


A STUDY TO IDENTIFY AND COMPARE THE
PERSONAL, SOCIAL AND ACADEMIC ADJUSTMENT PROBLEMS EXPERIENCED BY
MINORITY BLACK AND CAUCASIAN GRADUATE STUDENTS, ENROLLED AT
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY,
A PREDOMINANTLY WHITE INSTITUTION, AND
VIRGINIA STATE COLLEGE, A PREDOMINANTLY BLACK INSTITUTION.

by

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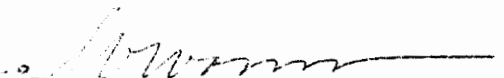
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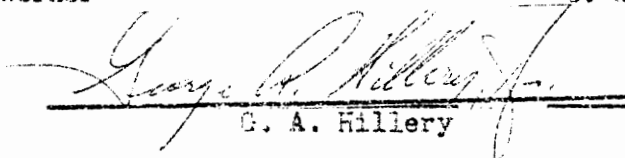

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Dedicated to my wife, Gloria, and son, Ricky, for the continuous encouragement and unflagging support. Without their love, understanding, and patience this study would never have been completed.

George W. Hines, Jr.

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Chapter I

INTRODUCTION

There has been a great deal of speculation in recent years concerning the response of higher educational institutions to the minority student. There is concern, too, about the roles minorities are now playing on predominantly white and black college campuses. Certain marked advances have been made, such as an increase in the minority enrollment and a few minority professors, administrators and recruiters scattered sparingly throughout the ranks of higher education.

Higher education had long been virtually immune to significant racial change. All legal sanctions to enforce desegregation in colleges and universities had been ineffective in what they were supposed to do. Consequently, on many of the campuses of predominantly white and black institutions, the weight of historic exclusory and some discriminatory practices are still being felt by minority students. According to Thomas Sowell, in predominantly white and black institutions of higher learning, the minority presence in the past has been of a token dimension.¹

Higher education in the United States, however, has undergone a drastic change in the last decade. More students than ever before have enrolled in colleges and universities from every walk of life. The increase in the number of students enrolled in institutions of higher learning during this century represents the most sustained and rapid growth

¹Thomas Sowell, "Radical Chic is Vicious," Psychology Today, 6 (February 1973), p. 41.

in the entire universal history of higher education.

Subsequently, a concerted effort has been made in the last few years by predominantly white and black universities to increase the opportunity for higher education for the disadvantaged minority student. The impetus for the recruitment of minorities by predominantly white and black institutions had several origins. The civil rights legislation of the 1960's, the federal guidelines establishing the integration procedure for higher education, and the growing realization that the denial of equal educational opportunity brings a high cost in social welfare as well as an economic loss to the entire country represent only a few of the many forces precipitating this change.²

Minority students are now being admitted to predominantly white and black institutions of higher learning in greater numbers than ever before. The proportion of minority students at these institutions has increased from less than one percent to more than five percent of the student body in many major colleges and universities in the last several years. It is not the "liberal" northeastern schools taking the lead in this trend, but those in the Mid-West and the South.³

However, if this increased enrollment of minority graduate students into predominantly white and black universities continues, which is likely the case, the adjustment of minority graduate students in terms of personal, social and academic life is essential. Most administrators

²Bruce Hamilton, Graduate School Programs for Minority/Disadvantaged Students (Educational Testing Service, 1973), pp. 12-14.

³Alan Pifer, The Higher Education of Blacks in the United States (New York, 1973), pp. 38-40.

desire to bring about a healthy adjustment of minority graduate students, and many students are actively engaged in activities to make the smooth, but often traumatic, adjustment of minority graduate students into the university family a reality. The complete and total adjustment of black students on a predominantly white campus and caucasian students on a predominantly black campus will necessitate adjustment of the entire university family. Blacks must adjust in a drastic way to a different culture and conversely, caucasians must adjust to the very presence of blacks on campus. The process of mutual adjustment between the minority students and the university family has been variously described as hopeful, conflictful, and more recently cautious.

STATEMENT OF THE PROBLEM

This was a study to identify and compare the personal, social and academic adjustment problems experienced by minority black and the minority caucasian graduate students enrolled at Virginia Polytechnic Institute and State University, a predominantly white institution, and Virginia State College, a predominantly black institution, respectively.

The questions to be answered were:

1. What are the major adjustment problems encountered by black graduate students while studying at Virginia Polytechnic Institute and State University, a predominantly white institution?
2. What are the major adjustment problems encountered by caucasian graduate students while studying at Virginia State College, a predominantly black institution?
3. What are the differences in the adjustment problems

encountered by the black and caucasian graduate students enrolled at Virginia Polytechnic Institute and State University, the black and caucasian graduate students enrolled at Virginia State College, and the minority black graduate students enrolled at Virginia Polytechnic Institute and State University and the minority caucasian graduate students enrolled at Virginia State College?

SIGNIFICANCE OF THE PROBLEM

This study is important to administrators of predominantly white and black universities in light of very recent (1977) demands by the Department of Health, Education and Welfare, which, acting under a court order, handed down the most vigorous guidelines yet enacted on how to increase integration of the university systems in Virginia and five other southern states.⁴ The plan calls for an increase in black enrollment at predominantly white colleges and universities by as much as 150 percent over the next five years. This study could provide the administration and other higher level personnel with information which could assist them in recruiting and retaining minority students. The Southern Regional Education Board of Higher Education reported:

In the recruitment of minority students, early identification is regarded as important both in increasing the number of applications and in preparing students for quick adaptation to graduate and professional course work. Summer programs prior to the first regular term have been regarded as successful. Less emphasis is placed on counseling, which may result from the belief that those students are more mature than undergraduates.⁵

⁴"Virginia Cited," Martinsville Bulletin, 12 March 1977, sec. 3 and 4, pp. 1-2.

⁵"The Black Student on Campus: A Project Report," The College and Cultural Diversity, 12 January 1971, p. 49.

For any recruitment program to have a chance at success, it must involve the entire institution. The minority graduate student must be a responsible party in the success of his own future and the transcender of his own personal and environmental obstacles. This study, it was hoped, would provide suggestions and ways for participation of minority graduate students in the recruitment process. Many institutions currently engage minority graduate students and faculty in recruitment with much success, especially to visit colleges having a large proportion of disadvantaged minority students.

It was hoped that this study might also assist administrative personnel in early identification of tentative adjustment problems, so that an environment can be constructed and maintained which would effectively reduce the recruitment and adjustment problems. Ronald Lambert believed that the cross-cultural experience of the black graduate student enrolled at the predominantly white university was an excellent source for fruitful research. He believed the problems of culture contact and conflict, learning process, adjustment and adult socialization, attitude formation and a host of others could be brought to focus in a fairly uniform social setting; the setting best known to the social scientist was the American university.⁶

Another point that became increasingly clear after a scrutiny of the literature was that the majority of the graduate students do not face adjustment problems of the same magnitude as those faced by the minority graduate student. Harper stated:

⁶R. D. Lambert and M. Bressler, Minority Students on American Campuses (Minneapolis: University of Minnesota Press, 1953), p. 37.

Black graduate students, similar to white graduate students, have to jump sequential hurdles for graduate degrees, especially the Ph.D.; for the black graduate student, however, the hurdles are usually higher. The typical doctoral student must qualify on an array of admissions criteria: the Graduate Record Examinations, the Miller Analogies Test, qualifying examinations unique to certain doctoral programs, statistics requirements, language requirements, course requirements, preliminary or comprehensive examinations (written and oral in many cases), as well as writing and defending dissertations or doctoral research. For minority students, these hurdles may seem insurmountable for a number of reasons, not the least of which is the quality of preparatory education. In addition, white students might have access to previous examinations, short-cut techniques, and academic assistance related to the graduate programs that are not available to blacks. Blacks, as members of an "out" group, are not usually let in on secrets or advantages which can be to their benefit in succeeding in the system with "all deliberate speed."⁷

ASSUMPTIONS

The following assumptions were made with regard to this investigation:

1. Students participating in this study were in the best position to provide the essential information relevant to the study.
2. Certain personal, social and academic problems of graduate students surveyed in this study were also identifiable with graduate and undergraduate students at other institutions (black/white) to a certain extent.
3. Findings of this study would give vital insight to administrators and policy planners concerned with the adaptation and socialization of minority individuals in social organizations.

⁷Frederick D. Harper, Black Students: White Campus (Washington: APGA Press, 1975), p. 25.

LIMITATIONS

The study included the following limitations:

1. This study was limited by the frequent mobility of black and white minority graduate students, which resulted in a reduced percentage or rate of return of the questionnaire.
2. This study was limited to the full-time graduate student enrolled at Virginia Polytechnic Institute and State University and Virginia State College.
3. There was no way to be certain of each respondent's frankness and sincerity in responding to the questionnaire.
4. Conclusions from studies on minorities are difficult to document.
5. This study was designed to assess and analyze the opinions of graduate students. No attempt was actually made to document what was being done with regard to recommended graduate students' practices.
6. This study was limited by the Federal Freedom of Information Act, which prevented the researcher from having direct contact with many of the respondents in the study.

DEFINITION OF TERMS

In order to further clarify this study, certain terms were defined. The terms included in this research paper were not completely applicable to all circumstances and are provided only as a guide to aid the reader within the study.

1. Virginia Tech: Hereafter used in the study to designate Virginia Polytechnic Institute and State University.

2. Virginia State: Hereafter used in the study to designate Virginia State College.
3. Student Classification: Subjects whose enrollment status was found to be either Master's degree, Sixth year program, Special graduate, Doctorate or unclassified graduate.
4. Social Status of Parents: Within this study, social status referred to the position ascribed in the social structure based on family income, job and material possessions.
5. Minority Graduate Students: Referred to the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State.
6. Sex: In this study, the condition or character of being male or female.
7. Student Status: Referred to full time or part time.
8. Financial Support: Referred to loans, parents, scholarship or fellowship.
9. Purpose for Enrollment: Referred to cost, location, academic or to be with friends.
10. Academic Concerns: Variables in the study which dealt with the climate, the instruction, and the instructor.
11. Social Concerns: Variables in the study which dealt with the peer group, the social group, and the non-academic activities.
12. Personal Concerns: Variables in the study which dealt with apprehensions and experiences encountered at the institution.

Chapter II

REVIEW OF THE LITERATURE

A review of the literature has clearly revealed that a great deal of interest has manifested itself in the last decade concerning minority students enrolled at predominantly white and black institutions of higher learning. This interest has been most vividly expressed by the tremendous number of studies completed recently related to various aspects of minority students' success, growth and failures at predominantly white and black universities.

In this chapter, references to the most relevant studies were organized around four areas. The areas of organization were enrollment, adjustment, the environment including academic and social activities and the summary.

DeCosta and Bowles wrote of the enrollment of black students at predominantly white colleges and stated:

The Negro students constitute for most of the historically white colleges, a new social group making their entry into higher education. Unlike previous such groups--Jewish, Irish, Italian, Puerto Rican, Chinese, Japanese--which have pushed their way into higher education inch by inch, Negroes, after years of exclusion, have been sought, invited, recruited, and subsidized to enter. They have come in sizable groups rather than in a slow trickle by which the other new social groups began their entry to higher education. They have been selected in unusual ways. The better prepared among them could have entered the white colleges but have chosen not to. The least well prepared have for the most part entered on special waivers. The athletes have been recruited as athletes--as, in effect, mercenaries rather than as students. Some of the students have come from schools which have failed, or perhaps been unable, to prepare them for the kinds of colleges they have entered. Some have come burdened with doubt and suspicion,

which carried over into college, and have been faced with the task of reshaping their values, or they have come in violent protest, forcing their carried-over values onto their colleges.¹

Many studies and much research in higher education in recent years has been devoted to the admission, adjustment, and achievement of black undergraduate students at predominantly white institutions in the United States. However, a paucity of information exists concerning black graduate students enrolled in predominantly white graduate programs.

OVERVIEW OF THE CHAPTER

The review of literature was in four sections. The first section dealt with enrollment. Adjustment problems were covered in the second. The third section was a consideration of the learning environment, including academic, social and non-academic activities of black graduate students. The fourth section dealt with the most recent research conducted investigating the question of caucasian students enrolled at predominantly black institutions. The final section was a summary of the various segments.

STUDIES RELATED TO ENROLLMENT

Pifer found that one of the most important of the early attempts of a black student to gain entrance into a predominantly white graduate program was made by Lloyd Gaines in 1938. Gaines sought litigation to gain entrance into the graduate school at the University of Missouri. Although he was denied entrance on legal technicalities and eventually

¹R. F. Bowles and A. E. DeCosta, "Black and White Freshmen Entering Four-Year Colleges," Educational Records, 51 (1969), p. 373.

curtailed his fight due to the lack of funds, his initiative was symbolic and instrumental in motivating other black students to challenge the system.

The Gaines struggle had considerable impact on the expansion of higher educational opportunities for blacks in the southern and border states. In a few border states the practice of admitting blacks into the previously all-white state university became common. In other southern and border states the solution was to establish separate black graduate and professional schools.

The construction of these early dual graduate facilities, however, proved unsatisfactory to both black and white. The white graduate students objected to the enormous cost involved. Blacks, on the other hand, were very much dissatisfied with the poor quality of preparation gained from the black graduate programs. This dissatisfaction led several civil rights organizations to orchestrate an attack on the notion of "separate but equal" facilities. Pifer believes the key case involved in this endeavor was *Sweatt v. Painter* in 1950. Herman Sweatt, a local black, sought admission to the law school of the University of Texas. The Supreme Court ruled:

. . . that the black student involved had been denied the equal protection of the law in being denied admission to the University of Texas Law School. It was not possible, declared Chief Justice Vinson, for the black law school to provide training equal to that of the well-known University of Texas Law School which had, in addition to a strong faculty and effective administration, influential alumni and a national reputation.²

McLaurin v. Oklahoma State Regents was another case adjudicated

²Alan Pifer, The Higher Education of Blacks in the United States (New York: Carnegie Corporation, 1973), pp. 22-23.

in 1950. John McLaurin, a black candidate for a doctor's degree in education at the University of Oklahoma, had been compelled to sit in an anteroom adjoining the lecture hall, use a designated desk in the library, and take his meals separately from other students. The Court ruled:

. . . that by segregating McLaurin the University hindered his effective pursuit of a graduate education. The intellectual exchange between students is an important part of education.³

Guy Johnson summarized the new movement as:

The upshot of this whole series of legal skirmishes was that by the end of the academic year 1952-53, there were Negro students enrolled in at least twenty-two public higher institutions in the seventeen "separate-school" states. These included all of the state universities in the South except five (Alabama, Florida, Georgia, Mississippi, South Carolina), plus a number of landgrant colleges, specialized schools, and junior colleges. The enrollment of Negroes was small in proportion to the total number of students attending these institutions, but the fact that their admission to nearly all of these schools was achieved in the space of five years, 1948-49 to 1952-53, constituted something of a social and an educational revolution in the south.⁴

Despite the auspicious rulings of federal courts after the 1954 (Brown vs Board of Education) decision, many states succeeded in erecting formal and informal impasses to discourage black attendance at predominantly white graduate schools.

The state of Mississippi led the way in excluding blacks from its white graduate programs. For example, in 1955, Medgar Evers, state field director for the NAACP, applied for admission to the law school of the University of Mississippi. The Board of Trustees of State

³McLaurin v. Oklahoma State Regents, 339 U.S. 637; 70 S. Ct. 851; 96 L. Ed. 1149 (1950).

⁴Guy B. Johnson, Integration in Southern Higher Education (North Carolina: North Carolina Press, 1955), p. 318.

Institution of Higher Learning immediately upon receiving the application rejected it and adopted a policy of requiring that future applicants must be approved by at least five alumni in the county of the applicant's residence.

In 1958, Clennon King, another black Mississippian and instructor at Alcorn A & M College for Negroes, was the next to seek entrance at the University of Mississippi to pursue the doctorate degree in the graduate school of education. He had a full-page advertisement placed in the local newspaper soliciting letters of endorsement from the alumni in an attempt to comply with recently passed regulation. This proved to be an exercise in futility. In an attempt to exercise his constitutional rights, King made a valiant attempt to register but was removed bodily by the state highway patrol and jailed under a charge of disturbing the peace. The next day, following a lunacy hearing from which King's lawyer was ejected, King was committed to the state mental hospital. Following a twelve-day observation, the hospital director released King. The staff, in an unanimous report, declared that there was no evidence of mental disorder.

During the period of the King saga, Clyde Kennard, a black Mississippian, quietly sought enrollment to the graduate school of education at the University of Southern Mississippi in 1956. Following talks with university president W. D. McCain, Kennard decided not to push his application, but neither did he withdraw it. Two years later, after refusing President McCain and Governor Coleman's offer to pay his expenses to any other college in the United States, Kennard decided to enroll.

On the night before registration President McCain telephoned

Kennard requesting his presence at an interview before registration. When Kennard appeared, Zack Van Landingham, chief investigator for the State Patrol, was with President McCain. Upon returning to his parked car after the interview, Kennard was unjustly arrested and charged \$600 for speeding and possession of liquor. Shortly afterwards, President McCain issued a statement that Kennard was denied admission because of deficiencies and irregularities in his application papers.⁵

On the whole, the case histories showed that many blacks who were instrumental in breaking the barriers of segregated graduate and professional programs did not themselves always enjoy the fruits of their labor and victory.

In 1972 the Office of Civil Rights report showed an enrollment of 4.1 percent blacks in graduate and professional programs. It was found that the greater proportion of these were enrolled in master's programs of education. The report further confirmed the bleak outlook of lack of true progress or success for blacks in terms of entry and success in graduate programs unless many of the programs which were being developed for minority undergraduates were also developed in graduate programs.

An exploratory survey of colleges and universities which had reported modified minority programs, conducted by Mary Ellen Parry of Educational Testing Service, showed that many graduate programs were being redesigned through the development of subcommittees on the problems of black graduate students in the college and community life. It was found

⁵Phillip Carey, "The Dynamics of Black Higher Education: A Sociological Perspective," The Negro Educational Review (New York: APGS Press, 1976), pp. 257-259.

that a majority of the subcommittees operated informally through consultation with black graduate students in determining effective ways to overcome their particular problems in adjustment. Members of this committee were in fairly close touch with the faculty advisors of black graduate students and also sought to meet occasional small financial crises among these students.

Nevertheless, admonishment was given by the writer. She warned of a declining commitment on the part of some predominantly white institutions to enroll black graduate students especially where this meant giving financial aid to them at the expense of white students.⁶

According to Thomas Sowell, professor of English and Chairman at Claflin College, integration in higher education was not yet a reality. He stated that the administrators of the predominantly white university were only interested in blacks as show pieces. Professor Sowell further postulated that the same kind of tokenism existed in a great many of the white graduate schools.⁷

In a survey conducted by Irwin Katz, it was found that major white universities in the Northeast, Midwest and South were not sincere in their request for blacks to enroll in graduate programs. Upon very careful scrutiny, he found that the admission requirements usually mitigated against black entrance into the programs.

High grade point average, personal interview and a high Graduate

⁶J. Harvey, "Minorities and Advanced Degree," Research Currents, 19 (October 1972):82-84.

⁷"Radical Chic is Vicious," Psychology Today, VI, January 1973, p. 41.

Record Examination score were the usual requirements for graduate school entrance according to this report. Each of these requirements posed a major problem for the majority of blacks. The high grade point average was not practical considering the educational background of a great many black students, who had usually been prepared in greatly inferior schools; necessary remediation, once admitted to college would consistently work against high grades. The report further stated that contemporary educators and researchers had stated that grades represented only a modicum of an individual's ability and adaptability to the system's standardization process, and not a true measure of intelligence. If this were true, then the Graduate Record Examination hardly seemed a justifiable measure for determining the capability of black students for graduate study. According to Katz, the on-site entrance interview in most instances presented an additional financial problem for black students to meet.⁸

The acceptance by university officials of blacks into graduate schools, however, represented the first of many obstacles to overcome. Michael F. O'Hear stated:

Once in graduate school and a holder of a fellowship, the Black student may find an archaic, regimented course structure of requirements which are alien to his experience and to his interests. Happily, a large number of graduate programs are employing less rigid course patterns now. The Black student's college has most likely been generalized and highly structured; in many cases, this experience has been aimed at satisfying State Education Department teaching requirements, which means he may have received little coursework in traditional literary areas.

Whether a Black student succeeds in graduate study

⁸ Irwin Katz, "Factors Influencing Negro Performance in Desegregated Schools," Social Class, Race and Psychological Development (New York: Holt, Rinehart and Winston, 1968), pp. 283-285.

may well depend on how he is helped to compensate for past educational experiences. Leaving him on his own will usually not work because the regimented programs he has previously experienced have usually not rewarded personal responsibility. While a Black student should not be automatically passed or forgiven assignments or given easier tasks, he needs counseling and guidance on assignments, suggestions for tackling reading lists and encouragement for success. At the same time, graduate programs should have no doubts about the real ability that Black students have. Most are people with good ideas and real talent which shows up readily with proper motivation. Projects of interest or of value, though these are not often the kind of projects given in graduate school, represent the easiest ways to involve Black students in an achievement syndrome. Whenever work represents a hurdle instead of a felt need, then achievement levels will probably not be high.⁹

If there was one broad general conclusion that could be drawn from the literature, it was that higher education and in particular the graduate schools were still quite uncertain as to the particular needs of contemporary black graduate students on campus.

