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## A Comparative Study of High and Low Achieving Inner-City African-American Sophomore Males' Expectations of Self, in-School and Out-of-School Support

John L. Jackson Sr.  
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**A COMPARATIVE STUDY OF HIGH AND LOW ACHIEVING INNER-CITY  
AFRICAN-AMERICAN SOPHOMORE MALES' EXPECTATIONS OF SELF,  
IN-SCHOOL AND OUT-OF-SCHOOL SUPPORT**

**by**

**JohnL Jackson, Sr.**

**A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Doctor of Education  
Department of Educational Leadership**

**Western Michigan University  
Kalamazoo, Michigan  
April 1993**

*Advisor: Dr. Uldis Smidchens*

A COMPARATIVE STUDY OF HIGH AND LOW ACHIEVING INNER-CITY  
AFRICAN-AMERICAN SOPHOMORE MALES' EXPECTATIONS OF  
SELF, IN-SCHOOL AND OUT-OF-SCHOOL SUPPORT

JohnL Jackson, Sr., Ed. D.

Western Michigan University, 1993

Academic and personal successes and failures of young inner-city African-American males are invariably linked to the dynamics of family life, societal acceptance, economic and political opportunities and participation, and cultural expressions and peculiarities. Additionally, there may be other important factors, such as personal meanings, present and projected insecurities, differing values, hopes, and so forth, which may be highly contributive to determining the extent to which these youngsters perceive their chances of succeeding in the larger society. The implication here is that academic and other life successes are not only depended on individual responsibility and commitment, but also the supportive commitment and consistency of influential others, suggesting that there may be a connection between achievement, specifically academic, and perceived anticipation of self and other support.

Thus, the purpose of this study was to accomplish two major goals: (1) to determine the extent to which expectations of self-support and support from significant persons in and out of school differed between high and low achieving inner-city African-American 10th grade males, and (2) to describe the choices of various levels of selected characteristics (gender, race, age range, residence, and general personality) of in-school persons (principals, teachers, counselors, in-school friends, and staff) between high and low achieving inner-city African-American 10th grade males.

Subjects of the study were inner-city African-American 10th grade males,

located in Southwest Michigan. Data were collected by administering the JVJ Student Expectations of Support Questionnaire, an instrument devised by the author. There were five hypotheses generated and tested with respect to the first major goal. The results were inconclusive as evidence for supporting differences in expectations of self-support, in-school and out-of-school support between high and low achieving inner-city African-American 10th grade males. However, subsequent analyses indicated that the participants, at large, reported expectations of self-support to be rather high and reported in-school and out-of-school support to be from low to slightly low in regards to various situations associated with monitoring performance, achievement support, behavior management and self-direction. In regards to the second major goal of the study, both high and low achievers felt, generally, that their chances of receiving academic and personal support from in-school persons would be improved if such persons were mostly black, 31 to 40 years of age, no difference in gender and residence, and possessed, generally, an easy-going and relaxed type of personality. Extensive similar studies were recommended.



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**Western Michigan University, 1993**

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JohnL Jackson, Sr.

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## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Problem**

**Academic success of the African-American male has been, and continues to be, the challenging subject of numerous studies, intense discussions, and passionate debates; so much so until the faces behind the numbers and words are virtually void of reality. Davis (1972), Staples (1987b), and Johnson and Watson (1990) reported that some exclusive studies about African-American youth abound with results of hopelessness and an array of other negatives. Primarily, these studies emphasize the description of many African-American males as school dropouts, drug and alcohol abusers, incorrigible criminals, as undereducated, uneducable, underemployed, unemployable, and as products of family dysfunctionality and low self image.**

**Adding to this avalanche of negativity is the image portrayed by the mass media, particularly television (Hollister, 1989) and (Johnson & Watson, 1990). It is commonly known that the typical stories presented on television about most young black men tend to perpetuate the stereotyping of these young people as thieves, murders, rapists, drug abusers and pushers, indigences, and social misfits. Johnson and Watson (1990) reported that :**

**movies and other forms of popular media continue to imprint on the public consciousness harsh and unflattering images of African-American males through representations that are little more than caricature. Such treatments are not benign. Generations of African-American males have been socialized into self-images that seek consistency with the paradigmatic portraits of themselves depicted in popular accounts (p. 2).**

There is little doubt that the persistent ingraining of negative imaging, stereotyping, and myths-believing on the part the society at large, particularly by whites, stir up resentment, distrust, and hatred toward the African-American male youth (Rawles, 1975; Harris & Jackson, 1977; and Grant, 1990). As such, it becomes shamefully hard for African-American male youth to hurdle the barriers of social and economic injustices and exclusion.

Unfortunately, some of the disturbing labelling of some black young males are not altogether unfounded. Too many lag behind in education attainment, employment, economic independence, life expectancy, health, and a host of other desirable life factors (Johnson & Watson, 1990; Staples, 1987a, 1987b).

To stop here would unjustly project a gloomy and hopeless, distorted and incomplete side of the African-American male state of life. There is, however, another side; a side which is too often viewed as merger and unworthy of recognition and praise; a side of the African-American male's existence which has gone unheralded and has attracted too little positive attention. Nonetheless, quietly and steadily going about the business of achieving and excelling is a representative group of African-American males, particularly high schoolers, who are academically successful; who do make their school honor rolls; who do become members of national honor societies; who do hold leadership positions in various school and social organizations; and who do earn college non-athletic scholarships. Under publicized are African-American males who are highly motivated, determined, and insistent on becoming inventors, entrepreneurs, artists, politicians, business and educational leaders, and, importantly, role models among their peers. Also, there is another group of African-American males, seemingly hiddened and also unpublicized, who would be considered typical in many of the things young American teenage males do.

Pollard (1989) contended that there is a small, but important representation of inner-city African-American males who claim modest to low socioeconomic status (SES), and yet proceed to excel academically and in other areas of life. While a greater number of others, sharing similar socio-economic backgrounds, slip into a perplexing state of having not only dropped out of school but, even more dishearteningly, proceeded to almost drop out of life (Staples, 1987b; Bridges, 1986). Explanations of this phenomenon range anywhere from self-victimization to the merciless, unconscionable treatments of an insensitive society. Clark (1988) offers these insightful remarks as possible clues to such a complex issue:

Achievement is best understood as the result of interpersonal communication in everyday life, and this communication occurs in a variety of ecological contexts - the home, the school, the neighborhood, and other community institutions like churches, recreation centers, libraries, museums, tutorial centers, grocery stores, and playgrounds - that naturally occur in the lives of many children (p. 4).

Kunjufu (1984), echoing similar sentiments, contended that "the academic success of children is dependent on high expectations and cooperation between parent, teacher, administrator and student" (p. 69). There is little question that a crisis exist in which the quality of life of the African-American male is not only debatable, but, in the views of many, seriously at stake. Staples (1987b), Hill (1987) and Johnson and Watson (1990) referred to this crisis as one of black male endangerment.

It is critical that sincere and conscious effort, particularly by African-American themselves (Jones-Wilson, 1990) and (Gaston, 1986), be initiated and directed toward raising level of support expectations and opportunities for upward mobility of one of the nation's most underserved people - the African-American male. It is anticipated that the findings expected from this study shall, in some modest fashion, contribute to that end.

### The Purpose of the Study

The purpose of this study was to accomplish two major goals: (1) to determine the extent to which expectations of self-support and support from significant persons in and out of school differed between high and low achieving inner-city African-American 10th grade males, and (2) to describe the choices of various levels of selected characteristics (gender, race, age range, residence, and general personality) of in-school persons (principals, teachers, counselors, in-school friends, and staff) between high and low achieving inner-city African-American 10th grade males.

### Importance and Significance of the Study

An in depth search of the literature yielded only a modest sum of studies which sparingly dealt with the perceptions of African-American high school males expectations of receiving the kind of support, whether originating in and/or out of school, which may enhance their interest in and progress toward academic achievement. Most of the studies examined involved investigating relationships of interest variables which required cross comparisons by race, gender, socioeconomic and other factors.

Too often cross racial and gender comparisons fail to detect subtle differences among African-American males themselves (Pollard, 1989). Intra-race and intra-gender analyses present opportunities to discover and highlight important differences which may exist within the same group. Such discoveries, if only modestly, could provide vital information to aid in the re-education of a society that knows so little about parts of itself. In short, the emphasis here is that most individuals, even when members of a defined group, think, act, and perform differently. Some how this fact has not been firmly rooted into the American psychic.

The results of the study are expected to provide important information that may suggest that academic progress of some inner-city African-American high school males could be influenced by certain supportive relationships initiated and maintained both in and out of school. The results of the study are also expected to provide important information which may point to the need for more experimentation, theory formation, and possibly adoption of more creative instructional, counselling and in-class communication strategies, which may prove to make some difference in the attitudes and behaviors of many of these youngsters, particularly attitudes toward learning in the public schools. The latter point is important because the students targeted for this study (African-American teenage males) have received too little life saving and life advancing attention, especially in light of the prevailing assumption that seems to suggest that it is too late.

## **CHAPTER II**

### **EXAMINATION OF RELEVANT LITERATURE**

#### **Introduction**

The purpose of the examination of relevant literature was to accomplish the following goals: (1) to examine established evidence concerning the interests and perceptions of African-American male youth toward receiving support from key persons normally available in and out of school and to examine the effects of that support toward academic achievement and personal development; (2) to examine established evidence concerning the attitudes of inner-city African-American young males toward expecting various kinds of support from certain persons, having certain types of personalities and possessing other characteristics; and (3) to examine established evidence which addressed the need for more effective strategies designed to dismantle the barriers which prevent, or seriously restrict, the African-American male from attaining social, academic, and economic self-actualization.

#### **Impact of Relationships Affecting Student Attitudes and Performance**

Literature contains many attempts to describe, predict, and explain how attitudes and academic performance of children, in general, are affected by the nature of relationships established with certain persons in and out of school. In this regards, specific studies exclusively involving the African-American school-age male were scarce. However, the work of Stokes (1977), "Effect of Key Figures On the Occupational Realism of Black Male Inner-city School Senior," shed some light on the subject by pointing out that parents are the most important key figures for influencing

their children's choice of occupations, followed by teachers, counselors, and student-peers.

Although Stokes (1977) primarily focused on the influence of student occupational choices and not on academic achievement, nonetheless, the essential point of his thesis was the identification of certain persons, in some hierarchical order, who seem to possess and exercise certain persuasive powers in the lives of their children and/or in the lives of significant others. Similarly, Comer (1989) attributed "growing up with parents" as a major difference in the acquiring of life and academic coping skills between poor children and children of well-educated families.

Davis (1972), Staples (1978), Burns and Callihan (1980), Clark (1988), and Pollard (1989) also shared similar views in that close parental and other family ties appear to be highly influential in determining the extent of a child's interest and enthusiasm for formal learning. Davis elaborated even further by pointing out, at least for the black male, that in addition to parental pressure, other factors such as school programs and athletics were very important. Unquestionably, the role of the parents in the lives of their children is most paramount. Comer (1989) reinforced this point by associating parental caretaking with the ability of children to internalize certain adults attitudes and values. Chances are that some transference of adult attitudes and values are directly connected to stimulating their children's interest in school and learning.

