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BUSINESS ADMINISTRATION SENIORS TOWARD
RECRUITERS AND THE RECRUITING PROCESS.

The Ohio State University, Ph.D., 1972
Business Administration

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ATTITUDES OF SELECTED BLACK AND WHITE COLLEGE
BUSINESS ADMINISTRATION SENIORS TOWARD
RECRUITERS AND THE RECRUITING PROCESS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University


by

Rodney Ellis Wyse, B. A., M. B. A.

* * * * *

The Ohio State University
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CHAPTER I

INTRODUCTION

The Problem--Its Significance and Setting

One of the greatest challenges facing the United States in this decade is the attempt to develop a pluralistic or multiracial society. Past and present efforts at facing up to this challenge have met with but a limited measure of success. Much remains to be done, for the alternatives to developing such a society successfully appear to be, if not unworkable, largely unacceptable given a commitment to the democratic provisions of the Constitution of the United States and an adherence to a capitalistic way of life.

Writers and scholars, both black and white, have echoed this desire to meet the challenge of creating a pluralistic society. A. F. Brimer,¹ James L. Farmer,² Kenneth Clark,³ Jackie Robinson,⁴ Thomas Pettigrew,⁵ and Charles Silberman⁶ are just a few who have suggested that American business and industry lead the way toward the cultural and economic integration of all Americans.

The approaches, techniques, and programs designed to provide the opportunity for all members of American society to enter the economic mainstream are complex and legion. This research deals with the role of American business in meeting its responsibilities in this area of national concern. Business' specific involvement toward a pragmatic solution will come through employment opportunities.

A Two-Pronged Problem--The Hard-core
and the College-trained

Employment potential of minority group members lies on two levels--the hard-core unemployed and the college graduate trained in business and the professions. The plight of the hard-core unemployed--the uneducated, the untrained, black in the ghetto--remains a pressing concern of society.

While the problem of hard-core training and employment merits continued attention, the focus of this research is the highly marketable black college graduate anticipating a career in American business or industry. To most of these individuals, employment with a firm will provide not only a substantial income, but hopefully, an opportunity to learn, develop, contribute, and ultimately to move into the ranks of management.

The Rush Continues

Even in the sluggish economy of the early 1970's, the rush of business firms to hire college-trained blacks continues. An analysis of the business community's interest in recruiting and hiring blacks uncovers a multiplicity of motives and explanations. Without attempting to rank in order of importance or be all-inclusive, a list would certainly include the following:

1. until recently, a tight labor market,
2. black militancy and pressure from Civil Rights groups,
3. federal law and public policy,
4. economic "self interest" of business itself,
5. a prerequisite to business survival, and
6. honest concern for social responsibility.⁷

But beyond the motives and explanations of this interest, the fact remains that the surge in black recruitment continues as it has for approximately the past five years.⁸

At Central State University, Wilberforce, Ohio, which has a predominantly black student body, the interest on the part of recruiters remains at a high level. Thomas Jackson, Director of Student Placement, notes that 358 recruiting groups visited campus in 1970-71, while 365 recruited in 1969-70. These figures represent increases over the 335 in 1968-69, the 187 in 1967-68,

and the approximate one hundred in 1966-67.

While opportunities in business and industry for the black college graduate today are promising, this is a relatively recent development. According to Mr. Herbert Willis, former business professor and now Central State University Business Manager, until seven or eight years ago most of the business graduates there pursued careers in education or government service because of the barriers to employment in private industry. Even with opportunities substantially improved, recruiting the black college graduate for a business career has not been an easy task. According to a survey taken in 1968 by College Placement Services, Inc., involving some two thousand employers and one thousand schools, business and industry recruiters made 3,567 visits to fifty-one predominantly Negro campuses but landed a mere 741 graduates. Educators, while making only 2,515 visits, secured 4,530 graduates. Another 656 graduates entered government service.⁹

Students' perceptions of recruiters and the recruiting process become evident in student counseling. The results of these interactions agree with the impressions of Ramon Rolf, Director of Campus Recruiting at Dow Chemical Company. Rolf feels that years of discrimination have left companies with a believability gap in their efforts to recruit Negroes.¹⁰

Industry and business recruiters, in an effort to overcome this reluctance of the black graduate to commit himself to a career with their firms, have moved toward utilizing recruiting teams including both black and white recruiters. In the last two years, recruiters coming to Central State University have been bringing alumni, both black and white, to participate in the interview and to answer the prospects' questions by "telling it like it is."

Motivation, Significance, and Justification for the Study

Recent business and management literature is replete with articles on various aspects of blacks in American business. No doubt much of this interest stems from the urgent and compelling need to make blacks complete and full participants in and recipients of the fruits of the economic system. But on-campus observation has shown that as blacks contemplate entering a career in business and industry, their apprehensions and frustrations frequently surface in classroom discussions and as they encounter recruiters in the interviewing process.

Apart from a personal interest in this research, this study can be justified by the interest of college placement offices, industry and business recruiters, and academicians. And it is doubtful that this study possibly could be considered irrelevant in

any way when one examines present societal developments. The results of the study will have direct implications for personnel people from industry and business who are charged with the responsibility of minority group recruiting and hiring. Last, but by no means least, this research will make a contribution to the broader issue which America must meet--the challenge of a workable multiracial society.

Statement of the Problem

In reviewing this chapter, it becomes obvious that the demand for a racially pluralistic society is requiring an integrated business community. Secondly, American business and industry maintain and are attempting to fulfill a significant role in moving minority group members into the economic mainstream. Thirdly, this research will concentrate upon a major concern of business recruitment--the attitudes of the black college graduate with a business administration curriculum background who is anticipating a business career.

The preceding background information provides the requisite perspective and backdrop necessary to view the following two broad problem areas of this research. First, how do black students differ from white students in terms of their attitudes toward recruiting and the recruiting process? Secondly, how do

black students differ from white students in terms of specific expectations considered in selecting their first permanent full-time employer?

Hypotheses to be Tested

Two major areas are considered in this study. Area I views student perception of business firms as determined by attitudes relative to recruiters and the recruiting process. The following represent the major hypotheses investigated in reference to Area I.

Main Hypothesis--Black students differ from white student perceptions in terms of their attitudes toward recruiting and the recruiting process.

Sub-hypotheses are as follows:

1. Black students respond more favorably to recruiters of their own race; on the other hand, the race of the recruiter is relatively unimportant to whites.
2. Black students possess a greater degree of cynicism than white students; hence, the believability gap is greater among blacks than whites.
3. In terms of intra-company mobility, black students perceive more blockage in moving into management positions than do white students.
4. Black students and white students differ in terms of the sources from which they gain information and attitudes about business firms.

Area II of the study views specific factors in position selection.

Main Hypothesis--Black students differ from white students in specific factors in the selection of their first permanent employer following graduation.

Sub-hypotheses are as follows:

1. Salary ranks higher in priority for black students than for white students.
2. The preference for working for large size firms is stronger among black students than among white students.
3. Black students are less inclined to select jobs in sales or retail merchandising than are white students.
4. Average starting salaries for blacks are slightly higher than average starting salaries for whites.
5. Knowledge of the firm's having government contracts increases the positive feeling of the black student toward the firm, while the same information has no effect on the white students' attitude toward the firm.

The hypotheses in both areas of the study were arrived at by intuition and cursory observation. (For a discussion of these, see page 62 and following.)

As a result of narrowing the scope of the study, questions four, five, six, seven, eight, nine, and eleven of the instrument were not included in the analysis.

Organization of the Dissertation

Chapter I introduces the reader to the problem and its setting; the motivation, significance and justification for the study; and the focus of the research in terms of hypotheses to be tested. Chapter II reviews the literature and the theoretical setting into which the study is couched. Chapter III outlines the methodology and data related to it, and suggests some limitations of the study. Chapter IV sets forth the results and findings of the study. Chapter V discusses the findings, conclusions, implications, and recommendations.

NOTES

Chapter I

1. A. F. Brimer, "Negroes in an Integrated Society," Public Relations Journal, Vol. XXIV, No. 7 (July, 1968), p. 19.
2. James L. Farmer in a Commencement address at Central State University, Wilberforce, Ohio, June 13, 1971.
3. "Business: Bridge to Racial Progress," Nations Business, Vol. LV, No. 10 (October, 1967), p. 62.
4. "Provide Economic Integration or Face Racial Crisis, Robinson says," Advertising Age, Vol. 40, No. 10 (March 10, 1969), p. 40.
5. "Revolution: Closer Than We Think?" Business Management, Vol. XXXIV, No. 3 (June, 1968), pp. 44-45.
6. Charles E. Silberman, "Negro Economic Gains--Impressive But Precarious," Fortune, Vol. LXXXII, No. 1 (July, 1970), p. 77.
7. Dale S. Beach, Personnel: The Management of People at Work (New York: Macmillan Company, 1970), p. 287.
8. "Companies' Rush to Hire Negro Graduates, Find Competition Stiff, Students Selective," Wall Street Journal, Vol. XLVIII, No. 119 (April 3, 1968), p. 32.
9. "Opening Doors to Opportunity," Nations Business, Vol. 58, No. 4 (April, 1970), p. 48.
10. "Companies' Rush to Hire Negro Graduates, Find Competition Stiff, Students Selective," Wall Street Journal, Vol. XLVIII, No. 119 (April 3, 1968), p. 32.

CHAPTER II

SURVEY OF RELATED LITERATURE

Introduction

The fundamental function of Chapter II is to provide the significant background, source materials, and bases critical to the immediate research. While no research was located on this present topic, there are studies and articles which are directly and indirectly related to the research set forth in this study.

This chapter (1) highlights the perceptions and attitudes of black college graduates who either have worked for business corporations or who anticipate doing so, (2) examines literature concerning the recruiting process specifically related to this research, and (3) provides the conceptual framework and theoretical setting within which to view the research data. Specific emphasis will be placed on the cynicism prevailing among blacks regarding the motivation of the business community in hiring blacks and the availability of meaningful and challenging work opportunities.

Black Perceptions and Attitudes
Regarding Business

A number of writers have suggested that a "believability gap" exists among many black college students, particularly seniors anticipating a career in some aspect of contemporary American business. Evidence of this attitude pervades speeches by black leaders, articles by black writers, and some black college graduates who have pioneered in industry.

Dr. Robert Calvert, Jr., ¹ former Director of the Student and Alumni Placement Center at the University of California at Berkeley, and presently Dean of Student Services for Federal City College, Washington, D.C., in his book entitled Employing the Minority Group College Graduate, suggests that a heritage of bias and neglect cannot really be erased by the momentary gains of the past decade. ² Tracing this heritage, he points to such factors as the small number of Negroes at West Point in the period between the World Wars, employment interest in blacks shown largely, until recent years, by all-Negro school systems, the lack of a franchised black auto dealer from among the Big Three automakers until 1963, and the under-utilization of Negro manpower. Because of this heritage, corporate integration cited by an employer is often viewed as "tokenism" by a potential black employee. ³

Caroline R. Jones,⁴ writing concerning career opportunities for black coeds, is critical of the doors closed to black female college graduates in business-related jobs. She cites anti-discrimination laws as having helped black men up the ladder to the executive chambers, but sees sex as the additional barrier to top jobs for black women.

At a panel discussion before a special session of the Associated Equipment Distributors in Chicago, Mel Grayson, a black college senior, made it clear that he was not "content to be a 'feature' or 'showcase black'." A major aspect of business which concerned him was the questionable sincerity of "equal opportunity" employers who might be hiring blacks because it is "the social thing to do." But after registering concern about employer attitudes, Grayson did approve of employing blacks regardless of the reason when he stated that

Whatever employers' motivations, they are not as important as getting blacks into business so they can start gaining self-respect through abilities.⁵

The sources which provide the greatest concentration of black college student attitudes toward business appear in three issues of The Master in Business Administration magazine. In each of the past three years this magazine has set aside one monthly edition to highlight the role of black college students in

American business.⁶ Raphael F. Nevins and Andrew Merryman⁷ emphasize the prevailing black cynicism and existing credibility gap. They cite the difficulty graduate business schools encounter when attempting to recruit blacks. Many blacks, according to Nevins and Merryman, question whether business will be a viable career for them.

Writing to both the black college business career aspirant and the white corporate manager, James S. Spain, Clarence M. Dunnaville, Jr., William Pickens, III, and Kendall Nash⁸ feel that if one is to form a correct opinion of the role of young black executives, "it is necessary to rid one's mind of the contemporary fashionable notions of Utopia-achieved." Making American business analogous to the plantation economy of an earlier day, they see most blacks in "show case" jobs with little or no challenge and responsibility. In an even stronger indictment they suggest that while black college graduates can easily obtain entry level jobs, a ceiling has been arbitrarily placed on upward mobility for blacks in the modern American corporation.⁹

Not all blacks share the same degree of cynicism. Lowel W. Perry,¹⁰ former All American football star at the University of Michigan and now manager of Chrysler Corporation's labor relations Section B, is confident that the doors to American

business are open; but he cautions the black college graduate to make sure the opportunities for upward mobility are present.

