consent statements, participants were given the stimulus materials and instructions for completing the task.

A standard set of instructions was used by the experimenter and the designated assistants. A copy of the instructions is provided in Appendix C. The instructions were read aloud to all participants.

Each participant received materials related to a discussion between two roommates. (See Appendix D and the Stimulus Materials section below for information about and copies of all materials used in the study). Participants were then given an envelope which contained a Personal Reaction Inventory, a Background Information Questionnaire, a narrative which described the roommate scene in written detail, two drawings of the roommate scene, and three vignette reaction inventories to be used for rating one of the characters in the vignette.

Research participants were instructed to read and complete the Personal Reaction Inventory and then to read and complete the Background Information Questionnaire. Research participants then were instructed to examine the drawings and read the narrative related to the roommate scene depicted in the drawings. After a second examination of the pictures, participants completed the three vignette reaction inventories. After participants completed these vignette reaction inventories, they placed all of the materials back in the envelope; and all envelopes were collected by the designated assistants and/or experimenter. Participants were then asked to provide specific feedback and general reactions to the materials, procedures, and the study itself. Questions used to gather this information from the participants can be found in Appendix E. Dates, times, and locations for the various debriefing sessions were then discussed with the participants. Debriefing sessions were held at the designated times.

Stimulus Materials

Information pertaining to a conversation between two roommates and drawings of a roommate scene comprised the stimulus materials for

this study. All of the materials were placed in an envelope; and each participant received an envelope. Contents of the envelope consisted of (a) a written narrative, (b) two drawings which depicted the roommate scene, (c) three vignette reaction inventories with questions pertaining to one of the characters, (d) a Personal Reaction Inventory, and (e) a Background Information Questionnaire. The roommate scene involved two female roommates seated in a dormitory room having a discussion. The conversation was written in such a way that both characters were to be viewed by research participants as equally verbally aggressive. A series of procedural checks carried out in an earlier pilot study confirmed that the two characters were viewed as equally aggressive. Therefore, by an experimenter's coin toss, Mary was chosen as the aggressor to be rated. The narrative was written in simple, everyday language. It required no more than a fifth-grade reading level as determined by the Rightwriter (1984) assessment of reading level and difficulty.

The Background Information Questionnaire contained information related to certain demographic variables. These variables included participant's age, sex, educational level, educational aspirations, educational level of parents, family income, and population of the community in which the participant grew up. The Personal Reaction Inventory (Marlowe-Crowne Social Desirability Scale, 1964) provided information which indicated a participant's tendency to respond in a socially desirable manner. This information was indicative of whether a subject might give socially acceptable/desirable answers in the study rather than honest answers based on one's true feelings and beliefs.

Design and Data Analysis

Independent Variables

The design for this study yielded a $2 \times 2 \times 2$ MANOVA with race of subject (black and white), race of aggressor in the vignette (black and white), and race of target in the vignette (black and white) as the independent variables. The independent variables were manipulated to form the following experimental groups and conditions: (A) BLACK PARTICIPANTS: Condition I--Black Aggressor/Black Target; Condition II--Black Aggressor/White Target; Condition III--White Aggressor/Black Target; and Condition IV--White Aggressor/White Target; and (B) WHITE PARTICIPANTS: Condition I--Black Aggressor/Black Target; Condition II--Black Aggressor/White Target; Condition III--White Aggressor/Black Target; and Condition IV--White Aggressor/White Target.

Dependent Variables

There were several dependent measures used in this study. The first dependent measure was the combined aggressive and hostile score given to the aggressor in the vignette (P score). This score was obtained by combining the scores on the Dominance and Aggression scales of the Adjective Check List (Gough, 1952). The adjectives that comprise the Dominance scale refer to a person's influencing and controlling relationships and in seeking and maintaining a role as a leader in groups. The adjectives that make up the Aggression scale depict behaviors that attack or hurt others.

The Adjective Check List is made up of 300 adjectives frequently used to describe a person's attributes. The current ACL has 37 scales. Some of these scales were developed rationally; others were developed empirically. Fifteen of these scales (including the Aggression and Dominance scales) are based on qualities identified by Murray (1938) in his need-pressure theory of personality. The words are presented in a systematic and standardized format. The Adjective Check List (ACL) was selected for several reasons: (1) it is easy to understand and does not take long to administer or complete; (2) it has been used in other research studies, often in studies dealing with stereotypes; (3) it is a very easy way to describe a person's attributes; and (4) it can be administered on an individual or group basis.

The normative samples for the ACL consisted of 5,238 males and 4,144 females. The male sample consisted of a variety of people. Those included high school students, college students, graduate students, medical students, delinquents, psychiatric patients, and adults. The female normative sample was drawn from high school students, college students, graduate students, medical students, law students, delinquents, and adults (professional and occupational groups). The samples may not have been truly representative of the general population, but they did represent diversity in regard to education, social status (SES), age, and occupation.

Three different aspects of reliability have been examined for the Adjective Check List. They include: (a) agreement among raters when using the Check List, (b) the test-retest reliability of the total list of words, and (c) the reliability of scales and scored variables

(Gough & Heilbrun, 1965). All of the results seem to indicate that the entire Adjective Check List can be used to describe others with adequate reliability. The majority of the scales also seem to possess adequate reliability, especially over a 10-week interval. Results for the Aggression scale were as follows: 10 weeks, .80 and .90; for 6 months, .62; and for 5½ years, .60. The Dominance scale results were: 10 weeks, .76 and .79; for 6 months, .66; and for 5½ years, .65.

Gough and Heilbrun (1983) report both alpha and test-retest reliability coefficients for the ACL. The alpha coefficient calculations were based on samples of 588 females and 591 males. The coefficients for males ranged from .56 to .95 with a median of .76. The range for females was from .53 to .94 with a median of .75. The alpha coefficient for males on the Dominance scale was .79, and for the Aggression scale it was .72. For females the alpha coefficient was .78 for the Dominance scale and .74 for the Aggression scale.

Calculations for the test-retest correlations were based on a sample of 199 males who were retested after a six-month interval. Scores ranged from .34 to .77 with a median of .65. The test-retest correlations for the 45 females ranged from .45 to .86 with a median of .71. Retesting for the female sample occurred after one year of their initial testing. The test-retest coefficient for males on the Dominance and Aggression scales were .74 and .77 respectively. The test-retest coefficient for females on the Dominance scale was .78 and on the Aggression scale .85.

The second dependent measure, Q score, used in the study was the total score of the sixteen (16) most frequently checked adjectives from the Dominance and Aggression scales of the Adjective Check List identified by participants in a pilot study conducted earlier by the experimenter (Phelps, 1985). The highest individual score for each adjective was 5; and the lowest score for each adjective was 1. Of the sixteen adjectives, seven were found on both the Aggression and Dominance scales. Nine of the sixteen adjectives were found only on the Dominance scale, and fourteen of the sixteen adjectives were found only on the Aggression scale.

The third dependent measure, R score, used in this study was a combined total score from the (1) General Aggressiveness, Rational scale; (2) the Hostile Stance scale; and (3) the Verbal Aggressiveness scale of the Interpersonal Behavior Survey (Mauger & Adkinson, 1980). These three scales were combined in order to provide a broader measure of aggression. Aggression is often recognized as behavior that is offensive and whose source is due to feelings and attitudes of hostility and negativism towards others. It can also be viewed as a disregard for and violation of the rights of other people. The intent of aggressive behavior is to dominate and/or attack others. The category of aggressiveness scales on the Interpersonal Behavior Survey (IBS) is composed of the following individual scales: General Aggressiveness, Rational; Hostile Stance; Expression of Anger; Disregard for Rights; Verbal Aggressiveness; Physical Aggressiveness; and Passive Aggressiveness. The General Aggressiveness, Rational scale; the Hostile Stance scale; and the Verbal Aggressiveness scale

were the most appropriate and relevant scales for this particular study. The General Aggressiveness, Rational scale measures the general response class of aggressiveness over a wide variety of item content including aggressive behaviors, feelings, and attitudes (Mauger & Adkinson, 1980). The Hostile Stance scale seeks to identify the attitude that justifies aggression in order to move forward and get ahead. It is an opposing attitude toward others. Mauger and Adkinson (1980) suggest that the Verbal Aggressiveness scale gives an indication of using words as weapons by doing such things as making fun of others, criticizing, and putting others down. According to Mauger and Adkinson (1980), "the Interpersonal Behavior Scale (IBS) was developed to distinguish assertive behaviors from aggressive behaviors and to sample subclasses of these behaviors" (p. 1).

According to Mauger & Adkinson (1980), three methods were used to construct the IBS scales. First, internal consistency item analysis was used for the original set of scales. This procedure involved correlating all of the items with the Denial scale. Any item that had a significant correlation was not used. Another item analysis technique was used. According to Mauger and Adkinson (1980), it was based on a multitrait model. The second method used to develop the IBS was an item-level factor analysis. It was determined that all of the scales measured only assertive and aggressive behaviors. The third method used to develop some of the IBS scales was the empirical item analysis technique.