Burns and Callihan (1980), study of the perception of quality of life and high school achievement by sophomores, found a direct relationship between grade-point average and parent-child relationships. Additionally, the findings of Mayeske, Okada, Beaton, Cohen, and Wisler (1973), a study of the achievement of our nation's students, indicated that family background factors far outweighed school factors in regards to influencing student performance.

The use of the term "parents" has essentially implied an intact relationship between mother and father. But for the average urban African-American teenage male, the privilege of receiving substantive economic, psychological, and emotional support from both parents living under the same roof, or even living apart, is disappointingly low. Bianchi (1990), Bridges (1986) and Johnson and Watson (1990) reported that, nationally, about 50% of all black families are headed by females with no presence of an adult male on a consistent basis.

Johnson and Watson (1990) also raised serious concerns about the increasing trend of female heads-of-household and their financial ability to provide basic family needs, let alone their ability to provide for the intricate socio-cultural interactions necessary for grooming young males to assume masculine identity and roles. Barro and Kolstad (1987) concluded, in their study of who drops out of high school, that "the absence of a male parent generally seems to make less difference than the absence of the female parent, although for blacks the opposite is true" (p. 43). It is uncertain as to how many of these households claim young African-American males. It might not be an exaggeration to state that it is likely to be relatively high.

Fatherless child-rearing arrangement, especially for the African-American male, often present complex identity problems, suggested Bridges (1986). A many of African-American male child must struggle throughout his formative years in search of what it is to be a man. It is important, however, to stress that home life, alone, is not solely responsible for his dilemma (Calabrese, 1988; Comer, 1989; Kozol, 1990). Other critical factors, to be expanded upon later, such as the debilitating effects of historical and contemporary racism, the constricting effects of shrinking economic opportunities, and ineffectiveness of many school systems, all contribute, in large measure, to his woes.



Bridges (1986) studied a group of six and ninth grade black males, in Wake County Public School System, to determine to what extent that school experience, family relationships, feelings, role models, and the perceptions being black and male, impacted their ability to achieve on comparable levels as the black female and white male and female. In terms of the family, he reported:

The black male child clings tenaciously to his oft-fragmented home group, and closest ties are to his mother. A high percentage of youngsters are growing up in an extended family and spoke frequently of uncles and grandparents. Family encouragement to do well in school seemed to decline consistently from a solid level of support by the parents of the higher performers to little if any encouragement of the lower performing students (p. 18).

As far as the attempts of young black males to search for an identity, Bridges (1986) referenced William Glasser's book, The Identity Society, in which he (Glasser) "develops the concept that each of us is personally engaged in a search for acceptance as a person rather than as a performer of task. Identity generally precedes acceptance. Therefore, normal child development forces identity formation regardless of its suitability to the environmental conditions of the individual or to the expectations of society" (p. 22).

What adolescents think about themselves, to whom they choose to emulate, and what aspects of life they value most? Although the lion share of the answer can be attributed to parental influence, however, there are other important forces at work as well. Clark (1988) estimated that about one-third (20 to 35 hours per week) of a student's waking hours are engaged in what he called constructive learning activity, of which most of the available time for learning engagement is spent in school. It follows then that the school, like the home, is another place where children are psychologically, socially, and culturally shaped and re-shaped by various conditions mostly beyond their control (Williams, 1989; Schreiber, 1967).

The expected inhabitants of the typical school environment are principals, teachers, counselors, staffers and students. Of these, Stewart, Meier, LaFollette, and England (1989) singled out the teacher as having the most decisive impact on student attitudes and performance. Williams (1989), Wayson (1985), and Smith (1981) likewise contended that there is a strong link between teacher expectations and student attitude and performance. Black minorities seem especially sensitive and highly receptive to relating to adult authority figures who are honest, warm, accepting and sensitive toward their problems (Carreiro, 1988; McCullough, 1975).

In contrast, Frymier and Gansneder (1989), referencing the Phi Delta Kappa Study of Students At Risk, reported that over 60% of the teachers surveyed (9,652 completed the survey, of which 48% were senior high school teachers) felt that they could not help students cope with out-of-school problems involving family matters, crime or alcohol abuse. More than 90% of the teachers felt that parents and students should be responsible for attitudes and behaviors attributable to such problems. Expressing a slightly different view, Gama and de Jesus (1986) indicated that, rather than share any of the responsibility themselves, teachers tend to blame parents and students for student academic and other school related failures.

Returning for a moment to the issue of teacher influence on student performance, Sleeter (1990) and Hillman and Davenport (1978) expressed that there are inconsequential differences between minority and nonminority teachers and administrators abilities to affect positive achievement outcomes as a result of their interactions with minority students. McCullough (1975) and Irvine (1988) and others considered the matter differently.

For instance, Stewart et al. (1989), referring to the limited literature on teacher race and its impact on students, discovered that negative feedback to black pupils by

white teachers were two and one half times greater than the negative feedback from black teachers. More extensively, they pointed out that:

since a Black teacher shares racial experiences with the Black student, including experience as a Black student, a Black teacher is more likely to be supportive of a Black student who has trouble in class. This implies that such a teacher would be less likely to (1) discipline a Black student inappropriately and (2) conclude inappropriately that a Black student belongs in a low-ability class (p. 143).

Irvine (1988), Rutherford (1985) and Stewart et al. (1989) viewed black teachers in the classrooms as role models, giving minority students the opportunity to be exposed and relate to adult authority figures from whom they (minority students) could more easily identify with and possibly emulate.

To learn more about whether differences exist between minority (specifically African-American) and nonminority teachers and administrators in their treatment and interactions with minority students (specifically African-American male), several studies were referenced. Williams (1989) spoke of numerous studies which have demonstrated that teacher expectations are highly correlated with the performance of the student and, within the context of other maladaptive conditions, may be an important element in student failure. Another important issue in regards to teacher expectation is whether certain students are more likely to consistently receive favorable teacher attention and treatment than others.

According to Gay (1990), high expectations for academic performance are reserved primarily for the middle-class Anglo males, while low expectations are reserved for females, students of low-income families and minorities (perhaps exceptions reserved for Asian-Americans). Gay pointed out that "many teachers do not expect these students to attain the same levels of achievement as middle-class males" (p. 56-57). He further indicated that curriculum and instructions for the white middle-class males are geared toward promoting personal autonomy and

empowerment. On the contrary, curriculum and instructions for female, low-income and minority students tend to focus on activities that lead to dependency, conformity, and low-status knowledge and skills. Yeakey and Bennett (1990), Grant (1990), Pollard (1989) and Kozol (1990) generally agreed that educational opportunities, which are linked to economic success, are parceled out along racial and social class lines.

Considering further the impact of teacher expectations, attention is redirected to the African-American male and how he may benefit from or be hurt by the perceptions, reactions, and general behaviors of teachers toward him. Irvine (1988) cited several studies in her work, "An Analysis of the Problem of Disappearing Black Educators," in which the attitudes and behaviors of teachers toward students of diverse racial and ethnic composition were examined under selected teaching conditions.

According to Irvine (1988), referencing a study by Rubovits and Maehr (1973), sixty-six white female undergraduates were involved in a simulated teaching situation in which they were informed that four students of the study were "gifted". One male and one female were white. One male and female were black. The results were that white "gifted" students received more praise than the black "gifted" students. What is most disturbing about this is that the "gifted" black male received the least praise.

Additionally, Simpson and Erickson (1983) study of the relationship of verbal and nonverbal behaviors of teachers and students race and gender, and teacher gender, showed that "white teachers directed more verbal praise, criticism, and nonverbal praise toward males than females. In contrast, they directed more nonverbal criticism to black males than black females, white females or white males" (p. 507).

A related study by Taylor (1979), showed similar results. Taylor (1979) investigated the extent to which the race and gender of students affected teacher behavior. The study entailed a group of about 100 white female teacher training

undergraduates who were required to present lessons to "phantom" students, comprising of high and low achieving black and white, males and females. The "phantom" students were allegedly observing and responding from behind a two-way glass. The student-teachers' verbal and nonverbal responses were recorded. The results of the study showed that:

White teachers who believed that their pupils were black gave fewer positive feedback statements after correct responses and fewer helpful "slips of the tongue" that gave away answers than subjects who thought their pupils were white. Subjects who taught the black-male and white-female groups were less likely to offer their pupils either kind of assistance - positive feed-back or helpful slips. Positive feedback and helpful slips were most often withheld from the black males and most often given to white males (p. 507).

A number of other studies confirmed that black students received less favorable treatment than white students. Although Cornbleth and Korth (1980) and Meyer and Lindstrom (1969) found no differences in treatment of students of different races, Irvine (1988) cited three studies which indicated that teachers who are of the same race as their students relate to those students differently than teachers who are not of that race. First, the study by Gottlieb (1964), referencing black students, concluded that "black teachers described the students as happy, energetic, and fun-loving while their white counterpart described the same children as talkative, lazy, and rebellious" (p. 508). Griffin and London (1979) surveyed about 270 black and white inner-city school teachers and found that "64.6% of the black teachers considered minority students to be of average or better ability, whereas 66.1% of the white teachers considered these same children to be of average or lesser ability" (p. 508).

Beady and Hansell (1981) examined teacher expectations of future success of black students. They too discovered that "black teachers had significantly higher expectations for their black students than did white in both low- and high-achieving schools" (p. 508). Differences in how teachers "see" and react to students of different

racial and cultural backgrounds can present both grave problems and uncommon challenges. Some studies examined clearly indicated that it is the black male who received the least attention, least praise, least recognition and least supportive encouragement. Early studies suggested that these covert anti-black male attitudes are inflicted upon the black male long before he reaches high school and continue thereafter (Jackson & Harris, 1977).

To this point, the evidence strongly indicates that the manner in which expectations are communicated, on the part of teachers, parents, peers, and others, could have either positive or negative or both effects on the attitudes and behaviors of students in a variety of ways. It is not certain which is more impacting, the expectations of others toward students or the expectations for which students have of themselves. Addressing the latter, the results from a study of expectations of success by junior high school male and female students in mathematic courses, where males tend not only to score higher but also expressed expectations to do well, lead Smead and Chase (1977) to conclude that "teacher expectations are clearly not the sole source of influence in the expectancy drama. Student expectations hold a place, perhaps a more important place, as well" (p. 9). Their findings further suggested that student self-expectations may be translated into differential achievement which could either favor or disfavor the student.

Jamieson, Lydon, Stewart, and Zanna (1986) also lend support to the importance of student self-expectations by indicating that students are agents of influence in their own right. They operate within various interactive environments, such as the home, school, peer gatherings, etc., where the impact of transmitted expectations is reciprocal. That is, students, more as an intact group (Jamieson et

al., 1986), are just as likely to influence the thinking and behaviors of teachers and significant others as well as being influenced by teachers and significant others.

In general, the conclusions drawn by Smead and Chase (1977) and Jamieson et al. (1986) were not race and other characteristics specific. Nonetheless, the nagging question is whether those general conclusions are specifically applicable to inner-city African-American teenage males. In short, the concern is whether varying degrees of self-expectations of inner-city African-American high school males are noticeably associated with varying degrees of academic and other achievements. This issue, and others like them, present investigative challenges which warrant research efforts that extend beyond surface exploration.