Clarence M. Dunnville, Jr., an attorney with Western Electric Company, sees opportunities for black college graduates differing depending on job location.¹¹ Firms outside the South, according to Dunnville, appear to have an equal employment opportunity policy for entry level jobs, but a policy of deliberately not hiring black graduates for entry level managerial jobs in the South. He cites insurance companies and banks as the prime offenders. According to Bill Perry, Jr., many college-trained blacks feel that they are not "making it" in the corporation today and some even question whether it is worth the effort to "make it" if this means giving up being black.¹²

The preceding observations underscore the prevailing attitude of black cynicism and the "believability gap." Some blacks have suggested what they believe to be a meaningful and necessary alternative. Keith Williams, black president of Leisure Operations, Inc., feels that black students are not going to "take the corporate guff," but rather will venture out on their own.¹³ In an extremely stinging denunciation of American business, Errold D. Collymore, Jr., severely castigates American corporate life as he has experienced it.¹⁴ Using such terms and phrases as "house

nigger", "dehumanization", "corporate racism", and "the white man's world", he traces his life from early days as a student at Michigan State University through his corporate experiences to his present role as an entrepreneur. Collymore's decision to leave corporate life to enter business for himself was based on the idea that

if the opportunity to realistically participate in the American economic mainstream was to become manifest during my most productive years, I would be required to develop an independent individual economy and consequently make the decisions that would control and influence my life.¹⁵

At the first annual Black MBA Conference held at the University of Chicago in the Spring of 1970, one of the major concerns voiced by the participants was job outlet alternatives to the white corporate structure. According to Noah Robinson,¹⁶ a meaningful alternative was made available when in March, 1970, the Breadbasket Commercial Association was formed. Robinson sees BCA as a corporate umbrella under which black businessmen cannot only maintain independent control of their corporations, but also pool resources for buying, warehousing, marketing, personnel, and for other corporate functions. More important than this, Robinson feels, is that it offers black college graduates a challenge far surpassing the type of assignments any corporation can offer. That challenge is the "chance to help build an economic

base for black communities using sophisticated management techniques."

Black perceptions and attitudes regarding experiences in business are articulated well in an article entitled "What It's Like to be a Negro in Management."¹⁷ In this article, five rising young blacks calmly, rationally, and candidly spell out the basis for their frustrations. They show how and why Negroes have been mishandled and what they seek in the white man's business world, and suggest what might be done to alleviate Negro personnel problems and to change young black attitudes of cynicism to those of believability in the opportunities existing in American corporations.

In reviewing the attitudes of blacks found in the literature cited, it has not been the intent to convey that all blacks are cynical, that all blacks doubt the veracity of the statements of recruiters, or that all blacks see a huge "believability gap." Without doubt there is a considerable number of black college graduates who have found their experiences in American business and industry very rewarding and satisfying. Any rewarding and satisfying experiences which black college graduates have found, however, have seldom been publicized, and there may be two forces operating in this phenomenon. Positive experiences would likely not be expressed, for human nature prompts people to

speak out more against negative experiences than for happy and satisfying ones. Secondly, it is generally accepted by evidence from industrial sociology research¹⁸ that peer group influence strongly affects individual behavior. Applying that principle to this setting, it might be concluded that blacks who have had a good work experience might hesitate to indicate so for the reason that they might be tagged by some of their peers with the "Uncle Tom" label. More than an intuitive judgment, discussions with black college graduates working in business suggest this as a tenable factor.

These judgments and informal kinds of discussions are helpful but insufficient. If a body of theory is to be constructed, empirical research must provide the input. To do that is the precise objective of this project.

The College Student and the Recruiting Process

While it is certainly possible to view industrial recruiters and the recruiting process from several vantage points, this research seeks to focus on them through the eyes of the college senior who has followed a business curriculum and now is attempting to find his niche in the world of business and industry.

In an article appearing in Personnel Administration, Orlando Behling and Henry Rodkin¹⁹ summarize certain studies

of the relative impacts of pay, location, opportunity for advancement, and other factors on job choice, and discuss the results of a recent comprehensive study of the factors involved in college students' decisions to interview particular firms and in their eventual choice of employers.

While the authors compared the results of various studies, they concentrated heavily on the Nielson Study.²⁰ In the fall of 1968 the A. C. Nielsen Company, a marketing research organization, began gathering data for their Recruitment Profile Service. With the object of gathering information about student responses to recruiting firms and about their efforts to find employment following graduation from college, a multi-disciplined, nationally-based sample of college graduates was obtained. A total of 18,503 questionnaire responses were received from September 15, 1968 to March 15, 1969. While a large amount of information about the attitudes of graduating students was obtained, two relevant general attitudes emerged. In identifying the factors which influence students in selecting companies for campus interviews, "interest in the type of work done by the company" was mentioned most frequently. Secondly, the factor ranked most important by students in selecting companies for employment was "type of work or service performed."²¹

In a study at the University of Washington in 1953, Carl Dickinson²² asked graduating seniors to rank seven job factors in order of importance. With 1809 seniors out of 2180 responding, "type of work" received the highest relative ranking. In an Opinion Research Corporation survey²³ of 1095 seniors, eighty-one per cent felt the job was more important than the particular firm and thirty-one per cent thought that firms were unrealistic in promises about advancement.

Salary as a job factor in position selection for college seniors does not appear to be of top importance. This is substantiated in the study by George Zabka, just noted,²⁴ and others by Dickinson,²⁵ Harold Skamser,²⁶ Leonard Corren,²⁷ and Howard Lumsden.²⁸ In none of the studies just cited did the job factor of salary rank higher than third from the top, and that in only one instance. The studies of Louis Allen²⁹ and Douglas Jaeger³⁰ support the findings cited earlier in this paragraph about the relative ranking of salary.

While these studies pointed to some similarities and vague patterns, the job factors considered varied from one study to the other. Usually included in the list of job factors were items such as type of work, advancement opportunities, location of work, salary, training and educational programs, fringe benefits, challenge or responsibility, security, company size and

possibility of draft exemption. R. E. Barmeier and R. J. Kellar,³¹ although listing certain job factors as important, assert that the college graduate looks at a combination of factors or the "package" offered rather than assessing the factors individually.

Some not-so-surprising trends may be developing regarding the acceptance of the recruiters' message by the young college graduate. Recruiters' pitches might have been received as the "gospel truth" a decade or so ago, but today's generation of college graduates interpret the recruiting message a bit differently.³² Robert Palmer, in an article in the *Journal of College Placement*,³³ sheds light on student perceptions of recruiter truthfulness. The question posed to students was, "Do you think recruiters are fair and accurate?" Before being hired the responses were 76 "yes," 48 "unsure," and 225 "no." After being hired the responses were 191 "yes," 81 "unsure," and 68 "no." After accepting employment and comparing company practices with the recruiters' promises, a greater percentage of students felt the recruiter had portrayed a fair and accurate picture. But, what is significant about Palmer's study is the degree of cynicism about and the lack of confidence in the recruiters' statements prior to accepting employment.

The findings by Anthony Athos³⁴ concur with those of Robert Palmer. Evaluating the attitudes of 384 seniors toward

recruiters and their message leads Athos to conclude that students were more skeptical about opportunities and more concerned about company rigidity. In fact, there is a "real wariness and even cynicism" regarding the beautiful stories and sales pitches developed and spun by recruiters. Athos emphasizes this when stating,

Students view the start of a business career with considerably more wariness, even cynicism, than recruiters are aware. The siren songs of recruiters are heard by anything but naive ears.³⁵

Raymond Hilgert and Leo Eason³⁶ also found students at Washington University in St. Louis, Missouri, critical of recruiters as these students called on recruiters "to be candid and honest."

In a sociological study entitled "The Effects of Black and White Interviewers on Black Responses in 1968," Howard Schuman and Jean Converse³⁷ found race-of-interviewer effects stronger at lower status levels than at the upper levels. The results of the study led the researchers to conclude that blacks tend to suppress or repress certain attitudes when interviews are carried out by whites. Questions dealing with reports of discrimination, personal and family background, or basic living conditions showed little interviewer effect; but questions dealing with militant protest and hostility toward whites did indicate evidence of race-of-interviewer effects. The effect was that on sensitive questions, blacks respond

more in the frame of militancy when interviewed by blacks than when interviewed by whites.

A Theoretical Base

Much of the literature reviewed to this point has provided background material on the recruiting process and how college students in general, and black college students in particular, view the opportunities the business world says it can provide. But the theoretical framework on which any research is based is equally important. Identifying certain theoretical foundations is basic to understanding human behavior.

To understand human behavior and resultant attitudes toward employment, it is necessary to consider motivation.

A. H. Maslow³⁸ postulates that there is a definite rank order priority of human needs. Until the more basic wants are satisfied, a person will not strive to meet higher needs. Maslow sees needs falling into five categories: (1) physiological, (2) safety, (3) love, (4) esteem, and (5) self-actualization. The implications of Maslow's hierarchial arrangement of human needs are important in understanding why people behave the way they do. As a person's basic or lower level needs (physiological and safety) are met, he strives for companionship, belonging, love, and the esteem of others. Also essential to Maslow's framework is the concept that

satisfied needs no longer serve as motivators.

Claire K. Lipsman,³⁹ in a book of Readings in Psychological Tests and Measurements, evaluates the Maslow theory of needs in relation to vocational choice by students from lower socio-economic levels. Lipsman, in tracing the research applications of Maslow's theory, shows that job security is much more important to students whose fathers are in low-level occupations. If students from low socio-economic levels make decisions based on these needs, then, according to Lipsman, those operating at the lower levels must be helped to find satisfaction for security needs "sufficient to permit the emergence of higher order needs."

Equally essential to understanding human behavior is understanding the role of conflict. The discipline of psychology provides the framework for this insight. Edgar Vinacke⁴⁰ in Foundations of Psychology and Gregory Kimble and Norman Garnezy⁴¹ in Principles of General Psychology identify four types of conflict: approach-approach, avoidance-avoidance, approach-avoidance, and double approach-avoidance. In approach-approach conflict, the person has opposing choices, both of which are attractive enough to make the decision difficult. For example, in selection of an employer, will it be General Motors or Ford Motor Company? In such positive choice conflicts, the outcome is usually not very difficult. Avoidance-avoidance conflicts provide

two opposing negative choices, leaving the individual to choose between two undesirable courses of action. An example might be the student who has not studied adequately for the examination, but at the same time is afraid he will receive a failing grade if he does not take it. Such conflicts are difficult to resolve and delay or escape are typical reactions to the dilemma. Approach-avoidance conflicts occur where a situation has both attracting and repelling factors. Illustrative of this type might be the black college graduate who wishes to take a challenging job in a city in northern Minnesota, but realizes only twenty-five other blacks reside there. Conflict in human beings is typically more complicated as double approach-avoidance conflict suggests. This type of conflict could be exemplified by the case of two job possibilities. One might be in an attractive part of the country and of enjoyable work requiring too much traveling and low pay. The other job may be in an undesirable location with less attractive work, but with friends and pay that is good. Each choice possesses both positive and negative characteristics. The motivation system as Vinacke outlines it

is usually a complex organization of several components; furthermore perception of and knowledge about goals involves processing many kinds of information. As a consequence, we must allow for conflict in which there jointly operate positive and negative forces, even when an apparently simple choice presents itself.⁴²

The complexity of this conflict theory becomes even greater in trying to understand the black personality and the difference between black and white attitudes. The problem, according to Dr. Eugene Runyon,⁴³ chairman of the Psychology Department at Central State University, is that no unified theory of black personality has been developed to date. While no body of theory has emerged, certain experts have attempted to assess black attitudes. In his book, A Profile of the Negro American, Harvard University sociologist Thomas Pettigrew,⁴⁴ provides a many sided view of blacks, including their personality, genetic composition, and current protest, and offers new insights, both social and psychological, into one of this country's major problems. The theoretical contribution of Pettigrew is based on the premise that blacks have adopted the larger groups' values and aspirations. Frustration emerges when, accepting the values of the rest of Americans, they are restrained from achieving the very goals for which society urges all citizens to strive. This discrimination has a very demoralizing effect.

Exploring the personality of the American Negro, Kardiner and Ovesey⁴⁵ demonstrate, through case histories of twenty-five blacks, the personality differences between blacks and whites due to environmental influences. Oppression, taking such forms as

slavery, the caste system, exploitation, and discrimination in its many types, results in anxiety, self-hatred, frustration, cynicism, and aggression.