The selection of samples was a close representation of the population based on 1970 United States census information. Four hundred

female and 400 male community residents from the southern part of the United States made up the General Reference norm group for the IBS. Of the 400 females, 22% were black, and 23% were from rural backgrounds. Of the 400 males, 20% were black, and 13% were from rural backgrounds. In addition to the General Reference norm group, there were several other norm groups--a college student group, a black group, and an adolescent group (Mauger & Adkinson, 1980). The college student group consisted of 443 males and 683 females from two southern public universities. The black sample, with an approximate mean age of 28, was made up of 95 female and 52 males who were community residents and college students. The socioeconomic status was calculated for each black subject. Results indicated that 71 were of middle socioeconomic status and 76 were of lower socioeconomic status. The adolescent sample was comprised of high school students. There were 60 females and 48 males.

There are several scales of the IBS that have long and short versions. Two of these scales, the General Aggressiveness, Rational scale and the Verbal Aggressiveness scale were used in this study. The longer versions of both scales were selected for use because research using alpha coefficient values indicated that the longer scales tend to be more reliable. Mauger and Adkinson (1980) suggest using the longer forms for research due to their superior psychometric characteristics.

When compared with other commonly used personality tests, it has been found that the reliability values for the IBS are as high or

higher. The alpha coefficient internal consistency procedure and a 2-day and 10-week test-retest procedure have been used to determine the reliability of the IBS. According to Mauger and Adkinson (1980), "the modal test-retest reliability value over both a 2-day period and a 10-week period is greater than .90. Comparisons of the scale means from the first and second test administrations show no evidence of regression toward the mean on the second testing" (p. 12). The alpha coefficient and test-retest reliabilities are found in Tables 1 and 2. Factor analytic studies have been conducted on various IBS scales. The results indicate two response sets--aggressiveness and assertiveness. Comparisons with other personality tests have been made to assess the convergent and discriminant validity of the IBS. This has involved an examination of the correlations between the IBS and other personality instruments and by plotting the means of different groups on each scale.

The last dependent measure used in this study was the social desirability score derived from the Marlowe-Crowne Social Desirability Scale. This instrument was selected in order to assess the tendency of each participant to be viewed in a favorable, socially desirable/acceptable manner. Reliability was determined by using the internal consistency and the test-retest coefficient methods. According to Crowne and Marlowe (1964),

using the Kuder-Richardson formula 20, the internal consistency coefficient for the final form of the scale was .88. Fifty-seven subjects took the scale on two occasions separated by a one-month interval. A test-retest correlation of .88 was obtained. These correlations indicate that reliability was very satisfactorily achieved. (pp. 24, 25)

TABLE 1
Internal Consistency Reliability

Scale	Derivation Sample ^a	Cross-Validation Sample ^b
GGR	.88	.87
HS		.81
VE	.71	.68

^aN = 150 college students.

GGR = General Aggressiveness Scale.

^bN = 159 college students.

HS = Hostile Stance Scale.

VE = Verbal Aggressiveness Scale.

TABLE 2
Test-Retest Reliability

	First Test		Second Test		r	SE _m
	\bar{X}	SD	\bar{X}	SD		
	<u>2-Day Interval^a</u>					
GGR	48.40	10.91	48.70	11.48	.93	2.89
HS	49.95	12.00	49.70	13.46	.92	3.39
VE-S	48.44	10.09	48.63	10.77	.91	3.03
	<u>10-Week Interval^b</u>					
GGR	45.38	8.48	44.92	8.21	.92	2.40
HS	44.90	8.27	44.43	8.33	.88	2.86
VE-S	49.92	9.23	48.58	9.08	.91	2.77

^aN = 43 college students.

GGR = General Aggressiveness Scale.

^bN = 68 nursing students.

HS = Hostile Stance Scale.

VE-S = Verbal Aggressiveness Scale.

CHAPTER III

RESULTS

Demographic Information

The black and white participants were compared on several demographic variables. These demographic variables were examined for possible significant differences between the two groups that might potentially attenuate the interpretation of any significant results. Chi-square analyses were conducted to determine whether the frequencies in the categories of these various demographic variables differed for the two groups.

Nonsignificant differences were found for the following variables: mother's highest educational level (X^2 [11] = 9.007, $p > .05$ or NS); father's highest educational level (X^2 [11] = 13.843, $p > .05$ or NS); family income (X^2 [6] = 12.317, $p > .05$ or NS); single-parent household (X^2 [1] = 3.451, $p > .05$ or NS); two-parent household (X^2 [1] = 1.398, $p > .05$ or NS); and population of participant's hometown (X^2 [7] = 11.588, $p > .05$ or NS). Significant differences between the two groups were found for the following demographic variables: participant's classification--freshman, sophomore, junior, senior, and 5th year and beyond (X^2 [4] = 17.167, $p < .01$); participant's highest level of educational aspiration (X^2 [5] = 13.981, $p < .05$); and participant's major (X^2 [10] = 53.471, $p < .001$). In terms of participant's classification, there were more black females classified as

5th year or beyond than white females. There were more black participants who expressed their educational aspiration as obtaining a law degree or doctoral degree than white participants. There were more white participants who expressed their educational aspiration as obtaining a master's degree. There were more black participants in business, engineering, and other majors than white participants. There were more white females in education than black females. Several of the cells in the chi-square analyses for subject's highest level of educational aspiration and subject's major had expected frequencies of less than five. A cell count of less than five may inflate the calculated χ^2 value, thereby causing the results to be overestimated. In these cases, a further test, the difference between row mean scores (Hays, 1981) was used. Significant differences were still found for both of these variables. An examination of the demographic information indicates that overall the two groups did not differ significantly on variables that might otherwise have been expected to affect the outcome of the study. In terms of this set of demographic variables the black and white participants were remarkably similar.

Tests of Hypotheses

The hypotheses were examined within 2 x 2 x 2 multivariate and univariate analyses of variance. The independent variables were: race of subject (black and white), race of aggressor (black and white), and race of target (black and white). The dependent measures treated as a multivariate set were: total score obtained on

the Dominance and Aggression scales of the Adjective Check List (P score); total score obtained in an earlier pilot study on 16 of the most frequently checked adjectives on the Dominance and Aggression scales of the Adjective Check List (Q score); total combined score obtained on the General Aggressiveness, Rational scale; the Hostile Stance scale; and the Verbal Aggressiveness scale of the Interpersonal Behavior Survey (R score); and total score obtained on the Marlowe-Crowne Social Desirability Scale (SD score).

The results of the multivariate and univariate analyses of variance can be found in Tables 3-7. Results in Table 3 indicate a significant multivariate main effect for race of subject ($F [4, 149] = 9.70, p < .001$). All other multivariate main effects and interaction effects were nonsignificant. The univariate analyses of variance provided information in determining which specific dependent variables were responsible for the significant multivariate main effect for race of subject in Table 3. In Tables 4 and 5, it can be seen that significant univariate main effects for race of subject for the P score ($F [1, 152] = 13.92, p < .001$) and for the Q score ($F [1, 152] = 29.01, p < .001$) were found. In Table 6, the test of the univariate main effect for race of subject on the R score is seen not to be significant ($F [1, 152] = 1.37, p > .05$). The significant univariate results for the P and Q scores in Tables 4 and 5 provide confirmation of hypothesis 1. The P score mean for black participants was 9.75, and the mean for white participants was 12.89 indicating that white participants, regardless of the race of the aggressor or target, had significantly higher scores on

TABLE 3

Summary Table for Multivariate Analysis
of Variance for P, Q, R, and SD Scores

Overall Effect	Hypothesis df	Error df	Value	F*	P
Race of Subject (A)	4	149	.793	**9.70	.0001
Race of Aggressor (B)	4	149	.974	1.00	.4115
Race of Target (C)	4	149	.985	0.55	.6981
A x B	4	149	.992	0.32	.8664
A x C	4	149	.961	1.50	.2037
B x C	4	149	.968	1.24	.2973
A x B x C	4	149	.953	1.85	.1220

*Multivariate tests are based on Wilks' Lambda Statistic.

**p < .05.

P score = Dominance and Aggression Scales of the Adjective Check List.

Q score = Sixteen Adjectives from the Dominance and Aggression Scales of the Adjective Check List.

R score = General Aggressiveness, Rational Scale; Hostile Stance Scale; and Verbal Aggressiveness Scale of the Interpersonal Behavior Survey.

SD score = Marlowe-Crowne Social Desirability Scale.

