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A COMPARISON OF SELF-CONCEPT AND INTERPERSONAL RELATIONSHIP BETWEEN BLACK STUDENTS ON A PREDOMINANTLY BLACK COLLEGE CAMPUS AND BLACK STUDENTS ON A PREDOMINANTLY WHITE COLLEGE CAMPUS.

The University of Oklahoma, Ph.D., 1975
Education, psychology

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARISON OF SELF-CONCEPT AND INTERPERSONAL RELATIONSHIP BETWEEN BLACK STUDENTS ON A PREDOMINANTLY BLACK COLLEGE CAMPUS AND BLACK STUDENTS ON A PREDOMINANTLY WHITE COLLEGE CAMPUS

A DISSERTATION

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in partial fulfillment of the requirements for the

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BY

MARIAN SAMUELS GRIER

Norman, Oklahoma

1975

A COMPARISON OF SELF-CONCEPT AND INTERPERSONAL RELATIONSHIP BETWEEN BLACK STUDENTS ON A PREDOMINANTLY BLACK COLLEGE CAMPUS AND BLACK STUDENTS ON A PREDOMINANTLY WHITE COLLEGE CAMPUS

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GRADUATE COMMITTEE

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To:

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THE COMPARISON OF SELF-CONCEPT AND INTERPERSONAL RELATIONSHIP OF BLACK STUDENTS ATTENDING A PREDOMINANTLY BLACK COLLEGE AND BLACK STUDENTS ATTENDING A PREDOMINANTLY WHITE COLLEGE

CHAPTER I

Statement of the Problem

The problem of this study is to assess the statistical difference in self-concept and interpersonal relationship of Black students attending a predominantly Black college and Black students attending a predominantly white college.

Background and Significance of the Study

Prior to the Supreme Court decision of 1954 in which the case of Plessy vs. Ferguson of 1896 was reversed and the Court ruled in favor of the Brown vs. Board of Education, schools for Black and white students were separate in many parts of the United States. This decision by the Supreme Court stated that "Separate facilities are inherently unequal", this separation being due either to "de facto" segregation in the north and west, or "de jure" segregation in the south.

When the Civil Rights Act was signed into law July 2, 1964, more comprehensive measures aimed at desegregation of all schools were put into operation. Subsequently, many all Black schools were closed and public schools separated by race began to disappear. The objective of the Civil Rights Act was to hasten desegregation and eliminate all schools which were previously identifiable as Black or white, for little effort toward integration had been evidenced in many areas since the 1954 decision.

The Black students in many instances are still alone on the white campus, and in many instances it is by choice. However, on many integrated college campuses, he is alone because he is excluded from many social activities. The Black "separatism" movement on college campuses is an effort in which young Blacks wish to find some stability in the educational and social aspects of their college environment. Black "separatism" cannot be equated with Black segregation or a cult for Black superiority, nor is this evidence of hate for whites. Instead, it is an effort to keep alive a sense of ethno-racial identifications that are relevant to Blacks. This in turn holds potential for instilling self-confidence and self-actualization (Edwards, 1970).

During the late 1960's, schools at every level underwent desegregation. . . as communities and their respective

schools changed superficially the future of the traditionally Black constitutions were threatened. The traditional support system had to be re-worked and strengthened. . . and education-decision makers were encouraged to develop programs that would lead to the improvement of the self-concept of Black students (Martin, 1974).

On Black college campuses, though the environment is more homogeneous, it is artificial and unreal, since the administrators are typically middle class in orientation and the teachers' goals are to produce "responsible" and "respectable" citizens. A special effort is made to keep the educational process from being "Black" centered, so the student is prevented from activities that convey the "Black experience." The "white college campus" more closely represents what awaits the Black student in the real world; and the new experiences prevent the ability to rely on traditional support systems that are in themselves changing. Subsequently, new coping mechanisms must be developed to maintain the self-concept of Blacks and foster interpersonal relationships on "white college campuses" (Edwards, 1970).

Previous studies comparing Blacks in integrated settings and Blacks in Black settings have been aimed at achievement scores. A study by the Commission of Civil Rights in 1967, that reviewed the busing procedures of the Berkeley

School System in 1965-1966, showed that after testing bused children at the beginning and end of a six month period, test results showed that children progressed at a more rapid rate than did those in majority Black schools--even with compensatory education being utilized. The studies, however, are achievement oriented and do not consider self-concept and interpersonal relationships as important variables.

This comparative study between "Black" and "white" campuses is significant in that state officials are presently under mandate by Health, Education and Welfare to desegregate white campuses and expand the offering of Black Universities by attracting more white students. Another suggested plan has been to annex Black universities to white universities, and Langston University in Oklahoma is one being considered for annexation to a state university (Stuart, 1974).

A study by Rodke-Yarrow, et al. entitled Social Perception and Attitudes of Children demonstrated that the effect of group membership upon the self-concept varies with the role of the particular group in society. . . . The importance which identification assumes is appreciably greater for children whose group is not greatly involved in cultural tensions. Rodke-Yarrow, et al. further states that negative self-feelings and personal conflict concerning group belongings arise frequently in minority children, resulting in feelings

of insecurity resulting from anticipated rejection or insult from the white children. Group membership involves interpersonal relationships, and on white campuses many Black students prefer separatism, and their demands may be naive and unrealistic.

> If, however, education does not force a student to question his background, if it does not give him the means to live comfortably in cultures other than his own, it is not really education. In a sense, the pain Black students feel in predominantly white colleges--the agony they experience when they discover they have been alienated from their family and friends is a result of their acknowledging that they will no longer be comfortable in the world from which they come. (Bloom, et al., 1965)

Definition of Terms

I. Self-Concept: As defined by Adjective Check List constructs.

II. Interpersonal Relationships: As defined by theoretical constructs in Firo-B Test.

III. Black College Campus: Institution with predominantly Black student population.

IV. White College Campus: Institution with predominantly white student population.

Limitations of the Study

The validity of this study will depend upon the sampling of students on the campuses, but the writer will try to enhance the validity by including a cross-section of all economic strata in this study on both campuses.

Another limitation is the fact that Langston University has been admitting Black students for a longer period of time than Oklahoma University. Too, Langston, Oklahoma is a predominantly Black town, and Norman, Oklahoma, where Oklahoma University is located, is a predominantly white town. Since there are a small number of Black students enrolled at Oklahoma University who are living on the campus, the sample will be limited to 100 students on each campus, and will include a smaller number of those who commute.

Basic Assumptions

1. Educators more and more have had to recognize the emotional aspects of learning, since affect is so very much a part of the acquisition of cognitive and psychomotor skills.
2. If the teacher is oriented to the significance of interpersonal relationships, the student has a better self-concept and subsequently better cognitive skills.
3. Schools should provide conditions conducive for growth in the affective domain which is equally important or perhaps more so than academic achievement.
4. The appreciation of the many traits of a stu-

dent can aid in the development of self-concept which is basic to good interpersonal relationship.

The Sample

There were 96 Black students chosen randomly from Langston University and 70 from the University of Oklahoma. It was hoped that a larger sample could be obtained; but with the University of Oklahoma's enrollment of students being much less, it was necessary to narrow the sample in order to correspond with the latter university. The sample at Langston University was paired as nearly as possible with the one at the University of Oklahoma with respect to male and female subjects.

Fifty-six males were included in the sample at Langston University, and 40 females were in the sample. At Oklahoma University, 35 males and 35 females were included in the sample of subjects studied. At the University of Oklahoma, Black enrollment is .03%, whereas Black enrollment at Langston University is 97%. The subjects were randomly selected from Freshman, Sophomore, Junior, and Senior classes on both campuses in an attempt to have representativeness.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, theories of self-concept and interpersonal relationship are explored. A survey of studies of self-concept and interpersonal relationship are also included in this chapter.

Most of the theories dealing with self-concept formation presented in this chapter grew out of writings not necessarily peculiar to Blacks. Pettigrew (1964), a noted authority on Negro-white relations, expressed the need for more knowledge about the Negro personality as well as the need for theoretically based studies in this area. Pettigrew expressed this need "for a systematic approach in the study of the effects of segregation upon the Negro's self-concept as an important element of personality." (p. 28)

Combs and Syngg (1959) advanced the concept that each individual has many discrete perceptions of self and that the organization of all the ways an individual has of seeing himself is the phenomenal self: the self of which one is aware.

These authors likewise define self-concept as perceptions of self that are of central importance to the individual. Newcomb (1950), however, emphasized the importance of the social milieu in which an individual finds himself.

In considering the above, Hodgkins and Stakenas (1969) felt that in lieu of the fact that many aspects should be considered in selecting an approach to the study of Negro personality, one "consideration may be to avoid a conceptual framework that relies heavily upon phenotypic traits which could arise from social sterotypes or be spuriously related to the Negro's social and cultural status in America" (p. 25). They further stated that "personality dynamics are best understood in terms of the social context and social forces which impinge directly upon the individual" (p. 26).

In this study the social forces will be considered as variables as the writer measured the self-concept and interpersonal relationship in two different environments that Black students found themselves in: a Black college campus, and a white college campus. It was the writer's thought that though self-concept did not exist in isolation of one's environment, and that interpersonal relationship existed in relation to one's self-concept, most of the theories of self-concept and interpersonal relationship could be applicable in many ethnological and racial personality developmental studies of Blacks.

Many of the studies on self-concept and interpersonal relationship were taken from the Journal of Negro Education, since most studies on Black students related to these constructs were found in this journal. However, the journal did draw on many research sources for materials. It was not until the late fifties and early sixties that studies of Black students' self-concept were made on a large scale, that is, after desegregation of schools. Studies on self-concept and interpersonal relationship in which Black students were compared with other Black students seemed non-existent. The two variables, when measured, were observed either alone or in conjunction with other variables, such as socio-economic status and sex.

Theories of Self-Concept and Psychology of Self-Formation

The question "Who am I" is basic to the psychologic issue of identity and self-concept. To resolve one's identity in the face of a variety of subgroups, class distinctions, and ideologies accentuated by rapid social change and rapid changes in technology is, indeed, difficult for young Americans.

In the field of psychology, there have been a variety of methods developed to measure the self-concept. An individual may perceive himself in terms of (1) Identity, what he

is; (2) Self-satisfaction, how he feels about himself; and (3) Behavior, what he does (Powell, 1973). Since Blacks are a subgroup, it stands to reason that self-concept formation would indeed be difficult.

> The identification by each individual of his own fluid but unique self-organization is a lifelong process. However, this development seems to reach intensification during adolescence, when the constellation of life experiences, of expanding horizons of deepening emotions, and of widened social contacts evokes a central need in adolescent to recognize himself as a whole person and to relate himself to other individuals and to the social patterns in which he lives.
>
> There are almost as many definitions of self as there are writers on the subject. A definition of self should give recognition to the presence of unconscious elements in the motivations and needs of the individual; recognize the conscious goal-seeking effort to make adjustments within the everyday world, and to evolve an identity which has continuity, some consistency, and some adaptability. . . . Identity is developed slowly and not without difficulty for each individual. (Cole and Hall, 1970)

Erickson (1966) felt that a mature psychosocial identity presupposed a community of people whose traditional values became significant to the growing person even as his growth and gifts assume relevance for them. More "roles" which can be played interchangeably were not sufficient; only integration of roles that fostered individual vitality could support identities. On the other hand, Gordon (1968) stated further that the self was not a thing, it was a complex process of continuing interpretive activity--simultaneously the person's located subjective stream of consciousness (both

reflexive and non-reflexive), including perceiving, thinking, planning, evaluating, choosing, etc., and the resultant accruing structure of self-conceptions (the special system of self-inferential meanings available to this active consciousness).

Sherif and Sherif (1956) contended that the person's need to enhance the ego took precedence over all other feelings and motivations, so hunger, sex, and sleep did not function in isolation of the "organism" as a person of good taste and honor. Sherif and Sherif further stated that if a discrepancy between personal values and biological drives existed, the "organism" was then in conflict causing ego tension experiences such as anxiety, insecurity, shame, personal inadequacy, and deprivation.

Historical Discussion of the Development of Self

Washington (1965) stated that Frondzi thought that self began in the seventeenth century with Descartes' discovery of the "cogito" or the self as a thinking substance. Psychology in emerging from philosophy as a separate entity continued to advance theories and concepts of self-concept. She further stated that during the first forty years of the nineteenth century, the concept of self nearly disappeared from psychological literature. This was due to the fact that the behavioristic emphasis was on a purely objective approach which

excluded the self as essential in formulating psychological theory. However, Freud, Jung, Cooley, and Mead kept the concept of self alive with their theories, and self had been accepted by psychologists as being an important theory for study and comprehension.

Theories of Self-Concept

The self is a basic factor in the formation of personality and in the determination of behavior. As the perception of self changes, behavior changes. . . . The absence of threat is important for the development of an adequate self-concept and is a condition for changes in the self-concept. The self-concept is by definition a phenomenological concept: It is the self as seen by the experimenting person (Rogers, 1962).

Rogers further defined self as the organized, consistent, conceptual Gestalt composed of characteristics of the "I" or "Me", and the perceptions of the relationships of the "I" or "Me" to others and to various aspects of life together with the value attached to these perceptions. He stated also that there was need for positive regard from others--warmth, liking, respect, sympathy, and acceptance.

