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The effects of the intensity of racial identity attitudes on predicting college preference for African-American high school seniors

Candace L. Washington

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To the Graduate Council:

I am submitting herewith a dissertation written by Candace L. Washington entitled "The effects of the intensity of racial identity attitudes on predicting college preference for African-American high school seniors." 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.

Marla P. Peterson, Major Professor

We have read this dissertation and recommend its acceptance:

William Poppen

Accepted for the Council:

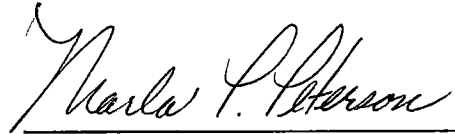
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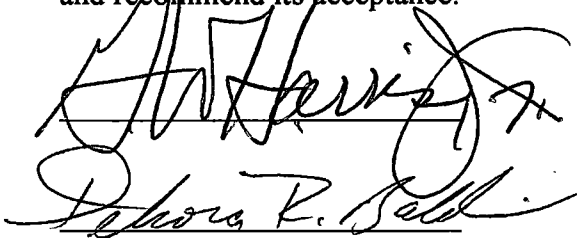
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We have read this dissertation
and recommend its acceptance:



William A. Poppen

Accepted for the Council:



Associate Vice Chancellor and
Dean of The Graduate School

The Effects of the Intensity of Racial Identity Attitudes
on Predicting College Preference for African-American High School Seniors

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Candace L. Washington

August 1999

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DEDICATION

I dedicate this dissertation to the memory of my mother, Carolyn Crayton Washington. Sadly, her life ended, unexpectedly, during the composition of this work. While on this Earth (and continuing, even though not here physically), she was a major force in my academic and personal careers. She bestowed upon me resilience and determination to strive toward my goals without question. Through her unconditional love and endless support, I overcame obstacles and tribulations placed before me. To my son, Chace, I dedicate this work and the loving labor put within. His birth was during a time in my graduate program which I needed inspiration to widen my eyes to the vision. And last but not least, I turn this work over to God Almighty, who gave me the perseverance, faith, courage, and love to see this project through to the end.

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ABSTRACT

In this study, the effects of the intensity of racial identity attitudes on predicting the college preference, i.e., predominantly White institutions (PWI) or traditionally Black institutions (TBI) of 86 African-American high school seniors were investigated. Only responses of students who desired to attend a college or university and who scored highest at the Internalization stage of racial identity attitudes on the Racial Identity Attitudes Scale- Form B (RIAS-B) were used. A multiple discriminant analysis was performed to predict college preference by using scores received at the Internalization stage on the RIAS-B. The results indicated that the higher the score, the greater the preference to attend either a PWI or a TBI. There was a tendency for those with lower scores to prefer PWI although no statistically significant differences were found. This tendency warrants further examination. Gender was not a good predictor of college preference for this study population. This latter finding was consistent with that of a pilot study conducted by the investigator. Factors affecting college preference for this group were also studied. The availability of financial aid and majors offered at an institution were the most important factors affecting college selection whereas family and friends were found to be least important. Continued research is necessary to explore the intensity of African-Americans' racial identity attitudes and their effects on additional postsecondary variables such as college adjustment, retention, and academic success.

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CHAPTER I

INTRODUCTION

The focus of this study was to examine the effects of racial identity attitudes, particularly at the Internalization stage, on the prediction of college preference for African-American high school seniors. This study contains five chapters. The Introduction, which highlights the need for this study, is presented in Chapter I. A review of pertinent literature is found in Chapter II. The Methodology used in this study is offered in Chapter III. The results and findings are presented in Chapter IV. A discussion of the results and recommendations for further investigations conclude the study in Chapter V.

Need for the Study

The intensity of racial identity attitudes has not been studied in relation to African-American students' preferences for institutions of higher education. In addition, a void in the research exists regarding whether there are differences between males and females on the intensity of racial identity attitudes and college preference. Specifically, this study will focus on the intensity of racial identity attitudes of African-American high school seniors and their preferences for attending predominantly White institutions (PWI) or traditionally Black institutions (TBI).

Likewise, factors that may affect the African-American high school student's decision to attend postsecondary institutions have not been investigated extensively in regards to college type i.e., PWI or TBI. The eight factors examined in this study were: size of student body, geographical location, academic majors offered at the

institution, financial aid, extracurricular activities, family alma mater, friends, and faculty-to-student ratio.

Two categories of information provide additional support for the need to conduct the present study: (a) results of a pilot study and (b) a review of the literature (which will be presented in Chapter II). In the process of conducting a pilot study and the literature review, additional research questions were uncovered. These two sources of information indicated that there is a great deal still unknown about the stages of racial identity, intensity of racial identity, and the role that this intensity plays in college preferences.

The Pilot Study

A source of information that is vital in establishing the need for this study emanated from a pilot study on racial identity and college preferences that was conducted by this researcher (Washington, 1995). Research questions addressed in the pilot study were:

1. Are there any significant differences between African-American high school seniors who are at the Internalization stage as measured by the Racial Identity Attitude Scale (RIAS) and those who have not reached this stage in terms of their preference for attending a traditionally Black institution (TBI) or predominantly White institution (PWI)?
2. Are there any significant differences between male and female African-American high school seniors who are at the Internalization stage as measured by the

Racial Identity Attitude Scale (RIAS) in terms of their preference for attending a traditionally Black institution (TBI) or predominantly White institution (PWI)?

The participants in the pilot study consisted of 79 African-American high school seniors, aged 16-20 years old, from an urban school district on the eastern coast of the United States. They were recruited on a voluntary basis through the school system's directory assistance listing. Only students who reported a desire to attend a college or university were asked to participate.

The procedures for data collection were as follows:

1. A list of home addresses for African-American high school seniors was provided by the cooperating school district.
2. The investigator sent cover letters (Appendix A) with a brief description of the study and Informed Consent forms (Appendix B) to the homes of students.
3. Informed Consent forms were signed by the student (and parent, if necessary). One copy was returned to the investigator and the other retained by the student.
4. Packets containing the Racial Identity Attitudes Scale (RIAS) and a personal demographics sheet were sent to each high school guidance office. After reviewing the signed informed consent form for all appropriate signatures and retaining the form, the guidance office workers provided a packet to the student.
5. The instruments were counterbalanced in the packets to help reduce fatigue effects as participants progressed through the instruments. After completing

the measures, participants were asked to return the completed measures to the guidance office and the investigator retrieved all completed packets from each high school.

The results of the pilot study concluded that there were no significant differences found across stages of racial identity attitudes or gender. There were no significant differences between African-American high school seniors who are at the Internalization stage as measured by the Racial Identity Attitudes Scale (RIAS) and those who have not reached this stage in terms of their preferences for attending a traditionally Black institution (TBI) or predominantly White institution (PWI), $\chi^2 (3, N = 79) = 2.60, p = .107$. Likewise, when only the 65 subjects who scored at the Internalization stage were investigated, no significant differences were found between males and females in terms of whether these students elected to attend a TBI or PWI when only their first college choice was considered, $\chi^2 (1, N = 65) = 2.794, p = .095$.

As is not uncommon, the pilot study raised a number of questions. The finding that there were no significant differences between stage of racial identity attitudes and preference for attending TBI or PWI, of course, was influenced by the fact that all but 14 of the 79 subjects scored at the highest stage of racial identity, the Internalization stage. However, within this stage the researcher noted that the range of mean scores was 3.11 to 4.89 with higher means indicating higher intensity of racial identity.

Another area of interest was the college preferences selected by participants. In the pilot study, subjects were asked to list as many as three top college preferences. However, comparisons were made between stage of racial identity and only their first

choice. In scanning the total responses, the researcher observed that some subjects listed all TBI, some listed all PWI, and others listed a combination of TBI and PWI. Also noted were factors considered important to these students when choosing a college. These factors were not examined in the pilot study.

Lastly, the majority of subjects, in several studies using the RIAS, scored highest at the Internalization stage. Mean scores ranged from 3.60 to 4.57 across all four stages (Yanico, Swanson, & Tokar, 1994). Subsequently, researchers have found that 90.6% (Yanico, et. al, 1994) and 91.5% (Washington, 1995) of subjects score highest at the Internalization stage of racial identity attitudes. The results of the Yanico, Swanson and Tokar study combined with the results of this investigator's pilot study indicate a need for further investigation of scores which are clustered at the Internalization subscale. Research is needed to better understand if intensity of racial identity attitudes of this group influences college preference.

Statement of the Problem

This study was designed to provide more information regarding the racial identity attitudes of African-American students and how the intensity of these attitudes affects their preference for a college environment. Factors affecting college choice have not been investigated in the context of racial identity attitudes. The intensity of these attitudes may play a role in the importance of factors in relation to one's postsecondary education. Examination of African-American high school seniors' college preferences in relation to their racial identity attitudes, as was investigated in

the pilot study, is important in that it may provide information for researchers who wish to study issues related to recruitment, retention, attrition, and academic proficiency of both college and college-bound African-American students.