TABLE 4
 Univariate Analysis Results Associated
 with P Score

Source of Variation	df	SS	MS	F	P
Race of Subject (A)	1	393.756	393.756	*13.92	.0003
Race of Aggressor (B)	1	2.756	2.756	0.10	.7553
Race of Target (C)	1	43.056	43.056	1.52	.2192
A x B	1	3.306	3.306	0.12	.7329
A x C	1	21.756	21.756	0.77	.3819
B x C	1	68.906	68.906	2.44	.1207
A x B x C	1	21.756	21.756	0.77	.3819
Error	152	4299.450	28.286		
Total	159	4854.744			

*p < .05.

P score = Dominance and Aggression Scales of the Adjective Check List.

TABLE 5
Univariate Analysis Results Associated
with Q Score

Source of Variation	df	SS	MS	F	P
Race of Subject (A)	1	1870.056	1870.056	*29.01	.0001
Race of Aggressor (B)	1	113.906	113.906	1.77	.1858
Race of Target (C)	1	61.256	61.256	0.95	.3312
A x B	1	35.156	35.156	0.55	.4614
A x C	1	218.556	218.556	3.39	.0675
B x C	1	7.656	7.656	0.12	.7309
A x B x C	1	97.656	97.656	1.51	.2203
Error	152	9799.250	64.469		
Total	159	12203.494			

*p < .05.

Q score = Sixteen Adjectives from the Dominance and Aggression Scales of the Adjective Check List.

TABLE 6
 Univariate Analysis Results Associated
 with R Score

Source of Variation	df	SS	MS	F	P
Race of Subject (A)	1	204.756	204.756	1.37	.2440
Race of Aggressor (B)	1	573.806	573.806	3.83	.0521
Race of Target (C)	1	82.656	82.656	0.55	.4585
A × B	1	0.306	0.306	0.00	.9640
A × C	1	15.006	15.006	0.10	.7519
B × C	1	228.006	228.006	1.52	.2190
A × B × C	1	897.756	897.756	6.00	.0155
Error	152	22747.950	149.658		
Total	159	24750.244			

R score = General Aggressiveness, Rational Scale; Hostile Stance Scale; and Verbal Aggressiveness Scale of the Interpersonal Behavior Survey.

TABLE 7
 Univariate Analysis Results Associated
 with SD Score

Source of Variation	df	SS	MS	F	P
Race of Subject (A)	1	24.806	24.806	0.74	.3899
Race of Aggressor (B)	1	0.306	0.306	0.01	.9238
Race of Target (C)	1	3.906	3.906	0.12	.7327
A × B	1	13.806	13.806	0.41	.5210
A × C	1	12.656	12.656	0.38	.5389
B × C	1	0.756	0.756	0.02	.8805
A × B × C	1	63.756	63.756	1.91	.1689
Error	152	5070.950	33.362		
Total	159	5190.944			

SD score = Marlowe-Crowne Social Desirability Scale.

the Dominance and Aggression scales of the Adjective Check List than black participants. The Q score mean for black participants was 48.825, and the mean for white participants was 55.663 indicating that white participants gave significantly higher ratings than did black participants to the 16 most frequently checked adjectives on the Dominance and Aggression scales of the Adjective Check List.

Hypothesis 2 was tested by the main effect of race of aggressor (B). In Table 3, it can be seen that the multivariate main effect of race of aggressor (B) ($F [4, 149] = 1.00, p > .05$) was nonsignificant. Therefore, univariate effects were not examined.

Hypothesis 3 was examined by the interaction effect between race of subject (A), race of aggressor (B), and race of target (C). Tables 3, 4, and 5 reveal nonsignificant interaction effects. Table 6 shows an interaction effect ($F [1, 152] = 6.00, p = .0155$) which was interpreted as nonsignificant due to the stringent criterion needed to maintain an overall $\alpha = .05$ when examining a number of analyses as a group (Neter, Wasserman, & Kutner, 1985). Based on the multivariate and univariate analyses of variance, this hypothesis was not supported.

The Marlowe-Crowne Social Desirability Index (SD score) was used to determine whether any significant differences existed between black and white participants on the social desirability variable. If any significant differences existed due to this variable, they conceivably could confound the interpretation of other significant differences in the results. Data in Table 7 indicate that all univariate main and interaction effects were nonsignificant.

Secondary Analyses

To further clarify the results and to obtain some additional information about social perception of verbal aggression and race, multivariate and univariate analyses of variance were conducted for the 16 adjectives associated with the Q score. There was a significant multivariate main effect for race of subject ($F [16, 137] = 2.78, p < .001$). All other multivariate main and interaction effects were non-significant. These results can be found in Table 8. A significant univariate main effect for race of subject was found for the following adjectives: aggressive ($F [1, 152] = 12.54, p < .001$); argumentative ($F [1, 152] = 16.91, p < .001$); demanding ($F [1, 152] = 8.88, p < .001$); dominant ($F [1, 152] = 14.95, p < .001$); headstrong ($F [1, 152] = 12.49, p < .001$); hostile ($F [1, 152] = 22.51, p < .001$); quarrelsome ($F [1, 152] = 12.74, p < .001$); and vindictive ($F [1, 152] = 12.73, p < .001$). In all cases, white participants had the higher scores. All other univariate main effects were nonsignificant. All univariate interaction effects were nonsignificant with the exception of race of subject \times race of aggressor \times race of target for the "dominant" adjective ($F [1, 152] = 11.15, p = .001$). The results of the secondary analyses for the 16 adjectives also confirm hypothesis 1.

TABLE 8
 Summary Table for Multivariate Analysis
 of Variance for Q Score

Overall Effect	Hypothesis df	Error df	Value	F*	P
Race of Subject (A)	16	137	.755	**2.78	.0007
Race of Aggressor (B)	16	137	.963	.33	.9934
Race of Target (C)	16	137	.909	.86	.6138
A x B	16	137	.856	1.43	.1343
A x C	16	137	.926	.69	.8017
B x C	16	137	.869	1.29	.2136
A x B x C	16	137	.884	1.12	.3432

*Multivariate tests are based on Wilks' Lambda Statistic.

**p < .05.

Q score = Sixteen Adjectives from the Dominance and Aggression Scales of the Adjective Check List.

CHAPTER IV

DISCUSSION

General Conclusions

The following conclusion can be derived from the results of this study: the perception of verbal aggressiveness as depicted in this study is significantly different for black and white females. White females give higher ratings of aggression than black females regardless of the race of the aggressor or the race of the target.

General Limitations

The generalizability of the results of this study is somewhat limited, and statements about the findings should be made with caution. Several aspects of the study affect its generalizability. The first aspect that may have affected the study and its generalizability is the number of designated assistants who assisted with the study. Due to the fact that there were a relatively large number of assistants, it was somewhat difficult to monitor their activities regarding procedures for the study. Although the same instructions were used by all of the assistants, there may have been some differences in their method of presentation, the amount of enthusiasm exhibited while conducting the study, the amount of time allotted for individual tasks, etc. Another factor regarding the assistants that may have affected the study is the fact that the assistants were conducting the experiment for the first time. The newness of conducting the procedures for the first time

may have had an effect on the assistants. The comfort level may not have been as high as it would have been had they conducted the study previously. The unfamiliarity of the procedures for the assistants may have indirectly influenced the subjects who received the treatment. To provide some control for the effect of the designated assistants on the study all stimulus materials were randomized across conditions such that no one assistant administered all of the same treatment conditions. Therefore, it is unlikely that the use of a large number of assistants was a major limitation.

Another limitation stems from the stimulus materials used in the study. Black and white pen and ink drawings depicting black and white females were used. These drawings represented one artist's conception of black and white females and his conception of a roommate discussion scene. The fact that pen and ink drawings were used in the study rather than videotapes or photographs of real people in a real-life situation may have had an effect on the participants. Participants may not have perceived the people in the drawings to be as realistic or as true-to-life as photographs or videotapes. However, in a pilot study people did clearly and correctly identify which person was white and which was black in the drawings. Since this was the case, there is strong reason to believe that the drawings were not a major limiting factor. Also, the pictures may not have complimented the narrative or vice versa as much as was possible. The roommate narrative may have been too short and not detailed enough to provide enough information for subjects to accurately complete the vignette reaction inventories.

Another aspect of the study that limits its generalizability is the subject pool. There was difficulty in initially obtaining enough black females and in getting them to participate in the study, particularly on an individual basis. Many of the black females participated in the study as part of an organized group (sorority, little sister organization, gospel choir, etc.). Participating in the study in a group among friends and acquaintances may have subtly affected some of the black females and may in turn have influenced how seriously they perceived the entire endeavor. Also, some of the black females may have been affected by the fact that they were participating in a psychology experiment, and this in turn may have influenced their attitude about the study and their choice of answers when completing the vignette reaction inventories. One other aspect of the subject pool to be considered when discussing limitations is the fact that subjects consisted of college students at a fairly large, predominantly white southern land-grant institution. The results may not be applicable to other college students at different types of institutions or applicable to other populations in general.