Grier and Cobbs,⁴⁶ two black psychiatrists, examine the full range of black experience for purposes of revealing the full dimensions of the inner conflicts and the desperation of the black man's life in America. In their book, Black Rage, the authors speak of the anger raging in the black man's breast and the history of white racism that put it there. Addressing themselves to such aspects as specific Negro character traits, the failure of black schools for black children, the surviving heritage of slavery, the psychic stresses brought about by discrimination, and the struggle for black children to achieve the pride of manhood and womanhood, Grier and Cobbs call for a new national direction that "will lift speedily existing oppressions and humiliating disenfranchisements" before it is too late.⁴⁷

NOTES

Chapter II

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3. Ibid., p. 13.

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5. "Students Panel Airs Views of Business at Distributor Meet," Marketing Insights, Vol. 4, No. 14 (February 2, 1970), p. 5.

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7. Raphael F. Nevins and Andrew Merryman, "The Search for Black Management," The Master in Business Administration, Vol. III, No. 7 (April-May, 1969), p. 11.

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9. Ibid., pp. 40-41.

10. Lowel W. Perry, "One Man's Experience," The Master in Business Administration, Vol. III, No. 7 (April-May, 1969), p. 45.

11. Clarence M. Dunnville, Jr., "Some Opportunities Are More Equal Than Others," The Master in Business Administration, Vol. IV, No. 7 (April, 1970), p. 13.

12. Bill Perry, Jr., "Black After Five," The Master in Business Administration, Vol. IV, No. 7 (April, 1970), p. 67.

13. Richard Shain, "Two Approaches to Entrepreneurship," The Master in Business Administration, Vol. IV, No. 7 (April, 1970), p. 41.

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15. Ibid.

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17. "What It's Like to be a Negro in Management," Business Management, Vol. 30, No. 1 (April, 1966), p. 60 ff.

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32. Behling and Rodkin, op. cit., p. 37.

33. Robert M. Palmer, "What They Really Think," Journal of College Placement, Vol. 24, No. 3 (February, 1964), pp. 33-39.

34. Anthony G. Athos, "Job Turnover: The Lorelei Theory," Journal of College Placement, Vol. 25, No. 3 (February, 1965), p. 43.

35. Ibid., p. 51.

36. Raymond L. Hilgert and Leo A. Eason, "How Students Weigh Recruiters," Journal of College Placement, Vol. 28, No. 3 (February-March, 1968), pp. 99-102.

37. Howard Schuman and Jean M. Converse, "The Effects of Black and White Interviewers on Black Responses in 1968," Public Opinion Quarterly, Vol. 35, No. 1 (Spring, 1971), pp. 45-68.

38. A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954). See especially Chapter 5.

39. Claire K. Lipsman, "Maslow's Theory of Needs in Relation to Vocational Choice by Students From Lower Socio-Economic Levels," Readings in Psychological Tests and Measurements (Edited by W. Selsie Barnett, Jr.) (Homewood, Illinois: The Dorsey Press, 1968), pp. 241-246.

40. W. Edgar Vinacke, Foundations of Psychology (New York: The American Book Company, 1968), pp. 233-234.

41. Gregory A. Kimble and Norman Garnezy, Principles of General Psychology (New York: The Ronald Press Company, 1968), pp. 445-448.

42. Vinacke, op. cit., p. 234.

43. From an interview with Dr. Eugene Runyon at Central State University, Wilberforce, Ohio, October 16, 1971.

44. Thomas F. Pettigrew, A Profile of the Negro American (New York: D. Van Nostrand Co., Inc., 1964).

45. Abram Kardiner and Lionel Ovesey, The Mark of Oppression (Cleveland: The World Publishing Co., 1962).

46. William H. Grier and Price M. Cobbs, Black Rage
(New York: Basic Books, Inc., 1968).

47. Ibid., p. 213.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This dissertation had its genesis in September, 1967, shortly after the author had accepted a teaching position at Central State University, Wilberforce, Ohio. Such employment provided the first real exposure to a predominantly black student population.

Informal discussions, classroom experiences, and intuitive judgments seemed to indicate that black students' perceptions of business in general and opportunities in business firms in particular differed substantially from their white student counterparts. The emerging strong feelings and attitudes of black students were further substantiated when the author, as a classroom project, required an evaluation of Chapter Ten, "Employing The Culturally Deprived" from Dale Beach's text for Personnel Management.¹ Although these informal discussions and the classroom assignment permitted only a preliminary insight and understanding, they did serve as a starting point from which the

research was to be established.

Design and Test of the Survey Instrument

The formulation of the research questionnaire based on the hypotheses to be tested was the first step. Since no available existing instrument would provide the kinds of information necessary to examine the hypothesized relationships, it was necessary to create such a single-purpose questionnaire.²

Keeping in mind the fundamental principles of questionnaire design as outlined by Oppenheim³ and Barton,⁴ the questionnaire was constructed so that the respondents could for the most part simply check or rank the appropriate statements. Such a design would facilitate coding, tabulating, and analyzing the data utilizing data processing equipment and techniques. Of the thirty questions on the final draft of the questionnaire only three were of the open-end variety. Again, following Barton's guidelines for questionnaire formulation, the simple, brief, and less threatening questions were placed first. The more significant information-gathering questions followed. Finally, the last page of the eight-page instrument included the most controversial, emotion laden, and sensitive questions. Length of the instrument did not appear to be a problem in that relatively close supervision

was planned for respondents as they completed the instruments.

Barton,⁵ Kerlinger,⁶ and Oppenheim⁷ all observe that attitude measurement is complex and difficult. Since the instrument was directed toward measuring the perceptions the respondents had of recruiters and of the job selection process, efforts were expended to see that the questions would be clearly and easily understood and that the responses would reflect, as precisely as possible, what the respondent intended to disclose.

In an attempt to provide for internal reliability, redundancy was intentionally built into the instrument wherever possible by asking more than one question in the same specific area. Following the initial drafting of the questionnaire, it was submitted for pretest to a class of senior-level students in the College of Administrative Science at The Ohio State University. The questionnaire was accompanied by a letter to each student explaining its nature and purpose. Analysis of the completed questionnaires as well as suggestions by Dr. Orlando Behling, major advisor on this research project, provided the basis for a few revisions and minor modifications of the instrument.

While many of the questions developed required an objective answer which could be easily discerned by the respondent, some solicited subjective judgments. Questions twenty-five,

twenty-seven, and twenty-eight utilized choices ranging from the totally negative to the totally positive with a position of ambivalence in the middle of the two extremes. Question ten was designed using the theoretical construct of motivation developed by Abraham Maslow.⁸ By operationalizing Maslow's "needs hierarchy" a framework could be established to view the student responses. (See Appendix A, page 77.) The Maslow construct permitted the ranking of responses, and more specifically, judging the importance of the factor of salary in position selection.

Population

Seniors majoring in the area of Business Administration from seven universities in four distinct geographic areas of the United States constituted the sample for this study. While the primary interest of the research was black student attitudes and perceptions, the data could only be meaningful when compared to those of the white student. Trying, as much as possible, to minimize differences other than race, universities of comparable size and location were selected. In all cases but one, the pairs of universities selected were in the same city. In that lone exception, Central State University and Wright State University were separated by a distance of only twelve miles.

Each sample pair included students from a predominantly

black university with students from a predominantly white university with the exception of one institution at which both blacks and whites were selected.

The universities selected for the study were as follows: Florida State University and Florida Agricultural and Mechanical University of Tallahassee, Florida; American University and Howard University of Washington, D.C.; Wright State University of Fairborn, and Central State University of Wilberforce, Ohio. Lincoln University of Jefferson City, Missouri provided the sample of both black and white seniors. Table 1 provides a detailed breakdown of respondents by age, sex, race, marital status and participating institution.

The study required as a determining factor in the selection of the previously mentioned universities that the number of black seniors majoring in the Business Administration area be large enough to meet the minimum requirements for statistical analysis. Also, there needed to be a predominantly white university close by for comparative purposes. Except in the case of Lincoln University, only black students were selected from the predominantly black universities and only white students were selected from the predominantly white universities.

TABLE 1
DEMOGRAPHIC DATA OF RESPONDENTS

University	Median Age	Sex		Marital Status		Total Number Responses
		Male	Female	Single	Married	
Howard ^a	23.2	55	27	63	19	82
American ^b	23.0	67	9	45	31	76
Central State ^a	22.8	44	7	40	11	51
Wright State ^b	24.1	58	3	27	34	61
Florida A & M ^a	22.4	24	10	31	3	34
Florida State ^b	22.5	77	7	49	35	84
Lincoln ^a	22.1	19	2	17	4	21
Lincoln ^b	22.5	42	6	30	18	48
TOTALS	^a 22.7 ^b 22.8 overall age	386	71	302	155	457

Source: Questionnaire Data

^ablack
^bwhite

The size of the population of black and white college seniors majoring in Business Administration from the business colleges of the selected universities was 576. From this population were derived 457 responses for an overall response rate of 79.3 per cent. The number of student responses and the response rate for each university included in the study are located in Table 2.

Data Collection

Recognizing the hazard of low response rate normally associated with questionnaire mailings, a slightly different approach was utilized. Desiring to maximize the response rate to a relatively high percentage (Kerlinger suggests that forty per cent is quite common in educational research and that the researcher must content himself with returns of fifty or sixty per cent),⁹ the Deans or Department Chairmen of the Colleges of Business at the respective universities were contacted to cooperate. In nearly all cases, administrators willingly agreed to participate. In fact, six of the seven administrators themselves agreed to supervise the dissemination, administration, and return of the completed instruments. One university administrator who felt that he could not infringe upon the class time of his faculty to get the data, provided a complete list of the senior business majors with addresses and telephone numbers. In this instance the

TABLE 2
POPULATION SIZE AND RESPONSE RATE

University	Population	Responses	Individual University Response Rate (%)
Howard ^a	91	82	90.1
American ^b	118	76	64.4
Central State ^a	54	51	94.4
Wright State ^b	70	61	87.1
Florida A & M ^a	41	34	82.9
Florida State ^b	119	84	70.5
Lincoln ^a	25	21	84.0
Lincoln ^b	58	48	82.7
TOTAL	576	457	Overall Response Rate 79.3

Source: Questionnaires and from Deans of participating universities.

^ablack
^bwhite

students were called by telephone in advance and encouraged to complete the instrument which they would receive in the mail. They were requested to return it in a stamped, addressed envelope provided. The response rate in this specific instance was 87.1 per cent. University personnel from the cooperating schools were instructed to get as close as possible to one-hundred per cent of the graduating seniors to complete the instrument. The cooperation received was largely responsible for the outstanding response rate.

A cover letter of explanation¹⁰ describing the nature and purpose of the questionnaire and resulting study as well as brief instructions for completion served to introduce each respondent to the instrument. Anonymity of the respondent was stressed to encourage frank and candid responses. And appreciation was expressed for the fifteen to twenty minutes needed to complete the instrument.

Limitations of the Study

The conclusions to be drawn from this research project, like those of nearly any research project, are subject to limitations. The first area of limitation is concerned with whether respondents understood clearly the information desired, a problem inherent in the use of most data-gathering instruments. Sincere

effort was expended through validation procedures to assure that the items would be clear and easily understood. Secondly, although anonymity was assured each respondent, the controversial and sensitive nature of some of the questions might have forced the respondent into a position of positive or negative bias. What a respondent indicated may not necessarily be what he really believed. For example, few people seem willing to recognize and/or to admit that they have what might be construed as racist feelings and attitudes. Consequently, the respondents might falsify their answers rather than reveal the real truth about themselves.

The second limitation emerges from the fact that the sample could not possess the quality of randomness because of the constraints of the population criteria. Although this is the case, it is assumed that the responses received would not differ substantially from others which might have been obtained from the population. That is, it was assumed there would be negligible sampling error. Although the sample size might have been larger in total and more representative in terms of universities selected, the cost constraint involved in increasing the size of the sample would have been substantial. While the participating schools were mildly enthusiastic, other university administrators indicated that they had been bombarded with similar requests and they were

not interested in participating.

Finally, a minor limitation has to do with the statistics employed. Statistical tests are limited by the nature and kinds of data available. The data were such that the assumptions of non-parametric tests were fulfilled. Consequently, these tests were used in the analysis of the data.¹¹

Statistical Techniques Employed

All raw data from the 457 completed instruments were coded and transcribed onto Fortran IV coding sheets and turned over to the Data Processing Section of The Ohio State University College of Administrative Science where it was placed on IBM cards. Rather than modifying an existing program for data tabulation, it was done manually using the data processing equipment of a Dayton, Ohio firm.¹² Once the initial tabulations were complete, computer programs were used to process the data.¹³

The statistical techniques employed were primarily for the purpose of description; that is, summarizing information from the questionnaires in such a manner as to make it more comprehensible.

The primary statistical technique utilized was chi-square analysis. Use of a chi-square statistic permits measurement of

the discrepancy between actual frequencies and expected frequencies. The more precisely the actual and expected frequencies agree, the smaller the value of the chi-square statistic. Conversely, the greater the difference between the actual and expected results, the greater will be the value of the chi-square statistic. Chi-square procedures generally utilize a null hypothesis which assumes no significant difference between the values of the actual and the expected. The equation for chi-square is as follows:

$$\text{Chi-square} = x^2 \sum \frac{(f_o - f_e)^2}{f_e}$$

in which: x^2 = chi-square

f_o = an observed frequency

f_e = expected or theoretical frequency

Prepared tables of the x^2 statistic, such as found in Beyer¹⁴ enable one to interpret whether a given x^2 value differs significantly from the expected or not.

