Comparing Intraracial Perspectives between Domestic and International Students Among Blacks Ages 18-25

Ismail Smith-Wade-El, Carnegie Mellon University
Rita Smith-Wade-El, Ph.D., Millersville University
Rita.SmithWade-El@millersville.edu

According to the Institute of International Education's Open Door Report (2013) there are thirty times as many international students seeking educations in the United States than there were in 1948. The countries which are the leading contributors to this influx include Mexico, Nigeria, Venezuela, and Colombia. The National Center for Education Statistics there has been a rising African American population in higher education. Between 1976 and 2010, the percentage of US college attendees who identify as African American has grown from nine to fourteen percent. (2012) Yet, African American graduation rates are dismal with a six year-rate of 40.6 % in 2010 for African Americans at majority colleges and universities These low rates have been attributed to poor campus climate and a lack of sense of community. Moreover, the greatest gain in terms of African American graduation rates has been accomplished by programs that target African American students and provide culturally appropriate course content, organizations, activities(2006).

Phelps, Taylor, & Gerard (2001) measured Intraracial group mistrust, ethnic identity, racial identity and self-esteemed among different groups of black students, n = 160 (26 Black Africans, 110 African Americans and 24 West Indians.). African Americans scored significantly higher than the other two groups on the Cultural Mistrust Index, indicating they were more mistrusting of whites. African students, as indicated by the Ethnic Behavior subscale of the Multi-Ethnic Identity Measure, socialized more with their own ethnic group and practiced more cultural traditions than African Americans and West Indians. Both African and West Indians scored significantly higher on the Other Ethnic Group Orientation scale indicating more interaction with other ethnic groups than African Americans. Conversely, African Americans displayed higher on the Internalization status scale of the Racial Attitude Identity Scale. Additionally, these factors account for

37% of variance in self-esteem among African Americans. Specifically, higher self-esteem is associated with higher Internalization status scores and lower Other Ethnic Group Orientation. These results seems to indicate that African Americans were more insular, practice less cultural traditions, and find it harder to relate to other ethnic groups than other Blacks. The author also noted a number of limitations including the fact that the participants were members of Black fraternities and sororities and the campus NAACP.

Githiora (2009) had.24 subjects from South Africa (SA), East Africa (EA) and West Africa (WA) were read to from passages in AAVE, and then read to in SAE by both a female (SAEF and AAVF) and a male (SAEM AND AAVM) and asked to describe their opinion of the reader. While significant differences were not found in perceptions of the different voices based on the African immigrants' age, gender and years spent in the USA, language attitudes based whether they come from WA, EA and SA were significant.

West and South Africans perceived AAV as more "Egocentric" than SAE. East Africans raters, however, perceived SAE as more "Egocentric" than AAV. East and South Africans perceived AAV to be more "Sociable" and "Humble." East Africans viewed the SAEM voice as more "Egocentric" and thus less favorably than AAV, but also rated its SAEF counterpart more positively, followed by AAVM, AAVF, and SAEM voices. West Africans described the AAVF and AAVM voices more favorably than either SAEM or SAEF voices. All subjects rated African American Vernacular English as more patronizing, charming and proud than Standard American English Significant differences in description were found based on the subjects years in the USA and their home region. South and East Africans, who have a shared history of large European settlements in their regions, expressed preference for the four voice varieties in the same order, namely, SAEF, AALM, AALF and SAEM. Findings of this language attitude study suggest that perceptions of African immigrants in the US toward AAL and African American Culture have larger implications for how Africans view African Americans in particular and US culture in general. Implications

Smith & Moore, (2000) studied intraracial diversity and relations among African Americans at a predominantly white university. One hundred and two black college students were surveyed by phone, mail-in questionnaire, and interviews. The authors found that feelings of closeness were significantly less among biracial students, and low SES students. It was concluded that social distance driven by social, cultural, and economic differences. . Students that have had pre-adult interracial contact are less likely to feel closeness to the larger black community when consistent positive relationships are not maintained throughout their upbringing. The outcome of this study suggests the homogeneity among blacks should not be assumed

Purpose

This research has three purposes. 1. To collect quantitative data about the attitudes of domestic and international members of the African Diaspora towards one another. 2. To develop a research base for programs to increase minority achievement in higher education. 3. To provide a springboard for future research in a sparse field.

Method

Participants

The participants were a convenience sample of 12 African students (48 % of the 25 Africans enrolled) and 106 African Americans (20% of the 523 African Americans enrolled) from am mid-sized public University in Pennsylvania.