Implications

In general, the findings seem to indicate that there is not a totally female (black and white) response to verbal aggression. The significant main effect for race of subject clearly suggests that regardless of the race of the aggressor or target, black and white females perceive verbal aggression differently. This tends to support

Triandis' (1976) concept of subjective culture. In his explanation of this phenomenon, Triandis suggests that blacks and whites perceive the social environment differently. When this occurs, the values, norms, beliefs, and expectations of the two groups are different. Based on this finding, there seems to be some indication that the socialization process for black and white females may be different. Upon closer examination of the data, particularly the Q scores, it appears that the adjectives which received the highest ratings from white participants were words which can be viewed negatively or which have a negative connotation. It may be that white females are socialized in such a way that more negative value is placed upon these words than is placed upon the words by black females. Another aspect to be considered here is the differences found in majors for the black and white participants. A majority of the black females were in majors where blacks have generally been underrepresented (engineering, business, physical sciences, etc.). Their view of these words may not have been negative because the words describe behaviors which they have found helpful and necessary in getting to their present position. This finding also seems to indicate that for whites aggression and what it represents may be more salient than race.

The result indicating that black and white females do not perceive the verbal behavior of a black aggressor as more aggressive than the verbal behavior of a white aggressor may indicate that white females have a better understanding of black women than they did years ago. The finding seems to suggest that white college women may be more

sophisticated in regard to race relations and racial issues than they were a few years ago. This finding does not support previous studies which suggest that blacks view themselves negatively or that blacks are full of self-rejection.

Future Research

Other than the Donnerstein and Donnerstein (1971, 1972, 1973, and 1975) research program, there does not seem to be an extensive and consistent research program in the area of aggression. The development of a research program in the general area of interracial aggression and specifically focusing on verbal aggression would be a worthwhile and valuable contribution in extending knowledge in this area. It would be important to establish a basis for examining verbal aggressiveness and to conduct research built on that basic foundation.

Since aggression, particularly interracial aggression, is of interest to most of us in our daily interactions the examination of this phenomenon in other settings is appropriate. An examination of verbal aggressiveness between black and white females in other social situations and work settings might provide some additional information concerning interpersonal relationships.

The knowledge in this area might also be enhanced by examining the phenomenon in different age groups. Research could provide answers about the approximate age at which verbal aggression is first recognized in black and white females, if there are differences in age when verbal aggression is recognized, and how long verbal aggression persists.

In this research, participants were given a narrative in which one person was labelled as verbally aggressive. Future research may involve a story in which the participant supplies the details. An experimenter could then examine the perceptions of blacks and whites to determine what each race considers to be verbally aggressive and how much so.

Future research might also examine verbal aggression in black and white males. There are studies which indicate that males tend to be more physically than verbally aggressive, and some studies indicate that males are equally aggressive in both forms of aggression. Designing studies that would examine differences in males and females regarding verbal aggression would also be beneficial.

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APPENDICES

APPENDIX A

LETTERS TO RESEARCH PARTICIPANTS

March 5, 1986

Dear :

I am a doctoral student in the Educational and Counseling Psychology Department here at The University of Tennessee. I am currently conducting a research project, and I need volunteers to participate. I am writing this letter to ask your cooperation and to ask you to participate in my project.

It will require NO MORE THAN 45 MINUTES of your time. All of your responses will be kept confidential, and your anonymity will be maintained. You can withdraw from the study at any time. After the study has been completed, you will be given a detailed explanation.

If you are interested in participating in this project, please select one of the times listed below. Someone will contact you to find out which time is most convenient for you to attend.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Monday, March 10, 1986	6:45 p.m. - 7:45 p.m.	Hess Hall Library
Monday, March 10, 1986	8:00 p.m. - 9:00 p.m.	Hess Hall Library
Tuesday, March 11, 1986	6:45 p.m. - 7:45 p.m.	Hess Hall Library
Tuesday, March 11, 1986	8:00 p.m. - 9:00 p.m.	Hess Hall Library
Wednesday, March 12, 1986	6:45 p.m. - 7:45 p.m.	Hess Hall Library
Wednesday, March 12, 1986	8:00 p.m. - 9:00 p.m.	Hess Hall Library

If you think you are interested in participating and would like more information or if you are interested and none of these times are convenient for you, please feel free to call me. I can be reached at 974-4466 between 10:00 a.m. and 7:00 p.m. Monday - Friday, and I can be reached at 522-1206 after 7:00 p.m. and on the weekends.

Thank you very much for your time and cooperation!!

Sincerely,

Rosemary E. Phelps

March 5, 1986

Dear :

I am a doctoral student in the Educational and Counseling Psychology Department here at The University of Tennessee. I am currently conducting a research project, and I need volunteers to participate. I am writing this letter to ask your cooperation and to ask you to participate in my project.

It will require NO MORE THAN 45 MINUTES of your time. All of your responses will be kept confidential, and your anonymity will be maintained. You can withdraw from the study at any time. After the study has been completed, you will be given a detailed explanation.

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<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Monday, March 10, 1986	6:45 p.m. - 7:45 p.m.	Massey Hall 1st floor study room
Monday, March 10, 1986	8:00 p.m. - 9:00 p.m.	Massey Hall 1st floor study room
Tuesday, March 11, 1986	6:45 p.m. - 7:45 p.m.	Massey Hall 1st floor study room
Tuesday, March 11, 1986	8:00 p.m. - 9:00 p.m.	Massey Hall 1st floor study room
Wednesday, March 12, 1986	6:45 p.m. - 7:45 p.m.	Massey Hall 1st floor study room
Wednesday, March 12, 1986	8:00 p.m. - 9:00 p.m.	Massey Hall 1st floor study room

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It will require NO MORE THAN 45 MINUTES of your time. All of your responses will be kept confidential, and your anonymity will be maintained. You can withdraw from the study at any time. After the study has been completed, you will be given a detailed explanation.

If you are interested in participating in this project, please select one of the times listed below. Someone will contact you to find out which time is most convenient for you to attend.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Monday, March 10, 1986	6:45 p.m. - 7:45 p.m.	Morrill Hall Multipurpose Room
Monday, March 10, 1986	8:00 p.m. - 9:00 p.m.	Morrill Hall Multipurpose Room
Tuesday, March 11, 1986	6:45 p.m. - 7:45 p.m.	South Carrick Hall SGA Room
Tuesday, March 11, 1986	8:00 p.m. - 9:00 p.m.	South Carrick Hall SGA Room
Wednesday, March 12, 1986	6:45 p.m. - 7:45 p.m.	South Carrick Hall SGA Room
Wednesday, March 12, 1986	8:00 p.m. - 9:00 p.m.	South Carrick Hall SGA Room

If you think you are interested in participating and would like more information or if you are interested and none of these times are convenient for you, please feel free to call me. I can be reached at 974-4466 between 10:00 a.m. and 7:00 p.m. Monday - Friday, and I can be reached at 522-1206 after 7:00 p.m. and on the weekends.

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Sincerely,

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March 5, 1986

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It will require NO MORE THAN 45 MINUTES of your time. All of your responses will be kept confidential, and your anonymity will be maintained. You can withdraw from the study at any time. After the study has been completed, you will be given a detailed explanation.

If you are interested in participating in this project, please select one of the times listed below. Someone will contact you to find out which time is most convenient for you to attend.

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Monday, March 10, 1986	6:45 p.m. - 7:45 p.m.	Humes Multipurpose Room
Monday, March 10, 1986	8:00 p.m. - 9:00 p.m.	Humes Multipurpose Room
Tuesday, March 11, 1986	6:45 p.m. - 7:45 p.m.	Humes Multipurpose Room
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Wednesday, March 12, 1986	6:45 p.m. - 7:45 p.m.	Humes Multipurpose Room
Wednesday, March 12, 1986	8:00 p.m. - 9:00 p.m.	Humes Multipurpose Room

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Thank you very much for your time and cooperation!!

Sincerely,

Rosemary E. Phelps

APPENDIX B

PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS

PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS

A human subjects form was submitted and approved by the research committee at The University of Tennessee, Knoxville. Subjects had the option of withdrawing from participation at any time. At the conclusion of the treatment, all subjects were given a thorough explanation of the study. A copy of the informed consent statement follows.

INFORMED CONSENT STATEMENT

I understand that the purpose of this study is to examine how people talk to each other. I have been informed that I will look at some pictures, read a story, and answer some questions which will require no more than 45 minutes. I understand that if I participate in this study, my responses will be held in the strictest confidence. I understand that I am not required to sign my name. I have been informed that I can withdraw from participation at any time without penalty. It is my understanding that after the study I will be told in more detail what the study is about. If I have any further questions after the detailed explanation, I have the option of contacting the experimenter at the number listed below.