The research centers on differences which exist between blacks and whites overall. If the chi-square tests of blacks and whites indicated no significant difference, no additional analysis was undertaken. But if differences emerged between blacks and whites overall, the data were analyzed by pairs to see if the pattern held up, thus permitting post hoc speculation regarding specific aspects of the nature and sources of the difference.

NOTES

Chapter III

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2. Guidance on questionnaire design was obtained from Professor Orlando Behling, The Ohio State University, Columbus, Ohio. (See Appendix A.)
3. A. N. Oppenheim, Questionnaire Designing and Attitude Measurement (New York: Basic Books, 1966), p. 37.
4. Roger Barton, Advertising Handbook (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 54, 55.
5. Ibid., p. 56.
6. Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), p. 482.
7. Oppenheim, op. cit., pp. 105-113.
8. A. H. Maslow, "A Theory of Human Motivation," Psychological Review, Vol. 50, No. 4, pp. 370-396; and A. H. Maslow, Motivation and Personality (New York: Harper and Row Publishers, Inc., 1954).
9. Kerlinger, op. cit., p. 397.
10. See Appendix B for copy of cover letter.
11. Sidney Siegel, Nonparametric Statistics For The Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), pp. 30-34.

12. The rationale for personally coding, transcribing and tabulating of responses was that it would give a better overall feel for working with the data. The work was done at Metropolitan Dayton Education Cooperative Association located at the Dayton, Ohio Board of Education Building.

13. Programs for this study were developed or modified from existing programs by Professor Donald Baumann, Cedarville College, Cedarville, Ohio.

14. William H. Beyer, Handbook of Tables for Probability and Statistics (Cleveland: The Chemical Rubber Co., 1966), pp. 233-234.

CHAPTER IV

RESULTS

This chapter presents the analysis of the data obtained from the questionnaire. A statement of the results obtained follows each statement of the hypothesis. Next, indication is given concerning whether the hypothesis is accepted or not accepted and is followed by a brief explanatory statement.

Area I--Student Cynicism

Hypothesis 1. Black students respond more favorably to recruiters of their own race; on the other hand, the race of the recruiter is relatively unimportant to whites. Chi-square values were calculated to determine if differences exist between black and white responses to questions twenty-seven and twenty-eight of the instrument. Question twenty-seven reads as follows: "What impact does it have on your overall attitude if the firm sends a black recruiter to campus?" Question twenty-eight reads: "What impact does it have on your overall attitude if the firm sends a white recruiter to campus?" Chi-square values were calculated

for blacks and whites overall, for each of the pairs of schools, and for the pairs grouped together. The nature of the chi-squares is shown in Appendix C, Tables 1-6.

Hypothesis 1 is accepted. There is a statistically significant difference at the .001 level between blacks and whites in terms of the effect the race of the recruiter had on their overall attitudes. Blacks are much more positive when a black recruiter is encountered, while whites hold neutral or ambivalent attitudes toward the race of the recruiters.

One hundred six of the 188 blacks, or 56.4 per cent, described their attitudes as more positive when interviewed by black recruiters. Only 15 of 267 whites, or 5.6 per cent, indicated they developed more positive attitudes when interviewed by white recruiters. The same pattern holds up in each of the pairs. Further, the fact that Table 6 shows no significant difference indicates that the attitudes were general and not related to the location of the schools.

Sex and marital status differences exist among some of the pairs. While some of the differences might be attributable to these factors, such are not evident in this case. The chi-square values are significant regardless of the sex and marital status of the pairs. Although the value of the chi-square may be greater

less among the pairs, they are still significant at the appropriate level.

Hypothesis 2. Black students possess a greater degree of cynicism than do white students; hence, the believability gap will be greater among blacks than whites. Questions twelve and twenty-nine provided the test of this hypothesis. Question twelve reads: "Some students believe that some company recruiters' statements about their firms (e. g. opportunities for advancement, salary increases, challenging work) tend to border on dishonesty. What percentage of information told interviewees by recruiters do you believe to be true and honest? Please check. (Even if you are not sure, give your best estimate.)" Chi-square values were calculated for blacks and whites overall, for each of the pairs of schools, and for the pairs grouped together. The nature of the chi-squares is shown in Appendix C, Tables 7-12.

Question twenty-nine reads: "In your opinion, what percentage of firms visiting campus are recruiting black students primarily to meet minimum standards of government compliance? (please check)" Chi-square values were calculated for blacks and whites overall, for each of the pairs of schools, and for the pairs grouped together. The nature of the chi-squares is shown in Appendix C, Tables 13-18.

Combining the analysis of questions twelve and twenty-nine leads to an acceptance of Hypothesis 2. There is a statistically significant difference at the .01 level between black and white attitudes. Blacks tend to a greater degree than whites to question the truthfulness of recruiters' statements about their firms. While blacks and whites overall and the Central State-Wright State pair suggest a greater degree of cynicism and doubt, the other pairs are not significantly different. It appears that the attitudes of blacks at Central State are responsible for the greater cynicism of blacks overall. At Howard University-American University where sex differences are greatest and at Lincoln University where sex differences are the least, the response pattern is the same. Even with a substantial marital status difference between Florida A and M-Florida State and Howard University-American University the response pattern holds up. Also, blacks feel much more strongly than do whites that blacks are recruited primarily to meet minimum standards of government compliance. The difference is statistically significant at the .001 level. The same pattern of responses holds up in each of the pairs except Lincoln University. Comparing the Florida A and M-Florida State pair with the Lincoln University pair it is observed that while sex differences exist,

the response pattern is much alike. Similarly, with marital status differences existing between the Central State-Wright State and the Howard University-American University pairs the chi-square values are nearly identical.

Hypothesis 3. In terms of intra-company mobility, black students perceive more blockage in moving into management positions than do white students. Questions thirteen and fourteen served to test this hypothesis. Question thirteen required the ranking of job promotion factors in order of importance. Three of the responses may be categorized as "pull" responses and the other three as "effort" responses. Chi-square values were calculated for blacks and whites and appear in Appendix C, Tables 19-24. Question fourteen sought the answer to the following: "Based on the present price level, at what salary level do you expect to be ten years from now?" Chi-square values were calculated for blacks and whites and appear in Appendix C, Table 25.

The analysis of questions thirteen and fourteen indicates that Hypothesis 3 is not accepted. There is no statistically significant difference between blacks and whites in the ranking of the "pull" or "effort" job promotion factors except with reference to job performance. Contrary to what was hypothesized,

blacks rank job performance as more important for job success than do whites. The chi-square test in this instance is significant at the .01 level. Responses to question fourteen indicate no statistically significant difference between blacks and whites in terms of salary expectations.

Hypothesis 4. Black students and white students differ in terms of the sources from which they gain information and attitudes about business firms. Question fifteen, which provided the data to test this hypothesis, included ten potential sources from which students gain images and information about firms. The respondents were to select the three sources they considered most important. The responses were grouped into three categories: indirect-informal, indirect-formal, and direct. Chi-square values were computed for blacks and whites and appear in Appendix C, Table 26.

Hypothesis 4 is not accepted. There is no statistically significant difference between blacks and whites regarding sources from which information is derived.

Area II--Specific Job Selection Factors

Hypothesis 1. Starting salary ranks higher in priority for black students than for white students. Questions ten and twenty-three tested this hypothesis. Question ten operationalized

the Maslow needs hierarchy and asked the respondents to rank the relative importance of the factors. Chi-square values were calculated for blacks and whites overall, for each of the pairs of schools, and for the pairs grouped together. The nature of the chi-squares appears in Appendix C, Tables 27-32. Question twenty-three asked the following: "If you have made your choice of a firm (or are "leaning toward" one firm), what was (or is) the single most important factor that led (or is leading) you to make the decision?" Chi-square values were calculated for blacks and whites overall, for each of the pairs of schools, and for the pairs grouped together. The nature of the chi-squares appears in Appendix C, Tables 33-38.

Combining the results of the analysis of questions ten and twenty-three leads to an acceptance of Hypothesis 1. More blacks than whites rank salary high as a job selection factor. The difference is statistically significant at the .05 level for question ten. Although the difference is significant between blacks and whites overall, the pattern does not hold for the Central State-Wright State and Lincoln University pairs.

Although there is a difference between the sex composition of the Howard University-American University and the Lincoln University pairs, the responses are quite similar. Likewise,

even with marital status differences between Central State-Wright State and Howard University-American University occurring, the chi-square values in these instances are relatively close. Likewise, the results of the analysis of question twenty-three indicate that blacks place a greater emphasis on salary compared to other job selection factors than do whites. The chi-square test of significance results in a significant difference at the .05 level.

Even though the differences between blacks and whites in each of the individual pairs are not great enough to prove significant, when combined, the significance emerges. Statistically, this is a function of sample size.

Further, it can be noted that the chi-square values for each of the pairs is nearly identical. Sex and marital status differences appear to have no effect on the responses.

Hypothesis 2. The preference for working for large-size firms is stronger among black students than among white students. Questions eighteen and nineteen sought to find the names of the firms that the student had either selected or was leaning toward for employment. The conceptual definition of largeness was determined by the firm's appearing or not appearing in the Fortune magazine listing of the five hundred largest industrials, the fifty largest banks, the fifty largest insurance

companies, the fifty largest retailing companies, the fifty largest transportation companies, the fifty largest utilities, and the fifty largest miscellaneous companies.

Because of the nature of questions eighteen and nineteen the results were grouped for analysis purposes. Chi-square values were calculated for blacks and whites overall, for each pair of schools, and for the pairs grouped together. The nature of the chi-squares appears in Appendix C, Tables 39-44.

Hypothesis 2 is accepted. More blacks had either selected or were leaning toward large firms for employment than whites. The chi-square test indicates the difference to be statistically significant at the .05 level. Again, some heterogeneity in response surfaces in two of the pairs. In the Howard-American and Lincoln University pairs there are not significant differences between blacks and whites. Sex differences between the Howard University-American University and the Lincoln University pairs are evident but the responses are similar with nearly identical chi-square values. Also, Central State-Wright State and Howard University-American University, although different in marital status, respond very similarly.

Hypothesis 3. Black students are less inclined to select jobs in sales or retail merchandising than are white students.

Question twenty-six of the instrument requested the student to indicate the type or class of job he had accepted or was "leaning toward." Chi-square values were computed for blacks and whites and appear in Appendix C, Table 45.

Hypothesis 3 is not accepted. The difference between blacks and whites in their choice of types or classes of jobs is not statistically significant.

Hypothesis 4. Average starting salaries for blacks are slightly higher than average starting salaries for whites. To test this hypothesis, students were to indicate "the best estimate of your starting salary" if the choice of a firm had been made or nearly made. Chi-square values showing the results for blacks and whites overall, for each pair of schools, and for the pairs grouped together appear in Appendix C, Tables 46-51.

Hypothesis 4 is accepted. More whites and fewer blacks than expected have or are inclined to accept salaries of \$6500-\$7999. More blacks and fewer whites than expected have or are inclined to accept salaries of \$8000-\$9499. The difference is statistically significant at the .05 level.

Table 3 indicates median expected starting salaries for respondents by university and by race overall. The median is \$8820 for blacks and \$8630 for whites. The Florida A and M-

TABLE 3

**MEDIAN EXPECTED STARTING SALARY OF
RESPONDENTS BY UNIVERSITY**

University	Median Annual Salary*
Howard ^a	\$ 9170
American ^b	9750
Central State ^a	8650
Wright State ^b	8420
Florida A & M ^a	8560
Florida State ^b	8360
Lincoln ^a	8750
Lincoln ^b	8640
overall ^a	8820
overall ^b	8630

Source: Questionnaire data

^ablack

^bwhite

*rounded to nearest ten dollars

Florida State and Lincoln University pairs, with both sex and marital status differences, show nearly identical chi-square values, thus minimizing the possibility of differences from such factors.

Hypothesis 5. Knowledge of the firm's having government contracts increases the positive feeling of the black student toward the firm, while the same information has little or no effect on the white student's attitude toward the firm.

Questions twenty-four and twenty-five served to test this hypothesis. Question twenty-four sought to determine the student's best estimate of the percentage of the firm's business coming from government contracts. Chi-square values were calculated to determine if differences exist in the percentage of government business of the firms selected by blacks and whites. Appendix C, Table 52 indicates the chi-square analysis.

Question twenty-five tested the effect on the student's overall attitude toward employment with the firm if the firm held government contracts. Chi-square values calculated to determine if black and white differences exist appear in Appendix C, Table 53.