### Barriers to Confront and Overcome

Like an unsightly draining sore, exposed, and awaiting treatment and healing, is the unresolved issue of the larger society's lack of full acceptance of the African-American male into the main of American life. As mentioned earlier, Staples (1987b), Hill (1987), and Johnson and Watson (1990) labeled this non-acceptance phenomenon as one of endangerment of the African-American male. Hill (1987) stated that "African-American men are found to be on the negative side in regard to income, education, health, employment and so forth" (p. 4). In addition, Staples (1987) cites a "Newsweek" magazine article which reported that:

Black men are six times as likely as white men to be murder victims. They are two and a half times as likely to be unemployed. They finish last in practically every socio-economic measure from infant mortality to life expectancy (p. 2).

Further, Staples (1987b) reported that about one-third of black men are below the poverty level in terms of income. Although black men comprise only six percent of the population of the nation, sadly, they represent over half of the jail and penitentiary

population in the country. Educationally, about 44 percent of all black males can be considered as having acute literacy problems to the point of affecting their abilities to sufficiently succeed economically and socially. Johnson and Watson (1990) supported the black male endangerment scenario by adding that many employers, policemen, teachers, and other authority figures have "come to de-individualize African-American males and, consequently, allow into their decision-making process fiction as well as fact" (p. 2).

This kind of chilling social accounting prompts several haunting questions. Is it coincidental that most of the negative social statistics are badged upon the chests of African-American males? Is it by happenstance that, in spite of claiming America as home for over 400 years, that African-Americans rank incredibly low on the scales of wealth generation, distribution, and ownership? Is it by sheer luck that many immigrants of non-African ancestry, who can barely speak the American language, seem able to quickly acquire the necessary investment capital to establish for themselves economic independence while blacks are systematically and consistently denied the same opportunities?

These provocative questions were presented as plodding rods to help unearth some of the most common barriers that African-American young males must confront and overcome. Comer (1989), Madhubuti (1987) and others pointed to the lingering impact of slavery and institutional racism as the main well from which many, if not all, anti-African-American male barriers have sprung. Comer (1989) explained that while other immigrants from different parts of Europe and Asia had the continuity of language, religion, and other aspects of their culture to hold them together, as they passed through the turbulent waters of assimilating into the American society, this was not the experience for African-Americans.



The de-humanizing treatments of Blacks by whites, during the birth pangs of America, are well documented. Comer (1989) branded the fall out of such treatments as cultural discontinuity, which he further explained to mean imposed dependency, powerlessness, and disfranchisement. Under such conditions, commented Comer (1989), the ability of early African-Americans to pass on to their offspring vital entrepreneurial and other life coping skills were severely limited. Such were the barriers saddled upon the shoulders of a people who yet struggles with such barriers to dismantle, overcome, and eradicate. This marks the psychological barriers of an enslaved past and a race conscious present.

Contemporarily, the rapidly changing structures of business and industry, in terms of downsizing, international relocations, and labor displacing technology, have caused barriers to be erected (Gaston, 1986). Many entry level, semi-skill manufacturing jobs, particularly in the north, have outright disappeared or being transported to other places (Mexico, Taiwan, etc.) beyond the boundaries of this nation (Johnson & Watson, 1990). The net effect of these changes is the creation of what Hill (1989) called a permanent underclass, of which a disproportionately number of African-Americans are members. Moreover, given the approximate 40 percent unemployment rate and a 20 percent school dropout rate of African-American teenage males, the barriers settled upon this group are indeed extraordinarily complex and scary.

Educationally, the school systems are not without their own well entrenched barriers, which are often found to be disserving to African-American males (Bates, 1990; Cuban, 1983; Irvine, 1988; Staples, 1987b; Taeuber, 1990). The public school system, argued Staples (1987) erects barriers of neglect, indifference and miseducation. It does so by allowing African-American males to reach tenth grade or

even graduate without the benefits of marketable and functional skills of reading and writing. It does so by failing to create and sustain a viable environment which offers African-American males greater alternatives for staying in school rather than dropping out (Carreiro, 1988; Gay, 1990; Schreiber, 1967).

Similarly, Bates (1990) stressed that some school policies and practices serve as the bases for high minority male suspensions and expulsions. Additionally, Bates (1990) considered the noticeably high number of minorities enrolled in vocational and special education, in part, as a reflection of less tolerance of blacks, especially black male behavior. School structure, according to Calabrese (1988):

presents conditions that exacerbate the minority student's sense of powerlessness. School work become meaningless because it does not break the cycle of economic and political disfranchisement. . . . school that have high minority enrollment are custodial in nature and offer curriculum designed to orient students toward blue collar occupations (p. 326).

A common view is that the very institution, whose purpose is to stimulate, facilitate, and enhance learning and development, is grossly failing minorities, males in particular. Earlier in this literature examination, several studies were examined which dealt with the influence abilities of certain in-school and out-of-school persons in relationship to the expectations, attitudes, and behaviors of minority students. Collectively, these studies concluded, in general, that a connection seemed likely between the attitudes and expectations of authority figures (e. g. school persons, parents, peers etc.) and the attitudes and school performance of minority students. That is, for example, the higher the expectations of authority figures with regards to minority achievement the higher the tendency for minority to achieve . This was also true in reverse (Burns & Callihan, 1980).

It was also shown that African-American males appeared to receive less favorable feedback and treatment in school, which Wayson (1985) asserted as the likely

root cause of most of the in-school disciplinary problems. Thus, it seems that the most difficult barriers for African-American males to confront and overcome are those which are subtle, well disguised, and appear reasonable and legitimate.

Barriers fitting such descriptions are frequently embedded and insulated in formal rules, regulations, policies, and executive decisions of the powerful (Staples, 1987b). Gifford (1990) and Jones-Wilson (1990) claimed that culturally biased standardized and other school system generated tests are often used to track; to communicate approval and disapproval of students; and to parcel out advantaged opportunities along a predictable class, racial socio-economic lines.

This segment of the literature examination focused on the affects of barriers, past and present, seen and unseen, felt and unfelt, which disadvantaged, psychologically, academically, economically and in other ways, African-American and other culturally diverse children. The literature also strongly implied the urgent need to identify, confront, and dismantle barriers that deny and stunt human growth and development. Given the existing racial tension and its polarizing effects on the whole of American society, it seems reasonable to conclude that the dismantling process is one in which the African-American male must play an active and leading role. And yet, it seems unreasonable to expect that such dismantling can be accomplished by him alone.

#### Future Focus

It is estimated, according to Watson (1989) and Taeuber (1990), that by year 2000 over half of the students attending public schools in major metropolitan areas will be nonwhite. Concurrently, the population of minorities, as a whole, is expected to grow at a faster rate than that of whites, approximately 3 to 1 ratio between 1990 and the start of the 21st century (Smith & Chunn, 1989; Holt, 1989; U. S. Bureau of the

Census, 1989). The expected changes in racial/ethnic demographics embody certain implications which could permanently alter the accustomed way of life for most Americans, and even more so for African-American males. Griffith, Frase, and Ralph (1989) expressed the fears of the business, government, and academic communities in that American students will be ill-prepared to meet the labor force needs of the 21st century.

The fear is that, in order to meet the future labor challenge, more highly educated people will be needed - not less. Nationally, for example, the concern about the future preparedness of America to participate and hold its own in an increasingly competitive global economy may imply a greater need to sufficiently train and educate its people, invariably includes minorities. The concern about the future ability of this country to maintain its persuasive strengths on an international scale may also imply an increased dependence on minorities participation. The determination of future national leadership, resolution of sensitive social and economic issues and so forth may again imply an increased dependence on minorities involvement.

Assuming that the future estimates of demographic changes are within reason, it would seem most prudent for the nation to devote concerted efforts toward upgrading the quality, relevancy, and sufficiency of education for minorities. This would be especially apropos to one of the most underserved segments of the nation's population - the African-American male.

The question is, what is likely to be needed in order to make a real noticeable difference in the academic achievement of minority students? Apart from the obvious need of massive financial, legislative, moral, and leadership support at the local, state, and federal levels, there are other needs in which minority students can readily identify and derive benefits. Irvine (1988), McCullough (1975), Comer, (1989), and Williams

(1989) and many others agreed that minority students stand to benefit greatly from having strong, consistent, caring, and supportive relationships from significant persons in and away from school. Black minority students, according to McCullough (1975), tend to be highly responsive to receiving help from persons who are interested in their problems. With proper guidance and encouragement, McCullough (1975) contended that black students are just as capable as any other students of adapting to and succeeding in an increasingly complex society.

Relationships established between African-American educators and African-American students are immensely important ones. Stewart et al. (1989) pointed out that black teachers improve quality of education for black students, mainly, because of shared cultural norms and by having shared the experience of being black students themselves. Accordingly, African-American educators seem better able than whites to show sensitivity, patience, tolerance, and understanding (Stewart et al., 1989). Irvine (1988) considered minority teachers and administrators as important role models for minority students to identify, appreciate, and possibly emulate.

The need for having more minority teachers in the class rooms is critical, thereby deserving immediate attention and popular support (Nicklos & Brown, 1989; Watson, 1989). By 1995, minority teachers are expected to be less than 5 percent of the teaching force (Stewart et al., 1989). If this downward trend holds, Irvine (1988) predicts that more minority students will be taught almost exclusively by white teachers. Potentially, the latter situation presents a curious dilemma. In short, the results of some of the studies mentioned earlier concluded that white and black educators differed in their attitudes and expectations in regards to minority students motivation, academic capabilities, and quality of performance. On one hand, generally, white educators tend to be less tolerant, less praise-giving, less challenging, and less

expecting. On the other hand, black educators tend to be the opposite. Furthermore, it is especially important to note, according to these studies, that African-American males appear to receive the least favorable treatment and feedback from school professionals.

For these reasons and many others, there are strong sentiments, expressed by African-American parents, educators, and community action groups, that most urban public schools are not functionally and attitudinally geared toward insuring or even capable of improving the academic success of African-American males (Bates, 1990; Sleeter, 1990; Taeuber, 1990). In response to this seemingly unbreakable cycle of failure of the African-American male, there appear to be a growing community-based initiative which advocates an approach to educating African-American males that radically departs from the more traditional ways of the public schools.

Fundamentally, this nontraditional educative approach is based on the concept of establishing all-male academies or single-sex schools. The philosophy undergirding this approach is the belief that young African-American males have a better chance of excelling academically and personally if they were to have closer ties and consistent interactions with African-American male authority and other adult figures; where more emphasis could be placed on Afrocentric values; where more efforts could be directed toward building and appreciating self-identity, self-worth and self-responsibility; and where education is made more relevant to their needs and future (Calabrese, 1988; Kunjufu, 1984). The Milwaukee African-American Immersion Schools and other similar African-American male centered schools are examples of bold attempts to bring about an organized thrust to address and resolve the educative problems associated with many African-American males.

This out-of-mainstream approach is not without opposition. The loudest alarm seems to be the fear of turning back the clock. That is, the resegregation of public

schools with all of its ugly memories and deeds. Such fears are not to be taken lightly. However, in response to the turning-back-the-clock worries, Derrick Bell, a professor of law at Harvard University, cited by Bates (1990), concluded in his analysis of the effects of desegregations that:

Had we civil rights lawyers been more attuned to the primary goal of black parents - effective schooling of their children - and less committed to the attainment of our ideal - racially integrated schools - we might have recognized sooner that merely integrating schools, in a society still committed to white dominance, would not insure our clients and their children the equal educational opportunity for which they have sacrificed so much and wanted so long (p. 16).