Theoretical Basis for this Study

The theoretical basis for this study is Helms's racial identity attitudes theory. This theory was devised from a modification of Cross's (1971) Model of Nigrescence. Helms (1993) defined racial identity as a "sense of group or collective identity based on one's perception that he/she shares a common racial heritage with a particular racial group" (p. 3). Basically, Black racial identity attitudes refer to the quality or manner in which African-Americans identify (or do not identify) with other Blacks and/or adopt or abandon identities resulting from racial victimization (Helms, 1993, p. 5).

Cross (1971) hypothesized that Black people evolve from a perception of degradation for being Black to a perception of feeling secure about themselves as Black people. He identified his five stages of Negro-to-Black conversion theory as: pre-encounter, encounter, immersion-emersion, internalization, and internalization-commitment. Helms's modification of this model presents four stages in the process of developing a Black identity: Pre-encounter, Encounter, Immersion, and Internalization.

Pre-encounter is the lowest stage in which the individual identifies with Whites and devalues a Black identity. The second stage, Encounter, is characterized by anger. The individual rejects identification with Whites and seeks the identity of the

Black culture. Immersion is the third stage allowing the individual to begin to identify with Blacks and denigrate Whites. The final stage is Internalization in which the individual internalizes the attributions of being Black by achieving a feeling of inner security, transcending racism, and contesting general cultural oppression (Helms, 1993).

Black racial identity attitudes theory has influenced the counseling process as well as many other inter-relational avenues. Examination of racial identity and other factors such as college preference can help reduce misunderstanding and underestimation of its value in this field of research (Helms, 1989).

Research Questions and Hypotheses

After a thorough review of research related to racial identity attitudes and the findings that were discovered in the pilot study, the following research questions were formulated:

1. Does the higher the intensity of racial identity attitudes of African-American high school seniors predict their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI)? Or, does the lower the intensity of racial identity attitudes of African-American high school seniors predict their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI)?
2. Does the higher the intensity of racial identity attitudes of male or

female African-American high school seniors predict their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI)?

Or, does the lower the intensity of racial identity attitudes of male or female African-American high school seniors predict their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI)?

3. Do factors affecting college preference of African-American high school seniors who are at the Internalization stage differ in importance for those who prefer to attend TBI and those who prefer to attend PWI? Or, are the factors basically the same regardless of which type of institution is preferred?

4. Do factors affecting college preference of African-American high school seniors who are at the Internalization stage differ in importance for females and males who prefer to attend TBI and those females and males who prefer to attend PWI? Or, are the factors affecting preference for attending a TBI or PWI basically the same for males and females?

To examine these questions, the following null hypotheses were tested:

H₀1: For African-American high school seniors who are at the Internalization stage of racial identity attitudes, the intensity of these attitudes has no significant effect on their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI).

H₀2: There will be no gender differences with respect to racial identity attitudes and college preference for African-American high school seniors who are at the Internalization stage

H₀3: For African-American high school seniors who score highest at the Internalization stage of racial identity attitudes, there are no significant differences between those who prefer to attend TBI and those who prefer to attend PWI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

H₀4: For African-American high school seniors who score highest at the Internalization stage of racial identity attitudes, there are no significant differences between males and females who prefer to attend TBI and those who prefer to attend PWI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

Definition of Terms

College preference. College preference is defined as the postsecondary school(s), which a student would like to attend. It does not necessarily indicate that the student was accepted to, encouraged to attend, or actually attended the institution.

The categories of college preference are:

1. Predominantly White Institution (PWI). Predominantly White Institution, or PWI, is defined as any postsecondary institution not considered a historically Black institution (College Entrance Examination Board, 1993).

2. Traditionally Black Institution (TBI). Traditionally Black Institution, or TBI, is defined as a postsecondary institution that is considered a historically Black institution (College Entrance Examination Board, 1993).

Factors affecting college preference. These college factors include eight determinants that may affect a student's decision in his/her college preference. The factors used in the present study are as follows:

1. Size of institution. Refers to the total headcount of students at an institution in any given year.
2. Location. Refers to geographical site of institution in relation to student's current permanent residence.
3. Academic Major. The areas of study available at an institution.
4. Financial aid. Refers to the monetary assistance available to students, based on need and merit, in the form of scholarships, grants, and loans.
5. Extracurricular activities. Possible groups/organizations or events made available to students at the institution.
6. Family alma mater. Refers to an institution which family members of an individual attended.
7. Friends. Peers who currently attend or will attend the same institution.
8. Faculty-to-student ratio. Total number of students divided by the total number of faculty at an institution.

High school senior. A high school senior is a student who is in the twelfth (12th) grade in a secondary public school setting.

Racial identity attitudes. In this study, racial identity attitudes are defined as social attitudes of African-Americans acknowledging (or not acknowledging) shared racial-group membership with others of similar race. Basically, racial identity attitudes refer to the quality or manner in which African-Americans identify (or do not identify) with other Blacks and/or adopt or abandon identities resulting from racial victimization (Helms, 1993, p.5).

Intensity of racial identity attitudes. The range of scores of students who scored highest at the Internalization stage of racial identity as measured by the Racial Identity Attitudes Scale (RIAS).

Racial Identity Attitudes Scale- Form B; (RIAS-B). The Racial Identity Attitudes Scale, RIAS, is a measure of social attitudes of African-Americans. Form B is the shorter version containing 30 items. This scale has four stages of Black identity development (Helms, 1993). These stages are as follows:

Pre-encounter. Pre-encounter is the lowest level of Black racial identity in which the individual identifies with Whites and devalues the Black identity.

Encounter. Encounter is the second level of Black racial identity and is characterized by anger. The individual rejects identification with Whites and seeks the identity of the Black culture.

Immersion. Immersion is the third level of Black racial identity in which the individual begins to identify with Blacks and denigrates Whites.

Internalization. Internalization is the highest and optimal level of Black racial identity. The individual internalizes the attributions of being Black by achieving a feeling of inner security, transcending racism, and contesting general cultural oppression.

Limitations of the Study

There are limitations to this study that must be considered. First, the students who responded may not be considered as randomly selected. They were all high school seniors and participated in this study voluntarily. All participants were required to have a desire to attend a postsecondary institution; therefore, they may be considered as more mature and more prepared in the decision-making process than their peers who did not participate in this study. Another restriction is that more females ($n = 51$) than males ($n = 35$) volunteered to be a part of this study. Additionally, this study population came from one urban school district on the East Coast. This school district cannot be considered representative of all school districts in the United States and, thus, limits the generalizability of the results.

Another limitation of this study refers to the main instrument, RIAS-B. The initial sample used for item analysis and reliability of the RIAS consisted of 58 students from a midwestern university. Subsequent studies have indicated that the RIAS-B can identify racial identity attitudes, but Helms (1993) indicates that it is advisable to use this instrument on an experimental basis. A more thorough discussion of the RIAS-B is included in Chapter III.

It is also important to note that the factors cited as possibly affecting college selection are just a small number of determinants in a student's final decision to attend postsecondary institutions. The review of the literature, which is presented in Chapter II, provides information that helps further establish the context for this study.

CHAPTER II

REVIEW OF THE LITERATURE

Research specifically addressing African-American high school seniors and college preference is sparse. However, literature for this study has been found in the following areas: history of Black racial identity, research on Black racial identity attitudes, college choice/ preference, and factors affecting the decision to attend or not to attend postsecondary institutions.

History of Black Racial Identity

In the 1970s, the Civil Rights Movement prompted the study of Black racial identity in psychology and psychotherapy. There was a need for practitioners to be sensitive to oppression and other racial concerns that might affect the therapeutic process when working with African-American clients. Helms (1993) studied two major theories of Black racial identity: the Black client-as-problem (CAP) model and the Nigrescence model of racial identity development (NRID). Both perspectives present different implications for the development of Black racial identity.

CAP was the initial effort to confront and interpret inter- and intra-racial dynamics (Helms, 1993). The purpose of this model was to help practitioners, i.e., usually White therapists, to develop interventions that would help them to cope with the inter- and intra-personal characteristics assumed unique to the Black culture. The goal of the CAP model was to predict aversive behaviors of Black clients in order to reduce counselor anxiety. Basically, many theorists (Jackson & Kirschner, 1973; Vontress, 1971) devised models to designate which Black clients were problematic for

which race of counselors. Vontress (1971) presented a cultivated typology of the CAP model. His version suggested three categories of Black people: Black, Colored, and Negro. Each of these categories exhibited their own unique set of thoughts, feelings, and behaviors. A characteristic of "Black" was described as intolerant of racist Whites who tried to interact with Blacks. "Colored" persons held similar perceptions and evaluations about Blacks, as did Whites. And "Negro" was viewed as accommodating to Whites who were not blatantly racist. Jackson and Kirschner (1973) proposed a self-labeling approach in which racial identity types were quantified. They found this self-identification to be a determinant in preference for same-race therapists.