Central to Rogers' theory of the self are the following:

1. The theory of the self, as part of the general

personality theory, is phenomenological. The essence of phenomenology is that "man lives essentially in his own personal and subjective world."

2. The self becomes differentiated as part of the actualizing tendency, from the environment, through transactions with the environment and particularly the social environment.

3. The self-concept is the organization of the perceptions of the self. It is the self-concept, rather than any "real" self, which is of significance in personality and behavior.

4. The self-concept becomes the most significant determinant of responses to the environment. It governs the meanings attributed to the environment.

5. Whether learned or inherent, a need for positive regard from others develops or emerges with the self-concept.

6. A need for positive self-regard, or self-esteem is learned through internalization or introjection of experiences of positive regards by others. But, alternatively, it may be an aspect of the self-actualizing tendency.

7. When positive self-regard depends on evaluations by others, discrepancies may develop between the needs of the organism and the needs of the self-concept for positive self-regard. There is thus incongruence between the self and

experience, or psychological maladjustment. Maladjustment is the result of attempting to preserve the existing self-concept from the threat of experiences which are inconsistent with it, leading to selective perceptions and distortion or denial of experience.

The ideas and attitudes which make a "self" aware of its own existence take shape as a child. A child understands different aspects of himself with varying degrees of comprehension at different points in time. During the process of differentiation, an individual makes the distinction between himself and other objects, animate and inanimate. Sometimes during the first half of the first year of life, the infant discovers himself and begins to separate his bodily physical boundaries from those of his mother (Powell, 1973).

Seven aspects of selfhood which together comprise the self as felt are sense of bodily self, sense of continuing self-identity, self-esteem, pride; the extension of self, the self-image, the self as a rational coper, and the self as a propriate striver (Allport, 1963). The first three aspects of self-awareness gradually evolve during the first three years of life. During the period from four to six years, aspects four and five develop. The sixth and seventh develop as a long range goal during latency (Allport, 1963).

A young child's self-esteem comes into being during

a process of "reflected appraisals" (Wolman, 1968). A child then is appraised by significant others and then beings to appraise himself.

A growing person's view of himself is shaped by everything that affects the entire scope of his development from his genetic makeup to obvious social influences in the society in which he lives. The cultural influences of a growing child are: (1) What other people do to the child; (2) What other people consciously teach the child; (3) The behavior of other people observed by the child (Linton, 1956).

Erikson uses as a core concept in ego development the question of ego identity. He feels that a child must receive consistent, meaningful recognition of his achievements and accomplishments in order to acquire a strong and healthy ego identity. The stages that Erikson mentions are considered essential for healthy ego development and are in chronological order:

1. Trust vs. Mistrust
2. Autonomy vs. Shame and Doubt
3. Initiative vs. Guilt
4. Industry vs. Inferiority
5. Identity vs. Role Diffusion
6. Intimacy vs. Isolation
7. Generativity vs. Stagnation
8. Ego Integrity vs. Disgust, Despair

Erickson thinks that parents and teachers should produce as little frustration as possible for children: an

atmosphere of leniency, love and affection; frustration producing situations should only be meaningful ones for the development of self.

Many of the subjects in this study are in a period of adolescence, so Mead's concepts (1952) which follow may have some merit.

> In complex western societies which are characterized by a rapid rate of social and technological change, adolescents are confronted with many alternatives. Consequently, problem situations involving genuine choice arise more frequently than they do in primitive societies, and the possibility of an inappropriate choice increases. (p. 50)

She further states,

> Adolescent difficulties in complex societies relate to the presence of conflicting standards and the belief that every individual should make his or her own choices, coupled with the feeling that choice is an important matter; boys and girls begin too soon to depend too much on each other for social and intellectual companionship. . . . (p. 50)

These difficulties may compound the problem of self-concept formation. Erikson concurs with Mead by stating that the modern society appears "too complex, too relativistic, too unpredictable, and too ambiguous to provide youth with a stable frame of reference. . . . The loss of a period of "psychological moratorium", a period during which youth could tentatively experiment without being asked to show success and without final emotional, economic, or social consequences . . . makes it difficult to establish ego identity. As a

substitute for psychological identity, youth utilizes peer group symbols to establish a semi-identity by way of special clothes, special language and special attitudes toward the world; in the past these were symbols of identity of deprived and/or semi-criminal groups (Mead and Erikson, 1952). These life styles are often seen among such groups (Blacks in particular) on a white college campus.

Havighurst (1951) describes the following as the developmental tasks for adolescence toward self-concept and self-acceptance formation:

1. Accepting one's physique and accepting a masculine or feminine role;

2. New relations with age-mates of both sexes;

3. Emotional independence of parents and other adults;

4. Achieving assurance of economic independence;

5. Selecting and preparing for an occupation;

6. Developing intellectual skills necessary for civic competence;

7. Desiring and achieving socially responsible behavior;

8. Preparing for marriage and family life; and

9. Building conscious values in harmony with an adequate scientific world picture.

Successful mastery of these tasks will result in self-adjustment, whereas failure will result in a lack of adjustment, increased anxiety, social disapproval and the inability to be socialized with society or a group in specific.

Studies and Investigations on Self-Concept and Ideal Self

In a study by Samuel and Laird (1974), a comparison was made between the self-concept of Black females on a predominantly white campus, Florida Atlantic University, and the self-concept on a predominantly Black campus, Florida Memorial College. Two samples of 25 Black females were selected ar random with ages ranging from 19-27 years. The Tennessee Self-Concept Scale was used to measure self-concept and the seven dimensions used were physical-self, moral-ethical-self, social-self, personal-self, family-self, self-criticism, and total positive score. A comparison of mean scores showed no significant departure from the norm group except in concepts of physical self. The Florida Atlantic University female is significantly below the norm group in the dimension of self. The author feels that this self-image may have suffered from constant comparison with white females. The FMC females, however, scored below the norm in Family Self, Total Positive Scores, and possibley in concepts of Physical Self. So the FAU sample was significantly low in one dimension, and the

FMC sample in two. These findings indicate that the Black female college student may not have as negative self-images as one may suppose. Higher education may provide opportunities for Black females to see themselves more positively as this comparison is made on self-concept alone.

A study by Samuels (1973) stated the following hypotheses: (1) White lower-class children will have higher self-concepts as a group than Black lower-class children; (2) Black middle-class children have higher self-concepts as a group than Black lower-class children; (3) White middle-class children will have higher self-concepts as a group than white lower-class children; and (4) White middle-class children will have higher self-concepts as a group than Black middle-class children. Ninety-three subjects were chosen randomly from 417 children attending a central school district in a New York City suburb, using two self-concept tests: (1) The Clark U. Scale which consists of 53 outline drawings of paired-picture situations, arranged to form a dichotomy, and contains self-concept subscales of Body Image, Appearance, and Sex-Role Preference Competence, and Social Relationships, and (2) A modified version of the self as subject part of the Brown Test, developed at the Institute for Developmental Studies for use with disadvantaged children. This test measures global self-concept in which the child is asked to choose one

of a pair of 14 adjectives to describe himself. The t test was used and each self-concept test was evaluated separately. The results of the study showed that white lower-class children and Black lower-class children were not significantly different from each other; that Black middle-class children had higher self-concepts than Black lower-class on both tests ($P = .01$); that white middle-class children had higher self-concepts than white lower-class children only on the Clark U Scale ($P = .01$); that there is no difference between self-concepts of middle-class whites and middle-class Blacks; and that the number of children in the family was an important variable for a low correlation to a child's self-concept: Clark U Scale yielded $r = -.26$ for lower-class children and $r = -.32$ for middle-class ($P = .05$). In the middle-class, the mother's church attendance and community group involvement were not related to a child's self-concept, but in the lower-class both variables were related at the .01 level of significance (church attendance, $r = -.33$; community involvement $r = -.38$.

A study by Phillips (1969) using the Osgood Semantic Differential was one in which 188 seniors from a high school outside Detroit, with 80% Negro population, participated. Phillips cited studies that show the greater the difference between actual self-perception and idealized self-image, the

more likely this conflict will be translated into behavioral deviation. He further stated that the self was built mostly out of the people around it, and the day never comes when the individual can continue to thrive without people. . . . One can observe students attempting to assuage loneliness by forming clubs, cliques, . . . and there were those who did not know how to form these connections, and "starve amid plenty." The results of Phillips' study showed no significant relationship for girls between participating in activities and self-concept scores; whereas for boys, a significant relationship was found. The larger percentage of activities selected as being most helpful were those that gave the participant public exposure.

Hodgkins and Stakenas (1969) conducted a study on the hypothesis that in a segregated community the incidence of a negative self-image should be no greater among Negro subjects than among white subjects since both have primary reference groups of family and friends of the same race. They further stated that within a segregated community where most, if not all significant others were Negro and the majority of prior experience was with other Negroes, there should be no difference in the incidence of positive or negative self-concepts in the Negro or white segments of that community. A sample of 142 Negro and 100 white subjects of high school and college

age were given the Osgood Semantic Differential test and median scores were computed for the total sample on each scale. The results showed significant difference between Negro and white subjects in areas of self-adjustment and self-assurance with Negroes scoring higher than whites. With social status controlled, however, the tendency existed in less higher scores. Other concepts growing out of this study suggested that Negro subjects who were segregated within a rather hostile racial environment had the same likelihood to develop a favorable or unfavorable self-concept relative to a situation as do white subjects. However, previously segregated Negroes, who entered integrated situations where prejudiced whites became significant, others may show an increase in the incidence of "negative" self-concepts. The above comparison again was between Black and white students.

Washington (1965) examined self-concepts of Negroes enrolled in grade six in public schools of Richmond County, Georgia with respect to socioeconomic status. The subproblems of the study were (1) the determination of the socioeconomic status of the subjects; (2) the determination of the self-concepts of the subjects, and (3) the determination of the relationship of self-concepts and socioeconomic status of concepts of the upper-class, middle-class, and lower class socioeconomic status groups of sixth graders ranged from the

more positive views of self or very high self-regard to below average or negative views of self. The widest range of "real" self-concepts were found to be within the middle-class socio-economic group with scores ranging from maximum to minimum. No sixth graders of the upper or lower status groups made the possible minimum score, indicating the poorest self-regard. Washington also found that a difference existed between the "real" self-concepts and the "ideal" self-concepts of the sixth graders with the greatest significant mean difference noted for the middle-class socioeconomic group--this group showing a larger discrepancy between their "real" self-concepts and "ideal" self-concepts. This means, then, that the lower class sixth graders tended to evidence more self-satisfaction than the middle class as a group. She also stated that a large discrepancy between "real" and "ideal" self caused more maladjustment for the individuals who were not satisfied with themselves; this resulted in more anxiety, insecurity, cynicism, and depression. The variables, again, did not include interpersonal relationship.

Havighurst and McDonald (1965) stated that children, young adults in the community, glamourous figures in the news, fictitious and imaginary characters may all be models for some of the behavior of the child and adolescent. Increasingly with age then, the child perceived his ideal self as a

composite of a number of persons. Since most college students were adolescents transiting into intimacy, indeed this must be great cause for role diffusion because of a new environment and inflexible one. Another study on ideal self was done in a study by Bruce (1958) in which self-ideal discrepancies of 184 sixth grade children from eight sixth grade classes were compared with children who had low self-ideal discrepancy scores. The self-dissatisfied subjects were more anxious on the children's Manifest Anxiety Scale. Ideal self was defined by Bruce as what a child perceived himself as what he should be; and with a lack of discrepancy between ideal self and a child's own self-concept, there was congruence toward the conceptualization of self and ideal self.

Freud (1949) pointed up the conflict that may ensue if much discrepancy existed between real self and ideal self in his concepts of the id, ego, and super-ego. The id was asocial, amoral, and demanded gratification of needs regardless of consequences, and was guided by the pleasure principle; whereas, the ego sought pleasure, but did so more wisely than the id, evolving around the reality principle. The superego, however, had the positive function of keeping the person behaving in ways consistent with ideal self that was formed in childhood.

Development of Self-Concept of Black Youth

Poussaint and Atkinson (1968) explored the psychosocial motivation of Negro Youth by exploring those factors relevant to motivation: (1) Self-concept, (2) Patterned needs, and (3) Rewards which society offered for performance in these areas. These motivations were termed external as the first two mentioned, and external as the third one mentioned.

In Poussaint and Atkinson's paper, Mead (1934) and Cooley's ideas of self-concept were discussed. Both Mead and Cooley thought that self arose from interaction and reaction to other members of society: peers, parents, teachers, and other institutional representatives. Mead stated, however, that the child learned to assume the role of others with whom he interacted and these attitudes, thus assumed, conditioned his responses to others and his behavior. So as the individual assumed the attitudes and definitions of others toward him, the self was shaped and developed. Cooley (1956) stated that the self may be considered a looking glass, since one's self-idea had three parts: (1) The imagination of our appearance to the other person; (2) the imagination of his judgment of that appearance; and (3) some sort of self-feeling as pride or mortification.

The generalized other whose attitudes the Black child assumed and the looking glass into which he gazed both

reflected the same judgment; he was inferior because he was Black. The youth learned these self-attitudes not only from the white society, but also from his Black family and peers who had been socialized to believe they were substandard human beings. . . . The Black youth then developed a negative self-image as awareness brought into focus a picture of himself as one scorned and unworthy of love and affection (Poussaint and Atkinson, 1968).