There remains two conflicting realities in which avoidance brings no relief. On one end, there is the clear need to address the urgent educational concerns and needs of African-American males. And at the other end, given the declining trend of minority teachers, there is the recognition that most minority students may have little choice as to the racial/ethnic background of the school professionals who will be serving them (Irvine, 1988; Watson, 1989). The critical issue is whether the dominant white culture is prepared technically, emotionally, and morally to take on such an awesome and unfamiliar challenge.

Since McCullough (1975) and others have stressed high minority students responsiveness to relationship factors as stimuli to improving learning and cooperativeness, then it follows that, if minority students are to benefit from greater exposure to white teachers, careful selection, training, and placement of white teachers, as well as minority teachers, are paramount (Bates, 1990; Ebel, 1972; Irvine, 1988).

Beyond the school, Mayeske et al. (1973) and Comer (1989) suggested that the role of family and home weigh heavily in determining the willingness and ability of children to learn in an organized setting. Calabrese (1988) emphasized that educational performance of students is largely depended on the combined support of family and

school. Additionally, Comer (1989) seemed to have said it best by stating that "low-income children can learn as well as anybody else - if we adjust our school programs to prepare them with all of the skills they require to participate in the mainstream of society, and if we take relationship issues and child development issues into account to help these children grow and develop" (p. 138).

### Impact and Summary of Relevant Literature Examination

The literature examination was divided into three segments: (1) impact of relationships affecting student attitudes and performance, (2) barriers to confront and overcome, and (3) future focus. The first segment established the importance of key persons such as parents, teachers, student-peers and significant others in influencing, positively and negatively, the attitudes and behaviors of African-American students, with special emphasis on some troubling news concerning the black male.

Although studies by Burns and Callihan (1980), Clark (1988), Comer (1989), Davis (1972), and Williams (1989) and others concluded that a strong relationship exist between academic performance of students and their interactions with teachers, administrators, student-peers, parents, relatives, and other influential adults, less established is the relationship of academic performance of inner-city African-American high school males and their expectations of self-support and support from in-school and out-of-school persons.

Gay (1990) and Stewart et al. (1989) and studies cited by Irvine (1988) pointed to race and gender as important factors in determining which students are likely and which students are unlikely to receive favorable treatments. One notable conclusion was that the African-American male generally benefits least, academically, from in-school relationships involving adult authority figures. From the probable prospective



of the high school African-American male, one of the main issues appears to be whether he perceives academic opportunities and potential success in other areas are partially determined by race, gender, and perhaps other-person factors, of those to whom for he must relate.

The second segment shed light on the multifaceted problems of barriers. The most noteworthy points were that African-American young males face unparalleled overt and covert hindrances which they alone can not be expected to overcome. The third segment attempted to focus on the need for and the benefits of new and positive attitudes, expectations, and supportive actions, on the part of power persons in and out of school, as critical factors for enhancing the academic, social, productive, and political achievements of African-American students, particularly the African-American male.

In specifying the impact of the literature examined, several inescapable points of interest are noted: (a) African-American school-age children appear to be highly receptive and responsive to authority and other influential figures who show caring and who attempt to establish supportive relationships with them; (b) a relationship appear to exist between student performance and teacher and parent expectations; (c) African-American teenage male students appear to experience low positive expectations of achieving academically and socially; (d) expectations of self appear to be just as influential, academically, as the expectations transmitted by others; (e) African-American teenage males appear to be at different levels of academic achievement; (f) African-American mid-teen (14-16) male students appear to be highly vulnerable to dropping out and experiencing other school negatives; and (g) some African-American students, particularly males, may fair more favorably under the guidance and directions of school professionals who share similar cultural and other life experiences.

The summary and impact of the literature examination served the purpose of bringing together and focusing upon those studies and viewpoints in which the environments and capacities of public schools and institutions of family, government, and others, particularly of the inner-city, to undergird the academic success of the young African-American male were brought into question. From there, emerged an abundance of questions, issues, and challenges of which a few served as the focus of this study.

Consequently, this study was guided by three important questions concerning the relationship of academic achievement of inner-city African-American teenage or 10th grade males and their expectations of receiving various sources of support. The questions were: (1) to what extent would inner-city African-American 10th grade males, at different levels of academic achievement, differ in their expectations of self-support, in-school and out-of-school support? (2) to what extent would inner-city African-American 10th grade males, at different levels of academic achievement, indicate their expectations of in-school support and out-of-school support to be different? And (3), for the purpose of improving their chances of receiving in-school support, what would be the typical description of various levels of selected characteristics (gender, race, age range, residence, and general personality) of in-school persons (principals, teachers, counselors, in-school friends, and staff) by inner-city African-American 10th grade males at different levels of achievement?

In an attempt to provide a researchable direction for answering the first two questions, the following hypotheses were generated:

1. Inner-city African-American 10th grade males, grouped as high and low achievers, differ with regards to their expectations of self-support.

2. Inner-city African-American 10th grade males, grouped as high and low achievers, differ with regards to their expectations of in-school support.
3. Inner-city African-American 10th grade males, grouped as high and low achievers, differ with regards to their expectations of out-of-school support.
4. High achieving inner-city African-American 10th grade males expectations of in-school support and expectations of out-of-school support differ.
5. Low achieving inner-city African-American 10th grade males expectations of in-school support and expectations of out-of-school support differ.

In an attempt to provide a researchable direction for answering the third question, it was hypothesized that choices of various levels of selected characteristics of in-school persons between high and low achieving inner-city African-American 10th grade males would be different.

#### Definitions of the Independent and Dependent Variables

##### Independent Variable

The independent variable was academic achievement status, defined, based on a 4.00 scale, as high achievers with grade-point averages (GPAs) of 1.83 and above and low achievers with grade-point averages (GPAs) at and below 1.50.

##### Dependent Variables

The dependent variables were: (1) expectations of self-support, defined as the extent to which the student perceives himself as being willing and able to solve or significantly contribute to the solving of his own potential problems, (2) expectations of in-school support, defined as the extent to which the student perceives the likelihood of receiving advice, instructions, representation, and encouragement, etc. from

principals, teachers, counselors, in-school friends and staff (other school employees), and (3) expectations of out-of-school support, defined as the extent to which the student perceives the likelihood of receiving advice, instructions, representation, and encouragement, etc. from parents, brothers and sisters, other relatives, non-school friends, and important others (such as ministers, doctors, neighbors, employers, etc.).

### Definitions of Other Relevant Terms

For this study, the terms listed below are defined primarily by the situational statements contained in section II of the JVJ Student Expectations of Support Questionnaire (See Appendix A). Each term incorporates various aspects of the situational statements most related in terms of implied purpose and outcome.

1. Situational Statement - refers to a specific set of circumstances related to a school activity or condition.

2. Performance Monitoring - refers to activities or situations concerned with the stability and sufficiency of student academic progress, as in: (a) maintaining average or above average grades, (b) falling behind in classes, (c) receiving credit for work done in class, (d) losing interest in courses, and (e) repeating course(s).

3. Achievement Support - refers to activities or situations concerned with the availability of some kind of student help for: (a) understanding in-class work or homework, (b) discussing sensitive issues in class, (c) fully using talents and abilities, (d) participating in class or other school activities, (e) mastering challenging courses (e.g. math, science, writing, etc.), and (f) improving ability to read and write.

4. Behavior Management - refers to activities or situations concerned with maintaining acceptable and self-accountable behaviors such as: (a) getting along with students, teachers, and others; (b) following school rules; (c) being treated fairly; (d)

being threatened with detention, suspension or expulsion; (e) attending school regularly; and (f) dropping out of school.

5. Self-Direction - refers to activities or situations concerned with establishing and/or advancing personal interests of the student such as: (a) continuing education or training beyond high school; (b) discussing dating, marriage, family, health, etc.; (c) deciding the worth of staying in school; (d) preparing for employment; and (e) developing money-making ideas or special talents.

## **CHAPTER III**

### **STUDY DESIGN AND METHODOLOGY**

#### **Re-stated Purpose of the Study**

The purpose of this study was to accomplish two major goals: (1) to determine the extent to which expectations of self-support and support from significant persons in and out of school differed between high and low achieving inner-city African-American 10th grade males, and (2) to describe the choices of various levels of selected characteristics (gender, race, age range, residence, and general personality) of in-school persons (principals, teachers, counselors, in-school friends, and staff) between high and low achieving inner-city African-American 10th grade males.

#### **Sample and Selection**

##### **Sample Description**

The subjects of the study were inner-city African-American 10th grade males located in Southwest Michigan. There were several reasons for the choice of tenth graders. First, the highest dropout rate, nationally, occurs between 9th and 10th grades or between the ages of 14 and 16 (Stedman, Salganik, & Celebuski, 1988). Second, 10th graders were assumed to possess a certain level of maturity, which, potentially, would increase the chance of obtaining more thoughtful responses to the questionnaire items. And third, with the possibility of two to three years remaining in high school, there could be a chance, with specific modifying interventions, for the expectancies of African-American males to be positively influenced.

### Sample Selection

The high schools selected, for likely participation in the study, were selected from an official school listing provided by Michigan Department of Education. Additionally, responses from the officials of the selected schools revealed that the subjects targeted for the study shared similar backgrounds. Therefore, participating 10th grade African-American male students were drawn from selected schools which met certain site selection criteria.

### Site Selection

The sites for the study were high schools located in Southwest Michigan. The cities were Battle Creek, Covert, Kalamazoo, and Benton Harbor. With the exception of Kalamazoo, each city had only one high school. Each school either met or closely met the selection criteria of: (a) being located within an urbanized center; (b) having a diverse racial/ethnic presence of students, faculty and staff; and (c) having African-American 10th grade male enrollment about equal to or greater than other racial/ethnic 10th grade male enrollment.

The process of selecting the study sites entailed, first, organizing a pool of high schools drawn from a state-wide enrollment data list compiled by the Michigan Department of Education. Second, high schools located in Southwest Michigan, which were shown to have a relatively high enrollment of African-American males, were chosen. Inquiry was initiated to determine whether the schools met or closely met the criteria for selection.

Eight high schools were contacted. Five of the eight schools were selected to participate in the study, providing approvals were obtained. Over a 6-month period, starting in the Spring of 1992, meetings were scheduled and held whereby each

selected school official was introduced to the purpose of the study; the role and responsibilities of the researcher; and the role and responsibilities of the selected schools.

Each school official (usually the principal or superintendent) and/or his designee(s) were provided with a copy of the Research Project brochure which succinctly explained the purpose, subjects, procedures and expected benefits of the study. The brochure also contained suggested procedures for planning, scheduling, and coordinating the activities associated with the administration of the questionnaire for field testing and for the basic study (see Appendix B). Also, the representatives of the selected schools were provided with copies of the questionnaire(pre-field tested copy provided - final version included in the appendix), samples of cover letter/ informed consent form, and student notification letters (see Appendices A, C, and D) . Additionally, approval was obtained from the Human Subjects Institutional Review Board (HSIRB) at Western Michigan University for the purpose of assuring participants protection physically, psychologically, and socially (see Appendix E).