On the other side, NRID models emphasized the developmental process (i.e., models defined in stages) by which one "becomes Black" in terms of one's perceptions of self and one's reference group (Helms, 1993). During the development of Black identity, it was presumed as unhealthy if one over-identified with the White culture. Self-actualization is the most refined stage of racial identity development and the ultimate stage one desires to achieve. A number of stage theorists (Banks, 1981; Cross, 1971; Gay, 1984; Milliones, 1980; Parham & Helms, 1981) have developed NRID models; each having various ways that they define their own models and stages (see Helms, 1993, pp. 11-16).

Cross (1971) developed a Model of Nigrescence (French for "Negro to Black" conversion) to identify five stages of Black racial consciousness. The stages are Pre-encounter, Encounter, Immersion-emersion, Internalization, and Internalization-commitment. These stages represent various implications regarding cognition,

behaviors, and feelings distinct to each stage. The first stage, Pre-encounter, is an adoption of White worldviews and devaluing membership in the Black culture. Encounter, the second stage, results in a critical personal experience, which rejects acceptance of the White culture, and initiates the process of seeking a Black identity. The third stage, Immersion-Emersion, is characterized by a complete immersion into Black culture and an idealization of Blackness; although these attitudes have not fully been internalized. The next stage, Internalization, secures Black identity and transcends the defensive attitudes of Blacks that are associated with the Immersion-Emersion stage. Finally, Internalization-Commitment puts into action the qualities of the Internalization stage by the individual fighting general cultural oppression.

Two other researchers have also shared similar beliefs to Cross. Milliones (1980) created the Developmental Inventory of Black Consciousness (DIBC). This instrument was one of two attitudinal scales examining racial identity in African-American adolescents and adults. (The other was the RIAS-B developed by Parham and Helms in 1981.) Milliones presented the following stages: Preconscious (anti-Black), Confrontation (conversion to Black with strong anti-White attitudes), Internalization (positive acceptance of Blackness), and Integration (internalization of Blackness and confronting oppression). Likewise, Banks (1981) proposed five stages of ethnicity that an individual progresses through to reach self-actualization of Blackness. These stages advance from Ethnic Psychological Captivity (internalization of negative view of the person's ethnic group) to Multi-ethnicity (self-actualization and ability to function beyond superficial levels in many cultures).

And finally, Gay (1984) integrated the racial identity models of Banks (1981), Cross (1971), and a third NRID theorist, Thomas (1971) in order to combine the similarities of these researchers' models. She proposed a three stage model: Pre-encounter (ethnic identity dominated by concepts of the White culture), Encounter (experience causes individual to initiate a search of a new basis for identity), and Post-encounter (self-confidence and pride in one's ethnicity). As can be noted, Cross's (1971) Model of Nigrescence has been used as the foundation for several NRID models and measures of racial identity including Parham and Helms's (1981) Black Racial Identity Scale which is the racial identity attitudes instrument used in the present study.

Research on Black Racial Identity Attitudes

Considerable research has been done with African-American college students on racial identity in relation to other variables. For example, studies have been conducted regarding African-Americans' racial identity attitudes and perceptions of racism (Watts & Carter, 1991), preference for counselor race (Helms & Carter, 1991; Parham & Helms, 1981), methods of decision-making (Helms & Parham, 1990), and self-esteem (Pyant & Yanico, 1991). However, no research, other than a pilot study conducted by this researcher, has been conducted to determine whether the intensity of racial identity attitudes of African-American high school students predicts preference for attending TBI or PWI.

Researchers have found that the four stages of racial identity (i.e., pre-encounter, encounter, immersion, internalization) have influenced other personal

characteristics of an individual (Carter & Helms, 1987; Parham & Helms, 1985; Ponterotto, Anderson, & Grieger, 1986; Pyant & Yanico, 1991). Parham and Helms (1985) found that the more a person adopts attitudes and behaviors representative of Blacks, the more his/her self-confidence matures. Likewise, they noted that gender differences were found between the racial identity stages.

Parham and Helms (1985) examined the racial identity attitudes and self-esteem of 166 Black undergraduates at four predominantly White institutions on the West coast, in the South, and in the Midwest. They suggested that Black students with self-devaluing attitudes possess low self-esteem. It is believed that if these negative feelings are confronted, a positive racial self-concept may emerge. Thus, this finding may indicate that African-American students' college preferences are affected by the attitudes that they hold. For instance, a student with positive self-esteem may be able to adapt at any institution, within reason, regardless of racial composition. Whereas an African-American student with low self-esteem can have difficulty adjusting in an environment that may not be as accepting of his/her culture or beliefs.

The Internalization Stage of Racial Identity

As mentioned previously, the Internalization stage is considered the ultimate phase of self-actualization for African-Americans. Ponterotto, Anderson, and Grieger (1986) investigated racial identity and counseling. They found African-American females at the Internalization stage to hold more favorable attitudes toward counseling than their male counterparts. However, both internalized males and females sought parents and friends as the preferred means of assistance when in need.

Mitchell and Dell (1992) examined the participation in campus activities of 91 Black students relative to racial identity attitudes. They found internalized African-American students participated more in campus cultural organizations. The implication was made that Blacks' attitudes are bi-cultural due to the fact that attitudes toward both Blacks and Whites are held. The higher an individual's racial identity, the more likely that person is to participate in Black-oriented activities/organizations or desire to attend a TBI. Thus, the Internalization stage was positively correlated to active participation in cultural activities.

Research on College Preference/Choice

A number of researchers have studied students and factors that affect their attendance at postsecondary institutions (Allen, 1992; Boatwright, Ching, & Parr, 1992; Davis, 1995; Dorsey & Jackson, 1995; Feagin, 1992; Stikes, 1975). The decision to obtain a postsecondary education results from a combination of several factors e.g., personal, social, financial, and academic. Many factors can influence why African-American students may elect to attend either a PWI or TBI. Family, school counselors, parents, and teachers seem to play major roles in the college decision making process.

Fewer minorities, particularly African-Americans, are pursuing the possibility of obtaining a higher education (Boatwright, Ching, & Parr, 1992). Boatwright, et al (1992) asked 691 high school seniors who planned to attend a postsecondary institution to rate eleven items that may influence their decision to attend college. Significant differences were found between race and gender. White males were

found to rate internal influence significantly higher than Black males. However, for African-American males, the opportunity to acquire a college education may be more limited than for others.

The literature does not provide much information about factors affecting these students' decision to attend PWI or TBI, in particular. Stikes (1975) examined problems of Black students on university campuses e.g., exploitation by others, degree of racial identity, and financial difficulty, and how these factors affected academic achievement. Most Black freshman students were from low income families and depended on grants and scholarships more than White students (Stikes, 1975). In studying these areas, it seems that the African-American student must struggle to find an atmosphere that is conducive to his/her needs. Perhaps, it is necessary for more postsecondary institutions to implement programs that will minimize such problem areas. Specific institutions, whether PWI or TBI, encouraging these programs may later be selected as college preferences of African-American students.

A significant factor found to influence college choice is the family (Boatwright, Ching, & Parr, 1992; Hossler & Stage, 1992; Litten, 1982; Martin & Dixon, 1991; Stage & Rushin, 1993). Based on the results of a longitudinal study involving 188 students of various ethnic backgrounds (i.e., White, Black, Asian, and Hispanic) at a major southwestern university, Martin and Dixon (1991) found parents to be the primary influence on college choice for students. Similarly, other researchers have noted that parents, especially mothers, have important influences on

the college selection of African-American students (Birk & Blimline, 1984; Holt, Harrison, & Kotrlík, 1987).

Close peers, too, impact this decision-making process. Boatwright, Ching and Parr (1992) investigated factors that influenced students' decisions about attending college. They found that friends were the greatest influence in high schools students' decision to attend college regardless of race or gender. Similarly, Hallinan and Williams (1990) found friends to be a strong influence in this process. They concluded that friends with similar backgrounds and experiences seem to have a stronger influence on a student's college attendance than do friends who have different backgrounds and experiences.

Blumenfeld (1968) found many background factors (e.g., low parental income, types of friends, educational resources in the home) affect a students' desire to attend an institution of higher education whether TBI or PWI. He investigated differences between outstanding Negro students who chose TBI and outstanding Negro students who chose PWI. The National Achievement Scholarship Program (NASP) which was designed to encourage public recognition and increase educational opportunities for these students identified these students.

In addition, other researchers found further differences in the importance of factors when selecting a college. The availability of financial aid was very important to African-American students attending either type of institution (Smith & Matthews, 1991). Likewise, the quality of interpersonal relationships and the impact of nonacademic factors (i.e., Black cultural events) are contingent on individual

characteristics (i.e., racial identity, gender) of the student along with the quality and background of the institution (Allen, 1992; Credle & Dean, 1991; Jay & D'Augelli, 1991).

Research has been conducted on African-American students at TBI and their African-American counterparts attending PWI. Allen (1992) examined the college experiences of 1578 African-American students at PWI and 953 African-American students at TBI. He found that those students at PWI reported less social involvement and lower academic achievement than those students attending TBI. This finding supports a prior study in which he noted greater psychosocial adjustment, academic gains, cultural awareness, commitment, and attainment aspirations of African-American students who attend TBI (Allen, 1985).