However, a great many of the predominantly white institutions were found to be using black faculty and students as vital cogs in the recruitment and adjustment of blacks into many graduate programs. The Southern Regional Education Board's Institute for Higher Educational Opportunity (1971) reported on many of these processes. They found that Goucher College, for example, used many black graduate students as a part of their recruiting and adjustment teams. An experimental adjustment program was being used at the University of North Carolina which

. . . has a black who is assistant director of Graduate Admissions. He has a special responsibility to make black students aware of opportunities within the university. This officer is in the fullest sense of the word an admitting officer, and he bears the secondary charge of making

⁹Michael F. O'Hear, "From Here to Survival," ADE Bulletin, 21 (February 1972):29.

certain that the \$10 application fee does not discourage a financially distressed student from applying.¹⁰

While no systematic research on black student participation in predominantly white graduate schools had yet been reported with any consistency, their enrollment and adjustment rates were believed to be consistent with the undergraduates. After much investigation of this problem, Pifer reported:

Going further up the ladder, one finds that in 1970 blacks constituted only 4.1 percent of the full-time enrollment in graduate and professional schools, including such vital fields as law and medicine. Although the past two or three years have seen some improvement in regard to black students reaching the highest levels of academic and professional training, there is clearly considerable progress still to be made in this area. On such progress will depend the ability of blacks ultimately to gain their fair share of the top-level positions in the administrative, business, professional life of the nation and the rewards thereof.¹¹

After very careful examination of programs of recruitment, admission, and financial assistance for blacks pursuing professional and advanced degrees in higher education around the country, Blackwell concluded:

. . . that on the one hand there is support from foundations and some institutions, and on the other hand limited commitments and exclusionary policies. Even though admissions are being adjusted to facilitate the admission of large numbers of blacks and other minorities and the actual number of non-whites being admitted is increasing, the percentage gap has not narrowed significantly. For the nation as a whole, a 1973 survey of two-thirds of all institutions granting Ph.D.'s showed their total graduate enrollment to be only 4.4 percent black.¹²

¹⁰Ibid., pp. 9-11.

¹¹Alan Pifer, The Higher Education of Blacks in the United States (New York: Carnegie Corporation, 1973), pp. 38-40.

¹²James E. Blackwell, Access of Black Students to Graduate and Professional Schools (Atlanta: Southern Education Foundation, 1975), p. 8.

STUDIES RELATED TO ADJUSTMENT OF BLACK GRADUATE STUDENTS

Although the vast majority of research regarding black students enrolled at predominantly white institutions has concerned itself with black undergraduates, there is indication that the black graduate student has become an object of much concern in later years. As Altbach has pointed out:

. . . until recently the black graduate student has been the "forgotten man" on the American campus. Critically important as teachers of undergraduates in a few large universities, skilled research workers on countless projects, and the primary *raison d'être* for universities offering advanced degrees, black graduate students have been virtually ignored by researchers.¹³

Studies Related to Personality Characteristics of Black Graduate Students

Brown concluded, after administering personality inventories to black graduate and undergraduate students at both a predominantly white and a predominantly black institution, that black and white females and white males at the predominantly white university scored more alike than did the two black populations. It was reported that the Adjective Checklist and the California Psychological Inventory bore the same pattern of results. This was achieved by combining and analyzing the standard scores of the two black populations. This resulted in the researcher concluding that blacks attending a predominantly white university scored more like the white students attending the white university than like the black students attending a predominantly black institution.¹⁴

¹³P. G. Altbach, "Commitment and Powerlessness on the American Campus: The Case of the Graduate Students," Liberal Education, (1970), p. 502.

¹⁴Nina W. Brown, "An Investigation of Personality Characteristics of Negroes Attending A Predominantly White University and Negroes Attending A Black College," (Unpublished Doctoral Dissertation, University of Southern California, 1965).

Studies Related to Sex Differences and Adjustment

Kirkland and Williams made several salient observations about sex as related to adjustment problems of the black graduate student. By studying case accounts at the University of Illinois, they were able to conclude that the black female graduate student's adjustment problems were much more acute than those of her black male counterpart, especially in the social area. Williams stated:

. . . that the single female black graduate student has to encounter the problems of being female. Perhaps the largest problem for her is in the area of heterosexual relationships and dating. The black graduate female finds it difficult to obtain dates on the traditionally white campus. Her role as female in American society requires that she wait patiently for the male to take the lead.¹⁵

While this social problem has not been encountered by the married black female graduate student, both writers agreed that for the single female graduate this situation posed very serious adjustment problems.

Willie and Levy reported that single black male graduates placed a very high value on maintaining their freedom and not getting trapped. This resulted in many casual arrangements, which were quite different from those associations perceived by his female counterpart.¹⁶ The implication here was that because dates for single black females were scarce, they tended to be anxious about holding on to relationships with black men once they were established.

Willie and Levy, using the descriptive survey, also revealed that 78 percent of the black male and female graduate students in graduate

¹⁵C. Williams, "Black Coeds On A White Campus," Integrated Education 10 (1972), p. 61.

¹⁶J. Levy and C. Willie, "On White Campuses, Black Students Retreat into Separatism," Psychology Today 5 (March, 1972), pp. 50-51.

programs located in southeastern schools believed that blacks should be free to date persons of any race; only 29 percent of the black graduate females had acted in accordance with the belief, although 64 percent of the black male graduates had done so. The researchers believed that this confirmed that dating white males, although it represented an alternative, was not a solution for the frustrated co-ed.¹⁷

Jackson summarized the situation more succinctly by stating:

. . . for the female black graduate students, the problem can usually be more baldly stated. They are often called on to defend themselves just for being where they are.¹⁸

In a survey study conducted by Wright at the University of Michigan to ascertain the self-concept and coping styles of black female graduate and undergraduate students, she found that the areas in which black co-eds encountered problems most frequently were academics, finances, men, health, social activities, eliminating racial discrimination and careers. The coping strategies utilized were listed from the most frequent to the least. The coping styles were:

1. Individual action (acting without the aid of others);
2. Inaction (waiting for improvements, doing nothing or giving up);
3. Informal help-seeking (friend, relative, fellow student and other nonprofessionals);
4. Formal help-seeking (helping professionals); and
5. Group help-seeking (student organizations, civil rights groups, etc.).

¹⁷Ibid., p. 54.

¹⁸Jacquelyne Jackson, "But Where Are the Men," The Black Scholar (December, 1971), p. 131.

Wright also found that perceived academic ability and socio-economic status had very little bearing in the self-concepts or coping strategies employed by black coeds.¹⁹ However, upper socio-economic status coeds were found to utilize more coping strategies in the area of friends, and were found to have higher self-concepts in the area of black community development than did lower socio-economic status black coeds.

Further, the study confirmed the fact that the self-concepts and coping strategies of black coeds reinforced the notion of the black women's quest for self-sufficiency, for their self-concept scores were highest in the areas concerned with autonomy and the most frequently used coping strategy was individual action.

Sims conducted a study at the University of Michigan on second year black and white male and female graduate students. The primary purpose of the study was to investigate the functional relationship between race, sex, family income and academic performance. The comparison analysis technique was used.²⁰

The sample included 272 graduate students. Significant differences were found between academic performance and social adjustment of the black graduate students as it related to socio-economic level and sex. Black graduate students classified as middle-class with respect to socio-economic level encountered less intense academic and social

¹⁹Madeline E. Wright, "Self-Concept and the Coping Process of Black Graduate and Undergraduate Women at a Predominantly White University," (Unpublished Doctoral Dissertation, University of Michigan, 1966).

²⁰Maureen Tara Sims, "The Effects of Race, Sex and Income on the Academic Performance and Aspirations of Black and White Students," (Unpublished Doctoral Dissertation, University of Michigan, 1969).

problems than did those black graduate students of a lower socio-economic level. The female black graduate students encountered more social adjustment problems than did the black male. There was no significant relationship found between academic success and race.

STUDIES RELATED TO HIGH SCHOOLS AND UNDERGRADUATE PREPARATION

Clark and Plotkin studied the academic record of 319 black graduate students who had been helped financially through integrated colleges by the National Scholarship Service and the Fund for Negro Students.²¹ After analyzing and comparing SAT scores with the grades received in the first two years of graduate school, Clark and Plotkin stated that black graduate students from southern high schools earned higher graduate school grades than did black graduate students of northern high schools. They suggested four alternative explanations without supporting or rejecting any: (1) northern high schools are inferior, (2) southern students are more highly motivated, (3) some kind of intellectual selectivity among southern high school students was apparent, or (4) a combination of these factors. Whatever the reason, they concluded that southern students were examples of black graduate students who were able to function satisfactorily under the same intellectual standards as white youths.

Using a sample size of 124 black graduate students at the University of Illinois, Bindman used grade point average and I.Q. score and found that black graduate students were performing at a higher level

²¹Kenneth B. Clark and Lawrence Plotkin, The Negro Student at Integrated Colleges (New York: National Scholarship Service and Fund for Negro Students, 1963), p. 26.

academically than could have been predicted by GRE or Miller's Analogy Test.²² He also found that black graduate student performance at the university seemed unrelated either to socio-economic background or to attendance at a predominantly black high school. Bindman discovered that black graduate students from more affluent families were not better prepared than those from families of lesser means. He found that on the 100 percentile rating, 70 percent of the black graduate students surveyed fell below the fifteenth percentile of all students enrolled in their department. Bindman concluded that this indicated black graduate students from both integrated and predominantly black high schools and colleges came inadequately prepared for graduate work. At no level of academic performance did the researcher find a distinguishable difference in academic performance among students who had attended segregated or presumably nonsegregated high schools.

At the University of Illinois, Johnson and his colleagues studied the academic achievements of black graduate students. The purpose of their study was to determine the adequacy of Chicago high schools from which University of Illinois black and white graduate students had graduated.²³ They compared grade point averages earned at the university with the racial composition of the high school. The finding is summarized in Table 1. It clearly shows that black and white graduate students performed best who had attended predominantly white high schools.

²²Aaron Bindman, "Participation of Negro Students in an Integrated University," (Doctoral Dissertation, University of Illinois, 1964).

²³Norman J. Johnson, Neil Gilbert and Robert Wyer, "Quality Education and Integration: An Exploratory Study," Phylon (Fall, 1967), pp. 223-224.

TABLE 1

Comparison of Grade Point Averages Earned at The University of Illinois by Students Who Had Attended Racially Identifiable Schools		
Race of Students	Predominantly White High Schools	Predominantly Black High Schools
Black Graduates	2.78	2.45
White Graduates	3.40	2.75

Using a descriptive comparison survey, Freeman compared the academic performance of black graduate students who had graduated from traditionally black colleges with the academic performance of black graduate students who had graduated from historically white colleges.²⁴ The survey had a total of 350 participants of the sample; 210 graduate students had received their baccalaureate degrees from predominantly black colleges and 140 graduate students had received their baccalaureate degrees from predominantly white colleges.

The results revealed no significant differences between the groups. However, the findings of the study did indicate that (1) in selecting black graduate students, predominantly white institutions should continue recruitment at black and white colleges since the graduates of both were reported in this study to have been equally successful in graduate school, and (2) that minority recruitment efforts and admissions policies used to select black students for graduate study should constantly be modified.

STUDIES RELATED TO INTERPERSONAL RELATIONS AND ADJUSTMENT

The most important factor in the adjustment of black graduate students is the opportunity and the capacity of the individual student to establish warm, supportive interpersonal relations. In general, interpersonal relations have greater influence on adjustment of black graduate students than do accidental experiences, administrative regulations,

²⁴Alphonso Freeman, "A Comparison of the Graduate Academic Performance of Black Students Who Graduated from Predominantly Black Colleges and from Predominantly White Colleges," (Unpublished Doctoral Dissertation, Indiana University, 1968).

or material environment.²⁵

The efforts of administrators and counselors to solve administrative or material difficulties for black graduate students should be mediated by supportive interpersonal relations. Basically, the patterns of interpersonal relations can be influential on the nature and direction of the satisfaction or deprivation an individual feels when he is associated with others.²⁶

Kenworthy stated that attitudes were much more important than knowledge and skills in the academics. Therefore, faculty members in higher education should be providing more opportunity for interpersonal exchange between races. They should be encouraging this through their actions.²⁷

Sasnett, however, concluded that because of large classes and the preoccupation of most professors with a heavy burden of work and outside writing commitments, establishing viable interpersonal relationships with minority students was almost impossible.²⁸

In an attempt to discover the obstacles and limitations confronting black doctorate students in Florida, Smith conducted a descriptive survey. Interviews were used to gather the data. The sample population contained black professors with doctorates currently employed in Florida institutions of higher education and black candidates for doctorates in

²⁵C. DuBois, Minority Students and Higher Education in the United States (Washington: American Council on Education, 1956), pp. 93-95.

²⁶Ibid.

²⁷L. S. Kenworthy, The Interpersonal Dimension of Education (Washington: Association for Supervision and Curriculum Development, 1970), p. 97.

²⁸T. M. Sasnett, "Minority Student Problems on American Campus," College and University (February, 1950), p. 98.

those institutions.

The major obstacles or frustrations identified centered around interpersonal relationships with professors and other white doctoral students; finances ranked second, third was discrimination because of race, fourth was family opposition, and fifth was problems with committee chairman.²⁹

A study of slightly different nature was carried out by Pruitt, whose purpose was to determine the differences in personality and attitudinal development between black graduate students in a predominantly black institution and those at a predominantly white institution of higher education in the South.³⁰ The study attempted to focus on those issues which were most relevant at that point in the evolution of the black community. The tests of association, T tests, correlations, and analysis of variance were the primary techniques used.

The results revealed that black graduate students enrolled in the predominantly black institution were significantly more anti-white, culturally nationalistic, community and politically nationalistic, aware and militant and system blaming, than black graduate students in the predominantly white institution. The results further showed that black male graduates who attended the predominantly white institution did not suffer as much from racial discrimination and victimization as did those

²⁹Mary A. Smith, "Obstacles and Limitations Confronting Black Doctoral Aspirants," (Unpublished Doctoral Dissertation, University of Florida, 1976).

³⁰William N. Pruitt, "A Comparison of the Developmental Attitudes Between Black Students Attending a Predominately Black Institution and Black Students Attending a Predominately White Institution," (Unpublished Doctoral Dissertation, Ohio State University, 1975).

black graduate students attending the predominantly black institution.

DaSilva performed a survey study on black and Latin American graduate students at the University of Southern California. He wanted to ascertain their perceptions about personal, social and academic experiences at the university. An opinionnaire consisting of 56 items was mailed to the total population of 126 black and Latin American graduate students enrolled at the University of Southern California during the spring and summer of 1973. From the opinionnaires returned by 104 respondents (83%), together with interview results, a comparison was made between the black and Latin American graduate students.³¹

STUDIES RELATED TO THE ENVIRONMENT

Cregger and Heiss found the relationship of black graduate students with their department faculty to be one of the most ambiguous components of the learning environment. Black graduate students were subject to arbitrary treatment, with few means of resisting and surviving to obtain their degrees.³²

As was mentioned, little empirical research is available assessing graduate school environment. Richards and Seligman developed an assessment technique based on the Astin and Holland (1961) model. They

³¹p. v. DaSilva, "Black and Latin American Graduate Students' Assessment of Situations Related to Other Academic Life in the United States," (Unpublished Doctoral Dissertation, University of Southern California, 1974).

³²J. A. Cregger, "The American Graduate Student: A Normative Description," Research Report 41, (Washington, D.C.: American Council on Education, 1971).

A. M. Heiss, Challenges to Graduate Schools (San Francisco: Jossey-Bass, 1970), p. 25.

attempted to describe the graduate school environment by identifying eight characteristics: number of graduate degrees awarded, average intelligence (based on GRE Scores) and six major field groups (using faculty data) based on Holland's personality types. Their findings suggest that disagreement existed between graduate students and faculty over the degree of emphasis that should be given "occupational training," and that there was a lack of consistency in the emphasis given different fields of study among institutions of the same type.³³

However, much of the information ascertained by the various researchers about black graduate students and their learning environments at predominantly white graduate programs represents conjecture.

Meier, Rudwick and others postulated that the increase in black enrollment in predominantly white institutions in both graduate and undergraduate programs did not automatically cause on-campus discrimination to disappear. As recent as the early 70's an official housing discriminatory policy existed at the University of Chicago, Rutgers and Indiana University which forbade the sharing of rooms between members of the black and caucasian races. Other forms of social discrimination existed and it wasn't until the student protest movement drives that school administrators seriously started viable movements towards improvement of the environment of the black graduate student.³⁴

³³J. M. Richards and R. Seligman, Measurement of Graduate School Environment, 1969 (ERIC Document Reproduction Service No. ED 028 726).

³⁴August Meier and Elliott Rudwick, "A Study in the Civil Rights Movement," CORE (New York: Oxford University Press, 1973), p. 185.

Emily Alman, "Desegregation at Rutgers University," Black Life and Culture in the United States (New York: Crowell, 1971), p. 212.

James P. Comer, Beyond Black and White (New York: Quadrangle, 1972), p. 32.

Bradley and Centra stated that the adjustment and progress of black students in predominantly white universities has been studied by many researchers. Most of these studies have revealed that white institutions are oriented toward the perpetuation of white middle-class standards. To penetrate the system and operate effectively, the black graduate student must learn how to operate within that environment.³⁵

Kendricks stated, in a research paper presented at the Center for Research and Development in Higher Education at the University of California, that the minority undergraduate and graduate student was having a very busy and somewhat difficult time adjusting to his environment. He was plagued with financial concerns, he had worked exceedingly hard in his studies, he had to remake the social and even the physical environment, and he had to work out his future in a curriculum which originally did not take him into consideration and which many white students found unsatisfactory.³⁶

A paper on the games that black graduates and undergraduates had to adopt in order to survive in the predominantly white environment was presented by Patton. He stated:

A black graduate or undergraduate student at a predominantly white university is expected to know his place. He calls a faculty member "Sir," or "Doctor," or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell

³⁵Nolen E. Bradley, Jr., "The Negro Undergraduate Student: Factors Relative to Performance in Predominantly White State Colleges and Universities in Tennessee" (Doctoral Dissertation, University of Tennessee, 1966).

³⁶S. A. Kendricks, "Extending Educational Opportunity--Problems of Recruitment, Admissions and Adjustment, High Risk Students," Liberal Education, 55 (1969), pp. 12-17.

him what courses to take; they tell him what to read, what to write, and frequently, they set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent, but they're almost always giving, and every student knows it!³⁷

A survey conducted by James E. Lyons was designed to determine what black graduate and undergraduate students were doing to survive on predominantly white campuses. A random selection of colleges and universities from a list of institutions of higher learning in the United States was used. The selection represented a cross section of the nation's colleges and universities, Northeast, South, Midwest and West.

After scrutiny of the data, it was found that the most dominant activity engaged in by black students as an instrument of survival was Black/Afro-American History Week. The lengthy planning which was involved in organization gave the black students a mechanism to vicariously escape from an unfriendly environment.

The forming of black student organizations was found to be another device practiced by a great many of the black students surveyed. It was found that the degree to which they believed that they had been accepted as part of the campus community was often manifested through this channel. Of the sixty-eight schools used in the survey, sixty-two had black student organizations.³⁸

Lyons also contended that the problems experienced by black graduate students who attended a predominantly white university were further

³⁷Michael Q. Patton, "The Graduate Experience: Learning the Catechism of the Church of Science," Personnel and Guidance Journal, 41 (1975), p. 38.

³⁸James E. Lyons, "The Adjustment of Black Students to Predominantly White Campus," The Journal of Negro Education, 18 (1970), pp. 462-466.

exacerbated when the people in the administrative sector were not aware of disadvantaged minority students' needs and aspirations.

In the past, black graduate students have been expected to blend into the social-cultural environment of the school's graduate program. Cultural differences, socio-economic disparities, and the growth of ethnic consciousness among those students were neither anticipated nor understood. Thus problems related to personal adjustment, dormitory life, non-academic activities and others were often underestimated by staff and personnel of many major predominantly white universities.³⁹

Rhodes conducted a study of the programs which had been developed by predominantly white graduate programs to assist black graduate students in adjusting and surviving in their new environment. Some of the programs were organized around a Summer Research Fellowship program for black graduate students. The program coordinated academics, research and social activities of black graduate students during the summer, and it had successfully exposed many black graduate students to opportunities that had existed at the school unrecognized.

In addition, other predominantly white graduate schools had encouraged the various colleges and schools of the university to cooperate in establishing experimental programs intended primarily to aid black students in their pursuit of advanced degrees. These experimental programs were designed to insure special academic counseling and compensatory preparation where necessary.

Rhodes concluded, however, that although black graduate students

³⁹_____, "Response of Higher Education to the Black Presence," Journal of College Student Personnel, 24 (1972), pp. 388-94.

had been attracted by the media to the "promised land" of higher education, most would not be able to fulfill their newly aroused ambitions and would remain outside observers of an affluent society.⁴⁰

One of the few empirical studies in the literature was reported by Jewelle Gibbs. Gibbs developed an inventory to measure the adaptability of black graduate students to their environment. She identified four different modes of adaptation which black graduate students had developed to cope with their marginal existence in predominantly white graduate programs. The four modes were characterized by their orientation toward the dominant culture, movement with the culture, or affirmation; movement toward the culture, or assimilation; movement against the culture, or separation; and movement away from the culture, or withdrawal.

Gibbs found that the most frequent mode employed by the ⁴¹ student samples was withdrawal. This proved to be the case regardless of the student's socio-economic class, previous high school integration, or ability to handle academic tasks.⁴¹

In a study conducted by McDonald to obtain the perceptions of black and white graduate students relative to the social, cultural, and academic environment at the University of Miami, it was found that (1) black graduate students perceived the University more positively than

⁴⁰Barbara A. Rhodes, "Special College Entry Programs for Afro-Americans," School and Society, 11 (1970), pp. 360-62.

⁴¹Jewelle T. Gibbs, "Black Students/White University: Different Expectations," Personnel and Guidance Journal, 21 (1972), pp. 463-69.

