

Attitudes Toward Homosexuality at Private Colleges

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Thesis submitted to the Faculty of the Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

Masters of Arts in Education

in

Educational Leadership and Policy Studies

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July 22, 2005

Blacksburg, Virginia

Keywords: attitude, bisexual, gay, gay men, lesbians, transgender people, GLBT

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Higher Education and Student Affairs

(ABSTRACT)

Research examining college students' attitudes toward homosexuality has been consistently reported as generally negative (Herek, 1984a; Malaney, Williams, & Geller, 1997; & Mohr & Sedlacek, 2000). Furthermore, the attitudes of heterosexual college males have reflected higher levels of negativity when compared to their female counterparts (D'Augelli & Rose, 1991; Kite, 1984; & Smith & Gordon, 1998). The ensuing literature review examines research studies conducted at large, small, public, and private institutions. The purpose of this study is to investigate attitudes toward gay, lesbian, bisexual, and transgender people from the point of view of heterosexual males who attend private institutions. The literature in regards to private institutional campus setting is very limited.

Data was collected through the dissemination of the *Gay, Lesbian, Bisexual, Transgender (GLBT) Attitude Assessment* at four private colleges. The administration of the instrument was conducted through a designated coordinator and through facilitators who agreed to participate. Descriptive data, including means, standard deviation and histograms, were collected. In addition, the research study used four methods of inferential statistics: (1) within-subjects

ANOVA, (2) t-tests with a Bonferroni adjusted alpha, (3) within-subjects *ANOVA* with one between-subjects variable, and (4) the post-hoc Ryan Procedure. All statistical tests were performed using an alpha level of .05 unless otherwise stated.

The GLBT Attitude Assessment included the *GLBT Far Proximity Scale* and *GLBT Close Proximity Scale*. While the *GLBT Far Proximity Scale* indicated no mean difference from males toward the subgroups, the statistical analysis conducted on the *GLBT Close Proximity Scale* did indicate a mean difference. In addition, males who held conservative beliefs in their political and religious orientations were significantly different than those who held liberal and moderate beliefs. Respondents' differences presented in this study were within the neutral range, however, they had negative and positive trends. For example, the respondents' attitudes were least positive toward transgender people.

Consecration

This document of scholarly and laborious work is consecrated to my Spiritual Provider. I thank you for allowing me to be a servant unto you and build the impossible. You have called your servant from labor, but not from servitude. For there is more work to be done.

Dedication

This thesis is dedicated to my maternal grandparents, the late St. Matthew Clark and Lula Mae Emma Coles Clark. I also dedicate this work to my paternal grandparents, Junice Albert (Sam) Medley and Rosa Mae Fitzgerald Medley, who have been such a source of inspiration through their many simple acts of kindness.

This research is also dedicated to all individuals who have suffered physical and emotional harm as a result of their sexual orientation. Only through consistent communication among all people of diverse backgrounds will a level of tolerance and understanding pervade our communities.

Finally, this material is dedicated to the men of our society, who have had such a momentous influence on history throughout the world and throughout the ages. Some may say it is biblical, some biological, and others may state it is sexism taught through life experiences. The fact remains that for better or worse, men have played a key role in the mentality of society. Therefore, men must be responsible in the manner in which they lead and cultivate the future.

Acknowledgements

The number of individuals who have been pivotal in my completion of this thesis is almost too numerous to contemplate. A project of this magnitude and sensitivity has had to be constructed and implemented slowly. It has taken an army of mustard seed strength to see this project through to completion. I would like to begin by thanking my parents Mr. and Mrs. Aubrey (Lauressa) Medley for their undying love and encouragement throughout my collegiate career. In addition, my second mother, Barbara Medley has helped me think things through when tired moments would find me.

I would like to thank my committee chair, Dr. Steven M. Janosik. The completion of my degree was due to his kindness in supervising the final stages of my project. Also, I am appreciative of Dr. Cecile Cachaper, who advised me on the statistical analysis components of this project. My appreciation is extended to Dr. Reliford T. Sanders, Jr., who was my motivator and helped me to see beyond the obstacles that I faced. Finally, I would like to thank my academic advisor and past committee chair, Dr. Don Creamer. Thank you, Dr. Creamer, for giving me the tough love that I needed to grow and mature personally and professionally.

Due to the complexity of this project there were many individuals who assisted me in its completion. First, I must extend my heartfelt love to my HESA Girls: Janice Martin Austin and Theresa Lovegreen, you made the journey bearable. Thank you for being there late at night and reassuring me when times were rough. You two are the essence of true friendship.

In addition, I would like to thank Dr. David Ostroth, Dr. Joan Hirt, Jamel Arrington, Christopher Steadley, Damien Richburg, Michael McPheeters, Laurie Good, Melanie Hayton, Alma Medley, Amerisuites Hotel – Blacksburg, Jeremy Allen, Jeanine Gisolphi, Courtney Penn, Dara Logan, Dr. Delores Scott and Renita Johnson. There are, no doubt, countless others who

have assisted me throughout this journey of completing this degree. My appreciation to you all can never truly be put into words.

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Chapter One

Higher education overall has become a welcoming environment where individuals of diverse backgrounds can interact as a cooperative and cohesive body. While this is true for many students, the on-campus reality for marginalized student groups is not nearly so affirming. In fact, the reality of higher education is that in many ways the college campus is a microcosm of a larger society that continues to struggle with biases and mistrust, misunderstandings and intolerance of individuals who do not fit the norm.

American college and university administrators are doing much to promote equality among individuals of different genders, races/ethnicities, religious denomination and physical disabilities through more diversified on-campus programming, classes, and co-curricular activities. Leadership must be visualized and actualized at the institutional, programmatic, and individual level by student affairs professionals (Ramirez, 1997). Despite the many gains of higher education toward cross-cultural tolerance, living in an imperfect society all but guarantees misunderstandings and ignorance, thus resulting in unjust discrimination.

Among the various societal subgroups in this country, the homosexual community may be the least understood and accepted by the mainstream population. In fact, Fone (2000) refers to homophobia as the last acceptable prejudice. The issue of homosexuality on college campuses may produce immediate unease and bias – not unlike the reaction to this topic within society in general. Thus, the present study will investigate the controversial presence of gay men, lesbians, bisexuals, and transgender people (GLBT) on American college campuses. (The GLBT community will also be collectively referred to as “homosexuals.”)

Understanding the variables by which attitudes may change toward gay men, lesbians, bisexuals, and transgender people is critical for implementing programmatic interventions to

educate effectively. It is also vital that one is able to identify the social constructs that shape attitudes. This is particularly important since attitudes toward homosexuality have been invented, supported, and advanced by various societal agencies, and these attitudes have been overwhelmingly and pervasively negative (Fone, 2000).

Two of the most influential constructs that have and continue to shape collective attitudes are religion and politics (Kirk & Madsen, 1989). Even though the separation of church and state is mandated by the U.S. Constitution, these entities are often intertwined. Moreover, there is a connection in the western world between violations of moral law and state law (Ruse, 1988).

It is important to note that some who view homosexuality as a social ill base their philosophy on an antiquated medical model, i.e., that homosexuality is a mental disorder. In this context, homosexuality is abnormal, encourages promiscuity, and reinforces gender-role confusion—especially among men with particularly effeminate mannerisms (Fone, 2000). However, religion and law still seem to be the prominent themes and supportive framework for those who hold negative views toward homosexuality. Moreover, those who use religion and/or law to denounce homosexuality also seem to employ a pseudo-scientific viewpoint to reinforce their beliefs, even though research suggests that neither social nor psychological origins are the basis of homosexuality (Adler, 1992).

These two forces—religion and law—have deeply affected many other controversial issues throughout this country's history, including slavery, interracial marriage, abortion, and so many others. And while the emergence and evolution of higher education is not typically considered a controversial topic, it has nonetheless been significantly impacted by religious and political attitudes.

Formation of Higher Education

In Colonial times, the focus of higher education was to educate prospective clergymen and political officials (Dannells, 1997). The United States social and political climate was broadly influenced by the church and higher education until the second half of the twentieth century. (Stamm, 2005). Thus, the origins of higher education have been firmly rooted in the contemporary needs and values of the times. This, in part, explains why college campuses are virtual mirror images of society including controversial issues of the day.

Despite its religious-politico origins, modern higher education has largely tried to remain independent from societal pressures. Contemporary issues including those surrounding homosexuality are discussed and means of equality have been debated within the walls of higher education. The intertwining of the church and religion into the collegiate environment will significantly impact the direction of an individual's life (Stamm, 2005). Likewise, the homosexual collegiate community will significantly be impacted by the two fractions. The homosexual community has been routinely denounced by religious fractions and criminalized by most Western nation's legislative statutes.

As noted above, the two most influential constructs on American societal values religion and law—were discussed with regard to their impact on views toward homosexuality.

Religion

Despite the fact that the United States was founded with a degree of separation between church and state, religious beliefs and perspectives have had an immeasurable impact on societal views and attitudes toward homosexuality. The various biblical interpretations of homosexual behavior have produced laws, ordinances, and social values that have not been balanced in their treatment of gay men, lesbians, bisexuals, and transgender people (Comstock, 1991). Even still,

contemporary attitudes and ideology concerning homosexuality continue to be influenced by present-day interpretations of ancient biblical scripture.

Gomes (1996), in fact, believes that the issue of homosexuality has generated the same intense fervor within the context of American Christianity as slavery did in the past. Moreover, Gomes (1996) believes that justifying violence toward Blacks, women, and Jews has sprung from Biblical interpretations that seem to support the subjugation and unequal treatment of these groups.

In the same way, Comstock's research (1991) reflects the overwhelming influence of Judeo-Christian doctrine support to oppose homosexuality. He sites the following conclusions: (a) male homosexuality is directly targeted for condemnation and death is proposed for those practicing it, and (b) Judeo-Christian doctrine has affected the legal statutes of society and social policy. Because scripture seems to condemn homosexuality, Biblical defenders have used it to squash any temperate discussion of homosexuality. Thus, hatred and cruelty toward this marginalized community is perpetuated (Helminiak, 1994).

Despite its undeniable sway, the Bible cannot be considered the only factor influencing sexual ethics. Indeed, this issue is much more complicated and involves forces of "historical, cultural, philosophical, psychological, sociological, medical, spiritual, and personal factors" (Helminiak, 1994, p. 14).

Although the manner in which a reader interprets the Bible is a highly subjective experience and thus can vary, the two classic methods of interpretation are the literal approach and the historical-critical approach. Both view the Bible as God's word—inspired and inerrant. Disagreements ensue, however, in interpreting God's inspired and inerrant word (Helminiak, 1994). Religiosity's influence on modern interpretation of homosexuality has had an

immeasurable impact on the overall pedagogy of society. A thorough investigation of Biblical references used to support these beliefs was conducted by the researcher.

There are eight specific Biblical passages consistently cited in the literature that examine the censure of homosexuality, labels homosexuality as unnatural, and/or groups homosexuality among other worldly sins. Comstock (1991) cites the Biblical scriptures that denounce homosexuality directly or indirectly as follows: Genesis 19:5; Leviticus 18:22, 20:13; Romans 1:18-32; 1 Corinthians 6:9; 1 Timothy 1:10; and Revelations 21:8, 22:15. While conservative religious leaders the world over have used these teachings to support their ideology, more moderate Biblical scholars and theologians have been divisive in their interpretations of these same passages.

Detractors routinely cite the story of Sodom and Gomorrah from Genesis 19:5 as the primary condemnation of homosexuality. This passage includes the debatable passage “Bring them out unto us that we may know them” (Holy Bible, 1990, p. 22), which deals with Lot in Sodom where he is housing strangers. The people of Sodom (who are usually referred to as homosexuals) ask Lot to release the strangers to them so that they may “know them.” Lot, to prevent the visitors from being subjected to the hostile people of Sodom, instead offers his daughters.

Helminiak (1994) reports that the verb “to know” is found 943 times in the Bible, but only means “to have sex with” in 10 instances (p. 37). In addition, the research of both Helminiak (1994) and Gomes (1996) reports that the disorderly conduct associated with Sodom and Gomorrah is more non-sexual than sexual in nature, as noted in the following passages: Matthew 10:5-15, Isaiah 1:10-17, Jeremiah 23:14, and Zephaniah 2:8-11. In particular, these passages speak about the rejection of God’s word, inhospitality, injustice, oppression, partiality,

adultery, lies, and encouraging evildoers. Boswell (1980) also cites that Sodom and Gomorrah's overt sin as described in Genesis was their inhospitality to strangers. While it cannot be denied that these cities have always been historically associated with wickedness, homosexuality is never specifically cited as a cause of the impiety (Gomes, 1996).

Levitcus 18:22 includes the controversial passage, "You shall not lie with a male as those who lie with a female; it is an abomination" (Holy Bible, 1990, p. 164). Leviticus, however, also includes as reprehensible acts of "abomination" eating certain animals, having tattoos, engaging in intercourse during a woman's menstrual cycle, not recognizing the Sabbath, and wearing certain types of cloth (Holy Bible, 1990).

The abomination, in fact, refers to a Gentile who participates in homogenital acts with respect to pagan activities and idolatry. Helminiak (1994) reported that the Leviticus passages are religious in nature, rather than ethical or moral. These scriptures do not proclaim sex as inherently right or wrong, but rather associate sex with maintaining Israel's strong Jewish identity. Also, Israel was experiencing a period of nation building. A distinction between what is ritually impure and intrinsically wrong must be made (Boswell, 1980). Gomes (1996) described these laws as entirely necessary when considering their historical context.

Romans 1:26-27 states "for even their women did change the natural use into that which is against nature," (Holy Bible, 1990, p. 1413); and "likewise also the men, leaving the natural use of the woman, burned in their lust one toward another; men with men working that which is unseemly, and receiving in themselves that recompense of their error which was meet" (p.1413).

Helminiak (1994) does not believe that the Bible examines homosexuality within the historical context of people or relationships. Instead, same-sex contacts referred to as "homogenitality" or "homogenital acts" seem to be the focus of the Bible. For some scholars,

the Bible does not answer the overarching question – is homosexuality a transgression? Gomes (1996) reiterated the need to examine homosexuality within the context of a historical framework. His arguments and those of Helminiak (1994) support the need to understand the diverse religious beliefs a population may have within a historical structure.

I Corinthians 6:9-10 states that “Know ye not that the unrighteous shall not inherit the kingdom of God? Be not deceived: neither fornicators, nor idolater, nor adulterers, nor effeminate, nor abusers of themselves with mankind. Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God” (Holy Bible, 1990, p. 1435-1436).

I Timothy 1:9-10 states that “Knowing this, that the law is not made for a righteous man, but for the lawless and disobedient for the ungodly and for sinners, for unholy and profane, for murderers of fathers and murderer of mothers, for manslayers. For whoremongers, for them that defiles themselves with mankind, for menstealers, for liars, for perjured person, and if there be any other thing that is contrary to sound doctrine” (Holy Bible, 1990, p. 1493).

These two passages from Corinthians and Timothy use controversial translations of the word “homosexual” and “effeminate.” Homosexual derives from Greek (*homo*, “the same”) and Latin (*sexualis*, “sex”). The original term, however, is “*arsenokoites*,” which is Greek and means “male” and “bed” and is found in no other passages in the Bible (Helminiak, 1994). Moreover, Boswell (1980) stated that the Hebrew, Greek, Syrian, or Aramic vocabulary does not contain any word corresponding with the English terminology of homosexual.

Historical biblical scholars translated the Greek word “*Malakoi*,” meaning “soft” or “vulnerable” into “effeminate.” However, the same word has also been recorded in the Bible to denote the supple feel of cloth (Matthew 11:8), an illness (Matthew 4:23), as well as unreliability

and instability (I Corinthians 6:9). Thus, translating “malakoi” into “effeminate” should be considered a loose interpretation of that term (Boswell, 1980; Helminaik, 1994). It should also be noted that no Bible prior to the *Revised Standard Version* of 1946 uses “homosexual” in any translation (Furnish, 1985). Consequently, the more recent, improper, and pejorative translation of “arsenokoites” and “malakoi” has been devastating to the widespread acceptance of homosexuality, its membership, and culture.

In addition to the previously stated biblical scriptures, there are others that are used to oppose homosexuality. Two passages from Revelations 21:8 (Holy Bible, 1990, p. 1566) and Revelations 22:15 (Holy Bible, 1990, 1564) have been cited. These two verses speak on the fate of people of ill repute. Although Christianity evolved from Judaism, the new religion discarded many Judaic laws that were considered unsuitable. However, the Old Testament laws regarding sexuality were retained and have been a mainstay in society (Compton, 2003).

Controversial research in this area of study has also examined whether the Bible has looked favorably upon homosexual committed relationships. Boswell (1980) maintained that the New Testament voices no demonstrable position towards homosexuality. In addition, commonly accepted practices today, such as shaving, wearing wigs, practicing circumcision, and even regular bathing was expressly forbidden in a number of Biblical passages. Although vague, several Biblical accounts have, in fact, been interpreted as giving sanction to certain same-sex relationships. These Biblical accounts include Jonathan and David in Book I of Samuel, Naomi and Ruth in the Book of Ruth, and Daniel and Nebuchadnezzar’s chief eunuch in the Book of Daniel. All three of these accounts describe a relationship between same-sex individuals that seem to demonstrate love and affection beyond that of simple friendship (Boswell, 1980; Helminiak, 1994).

Also on the topic of committed relationships, Boswell (1980) maintained that marriage is not the only family unit valued by the church. Priestly celibacy, monastic community life, and voluntary virginity—even in marriage—as practiced during the first half of the 1st Century have all been described in positive terms.

As maintained by Bailey (1955) nearly 50 years ago, Western moral law stems from the Christian Church. Primarily as a result of more contemporary translations of the Bible, anti-gay advocates continue to cite religious or societal rationalizations as the impetus for their illegal, discriminatory, and sometimes even violent behavior (Kirk & Madsen, 1989). Overwhelmingly, people who condemn homosexuality do so on the grounds of their biblical knowledge (Gomes, 1996). Due to effects of religious opinion on society's ideology, attitudes and behaviors, it is important to look at the correlation between religion and law, and its effects on attitudes toward homosexuality.

Interestingly, recent scholarly research suggests that the Bible is, in fact, indifferent to the practice of homosexuality. Thus, one could maintain that the Bible's nonexistent active support of homosexuality thus does not inevitably condemn it (Helminiak, 1994). And when the Bible has addressed the topic of homosexuality, it does not refer to many contemporary homosexual relationships. In other words, the idea of homosexuality within the context of a loving, monogamous, and faithful relationship was simply not considered by biblical writers. Their knowledge of homosexual relationships was confined to prostitution, pederasty, lasciviousness, and exploitation. These vices, however, are not limited to homosexual relations in the Bible. Indeed, they are more commonly associated with heterosexual relationships (Gomes, 1996).

Religious denominations have varied positions on the acceptance/approval of homosexuality. The Episcopal Church, Reform Jewish groups, and United Methodist Church

have taken some steps toward embracing the homosexual community. On the other hand, the Roman Catholic Church and conservative Protestant sects have remained steadfast in their denunciation of homosexuality—despite the fact that they continue to maintain that the sin, not the sinner, is rejected. However, rejection of the sinner is often the most visible outcome of these conservative beliefs (Fone, 2000). However, as Frontain (1997) stated, “When the Bible is used to support discriminatory ideology; the gay and lesbian struggle for dignity inevitably involves one in a struggle with the Bible” (p. 2).

The pervasive influence of religion is inestimable when taking into account the sheer number of individuals who consider themselves committed to their faith. Studer and Thornton (1987) discussed Group Reference Theory, which states that feeling committed psychologically to a group is likely to translate to conforming to the social morals, values and beliefs as defined by that group, especially when involving religious or social issues.

Social conventions and taboos are always shifting and changing. Identifying right and wrong from conventions and taboos, although challenging, is nonetheless necessary to prevent confusion between what are ethical issues and what are matters of conventions (Helminiak, 1994). Gomes (1996) found that “fear was at the heart of homophobia, as it was at the heart of racism” (p. 234). Like racism, the central control over attitudes toward homosexuality is religion. Religion “was the moral fig leaf that covered naked prejudices” (p. 234).

In addition to religion, law was also found to be an overarching construct in the formation of attitudes. The following review will examine how the legislature has structured and influenced attitudes toward homosexuality.

Law

Rivera (1991) stated that laws are rarely enacted as a result of scientific inquiry, but rather as a result of half-truths, prejudice, popular myths, and common sense. Therefore, if Rivera is to be believed, legislation can be said to result from society's popular consensus. For example, laws against sodomy (derived from the Biblical cities Sodom and Gomorrah, Genesis, 18:20) have been present since the establishment of the original 13 Colonies. Moreover, some of the prohibitions noted in the Book of Leviticus have been manifested within the American judicial system (Compton, 2003).

During the colonial period, George Washington had one of his lieutenants court-martialed for attempting to commit sodomy with another soldier, who was later drummed out of the camp (Spencer, 1995). Thomas Jefferson consigned Virginia's statute against sodomy with other sexually-related crimes, thereby reducing the legal penalty for sodomy from execution to mere castration. And by the mid-1900s, anti-sodomy statutes adopted from similar laws in Great Britain were present in all states (Gay Life, 2003).

Legislation that routinely targets the homosexual community is often justified as a way to protect children from unwanted sexual abuse. However, research clearly shows that 90% of all reported sexual abuse is perpetrated by people who self identify as heterosexual, rather than by self-identified gays and lesbians (Herek, 1991b, Herman, 1981; & Nugent & Gramick, 1992). Despite this fact, both homosexual males and females are convicted of sexual assault charges at a much higher rate than are heterosexuals (Hill, 2000).

Prominent court rulings that have targeted the homosexual community with regard to same-sex sexual acts include *Doe v. Commonwealth's Attorney* (1975) and *Bowers v. Hardwick* (1986). These rulings have led to other limitations being placed on GLBT people due to their sexual orientation and behaviors (Rivera, 1991).

The “Don’t Ask, Don’t Tell” policy, which was enacted by the United States military to maintain morale and operational effectiveness within the military (Belkin, 2001), remains one of the most controversial pieces of legislation to emerge during the past century. Belkin (2001) suggested that this policy is not based on any reliable statistical data, and thus has very little to do with promoting unit cohesion. Moreover, his research stresses that bigoted attitudes are not the same as bigoted behaviors. Because this policy affects both enlisted and civilian men and women, it heightens the attention of college administrators around the country who host Reserved Officer Training Corp (ROTC) programs on their campuses (Crompton, 1993). College administrators have to weigh if and to what degree will this impact their campuses.

The prevailing and bewildering message communicated by the “Don’t Ask, Don’t Tell” policy is that the military will tolerate homosexuality provided that it is socially camouflaged (Britton & Williams, 1995). Unfortunately, this vague directive continues to significantly affect ROTC students on college campuses concerning the nature of acceptable beliefs and behaviors. Moreover, the message conveyed by this controversial policy has the potential for far-reaching consequences due to the already established correlation between the attitudes of military personnel and those of the civilian population (Estrada, 1999).

Colleges and universities will have to balance legislative mandates with efforts to provide a more welcoming and inclusive environment for GLBT members of the institution—both mainstream students and those in ROTC programs. This reality is particularly important for the land-grant institutions, under the Morrill Acts at Land Grant Colleges (Crompton, 1993).

The *Lawrence and Garner v. Texas* (2003) ruling by the Supreme Court will no doubt continue to challenge the concept of homosexuality in society. Prior to this ruling, every state in the U.S. had anti-sodomy laws until 1962, when Illinois adopted the Model Penal Code

(decriminalized private, adult, and consensual sex), (Rivera, 1991). In 37 states, however, these statutes have since been repealed by lawmakers or blocked by state courts. Four states prohibit oral and anal sex between same-sex couples, while nine states ban sodomy between homosexual and heterosexual individuals (CNN.com, 2003). Thus, legislative policies stigmatize homosexuality at a cultural level and very few statutes prohibit discrimination toward homosexuality. Even if and when these statutes are stricken from the records, their long-standing societal acceptance will likely persist.

Fone (2000) found homophobia to be prevalent in anti-homosexual legislation. In particular, he notes the Defense of Marriage Act, which was passed by the legislature in 1996 to solidify the notion that marriage should be between one man and one woman. As reported by Ruse (1988), governmental protection of the homosexual community has been inconsistent at best. Until legislative inequality between the heterosexual and homosexual communities in this country is remedied, negativity from heterosexuals will persist.

As reported by Herek (1991a), the attitudes of heterosexual men and women toward homosexuality reflect our nation's continued institutional hostilities. However, as Rivera (1991) showed, laws are sometimes misguided and reflect limited knowledge and bias among national leaders, and thus should be routinely reevaluated for accuracy and purpose. Regrettably for the homosexual community, individuals with negative attitudes toward single-sex relationships have held prominent positions in religion, science, medicine and law enforcement within our society (Fone, 2000).

While no one can doubt the necessity of laws to maintain order among the people of a nation, laws can also divide a nation in powerful ways. Like society-at-large, educational

institutions must adhere to the laws that govern this country, while at the same time challenging statutes that do not guarantee equality and inclusion for everyone.

Background Summary

Sexual intimacy and relationships between individuals of the same gender are not new to any society, and the historical documentation of homosexual behavior has been widely reported (Baldwin & Baldwin, 1989; Boswell, 1994; Broude & Greene, 1976; Davenport, 1977; Ford & Beach, 1951). In fact, homosexuality has been controversial since pre-Christian times (Ruse, 1988). From ancient Greece to the present, some individuals have either declared themselves to be in every respect a homosexual, or have plotted their sexual orientation somewhere along a sexual continuum (Boswell, 1982). The research reviewed herein has focused primarily on male-to-male interactions. And even though same-sex relationships have been historically accepted in certain situations, these relationships have often been investigated within the context of more obscure and objectionable sexual behavior.

In 1869, the Hungarian writer, Kertbeny, coined the word “homosexual,” which later emerged as a common expression within medical and historical literature (Gayhistory.com, 2003). Fone (2000) has speculated that the term “homosexuality” first appeared in English in 1883 from the writings of John Addington Symonds, an English critic and homosexual apologist. Dr. James Kiernan first used the term in an issue of the *Chicago Medical Journal* (May, 1892). Fone (2000) found this to be the first usage of the word within American research and writings. Halperin (1990) suggested that Kiernan’s citation was the turning point for the usage of the term and its present-day definition.

Homosexual relationships have long been considered highly controversial, not part of the social norm, and have been habitually rejected as a healthy life style choice. While attitudes

toward same-sex relationships have varied somewhat throughout history, a majority of individuals has and continues to view homosexuality as predominantly negative (Bullough, 1990).

The concerns of the homosexual community in this country first captured public interest as a result of the Stonewall rebellion in Greenwich Village on 27 June 1969, when police ordered gay patrons to leave the Stonewall Inn, a local bar. This ignited a four-day riot that gave birth to present gay rights movement (Comstock, 1991).

Although most have long considered the United States to be a melting pot of different cultures and belief systems, the practice of exclusion—rather than inclusion—has tended to be more evident in this multicultural society. Thus, underrepresented groups have often become the targets of negative attitudes, discrimination, and sometimes violent reprisals. In particular, a plethora of unwarranted tactics have been used against the GLBT community, and this has increasingly distorted the external perception of homosexuals – both as individuals and collectively (Job rights, 1992; Gelles & Cornell, 1985; Gordon & Snyder, 1989; Marsiglio, 1993).

Disputes have often arisen over whether GLBT community should be viewed as a true “minority”. Although some researchers maintain that the homosexual community differs appreciably from other more traditional minority groups, they are similar in four major ways: (a) homosexual people are a subordinate component within a larger complex society; (b) homosexual people have characteristics that are viewed with low regard by the mainstream society; (c) homosexual people’s characteristics bind them as a community self-consciously; and (d) homosexual people receive differential treatment based upon their collective characteristics (Paul, Weinrich, Gonsiorek, & Hotvedt, 1982; Altman, 1982; D’Emilio, 1983; Gross, Aurand, &

Addessa, 1988). Indeed, when one considers the pervasive and sustained discrimination directed against the GLBT community, there could be little doubt that the appellation is appropriate.