Hypothesis 5 is not accepted. The results of the chi-square tests in Tables 52 and 53 indicate that there is no

statistically significant difference between blacks and whites regarding attitudes toward employment with firms holding government contracts. Beyond this, the results clearly indicate that the issue of government contracts relative to employment is of little importance to either blacks or whites.

With the results of the research behind it, Chapter V will turn to a more detailed discussion of the findings, possible explanations behind these results, and the theoretical and practical implications for business organizations in society. Finally, Chapter V will conclude with some important and potentially fruitful areas for future research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This investigation was designed with a two-fold purpose: (1) to ascertain black student attitudes toward recruiters and the recruiting process and (2) to view certain job selection factors and expectations of blacks when selecting their first permanent employer. While obtaining the attitudinal response of blacks was the primary concern and thrust of the study, white students were also included to provide the necessary data for comparative analysis.

The relevance of this study is readily apparent to the most casual observer of contemporary societal and business developments. With the generally accepted commitment to fuller participation for blacks in most areas of society, it becomes vitally important for business and industry recruiters, intent on luring black students to their firms, to discover how blacks feel about recruiters and the job selection process. Further, college

placement officers and academicians must share this concern because of their involvement in the crucial processes governing vocational path and job selection. And finally, political and social scientists recognizing the need to move minority group members into the "economic mainstream" can share in the fruits of this and similarly related research. These compelling implications underscore the potential significance of this study.

Working within the constraints of time, cost, willingness of respondents to cooperate, and acceptable universities to be included, a sample survey was utilized to determine the attitudes of college seniors in business administration curriculum toward recruiters and the recruiting process. These specific concerns were viewed in a more general sense within the framework of the job selection process. A primary step involved the generation of an acceptable instrument for identification of student attitudes. Once developed and validated, the instrument was submitted to both black and white students from seven different universities in various sections of the country.

The unusually high overall response rate of 79.3% was a result of several factors. Among these were the supervision and control involved in completing the instruments and the cooperation from university administrators and students. Efforts were made

to get 100 per cent of the students in the population to complete instruments. This 79.3 per cent questionnaire response rate reflects a much better than average rate of return generally associated with educational research activity.

Chapter IV is structured around the hypotheses to be tested and the results. Chi-square analysis was the statistical test employed to analyze the data.

Significant Findings

Student cynicism

Explanations of the findings of this study focus upon the two areas investigated: student cynicism and the job selection process. Cynicism was tested in several ways. Hypothesis 1 indicated blacks respond more positively to recruiters of their own race while race of recruiter is of little or no importance to white students. The research data established the existence of this attitude and not its cause, but improved positive attitudes of blacks toward black recruiters might be explained in terms of better rapport, more confidence and ease in the interview situation, and greater belief that the black interviewer will "level" with them.

Hypothesis 2 on cynicism was confirmed when the data indicated that the "believability gap" or degree of cynicism is greater among blacks than whites. More blacks than whites feel

that industrial recruiters practice "window dressing" or "tokenism" in their recruiting practices regarding blacks. Blacks also tend to a greater degree than whites to question the truthfulness of recruiters' "sales pitches" about their firms. While it is difficult to identify cases of tokenism absolutely, the reality of its existence as well as years of discrimination have evidently strongly influenced black perceptions.

One rather surprising finding surfaced in response to testing Hypothesis 3 regarding perceived blockage in moving into management positions. The hypothesis that blacks perceive a greater degree of blockage was not supported by the data. No significant difference regarding future salary expectation exists between blacks and whites. With but one exception, no differences regarding "pull" type or "effort" type promotion factors are evident. In the one exception, contrary to what might be expected, blacks ranked "job performance" as more important to job success than did whites. While it cannot be concluded from the data, a possible explanation for this attitude may be blacks feeling the need to work harder to overcome perceived discriminatory attitudes of potential employers.

Student cynicism analysis was concluded with a look at sources from which students gain information about business

firms. Hypothesis 4 was not accepted. Belief that blacks would question the truthfulness of company-supplied information more than whites had led to the conclusion that blacks would place more credence than whites in indirect sources. The research findings do not support such a contention.

Implications

It is interesting to note the "cynicism" ramifications of this research in the light of previous and potential theory and practice. A substantial degree of student cynicism and lack of believability surfaced in the separate studies by Robert Palmer¹ and Anthony Athos² cited previously. Findings of this research are compatible with the findings of Palmer and Athos. While cynicism is evident among both blacks and whites, it is more common among blacks. Whether cynicism among blacks originates from the general causes isolated by Athos and Palmer, it is still very real.

Practical implications for business and industry emerge from the cynicism conclusions of this research. While not supported by the data, the following speculations seem warranted: (1) firms seriously intent on recruiting blacks may wish to utilize blacks in their recruiting efforts to develop favorable responses; (2) an aggressive public relations effort might be

implemented to attempt to overcome this credibility gap that exists among black college graduates; (3) it will be extremely important to provide black college graduates with meaningful and challenging work assignments on their first jobs; (4) successful, motivated, and challenged black alumni might be called upon to assist in the recruiting effort; (5) firms may do well to consider entering into a cooperative education program with students from predominantly black institutions to overcome negative attitudes of students. (The latter is consistent with the findings of Robert Palmer in his "before" and "after" study of student attitudes of cynicism toward recruiters and business firms.)

Job Selection Process

The second area of this study also contains significant findings concerning miscellaneous factors affecting job selection. Hypothesis 1, which was accepted, made it clear that starting salary is more important to black students than to white students. Maslow's hierarchy of needs framework appears to be at work here. Using this framework, Claire K. Lipsman found that lower-level needs are much more important to students whose fathers are in low-level and low income occupations. So, not yet having enjoyed many of the "finer" things of life, materially speaking, the black student looks to salary as a means of needs

fulfillment in this area.

Another operant is the black college business administration graduate's awareness of the highly marketable commodity he has to sell. Noting the operation of the law of supply and demand on the job market and its consequent effect on price (in this case, his salary), he capitalizes on it. In other words, his operational philosophy becomes one of getting as much salary as possible at the outset while salary offers to blacks remain so lucrative.

Viewing this reality from the recruiting firm's point of view may be distressing. Wishing to attract blacks, the firm may be required to pay a premium salary (from this study it appears that is being done) for the top-quality black graduate or take one of lesser quality and potential than the white graduate at the lower salary of the white graduate. Either of these alternatives may create morale problems within the firm, and to pay premium beginning salaries to blacks may well bring charges of reverse discrimination. To hire the marginal black student with little potential for promotion may be equally disruptive to the organization.

The acceptance of Hypothesis 2 supports the idea that blacks more than whites feel they prefer working for large-size firms. This may be attributed to several factors. First, larger

firms are generally in a better position to offer premium salaries. Also, the job-security question may be a greater concern to blacks. If this be the case, blacks may perceive their new-found opportunities as tenuous but view positions with larger firms as more secure. Another explanation could be that large firms have the majority of government contracts, requiring strict adherence to federal statutes governing equal employment opportunity and affirmative action programs. Promotional opportunities may be perceived as better in larger firms. Finally, large-size firms tend to be located in large, metropolitan areas where the black population is generally substantial. This provides the black graduate with opportunities for social interaction with other blacks. Such might not be possible in smaller towns and cities in which smaller firms tend to be concentrated and there is as yet less integration.

The fact that Hypothesis 3 was not accepted is significant. Couching the hypothesis in approach-avoidance behavior theory, it was postulated that blacks (more than whites) would avoid jobs requiring personal interaction such as retailing and personal selling. Blacks could well be confronted with customer hostility and rejection directly related to race. The data do not indicate this to be a job deterrent to the black college graduate. The

implications of this finding challenge the policy of some firms which send only black salesmen to call on black clients and white salesmen to call on white clients.

Hypothesis 4 suggests that average starting salaries will be slightly higher for blacks than for whites. The data support the hypothesis. Some of the explanation underlying Hypothesis 1 may be appropriate here also, lying in the law of supply and demand for black college graduates. Visiting recruiters at Central State University, for example, when queried about differences between salary offers to blacks and whites, invariably denied it. But this study indicates that it exists.

The findings with reference to Hypothesis 5 indicate that knowledge of the firm's having government contracts does not lead the black student toward a more positive feeling toward the firm. Actually the presence of a government contract is of little importance to blacks or whites. Strong positive feelings do not exist among blacks because of equal opportunity provisions required for government contracts, nor do strong negative feelings among whites or blacks exist due to opposition to the "military industrial complex" spirit of the day.

An important general finding of the study may be significant. In every case but one (that being student response to race

of recruiter) blacks and whites at Lincoln University responded similarly. This may indicate that an integrated educational experience can lead to minimizing the differences in attitudes between black and white college students. The Lincoln University sample is the only one of the pairs where blacks and whites from the same school responded to the questionnaire. In the other pairs, no consistency of responses emerged overall.

Even though the data indicate differences in sex and marital status between pairs, an examination of these differences failed to uncover any consistent relationships between these factors and the chi-square values. While it cannot be said with complete assurance that sex and marital status are not affecting the results, any differences appear negligible.

Conclusions

Summarizing the results of the research leads to the following conclusions:

1. Blacks respond more positively to recruiters of their own race, while the race of the recruiter is of little or no importance to whites.
2. While a degree of cynicism prevails among all students regarding the truthfulness of recruiters'

statements, it is more common among blacks than whites.

3. Blacks rank "job performance" as more important to job success than do whites.
4. No differences exist between blacks and whites in terms of the sources from which they gain information about firms.
5. Starting salary is more important to black students than to white students.
6. The preference for working for large size firms is greater among black students than among white students.
7. Average starting salaries tend to be slightly higher for blacks than whites.
8. The knowledge of the firm's having government contracts is insignificant to blacks and whites regarding their attitude toward the firm.

The study serves to corroborate the findings of Anthony Athos⁴ and Robert Palmer⁵ concerning student cynicism regarding recruiters and the recruiting process. Maslow's hierarchy of needs framework is compatible with this study to explain the importance of starting salary to the black college graduate.

The practical implications of this research clearly suggest that business and industry need to reassess their approaches and methods in minority-group recruitment to overcome the cynicism and believability that prevails among black college graduates. Smaller firms in cities not a part of the large urban population centers may be severely handicapped in their efforts to recruit blacks.

At the outset of this study the need for meeting the challenge of developing a multiracial society was emphasized. Business' role and involvement is considered in this research. While no panacea for societal ills is set forth, the present study suggests some possible methods of increasing the involvement of black college business administration graduates in American business and industry.

Recommendations for Further Study

- Based upon this research effort, several additional areas of investigation could prove to be fruitful.

1. Given the credibility gap and degree of cynicism prevailing among black students particularly, further study should be undertaken to determine the specific causes.

2. Since students from curricula other than business administration embark upon careers in business and industry, research efforts should be broadened to ascertain the attitudes toward recruiters and the recruiting process of seniors in the natural sciences, social sciences, and the humanities.
3. Assuming that attitudes evolve, develop and change over time, a longitudinal study tracing the attitudes of the college student toward business as he moves through his academic career (freshman-senior) might prove significant.
4. With more and more firms recruiting and hiring black college graduates, research should be directed toward evaluating the nature, extent and problems associated with their upward mobility in organizations.
5. Future research efforts might well focus on organizations themselves to determine what approaches and methods are being employed to seek out black college graduates for employment and the relative effectiveness or ineffectiveness of such approaches.

NOTES

Chapter V

1. Robert M. Palmer, "What They Really Think, " Journal of College Placement, Vol. 24, No. 3 (February, 1964), pp. 33-39.
2. Anthony G. Athos, "Job Turnover: The Lorelei Theory, " Journal of College Placement, Vol. 25, No. 3 (February, 1965), p. 43.
3. Claire K. Lipsman, "Maslow's Theory of Needs in Relation to Vocational Choice by Students From Lower Socio-Economic Levels, " Readings in Psychological Tests and Measurements (Edited by W. Selsie Barnett, Jr.) (Homewood, Illinois: The Dorsey Press, 1968), pp. 241-246.
4. Athos, loc. cit.
5. Palmer, loc. cit.