Most self-concept measurements of Negroes have confirmed the weakness and negativeness of his self-concept. Coleman's (1966) report did not evidence this, however, for negligible differences were found between the self-concepts of Blacks and whites when variables were controlled. His study exemplified the idea that although self-concept may be high, it was not related to achievement.

Deutsch (1967) showed that Black children had significantly more negative self-images than did white children. The reason for this according to Deutsch was that as the Black child senses the fact that the larger society expected inferior performance, and acted as others expected him to act: the "self-fulfilling prophecy."

Silberman (1964) stated that Negroes cannot solve their problems with identity--therefore, they cannot achieve their manhood until they were in a position to make or

influence the decisions that affect them. . . . The Negroes' problem was not that of "acculturation" or identity, but of power. . . . It was impossible for members of a group who were powerless in a community to grow to maturity without some trauma to his perception of himself. . . . He further stated that the Negro wanted to lose his identity because he did not know his own identity, and psychiatrists stated that diffuse anxiety among Blacks and uncertainty about answers to questions "Who am I" and "What am I doing" resulted from not having an acceptable image of one's self. This, he thought, grew out of a self-fulfilling prophecy of Negro inferiority. Because of diffuse image of self, the Black youth, he thought, had a problem in forming a positive self-concept.

Theories of Interpersonal Relationship

Two classes of human behavior were: (1) The pursuit of satisfaction, and (2) The pursuit of security. Satisfaction included sleep, rest, food, drink and sexual satisfaction. Loneliness was listed as a "middling example." Satisfactions were closely related to bodily organization of man. So Sullivan included loneliness because among other things, Blacks have a desire to touch one another and be physically close (Mullahy, 1948).

Security referred more directly to man's cultural

equipment than to bodily organization. Sullivan (1947) stated that security referred to the state of well-being of "good feeling" of euphoria. All these movements, actions, speech, thoughts, reveries and so on which pertained more to the culture which had been imbedded in a particular individual than to the organization of his tissues and glands, was apt to belong to the classification of the pursuit of security.

The attitudes of those who took care of the child were themselves socially conditioned. Because of empathy, long before the infant could understand what was happening, he experienced something of the attitudes of the significant people around him (Sullivan, 1947).

The pursuit of satisfactions and the pursuit of security was logical or conceptual, and the two were very closely bound together. The following concepts explained why a situation in which two or more people "all but one of which may be illusory" (or eidetic)--were involved or "integrated" became an interpersonal situation. It was because of these needs that one cannot live and be human except in communal existence with others (Mullahy, 1969).

The Concept of Tension by Sullivan was as follows: The facts seemed to indicate that tonic changes in the unstriped, involuntary muscles of the viscera (the internal

organs of the body) were from birth onward intimately related to the experiencing of desires, and needs for satisfaction. Heightened tone of the stomach wall was called out by depletion of our chemical supplies, and the occurrence of vigorous contractions in these tense muscles gave rise to the "pangs of hunger." The taking of food, the ingestion of which probably led to a release of nutritive substance stored in the liver, promptly relieved the excess tone and the contractions quiet down to the churning of the stomach contents. . . . On the securing of satisfaction, the striped, skeletal muscles were "of relatively instrumental value" in very early infancy . . . . As soon as the mother began to include prohibitions and disapproved in educating the youngsters, things got complicated. He developed a need for security against primarily "noxious emotional states empathized from the personal environment" (Sullivan, 1947).

Action which avoided or relieved any of these tensions was experienced as continued or enhanced self-respect or self-esteem. Thus, a person who had become tense at an expression of hostility from someone he was talking to may, subsequently, be made to laugh heartily at some remark or occurrence. Anxiety was not synonymous with muscle tension, but the latter was a necessary condition for its experience. Anxiety was always related to interpersonal relations (Mullahy, 1948).

The Power Motive

To be able to obtain satisfactions and security was to have power in interpersonal relations, and not to be able to do so was to be powerless and helpless. When one achieved power or ability in interpersonal relations, one respected oneself and, therefore, others. If there was a valid and real attitude toward the self, that attitude would be manifested as valid and real toward others (Sullivan, 1947).

Empathy

Sullivan stated further that there was "a peculiar emotional relationship" between the infant and those who took care of him. The attitudes of the parents who cared for him were socially conditioned, and between the ages of six and 27 months there was much emotional "contagion or communion" between those who cared for him that things which were reflected in the child's feeding patterns. The child gradually caught on to patterns of relationships, and he learned by trial and error the everyday meaning of language: "consensually validating--meanings of language that are acquired from interpersonal activities or social experience" (Sullivan, 1968).

Sullivan further stated that as certain restraints were put on the young child's freedom and the aspect of the

personality, the selectively inattended and disassociated processes were developed outside of self-awareness. Selective inattention and disassociation grew out of the child learning to pay close attention to behavior which was approved and disapproved in order to avoid anxiety. The term "interpersonal" referred not only to real people existing in space and time, but also to "fantastic personifications" or to people who existed physically but who served rather as "potent representations" of other people once significant in a person's past.

Schutz (1967), whose Firo B test was used in this study, developed a three dimensional theory of interpersonal behavior for the purpose of understanding individuals and groups. A satisfactory relationship in respect to control and power may include the following: (1) A psychologically comfortable relation with people somewhere on a dimension ranging from controlling all the behavior of other people to not controlling any behavior of others, and (2) A psychological comfortable relation with people with respect to eliciting behavior from them somewhere on a dimension ranging from always being controlled by them to never being controlled by them.

A relationship, according to Schutz (1967), may be defined as the interaction of one or more individuals with another. The persons' actions or behaviors affected the

other. Control meant that one person exercised influence over the other. Control may include restraining, ruling, directing, overpowering, and commanding; however, these behaviors may engender anger, fear, resistance, submission, and/or acceptance. Though persons cannot live without controls of some kind, a balance between exercising and relinquishing control was necessary in a good interpersonal relationship.

Schutz' (1967) Firo B test stands for Fundamental Interpersonal Orientation Behavior, and he advances the following concepts in relation to Inclusion (I), Control (C), and Affection (A):

(1) The interpersonal need for inclusion is the need to establish and maintain a datisfactory relationship with people with respect to interaction and association. Various terms that may connote a relationship that is primarily positive inclusion are associate, interact, mingle, communicate, belong, companion, comrade, attend to, member, togetherness, join, extrovert, pay attention to, interested and encounter. Negative inclusion is connoted by exclude, isolate, outsider, outcast, lonely, detached, withdrawn, abandon, ignore (Schutz, 1967).

(2) The interpersonal need for control is the need to establish and maintain a satisfactory relationship with people in regard to control and power. Control behavior refers to

the decision-making process between people. Some terms that connote aspects of primarily positive control are power, authority, dominance, influence, control, ruler, superior, officer, leader. Aspects of negative control are connoted by the terms rebellion, resistance, follower, anarchy, submissive, henpecked, milquetoast (Schutz, (1967).

(3) The interpersonal need for affection is the need to establish and maintain a satisfactory relationship with others with respect to love and affection. Some terms that connote positive aspects of affection are love, like, emotionally close, personal, intimate, friend, sweetheart. Negative aspects of affection are connoted by the terms hate, cool, emotionally distant, dislike, rejecting.

In regard to education, Rogers feels teachers are more skilled than others in the management of interpersonal relationships. The process of education involves control on the part of educator and student, and this controlled relationship is part of everyday classroom living. The appreciation of the many traits of a student or teacher can aid in the development of self-awareness which is basic to good interpersonal relationship: mutual respect for each other and insight into each other's needs.

> In a wide variety of professional work involving relationships with people--whether as a psychotherapist, teacher, religious worker, guidance counselor,

> social worker, clinical psychologist--it is the quality of the interpersonal encounter with the client which is the most significant element in determining effectiveness. . . . I believe the quality of my encounter is more important in the long run than is my scholarly knowledge, my professional training. . . . In keeping with this line of thought, I suspect for a guidance worker also the relationship he forms with each student --brief or continuous--is more important than his knowledge of tests and measurements, the adequacy of his record keeping, the theories he holds, the accuracy with which he is able to predict academic success, or the school in which he received his training. (Rogers, 1962)

Following are attitudinal or experimental elements which Rogers thinks made a growth-promoting climate and capture some of the necessary qualities of a personal encounter:

Congruence

Personal growth is facilitated when the counselor is what he is: the counselor is genuine and without "front" or facade--he openly conveys the feelings that exist at the moment of encounter. If appropriate the counselor should be able to communicate these feelings if these are available to his awareness. Though few people fully achieve "being himself," the more the counselor is able to listen acceptantly to what is going on within himself, and the more he is able to be the complexity of his feelings without fear, the higher the degree of congruence.

Some persons seem to always be operating behind a front, playing games and roles that are not congruent with

what they really feel. This type action prevents our revealing ourselves to this type of person. If on the other hand, the person with whom we have an encounter seems to be what he really is, we develop a greater sense of trust with them; for we then feel we are dealing with the person himself, and not with a polite or professional facade (Rogers, 1962). Rogers further states that congruence means being "deep and true, not superficial. Transparency helps to describe this element of personal congruence."

Empathy

Rogers mentioned this concept as a second essential condition in interpersonal relationships.

> To sense the client's inner world of private personal meanings as if it were your own, but without ever losing the 'as if' quality, this empathy seems essential to a growth-promoting relationship.

The kind of understanding Rogers referred to was very rare, and only offered an understanding from the outside--we shied away from true understanding. The reason for this was, "If I am truly open to the way life is experienced by another person--if I can take his world into mine--then I run the risk of seeing life in his way, of being changed myself, and we all resist change" (p. 416).

Positive Regard

This is the third condition and involves experiencing

a warm, positive acceptant attitude toward the client. This also involves a feeling that a parent may have for a child, feeling he has worth and dignity, regardless of his behavior at the moment (Rogers, 1962). Positive regard means love for the client as he is, this love being "agape", and not romantic or possessive love. This makes for respect for the other person as a separate person not possessed.

Unconditionality of Regard

This condition implies that one "prizes the client in a total rather than a conditional way" (p. 417). He does not accept certain feelings in the client and disapprove others; he feels an unconditional positive regard without making judgments, without reservations, and without evaluations (Rogers, 1962).

The Client's Perception

All foregoing attitudes described above should be communicated to the client in such a way that the client perceives the genuineness, acceptance and empathy that the counselor experiences for him.

The Essential Hypothesis

This then consists of constructive personality growth and change which comes about only when the client perceives

and experiences a psychological climate of empathy, warmth, realness, acceptance, and unconditionality in this positive regard. Rogers admits that there may be missing elements not captured in his philosophy, but individuals must be considered as one of worth, and not objects that the professional person must manipulate "for the welfare of the state, or the good of the educational institution" (p. 418). Though Rogers uses terms, "counsellor, or therapist, and client", it may easily be a relationship between teacher and pupil, or pupil, that all of the above may be employed to foster a climate of teaching-learning.

Karen Horney (1968) stated that if a child did not develop the experience of being part of an interpersonal relationship or of being accepted, he will experience basic anxiety: "the feeling of being isolated and helpless in a world concerned as potentially hostile" (p. 345). Cramped by his basic anxiety, he was prevented from relating to others with spontaneous, real feelings. He then may try to rebel, or fight others.

Eric Berne (1957) referred to "stroking" as a means by which man's desire for recognition was satisfied. He stated that the infant's need for stimulation was met in general by holding, feeding, caressing, jingling, patting, and diapering: this contact was needed in order that the child

developed physically and emotionally. With a six month old, acceptance and love were shown by holding him; with a two year old, a kiss may be given; with an adult or young adult, a signal with your eyes can convey acceptance or rejection. Stroking may be a greeting when persons meet, criticism, punishment, or just spending time with a person.

Studies and Investigations on Interpersonal Relationship

A study conducted by Boyd in conjunction with the Educational Policy Center (a research and technical assistance organization) was one in which 979 face-to-face interviews were conducted. The interviews were conducted at forty colleges and universities across the United States during the 1972-1973 academic year. There were two groups of respondents: 785 Black students and 194 Black or white faculty members and administrators. The data centered around the following hypotheses:

> 1. Current recruiting and admission practices overlook, bypass and even reject very capable Black students in favor of less qualified Black students who fit a more fashionable stereotype.
> 2. Racial tensions, distrust, some fist fights, and a near total segregation in all but classroom activities characterize the relationships between Black and white students.
> 3. From the perspective of the Black student . . . the typical white American institution of higher learning is fundamentally unprepared. . . to meet his needs. (Boyd, 1973, p. 20)

The following statements were taken from the data found in the referenced survey by the Educational Policy Center:

1. Neither parent of 59% of Black students attended college.
2. Fifty-eight per cent came from large cities.
3. The families of 54% have incomes less than $10,000.

The most popular majors according to Boyd were as follows:

	Per cent
Social Services	28
Business	15
Education	15
Biological Sciences	6
English	4
Engineering and Math	4
Physical Sciences	2
Black Studies	1

Boyd's survey further cited the following: Four out of 10 Black students indicated that race was a factor in choosing friends and activities. Similarly 47% participate in Black organizations on campus. Relationship of self and ideal self descriptions with sex, race, and class were investigated in a study by McDonald and Gynther with 261 Negro subjects (consisting of 151 female and 110 male) from a high school graduating class in a southern urban area were selected. In addition to these subjects, 211 white high school seniors graduating in the same year were chosen: 114 female

and 97 male. The age range was from 16 to 19 with no mean age differences between sex and race.