_____, "Patterns of Adaptation Among Black Students at a Predominantly White University," American Journal of Orthopsychiat, 34 (1974), pp. 728-39.

white graduate students in the area of practicality, community and awareness, (2) black and white education students perceived the practicality, scholarship and awareness domains of the University's environment more positively than black and white graduate students in other schools of the University, (3) male and female graduate students (black and white) perceived the University's environment similarly, (4) black and white students over 30 expressed widely divergent perceptions, (5) younger students, black and white, were more similar in their perceptions, (6) black and white females were widely divergent and black and white males were similar, and (7) black females and white males perceived the propriety domain more positively than black males and white females.⁴²

In another study, Ellis concluded that personality traits were the most important factors in determining the institutional environment.⁴³ This conclusion was reached following an analysis of personality characteristics manifested by lower division black male and female students.

Bernstein made a similar conclusion after exploring 304 graduate students (black and white) enrolled in Master's, Advanced Study and Doctoral programs at colleges and universities offering graduate programs in educational administration.⁴⁴ Bernstein further concluded that because

⁴²Timothy R. McDonald, "Black and White Graduate Student Perceptions of University Environment," (Unpublished Doctoral Dissertation, University of Miami, 1976).

⁴³Joyce T. Ellis, "Academic Performance and Selected Psychosocial Factors of Black Male and Female Students in a Higher Education Program," (Unpublished Doctoral Dissertation, University of Maine, 1976).

⁴⁴Walter B. Bernstein, "Relationships Among Graduate Students' Value-Orientations, Personality Needs and Perceptions of Organizational Climate in New York State Universities and Colleges Offering Graduate Programs in Educational Administration," (Unpublished Doctoral Dissertation, New York State University, 1976).

of personality differences, the graduate student environment should be broad and flexible.

However, after investigating the expectations of black students on a predominantly white campus and white students on a predominantly black campus (graduate and undergraduate), McCoy found that there existed a significant difference in expectations of the environment.⁴⁵ In comparison with black students at the predominantly black university, the black students at the white university indicated significantly higher expectations for good fun, school spirit, friendliness and academic achievement. At the predominantly black university, the white students expected the campus to be more friendly and supportive than did the black students. Also, the white students expected the campus environment to be more considerate and polite.

Studies Related to Adjustment to the Environment

In his writings on adjustment styles among black graduate and undergraduate students at the Irvine campus of the University of California, MacKey stated that the results of case studies showed depression and withdrawal, anxiety and fear of failure, hostility and paranoid feelings to be common manifestations of adjustment problems experienced by blacks.⁴⁶

Hammond's description of black graduate students at the University of Virginia pointed out that they were:

⁴⁵Clarence E. McCoy, "The Relationship of Black and White Students' Expectations Contrasted with Faculty Perceptions of College Environments," (Unpublished Doctoral Dissertation, Princeton University, 1974).

⁴⁶E. MacKey, "Some Observations of Coping Styles of Black Students on White Campus," Journal of American Health, 18 (1972), pp. 126-130.

. . . in the limbo of transition from one class to another and from one subculture to another

The result was that they often develop "cultural paranoia."⁴⁷

According to Kysar black graduate students at the University of Illinois demonstrated a type of syndrome which was characterized by:

. . . low self-esteem, defensive preoccupation with status, angry revolt against parents and subculture, followed by guilt and identity confusion.⁴⁸

In studies of black graduate students at Stanford University and the University of Santa Clara, Kilson has noted the discrepancy between the expectations of university officials and black students, which results in tensions between the two groups and contributes to maladaptive coping patterns in the areas of academic, social, and personal adjustment.⁴⁹

Studies Related to Housing of Black Graduate Students

A study was conducted by Whitney, Perrin, Casse and Albertus to determine if the various living arrangements had any effect on academic performance of college students (graduates, undergraduates, males, females, black or white). The study was conducted at the University of Iowa which had a multidimensional policy. The student who wished to live in a residence hall (black, white, male, female, graduate, undergraduate student) could choose whether to live in a unisex hall (all

⁴⁷C. Hammond, "Paranoia and Prejudice: Recognition and Management of the Student from a Deprived Background," International Psychiatry, 44 (1970), pp. 35-48.

⁴⁸J. Kysar, "Social Class and Adaptation of College Students," Mental Hygiene, 19 (1966), pp. 398-405.

⁴⁹M. Kilson, "Blacks at Harvard: Solution in Prospective," Harvard Bulletin, 16 (1973), pp. 31-42.

residents of the same sex) or in a coed hall. Also, the student could choose the visitation policy (closed, open, or limited) when contracting for a room. The essential variables used in the study were academic achievement, grade point average and kind of dormitory arrangement chosen. The results of this study were found to be consistent with those of earlier research (Prusok and Walsh, 1964), in which different living arrangements were found to have no significant effect upon academic success.⁵⁰

At Northwestern University and Oberlin College, Markley studied the social and academic effects on black students of having a white roommate. Interviews were used to obtain data. The findings revealed a very close adherence to the institutions' policy of not assigning a black roommate to a white student whose home address was in the South.⁵¹ Procedural problems of the sample prevented definite conclusions from being drawn. However, tentative and informal indications were that the mixed living arrangement had not greatly affected the social or academic adjustment of either participant. Hader made an abortive attempt to study a similar problem of black-white dormitory living, but was also stopped short by procedural problems.⁵²

Ross asserted in a paper presented to the Board of Higher Education

⁵⁰A. D. Albertus, R. M. Casse, D. W. Perrin and D. R. Whitney, "Effects of Residence Hall Policies on Academic Achievement," Journal of College Student Personnel, 43 (1973), pp. 333-336.

⁵¹Oliver W. Markley, "Having A Negro Roommate As An Experience in Intercultural Education," (Doctoral Dissertation, Northwestern University, 1968).

⁵²R. J. Hader, "Random Roommate Pairings of Negro and White Students," American Statistician, 49 (1967), p. 26.

that the big objective on many predominantly white campuses is separatism. Many white and black college people feel that black students want to withdraw as completely as possible from contact with whites and should be allowed or encouraged to do so while remaining in predominantly white institutions. The push by some black students for separate dorms, dining facilities, organizations, and studies has convinced many that most black students, whether graduate or undergraduate, are truly separatists. But, all-black residence halls on predominantly white campuses can best be described as:

. . . overemphasized and misinterpreted . . . among those associated with separatism. It is overemphasized because only one percent of black students indicate that a change in their housing would improve their college experience. The misinterpretation is especially obvious in arguments urging black dorms for all black students when, in fact, neither a black dormitory nor any other type of housing is preferred by a majority of black students.⁵³

STUDIES RELATED TO CAUCASIAN STUDENTS ENROLLED AT PREDOMINANTLY BLACK INSTITUTIONS

Brown and Stein conducted a study of the white students attending five public-supported predominantly black universities in the state of North Carolina.⁵⁴ The five predominantly black institutions involved in the study were Elizabeth City State University, North Carolina Central University, Fayetteville State University, North Carolina A and T University and Winston-Salem State University. The researchers sought to

⁵³James John Ross, "A Study of Racially Integrated Rooms in Men's Residence Halls at a State University" (Master's thesis, Illinois State Normal University, 1970).

⁵⁴Charles I. Brown and Phyllis R. Stein, "The White Student in Five Predominantly Black Universities," The Negro Educational Review, 46 (1972), pp. 148-169.

learn about the expectations and experiences of white students as minority students on black campuses and to determine the need or relevancy of special orientation programs to help speed the adjustment process of white students who had chosen to attend a predominantly black institution. The sample included 69 white students who were enrolled in the five target institutions.

The findings of the study indicated that:

1. The white students upon entry at the five predominantly black universities were far more mature than the white students who chose to attend either a predominantly white institution or his black counterpart who chose to attend either a predominantly white or predominantly black institution; therefore, the calibre of student was more responsible and less involved with campus and the traditional non-academic activities.

2. Low cost and course offerings were the chief reasons they pursued their education at a predominantly black university.

3. The vast majority of the white females who enrolled at the predominantly black institutions had demonstrated their independence by overcoming the traditionally southern protective concerns surrounding the white female involved in interaction with a predominantly black culture.

4. These students shunned the traditional structure of an orientation program; they preferred to confront their adjustment problems on a personal, day to day basis within the natural context of the classroom and campus, enlisting the aid of anyone who seemed relevant regardless of race.

Jabs wrote an article profiling his experiences as a white professor

on a black campus.⁵⁵ His statements are very much oriented out of a religious, particularly a Lutheran, point of view as he detailed his experiences in Charleston, South Carolina, recalling especially the fear syndrome which such a state lives out as Black vs. White. He stressed the need of the white professor in such a context to continuously remember the state's history from a black perspective and emphasized his own perceptions of southern education as fragmented and yet somewhat likeable in its personal ambivalence. The implication throughout is that the white professor in a black context must aggressively seek to understand the educational experience from minority perceptions and points of view that, unless this is accomplished, one's relevance to the minority as a teacher is limited.

Orson and Osborne conducted a study to research white faculty and students on historically black campuses in order to see if social academic and recruitment problems could be alleviated.⁵⁶ The researchers used four historically black institutions in the state of Florida as the target institutions for the study. The four historically black colleges used in the study were Florida A & M, Florida Memorial College, Bethune-Cookman College and Edward Waters College.

The multivariate analysis of variance was used to obtain the findings in the study. The findings in the study indicated that:

1. White faculty and white students on historically black campuses

⁵⁵Albert E. Jabs, "On Being a White Professor in a Black College," The Negro Educational Review, 25 (July-October, 1973), pp. 138-143.

⁵⁶Claire Orson and William Osborne, "Perceptions of White Faculty and Students on Historically Black College and University Campuses," Journal of Negro Education, 47 (1971), pp. 213-238.

have a low self-concept.

2. Most black faculty at black colleges perceived black faculty better than white faculty.

3. Black faculty at black colleges perceived white faculty better than black students perceived white faculty.

4. Black faculty at black colleges perceived black social personality and black skin better than white social personality and white skin.

5. There was no discrepancy between the way black faculty and black students saw white faculty and white students and the way white faculty and white students saw themselves.

SUMMARY

The major emphasis of this review of literature was to present significant materials about enrollment, adjustment and major concerns of the learning environment of black graduate students in predominantly white graduate programs and white graduate students in predominantly black graduate programs.

The authoritative opinions regarding the enrollment and major adjustment problems of black graduate students were presented in section one. According to Cregger, entering black graduate students had unrealistic expectations for their departmental environments, and these led to very serious adjustment problems. Heiss agreed with Cregger and went further to state his support concerning the importance of and need for an orientation program to serve entering black graduate students within individual departments. The major theme accentuated in this section was that major adjustment is a requisite for the entire college

family once the black graduate student is enrolled. The black student must adjust in a drastic way to a different culture. Caucasians must adjust to the very presence of blacks on campus.

A brief history of the black student enrollment in the white graduate program was also provided in this section. Gill reported that a number of court decisions opened the doors of heretofore white graduate schools to a few individual black applicants in the late 1940's. To keep the number at a minimum, state legislatures established overnight, "graduate schools" at black colleges. Their meagerness was consciously designed. But meanwhile, for the most part, white universities enacted various obstacles which kept the number of blacks enrolled in white graduate schools at a minimum.

The second part of this chapter reviewed studies and papers about the learning environment of black graduate students and reviewed literature on the caucasian student enrolled at predominantly black institutions. Boyd, Lyons and others found that the most popular practice used by black graduate students to cope with the predominantly white environment on campus appeared to be Black/Afro-American History Week. One broad generalization emerging from this part of the literature was that the learning environment of the black graduate student is one of many complexities and challenges. Some of the major problems encountered in the environment were summarized as follows: communication with faculty members and other graduate students of different races, course irrelevance, financial difficulties and social isolation.

Chapter III

METHODOLOGY

One of the requisites of this study was to solicit information from black and caucasian graduate students enrolled at Virginia Tech, a predominantly white institution, and Virginia State, a predominantly black institution, concerning academic, personal and social adjustment problems, and to compare the problems identified in the two settings. A description of the methods used in the study is presented in this chapter. It includes a discussion of the research design, population sampled, the data-gathering instrument, and the methods used in the treatment of data.

Research Design

The use of the questionnaire was considered feasible for acquiring the data due to the following reasons: (1) limitations imposed by the Freedom of Information Act legislation, which prevented the obtaining of students' names, (2) the absence of relevant information dealing with the adjustment problems encountered by graduate students at Virginia Tech and Virginia State, and (3) the tremendous success of the questionnaires in past investigative studies as reported by the Survey Commission of the Rochester Mechanics Institute.

It was assumed from a scrutiny of current and available literature¹ that this study would have relevance to officials of Virginia Tech and Virginia State and other institutions. Administrators of such institutions may believe that minority students have misconceptions about the institutions, the faculty, and the students which prevent them from adjusting adequately on campus. This study therefore is intended to provide administrators with information that will assist them in correcting or alleviating these misconceptions.

Construction of the Questionnaire

A careful scrutiny of the literature revealed no research instrument suitable to ascertain the kind of information desired in this study. This resulted in the construction of an original questionnaire. The design of the questionnaire was determined after close examination of other

¹Jack J. Cardoso, "Ghetto Blacks and College Policy," Liberal Education 55, (1969), p. 364.

R. A. Altman, "The Minority Student on the Campus: Expectations and Possibilities," Western Interstate Commission on Higher Education (November, 1970), pp. 212-34.

J. Egerton, "Higher Education for High Risk Students," Southern Education Foundation (July, 1968), pp. 18-27.

J. T. Gibbs, "Black Students at a White University: An Exploratory Study," (unpublished directed research project, School of Social Welfare, University of California, 1970), pp. 121-129.

R. L. Green, "The Black Quest for Higher Education," Personnel and Guidance Journal (June, 1969), pp. 905-911.

G. I. Joseph, "Black Students on the Predominantly White Campus," Journal of the National Association of Women Deans and Counselors, (November, 1969), pp. 63-66.

designs used in similar studies.² The items of the instrument were generated from an analysis of the research questions stated in the study. Contributions made by the major advisor were another factor in the determination of the questionnaire.

The inventory was divided into five sections. The first section contains items constructed to ascertain information of a personal nature. It was assumed that certain personal variables, such as sex, age, race, education, area and level of specialization, marital status and socio-economic level would have a bearing on the kind of adjustment problems experienced by minority graduate students. Also, in constructing programs for the amelioration of problems encountered by minority graduate students, studies have clearly shown that the personal characteristics are essential variables.

The second section of the inventory was designed to gather information on academic problems. Course relevance and assignments were reported in the literature as major concerns about the academic environment identified by many minority graduate students. The relationship of the instructor to the student was also reported in the literature as being a problem in the academic environment. The students were asked to indicate

²Pyung E. Han, "A Study of Goals and Problems of Foreign Graduate Students from the Far East at the University of Southern California" (unpublished Ed. D. Dissertation, University of Southern California, 1975), pp. 180-185.

Sarla Sharma, "A Study to Identify and Analyze Adjustment Problems Experienced by Foreign Non-European Graduate Students Enrolled in Selected Universities in the State of North Carolina" (unpublished Ed. D. Dissertation, University of North Carolina, 1971), pp. 186-193.

Ida Richardson Stevens, "Beliefs of Caucasian Students Enrolled in Selected Negro Higher Education Institutions Concerning Housing and Student Activities" (unpublished Ph. D. Dissertation, Southern Illinois University, 1976), pp. 73-76.

the perceived academic environment. It was assumed that the institution they were attending had an academic atmosphere which encouraged freedom of expression and permitted uninhibited intellectual freedom on the part of the student.

In the third and fourth sections of the inventory, the respondents were asked to indicate social and personal concerns. The purpose of this section was to identify major problems experienced by black and caucasian graduate students, according to the frequency of their response.

The fifth and final section of the inventory deals with the information about student personnel services. The purpose of this section was to obtain the respondents' perception of the usefulness of the student personnel services on campus. In addition, two open-ended questions were provided at the end of this section to elicit unrestrained responses on any area of adjustment problems. Due to the inherent difficulty in the quantification of the essay response, the answers to these questions were not analyzed statistically; moreover, these answers did not seem to add anything of significance to the information obtained through items seeking structured responses. It was anticipated that the essay responses would aid in the formulation of recommendations at the conclusion of the study.

A brief introduction to the inventory appeared on the front cover explaining its purpose and significance and requesting the respondent to expedite its completion and return. Specific directions for each section were given at the beginning of the section.

Validation of the Instrument

From the review of literature, the principles which generally were accepted by researchers as necessary conditions for successful validation

of the instrument were extracted. Simon stated that:

. . . it is usually highly desirable to run a pilot test on a questionnaire and to revise it based on the results of the test. A pilot test, which uses a group of respondents who are part of the intended test population but will not be part of the sample, attempts to determine whether questionnaire items pose the desired qualities of measurement and discriminability. A pilot run enables the researcher to "debug" his questionnaire by diagnosing and correcting areas of the instrument.³

The pilot test and jury panel were the methods used to validate the instrument.

Two specialists in the field of research design at Virginia Polytechnic Institute and State University, Dr. Lee Wolfle and Dr. Robert Frary, were asked to serve as jury members. A preliminary form of the questionnaire was given to each member. This was followed by one personal telephone call and one visit to each member. This proved to be very fruitful, for excellent advice and suggestions were made for the improvement of the structure of the instrument.

As a result of the advice received from the jury members, the following changes in the inventory were made:

1. Ambiguous words were replaced; this led to better communication and comprehension.
2. Certain statements which were judged to be irrelevant were deleted.
3. Directions were rewritten to render them more explicit.
4. The inventory format was changed to allow for easy completion.

³Julian L. Simon, Basic Research Methods in Social Science, (New York: Random House, 1969), p. 119.

Content Validity

According to Sax, content validity is easily determined on a Likert Scale. He describes how "items can be rewritten and revised until raters agree that they are clear and unambiguous."⁴ Content validity was obtained by having Dr. Arnold McKnight and Dr. Vallie Guthrie, professors at A and T State University, Greensboro, North Carolina, serve as panelists. Copies of the instrument were delivered to them. The panelists reviewed the instrument and provided written evaluation. The content validity of the instrument was established by comparing a list of identified adjustment problems created by the panelists with the items stated in the questionnaire. The panel members also provided comments on clarity, design and format. The panel members recommended that one category, the section dealing with housing, be eliminated from the instrument due to lack of relevancy to the adjustment problems identified on the composite list.

Pilot Testing of the Instrument

The preliminary form of the questionnaire was administered to twenty black graduate students enrolled in higher education institutions in North Carolina. Ten volunteers who were enrolled at the University of North Carolina at Greensboro and ten volunteers who were enrolled at North Carolina State, Raleigh, North Carolina, constituted the pilot test population. Wiersma stated that the group need not be a random sample of prospective respondents, but the members of the group should be familiar with the variables under study and should be in a position to make

⁴Gilbert Sax, Principles of Educational Measurement and Evaluation (Belmont, California: Wadsworth Publishing Company, Incorporated, 1968), p. 434.

valid judgments about the items.⁵

The preliminary testing was done by using the snow-ball technique. This technique was judiciously used in the pilot testing. The method involves the procedure whereby the researcher contacts the initial respondent. The first respondent, after completion of the initial interview, recommends a second respondent to the researcher. The second respondent refers the researcher to a third respondent. This procedure continues until the desired number of respondents has been reached or the pilot population has been exhausted.

The scoring was done by running correlations between the scores obtained by each person on each item and the scores obtained by each person across the whole scale. Following the completion of item analysis, those items having the highest correlations with the total score were used to make up the final scale. Those items with a correlation score below .50 were eliminated.

The volunteers were very cooperative and appeared very enthusiastic about the study. Since the items in the inventory were not threatening to their ego, no reservation, hesitancy, or equivocation in response were noticeable on the part of the subjects. In fact, many saw the study as having implications for alleviation of their adjustment problems and a source of help for all black graduate students enrolled in predominantly white institutions.

The results of the pilot test were evaluated in three areas: (1) clarity of each question, (2) relevancy of content areas, and (3) readability of the questionnaire. The questionnaire was found to be

⁵William Wiersma, Research Methods in Education (Itasca, Illinois: F. E. Peacock Publishers, Incorporated, 1975), p. 141.

usable without requiring any additional major change. Table 2 shows the results of the pilot test.

Selection of Respondents

Along with the development and refinement of the inventory, plans were being made for drawing a sample of the black graduate students enrolled at Virginia Tech and the white minority graduate students enrolled at Virginia State. Since the purpose of the investigation was to obtain the views of the black graduate students in regard to the adjustment problems they encounter at this university (Virginia Tech), adequate sampling of the full-time black graduate students enrolled in the various colleges was considered to be crucially important. An inquiry at the registrar's office and the graduate school revealed that no formal records were kept on the names of full-time and part-time black graduate students, respectively. Moreover, no definite number or directory of the total black student population could be ascertained. On January 24, a personal telephone call was made to Mr. William Goodykoontz, Director of Affirmative Action at Virginia Tech, and a letter of introduction had been sent a week in advance by Dr. Glen Earthman, chairman of the Graduate Committee. The following information was obtained from the Director:

1. The total number of full-time black graduate students currently enrolled in Virginia Polytechnic Institute and State University as of October 7, the beginning of the fall quarter, and
2. A list of the names, areas of concentration and addresses of the target population.

The total number of full-time black graduate students was 38. Table 3 shows the breakdown by area of concentration.

TABLE 2
Item Analysis Results of the Pilot Test

Academic		Social		Personal	
Number	Correlation	Number	Correlation	Number	Correlation
1	.89	1	.20	1	.62
2	.75	2	.72	2	.25
3	.27	3	.61	3	.21
4	.81	4	.48	4	.86
5	.19	5	.84	5	.18
6	.53	6	.91	6	.59
7	.58	7	.14	7	.41
8	.72	8	.22	8	.73
9	.33	9	.56	9	.67
10	.40	10	.54	10	.35

Items below .50 in each area (Academic, Social and Personal) were eliminated.