If negative attitudes toward homosexuality are to improve—as indeed they have for other ethnic minorities—then active leadership is essential. Nearly 50 years ago, Cory (1956) described the state of homosexuality in American culture, and his negative portrayal is regrettably still viable today. In assessing the oppression directed toward other ethnic minorities as compared with the homosexual community, the scholar argued that intellectual/cultural leadership must be equally vigilant in alleviating bias toward homosexuals. Cory (1956) also noted that although the political leadership and the American public differed on the advancement of other ethnic minorities, this gap was eventually decreased due to political and educational leadership. This will undoubtedly be the case for homosexuality.

As perceptions improve with regard to other oppressed minorities, attitudes are slowly changing toward the homosexual community as well. For example, in 1972 the American Psychiatric Association declassified homosexuality as a mental disorder, which represented a huge victory in giving this community respect and dignity (Herdt & Boxer, 1992). Gay men and lesbians in particular have received an increased in social visibility. Nonetheless, Comstock (1991) noted that the increased visibility has incurred a concurrent rise in hostility and violence toward gay men and lesbian since World War II.

It is ironic to note that although this country was founded in the pursuit of religious diversity and pluralism, these societal values seem to be somewhat distorted when applied to the homosexual community – both in society-at-large and on college campuses. As Berrill (1992) noted, anti-gay prejudice and violence continues within the academy.

To alter the negative perceptions that exist on college campuses, major efforts from all levels within institutions must be initiated. Slater (1993), in fact, reported that a campus-wide commitment would be necessary to change and have significant effect on a homophobic environment. Changing the environment to be more accepting and tolerant of those whose social, domestic, and intimate lives are different from the mainstream will be a major accomplishment for American culture. As an example of this encouraging trend, the Harvey Milk High School in New York City was established for GLBT youth. However, the longer-term perceptual outcomes of this controversial institution have yet to be seen (Pitts, 2003).

Two other examples of what appears to be increasing tolerance of the gay and lesbian community include the Supreme Court ruling that overturned a Texas anti-sodomy law, and the election of the first openly gay Episcopal bishop, Gene Robinson (Gilgoff, August, 2003). Needless to say, these events and others like them remain mired in controversy, which indicates that there is still a sizeable segment of the American population that does not feel that homosexuals should have the same opportunities as their heterosexual counterparts. These pervasive feelings, regardless of the doctrine/ideology/belief system on which they are based, affect the GLBT community.

Within the college setting, the Supreme Court has been overwhelmingly supportive of GLBT people. Some of the cases involving sodomy and other same-sex interactions that have been used to isolate GLBT groups from institutional resources include *Ratchford v. Gay Lib.* (1978), *Fricke v. Lynch* (D.R.I. 1980), and *Gay Student Services v. Texas A&M Univ.* (1985). These landmark cases, however, also form the backbone for support of the GLBT community with regard to their civil rights. Savvy educators and other influential administrators could also use these legal decisions to educate the heterosexual population about the GLBT community.

Although there seems to be an increasing desire in society to accord more civil liberties to gay men and lesbians, there remains a prevalent ideology that homosexuality is immoral. Thus, a level of discomfort persists for many heterosexual individuals when in the presence of known gay men and lesbians (Herek, 1991a). The college environment, while intending to be supportive and all-inclusive, is nonetheless representative of the greater society in which it functions. Therefore, the existence of academic communities that reflect the values of society-at-large is not surprising and should be anticipated.

Armed with this knowledge, college administrators, faculty, and staff should be particularly mindful of the need to promote acceptance and tolerance of any marginalized group. In fact, recent research has demonstrated a decline in negative attitudes towards homosexuality in higher education. However, men still express higher levels of negativity toward GLBT individuals than do females (Pratt, 1993). Since increased personal interaction has been shown to be a highly positively correlated with positive attitudes toward gay men and lesbians (Herek & Capitanio, 1996), colleges and universities would benefit from instituting more programmatic interventions as they educate their clientele on the nature of the homosexual community.

As previously noted, Fone (2000) concluded that homosexuality is the last consistent source of discrimination in our society. Educational institutions and administrators are pivotal to any efforts to change the perceptions and treatment of the GLBT community.

Purpose

The purpose of this study is to examine the attitudes of heterosexual men who attend private colleges toward gay men, lesbian, bisexual, and transgender (GLBT) people. This study is relevant due to the consistently negative reported attitudes among males toward the homosexual community within the literature. Although researchers have surveyed various types

of academic institutions with regard to their views toward the GLBT population, private institutions were a sparsely represented collegiate setting throughout the available literature.

Research Questions

This study is designed to explore the following research questions:

1. What are the attitudes toward gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal arts institutions?
2. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal arts institutions?

Given a sample of heterosexual male college students attending small private liberal arts institutions, the following questions were investigated:

3. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among different political beliefs (conservative, moderate, liberal)?
4. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among different levels of religious beliefs (conservative, moderate, liberal)?

Significance of the Study

This study has significance for promoting programmatic changes in higher education. Every level of a campus environment can benefit from the results of this study. All levels of a university administration from the governing board to the staff interacts with or makes rules/guidelines that effect the lives of members of the homosexual community. Governing boards and senior administrators must be aware of the implications of rules and guidelines that

they put in place. Decisions that may seem simplistic and perhaps even limited in scope can have drastic consequences for individual groups. Emerging data from this study may result in a an impetus to review certain guidelines and policies that unconsciously hone or endorse negative attitudes toward gay men, lesbians, bisexuals, and transgender people.

Faculty members may also significantly benefit from the results of this study. For example, the resulting data could provide insights on how to more effectively structure and conduct gender and sexuality studies programs. In addition, university core curricula could be modified to include courses that examine issues that emerge from this data. New and inventive ways to incorporate diverse disciplines may stem from the data.

Student Affairs practitioners interact with students in various capacities. Results from this study can provide beneficial information to them as well. For example, this research could assist student affairs practitioners in identifying the specific resource materials needed to implement effective programming, as well as help them become more sensitive to the terminology they use in their everyday interactions

Faculty members and student affairs practitioners have both the burden and the responsibility to educate their students with regard to myths and stereotypes that persist on campuses, and thus in the greater society. It is of the utmost importance for higher education staff at every level to stay up to date concerning the issues that students may be encountering.

Gay men, bisexual men, and transgender people who attend high school may also benefit from this data, which will offer valuable insights concerning male college students' attitudes toward homosexuality at private colleges. As a result of this study they may be able to assess whether a private college setting is a good fit for them.

This study also has significance for future research. As noted, the present study examines the attitudes of heterosexual male college students at private colleges. Future research could look at the effects of resulting gay, lesbian, bisexual, and transgender (GLBT) programming on students at private colleges, the personal stories of gay men, bisexual men and transgender people who attend private colleges, and the attitudes of faculty/staff toward homosexuality at private colleges. A study on the effects of GLBT programming at private colleges could produce valuable and functional information. The data would provide information on the effectiveness of interventions on attitudes toward homosexuality. Moreover, such a study could expand the available information about GLBT intervention programs.

Another study could investigate the lives of gay men, bisexual men, and transgender people at private colleges. The present study amassed data on the males' attitudes toward homosexuality at private institutions; a study on the lifestyles of the homosexual community at private colleges would increase our understanding of the homosexual experience in a private collegiate environment.

While the present study examines student attitudes, future studies could investigate the attitudes of faculty/staff towards homosexuality at private colleges. The results data from the current study could easily be adapted for a faculty/staff cohort, and would provide more data about gay men, bisexual men, and transgender people at private colleges, as well as the level of didactic and administrative support they receive.

Delimitations and Limitations

As with all research studies, this study featured several delimitations concerning the scope of the study. These delimitations included the types of sampled institutions, the specific subgroups of homosexuality addressed, and the participants used in the study. In addition to the

former delimitations, other inherent limitations were found to exist in this study, which may have weakened or compromised the results. These limitations included the instrument used in the study, the process of collecting data, and the topic.

I selected participants from four-year private colleges. Although many private institutions in this country are historically linked to a particular religious background, most do not have a formal relationship with a religious affiliation/church today. Nonetheless, the religious affiliation/church may still be regarded as a constituent of the university. The degree to which an institution still identifies with a particular religious persuasion may nevertheless continue to effect the participation of that college. This limited the number of institutions willing to participate.

The subgroups of the homosexual community addressed in this study are the four dominant ones found in the literature: gay men, lesbians, bisexuals, and transgender people. However, there are other labels in the homosexual community in which members self-define, and these include queer and same gender loving. Thus, if members of the homosexual community place themselves in categories other than the ones addressed by this study, there may be attitudes toward those groups that were not investigated by this study.

The participants used in this study were heterosexual male college students. Their sexual preference was self reported via the Demographic Questionnaire (Appendix A). Heterosexual males were selected because males who identify as members of the homosexual community are likely to view gay men, lesbian, bisexual, and transgender people somewhat differently. Thus, the delimitations of this study confine its research scope to the attitudes of heterosexual male college students attending private colleges toward gay men, lesbians, bisexual, and transgender people.

With regard to the limitations of this study, I used pencil/paper surveys to collect data for. Unfortunately, college and university students are sometimes overwhelmed with these pencil/paper instruments since they are used so frequently in the college setting. Moreover, the survey used in this study may not have included all factors that contribute to students' attitudes toward homosexuality. This may have led to skewed results.

Another limitation of this study could be the procedures used to collect data. A coordinator from each institution controlled the selection of facilitators, the dissemination and collection process, and the return of the completed instruments. Therefore, a certain level of administrative control was relinquished by the researcher, which could have affected the return rate.

The research topic in itself is a limitation. There are strong social norms, biases, and beliefs associated with homosexuality. These factors – alone or in combination—could have influenced the validity of the participants' responses, especially if the respondents experienced any degree of uneasiness with the research topic.

Definitions

The present study includes key terms that must be clearly defined to allow a concise interpretation of the literature and findings. The following definitions were used in this research:

Attitude refers to “long-lasting patterns of feelings and beliefs about other people, ideas, or objects that are based in a person’s past experiences, shape his or her future behavior, are evaluative in nature, and serve certain functions” (Lefton, p. 556, 1997).

Bisexual refers to men and women who have sexual desires for both genders, desire intimate companionship with both genders, and/or engage in sexual interactions with both genders. These desire/interactions need not be of equal proportions.

Environmental Proximity refers to the distance classification of far and close when applied to the level of interaction between heterosexuals and members of the GLBT community. Far proximity and close proximity are represented by the Gay, Lesbian, Bisexual, Transgender Attitude Assessment used in the present study.

Gay or Gay Men refers to men who have sexual desires for men, desire intimate companionship with men, and engage in male-male sexual interaction.

GLBT is the acronym for gay men, lesbians, bisexual, and transgender people.

Homonegativity refers to the negative attitudes and behavior toward homosexuality.

Homophobia refers to the fear and dislike of homosexuality and those who practice it (Fone, 2000).

Homosexual/Homosexuality refers to gay men, lesbian, bisexual, and transgender people. However, usage of the term may omit a certain group depending on the time-frame that it was used. Hence, the researcher tried to alleviate any misunderstandings when using the term “homosexuality” to guide the reader in effective interpretation of the literature and findings.

Lesbian refers to women who have sexual desires for women, desire intimate companionship with women, and engage in female-female sexual interaction.

Transgender refers to people who have begun or finished the medical and psychological procedures required for a change in biological gender (transsexuals), intersexed persons, and cross-dressers/transvestites.

Organization of the Study

The present study is organized around five chapters. Chapter One provides background information, the purpose of the study, research questions, the significance of the study, delimitations, limitations, and definitions. Chapter Two examines the literature with regard to

the following: underpinnings of early higher education environment, culture, and climate; attitudes toward gay men, lesbians, bisexuals, and transgender people; and indicators of attitude. Chapter Three discusses the sample selection process, data collection, and analysis. Chapter Four provides a description of the results of the study. Chapter Five discusses the results in greater detail and examines their implications for future practice and policy.

Chapter Two

Literature Review

I conducted a comprehensive assessment of the investigation topic, including a study of related terminology.. However, as this literature review will reveal, the available research contains significant gaps and thus mandates additional study in this area, especially due to the progressive nature of the topic.

This literature review focuses significantly on attitudes toward gay men and lesbians. Literature in regards to bisexual and transgender people are included when possible. The author has chosen to examine the available literature according to two overarching themes. The first theme is college setting and incorporates two sub-themes: (a) the history of higher education's environment/culture/climate, and (b) the effects of a college's environment/culture/climate on GLBT people.

The second major theme addresses the available literature on attitudes toward GLBT people, and incorporates three sub-themes: (a) college students' attitudes, (b) heterosexual males' attitudes toward gay males, and (c) factors that have influenced those attitudes. The literature examining sub-theme C is further grouped into four distinct areas, namely, (i) level of interaction, (ii) gender roles, (iii) diversified background, and (iv) terminology.

This review will follow the above stated format to facilitate further investigation of college students' attitudes toward GLBT people.

College Setting

Every college—private or public, same-sex or coeducational, religiously-affiliated or secular, large or small--has its own cultivated environment, culture, and climate. Distinctive as they may be, there are nonetheless similarities that cross most college

campuses. Although this study primarily focuses on private colleges, the author also reviewed/investigated/explored the institutional environments and attitudes toward GLBT people at a variety of higher education settings.

History of Institutional Environment, Culture, and Climate

The dynamics on a college campus are admittedly diverse. Over the span of literally centuries, the physical and social settings of higher education have undergone dramatic changes. In fact, the founding fathers of American higher education would barely recognize the institution they established well over 350 years ago. The introduction of co-ed educational institutions, cultural studies programs, and women's programs represent just a handful of the changes influencing higher education.

How college campuses adapt to these many changes is an important area of interest, as well as a subject to ongoing change. Homosexuality is one of the many controversial issues that has become more evident, both on college campuses and within the larger society. To understand why homosexuality continues to be an area of controversy, it is important to understand the history of higher education and how it has slowly integrated disenfranchised populations.

The literature presented herein will briefly discuss higher education and its conception, the integration of minority populations into higher education, and campus climate as it relates to homosexuality.

The majority of the early educational institutions were directly or indirectly linked to a religious denomination or entity (Geiger, 1999). Thus, these religious affiliations laid the early foundations for a certain type of social setting and environment. Higher education in the United States began with the establishment of Harvard University in 1636 in order to educate men (only), largely for careers in the clergy and other positions of leadership and influence. It was not until the mid 1850s that women began to have

access to institutions of higher education, although they were relegated to single-sex institutions. Men and women of color also gained admittance to colleges and universities in the mid nineteenth century (Geiger, 1999). However, the influx of women and people of color into historically all male institutions did not occur until after World War II (Ramirez, 1997). Thus, the majority of college campuses have been highly influenced — intellectually, culturally, and physically—by a primarily white male point of view.

The climate of an educational institution speaks volumes to its students. As Kuh and Whitt (1997) state:

Thus, although culture is fairly stable, it is always evolving, continually created and recreated by ongoing patterns of interactions between individual, groups, and an institution's internal and external environments.

Although these patterns of interaction may change over time to reflect changing assumptions, values, and preferences, they are stable enough to define and shape what is acknowledged to be appropriate behavior in a particular setting. (p.128)

Schein (1985) categorizes culture into three areas: artifacts, values, and basic assumptions/beliefs. Because culture is such a crucial component of the college environment, an imperative question arises: Whose artifacts, whose values, and whose basic assumptions/beliefs are held in the highest regard?

Furthermore, a college's environmental structure becomes a major, but often silent partner in who does and does not belong on a particular college campus. The college environment can and does greatly affect the dynamics among students, often leaving students who are members of underrepresented groups to feel ostracized. The following literature review will examine the campus environment and its effects on gay men, lesbians, bisexuals and transgender people.

Effects of College Campuses on GLBT People

Negative attitudes toward GLBT people on college campus are still pervasive. Harassment continues in the form of verbal and physical abuse (Cage, 1993). A study conducted at a research university and at a baccalaureate college in the northeast with a combined subject pool of 630 students found that 25% of the participants felt that gay, lesbian, and bisexual negative attitudes existed to a “to a very great extent or great extent” on their campuses. In addition, 60% of the participants had heard anti-gay remarks, and 10% reported viewing degrading graffiti around campus “often” or “very often” (Malaney, Williams, & Geller, 1997).

Research about violence toward gay men and lesbians reveals some disturbing data with regards to the present study. In a study of 157 gay men and women 10% reported being victimized in college, 10% in high school, and 5% in junior high school (Comstock, 1991). By gender, 53 lesbians reported feelings of victimization, 15% in college, 2% in senior high school (2%), and in junior high school (0%). Victimization was reported by gay men (N=104) in college (8%), in senior high school (13%), and in junior high school (8%). Within all levels of the educational system, victimization was reported by 17% of women, and 29% of men. Furthermore, fellow students were recognized within the data as perpetrators of these incidents. Women reported (13%) and men reported (13%) to this issue. Hence, violence and negative encounters due to sexual orientation on college campuses are present.

The ability to have a personal, yet platonic relationship with an individual who identifies as gay or lesbian also seems to affect attitudes (Grieger & Ponterotto, 1988). As noted earlier, closer ties between the homosexual and heterosexual communities would likely increase awareness and positively affect heterosexual attitudes toward gays and lesbians. Higher education administrators often ignore the classroom setting as a support

system for gay men and lesbians. Although student affairs administrators and practitioners have and continue to initiate programmatic interventions on college campuses, the classroom itself might be a more productive setting where students could be reached and attitudes, perceptions, and ideologies could be positively addressed.

Another study examined the issue of gays and lesbians at co-educational research institutions and at co-educational baccalaureate institutions. The data showed that 31% (N=465) of research university students and 44% (N=174) of baccalaureate students report not acquiring much knowledge about homosexuals during their college careers. Even more disturbing, nearly 4% of research institutions and 14.3% of baccalaureate students reported developing negative attitudes toward gays and lesbians while in college. (Malaney, Williams & Geller, 1997).

Hinrichs and Rosenberg (2002) reported attitudes at small liberal arts institutions that are consistent with research conducted at other types of colleges/universities. Because their study used similar independent measures, such as age, gender, academic classification, Greek affiliation, and level of religious involvement, one can conclude that these reported attitudes are pervasive across different campus settings.

Previous studies have agreed that most gay men and lesbians have tended to “come out” in their early 20s, primarily due to the separation from home normally occurring at this age. This freedom enables homosexuals to explore their sexual identity more freely (Gibson, 1989; Hetrick & Martin, 1987; Martin & Hetrick, 1988). Recent data, however, indicate that the age for coming-out has decreased to the pre-college years. D’Augelli (1991) reported an average of 17 years of age, and Herdt and Boxer (1993) reported an average of 16 years of age.

Because gay men and lesbians are likely to possess a greater sense of self as the coming out age decreases, this trend has positive implications for the college

environment. An individual who has been self-identified as gay or lesbian for several years prior to entering college is less likely to be intimidated or undermined by negative attitudes held by peers and college personnel. In addition, these students are more inclined to expect and even demand a greater degree of respect, as well as a greater level of service and support from their academic environment. College officials must be prepared to handle this evolving sub-culture. In the study by Evans and Broido (1999), over half of self-identified gay males, 54% (N=61), reported participating in university recognized organizations (D'Augelli, 1991). Rhoads (1997) conducted a qualitative study of gay and bisexual men and showed that the men in the study were heterogeneous in their experiences, attitudes, and their interactions with the college community.

A number of educational institutions have made great strides in addressing homosexual students' needs by establishing programs and services. Some institutions have established task forces, residence halls for gay men and lesbians, and some have even implemented gay and lesbian courses and programs of study.

McRee and Cooper (1998) examined institutions in Region III of the National Association of Student Personnel Administrators with respect to commitment and support of gay and lesbian organizations and issues. Their study revealed that out of all the public institutions (N=122) that participated in the study, gays and lesbian access to needed resources was met for meeting rooms (100%), office space (30%), and student union involvement (90%). The Rankin (2003) study reported that 64% of GLBT respondents believed that their workplace/classroom was welcoming, while 72% felt that their institutions provided satisfactory support for them. However 43% of the GLBT respondents rated their overall campus climate as homophobic.

With regard to religious affiliated institutions (RAI), Love (1998) analyzed the support of homosexual students at St. James, a private Catholic co-educational institution.

Love conducted this qualitative study in the spring and fall of 1993, using interviews and observation as data collection tools. He identified homophobia, heterosexism, the invisibility of sexual minorities, and a perception of Catholicism as a cultural barrier to homosexuals. The level of negativity toward homosexuality in this study was comparable to studies conducted at non-RAI institutions.

Thus, the literature is consistent in reporting that negative attitudes toward GLBT people are prevalent in higher education and crosscut the various types of institutions. The campus environment and its constituents can be very influential. Rhoads (1995) reveals that while the college community can and does provide positive support, it can also be one of the most abusive elements in a student's life.

This investigator examined an extensive body of research focusing on attitudes toward the GLBT community at various types of academic institutions, in different geographical areas within the United States, as well as the level of resources that colleges and universities provide for them. Again, the attitudes that are reported herein are not campus-specific. The literature reviewed for this research project confirms that higher education is influenced by a strong male presence. Thus, males' attitudes toward gay men, lesbian, bisexual and transgender population who attend private institutions was the area of concentration for the present study.

Attitudes Toward GLBT People

The scholarly literature concerning the area of gay men and lesbians on college campuses is a growing area of research. (Cotton-Huston & Waite, 2000; D'Augelli, 1991; Evans & Wall, 1991; Liddell & Davanis, 1994; Rankin, 2003, Rhoads 1995a & 1995b). The present study examined the available literature concerning the attitudes of heterosexual male and female students on coeducational campuses toward homosexuality, gay men, lesbians, bisexuals, and transgender people. Regrettably, the

available data on attitudes toward bisexuals and transgender people was somewhat limited. However, available and content-appropriate research was cited. The research participants reflected in these studies have diversified backgrounds. Thus, this author suggests that these findings provide a reasonably broad sampling of the college community.

College Students' Attitudes

Most people would generally agree that college campuses are institutions where divergent philosophies can be expressed and differences appreciated. As progressive as institutions of higher education may be, gay men, lesbians, bisexuals, and transgender people (GLBT) frequently report feelings of unwelcomeness, alienation, and fear (Baier, Rosenzweig, & Whipple, 1991; Love, 1998; Malaney, Williams, & Geller, 1997; & Rankin, 2003).

Both male and female homosexuals were far more likely to perceive negatively their campus environments than heterosexuals, and reported experiencing less institutional support (Reynolds, 1989). The literature, in fact, has consistently illustrated that the college climate for gays, lesbians, bisexuals, and transgender people is generally negative in nature. Moreover, heterosexual males seem to consistently report more negative attitudes than do females (D'Augelli & Rose, 1990; Herek, 1988; Kite, 1984; Mohr & Sedlacek, 2000).

Herek (1988) reported that both males and females appear to be more negatively biased against homosexual individuals of their own gender than of the opposite gender. A Two-Way ANOVA was conducted on the measures *Attitude Toward Lesbians* (ATL) and *Attitudes Toward Gay Men* (ATG) yielding the above results with a *p* value less than .01. Men held these biased views at a higher level than women.

Nelson and Krieger (1997) examined the effectiveness of a gay and lesbian peer intervention panel on the attitudes of heterosexual male and female college students. Two of their three resulting hypotheses stated that: “male students will exhibit more negative attitudes toward homosexuals overall than will female students,” and that “male students will exhibit a greater overall change in attitudes than will females after the intervention” (p. 68). Nelson and Krieger’s (1997) first stated hypothesis (more negative attitudes among males) was corroborated in the research showing that gender was significant, with a difference between the means of 6.87 ($p < .01$), with females scoring higher ($M = 79.15$, $SD = 18.97$) than males ($M = 71.65$, $SD = 17.19$). Thus, their data confirmed that men exhibited more negative attitudes toward homosexuality. Women also scored higher on their tolerance toward homosexuality during the pretest and posttest.

The second stated hypothesis (Nelson & Krieger, 1997) did not show significant results. Women demonstrated a greater change than men in attitude between pretest and posttest with intervention.

A study conducted at the University of Virginia examined anti-homosexual responses using the measures of phobic and prejudicial responses. The researcher used the 28-item *Gay and Lesbian Response Scale* (GLRS). The phobia scale was generated from the *Revised Anxiety Disorders Interview Schedule* (ADIS-R) (Di Nardo & Barlow, 1988). The ADIS-R had a reported K value of .82. The prejudicial scale was adapted from the *Homosexuality Attitude Scale* (HAS) and has a reported reliability of .71 (Kite & Deaux, 1986). The study revealed that male undergraduate students displayed a significantly higher mean difference ($M=1.8$) than female students on the phobic scale ($M=1.4$). The results for the prejudicial scale were very similar, yielding a significant

difference between the means with a p value of .001. Males reported a significantly higher mean than females (Logan, 1996).

Some investigators have shown that college students' attitudes extend negatively beyond the college campus and influence their views of GLBT individuals in other areas as well. For example, a study conducted at an urban university in Chicago examined attitudes toward gay parenting. The authors of the study presented the participants with four different types of couples: a heterosexual African-American couple, a heterosexual inter-racial couple, a heterosexual Caucasian couple, and a gay African-American couple. The participants consistently rated the gay African-American couple with the lowest approval ratings. Specifically, the ratings indicated that the "gay couple was less emotionally stable, had poor potential to be a parent, and would not be able to provide a loving home for the child" (Crawford & Solliday, 1996, p. 72).

Many scholars have assessed attitudes toward homosexuality from a variety of viewpoints. Simoni and Walters (2001), for example, adapted the *White Racial Identity Attitude Scale* (WRIAS) from Helms and Carter (1990) to examine heterosexual attitudes. Data showed that students in varying stages of their heterosexual development have predictably heterosexist beliefs.

Developmental stages with particularly significant findings include *disintegration* (conflicted but consciously aware of one's whiteness/heterosexual privilege, which may lead to a state of dissonance, and a justification of their reasoning), as well as *reintegration* (consciously recognizes white identity/heterosexual privilege and fully believes in their right to do so; fear, anger, and violent behavior may emerge) (Evans, Forney, & Guido-DiBrito, 1998). These stages can be associated with increased heterosexist attitudes as expressed by Simoni and Walters (2001). However, another phase, the *pseudo-independent stage* (seeks positive white identity/heterosexual identity

and seeks to understand responsibility for negative attitudes) (Evans, Forney, & Guido-DiBrito, 1998), has yielded similar comparisons with decreased heterosexist attitude (Simoni & Walters, 2001).

Some investigators have successfully linked attitudes toward homosexuality with attitudes toward other minorities. Ficarrotto (1990), for example, compared the theory of sexual conservatism (i.e. negative attitudes against homosexuality are the results of a sex-negative culture, whereby the sex-drive is a threat to social organization) to the general theory of intergroup prejudice (i.e. homophobia is similar to negative attitudes against other oppressed underrepresented groups). The measures used in Ficarrotto (1990) were (a) racism as gauged using a 5-point Likert-type opinion statement scale, (b) sexism scored according to the *Attitude Toward Women Scale*, and (c) erotophobia scored according to the *Sexual Opinion Survey*. Eerotophobia is defined as having fear and discomfort concerning sexual and erotic subject matters (Fisher, Byrne, White, & Kelley, 1988). Ficarrotto (1990) used the *Index of Homophobia* to measure attitudes toward homosexuality. The measures were independent and equal predictors of anti-homosexual sentiments. Aberson, Swan, and Emerson (1999), comparing racial prejudices and anti-homosexual sentiments, reported that heterosexual college students tended to express their negativity in a more subtle ways, which they compared to passive racism.

Similar results have not only been reported using different measures to examine college male and female attitudes, but various data collection techniques also have been administered with similar outcomes. Rather than using a pencil and paper survey, Herek and Glunt (1993) used a random digit dialing technique. They contacted participants and interviewed them using Herek's *Attitude Toward Gay Men* short form. Their results indicated that a majority of the sample expressed negative attitudes toward gay men and considered male-male sexual interaction to be "just plain wrong or a perversion" (p. 240).

However, as previously discussed, personal contact with gay men and lesbians generated attitudes that were more positive.