### **Instrument Design and Development**

#### **Rationale for Instrument Development**

Prior to the decision to design an original instrument, an extensive search for an appropriate instrument was conducted. The search included the Mental Measurement Yearbooks, Test In-Print, EST Test Collection, Test in Microfiche, Test Critiques, Western Michigan University's Evaluation Services test files, Psychological Abstracts, Index to Tests Used in Educational Dissertations, and also dissertations by Davis (1972), Hill (1976), and Stokes (1977). The results of the search failed to yield an



adequate instrument capable of capturing the array of information necessary to address the questions and hypotheses of the study.

### **Process of Instrument Development**

The process of originating an appropriate instrument for the study entailed: (a) an review of the literature (see Appendix F, Rationale for Instrument Questions and Items); (b) reference to such sources as Berdie (1986), Fink and Kosecoff (1985), and Oppenheim (1992); and (c) advice from a panel of technical experts from the faculty of Western Michigan University. The instrument designed for this study was the JVJ Student Expectations of Support Questionnaire (see Appendix A). The instrument comprised of three sections. The three sections were: Section I - General Information (four items), Section II - Expectations of Self and Other Support (22 situational statements) and Section III - Preferred Characteristics of In-school Persons (five questions, each comprising of five items each).

Section I contained questions and items designed to obtain information such as grade-point average, academic program, long term absences and number of failed courses. Section II contained 22 situational statements. On a per situational statement bases, Section II also contained generic identity of the respondent (e.g. yourself), generic identities of selected in-school (principals, teachers, counselors, in-school friends, and staff) and generic identities of out-of-school persons (parents, brothers/sisters, other relatives, out-of-school friends, and important others). This section also contained a 5-point Likert-like scale.

Section II was designed to elicit responses to measure the perceived expectations of self-support, in-school and out-of-school support of the participants in the study. Section III contained five questions and five items per question. This

section was designed to elicit responses to obtain information in regards to choices of preferred characteristics (such as gender, race, age range, residence and general personality) associated with in-school persons.

A 5-point Likert scale coding scheme was devised to represent the following measures: 5 = very high, 4 = slightly high, 3 = slightly low, 2 = very low, and 1 = none. The 0 = no person was a special function code. The special function code did not serve as a measuring point on the scale. This code served to distinguish the rating of no expectations of support from available in- and out-of-school persons (1 = none) from no expectations of support from in- and out-of-school persons (0 = no person) due to their nonexistence or non-availability (e.g. having no parents or brothers and sisters, etc.).

### Role of the Panel of Experts

In advance of field testing the JVJ Student Expectations of Support Questionnaire, the instrument was submitted to a three-member panel of experts from the sociology and counseling psychology departments and the college of arts and sciences at Western Michigan University. Each member was provided with an instrument evaluation package, which consisted of a questionnaire, Rationale for Instrument Questions and Items, Evaluation of Researcher's Designed Instrument form and Purpose and Background Sheet (see Appendixes A, F, G, and H).

The goals established for the panel experts were: (a) to rate each question and item in terms of being essential, less important, and unimportant; (b) to judge the extent of clarity of structure and clarity and ease of content readability; and (c) to judge the adequacy and sufficiency of the literature coverage and support. The panel was

instructed to record their ratings and comments on the Evaluation of Researcher's Designed Instrument form (see Appendix G).

### **Results of Instrument Evaluation by Panel of Experts**

Of the three member panel, two of the members fully used the provided evaluation form to record their ratings and comments, while the third member used, primarily, a narrative approach to evaluating the instrument. The results were summarized as follows:

1. Ninety percent (90%) or 31 of 35 of the instrument questions and situational statements were rated as essential by the two panel members who chose to use the evaluation form. The other 10% of the questions and situational statements were rated as either less important or unimportant.

2. Five of the situational statements in Section II was judged as being ambiguous and would likely mislead or confuse some respondents.

3. The third member panelist, who chose to narrate his evaluation, reported that, overall, the questions and situational statements of the instrument appeared to be quite sensitive to stimulating responses which would likely represent the desired intentions of the respondents.

4. The third member panelist also suggested that the situational statements should be stringently examined for possible redundancies or ambiguities, which may cause some respondents to ignore or pay less attention to what appear to be confusing items.

With the exceptions of the suggested changes, it was the consensus of the panel of experts that the instrument was sufficiently designed to collect the data necessary to address the goals, questions, and hypotheses of the study.

### Instrument Changes and Revisions

Based on the comments and ratings by the panel of experts, and judgments by the researcher, the following changes and additions to the instrument were made:

1. Eliminated four situational statements from Section II, thereby reducing the total number of situational statements from 28 to 22.
2. Reworded six situational statements and other questions to achieve greater clarity and preciseness of meaning.
3. Included "Yourself" as an additional item for Section II to provide the opportunity for respondents to rate themselves in regards to expectations of self-support.
4. Included additional questionnaire contained instructions to achieve increased proficiency for completing the questionnaire.
5. Re-organized the layout of Section II to achieve greater efficiency for completing that portion of the questionnaire.

### Field Testing the Instrument

The revised questionnaire was field tested at a high school located in Southwest Michigan which mostly met the study site selection criteria. The entire enrollment (20 students) of 10th grade African-American males participated in the field test. In advance of instrument field testing, parental approvals were obtained via informed consent forms and letters. The goals of the instrument field testing were: (a) to test the clarity and sufficiency of the procedures and verbal and instrument contained instructions for administering the questionnaire, (b) to obtain on-site feedback from the participants concerning the ease or difficulty of completing the questionnaire, and (c) to obtain information to determine the consistency of participating students responses.

## Data Collection Procedures

### Introduction

One of the most important aspects of the research plan was to assure that the variables of interest, and other pertinent events, were reflective of the same time frame. Although inner-city African-American sophomore males were the targeted subjects of the study, however, their GPAs were available only from the previous year.

Moreover, it was suspected that the responses of the participants would also be reflective of their previous year(s) experiences and perceptions and less of their experiences and perceptions of the current (10th grade) year. Consequently, the JVJ Student Expectations of Support Questionnaire was scheduled and administered near the middle and toward the end of the first month of the 10th grade academic year.

### On-site Instrument Administration Procedures

The on-site procedures for administering the questionnaire were similar for both field testing and for the targeted study sites, exceptions will be noted shortly. The on-site procedures for administering the JVJ Student Expectations of Support Questionnaire were as follows:

1. Per the arrangements with the high school, during the second or third class period, students were assembled in either the library or the cafeteria.
2. Brief explanation as to the purpose and objectives of the study were presented. Introductory instructions for completing the questionnaire were read by the questionnaire giver. Students were instructed to follow the instructions atop of each section of the questionnaire. (see Appendixes A and I).
3. Materials (pencils and questionnaires) were distributed.

4. Students were instructed to complete only sections II and III of the questionnaire. Section I, which required entries of grade-point averages (GPAs) and academic program codes, was completed by extracting these data from each school official records.

5. In order to accurately match GPAs and academic programs with the right students, during the oral instructions phase of administering the questionnaire, students were asked to temporarily enter their student ID numbers on removable labels located at the upper right corner of the questionnaire. Students were assured that, upon obtaining the required information for section I, the labels would be quickly removed and destroyed. This promise was kept.

6. After the questionnaires were completed, for the field test site, students were asked to evaluate their experiences by responding to a set of prepared questions (see Appendix J, Evaluation of Pilot Tested Instrument). Also, these students were interviewed to help determine whether there would be a noticeable tendency for them to alter their responses from those they had indicated on the questionnaire. For the other study sites, after the completion of the questionnaire, students were asked, if time permitted, to inspect their questionnaire entries for completeness and accuracy.

### Results of the Instrument Field Test

Establishing validity and reliability of the instrument were essential to the collection of intended information accurately and consistently. Unlike psychological or achievement tests, according to Mouly (1970), due to their specialized and often limited use, questionnaires generally present unique difficulties in the attempts to achieve validity and reliability. However, Mouly (1970) stressed that there are specific ways to establish validity of questionnaires. First, the whole instrument should be

oriented toward the whole problem, meaning that each independent question should deal with specific aspects of the overall purpose of the investigation. Further, Ary, Jacobs and Razavieh (1972) recommended interviewing a random sample of the respondents to obtain their views on the same topics covered in the questionnaire as an appropriate method for providing support for validating a questionnaire.

With regards to reliability, Keeves (1988) suggested that in cases where only a single administration of an instrument is possible, internal consistency of questionnaire items is a suitable method for estimating reliability. For this study, the opportunity to have the available respondents to retake the questionnaire was not possible. Therefore, a combination of interviewing, panel of experts examinations, and employment of internal consistency techniques (Cronbach's coefficient alpha) were used to claim validity and reliability of the instrument.

The questionnaire comprised of three distinct sections, which required addressing the issues of validity and reliability on a per section basis. Although section I was originally designed to be completed by the respondents, for this study, this section was handled differently. Instead of the respondents completing this section, it was completed by extracting the required information from the official records of the participating schools. The data were checked and rechecked for completeness and accuracy. For this study, more detailed emphasis was placed on sections I and II of the questionnaire.

### Validity of the Instrument

Efforts expended to ensure that the questionnaire was capable of collecting the data for which it was designed were in essence to establish content validity. Essential to establishing content validity was selecting the right questions phrased in a clear and

precise manner Mouly (1970). Another guide to claiming validity was addressing the question: Do the selected questionnaire items represent a significant coverage of the topical domains of the study?

Content validity was accomplished through the process of submitting the questionnaire to undergo rigorous scrutiny by a panel of experts and by assessing the feedback of the students participating in the field testing. As reported earlier, the consensus of the panel of experts was that the questions and items comprising the instrument sufficiently represented the intended purpose of the questionnaire and appeared to reasonably succeed in eliciting the responses necessary to address the goals of the study.

Evaluation of the field tested instrument by the participating students was based on their responses to questions contained in the Evaluation of Pilot Tested Instrument form (see Appendix J). The results of student feedback are reflected in the table 1 below.

Table 1  
Student Evaluation of Field Tested Instrument

No.	Evaluation Statement/Questions	<u>Evaluation Responses</u>	
		<u>N</u>	<u>%</u>
1.	Number of students participating in the field test	<u>20</u>	<u>100%</u>
2.	Were the general verbal instructions easy to follow?	Yes	<u>20</u> <u>100%</u>
		No	<u>0</u> <u>0%</u>
3.	Were the instructions for each section of the questionnaire clear and easy to follow?	Yes	<u>20</u> <u>100%</u>
		No	<u>0</u> <u>0%</u>



Table 1--Continued

No.	Evaluation Statement/Questions	<u>Evaluation Responses</u>	
		<u>N</u>	<u>%</u>
4.	Number of questions asked?	Too many	<u>1</u> <u>5%</u>
		Sufficient	<u>19</u> <u>95%</u>
		Not enough	<u>0</u> <u>0%</u>
5.	Time required to complete the questionnaire?	Too long	<u>1</u> <u>5%</u>
		Sufficient	<u>19</u> <u>95%</u>
		Too short	<u>0</u> <u>0%</u>
6.	Any questions found too hard to understand?	Yes	<u>0</u> <u>0%</u>
		No	<u>20</u> <u>100%</u>
7.	Any words found too hard to understand?	Yes	<u>1</u> <u>5%</u>
		No	<u>19</u> <u>95%</u>
8.	Any problems knowing where to mark your responses to section II?	Yes	<u>0</u> <u>0%</u>
		No	<u>20</u> <u>100%</u>
9.	Any problems knowing where to mark your responses to section III?	Yes	<u>0</u> <u>0%</u>
		No	<u>20</u> <u>100%</u>
10.	Any problems entering more than one response per question?	Yes	<u>2</u> <u>10%</u>
		No	<u>18</u> <u>90%</u>

Note. No. = Evaluation Statement/Question number; N = Number of participants

Table 1 shows a range of 90% to 100% of the students responded favorably to the questions of evaluating the instrument for clarity, understandability, and directionality. A couple of students expressed some concerns about the number of questions and the length of time it took to complete the questionnaire. With further inquiry, it turned out that their concerns were rather minor and, therefore, were considered as having little impact on the overall adequacy of the instrument. Based on

the favorable results of the panel of experts and the favorable feedback from the field test participants, it was concluded that content validity of the questionnaire was established.