APPENDIX A

QUESTIONNAIRE

1. Age ____ 2. Sex: (please check) 3. Marital Status:
 (please check)
 ____ Male ____ Female ____ Single ____ Married
4. Section of country where you graduated from high school:
 (please check)
 - ____ Northeastern U.S. (Maine, New Hampshire, New Jersey,
 (Rhode Island, Vermont, Massachusetts,
 (Connecticut, New York, Pennsylvania,
 (Washington D.C., Maryland, Delaware
 - ____ Southeastern U.S. (Virginia, W. Virginia, North Carolina,
 (South Carolina, Georgia, Florida, Ala-
 (bama, Mississippi, Louisiana,
 (Kentucky, Tennessee
 - ____ Midwestern U.S. (Ohio, Indiana, Michigan, Wisconsin,
 (Illinois, Missouri, Iowa, Minnesota,
 (Kansas, Nebraska, South Dakota,
 (North Dakota
 - ____ Southwestern U.S. (Oklahoma, Arkansas, Texas, New
 (Mexico, Arizona, Colorado
 - ____ Northwestern U.S. (Montana, Idaho, Washington, Utah,
 (Wyoming, Alaska
 - ____ Far West (California, Nevada, Oregon, Hawaii
 - ____ Other (please specify) _____
5. What was the population of the town or city where you graduated
 from high school? (please check)

____ Under 10,000	____ 100,000 - 250,000
____ 10,000 - 25,000	____ 250,000 - 500,000
____ 25,000 - 50,000	____ 500,000 - 1,000,000
____ 50,000 - 100,000	____ Over 1,000,000

6. What is your overall accumulated college grade point average?

7. What is your major field of study? (please check)

<input type="checkbox"/> Accounting	<input type="checkbox"/> Finance
<input type="checkbox"/> Business Economics	<input type="checkbox"/> Data Processing
	(Computer Science)
<input type="checkbox"/> Marketing	<input type="checkbox"/> General Business
<input type="checkbox"/> Management	<input type="checkbox"/> Other (please specify)

8. What was the annual income of your parents in 1968? Even if you are not sure, please check your best estimate. (If unusual circumstances exist, please explain on line below.)

<input type="checkbox"/> \$0 - 3,999	<input type="checkbox"/> \$16,000 - 19,999
<input type="checkbox"/> \$4,000 - 7,999	<input type="checkbox"/> \$20,000 - 23,999
<input type="checkbox"/> \$8,000 - 11,999	<input type="checkbox"/> \$24,000 - 27,999
<input type="checkbox"/> \$12,000 - 15,999	<input type="checkbox"/> Over 28,000

9. Please estimate what percentage of your college expenses came from each of the following sources. Enter the percentage figures in the boxes below. (Make sure the individual percentages total 100 per cent.)

<input type="checkbox"/> Scholarships and/or government loans	<input type="checkbox"/> Personal funds and/or private loans	<input type="checkbox"/> Parents and/or relatives
--	--	--

10. The following factors have been identified as being important to college seniors in the selection of their first permanent full-time employer after graduation. Please rank all 5 items in the group below 1, 2, 3, 4, 5 in order of importance to you with 1 being the most important and 5 the least important. (Place the numbers in the boxes.)

- ___ The degree of long- or short-term financial security the firm can offer in the form of such items as hospitalization, retirement plans, etc.
- ___ The opportunity to work with other individuals (particularly superiors and peers) with whom you feel you can develop good working relationships.
- ___ The immediate salary to be paid as it provides food, clothing, shelter, etc., for yourself and your family.
- ___ The opportunity to perform stimulating, challenging, and creative work leading to a sense of achievement and accomplishment.
- ___ The degree to which the firm and/or work you will be doing is respected by those whose opinions you value.

11. Here are some additional factors that might be considered important items to be weighed by seniors in their selection of employment after graduation. (Please rank in 1, 2, 3 order the three groups with 1 next to the group you consider to be most important and a 3 next to the group you consider least important.)

- ___ The job and the company as measured by such characteristics as pay, benefits, location, opportunity for advancement, and educational opportunities.
- ___ The "overall image" that the company projects; e. g., status and prestige, aggressive, progressive, stable, secure, etc.
- ___ The impression of the company based on people met such as recruiter and company officials, treatment received at the plant, visit, correspondence received from the company, and impression of physical plant facilities.

12. Some students believe that some company recruiters' statements about their firms (e. g., opportunities for advancement, salary increases, challenging work) tend to border on dishonesty. What percentage of information told interviewees by recruiters do you believe to be true and honest? Please check. (Even if you are not sure, give your best estimate.)

<input type="checkbox"/> 0 - 20 per cent	<input type="checkbox"/> 61 - 80 per cent
<input type="checkbox"/> 21 - 40 per cent	<input type="checkbox"/> 81 - 100 per cent
<input type="checkbox"/> 41 - 60 per cent	

13. In terms of the advancement that most managers and/or professionals make on their first job following graduation, how would you rank the following factors in order of importance? (Please rank all 6 factors 1, 2, 3, 4, 5, 6 with 1 being the most important. Place the numbers in the boxes.)

<input type="checkbox"/> Hard Work	<input type="checkbox"/> Friends or relatives in top positions
<input type="checkbox"/> Office Politics	<input type="checkbox"/> Job Performance
<input type="checkbox"/> Ability	<input type="checkbox"/> "Pull"

14. Based on the present price level, at what salary level do you expect to be ten years from now? (please check)

<input type="checkbox"/> \$10,000 - 11,999	<input type="checkbox"/> \$16,000 - 17,999
<input type="checkbox"/> \$12,000 - 13,999	<input type="checkbox"/> \$18,000 - 20,000
<input type="checkbox"/> \$14,000 - 15,999	<input type="checkbox"/> Over \$20,000

15. The following have been observed to be important sources from which students derive images of various companies as being either favorable or unfavorable places to work. Select the 3 sources from which you have learned most about firms and rank 1, 2, 3 with 1 being the most important and 3 the least important. Place the numbers in the boxes.

<input type="checkbox"/> Friends or relatives
<input type="checkbox"/> Read an article in newspaper, professional journal, or magazine about the firm
<input type="checkbox"/> Impression from recruiter
<input type="checkbox"/> Talked with a faculty member about firm
<input type="checkbox"/> Plant visit
<input type="checkbox"/> Talked with College Placement official

- ☐ Company brochures and financial reports
 - ☐ Personal communication from company
 - ☐ "Bull sessions" with fellow students
 - ☐ Advertising by firm
 - ☐ Other (please specify) _____
-

16. Several groups or classes of individuals have an influence on the college senior as he makes his selection of a job and/or firm following graduation. Rank these groups below 1, 2, 3, 4, 5, 6 in order of their influence on you with 1 being the most influential and 6 the least influential. (Be sure to rank all of them by placing the numbers in the boxes.)

- | | |
|--|---|
| <input type="checkbox"/> Student friends | <input type="checkbox"/> Potential supervisor |
| <input type="checkbox"/> Recruiter and other company officials | <input type="checkbox"/> Faculty members |
| <input type="checkbox"/> University placement officials | <input type="checkbox"/> Family, relatives, and non-student friends |

17. Where are you now in the recruiting program? (check one)

- ☐ Haven't started seriously thinking about employment after graduation.
 - ☐ Am seriously thinking about employment after graduation, but haven't had any on-campus interviews yet.
 - ☐ Have had one or more on-campus interviews, but haven't made any plant visits yet.
 - ☐ Have made one or more plant visits but haven't received any offers yet.
 - ☐ Have received one or more offers but haven't made my choice yet.
 - ☐ Have made my choice.
 - ☐ Other (please specify) _____
-

18. If you have made your choice of a firm, what is the name of the firm?
-

19. If you have not yet chosen a firm, indicate the name of a firm toward which you are "leaning." (If you answered Question 18, please omit this question.)
-

20. If you responded to either Question 18 or 19, what is or what would be the geographic location of your job? (please check)

- | | |
|---|--|
| <input type="checkbox"/> Northeastern U. S. | (Maine, New Hampshire, New Jersey, (Rhode Island, Vermont, Massachusetts, (Connecticut, New York, Pennsylvania, (Washington D.C., Maryland, Delaware |
| <input type="checkbox"/> Southeastern U. S. | (Virginia, W. Virginia, North Carolina, (South Carolina, Georgia, Florida, Ala- (bama, Mississippi, Louisiana, (Kentucky, Tennessee |
| <input type="checkbox"/> Midwestern U. S. | (Ohio, Indiana, Michigan, Wisconsin, (Illinois, Missouri, Iowa, Minnesota, (Kansas, Nebraska, South Dakota. (North Dakota |
| <input type="checkbox"/> Southwestern U. S. | (Oklahoma, Arkansas, Texas, New (Mexico, Arizona, Colorado |
| <input type="checkbox"/> Northwestern U. S. | (Montana, Idaho, Washington, Utah, (Wyoming, Alaska |
| <input type="checkbox"/> Far West | (California, Nevada, Oregon, Hawaii |
| <input type="checkbox"/> Other (please specify) | _____ |

21. If you have made your choice of a firm (or are "leaning" toward a firm), what is the population of the metropolitan area in which you will work and reside?

- | | |
|---|--|
| <input type="checkbox"/> Under 10,000 | <input type="checkbox"/> 100,000 - 250,000 |
| <input type="checkbox"/> 10,000 - 25,000 | <input type="checkbox"/> 250,000 - 500,000 |
| <input type="checkbox"/> 25,000 - 50,000 | <input type="checkbox"/> 500,000 - 1,000,000 |
| <input type="checkbox"/> 50,000 - 100,000 | <input type="checkbox"/> Over 1,000,000 |

22. If you have made your choice of a firm (or are "leaning toward" a firm, what is the best estimate of your starting annual salary? (please check)

<input type="checkbox"/> Below \$5,999	<input type="checkbox"/> \$8,500 - 8,999
<input type="checkbox"/> \$6,000 - 6,499	<input type="checkbox"/> \$9,000 - 9,499
<input type="checkbox"/> \$6,500 - 6,999	<input type="checkbox"/> \$9,500 - 9,999
<input type="checkbox"/> \$7,000 - 7,499	<input type="checkbox"/> \$10,000 - 10,499
<input type="checkbox"/> \$7,500 - 7,999	<input type="checkbox"/> \$10,500 - 10,999
<input type="checkbox"/> \$8,000 - 8,499	<input type="checkbox"/> Over \$11,000

23. If you have made your choice of a firm (or are "leaning toward" one firm), what was (or is) the SINGLE most important factor that led (or is leading) you to make the decision? (If you have not made a choice or are not "leaning toward" a choice, omit this question and also omit Questions 24, 25, and 26.)
-
-

24. In terms of the firm you have chosen (or are "leaning toward"), what percentage of its business comes from government contracts? (Even if you are not sure, give your best estimate.)

<input type="checkbox"/> 0 - 20 per cent	<input type="checkbox"/> 61 - 80 per cent
<input type="checkbox"/> 21 - 40 per cent	<input type="checkbox"/> 81 - 100 per cent
<input type="checkbox"/> 41 - 60 per cent	

25. What overall effect did the knowledge of the firm holding government contracts have on your feelings toward employment with the firm? (please check)

☐ Strongly increased negative feelings
☐ Somewhat increased negative feelings
☐ Had no effect
☐ Somewhat increased positive feelings
☐ Strongly increased positive feelings

26. Below is a list of ten classes of jobs which normally exist in firms. If you have chosen a firm (or are "leaning toward" a firm), please indicate by checking in the appropriate box the type of job you have accepted (or are "leaning toward.")

<input type="checkbox"/> Accounting	<input type="checkbox"/> Personnel Management
<input type="checkbox"/> Retailing	<input type="checkbox"/> Industrial or Production Management
<input type="checkbox"/> Sales	<input type="checkbox"/> Data Processing or Computer Science
<input type="checkbox"/> Marketing Research	<input type="checkbox"/> Labor Relations
<input type="checkbox"/> Advertising	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Finance	_____
<input type="checkbox"/> Banking	_____

27. What impact does it have on your overall attitude if the firm sends a black recruiter to campus? (please check)

☐ Very definitely increases negative feelings
☐ Somewhat increases negative feelings
☐ Has no effect
☐ Somewhat increases positive feelings
☐ Strongly increases positive feelings

28. What impact does it have on your overall attitude if the firm sends a white recruiter to campus? (please check)

☐ Very definitely increases negative feelings
☐ Somewhat increases negative feelings
☐ Has no effect
☐ Somewhat increases positive feelings
☐ Strongly increases positive feelings

29. In your opinion, what percentage of firms visiting campus are recruiting black students primarily to meet minimum standards of government compliance? (please check)

<input type="checkbox"/> None	<input type="checkbox"/> 46 - 60 per cent
<input type="checkbox"/> 0 - 15 per cent	<input type="checkbox"/> 61 - 75 per cent
<input type="checkbox"/> 16 - 30 per cent	<input type="checkbox"/> 76 - 90 per cent
<input type="checkbox"/> 31 - 45 per cent	<input type="checkbox"/> Over 90 per cent

30. What do you expect to be doing six months after graduation?
(please check)

☐ Working for a business firm

☐ In military service

☐ In graduate school

☐ Other (specify) _____

Additional Comments you may wish to express: _____

APPENDIX B

May 17, 1970

Dear Central State University Student:

You are being asked to participate in a study of attitudes of college seniors toward potential employment and employers following graduation. This data will be used as part of a research project for a doctoral dissertation. To encourage frank and candid responses, the questionnaire is an anonymous one.

Please complete the attached questionnaire. (It will take only 15-20 minutes of your time.) Please start at the beginning of the questionnaire and proceed with each question in order following instructions as given in the questionnaire. Since it is your first impressions or feelings that are desired, do not delay unnecessarily over individual items in the questionnaire. But, on the other hand, please do not be careless.