Even when a sufficiently diverse sample was used, males still seemed to rate their attitudes toward homosexuality in more negative terms (Kim, D'Andrea, Sahu, & Gaughen, 1998). A study using 397 volunteer students of various ethnic backgrounds from an array of majors and religious affiliations at the University of Hawaii at Manoa examined knowledge of and attitudes toward homosexuality. The author used the *Homosexuality Information Scale* (HIS), consisting of 18 true and false statements about homosexuality. The HIS has a reliability score of .79 with a *p* value less than .01 with a test-retest reliability of .84. Another survey instrument, the *Homosexual Distancing Scale* (HDS), measuring the degree of negative attitudes toward homosexuality with a test-retest reliability of .73 (Wells & Franken, 1987), was also incorporated. HIS and HDS scales revealed a significant correlation of a Pearson *r* of -.48 with a *p* value of less than .001. Women scored significantly higher than men on the HIS with a *p* value of less than .001. The instrument scores for the HDS (score of -42 indicates less negative attitudes and greater level of acceptance to +42, which points to high negative attitudes and lower level of acceptance for homosexuals) revealed for men a mean of -8.81 and for women a mean of -17.80. The HDS showed a significant difference with a *p* value of .001 (Kim, D'Andrea, Sahu, & Gaughen, 1998).

Mohr and Rochlen (1999) investigated attitudes toward bisexuality. They found heterosexual women to be more tolerant than men of male bisexuality. Moreover, the attitudes of women and men toward lesbians and gay men significantly resembled those toward bisexuals. Hinrichs and Rosenberg (2002) also supported these findings.

As members of the homosexual community, transgender people also face negative attitudes, although there is a scarcity of available literature about this group.

Nonetheless, the data that is available indicated significant levels of reported negativism. A recent study revealed that 71% of GLBT respondents felt that transgender people were more likely to be harassed, while a slightly lower percentage of those surveyed (61%) felt that gay men and lesbians would be harassed (Rankin, 2003).

Lombardi, Wilchins, Priesing, and Malouf (2001) conducted a recent and significant study examining violence against transgender people. Although their study did not include college participants, their findings were nonetheless highly significant for the present study. The researchers reported that 14% (N=402) of the respondents had been raped or that someone had attempted to rape them at some point in their lives. Moreover, the report shows that 59.5% of the respondents had experienced violence or harassment in some form.

This report is corroborated by Lebson (2002), recounting that homosexual youth are more likely than their heterosexual peers to attempt and complete suicide. Moreover, individuals who disclosed their transgender nature at the workplace were often fired, harassed, intimidated or assaulted. In addition, the study disclosed that transgender youth were more likely than any other age group to experience violence.

Lombardi, Wilchins, Priesing, and Malouf (2001) study did not include college subjects. Nonetheless, the discrimination and harassment reported therein parallels studies looking at violence toward gay men, lesbians, and bisexual people in higher education settings.

The literature represented thus far has presented a general report on collegiate male and female attitudes toward homosexuality using various means to assess their viewpoints. The reports consistently revealed that heterosexual men rated higher in their level of general negativity toward both male and female members of the homosexual community than did heterosexual women. Similarly, the data concerning heterosexual

men's attitudes toward gay men generally revealed higher negative results. The following section examines in greater detail heterosexual men's attitude toward gay men.

Heterosexual Male's Attitudes toward Gay Males

As previously noted, attitudes toward gay men, lesbians, bisexuals, and transgender people on college campuses generally are not very positive. Moreover, the data regarding males' attitudes toward homosexuality is all the more disturbing when contrasted against the significantly more positive attitudes among college women. In fact, the research has consistently depicted males' attitudes toward homosexuality as being intensely negative (Smith & Gordon, 1998).

By and large, gay men tend to be the primary target of the continuing hostility resulting from negative attitudes and stereotypes (D'Augelli, 1989). In 1996, violence toward gay men escalated 6% and increased to 7% just two years later. Peyser (1998) hypothesized that violent acts against gay men were likely to continue to reflect an increase in the 1999 survey, although these statistics were not available.

Herek's (1988) study of heterosexual males' negative attitudes toward gay males is also important. A difference between the means ($F=3.95$) was found for the *Attitudes Toward Lesbians* (ATL) (females $M=46.62$ and males $M=45.72$); and alternate *Attitudes Toward Gay Men* (ATG) (females $M=45.69$ and males $M=48.47$), with males indicating more significant negative attitude toward men at a p value less than .05. This finding is consistent with other surveys (D'Augelli & Rose, 1990; Herek, 1988; & Simoni, 1996).

Burn (2000) reported that the two most common behaviors among college males were making jokes directed toward gays when stereotypical images appeared on television, and using words such as "faggot" in a joking context. As reported by Comstock (1991), perpetrators of anti-gay and lesbian violence were overwhelmingly male and primarily white.

McHugh-Engstrom and Sedlacek's (1997) study assessed heterosexual males' attitudes toward gay males by examining same sex encounters that were personal, social, and professional. These encounters included visiting a gay bar, working on a group project with a gay male, attending a football game with gay men, and seeing two gay men holding hands. The results of the study indicated that participants were overwhelmingly uncomfortable with such encounters and as a result reported intolerant attitudes. McHugh-Engstrom and Sedlacek also indicated that male attitudes had to be addressed early in their college experience for them to avoid discomfort with day-to-day interactions with homosexuals. D'Augelli and Rose (1990) indicated that homophobic attitudes were present among freshmen males, and that these attitudes were the mainstream ideology for this group.

Understanding the various constructs that engender such prevalent feelings toward a group of people is complex. In an attempt to decipher this phenomenon, Herek (1984b) proposed three overarching needs: *experiential*, (past interaction with a homosexual person results in a particular social view), *defensive* (inner conflict/anxiety is resolved by projecting it onto a homosexual individual), and *symbolic* (views are expressions of themselves and are intended to protect the status quo). As Herek (1984b) explained, harboring negative attitudes toward lesbians and gay men provides validation for the experiential, defensive, and symbolic needs that heterosexual individuals – and particularly males – have with regard to gay men and women.

Mohr and Sedlacek (2000) noted a very strong gender difference in their study of 2,925 college students. With a male sample (N=1519), only 8.2 % of the males surveyed indicated that they would like to become friends with a lesbian or gay man. However, 42.1% of the males reported that although they would feel uncomfortable, they might like to befriend a lesbian or gay male.

The negativity that heterosexual men either actively or covertly display has been shown to affect peers who either participate in male-male sexual activity or self-identify as gay. D'Augelli (1991) undertook an important analysis concerning the average age for gay identity status. The study included 61 gay men ranging in age from 18 to 25, averaging 21 years of age. The gay men in this study self-reported that they first experienced gay emotions at an average age of 10.8 years (lowest reported age = 1, highest reported age = 20), first experienced a gay encounter at 15.6 years of age (lowest reported age 5, highest reported age 22), and self-identified as gay at 17.0 years of age (lowest reported age 11, highest reported age 21). Moreover, they first openly disclosed their sexual identity at 19.0 years of age (lowest reported age 15, highest reported age 23), and experienced their first homosexual relationship 18.8 years of age (lowest reported age 12, highest reported age 24).

D'Augelli (1991) added that negative pressure from heterosexual peers highly impacted the developmental process of homosexual college males. Therefore, reducing internalized homophobia on an individualized basis would very likely improve the campus climate for the gay community, as well as enhance self-esteem among gay men. Conversely, ignoring these issues could have astounding negative effects (Klinger, 1995).

Although D'Augelli's (1991) research has tended to focus on broader cross-gender research, his data overwhelmingly reveals that the decisive issue in studies concerning attitudes toward homosexuality on college campuses is males' attitudes toward homosexuality. The intensely negative feelings that continue to be largely directed toward gay men are a critical component for this study. The next section will review research that suggests why those attitudes persist.

Indicators of Attitude toward GLBT

Assumptions and opinions vary widely concerning the factors that constitute the structural components for an individual's attitude toward a particular topic. The research presented herein examined the attitudes of heterosexual college females and males toward homosexuality and how those attitudes were affected by certain variables. The four indicators that emerged from the literature for further investigation include (1) levels of interaction, (2) gender roles, (3) background diversification, and (4) terminology.

Levels of Interaction

Interactions between GLBT college students and their heterosexual peers – whether deliberate or unintended-- are inevitable. Many investigators have examined varying levels of interaction that heterosexuals have with GLBT people. For example, Simon (1995) conducted a study using the *Attitudes Toward Lesbians Survey* involving 564 participants. The study analyzed correlates of attitudes toward lesbians and revealed that 35% of the participants had interacted with a lesbian. From that group, 73% reported those interactions to be positive.

A survey involving black men completed by Black Pride (2000) reported that 51% of the respondents had at least a college undergraduate degree, while 29% had some college experience (N=2645) (Battle, Cohen, Warren, Fergerson, & Audam, 2002). These numbers indicate that the percentage of homosexuals in any given college may be higher than perceived. Ellis (1996) reported that as many as 10% of all college students identify with subgroup of the homosexual community.

It should also be pointed out that members of the homosexual college community (like their mainstream counterparts) associate with many diverse groups on campus. Morales (1990), for example, identified three main social/cultural communities for a

homosexual individual: an ethnic community, the homosexual community, and the heterosexual community.

Interactions with members of the GLBT community are likely to vary significantly depending on whether their sexuality is disclosed or remains hidden. Disclosure/non-disclosure may reduce the imposition of certain stereotypes, and especially those pertaining to normative masculine and feminine traits.

While interaction with gay men is deemed necessary to reduce the level of reported negativity toward them, the very presence of homosexual individuals can cause heterosexual men to assess their gender identity, often producing discomfort and anguish (Cullen, Wright, & Alessandri, 2002). Nonetheless, Herek (1986) has conclusively proven that anti-gay attitudes and violence toward homosexual youth and adults is caused primarily by homophobia. Thus, interaction among the groups is vital for improving attitudes, even though it might be viewed as initially distasteful or objectionable.

Herek (1988) also reported that previous positive experiences with gay men generally sustained positive attitudes toward lesbians and gay men. Conversely, negative experiences with lesbians contributed to unfavorable attitudes toward both gay women and men. In conclusion, as a result of the historical structuring favoring heterosexual men, increased interactions between heterosexuals and members of the GLBT community would reduce the hostility that has characterized mainstream interactions between these groups (Grieger & Ponterotto, 1988; Herek, 1984b).

Gender Roles

Available research has also supported a correlation between attitudes and gender roles. Specifically, socially perceived characteristics that apply to each gender have been widely accepted. A male's gender role is generally stereotyped as independent, dominant, objective, competent, and direct, while females are stereotyped as emotional,

subjective, tearful, and submissive (Broverman, Broverman, Clarkson, Rosendrantz, & Vogel, 1970).

Black and Stevenson (1984) examined self-reported gender role characteristics and attitudes toward homosexuality. The *Attitude Toward Homosexuality* (ATH), *Bem Sex Role Inventory* (BSRI) and *Personal Attributes Questionnaire* (PAQ) were used to collect the data. Interestingly, this study found that men with more categorized “masculine” traits displayed a higher tolerance for homosexuality than those with cross sex-typed characteristics. Black and Stevenson added that men with cross sex-typed characteristics were more sensitive about their own masculinity and thus more inclined to actively and publicly reject homosexuality.

Gender roles and a male’s externally-perceived level of masculinity appear to be accurate indicators of attitude and acceptance by both heterosexuals and homosexual people. Laner and Laner (1980), for example, found that the tolerance level of heterosexuals toward homosexuals was highly dependent on how far a homosexual’s external behavior and traits appeared to deviate from heterosexual “norms.” In a similar study, Taywaditep’s (2001) research revealed that gay men who displayed more obvious feminine traits were marginalized at much higher levels than their more “masculine” gay peers.

One study (Corley & Pollack, 1996) evaluated gender roles by requiring participants to disclose their perceptions of a lesbian couple. This study used the *Heterosexual Attitudes Toward Homosexuality Scale* (HATH), which exclusively assesses attitudes toward lesbians. This questionnaire had a split-half reliability of .74. The *Attitude Toward Women Scale* (ATW) reported a reliability of .74 for males and .79 for females both with a *p* value less than .01. Using the t-test results from the HATH survey revealed no significant differences between females and males using a *t* test. A

significant difference, however, was found in the ATW scores, with a *p* values less than .02, indicating that females, unlike males, were less traditional in their sex roles.

Following on the Black and Stevenson report (1984), Theodore and Basow (2000) discovered that a dominance of masculine attributes was the best predictor of homophobia. Their study found that college-age males who were highly sensitive to masculine gender stereotypes and believed they did not fulfill those stereotypes were most likely to hold homophobic attitudes and beliefs. Hinrichs and Rosenberg (2002) reported that an individual's sex role attitudes were a greater predictor of attitudes toward homosexuality than gender alone. When considering contentious gender issues, Herek and Beril (1992) suggested that homophobia, or heterosexism, was the root of gay violence and could be seen as an extreme extension of this basic cultural ideology.

Diversified Background

A heterosexual college students' attitude toward homosexuality are affected by many factors. Wills and Crawford (2000) reported a "significant difference among the following grouping variables: gender, religion, active in one's religion or not, whether or not the subject had a gay friend or acquaintance, whether reared by the mother or father, sexual orientation, education, ethnic group, and age" (p. 101). Herek (1984b) and Cotten-Huston and Waite (2000) also found these variables to be critical indicators of attitudes.

Herek (1988) also found that perception of one's social group and loyalty to a traditional family ideology was significantly predictive of attitudes toward lesbians and gay men. Importantly, the report showed that those scores were higher for attitudes toward gay men. Hinrichs and Rosenberg (2002) found that Greek affiliation for individuals and the presence of Greek letter social organizations on a college campus resulted in a higher level of negativitism toward gay, lesbian and bisexual people.

Herek's (1988) study was corroborated by Herek and Glunt's (1993) later survey, which reported that among men expressing hostile attitudes toward homosexuality, those attitudes were highest for participants with low education levels, conservative religious affiliations, and politically conservative attitudes. Likewise, one's level of religious affiliation also appears to affect members of the GLBT community. A survey by Battle et al. (2002) using a sample composed primarily of African-American homosexuals reported that the "Black Church" had a significant influence on the beliefs of GLBT people. Nearly 65% of the respondents 24 years of age or less (N=283) identified with their church's sentiments toward homosexuality, believing that it was wrong and sinful.

Furthermore, the literature indicates that people of color have a heightened level of negativity toward homosexuality. People of color who are members of the homosexuality community also report a level of discomfort due to the attitudes toward their sexuality (Wills & Crawford, 2000). Rankin (2003) illustrated that the ethnicity and race factor can affect the outlook toward the issue of homosexuality and the level at which homosexuals of color may operate due to societal attitudes. This was concluded through a study involving GLBT people of color (students, staff, and administrators) on college campuses indicating that they conceal their sexual identity 56% (N=288) more often than their white equivalents % (N=1359) .

Fone (2000) asserted that a united front of homophobia has hounded members of the homosexual community, as perpetrated by various subgroups of American society including "men and women, Jews, Muslims, and Christians, blacks, and whites" p. 3.

Empirical research indicates that many factors can and do contribute to an individual's attitude toward the issue of homosexuality. Indicators that are part and parcel of mainstream society (i.e. religiosity/spirituality, gender, ethnic identity, and political affiliation) can and do impact one's view and acceptance of GLBT people. As has been

demonstrated, the GLBT community is considered as a minority and is generally denied parallel social status by the mainstream society. This uneven balance between heterosexuality and homosexuality frequently results in homonegativity, which in turn can produce discrimination, prejudice, or even violence.

Terminology

Rankin (2003) has linked attitudes toward gay men, lesbians, bisexuals, and transgender people with the use of negative terminology. Specifically, she found that of the 36% of undergraduate GLBT students who reported experiencing harassment ($N=1,000$), 89% of the students reported this harassment to be in the form of derogatory remarks. In addition, 79% of these remarks came from peers.

Looking at how certain words can evoke different feelings and beliefs is very important in addressing attitudes. One study assessing the word “homosexual” found that the attitudes of females who used the word “homosexual” to refer exclusively to gay men did not differ significantly from the attitudes of females who used the word to refer to both gay men and lesbians. On the other hand, men who identified the word “homosexual” exclusively with gay men had more pervasively negative attitudes toward homosexuality in general (Black & Stevenson, 1984). Aberson, Swan, and Emerson (1999) found evidence to support that labeling a homosexual male as a “gay man” would socially categorize that individual in a negative way, resulting in an increased level of discrimination.

Some labels and identification categories can result in mixed reactions, although are most frequently viewed as derogatory. Contemporary terminology for gay men, such as sissy, fairy, queen, and faggot, associates being gay with feminine or woman-like characteristics (Pronger, 1990).

Burn (2000) studied the use of controversial terminology such as “fag” and “queer” among college students. Since most researchers agree that popular terminology is culturally based, it is important to note the diversity among the participants in this study. The participants mean age was 19.39 (ranging from 18 to 40 years of age), with 138 male and 119 females contributing to the study. In addition, several ethnicities were represented, including Euro-Americans, Asian Americans, Chicano, and African Americans. Females reported that their male friends used controversial terminology when referring to homosexuals more frequently than did their female friends. Consequently, Burn hypothesized that more anti-homosexual prejudice existed among males than females. Moreover, males joined in with their friends in using derogatory terminology more frequently than did women.

A study conducted by Comstock (1991) involving 291 participants found that verbal harassment typically denounced homosexuality while defending heterosexuality. He reported that terms of verbal harassment (faggot, dyke, sissy, manhater, queer, pervert, etc.) could be categorized as follows: disparaging homosexuality (71%), referring to God, religion, or the bible, (39%), boasting heterosexuality (32%), referring to AIDS (26%), being anti-feminist or anti-woman (26%), being racially insulting (13%), and being ethnically insulting (9%).

Fone (2000) found that other forms of negative expression used to marginalize other subgroups of society are often used in combination with negative terms for the homosexual community. The terms “Jew faggot,” “fat dyke” and “nigger faggot” (p. 6) associates different prejudices, making these beliefs more acceptable.

Needless to say, there are many influences and factors that affect attitudes toward any single group of individuals. The influences stated in this literature review, however, represent those that most frequently emerged. However, they do not represent the only

factors that affect attitudes toward homosexuality. As pointed out earlier, it seems that the most effective way to counteract these influences is with increased knowledge and awareness of the GLBT communities. In fact, Wells and Franken (1987) reported a significant correlation for individuals with positive attitudes surrounding homosexuality to those possessing accurate information about homosexual issues.

Conclusions

The available literature yielded relevant analyses conducted over a long period. This author examined the results and highlighted various themes and important trends. I should note that the data became very saturated, suggesting that the data presented herein is both relevant and coherent.

The literature reliably illustrated that heterosexual attitudes toward homosexuality on college campuses were predominantly negative. Moreover, the research also showed that males held a greater level of negativism toward homosexuality in general, and toward gay men in particular. From the data collected, which primarily focused on gay men and lesbians, attitudes toward bisexual and transgender people are also hypothesized to be consistently negative. This author anticipates that the data presented in this thesis will contribute to the existing body of knowledge concerning attitudes that males hold toward members of the gay, lesbian, bisexual, and transgender community.

Early literature on the subject topic assessed the attitudes of society toward homosexual men and women, while more recent reports have also included bisexuals. The transgender community, however, is just beginning to see themselves represented in the available research (Rankin, 2003). Thus, conducting a research project assessing attitudes toward members of the gay, lesbian, bisexual, and transgender community as a whole is unique to this study.

When interpreting research pertaining to attitudes toward GLBT students on college campuses, the overwhelming majority of these studies have examined populations at middle-to-large co-educational public institutions (Hinrichs & Rosenberg, 2002). Hence, a study focusing on males' attitudes toward homosexuality at private institutions of higher education would provide needed information in this area of study.

Thus, the present study has attempted to bridge the gap within the literature by focusing on heterosexual male attitudes at private colleges toward gay men, lesbians, bisexual, and transgender people.

Chapter Three

Methods

The purpose of this study was to examine the attitudes of male college students at private institutions toward gay men, lesbians, bisexuals, and transgender people. Differences in attitudes by demographic variables were also addressed within the data analysis.

Data were collected by administering the *Gay, Lesbian, Bisexual, and Transgender (GLBT) Attitude Assessment*, developed by the researcher (See Appendix A). The *GLBT Attitude Assessment* is a 37 item pencil and paper survey that measures attitudes toward gay men, lesbians, bisexuals, and transgender people. The study was designed to address the following research questions:

1. What are the attitudes toward gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal arts institutions?
2. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal arts institutions?

Given a sample of heterosexual male college students attending small private liberal art institutions the following questions were also investigated:

3. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among males with different political beliefs (conservative, moderate, liberal)?

4. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among males with different religious beliefs (conservative, moderate, liberal)?

Sample Selection

There were two conditions that had to be met for this study to fulfill its design.

The first condition concerned the institution from which the student population would derive. The institution had to be a small private liberal arts institution. For purposes of this study, these institutions were chosen because researchers have not focused on this institutional type.

Small private liberal arts institutions were all located in the eastern half of the U.S. (i.e. east of the Mississippi River). The institutions were coded using the following designation: PI-1, PI-2, PI-3, etc. These codes were randomly assigned to provide anonymity for the participating institutions. Only institutions with a total population of less than 5,000 students were included.

The second condition for this study involved the students who attended these colleges and who were selected to participate in the study. The participants at their respective institutions had to meet the same four criteria. The Demographic Questionnaire (see Appendix A: Part A), allowed the researcher to include only responses from students who met the criteria to fulfill the study's design.

The first criterion was that all participants had to have attended only one institution of higher education after graduating from high school. The researcher wanted to reduce the bias that might have occurred from including participants who had attended another institution. For the purpose of this study, taking classes at another college or community college during high school did not constitute attending a second institution.

The second criterion for the participants in this study was that they had to be traditional age students. Traditional age students were defined as those 18 years old to 22 years old at the time of data collection. The researcher wanted to control for age to reduce any influence that maturation might have had on the results.

The third criterion for the respondents in the study was that they must have been registered as full-time students at their respective institution. Students who were attending college full-time versus part-time may have had different social experiences throughout their collegiate enrollment. To reduce variance in experiences, participants in the study were all enrolled as full-time students.

The fourth criterion for the participants in the study required them to be heterosexual. Gay, bisexual, or transgender male college students would very likely have had different attitudes toward homosexuality than their heterosexual counterparts. This criterion was suggested by the literature to include only heterosexual views in the data.

To select the sample, the Dean of Students or his/her counterpart was contacted by letter and asked to serve as the coordinator for the study at his/her institution. Preliminary contact with the Dean of Students at several institutions indicated their apprehension about conducting the study in a classroom setting. Several of the institutions' Institutional Review Board also expressed reluctance about using the classroom as the setting for this study.

The Dean of Students at many of the institutions that the author contacted indicated that the study should be conducted in conjunction with the college's Director of Residence Life. Thus, for the purpose of this study, the contact individual – whether the Dean of Students or the Director of Residence Life – will hereafter be referred to as the "coordinator." Coordinators worked with faculty or resident assistants depending on

whether the instruments were disseminated in a classroom setting or within the residence halls. Faculty and resident assistants will be referred to hereafter as “facilitators.” The coordinators were given a description of the study. The coordinator letter (Appendix B) included a description of the sample needed to conduct the study.

Coordinators received follow up e-mails (Appendix C) to confirm receipt of the inquiry letter. If e-mails were returned invalid, coordinators received phone calls that followed the basic script of the e-mail.

Instrumentation

The instrument used for the purpose of this study was the *Gay, Lesbian, Bisexual, and Transgender (GLBT) Attitude Assessment*. The *GLBT Attitude Assessment* includes a demographic questionnaire (Appendix A: Part A) constructed by the researcher, and two previously modified surveys (Appendix A: Part B and Part C).

This study gathered information through a survey instrument. Surveys were used due to their ability to generalize about an entire population via the responses from a smaller portion of that population. Descriptive data, behavioral patterns, and attitudinal information about a population at large can be gathered through survey research. Therefore survey research is one of three main techniques used in primary data collection (Rea & Parker, 1992).

Survey research can be implemented via three methods: mail-out, telephone, and in-person surveys. This study implemented the mail-out method, which has inherent strengths and weaknesses. On the plus side, mail-out surveys are cost saving, convenient, allow ample time for respondents to fill them out, provide authoritative impressions, are anonymous, and reduce interviewer bias. Their drawbacks include lower response rates

than other methods, length of time to conclude, self-selection, lack of interviewer involvement, and lack of open-ended questions (Rea & Parker, 1992).

This study had to modify the mail-out technique noted by Rea and Parker (1992), due to the fact that the surveys were disseminated on college campuses. Specifically, the coordinator requested that the facilitators distribute the survey instruments in the classroom and/or residence halls. However, once the instruments were given to the students, the respondents were asked to respond to them as though the instruments had been mailed to them. After students had completed the survey/or decided not to complete them, the surveys were returned to the facilitator.

Part A of the scale requested participants to complete a demographic questionnaire created by the researcher for purposes of this study. Demographic information included age, gender, academic classification, and sexual orientation (heterosexual, bisexual, gay, etc.). Part A provided information on participants as to whether or not they met the necessary four criteria needed for the study. In addition, it provided background information on the participants, which allowed the author to formulate research questions and conclude other generalizations concerning the population who participated in the study.

Part B, *GLBT Far Proximity Scale* is a modified version of the *Modern Homonegativity Scale* (Morrison, 2002), while Part C, *GLBT Close Proximity Scale* is a modified version of the *Survey of Attitudes Toward Gays, Lesbians, and Bisexuals: Grinnell College*; Section B-Second Part (Sinnott, 1996).

The 24 research items (Parts B and C) on the survey were constructed to gather information on individuals' attitudes toward gay men, lesbians, bisexuals, and transgender people in a social setting. Items in Part B focused on the respondents' global attitudes toward homosexuality. It included items such as "Sexual orientation often is

used to gain special privileges by ..." Items in Part C focused on the respondents' attitudes toward homosexuality in a more intimate context, such as "I am uncomfortable working in the same department with ..."

All items on Part B and Part C of the survey instrument offered participants the same choice of responses using a 5-point Likert-type scale. Participants indicated their responses by circling: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*, or 9 = *undecided* (Dillman, 2000). Participants recorded their responses directly on the questionnaire.

Items from the original instruments were modified for the following reasons: (a) the researcher wanted the research instrument to have the same response answers, (b) the researcher wanted each item within the instrument to be able to include the categories, gay men, lesbians, bisexual, and transgender people without duplication of the research item, and (c) the researcher needed to incorporate bisexual and transgender people into the survey items.

The *GLBT Far Proximity Scale* survey items #3, #6, and #9 were originally designed (*Modern Homonegativity Scale*) in a positive reverse code setup. The remaining survey items were stated in a negative context. The following example will illustrate survey design: ex. negative question design - Forcing their lifestyle upon other people should stop by ...; positive reverse code design - Protests for equal rights still are needed for To create a fluid survey, GLBT Close Proximity Scale research items #3, #6, and #9 were reversed by the researcher of this study.

Data Collection Procedure

Prior to data collection, the researcher requested approval to conduct the study from the Virginia Tech, Institutional Review Board for Research Involving Human Subjects (IRB). After the study was approved, the data collection process was begun.

The researcher contacted the designated coordinator at each university by phone to notify them of the IRB approval and to inform them that data collection would begin. The researcher mailed/arranged delivery of the packets to the coordinators. Coordinators disseminated the surveys amongst the facilitators. Facilitators were instructed to administer the surveys and return them to the coordinator. The coordinators were instructed to return completed and non-completed surveys to the researcher with the provided self-address stamped envelope/or arrange delivery.

Each coordinator received a packet. Enclosed within the packet were copies of the participant consent form, Gay, Lesbian, Bisexual, and Transgender (GLBT) Attitude Assessment, and a facilitator cover letter. Packets were assembled after receiving information from the coordinator on the number of surveys needed for their male on-campus population. Also, each mailing included a large self-addressed stamped envelope for completed surveys to be returned to the researcher. In addition, researcher offered to arrange personal pick-up of survey instruments.