Name _____

Date _____

Rosemary E. Phelps
(615)522-1206

APPENDIX C

INSTRUCTIONS FOR EXPERIMENTER
AND/OR DESIGNATED ASSISTANT

Instructions for Experimenter and/or Designated Assistant

Experimenter and/or Designated Assistant reads the following paragraph to participants:

This study that you are about to participate in is a study designed to explore how people talk to each other. As a participant in this study, you will be asked to examine a situation. You will look at some pictures, read a description of a story which goes with the pictures, and then fill out some rating scales. Any responses that you make will be held confidential, and you will not be required to sign your name. Your identity will remain unknown. You may choose to withdraw at any time during the study without penalty. After the study has been completed, you will be told in more detail what the study is about. After the explanation if you still have questions, you have the option of contacting the experimenter. Before we continue, I must have each of you read, sign, and date an informed consent statement. If you are interested in the results of this study and would like to have a copy of the results, please put your address at the bottom of the informed consent statement.

Experimenter and/or Designated Assistant distributes the Informed Consent Statement forms. After each person has completed the form, the experimenter and/or designated assistant will collect all of the forms. After the forms have been collected, the experimenter and/or designated assistant will continue by saying:

I will now give each of you an envelope. Do not open the envelope. Please wait for further instructions.

Experimenter and/or Designated Assistant distributes the envelopes and then reads the following:

You now have an envelope in your possession. Please do not open it until you are told to do so. In your envelope you will find the following:

- a personal reaction inventory;
- a background information questionnaire;

a written narrative of a scene and two pictures which when put together correctly will show a particular scene. These will be paper clipped together; three vignette reaction inventories labelled P, Q, and R.

Now open your envelope. Remove all of the contents from the envelope. Your first item is the Personal Reaction Inventory. Please complete it at this time. When you have finished the Personal Reaction Inventory, please put it aside or underneath your stack of papers.

Experimenter and/or Designated Assistant allows time for each participant to complete the Personal Reaction Inventory and then continues by saying:

Your next item should be a Background Information Questionnaire. Please complete it at this time. When you have completed the questionnaire, please put it aside or underneath your stack of papers.

Experimenter and/or Designated Assistant allows time for each participant to complete the Background Information Questionnaire and then continues by saying:

Next you will find a roommate discussion narrative and two pictures. Please remove the paper clip and take the two pictures and arrange them so that the one labelled LEFT is on your left side and the one labelled RIGHT is on your right side. Examine both pictures carefully.

Experimenter and/or Designated Assistant allows time for participants to examine the pictures and then continues by saying:

Now read carefully the written narrative of this scene.

Experimenter and/or Designated Assistant allows time for each participant to read the story and then says:

Look carefully at the pictures once again. You may refer to both the pictures and vignette while filling out the vignette reaction inventories if you need to do so.

Experimenter and/or Designated Assistant allows time for participants to examine the pictures again and then says:

There are three vignette reaction inventories to complete. They are labelled P, Q, and R. Complete them at this time. After you have completed all three of the inventories, please put everything back in the envelope; and put the envelope aside.

Experimenter and/or Designated Assistant allows time for the participants to complete the vignette reaction inventories and then proceeds by saying:

I would now like to get some feedback from you about this study. I will distribute some debriefing questions that I would like you to answer.

Experimenter and/or Designated Assistant distributes the debriefing questions to each participant. After each person has finished, the experimenter and/or designated assistant will collect all of the envelopes and debriefing questions. After this has been done, the experimenter and/or designated assistant will conclude by saying:

Thank you very much for taking the time to participate in this study. The experimenter, Rosemary E. Phelps, really appreciates it. She will have several debriefing sessions if you are interested in finding out more details about her study. The debriefing sessions will be held on:

Thursday, March 13, 1986	6:00-7:00 p.m.
Monday, March 17, 1986	6:00-7:00 p.m.
Tuesday, March 18, 1986	6:00-7:00 p.m.

All sessions will be held in Room 20 Claxton Education Building.

APPENDIX D

STIMULUS MATERIALS AND MEASURING INSTRUMENTS

The Marlowe-Crowne Social Desirability Scale is found below. Each subject was given directions for completing the scale. The underlined responses indicate one point toward social desirability.

PERSONAL REACTION INVENTORY

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you personally. Please circle your choices.

- T F 1. Before voting I thoroughly investigate the qualifications of all the candidates.
- T F 2. I never hesitate to go out of my way to help someone in trouble.
- T F 3. It is sometimes hard for me to go on with my work if I am not encouraged.
- T F 4. I have never intensely disliked anyone.
- T F 5. On occasion I have had doubts about my ability to succeed in life.
- T F 6. I sometimes feel resentful when I don't get my way.
- T F 7. I am always careful about my manner of dress.
- T F 8. My table manners at home are as good as when I eat out in a restaurant.
- T F 9. If I could get into a movie without paying and be sure I was not seen, I would probably do it.
- T F 10. On a few occasions, I have given up doing something because I thought too little of my ability.
- T F 11. I like to gossip at times.
- T F 12. There have been times when I felt like rebelling against people in authority even though I knew they were right.

- T F 13. No matter who I'm talking to, I'm always a good listener.
- T F 14. I can remember "playing sick" to get out of something.
- T F 15. There have been occasions when I took advantage of someone.
- T F 16. I'm always willing to admit it when I make a mistake.
- T F 17. I always try to practice what I preach.
- T F 18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.
- T F 19. I sometimes try to get even, rather than forgive and forget.
- T F 20. When I don't know something I don't at all mind admitting it.
- T F 21. I am always courteous, even to people who are disagreeable.
- T F 22. At times I have really insisted on having things my own way.
- T F 23. There have been occasions when I felt like smashing things.
- T F 24. I would never think of letting someone else be punished for my wrongdoings.
- T F 25. I never resent being asked to return a favor.
- T F 26. I have never been irked when people expressed ideas very different from my own.
- T F 27. I never make a long trip without checking the safety of my car.
- T F 28. There have been times when I was quite jealous of the good fortune of others.
- T F 29. I have almost never felt the urge to tell someone off.
- T F 30. I am sometimes irritated by people who ask favors of me.
- T F 31. I have never felt that I was punished without cause.

- T F 32. I sometimes think when people have a misfortune they only got what they deserved.
- T F 33. I have never deliberately said something that hurt someone's feelings.

BACKGROUND INFORMATION QUESTIONNAIRE

Below you will find some questions regarding you and your family background. Please respond to these items. If there are items that you do not wish to answer, you may omit those questions.

1. AGE: _____ 2. SEX: Female _____ Male _____
3. CLASSIFICATION: Freshman _____ Sophomore _____ Junior _____
Senior _____ 5th year & beyond _____

4. PARENTS' EDUCATION: Check the highest level of education attained by each parent.

	Mother	Father
Attended grade school	_____	_____
Graduated from grade school	_____	_____
Attended high school	_____	_____
Graduated from high school	_____	_____
Obtained a General Education Diploma (GED)	_____	_____
Attended vocational school	_____	_____
Completed vocational school	_____	_____
Attended college/Did not receive a degree	_____	_____
Received a two-year degree/ (A.A. Degree)	_____	_____
Received a four-year degree/ (B.A. or B.S. Degree)	_____	_____
Received a graduate/professional degree/(M.A., Ph.D., M.D., etc)	_____	_____
Highest level of education attained is unknown	_____	_____

5. What is the highest degree you plan to obtain?
 Associate Degree (A.A.) _____ Bachelors Degree (B.A./B.S.) _____
 Masters Degree (M.A.) _____ Doctoral Degree (Ph.D./Ed.D) _____
 Law Degree (J.D.) _____ Medical Degree (M.D., DDS, DVM) _____
 No Degree _____
6. What is your current field of study?
 Agriculture _____ Architecture _____ Arts and Humanities _____
 Business _____ Computer Science _____ Education _____
 Engineering _____ Physical/Biological Sciences _____
 Nursing _____ Social Sciences _____ Undecided _____
 Other (specify) _____
7. What is the best estimate of your family's total income before taxes last year?
 Less than \$10,000 _____ Between \$10,000 and \$19,999 _____
 Between \$20,000 and \$29,000 _____
 Between \$30,000 and \$39,000 _____
 Between \$40,000 and \$49,000 _____
 More than \$50,000 _____
8. Do you live in a single-parent household? Yes _____ No _____
 If yes, please indicate with whom you live.
 Mother _____ Stepmother _____ Father _____
 Stepfather _____ Other (specify) _____
9. Do you live in a two-parent household? Yes _____ No _____
 If yes, please indicate with whom you live.
 Both natural parents _____ Mother _____ Father _____
 Stepmother _____ Stepfather _____
 Others (specify) _____
10. In the community where you grew up, the best estimate of the population is:
 Less than 10,000 people _____ Between 11,000 and 20,000 _____
 Between 21,000 and 50,000 people _____
 Between 51,000 and 100,000 people _____
 Between 101,000 and 500,000 people _____
 Between 501,000 and 1 million people _____
 More than 1 million people _____

NARRATIVE OF ROOMMATE VIGNETTE

Lisa and Mary are roommates, and they have decided that they need to have a heart-to-heart talk because they are both dissatisfied with how things have been going between them lately. They decide to sit down and talk out their grievances. After they have been talking for 10 to 15 minutes, the conversation becomes heated. Their conversation can be heard by people passing in the hall and by the people living next door.