TABLE 3

Area of Concentration for Black Graduate Students
Enrolled at
Virginia Polytechnic Institute and State University

Area of Concentration	Black Graduate Students	
	Male	Female
Engineering	3	
Physical Science	3	
Education	14	4
Business Management		2
Architecture	2	
Home Economics and Art Science	7	3
Total	29	9

On January 25, a personal visit was made to Mr. Calvin Jamison, Assistant Director of Admission. A validation of the information received from Mr. Goodykoontz was made. Not only was validation made, but also a directory of black students (graduate and undergraduate) enrolled at Virginia Tech was received.

Keeping the objective of the study in mind, on January 26 a personal telephone call was made to Dr. Ralph Carrington, Director of the Graduate School at Virginia State in Petersburg, Virginia. The director informed the researcher that the Freedom of Information Act Legislation prevented him from giving student names and addresses. He further advised that the Director of Institutional Research could provide accurate figures concerning the enrollment of caucasian students.

On January 27, a personal telephone call was made to Dr. Earl Allgood, Director of Institutional Research. The following information was ascertained from the Director:

1. The total number of caucasian graduate students enrolled, and
2. A breakdown by area of concentration.

Table 4 shows the breakdown by area of concentration for the full-time caucasian graduate students. The total number of caucasian graduate students enrolled full time was twelve.

Mr. Allgood also informed the researcher of the limitations imposed by the federal Freedom of Information Act Legislation, but he did offer his services to assist in dispersing the questionnaires to the target population.

TABLE 4

Area of Concentration for Caucasian Graduate Students
Enrolled at
Virginia State College

Area of Concentration	Caucasian Graduate Students	
	Male	Female
Economics		1
Education Administration and Supervision	2	
Educational Media	1	
English		1
Home Economics		1
History	1	
Elementary Education		1
Music Education		1
Physics	1	
Undecided Majors	2	
Total	7	5

Dispersing and Administering the Instrument

In the week of February 6, a personal visit was made to the campus of Virginia Tech. The department head was contacted in each identified area of concentration of the black graduate students. Each department head was very helpful in providing a schedule of evening graduate classes. The schedules contained the names of the instructors and the time and place of class meetings. The instructors of the graduate classes allowed the inventory to be administered during class sessions to the members of the identified population. Not only was the identified black graduate population obtained in this manner, but also a purposive sampling of caucasian graduate students was acquired.

A purposive sampling of caucasian graduate students was acquired by using the snowball technique. This was accomplished by having the black graduate student, after completion of the questionnaire, recommend a caucasian graduate student in the same area of study. The initial caucasian respondent referred the researcher to a second respondent. This procedure continued with minor modifications until an equal sampling of caucasian graduate students was obtained. Personal home visits were made to those members of the identified black graduate population who were not contacted during the school day and questionnaires were mailed to others. All participants were assured of their anonymity.

On February 17, a personal trip was made to Virginia State in Petersburg, Virginia, to deliver questionnaires, along with self-addressed, stamped return envelopes to Dr. Earl Allgood, Director of Institutional Research. An introductory letter signed by Dr. Glen Earthman, chairman of the Doctoral Committee, was presented to Dr. Allgood, requesting the assistance needed to administer the questionnaires. The

director was told of the necessity of disseminating questionnaires to the entire identified population (12 members) and to a purposive sampling of black graduate students. He was also informed of the little color circle placed at the front upper right hand corner of the questionnaire which was used to identify the frequency of questionnaires returned from each race.

The uniqueness of the method for getting to the identified population mitigated against the ordinary follow-up devices usually employed. Two weeks following the initial contact, follow-up telephone calls were made to those graduate students at Virginia Tech who had not returned their completed questionnaires. Identification of the students was made through a corresponding number handwritten on the instrument. During the follow-up contact, additional questionnaires and letters of transmittal which were the same as the first ones were sent to several students to compensate for misplacement and incorrect addresses. During the same period of time, Dr. Allgood at Virginia State was contacted through a personal telephone call. He was asked to send follow-up letters, which were mailed to him, to members of the target population. In addition, questionnaires were also sent to compensate for those which had been misplaced. A personal visit was contemplated a week following the telephone conversation to encourage personal telephone calls as an additional follow-up device where possible.

The unusual manner of getting to the target population at Virginia State could not have been achieved without the very able assistance of Dr. Allgood. He was very instrumental in helping achieve a 96 percent return of the questionnaires from the target groups enrolled at Virginia State.

Nature of the Returns

A total of 125 copies of the questionnaire were either mailed or handed out to the full-time minority black and caucasian graduate students and to an equal sampling of the majority graduate students enrolled at Virginia Tech and Virginia State. Of this number 98 questionnaires were completed and returned. The completed returns constituted 78.4 percent of the copies mailed and handed out to the respondents. With a return of this size, however, a biased sample is relatively unlikely. The representativeness of the return was tested in the following way: The returns when received, were put into three piles, (1) those received in the first few days, (2) those received about three weeks later, and (3) those received in the last few days as a result of the follow-up efforts. The data were examined for the three groups, and comparisons were made against one another for significant differences among them. No change in the pattern of responses was noticeable from one group to the other. Hence, it is reasonable to conclude that the subsequent returns, if received, would not have been different in character.

Of the total copies distributed or mailed, 80 copies (64 percent) went to black and caucasian graduate students enrolled at Virginia Tech and 45 copies (36 percent) went to black and caucasian graduate students enrolled at Virginia State. The returns from the two campuses approximated the same proportion (Table 5). Further, of the total copies mailed 39 copies (31.2 percent) went to the caucasian graduate students enrolled at Virginia Tech. Forty-one copies (32.8 percent) went to the black graduate students enrolled at Virginia Tech, 25 copies (20 percent)

TABLE 5

Frequency and Percentage Distribution of Inventory Copies Distributed and Mailed to and Returned from Caucasian and Black Graduate Students by Campuses.

Campuses	Inventory Copies Mailed						Inventory Copies Returned						Returns as of Total Inventory Copies Distributed			Percentage of Returns as of Inventory Copies Mailed to each Campus		
	Number		Percentage of Total Copies Mailed		Number		Percentage of Total Copies Returned		Percentage of Returns as of Total Inventory Copies Distributed		Percentage of Returns as of Inventory Copies Mailed to each Campus		Percentage of Returns as of Inventory Copies Mailed to each Campus		Percentage of Returns as of Inventory Copies Mailed to each Campus			
	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C		
Virginia Tech	41	30	32.8	31.2	37	38	37.8	38.8	29.6	30.4	90.2	97.4						
Virginia State College	20	25	16.0	20.0	12	11	12.2	11.2	9.6	8.8	60.0	44.0						
Totals	61	64	50.0	50.0	49	49	50.0	50.0										

went to the caucasian graduate students enrolled at Virginia State, and 20 copies (16 percent) went to the black graduate students enrolled at Virginia State. Again, returns were proportionate to those mailed or distributed (Table 5).

Descriptive Analysis of Demographic Data

Initial analysis required the categorization of the demographic data with respect to the following: (1) sex, age, degree being sought and primary purpose for enrolling at the institution; (2) marital status, social status of the parents, primary source of support and annual income; and (3) attendance at an integrated high school, high school preparation for their field of study and undergraduate preparation for their field of study.

Table 6 shows that there were more male respondents than females. The largest percentage of respondents was in the thirty to forty-seven age bracket. Fifty-two percent were in the 30-47 age group, and forty-eight percent were in the 20-29 category.

Table 6 disclosed that there were more graduate students seeking doctoral degrees (56 percent) than master's degrees (44 percent). However, of 49 black graduate students, 5 students under 25 years of age were working toward doctoral degrees and 9 students over 30 years of age were pursuing master's degrees.

Fifty-six percent (N=21) of the black graduate students enrolled at Virginia Tech, a predominantly white institution, because of low cost, fifty-nine percent (N=22) because of location, thirty-seven percent (N=14) for the prestige and thirty-five percent (N=14) for the academic program. Sixty-three percent (N=7) cited the low cost for enrolling and

TABLE 6

Distribution of the Population by Sex, Age, Degree Being Sought and Primary Purpose for Enrolling at the Institution.

Classification	Number				Percentage				
	V.P.I.		Va. State		V.P.I.		Va. State		Total
	Black	Caucasian	Black	Caucasian	Black	Caucasian	Black	Caucasian	
Sex									
Male	29	29	7	6	71	78.4	76.3	58.3	72.4
Female	8	9	5	5	27	21.6	23.7	41.7	27.6
Total	<u>37</u>	<u>38</u>	<u>12</u>	<u>11</u>	<u>98</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Age									
20-29	19	12	10	6	47	51.4	31.6	83.3	48.0
30-47	18	26	2	5	51	48.6	68.4	16.7	52.0
Total	<u>37</u>	<u>38</u>	<u>12</u>	<u>11</u>	<u>98</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Degree									
Master's	10	10	12	11	43	27.0	26.3	100.0	44.0
Doctorate	27	28	0	0	55	73.0	73.7	0.0	56.0
Total	<u>37</u>	<u>38</u>	<u>12</u>	<u>11</u>	<u>98</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Purpose for Enrolling									
Cost	21	15	7	7	50	56.8	39.5	58.3	51.0
Location	22	26	6	11	65	59.5	68.4	50.0	66.0
Prestige	14	18	1	0	33	37.8	47.4	8.3	34.0
Academic	13	20	6	0	39	35.1	52.7	50.0	40.0
Friends	0	0	0	0	0	0.0	0.0	0.0	0.0
Total	<u>70</u>	<u>79</u>	<u>20</u>	<u>18</u>	<u>187</u>	<u>189.2</u>	<u>208.0</u>	<u>166.6</u>	<u>191.0</u>

one hundred percent (N=11) gave the location of the institution as a major reason for attendance. Because some respondents listed more than one reason for attending the particular institution, the total percent did exceed 100.

Data related to marital status and family situations were tabulated in Table 7. Fifty-seven percent (N=56) of the population were married and forty-three percent (N=42) were in the others category. Of the 37 black graduate students enrolled at Virginia Tech, fifty-seven percent (N=21) were married; 43 percent (N=16) were either single, widowed, separated or divorced. Of the 11 caucasian graduate students enrolled at Virginia State, sixty-four percent (N=7) were married and thirty-six percent (N=4) were not.

Table 7 also shows that a comparatively large portion of the graduate students surveyed (N=49) clustered their families in the middle socio-economic status (50 percent of the total population), forty percent (N=39) in the lower working class, and only ten percent (N=10) in the upper class. Interestingly, of the total black graduate population surveyed from both institutions (49), none viewed their family status as being in the upper socio-economic class. No tabulation of annual income was made of the black graduate students at Virginia State because this section of the questionnaire was omitted by the respondents. Data regarding means of financial support during the time the graduate students are in attendance at the institution, shown in Table 7, revealed that 45 percent (N=44) of the graduate students supported themselves, 30 percent (N=29) of the graduate students depended upon scholarships or Graduate Teaching Aid, 22 percent (N=22) relied on loans and 3 percent (N=3) of them received help from their parents or relatives.

TABLE 7

Distribution of the Population by Marital Status, Social Status of the Parents,
Primary Source of Support and Annual Income

Classification	Number				Percentage				
	V.P.I.		Va. State		V.P.I.		Va. State		Total
	Black	Caucasian	Black	Caucasian	Black	Caucasian	Black	Caucasian	
Marital Status									
Unmarried	16	13	9	4	42	43.0	75.0	36.0	43.0
Married	21	25	3	7	56	57.0	25.0	64.0	57.0
Total	37	38	12	11	98	100.0	100.0	100.0	100.0
Social Status of Parents									
Lower Working	22	5	7	5	39	60.0	58.3	45.5	40.0
Middle	15	23	5	6	49	40.0	41.7	54.5	50.0
Upper	0	10	0	0	10	00.0	00.0	00.0	10.0
Total	37	38	12	11	98	100.0	100.0	100.0	100.0
Primary Financial Support									
Loan	5	8	5	4	22	13.5	42.0	36.4	22.0
Parents/Spouse	0	2	0	1	3	0.0	0.0	9.0	3.0
Scholarships	15	9	5	0	29	40.5	42.0	0.0	30.0
Self	17	19	2	6	44	50.0	16.0	54.6	45.0
Total	37	38	12	11	98	100.0	100.0	100.0	100.0
Annual Income									
5,000-10,000	21	9	1	1	56.8	56.8	23.7	9.0	9.0
11,000-20,000	13	10	9	9	35.1	35.1	26.3	82.0	82.0
21,000-30,000	3	11	1	1	8.1	8.1	29.0	9.0	9.0
31,000-40,000	0	8	0	0	0.0	0.0	21.0	0.0	0.0
Total	37	38	11	11	98	100.0	100.0	100.0	100.0

Fifty percent (N=17) of the black graduate students enrolled at Virginia Tech supported themselves, forty percent (N=15) depended upon scholarships and graduate teaching aid and thirteen percent (N=5) depended on loans. There was very much similarity in the mean of primary financial support between the black graduate students at Virginia Tech and the caucasian graduate students at Virginia State. Fifty-four percent (N=6) of the caucasian graduate students at Virginia State supported themselves and fifty percent (N=17) of the black graduate students enrolled at Virginia Tech supported themselves. None of the caucasian graduate students enrolled at Virginia State received any form of scholarships or aid from the institution.

Table 8 shows that 53 percent (N=52) of the graduate students surveyed did not attend an integrated high school, while 47 percent (N=46) did. According to the data in Table 8, fifty-four percent (N=20) of the black graduate students enrolled at Virginia Tech did not attend an integrated high school, and yet, contrary to the belief of numerous writers in the field of education that a quality education cannot be attained in a segregated school,⁶ fifty-nine percent (N=22) of the black graduate students in this study felt that their high school preparation for their field of study was good. Twenty-seven percent (N=10) felt their preparation was excellent, eleven percent (N=4) stated fair and three percent (N=1) responded with marks of poor. Fifty-four percent (N=20) also felt that their undergraduate preparation for their field of study was good, thirty percent (N=11) responded excellent and sixteen percent (N=6) responded fair.

⁶Marcia R. Conlin and Martin Haberman, "Supervising Teachers of the Disadvantaged," The Education Digest (May 1967), pp. 43-46.

TABLE 8

Distribution of the Population by Attendance at an Integrated High School, High School Preparation for Field of Study and Undergraduate Preparation for Field of Study

Classification	Number						Percentage									
	V.P.I.		Va. State		Total	V.P.I.		Va. State		Total						
	Black	Caucasian	Black	Caucasian		Black	Caucasian	Black	Caucasian							
Integrated High School																
Yes	17	15	9	5	46	45.9	39.5	75.0	15.5	47.0						
No	20	23	3	6	52	54.1	60.5	25.0	54.5	53.0						
Total	37	38	12	11	98	100.0	100.0	100.0	100.0	100.0						
High School Preparation for Field of Study																
Excellent	10	16	0	1	27	27.0	42.0	0.0	9.0	28.0						
Good	22	10	10	5	47	59.0	26.0	83.0	45.5	48.0						
Fair	4	9	2	5	20	11.0	24.0	17.0	45.5	20.0						
Poor	1	3	0	0	4	3.0	8.0	0.0	0.0	4.0						
Total	37	38	12	11	98	100.0	100.0	100.0	100.0	100.0						
Undergraduate Preparation for Field of Study																
Excellent	11	24	5	4	44	30.0	63.0	42.0	36.4	45.0						
Good	20	11	7	4	42	54.0	29.0	58.0	36.4	43.0						
Fair	6	3	0	3	12	16.0	8.0	0.0	27.2	12.0						
Poor	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0						
Total	37	38	12	11	98	100.0	100.0	100.0	100.0	100.0						

The caucasian graduate students enrolled at Virginia State responded similarly in this section to the black graduate students at Virginia Tech. Fifty-four percent (N=6) did not attend an integrated high school, while forty-five percent (N=5) did. Nevertheless, forty-five percent (N=5) considered their high school preparedness for their field of study to be good. Forty-five percent (N=3) responded fair and nine percent (N=1) rated this area excellent. Thirty-six percent (N=4) rated their undergraduate preparation as excellent and good respectively, while twenty-seven percent (N=3) rated undergraduate preparation as fair.

DATA TREATMENT AND STATISTICAL ANALYSIS

A four-part Likert-type scale was used in this study to assess minority graduate students' opinion concerning adjustment problems. Borg believed that in cases where investigators wish to measure an attitude or opinion for which no scale is available "the Likert technique is usually the easiest method of developing scales."⁷ The Likert-type scale yields numerical scores which are measured on an ordinal scale.⁸

A Likert-type scale was selected which allowed the respondents to indicate disagreement or agreement with each of the statements through four degrees of response. Numerical labels ranged from one to four, i.e., the "agree" response was assigned the value of one; the "tend to agree" response was assigned the value of two; the "tend to disagree" response was assigned the value of three; and the "disagree" response was assigned

⁷Walter R. Borg, Educational Research; An Introduction (New York: McKay, 1963), p. 110.

⁸Max D. Englehart, Methods of Education Research (Chicago, Illinois: Rand McNally and Company, 1972), pp. 89-90.

the value of four.

Upon completion of data collection, the data were coded, transferred to optical scanner sheets, key punched, and verified for processing. The Statistical Package for the Social Sciences (SPSS), an integrated system of computer programs designed for the analysis of social science data, was used to facilitate analysis of the data.⁹

Descriptive statistics (frequency distribution and mathematical means) were computed for each major area of concern (academic, social and personal) for each respondent group.

To compare respondent groups, the analysis of frequencies using Chi Square (X^2) was used. The X^2 was used to determine whether the independent samples had significantly different distributions across certain categories.

⁹Ronald J. Brownlee, "Analysis of Opinions of Secondary Cooperative Distributive Education Teacher-Coordinators in Mississippi toward Recommended Coordination Activities" (unpublished Ed. D. Dissertation, Virginia Polytechnic Institute and State University, 1977), pp. 41-43.

George R. Herbert, "A Comparative Analysis of Personality Characteristics of Industrial Arts Teachers in the United States" (unpublished Ed. D. Dissertation, Virginia Polytechnic Institute and State University, 1977), p. 40.

Annie Joyce A. Martin, "A Comparison of Tasks Taught and Equipment Used in Secondary Occupational Food Service Programs in Virginia with Tasks Performed and Equipment Used by Graduates Employed in Food Services Occupations" (unpublished Ed. D. Dissertation, Virginia Polytechnic Institute and State University, 1977), pp. 42-44.

Chapter IV

PRESENTATION OF DATA AND DATA ANALYSIS

The data used to determine the black and caucasian graduate students' opinions and attitudes concerning adjustment problems are presented in this chapter along with a comparison of the identified adjustment problems. Specifically, the chapter contains the following sections: the first section represents information on the treatment of data; the next section is related to minority graduate students' opinions regarding problems; the third section concerns a comparison of the identified adjustment problems along with data treatment, and the final section of data in the chapter is related to major findings and summary.

DATA TREATMENT

Since one of the essential purposes of this study was concerned with identifying the major adjustment problems encountered by minority graduate students enrolled at Virginia Tech, a predominantly white institution, and Virginia State, a predominantly black institution, the respondents were asked to rate a list of items which described a possible problem. The conditions described in the items were labeled as either desirable or undesirable. A "desirable" item represented a condition believed by the researcher to be necessary for achieving adjustment; on the other hand, an "undesirable" item represented some form of impediment believed to hinder the adjustment process of minority graduate students.

The primary technique used in the study to identify the problems encountered by minority black and caucasian graduate students was to

construct a frequency distribution table for each area outlined in the questionnaire (social, academic, and personal), after which percentages were computed for each item. It was decided beforehand that if 50 percent or more of the respondents disagreed with an item labeled desirable, it would be considered a major problem. If 25 to 49 percent of the respondents disagreed with a desirable item, it would be considered a concern, not a major problem. In the same fashion, an undesirable item would be considered a major problem if 50 percent or more of the respondents agreed with the item, or as a concern if 25 to 49 percent of the respondents agreed with the item.

The Chi Square (X^2) was used to determine the probability of significant difference between respondent groups on the identified adjustment problems. Chi Square (X^2) test tells one whether two independent samples have significantly different distributions across categories and may thereby be considered to have been drawn from different populations. That is, it tells one whether the frequencies obtained in the various cells are different from the frequencies one might expect based on chance variation alone. Thus, the X^2 test compares obtained frequencies to expected frequencies and indicates the probability that they are different. The basic formula for computing X^2 is as follows: $X^2 = \sum \frac{(o - e)^2}{e}$ where o is the obtained frequency in a cell and e is the expected frequency. The larger the discrepancies the larger X^2 will tend to be. X^2 is always 0 or a positive number and may range from 0 to infinity. Specifically, only significant ($\alpha = .05$) relationships were discussed in this section.

MAJOR FINDINGS

Research Question Number One

What are some major adjustment problems encountered by black graduate students while studying at Virginia Polytechnic Institute and State University, a predominantly white institution? The general nature of the opinions of black graduate students enrolled at Virginia Polytechnic Institute and State University toward adjustment problems is reported in Tables 9, 10, 11, 12 and 13.

Table 9 reveals that black graduate students enrolled at Virginia Tech encountered several major problems in the academic area. The major problem areas were instruction and the evaluation procedures utilized by some professors. The climate of the institution and taking standardized tests were the items in the section identified as concerns. The table may be interpreted as follows.

With reference to instruction, for example, 3 black graduate students (9 percent) agreed, 8 black respondents (24 percent) tended to agree, 17 black respondents (50 percent) tended to disagree and 6 black respondents (18 percent) flatly disagreed that instruction was geared to meeting the individual needs of black graduate students within the framework of course objectives. Three black respondents did not answer the item. The cumulative total of black respondents (N=11) who agreed (or tended to agree) with the item was 32 percent. The cumulative total of black respondents (N=23) who disagreed (or tended to disagree) with the item was 68 percent. The percentage of disagreements (68 percent) exceeded the 50 percent level, thereby identifying the item as a major problem.