The coordinator received a letter (Appendix D) explaining what was provided within each packet and was instructed to contact the researcher immediately if any components of the packet were missing. In addition, the coordinator was given instructions on how to administer the instrument and a brief summary of the facilitator and students' duties.

The participant cover letter (Appendix E) explained the purpose of the study and background information on the researcher. Participants were told that if at any time

during the study they felt uncomfortable, they had the option of not completing the survey. The letter also stated that if participants at any time had questions or comments regarding the survey, they were asked to contact the researcher. The participant letter included a consent form to participate in the study.

The facilitator cover letter (Appendix F) explained the purpose of the study and background information on the researcher. In addition, the facilitator was thanked for administering the instrument. Facilitators were requested to make students aware that filling out the questionnaire was optional and that their responses would be anonymous. This statement was included to ensure that students did not feel uncomfortable or pressured to complete the survey. The start date of the administration of the surveys occurred when the researcher mailed/delivered them to the coordinators. The ending date of the administration of the surveys occurred when the completed instruments were received by the researcher. The return rate for this study could not be calculated due to the sample population being a mix between a random sample and a convenience sample. The individual samples from each institution depended on the setting in which the survey instrument was administered.

Coordinators were scheduled to receive an e-mail (Appendix G) reminder concerning the sensitivity surrounding the research. The timeframe by which instruments should be disseminated and collected were also indicated.

Validity and Reliability

Validity of an instrument refers to the appropriateness, meaningfulness, and usefulness of the results (Gall, Borg, & Gall, 1996). Reliability of an instrument refers to the consistency, stability, and precision of test scores over a period of time and populations (Gall, Borg, & Gall, 1996). The validity of the *GLBT Attitude Assessment's* modified surveys was conducted by the previous author's research.

Part B of the *GLBT Attitude Scale* is a modified version of the *Modern Homonegativity Scale* (Morrison, 2002). The content validity of this scale was assessed first by a member of a gay and lesbian organization. Fifty items were generated by this process.

The construct validity was determined by the level of correlation with political conservatism and religiosity. Scores correlated positively: political conservatism for males, $r = .46$, $p < .001$, and females, $r = .53$, $p < .001$; self-reported religious behavior for males, $r = .23$, $p < .005$, and females, $r = .28$, $p < .001$; religious self-schema for males, $r = .20$, $p < .05$, and females, $r = .28$, $p < .001$. The author used the *Cronbach's Alpha* computation to measure reliability. The internal consistency of the scale was measured resulting in an estimate of the degree to which the scale was deemed reliable. It is a widely used measure of reliability (DeVellis, 1991). The reliability measure computation was .93 for this instrument. Males scored an alpha coefficient of .91 and females .92. Corrected item-total correlations ranged from .46 to .74 with an average of .63 for men. Women scored a corrected item-total correlation range of .52 to .74 with an average of .65. Thus, the reliability of the *Modern Homonegativity Scale* was identified as acceptable.

These findings were generated with the 13-item *Modern Homonegativity Scale (MHS)*. One item was deleted due to the comparable loading on two different factors using the maximum likelihood (ML) factor analyses followed by oblique rotation. This resulted in a 12-item survey which was modified for the present research.

Part C of the *GLBT Attitude Assessment* featured a modified version of the *Survey of Attitudes Toward Gays, Lesbians, and Bisexuals: Grinnell College*; Section B-Second Part (Sinnett, 1996). Reliability and validity analyses were conducted to assess the appropriateness of this instrument to measure attitudes. The coefficient alpha was .85

across all attitude items, reporting a high reliability. Thus, minimal random variation was detected and consistency in response was found across all items. A factor analyses was conducted on the attitude items to examine the distinctiveness of the three factors (people, behavior, and climate). In addition, the analyses reviewed the statistical significance between the factors and response to survey items. The analyses reported a 52.8% variance in responses, which was attributed to the three factor solution.

I conducted a reliability analysis on the data retrieved from the present study. Reliability coefficients are not transferable from one to study to another due to the coefficients being sample-dependent.

Data Analysis Procedures

The data was examined using the Statistical Package for Social Science (SPSS) (Cronk, 1999). The analyses included descriptive and inferential statistics. Descriptive statistics were used, which included the computation of means and standard deviations. Histograms of continuous variables were produced through SPSS and examined by the researcher. The inferential statistics used in this study were within subjects *Analysis of Variance (ANOVA)* and within-subjects *ANOVA* with one between-subjects variable (2-way mixed *ANOVA*). *T*-tests were used for post-hoc follow up to answer research questions using the within-subjects *ANOVA*. The *t*-test used a Bonferroni adjusted alpha. The post-hoc *Ryan Procedure* (also known as the REGWQ procedure) was used to supplement the within-subjects *ANOVA* with one between-subjects variable. The Ryan Procedure used an alpha level of .05.

Research question one was examined using descriptive statistics. The mean was computed for heterosexual male college students' attitudes toward each homosexual subgroup (gay men, lesbians, bisexual, and transgender people) for each instrument item (total of 24 instrument items). Thus, four means are reported herein for each instrument

item. The standard deviation was computed to examine the variance of the mean attitude score. Finally, a histogram was conducted to analyze whether the variables were normally distributed.

The descriptive statistics within this study were considered to be the foundation for all the other research questions that were investigated. These scores gave a general overview of the attitudes that heterosexual males attending small private liberal arts institutions possessed. This general overview was deemed important due to the fact that male students attending small private liberal arts institutions were only marginally represented in the research literature reviewed. A further investigation of participants' attitudes toward the subgroups (gay men, lesbians, bisexual, and transgender people) was accomplished using demographic variables and inferential statistics.

Research question two were examined using inferential statistics. The statistical analysis within-subjects *ANOVA* was employed. Within-subjects *ANOVA* allowed for comparisons of means among the various subgroups. The comparisons of attitudes towards gay, lesbian, bisexual, and transgender people were made to help determine whether there were any significant differences in mean scores among the different attitudes.

Within-subjects *ANOVAs* are the same as repeated measures *ANOVAs* used in non-experimental research. The procedure allowed for the same sample to be measured in the same study in more than one way, as long as the various measurements use the same metric. In other words, comparisons of repeated measurements can be obtained if the scale measures had the same number of items and the same number of anchor points per item. In the case of this study, four attitude measures were administered to the study sample. This procedure is an acceptable form of analysis to use in non-experimental studies (Hutchinson, 2003). The analysis used a criterion alpha of .05.

When within-subjects *ANOVA* are statistically analyzed, several tables can be generated from the results. The table used in this study was the Test of Within-Subjects Effects. The Factor 1 Source block and the Greenhouse-Geisser row was used to report data. The Mauchly's Test of Sphericity was used to determine what components of the analysis to use in reporting the report data (Howell, pg. 488). If the sphericity assumption is violated, one must use either the Greenhouse-Geisser or the Huynh-Feldt adjusted significance values.

If the sample population reported a mean difference between the subgroups, a *t*-tests was administered. The *t*-tests were administered to identify the mean significance within the subgroups. The t-test was used for post-hoc follow-up with a Bonferroni adjustment that corresponds to α/k , where k refers to the number of comparisons. This ensures that the overall alpha remains less than .05. The Bonferonni alpha was manually calculated by dividing .05 by the number of t-tests needed.

Research questions three and four were also examined using inferential statistics. The statistical analysis, within-subjects *ANOVA* with one between-subjects variable was used to analyze the data. This statistical analysis is also referred to as a 2-way mixed *ANOVA*. This design allows for the examination of mean differences across dependent measures as well as mean differences among groups within categorical demographic variables that affect scores on the dependent measures (Howell, 2002). In the context of this study, within-subjects *ANOVA* with one between-subjects variable analysis allow the examination of mean differences among attitudes towards gay men, lesbians, bisexuals, and transgender people. In addition, the means across demographic groupings can also be compared (i.e. conservative versus liberal) using this method. For clarification, the following comparisons can be addressed using a within-subjects *ANOVA* with one between-subjects variable: (a) a comparison of the scale means, (b) a comparison of a

means across the different demographic groups, and (c) whether or not there is an interaction between attitudes and a given demographic factor (ex. political beliefs).

If a significant difference was indicated during the *ANOVA* tests used in questions three and four, a post hoc test was administered. Post hoc tests are used to determine which means are significantly different. For example, within subjects *ANOVAs* can determine whether there are mean differences in attitudes towards gay men, lesbians, bisexuals, and transgender people. Even if mean differences are detected after conducting an *ANOVA* procedure, it is still not known which groups differ from one another. A post hoc test is therefore necessary to determine which attitudes are different.

Post-hoc testing was chosen as the method for examining group differences rather than the method of using linear contrasts because the researcher had no empirical support for making hypotheses as to which attitudes would differ or which demographic groupings would differ. This study administered the post hoc test called the Ryan procedure. The Ryan procedure was deemed desirable since it is a more powerful test than either the *Newman-Keuls test* or the *Tukey test*. In addition, it sustains the family-wise error rate at alpha (Howell, 2002).

The use of two different forms of *ANOVA* were used so that an accurate evaluation of the reported attitudes could be developed. Within-subjects *ANOVA* examined attitude differences among the entire sample of heterosexual males at small private liberal arts institutions. Within-subjects *ANOVA* with one between-subjects variable examined the attitudes among different demographic groups within the study's sample. This kind of *ANOVA* allowed the analysis of an interaction effect between attitudes and a given demographic factor

The alpha level of .05 was used in this study for all statistical analyses unless otherwise stated. This level of significance was chosen because it is a commonly used

level within the field of education with a relative low risk of committing a Type I error.

Type I error is the error of rejecting the null hypothesis when it is true (Howell, 2002).

An example of this kind of error in the context of this study would be to accept the alternative hypothesis that there were attitudinal differences, when in fact there were no differences in attitudes towards gay men, lesbians, bisexuals, and transgender people.

The present study was analyzed by conservative methods. The statistical analysis and procedures administered in this study were conservative methods commonly used within the field of education.

Chapter 4

Results

This chapter summarizes the results of the data analysis for the present study.

The chapter is organized into two sections. The first section describes the demographic characteristics of the sample. The second section presents the results of the research study organized by the research questions:

1. What are the attitudes toward gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal art institutions?
2. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among heterosexual male college students who attend small private liberal art institutions?

Given a sample of heterosexual male college students attending small private liberal art institutions the following questions also were investigated:

3. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among heterosexual men with different political beliefs (conservative, moderate, liberal)?
4. Are there differences in attitudes towards gay men, lesbians, bisexuals, and transgender people among heterosexual men with different religious beliefs (conservative, moderate, liberal)?

Descriptive Statistical Profile

The number of respondents in the following descriptive summary varies. Some respondents failed to complete each item in the demographic section of the survey instrument. The number of missing respondents can be viewed from the tables produced through the statistical analysis. All data was rounded to two decimal places for the purposes of this study. The total number of respondents in the sample population were 337.

Institution Type

The institutions selected for the study were all private colleges and universities located east of the Mississippi. However, each institution had distinct differences that should be noted. All institutions had populations under 5,000 students. PI-1 is a co-ed private institution and had 55 respondents (16.30% of the respondents). The institution has a student population of approximately 2,160. PI-2 is a historically black university and had 54 respondents (16.00% of the respondents). The institution has a population of approximately 1,600 students. PI-3 is an all male single-sex institution and had 166 respondents (49.30% of the respondents). The institution has a student population of approximately 1,100. Finally, PI-4 is a co-ed institution, comprised of a female college and a male college. This institution had 62 respondents (18.40% of the respondents). This institution has a student population of approximately 3,000. Respondents refer to actually number of participants from institution in the study. Table 1 depicts the breakdown of participates at small private liberal art institutions.

Table 1.

Respondents Representation from Each Institution Type

Institution	f	P	Valid Percent	Cumulative Percent
PI-1	55	16.30	16.30	16.30
PI-2	54	16.00	16.00	32.30
PI-3	166	49.30	49.30	81.60
PI-4	62	18.40	18.40	100.00
Total	337	100.00	100.00	

Required Respondent Variables

All respondents in the study's sample were self-identified heterosexual males. All respondents attended their institutions full-time. Finally, no respondents had attended any other collegiate institution prior. Participants in this study were between the ages of 18 years old and 22 years old.

Age

All respondents in the study were between the ages of 18 and 22. Participants reporting age of 19 years old represented the largest percentage of the respondents. Table 2 provides a breakdown of age for the participants.

Academic Classification

All respondents in the sample population were undergraduate students. Participants were able to choose their classification from the following selection: freshman, sophomore, junior and senior. Freshman represented 147 respondents (43.60%) and represented the largest group in the study. The remaining academic classifications were sophomores, 90 respondents (26.70%); juniors, 60 respondents (17.80%) and seniors, 40 respondents (11.90%). Table 3 depicts the breakdown of academic classification for the respondents.

Political Beliefs

Respondents reported their level of political beliefs from the following selections: liberal, moderate, conservative and not applicable. Respondents overwhelmingly identified themselves conservative in their political beliefs at 42.40% (n=143). The moderate category was ranked second at 28.20% (n=95). Only 18.10% (n=61) of the respondents identified themselves liberal. Several respondents indicated not applicable or chose to leave this item blank. Table 4 provides additional data on political beliefs.

Table 2.

Respondents' Age Breakdown

Age	f	P	Valid Percent	Cumulative Percent
18	57	16.90	16.90	16.90
19	127	37.70	37.70	54.60
20	90	26.70	26.70	81.30
21	48	14.20	14.20	95.50
22	15	4.50	4.50	100.00
Total	337	100.00	100.00	

Table 3.

Respondents' Academic Classifications

Academic Classification	f	P	Valid Percent	Cumulative Percent
Freshman	147	43.60	43.60	43.60
Sophomore	90	26.70	26.70	70.30
Junior	60	17.80	17.80	88.10
Senior	40	11.90	11.90	100.00
Total	337	100.00	100.00	

Table 4.

Respondents' Political Beliefs

Political Identity	f	P	Valid Percent	Cumulative Percent
Liberal	61	18.10	18.40	18.40
Moderate	95	28.20	28.60	47.00
Conservative	143	42.40	43.10	90.10
Not Applicable	33	9.80	9.90	100.00
Total	332	98.50	100.00	
System Missing	5	1.50		
	337	100.00		

Political Affiliation

The students had the option to identify their political affiliation. There were 8 political affiliations identified. Of the sample, 39.50% reported to be affiliated with the Republican Party. The Democratic Party was ranked second with 13.90% of the sample identifying this category. Libertarian Party was ranked third with 2.40% of the sample. It is important to note that 8.6% of the population responded not applicable and 33.20% of the sample did not provide any information. Table 5 lists the remaining political affiliations.

Religious Beliefs

Respondents reported their level of religious beliefs (religiosity) from the following selections: liberal, moderate, conservative and not applicable. The largest percentage of the respondents identified themselves moderate (n = 123, 36.50%). Conservative males represented 30.90% (n = 104) of the sample. A total of 49 (14.50%) students were liberal. It is important to note that 15.10% (n = 51) of the respondents chose not applicable. Table 6 provides additional data in regards to religious beliefs.

Religious Affiliation

As with political affiliation, respondents also were able to identify their religious affiliation. Respondents identified 26 religious affiliations. Baptist (n = 38, 11.30%), Catholic (n = 31, 9.20%), Methodist (n = 31, 9.2%), Episcopalian (n = 30, 8.90%), Presbyterian (n = 29, 8.60%) and Christian (n = 22, 6.50%) categories had at least 20 respondents to associate themselves with these religious affiliation. A high percentage (24.60%, n = 83) amongst the respondents, did not identify a religious affiliation. Table 7 presents all 26 religious affiliations represented in the study.

Table 5.

Respondents' Political Affiliations

Political Affiliation	f	P	Valid Percent	Cumulative Percent
Republican	133	39.50	59.10	59.10
Democrat	47	13.90	20.90	80.00
Green Party	3	0.90	1.30	81.30
Constitution Party	1	0.30	0.40	81.80
Indie	1	0.30	0.40	82.20
Libertarian	8	2.40	3.60	85.80
Socialist/Communist	1	0.30	0.40	86.20
Independent	2	0.60	0.90	87.10
None/Not Applicable	29	8.60	12.90	100.00
Total	225	66.80	100.00	
System Missing	112	33.20		
	337	100.00		

Table 6.

Respondents' Religious Beliefs

Religious Beliefs	f	P	Valid Percent	Cumulative Percent
Liberal	49	14.50	15.00	15.00
Moderate	123	36.50	37.60	52.60
Conservative	104	30.90	31.80	84.40
Not Applicable	51	15.10	15.60	100.00
Total	327	97.00	100.00	
System Missing	10	3.00		
	337		100.00	

Table 7.

Respondents' Religious Affiliation

Religious Affiliation	f	P	Valid Percent	Cumulative Percent
Presbyterian	29	8.60	11.40	11.40
Episcopalian	30	8.90	11.80	23.20
Methodist	31	9.20	12.20	35.40
Lutheran	10	3.00	3.90	39.40
Christian	22	6.50	8.70	48.00
Roman Catholic	11	3.30	4.30	52.40
Southern Baptist	6	1.80	2.40	54.70
Baptist	38	11.30	15.00	69.70
Pentecostal	2	0.60	0.80	70.50
Catholic	31	9.20	12.20	82.70
C.O.G.I.C.	1	0.30	0.40	83.10
Evangelical Christian	1	0.30	0.40	83.50
Jewish	5	1.50	2.00	85.40
Protestant	4	1.20	1.60	87.00
Agnostic	6	1.80	2.40	89.40
Mennonite	1	0.30	0.40	89.80
Bahai	1	0.30	0.40	90.20
Orthodox	2	0.60	0.80	90.90
Non-Denominational	2	0.60	0.80	91.70
Atheist	3	0.90	1.20	92.90
Hindu	1	0.30	0.40	93.30
Up in the air	1	0.30	0.40	93.70

Table 7 (continued). *Respondents' Religious Affiliation*

Religious Affiliation	f	P	Valid Percent	Cumulative Percent
Rastafarian	1	0.30	0.40	94.10
Holiness	1	0.30	0.40	94.50
Anglican	1	0.30	0.40	94.90
Quaker	1	0.30	0.40	95.30
None/NA	12	3.60	4.70	100.00
Total	254	75.40	100.00	
System Missing	83	24.60		
	337	100.00		

Racial/Ethnic Affiliation

Participants overwhelmingly identified their racial/ethnicity has Caucasian (n = 242, 71.80%). African-Americans/Blacks (n = 73, 21.70%) and Asians (n = 10, 3.00%) followed respectively. Table 8 represents the additional racial/ethnic affiliation.

United States Residency

The vast majority of the sample population were from the United States (n = 332, 95.00%). Only 3.00% of the students represented in the study were non-United States residents. Table 9 presents the respondents residency.

First Generation

Students reported if they were first of their siblings or parents to attend college. The majority of the sample responded no indicating they were not first generation college students (79.20%, n = 333). Table 10 represents the respondent's family collegiate history.

Student Organization Participation

The students overall reported a high level of participation in student organization. Respondents participating in one organization reported (22.30%), two organizations (26.10%) and three organizations (13.10%). Table 11 provides all percentages for participation in student organizations.

Fraternity Membership

Fraternity membership was not prevalent amongst the respondents (68.80%, n = 331). Table 12 illustrates respondent's identification in fraternity membership.

Athletic Participation

The majority of the students in this sample participated in an intramural and/or intercollegiate sport (66.80%, n = 225). These data are reported in Table 13.

Table 8.

Respondents' Racial/Ethnic Affiliation

Racial/Ethnic Affiliation	f	P	Valid Percent	Cumulative Percent
African-American/Black	73	21.70	22.00	22.00
Asian	10	3.00	3.00	25.00
Caucasian	242	71.80	72.90	97.90
Hispanic/Latino	2	0.60	0.60	98.50
Native American/Alaska Native	1	0.30	0.30	98.80
Native Hawaiian/Pacific Islander	1	0.30	0.30	99.10
Other	3	0.90	0.90	100.00
Total	332	98.50	100.00	
System Missing	5	1.50		
	337	100.00		

Table 9.

Respondents' United States Residence Status

U.S. Resident	f	P	Valid Percent	Cumulative Percent
Yes	322	95.50	97.00	97.00
No	10	3.00	3.00	100.00
Total	332	98.50	100.00	
System Missing	5	1.50		
	337		100.00	

Table 10.

Respondents Who are First Generation College Students

First to attend College	f	P	Valid Percent	Cumulative Percent
Yes	66	19.60	19.80	19.80
No	267	79.20	80.20	100.00
Total	333	98.80	100.00	
System Missing	4	1.20		
	337		100.00	

Table 11.

Respondents' Participation in Student Organization

Student Organization Participation	f	P	Valid Percent	Cumulative Percent
None	85	25.20	25.50	25.50
One	75	22.30	22.50	48.00
Two	88	26.10	26.40	74.50
Three	44	13.10	13.20	87.70
Four	18	5.30	5.40	93.10
5 or more	23	6.80	6.90	100.00
Total	333	98.80	100.00	
System Missing	4	1.20		
	337	100.00		

Table 12.

Respondents' Membership in a Fraternity

Fraternity Affiliation	f	P	Valid Percent	Cumulative Percent
Yes	99	29.40	29.90	29.90
No	232	68.80	70.10	100.00
Total	331	98.20	100.00	
System Missing	6	1.80		
	337	100.00		

Table 13.

Respondents' Participation in Intramural/Intercollegiate Athletics

Participation in intramural/intercollegiate athletics	f	P	Valid Percent	Cumulative Percent
Yes	225	66.80	67.60	67.60
No	108	32.00	32.40	100.00
Total	333	98.80	100.00	
System Missing	4	1.20		
	337	100.00		

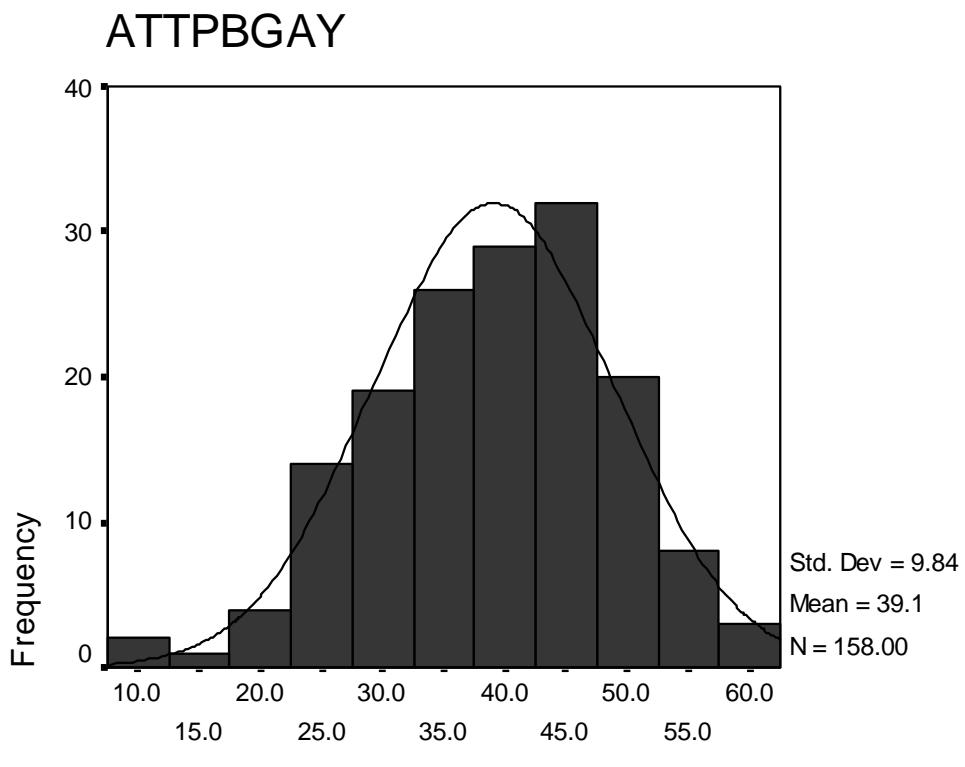
Histograms

Histograms were drawn on the subgroup's composite scores. A normal curve was also drawn over the data to determine the subgroups normal distribution. All subgroups within the *GLBT Far Proximity Scale* approximated a normal distribution. All of the means were neutral moving slightly to a disagree range.

All subgroups within *GLBT Close Proximity Scale* had also approximated a normal distribution. *GLBT Close Proximity Scale* had a larger sampling population than *GLBT Far Proximity*. Subgroups means were neutral with a slight transition to the agree range. Figure 1 through 8 provides the histogram graphs regarding respondent's attitudes toward gay men, lesbian, bisexual and transgender people.

Skewness and Kurtosis

A Skewness and Kurtosis Analysis was also conducted on the subgroup's composite scores. The skewness and kurtosis provides numerical data to support the histograms (Howell, 2002). The Skewness Analysis for *GLBT Far Proximity Scale* and *GLBT Close Proximity Scale* subgroups were between -1 and 1. The Kurtosis Analysis did not indicate numerically a curve that was extremely out of line with the normal bell curve. Neither a platykurtic bell curve (a coefficient smaller than -1) or a leptokurtic bell curve (a coefficient larger than 2) was indicated from the data or visually from the histogram graphs (Huck, 2004). Table 14 provides the data from the Skewness and Kurtosis Analysis that corresponds with the results from the histogram.



ATTPBGAY

Figure 1.

Histograms: GLBT Far Proximity Scale: Gay Men

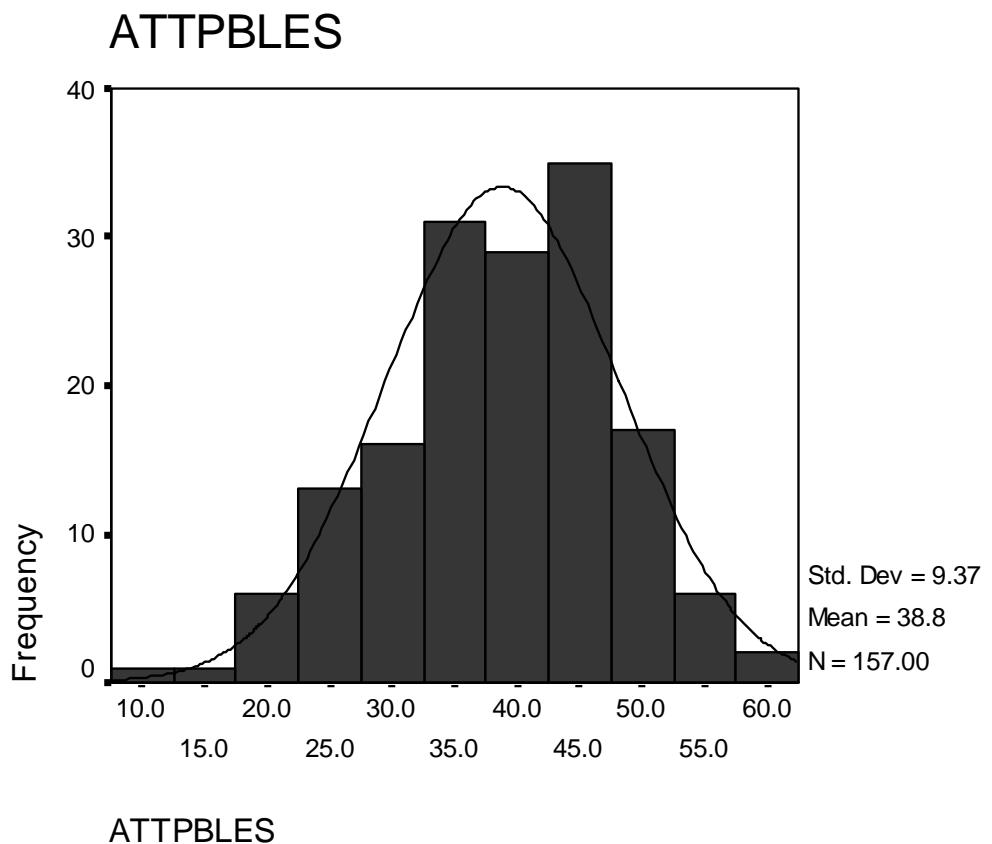


Figure 2.