Lisa: . . . and besides that you stay on the phone all the time. You are too dumb to realize that I might want to call someone or that someone might be trying to call me. Oh no . . . you stay on the phone all the time . . . all hours of the day and night.

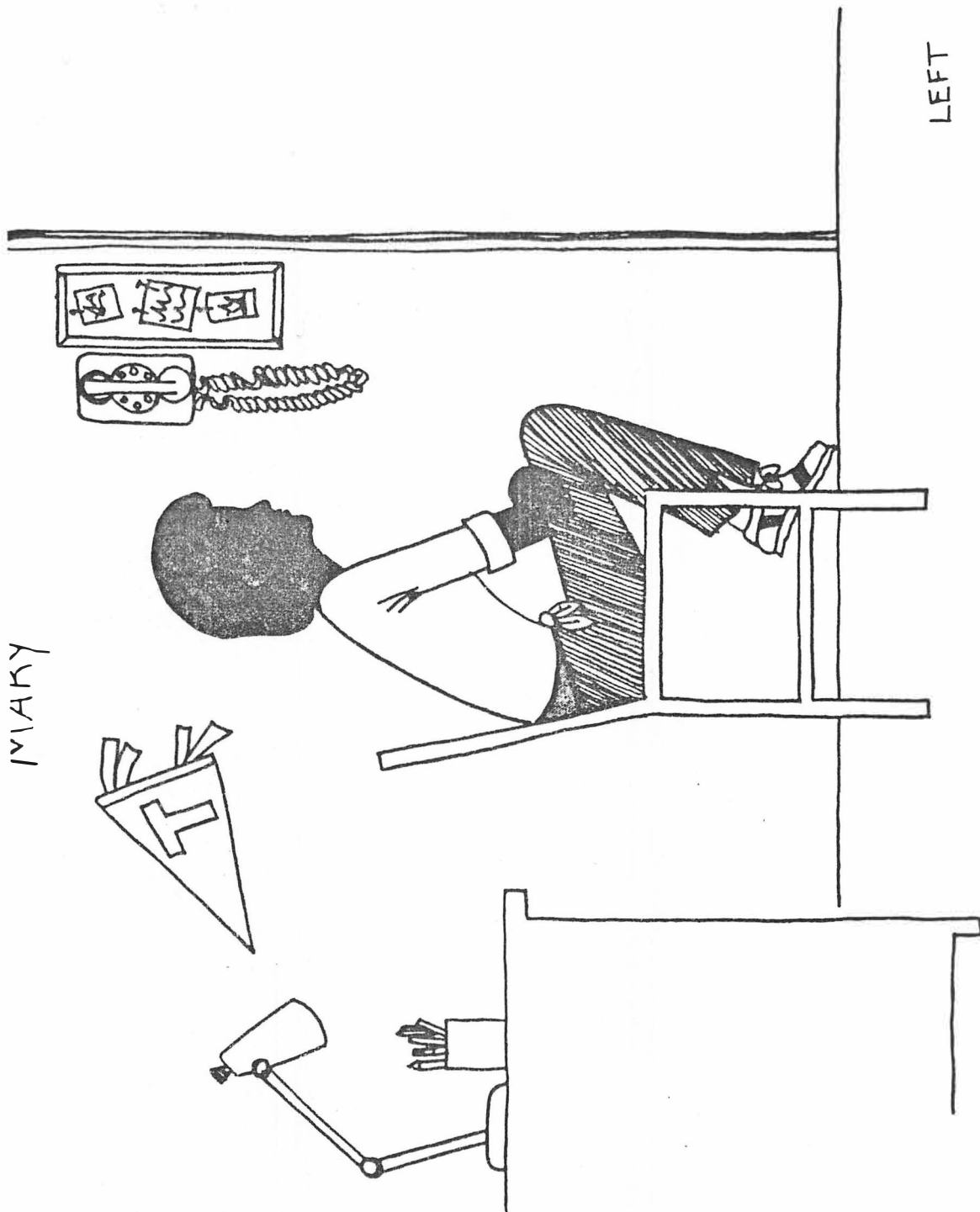
Mary: Well, you don't take phone messages when I get calls. You are so rude and discourteous. All you say is No, she's not here and hang up. Your manners are awful.

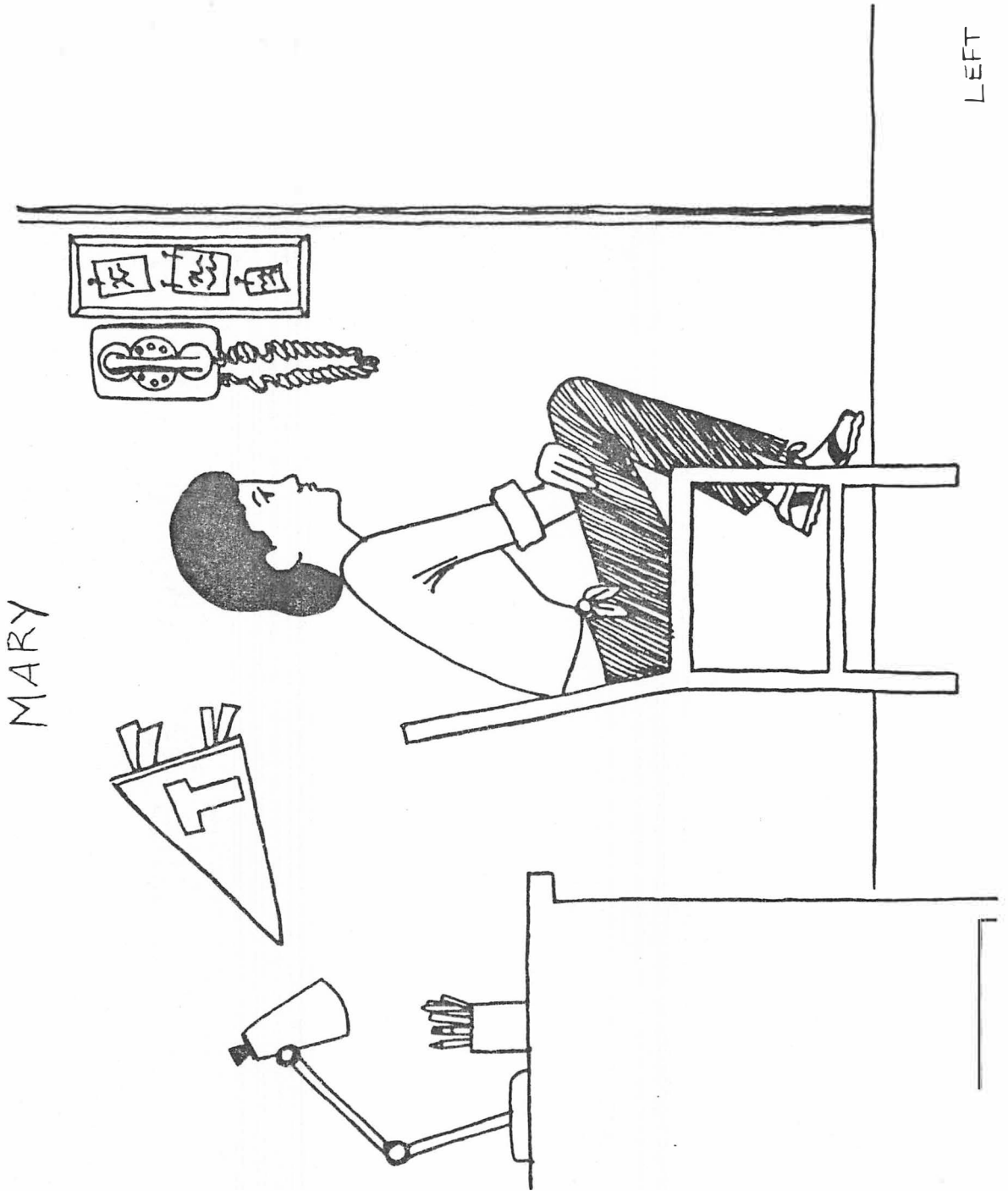
Lisa: Another thing that bothers me is that you don't make up your bed in the morning. That makes our room look so messy. Of course you probably wouldn't notice--you look messy and unclean yourself.

Mary: Well, I wish you wouldn't throw your clothes all over the room. It would be nice if you hung them up and then our room wouldn't look like a zoo. Whenever you wear your clothes, they always look dirty and wrinkled--just like you've slept in them.