In a phenomenological study, Hughes (1987) attempted to account for gender differences of African-American students by incorporating the academic context, i.e., college environment, with personal and emotional development. Specifically, she found that Black males were more confident and comfortable at traditionally Black institutions (TBI). In contrast, African-American males reported feelings of insecurity and alienation at predominantly White institutions (PWI). However, African-American females were found to be socially passive at TBI and resilient, adaptable, and strong at PWI. Yet, the question remains, does gender and the intensity of racial identity attitudes influence the college preference of African-American high school seniors?

Factors for attending TBI.

African-Americans choose to attend institutions of higher education for many of the same reasons as their White counterparts. However, African-Americans may elect to attend TBI instead of attending PWI. Research has been done indicating that Black students attending PWI experience greater levels of dissatisfaction, alienation, and overt racism than their counterparts attending TBI (Allen, 1987; Allen, Epps, & Haniff, 1991; Livingston & Stewart, 1987; Loo & Rolison, 1986). Attendance at TBI has been directly or indirectly associated to persistence and completion of the bachelor's degree for Black students (Bohr, Pascarella, Nora, & Terenzini, 1995). This finding may suggest that one's development of racial identity is enhanced at these institutions. Some researchers believe that TBI are better equipped for African-Americans to develop a sense of Black consciousness than PWI (Allen, 1992; Astin & Cross, 1981; Krate, Leventhal, & Silverstein, 1974; Stikes, 1975). Astin and Cross (1981) reveal conditions yielding the necessary components for the development of racial identity. They found that young Blacks with a strong social conscience gravitate toward Black colleges for two reasons: (a) it is believed that this atmosphere will be more meaningful and (b) the students will be able to debate racial issues free from the constraints that may be inevitable at a predominantly White institution.

A consistent finding is that African-American males fare less well in high school and on college campuses than do their female counterparts (Dunn, 1988; Hughes, 1987; Spaights, Kenner, & Dixon, 1986). Fleming (1984) conducted a longitudinal study investigating African-Americans' matriculation at PWI. She

concluded that the apprehension for Black males at PWI was due to social isolation, hostile environments, and educational biases.

Many investigators agree with Allen (1992, 1985) that African-American students attending TBI are better adjusted and more developmentally advanced than their counterparts attending PWI (Bohr, Pascarella, Nora, & Terenzini, 1995; Hughes, 1987; Taylor, 1986). In addition, Taylor (1986) claimed that "many Black students on PWI campuses do not have a clear understanding or an acceptance of themselves..." (p. 199). Fleming (1984) attributes the quality of interaction with faculty, staff, administrators, and other students to the African-American students' greater adjustment on Black campuses. Black institutions are able to provide sufficient resources (e.g., support) for their students due to their understanding and relationship towards these students.

These studies suggest that TBI provide more conducive conditions to explore and develop Black identity than PWI. African-American students at TBI have a higher sense of self-esteem than African-American students at PWI (Mitchell & Fandt, 1995). However, some researchers have found that the personal and psychological development of an individual does not depend on the college environment; either TBI or PWI are appropriate (Cheatham, Slaney, & Coleman, 1990; Cheatham, Tomlinson, & Ward, 1990). Specifically, Cheatham, Slaney, and Coleman (1990) reported that no clear support is evident for the superiority of the TBI over PWI in facilitating the development of African-American college students.

Factors for attending PWI.

The majority of African-American students who attend postsecondary institutions attend PWI (Allen, Epps, & Haniff, 1991). What draws these students to a predominantly White setting? One reason may be the perception of the PWI environment made by African-American students. These environments are believed to be oriented toward achievement, competitiveness, and independence (Fleming, 1984). For some individuals, the reality of society being composed of a diverse group of persons and/or the need to understand one's self through encounters with different populations are inevitable in this environment. Hughes (1987) concluded that there was a relationship between the importance of African-American students' sense of belonging and their adequate adjustment at PWI. A student who felt accepted adjusted better at these institutions than a student who did not feel that he/she belonged. Astin and Cross (1981) gave another perspective providing evidence that African-Americans attending PWI have the self-confidence required to survive in the competitive environment in which they often find themselves. These students usually have better academic records and a higher opinion of their popularity with peers than do their counterparts at TBI.

Several studies have pointed toward the role that gender may execute in the adjustment of college life at PWI. Demeis and Turner (1978) concluded that African-American males assume negative views of education and attribute academic failure to internal factors. This belief may partly account for many Black males' college avoidance in order to achieve immediate financial independence after high school

graduation (Dunn, 1988). In contrast, several researchers have found that Black females report feelings of greater self-confidence on predominantly White campuses than their male counterparts on similar campuses and same race females on traditionally Black campuses (Allen, 1992; Fleming, 1983; Spaight, Kenner, & Dixon, 1986).

Summary

In summary, a review of the literature indicated a void in research on the intensity of racial identity as it relates to college preference. As was discussed in Chapter I, the range of scores at the Internalization stage merit investigation. Little is known about the relationship of the intensity of racial identity attitudes of African-American high school seniors who score at the highest stage of racial identity, Internalization, and their preferences in electing to attend TBI or PWI. Additionally, a great deal is unknown about gender, college preferences, and the intensity of racial identity attitudes. Nor have factors (e.g., enrollment size, geographical location, family alma mater, and financial assistance) that may affect African-Americans' decisions to attend either PWI or TBI been considered in regards to racial identity attitudes, particularly at the Internalization stage. The literature review has helped establish the context for this study. Next, the methods and procedures used in this study will be presented in Chapter III.

CHAPTER III

METHODOLOGY

Participants

The participants in this study were 86 African-American high school seniors, age 16-19 years old, from an urban school district on the eastern coast of the United States. The mean age for the entire study population was 17.6 years with a standard deviation of 0.73. The majority of the students (55%) were 18 years of age. There were 35 males and 51 females.

The subjects were recruited on a voluntary basis through the school system's directory assistance listing. This listing provided the names and addresses of all current high school seniors in the school system. The African-American students were identified through school personnel and records and were sent requests to participate in this study. Only students who reported a desire to attend a college or university were asked to participate. Informed Consent forms were signed and returned by volunteers (Appendix B).

In addition, 67% of the subjects reported that they were from one-parent households. Parents' educational levels varied as follows: 19% completed some high school, 56% completed some form of postsecondary training (i.e., technical/trade training and/or college), 16% were college graduates and 9% had participated in some graduate studies.

Instrumentation

The following instruments were used in this study: (a) the Racial Identity Attitudes Scale- Form B (RIAS-B; Parham & Helms, 1981) and (b) a personal demographics form. These instruments can be found in Appendices C and D, respectively.

The Racial Identity Attitudes Scale-Form B (RIAS-B) is also referred to as "Social Attitudes Scale". This instrument is widely used for the study of Black racial identity attitudes development. Parham and Helms (1981) conceptualized this scale as a modification of the Cross (1971) model of psychological nigrescence. The instrument was constructed to measure African-Americans' social attitudes associated with four stages of Black identity development: Pre-encounter (characterized by identity with the White culture), Encounter (characterized by anger), Immersion (characterized by beginning to identify with Blacks), and Internalization (characterized by achieving inner security and attributions of being Black). Form-B is the shorter version consisting of 30 items. Item responses are endorsed on a Likert scale ranging from strongly disagree (1) to strongly agree (5), to indicate the extent to which the item describes a student's attitude regarding Blackness (i.e., "I know through experience what being Black in America means" or "I am determined to find my Black identity").

The subscales of the RIAS-B assess various types of attitudes on a consistent basis; therefore, it has internal consistency (Helms, 1993). Parham and Helms (1981) reported internal consistency reliability coefficients when investigating a sample of

college students and their racial preference of counselors. These reliability coefficients were .66, .67, .71, and .72 for the Immersion stage, the Pre-encounter stage, the Internalization stage, and the Encounter stage, respectively. Furthermore, Cronbach's alpha has been used in several studies for the subscales on both the long and short forms. The reliability estimates for the short form, RIAS-B, are: Pre-encounter = .69, Encounter = .50, Immersion = .67, and Internalization = .79. The Encounter scale appeared to be the only one with possible questionable reliability. Anastasi (1982) reported that reliability for all other scales on the RIAS-B is comparable to the reliability found in regards to non-culture specific personality instruments.

Helms (1993, p.45) admitted that the RIAS-B seems to predict characteristics that should be related to racial identity theory (e.g., preference for race of counselor) but it does not predict those that should not be related (e.g., social class). Parham and Helms (1981) also indicated construct validity. Encounter and Immersion attitudes were found to predict a preference for Black counselors while Pre-encounter attitudes were found to predict a preference for White counselors. Ponterotto and Wise (1987) performed a factor analytic study for the RIAS and also found support for construct validity for all stages with the exception of the Encounter stage. Grace (1984) examined the relationship between Milliones's (1980) Developmental Inventory of Black Consciousness (DIBC), a measure of racial identity development, and the original RIAS. It was noted that comparable scales on the two instruments were appropriately correlated. This evidence suggests that the RIAS-B indeed predicts

racial identity attitudes. However, it remains advisable to consider the RIAS-B as an experimental scale (Helms, 1993).