Histograms: GLBT Far Proximity Scale: Lesbians

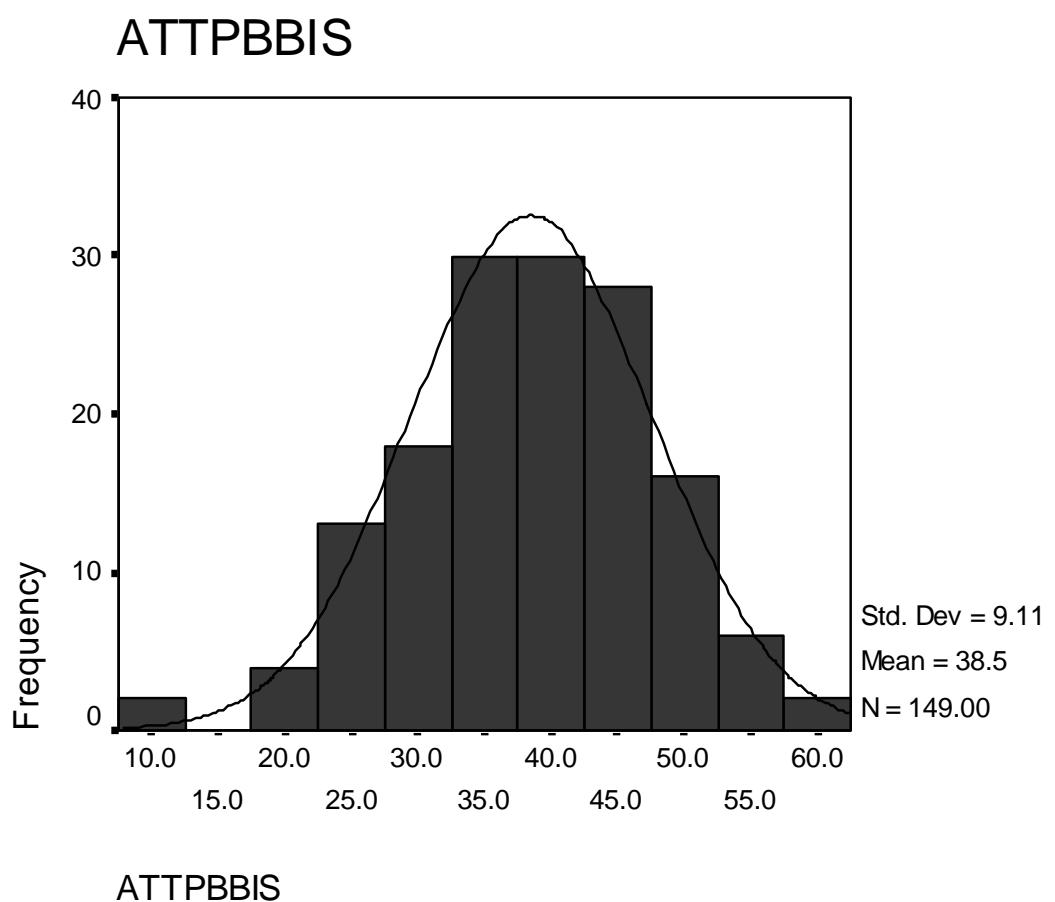
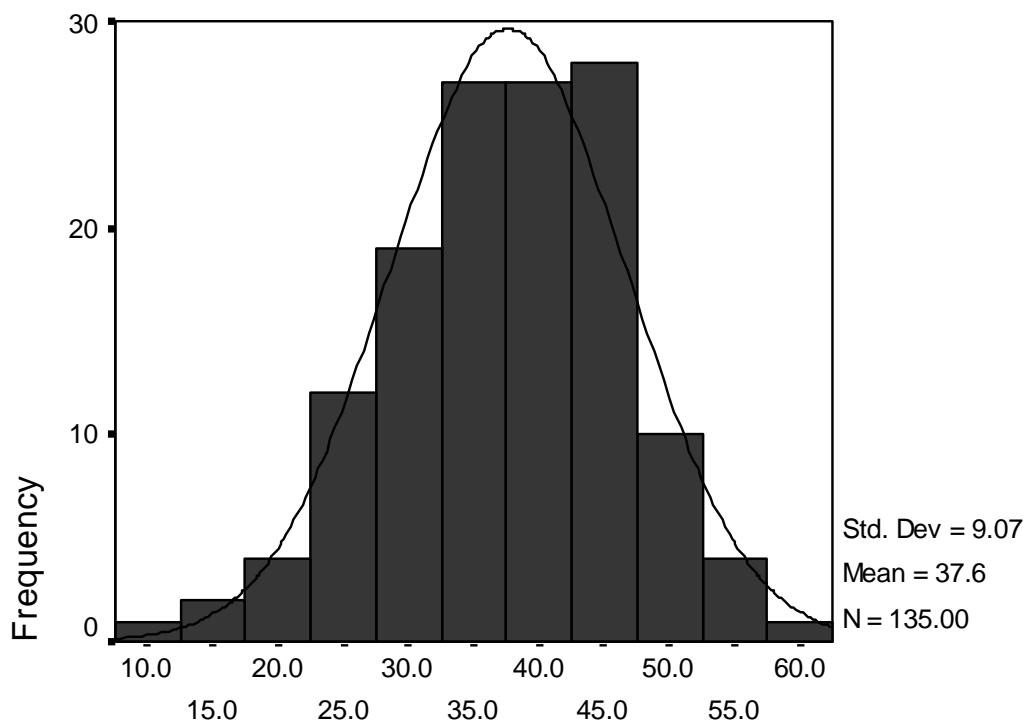


Figure 3.

Histograms: GLBT Far Proximity Scale: Bisexuals

ATTPBTRA



ATTPBTRA

Figure 4.

Histograms: GLBT Far Proximity Scale: Transgender People

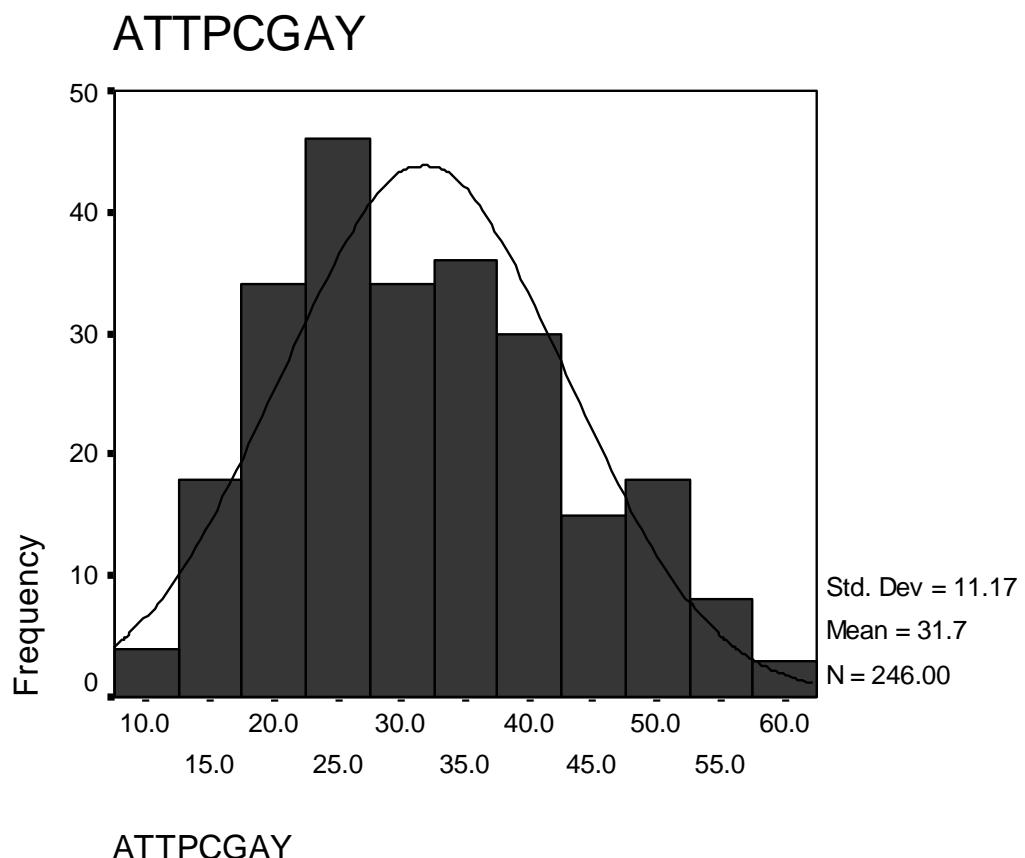
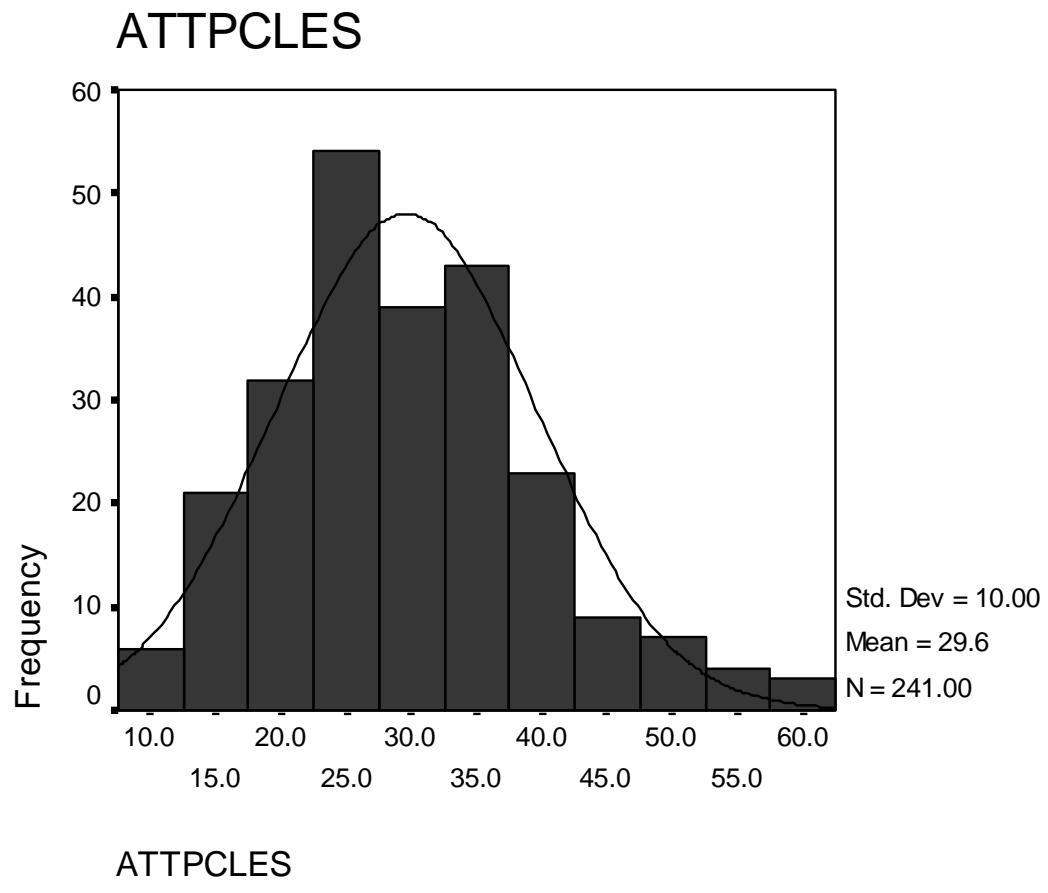


Figure 5.

Histograms: GLBT Close Proximity Scale: Gay Men



ATTPCLES

Figure 6.

Histograms: GLBT Close Proximity Scale: Lesbians

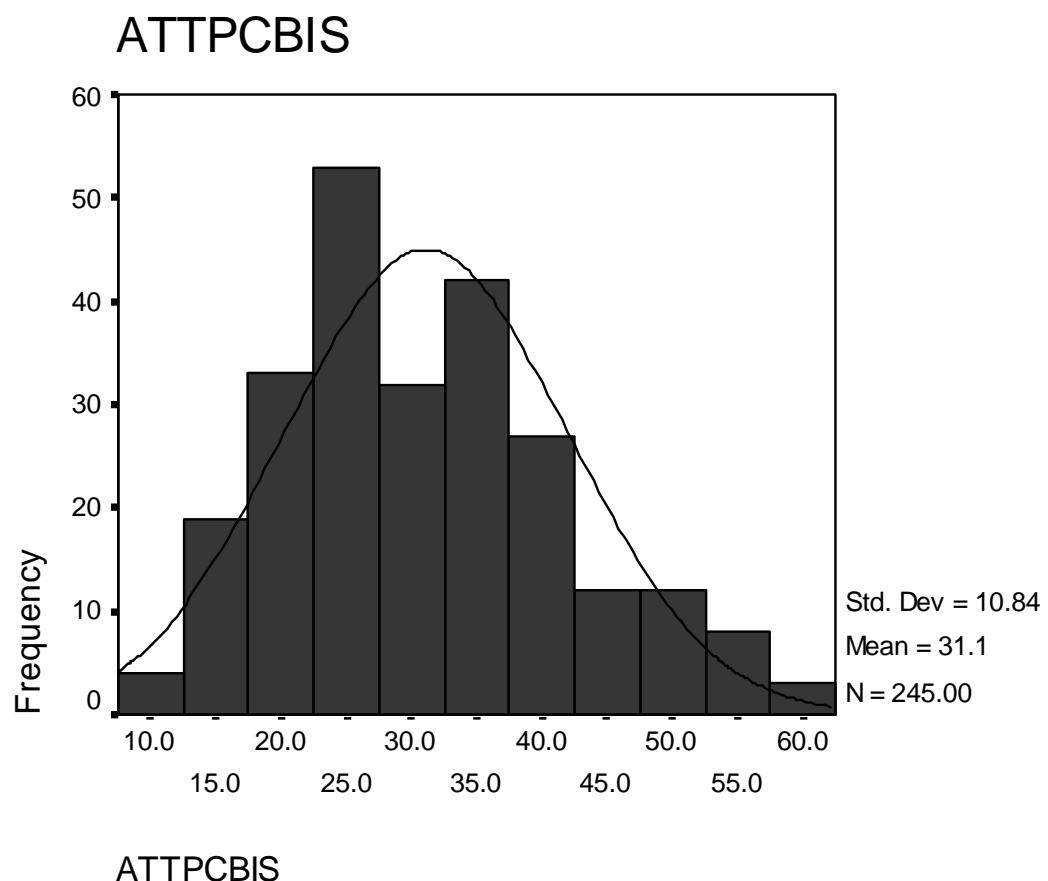
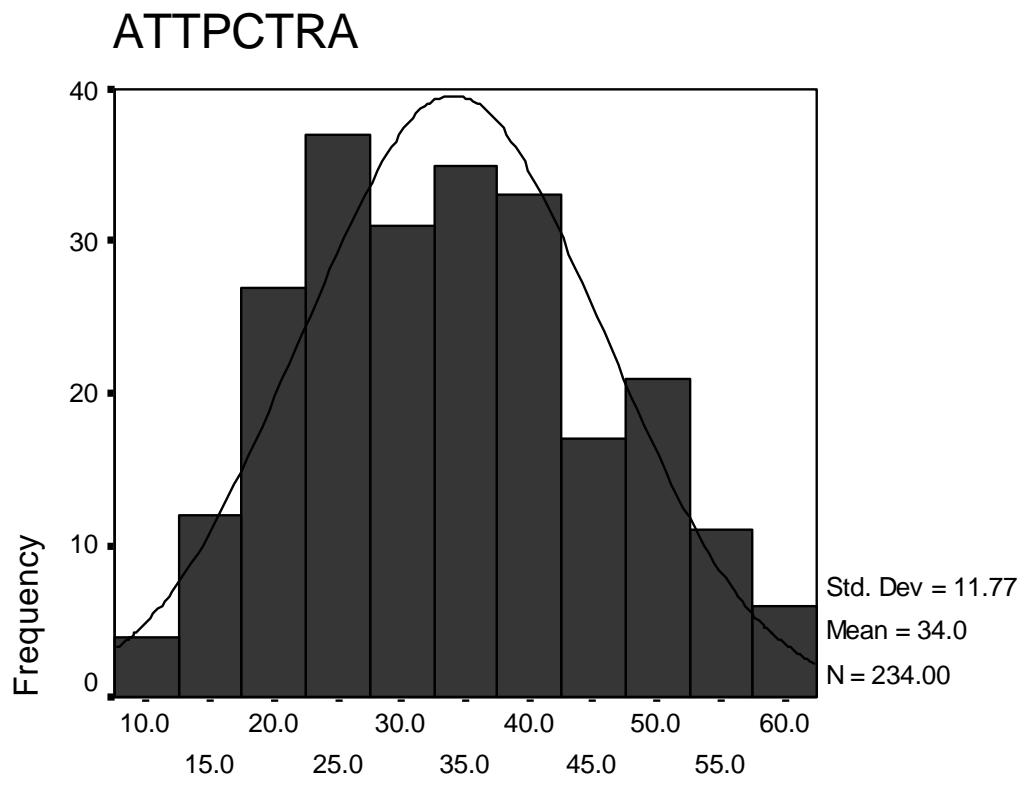


Figure 7.

Histograms: GLBT Close Proximity Scale: Bisexuals



ATTPCTRA

Figure 8.

Histograms: GLBT Close Proximity Scale: Transgender People

Table 14.

Skewness and Kurtosis Scores

	No	Min	Max	M	SD	Skewness	SE	Kurtosis	SE
GLBT Far Proximity Scale: Gay men	158	12.00	60.00	39.08	9.84	-0.25	0.19	-0.21	0.38
GLBT Far Proximity Scale: Lesbians	157	12.00	60.00	38.79	9.37	-0.30	0.19	-0.10	0.39
GLBT Far Proximity Scale: Bisexuals	149	12.00	58.00	38.48	9.11	-0.30	0.20	0.07	0.40
GLBT Close Proximity Scale: Transgender People	135	12.00	58.00	37.62	9.07	-0.28	0.21	-0.00	0.41
GLBT Close Proximity Scale: Gay Men	246	12.00	60.00	31.74	11.17	0.46	0.16	-0.49	0.31
GLBT Close Proximity Scale: Lesbians	241	12.00	60.00	29.57	10.00	0.64	0.16	0.37	0.31
GLBT Close Proximity Scale: Bisexuals	245	12.00	60.00	31.12	10.84	0.55	0.16	-0.17	0.31
GLBT Close Proximity Scale Transgender People	234	12.00	60.00	34.04	11.77	0.28	0.16	-0.68	0.32
Valid N (listwise)	108								

Measures

Reliability Analysis

The reliability analysis was conducted on the Gay, Lesbian, Bisexual, Transgender (GLBT) Far Proximity and Close Proximity Scales. The reliability analysis examines the scale to for random error. The reliability used in this analysis is $\alpha \geq 0.5$. The alpha mentioned is Cronbach's Alpha (coefficient alpha) and is frequently used in the educational field and can be interpreted as the proportion of the observed variance that reflects true variance in a concept (Howell, 2002). The Cronbach's Alpha also yields the highest reliability estimate. Data on the *GLBT Far and Close Proximity Scales* were collected on their individual 4 subgroups.

Reliability analysis is acceptable with an $\alpha \geq 0.5$ (Howell, 2002). All subgroups on *GLBT Far Proximity Scale* received alpha scores greater than 0.80. The responses toward gay men received the highest alpha score with an alpha of 0.85 ($n = 158$). The alpha for the remaining subgroups' responses were reported as follows: lesbians ($n = 157$, $\alpha = 0.84$); bisexuals ($n = 149$, $\alpha = 0.84$); transgender ($n = 135$, $\alpha = 0.81$). These scores indicate a high level of internally consistency.

Responses to subgroups on *GLBT Close Proximity Scale* also received alpha scores greater than 0.80. This score indicates a significant level of internal consistency. Responses toward transgender people were the most consistent with a reported alpha of 0.88. The scales were also reliable when used to measure attitudes toward other groups: gay men ($n = 246$, $\alpha = 0.88$); lesbians ($n = 239$, $\alpha = 0.86$) and bisexuals ($n = 245$, $\alpha = 0.88$). The reliability analysis shows that the *GLBT Far and Close Proximity Scale* are internally consistent. This consistency is true for this test in regards to this sample under the present study's testing conditions.

Exploratory Factor Analysis

An Exploratory Factor Analysis was conducted on each subgroup within the *GLBT Attitude Assessment*. The analyses were conducted because no mean difference were discovered for the subgroups during the within-subjects ANOVAs analysis for the *GLBT Far Proximity Scale*. DeVellis (1991) reports that Exploratory Factor Analysis allows the examination of the construct-related validity of the scale and indicates which items load onto which scales. Finding a significant level of reliability ensures that all items measure the same construct. The eigenvalue needs to be greater than 1, which indicates the presence of an interpretable factor. This statistical analysis on the scales used in this study allowed for validation and supported the previous scale development findings.

First, the Exploratory Factor Analysis was conducted on the *GLBT Far Proximity Scale*. Responses to the gay men subgroup loaded onto 3 factors. Responses to gay men loaded onto Factor 1 the highest with an eigenvalue at 4.71. The factor loading components ranged from 0.18 to 0.80. Responses to question 2 about gay men were outliers. The question loaded very low on Factor 1 with a score of 0.18 and loaded on Factor 3 at 0.65. See Table for additional variance on the 3 factors. Responses to the lesbian subgroup also loaded the highest on Factor 1 with an eigenvalue at 4.60. The factor loading components on Factor 1 ranged from 9.446E-02 to 0 .79. Responses to the bisexual subgroup loaded onto Factor 1 the highest out of the three factors with an eigenvalue at 4.50. Factor 1 had a component loading range of 9.633E-02 to 0.77. Responses to bisexuals did not have any question items to load significantly higher on any other Factor. Factor 1 also had the highest eigenvalue at 4.30 for responses to transgender people. The range for responses to transgender people on Factor 1 was

2.111E-02 to 0.78. Responses to question 1 about transgender people loaded higher on Factor 2 and Factor 3.

The Exploratory Factor Analysis indicated a high level of construct-related validity across the *GLBT Far Proximity Scale*. The construct validity for this scale was supported.

Last, the research question items for the subgroups on the GLBT *Close Proximity Scale* were analyzed. Responses to all subgroups loaded onto 2 factors. The subgroups were found to have loaded significantly with an eigenvalue greater than 1. Responses to gay men loaded onto Factor 1 with the highest eigenvalue at 6.21. The factor loading components ranged from 8.768E-02 to 0.89 on Factor 1. Responses to lesbians loaded the highest onto Factor 1 with an eigenvalue at 6.01. Factor 1's loading components ranged from -6.693E-03 to 0.89. An eigenvalue of 6.24 was scored for responses to bisexuals on Factor 1. Responses to bisexual's factor loading components on Factor 1 ranged from 9.384E-03 to 0.90. Responses to transgender people loaded on Factor 1 the highest with an eigenvalue at 6.33. These responses had a range on Factor 1 from -3.801E-02 to 0.91.

GLBT Close Proximity Scale's survey items loaded consistently onto Factor 1 with the highest eigenvalue. This consistency validated a significant construct-related validity.

In addition, the Exploratory Factor Analysis supports the reliability analysis findings that the *GLBT Far and Close Proximity Scales* were statistically validated to be scales. Please refer to Tables 15 through 22 for Exploratory Factor Analysis results.

Table 15.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Gay Men: Eigenvalue Scores

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
Loadings						
1	4.71	39.23	39.23	4.71	39.23	39.23
2	1.40	11.64	50.87	1.40	11.64	50.87
3	1.08	9.02	59.90	1.08	9.02	59.89
4	0.86	7.16	67.05			
5	0.78	6.47	73.52			
6	0.63	5.25	78.77			
7	0.60	5.03	83.80			
8	0.50	4.18	87.97			
9	0.44	3.70	91.67			
10	0.43	3.60	95.26			
11	0.32	2.69	97.95			
12	0.25	2.05	100.00			

*Extraction Method: Principal Component Analysis.

Table 15.1.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Gay Men: Factor Components

	Component 1	Component 2	Component 3
1. Sexual orientation often is used to gain special privileges by gay men	0.57	0.15	0.55
2. Focus often is on the differences between heterosexuals and their sexuality rather than commonalities by gay men.	0.18	0.57	0.65
3. Rights are often denied to gay men	0.47	-0.60	0.39
4. It is ridiculous for colleges/universities to provide special studies programs (i.e., gay and lesbian studies) to gay men	0.80	2.489E-02	-0.23
5. It is ridiculous to assume that celebrations such as Gay Pride Day should constitute a source of pride with regard to their sexual orientation by gay men.	0.72	0.14	-0.18
6. Protests for equal rights still are needed for gay men.	0.64	-0.50	0.16
7. Forcing their lifestyle upon other people should stop by gay men	0.64	5.414E-02	-0.17
8. To be treated like everyone else, making a fuss about one's sexuality should stop by gay men.	0.64	0.31	-0.17
9. Coming out of the closet takes courage and admiration should be extended to gay men.	0.58	-0.45	4.834E-02

Table 15.1 (continued). *Exploratory Factor Analysis: GLBT Far Proximity Scale: Gay Men: Factor Components*

	Component 1	Component 2	Component 3
10. Complaining about the way society treats them should stop by gay men.	0.69	0.33	-4.601E-02
11. American tax dollars should not be spent to support special sexual orientation organizations by gay men.	0.69	2.289E-02	-0.13
12. Demands for equal rights have become far too confrontational by gay men.	0.68	0.11	-0.14

Extraction Method: Principal Component Analysis.

a 3 components extracted.

Table 16.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Lesbians: Eigenvalue Scores

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
Loadings						
1	4.60	38.33	38.33	4.60	38.33	38.33
2	1.24	10.31	48.63	1.24	10.31	48.63
3	1.05	8.73	57.36	1.05	8.73	57.36
4	0.94	7.82	65.18			
5	0.77	6.41	71.60			
6	0.70	5.81	77.41			
7	0.68	5.64	83.04			
8	0.59	4.87	87.92			
9	0.45	3.75	91.67			
10	0.43	3.54	95.21			
11	0.32	2.68	97.89			
12	0.25	2.11	100.00			

Extraction Method: Principal Component Analysis.

Table 16.1.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Lesbians: Factor Components

	Component 1	Component 2	Component 3
1. Sexual orientation often is used to gain special privileges by lesbians	0.43	0.47	0.15
2. Focus often is on the differences between heterosexuals and their sexuality rather than commonalities by lesbians.	9.446E-02	0.70	0.50
3. Rights are often denied to lesbians	0.54	-0.28	0.42
4. It is ridiculous for colleges/universities to provide special studies programs (i.e., gay and lesbian studies) to lesbians	0.80	-9.845E-02	-4.369E-02
5. It is ridiculous to assume that celebrations such as Gay Pride Day should constitute a source of pride with regard to their sexual orientation by lesbians.	0.72	2.868E-02	-4.972E-02
6. Protests for equal rights still are needed for gay lesbians	0.64	-0.38	0.36
7. Forcing their lifestyle upon other people should stop by lesbians	0.60	-5.202E-02	-0.47
8. To be treated like everyone else, making a fuss about one's sexuality should stop by lesbians.	0.67	0.16	-0.41
9. Coming out of the closet takes courage and admiration should be extended to lesbians.	0.66	-0.35	0.25

Table 16.1 (continued). *Exploratory Factor Analysis: GLBT Far Proximity Scale: Lesbians: Factor Components*

	Component 1	Component 2	Component 3
10. Complaining about the way society treats them should stop by lesbians	0.66	0.30	-0.12
11. American tax dollars should not be spent to support special sexual orientation organizations by lesbians.	0.71	-1.396E-02	1.018E-02
12. Demands for equal rights have become far too confrontational by lesbians.	0.63	0.23	-4.675E-02

Extraction Method: Principal Component Analysis.

a 3 components extracted.