Instruments

Consent form. A author designed consent form which indicated the maximum number of surveys to be completed, that the participant may withdraw from the study and have their response stricken, that there were not any inherent risks, that their information would be kept confidential and anonymous and how they may acquire copies of the completed research (see Appendix A).

Demographic form A demographic form designed by the authors obtained the participants' age, gender, ethnic identification, race, country of origin, numbers of years in the USA, nationality, number of college credits completed and primary/native language (see Appendix B).

Attitudes scales. Two eight-point Likert scale questionnaires consisting of twenty questions each were developed by the authors based on interviews conducted prior to the research and previous research to measure attitudes toward Africans and African Americans respectively. The higher the score the more negative the attitudes. Items that indicated positive characteristics were reverse scored. The minimum score possible was 20 and the maximum score possible was 80 (see Appendix C and D).

Procedures

Students were obtained by distributing instruments in classes which would be of interest to Africans and African Americans as well as at meetings of the Black Student Union, African Student Association, and NAACP College Chapter, events. Instruments were distributed by an African American male, and an African American female. If students indicated that they were willing to participate in the study, they were asked to fill out the consent form and turn it in. Africans and African Americans were then given the opportunity to fill out the demographic form and the Likert scale.

Results

Demographics

African Americans

The mean age of the African Americans was 20.19 and consisted of 71 females and 35 males. There were 24 freshmen, 41 sophomores, 25 juniors, 13 seniors and 3 did not specify their class. All subjects spoke English as their first language. Three indicated other first languages including French, Jamaican Creole (Patois), and Spanish.

Africans

The mean age of the African was 20.42 and consisted of 6 females and 6 males. There were 3 freshmen, 5 sophomores, 2 juniors, 1 senior and 1 did not specify their class.

Attitudes

African Americans

African Americans rated Africans positively except in relation to two statements. The rating was significantly negative for the statement, "African

students relate well to African American students." The rating was not significantly different than neutral. for the statement, "African students are well adjusted."

Africans

African students were similarly positive about African-American students, rating them positively or neutral on all items.

Discussion

Contrary to our hypothesis, African American students did not hold negative stereotypes toward Africans, and saw them as significantly positive. These results may be -due to the fact that many of the students were enrolled in African American Studies classes and/or members of the Black Student Union, the college chapter of the NAACP or the African Student Associations. This was also a limitation for Phelps, Taylor, & Gerard (2001). Despite positive perceptions in general, African students were not seen as being able to relate to African Americans. This support the results of Phelps, Taylor, & Gerard (2001) that suggest that African Americans are not likely to perceive other ethnic groups as candidates for intergroup interaction. The organizations often collaborate on events and there are high levels of African/African American interaction and the courses include information which would provide African Americans students with significant information concern a number of African cultures.

Due to the small size of the African, sample, it is difficult to draw even tentative conclusion about the African students' attitudes toward African Americans. It is hoped that by expanding the study to include other PASSHE schools, a sample size suitable for analysis can be obtained.

References

1948-2012 | Enrollment Trends | International Students | Open Doors Data. (n.d.). *Institute of International Education*. Retrieved February 1, 2013, from http://www.iie.org/Research-   and-Publications/Open-Doors/Data/International-Students/Enrollment-Trends/1948-2012

A-Z, S. I. (n.d.). Fast Facts. *National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education*. Retrieved February 2, 2013, from http://nces.ed.gov/fastfacts/display.asp?id=98

Black Student College Graduation Rates Remain Low, But Modest Progress Begins to Show.   (n.d.). *The Journal of Blacks in Higher Education*. Retrieved February 1, 2013, from   http://www.jbhe.com/features/50_blackstudent_gradrates.htm

1948-2012 | Enrollment Trends | International Students | Open Doors Data. (n.d.). *Institute of International Education*. Retrieved February 1, 2013, from http://www.iie.org/Research-   and-Publications/Open-Doors/Data/International-Students/Enrollment-Trends/1948-2012

Githiora, K (2009). African immigrants' attitudes toward African American language/English (AAL/AAE*). Dissertation Abstracts International* (*DAI*), 69,

Phelps, R. E., Taylor, J. D. and Gerard, P. A. (2001), Cultural Mistrust, Ethnic Identity, Racial Identity, and Self-Esteem Among Ethnically Diverse Black University Students. Journal of Counseling & Development, 79: 209–216. doi: 10.1002/j.1556-6676.2001.tb01962.x

Smith, Sandra S., and Mignon R. Moore (2000), "Intraracial Diversity and Relations among African-Americans: Closeness among Black Students at a Predominantly White University", American Journal of Sociology, 106, 1-39.