The instrument that McDonald and Gynther used was the interpersonal Check List (LaTorge and Suczek, 1955) in order to obtain self and ideal-self ratings. The findings showed that race and sex have a marked influence on one's self and ideal self-concepts, whereas socioeconomic status did not affect these concepts. Negro students self-description yielded higher scores on DOM ($t = 19.10$, PK .001) and LOV ($t = 13.53$, P .001), than did those of white students. DOM had reference to dominance (assertive, aggressive, leadership qualities) and LOV referred to love (friendly, warm, and co-operative characteristics). White subjects, on the other hand, scored higher on ideal self-description in areas of DOM ($t = 1.90$, P .001) and LOV ($t = 2.53$, P .01) than Negro subjects. There was, therefore, less discrepancy between ideal and self-ratings of (a) Negroes compared with whites, (b) males compared with females on dominance, and (c) females compared with males on love.

In a study by Lyons (1973), a questionnaire was mailed to 140 colleges and universities throughout the country during the summer of 1969. The colleges were selected at random from four geographic regions: Northeast, South, Mid-west and West; and the subjects ranged from undergraduates to

vice presidents and provosts. The questions Lyons sought answers for were the following:

(1) What have been the results of the many boycotts, sit-ins, teach-ins, and demonstrations?

(2) How has the Black student profited from this?

(3) What are Black students doing to survive?

(4) Can a Black student get an education from a predominately white institution and still be able to relate to himself and his community as a Black man?

Lyons found that the most popular activity on the campuses is Black-Afro-American History Week, and the second most popular activity was the Art Festival. It was also found that communication, both internally and externally presented a problem, and that relationship that should exist between Black students and Black faculty did not exist. He thought that this was due to the fact that Black faculty were brought to white campuses because of student demands; and that Black faculty and staff did not realize that student demands contributed much to their employment. Lyons also found that on campuses where there were very few Blacks, they depended on each other almost totally for support; but where the numbers of Blacks were larger there was competition and conflict.

Kindall and McClain's study of Black adolescents was based on a study by Grossack who compared need strengths of

contemporary Black students in the South after the Supreme Court decision in 1954 where the Edwards Personal Preference Schedule (EPPS) was used. As Grossack compared the results of the tests with the norms of white students, both male and female students showed a pattern of greater self-control and less access to impulse life for Blacks than for whites. He thought this was due to a passive role imposed upon them by the south. However, Kindall and McClain's study was one in which the EPPS was administered to 198 Black students (90 males and 108 females) at Tennessee State University in Nashville in 1970; and these scores were compared with Grossack's subjects in 1955 (171 Black students: 63 males and 108 females) at Philander Smith College in Little Rock. The mean scores of the men in 1970 were higher in exhibition, autonomy, dominance, heterosexuality, and aggression, but lower in on deference. The mean score for the women in 1970 were higher on exhibition, autonomy succorance, heterosexuality, and agression. Both mean scores were lower on achievement, deference, order, affiliation, and endurance.

Knight, et al., administered the Survey of Interpersonal Values Test to 324 Southern Negro high school seniors in the spring of 1969 chosen from segregated and desegregated high schools. The samplings came from a state department list of all school systems with a minimum Negro enrollment of 15%

(desegregated schools and were matched with segregated schools median 24%, range 15-36% Negro). One hundred and sixty-two students are selected from each type school, and the major findings showed that sex of the student was the most important factor in determining the relative importance of interpersonal values held by Southern Negro high school students. Six values measured were support, conformity, recognition, independence, benevolence, and leadership. The results showed no difference in interpersonal values between Black students attending a desegregated high for two years and those attending a segregated all Negro High School. However, Negro females had higher values for recognition and leadership than Southern Negro males, and Negro females were more similar to white males than to white females. Negro males were more similar to white females when race was a variable and a 2 x 2 ANOVA was used.

Hall and Gentry (1960) selected a sample of Negro students in integrated secondary schools in 1967, and administered a questionnaire for examining factors related to the social isolation of Negro students in formerly all-white secondary schools. A concern of the study, also, was to determine the frequency of participation by Negro students in extracurricular activities in the integrated school. The study sought to answer the following questions:

(1) To what extent do Negro students participate in extracurricular activities?

(2) If Negro students do not participate in extracurricular activities, why do they not do so?

(3) How frequently are Negro students invited by white students to participate in school activities?

(4) How frequently do Negro students return to the school they formerly attended for the purpose of taking part in social activities?

(5) How often do the parents or guardians of Negro students attend functions sponsored by the school?

(6) Do the "best friends" of Negro students attend the school in which the student is enrolled?

(7) Do the variables of sex grade level and years in attendance condition the responses of Negro students to the questions posed above?

The results of the study indicated that some isolation of Negro students existed in integrated schools, but that isolation was reduced as the length of time Negro and white students were in school together. Too, as years of attendance at integrated schools increased participation of Negro students in extracurricular activities increased; attendance by parents at school functions increased, and there was increasing frequency in invitations from white students to participate

in school activities. However, the length of attendance in integrated schools did not appear to be related to student participation in social activities, so there seemed to exist a wall of separation between Negro and white students in the areas of informal social activities such as school dances and parties. Hence, Negro students compensated by returning to their former school to participate in these activities.

The study by Hall and Gentry further indicated that male students had made a better adjustment, or had been fully accepted in the integrated school than had female students. Though the reason for this was not clear it was thought that males in general were more amenable to the socialization process. Hence, females may be more "locked in" by their previous experiences and expectations than are male students. Too, athletics, especially football, provided more opportunities for participation by the Negro male student. Another aspect of the study cited the fact that a larger percentage of "best friends" attended the integrated school, so the presence of a friend in a new setting encouraged involvement in activities more so than if alone.

Hines (1968) studied social distance as a component in integration of Negro college students on the assumption that interaction was as complex a process as integration since the interacting agents not only were acting upon, but also

acted and reacted to many social situations that influenced and firmed up a social relationship. The sample included all Negro college students in three southern states with a predominance of Negro enrollees: Alabama, Mississippi and Georgia. The questions raised and analyzed by Hines in this study were:

(1) Are there significant differences between Negro college women and men and younger and older Negroes in social distance accorded whites?

(2) What differentials effect distance or nearness of Negroes to whites with respect to levels of intimacy?

(3) How do whites compare with other racial-ethnic groups with distance preferences expressed by Negroes?

The conclusion of the study suggested that Negro college students showed a general preference for "whites" over other racial-ethnic groups, the researcher feeling this grows out of the fact that "whites" represented the favored, dominant group to be emulated in our American culture. However, the rating scale also showed ethnocentric tendencies that showed race pride and racial identification of the Negro students. So as social interaction moved toward more individualized and interpersonal relationships as dating and marriage, ambivilance towards other Negroes dissipated and "whites" became the least desirable objects of preference out of choices from whites, Jews, American Indians, Mexicans and Chinese.

While it was obvious that the Negro student like other people had prejudice and preferences, likes, and dislikes for whites and other racial ethnic groups, it should also be clear that these distance inclinations will continue to be affected by the disadvantaged minority status held in American society. It was true that the Negro student aspired for full membership in American life and culture, but this aspiration for integration was often misinterpreted and misunderstood. When the concept of integration was redefined on college campuses in terms which included the social distance components shown in this study, re-evaluation of many theoretical as well as practical programs may be in order. So one plausible meaning of the term "integration" from the standpoint of the Negro, may simply be the right for him to decide that he did not want to integrate (Hines, 1968).

None of the above studies, however, dealt with self-concept in relation to interpersonal relationship in the academic setting. Though positive or negative self-concept was shown via interaction with others, the studies so far had not measured it.

A study entitled, "The Affinity of Negro Pupils for Segregated Schools: Obstacle to Desegregation" by Balner was conducted as a follow up of the reasoning of Chief Justice Warren's opinion in Brown vs. Board of Education, 1954.

Bolner stated that federal officials had construed the ruling to mean that the Negro pupil was so consciously aware of his "inferiority" that when afforded the opportunity to attend a desegregated school, he would immediately choose to abandon his formerly segregated school for a desegregated one. The study suggested that while Negro pupils favored desegregation as an ideal, they manifested a strong sense of "school affinity." This study tested the following hypotheses:

(1) There is a feeling of school affinity or attachment among Negro pupils attending Negro schools.

(2) This feeling influences these Negro pupils in their attitudes and understanding toward public school desegregation and the method selected to achieve it.

A questionnaire was administered to 90 Negro pupils in selected classes of grades 9-11 in a public school in South Louisiana parish with 100% Negro population. The table contained the following item: "Personally, I would like to attend a desegregated school, but if I did, I feel that I would be snubbed and looked down upon", and perhaps physically, and economically harmed. It was found that only three of the 90 pupils chose to attend the white school under the freedom of choice arrangement, while over 50% indicated that their choice of the Negro school was not fear of coercion, but an affinity or attachment to the Negro school. The author

thought that the school desegregation process should consider psychological needs following desegregation (Bolner and Vedlitz, 1971).

A survey by Sherman was conducted in the Spring of 1967 with a sample of students from Central Y.M.C.A. Community College in Chicago. One hundred and twenty students, 60 males and 60 females, participated in the study. Thirty males were Negro and 30 were white. Females were similarly divided. The subjects were also classified to socioeconomic status and occupation of father. The SIV, Survey of Interpersonal Values, was administered to 189 out of which 120 were chosen for analyses. The scores of SIV were S-Support, C-Conformity, R-Recognition, I-Independence, B-Benevolence, and L-Leadership. The findings indicated that there were no race differences on any of the six scales, however, whites tended to score higher on Support, Recognition, Independence and Leadership. Negro students tended to score higher on conformity and benevolence. Sex differences were found in the area of benevolence and leadership, while males value having authority over others. Males scored higher on Independence. Too, the middle level socioeconomic subjects differed from lower in recognition, and the lower level scored higher in benevolence.

Though Sherman's and Bolner's studies were subsequent to the desegregation ruling by the Supreme Court, neither

assessed Black students' self-concept attending a Black school with Black students attending a white school. The studies have not compared the means of students' interpersonal relationships on either type of campus. The two theories in personality development were closely related as was discussed in Sullivan's theory of interpersonal relationship and The Dynamism of the Self-System. Sullivan stated that three aspects of interpersonal cooperation necessary for survival were good-me, bad-me, and not-me, and these aspects of interpersonal cooperation required acculturation or socialization of the infant. These three aspects of the self-system were necessary in order to avoid anxiety. Sullivan called this self-system dynamism, a personification of the self: as "I", "me," and "my." The origin of the self-system was closely related to Black culture, so one can see that without the development of the "self," interpersonal relationships were not formed because of anxiety and related variables.

CHAPTER III

INSTRUMENTATION, PROCEDURE, AND ANALYSIS OF DATA

Before the administration of the tests, the students checked the appropriate areas on the Student Profile Questionnaire. After finishing this sheet, the students were then given the Adjective Check List and were asked to darken the area beside the adjective that best described them. After completing the ACL, the Firo B test for interpersonal relationship was administered. The tests were explained to the groups at the outset of the data collection period. A sample of items are listed in the Appendix.

The statistical techniques and descriptive tables for assessing the data were chosen according to the problem and hypotheses stated. The data on self-concept and interpersonal relationship were analyzed by school and sex. The means of T scores on self-concept and means of raw scores on interpersonal relations were compared by the use of t tests. The data were processed by computer at the Health Science Center, University of Oklahoma, at Oklahoma City.

The Instruments

Questionnaire

A questionnaire given to the students was used to obtain demographic information. A copy of the instrument is presented in Appendix A. This questionnaire will be referred to as the Student Profile Questionnaire in this study.

The Adjective Check List

The Adjective Check List (ACL) was first used as a technique for gathering the observations of staff members in assessing their personality. The advantage of the ACL is its offering words and ideas commonly used for describing events in everyday life in a systematic and standardized format. Because the length of adjectives is long, shades of differences between rather similar persons can be delineated.

The ACL was initially used by observers in describing others, but the list is frequently used by an individual in self-description and/or for describing ideal self.

> Every language has a functional class of words. A particular scoring or cluster of adjectives may be more relevant in one culture than another, but the ACL technique itself should be universally applicable as a method for the recording of descriptive reactions. (Gough and Heilburn, 1958)

The ACL consists of 300 adjectives commonly used to describe attributes of a person. The list of adjectives was

developed by Gough at the University of California's Institute of Personality Assessment and Research in 1952. In 1958, Heilburn of the State University of Iowa developed a series of experimental scales for the Adjective Check List that is based on Murray's need-trait system (Gough and Heilburn, (1965). The ACL may be hand scored or computer scored. See Appendix B for further description of ACL. The scales of the ACL are presented in Table 1.