Table 17.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Bisexuals: Eigenvalue Scores

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
	Loadings					
1	4.50	37.51	37.51	4.50	37.51	37.51
2	1.49	12.38	49.89	1.49	12.38	49.90
3	1.06	8.83	58.72	1.06	8.83	58.72
4	0.87	7.25	65.97			
5	0.78	6.53	72.49			
6	0.68	5.63	78.13			
7	0.59	4.89	83.02			
8	0.57	4.72	87.74			
9	0.51	4.21	91.95			
10	0.39	3.26	95.20			
11	0.33	2.76	97.96			
12	0.25	2.04	100.00			

Extraction Method: Principal Component Analysis.

Table 17.1.

Exploratory Factor Analysis: GLBT Far Proximity Scale: Bisexuals: Factor Components

	Component 1	Component 2	Component 3
1. Sexual orientation often is used to gain special privileges by bisexuals	0.46	0.43	9.516E-02
2. Focus often is on the differences between heterosexuals and their sexuality rather than commonalities by bisexuals.	9.633E-02	0.70	0.47
3. Rights are often denied to bisexuals	0.51	-0.43	0.49
4. It is ridiculous for colleges/universities to provide special studies programs (i.e., gay and lesbian studies) to bisexuals	0.77	-1.955E-03	-7.904E-02
5. It is ridiculous to assume that celebrations such as Gay Pride Day should constitute a source of pride with regard to their sexual orientation by bisexuals.	0.74	6.717E-02	-0.19
6. Protests for equal rights still are needed for gay bisexuals	0.61	-0.40	0.19
7. Forcing their lifestyle upon other people should stop by bisexuals	0.64	-1.325E-02	-0.55
8. To be treated like everyone else, making a fuss about one's sexuality should stop by bisexuals	0.64	0.33	-0.36
9. Coming out of the closet takes courage and admiration should be extended to bisexuals	0.60	-0.41	9.712E-02

Table 17.1 (continued). *Exploratory Factor Analysis: GLBT Far Proximity Scale: Bisexuals: Factor Components*

	Component 1	Component 2	Component 3
10. Complaining about the way society treats them should stop by bisexuals	0.64	0.34	0.20
11. American tax dollars should not be spent to support special sexual orientation organizations by bisexuals	0.70	-0.20	5.408E-02
12. Demands for equal rights have become far too confrontational by bisexuals	0.65	0.19	0.16

Extraction Method: Principal Component Analysis.

a 3 components extracted.

Table 18.

*Exploratory Factor Analysis: GLBT Far Proximity Scale: Transgender People:**Eigenvalue Scores*

Component	Initial	Percent of	Cumulative	Extraction	Percent	Cumulative
	Eigenvalues	Variance	Percent	SS	of	Percent
			Loadings		Variance	
1	4.30	35.82	35.82	4.30	35.82	35.82
2	1.36	11.35	47.17	1.36	11.35	47.17
3	1.13	9.40	56.57	1.13	9.40	56.57
4	0.85	7.11	63.68			
5	0.75	6.25	69.93			
6	0.71	5.89	75.82			
7	0.67	5.56	81.38			
8	0.59	4.91	86.29			
9	0.55	4.56	90.85			
10	0.44	3.67	94.52			
11	0.38	3.13	97.66			
12	0.28	2.35	100.00			

Extraction Method: Principal Component Analysis.

Table 18.1.

*Exploratory Factor Analysis: GLBT Far Proximity Scale: Transgender People:**Eigenvalue Components*

	Component 1	Component 2	Component 3
1. Sexual orientation often is used to gain special privileges by transgender	0.28	0.33	0.71
2. Focus often is on the differences between heterosexuals and their sexuality rather than commonalities by transgender.	2.111E-02	0.77	-9.577E-02
3. Rights are often denied to transgender people	0.41	-0.45	0.41
4. It is ridiculous for colleges/universities to provide special studies programs (i.e., gay and lesbian studies) to transgender people.	0.78	-2.176E-02	-0.19
5. It is ridiculous to assume that celebrations such as Gay Pride Day should constitute a source of pride with regard to their sexual orientation by transgender people.	0.76	-1.673E-02	-0.28
6. Protests for equal rights still are needed for gay transgender people	0.62	-0.31	-0.14
7. Forcing their lifestyle upon other people should stop by transgender people	0.69	-1.328E-02	-0.27
8. To be treated like everyone else, making a fuss about one's sexuality should stop by transgender people.	0.69	0.23	6.175E-02

Table 18.1 (continued). *Exploratory Factor Analysis: GLBT Far Proximity Scale: Transgender People: Eigenvalue Components*

	Component 1	Component 2	Component 3
9. Coming out of the closet takes courage and admiration should be extended to transgendered people.	0.47	-0.40	0.34
10. Complaining about the way society treats them should stop by transgender people	0.61	0.36	0.21
11. American tax dollars should not be spent to support special sexual orientation organizations by transgender people	0.68	3.062E-02	-0.25
12. Demands for equal rights have become far too confrontational by transgender	0.69	0.15	0.14

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Table 19.

Exploratory Factor Analysis: GLBT Close Proximity Scale: Gay Men: Eigenvalue Scores

Component	Initial	Percent of	Cumulative	Extraction	Percent	Cumulative
	Eigenvalues	Variance	Percent	SS Loadings	of Variance	Percent
1	6.21	51.73	51.73	6.21	51.73	51.73
2	1.76	14.68	66.41	1.76	14.68	66.41
3	0.77	6.45	72.86			
4	0.66	5.46	78.32			
5	0.61	5.07	83.39			
6	0.50	4.15	87.54			
7	0.48	3.98	91.52			
8	0.31	2.60	94.12			
9	0.28	2.34	96.46			
10	0.16	1.36	97.82			
11	0.14	1.18	98.99			
12	0.12	1.01	100.00			

Extraction Method: Principal Component Analysis.

Table 19.1.

*Exploratory Factor Analysis: GLBT Close Proximity Scale: Gay Men: Factor**Components*

	Component 1	Component 2
1. I am uncomfortable working in the same department with gay men.	0.77	-0.13
2. I am uncomfortable sharing office space with gay men.	0.85	-4.630E-02
3. I am comfortable having acquaintances inform me of their sexual orientation as gay men.	8.768E-02	0.77
4. I am uncomfortable having friends tell me of their sexual orientation as gay men	0.70	3.901E-03
5. I am uncomfortable being in the same room with gay men.	0.86	-2.792E-02
6. I am comfortable having roommates that are gay men.	2.568E-02	0.77
7. I am uncomfortable having students in my classes who are gay men.	0.82	-7.851E-02
8. I am uncomfortable working on a class project with gay men.	0.90	5.793E-03
9. I am comfortable being seen with gay men.	0.10	0.74
10. I am uncomfortable being on a sports team (collegiate/intramural/community) with gay men.	0.80	3.101E-02
11. I am uncomfortable participating in social activities (i.e., parties/socials) with gay men.	0.90	3.612E-02
12. I am uncomfortable participating in college sponsored non social activities with gay men	0.86	2.333E-03

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Table 20.

Exploratory Factor Analysis: GLBT Close Proximity Scale: Lesbians: Eigenvalue Scores

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
	Loadings					
1	6.01	50.08	50.08	6.01	50.08	50.08
2	1.76	14.64	64.72	1.76	14.64	64.72
3	0.85	7.05	71.77			
4	0.66	5.53	77.30			
5	0.63	5.25	82.54			
6	0.56	4.68	87.23			
7	0.47	3.87	91.10			
8	0.33	2.75	93.85			
9	0.27	2.21	96.06			
10	0.20	1.63	97.69			
11	0.14	1.19	98.88			
12	0.13	1.12	100.00			

Extraction Method: Principal Component Analysis.

Table 20.1.

Exploratory Factor Analysis: GLBT Close Proximity Scale: Lesbians: Factor Components

	Component 1	Component 2
1. I am uncomfortable working in the same department with lesbians.	0.74	-4.228E-02
2. I am uncomfortable sharing office space with lesbians.	0.81	-7.652E-02
3. I am comfortable having acquaintances inform me of their sexual orientation as lesbians.	3.794E-02	0.75
4. I am uncomfortable having friends tell me of their sexual orientation as lesbians	0.67	2.439E-02
5. I am uncomfortable being in the same room with lesbians.	0.86	-6.464E-03
6. I am comfortable having roommates that are lesbians	-6.693E-03	0.77
7. I am uncomfortable having students in my classes who are lesbians	0.86	-5.668E-02
8. I am uncomfortable working on a class project with lesbians	0.87	-3.417E-02
9. I am comfortable being seen with lesbians.	-4.575E-03	0.75
10. I am uncomfortable being on a sports team (collegiate/intramural/community) with lesbians	0.77	9.251E-02
11. I am uncomfortable participating in social activities (i.e., parties/socials) with lesbians	0.89	5.129E-02
12. I am uncomfortable participating in college sponsored non social activities with lesbians	0.86	2.841E-02

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Table 21.

*Exploratory Factor Analysis: GLBT Close Proximity Scale: Bisexuals: Eigenvalue**Scores*

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
Loadings						
1	6.24	52.02	52.02	6.24	52.02	52.02
2	1.84	15.37	67.39	1.84	15.37	67.39
3	0.73	6.10	73.49			
4	0.65	5.39	78.88			
5	0.61	5.08	83.96			
6	0.54	4.47	88.42			
7	0.44	3.65	92.07			
8	0.31	2.56	94.64			
9	0.25	2.09	96.73			
10	0.16	1.30	98.03			
11	0.13	1.08	99.11			
12	0.11	0.89	100.00			

Extraction Method: Principal Component Analysis.

Table 21.1.

*Exploratory Factor Analysis: GLBT Close Proximity Scale: Bisexuals: Factor**Components*

	Component 1	Component 2
1. I am uncomfortable working in the same department with bisexuals.	0.78	-5.876E-02
2. I am uncomfortable sharing office space with bisexuals.	0.85	-5.751E-02
3. I am comfortable having acquaintances inform me of their sexual orientation as bisexuals.	6.931E-02	0.77
4. I am uncomfortable having friends tell me of their sexual orientation as bisexuals	0.70	3.294E-02
5. I am uncomfortable being in the same room with bisexuals	0.87	-3.179E-03
6. I am comfortable having roommates that are bisexual	9.384E-03	0.77
7. I am uncomfortable having students in my classes who are bisexuals	0.87	-8.071E-02
8. I am uncomfortable working on a class project with bisexuals	0.90	-6.379E-02
9. I am comfortable being seen with bisexuals.	2.225E-02	0.80
10. I am uncomfortable being on a sports team (collegiate/intramural/community) with bisexuals	0.77	5.911E-02
11. I am uncomfortable participating in social activities (i.e., parties/socials) with bisexuals	0.88	5.129E-02
12. I am uncomfortable participating in college sponsored non social activities with bisexuals	0.86	3.932E-02

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Table 22.

*Exploratory Factor Analysis: GLBT Close Proximity Scale: Transgender People:**Eigenvalue Scores*

Component	Initial	Percent of	Cumulative	Extraction	Percent of	Cumulative
	Eigenvalues	Variance	Percent	SS	Variance	Percent
	Loadings					
1	6.33	52.78	52.78	6.33	52.78	52.78
2	1.88	15.70	68.48	1.89	15.70	68.48
3	0.73	6.09	74.57			
4	0.65	5.41	79.98			
5	0.52	4.32	84.30			
6	0.48	4.00	88.30			
7	0.47	3.93	92.23			
8	0.28	2.32	94.56			
9	0.25	2.12	96.67			
10	0.15	1.22	97.89			
11	0.14	1.17	99.06			
12	0.11	0.94	100.00			

Extraction Method: Principal Component Analysis.

Table 22.1.

Exploratory Factor Analysis: GLBT Close Proximity Scale: Transgender People: Factor Components

	Component 1	Component 2
1. I am uncomfortable working in the same department with transgender people.	0.79	-1.563E-02
2. I am uncomfortable sharing office space with transgender people.	0.87	3.212E-02
3. I am comfortable having acquaintances inform me of their sexual orientation as transgender people.	7.535E-02	0.78
4. I am uncomfortable having friends tell me of their sexual orientation as transgender people	0.75	1.462E-02
5. I am uncomfortable being in the same room with transgender people.	0.86	2.614E-02
6. I am comfortable having roommates that are transgender people	-3.801E-02	0.83
7. I am uncomfortable having students in my classes who are transgender people	0.84	-5.746E-02
8. I am uncomfortable working on a class project with transgender people	0.87	-7.307E-02
9. I am comfortable being seen with transgender people.	1.393E-02	0.76
10. I am uncomfortable being on a sports team (collegiate/intramural/community) with transgender people	0.80	1.823E-02
11. I am uncomfortable participating in social activities (i.e., parties/socials) with transgender people	0.91	1.182E-02
12. I am uncomfortable participating in college sponsored non social activities with transgender people	0.85	-1.887E-05

Extraction Method: Principal Component Analysis. a 2 components extracted.

Results Reported by Research Question

This study investigated specifically four research questions. The research questions explored heterosexual male college students' attitudes toward gay men, lesbians, bisexual and transgender people. The following research questions were analyzed using a series of descriptive and inferential statistics.

Respondent's Attitudes Toward GLBT

The attitudes toward gay men, lesbians, bisexuals and transgender people were found by analyzing the composite scores for all four subgroups. Respondent's mean score for all subgroups had the possible range from 12 to 60. However, the actual range for respondent's mean score for bisexual and transgender people on *GLBT Far Proximity Scale* was 12 to 58.

The conversion of the 5-point Likert-type scale to illustrate total score was as follows: (strongly disagree = 1 (12), disagree = 2 (24), neutral = 3 (36), agree = 4 (48), strongly agree = 5 (60)). The means on *GLBT Far Proximity Scale* ranged from neutral to agree. The neutral point is 36 and the agree point is 48 on this scale. On the *GLBT Far Proximity Scale*, respondents reported a $M = 39.08$ ($n = 158$, $SD = 9.84$) toward gay men; lesbians ($n = 157$, $M = 38.79$, $SD = 9.37$); bisexuals ($n = 149$, $M = 38.48$, $SD = 9.11$) and transgender people ($n = 135$, $M = 37.62$, $SD = 9.07$). This range indicated that the respondent's attitude toward gay men, lesbians, bisexuals and transgender people tended to be more negative than positive because a higher score was interpreted as a more negative attitude. Respondent's attitude toward gay men received the least positive score.

Respondent's attitudes toward the homosexual subgroups on the *GLBT Close Proximity Scale* also ranged close to neutral. The means were between disagree and neutral. This range indicated that the scores tended to be more positive. The respondents

attitude toward gay men had a mean at 31.74, (n = 246, SD = 11.17); lesbians (n = 241, M = 29.57, SD = 10.0); bisexuals (n = 245, M = 31.12, SD = 10.84) and transgender people (n = 234, M = 34.04, SD = 11.77). Transgender people received the least positive mean score from respondents. Table 23 refers to the mean scores and additional descriptive data GLBT Far and Close Proximity Scale

Respondents' Mean Differences in Attitude Toward GLBT

The mean differences for the male student's attitudes toward the homosexual subgroups were analyzed on the *GLBT Far Proximity Scale*. The within-subject ANOVA statistical analysis was used. No significant difference was found ($F(1,129) = 1.34, p > .05$). Respondents did not differ significantly in their attitudes toward the subgroups on the *GLBT Far Proximity Scale*. Due to no significant difference found between the means of the subgroups, a post hoc test was not rendered. Table 24 provides the data on the GLBT Far Proximity Scale.

The *GLBT Close Proximity Scale* was also analyzed by using the within-subject ANOVA procedure for mean difference of responses toward gay men, lesbians, bisexual and transgender people. Respondents attitude toward the subgroups were significantly different ($F(1,218) = 46.49, p < .0001$). Table 25 provides the data on the GLBT Close Proximity Scale.

Table 23.

Mean Scores for GLBT Far and Close Proximity Scales

	N	Min	Max	M	SD
GLBT Far: Gay men	158	12.00	60.00	39.08	9.84
GLBT Far: Lesbians	157	12.00	60.00	38.79	9.37
GLBT Far: Bisexuals	149	12.00	58.00	38.48	9.11
GLBT Far: Transgender People	135	12.00	58.00	37.62	9.07
GLBT Close: Gay men	246	12.00	60.00	31.74	11.17
GLBT Close: Lesbians	241	12.00	60.00	29.57	10.00
GLBT Close: Bisexuals	245	12.00	60.00	31.12	10.84
GLBT Close: Transgender People	234	12.00	60.00	34.04	11.77
Valid N (listwise)	108				

Table 24.

*Respondents' Attitude Toward Gay Men, Lesbians, Bisexuals and Transgender People:
Within-Subjects ANOVAs: GLBT Far Proximity Scale*

Source		Type III SS	df	MS	F	Sig.
FACTOR1	Sphericity Assumed	23.85	3.00	7.95	1.34	.26
	Greenhouse-Geisser	23.85	1.96	12.16	1.34	.26
	Huynh-Feldt	23.85	1.99	11.98	1.34	.26
	Lower-bound	23.85	1.00	23.85	1.34	.25
Error	Sphericity Assumed	2300.40	387.00	5.94		
(FACTOR1)	Greenhouse-Geisser	2300.40	252.98	9.09		
	Huynh-Feldt	2300.40	256.84	8.96		
	Lower-bound	2300.40	129.00	17.83		

Table 25.

Respondents' Attitude Toward Gay Men, Lesbians, Bisexuals and Transgender People:

Within-Subjects ANOVAs: GLBT Close Proximity Scale

Source		Type III SS	df	MS	F	Sig.
FACTOR1	Sphericity Assumed	1681.07	3.00	560.36	46.49	.00
	Greenhouse-Geisser	1681.07	2.01	834.96	46.49	.00
	Huynh-Feldt	1681.07	2.03	827.22	46.49	.00
	Lower-bound	1681.07	1.00	1681.07	46.49	.00
Error	Sphericity Assumed	7882.18	654.00	12.05		
(FACTOR1)	Greenhouse-Geisser	7882.18	438.91	17.96		
	Huynh-Feldt	7882.18	443.02	17.79		
	Lower-bound	7882.18	218.00	36.16		

Dependent samples *t*-tests were used for post-hoc follow up to examine where the mean significance lies within the subgroup. A Bonferroni alpha was used. The adjusted alpha corresponds to α/k , where k refers to the number of comparisons (Howell, 2002).

This adjustment ensures that the overall alpha remains less than .05. The Bonferroni alpha was manually calculated by dividing .05 by 6 (the number of *t*-test needed). The Bonferroni alpha manually calculated was .00083. Therefore .00083 was the modified alpha criterion for each test.

The six *t*-test conducted were all statistically significant. Respondents' attitudes toward gay men and lesbians was found significant ($t = 6.32$, $df = 235$, $p < .0001$). The attitude of the respondents toward gay men had a mean score 31.61 ($sd = 11.19$) which was significantly less positive than the respondent's mean score toward lesbians at 29.65 ($sd = 10.08$). The responses to gay men and bisexuals were significantly different at 31.77 ($sd = 11.18$) and 31.11($sd = 10.92$) respectively ($t = 3.57$, $df = 237$ $p < .0001$), indicating that attitudes toward gay men were less positive than they were toward bisexuals. The responses to gay men had a mean score 32.07 ($sd = 11.26$) and transgender people at 34.07 ($sd = 11.92$) respectively. There was a significant difference from respondents toward gay men to transgender people ($t = -5.58$, $df = 226$, $p < .0001$), indicating that respondents' attitudes toward transgender people were less positive than they were toward gay men.

Next, the difference in respondents' attitudes toward lesbians and bisexuals were analyzed. Attitudes toward lesbians ($M = 29.66$, $sd = 10.00$) and bisexuals ($M = 31.05$, $sd = 10.83$) were significantly different ($t = -5.66$, $df = 237$, $p < .0001$). Attitudes toward bisexuals were less positive than those toward lesbians. Attitudes toward lesbians were also significantly different when compared to the attitudes toward transgender people (M

= 29.92, sd = 10.00) and (M = 33.77, sd = 11.75) respectively at ($t = -8.71$, df = 224, $p < .0001$). The level of positive attitude was lower toward transgender people than lesbians.

Last, a final t -test was conducted on the bisexual and transgender responses to complete all comparisons by subgroup of homosexuality. Respondents ‘attitude toward bisexual (M = 31.39, sd = 10.87) and transgender (M = 34.07, sd = 11.77) subgroups were significantly different at the .01 level ($t = -7.17$, df = 230). Attitudes of respondents toward transgender people were less positive than they were toward bisexuals. Table 26 through 28 refers to the t -tests analyses.

Respondent’s Mean Differences Toward GLBT by Political Belief

The research question examined the mean differences toward the homosexual subgroups by respondent’s indication of their level of political belief. The *GLBT Far Proximity Scale* from the previous research question was found not to have any mean differences between the subgroups. However, the results from the within-subjects ANOVA with the between-subject variable were presented.

Analyses were conducted on the *GLBT Far Proximity Scale* for male’s attitude who indicated a level of political belief. The findings were consistent with the previous analysis. There were no significant difference by political belief ($F (1,126) = 0.68$, $p > .05$). The p value was .51. Furthermore, there were no interaction between the political level and attitudes on this scale at $p = .26$. An interaction is present when the magnitude of the effect of one independent variable on the dependent variable depends on the different levels of the other independent variables. The between-subject analysis indicated a significant difference in attitudes toward gay men lesbians, bisexuals and transgender people for the males based on their level of political beliefs. Table 29 and 29.1 presents data regarding respondent’s attitude by political belief.

Table 26.

T-test Results of GLBT Close Proximity Scale: Gay Men and Lesbians; Gay Men and Bisexuals and Gay Men and Transgender People

	Paired Differences								
	95% Confidence Interval of the Difference								
	M	SD	SEM	Lower	Upper	t	df	Sig. (2-tailed)	
Gay Men - Lesbians	1.96	4.76	0.31	1.35	2.57	6.32	235	.00	
Gay Men - Bisexuals	0.66	2.87	0.19	0.30	1.03	3.57	237	.00	
Gay Men -Transgender People	-2.00	5.39	0.36	-2.70	-1.29	-5.58	226	.00	

Table 27.

T-test Results of GLBT Close Proximity Scale: Lesbians and Bisexuals and Lesbians and Transgender People

Paired Differences								
95% Confidence Interval of the Difference								
	M	SD	SEM	Lower	Upper	t	df	Sig. (2-tailed)
Lesbians - Bisexuals	-1.40	3.82	0.25	-1.89	-0.91	-5.66	237	.00
Lesbians - Transgender People	-3.86	6.65	0.44	-4.73	-2.98	-8.71	224	.00

Table 28.

T-test Results of GLBT Close Proximity Scale: Bisexuals and Transgender People

Paired Differences								
95% Confidence Interval of the Difference								
	M	SD	SEM	Lower	Upper	t	df	Sig. (2-tailed)
Bisexuals - Transgender People	-2.68	5.69	0.37	-3.42	-1.95	-7.17	230	.00

Table 29.

Tests of Within-Subjects ANOVAs: Mean Difference of Heterosexual Males with Political Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Far Proximity Scale

Source		Type III SS	df	MS	F	Sig.
FACTOR1	Sphericity Assumed	12.00	3.00	4.00	0.68	.57
	Greenhouse-Geisser	12.00	1.98	6.06	0.68	.51
	Huynh-Feldt	12.00	2.06	5.82	0.68	.51
	Lower-bound	12.00	1.00	12.00	0.68	.41
FACTOR1 *	Sphericity Assumed	69.12	9.00	7.68	1.30	.23
POLITICAL	Greenhouse-Geisser	69.12	5.94	11.63	1.30	.26
	Huynh-Feldt	69.12	6.18	11.18	1.30	.26
	Lower-bound	69.12	3.00	23.04	1.30	.28
Error	Sphericity Assumed	2231.28	378.00	5.90		
(FACTOR1)	Greenhouse-Geisser	2231.28	249.66	8.94		
	Huynh-Feldt	2231.28	259.67	8.59		
	Lower-bound	2231.28	126.00	17.71		

Table 29.1.

Tests of Between-Subjects Variable: Mean Difference of Heterosexual Males with Political Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on GLBT Far Proximity Scale

Source	Type III SS	df	MS	F	Sig.
Intercept	534201.44	1	534201.44	2502.24	.00
POLITICAL	16017.33	3	5339.11	25.01	.00
Error	26899.61	126	213.49		

Next, differences in attitudes toward gay men, lesbians, bisexuals, and transgender people among male students with different political beliefs were examined using the *GLBT Close Proximity Scale*. There were significant differences toward the subgroups from the male respondents who indicated their political beliefs ($F = 29.47$, $f = 1,214$, $p < .0001$). However, there was no interaction between attitudes and political affiliation. The p value were greater than .05 ($p = .78$). A between-subjects variable analysis was conducted to examine any mean difference between the levels of political beliefs. There was statistical significance found at the .01 level ($F = 1443.08$, $df = 1,214$). Tables 30 and 30.1 present data for respondents' attitude toward gay men, lesbians, bisexuals and transgender people on the GLBT Close Proximity Scale.

A post-hoc test, Ryan Procedure, was conducted since there was a significant means difference found between the subgroups on the *GLBT Close Proximity Scale*. The statistical analysis produced two homogenous subsets at an alpha greater than .05 for each subset. Subset 1 was statistically significant at .07 and subset 2 was significant at .49. Liberals and moderates occupy the first subset and conservatives occupy the second subset. These data are reported in Table 31. Results from this homogenous subset show that males who identified themselves as conservative in their political beliefs have a significantly different attitude toward gay men, lesbians, bisexuals, and transgender people than males who identified themselves as liberals or moderate.

Respondent's Mean Differences Toward GLBT by Religious Belief

The final research question examined if men who indicated a level of religious belief (conservative, moderate, liberal) had a difference in their attitudes toward gay men, lesbians, bisexuals and transgender people.

Table 30.

Tests of Within-Subjects ANOVAs: Mean Difference of Heterosexual Males with Political Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Close Proximity Scale

Source		Type III SS	df	MS	F	Sig.
FACTOR 1	Sphericity Assumed	1076.29	3.00	358.76	29.47	.00
	Greenhouse-Geisser	1076.29	2.02	533.70	29.47	.00
	Huynh-Feldt	1076.29	2.06	521.34	29.47	.00
	Lower-bound	1076.29	1.00	1076.29	29.47	.00
FACTOR1 * POLITICAL	Sphericity Assumed	58.83	9.00	6.54	0.54	.85
	Greenhouse-Geisser	58.83	6.05	9.72	0.54	.78
	Huynh-Feldt	58.83	6.19	9.50	0.54	.79
	Lower-bound	58.83	3.00	19.61	0.54	.66
Error (FACTOR1)	Sphericity Assumed	7815.64	642.00	12.17		
	Greenhouse-Geisser	7815.64	431.56	18.11		
	Huynh-Feldt	7815.64	441.79	17.69		
	Lower-bound	7815.64	214.00	36.52		

Table 30.1.

Tests of One Between-Subjects Variable: Mean Difference of Heterosexual Males with Political Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Close Proximity Scale

Source	Type III SS	df	MS	F	Sig.
Intercept	555952.22	1	555952.22	1443.08	.00
POLITICAL	15741.26	3	5247.09	13.62	.00
Error	82444.23	214	385.25		

Table 31.

Ryan Procedure – Post Hoc Test: Mean Difference of Heterosexual Males with Political Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Close Proximity Scale

	N	Subset	Subset
Political Beliefs		1	2
Liberal	46	25.38	
Moderate	64	29.94	
Not Applicable	16	32.52	32.52
Conservative	92		36.23
Sig.		.07	.49

Means for groups in homogeneous subsets are displayed. Based on Type III Sum of Squares.

The error term is Mean Square (Error) = 96.313.

a Alpha = .05.

Statistical analysis was conducted on men who indicated a level of religious beliefs on the *GLBT Far Proximity Scale*. Consistent with previous data, there was no significant mean difference at .05 ($p = .38$) between the subgroups. Likewise, there was no interaction between the respondents' attitudes ($p = .95$) who held a religious belief toward the subgroups. A statistical significance was found for the between-subjects analysis at $p = .01$, ($F = 2147.85$, $df = 1,125$). The post hoc test was not needed due to no significant mean difference found between gay men, lesbians, bisexuals and transgender people. Table 32 and 32.1 presents the analysis on the *GLBT Far Proximity Scale*.