TABLE 9

Frequencies and Percentages of Responses Regarding Academic Problems of Black Graduate Students Enrolled at Virginia Polytechnic Institute and State University, the Predominantly White Institution as Reported by Black Graduate Students.

(N=37)

Academic Concerns	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
*A climate which fosters creativity and individual expression is maintained (desirable).	8 22% 70%	18 49%	8 22%	3 8% 30%
**Instruction is geared to meeting the individual needs of students within the framework of course objectives (desirable).	8 9% 32%	8 24%	17 50%	6 18% 68%
Teachers make a valiant effort to understand the concerns of black graduate students (desirable).	14 38% 81%	16 43%	3 8%	4 11% 19%
Participation by students in class activities and discussions is encouraged (desirable).	14 38% 84%	17 46%	5 14%	1 3% 16%
*Taking standardized tests created an excess amount of tensions on my part (undesirable).	2 5% 46%	15 41%	12 32%	8 22% 54%
**I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors such as race, color, mannerisms, etc. (undesirable).	6 17% 50%	12 33%	13 36%	5 14% 50%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentage of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

Similarly, Table 9 also shows that a major problem identified by the respondents is that some of their professors at the institution judged them on the basis of extraneous or irrelevant factors. Since the item was labeled as undesirable, the agreement responses were considered essential for item identification. The cumulative total of black respondents (N=18) who disagreed or tended to do so was 50 percent, and so was the total of those who agreed. The agreement responses were equal to the level of item identification which constituted a major problem. Therefore, the item was identified as a major problem.

Just as two items are identified as "problems" in Table 9, two others are identified as "concerns." Table 9 shows that maintaining a climate which fosters creativity and individual expression was identified as a concern, because the cumulative total of responses which disagreed with the item exceeded the 25 percent level. Similarly, it shows that taking standardized tests created excess tension was a concern because the cumulative total of black respondents who agreed with this statement was 46 percent.

Concerning the social aspect, Table 10 shows that most black graduate students (86 percent) do not participate in the traditional non-academic activities of the institution. Although participating in the traditional non-academic activities of the institution was not identified in the study as a desirable or undesirable item, it was interesting to note in Table 11 that the dominant reasons given by the black respondents for not participating in the traditional non-academic activities of the institution were lack of time (N=24) by 65 percent and lack of interest (N=28) by 76 percent. Five black respondents (14 percent) listed lack of acceptance as the dominant reason for not participating in the traditional

TABLE 10

Frequencies and Percentages of Responses Regarding Social Problems of Black Graduate Students Enrolled at Virginia Polytechnic Institute and State University, the Predominantly White Institution as Reported by Black Graduate Students.
(N=37)

Social Concerns	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
Most black graduate students participate in the non-academic activities.	1 3% 14%	4 11% 47%	17 47% 86%	14 40% 86%
*Most black graduate students are encouraged by faculty members to participate in the non-academic activities (desirable).	6 17% 63%	16 46% 63%	9 26% 63%	4 11% 37%
**There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting (desirable).	3 8% 28%	7 19% 28%	11 31% 69%	15 42% 72%
Black graduate students frequently use the Student Union at this institution.	4 11% 24%	5 14% 24%	13 35% 69%	15 41% 76%
**Most of the traditional non-academic activities of this institution are not appealing to black graduate students (undesirable).	13 36% 81%	16 44% 81%	6 17% 81%	1 3% 19%
**Associations with members of their own race is the dominant type of friendship by black graduate students at this institution (undesirable).	11 31% 80%	17 49% 80%	6 17% 80%	1 3% 20%
**Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution (desirable).	5 14% 28%	5 14% 28%	11 31% 69%	15 42% 72%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentage of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

TABLE 11

Summary of Reasons Given by Black Graduate Respondents Enrolled at Virginia Polytechnic Institute and State University for the Lack of Participation in Traditional Non-Academic Activities and the Major Types of Friendships Cited by Black Graduate Respondents

The dominant reason for the lack of black/caucasian graduate students participation in non-academic activities.						
	<u>Blacks</u>		<u>Caucasians</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lack of time	24	65	25	68	49	66
Lack of interest	28	76	23	62	51	69
Lack of acceptance	5	14	0	0	5	7
Fear of harassment	0	0	0	0	0	0

The type of friendship which is most common among black/caucasian graduate students at this institution.						
	<u>Blacks</u>		<u>Caucasians</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Other blacks with common experience	21	57	9	24	30	41
Other blacks with no common experience	12	32	1	3	13	18
Whites with common experience	25	68	34	92	59	80
Whites with no common experience	0	0	1	3	1	1

non-academic activities of the institution. The total percentage in the table exceeded one hundred, because some of the respondents checked more than one answer.

In any event, the items in the social section identified as major problems were:

1. There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting;
2. Most of the traditional non-academic activities of the institution are not appealing to black graduate students;
3. Associations with members of their own race is the dominant type of friendship by black graduate students at the institution; and
4. Campus interracial friendships and associations have filtered into off-campus social activities not related to school at the institution. The data in Table 10 identified one item as a concern.

Interestingly, Table 11 shows that when black respondents rated the type of friendship most common among black graduate students at the institution, 21 black respondents (57 percent) checked other black students with common experience. Twelve black respondents (32 percent) checked other black students with no common experience and surprisingly 25 black respondents (65 percent) listed other caucasian students with common experience.

In the same fashion, data in Table 10 indicate that a concern manifested by black graduate students was the extent to which black graduate students are encouraged by faculty members to participate in the traditional non-academic activities of the institution. The black respondents (37 percent) who disagreed with the item exceeded the 25 percent level; hence, the item was identified as a concern.

In response to the items related to personal problems, Table 12 shows that three items in this section were identified by the black respondents as concerns. They had apprehensions or reservations concerning enrolling at the institution. They were not enjoying their experience at the institution as much as they had anticipated. And the personal concerns of black graduate students, it seems, had not been handled courteously and efficiently at the institution.

Table 13 indicates that the four major areas in which Student Personnel Services have assisted black graduate students were registration procedures, health services, locating suitable loans and acquiring knowledge about the facilities, these items having been checked by 10, 9, 8, and 8 respondents, respectively. On the whole, Table 13 showed that caucasian graduate students utilized the services of Student Personnel more than the black graduate students. In any event, 5 respondents (14 percent), 2 black and 3 caucasian graduate students, recommended that the Student Personnel Services unit should make itself more available to graduate students.

Research Question Number Two

What are some major adjustment problems encountered by caucasian graduate students while studying at Virginia State College, a predominantly black institution? According to data in Table 14, the caucasian graduate students enrolled at Virginia State College identified one item in the academic area as a major problem and three items in the section as concerns.

None of the caucasian respondents agreed that instruction was geared to meeting the needs of individuals within the framework of course

TABLE 12

Frequencies and Percentages of Responses Regarding Personal Problems of Black Graduate Students Enrolled at Virginia Polytechnic Institute and State University, the Predominantly White Institution, as Reported by Black Graduate Students.

(N=37)

Personal Concerns	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
Housing had an adverse effect on my academic performance (undesirable).	0 0% 4%	1 4%	5 19%	20 77% 96%
*I had apprehensions or reservations concerning enrolling at this institution (undesirable).	6 16% 35%	7 19%	16 43%	8 22% 65%
I feel that I was admitted into this graduate program under special conditions such as a quota (undesirable).	3 8% 19%	4 11%	14 39%	15 42% 81%
*In general, I am enjoying my experience at this university as much as I had anticipated (desirable).	7 19% 73%	20 54%	8 22%	2 5% 27%
*The personal concerns of black graduate students have been handled courteously and efficiently (desirable).	9 25% 72%	17 47%	8 22%	2 6% 28%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentages of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

TABLE 13

Number and Percent of Graduate Students from Virginia Tech Stating the Assistance Received from Student Personnel Services.

(N=37)

Assistance Received	Respondents				Did Not Respond				Total			
	N		%		N		%		N		%	
	B	C	B	C	B	C	B	C	B	C	B	C
Pre-orientation	0	3	0	8	37	34	100	92	37	37	100	100
Community Resource	2	8	5	22	35	29	95	78	37	37	100	100
Examinations	1	13	3	35	36	24	97	65	37	37	100	100
Registration												
Procedures	10	26	27	70	27	11	73	30	37	37	100	100
Health Services	9	15	24	41	28	22	76	59	37	37	100	100
Locate Suitable												
Loans	8	3	22	8	29	34	78	92	37	37	100	100
Locate Suitable												
Housing	7	12	19	32	30	25	81	68	37	37	100	100
Locate Part-time												
Jobs	4	3	11	8	33	34	89	92	37	37	100	100
Knowledge of Rules												
and Regulations	7	9	19	24	30	28	81	76	37	37	100	100
Knowledge of												
Library Facilities	3	5	8	14	34	32	92	86	37	37	100	100
Knowledge of Student												
Personnel Service	6	5	16	14	31	32	84	86	37	37	100	100
Knowledge of												
Facilities	8	7	22	19	29	30	78	81	37	37	100	100
Administrating En-												
trance	4	12	11	32	33	25	89	68	37	37	100	100

TABLE 14

Frequencies and Percentages of Responses Regarding Academic Problems of Caucasian Graduate Students Enrolled at Virginia State College, the Predominantly Black Institution, as Reported by Caucasian Graduate Students.

(N=11)

Academic Concerns	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
*A climate which fosters creativity and individual expression is maintained (desirable).	0 0% 55%	6 55%	3 27%	2 18% 46%
**Instruction is geared to meeting the individual needs of students within the framework of course objectives (desirable).	0 0% 27%	3 27%	7 64%	1 9% 73%
Teachers make a valiant effort to understand the concerns of caucasian students (desirable).	2 18% 91%	8 73%	1 9%	0 0% 9%
Participation by caucasian graduate students in class activities and discussions is encouraged (desirable).	1 9% 91%	9 82%	1 9%	0 0% 9%
*Taking standardized tests created an excess amount of tension on my part (undesirable).	0 0% 27%	3 27%	2 18%	6 55% 73%
*I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors such as race, color, mannerisms, etc. (undesirable).	2 18% 36%	2 18%	6 55%	1 9% 64%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentage of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

objectives. Accordingly, the item was identified as a major problem.

A climate which fosters creativity and individual expression was maintained at the institution, the taking of standardized tests created an excess amount of tension on their part, and the belief that some professors at the institution judged them on the basis of extraneous or irrelevant factors were the items identified as concerns.

According to data in Table 15, caucasian graduate students identified three items in the social area as major problems and two items in the social area as concerns.

None of the caucasian respondents agreed that there was ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting. Therefore, the item was identified as a major problem. Most of the traditional non-academic activities of the institution are not appealing to caucasian graduate students was another item identified as a major problem. Campus inter-racial friendships and associations was identified as another major problem by the caucasian graduate students enrolled at Virginia State.

Data in Table 15 relevant to the concerns manifested by the caucasian graduate students disclosed that most caucasian graduate students are encouraged by faculty members to participate in the traditional non-academic activities of the institution. Although not participating in the traditional non-academic activities of the institution was not labeled in the study as desirable or undesirable, the encouragement given by the faculty members was considered the desirable aspect of the item.

In any event, the data in Table 16 shows that when asked the dominant reason for the lack of caucasian graduate students' participation in the traditional non-academic activities of the institution, 2

TABLE 15

Frequencies and Percentages of Responses Regarding Social Problems of Caucasian Graduate Students Enrolled at Virginia State College, the Predominantly Black Institution, as Reported by Caucasian Graduate Students. (N=11)

Social Problems	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
Most caucasian graduate students participate in the non-academic activities.	0 0% 0%	0 0%	6 55%	5 46% 100%
*Most caucasian graduate students are encouraged by faculty members to participate in the non-academic activities (desirable).	1 9% 55%	5 46%	3 27%	2 18% 46%
**There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting (desirable).	0 0% 18%	2 18%	3 27%	6 55% 82%
Caucasian graduate students frequently use the Student Union at this institution.	0 0% 0%	0 0%	1 9%	10 91% 100%
**Most of the traditional non-academic activities of this institution are not appealing to caucasian graduate students (undesirable).	1 9% 55%	5 46%	2 18%	3 27% 46%
*Association with members of their own race is the dominant type of friendship by caucasian graduate students at this institution (undesirable).	3 27% 27%	0 0%	8 73%	0 0% 73%
**Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution (desirable).	0 0% 9%	1 9%	6 55%	4 36% 91%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentage of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

TABLE 16

Summary of Reasons Given by Caucasian Graduate Respondents
Enrolled at Virginia State College for the Lack of
Participation in the Traditional Non-Academic Activities
and the Major Types of Friendships Cited by
Caucasian Graduate Respondents

The dominant reason for the lack of black/caucasian graduate students participation in the non-academic activities.

	<u>Blacks</u>		<u>Caucasians</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lack of time	9	82	2	18	11	50
Lack of interest	4	36	8	73	12	55
Lack of acceptance	0	0	1	9	1	5
Fear of harassment	0	0	4	36	4	18

The type of friendship which is most common among black/caucasian graduate students at this institution.

	<u>Blacks</u>		<u>Caucasian</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Other blacks with common experience	11	100	8	91	15	68
Other blacks with no common experience	3	27	0	0	3	14
Whites with common experience	2	18	4	36	12	55
Whites with no common experience	0	0	0	0	0	0

caucasian respondents (18 percent) cited lack of time, 8 caucasian respondents (73 percent) listed lack of interest, one caucasian respondent (9 percent) cited lack of acceptance and 4 caucasian respondents (36 percent) listed fear of harassment. The total percentage in this section exceeded one hundred, because some of the respondents checked more than one answer.

As shown in Table 15, the final concern indicated that association with members of their own race was the dominant type of friendship by caucasian graduate students at the institution. The cumulative percentage of caucasian respondents who agreed with the item exceeded the 25 percent level; hence, the item was identified as a concern.

However, data in Table 16 shows that when the caucasian graduate students were asked the dominant type of friendship most common among caucasian graduate students, 8 caucasian respondents (91 percent) listed other black students with common experience and 4 caucasian respondents (36 percent) listed other caucasian students with common experience.

Regarding the personal problems, data in Table 17 indicates that two of the items were considered major problems and one of the items was considered a concern by the caucasian graduate students.

As shown in Table 17, apprehensions or reservations concerning enrolling at the institution and enjoyment of their experience at the institution as much as they had anticipated were identified as major problems.

According to the results shown in Table 17, many of the caucasian graduate students believed that their personal concerns had not been adequately handled. The cumulative total of caucasian respondents (N=4) who disagreed with the item was 36 percent. The cumulative percentage of

TABLE 17

Frequencies and Percentages of Responses Regarding Personal Problems of Caucasian Graduate Students Enrolled at Virginia State College, the Predominantly Black Institution, as Reported by Caucasian Graduate Students.

(N=11)

Personal Concerns	Type of Response			
	Agree	Tend to Agree	Tend to Disagree	Disagree
Housing had an adverse affect on my academic performance (undesirable).	0 0% 17%	1 17%	1 17%	4 67% 46%
**I had apprehensions or reservations concerning enrolling at this institution (undesirable).	2 18% 64%	5 46%	4 36%	0 0% 36%
I feel that I was admitted into this graduate program under special conditions such as quota (undesirable).	0 0% 9%	1 9%	1 9%	9 82% 91%
**In general, I am enjoying my experience at this university as much as I had anticipated (desirable).	1 9% 36%	3 27%	3 27%	4 36% 64%
*The personal concerns of caucasian graduate students have been handled courteously and efficiently (desirable).	1 9% 64%	6 55%	3 27%	1 9% 36%

First entry in column = absolute frequency

Second entry in column = column percentage

Third entry in column = cumulative percentage of agreements or disagreements (percentages have been rounded off to the nearest whole number)

**Denotes a major problem

*Denotes a concern

disagreement exceeded 25 percent. Consequently, the item was identified as a concern.

Table 18 shows that the Student Personnel Services utilized the most by caucasian graduate students enrolled at Virginia State College were assistance in registration procedures (36 percent) and assistance in acquiring knowledge about the library (36 percent). Two respondents reported that they were unaware of the existence of such an organization.

Research Question Number Three

Another essential feature of this study was to compare the identified problems and concerns encountered by minority black and minority caucasian graduate students enrolled at the two institutions. First, comparisons were made within each institution, between the minority and majority graduate student population; and, second, comparisons were made between the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State.

Is there a difference in the adjustment problems encountered by minority--black or white--and majority graduate students within each institution? And, second, is there a difference in the adjustment problems encountered by the two groups of minority graduate students, one white and one black?

According to data in Tables 9 and 14, a major problem in the academic area encountered by the black minority at Virginia Tech and by the caucasian minority at Virginia State was item number 2: Instruction is geared to meeting the individual needs of students within the framework of course objectives.

A crosstabulation of scores for the black and caucasian graduate

TABLE 18

Number and Percent of Graduate Students from Virginia State College
Stating the Assistance Received from Student Personnel Services.

(N=11)

Assistance Received	Respondents				Did Not Respond				Total			
	N		%		N		%		N		%	
	B	C	B	C	B	C	B	C	B	C	B	C
Pre-orientation	0	1	0	9	11	10	100	91	11	11	100	100
Community Resource	2	1	18	9	9	10	82	91	11	11	100	100
Examinations	3	3	27	27	8	8	73	73	11	11	100	100
Registration Procedures	8	4	73	36	3	7	27	64	11	11	100	100
Health Services	3	1	27	9	8	10	73	91	11	11	100	100
Locate Suitable Loans	2	0	18	0	9	11	82	100	11	11	100	100
Locate Suitable Housing	2	0	18	0	9	11	82	100	11	11	100	100
Locate Part-time Jobs	1	0	9	0	10	11	91	100	11	11	100	100
Knowledge of Rules and Regulations	0	2	0	18	11	9	100	82	11	11	100	100
Knowledge of Facili- ties	0	3	0	27	11	8	100	73	11	11	100	100
Knowledge of Li- brary Facilities	1	4	9	36	10	7	91	64	11	11	100	100
Knowledge of Stu- dent Personnel Service	3	1	27	9	8	10	73	91	11	11	100	100
Administrating En- trance	0	0	0	0	11	11	100	100	11	11	100	100

students enrolled at Virginia Tech on academic item number 2 produced a χ^2 score of 19.79536 with 3 degrees of freedom. The χ^2 test to determine the difference between respondent groups indicated that a significant difference existed (0.0002) at the .05 alpha level in their attitude toward instruction. That is, the likelihood that the distribution of responses obtained on this item would occur simply as a function of chance was less than 5 percent. The data showed that caucasian graduate students on the whole felt that the instruction received met the individual needs of the students. Fifteen caucasian respondents (42 percent) agreed and 14 caucasian respondents (39 percent) tended to agree. On the other hand, black graduate students tended to disagree that the quality of instruction received satisfied the needs of the students. Seventeen black respondents (50 percent) tended to disagree and 6 black respondents (18 percent) disagreed. The greatest dissimilarity between the attitudes of the two groups occurred in the agree, tend to agree and tend to disagree cells. Refer to Table 19 for a complete examination of percentages, χ^2 scores, degrees of freedom, and levels of significance.

A crosstabulation of scores for the minority black graduate students enrolled at Virginia Polytechnic Institute and State University with the minority caucasian graduate students enrolled at Virginia State College on academic item number 2 produced a χ^2 score of 1.69914 with 3 degrees of freedom. The χ^2 test to determine the difference between respondent groups (0.6371) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward instruction.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State College on academic item number 2 yielded a χ^2 score of 5.11111 with 3 degrees of freedom. The χ^2 test

TABLE 19

COMPARISON OF THE IDENTIFIED MAJOR ACADEMIC PROBLEMS

Item No. 2 Academic: Instruction is geared to meeting the individual needs of students within the framework of course objectives.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State	
Black	White	Va. Tech Black	Va. State White	Black	White
3 17% 9%	15 83% 42%	3 100% 9%	0 0% 0%	1 100% 9%	0 0% 0%
8 36% 24%	14 64% 39%	8 73% 24%	3 27% 27%	6 67% 55%	3 33% 27%
17 85% 50%	3 15% 8%	17 71% 50%	7 29% 64%	2 22% 18%	7 78% 64%
6 60% 18%	4 40% 11%	6 86% 18%	1 14% 9%	2 67% 18%	1 33% 9%

Agree

Tend to Agree

Tend to Disagree

Disagree

$\chi^2 = 19.79536$
3dF
S = 0.002

$\chi^2 = 1.69914$
3dF
S = 0.6371

$\chi^2 = 5.11111$
3dF
S = 0.1638

χ^2 = Chi Square
dF = degrees of Freedom
S = Significance

TABLE 19
(con't.)

Item No. 6 Academic: I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors such as race, color, mannerisms, etc.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
6 55% 17%	5 46% 14%	6 75% 17%	2 25% 18%	0 0% 0%	2 100% 18%	Agree
12 71% 33%	5 29% 14%	12 86% 33%	2 11% 18%	7 78% 64%	2 22% 18%	Tend to Agree
13 50% 36%	13 50% 35%	13 68% 36%	6 32% 55%	2 25% 18%	6 75% 55%	Tend to Disagree
5 26% 14%	14 74% 38%	5 83% 14%	1 17% 9%	2 67% 18%	1 33% 9%	Disagree

$\chi^2 = 7.22407$ $\chi^2 = 1.52092$ $\chi^2 = 7.11111$
 3df 3df 3df
 S = 0.0651 S = 0.6775 S = 0.0684

to determine the difference between respondent groups (0.1638) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward instruction.