Lisa: I wish you wouldn't use my things without asking me. It's amazing how stingy you are Rather than using your own stuff you'll use other people's things. I think you took my umbrella last week, and I haven't seen it since then.

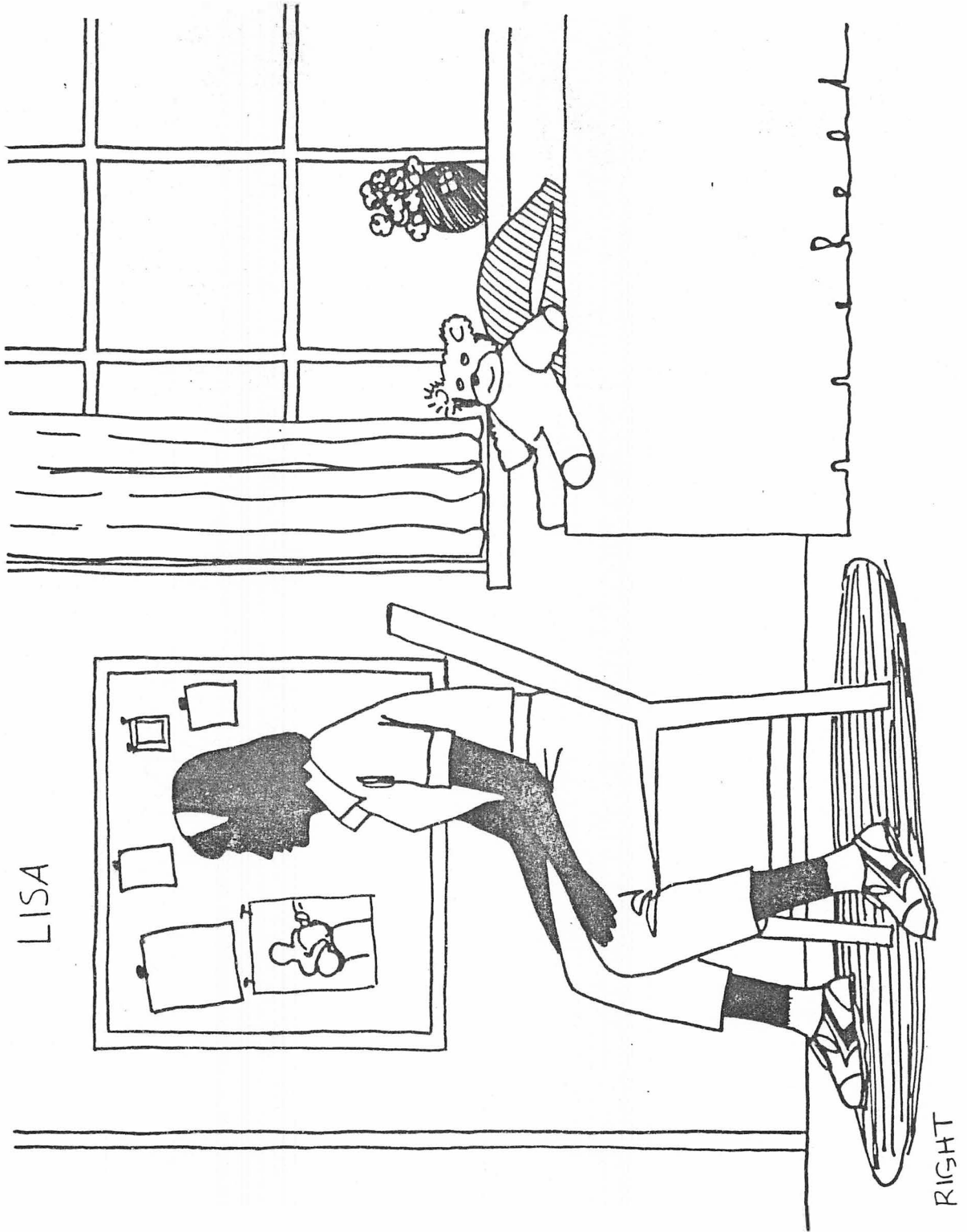
Mary: Huh . . . at least I use material things. I'm not like you--I don't use people. I feel sorry for your friends and boyfriend. You really get a big kick out of using them and abusing them. You usually treat them like trash . . .





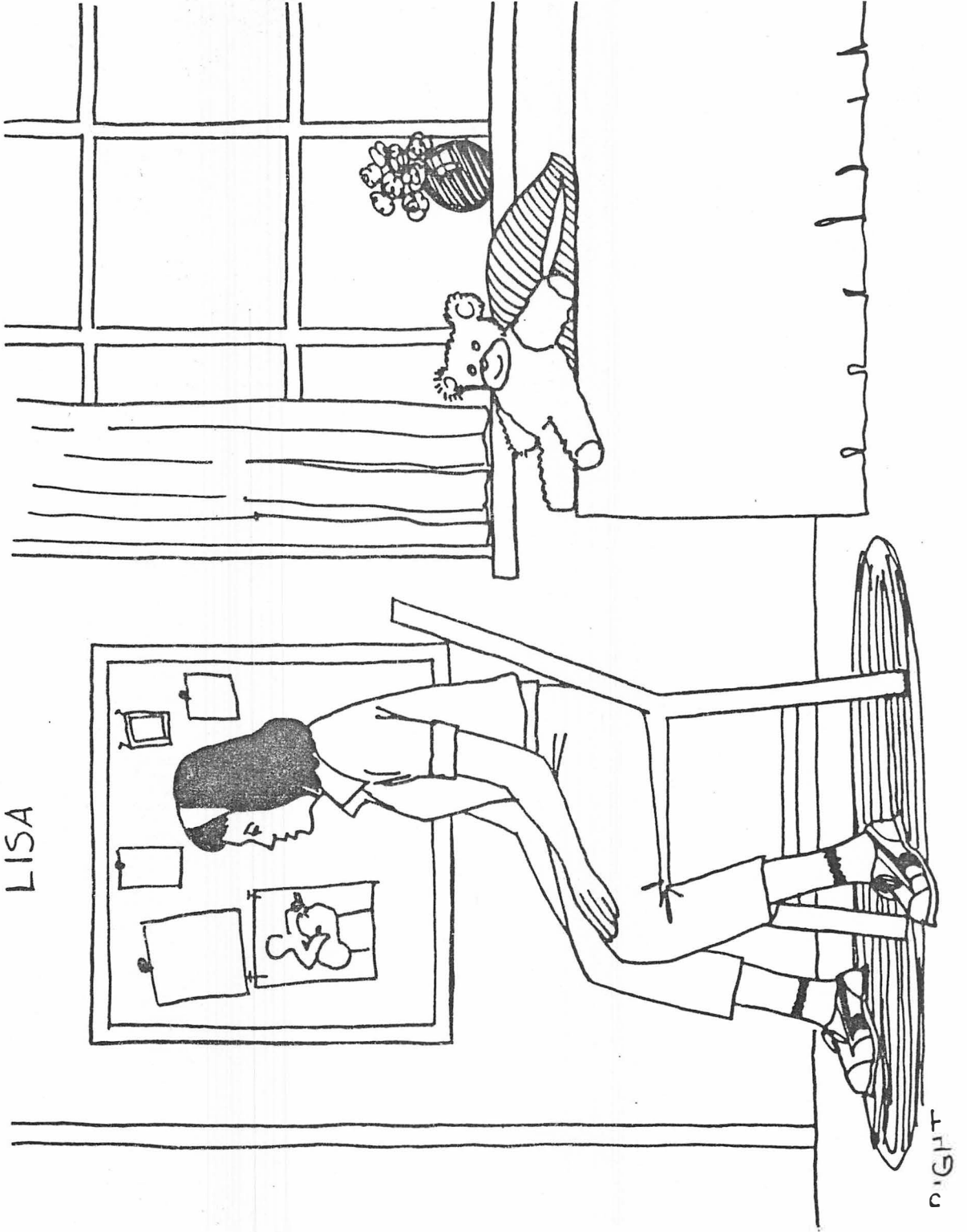
MARY

LEFT



LISA

RIGHT



LISA

RIGHT

VIGNETTE REACTION INVENTORY
(P)

From the list below please check the words which describe the behavior and comments of Mary.