The research question was also examined using the *GLBT Close Proximity Scale*. Significance was found between gay men, lesbians, bisexuals and transgender people for men who reported a religious belief ($F = 37.54$, $df = 1,214$, $p < .0001$). There was no interaction between the level of religious belief and the subgroups, $p = .61$. A mean difference was found for the between-subjects analysis, $p < .0001$ ($F = 1520.21$, $df = 1,214$). Statistical significance was present between the religious belief levels. Table 33 and 33.1 provides the data regarding respondents' attitudes on the *GLBT Close Proximity Scale*.

A post-hoc test was conducted to analyze where the mean difference in attitudes towards gays, lesbians, bisexuals and transgender people lie for respondents of differing religious belief levels. The statistical analysis produced two homogenous subsets at an alpha greater than .05 for each subset. Subset 1 had significance at .08 and subset 2 at 1.0. A statistical difference was found between conservative males attitude toward gay men, lesbians, bisexuals and transgender people than males who identified themselves as liberal and moderate. Table 34 provides the data from the post-hoc test.

Table 32.

Test of Within-Subjects ANOVAs: Mean Difference of Heterosexual Males with Religious Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Far Proximity Scale

Source		Type III SS	df	MS	F	Sig.
FACTOR 1	Sphericity Assumed	17.71	3.00	5.90	0.97	.41
	Greenhouse-Geisser	17.71	1.95	9.07	0.97	.38
	Huynh-Feldt	17.71	2.03	8.72	0.97	.38
	Lower-bound	17.71	1.00	17.71	0.97	.33
FACTOR 1 * RELIGION	Sphericity Assumed	14.76	9.00	1.64	0.27	.98
	Greenhouse-Geisser	14.76	5.86	2.52	0.27	.95
	Huynh-Feldt	14.76	6.09	2.42	0.27	.95
	Lower-bound	14.76	3.00	4.92	0.27	.85
Error (FACTOR1)	Sphericity Assumed	2285.46	375.00	6.10		
	Greenhouse-Geisser	2285.46	244.03	9.37		
	Huynh-Feldt	2285.46	253.80	9.01		
	Lower-bound	2285.46	125.00	18.28		

Table 32.1.

Tests of One Between-Subjects Variable: Mean Difference of Heterosexual Males with Religious Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Far Proximity Scale

Source	Type III SS	df	MS	F	Sig.
Intercept	552832.66	1	552832.66	2147.85	.00
RELIGION	10478.46	3	3492.82	13.57	.00
Error	32173.63	125	257.39		

Table 33.

Test of Within-Subjects ANOVAs: Mean Difference of Heterosexual Males with Religious Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Close Proximity Scale

Source		Type III SS	df	MS	F	Sig.
FACTOR1	Sphericity Assumed	1365.89	3.00	455.30	37.54	.00
	Greenhouse-Geisser	1365.89	2.00	682.01	37.54	.00
	Huynh-Feldt	1365.89	2.05	666.28	37.54	.00
	Lower-bound	1365.89	1.00	1365.89	37.54	.00
FACTOR1 *	Sphericity Assumed	87.92	9.00	9.77	0.81	.61
RELIGION	Greenhouse-Geisser	87.92	6.01	14.63	0.81	.57
	Huynh-Feldt	87.92	6.15	14.30	0.81	.57
	Lower-bound	87.92	3.00	29.31	0.81	.49
Error	Sphericity Assumed	7786.55	642.00	12.13		
(FACTOR1)	Greenhouse-Geisser	7786.55	428.59	18.17		
	Huynh-Feldt	7786.55	438.70	17.75		
	Lower-bound	7786.55	214.00	36.39		

Table 33.1.

Tests of One Between-Subjects Variable: Mean Difference of Heterosexual Males with Religious Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the Close Proximity Scale

Source	Type III SS	df	MS	F	Sig.
Intercept	633159.98	1	633159.98	1520.21	.00
RELIGION	9055.31	3	3018.44	7.25	.00
Error	89130.18	214	416.50		

Table 34.

Ryan Procedure – Post Hoc Test: Mean Difference of Heterosexual Males with Religious Beliefs Toward Gay Men, Lesbians, Bisexuals and Transgender People on the GLBT Close Proximity Scale

	N	Subset	Subset
Religious Beliefs		1	2
Liberal	32	25.99	
Not Applicable	26	29.49	
Moderate	87	31.51	
Conservative	73		35.57
Sig.		.08	1.00

Means for groups in homogeneous subsets are displayed. Based on Type III Sum of Squares The error term is Mean Square(Error) = 104.124.

a Alpha = .05.

Consistent with level of political belief, the conservative level of religious affiliation was grouped into a different subset. Unlike the level of conservative political belief; conservative religiosity was not grouped into a subset with any other category including not applicable. The post-hoc test indicates that respondent's conservative religious beliefs are significantly distinct across the various level of religious belief including respondents who did not indicate a level of belief.

The data presented were further analyzed in the final chapter of this study. Additional information regarding limitation, implications and direction for future research is also presented.

Chapter 5

Discussion and Conclusions

This chapter provides a synopsis of the study. In addition, discussion on the implementation of the study, general findings, limitations, implications, direction for future research is also provided.

The purpose of this study was to investigate attitudes toward gay, lesbian, bisexual, and transgender people from the point of view of heterosexual males who attend private liberal art institutions. Heterosexual males were used because the research showed a higher level of negativity toward homosexuality versus their female counterparts. In addition, a gap existed in the present literature with minimal research including single sex and co-ed private liberal art institutions with regards to measuring students' attitude toward homosexuality. Finally, religion and politics were two demographic variables that emerged from the literature to be critical in the formation of attitudes. Religion and politics were also used to support negative views toward homosexuality. Therefore, the constructs of politics and religions were investigated.

Both male and female homosexuals were far more likely to perceive negatively their campus environments than heterosexuals, and reported experiencing less support (Reynolds, 1989). The literature, in fact, consistently illustrates that the college climate for gays, lesbians, bisexuals, and transgender people generally is negative in nature. Moreover, heterosexual males seem to report on a consistent basis more negative attitudes than do females (D'Augelli & Rose, 1990; Herek, 1988; Kite, 1984; Mohr & Sedlacek, 2000).

Some investigators have shown that college students' attitudes extend negatively beyond the college campus to GLBT personal life choices as well (Crawford & Solliday, 1996). Interaction among gay men, lesbian, bisexual, and transgender people and their heterosexual peers within the college community is ongoing whether consciously or unconsciously (Battle, Cohen, Warren, Fergerson, & Audam, 2002).

When interpreting research pertaining to attitudes toward GLBT students on college campuses, the overwhelming majority of these studies recognized a higher level of negativity toward homosexuality, specifically gay men, and focused on populations at middle-to-large co-educational institutions (Hinrichs & Rosenberg, 2002). Hence, a study focusing on males' attitudes toward homosexuality at small private institutions of higher education provided needed information in this area of study.

The data were analyzed using the Statistical Package for Social Science (SPSS). The analyses included descriptive and inferential statistics. Descriptive statistics included the computation of the means and standard deviation. Histograms of continuous variables were also computed and examined by researcher. The inferential statistics used were the within-subject Analysis of Variance (ANOVA) and within-subject ANOVA with one between-subject variable (2-way mixed ANOVA). T-tests were used as post-hoc follow up. The t-test used a Bonferroni alpha with an adjusted alpha of .00083.

The post-hoc Ryan Procedure (also known as the REGWQ procedure) was used to supplement the within-subject ANOVAs with one between-subject variables models conducted for this study. Unless otherwise stated all statistical tests used an alpha level of .05 to test for significance.

Discussion on Implementation

The purpose of this study was to explore heterosexual men attitudes toward homosexuality at small private liberal art institutions. Previous literature had examined attitudes toward homosexuality. The present study extends the literature in several formats. The literature indicates that research had been conducted mostly at public and large collegiate institutions. In addition attitudes/behavior/feelings toward gay men and lesbians were the sub-populations regarded to the majority of the time in regards to homosexuality.

Initially, the research study was constructed to assess attitudes toward homosexuality from males who attend all-male collegiate institutions. There are only four all-male institutions in the United States (Carnegiefoundation.org, 2005). Due to the small number of all-male institutions in existence and commitment to participate; small private liberal arts institutions were selected for the study.

Using private colleges as the target institution provided a larger sample of schools for the administration of this study. However, there were still difficulties in receiving confirmation from the private institutions contacted. Furthermore, all institutions who agreed to participate in the study did not yield surveys. Six institutions agreed to participate in the study and received survey instruments. Only four of the institutions yielded data.

The scales used in the study were modified to include gay men, lesbians, bisexuals and transgender people. Through the literature examined, there were no scales to examine the attitudes toward all four subgroups of homosexuality. The present study included bisexuals and transgender people to provide a more inclusive study.

General Findings

The present study partially supported the research in the literature. The present study found that attitudes of heterosexual males who attend private institutions were not drastically negative toward the homosexual subgroups. The mean differences were reported to be neutral overall with a slight skewness to agree or disagree on the scales used in the study. The attitude responses were significantly less positive toward gay men than toward lesbians and bisexuals. However, the male responses were significantly less positive toward transgender people than gay men.

No Mean Difference on the GLBT Far Proximity Scale

The *GLBT Far Proximity Scale* and the *GLBT Close Proximity Scale* were both used in the present study to examine attitudes toward the homosexual subgroups. However, only the *GLBT Close Proximity Scale* through a within-subject ANOVA reported any mean difference between the subgroups from the college males. The *GLBT Far Proximity Scale* was modified from Morrison's (2002), *Modern Homosexuality Scale (MHS)*. The *MHS* is grounded in theory and has been concluded statistically to be reliable and valid by the author. The author's statistical analysis confirmed that the items constructed a scale (Morrison, 2002). The *GLBT Far Proximity Scale* was concluded to be a scale for the present sample population for this study. However, *GLBT Far Proximity Scale*'s responses did not report a significant mean difference for attitudes toward the subgroups.

From the reliability analysis the report showed that more cases were included in the analysis on *GLBT Close Proximity Scale* than *GLBT Far Proximity Scale*. Certain analysis in SPSS uses list-wise deletion, (deletion of entries if all items were not completed by respondents toward the subgroups). The *GLBT Close Proximity Scale* had

more cases suggesting that respondents might have been more likely to fill out the scale due to the type of items on the scale. *GLBT Close Proximity Scale* examined attitudes towards homosexuality within the constructs of close/intimate proximity.

The number of cases in GLBT Far Proximity Scale could explain some disparity between the present study's results from the modified scale and the results from Morrison's (2002) original study using the original scale, *Modern Homosexuality Scale*.

Conservative Religious and Political Beliefs' Significance

The post-hoc test conducted after the within-subject ANOVAS with the between-subject variable for political beliefs and religious beliefs found statistical mean difference for the respondents on the *GLBT Close Proximity Scale*. Conservative beliefs were significantly different from moderate and liberal beliefs. Conservative religious beliefs were found to be distinctly different from liberals, moderates and even males who did not identify a level of religious belief.

Findings were consistent with the literature reviewed regarding the impact of political and religious beliefs on attitudes toward homosexuality. Respondents in the present study indicated they were overwhelmingly politically conservative at 42.40%. Approximately 1/3 of the respondents (30.90%) indicated to be religiously conservative.

The respondent's political and religious beliefs provided insight into their attitudes toward gay men, lesbians, bisexuals and transgender people. Using the *GLBT Close Proximity Scale*, the means of political and religious beliefs, political and religious affiliation and the interaction of political and religious belief/affiliations provided additional information. However, complex analysis regarding political and religious

beliefs and the impact on the respondent' attitudes was outside the scope of the present study.

Appendix H shows the different attitudes toward each subgroup by political belief. Political conservative males had a higher mean toward each subgroup than the other males who indicated a different political belief. Respondents who identified themselves as conservative had scores closer to 60 across the subgroups; indicating a more negative attitude towards gay men, lesbians, bisexuals and transgender people.

Appendix I shows the attitude scores toward each subgroup by political affiliation. Republicans, democrats and libertarians were the three highest ranking political affiliations in regards to response. Republican males indicated the highest consistent mean toward the subgroups in regards to their attitudes.

The data in regards to political belief and political affiliation were further analyzed. Appendix shows the J mean scores for respondents by the interactions of their political belief and affiliation (i.e. conservative republican, moderate republican).

Religious conservative males had a consistently higher mean attitude score toward each subgroup than their moderate and liberal peers. A higher mean attitude score toward the subgroups indicated a higher level of negative attitude towards gay men, lesbians, bisexuals and transgender people. Religious conservative males had a higher attitude score toward gay men than lesbians and bisexuals. However, attitudes towards transgender people were the highest of all subgroups. Appendix K provides additional information in regards to level of religious belief toward the subgroups.

Appendix L shows the respondent's attitude score toward each subgroup regarding religious affiliation. Respondents who indicated their religious affiliation

Presbyterians, Episcopalian, Methodist, Christian, Baptist and Catholic had similar attitudes scores toward the subgroups. In addition the attitude scores toward lesbians were less negative.

The data regarding political beliefs and political affiliation were further analyzed. Appendix M shows respondent's attitude scores toward the subgroups when religious belief and religious affiliation were cross paired (i.e. conservative Presbyterian, moderate Presbyterian).

Attitudes Toward Gay Men and Transgender People

Respondent's attitudes toward the subgroup, gay men were consistently more negative than the lesbians and bisexuals. Respondents mean toward gay men ($M = 39.08$, $n = 158$, $SD = 9.84$) on the *GLBT Far Proximity Scale* (even though there was no mean difference) was higher than the mean toward the other subgroups. Respondents attitude toward gay men on the GLBT Close Proximity Scale was the second highest ($M = 31.74$, $n = 246$, $SD = 11.17$) of the four subgroups. The transgender people subgroup had the highest mean at 34.04 ($n = 234$, $SD = 11.77$). Respondent's attitude toward gay men had a higher statistical mean difference than all other subgroups except for transgender people. There was a significant mean increase in attitude from respondents toward gay men to transgender people ($t = -5.58$, $df = 226$, $p < .0001$).

Transgender people received a higher level of negative attitudes from respondents than gay men consistently. This finding should be noted due to the inability to confirm any consistency of this finding through the literature.

The levels of political belief indicated that transgender people received less positive attitude than gay men. Conservative political male's attitudes were less negative

toward gay men ($M = 36.50$, $SD = 11.07$) than transgender people ($M = 38.46$, $SD = 11.13$). Moderate and liberal political male respondent's mean scores also followed the same pattern.

The dynamics of religious beliefs on the male respondents were consistent with that of political beliefs. Males consistently amongst the various levels of religious beliefs had a higher level of negativity toward transgender people than gay men. Conservative males attitude score toward gay men ($M = 35.41$, $SD = 11.70$) were significantly different than their attitudes toward transgender people ($M = 38.25$, $SD = 11.92$). These differences were also confirmed for respondents who indicated their level of religious beliefs moderate or liberal.

Limitations

The findings from this study must be viewed with caution for several reasons. First the initial instructions of this study were for the survey instrument to be disseminated in a classroom setting. However, every institution that participated required for the instrument to be disseminated outside the classroom setting. Dissemination of the surveys were coordinated through the Offices of Residence Life. Four institutions had the surveys passed out to residents by the Resident Assistants. Only three of the four institutions yielded data. One institution required for the researcher to facilitate the dissemination of the surveys at the residence hall check-in for the beginning of a May Session. Finally one institution required the survey to be web base. No data was obtained from this institution.

Changes were also made to the participant letter and survey's demographic component. One institution's Institutional Review Board (IRB) requested that the age

question, the second question on the Part A of the instrument provide different levels from which the participate can choose instead of the fill-in-the-blank option initially provided. A second institution required for the participant letter to be modified in a simpler format and for the research project to originate from the Office of Student Affairs instead of the researcher.

The sample for this study was a convenience sample. Participation in this study could not be controlled when the dissemination of the survey was removed from the initial setting (classroom setting) to the residence life area.

Respondents in the study may have compared their answers toward each subgroup. This issue is very important due to the subgroup transgender being studied simultaneously with gay men, lesbians and bisexuals. The literature reviewed in this study indicated that gay men received levels of higher negativity consistently. The present study reported that the subgroup, transgender people consistently received less positive attitudes. Respondents' unfamiliarity with people who are transgender may have caused them to have less positive attitudes toward them than the other subgroups.

The findings from this study generalized overall around neutral. However, there were trends within the data to indicate a transition to disagree or agree. Data that were below neutral and would have a transition to positive still had a range that was represented has less positive. Also the statistical analysis confirmed a significance difference and this was noted throughout the study where applicable.

Implications

There are numerous implications from this research project. Implications derived from three major entities: population the participants were requested to answer survey

questions regarding; the collegiate institutions the participants attended and the instrument.

This is the first study to examine attitudes toward homosexuality, including gay men, lesbians, bisexuals and transgender people. Homosexuality is considered to be an all encompassing word that includes all sexual orientations other than heterosexuality. However, the literature reviewed and presented in this paper assesses attitudes mainly toward gay men and lesbians. This study will provide valuable information on men's attitudes toward bisexuals and transgender people and there comparisons to gay men and lesbians.

Private institutions were presented minimally in the literature reviewed. These institutions were deemed a resource untapped in this area of research. More research in the area of attitudes toward homosexuality and other social and political issues need to be conducted at private institutions due the students who attend these institutions will have a different demographic background and collegiate experience.

Finally, the research instrument was developed from two separate instruments. This modified instrument has two parts which reflects attitudes toward homosexuality bound by far proximity and near proximity. The instrument also allows the participant to answer the questions regarding homosexuality across the four major sub-populations which include gay men, lesbians, bisexuals and transgender people. The instrument is very valuable due to its ability to be more inclusive of the various groups of homosexuality and to review whether attitudes toward them from groups differ by distance.

Directions for Future Research

This study provides additional avenues for future research. From the present research study various research projects can be launched.

GLBT Attitude Assessment incorporated question items that assessed attitudes based within the context of proximity (far and close). Comparing the two levels of proximity might yield significant data. This data could be used to target what issues concerning homosexuality that most effects men. In addition programming could be targeted toward those concerns.

The literature reviewed for the purpose of this study noted the significant difference between men and women attitude's toward the issue of homosexuality and homosexual subgroups. The present study used a male population in a more segregated environment by focusing on private liberal art institutions, which included one all-male institution. Future research should look further into all-male segregated populations such as fraternities, social clubs, athletic teams and K-12 private schools.

Legislation/legal statute was recognized by the researcher to be one of the two main constructs that aids in forming attitudes. In addition, politics were one of the two factors that initiated higher education in the United States. The present study found political beliefs to be significant in male's attitudes toward homosexuality. Future research should examine further the implications of politics on the attitudes of collegiate males.

Religiosity emerged to be one of the two major social constructs identified by the literature to form attitudes. The need to educate male to become religious leaders was the second paramount reason for the genesis of higher education in the United States indicated by the literature. The present study with a sample population within the

confines of college males examined their attitudes in regards to religion. Males' attitudes toward gay men, lesbians, bisexuals and transgender people were significantly different. Future research should examine further the effects of religiosity on college males' attitudes.

The collegiate institutions and the sample used in the study were very homogenous in regards to the institution racial/ethnic makeup. Future research could explore whether all-male segregated groups that are more diverse in their demographic background i.e. race/ethnicity reflect attitudes toward homosexuality differently from all-male segregated groups that are more homogenous in their demographic background.

Several instruments were returned completed and incomplete with participant comments. These comments varied in nature, yet reflected an attitude that were overall less tolerant of homosexuality and not of equal status to that of heterosexuality. Future research could use the present survey instrument in a qualitative form. The study could use personal interviews, focus groups, and an open ended survey format. A qualitative form of this study would provide a substantial amount of information that could not be given with the response option of the present study. In addition, a comparison of the qualitative and quantitative data could be performed.

The data used to yield the results in this study only used heterosexual males. Some participants identified themselves as gay and bisexual. Future research should analyze the data from the gay and bisexual males. Statistical analysis of research items that reflect self-identity would be a critical addition to the literature. Future surveys could have an option for gay and bisexual respondents to identify themselves. Qualitative research could be conducted on the gay and bisexual men who allowed

themselves to be identified for future research. In addition future research on gay, bisexual and transgender men and how they cope, interact and personally develop in all-male environments is needed research.

Future research could implement the present study in a classroom setting. The present study was conducted in the area of residence life. A classroom setting would provide a more controlled environment and eliminate the factor of a convenience sample. A comparison of the data collected from the residence life area and the data collected in a classroom setting would provide a substantial credibility to this area of research.

The present study held the same pattern for responses to gay men, lesbians, bisexuals and transgender people. Alternating the subgroups throughout a study would be beneficial to this research area. A response to the subgroups that alternate would cause the respondent to be more attentive throughout the administration of the survey. This type of survey administration may provide results that differ greatly from the present study.

The present study used the subgroup names bisexuals and transgender people with no regard to gender or biological gender. The attitudes toward these two subgroups may be different from the literature examine and the present study if gender or biological gender of the subgroups were identified (i.e. bisexual male, bisexual female). Future research should examine whether the gender of bisexuals and the biological gender of transgender people effects the attitude response of heterosexual males.

Finally the present research provides important and needed information in regards to the transgender population. This population is nearly absent from the research reviewed during the course of this research project. Transgender people are often

overlooked because their sexual orientation and biological gender is often not known. Future research should be cognizant to include this sub-population of homosexuality. In addition, future research should investigate additional labels, due to the increase of various labels that the homosexual community utilizes. These additional labels may need to be added when conducting research involving the homosexual community, to provide as much inclusiveness as possible.

Summary

The present study examined attitudes toward gay men, lesbians, bisexuals and transgender people amongst heterosexual men who attend private institutions. This study was viable due to its ability to provide additional research concerning college males' attitudes from a private college environment. Private colleges were a limited institutional type found in the research. Males with conservative views were found to have a higher level of negativity than their liberal and moderate counterparts. These findings are consistent with the literature examined.

In addition to the study's results other elements involved in this study also provided viable information. Changing the study's institutional type and finding private collegiate institutions to participate were all intricate situations that should launch additional studies. The climate within our academic walls indicates that the issue of homosexuality is still not an acceptable topic of discussion. As Cory (1956) speculates, If they are silent, how will change materialize from its ideological cell?

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Appendices

Appendix A.

Gay, Lesbian, Bisexual, Transgender (GLBT) Attitude Assessment Demographic

Questionnaire

Instruction for Part A

The purpose of this study is to examine attitudes and beliefs toward gays, lesbians, bisexuals, and transgender people. Please answer each question openly and honestly. If at any time you feel uncomfortable and would prefer to not finish this questionnaire, feel free to stop. If you have any questions or concerns about the study, the questionnaire, or would like to request a copy of the published results, please contact Christopher L. Medley at (540) 818-4343 or via e-mail at cmedley@vt.edu. Thank you for your participation in this research.

Please answer the following demographic questions. Circle or fill in the appropriate response.

1. Academic Classification:

Freshman

Sophomore

Junior

Senior

2. What is your age?

I am _____ years old.

3. Enrollment:

Full time

Part time

4. Sexual Orientation:

Bisexual

Gay

Transgender

Heterosexual

5. Have you attended any other college institutions after graduating from high school?

Yes No

6. Do you consider your political beliefs:

Liberal Moderate Conservative Not Applicable

7. If applicable what is your political affiliation?

8. Do you consider your religious beliefs:

Liberal Moderate Conservative Not Applicable

9. If applicable what is your religious affiliation?

10. Racial/ethnic identification:

- African-American/Black
- Asian
- Caucasian
- Hispanic/Latino
- Native American or Alaska Native
- Native Hawaiian or other Pacific Islander
- Other

11. Are you a resident of the United States?

Yes No

12. Are you the first of your siblings or parents to attend college?

Yes No

13. How many student organizations are you currently involved with (excluding Greek organizations and sports clubs)?

None 1 2 3 4 5 or more

14. Do you hold membership in a fraternity (sanctioned by a Greek Affairs Office)?

Yes No

15. Do you participate in intramural/intercollegiate athletics?

Yes No

Gay, Lesbian, Bisexual, Transgender (GLBT) Far Proximity Scale

Instructions for Part B

Each statement is followed by four categories of sexual orientation with four levels of agreement/disagreement. Please indicate your response by circling:

1 = strongly disagree, 2 = disagree, 3 = neutral,

4 = agree, 5 = strongly agree, or 9 = undecided

1.

Sexual orientation often is used to gain special privileges by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

2.

Focus often is on the differences between heterosexuals and their sexuality rather than commonalities by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

3.

*Rights often are denied to ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

4.

It is ridiculous for colleges/universities to provide special studies programs (i.e. Gay and Lesbian Studies) to ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

5.

It is ridiculous to assume that celebrations such as “Gay Pride Day” should constitute a source of pride with regard to their sexual orientation by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

6.

*Protests for equal rights still are needed for ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

7.

Forcing their lifestyle upon other people should stop by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

8.

To be treated like everyone else, making a fuss about one's sexuality should stop by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

9.

*Coming out of the closet takes courage and admiration should be extended for...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

10.

Complaining about the way society treat them should stop by...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

11.

American tax dollars should not be spent to support special sexual orientation organizations by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

12.

Demands for equal rights have become far too confrontational by ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

*items are reverse-scored

Gay, Lesbian, Bisexual, Transgender (GLBT) Close Proximity Scale

Instructions for Part C

Each statement is followed by four categories of sexual orientation with four levels of agreement/disagreement. Please indicate your response by circling:

1 = strongly disagree, 2 = disagree, 3 = neutral,

4 = agree, 5 = strongly agree, or 9 = undecided

1.

I am uncomfortable working in the same department with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

2.

I am uncomfortable sharing office space with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

3.

*I am comfortable having acquaintances inform me of their sexual orientation as ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

4.

I am uncomfortable having friends tell me of their sexual orientation as ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

5.

I am uncomfortable being in the same room with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

6.

*I am comfortable having roommates that are ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

7.

I am uncomfortable having students in my classes who are ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

8.

I am uncomfortable working on a class project with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

9.

*I am comfortable being seen with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

10.

I am uncomfortable being on a sports team (collegiate/intramural/community) with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

11.

I am uncomfortable participating in social activities (i.e. parties/socials) with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

12.

I am uncomfortable participating in college-sponsored non-social activities (e.g., forums/debates/seminars) with ...

Gay men	1	2	3	4	5	9
Lesbians	1	2	3	4	5	9
Bisexuals	1	2	3	4	5	9
Transgender people	1	2	3	4	5	9

*Items are reversed-scored

Appendix B.
Coordinator Request to Participate Letter

Greetings:

First, introductions are in order. I am Christopher L. Medley, a graduate student in the Educational Leadership and Policy Studies major at Virginia Tech, Blacksburg, Virginia. I am currently in the pre-implementation stages of my thesis research.

My graduate research is in the area of attitudes toward homosexuality. More precisely, I will be examining attitudes towards homosexuality from college men who attend small private liberal art institutions.

Privacy for the institutions and individual participants is of great concern. Survey instrument answers cannot be traced back to individuals. In addition, institutions will be coded thereby presentation of data will have no direct linkage to a particular institution.

I am asking for your assistance in collecting data at your institution primarily as the coordinator. The primary duties of the coordinator would be to identify five faculty members who would distribute the survey in their classes. I prefer that surveys be distributed in classes with diverse levels of classification (i.e. freshman through seniors) when possible. However, if implementing the study via classrooms is not appropriate for your institution, an alternative can be used (i.e. distribution through residential housing).

Please respond via e-mail cmedley@vt.edu with your response on whether you are interested in being a part of this study. If you feel that another member of the university administration/faculty would be more appropriate as a coordinator please inform me of so. In addition, I will respond directly to a professor's question or concern

upon a coordinator's request. Contact by phone or via e-mail will be made to confirm receipt of this letter.

Sincerely,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

Appendix C.

Coordinator Request to Participate Follow-up (e-mail version)

Dean of Students:

I am Christopher L. Medley, a Master's Candidate in the Educational Leadership and Policy Studies major at Virginia Tech, Blacksburg, Virginia. I am currently in the pre-implementation stages of my thesis research.