The initial sample used for item analysis and reliability of the RIAS consisted of 58 students from a Midwestern university (Parham & Helms, 1981). Subsequently, a number of research studies have been done with a diverse sample of college students. These college student samples varied in gender, age, type and racial composition of postsecondary institutions i.e., private versus public; community colleges; PWI versus TBI; and geographical regions (Helms, 1993). However, the use of RIAS with non-college populations has not had much attention.

Parham (1989) indicates that racial identity attitudes development struggles occur before young adulthood and continue throughout life. A review of the literature revealed one study that examined the validity of the RIAS with a younger population than traditional college students. Stevenson (1995) administered the 50-item RIAS and a racial socialization scale to 287 African-American adolescents aged 14-15. Results indicated that adolescence is an important period in terms of racial identity development and should not be overlooked in regards to this concept.

Finally, the manner in which an investigator chooses to score the RIAS-B must be given attention. The concern lies in how "stage" or "scale" is defined. Parham and Helms (1981) based the initial scoring on each subscale (i.e., Pre-encounter, Encounter, Immersion, and Internalization) being separate. The score resulted from the highest mean score designated at a single stage (e.g., Pre-encounter = 3.22, Encounter = 3.11, Immersion = 3.67, Internalization = 3.89; the individual in this case

would be considered at the Internalization stage of racial identity attitudes). Subsequently, another scoring method was suggested. In this latter method, an individual allowing the use of scores on all four subscales may hold various attitudes across stages to some extent. This procedure has been deemed appropriate when addressing the complexity of the racial identity attitude stages. However, it is necessary to note that different scoring methods of the RIAS may elicit different interpretations. For the present study, the former method of scoring was used because reliability and validity of the RIAS-B have been noted in previous studies using the initial scoring method.

A Personal Demographics Form was developed by the investigator to examine participants' background information, college preferences, and factors that may affect the selection of these college preferences. The eight factors used were: enrollment size of student body, geographical location, academic majors offered at the institution, financial aid, extracurricular activities, family alma mater, friends, and faculty-to-student ratio. These factors were rated on a Likert scale ranging from strongly unimportant (1) to strongly important (5).

As part of the demographic form, participants were asked to provide additional information on such variables as: age; sex; birth order; parents' educational level; and three top college preferences. These data were collected to provide a more concise description of the study population.

Procedures

The procedures for obtaining data were the same in this study as was in the pilot study. However, data used in the present study were collected over a two-year period. The original form approved by the Committee on Research Participation (CRP) indicated that the data collected from human subjects would be used for both a pilot study and the present study. The renewal of this approval was submitted. The investigator sent cover letters (Appendix A) with a brief description of the study and Informed Consent forms (Appendix B) to the homes of African-American students in the cooperating school district. The Consent forms were signed by the student (and parent, if necessary) and returned to the investigator. Packets containing the Racial Identity Attitudes Scale (RIAS) and a personal demographics form were distributed to students by personnel of the high school guidance office. After answering the measures, the students were asked to return the completed packets to the guidance office by a certain date. The investigator retrieved all returned packets from each high school.

New research questions and hypotheses were formed after the pilot study was conducted. Appropriate statistical analyses were selected and performed for these additional research questions and hypotheses.

Statistical Procedures

This study involved nominal (categorical) and ordinal data. The dependent variable (criterion variable), college preference, was nominal. College preference was divided into three categories: PWI, TBI, or Combination. The college preferences

were assigned by observing the choices made by participants. These assignments were as follows: (a) If all institutional choices listed by a subject fell only in the category of PWI, the subject was assigned to the college preference of PWI which was recorded as 1; (b) If all institutional choices listed by a subject fell only in the category of TBI, the subject was assigned to the college preference of TBI which was recorded as 2; (c) A subject who listed two or three choices which were a mixture of both PWI and TBI was assigned to the college preference of Combination which was recorded as 3.

The independent variables, also known as predictor variables, consisted of both nominal and ordinal data. The score received at the Internalization stage and the eight factors affecting college preference were ordinal whereas gender was nominal.

College preference

Two null hypotheses dealt with the prediction of college preferences:

H₀1: For African-American high school seniors who are at the Internalization stage of racial identity attitudes, the intensity of these attitudes has no significant effect on their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI).

H₀2: There will be no gender differences with respect to racial identity attitudes and college preference for African-American high school seniors who are at the internalization stage.

A multiple discriminant analysis was performed to test these hypotheses. The criterion variable, college preference, had three constituent categories i.e., PWI, TBI,

and Combination. This analysis was used to determine whether the predictor variables (i.e., gender and Internalization score) could predict college preference and to investigate if a significant main effect between gender and intensity of racial identity attitudes existed. In this analysis, coefficients are selected to maximize correct classification when the researcher is predicting to a nominal criterion variable (Huck, Cormier, & Bounds, 1974). The two levels of gender were converted into dummy variables so that they would be continuous. This step was necessary because predictor variables must be continuous or metric for this type of analysis (SPSS, 1997).

Before discriminant analyses are generated, it must be ascertained if, indeed, the college preference of TBI or PWI differ significantly for African-American high school seniors who score at the Internalization stage of racial identity attitudes. A test of group centroid equality is measured by the Wilks' Lambda test (Huck, Cormier, & Bounds, 1974). This test determines whether the predictor variables differentiate between the criterion groups.

Lastly, a ten-fold cross-validation was used as the post hoc test to check validity of the multiple discriminant analysis results. Basically, the discriminant functions were developed on one group and applied to a second group of subjects. If a high degree of correspondence exists between the original group, individuals in the second group, and predictions for these people based on discriminant equations then the cross validation is successful (Huck, et. al., 1974, p. 174).

Factors affecting college preference

Two null hypotheses on factors affecting college preference were tested:

H₀3: For African-American high school seniors who score at the Internalization stage of racial identity attitudes, there are no significant differences between those who prefer to attend PWI and those who prefer to attend TBI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

H₀4: For African-American high school seniors who score at the Internalization stage of racial identity attitudes, there are no significant differences between males and females who prefer to attend TBI and males and females who prefer to attend PWI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

A repeated measures multivariate analysis was conducted to test differences between the factors affecting college preference and to keep the Type I error low. The level of significance was set at 0.05. The repeated measures contrast was the post hoc test utilized to determine specific factors that differed.

Summary

This chapter described the research procedures, participants, instrumentation used, and statistical procedures utilized. SPSS was the statistical computation package used in the analyses of this data. The results of all analyses and observations are discussed in Chapter IV.

CHAPTER IV

FINDINGS

The hypotheses that were tested in this study related to African-American high school seniors who score at the Internalization stage of racial identity attitudes and their preferences for attending PWI or TBI. Factors affecting these preferences were also investigated. In addition, demographic data were collected so that the study populations could be further described and the researcher made several observations about the response patterns of the participants.

The findings of the study are presented in the following order: (a) data which addresses two hypotheses on the intensity of racial identity attitudes in relation to college preference (H_{01} and H_{02}) and (b) data which address factors affecting college preference (H_{03} and H_{04}).

Findings Related to College Preference

As shown in Table 1, 18 subjects chose PWI, 27 chose TBI, and 41 (almost 50%) students chose a Combination of PWI and TBI. The mean score received at the Internalization stage for all subjects was 4.12 with a standard deviation of 0.49. The range of scores was 3.11 to 4.89. The mean score of males was 4.07 with a standard deviation of 0.49 and the mean score for females was 4.15 with a standard deviation of 0.49.

Table 1

Mean scores of racial identity attitudes at Internalization stage on the RIAS-B by gender for each college preference.

	<u>College Preference</u>							
	<u>PWI</u>		<u>TBI</u>		<u>Combination</u>		<u>All Subjects</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
<u>N</u>	6	12	10	17	19	22	35	51
<u>M</u>	3.72	3.78	3.92	4.11	4.26	4.39	4.07	4.15
<u>SD</u>	0.6853	0.5972	0.2595	0.2992	0.4384	0.4093	0.4858	0.4864
<u>Totals</u>	18		27		41		86	
<u>M</u>	3.76		4.04		4.33		4.12	
<u>SD</u>	0.6080		0.2950		0.4229		0.4850	

A multiple discriminant analysis was used to determine whether scores received at the Internalization stage of racial identity attitudes and gender, i.e., male or female, were predictors of college preference for African-American high school seniors. The hypotheses tested were:

H₀1: For African-American high school seniors who are at the Internalization stage of racial identity attitudes, the intensity of these attitudes has no significant effect on their preference for attending Traditionally Black Institutions (TBI) or Predominantly White Institutions (PWI).

H₀2: There will be no gender differences with respect to racial identity attitudes and college preference for African-American high school seniors who are at the Internalization stage.