Appendix A

CONSENT FORM

_____I understand that my participation in this research is completely voluntary on my part. I understand that my participation in the study will consist of filling out no more than three (3) surveys and supplying demographic information including, but not limited to, race and nationality. I am aware that I can stop at any time and that I can request that my responses not be counted in the study.

I am aware that the study carries no inherent risk greater than that assumed in everyday life.

I understand that at no time will my individual responses be identified as mine without my written permission. I understand that at no time will my individual responses be made available to me or anyone else, other than the research team.

I am aware that a copy of the final research report will be made available to me upon request. I understand that if I have any questions I may contact Carol Reina or Professor Rita Smith-Wade-El at the Millersville Psychology Department or at ext. 3090.

Name (Please print): _____

Signature: _____

Date: _____

Appendix B

Demographic Information Form

1. Age:_____

2. Gender: _____

3. Ethnic Identification: _____

 a. African   b. African American   c. Latino (U.S.)   d. Latino (International Student)

4. Country of Origin: _____

5. Nationality: _____

6. How many years have you lived or studied in the United States_____

7. Credits (please circle): 1-30   31-60   61-90   91+

8. What is your primary/native language? _____

Appendix C

African Student Attitude Survey

Please indicate your level of agreement or disagreement with the following statements:

	Strongly disagree							Strongly agree
1. African-Americans are overly materialistic	1	2	3	4	5	6	7	8
2. African-Americans care more about looks than academic performance	1	2	3	4	5	6	7	8
3. African-Americans are likely to be involved in illegal activities	1	2	3	4	5	6	7	8
4. Most African-Americans have used illegal drugs	1	2	3	4	5	6	7	8
5. African-Americans do not take advantage of the opportunities presented to them	1	2	3	4	5	6	7	8
6. African-Americans are more likely to stay home and study than to go out and party.	1	2	3	4	5	6	7	8
7. African-Americans are disrespectful of authority	1	2	3	4	5	6	7	8
8. African-Americans are likely to belong to gangs	1	2	3	4	5	6	7	8
9. African-Americans respect their elders	1	2	3	4	5	6	7	8

	1	2	3	4	5	6	7	8
10. African-Americans excel in math and science	1	2	3	4	5	6	7	8
11. Most African-Americans own weapons	1	2	3	4	5	6	7	8
12. African-American women are promiscuous	1	2	3	4	5	6	7	8
13. African-Americans behave rudely in classes	1	2	3	4	5	6	7	8
14. Often, African-Americans are inappropriately loud in social situations	1	2	3	4	5	6	7	8
15. African-Americans are articulate and well spoken	1	2	3	4	5	6	7	8
16. African-Americans are hardworking	1	2	3	4	5	6	7	8
17. African-Americans do not dress appropriatelyfor formal occasions	1	2	3	4	5	6	7	8
18. Many African Americans are on welfare	1	2	3	4	5	6	7	8
19. African-American men are respected by their women	1	2	3	4	5	6	7	8
20. African Americans are mostly good at being athletes or entertainers	1	2	3	4	5	6	7	8

Appendix D

African-American Student Attitude Survey

Please indicate your level of agreement or disagreement with the following statements:

	Strongly disagree							Strongly agree
1. African students are distant or stuck-up	1	2	3	4	5	6	7	8
2. African students have poor personal hygiene	1	2	3	4	5	6	7	8
3. Most African students are laidback about their education	1	2	3	4	5	6	7	8
4. African students tend to be judgmental	1	2		4	5	6	7	8
5. African students are well-adjusted	1	2	3	4	5	6	7	8
6. "Nosy" is a word that describes African students	1	2	3	4	5	6	7	8
7. African students have good taste in music	1	2	3	4	5	6	7	8
8. African students like to go out and have a good time	1	2	3	4	5	6	7	8
9. African students are sanctimonious	1	2	3	4	5	6	7	8
10. African students relate well to African-American students	1	2	3	4	5	6	7	8
11. African students are uptight	1	2	3	4	5	6	7	8
12. African students are too "old-fashioned"	1	2	3	4	5	6	7	8

13. African students spend too much time studying	1	2	3	4	5	6	7	8
14. African students dress themselves poorly	1	2	3	4	5	6	7	8
15. African students prefer to associate with Whites	1	2	3	4	5	6	7	8
16. African students look down on African-American students	1	2	3	4	5	6	7	8
17. Male African students are often sexist	1	2	3	4	5	6	7	8
18. African students are overly concerned with academic performance	1	2	3	4	5	6	7	8
19. Often, African students are antisocial	1	2	3	4	5	6	7	8
20. African students are not interested in associating with African-American students	1	2	3	4	5	6	7	8