You should at this time have received a mailed letter, requesting your assistance in disseminating a survey instrument at your institution for my thesis research study. Once again, this study examines attitude toward homosexuality from males who attend all-male collegiate institutions.

If you did not receive the mailed letter please reply to this e-mail, and one will be sent to you immediately. I ask that you type your mailing address in your reply, so that I may check my records for any errors.

Thank you,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

Appendix D.
Coordinator Instruction Letter

Dear Coordinator:

The time for the administration of the instrument for this research study has arrived. Due to the sensitivity of this study, the time frame by which the materials are disseminated, completed and return to researcher is of grave importance and should last a maximum of 4 weeks.

Please look through the mailing to ensure that all materials are provided for each faculty member. The mailing should include the following:

- facilitator cover letters
- participant consent forms
- Gay, Lesbian, Bisexual, Transgender (GLBT) Attitude Assessment
- 1 self-addressed stamped envelope (for surveys completed and non-completed).

Below is the administration process that all coordinators should follow:

- Please deliver the packets to the facilitators who have consented to participate in this study.
- Coordinator should have in their possession completed and non-completed surveys 5 business days after disseminating them to the facilitators.
- Ask facilitators if their return packets include completed and non-completed surveys.
- Mail completed and non-completed surveys back to the researcher using the self-addressed stamped envelope/arrange personal pick-up.

Your assistance in the administration of this research study is appreciated. At

anytime you have questions or concerns please contact Christopher L. Medley by phone
(540) 818-4343 or via e-mail cmedley@vt.edu.

Sincerely,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

Appendix E.
Participant Consent Letter

Dear Participant:

Your participation is being requested in the following research project. Christopher L. Medley, Master Candidate at Virginia Tech is conducting a research examining attitudes toward gay men, lesbians, bisexuals, and transgender people.

If you have completed a survey instrument for this study in another setting please make your instructor aware of the situation and do not complete another survey.

The responses recorded onto the instruments are completely anonymous and confidential. In addition, there is a demographic questionnaire attached to the survey. The demographic questionnaire gives the researcher information about the type of student that answered the survey. However, the demographic survey has no ability to personally identify the individual student who fills out the survey.

At anytime during the administration of this survey you feel uncomfortable with participating feel free to stop. Due to the surveys being administered by an facilitator and not by the researcher, questions concerning items on the survey will not be allowed.

Please fill each item out to the best of your ability.

After completion of the survey please return it immediately to the facilitator. All completed surveys will be immediately placed into an envelope to further protect the confidentiality of students' responses.

If you have any question for the researcher about the questionnaire, survey, or the results of the data collected please contact Christopher L. Medley at (540) 818-4343 or via e-mail at cmedley@vt.edu. A consent form is necessary due to participate in this

research. Please print and sign your name on the following page. Consent forms are in no way identifiable with the questionnaire or surveys to protect confidentiality and anonymity.

Thank you,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

I consent to participating in the following research project, *Attitudes Toward Homosexuality at Private Colleges*, conducted by Christopher L. Medley. I also promise that I have not completed another survey instrument for this study in another setting

Print Name: _____

Date: _____

Sign Name: _____

RETURN THIS PAGE ONLY WITH COMPLETED SURVEY INSTRUMENTS

Appendix F.

Facilitator Letter

Dear Facilitator:

Appreciation first must be bestowed upon you for your participation in this study by disseminating the accompanying instrument to students. The following study will examine attitudes towards gay men, lesbians, bisexuals, and transgender people. All student responses are completely confidential and anonymous.

The following will explain the procedures for administering the surveys:

- The survey and questionnaire should be administered in a setting with a diverse (age, race/ethnicity, academic classification, etc.) student population if possible.
- Students should read the Participant /Consent Letter and complete the consent portion which gives comply of participation. The consent portion states the participant's willingness to participate in the study by requesting their name to be printed, signed and date of consent. Also, they promise that they have not completed the survey instrument in another class. This portion of the information/consent letter should accompany completed survey instruments
- Students who display no objection to participating should be provided a survey instrument.
- There should be no time limit placed on the students to finish completing the instrument. The average student will need approximately 30 minutes to complete the survey instrument.

- Students should return completed instruments to the facilitator. The faculty member should immediately place completed instrument into the folder provided.

Do not accept a completed survey instrument without a signed consent form.

- Facilitator should administer, if possible, all of their instruments.
- Completed and non-completed instruments should be given to the coordinator within 24 hours.

The results of this study will be very beneficial to all levels of higher education.

Your participation is greatly appreciated. If you have any questions or concerns, please direct them to the researcher, Christopher L. Medley at (540) 818-4343 or via e-mail at cmedley@vt.edu.

Sincerely,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

Appendix G.

Coordinator Administration Reminder (e-mail version)

Dear Coordinator:

Survey instruments have been mailed for dissemination. Following the instruction within the coordinator cover letter in the mailing, the survey instruments should have already been disseminated to the facilitators. Please remember surveys completed/non-completed should be returned to you 5 business days after you have given them to the faculty member.

If you have any questions or concerns anytime during the administration process please contact me by phone, (540) 818-4343 or via e-mail, cmedley@vt.edu.

Thank you,

Christopher L. Medley
Masters Candidate,
Educational Leadership & Policy Studies
Higher Education & Student Affairs Program
Virginia Tech
cmedley@vt.edu
540-818-4343

Appendix H.
 Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and
 Transgender People by Political Beliefs: *GLBT Close Proximity Scale*

Political Beliefs:		Gay men	Lesbians	Bisexuals	Transgender People
	M	24.96	23.84	24.56	26.85
Liberal	N	51	51	50	47
	SD	9.38	9.17	9.33	11.11
	M	29.86	27.68	29.23	32.26
Moderate	N	74	74	75	68
	SD	9.98	8.65	9.16	10.72
	M	36.49	33.88	35.69	38.46
Conservative	N	102	97	101	101
	SD	11.07	9.93	11.05	11.13
	M	31.39	30.00	31.28	34.59
Not Applicable	N	18	18	18	17
	SD	9.69	7.92	9.15	10.89
	M	31.71	29.54	31.10	34.03
Total	N	245	240	244	233
	SD	11.19	10.01	10.85	11.80

Appendix I.

Respondents Mean Attitude Scores by Political Affiliation Toward Gay Men, Lesbians,

Bisexuals and Transgender People: GLBT Close Proximity Scale

Political Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Republican	M	35.13	32.36	34.50	37.30
	N	100	99	102	99
	SD	10.96	9.60	10.78	11.34
Democrat	M	25.31	23.40	25.00	26.77
	N	36	35	35	35
	SD	9.42	7.86	8.54	10.88
Green Party	M	34.67	34.67	34.67	34.67
	N	3	3	3	3
	SD	21.96	21.96	21.96	21.96
Constitution Party	M	38.00	40.00	37.00	54.00
	N	1	1	1	1
	SD	.	.	.	.
Indie	M	16.00	16.00	16.00	20.00
	N	1	1	1	1
	SD	.	.	.	.
Libertarian	M	32.57	29.67	32.17	42.25
	N	7	6	6	4
	SD	8.06	6.15	6.74	3.40
Socialist/Communist	M	54.00	46.00	57.00	60.00
	N	1	1	1	1
	SD	.	.	.	.

Appendix I (*continued*). Respondents Mean Attitude Scores by Political Affiliation
 Toward Gay Men, Lesbians, Bisexuals and Transgender People: *GLBT Close Proximity Scale*

Political Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
	M	23.00	23.50	23.50	22.50
	N	2	2	2	2
	SD	14.14	14.85	14.85	13.44
Independent	M	28.52	26.90	28.10	31.95
Not Applicable	N	21	20	21	19
	SD	11.52	11.42	11.27	11.91
Total	M	32.03	29.71	31.62	34.48
	N	172	168	172	165
	SD	11.60	10.37	11.31	12.37

Appendix J.
 Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and
 Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity*

Scale

Political Beliefs	Political Affiliations	M	Gay	Men	Lesbians	Bisexuals	Transgender
			N	1	1	1	1
Liberal	Republican	SD	.	.	.	.	.
		M	24.00	16.00	16.00	16.00	16.00
		N	1	1	1	1	1
	Democrat	SD	.	.	.	.	.
		M	24.48	23.07	24.15	26.12	26.12
		N	27	27	27	27	26
	Green Party	SD	9.11	8.21	8.56	11.05	11.05
		M	22.00	22.00	22.00	22.00	22.00
		N	2	2	2	2	2
99	Libertarian	SD	1.41	1.41	1.41	1.41	1.41
		M	24.00	24.00	24.00	24.00	24.00
		N	1	1	1	1	1
	Total	SD	.	.	.	.	.
		M	24.50	25.00	24.75	25.00	25.00
		N	4	4	4	4	4
Total	Total	SD	15.76	16.15	15.65	15.45	15.45
		M	24.31	23.06	23.86	26.00	26.00
		N	35	35	35	34	34
Total	Total	SD	9.26	8.75	8.94	11.37	11.37

Appendix J (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity Scale*

Political Beliefs	Political		Gay	Men	Lesbians	Bisexuals	Transgender
	Affiliations	Moderate					
Republican	Moderate	M		30.89	28.70	31.00	34.37
		N		19	20	19	19
		SD		9.89	7.25	7.99	11.32
	Democrat	M		26.7143	24.50	26.29	28.14
		N		7	6	7	7
		SD		8.32	6.69	7.63	9.62
	Indie	M		16.00	16.00	16.00	20.00
		N		1	1	1	1
		SD		.	.	.	.
Libertarian	Moderate	M		35.75	29.50	32.50	39.50
		N		4	4	4	2
		SD		6.40	6.25	6.14	2.12
	Independent	M		23.00	23.50	23.50	22.50
		N		2	2	2	2
		SD		14.14	14.85	14.85	13.44
	Not Applicable/None	M		28.15	25.25	27.31	31.82
		N		13	12	13	11
		SD		9.44	8.52	8.98	8.39

Appendix J (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity Scale*

Political Beliefs	Political		Gay	Men	Lesbians	Bisexuals	Transgender
			Affiliations				People
Moderate	Total	M	29.24	26.78	28.72	32.00	
		N	46	45	46	42	
		SD	9.55	7.77	8.49	10.36	
Conservative	Republican	M	36.28	33.51	35.54	38.28	
		N	80	78	82	79	
		SD	11.00	9.80	11.06	11.09	
	Democrat	M	31.50	24.50	39.00	30.50	
		N	2	2	1	2	
		SD	20.51	10.61	.	19.09	
	Green Party	M	60.00	60.00	60.00	60.00	
		N	1	1	1	1	
		SD	.	.	.	.
	Constitution	M	38.00	40.00	37.00	54.00	
	Party	N	1	1	1	1	
		SD	.	.	.	.
	Libertarian	M	39.00	36.00	39.00	45.00	
		N	1	1	1	1	
		SD	.	.	.	.

Appendix J (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity Scale*

Political Beliefs	Political		Gay	Men	Lesbians	Bisexuals	Transgender
	Affiliations						People
Conservative	Not	M	33.75	33.75	34.00	39.25	
	Applicable/None	N		4	4	4	4
		SD		14.89	14.89	14.70	15.56
	Total	M		36.37	33.7241	35.8333	38.65
		N		89	87	90	88
		SD		11.33	10.27	11.21	11.53
Not Applicable	Libertarian	M		22.00			
		N		1			
		SD		.			
	Socialist/	M		54.00	46.00	57.00	60.00
	Communist	N		1	1	1	1
		SD		.	.	.	.
	Total	M		38.00	46.00	57.00	60.00
		N		2	1	1	1
		SD		22.63	.	.	.
Total	Republican	M		35.13	32.36	34.50	37.30
		N		100	99	102	99
		SD		10.96	9.60	10.78	11.34

Appendix J (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity Scale*

Political Beliefs	Political Affiliations	Gay	Men	Lesbians	Bisexuals	Transgender
		M	25.31	23.40	25.00	26.77
Total	Democrat	M	25.31	23.40	25.00	26.77
		N	36	35	35	35
		SD	9.42	7.86	8.54	10.88
	Green Party	M	34.67	34.67	34.67	34.67
		N	3	3	3	3
		SD	21.96	21.96	21.96	21.96
	Constitution	M	38.00	40.00	37.00	54.00
	Party	N	1	1	1	1
		SD	.	.	.	.
	Indie	M	16.00	16.00	16.00	20.00
		N	1	1	1	1
		SD	.	.	.	.
	Libertarian	M	32.57	29.67	32.17	42.25
		N	7	6	6	4
		SD	8.06	6.15	6.74	3.40
	Socialist/	M	54.00	46.00	57.00	60.00
	Communist	N	1	1	1	1
		SD	.	.	.	.

Appendix J (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Political Beliefs and Political Affiliations: *GLBT Close Proximity Scale*

Political Beliefs	Political		Gay	Men	Lesbians	Bisexuals	Transgender
Total	Affiliation						People
	Independent	M		23.00	23.50	23.50	22.50
		N		2	2	2	2
		SD		14.14	14.85	14.85	13.44
	None/	M		28.52	26.90	28.10	31.95
	Not Applicable	N		21	20	21	19
		SD		11.52	11.42	11.27	11.91
	Total	M		32.03	29.71	31.62	34.48
		N		172	168	172	165
		SD		11.60	10.37	11.31	12.37

Appendix K.

Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs: *GLBT Close Proximity Scale*

Religious Beliefs		Gay men	Lesbians	Bisexuals	Transgender People
Liberal	M	25.89	24.22	25.73	28.17
	N	37	37	37	35
	SD	10.07	8.46	9.69	12.05
Moderate	M	32.12	29.54	31.01	33.16
	N	92	93	93	90
	SD	10.85	9.53	10.48	11.08
Conservative	M	35.41	33.06	35.20	38.25
	N	81	79	82	80
	SD	11.70	10.71	11.23	11.92
Not Applicable	M	28.44	27.10	27.23	32.07
	N	34	30	31	28
	SD	8.52	7.84	8.08	9.43
Total	M	31.75	29.57	31.14	34.03
	N	244	239	243	233
	SD	11.20	10.02	10.86	11.80

Appendix L.

Respondents Mean Attitude Scores by Religious Affiliation Toward Gay Men, Lesbians,
Bisexuals and Transgender People: *GLBT Close Proximity Scale*

Religious Affiliation		Gay men	Lesbians	Bisexuals	Transgender People
Presbyterian	M	34.57	33.33	34.50	35.86
	N	21	21	22	21
	SD	11.25	10.23	10.44	11.71
Episcopalian	M	33.30	28.60	31.75	36.05
	N	20	20	20	21
	SD	11.39	8.41	10.64	11.80
Methodist	M	33.21	30.25	32.04	36.52
	N	28	28	28	27
	SD	10.10	8.01	10.06	10.90
Lutheran	M	31.13	28.50	30.25	32.71
	N	8	8	8	7
	SD	11.56	8.52	12.33	13.21
Christian	M	34.69	31.67	35.92	36.46
	N	13	12	13	13
	SD	10.66	9.28	9.30	9.50
Roman Catholic	M	26.22	24.75	27.30	32.80
	N	9	8	10	10
	SD	12.85	13.74	13.52	17.76

Appendix L (*continued*). Respondents Mean Attitude Scores by Religious Affiliation
 Toward Gay Men, Lesbians, Bisexuals and Transgender People: *GLBT Close Proximity Scale*

Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Southern Baptist	M	34.20	33.80	33.8000	32.0000
	N	5	5	5	4
	SD	12.74	12.42	12.42	13.56
Baptist	M	32.15	29.04	31.00	33.20
	N	26	28	28	25
	SD	12.00	10.85	10.81	12.43
Pentecostal	M	31.00	31.00	31.00	31.00
	N	2	2	2	2
	SD	11.31	11.31	11.31	11.31
Catholic	M	28.17	26.79	28.35	31.91
	N	24	24	23	23
	SD	10.58	9.49	10.45	11.43
Evangelical Christian	M	25.00	25.00	30.00	30.00
	N	1	1	1	1
	SD	.	.	.	.
Jewish	M	24.80	23.00	23.00	23.40
	N	5	5	5	5
	SD	8.01	2.12	4.06	4.93
Protestant	M	38.00	38.33	38.00	38.00
	N	3	3	3	3
	SD	11.14	11.59	11.14	11.14

Appendix L (*continued*). Respondents Mean Attitude Scores by Religious Affiliation Toward Gay Men, Lesbians, Bisexuals and Transgender People: *GLBT Close Proximity Scale*

Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
	M	25.00	25.00	25.00	30.50
Agnostic	N	4	4	4	4
	SD	2.00	2.00	2.00	9.95
Bahai	M	17.00	17.00	17.00	17.00
	N	1	1	1	1
	SD	.	.	.	.
Orthodox	M	45.00	41.00	46.50	48.00
	N	2	2	2	2
	SD	12.73	7.07	14.85	16.97
Non-Denominational	M	20.00	19.00	19.00	20.00
	N	1	1	1	1
	SD	.	.	.	.
Atheist	M	25.00	24.33	25.00	30.00
	N	3	3	3	2
	SD	11.79	10.69	11.79	11.31
Hindu	M	30.00	19.00	25.00	33.00
	N	1	1	1	1
	SD	.	.	.	.
Rastafarian	M	22.00			
	N	1			
	SD	.			

Appendix L (*continued*). Respondents Mean Attitude Scores by Religious Affiliation Toward Gay Men, Lesbians, Bisexuals and Transgender People: *GLBT Close Proximity Scale*

Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Holiness	M	16.00	16.00	16.00	16.00
	N	1	1	1	1
	SD	.	.	.	.
Anglican	M	20.00	17.00	21.00	
	N	1	1	1	
	SD	.	.	.	
None/NA	M	31.33	30.88	30.63	32.71
	N	9	8	8	7
	SD	13.16	14.00	13.91	13.60
Total	M	31.42	29.18	31.02	33.90
	N	189	187	190	181
	SD	11.20	9.93	10.86	11.91

Appendix M.
 Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and
 Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close*
Proximity Scale

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Liberal	Presbyterian	M	23.50	23.50	23.50	23.50
		N	2	2	2	2
		SD	0.71	0.71	0.71	0.71
Episcopalian		M	16.00	20.50	20.50	20.50
		N	1	2	2	2
		SD	.	6.36	6.36	6.36
Methodist		M	54.00	40.00	56.00	57.00
		N	1	1	1	1
		SD	.	.	.	.
Christian		M	29.00			
		N	1			
		SD	.			
Roman Catholic		M	16.00	14.00	16.00	16.00
		N	2	2	2	2
		SD	5.66	2.83	5.66	5.66
Baptist		M	29.00	26.50	28.17	34.00
		N	6	6	6	5
		SD	8.56	5.17	7.03	15.35

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay men	Lesbians	Bisexuals	Transgender People
Liberal	Catholic	M	21.67	20.33	22.20	26.20
		N	6	6	5	5
		SD	5.57	3.93	4.09	8.35
	Jewish	M	21.00	21.00	21.00	21.00
		N	2	2	2	2
		SD	0.00	0.00	0.00	0.00
	Agnostic	M	24.00	24.00	24.00	34.50
		N	2	2	2	2
		SD	0.00	0.00	0.00	14.85
	Hindu	M	30.00	19.00	25.00	33.00
		N	1	1	1	1
		SD	.	.	.	.
	None/NA	M	25.67	25.67	25.67	25.67
		N	3	3	3	3
		SD	13.43	13.43	13.43	13.43
	Total	M	25.15	23.07	24.92	27.96
		N	27	27	26	25
		SD	9.28	6.93	9.06	12.21

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Moderate	Presbyterian	M	32.25	29.00	30.88	31.29
		N	8	8	8	7
		SD	12.81	10.66	11.93	13.10
	Episcopalian	M	34.00	30.50	31.08	37.00
		N	12	12	12	12
		SD	7.37	7.27	7.40	9.56
	Methodist	M	32.00	30.77	31.31	35.83
		N	13	13	13	12
		SD	10.75	9.22	10.73	10.48
	Lutheran	M	33.00	29.67	32.17	33.83
		N	6	6	6	6
		SD	13.04	9.73	13.93	14.11
	Christian	M	36.63	30.88	35.78	36.11
		N	8	8	9	9
		SD	9.23	6.94	8.33	8.58
	Roman Catholic	M	26.67	27.33	26.67	27.67
		N	3	3	3	3
		SD	12.34	13.20	12.34	13.65
	Baptist	M	31.75	28.69	31.08	32.33
		N	12	13	13	12
		SD	12.22	12.44	11.37	11.57

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Moderate	Pentecostal	M	31.00	31.00	31.00	31.00
		N	2	2	2	2
		SD	11.31	11.31	11.31	11.31
	Catholic	M	25.00	24.75	25.13	26.25
		N	8	8	8	8
		SD	9.00	8.10	9.39	7.74
	Jewish	M	27.33	24.33	24.33	25.00
		N	3	3	3	3
		SD	10.21	1.53	5.13	6.25
	Protestant	M	48.00	49.00	48.00	48.00
		N	1	1	1	1
		SD	.	.	.	.
	Agnostic	M	24.00	24.00	24.00	24.00
		N	1	1	1	1
		SD	.	.	.	.
	Bahai	M	17.00	17.00	17.00	17.00
		N	1	1	1	1
		SD	.	.	.	.
	Non-Denomenational	M	20.00	19.00	19.00	20.00
		N	1	1	1	1
		SD	.	.	.	.

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Moderate	Atheist	M	22.00	22.00	22.00	22.00
		N	1	1	1	1
		SD	.	.	.	.
	Holiness	M	16.00	16.00	16.00	16.00
		N	1	1	1	1
		SD	.	.	.	.
	None/Not Applicable	M	36.00	37.00	36.00	36.00
		N	1	1	1	1
		SD	.	.	.	.
	Total	M	31.23	28.86	30.29	32.37
		N	82	83	84	81
		SD	10.66	9.42	10.30	10.88
Conservative	Presbyterian	M	38.27	38.27	38.75	40.58
		N	11	11	12	12
		SD	9.72	8.27	8.14	9.50
	Episcopalian	M	34.57	27.50	36.83	38.86
		N	7	6	6	7
		SD	16.07	10.41	14.80	14.09
	Methodist	M	32.86	29.07	31.00	35.64
		N	14	14	14	14
		SD	8.40	6.75	7.62	10.54

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Conservative	Lutheran	M	25.50	25.00	24.50	26.00
		N	2	2	2	1
		SD	0.71	1.41	2.12	.
	Christian	M	32.25	33.25	36.25	37.25
		N	4	4	4	4
		SD	15.06	14.08	12.66	12.79
	Roman Catholic	M	32.00	30.00	33.25	41.00
		N	3	2	4	4
		SD	18.33	25.46	17.42	20.49
	Southern Baptist	M	34.20	33.80	33.80	32.00
		N	5	5	5	4
		SD	12.74	12.42	12.42	13.56
	Baptist	M	35.13	31.22	32.78	34.00
		N	8	9	9	8
		SD	14.43	11.74	12.66	13.51
	Catholic	M	34.60	32.30	34.00	39.30
		N	10	10	10	10
		SD	11.09	10.25	11.20	11.60

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Conservative	Evangelical Christian	M	25.00	25.00	30.00	30.00
		N	1	1	1	1
		SD	.	.	.	.
	Protestant	M	33.00	33.00	33.00	33.00
		N	2	2	2	2
		SD	9.90	9.90	9.90	9.90
	Orthodox	M	45.00	41.00	46.50	48.00
		N	2	2	2	2
		SD	12.73	7.07	14.85	16.97
	Anglican	M	20.00	17.00	21.00	
		N	1	1	1	
		SD	.	.	.	.
	None/Not Applicable	M	56.00	56.00	56.00	56.00
		N	1	1	1	1
		SD	.	.	.	.
	Total	M	34.56	32.21	34.48	37.69
		N	71	70	73	70
		SD	11.73	10.56	11.15	12.08

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Not Applicable	Roman Catholic	M	28.00	28.00	28.00	49.00
		N	1	1	1	1
		SD	.	.	.	.
	Agnostic	M	28.00	28.00	28.00	29.00
		N	1	1	1	1
		SD	.	.	.	.
	Atheist	M	26.50	25.50	26.50	38.00
		N	2	2	2	1
		SD	16.26	14.85	16.26	.
	Rastafarian	M	22.00			
		N	1			
		SD	.			
	None/	M	28.25	25.67	25.33	30.00
	Not Applicable	N	4	3	3	2
		SD	9.32	9.50	9.02	5.66
	Total	M	27.11	26.29	26.43	35.20
		N	9	7	7	5
		SD	8.36	8.26	8.52	8.98
Total	Presbyterian	M	34.57	33.33	34.50	35.86
		N	21	21	22	21
		SD	11.25	10.23	10.44	11.71

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Total	Episcopalian	M	33.30	28.60	31.75	36.05
		N	20	20	20	21
		SD	11.39	8.41	10.64	11.80
	Methodist	M	33.21	30.25	32.04	36.52
		N	28	28	28	27
		SD	10.10	8.01	10.06	10.90
	Lutheran	M	31.13	28.50	30.25	32.71
		N	8	8	8	7
		SD	11.56	8.52	12.33	13.21
	Christian	M	34.69	31.67	35.92	36.46
		N	13	12	13	13
		SD	10.66	9.28	9.30	9.50
	Roman Catholic	M	26.22	24.75	27.30	32.80
		N	9	8	10	10
		SD	12.85	13.74	13.52	17.76
	Southern Baptist	M	34.20	33.80	33.80	32.00
		N	5	5	5	4
		SD	12.74	12.42	12.42	13.56
	Baptist	M	32.15	29.04	31.00	33.20
		N	26	28	28	25
		SD	12.00	10.85	10.81	12.43

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Total	Pentecostal	M	31.00	31.00	31.00	31.00
		N	2	2	2	2
		SD	11.31	11.31	11.31	11.31
	Catholic	M	28.17	26.79	28.35	31.91
		N	24	24	23	23
		SD	10.58	9.49	10.45	11.43
	Evangelical	M	25.00	25.00	30.00	30.00
	Christian	N	1	1	1	1
		SD	.	.	.	.
	Jewish	M	24.80	23.00	23.00	23.40
		N	5	5	5	5
		SD	8.01	2.12	4.06	4.93
	Protestant	M	38.00	38.33	38.00	38.00
		N	3	3	3	3
		SD	11.14	11.59	11.14	11.14
	Agnostic	M	25.00	25.00	25.00	30.50
		N	4	4	4	4
		SD	2.00	2.00	2.00	9.95
	Bahai	M	17.00	17.00	17.00	17.00
		N	1	1	1	1
		SD	.	.	.	.

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay men	Lesbians	Bisexuals	Transgender People
Total	Orthodox	M	45.00	41.00	46.50	48.00
		N	2	2	2	2
		SD	12.73	7.07	14.85	16.97
	Non-Denominational	M	20.00	19.00	19.00	20.00
		N	1	1	1	1
		SD	.	.	.	.
	Atheist	M	25.00	24.33	25.00	30.00
		N	3	3	3	2
		SD	11.79	10.69	11.79	11.31
	Hindu	M	30.00	19.00	25.00	33.00
		N	1	1	1	1
		SD	.	.	.	.
	Rastafarian	M	22.00			
		N	1			
		SD	.	.	.	.
	Holiness	M	16.00	16.00	16.00	16.00
		N	1	1	1	1
		SD	.	.	.	.
	Anglican	M	20.00	17.00	21.00	
		N	1	1	1	
		SD	.	.	.	.

Appendix M (*continued*). Respondents' Mean Attitude Score Toward Gay Men, Lesbians, Bisexuals and Transgender People by Religious Beliefs and Religious Affiliations: *GLBT Close Proximity Scale*

Religious Beliefs	Religious Affiliation		Gay Men	Lesbians	Bisexuals	Transgender People
Total	None/ Not Applicable	M	31.33	30.88	30.63	32.71
		N	9	8	8	7
		SD	13.16	14.00	13.91	13.60
	Total	M	31.42	29.18	31.02	33.90
		N	189	187	190	181
		SD	11.20	9.93	10.86	11.91