First, the Wilks' Lambda statistic was used to measure the equality of group centroids. A significant difference between scores received at the Internalization stage regarding college preference was found (Wilks' lambda = .785, $F(2,83)=11.35$, $p < .001$) (Table 7, Appendix E). Thus, H₀1 was rejected. However, no differences were noted for males and females regarding college preference (Wilks' lambda = .987, $F(2,83)=.535$, $p = .587$) (Table 7, Appendix E). Thus, H₀2 was accepted. This latter finding concluded that gender had no effect on the prediction of college preference for this study population. This finding was consistent with that of the pilot study (Washington, 1995).

A test of significance is valid if an accurate prediction above 50% occurs because that would be expected by chance. However, the probabilities of the

predicted group membership were set at 20%, 30%, and 50% for PWI, TBI, and Combination choices, respectively because these percentages were representative of the study population. Table 2 shows the results of the multiple discriminant analysis for college preference using scores received at the Internalization stage.

A successful predication was made with 64% of original grouped cases correctly classified and 60.5% of cross-validated grouped cases correctly classified. As mentioned previously, the closer these percentages, the more accurate the results.

A post hoc test of a ten-fold cross validation was performed. Since gender, when combined with racial identity scores, was not a good predictor of college preference for this study population, no post hoc test was conducted on this variable. Findings of the ten-fold cross validation are shown in Table 3. The data revealed that 61.2% of the selected original grouped cases were successfully classified. A high degree of correspondence occurred between the actual group membership of individual cases in the second group and the predictions made regarding college preference and scores received.

Now the question remains, since application of the Wilks' Lambda statistical test revealed that there were significant differences in racial identity attitudes scores and college preferences, where are the differences occurring?

An ANOVA was performed to determine whether higher levels of racial identity predict preference for attending a PWI or TBI. This further examination of the data resulted in a significant difference between college preferences, $F(2)=11.350, p<.01$ (Table 8, Appendix F). Post hoc analysis (Tukey HSD) indicated that

Table 2
 Results of College Preference Discriminant Function by using racial identity attitudes score at Internalization stage.

Actual group membership	<u>Predicted group membership</u>						Total
	<u>PWI</u>	<u>TBI</u>	<u>Combination</u>	<u>PWI</u>	<u>TBI</u>	<u>Combination</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
PWI	9	50.0	3	16.7	6	33.3	18
TBI	1	3.7	10	37.0	16	59.3	27
Combination	4	9.8	1	2.4	36	87.8	41
Total <u>N</u>	14		14		58		86
Prior probability (%) ^a	21		31		48		100

a. Probabilities were set accordingly because sample population represented these percentages.

Table 3
Percentage* results of ten-fold cross validation analysis

Cross Validation Results #	% of selected cases^a	% of unselected cases^b
1	62.3	33.3
2	61.5	50.0
3	62.3	66.7
4	60.3	37.5
5	62.3	66.7
<hr/>		
6	60.3	37.5
7	61.5	100.0
8	59.7	55.6
9	61.0	55.6
10	61.0	88.9

*Percent values above 50 are successful in correctly classifying cases.

a. Selected cases: cases selected from original data to validate previous predictions.

b. Unselected cases: cases other than the selected cases used in individual analyses.

there were significant differences between the preferences of PWI and Combination and the preferences of TBI and Combination. The higher the score, the more likely subjects were to choose a Combination of PWI and TBI (Table 4).

Findings Related to Factors Affecting College Preference

Eight factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) were examined to determine their importance with respect to college preference.

Specifically, the following hypotheses were tested:

H₀₃: For African-American high school seniors who score highest at the Internalization stage of racial identity attitudes, there are no significant differences

Table 4
Results from ANOVA post hoc Tukey HSD test for College Preference

College Preference (A)	College Preference (B)	Mean Difference (A-B)	Std. Error	Significance
PWI	TBI	-.2835	.132	.088
	Combination	-.5697	.123	.000*
TBI	PWI	.2835	.132	.088
	Combination	-.2862	.108	.025*
Combination	PWI	.5697	.123	.000*
	TBI	.2862	.108	.025*

*Significance level = .05.

between those who prefer to attend TBI and those who prefer to attend PWI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

H₀4: For African-American high school seniors who score highest at the Internalization stage of racial identity attitudes, there are no significant differences between males and females who prefer to attend TBI and males and females who prefer to attend PWI and their ratings of factors (size of institution, location, academic major, financial aid, extracurricular activities, family alma mater, friends, faculty-to-student ratio) that affect their college preference.

A repeated measures multivariate analysis was performed to determine differences within factors for each subject. A significant difference was noted within factors $F(7)=72.150$, $p < .001$ (Table 9, Appendix G); therefore, the third hypothesis was rejected. However, no differences were found for gender and college preference, $F(14)=1.19$, $p = .290$ (Table 9, Appendix G). Thus, the fourth hypothesis was accepted. Means and standard deviations for each factor in descending order of importance are found in Table 5. Financial aid and major, respectively, were the most important factors affecting college preference of African-American high school seniors.

Table 5

Mean scores and standard deviations for Factors affecting college preference

Variable	<u>N</u>	<u>M</u>	<u>SD</u>
Financial Aid	86	4.3023	.8550
Major	86	4.0000	.8117
Faculty-to-student	86	3.4767	.8640
Location	86	3.0349	1.0111
Size	86	2.6977	1.1069
Activities	86	2.1628	1.0159
Family	86	1.7326	.9873
Friends	86	1.6163	.8564

A repeated measures contrast was the post hoc test performed on these factor differences to determine specific differences within factors for each subject by examining the means of adjacent factor categories. Factors were ordered from lowest mean rating to highest mean rating, i.e., friends, family alma mater, extracurricular activities, size of institution, location, faculty-to-student ratio, major, financial aid. Contrast differences noted within factors are shown in Table 6. All factors differed significantly with the exception of Friends and Family.

Summary

The next chapter will present further discussion of results reported, the conclusions made from these findings, and recommendations for future studies.

Table 6
Repeated Measures Test of Within-Factors Contrasts

Variable Contrasts^a	Mean Square	F	Significance
Friends v. Family	.526	.366	.547
Family v. Activities	17.061	7.479	.008*
Activities v. Size	17.522	8.557	.004*
Size v. Location	6.664	4.629	.034*
Location v. Faculty-to-Student	15.824	8.222	.005*
Faculty-to-Student v. Major	18.858	10.287	.002*
Major v. Financial Aid	7.442	5.700	.019*

a. Variable contrast pairs listed in descending order. *Significance level set at .05.

CHAPTER V

DISCUSSION

This chapter is divided into three sections: (a) conclusions of the study, (b) limitations of this study, and (c) recommendations. The purpose of the present study was to examine the effect of racial identity intensity on predicting college preference for African-American high school seniors who are at the Internalization stage.

Conclusions

The data analyses indicated that the higher the level of racial identity the more likely the subjects were to choose a combination of PWI and TBI. This finding appears consistent with the attitudes of self-actualization characterized by the Internalization stage. Subsequently, the lower the level of racial identity it appeared that subjects were more likely to prefer a PWI. This observation must be viewed with caution because a statistical difference did not occur; however the observed data indicated students with lower scores appeared to prefer PWI. As was concluded in the pilot study, no differences were found for males and females in regard to their level of racial identity and college preference.

When factors were examined, Family and Friends were the least important factors affecting college preference for both male and females African-American high school seniors in the study population. This finding contradicts previous studies that indicated family and/or friends being viewed as a great influence on college selection (Birk & Blimline, 1984; Boatwright, et. al., 1992; Hallinan & Williams, 1990; Martin & Dixon, 1991; Stage & Rushin, 1993). Martin and Dixon (1991) found that parents

appeared to be the primary influence in college choice. Boatwright, et. al. (1992) concluded that students are strongly influenced by their friends when making a decision to attend an institution of higher education. However, parents are not as influential during the college selection process as they were several years ago (Boatwright et. al, 1992).

Availability of financial aid and college majors offered were the most important factors affecting college preference for both male and female African-American high school seniors in the study population. Financial assistance and access to fields of interest are obvious to the adjustment and success of African-American students at institutions of higher learning. Allen (1992) stated that “where adequate financial aid is readily available, more Black students matriculate and graduate.”

This study did not attempt to ascertain the reasons why higher levels of racial identity attitudes seem to be associated with preferences for attending either PWI or TBI. Nor did it explain why lower levels of racial identity were associated with the preferences for attending PWI. However, it is useful to re-examine the theoretical constructs and level of racial identity on which the Racial Identity Attitudes Scale-Form B (RIAS-B) was built. The authors of the instrument defined the Internalization level, the only level that was examined in this study, as “The highest and optimal level of Black racial identity. The individual internalizes the attributions of being Black by achieving a feeling of inner security, transcending racism, and contesting general cultural oppression.” (Helms, 1993).