TABLE 1

SCALES OF THE ADJECTIVE CHECK LIST

Designation on Profile Sheets		Name
1.	No ckd	Total Number of Adjectives Checked
2.	Df	Defensiveness
3.	Fav	Number of Favorable Adjectives checked
4.	Unfav	Number of Unfavorable Adjectives Checked
5.	S-Cfd	Self-confidence
6.	S-Cn	Self-control
7.	Lab	Lability
8.	Per Adj	Personal Adjustment
9.	Ach	Achievement
10.	Dom	Dominance

TABLE 1, Continued

Designation on Profile Sheets		Name
11.	End	Endurance
12.	Ord	Order
13.	Int	Intraception
14.	Nur	Nurturance
15.	Aff	Affiliation
16.	Het	Heterosexuality
17.	Exh	Exhibition
18.	Aut	Autonomy
19.	Agg	Aggression
20.	Cha	Change
21.	Suc	Succorance
22.	Aba	Abasement
23.	Def	Deference
24.	Crs	Counseling readiness

A Description of ACL Variables

In the area of total number of adjectives checked (No ckd), Gough (1965) feels that the tendency to check more or fewer adjectives reflects certain personological dispositions, and in addition, acts as a response set artifact in the scoring of other scales. Thus, the need to control for

"total checked" in deriving standard scores on the other variables. Gough (1965) further stated that the technique is to classify each protocol into one of four categories for each sex and to use standard scores calculated for that category only. Of the four categories that Gough and Heilburn delineated, T scores of the subjects in this study fell in category A (1-75 for males and 1-78 for females).

The second variable of the Adjective Check List is Defensiveness (Df). Gough, et al. stated that the higher-scoring person is apt to be self-controlled and resolute in both attitude and behavior. . . even stubborn in seeking his objectives. The authors further stated that his persistence is more admirable than attractive. The low-scoring subject on the other hand tends to be anxious and apprehensive, critical of himself and others; this is in addition to having more problems than his peers in spite of putting them at the center of attention.

The third variable of the ACL listed is Number of favorable adjectives Checked (Fav) and subjects who score high in this category seem to be motivated by a strong desire to do well in order to impress others and other persons view this person as dependable, steady, conscientious, and serious. Low scores by persons in this area represent the person is an individualist who is sharp-witted, headstrong, pleasure-

seeking, and may often experience self-doubts and anxieties.

The fourth variable listed by Gough and Heilburn is Number of unfavorable adjectives checked (Unfav). High scorers in this area appear to be rebellious, arrogant, careless, conceited, and cynical, whereas low scorers tend to be more placid, more obliging, and probably less intelligent.

The fifth area that Gough and Heilburn listed is Self-confidence (S-Cfd), and high scores in this area tend to be assertive, affiliative, outgoing, persistent; and since he wants to get things done, is impatient with persons or things standing in the way. Others see this person as self-confident, forceful and opportunistic.

The sixth variable of the ACL is Self-control (S-Cn). Persons who score high on this variable tend to be serious, sober, practical, and loyal, but may possess an element of over-control and too much emphasis on the proper means for attaining the ends of social living. Because of this, the highest level of ego integration, involving recognition and sublimation of chaotic and destructive impulse along with allosocial and life-giving dispositions, may be denied to these persons. Low scores, however, are inadequately socialized, headstrong, irresponsible, complaining, disorderly, narcissistic, and impulsive--maybe even obnoxious and autocratic.

The seventh variable on the ACL scale is Lability

(Lab). High scorers in Lab tend to be spontaneous favorably, but unfavorably as excitable, temperamental, restless, nervous, and high strung, whereas low scorers are more phlegmatic, planful, and conventional.

The eighth variable on the ACL scale is Personal Adjustment (Per Adj). High scorers in this area tend to be dependable, peaceful, trusting, friendly, and loyal. He may or may not understand himself psycho-dynamically, but the person seems to possess the capacity for "love and work." Low scorers sees himself at odds with other people, moody, and dissatisfied. Others see him as aloof, anxious, inhibited, withdrawn, and unfriendly.

The Need Scales of The Adjective Check List (ACL)

The following variables of the profile questionnaire are labeled need scales. These Need Scales were taken by Gough and Heilburn from Murray's (1938) need-press system. The reason for choosing these were because (1) Each could be defined in terms of observable behavior, (2) Each seemed relevant to personality functioning within a normal population, and (3) Murray's variables were available to aid in selection of the items.

The ninth variable is Achievement (Ach), and persons who score high on this variable are usually seen as intelli-

gent, hard-working, and involved in his intellectual endeavors, determined to do well, and usually succeeds. His motives are internal and goal-centered rather than competitive. The low scorer tends to be more skeptical, dubious about rewards of labor, and uncertain about risk taking. He may also be withdrawn and dissatisfied with his status.

The tenth variable is Dominance (Dom), and persons who score high on this variable is forceful, strong-willed, and persevering; whereas the low scorer on Dom is unsure of himself, indifferent to demands and challenges of interpersonal life, and avoids situations calling for choice and decision-making.

The eleventh variable of the ACL is Endurance (End), and the persons who score high on End is typically self-controlled, responsible, idealistic, and concerned about truth and justice. The low scorer on End tends to be erratic, impatient, intolerant, and abrupt in manner.

The twelfth variable of the ACL is Order (Ord) and high scorers on Ord tend to be sincere and dependable at the cost of individuality and spontaneity. Low scores tend to be quicker in temperament and reaction, and often impulsive.

The thirteenth variable is Intraception (Int), and high scorers on this variable is reflective, capable, conscientious, and knowledgeable, whereas low scorers tend to be

aggressive, bored and in situations where direct action is not possible, tends to be impatient; he is a doer rather than a thinker.

The fourteenth variable of the ACL is Nurturance (Nur), and high scorers tend to be helpful, nurturant, bland, and self-disciplined, while low scorers on Nur are skeptical, clever, self-centered, and inattentive to needs of others.

The fifteenth variable of the ACL need list is Affiliation (Aff), and high scorers on this variable tend to be adaptable, anxious to please, and not necessarily altruistic: he is ambitious, concerned with position, and may tend to exploit others in order to gain his own ends. The low scorer, on the other hand on this variable (Aff) tends to be less trusting, more pessimistic, and restless.

The sixteenth variable of the ACL is Heterosexuality (Het), and high scorers tend to be interested in the opposite sex, interested in life, and most of his environment in a healthy, outgoing manner. Low scorers on Het tend to be dispirited, inhibited, shrewd, and calculating in his interpersonal relationships.

The seventeenth variable of the ACL is Exhibition (Exh), and high scorers in this area tend to be self-centered and narcissistic as well as poised, self-centered, and able to meet situations with aplomb. Low scorers are apathetic,

self-doubting, and inhibited in impulsiveness. They also lack confidence and avoid visibility.

The eighteenth variable of the ACL is Autonomy (Aut), and high scorers tend to be independent, assertive, and self-willed. Low scorers tend to be of moderate and/or subdued behavioral patterns, and hesitates to take the initiative.

The nineteenth variable of the ACL is Aggression (Agg), and high scorers tend to be both competitive and aggressive. Low scorers on Agg are more conformists, but do not necessarily lack courage or tenacity. Low scorers on Agg are also diligent and sincere.

The twentieth variable of the ACL is Change (Cha), and persons who score high in Cha are perceptive, alert, and spontaneous and take pleasure in variety, whereas low scorers are apprehensive,ill defined and risk-involving situations. Low scores on the other hand are obliging and concerned about each other, but lack nerve and energy.

The twenty-first variable of the ACL is Succorance (Suc), and persons who score high on this variable are trusting, guileless, and even naive in their faith in the integrity and benevolence of others, whereas those who score low are independent, resourceful, self-sufficient, and has a quiet confidence in his worth and capability.

The twenty-second variable for the ACL is Abasement

(Aba). High scorers on Aba tend to be submissive and self-effacing, but do seem to accept self. The persons seem to be weak and undeserving, and likewise are self-punishing, seemingly in order to forestall criticism, and rejection. Low scorers are optimistic, poised, productive and confident.

The twenty-third variable of the ACL is Deference (Def), and persons scoring high on this variable is usually self-denying, not necessarily out of fear of others or inferiority, but mostly out of preference for anonymity, and freedom from stress and external demands. Low scorers on Def tend to be more energetic, spontaneous, independent and like attention.

The twenty-fourth variable of the ACL is Counseling Readiness (Crs). High scorers on Crs tend to possess the following behaviors: worrying about himself, ambivilant about his status, feels left out, is unable to enjoy life, and is unduly anxious. Those who score low on Crs are more free from the above mentioned behaviors, is self-confident, poised, sure of himself, and outgoing.

The Firo B Test

Firo B consists of six scales: Expressed and Wanted behavior in the areas of Inclusion, Control, and Affection. This instrument seeks to measure a person's characteristic

behavior toward other people in the areas of inclusion, control, and affection. This instrument is designed to measure not only individual characteristics, but also to assess relationships and compatability between people. The Firo B test is comparatively short, consisting of nine items in each scale, and each item is generally non-threatening. Scoring is simple and may be done by hand. See Appendix C for further description of the Firo B test. The variables measured are presented in Table 2 showing names and accompanying symbols.

Hypotheses to be Tested

From the general statement of the problem two hypotheses were formulated which will be submitted to statistical analysis. These hypotheses are:

H_o1 - There is no statistically significant difference between mean T scores by variables on the adjective check list for Black students attending a predominantly Black college and Black students attending a predominantly white college.

H_o2 - There is no statistically significant difference between mean raw scores by variables on the Firo B test for Black students on a predominantly Black college campus and Black students on a predominantly white college campus.

TABLE 2

NAMES AND SYMBOLS FOR FIRO B SCALES

	Expressed Behavior		Wanted Behavior	
Inclusion	Ei	I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, join social groups to be with people as much as possible.	Wi	I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included.
Control	Ec	I try to exert control and influence over things. I take charge of things, and tell other people what to do.	Wc	I want others to control and influence me. I want other people to tell me what to do.
Affection	Ea	I make efforts to become close to people. I express friendly and affectionate feelings and try to be personal and intimate.	Wa	I want others to express friendly and affectionate feelings toward me and to try to become close to me.

Procedures for Analysis of Data

The t test for independent data will be computed on the T scores from the Adjective Check List as follows: a t test to compare the means of both samples, and t test to compare the means of samples according to sex. The difference in means between the samples and between sexes will also be computed for raw scores obtained on the Firo B test for interpersonal relationship.

Demographical Data

The purpose of the demographical assessment of the sample populations was for describing the subjects in terms of age, major field of study, parents' formal education, and economic status. The demographical data was also for the purpose of describing how the subjects' college education was financed, as well as to describe the reason for choosing the universities. This description of the samples gave a profile of the socio-cultural dimensions of the subjects for assessing similarities and differences in these areas; and there was noted to be more similarities than differences in the responses on the Student Profile Questionnaire.

At the University of Oklahoma 49 of the 70 students used in this study were between the ages of 18 and 20, 29 students between the ages of 21 and 25, and one between 25

and 30 years of age. There were more students born between December and March than any other time.

At Langston University, however, (see Table 3) out of the sample of 96 students, there were 67 between the ages of 18 and 20, 25 between the ages of 21 and 25, and three between the ages of 25 and 30. There was one student over 30 included in this study and there were more students included in the sample at Langston born between December and March than any other time, which held true at Oklahoma University also.

The distribution of major fields of study by university are presented in Table 4. At the University of Oklahoma, Social Sciences was the most popular major. Biological Sciences was second, and Business was the third most popular, as well as Education. The other listed major fields were rather scattered and few in numbers.

The choice of major field of study very nearly corroborates the findings in Boyd's study: Though Social Science was not the most popular choice, Business was first with Social Science being the second most popular major; Education and Pre-law being third; and Biological Sciences next before Music and many others as Pre-law, Electronics, Corrections, Mathematics, Art, and Agriculture. Data regarding parents' formal education, economic status, and

TABLE 3

DISTRIBUTION OF TOTAL SAMPLE ACCORDING TO AGES AND BIRTHDATES

Dates and Ages	Langston University	Oklahoma University
December 1-15	2	4
16-31	5	4
January 1-15	7	3
16-31	2	2
February 1-15	4	1
16-29	1	3
March 1-15	1	4
	7	4
April 1-15	6	1
16-30	1	2
May 1-15	2	5
16-31	3	2
June 1-15	6	2
16-30	1	2
July 1-15	3	2
16-31	5	2
August 1-15	5	2
16-31	2	2
September 1-15	3	4
16-30	3	2
October 1-15	1	2
16-31	3	2
November 1-15	5	2
16-30	3	2
18-20 years	67	40
21-25 years	25	29
25-30 years	4	1

TABLE 4

DEMOGRAPHIC DESCRIPTION OF POPULATIONS BY COLLEGE MAJOR

Majors	Langston University	Oklahoma University
Biological Sciences	6	12
Physical Sciences	2	8
Social Sciences	15	15
Business	22	10
Education	10	10
Pre Law	10	2
Music	5	2
Mathematics	2	2
Pre Med	6	2
Broadcasting	2	2
Journalism	2	2
Art	3	1
Radio, TV, Broadcasting	1	1
Home Economics	2	0
Others	11	1

how subjects' college education is financed are presented in Table 5. With respect to parents' economic status of students at Oklahoma University, 64% of the students came from middle income homes, whereas 36% came from lower income homes. When listing how college is financed, 31% responded with scholarship as a means, 36% stated that loans supported their college expenses, 10% stated student was self-supported, and 22% gave parents as a source of financing college expenses. Five students, however, stated that scholarship loan, parents, and self were means by which college was financed.