Another identified major academic problem of the black graduate students enrolled at Virginia Polytechnic Institute and State University was item number 6: I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors. This item was not identified as a major problem by the caucasian graduate students enrolled at Virginia State College, but as a concern.

A X^2 score of 7.22407 with 3 degrees of freedom and an alpha level of 0.0651 was computed as a measure of the overall attitude between the black and caucasian graduate students enrolled at Virginia Tech on this item (Table 19). The X^2 test to determine the discrepancy between respondent groups' attitudes (0.0651) showed no significant difference existed (at the .05 alpha level) in their position on this item.

A crosstabulation of scores for the minority black graduate students enrolled at Virginia Tech with the minority caucasian graduate students enrolled at Virginia State on academic item number 6, the evaluation procedures utilized by some professors, furnished a X^2 score of 1.52092 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups' attitudes (0.6775) showed no significant difference existed (at the .05 alpha level) in their response to the item.

The crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on academic item number 6, the evaluation procedures utilized by some professors, produced a X^2 score of 7.11111 with 3 degrees of freedom. The X^2 test to determine the

difference between respondent groups (0.0684) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the evaluation procedures utilized by some professors.

Table 9 revealed that a concern in the academic area for black graduate students enrolled at Virginia Polytechnic Institute and State University was item number one, the climate of the institution. The climate of the institution was also identified as a concern by the caucasian graduate students enrolled at Virginia State.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia Tech on academic item number 1, a climate which fosters creativity and individual expression is maintained at the institution, yielded a X^2 score of 3.40954 with 3 degrees of freedom (Table 20). The X^2 test to determine the difference between respondent groups (0.3327) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward this item.

A crosstabulation of scores for the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State on academic item number one yielded a X^2 score of 3.38155 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.3365) showed that no significant difference existed (at the .05 alpha level) in their attitude on this item.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on academic item number one produced a X^2 score of 5.28571 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.1520) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the climate of the institution.

TABLE 20
COMPARISON OF THE IDENTIFIED ACADEMIC CONCERNS

Item No. 1 Academic: A climate which fosters creativity and individual expression is maintained at the institution I attend.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
8 35% 22%	15 65% 42%	8 100% 22%	0 0% 0%	2 100% 18%	0 0% 0%	Agree
18 58% 49%	13 42% 36%	18 75% 49%	6 25% 55%	8 57% 73%	6 43% 55%	Tend to Agree
8 57% 22%	6 43% 17%	8 73% 22%	3 27% 27%	1 25% 9%	3 75% 27%	Tend to Disagree
3 60% 8%	2 40% 6%	3 60% 8%	2 40% 18%	0 0% 0%	2 100% 18%	Disagree

$\chi^2 = 3.40954$ $\chi^2 = 3.38155$ $\chi^2 = 5.28571$ $\chi^2 = \text{Chi Square}$
 3dF 3dF 3dF dF = degrees of Freedom
 S = 0.3327 S = 0.3365 S = 0.1520 S = Significance

TABLE 20
(con't.)

Item No. 5 Academic: Taking standardized tests such as the Graduate Record and the Miller Analogy created an excess amount of tension on my part.

	Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
	Black	White	Va. Tech Black	Va. State White	Black	White	
Agree	2 22% 5%	7 78% 22%	2 100% 5%	0 0% 0%	3 100% 27%	0 0% 0%	
Tend to Agree	15 75% 46%	5 25% 16%	15 83% 41%	3 17% 27%	4 57% 36%	3 43% 27%	
Tend to Disagree	12 55% 32%	10 46% 31%	12 86% 32%	2 14% 18%	1 33% 9%	2 67% 18%	
Disagree	8 44% 22%	10 56% 31%	8 57% 22%	6 43% 55%	3 33% 27%	6 67% 55%	

$\chi^2 = 7.86077$ $\chi^2 = 4.73429$ $\chi^2 = 4.47619$
 3dF 3dF 3dF
 S = 0.0490 S = 0.1923 S = 0.2144

Another identified concern by both minority groups was academic item number 5: Taking standardized tests created an excess amount of tension.

A crosstabulation of scores for the black and caucasian graduate students at Virginia Tech on academic item number 5 yielded a X^2 score of 7.86077 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups indicated that a significant difference existed (0.0490) at the .05 alpha level in their attitude toward taking standardized tests. That is, a less than 5 percent chance existed that the responses made on this item would occur simply by chance. On the whole, the majority of the caucasian graduate students disagreed that taking standardized tests created an excessive amount of tension. Ten caucasian respondents (31 percent) tended to disagree and 10 caucasian respondents (31 percent) disagreed. However, the data showed that the majority of the black graduate students did experience some form of tension or anxiety while taking standardized tests as reported by their response to the item. Fifteen black respondents (46 percent) tended to agree and 2 black respondents (5 percent) agreed. The greatest dissimilarity between the attitudes of the two groups occurred in the tend to agree, tend to disagree and disagree cells. Refer to Table 20 for a complete examination of percentages, X^2 scores, degrees of freedom and levels of significance.

A crosstabulation of scores for the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on academic item number 5, taking standardized tests, yielded a X^2 score of 4.73429 with 3 degrees of freedom.

The X^2 test to determine the difference between respondent groups (0.1923) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on academic item number 5, taking standardized tests, revealed a X^2 score of 4.47619 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.2144) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward taking standardized tests.

In terms of the major social problems, data in Table 10 showed that a major social problem for black graduate students enrolled at Virginia Tech was social item number 3: There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the regular classroom setting. This item was also identified as a major problem by the caucasian graduate students enrolled at Virginia State.

Table 21 shows that a X^2 score of 2.91921 with 3 degrees of freedom was computed as a measure of the overall attitude between the black and the caucasian graduate students enrolled at Virginia Tech on social item number 3. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.4043) showed that no significant difference existed (at the .05 alpha level) in their response to the item.

A crosstabulation of scores for the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on social item number 3 produced a X^2 score of 1.26693 with 3 degrees of freedom. The X^2 test to determine

TABLE 21

COMPARISON OF THE MAJOR IDENTIFIED SOCIAL PROBLEMS

Item No. 3 Social: There is ample opportunity for social exchange between blacks and caucasian graduate students on campus outside the classroom setting.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State	
Black	White	Va. Tech Black	Va. State White	Black	White
3 38% 8%	5 63% 11%	3 100% 8%	0 0% 0%	0 0% 0%	0 0% 0%
7 39% 19%	11 61% 30%	7 78% 19%	2 22% 18%	2 50% 18%	2 50% 18%
11 48% 31%	12 52% 32%	11 79% 31%	3 21% 27%	4 57% 36%	3 43% 27%
15 63% 42%	9 38% 24%	15 71% 42%	6 29% 55%	5 46% 56%	6 55% 55%

Agree

Tend to Agree

Tend to Disagree

Disagree

X² = Chi Square
df = degrees of Freedom
S = Significance

X² = 0.23377
2df
S = 0.8897

X² = 1.26693
3df
S = 0.7370

X² = 2.91921
3df
S = 0.4043

TABLE 21
(con't.)

Item No. 5 Social: Most of the traditional non-academic activities of this institution are not appealing to black graduate students.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		Agree	Tend to Agree	Tend to Disagree	Disagree
Black	White	Va. Tech Black	Va. State White	Black	White				
13 54% 36%	11 46% 31%	13 41% 36%	3 50% 27%	0 0% 0%	3 100% 27%				
16 42% 44%	22 58% 63%	16 35% 44%	2 25% 18%	0 0% 0%	2 100% 18%				
6 100% 17%	0 0% 0%	6 75% 17%	5 11% 46%	3 38% 30%	5 63% 46%				
1 33% 3%	2 67% 6%	1 17% 3%	1 3% 9%	7 88% 70%	1 13% 9%				

$\chi^2 = 7.43475$ $\chi^2 = 8.01812$ $\chi^2 = 9.97500$
 3dF 3dF 3dF
 S = 0.0593 S = 0.0456 S = 0.0188

TABLE 21
(con't.)

Item No. 6 Social: Association with members of their own race is the dominant type of friendship by black graduate students at this institution.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
11 79% 31%	11 46% 31%	11 79% 31%	3 21% 27%	7 70% 67%	3 30% 27%	Agree
17 35% 49%	22 58% 63%	17 68% 49%	0 0% 0%	2 100% 18%	0 0% 0%	Tend to Agree
6 86% 17%	0 0% 0%	6 100% 17%	8 32% 73%	2 20% 18%	8 80% 73%	Tend to Disagree
1 50% 3%	2 67% 6%	1 100% 3%	0 0% 0%	0 0% 0%	0 0% 0%	Disagree

$\chi^2 = 7.43475$ $\chi^2 = 3.14609$ $\chi^2 = 7.20000$
 3df 3df 2df
 S = 0.0593 S = 0.3696 S = 0.0273

TABLE 21
(con't.)

Item No. 7 Social: Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State	
Black	White	Va. Tech Black	Va. State White	Black	White
5 33% 14%	10 67% 32%	5 100% 14%	0 0% 0%	0 0% 0%	0 0% 0%
5 33% 14%	10 67% 32%	5 83% 14%	1 17% 9%	3 75% 27%	1 25% 9%
11 61% 31%	7 39% 23%	11 65% 31%	6 35% 55%	6 50% 55%	6 50% 55%
15 79% 42%	4 21% 13%	15 79% 42%	4 21% 36%	2 33% 18%	4 67% 36%

Agree

Tend to Agree

Tend to Disagree

Disagree

$\chi^2 = 10.27472$
3dF
S = 0.0164

$\chi^2 = 3.07894$
3dF
S = 0.3796

$\chi^2 = 1.66667$
2dF
S = 0.4346

the difference between respondent groups (0.7370) indicated that no significant difference existed (at the .05 alpha level) in their attitude on having ample opportunity for social exchange between black and caucasian graduate students.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on social item number 3 yielded a X^2 score of 0.23377 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.8897) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward social exchange between black and caucasian graduate students.

Another item identified as a major social problem by both the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State was social item number 5: Most of the traditional non-academic activities of this institution are not appealing to black/caucasian graduate students.

A X^2 score of 7.43475 with 3 degrees of freedom was computed as a measure of the overall attitude between the black and caucasian graduate students enrolled at Virginia Tech on this item (Table 21). The X^2 test to determine the difference between respondent groups (0.0593) showed that no significant difference existed (at the .05 alpha level) in their attitude toward this item.

A crosstabulation of scores for the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State on social item number 5 showed a X^2 score of 8.01842 with 3 degrees of freedom. A X^2 test to determine the overall respondent groups' attitudes on this item was computed and showed a significant

difference (0.0456) at the .05 alpha level in their attitude toward the traditional non-academic activities of the institution. The probability that the scores received on this item occurred simply by chance was less than 5 percent. Most black graduate students felt that the non-traditional activities of the institution were not appealing, while the majority of the caucasian graduate students believed that they were appealing. Thirteen black respondents (36 percent) agreed and 16 black respondents (44 percent) tended to agree. Five caucasian respondents (46 percent) tended to disagree and one caucasian respondent (3 percent) disagreed. The greatest dissimilarity between the attitude of the two groups occurred in the agree, tend to agree and tend to disagree cells.

A final crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on social item number 5 furnished a X^2 score of 4.680 with 1 degree of freedom. The X^2 test to determine the difference between respondent groups showed that a significant (3.84) difference existed at the .05 alpha level in their attitude toward the item. However, to insure validity a collapse of the cells was performed in the comparison due to the fact that 50 percent of the cells had frequency counts of less than five. On the whole, the basic trend appeared to be that the black graduate students considered the traditional non-academic activities of the institution as having student's appeal, whereas approximately half (45 percent) of the caucasian graduate students felt that the traditional non-academic activities of the institution did not have student's appeal.

Table 10 also pointed out that another major social problem identified by black graduate students enrolled at Virginia Tech was social

item number 6: Association with members of their own race is the dominant type of friendship by black/caucasian graduate students at the institution.

Table 21 shows that a crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia Tech on social item number 6 produced a X^2 score of 7.43475 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.0593) showed that no significant difference existed (at the .05 alpha level) in their response to the item.

The crosstabulation of scores for the minority groups, the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State, on social item number 6 produced a X^2 score of 3.14609 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.3696) showed that no significant difference existed (at the .05 alpha level) in their response to the item.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on social item number 6 yielded a X^2 score of 6.600 with 1 degree of freedom. The X^2 test to determine the difference between respondent groups' attitudes indicated that a significant difference (3.84) existed at the .05 alpha level. However, since at least 50 percent of the cells in this comparison had frequency counts of less than 5, a collapse of the cells was made to insure validity. The majority of the caucasian respondents did not agree that associations with their own race was the dominant type of friendship, whereas the black respondents felt that associations with

members of their own race was the dominant type of friendship.

Social item number 7, campus interracial friendships and associations have filtered into off-campus social activities not related to school at the institution, was the final item in this section identified as a major problem by both the black graduate students enrolled at Virginia Tech and the caucasian graduate students enrolled at Virginia State.

Table 21 reveals that a crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia Tech produced a X^2 score of 10.27472 with 3 degrees of freedom on social item number 7. The X^2 test to determine the difference between respondent groups indicated that a significant difference existed (0.0164) at the .05 alpha level in their attitude toward interracial friendships and associations. A less than 5 percent chance existed in this comparison that the ranking made would occur simply as a function of chance. The caucasian respondents were more inclined to agree that interracial friendships and associations had filtered into off-campus social activities more than the black respondents. Ten caucasian respondents (32 percent) agreed and 10 caucasian respondents (32 percent) tended to agree. These figures represented over half of the caucasian respondents. On the other hand, over half of the black respondents disagreed with the item. Eleven black respondents (31 percent) tended to disagree and 15 black respondents (42 percent) disagreed with the item. The greatest dissimilarity between the attitudes of the two groups occurred in the agree, tend to agree and disagree cells. Refer to Table 21 for a complete examination of percentages, X^2 scores, degrees of freedom and levels of significance.

The crosstabulation of scores for the minority black graduate

students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on social item number 7 produced a X^2 score of 3.07894 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.3796) revealed that no significant difference existed (at the .05 alpha level) in their response to the item.

The crosstabulation of black and caucasian graduate students enrolled at Virginia State on social item number 7 furnished a X^2 score of 1.66667 with 2 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.4346) indicated that no significant difference existed (at the .05 alpha level) in the responses to the item.

As shown in Table 22, social item number 2, most black/caucasian graduate students are encouraged by faculty members to participate in the traditional non-academic activities of the institution, was identified as a concern and yielded a X^2 score of 3.78549 between the black and caucasian graduate students enrolled at Virginia Tech. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.2856) showed no significant difference existed (at the .05 alpha level) in their response to the item. The crosstabulation of scores for the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on social item number 2 yielded a X^2 score of 0.65714 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.8832) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

TABLE 22

COMPARISON OF THE IDENTIFIED SOCIAL CONCERN

Item No. 2 Social: Most black graduate students are encouraged by faculty members to participate in the traditional non-academic activities of the institution.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
6 46% 17%	7 54% 19%	6 86% 17%	1 14% 9%	1 50% 9%	1 50% 9%	Agree
16 64% 46%	9 36% 25%	16 76% 46%	5 24% 46%	8 62% 73%	5 39% 46%	Tend to Agree
9 43% 26%	12 57% 33%	9 75% 26%	3 25% 27%	0 0% 0%	3 100% 27%	Tend to Disagree
4 33% 11%	8 67% 22%	4 67% 11%	2 33% 18%	2 50% 18%	2 50% 18%	Disagree

$\chi^2 = 3.78549$ $\chi^2 = 0.65714$ $\chi^2 = 3.69231$ $\chi^2 = \text{Chi Square}$
 3df 3df 3df df = degrees of Freedom
 S = 0.2856 S = 0.8832 S = 0.2967 S = Significance

TABLE 22
(cont.)

Item No. 5 Social: Most of the traditional non-academic activities of this institution are not appealing to minority graduate students.

	Crosstabs for Va. Tech		*Crosstabs for Minorities		*Crosstabs for Va. State		Agree	Disagree
	Black	White	Va. Tech Black	Va. State White	Black	White		
Agree	13 54% 36%	11 46% 31%	26 29	8 5	4 0	4 5		
Tend to Agree	16 42% 44%	22 58% 63%	10 7	3 6	7 10	7 6		
Tend to Disagree	6 100% 17%	0 0% 0%					$\chi^2 = 5.38$ 1df S = 3.84	$\chi^2 = 4.68$ 1df S = 3.84
Disagree	1 33% 3%	2 67% 6%						

$\chi^2 = 7.43475$
3df
S = 0.0593

*Crosstabulations for minorities and Virginia State population have been collapsed into agree and disagree.

TABLE 22
(cont.)

Item No. 6 Social: Association with members of their own race is the dominant type of friendship by black graduate students at this institution.

	Crosstabs for Va. Tech		Crosstabs for Minorities		*Crosstabs for Va. State	
	Black	White	Va. Tech Black	Va. State White	Black	White
Agree	11 79% 31%	11 46% 31%	11 79% 31%	3 21% 27%	6 9	6 3
Tend to Agree	17 35% 49%	22 58% 63%	17 68% 49%	0 0% 0%	5 2	5 8
Tend to Disagree	6 86% 17%	0 0% 0%	6 100% 17%	8 32% 73%	$\chi^2 = 6.60$ 1df $S = 3.84$	
Disagree	1 50% 3%	2 67% 6%	1 100% 3%	0 0% 0%	$\chi^2 = 7.13475$ 3df $S = 0.0593$	
					$\chi^2 = 3.11609$ 3df $S = 0.3696$	

*Crosstabulation for Virginia State population has been collapsed into agree and disagree.

A crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on social item number 2 produced a X^2 score of 3.69231 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.2967) showed that no significant difference existed (at the .05 alpha level) in their attitude toward the item. Table 22 presents a complete examination of percentages, X^2 scores, degrees of freedom and levels of significance.

In response to the major personal problems, Table 12 showed that none of the items were identified as major problems by the black graduate students enrolled at Virginia Tech. However, three of the items were identified as concerns.

One item identified as a concern by the black graduate students enrolled at Virginia Tech was personal item number 2: I had apprehensions or reservations concerning enrolling at the institution. This item was identified as a major problem by the caucasian graduate students enrolled at Virginia State.

Table 23 reveals that a X^2 score of 4.48381 with 3 degrees of freedom was computed as a measure of the overall attitude between the black and the caucasian graduate students enrolled at Virginia Tech on personal item number 2. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.2137) showed that no significant difference existed (at the .05 alpha level) in their response to the item.

A crosstabulation of the scores for the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on personal item number 2 produced a X^2 score of 4.88255 with 3 degrees of freedom. The X^2 test to determine

TABLE 23

COMPARISON OF THE IDENTIFIED PERSONAL CONCERNS

Item No. 2 Personal: I had apprehensions or reservations concerning enrolling at this institution.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State	
Black	White	Va. Tech Black	Va. State White	Black	White
6 38% 16%	10 66% 27%	6 75% 16%	2 25% 18%	1 33% 10%	2 67% 18%
7 58% 19%	5 42% 14%	7 58% 19%	5 42% 46%	1 17% 10%	5 83% 46%
16 64% 43%	9 36% 24%	16 80% 43%	4 20% 36%	4 50% 40%	4 50% 36%
8 38% 22%	13 62% 35%	8 100% 22%	0 0% 0%	4 100% 40%	0 0% 0%

Agree

Tend to Agree

Tend to Disagree

Disagree

$\chi^2 = 4.48381$	$\chi^2 = 4.88255$	$\chi^2 = 6.96818$
3dF	3dF	3dF
S = 0.2137	S = 0.1806	S = 0.0729

χ^2 = Chi Square
dF = degree of Freedom
S = Significance

TABLE 23
(con't.)

Item No. 4 Personal: In general, I am enjoying my experience at this institution as much as I had anticipated.

Crosstabs for Va. Tech		*Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
7 39% 19%	11 61% 30%	24	7	2	1	Agree
			4	67% 18%	33% 9%	
20 56% 54%	16 44% 43%	13	4	6	3	Tend to Agree
			10	67% 9%	33% 27%	
8 62% 22%	5 39% 14%	$\chi^2 = 4.605$ 1df S = 3.84		1	3	Tend to Disagree
				25% 9%	75% 27%	
2 29% 5%	5 71% 14%			2	4	Disagree
				33% 18%	67% 36%	

$\chi^2 = 3.31135$
3df
S = 0.3461

$\chi^2 = 3.00000$
3df
S = 0.3916

*Crosstabulation for minorities has been collapsed into agree and disagree.

TABLE 23
(con't.)

Item No. 5 Personal: The personal concerns of black graduate students have been handled courteously and efficiently.

Crosstabs for Va. Tech		Crosstabs for Minorities		Crosstabs for Va. State		
Black	White	Va. Tech Black	Va. State White	Black	White	
9 50% 25%	9 50% 25%	9 90% 25%	1 10% 9%	1 50% 9%	1 50% 9%	Agree
17 55% 47%	14 45% 39%	17 74% 47%	6 26% 55%	6 50% 55%	6 50% 55%	Tend to Agree
8 47% 22%	9 53% 25%	8 73% 22%	3 27% 27%	3 50% 27%	3 50% 27%	Tend to Disagree
2 33% 6%	4 67% 11%	2 67% 6%	1 33% 9%	1 50% 9%	1 50% 9%	Disagree

$\chi^2 = 1.01581$ $\chi^2 = 1.35142$ $\chi^2 = 0$
 3dF 3dF 3dF
 S = 0.79714 S = 0.7170 S = 1.0000

the discrepancy between respondent groups (0.1806) showed that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

The crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on personal item number 2 yielded a X^2 score of 6.96818 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.0729) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

Another item in the personal section identified as a concern by the black graduate students enrolled at Virginia Tech was personal item number 4: In general, I am enjoying my experience at the institution as much as I had anticipated. This item was identified as a major problem by the caucasian graduate students enrolled at Virginia State.