In some ways, the findings of this study would seem to be highly congruent with this definition. Those with higher racial identity scores may be reflecting that they can transcend racism and be more secure in terms of feeling they can succeed at either a PWI or TBI. Perhaps the inner security of those who possess higher levels of racial identity causes them to believe they can overcome the findings of previous research which indicates that, Black students attending PWI experience greater levels of dissatisfaction, alienation, and overt racism than their counterparts attending TBI (Allen, Epps, & Haniff, 1991; Livingston & Stewart, 1987; Loo & Rolison, 1986).

There are other things that simply are unknown about these individuals who score at the highest level of racial identity, the Internalization stage. Minimal research has been conducted regarding skills, abilities, college entrance examination scores, and intelligence scores as these factors relate to higher levels (i.e., Internalization stage) of racial identity attitudes. Allen (1992) examined the college experience of 1578 African-American students attending PWI and 953 African-Americans attending TBI. He found that academic achievement was greatest for those with high educational aspirations and who were confident in their college choice.

Additional studies have been conducted that may provide understanding of the importance of racial identity attitudes in relation to academic achievement. Parham and Helms (1985) investigated self-esteem, as it is associated with racial identity attitudes. They administered a subscale from the Personal Orientation Inventory and the RIAS to 166 African-American undergraduates at four PWI. They found low self-esteem to be associated with pre-encounter and immersion attitudes and positive self-

esteem to be associated with encounter and internalization attitudes. In another research study, 91 African-American students at a predominantly White institution were recruited to examine whether their participation in campus activities was related to their racial identity attitudes (Mitchell and Dell, 1992) These researchers found that pre-encounter attitudes were negatively related to participation in cultural activities (i.e., Black oriented) whereas encounter, immersion and internalization attitudes were positively related. Considering these findings and those of the current study, it is suggested that individuals at the Internalization stage may have positive self-esteem and confidence in cultural activities to adequately handle the academic and personal challenges faced after high school that are encountered at either TBI or PWI.

Do higher levels of racial identity reflect students with great potential who do not care what type of institutions they attend so long as the institution can give them the academic preparation they desire? The present study did not directly address this question. However, the fact that African-American students in this study population appear more secure in regards to their racial identity attitudes suggests that they may have a clearer perspective on what their academic needs are and how these needs can be met at either PWI or TBI. Or it may be suggested that these high school seniors have reached the closing of a developmental phase in life and seek institutions that will enhance racial identity development.

In this study, the lower the levels of racial identity at the Internalization stage, the more likely the subjects were to prefer PWI. Other researchers have pointed out that African-American students attending TBI are better adjusted and more

developmentally advanced than their counterparts attending PWI (Bohr, Pascarella, Nora, & Terenzini, 1995; Hughes, 1987; Taylor, 1986). In addition, Taylor (1986) claimed that “many Black students on PWI campuses did not have a clear understanding of themselves...” (p. 199). In some ways, the findings of this study challenge previous research in that the students with the highest level of racial identity stated preferences for either type of institution. If higher levels of racial identity indicate greater inner security, then why would these students not be more developmentally advanced and better adjusted? Do certain things happen to them after they matriculate that are yielding the results found by previous researchers? This study focussed on preferences; previous research has tended to focus on success after matriculation. If African-American high school students who are at the Internalization stage are indeed, open to attending PWI, as this study seems to indicate, then it behooves PWI to intensify their efforts to correct factors that may be causing these students to feel less secure after their arrival.

At this point, about the only observation that can be made regarding the finding that those with lower scores preferred PWI is that across the range of scores there was indeed, variation for college preferences.

Limitations of this Study

The following limitations of the study need to be considered: (a) the majority of the subjects in this study were female, (b) the study population was limited to 35 African-American males and 51 African-American females who were high school seniors at three high schools located on the East coast of the United States and who

scored at the Internalization stage of racial identity attitudes, and (c) the study was based on college preferences rather than college selection or matriculation.

Recommendations

These recommendations are based on the findings and conclusions of the study.

1. Students with high levels of racial identity and a secure sense of themselves are electing to attend the institution that best meet their needs. These institutions must reflect on what they can do to support these students so that the sense of security continues to flourish and does not become diminished.

2. TBI that are more comprehensive in nature may need to examine whether they are providing adequate information to high school students about the vast array of programs and majors offered.

3. Since the research represented one of the first attempts to examine college preferences in terms of intensity of racial identity attitudes, the study needs to be replicated so that study populations represent more diverse geographic distributions and larger numbers of African-American high school students.

4. It is unknown as to whether subjects in this study followed through and matriculated at the type of institution(s) they preferred. A study to determine whether there are differences in levels of racial identity associated with preferences and matriculation would also provide useful information.

5. Data on college satisfaction, progression, and other measures of progress need to be collected after matriculation and compared to racial identity scores received prior to matriculation.

6. More research needs to be done on skills, abilities, high school grade point averages, college entrance examination scores and intelligence scores to determine the relationship of these factors to levels of racial identity, college preferences, and college choice.

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APPENDICES

APPENDIX A

Cover letter sent to Students

Candace L. Washington
200 Townview Drive Apt. T3
Knoxville, TN 37915
November 19, 1994

Dear Student:

I am a 1988 graduate of the _____ and am currently pursuing a Doctoral degree in Counseling Psychology as the University of Tennessee, Knoxville. I am writing to ask for your voluntary participation in a research study I am conducting which will lead to the completion of my dissertation.

The criteria for participation are that it be voluntary along with a "desire" to attend a postsecondary institution (i.e., college or university). No identifying information will be included during data collection or in the written study product. The information will be kept confidential and a group analysis will be performed for the entire sample returning completed packets.

I have enclosed an Informed Consent, which needs to be signed by yourself and any other appropriate individual(s) if you are willing to participate. I have composed a packet of two (2) measures, which need to be completed. These packets can be picked up at your high school guidance office. To receive a packet, you must show your signed informed consent to guidance personnel. It will take approximately 15-25 minutes to answer all inventories. After you have completed the instruments, place all of them, the answer sheets in the self-addressed stamped envelope provided for your convenience and mail it back to me. Or leave the completed packet with the guidance personnel and I will pick them up. If possible, please return all information by Monday, December 14, 1994.

Please feel free to contact me if you have any questions or concerns. My address and telephone numbers are provided and included on the Informed Consent form.

Thank you for your time and cooperation.

Sincerely,

Candace L. Washington
Home: (615) 523-4302
Office: (615) 974-3564

Enclosures
Informed Consent(s)

APPENDIX B

Informed Consent Form

Informed Consent Form

You have been invited to participate in a study investigating college preferences of African-American high school students. You will be asked to provide some information about your personal characteristics, social attitudes, your own experiences, and colleges/universities that you would like to attend. The total time required to answer all surveys will be approximately fifteen (15) to twenty-five (25) minutes. This data will also be used in future research studies.

As a participant, you will receive no direct benefits from this study; however, your participation may result in helping school officials, other students, and college/university personnel to better understand the needs and decision-making process used by African-American students when choosing colleges and/or universities to attend.

Since your participation in this research involves only your answering of surveys, there are no foreseeable risks to you, your participation is completely voluntary and you may withdraw from the study at any time without penalty or loss. Your identity and responses will be kept confidential. All participants will be given a coded packet, which will be used to identify the return of all materials. All data collected will be stored in a locked filing cabinet in the possession of the researcher.

Upon completion of this study, the researcher will provide an explanation of the findings, if you so desire. Any questions you may have should be directed to:

Candace L. Washington or Dr. Marla P. Peterson
108 Claxton Education Building
The University of Tennessee at Knoxville
Knoxville, TN 37996-3400
(615) 974-5131

I have read and understand the explanation of this study. I hereby consent to voluntarily participate in this study with the understanding that my consent to participate may be withdrawn at any time without penalty or loss of benefits. All questions regarding this study and/or my participation in it have been answered to my satisfaction.

Signature

Date

Printed Name

*If under 18 years of age, you must also secure the signature of a parent or legal guardian to participate in this study.

Parent/Guardian Signature

APPENDIX C

Racial Identity Attitudes Scale- Form B (RIAS-B)

SOCIAL ATTITUDES SCALE

This survey is designed to measure people's social and political attitudes. **There are no right or wrong answers.** Use the scale below to respond to each statement.

On the enclosed answer sheet, write the number that best describes how you feel for each statement. Use the numbers 1-5 with 1 meaning that you strongly disagree, 3 means that you neither agree nor disagree, and 5 meaning that you strongly agree with that particular statement, and so on.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

1. I believe that being Black is a positive experience.
2. I know through experience what being Black in America means.
3. I feel unable to involve myself in White experiences and am increasing my involvement in Black experiences.
4. I believe that large numbers of Blacks are untrustworthy.
5. I feel an overwhelming attachment to Black people.
6. I involve myself in causes that will help all oppressed people.
7. I feel comfortable wherever I am.
8. I believe that White people look and express themselves better than Blacks.
9. I feel very uncomfortable around Black people.
10. I feel good about being Black, but do not limit myself to Black activities.
11. I often find myself referring to White people as honkies, devils, pigs, etc.
12. I believe that to be Black is not necessarily good.
13. I believe that certain aspects of the Black experience apply to me, and others do not.
14. I frequently confront the system and the man.
15. I constantly involve myself in Black political and social activities (art shows, political meetings, Black theater, etc.).
16. I involve myself in social action and political groups even if there are no other Blacks involved.
17. I believe that Black people should learn to think and experience life in ways which are similar to White people.