The economic status of parents of students attending Langston University was found to be 70% in the middle income level, 26% in the lower economic class, and 4% in the upper economic class. In the area of how college is financed, 28% of the sample of 96 stated that scholarship was the source; 48% cited loans, 22% cited parents; 23 cited self, and one cited rehabilitation as a source of college financing.

When parents' formal education was considered at Langston University, 67% stated that parents had no more than a high school education, 20% that parents attended college, and 10% that parents attended graduate school. This 67% for parents attending high school is very similar to Oklahoma University which is 63%. When college education at the two universities was compared, 37% had a college

TABLE 5

DISTRIBUTION OF THE TOTAL SAMPLE BY SOCIOECONOMIC STATUS AND HOW COLLEGE IS FINANCED BY UNIVERSITY

	Parents' Formal Education			Parents' Economic Status			How College is Financed			
	High School	College	Graduate	Upper	Lower	Middle	Loan	Self	Parents	Scholarship
Langston University	65	20	11	4	25	67	47	22	22	28
Oklahoma University	44	15	11	0	25	45	25	12	16	22

education or higher at Oklahoma University, whereas 30% at Langston cited parents as having a college education and higher. These all are very similar when comparing the two schools.

The reason most often cited for choosing Oklahoma University was convenience, whereas at Langston University the reason most often stated was because it is a "Black" university: 40% of the students stated that Langston was chosen for this reason. The next most popular reason for choosing Langston was the attention they would receive in pursuit of their majors, and scholarships were cited at both universities as a reason for choosing the universities. At Langston University "tradition" and referral by parents were cited by 10% of the students and convenience was cited by 10% of those in the study. Tradition was not mentioned as a factor in choosing Oklahoma University and only six students at Oklahoma University stated that they chose it because it is "integrated." However, 16% of the students chose Oklahoma University because of its status and courses offered, and five students at Langston University cited the courses offered as a reason for choosing that university. Reasons the subjects listed for choosing their respective university are shown in Table 6.

Choosing Langston University because it is a "Black"

TABLE 6

DISTRIBUTION OF TOTAL SAMPLE ACCORDING TO REASON FOR CHOOSING THE UNIVERSITY

Reasons	Langston University	Oklahoma University
Convenience	10	17
Costs Per Credit Credit Hour	0	6
Scholarship	11	15
Courses Offered	5	12
Tradition	10	0
Status		12
Attention	16	
Black University	39	
Integrated University		1
Other	5	7

university may be related to Cooley's concept of looking glass self which was discussed in Chapter II. He stated that self-attitudes of inferiority were learned from the white society, so this "Black" society may be positively reinforcing to those students for the time they spend on Langston University campus.

The demographical data cited in this study was very similar to that cited in Boyd's study (1972) in which financial aid was the primary source of money for Black students' college education. Another similarity to Boyd's study was at Langston, University, where 67% of the parents had not attended college, and 63% of the parents at Oklahoma University had not attended college. Boyd's study cited 59% of the parents had not attended college. This points up the fact that parents are possibly a motivational force fostering an interest in college; for in spite of their parents not attending college and having subsequent low incomes, the Black students are aspiring to achieve a college education in increasing numbers.

Findings of the Adjective Check List

Since students on both campuses scored low on the variables of the Adjective Check List, they may be described

as possessing tentativeness and caution (Gough and Heilburn, 1965). There was little significant difference when a comparison of T scores by variable according to sex at both universities was made (see Tables 7 and 8); so the samples were pooled.

Table 9 shows the distribution of T scores of the ACL: Students at Oklahoma University scored significantly higher on the variable Fav of the ACL, as well as on the variable S-Cn. This then would mean that these students are dependable, steady, conscientious, and possess social desirability according to scores on the Fav variable and are seriously interested in their obligations, and diligent according to scores on the S-Cn variable. Students at Oklahoma University are more dependable, trusting, and possess a greater capacity to love and work as evidenced by significantly higher T scores on the variable Per Adj.

The T scores of students at Langston University were significantly higher on the variables of Dom and End. This means that these students are forceful, strong willed, and persevering as evidenced by Dom T scores and possess self-control, responsibility, and conventionality as evidenced by End T scores. Students at Langston University also scored higher on the variable Exh and may be described as being

TABLE 7

A COMPARISON OF T SCORES BY VARIABLE ON ACL ACCORDING TO SEX AT LANGSTON UNIVERSITY

Variables	(n=54) Male $\bar{X}$	SD	(n=42) Female $\bar{X}$	SD	$\bar{X}$ Diff	t
2. Df	51.18	9.52	45.25	10.42	5.93	3.82*
3. Fav	48.43	10.78	49.47	12.30	1.04	.59
4. Unfav	47.86	6.33	48.55	8.47	.69	.66
5. S-Cfd	49.71	8.10	48.14	7.69	1.57	1.10
6. S-Cn	48.22	8.23	48.42	5.91	.20	.14
7. Lab	48.51	9.14	48.15	7.99	.36	.24
8. Per Adj	47.16	8.04	45.69	9.92	1.47	1.11
9. Ach	51.29	7.59	48.48	8.52	2.81	2.26*
10. Dom	51.16	11.44	50.72	10.64	.44	.23
11. End	51.70	7.17	50.02	7.08	1.68	1.43
12. Ord	47.89	7.99	46.89	6.37	1.00	.76
13. Int	50.12	9.54	47.28	8.71	2.84	1.82
14. Nur	49.42	7.72	46.69	8.38	2.73	2.16*
15. Aff	50.16	9.83	47.28	9.90	2.88	1.79
16. Het	54.18	11.77	55.12	8.31	.94	.49
17. Exh	50.41	8.83	52.73	6.58	2.32	1.61
18. Aut	50.40	5.29	50.82	8.62	.42	.48
19. Agg	49.20	6.79	50.58	6.95	1.38	1.24
20. Cha	47.33	6.87	48.61	6.32	1.28	1.13
21. Suc	45.24	7.45	46.43	8.47	1.19	.97
22. Aba	46.14	6.09	45.64	7.34	.50	.49
23. Def	49.94	7.13	47.74	5.31	2.20	1.88
24. Crs	48.68	8.21	50.38	7.79	1.70	1.26

*Significant at the .05 level.

TABLE 8

A COMPARISON OF T SCORES BY VARIABLE ON ACL ACCORDING TO SEX AT OKLAHOMA UNIVERSITY

Variables	(n=35) Male $\bar{X}$	SD	(n=35) Female $\bar{X}$	SD	$\bar{X}$ Diff	t
2. Df	50.08	8.96	47.31	17.78	2.77	1.78
3. Fav	50.00	8.38	52.05	8.29	4.05	
4. Unfav	49.02	7.51	49.34	8.98	.32	.24
5. S-Cfd	50.25	7.86	47.94	8.88	2.31	1.68
6. S-Cn	47.71	6.40	47.62	7.47	.09	.08
7. Lab	52.11	8.34	50.00	10.17	2.11	1.80
8. Per Adj	47.68	7.47	49.08	7.45	1.40	1.07
9. Ach	52.14	6.75	47.85	8.60	4.29	3.63*
10. Dom	53.66	7.47	50.00	9.00	3.66	1.78
11. End	51.91	6.87	48.45	6.49	3.46	2.88*
12. Ord	46.82	9.11	47.82	8.03	1.00	.63
13. Int	49.68	8.31	51.65	7.05	1.97	1.36
14. Nur	49.94	7.81	49.08	6.44	.86	.63
15. Aff	50.62	7.60	47.02	6.95	3.60	2.72*
16. Het	55.77	9.87	53.54	8.11	2.23	1.30
17. Exh	51.11	8.78	49.94	8.24	1.17	.76
18. Aut	51.74	7.40	50.68	9.19	1.06	.82
19. Agg	50.42	9.31	49.95	6.04	.97	.60
20. Cha	49.17	7.42	49.25	7.74	.08	.06
21. Suc	45.40	4.67	47.31	8.31	1.91	1.69
22. Aba	45.25	7.93	50.71	7.58	5.46	3.96*
23. Def	47.77	5.97	49.54	8.76	2.17	1.67
24. Crs	47.57	9.69	50.88	8.98	3.31	1.95

*Significant at .05 level.

TABLE 9

A COMPARISON OF LANGSTON UNIVERSITY AND OKLAHOMA UNIVERSITY T SCORES BY VARIABLE ON ACL WITH SEX COMBINED

Variables		(n=96) Langston University $\bar{X}$	SD	(n=70) Oklahoma University $\bar{X}$	SD	$\bar{X}$ Diff	t
2.	Df	48.21	4.19	48.69	1.95	.48	.93
3.	Fav	48.95	.73	50.02	2.86	1.07	8.15*
4.	Unfav	48.20	.48	49.18	.22	.98	1.64
5.	S-Cfd	48.92	1.11	49.09	1.60	.17	1.02
6.	S-Cn	48.33	.12	47.66	.06	.67	6.79*
7.	Lab	48.33	2.25	50.25	2.62	1.92	11.80*
8.	Per Adj	47.00	1.03	48.00	1.01	1.00	6.38*
9.	Ach	49.88	1.98	49.99	3.03	.11	.42
10.	Dom	50.94	.31	50.21	4.87	.73	6.98*
11.	End	50.86	1.18	50.19	2.46	.67	3.89*
12.	Ord	47.39	.70	47.32	.70	.07	.54
13.	Int	48.70	2.00	50.67	1.40	1.97	7.58*
14.	Nur	48.05	1.93	49.51	.60	1.46	5.79*
15.	Aff	48.72	2.00	48.82	2.54	.10	.38
16.	Het	54.65	.66	54.65	1.57	.00	.00
17.	Exh	51.57	1.64	50.27	1.18	1.30	5.99*
18.	Aut	50.61	.29	51.21	.74	.60	5.78*
19.	Agg	49.89	.97	49.93	.68	.04	.26
20.	Cha	47.92	.83	49.21	.05	1.29	9.24*
21.	Suc	45.83	1.00	47.35	2.76	1.52	1.98*
22.	Aba	45.89	1.35	47.98	3.00	2.09	11.08*
23.	Def	48.59	1.20	48.15	1.95	.44	1.52
24.	Crs	49.53	1.20	49.22	2.34	.31	1.77

*Significant at .05 level.

egocentric and narcissistic, yet poised and self-assured.

The significant higher T scores for Int for students at Oklahoma University indicate that they are more reflective and engaged in attempts to understand their behavior as well as the behavior of others. On the variable Nur, the significant higher T scores for students at Oklahoma University reflect helpfulness, dependability, and benevolence though possibly too self-disciplined, while higher T scores on the variable Aut reflect poise and self-assurance for students at Oklahoma University.

On the variable Aba, T scores of students at Oklahoma University were significantly higher. This indicates that students at this university have a feeling of submission and self-effacement, this possibly leading to anxiety resulting from the fear of criticism and rejection by others. This score on Aba may be due to the fact that the Black Peoples Union at Oklahoma University renders support to the students, and this may tend to be the interpersonal cosmos for many of the students. However, many students are seeking and sustaining personal friendships which will eventually hopefully eradicate a fear of criticism or rejection. Students at Oklahoma University are, however, perceptive and spontaneous as reflected in significant T scores for variable Cha and seeking support according to T scores on variable

Suc. Another area in which students' T scores were statistically significant was on variable Aut which reflected greater independence and self-will in favor of the Blacks attending the University of Oklahoma. Tables 10 and 11 show a comparison of T scores by variable on ACL according to sex at Langston University and Oklahoma University, and following is a discussion of these tables.

At Langston University T Scores for Black males were significantly higher on the ACL variable Def than for Black males at Oklahoma University: $t = 2.88$. This means that Black males at Langston University are more conscientious and persevering than those at Oklahoma University. Black males at Oklahoma University, however, scored significantly higher than those at Langston University on the ACL variable Lab: $t = 2.57$. This means that Black males at Oklahoma University are more spontaneous and in constant search of a psychological equilibrium. There, however, were only two significant T scores, pointing to much similarity in self-concept between Black males on both campuses.

For Black females at Langston University and Oklahoma University, T score means were similar. There were significant T scores on the following variables of the ACL: Dom, Int, Exh, and Aba. Langston University Black females scored higher in the area of Dom and Exh. This means that these

TABLE 10

A COMPARISON OF T SCORES BY VARIABLE ON ACL FOR MALES AT LANGSTON UNIVERSITY AND OKLAHOMA UNIVERSITY

	ACL Variables	(n=54) Langston University $\bar{X}$	SD	(n=35) Oklahoma University $\bar{X}$	SD	$\bar{X}$ Diff	t
2.	Df	51.18	9.52	50.08	8.96	1.10	.67
3.	Fav	48.43	10.78	48.00	8.38	.43	.23
4.	Unfav	47.86	6.33	49.02	7.51	1.16	1.49
5.	S-Cfd	49.71	8.10	50.25	7.86	.54	.54
6.	S-Cn	48.22	8.23	47.71	6.40	.51	.35
7.	Lab	48.51	9.14	52.11	8.34	3.60	2.88*
8.	Per Adj	47.16	8.04	47.68	7.47	.49	.35
9.	Ach	51.29	7.59	52.14	6.75	.85	.64
10.	Dom	51.16	11.44	53.66	7.47	2.50	1.27
11.	End	51.70	7.17	51.91	6.87	.21	.16
12.	Ord	47.89	7.99	46.82	9.11	1.07	.77
13.	Int	50.12	9.54	49.68	8.31	.44	.26
14.	Nur	49.42	7.72	49.94	7.81	.52	.39
15.	Aff	50.16	9.83	50.62	7.60	.46	.27
16.	Het	54.18	11.77	55.77	9.87	1.59	.78
17.	Exh	50.41	8.83	51.11	8.78	.70	.46
18.	Aut	50.40	5.29	51.74	7.40	1.34	1.45
19.	Agg	49.20	6.79	50.42	9.31	1.22	1.03
20.	Cha	47.33	6.87	49.17	7.42	1.84	1.54
21.	Suc	45.24	7.45	45.40	4.67	.16	.12
22.	Aba	46.14	6.09	45.25	7.93	.89	.84
23.	Def	49.94	7.13	46.77	5.97	3.17	2.57*
24.	Crs	48.68	8.21	47.57	9.69	1.11	.78

*Significant at the .05 level.