### Reliability of the Instrument

In the process of establishing reliability of the instrument, the three sections of the questionnaire were considered separately. Recall that section I was handled in a special way (extracting required data from school official records), which negated the involvement of students. For this study, it was concluded that the data extracting and check and recheck process produced reliable and accurate information for section I of the questionnaire.

To test whether sections II and III showed consistency and dependability, two approaches were used to establish reliability. The first approach involved direct student participation and the second approach relied upon statistical procedures. To obtain a strong "snap shot" of the tendency of students to be consistent in their responses, at the conclusion of completing the questionnaire, the participants were asked to respond to the following questions: Do you recall, generally, the nature of your responses to the situational statements in section II? As you recall the general tendencies of your responses, are you satisfied with the responses you gave? As you reflect on your responses, if you were to redo the questionnaire how would you categorize the changes, if any, you would make? many? some? few? or none? For section III, which involved the participants choosing preferred characteristics associated with in-school persons as factors perceived to improve their chances of receiving support, the question was: If you were given the opportunity to redo this section of the questionnaire, would your choices differ much from your original choices?

Of the 20 African-American 10th grade males responding to these questions, 19 or 95% of these students indicated that they were able to recall the general tendencies of their responses; were satisfied with their responses and, if given the opportunity to retake the questionnaire, would respond about the same. The latter remarks served as an initial indicator of the dependability and consistency of students responses as prompted by the questionnaire.

Beyond the post field test interviews, section II was subject to an additional and more technical statistical approach to estimating reliability. This section was designed to measure expectations of support variables. A Likert-type scale was structured to permit respondents to judge and indicate the degree to which they perceived the applicability of these variables. Tables 2 and 3 show the internal consistency coefficients (Cronbach's alpha) of the situational statements related to each of the situational categories (performance monitoring, achievement support, behavior management, and self-direction) for self, in-school, and out-of-school expectations of support which constitute section II of the questionnaire. The situational statements of each situational category comprised of the combined mean ratings of person-factors associated with in-school and out-of-school items respectively.

The indices provide an estimate of the degree to which the proportion of the total variance is not due to error and also provide an indication of the degree of relatedness of the questions with each other and with the situational category in which they are apart (Oppenheim, 1966; 1992).

**Table 2**  
**Expectations of In-school and Out-of-school Support**  
**Internal Consistency Estimates of Reliability**

Categories	Number of Situational Statements	<u>N</u>	In-school Cronbach's Alpha	<u>N</u>	Out-of-school Cronbach's Alpha
Performance Monitoring	5	103	.89	103	.89
Achievement Support	6	104	.86	104	.86
Behavior Management	6	103	.89	104	.89
Self- Direction	5	104	.82	104	.86

**Note.** N = Number of participating 10th grade African-American males

The range of indices for expectations of in-school support is .82 to .89. The average of the range of indices is .865. The range of indices for expectations of out-of-school support is .86 to .89. The average of the range of indices is .875. It is clear that the alpha coefficients are at or above the .80 suggested by Oppenheim (1992) as common for indication of reliability.

The range of indices for expectations of self-support is .81 to .86. The average of the range of indices is .843. Again, the alpha coefficients are at or above the .80 suggested by Oppenheim (1992) as common for indication of reliability. Tables 4 to 15 show the extent to which the individual situational statements, comprising each situational category, correlate to each other as applicable to in-school and out-of-school support and self-support. Note that approximately 77% of all the situational

**Table 3**  
**Expectations of Self-Support Internal Consistency**  
**Estimates of Reliability**

Categories	Number of Situational Statements	<u>N</u>	Self Cronbach's Alpha
Performance Monitoring	5	99	.85
Achievement Support	6	98	.81
Behavior Management	6	101	.85
Self- Direction	5	100	.86

**Note.** N = Number of participating 10th grade African-American males

**Table 4**  
**Correlations Matrix Performance Monitoring -In-school**

Insch/SS	Insch1	Insch3	Insch4	Insch7
Insch3	.695			
Insch4	.640	.702		
Insch7	.461	.516	.624	
Insch8	.488	.624	.625	.715

**Note.** Insch/SS = In-school/Situational Statements; Insch1,3,4,7, and 8 represent situational statements (which include items for principals, teachers, counselors, in-school friends, and staff) 1,3,4,7, and 8 which inclusively constitute performance monitoring situational category.

**Table 5**  
**Correlations Matrix Achievement Support -In-school**

Insch/SS	Insch2	Insch5	Insch6	Insch9	Insch10
Insch5	.357				
Insch6	.487	.556			
Insch9	.434	.509	.460		
Insch10	.405	.586	.501	.592	
Insch11	.369	.533	.520	.530	.624

**Note.** Insch/SS = In-school/Situational Statements; Insch2,5,6,9,10 and 11 represent situational statements (which include items for principals, teachers, counselors, in-school friends, and staff) 2,5,6,9,10 and 11 which inclusively constitute achievement support situational category.

**Table 6**  
**Correlations Matrix Behavior Management -In-school**

Insch/SS	Insch12	Insch13	Insch14	Insch15	Insch16
Insch13	.626				
Insch14	.571	.601			
Insch15	.572	.573	.593		
Insch16	.654	.597	.560	.589	
Insch17	.484	.578	.515	.503	.487

**Note.** Insch/SS = In-school/Situational Statements; Insch12,13,14,15,16 and 17 represent situational statements (which include items for principals, teachers, counselors, in-school friends, and staff) 12,13,14,15,16 and 17 which inclusively constitute behavior management situational category.

Table 7  
Correlations Matrix Self-direction -In-school

Insch/SS	Insch18	Insch19	Insch20	Insch21
Insch19	.342			
Insch20	.522	.373		
Insch21	.446	.435	.621	
Insch22	.416	.367	.526	.658

Note. Insch/SS = In-school/Situational Statements; Insch18,19,20,21, and 22 represent situational statements (which include items for principals, teachers, counselors, in-school friends, and staff) 18,19,20,21, and 22 which inclusively constitute self-direction situational category.

Table 8  
Correlations Matrix Performance Monitoring - Out-of-school

Outsch/SS	Outsch1	Outsch3	Outsch4	Outsch7
Outsch3	.650			
Outsch4	.504	.584		
Outsch7	.592	.576	.733	
Outsch8	.541	.589	.637	.790

Note. Outsch/SS = Out-of-school/Situational Statements; Outsch1,3,4,7, and 8 represent situational statements (which include items for parents, brothers/sisters, other relatives, out-of-school friends, and important others) 1,3,4,7, and 8 which inclusively constitute performance monitoring situational category.

**Table 9**  
**Correlations Matrix Achievement Support -Out-of-school**

Outsch/SS	Outsch2	Outsch5	Outsch6	Outsch9	Outsch10
Outsch5	.499				
Outsch6	.689	.711			
Outsch9	.509	.565	.545		
Outsch10	.390	.500	.476	.501	
Outsch11	.331	.486	.478	.489	.445

**Note.** Outsch/SS = Out-of-school/Situational Statements; Outsches2,5,6,9,10 and 11 represent situational statements (which include items for parents, brothers/sisters, other relatives, out-of-school friends, and important others) 2,5,6,9,10 and 11 which inclusively constitute achievement support situational category.

**Table 10**  
**Correlations Matrix Behavior Management -Out-of-school**

Outsch/SS	Outsch12	Outsch13	Outsch14	Outsch15	Insch16
Outsch13	.571				
Outsch14	.666	.686			
Outsch15	.633	.568	.733		
Outsch16	.629	.533	.550	.613	
Outsch17	.487	.380	.389	.469	.626

**Note.** Outsch/SS = Out-of-school/Situational Statements; Outsches12,13,14,15,16 and 17 represent situational statements (which include items for parents, brothers/sisters, other relatives, out-of-school friends, and important others) 12,13,14,15,16 and 17 which inclusively constitute behavior management situational category.



Table 11  
Correlations Matrix Self-direction -Out-of-school

Outsch/SS	Outsch18	Outsch19	Outsch20	Outsch21
Outsch19	.459			
Outsch20	.584	.610		
Outsch21	.550	.595	.638	
Outsch22	.503	.487	.506	.677

Note. Outsch/SS = Out-of-school/Situational Statements; Outscho18,19,20,21 and 22 represent situational statements (which include items for parents, brothers/sisters, other relatives, out-of-school friends, and important others) 18,19,20,21 and 22 which inclusively constitute self-direction situational category.

Table 12  
Correlations Matrix Performance Monitoring - Self

Self/SS	Self1	Self3	Self4	Self7
Self3	.499			
Self4	.543	.484		
Self7	.499	.476	.507	
Self8	.519	.555	.624	.657

Note. Self/SS = Self/Situational Statements; Self1,3,4,7, and 8 represent situational statements ("yourself" responses) 1,3,4,7, and 8 which inclusively constitute performance monitoring situational category.

statements are represented by coefficients above .50. Indications here is that the vast majority of the items are moderately to highly related.

Tables 16 to 18 show the inter-item correlations summary for self-support ("yourself"), in-school and out-of-school support, the three items or components

Table 13

## Correlations Matrix Achievement Support - Self

Self/SS	Self2	Self5	Self6	Self9	Self10
Self5	.300				
Self6	.486	.527			
Self9	.447	.401	.489		
Self10	.236	.432	.420	.585	
Self11	.259	.337	.395	.462	.458

**Note.** Self/SS = Self/Situational Statements; Self2,5,6,9,10 and 11 represent situational statements ("yourself" responses) 2,5,6,9,10 and 11 which inclusively constitute achievement support situational category.

Table 14

## Correlations Matrix Behavior Management -Self

Self/SS	Self12	Self13	Self14	Self15	Self16
Self13	.228				
Self14	.313	.539			
Self15	.298	.546	.650		
Self16	.336	.633	.469	.662	
Self17	.400	.525	.485	.524	.689

**Note.** Self/SS = Self/Situational Statements; Self12,13,14,15,16 and 17 represent situational statements ("yourself" responses) 12,13,14,15,16 and 17 which inclusively constitute behavior management situational category.