- | | | |
|--|--|---|
| <input type="checkbox"/> active | <input type="checkbox"/> headstrong | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> hostile | <input type="checkbox"/> responsible |
| <input type="checkbox"/> alert | <input type="checkbox"/> impatient | <input type="checkbox"/> retiring |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> inhibited | <input type="checkbox"/> sarcastic |
| <input type="checkbox"/> apathetic | <input type="checkbox"/> irresponsible | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> argumentative | <input type="checkbox"/> irritable | <input type="checkbox"/> self-pitying |
| <input type="checkbox"/> arrogant | <input type="checkbox"/> lazy | <input type="checkbox"/> shy |
| <input type="checkbox"/> assertive | <input type="checkbox"/> mannerly | <input type="checkbox"/> silent |
| <input type="checkbox"/> autocratic | <input type="checkbox"/> meek | <input type="checkbox"/> spineless |
| <input type="checkbox"/> calm | <input type="checkbox"/> mild | <input type="checkbox"/> strong |
| <input type="checkbox"/> confident | <input type="checkbox"/> obliging | <input type="checkbox"/> submissive |
| <input type="checkbox"/> cynical | <input type="checkbox"/> opinionated | <input type="checkbox"/> sympathetic |
| <input type="checkbox"/> demanding | <input type="checkbox"/> outgoing | <input type="checkbox"/> timid |
| <input type="checkbox"/> dependent | <input type="checkbox"/> outspoken | <input type="checkbox"/> touchy |
| <input type="checkbox"/> determined | <input type="checkbox"/> patient | <input type="checkbox"/> unambitious |
| <input type="checkbox"/> dominant | <input type="checkbox"/> peaceable | <input type="checkbox"/> unassuming |
| <input type="checkbox"/> dreamy | <input type="checkbox"/> praising | <input type="checkbox"/> understanding |
| <input type="checkbox"/> enterprising | <input type="checkbox"/> quarrelsome | <input type="checkbox"/> unemotional |
| <input type="checkbox"/> excitable | <input type="checkbox"/> quiet | <input type="checkbox"/> unkind |
| <input type="checkbox"/> fearful | <input type="checkbox"/> rebellious | <input type="checkbox"/> vindictive |
| <input type="checkbox"/> forceful | <input type="checkbox"/> relaxed | <input type="checkbox"/> weak |
| <input type="checkbox"/> good-natured | <input type="checkbox"/> reserved | <input type="checkbox"/> withdrawn |

VIGNETTE REACTION INVENTORY
(Q)

The following statements refer to Mary's behavior and comments in the vignette that you just read. Please circle the appropriate response.

DURING THE DISCUSSION WITH HER ROOMMATE, MARY WAS:

AGGRESSIVE:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all _____ Extremely

ARGUMENTATIVE:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all _____ Extremely

ASSERTIVE:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all _____ Extremely

DEMANDING:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely _____ Not at all

DETERMINED:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely _____ Not at all

DOMINANT:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely _____ Not at all

FORCEFUL:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely _____ Not at all

HEADSTRONG:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely _____ Not at all

HOSTILE:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely Not at all

MANNERLY:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely Not at all

OPINIONATED:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all Extremely

OUTSPOKEN:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all Extremely

QUARRELSOME:

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all Extremely

REBELLIOUS:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely Not at all

TOUCHY:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely Not at all

VINDICTIVE:

1 _____ 2 _____ 3 _____ 4 _____ 5
Extremely Not at all

Vignette Reaction Inventory (R) was made up of three scales from the Interpersonal Behavior Survey. The following directions were given to each subject. The underlined responses indicate one point toward a perception of aggression.

VIGNETTE REACTION INVENTORY
(R)

DIRECTIONS: After reading and reacting to the vignette involving Mary and Lisa, I am interested in how you believe Mary typically behaves. I realize this may be a difficult task based on the limited information that you have been given; however, please answer all of the questions. Do not leave any of them blank.

There are no right or wrong answers. If you believe the statement describes Mary's behavior most of the time, circle T (True). If you believe the statement does not describe Mary's behavior most of the time, circle F (False).

- T F 1. Mary rarely loses her temper.
- T F 2. Mary believes that it is never all right to harm someone else.
- T F 3. Mary frequently interrupts people who bore her by talking too much.
- T F 4. There are times when Mary would enjoy making someone she dislikes look foolish in front of others.
- T F 5. Mary tries not to give people a hard time.

- T F 6. Mary doesn't believe she has a right to get back at a member of her family who treats her unfairly.
- T F 7. Mary never deliberately hurts another person's feelings.
- T F 8. Mary gets mad easily.
- T F 9. Some people think Mary has a violent temper.
- T F 10. Mary doesn't try to get even when another person does something against her.
- T F 11. There are times when Mary would enjoy hurting people she loves.
- T F 12. Mary often becomes angered and upset by members of her family for no good reason.
- T F 13. Mary doesn't like to hurt other people's feelings, even when she has been hurt.
- T F 14. Mary rarely criticizes other people.
- T F 15. Mary seldom argues with others.
- T F 16. Mary usually tells people off when they disagree with her.
- T F 17. Mary dislikes watching violent TV shows.
- T F 18. Mary has at times embarrassed a friend just to get his or her reaction.
- T F 19. Mary believes that sometimes you can't help hurting others to get ahead.
- T F 20. Mary had made fun of a teacher or boss who she thought was stupid.
- T F 21. When arguing with her friends, Mary never gives in until she has won.
- T F 22. Mary would not hit back if a friend hit her first.
- T F 23. Mary would enjoy making a fool of a teacher or boss who had previously cut her down in front of other people.
- T F 24. Mary doesn't like to win when she has to hurt people in order to do it.

- T F 25. Mary doesn't like to see anyone punished.
- T F 26. When a friend does something that hurts Mary deeply, she would rather get even than let that person know of her deep hurt.
- T F 27. Mary feels that a person who says something stupid deserves to be put down.
- T F 28. Mary takes care of her own needs and doesn't worry much about others.
- T F 29. Mary feels that in life you push or you are shoved.
- T F 30. If Mary had a brother or sister who did poorly in school, she would make sure that he or she knew that she was smarter.
- T F 31. Mary thinks that you can get ahead in the world without having to step on others.
- T F 32. Mary thinks there are times when force is necessary to get things done.
- T F 33. When playing a team sport, such as basketball, Mary feels that it is okay to take out her anger physically on her opponents.
- T F 34. Mary would be afraid of being in a fist fight.
- T F 35. Mary enjoys being involved in a good argument.
- T F 36. Mary feels that it is not right to hurt others even if they hurt you first.
- T F 37. Mary often imagines herself beating or killing a person or an animal.
- T F 38. Even if Mary were very angry with someone, she would not make fun of him or her.
- T F 39. There are times when Mary would like to pick fist fights.
- T F 40. Sometimes Mary makes fun of people who look very different from her.
- T F 41. Sometimes Mary says nasty things when people don't understand what she is trying to do.

- T F 42. Mary dislikes reducing her friends to tears.
- T F 43. Generally, Mary doesn't disagree with members of her family because she doesn't want to hurt their feelings.
- T F 44. Mary does not call people names when she gets upset with them.
- T F 45. At times Mary spreads gossip to get back at people.

APPENDIX E

DEBRIEFING QUESTIONS

Debriefing Questions

1. Were the instructions easy to understand?

Yes No
Comments:

2. Did you find it difficult to do the task indicated by the instructions?

Yes No
Comments:

3. The amount of time allowed to complete this task was:

too long too short sufficient

4. When you were rating Mary, did you have difficulty using the rating form?

Yes No
Comments:

5. Please comment on the narrative related to the roommate discussion?

6. Did the narrative seem realistic?

Yes No
Comments:

7. Were the pictures realistic?

Yes No
Comments:

8. Were you able to distinguish the race of Mary?
of Lisa? Yes No
 Yes No

Please comment on this aspect of the pictures.

9. Other comments and suggestions about the study:

THANK YOU VERY MUCH FOR YOUR TIME!!

VITA

Rosemary E. Phelps was born in Fort Valley, Georgia, on November 1, 1955. She attended elementary and junior high school in Fort Valley and graduated in May, 1972 from Peach County High School in Fort Valley, Georgia. In September, 1972 she entered the Ohio State University and graduated in June, 1976 with a Bachelor of Arts degree in Psychology. Rosemary began a Master's program in Guidance and Counseling in the fall of 1976 at the Ohio State University and completed the program in the summer of 1977 while employed full-time as a group home assistant with the Association for the Developmentally Disabled in Columbus, Ohio. She entered the doctoral program in Counseling Psychology at the University of Tennessee, Knoxville, in September, 1979 after working for two years as a Residence Hall Director at Ball State University in Muncie, Indiana. Rosemary received a graduate assistantship in the Department of Residence Halls at UTK and worked as a Head Resident from 1979-1982. In August, 1982 she began a 12-month predoctoral clinical/counseling psychology internship at the Counseling-Psychological Services Center at the University of Texas at Austin in Austin, Texas. After the completion of her internship in July, 1983, Rosemary returned to Knoxville and accepted a part-time position with the Educational Talen Search program at the University of Tennessee, Knoxville. In June, 1984 she accepted a full-time position as Project Coordinator of the Upward Bound Program at the University of Tennessee, Knoxville and maintained this position until she received her Doctor of Philosophy degree in August, 1986.