TABLE 11

A COMPARISON OF T SCORES BY VARIABLE ON ACL FOR FEMALES AT LANGSTON UNIVERSITY AND OKLAHOMA UNIVERSITY

ACL Variables	(n=96) Langston University $\bar{X}$	SD	(n=70) Oklahoma University $\bar{X}$	SD	$\bar{X}$ Diff	t
2. Df	45.45	10.42	47.31	17.78	2.06	1.14
3. Fav	49.47	12.30	52.05	8.29	2.58	1.38
4. Unfav	48.55	8.47	49.34	8.98	.79	.53
5. S-Cfd	48.14	7.69	47.94	8.88	.20	.14
6. S-Cn	48.42	5.91	47.62	7.47	.80	.77
7. Lab	48.15	7.99	48.40	10.17	.25	.18
8. Per Adj	45.69	9.92	49.08	7.45	3.39	1.97
9. Ach	48.48	8.52	47.85	8.60	.63	.42
10. Dom	50.72	10.64	46.77	10.78	3.95	2.15*
11. End	50.02	7.08	48.45	6.49	1.57	1.27
12. Ord	46.89	6.37	47.82	8.03	.93	.83
13. Int	47.28	8.71	51.65	7.05	4.37	2.89*
14. Nur	46.69	8.38	49.08	6.44	2.39	1.64
15. Aff	47.28	9.90	47.02	6.95	.26	.15
16. Het	55.12	8.31	53.54	8.11	1.58	1.09
17. Exh	52.73	6.58	49.94	8.24	2.79	2.43*
18. Aut	50.82	8.62	50.68	9.10	.14	.09
19. Agg	50.58	6.95	49.45	6.04	1.13	.93
20. Cha	48.51	6.32	49.25	7.74	.74	.67
21. Suc	46.43	8.47	49.31	10.31	2.88	1.96
22. Aba	45.64	7.34	50.71	10.58	5.07	3.97*
23. Def	47.74	5.31	49.54	8.76	1.80	1.92
24. Crs	50.38	7.79	50.88	8.98	.50	.36

*Significant at the .05 level.

females are forceful and strong-willed, as well as self-centered and/or narcissistic respectively. The high scores for Black females at Oklahoma University on the variable Int means they are reflective and serious, and for the same females on the variable Aba suggests that they are submissive and have a problem with self-acceptance.

Findings of the Firo B Test

1. There was a statistical significant difference in T scores on the Firo B Test between students at Langston University and Oklahoma University with Oklahoma University students showing higher T scores than Langston University in the area of Inclusion, Control, and Affection (see tables in Appendix C). According to the three-dimensional theory of Schutz (1967), a satisfactory relationship includes a psychologically comfortable relationship, and a balance in these three areas. At Oklahoma University, students have a higher mean on T scores in interpersonal relationship than students at Langston University. This feeling may have existed prior to attendance at Langston University, since students chose to be with their own ethnoracial group in a very significant way. The highest score attainable in each area is nine, and the low scores reflect low interpersonal relationship for these Black students.

2. High over all sums, means, and T scores in all need areas reflect the ability to interact more effectively with many different people. The low scorer may have more of an introverted milieu or less contact with a variety of persons. The means of both groups on the Firo B test, however, were very similar: Langston University, 2.92, and Oklahoma University, 3.30. Though the means are very similar, the higher mean is that of Oklahoma University.

Findings on Student's Profile Questionnaire

1. More students from lower economic status were enrolled in both universities. This could also mean that a greater drive or need exists for the lower economic group to obtain a better education which would ultimately enchance them to arrive at a higher economic level and a better self-concept.

2. According to Washington (1965), socioeconomic status plays a major role in self-concept formation, and there was found to be more exemplification of positive self-concept among middle income socioeconomic subjects than among lower socioeconomic subjects. A large percentage of students at both schools were receiving financial aid in the way or loan or scholarships. This implies that there is a strong need for acceptance on the part of Black students.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to examine self-concepts and interpersonal relationship of Black students attending a predominantly Black university and Black students attending a predominantly white university. Sub-concepts explored were (1) a demographical assessment of both samples of students, and (2) an assessment of the variables of self-concept and interpersonal relationship respectively by sex on both campuses. The two universities studied were Langston University (a predominantly Black university) at Langston, Oklahoma, using 96 subjects, and Oklahoma University (a predominantly white university) at Norman, Oklahoma, using 70 subjects. There are 1,113 Blacks enrolled at Langston University and 644 Blacks enrolled at Oklahoma University.

Some questions that were proposed to be answered as a result of this study were:

(1) Does the fact that a Black student attending a

Black or white university make a difference in how he feels about himself (self-concept)?

(2) Does the fact that a Black student attending a predominantly Black or white university make a difference in how he interacts with others (interpersonal relationship)?

Two standardized instruments were used for obtaining the data. The Firo B Test (Fundamental Interpersonal Relations Orientation-Behavior test) which is a questionnaire that does not reveal its purpose, is reasonably easy to administer, is relatively short, and is non-threatening. The ACL (Adjective Check List) offers words and ideas commonly used in everyday life, and with the long list of words, key notions pertaining to a person can nearly always be formulated; and shades of difference and nuances between similar persons can be delineated.

Findings and Conclusions

The following conclusions grow out of the findings of this study:

1. Black students at Oklahoma University have a higher self-concept than students at Langston University. This lower self-concept of students at Langston University may have existed prior to enrolling there as evidenced by the fact that 40% chose the university because it is "Black."

The environment, subsequently, at Langston University may be positively or negatively reinforcing for the students, according to the approaches used to meet the needs of the students.

2. Scores on the Firo B test reflected a lower degree of interpersonal relationship for students at Langston University than for students at Oklahoma University. This finding reflected a need for more Inclusion, Control, and Affection in the interpersonal relationship.

3. Financial aid was a crucial need in education of Black youth, and this help should be offered in such a way so as to denote acceptance and worth of the Black student by the loan department. This acceptance, then by others of his having worth in spite of economic deprivation, may facilitate self-acceptance and a positive perception of family and self.

4. An integrated university may be positively reinforcing for the Black student, especially when there is a support system, since the integrated university more nearly represents the "real world" and readies the student for his place in society. This development of positive self-concept after integration has been pointed up in studies previously cited.

5. A segregated university may be negatively reinforcing, especially when opportunities are not created for introspection and positive experiences with other ethno-

racial groups, for a feeling of rejection or alienation may ensue.

6. This study has pointed up some relevant information that may contribute to making the goals of education more geared to assessing self-concept and interpersonal relationship prior to setting cognitive and psychomotor goals. The findings of this study should not be considered conclusive, however, but may offer beginning insight from which more studies in this area may emanate.

7. Silberman (1964) stated that the diffuse image of Black youth hindered a formation of a positive self-concept, especially since he may not know his own identity in relation to society. This uncertainty may cause the Black youth to want to lose his identity. This then begins a cycle of the self-fulfilling prophecy of inferiority and a negative self-concept formation. Many distorted or negative concepts may be formed if feelings about self are overlooked.

Recommendations

1. More teacher-preparation programs for fostering empathy in formation of the Black self-concept are needed on the predominantly Black campus as well as the predominantly white campus. These programs would have the purpose of promoting self-awareness in Black students as well as self-

acceptance. This feeling of self-acceptance would in turn improve the self-concept of Black students on the college campuses and growth in areas of Inclusion, Control, and Affection.

2. More studies are needed in the area of Black self-concept formation and interpersonal relationship, since there is little research in this area. Much of the research that is done should be made known and disseminated among educators of Black students.

3. Recruitment activities at both universities may be necessary for promoting more ethno-racial pluralism, since the goals of education should be not to only develop the intellect but to also infuse students with a commitment to interpersonal relationship.

4. The affective domain should be incorporated more in educational objectives for Black students in order that college experiences will be meaningful. This would allow for more input from students about self-perception and perception of others.

5. An assessment of the Black students' goals are needed in order to motivate him to reach his potential. Too often norms established by a university may not be realistic for some Black students--nor may the goals of some courses be utilizable on his return to his culture. Optimum level

of competency would surely foster better self-concept and increase the interpersonal relationship between students, as well as between student and faculty.

6. More studies similar to the present one may be of benefit to education and further research. These studies may include the following:

   a. Students from kindergarten through twelfth grade.

   b. Self-concept and interpersonal relationship studies in relation to achievement.

   c. Interpersonal relationship studies in segregated and integrated setting, manipulating the environments and measuring statistical differences before and after the change.

   d. Correlational studies between self-concept and interpersonal relationship.

   e. Studies to assess relationship between real self-concept and ideal self-concept of Black students, and how these outcomes affect interpersonal relationship.

7. More studies of self-concept and interpersonal relationship, using larger samples and more colleges where Black students attend, may prove helpful for educators. Longitudinal studies are needed also.

In view of the results of this study consideration might be given to the following concepts:

1. More counselors are needed on college campuses where Black students attend for the purpose of encouraging

verbalization of feelings about self as well as giving positive reinforcement for small gains in interpersonal relationship. The approach for the encounter should include congruence, empathy, positive regard, and unconditionality of regard.

2. Black students may possibly be motivated to reach their maximum potential by the implementation of an educative process in grade schools which emphasize self-worth and interpersonal interaction. This is especially needed for the Black economically deprived student who has an even greater difficulty with positive self-concept formation.

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APPENDIX A

STUDENT PROFILE QUESTIONNAIRE

TABLE A-1

STUDENT PROFILE QUESTIONNAIRE

The following terms are in relation to your college experience. Please place an X in the square opposite the term or statement that best describes your college experience.

CLASSIFICATION	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Age	18 - 20	21 - 25	25 - 30	Over 30
Date of Birth	Month	Day	Year	
Major				
How College Finances	Scholarship	Loan	Self	Parents
Parents Formal Education	Hi School	College	Post Graduate	
Parents Economic Status	Upper	Middle	Lower	
Reason For Choosing This University				

APPENDIX B

ADJECTIVE CHECK LIST

TABLE B-1
THE ADJECTIVE CHECK LIST

1. absent-minded
2. active
3. adaptable
4. adventurous
5. affected
6. affectionate
7. aggressive
8. alert
9. aloff
10. ambitious
11. anxious
12. apathetic
13. appreciative
14. argumentative
15. arrogant
16. artistic
17. assertive
18. attractive
19. autocratic
20. awkward
21. bitter
22. blustery
23. boastful
24. bossy
25. calm
26. capable
27. careless
28. cautious
29. changeable
30. charming
31. cheerful
32. civilized
33. clear-thinking
34. clever
35. coarse
36. cold
37. commonplace
38. complaining
39. complicated
40. conceited
41. confident
42. confused
43. conscientious
44. conservative
45. considerate
46. contented
47. conventional
48. cool
49. cooperate
50. courageous
51. cowardly
52. cruel
53. curious
54. cynical
55. daring
56. deceitful
57. defensive
58. deliberate
59. demanding
60. dependable
61. dependent
62. despondent
63. determined
64. dignified
65. discreet
66. disorderly
67. dissatisifed
68. distractible
69. distrustful
70. dominant
71. dreamy
72. dull
73. easy going
74. effeminate
75. efficient
76. egotistical
77. emotional
78. energetic
79. enterprising
80. enthusiatic
81. evasive
82. excitable
83. fair-minded
84. fault-finding
85. fearful
86. feminine
87. fickle
88. flirtatious

(Continued)

89. foolish
90. forceful
91. foresighted
92. forgetful
93. forgiving
94. formal
95. frank
96. friendly
97. frivolous
98. fussy
99. generous
100. gentle
101. gloomy
102. good-looking
103. good-natured
104. greedy
105. handsome
106. hard-headed
107. hard-hearted
108. hasty
109. headstrong
110. healthy
111. helpful
112. high-strung
113. honest
114. hostile
115. humorous
116. hurried
117. idealistic
118. imaginative
119. immature
120. impatient
121. impulsive
122. independent
123. indifferent
124. individualistic
125. industrious
126. infantile
127. informal
128. ingenious
129. inhibited
130. initiative
131. insightful
132. intelligent
133. interests narrow
134. interests wide
135. intolerant
136. inventive
137. irresponsible
138. irritable
139. jolly
140. kind
141. lazy
142. leisurely
143. logical
144. loud
145. loyal
146. mannerly
147. masculine
148. mature
149. meek
150. methodical
151. mild
152. mischievous
153. moderate
154. modest
155. moody
156. nagging
157. natural
158. nervous
159. noisy
160. obliging
161. obnoxious
162. opinionated
163. opportunistic
164. optimistic
165. organized
166. original
167. outgoing
168. outspoken
169. painstaking
170. patient
171. peaceable
172. peculiar
173. persevering
174. persistent
175. pessimistic
176. planful
177. pleasant
178. pleasure-seeking