Table 15  
Correlations Matrix Self-direction - Self

Self/SS	Self18	Self19	Self20	Self21
Self19	.400			
Self20	.733	.510		
Self21	.651	.381	.625	
Self22	.575	.420	.634	.534

Note. Self/SS = Self/Situational Statements; Self18,19,20,21, and 22 represent situational statements ("yourself" responses) 18,19,20,21, and 22 which inclusively constitute self-direction situational category.

comprising each situational statement of section II of the questionnaire. Note the relatively moderate to strong coefficients; an indication of consistency of relatedness among the items within each situational category. A positive indicator of data reliability.

### Data Analysis Procedures

#### Introduction

Analysis of the collected data was accomplished by employing applicable statistical procedures via the Statistical Package for the Social Sciences (SPSS) computer program (SPSS, 1988). Statistical procedures such as t-test for independent and dependent samples, chi square test of independence, measures of central tendency, and correlation coefficients were used to produce inferential and descriptive statistics germane to testing the hypotheses and addressing the questions of the study.

Table 16  
Expectations of Self-support Inter-item Correlations

Self				
<u>Situational Categories</u>	<u>Mean</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Range</u>
Performance Monitoring	.536	.476	.657	.182
Achievement Support	.416	.236	.585	.350
Behavior Management	.486	.228	.689	.461
Self-Direction	.546	.381	.733	.352

Table 17  
Expectations of In-school Support Inter-item Correlations

In-school				
<u>Situational Categories</u>	<u>Mean</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Range</u>
Performance Monitoring	.609	.461	.715	.254
Achievement Support	.498	.357	.624	.268
Behavior Management	.567	.484	.654	.170
Self-Direction	.471	.342	.658	.317

Table 18  
Expectations of Out-of-school Support Inter-item Correlations

Out-of-School				
<u>Situational Categories</u>	<u>Mean</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Range</u>
Performance Monitoring	.617	.504	.790	.182
Achievement Support	.508	.331	.711	.380
Behavior Management	.569	.380	.733	.352
Self-Direction	.560	.459	.677	.218

The Levene and Lilliefors, Cochran C tests were used to determine whether the applicable collected data met the assumptions of approximating normality and homogeneity of variances in order to appropriately use the  $t$ -test for hypotheses testing. Frequencies, percentages and other supplemental statistics techniques were used to analyze the extent of student participation and the composition of student enrollment, administrators, faculty, and staff.

#### Testing the Hypotheses

The .05 alpha level was listed for testing the null hypotheses. The  $t$ -test of differences in means for independent samples were used to test the following operational hypotheses:

**Hypothesis #1**

**H<sub>a</sub>:** The mean expectations of self-support ratings will be different between high and low achieving inner-city African-American 10th grade males.

**H<sub>0</sub>:** There will be no difference in the mean expectations of self-support ratings between high and low achieving inner-city African-American 10th grade males.

**Hypothesis #2**

**H<sub>a</sub>:** The mean expectations of in-school support ratings will be different between high and low achieving inner-city African-American 10th grade males.

**H<sub>0</sub>:** There will be no difference in the mean expectations of in-school support ratings between high and low achieving inner-city African-American 10th grade males.

**Hypothesis #3**

**H<sub>a</sub>:** The mean expectations of out-of-school support ratings will be different between high and low achieving inner-city African-American 10th grade males.

**H<sub>0</sub>:** There will be no difference in the mean expectations of out-of-school support ratings between high and low achieving inner-city African-American 10th grade males.

The  $t$ -test of differences in means for dependent samples were used to test the following hypotheses:

**Hypothesis #4**

**H<sub>a</sub>:** The mean expectations of in-school support rating and expectations of out-of-school support rating will be different for high achieving inner-city

African-American 10th grade males.

**H<sub>0</sub>:** There will be no difference between the mean expectations of in-school support rating and expectations of out-of-school support rating for high achieving inner-city African-American 10th grade males.

#### **Hypothesis #5**

**H<sub>a</sub>:** The mean expectations of in-school support rating and expectations of out-of-school support rating will be different for low achieving inner-city African-American 10th grade males.

**H<sub>0</sub>:** There will be no difference between the mean expectations of in-school support rating and expectations of out-of-school support rating for low achieving inner-city African-American 10th grade males.

#### **Analysis of Choices of Selected Characteristics of In-school Persons**

The .05 alpha level was listed for testing the null hypothesis. The chi square test of independence were used to test the following general operational hypothesis:

**H<sub>a</sub>:** The proportions of choices of various levels of selected characteristics of in-school persons will differ between high and low achieving inner-city African-American 10th grade males.

**H<sub>0</sub>:** There will no difference in the proportions of choices of various levels of selected characteristics of in-school persons between high and low achieving inner-city African-American 10th grade males.

## GPA and Selected Variables of Expectations of Support

The Pearson product moment correlation procedure was used to assess the strength of association between grade-point average and selected variables of expectations of self, in-school and out-of-school support.

### Operational Definitions of the Independent and Dependent Variables

#### Independent Variable

The independent variable of the study was Academic Achievement Status - defined, based on a 4.00 scale, as high achievers and low achievers having grade-point averages (GPAs) of 1.83 and above and grade-point averages (GPAs) at and below 1.50 respectively. The original research plan proposed that students with GPAs of 3.00 (solid "B" average) and above to be categorized as high achievers and students with GPAs below 2.00 (nearly "C-" average) were to be categorized as low achievers.

However, an analysis of the distribution of the GPAs revealed that about 71% of the participants possessed GPAs less than 2.00 and slightly over 6% of the participants possessed GPAs at and above 3.00. The original GPA criterion was adjusted in an attempt to establish a more practical or realistic representation of the academic achievement statuses of the particular subjects under study. The original and the adjusted GPA criteria were based on the GPA and grade equivalency scales widely used by public school districts in Southwest Michigan.

#### Dependent Variables

The dependent variables of the study were: (a) expectations of self-support - defined as the composite mean rating of the 22 situational statements, applicable to the "yourself" component of section II of the JVJ Student Expectations of Support



Questionnaire (see Appendix A); (b) expectations of in-school support - defined as the composite mean rating of the 22 situational statements, in which each situational statement comprised of five rated factors, applicable to the "in-school" component of section II of the JVJ Student Expectations of Support Questionnaire (see Appendix A); and (c) expectations of out-of-school support - defined as the composite mean rating of the 22 situational statements, in which each situational statement comprised of five rated factors, applicable to the "out-of-school" component of section II of the JVJ Student Expectations of Support Questionnaire (see Appendix A).

### Operational Definitions of Other Relevant Terms

Other important terms of the study were: (a) Situational statement - defined as any one of the 22 prompt statements comprising section II of the JVJ Student Expectations of Support Questionnaire (see Appendix A); (b) Performance monitoring - defined as the combined composite mean rating of situational statements 1,3,4,7, and 8; (c) Achievement Support - defined as the combined composite mean rating of situational statements 2,5,6,9,10, and 11; (d) Behavior management - defined as the combined composite mean rating of situational statements 12,13,14,15,16, and 17; and (e) Self-direction - defined as the combined composite mean rating of situational statements 18,19,20,21, and 22.

## **CHAPTER IV**

### **RESULTS OF THE STUDY**

#### **Introduction**

The results section is organized into four subsections. The first subsection provides various descriptive statistics related to the high schools and the African-American 10th grade males participating in the study. The second subsection details the results of testing hypotheses 1 through 3, which involved comparing the mean expectations of self-support, in-school and out-of-school support ratings between high and low achieving inner-city African-American 10th grade males. The third subsection details the results of testing hypotheses 4 and 5, which involved comparing the mean expectations of in-school support rating and the expectations of out-of-school support rating of high and low achieving inner-city African-American 10th grade males independently. And lastly, the fourth subsection summarizes the results of testing the hypothesis of comparing the proportions of choices of various levels of selected characteristics of in-school persons between high and low achieving inner-city African-American 10th grade males.

#### **Schools and Student Participation**

There were five high schools selected and requested to participate in the study. Without explanation, one of the schools declined to participate. Another school initially agreed to participate, but later indicated that their participation would depend on whether certain procedures for obtaining student GPAs and parental/guardian approvals could be changed. The nature of the changes requested would have resulted in an

extreme reduction in student participation and a likely misrepresentation of the targeted population. Because of the likely threat, the decision was made to not include the latter school in the study. For purpose of anonymity, the three participating schools were identified as city-school #1, city-school #2, and city-school #3.

In Tables 19 to 21, shown are the number schools and the number and percentages of students which participated in the study (Table 19), schools and percentages of student participation by academic program (Table 20), and percentage distribution of students by GPA and by school (Table 21).

Table 19  
Schools and Percentages of Student Participation

School	<u>Initially Participated</u>	<u>Dropped</u>		<u>Participated</u>	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
City-school #1	20	0	0	20	100.0
City-school #2	59	22	38.3	37	62.7
City-school #3	79	32	40.5	47	59.5
Total	158	54	39.2	104	65.8

**Note.** N = Number of participating 10th grade African-American males  
Dropped = represent students who decided shortly after the commencement of the on-site administration of the questionnaire to not participate or those who insufficiently completed the questionnaire.

Less than 1 in 5 or 17.3% of the participating African-American 10th grade males were enrolled in a college preparatory type of curriculum. In contrast, about 80% or 8 of 10 African-American male participants were concentrated in the general

Table 20  
Percentage of Participating African-American 10th  
Grade Males by Academic Program

GPA Ranges	<u>Inner-city Schools</u>					
	<u>City-school #1</u>		<u>City-school #2</u>		<u>City-school #3</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
College Prep	4	20.0	14	37.8	0	0
General	16	80.0	20	54.1	47	100.0
Other	0	0	3	8.1	0	0
Total	20	100.0	37	100.0	47	100.0

Note. N = Number of participating 10th grade African-American males  
Distribution of participation by academic program reflect initially participated students as shown in Table 19.

education program; a program which is typically less rigorous, academically, than a college preparatory program, which stress comparatively more math, science, and other high order thinking skills. It was doubtful that type of program, as an influence factor, had much impact on influencing the ratings of expectations of support by the participants. It appeared likely that differences were more individualized or atypical rather than typical for the group.

It was reported earlier that the GPA was used to categorize the subjects of the study as high and low achievers, where, initially, 3.00 and above represented the high achieving group and below 2.00 represented the low achieving group. Table 21 shows a concentration of 66.3% or 2/3 of the subjects having GPAs of 1.99 and below and, in contrast, a concentration 8.7% or less than 1 in 10 subjects having GPAs of 3.00 and above. In order to establish a more practical representation of the academic

Table 21  
Percent Distribution of Student Participation by GPA Range

GPA Ranges	<u>Inner-city Schools</u>					
	<u>City-school #1</u>		<u>City-school #2</u>		<u>City-school #3</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
3.00-Above	2	10.0	2	5.4	5	10.6
2.99-2.50	1	5.0	4	10.8	2	4.3
2.49-2.00	4	20.0	6	16.3	9	19.1
1.99-1.50	4	20.0	11	29.7	17	36.2
1.49-0.00	9	45.0	14	37.8	14	29.8
Total	20	100.0	37	100.0	47	100.0

Note. N = Number of participating African-American males; GPA ranges for combined schools - 3.00-Above (8.7%), 2.99-2.50 (6.7%), 2.49-2.00 (18.3%), 1.99-1.50 (30.8%), 1.49-0.00 (35.5). Cumulatively, 2.00 and above (33.7%) and 1.99 and below (66.3%). GPA mean/median per city-school - school #1=1.65/1.63, school #2 = 1.61/1.58, and school 3# = 1.85/1.67

achievement status of the population of African-American sophomore males under study, and also to maintain some discrimination between the two groups, the criteria for categorizing the subjects were revised to indicate high achievers as those subjects having GPAs of 1.83 and above and low achievers as those subjects having GPAs at and below 1.50.