Table 23 shows that a crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia Tech on personal item number 4 yielded a X^2 score of 3.31135 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.3461) showed no significant difference existed (at the .05 alpha level) in their response to the item.

A crosstabulation of scores for the minority black graduate students enrolled at Virginia Tech and the minority caucasian graduate students enrolled at Virginia State on personal item number 4 produced a X^2 score of 4.605 with 1 degree of freedom. The X^2 test to determine the difference between respondent groups indicated that a significant difference existed (3.84) at the .05 alpha level in their attitude

toward the enjoyment of experiences at the institution. That is, there was less than a 5 percent chance that the responses made to this item occurred simply as a function of chance. Based on the responses, the black graduate students enrolled at Virginia Tech were enjoying their experience at Virginia Tech much more than the caucasian graduate students enrolled at Virginia State. Seven black respondents (19 percent) agreed and 20 black respondents (54 percent) tended to agree with the item, whereas only one caucasian respondent (9 percent) agreed and 3 caucasian respondents (27 percent) tended to agree. The greatest dissimilarity between the attitudes of the two groups on this item occurred in the agree and tend to agree cells. Refer to Table 23 for a complete examination of percentages, X^2 scores, degrees of freedom and levels of significance.

The crosstabulation of scores for the black and caucasian graduate students enrolled at Virginia State on personal item number 4 produced a X^2 score of 3.00000 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups' attitudes (0.3916) indicated that no significant difference existed (at the .05 alpha level) in their response to the item.

A final item identified as a concern in the personal section by the black graduate students enrolled at Virginia Tech was item number 5: The personal concerns of black/caucasian graduate students have been handled courteously and efficiently by institution personnel. This item was also identified as a concern by the caucasian graduate students enrolled at Virginia State.

Table 23 reveals that a crosstabulation of responses for the

black and caucasian graduate students enrolled at Virginia Tech on personal item number 5 produced a X^2 score of 1.01581 with 3 degrees of freedom. The X^2 test to determine the difference between respondent groups (0.7974) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

A crosstabulation of scores for the black and caucasian minority graduate students enrolled at Virginia Tech and Virginia State on personal item number 5 yielded a X^2 score of 1.35142 with 3 degrees of freedom. The X^2 test to determine the discrepancy between respondent groups (0.7170) indicated that no significant difference existed (at the .05 alpha level) in their attitude toward the item.

The final crosstabulation of responses was made between the black and caucasian graduate students enrolled at Virginia State on personal item number 5. The comparison produced a X^2 of zero. There was no significant differences between the respondent groups' attitudes. Refer to Table 23 for a complete examination of all related data.

PERSONAL COMMENTS BY STUDENTS

Minority graduate students surveyed in this study were asked to make personal comments relating to three items on the questionnaire: Item 43, I recommend the following activities as essential for black/caucasian graduate students on predominantly black/white campuses; Item 47, Black/Caucasian graduate students need the following additional services; and Item 48, Are there other comments you wish to make? If so, use the blank space below.

Table 24 shows that 27 of the minority graduate students (56

TABLE 24

SUMMARY OF RECOMMENDATIONS FOR ACTIVITIES AND SERVICES
ESSENTIAL FOR MINORITY GRADUATES ON LARGE CAMPUS

Responses ^A	Number
Group orientation	4
More use of minority consultants, speakers, etc.	2
More minority faculty members	3
A forum where minority graduate students can meet other minority regardless of area	1
Minority awareness programs	1
More interdepartment gatherings for purposes of meeting other minorities	5
Minority community leaders as vital cogs of orientation	1
Suitable housing	7
Recreational facilities and activities for graduate students only	1
Job placements	1
Suitable loans	<u>1</u>
TOTAL	27

^AEach response is presented in a summarized form.

percent of the total minority population) responded to these items. Of these, suitable housing for graduate students and an opportunity to meet other minority graduate students were the most popular recommendations. Groups orientation to graduate school was also very high on the list.

SUMMARY OF THE CHAPTER

The results of the opinions of minority black and caucasian graduate students were presented in this chapter. Frequency distributions, Chi Square scores, alpha levels and percentages were reported for the respondent groups. Demographic data and characteristics were reported for respondent groups. Caution should be used, however, in interpreting the data based on comparisons due to the fact that some of the cells contained frequency counts less than five. In these cases only the basic trend should be considered.

Based on the findings reported in this chapter, it was concluded that, at Virginia Tech and at Virginia State, minority graduate students--black and white--experience many similar concerns and major adjustment problems, not only in number, but also in substance.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Being very much cognizant of the plight of black students in the realms of higher education, being acutely aware of their problems and frustrations through experience and empathy, and being guided by the review of literature and recent stipulations issued by the Department of Health, Education and Welfare, this study was undertaken, restricting it to full-time graduate students enrolled at Virginia Tech and Virginia State.

This chapter is concerned with the summary, conclusions, and recommendations of the study. Specifically, the chapter contains six major sections: (1) summary of purpose, (2) summary of procedures, (3) summary of findings, (4) conclusions, (5) implications and (6) recommendations.

SUMMARY OF PURPOSE

The purposes of this study were to: (1) identify the adjustment problems encountered by minority black and minority caucasian graduate students enrolled at Virginia Tech, a predominantly white institution, and Virginia State, a predominantly black institution, and (2) to compare the identified adjustment problems.

SUMMARY OF PROCEDURES

Population

The population of the study consisted of ninety-six graduate students enrolled at Virginia Polytechnic Institute and State University in Blacksburg, Virginia, and at Virginia State College in Petersburg, Virginia. Twenty-two of the graduate students, eleven blacks and eleven caucasians, were enrolled at Virginia State. The remaining seventy-four graduate students, thirty-seven black and thirty-seven caucasian graduate students, were enrolled at Virginia Tech.

Questionnaire Development

In order to collect data for this study, a Minority Problems Inventory was devised. The inventory was developed through a review of literature with emphasis placed on four studies: (1) Brownlee, (2) Han, (3) Sharma, and (4) Stevens. The questionnaire was submitted to jury members for structural veracity, tested by panel experts for content validity, and refined by pilot-test in North Carolina. All appropriate recommendations, suggestions, and comments were incorporated into the final draft which was divided into five sections. Section one was concerned with the collection of demographic data from the respondents. Section two contained six items which sought to examine the respondent's opinion toward academic problems. The respondents were asked to indicate their opinion of academic concerns by marking a four-point Likert scale. Section three contained seven statements which sought to ascertain the respondent's opinions toward social problems; again the four-point Likert scale was employed. The fourth section contained five questions which were geared

to acquiring opinions of the personal problems encountered. The four-point Likert scale was again used. The final section of the questionnaire was designed to ascertain opinions about Student Personnel Services, personal comments and recommendations. Most of the minority graduate students lived off-campus; therefore, that section of the questionnaire which dealt with housing had few responses.

Data Treatment and Statistical Analysis

Each item on the questionnaire was judged and classified by the researcher as "desirable" or "undesirable." A frequency distribution table of responses was constructed for each area outlined in the questionnaire (social, academic and personal). Percentages of responses were computed for each item to determine the extent of agreement or disagreement. If 50 percent or more of the respondents disagreed with an item labeled desirable, it was identified as a major problem. If 25 to 49 percent of the respondents disagreed with a desirable item, it was identified as a concern, not a major problem. Likewise, an undesirable item was identified as a major problem if 50 percent or more of the respondents agreed with the item, or the item was identified as a concern if 25 to 49 percent of the respondents agreed with the item.

For comparison purposes, the data were coded, transferred to optical scanner sheets, key punched, verified for processing, and processed using The Statistical Package for the Social Sciences (SPSS). Descriptive statistics were computed for recommended areas (social, academic and personal). Chi Square tests (X^2) were employed to determine whether or not respondent groups differed significantly in their response to the

items. In addition, the reactions of the respondents to the open-ended questions were reported. Tables were developed to facilitate the reporting of the data.

SUMMARY OF FINDINGS

This study provided information about the opinions of minority graduate students enrolled in selected institutions (Virginia Tech and Virginia State) toward adjustment problems encountered. This information was intended to help those college and university officials charged with responsibility to recruit, plan, and structure the activities of minority graduate and undergraduate students.

Summary of Research Question Number One: Black Minority at White Institution

What are some major adjustment problems encountered by black graduate students while studying at Virginia Polytechnic Institute and State University, a predominantly white institution? The computation of percentages for the academic, social and personal sections of the questionnaire identified six items as major problems and six items as concerns. The following items were identified as major problems:

1. Academic item number 2: Instruction is geared to meeting the individual needs of students within the framework of course objectives.
2. Academic item number 6: I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors.
3. Social item number 3: There is ample opportunity for social exchange between black and caucasian graduate students on campus outside

the classroom setting.

4. Social item number 5: Most of the traditional non-academic activities of the institution are not appealing to black graduate students.

5. Social item number 6: Associations with members of their own race is the dominant type of friendship by black graduate students at this institution.

6. Social item number 7: Campus interracial friendships and associations have filtered into off-campus social activities not related to school at the institution.

The items identified as concerns were:

1. Academic item number 1: A climate which fosters creativity and individual expression is maintained.

2. Academic item number 5: Taking standardized tests created an excess amount of tension on my part.

3. Social item number 2: Most black graduate students are encouraged by faculty members to participate in the non-academic activities.

4. Personal item number 2: I had apprehensions or reservations concerning enrolling at this institution.

5. Personal item number 4: In general, I am enjoying my experience at this institution as much as I had anticipated.

6. Personal item number 5: The personal concerns of black graduate students have been handled courteously and efficiently.

Summary of Research Question Number Two: White Minority at Black Institution

What are some major adjustment problems encountered by caucasian

graduate students while studying at Virginia State College, a predominantly black institution? A computation of percentages for the academic, social and personal sections of the questionnaire produced six items identified as major problems and six items as concerns. The following items were identified as major problems:

1. Academic item number 2: Instruction is geared to meeting the needs of students within the framework of course objectives.

2. Social item number 3: There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting.

3. Social item number 5: Most of the traditional non-academic activities of the institution are not appealing to caucasian graduate students.

4. Social item number 7: Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution.

5. Personal item number 2: I had apprehensions or reservations concerning enrolling at this institution.

6. Personal item number 4: In general, I am enjoying my experience at this institution as much as I had anticipated.

The items identified as concerns were:

1. Academic item number 1: A climate which fosters creativity and individual expression is maintained.

2. Academic item number 5: Taking standardized tests created an excess amount of tension on my part.

3. Academic item number 6: I feel that some of my professors at

this institution judged me on the basis of extraneous or irrelevant factors.

4. Social item number 2: Most caucasian graduate students are encouraged by faculty members to participate in the non-academic activities.

5. Social item number 6: Association with members of their own race is the dominant type of friendship by caucasian graduate students at the institution.

6. Personal item number 5: The personal concerns of caucasian graduate students have been handled courteously and efficiently.

Summary of Research Question Number Three

Is there a difference between the minority black and the majority caucasian graduate students enrolled at Virginia Polytechnic Institute and State University, with respect to the major adjustment problems they encounter, or between the black majority and the caucasian minority enrolled at Virginia State College? Is there a difference, finally, between the black minority at Virginia Tech and the white minority at Virginia State?

The items identified as major problems and concerns by the minority black graduate students enrolled at Virginia Tech were:

1. Compared to the caucasian graduate students enrolled at Virginia Tech: differences were found in three items (academic item numbers 2 and 5 and social item number 7).

a. The comparative results computed for academic item number 2, "Instruction is geared to meeting the needs of students within the

framework of course objectives," indicated that opinions differed significantly between the two groups. It may be concluded from the results that the majority of the caucasian graduate students (81 percent) polled at Virginia Tech believed that instruction was relevant and satisfied the individual needs of students within the framework of course objectives, whereas the majority of the black graduate students (64 percent) did not believe that the individual needs of black graduate students were being met within the framework of the course objectives.

b. The comparative results computed for academic item number 5, "Taking standardized tests such as the Graduate Record and the Miller Analogy created an excess amount of tension," indicated that opinions differed significantly. It can be concluded that many black graduate students (46 percent) enrolled at Virginia Tech experienced a certain amount of tension and anxiety while taking standardized tests. On the other hand, the majority of the caucasian graduate students (54 percent) did not indicate that this was the case.

c. The comparative results figured for social item number 7, "Campus interracial friendships and associations have filtered into off-campus social activities not related to school at the institution," indicated that opinions differed significantly. It may be concluded that the majority of the black graduate students (73 percent) enrolled at Virginia Tech do not feel that interracial friendships and associations are congenial, which would allow for off-campus interracial social activities. Most of the caucasian graduate students (54 percent) took the opposite opinion and indicated that interracial friendships and associations have in fact filtered into off-campus interracial social activities. Refer

to the tables for additional information regarding comparisons.

2. Compared to the minority caucasian graduate students enrolled at Virginia State: differences were found in two comparisons (social item number 4 and personal item number 5).

a. The comparative results computed for social item number 4, "Most of the traditional non-academic activities of this institution are not appealing to black/caucasian graduate students," showed that opinions differed significantly in their attitude toward the item; however, to insure validity a collapse of the cells was performed in the comparison due to the fact that 50 percent of the cells in this comparison had frequency counts of less than five. The overwhelming majority of the black graduate students enrolled at Virginia Tech did not participate in the traditional non-academic activities or felt that the activities had student appeal, whereas it appeared that approximately half of the minority caucasian graduate students enrolled at Virginia State did in fact participate on either an occasional or regular basis or felt that the traditional non-academic activities had minority student appeal.

b. The comparative results computed for personal item number 5, "In general, I am enjoying my experience at this institution as much as I had anticipated," showed that opinions differed significantly in their attitude toward the item. Again, to insure validity, a collapse of the cells was made because 63 percent of the cells in this comparison had frequency counts of less than five. The majority of the black graduate students (73 percent) enrolled at Virginia Tech were satisfied and indicated satisfaction with the experiences encountered at the institution. Whereas, the majority of the caucasian graduate students (64

percent) enrolled at Virginia State did not share in the laudatory praise of enjoyment of experiences at the institution. Refer to tables for additional information.

3. A comparison of the major identified problems and concerns of the minority caucasian graduate students with the black graduate students enrolled at Virginia State indicated that a major difference occurred in one comparison (social item number 6).

a. The comparative results computed for social item number 6, "Association with members of their own race is the dominant type of friendship by caucasian graduate students at the institution," indicated that opinions differed significantly in their attitude toward the item. Once again, a collapse of the cells were made to insure reliability. Seventy-three percent of the cells in the comparison had frequency counts of less than five. Seventy-three percent of the caucasian graduate students felt that association with members of their own race was the exception rather than the rule and tended to disagree with the item. Whereas, though not quite as laudatory in their feelings or attitudes concerning association with members of other races, 82 percent of the black graduate students agreed that the dominant type of friendship was with members of their own race. Refer to tables for additional information.

CONCLUSIONS

Based upon the findings and the analysis of the data, the following conclusions have been drawn:

1. The major academic adjustment problems encountered by black graduate students while studying at Virginia Tech were that class instruction

was not meeting the individual needs of students and that some professors used irrelevant factors in making student evaluation. The major social problems reported were making personal friends with caucasian graduate students, being accepted by their social peer groups and inhibited participation in campus activities. There were no major personal problems reported.

However, the climate of the institution, the taking of standardized tests, the apprehensions manifested concerning attending the institution and the adequacy of institution officials in handling concerns manifested by the black graduate students enrolled at Virginia Tech were identified as areas of concern.

2. The major academic adjustment problem encountered by caucasian graduate students while studying at Virginia State was that instruction was not meeting the needs of students. The major social problems were the making of personal friends with black graduate students, the acceptance by the social peer groups and the inhibited participation in campus activities. The major personal problems were apprehensions about enrolling at the institution and experiences encountered while attending the institution.

Similarly, the climate of the institution, the taking of standardized tests, the evaluation methods employed by some professors and the adequacy of handling concerns by institution officials were areas of concern manifested by the caucasian graduate students enrolled at Virginia State.

3. As shown in Table 25, caucasian graduate students at Virginia Tech encountered fewer major adjustment problems and concerns in

TABLE 25

Summary of Identified Problems,
Concerns and Comparisons

Subjects*	Virginia Polytechnic Institute and State University		Virginia State College	
	Blacks	Caucasians	Blacks	Caucasians
<u>Academic</u>				
No. 1: Climate	C	NPC	NPC	C
No. 2: Instruction	MP	NPC	NPC	MP
No. 5: Standardized Tests	C	NPC	C	C
No. 6: Evaluation	MP	NPC	NPC	C
<u>Social</u>				
No. 2: Participation	C	NPC	NPC	C
No. 3: Social Exchange	MP	NPC	NPC	MP
No. 5: Non-traditional Activities	MP	NPC	NPC	MP
No. 6: Associations	MP	NPC	NPC	C
No. 7: Interracial Association	MP	NPC	NPC	MP
<u>Personal</u>				
No. 2: Apprehensions	C	NPC	NPC	MP
No. 4: Campus Experience	C	NPC	NPC	MP
No. 5: Personal Concerns	C	NPC	NPC	C

*Statements of the items have been condensed in this chart. Key words are used as substitutes.

MP denotes a major problem.

C denotes a concern.

NPC denotes no major problems or concerns.

all areas (academic, social and personal) than black graduate students did there.

Although the black graduate students enrolled at Virginia State College encountered fewer major adjustment problems and concerns than their caucasian fellow-students there, Table 25 clearly shows that they did share similar concern in one area, namely the taking of standardized tests.

On the other hand, as illustrated in Table 25, the minority groups-- one black, one white--at Virginia Tech and at Virginia State encountered many similar major adjustment problems and concerns in all areas. The largest percentage of major adjustment problems of both groups was in the social area. Of the major adjustment problems identified in this area, four were identified as major adjustment problems by the minority black graduate students enrolled at Virginia Tech and three were so identified by the minority caucasian graduate students at Virginia State.

The academic area represented the second largest section of major adjustment problems encountered by the black minority at Virginia Tech. Further, Table 25 shows that the personal area was the second largest section of major adjustment problems encountered by the caucasian minority at Virginia State.

In the comparison made between the two minority groups, two comparisons revealed levels of significant difference. One comparison in the social area and one comparison in the personal area were the areas containing the comparisons with the levels of significant difference. It may be concluded from these data that the black minority at Virginia Tech encountered one form of major adjustment problem in the social area different from the social problems encountered by the white minority at

Virginia State. In addition, whites at Virginia State experienced one form of major adjustment problem in the personal area different from the personal concerns encountered by the minority blacks at Virginia Tech.

4. The two minority groups of graduate students were very similar in many of the major adjustment problems encountered and the concerns identified: the minority black graduate students identified six (15 percent) of the items as major problems and six (15 percent) of the forty items on the questionnaire as concerns; and the minority caucasian graduate students also identified six (15 percent) of the items on the questionnaire as major problems and six (15 percent) of the forty items on the questionnaire as concerns. Therefore it may be concluded that the major adjustment problems encountered and the concerns identified by the minority black and the minority caucasian graduate students stem partly from the fact of their minority student status rather than from a particular characteristic of the institution or from race or color.

IMPLICATIONS

By providing answers to numerous questions raised at the inception, the study has made an important contribution to the knowledge about the adjustment problems of minority graduate students. From the conclusions drawn through this research the following implications are warranted:

1. Sensitive training programs should be conducted annually for those college and university personnel who have responsibility to orient, counsel and teach minority graduate students. These individuals need to be made aware of and oriented to minority graduate students' problems.

The minority graduate students are often inhibited in participation in class discussions and other class related activities because of their speech difference, accents and a general sense of diffidence in the new setting. They need understanding, encouragement, and assistance. Institutional personnel can greatly assist in this situation.

2. The data in this study will be helpful to college and university administrators in guiding the structuring and implementation of programs designed for the amelioration of the problems encountered by minority graduate students.

3. Student Personnel Services of institutions of higher education have been found to be of some help to minority graduate students in their academic adjustment but not in their personal and social adjustment. These services need to be equipped and strengthened to render assistance to them in their personal and social adjustment as well. This is particularly imperative in view of the fact that there has been found to be a very strong positive association among their academic, personal, and social adjustment. Alleviation of their personal and social problems would release their time and energy to concentrate on their academic tasks.

4. From the conclusions drawn from this study, the colleges and universities should adopt a policy of apprising the prospective minority graduate students about the problems they might possibly encounter during their study at the institution. This would partially spare them from despair, disillusion, and frustrations.

5. With respect to the students' social relationships, departmental, interdepartmental and other forms of cross-discipline activities

should be planned and structured to allow for the establishment of fruitful interaction between faculty, department heads and other graduate students. These interdepartmental activities could possibly lead to the reduction or elimination of student isolation.

6. This study offers a basis for colleges and universities to reexamine and evaluate their campus programs and activities. They should seek to develop different activities and programs to suit the special needs and peculiar problems of minority students coming from diverse areas and backgrounds for varied programs of study. This could be accomplished by including minority students on the planning committees for the enactment of different programs.

7. On the whole, minority graduate students who indicate satisfaction with their college experience should be considered as official recruiters for the institution. Having them visit high schools and other institutions and talk to potential graduate or undergraduate students would represent a tacit illustration of the sincerity of the institution's intention to attract minority students.

RECOMMENDATIONS

From an analysis of the findings and conclusions of this study, certain recommendations are offered.

Recommendations for Further Research

Based upon the findings and conclusions the following recommendations for further research are offered:

1. This study has answered numerous questions, but it has also discovered numerous questions; for example:

- a. Why are the academic problems of minority graduate students more numerous than their personal and social problems?
- b. Why does the sex and age not have a bearing on academic, personal, and social adjustment of minority graduate students?