(Continued)

179. poised
180. polished
181. practical
182. praising
183. precise
184. prejudiced
185. preoccupied
186. progressive
187. prudish
188. quarrelsome
189. queer
190. quick
191. quiet
192. quitting
193. rational
194. rattlebrained
195. realistic
196. reasonable
197. rebellious
198. reckless
199. reflective
200. relaxed
201. reliable
202. resentful
203. reserved
204. resourceful
205. responsible
206. restless
207. retiring
208. rigid
209. robust
210. rude
211. sarcastic
212. self-centered
213. self-confident
214. self-controlled
215. self-denying
217. self-punishing
218. self-seeking
219. selfish
220. sensitive
221. sentimental
222. serious
223. severe
224. sexy
225. shallow
226. sharp-witted
227. shiftless
228. show-off
229. shrewd
230. shy
231. silent
232. simple
233. sincere
234. slipshod
235. slow
236. sly
237. smug
238. snobbish
239. sociable
240. soft-hearted
241. sophisticated
242. spendthrift
243. spineless
244. spontaneous
245. spunky
246. stable
247. steady
248. stern
249. stingy
250. stolid
251. strong
252. stubborn
253. submissive
254. suggestible
255. sulky
256. superstitious
257. suspicious
258. sympathetic
259. tactful
260. tactless
261. talkative
262. temperamental
263. tense
264. thankless
265. thorough
266. thoughtful
267. thrifty
268. timid
269. tolerant

(Continued)

270. touchy
271. tough
272. trusting
273. unaffected
274. unambitious
275. unassuming
276. unconventional
277. undependable
278. understanding
279. unemotional
280. unexcitable
281. unfriendly
282. uninhibited
283. unintelligent
284. unkind
285. unrealistic
286. unscrupulous
287. unselfish
288. unstable
289. vindictive
290. versatile
291. warm
292. wary
293. weak
294. whiny
295. wholesome
296. wise
297. withdrawn
298. witty
299. worrying
300. zany

APPENDIX C

THE FIRO B TEST

FIRO B: SUM WITHIN NEED AREAS E + W (LANGSTON FEMALES)

FIRO B: SUM WITHIN NEED AREAS E + W (LANGSTON MALES)

FIRO B: SUM WITHIN NEED AREAS E + W (OU FEMALES)

FIRO B: SUM WITHIN NEED AREAS E + W (OU MALES)

E + W STANDARD DEVIATION FOR FIRO B TEST (LANGSTON)

E + W STANDARD DEVIATION FOR FIRO B TESTS (OU)

TABLE C-1
THE FIRO B TEST

For each statement below, decide which of the following answers best applied to you. Place the number of the answer at the left of the statement. Please be as honest as you can.

1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. Never

1. I try to be with people.
2. I let other people decide what to do.
3. I join social groups.
4. I try to have close relationships with people.
5. I tend to join social organizations when I have an opportunity.
6. I let other people strongly influence my actions.
7. I try to be included in informal activities.
8. I try to have close, personal relationships with people.
9. I try to include other people in my plans.
10. I let other people control my actions.
11. I try to have people around me.
12. I try to get close and personal with people.
13. When people are doing things together I tend to join them.
14. I am easily led by people.
15. I try to avoid being alone.
16. I try to participate in group activities.

For each of the next group of statements, choose one of the following answers:

1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

17. I try to be friendly to people.
18. I let other people decide what to do.
19. My personal relations with people are cool and distant.
20. I let other people take charge of things.
21. I try to have close relationships with people.
22. I let other people strongly influence my actions.
23. I try to get close and personal with people.
24. I let other people control my actions.
25. I act cool and distant with people.
26. I am easily led by people.
27. I try to have close, personal relationships with people

TABLE C-2

FIRO B: SUM WITHIN AREAS E + W

Langston University Females

i 4.5	i 5.5	i 8.5
c 3.1	c 4.8	c 4.8
a 2.3	a 4.9	a 5.9
i 6.0	i 11.0	i 7.5
c 3.3	c 7.5	c 3.5
a 3.4	a 7.1	a 3.1
i 7.5	i 8.0	i 5.0
c 8.3	c 6.3	c 2.5
a 7.2	a 5.6	a 3.2
i 4.5	i 10.5	i 6.0
c 1.75	c 8.8	c 2.3
a 1.8	a 6.5	a 3.0
i 5.5	i 5.0	i 9.0
c 6.5	c 3.7	c 7.8
a 5.4	a 5.6	a 6.4
i 12.0	i 1.5	i 16.0
c 9.2	c 4.2	c 13.2
a 7.4	a 4.6	a 11.3
i 5.5	i 6.5	i 4.0
c 4.8	c 3.5	c 3.3
a 4.9	a 3.0	a 4.7

TABLE C-2 (Continued)

i	3.0	i	8.0
c	2.3	c	5.3
a	2.2	a	6.7
i	11.5	i	6.5
c	9.5	c	5.7
a	7.8	a	6.5
i	10.5	i	9.0
c	5.3	c	7.1
a	5.2	a	8.0
i	3.0	i	10.5
c	1.3	c	9.3
a	3.0	a	10.1
i	5.5	i	14.0
c	4.8	c	9.0
a	3.6	a	9.2
i	4.5	i	3.5
c	1.75	c	5.0
a	1.1	a	5.6
i	10.0		
c	9.2		
a	8.5		
i	3.5		
c	3.1		
a	2.5		

TABLE C-3

FIRO B: SUM WITHIN AREAS E + W

Langston University Males

i 6.5	i 10.5	i 9.0
c 4.0	c 9.6	c 9.7
a 4.4	a 10.5	a 8.0
i 3.5	i 6.0	i 12.0
c 2.0	c 4.6	c 9.0
a 3.9	a 4.5	a 8.2
i 11.5	i 11.5	i 6.0
c 6.8	c 6.3	c 3.7
a 7.8	a 6.1	a 3.0
i 10.0	i 9.0	i .0
c 9.6	c 10.8	c .5
a 9.6	a 9.8	a 2.5
i 10.5	i 9.5	i 11.5
c 10.1	c 9.8	c 11.1
a 7.4	a 8.9	a 9.3
i 13.5	i 3.0	i 6.0
c 12.8	c 1.8	c 5.5
a 11.4	a 2.3	a 5.2
i 12.5	i 4.5	i 9.0
c 14.0	c 4.6	c 6.0
a 12.2	a 4.7	a 6.7

TABLE C-3 (Continued)

i 6.0	i 4.5	i 6.0
c 5.1	c 6.0	c 6.8
a 4.0	a 8.7	a 5.1
i 4.5	i 5.0	i 7.0
c 5.7	c 3.7	c 7.5
a 5.4	a 4.5	a 6.3
i 7.0	i 4.5	i 4.5
c 7.0	c 3.5	c 2.7
a 5.1	a 2.9	a 4.1
i 15.0	i 4.5	i 7.5
c 15.8	c 3.2	c 4.8
a 14.3	a 2.2	a 5.1
i 11.0	i 8.0	i 4.5
c 10.6	c 7.0	c 4.0
a 9.5	a 4.6	a 5.6
i 13.0	i 9.0	i 6.5
c 12.3	c 5.1	c 5.7
a 11.1	a 5.1	a 5.3
i 8.0	i 4.0	i 8.5
c 7.2	c 3.6	c 4.5
a 5.8	a 3.4	a 5.7
i 0.0	i 1.5	i 6.0
c 1.8	c 1.6	c 3.0
a 2.0	a 4.2	a 4.0

TABLE C-3 (Continued)

i	4.5
c	1.5
a	1.9
i	7.0
c	7.7
a	6.9
i	6.0
c	6.3
a	5.0
i	4.5
c	2.8
a	3.1

TABLE C-4

FIRO B: SUM WITHIN AREAS E + W

Oklahoma University Females

i	10.5	i	6.5	i	6.0
c	5.5	c	5.6	c	6.3
a	5.6	a	6.6	a	6.6
i	6.5	i	14.0	i	4.5
c	6.5	c	13.7	c	1.7
a	5.8	a	12.6	a	1.9
i	13.5	i	8.0	i	4.5
c	9.7	c	6.0	c	1.7
a	9.0	a	5.2	a	1.9
i	4.5	i	11.5	i	7.0
c	1.2	c	9.8	c	7.8
a	2.7	a	8.9	a	8.1
i	7.5	i	7.5	i	8.5
c	4.5	c	5.3	c	9.8
a	4.2	a	4.9	a	9.5
i	5.5	i	3.0	i	15.5
c	4.0	c	2.7	c	9.2
a	4.3	a	5.2	a	9.0
i	5.0	i	13.5	i	13.0
c	3.3	c	10.1	c	8.3
a	4.5	a	10.0	a	7.4

TABLE C-4 (Continued)

i	3.5	i	6.0
c	5.8	c	4.5
a	5.5	a	8.1
i	8.0	i	7.5
c	5.0	c	5.3
a	6.3	a	5.7
i	12.5	i	10.5
c	8.6	c	10.3
a	8.5	a	10.7
i	9.0		
c	7.5		
a	9.0		
i	4.5		
c	3.3		
a	4.1		
i	6.5		
c	5.7		
a	5.9		
i	14.5		
c	10.7		
a	12.3		
i	11.0		
c	9.0		
a	8.7		

TABLE C-5

FIRO B: SUM WITHIN AREAS E + W

Oklahoma University Males

i	15.0	i	4.5	i	14.5
c	13.7	c	3.0	c	7.5
a	13.2	a	3.8	a	6.7
i	6.0	i	1.5	i	10.5
c	4.5	c	2.2	c	8.8
a	4.0	a	2.0	a	10.1
i	12.0	i	6.0	i	8.0
c	12.3	c	4.2	c	7.0
a	10.7	a	4.2	a	6.7
i	3.0	i	3.0	i	3.0
c	2.8	c	1.3	c	2.1
a	3.1	a	2.6	a	3.2
i	8.0	i	12.0	i	13.5
c	8.5	c	5.6	c	10.3
a	7.6	a	6.2	a	10.7
i	10.0	i	7.5	i	11.0
c	10.2	c	6.8	c	9.5
a	9.8	a	5.4	a	8.5
i	9.0	i	6.0	i	6.0
c	8.0	c	4.0	c	3.7
a	8.0	a	2.5	a	6.5

TABLE C-5 (Continued)

i 9.5	i 6.5	i 5.5
c 8.7	c 4.1	c 7.3
a 7.2	a 3.8	a 7.4
i 7.5	i 12.0	i 4.5
c 6.8	c 9.5	c 4.0
a 6.3	a 9.4	a 3.2
i 10.5	i 9.0	
c 5.3	c 6.3	
a 6.7	a 6.3	
i 5.0	i 7.0	
c 3.3	c 4.2	
a 4.6	a 5.6	
i 7.1	i 5.0	
c 5.6	c 7.7	
a 5.1	a 6.9	
i 4.0	i 13.0	
c 4.0	c 10.1	
a 4.3	a 6.7	
i 8.5	i 8.5	
c 9.2	c 5.5	
a 7.8	a 4.2	
i 1.5	i 8.5	
c .5	c 5.0	
a .7	a 7.2	

TABLE C-6

E + W STANDARD DEVIATION FOR FIRO B TEST

Langston University

Males	Females
1.6	1.1
1.9	1.4
2.4	1.7
1.0	1.3
2.3	1.3
2.4	2.1
1.7	1.7
1.2	2.0
1.2	1.8
2.1	2.1
2.1	2.0
1.6	1.8
1.1	1.5
1.3	2.0
3.2	1.8
1.6	1.2
3.0	2.2
1.6	1.7
1.9	2.0

TABLE C-6 (Continued)

2.3	1.5
1.2	1.0
2.1	1.8
1.8	2.4
1.7	1.9
1.9	1.2
2.0	1.2
2.5	1.2
1.5	0.7
2.1	1.9
1.2	1.3
2.8	1.2
1.6	2.6
1.5	2.5
1.2	1.7
0.4	2.5
2.0	
0.8	
2.5	
1.7	
1.8	
1.7	
1.6	

TABLE C-6 (Continued)

2.5

1.3

2.2

2.0

1.5

1.5

2.0

1.0

Mean = 2.92

TABLE C-7

E + W STANDARD DEVIATION FOR FIRO B TESTS

Oklahoma University

Males	Females
1.8	2.1
1.6	1.6
1.4	3.4
1.3	1.3
1.6	2.0
2.1	1.0
1.1	1.8
1.3	2.1
1.8	1.5
1.4	1.7
1.8	1.5
3.3	1.9
1.2	2.1
1.8	2.2
3.1	2.6
1.9	1.4
2.3	3.0
1.5	2.2
2.8	3.3

TABLE C-7 (Continued)

2.3	2.0
3.0	2.5
2.2	1.8
2.3	2.3
2.6	3.5
2.1	1.6
2.0	2.9
1.3	3.1
1.6	2.1
0.8	3.7
2.1	2.1
2.0	2.4
1.3	
1.7	
1.5	
3.1	
1.5	
2.7	
1.4	
1.6	

Mean = 3.30