18. I believe that the world should be interpreted from a Black perspective.
19. I have changed my style of life to fit my beliefs about Black people.
20. I feel excitement and joy in Black surroundings.
21. I believe that Black people came from a strange, dark and uncivilized continent.
22. People, regardless of their race, have strengths and limitations.
23. I find myself reading a lot of Black literature and thinking about being Black.
24. I feel guilty and/or anxious about some of the things I believe about Black people.
25. I believe that a Black person's most effective weapon for solving problems is to become a part of the White person's world.
26. I speak my mind regardless of the consequences (e.g., being kicked out of school, being imprisoned, being exposed to danger).
27. I believe that everything Black is good, and consequently, I limit myself to Black activities.
28. I am determined to find my Black identity.
29. I believe that White people are intellectually superior to Blacks.
30. I believe that because I am Black, I have many strengths.

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Answer Sheet for Social Attitude Scale

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

APPENDIX D

Personal Demographics Form

PERSONAL DEMOGRAPHIC FORM

Please answer the following questions to the best of your knowledge. You may place your answers on the blanks provided and/or circle the appropriate responses on this form. Use the space provided for any additional comments.

1. Age _____
2. Sex _____ male _____ female
3. Enter your birth order in family _____ (ex. 1st, 2nd, 3rd, etc.)
4. Parental Information (Mark N/A if unknown)
 - Father's occupation _____
 - Father's educational level (Circle highest educational level completed.)
 - some high school completed -1
 - high school graduate -2
 - some college completed -3
 - college graduate -4
 - postcollege (M.A., Ph.D.) -5
 - other: trade/technical school -6
 - Specify: _____

- Mother's occupation _____
- Mother's educational level (Circle highest educational level completed.)
 - some high school completed -1
 - high school graduate -2
 - some college completed -3
 - college graduate -4
 - postcollege (M.A., Ph.D.) -5
 - other: trade/technical school -6
- Specify: _____

Mark (X) the appropriate responses for the following questions.

5. Income of Head of Household (Give an estimate if unsure of exact amount.)
 - 0- 10,000 _____
 - 10,001- 25,000 _____
 - 25,001- 50,000 _____
 - 50,000- 75,000 _____
 - 75,000-100,000 _____
 - 100,000+ _____
6. Do you have (or have you had) any siblings in college?
 - _____ yes _____ no
 - If yes, how many? _____
7. Ethnic group
 - _____ African-American (Black)
 - _____ Caucasian (White)
 - _____ Asian
 - _____ Hispanic (Latino)
 - _____ Native American (Indian)
 - _____ Other (Please specify) _____

8. List your top three (3) college preferences with "1" being your most preferred. If you do not have three choices, list as many as you can. Also circle the number that corresponds to each characteristic below each of your choices. Use the following scale:

- 5-strongly important to you
- 4-important to this choice
- 3-uncertain of how you feel about this factor relative to this choice
- 2-unimportant to this choice
- 1-strongly unimportant to you

*Note: These choices are your PREFERENCES, not necessarily the institution(s) you will be attending. The institutions you list here should be schools you WOULD PREFER to attend if you had the opportunity.

College Preference						strongly unimportant						strongly important
(1) _____												
enrollment size of student body (i.e., small, medium, or large institution)	1	2	3	4	5							
location (i.e., state, geographical area, rural or urban)	1	2	3	4	5							
academic majors offered (i.e., courses available, specific areas of study)	1	2	3	4	5							
availability of financial assistance (i.e. loans, scholarships, grants, work study opportunities)	1	2	3	4	5							
extracurricular activities (i.e., honors clubs, sororities/fraternities, student council association, religious groups, student affairs organizations)	1	2	3	4	5							
family alma mater (Relative(s) may have attended the institution.)	1	2	3	4	5							
friends (Have friends(s) who will or already attend institution.)	1	2	3	4	5							
faculty to student ratio (Ability to interact with faculty members on a more personal and/or professional contact.)	1	2	3	4	5							
other, please specify and elaborate if necessary in space below	1	2	3	4	5							

Comments: Please provide more details on any items you feel require more explanation, especially those items you scored as 4 or 5 for your College Preference 1.

Continue to use the following scale:

- 5-strongly important to you
 4-important to this choice
 3-uncertain of how you feel about this factor relative to this choice
 2-unimportant to this choice
 1-strongly unimportant to you

College Preference					
	strongly unimportant		strongly important		
(2) _____					
enrollment size of student body (i.e., small, medium, or large institution)	1	2	3	4	5
location (i.e., state, geographical area, rural or urban)	1	2	3	4	5
academic majors offered (i.e., courses available, specific areas of study)	1	2	3	4	5
availability or financial assistance (i.e., loans, scholarships, grants, work study opportunities)	1	2	3	4	5
extracurricular activities (i.e., honors clubs, sororities/fraternities, student council association, religious groups, student affairs organizations)	1	2	3	4	5
family alma mater (Relative(s) may have attended the institution.)	1	2	3	4	5
friends (Have friend(s) who will or already attend institution.)	1	2	3	4	5
faculty to student ratio (Ability to interact with faculty members on a more personal and/or professional contact.)	1	2	3	4	5
other, please state and elaborate if necessary in space below.	1	2	3	4	5

Comments: Please provide more details on any items you feel require more explanation, especially those items you scored as 4 or 5 for your College Preference 2.

Continue to use the following scale:

- 5-strongly important to you
- 4-important to this choice
- 3-uncertain of how you feel about this factor relative to this choice
- 2-unimportant to this choice
- 1-strongly unimportant to you

College Preference	strongly unimportant					strongly important
(3) _____						
enrollment size of student body (i.e., small medium, or large institution)	1	2	3	4	5	
location (i.e., state, geographical area rural or urban)	1	2	3	4	5	
academic majors offered (i.e., courses available, specific areas of study)	1	2	3	4	5	
availability of financial assistance (i.e., loans, scholarships, grants, work study opportunities)	1	2	3	4	5	
extra curricular activities (i.e., honors clubs, sororities/fraternities, student council association, religious groups, student affairs organizations)	1	2	3	4	5	
family alma mater (Relative(s) may have attended the institution.)	1	2	3	4	5	
friends (Have friend(s) who will or already attend institution.)	1	2	3	4	5	
faculty to student ratio (Ability to interact with faculty members on a more personal and/or professional contact.)	1	2	3	4	5	
other, please state and elaborate if necessary in space below.	1	2	3	4	5	

Comments: Please provide more details on any items you feel require more explanation, especially those items you scored as 4 or 5 for your College Preference 3.

APPENDIX E

Table 7. Equality Test of Group Means for Multiple Discriminant Analysis

Table 7
Equality Test of Group Means for Multiple Discriminant Analysis

Variable	Wilks' Lambda	F	df1	df2	Significance
Internalization Score	.785	11.350	2	83	.000*
Gender	.987	.535	2	83	.587

*Significance level set at .05.

APPENDIX F

Table 8. ANOVA for College Preference using Internalization Score

Table 8
ANOVA for College Preference using Internalization score

Score	Sum of Squares	df	Mean Square	F	Significance
Between Groups	4.294	2	2.147	11.350	.000*
Within Groups	15.701	83	.189		
Total	19.995	85			

*Significance set at .05.

APPENDIX G

Table 9. Wilks' Lambda Repeated Measures Multivariate test

Table 9
 Wilks' Lambda Repeated Measures Multivariate test^a

Effect	Value	F	df	Error df	Significance
Factor	.128	72.150 ^b	7	74.000	.000*
Factor*					
College Preference	.805	1.1213 ^b	14	148.000	.271
Factor*					
Gender	.943	0.6410 ^b	7	74.000	.721
Factor*					
College Preference*					
Gender	.808	1.188 ^b	14	148.000	.290

a. Design: Intercept+College preference+Gender+College Preference*Gender

Within Subjects Design: Factor

b. Exact statistic

c. Significance level set at .05

VITA

Candace L. Washington grew up in Hampton, Virginia where she graduated from the public school system in 1988. She attended Radford University and received a Bachelor of Arts degree in Psychology in December 1991. When she decided to obtain further education, she applied to doctoral programs. She began her graduate studies in the Counseling Psychology program at The University of Tennessee, Knoxville in August 1992. While meeting her program requirements, she obtained experience in the areas of teaching, research, cultural programming, personal and group counseling, outreach/consultation activities, Student Affairs, and Academic Affairs at the collegiate level and in the surrounding community. She is interested in working with individuals of diverse backgrounds and expanding her own knowledge of counseling and interpersonal strategies with a multicultural focus. In July 1998, she will begin a required one-year pre-doctoral internship at the Counseling Center of Towson University in Towson, Maryland.