Speculative answers to these questions are devoid of rational explanations. Research to provide sound answers is needed. So far the studies conducted have been of a macro nature embracing a wide spectrum of minority students' problems. What is needed now are the micro studies focusing on specific aspects of problems of minority graduate students.

2. Studies designed to investigate the usefulness of various kinds of student personnel services available to minority graduate students are particularly needed. This would result in the maintenance of an effective student personnel services program.

3. Studies designed to compare the adjustment problems of minority graduate students with foreign graduate students represent another area of much needed research.

4. Studies designed to investigate the relationships of minority graduate students who attend institutions which have special programs of orientation and adjustment for minority graduate students should be conducted to see whether the minority graduate students enrolled at these institutions experience the same kind of adjustment problems as those identified in this study.

5. The whole area of intelligence and personality as related to adjustment of minority graduate students is completely unexplored as yet. This offers an extremely promising and challenging field for research. The use of more sophisticated and refined research techniques would be required.

The findings and conclusions of this study have clearly shown that the adjustment problems encountered by minority persons in social or educational institutions are not merely generic or hereditary to a particular race or ethnic group, but, rather to problems emanating from a minority status which can be attributed to an abundance or a paucity of a particular ethnic group in a given setting. Any person can be a minority and experience many of the identified problems and frustrations cited in this study. It is believed that the increase of the small number of minority individuals in a social or educational setting will ameliorate many of the adjustment problems encountered.

The conclusions also contradict many of the reports and research studies conducted by sociologists and educators who tended to attribute the problems encountered by minority individuals in social and educational institutions to a wide range of variables, such as family background, education background, socio-economic level, intelligence, and others. In any event, it is hoped that the results of this study will spur educational planning strategies designed to eradicate problems and frustrations of minority individuals in a more fruitful direction.

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APPENDICES

APPENDIX A

REQUEST FOR ENDORSEMENT OF STUDY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

OFFICE OF THE DIRECTOR OF EDUCATION EXTENSION

November 5, 1975

Dr. Small
Dean, School of Education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Dear Dean Small:

I, as a graduate student at the Department of Education Administration, am conducting a survey study for my doctoral program with approval of my doctoral committee chairman, Dr. Glen Earthman.

I would like to request your endorsement for this study.

The study will be conducted to the minority black and the minority caucasian graduate students enrolled at Virginia Tech, a predominantly white institution, and Virginia State College, a predominantly black institution. The purpose of the study is to identify and compare the adjustment problems encountered by these students. It is also the aim of the investigation to develop recommendations for the continued improvement of the educational experiences of minority graduate students.

Thank you for your kind consideration.

Sincerely yours,

George Wylie, Jr.

George Wylie, Jr.
Student

Department of Educational
Administration

APPENDIX B

LETTERS OF ENDORSEMENT



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

OFFICE OF THE DIRECTOR OF EDUCATION EXTENSION

October , 1977

Dear

Mr. George Wylie, Jr., a graduate student, Department of Educational Administration, School of Education, Virginia Polytechnic Institute and State University, is undertaking a doctoral dissertation entitled, "A Study to Identify and Compare the Personal, Social and Academic Adjustment Problems Experienced by Minority Black and the Minority Caucasian Graduate Students Enrolled at Virginia Polytechnic Institute and State University, A Predominantly White Institution, and Virginia State College, A Predominantly Black Institution."

I am endorsing this valuable study because I believe that the results will be of significant value and should prove timely in developing a model that will be useful to all institutions with minority student enrollment.

I hope that you will extend your full cooperation to Mr. Wylie in order that this project may be successfully completed. Please accept my sincere thanks for your helpful cooperation.

Sincerely,

Glen Earthman
Glen Earthman
Professor
Director of Education Extension

1211 Maxine Road
Martinsville, VA 24112
October , 1977

Dear

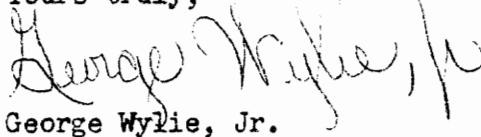
I am a doctoral student in Educational Administration of Virginia Polytechnic Institute and State University, Blacksburg, Virginia. I am currently conducting a survey for my dissertation entitled "A Study to Identify and Compare the Personal, Social, and Academic Adjustment Problems Experienced by Minority Black and Minority Caucasian Graduate Students Enrolled at Virginia Polytechnic Institute and State University, A Predominantly White Institution, and Virginia State College, A Predominantly Black Institution."

I hope that you will extend your full cooperation in making this study possible by administering the enclosed questionnaires to twenty minority graduate students enrolled at your institution.

Please return completed questionnaires to me in the enclosed self-addressed envelope by December , 1977.

Thank you very much for all time, assistance and cooperation given in this endeavor.

Yours truly,


George Wylie, Jr.

Enclosure

APPENDIX C

QUESTIONNAIRES

GRADUATE STUDY INVENTORY

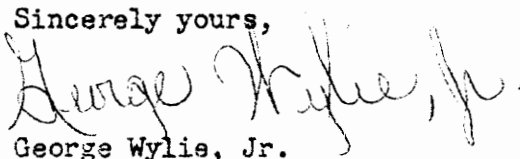
A Study to Identify and Compare the Personal, Social and Academic Adjustment Problems Experienced by Minority Black and Minority Caucasian Graduate Students Enrolled at Virginia Polytechnic Institute and State University, A Predominantly White Institution, and Virginia State College, A Predominantly Black Institution.

Dear fellow graduate student:

This study is designed to ascertain the beliefs of black and caucasian graduate students enrolled in predominantly white and black universities concerning academic, personal and social adjustment. It is hoped that the information derived from this questionnaire will be used by higher education personnel to improve the college or university experiences of minority graduate students.

This questionnaire is not a test. The only "right" answers are those that reflect your true aspirations, experiences and attitudes. Your responses will be kept in strict confidence. Thank you for your cooperation.

Sincerely yours,



George Wylie, Jr.
A graduate student

Part I--Personal Data

Directions: Please check the appropriate items:

1. Sex: Male Female
2. Age:
3. Marital Status: Married Others
4. If married is your spouse with you? Yes No
5. Annual Income: Specify as of 76-77
6. Student Classification: Masters Sixth Year Program
 Doctorate Unclassified Graduate Special
7. Student Status: Full Time Part Time Other (State)
8. Social status of your parents (family): Lower Working Middle
 Upper
9. Primary purpose for enrolling in the institution you did: (Check more than one if apply)
 Cost Location Prestige Academic Program
 To be with friends Other (State)
10. Specify the primary source (50% or more) of your financial support:
 Loan Parents or Spouse Scholarship, fellowship, or grant
 Other (State)
11. Did you attend an integrated high school? Yes No
12. How would you rate your high school in preparation for your program of study at this university?
 Excellent Good Fair Poor
13. How would you rate your master's or undergraduate work in preparation for your program of study at this university?
 Excellent Good Fair Poor

14. What broad area of study are you currently pursuing?

Agriculture Biological Sciences Social Science
 Education Medicine Physical Science Engineering
 Humanities Other (State) _____

Part II--Academic Concerns

Directions: Please check only one item in the rating scale and answer all questions.

A*Agree TA*Tend to Agree TD*Tend to Disagree D*Disagree

15. A climate which fosters creativity and individual expression is maintained at the institution I attend.

A TA TD D

16. Instruction is geared to meeting the individual needs of caucasians within the framework of course objectives.

A TA TD D

17. Teachers make a valiant effort to understand the concerns of caucasians.

A TA TD D

18. Participation by caucasians in class activities and discussions is encouraged.

A TA TD D

19. Taking standardized tests such as the Graduate Record and the Miller Analogy created an excess amount of tension on my part.

A TA TD D

20. I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors: race, mannerisms, social-economic level, etc.

A TA TD D

Part III--Non-Academic or Social Problems

Directions: Please respond by checking the appropriate blanks.

21. Most caucasian graduate students participate in the non-academic activities of the institution you attend.

A TA TD D

22. Most caucasian graduate students are encouraged by faculty members to participate in non-academic student activities.

A TA TD D

23. There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting.

A TA TD D

24. Caucasian graduate students frequently use the student union at this institution.

A TA TD D

25. Most of the traditional non-academic activities of this institution are not appealing to caucasian graduate students.

A TA TD D

26. Association with members of their own race is the dominant type of friendship by caucasian graduate students at this institution.

A TA TD D

27. Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution.

A TA TD D

Part IV--Personal Problems

Directions: Please respond to all questions in the appropriate blanks.

28. Housing had an adverse effect on my academic performance.

A TA TD D

29. I had apprehensions or reservations concerning enrolling at this institution.

A TA TD D

30. I feel that I was admitted into this graduate school and programs under special conditions such as a quota.

A TA TD D

31. In general, I am enjoying my experience at this university as much as I had anticipated.

A TA TD D

32. The personal concerns of caucasian graduate students have been handled courteously and efficiently by university officials.

A TA TD D

33. The dominant reason for the lack of caucasian graduate students participation in non-academic student activities is:

Lack of time Lack of interest Lack of acceptance
 Fear of harassment Other (State) _____

34. The type of friendship which is most common among caucasian graduate students at this institution is with

Other caucasians with common experiences
 Other caucasians with no common experiences
 Blacks with common experiences
 Blacks with no common experiences

35. I recommend the following activities as essential for caucasian graduate students on predominantly black campuses:

Part V--Student Personnel Services

Directions: Please check the appropriate blanks:

36. Indicate the kind of services utilized by caucasian graduate students.

Pre-Orientation Community Resources Examinations
 Registration Procedures Administrating Entrance
 Health Services Other (State) _____

37. Student Personnel Services have been responsible for acquainting caucasian graduate students with:

Library facilities
 Availability of students personnel services
 Rules and regulations of institution
 Availability of facilities
 Other (State) _____

38. The Student Personnel Services have helped caucasian graduate students to:

Locate suitable housing
 Locate suitable loan services
 Locate part-time jobs
 Other (State) _____

39. Caucasian graduate students need the following additional services:

A. _____
 B. _____
 C. _____
 D. _____

40. Are there other comments you wish to make? If so, use the blank space below.

GRADUATE STUDY INVENTORY

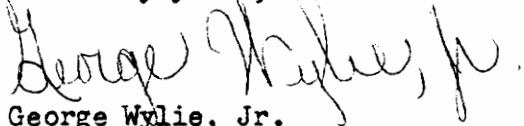
A Study to Identify and Compare the Personal, Social and Academic Adjustment Problems Experienced by Minority Black and Minority Caucasian Graduate Students Enrolled at Virginia Polytechnic Institute and State University, A Predominantly White Institution, and Virginia State College, A Predominantly Black Institution.

Dear fellow black graduate student:

This study is designed to ascertain the beliefs of black and caucasian graduate students enrolled in predominantly white and black universities concerning academic, personal and social adjustment. It is hoped that the information derived from this questionnaire will be used by higher education personnel to improve the college or university experiences of minority graduate students.

This questionnaire is not a test. The only "right" answers are those that reflect your true aspirations, experiences and attitudes. Your responses will be kept in strict confidence. Thank you for your cooperation.

Sincerely yours,



George Wylie, Jr.

A minority graduate student

Part I--Personal Data

Directions: Please check the appropriate items:

1. Sex: Male Female
2. Age:
3. Marital Status: Married Others
4. If married is your spouse with you? Yes No
5. Annual Income: _____ Specify as of 76-77
6. Student Classification: Masters Sixth Year Program
 Doctorate Unclassified Graduate Special
7. Student Status: Full Time Part Time Other (State)
8. Social status of your parents (family): Lower Working Middle
 Upper
9. Primary purpose for enrolling in the institution you did: (Check more than one if apply)
 Cost Location Prestige Academic Program
 To be with friends Other (State) _____
10. Specify the primary source (50% or more) of your financial support:
 Loan Parents or Spouse Scholarship, fellowship, or grant
 Other (State) _____
11. Did you attend an integrated high school? Yes No
12. How would you rate your high school in preparation for your program of study at this university?
 Excellent Good Fair Poor
13. How would you rate your master's or undergraduate work in preparation for your program of study at this university?
 Excellent Good Fair Poor

14. What broad area of study are you currently pursuing?

Agriculture Biological Sciences Social Science
 Education Medicine Physical Science Engineering
 Humanities Other (State) _____

Part II--Academic Concerns

Directions: Please check only one item in the rating scale and answer all questions.

A*Agree TA*Tend to Agree TD*Tend to Disagree D*Disagree

15. A climate which fosters creativity and individual expression is maintained at the institution I attend.

A TA TD D

16. Instruction is geared to meeting the individual needs of blacks within the framework of course objectives.

A TA TD D

17. Teachers make a valiant effort to understand the concerns of blacks.

A TA TD D

18. Participation by blacks in class activities and discussions is encouraged.

A TA TD D

19. Taking standardized tests such as the Graduate Record and the Miller Analogy created an excess amount of tension on my part.

A TA TD D

20. I feel that some of my professors at this institution judged me on the basis of extraneous or irrelevant factors: race, mannerisms, social-economic level, etc.

A TA TD D

Part III--Non-Academic or Social Problems

Directions: Please respond by checking the appropriate blanks.

21. Most black graduate students participate in the non-academic activities of the institution you attend.

A TA TD D

22. Most black graduate students are encouraged by faculty members to participate in non-academic student activities.

A TA TD D

23. There is ample opportunity for social exchange between black and caucasian graduate students on campus outside the classroom setting.

A TA TD D

24. Black graduate students frequently use the student union at this institution.

A TA TD D

25. Most of the traditional non-academic activities of this institution are not appealing to black graduate students.

A TA TD D

26. Association with members of their own race is the dominant type of friendship by black graduate students at this institution.

A TA TD D

27. Campus interracial friendships and associations have filtered into off-campus social activities not related to school at this institution.

A TA TD D

Part IV--Personal Problems

Directions: Please respond to all questions in the appropriate blanks.

28. Housing had an adverse effect on my academic performance.

A TA TD D

29. I had apprehensions or reservations concerning enrolling at this institution.

A TA TD D

30. I feel that I was admitted into this graduate school and programs under special conditions such as a quota.

A TA TD D

31. In general, I am enjoying my experience at this university as much as I had anticipated.

A TA TD D

32. The personal concerns of black graduate students have been handled courteously and efficiently by university officials.

A TA TD D

33. The dominant reason for the lack of black graduate students participation in non-academic student activities is:

Lack of time Lack of interest Lack of acceptance
 Fear of harassment Other (State) _____

34. The type of friendship which is most common among black graduate students at this institution is with

Other blacks with common experiences
 Other blacks with no common experiences
 Whites with common experiences
 Whites with no common experiences

35. I recommend the following activities as essential for black graduate students on predominantly white campuses:

Part V--Student Personnel Services

Directions: Please check the appropriate blanks:

36. Indicate the kind of services utilized by black graduate students.

- Pre-Orientation Community Resources Examinations
 Registration Procedures Administrating Entrance
 Health Services Other (State) _____

37. Student Personnel Services have been responsible for acquainting black graduate students with:

- Library facilities
 Availability of students personnel services
 Rules and regulations of institution
 Availability of facilities
 Other (State) _____

38. The Student Personnel Services have helped black graduate students to:

- Locate suitable housing
 Locate suitable loan services
 Locate part-time jobs
 Other (State) _____

39. Black graduate students need the following additional services:

- A. _____
 B. _____
 C. _____
 D. _____

40. Are there other comments you wish to make? If so, use the blank space below.

APPENDIX D

LETTER OF TRANSMITTAL TO PANEL MEMBERS

1211 Maxine Road
Martinsville, VA 24112
August , 1977

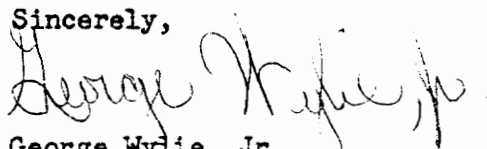
Dear

Thank you for consenting to serve as a member of the jury of experts and for your help in completing my doctoral dissertation in the Education Administration Program area at Virginia Polytechnic Institute and State University. As a member of the panel, you are requested to review the enclosed questionnaire with respect to clarity and the discreteness and accuracy of each item within the questionnaire.

The questionnaire is to be utilized in conducting research in the state of Virginia. It contains statements representing adjustment problems of minority graduate students and will be used to assess and analyze the opinions of minority black and caucasian graduate students enrolled at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, and Virginia State College, Petersburg, Virginia. A major purpose of this study is to acquire information which can be used to plan and structure programs and activities for minority graduate students.

Your review of the questionnaire and subsequent recommendations and comments are important to the completion of this research. If possible, please return the questionnaire and your comments and suggestions in the self-addressed envelope no later than March 20, 1977. Thank you for your assistance in this study.

Sincerely,



George Wylie, Jr.

Enclosure

APPENDIX E

ROSTER OF JURY MEMBERS

ROSTER OF JURY MEMBERS

Dr. Robert B. Frary
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Dr. Vallie J. Guthrie
A and T State University
Greensboro, NC 27402

Dr. Dennis E. Hinkle
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Dr. Arnold W. McKnight
Howard University
Washington, DC 20059

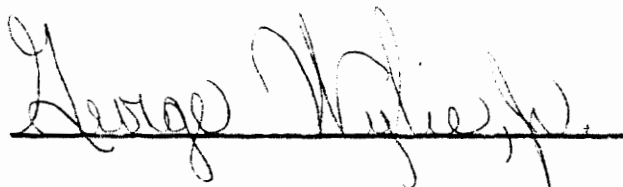
Dr. Lee M. Wolfe
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

VITA

George Wylie, Jr. was born January 24, 1940, in Gastonia, North Carolina. Following graduation from Highland High School, Gastonia, North Carolina, in 1958, he attended Winston-Salem State University. He received his B.S. degree in elementary education from Winston-Salem State University in June, 1961. From September, 1962, until June, 1968, he was an elementary school teacher at Albert Harris Elementary School, Martinsville, Virginia. He then accepted an assistant principalship at Martinsville Middle School from 1969-1971. He received his M.Ed. degree from A and T State University, Greensboro, North Carolina, in June, 1969.

He continued his professional career by accepting a position in the Martinsville Senior High School in 1972 as instructor and coach. During summers between 1970 and 1974 he was assistant director of parks and recreation for Martinsville Recreation Department, Martinsville, Virginia. He also attended the University of Virginia, Charlottesville, Virginia, Longwood College, Farmville, Virginia, Temple University, Philadelphia, Pennsylvania, and the University of North Carolina at Greensboro during this same period of time (1971-1975).

He entered graduate school to work on the Ed.D. degree in Education Administration at Virginia Polytechnic Institute and State University in August, 1975.

A handwritten signature in cursive script that reads "George Wylie, Jr." is written over a horizontal line.

A STUDY TO IDENTIFY AND COMPARE THE
PERSONAL, SOCIAL AND ACADEMIC ADJUSTMENT PROBLEMS
EXPERIENCED BY MINORITY BLACK AND CAUCASIAN GRADUATE STUDENTS
ENROLLED AT
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
A PREDOMINANTLY WHITE INSTITUTION, AND
VIRGINIA STATE COLLEGE,
A PREDOMINANTLY BLACK INSTITUTION

by

George Wylie, Jr.

(ABSTRACT)

Advisor: Dr. G. I. Earthman

Purpose

The purpose of this study was twofold: (1) to identify the major personal, social and academic adjustment problems experienced by minority graduate students at two contrasting institutions and (2) to compare the identified major adjustment problems of such students. Virginia Polytechnic Institute and State University is a predominantly white institution, and Virginia State College is a predominantly black institution. The minority students under study, therefore, are black in one case but white in the other.

Procedure

A questionnaire was developed through a review of the literature with emphasis placed on three studies: (1) Han (1975), (2) Sharma (1971), and (3) Stevens (1976). The inventory incorporated a 1-4 point Likert-type scale for respondents to indicate their opinion toward stated items labeled desirable/undesirable indicative of adjustment concerns. Descriptive

statistics were used in analyzing the data. Frequency counts and percentages were calculated for each item on the questionnaire. A level of 50 percent or more was used to determine major problems depending on whether the item was labeled desirable/undesirable. A 25 to 49 percent level was used to identify items as concerns. Chi Square tests were used to compare the identified problems.

Population

This study was concerned with the full-time minority (i.e., black) graduate students enrolled at Virginia Polytechnic Institute and State University, a traditionally white institution, and the full-time minority (i.e., caucasian) graduate students enrolled at Virginia State College, a traditionally black institution. Forty-eight respondents constituted the total target population. There were thirty-seven minority black graduate students from Virginia Polytechnic Institute and State University and eleven minority caucasian graduate students from Virginia State College.

Summary of Findings

The major academic adjustment problems encountered by black graduate students while studying at Virginia Polytechnic Institute and State University were instruction not meeting the individual needs of students and the employment of irrelevant factors by some professors to make student evaluation. The major social problems reported were making personal friends with caucasian graduate students, being accepted by the social peer groups and inhibited participation in campus activities. The major academic adjustment problem encountered by the caucasian graduate students while studying at Virginia State College was instruction not meeting

the needs of students. The major social problems were making personal friends with black graduate students, being accepted by the social peer groups and inhibited participation in campus activities. The major personal problems were apprehensions about enrolling at the institution and negative experiences encountered while attending the institution.

The comparisons made between the minority black graduate students and the minority caucasian graduate students yielded very similar results. The data revealed that the minority groups were similar in the adjustment problems encountered and the concerns identified. The largest percentage of major adjustment problems for both groups occurred in the social area. The academic area contained the second highest area with major adjustment problems for the minority black graduate students, while the second highest area for the minority caucasian graduate students was the personal area.

Major Recommendation

College and university officials when considering the recruitment, restructuring or enhancing the environment of the minority graduate students should review the findings of this study as presented in Chapter IV. Specific recommendations with regard to the findings and conclusions are offered in Chapter V of this study.