Thank you very much for your cooperation.

Sincerely,

Rod Wyse
R.R. #1, State Route 42
Cedarville, Ohio 45314

aw

Attachment

APPENDIX C

TABLE 1
CHI-SQUARE ANALYSIS OF TOTAL STUDENT
RESPONSE TO RACE OF RECRUITER

Effect on attitude	Black	White	n	df	χ^2	Sig.
Negative	7	1	8	2	160.212	
Neutral	75	253	328			
Positive	<u>106</u>	<u>15</u>	<u>121</u>			sig. at p=.001
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 2
CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
TO RACE OF RECRUITER

Effect on attitude	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
Negative	1	0	1	2	38.072	
Neutral	20	57	77			
Positive	<u>30</u>	<u>4</u>	<u>34</u>			sig. at p=.001
TOTAL	51	61	112			

Source: Questionnaire data

^ablack
^bwhite

TABLE 3
CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
TO RACE OF RECRUITER

Effect on attitude	Howard Univ. ^a	American Univ. ^b	n	df	x^2	Sig.
Negative	5	1	6	2	59.82	
Neutral	31	73	104			
Positive	46	2	48			sig. at p=.001
TOTAL	82	76	158			

Source: Questionnaire data

^ablack
^bwhite

TABLE 4
CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
TO RACE OF RECRUITER

Effect on attitude	Florida A & M ^a	Florida State ^b	n	df	x^2	Sig.
Negative	1	0	1	2	47.228	
Neutral	13	80	93			
Positive	20	4	24			sig. at p=.001
TOTAL	34	84	118			

Source: Questionnaire data

^ablack
^bwhite

TABLE 5

CHI-SQUARE ANALYSIS OF STUDENT RESPONSES AT
LINCOLN UNIVERSITY TO RACE OF RECRUITER

Effect on attitude	Black	White	n	df	χ^2	Sig.
Negative	0	0	0	1	9.798	
Neutral	11	43	54			
Positive	10	5	15			sig. at p=.01
TOTAL	21	48	69			

Source: Questionnaire data

TABLE 6

CHI-SQUARE ANALYSIS OF RESPONSES OF BLACK AND WHITE
STUDENTS BY UNIVERSITY PAIRS TO RACE OF RECRUITER

Effect on attitude	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	χ^2	Sig.
Negative	1	6	1	0	8	6	11.961	
Neutral	77	104	93	54	328			not sig. at p=.01
Positive	34	48	24	15	121			
TOTAL	112	158	118	69	457			

Source: Questionnaire data

^a black
^b white

TABLE 7

**CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING TRUTHFULNESS OF
RECRUITERS' STATEMENTS**

% of truthful information	Black	White	n	df	χ^2	Sig.
0-20	8	15	23	4	14.3812	
21-40	23	21	44			
41-60	53	44	97			sig.
61-80	74	126	200			at
81-100	30	63	93			p=.01
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 8

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
REGARDING TRUTHFULNESS OF
RECRUITERS' STATEMENTS**

% of truthful information	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
0-20	4	4	8	4	21.4366	
21-40	12	1	13			
41-60	14	8	22			sig.
61-80	15	29	44			at
81-100	6	19	25			p=.001
TOTAL	51	61	112			

Source: Questionnaire data

^ablack
^bwhite

TABLE 9

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
REGARDING TRUTHFULNESS OF
RECRUITERS' STATEMENTS**

% of truthful information	Howard Univ. ^a	American Univ. ^b	n	df	x ²	Sig.
0-20	3	1	4	4	3.8633	
21-40	7	8	15			
41-60	24	14	38			not
61-80	36	38	74			sig. at
81-100	12	15	27			p=.01
TOTAL	82	76	158			

Source: Questionnaire data

^ablack

^bwhite

TABLE 10

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
REGARDING TRUTHFULNESS OF
RECRUITERS' STATEMENTS**

% of truthful information	Florida A & M ^a	Florida State ^b	n	df	x ²	Sig.
0-20	0	5	5	4	3.4834	
21-40	2	7	9			
41-60	8	12	20			not
61-80	15	39	54			sig. at
81-100	9	21	30			p=.01
TOTAL	34	84	118			

Source: Questionnaire data

^ablack

^bwhite

TABLE 11

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
AT LINCOLN UNIVERSITY REGARDING
TRUTHFULNESS OF RECRUITERS'
STATEMENTS

% of truthful information	Black	White	n	df	χ^2	Sig.
0-20	1	5	6	4	1.57302	
21-40	2	5	7			
41-60	7	10	17			not
61-80	8	20	28			sig. at
81-100	3	8	11			p=.01
TOTAL	21	48	69			

Source: Questionnaire data

TABLE 12

CHI-SQUARE ANALYSIS OF RESPONSES OF BLACK AND WHITE
STUDENTS BY UNIVERSITY PAIRS REGARDING
TRUTHFULNESS OF RECRUITERS'
STATEMENTS

% of truthful information	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
0-20	8	4	5	6	23	12	12.3451	
21-40	13	15	9	7	44			
41-60	22	38	20	17	97			not sig.
61-80	44	74	54	28	200			at p=.01
81-100	25	27	30	11	93			
TOTAL	112	158	118	69	457			

Source: Questionnaire data

^ablack

^bwhite

TABLE 13

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING PERCENTAGE OF FIRMS RECRUITING
BLACKS PRIMARILY FOR MEETING MINIMUM
STANDARDS OF GOVERNMENT COMPLIANCE

% of firms	Black	White	n	df	χ^2	Sig.
0	1	19	20	7	39.572	
1-15	12	48	60			
16-30	27	52	79			
31-45	26	37	63			
46-60	39	46	85			
61-75	25	21	45			sig. at
76-90	28	30	59			p=.001
90+	30	16	46			
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 14

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE
REGARDING PERCENTAGE OF FIRMS
RECRUITING BLACKS PRIMARILY
FOR MEETING MINIMUM
STANDARDS OF
GOVERNMENT
COMPLIANCE

% of firms	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
0	0	4	4	7	14.955	
1-15	4	15	19			
16-30	6	11	17			
31-45	5	5	10			
46-60	11	8	19			
61-75	5	6	11			sig.
76-90	9	8	17			at
90+	11	4	15			p=.05
TOTAL	51	61	112			

Source: Questionnaire data

^ablack

^bwhite

TABLE 15

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE REGARDING
PERCENTAGE OF FIRMS RECRUITING BLACKS
PRIMARILY FOR MEETING MINIMUM
STANDARDS OF GOVERNMENT
COMPLIANCE

% of firms	Howard Univ. ^a	American Univ. ^b	n	df	χ^2	Sig.
0	0	4	4	7	14.378	
1-15	3	10	13			
16-30	11	11	22			
31-45	10	13	23			
46-60	21	18	39			
61-75	9	3	12			sig. at
76-90	15	11	26			p=.05
90+	13	6	19			
TOTAL	82	76	158			

Source: Questionnaire data

^ablack

^bwhite

TABLE 16

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE REGARDING
PERCENTAGE OF FIRMS RECRUITING BLACKS
PRIMARILY FOR MEETING MINIMUM
STANDARDS OF GOVERNMENT
COMPLIANCE

% of firms	Florida A & M ^a	Florida State ^b	n	df	x ²	Sig.
0	0	5	5	7	13.736	
1-15	2	16	18			
16-30	4	19	23			
31-45	9	10	19			approaches
46-60	5	12	17			sig. at
61-75	7	9	16			p=.10
76-90	2	8	10			
90+	5	5	10			
TOTAL	34	84	118			

Source: Questionnaire data

^ablack

^bwhite

TABLE 17

CHI-SQUARE ANALYSIS OF LINCOLN UNIVERSITY STUDENT
RESPONSE REGARDING PERCENTAGE OF FIRMS
RECRUITING BLACKS PRIMARILY FOR
MEETING MINIMUM STANDARDS
OF GOVERNMENT COMPLIANCE

% of firms	Black	White	n	df	χ^2	Sig.
0	1	6	7	7	4.878	
1-15	3	7	10			
16-30	6	11	17			
31-45	2	9	11			
46-60	2	8	10			not
61-75	3	3	6			sig. at
76-90	3	3	6			p=.01
90+	1	1	2			
TOTAL	21	48	69			

Source: Questionnaire data

TABLE 18

CHI-SQUARE ANALYSIS OF RESPONSES OF BLACK AND WHITE
STUDENTS BY UNIVERSITY PAIRS REGARDING PERCENTAGE
OF FIRMS RECRUITING BLACKS PRIMARILY FOR
MEETING MINIMUM STANDARDS OF
GOVERNMENT COMPLIANCE

% of firms	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
0	4	4	5	7	20	21	35.7719	
1-15	19	13	18	10	60			
16-30	17	22	23	17	79			
31-45	10	23	19	11	63			
46-60	19	39	17	10	85			
61-75	11	12	16	6	45			
76-90	17	26	10	6	59			
90+	15	19	10	2	46			
TOTAL	112	158	118	69	457			not sig. at p=.05

Source: Questionnaire data

^ablack
^bwhite

TABLE 19

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING THE IMPORTANCE OF HARD WORK AS
A PROMOTION OR ADVANCEMENT FACTOR

Rank of Factor	Black	White	n	df	x^2	Sig.
1	19	33	52	5	8.82908	
2	30	59	89			
3	62	94	156			not sig.
4	23	35	58			at
5	31	25	56			p=.01
6	23	23	46			
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 20

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING THE IMPORTANCE OF OFFICE POLITICS
AS A PROMOTION OR ADVANCEMENT FACTOR

Rank of Factor	Black	White	n	df	x^2	Sig.
1	14	12	26	5	7.60045	
2	10	9	19			
3	23	26	49			
4	48	96	144			not sig.
5	39	58	97			at
6	54	68	122			p=.01
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 21

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING THE IMPORTANCE OF ABILITY AS A
PROMOTION OR ADVANCEMENT FACTOR

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	55	72	127	5	9.94426	
2	53	101	154			
3	32	54	86			
4	20	20	40			not sig.
5	14	13	27			at
6	14	9	23			p=.01
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 22

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING THE IMPORTANCE OF FRIENDS OR
RELATIVES AS A PROMOTION OR
ADVANCEMENT FACTOR

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	19	18	37	5	8.7063	
2	20	14	34			
3	13	18	31			
4	34	45	79			not sig.
5	46	70	116			at
6	56	104	160			p=.01
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 23

**CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING JOB PERFORMANCE AS A PROMOTION
OR ADVANCEMENT FACTOR**

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	64	18	82	5	159.625	sig. at p=.001
2	47	14	61			
3	31	18	49			
4	22	46	68			
5	13	70	83			
6	11	103	114			
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 24

**CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING "PULL" AS A PROMOTION OR
ADVANCEMENT FACTOR**

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	13	13	26	5	6.4301	not sig. at p=.01
2	23	25	48			
3	23	23	46			
4	40	51	91			
5	49	93	142			
6	40	64	104			
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 25

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING SALARY EXPECTATIONS

Salary Levels	Black	White	n	df	χ^2	Sig.
\$10,000-11,999	5	10	15	5	6.31276	
\$12,000-13,999	14	12	26			
\$14,000-15,999	27	50	77			
\$16,000-17,999	29	48	77			not sig.
\$18,000-20,000	44	45	89			at
over \$20,000	69	104	173			p=.01
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 26

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
REGARDING SOURCES FROM WHICH
INFORMATION IS DERIVED

Sources	Black	White	n	df	χ^2	Sig.
Indirect-informal	116	159	275	2	6.31884	
Indirect-formal	71	93	164			not sig.
Direct	261	347	608			at p=.01
TOTAL	448	599	1047			

Source: Questionnaire data

TABLE 27

CHI-SQUARE ANALYSIS OF TOTAL STUDENT RESPONSE
TO RANKING OF SALARY AS JOB SELECTION FACTOR

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	62	58	120	4	13.0804	
2	59	72	131			
3	34	64	98			sig. at
4	20	43	63			p=.05
5	13	32	45			
TOTAL	188	269	457			

Source: Questionnaire data

TABLE 28

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
RANKING OF SALARY AS JOB SELECTION FACTOR

Rank of Factor	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
1	16	15	31	4	4.98036	
2	13	13	26			
3	13	16	29			not sig.
4	3	12	15			at p=.05
5	6	5	11			
TOTAL	51	61	112			

Source: Questionnaire data

^ablack
^bwhite

TABLE 29

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
RANKING OF SALARY AS JOB SELECTION FACTOR**

Rank of Factor	Howard Univ. ^a	American Univ. ^b	n	df	χ^2	Sig.
1	26	13	39	4	9.32374	
2	28	23	51			
3	16	15	31			approaches
4	7	13	20			sig. at
5	5	12	17			p=.10
TOTAL	82	76	158			

Source: Questionnaire data

^ablack
^bwhite

TABLE 30

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
RANKING OF SALARY AS JOB SELECTION FACTOR**

Rank of Factor	Florida A & M ^a	Florida State ^b	n	df	χ^2	Sig.
1	9	13	22	4	12.1189	
2	15	23	38			
3	3	23	26			sig. at
4	7	14	21			p=.05
5	0	11	11			
TOTAL	34	84	118			

Source: Questionnaire data

^ablack
^bwhite

TABLE 31

CHI-SQUARE ANALYSIS OF LINCOLN UNIVERSITY
STUDENTS' RESPONSE TO RANKING OF
SALARY AS JOB SELECTION FACTOR

Rank of Factor	Black	White	n	df	χ^2	Sig.
1	11	17	28	4	3.67626	
2	3	13	16			
3	2	10	12			not sig.
4	3	4	7			at
5	2	4	6			p=.05
TOTAL	21	48	69			

Source: Questionnaire data

TABLE 32

CHI-SQUARE ANALYSIS OF RESPONSES OF BLACK AND WHITE
STUDENTS BY UNIVERSITY PAIRS TO RANKING OF
SALARY AS JOB SELECTION FACTOR

Rank of Factor	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
1	31	39	22	28	120	12	15.6328	
2	26	51	38	16	131			
3	29	31	26	12	98			
4	15	20	21	7	63			
5	11	17	11	6	45			
TOTAL	112	158	118	69	457			not sig. at p=.05

Source: Questionnaire data

^ablack
^bwhite

TABLE 33

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
SALARY COMPARED TO OTHER FACTORS IN
JOB SELECTION

Factor	Black	White	n	df	χ^2	Sig.
Salary	20	14	34	1	4.32555	sig. at p=.05
All others combined	85	137	222			
TOTAL	105	151	256			

Source: Questionnaire data

TABLE 34

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
SALARY COMPARED TO OTHER FACTORS IN
JOB SELECTION

Factor	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
Salary	6	5	11	1	.128824	not sig. at p=.05
All others combined	30	39	69			
TOTAL	36	44	80			

Source: Questionnaire data

^ablack
^bwhite

TABLE 35

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
SALARY COMPARED TO OTHER FACTORS IN
JOB SELECTION

Factor	Howard Univ. ^a	American Univ. ^b	n	df	χ^2	Sig.
Salary	8	4	12	1	.5615	
All others combined	33	33	66			not sig. at p=.05
TOTAL	41	37	78			

Source: Questionnaire data

^ablack
^bwhite

TABLE 36

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO
SALARY COMPARED TO OTHER FACTORS IN
JOB SELECTION

Factor	Florida A & M ^a	Florida State ^b	n	df	χ^2	Sig.
Salary	2	1	3	1	.61587	
All others combined	15	39	54			not sig. at p=.05
TOTAL	17	40	57			

Source: Questionnaire data

^ablack
^bwhite

TABLE 37

CHI-SQUARE ANALYSIS OF LINCOLN UNIVERSITY
STUDENT RESPONSE TO SALARY COMPARED
TO OTHER FACTORS IN JOB SELECTION

Factor	Black	White	n	df	χ^2	Sig.
Salary	4	4	8	1	1.44961	
All others combined	7	26	33			not sig. at p = .05
TOTAL	11	30	41			

Source: Questionnaire data

TABLE 38

CHI-SQUARE ANALYSIS OF BLACK AND WHITE STUDENT RESPONSE
BY UNIVERSITY PAIRS TO SALARY COMPARED TO
OTHER FACTORS IN JOB SELECTION

Factor	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
Salary	11	12	3	8	34	3	s.60001	
All others combined	69	66	54	33	222			not sig. at p=.05
TOTAL	80	78	57	41	256			

Source: Questionnaire data

^ablack

^bwhite

TABLE 39
CHI-SQUARE ANALYSIS OF TOTAL STUDENT PREFERENCE
OF FIRMS BASED ON SIZE

Size	Black	White	n	df	χ^2	Sig.
In Fortune listing	64	66	130	1	6.54038	
Not in Fortune listing	30	64	94			sig. at p=.05
TOTAL	94	130	224			

Source: Questionnaire data

TABLE 40
CHI-SQUARE ANALYSIS OF TOTAL STUDENT PREFERENCE
OF FIRMS BASED ON SIZE

Size	Central State ^a	Wright State ^b	n	df	χ^2	Sig.
In Fortune listing	23	14	37	1	3.5583	
Not in Fortune listing	13	22	35			approaches sig. at p=.10
TOTAL	36	36	72			

Source: Questionnaire data

^ablack
^bwhite

TABLE 41

CHI-SQUARE ANALYSIS OF TOTAL STUDENT PREFERENCE
OF FIRMS BASED ON SIZE

Size	Howard Univ. ^a	American Univ. ^b	n	df	x ²	Sig.
In Fortune listing	19	11	30	1	1.12495	
Not in Fortune listing	17	19	36			not sig. at p=.05
TOTAL	36	30	66			

Source: Questionnaire data

^ablack
^bwhite

TABLE 42

CHI-SQUARE ANALYSIS OF TOTAL STUDENT PREFERENCE
OF FIRMS BASED ON SIZE

Size	Florida A & M ^a	Florida State ^b	n	df	x ²	Sig.
In Fortune listing	13	22	35	1	6.14018	
Not in Fortune listing	0	16	16			sig. at p=.05
TOTAL	13	38	51			

Source: Questionnaire data

^ablack
^bwhite

TABLE 43

CHI-SQUARE ANALYSIS OF LINCOLN UNIVERSITY STUDENT
PREFERENCE OF FIRMS BASED ON SIZE

Size	Black	White	n	df	χ^2	Sig.
In Fortune listing	9	19	28	1	1.57986	
Not in Fortune listing	0	7	7			not sig. at p=.05
TOTAL	9	26	35			

Source: Questionnaire data

TABLE 44

CHI-SQUARE ANALYSIS BY UNIVERSITY PAIRS OF STUDENT
PREFERENCE OF FIRMS BASED ON SIZE

Size	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
In Fortune listing	37	30	35	28	130	3	12.6241	
Not in Fortune listing	35	36	16	7	94			sig. at p=.01
TOTAL	72	66	51	35	224			

Source: Questionnaire data

^ablack

^bwhite

TABLE 15

**CHI-SQUARE ANALYSIS OF STUDENT RESPONSE TO SALES
AND RETAIL MERCHANDISING JOBS COMPARED TO ALL
OTHER CLASSES OF JOBS**

Job classes	Black	White	n	df	χ^2	Sig.
Sales, Retail merchandising	20	20	40	1	1.2464b	
All others	84	131	215			not sig. at p=.05
TOTAL	104	151	255			

Source: Questionnaire data

TABLE 46

**CHI-SQUARE ANALYSIS OF STUDENTS' ACTUAL OR
ANTICIPATED STARTING SALARIES**

Salary range	Black	White	n	df	χ^2	Sig.
Below \$5,999	1	4	5	11	19.9166	
\$6,000-6,499	4	7	11			
\$6,500-6,999	3	12	15			
\$7,000-7,499	4	10	14			
\$7,500-7,999	5	15	20			sig. at p=.05
\$8,000-8,499	20	22	42			
\$8,500-8,999	24	21	45			
\$9,000-9,499	20	15	35			
\$9,500-9,999	7	14	21			
\$10,000-10,499	12	13	25			
\$10,500-10,999	3	5	8			
Over \$11,000	2	13	15			
TOTAL	105	151	256			

Source: Questionnaire data

TABLE 47

CHI-SQUARE ANALYSIS OF STUDENTS' ACTUAL OR
ANTICIPATED STARTING SALARIES

Salary range	Central State ^a	Wright State ^b	n	df	x ²	Sig.
Below \$5,999	1	2	3	10	10.4192	
\$6,000-6,499	1	4	5			
\$6,500-6,999	2	4	6			
\$7,000-7,499	1	4	5			
\$7,500-7,999	3	3	6			not sig.
\$8,000-8,499	7	6	13			at
\$8,500-8,999	10	5	15			p=.05
\$9,000-9,499	4	10	14			
\$9,500-9,999	3	3	6			
\$10,000-10,499	2	3	5			
\$10,500-10,999	-	-	-			
Over \$11,000	2	-	2			
TOTAL	36	44	80			

Source: Questionnaire data

^ablack

^bwhite

TABLE 48

CHI-SQUARE ANALYSIS OF STUDENTS' ACTUAL OR
ANTICIPATED STARTING SALARIES

Salary range	Howard Univ. ^a	American Univ. ^b	n	df	χ^2	Sig.
Below \$5,999	-	2	2	11	29.7029	
\$6,000-6,499	1	1	2			
\$6,500-6,999	1	-	1			
\$7,000-7,499	1	1	2			
\$7,500-7,999	2	5	7			sig. at
\$8,000-8,499	6	3	9			p=.01
\$8,500-8,999	5	3	8			
\$9,000-9,499	13	1	14			
\$9,500-9,999	2	5	7			
\$10,000-10,499	8	3	11			
\$10,500-10,999	2	3	5			
Over \$11,000	-	10	10			
TOTAL	41	37	78			

Source: Questionnaire data

^ablack
^bwhite

TABLE 49

CHI-SQUARE ANALYSIS OF STUDENTS ACTUAL OR
ANTICIPATED STARTING SALARIES

Salary range	Florida A & M ^a	Florida State ^b	n	df	χ^2	Sig.
Below \$5,999	-	-	0	10	7.01363	
\$6,000-6,499	1	2	3			
\$6,500-6,999	-	5	5			
\$7,000-7,499	2	5	7			
\$7,500-7,999	-	3	3			
\$8,000-8,499	5	7	12			not sig.
\$8,500-8,999	4	6	10			at
\$9,000-9,499	2	2	4			p=.05
\$9,500-9,999	1	3	4			
\$10,000-10,499	1	4	5			
\$10,500-10,999	1	1	2			
Over \$11,000	-	2	2			
TOTAL	17	40	57			

Source: Questionnaire data

^ablack

^bwhite

TABLE 50

CHI-SQUARE ANALYSIS OF LINCOLN UNIVERSITY
STUDENTS' ACTUAL OR ANTICIPATED
STARTING SALARIES

Salary range	Black	White	n	df	χ^2	Sig.
Below \$5,999	-	-	0	9	7.4649	
\$6,000-6,499	1	-	1			
\$6,500-6,999	-	3	3			
\$7,000-7,499	-	-	0			
\$7,500-7,999	-	4	4			
\$8,000-8,499	2	6	8			not sig.
\$8,500-8,999	5	7	12			at
\$9,000-9,499	1	2	3			p=.05
\$9,500-9,999	1	3	4			
\$10,000-10,499	1	3	4			
\$10,500-10,999	-	1	1			
Over \$11,000	-	1	1			
TOTAL	11	30	41			

Source: Questionnaire data

TABLE 51

CHI-SQUARE ANALYSIS OF STUDENT RESPONSE BY UNIVERSITY
PAIRS REGARDING ACTUAL OR ANTICIPATED
STARTING SALARIES

Salary range	CSU ^a / WSU ^b	How. U ^a / Amer. U ^b	Fla. A & M ^a / Fla. St. ^b	Linc. ^a / Linc. ^b	n	df	x ²	Sig.
Below \$5,999	3	2	0	0	5	33	48.6446	
\$6,000-6,499	5	2	3	1	11			
\$6,500-6,999	6	1	5	3	15			
\$7,000-7,499	5	2	7	0	14			
\$7,500-7,999	6	7	3	4	20			sig. at
\$8,000-8,499	13	9	12	8	42			p=.05
\$8,500-8,999	15	8	10	12	45			
\$9,000-9,499	14	14	4	3	35			
\$9,500-9,999	6	7	4	4	21			
\$10,000-10,499	5	11	5	4	25			
\$10,500-10,999	0	5	2	1	8			
Over \$11,000	2	10	2	1	15			
TOTAL	80	78	57	41	256			

Source: Questionnaire data

^ablack

^bwhite

TABLE 52

CHI-SQUARE ANALYSIS OF STUDENTS' ATTITUDES
TOWARD EMPLOYMENT WITH FIRMS
HOLDING GOVERNMENT CONTRACTS

Effect on attitude	Black	White	n	df	χ^2	Sig.
Negative	6	8	14	2	.0346	
Neutral	82	120	202			
Positive	14	21	35			not sig. at p=.05
TOTAL	102	149	251			

Source: Questionnaire data

TABLE 53

CHI-SQUARE ANALYSIS OF STUDENTS' COMPANY
SELECTION RELATED TO % OF FIRM'S BUSINESS
FROM GOVERNMENT CONTRACTS

% of firm's business from government contracts	Black	White	n	df	χ^2	Sig.
0-20	43	90	133	4	7.03013	
21-40	24	20	44			
41-60	12	11	23			not sig.
61-80	6	7	13			at
81-100	12	22	34			p=.05
TOTAL	97	150	247			

Source: Questionnaire data

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