In the application of this revised GPA criteria, of the 104 net total participating students, 42 were categorized as high achievers and 45 were categorized as low achievers. The two groups were the bases for testing hypotheses 1 through 5 and testing the hypothesis related to choices of selected characteristics of in-school persons.

Having to make such adjustments raise serious questions about the standards used to measure and judge the quantity and quality of student achievement, particularly students of diverse cultural backgrounds. Although the GPA is more widely used and appears to be more than a "snap shot" in time as compared to other periodic standardized measures, however, the lingering question remains as to what extent of the variance of the GPA is accounted for by the infiltration of teacher/rater biases, prejudices, and other subjective contaminants.

These concerns withstanding, the categories established as high and low achievement were done cautiously and with recognition that identifying and measuring many facets of academic achievement or valuable learning experiences of African-American males are rather elusive and incomplete.

### Results of Testing the Hypotheses

#### Introduction

The results presented in this subsection are in response to the first goal of the study. The process of learning whether high and low achieving inner-city African-American 10th grade males differed in their perceived expectations of self-support, in-school and out-of-school support entailed an analysis of their responses to a set of selected situational statements (see Appendix A, Section II). The situational statements were guided by the underlining implied question: How would you rate your chances of getting help, in various situations related to school work, discipline, and personal matters, from yourself and from certain other persons normally available in and away from school?

The source data used for testing the hypotheses included the following integration of information: (a) data used to test the null hypotheses in regards to

expectations of self-support were the composite mean ratings of the 22 situational statements for the variable "yourself", contained in Section II of the JVJ Student Expectations of Support Questionnaire; (b) data used to test the null hypotheses in regards to expectations of in-school support were the composite mean ratings of the 22 situational statements, for the combined variable factors, principals, teachers, counselors, in-school friends, and staff, contained in Section II of the JVJ Student Expectations of Support Questionnaire; and (c) data used to test the null hypotheses in regards to expectations of out-of-school support were the composite mean ratings of the 22 situational statements, for the combined variables factors, parents, brothers/sisters, other relatives, out-of-school friends, and important others, contained in Section II of the JVJ Student Expectations of Support Questionnaire.

### Testing of Hypotheses 1 Through 3

This section presents the results of testing the hypotheses in regards to the ratings of expectations of self-support, in-school and out-of-school support between high and low achieving inner-city African-American 10th grade males. The t-test for independent samples were used to test the hypotheses. The .05 alpha level was established as the criterion for testing the null hypotheses.

#### Hypothesis 1

There is a difference in the mean expectations of self-support rating between high and low achieving inner-city African-American 10th grade males. The results of the t-test are presented in Table 22.

**Table 22**  
**Comparative Mean Ratings of Expectations of Self-support**

	<u>N</u>	Mean	SD	<u>t</u> -value	<u>p</u>
High Achievers	41	4.37	.67	-.53	.60
Low Achievers	45	4.44	.58		

**Note.** N = Number of participating African-American males; SD = Standard Deviation

Since the obtained probability of .60 was greater than the established .05 alpha level, the null hypothesis was retained. Based on the t-test value, sufficient evidence for a conclusion was not observed.

### **Hypothesis 2**

There is a difference in the mean expectations of in-school support rating between high and low achieving inner-city African-American 10th grade males. The results of the t-test are presented in Table 23.

**Table 23**  
**Comparative Mean Ratings of Expectations of In-school support**

	<u>N</u>	Mean	SD	<u>t</u> -value	<u>p</u>
High Achievers	42	3.23	.65	-.62	.53
Low Achievers	45	3.33	.74		

**Note.** N = Number of participating African-American males; SD = Standard Deviation



Since the obtained probability of .53 was greater than the established .05 alpha level, the null hypothesis was retained. Based on the *t*-test value, sufficient evidence for a conclusion was not observed.

### **Hypothesis 3**

There is a difference in the mean expectations of out-of-school support ratings between high and low achieving inner-city African-American 10th grade males. The results of the *t*-test are presented in Table 24.

**Table 24**

**Comparative Mean Ratings of Expectations of Out-of-school support**

	<b><u>N</u></b>	<b>Mean</b>	<b>SD</b>	<b><u>t</u>- value</b>	<b><u>p</u></b>
High Achievers	42	3.31	.77	-.44	.66
Low Achievers	45	3.39	.72		

**Note.** **N** = Number of participating African-American males; **SD** = Standard Deviation

Since the obtained probability of .66 was greater than the established .05 alpha level, the null hypothesis was retained. Based on the *t*-test value, sufficient evidence for a conclusion was not observed. In sum, the results of testing hypotheses 1 through 3 indicated a lack of sufficient evidence to draw conclusions in regards to differences in expectations of self-support, in-school and out-of-school support between high and low achieving inner-city African-American 10th grade males.

### Testing of Hypotheses 4 and 5

This section presents the results of testing hypotheses with regards to expectations of in-school and out-of-school support ratings within group. The *t*-test for dependent samples were used to test the hypotheses. The .05 alpha level was established as the criterion for rejecting the null hypotheses.

#### Hypothesis 4

There is a difference between the mean expectations of in-school support rating and expectations of out-of-school support rating for high achieving inner-city African-American 10th grade males. The results of the *t*-test are presented in Table 25.

Table 25  
Comparative Mean Ratings of Expectations of In-school  
and Out-of-school Support by High Achievers

	<u>N</u>	Mean	SD	<u>t</u> - value	<u>p</u>
In-School	42	3.24	.65	-.67	.50
Out-of-school	42	3.32	.77		

Note. N = Number of participating African-American males; SD = Standard Deviation

Since the obtained probability of .50 was greater than the established .05 alpha level, the null hypothesis was retained. Based on the *t*-test value, sufficient evidence for a conclusion was not observed.

### **Hypothesis 5**

There is a difference between the mean expectations of in-school support rating and expectations of out-of-school support rating for low achieving inner-city African-American 10th grade males. The results of the *t*-test are presented in Table 26.

Table 26  
Comparative Mean Ratings of Expectations of In-school and  
Out-of-school Support by Low Achievers

	<u>N</u>	Mean	SD	<u>t</u> -value	<u>p</u>
In-School	45	3.32	.95	-.82	.43
Out-of-school	45	3.38	.80		

Note. N = Number of participating African-American males; SD = Standard Deviation

Since the obtained probability of .43 was greater than the established .05 alpha level, the null hypothesis was retained. Based on the *t*-test value, sufficient evidence for a conclusion was not observed. In sum, the results of testing hypotheses 4 and 5 indicated a lack of sufficient evidence to draw conclusions in regards to the difference in expectations of in-school and out-of-school support ratings within the independent groups of high and low achieving inner-city African-American 10th grade males.

### Results of Analysis of Choices of Selected Characteristics of In-school Persons

The results presented in this subsection are in response to the second goal of the study in which the focus was to determine whether the proportions of choices of selected characteristics of in-school persons were different between high and low achieving inner-city African-American 10th grade males. The Pearson chi square procedures were used to test the comparison of proportions of choices between the two groups. Recall that in-school persons were identified as principals, teachers, counselors, in-school friends, and staff. Selected characteristics of in-school persons

Table 27

Chi-Square Analysis: Choice of Gender of Principals by High and Low Achievers

<u>High and Low Achievers</u>							
Principals	<u>High</u>		<u>Low</u>				
Gender	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Male	13	31.0	15	33.3	1.15	2	.56(*)
Female/ Mixed	7	16.6	11	24.4			
MND	22	52.4	19	42.3			
Total	42	100.0	45	100.0			

**Note.** For high achievers, female as choice of gender was too low (less than 5) to be included in the chi square analysis as a separate category. N = Number of participating African-American males; Female/Mixed = male and female; MND = Makes No Difference; (\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 28  
Chi-Square Analysis: Choice of Gender of Teachers  
by High and Low Achievers

<u>High and Low Achievers</u>							
Teachers	<u>High</u>		<u>Low</u>				
Gender	<u>N</u>	%	<u>N</u>	%	$\chi^2$	<u>df</u>	<u>p</u>
Male	6	14.3	6	13.3	.116	2	.94(*)
Female/ Mixed	19	45.2	22	48.9			
MND	17	40.5	17	37.8			
Total	42	100.0	45	100.0			

**Note.** For high achievers, female as choice of gender was too low (less than 5) to be included in the chi square analysis as a separate category. N = Number of participating African-American males; Female/Mixed = male and female; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

were identified as gender, race, age range, residence, and general personality. Testing the general hypothesis of a difference in the proportions of various levels of selected characteristics of in-school persons between two groups of inner-city African-American 10th grade males are reflected in Tables 27 through 51.

The results in Tables 27 through 51 indicated a lack of sufficient evidence to draw conclusions in regards to the differences in proportions of choices of various levels of selected characteristics of in-school persons between high and low achieving inner-city African-American 10th grade males. However, concomitant with these

Table 29

**Chi-Square Analysis: Choice of Gender of Counselors  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Counselors	<u>High</u>		<u>Low</u>				
Gender	<u>N</u>	%	<u>N</u>	%	$\chi^2$	<u>df</u>	<u>p</u>
Male	8	19.0	8	17.8	.956	3	.81(*)
Female	6	14.4	10	22.2			
Mixed	9	21.4	8	17.8			
MND	19	45.2	19	42.2			
Total	42	100.0	45	100.0			

**Note.** N = Number of participating African-American males; MND = Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

results was the question: what are the typical descriptive choices or profile of selected characteristics of in-school persons perceived by inner-city African-American 10th grade males to be influential in increasing their expectations of receiving in-school support? In an attempt to answer to this question, first, Tables 52 through 56 show summaries of percentages of selected characteristics of in-school persons by inner-city African-American 10th grade males. And secondly, Tables 57 through 62 provide summarized descriptions of selected characteristics of in-school persons most preferred by inner-city African-American 10th grade males.

Table 30

**Chi-Square Analysis: Choice of Gender of In-school Friends  
by High and Low Achievers**

		<u>High and Low Achievers</u>						
Friends(IS)		<u>High</u>		<u>Low</u>				
Gender	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>	
Male	16	38.1	17	37.8	.080	2	.96(*)	
Female/ Mixed	14	33.3	14	31.1				
MND	12	28.6	14	31.1				
Total	42	100.0	45	100.0				

**Note.** For high achievers, female as choice of gender was too low (less than 5) to be included in the chi square analysis as a separate category. N = Number of participating African-American males; Female/Mixed = male and female; MND = Makes No Difference; Friends(IS) = In-school friends  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

**Table 31**  
**Chi-Square Analysis: Choice of Gender of Staff**  
**by High and Low Achievers**

<u>High and Low Achievers</u>							
Staff	<u>High</u>		<u>Low</u>				
Gender	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Male	6	14.3	6	13.3	.080	2	.96(*)
Female/ Mixed	19	45.2	22	48.9			
MND	17	40.5	17	37.8			
Total	42	100.0	45	100.0			

**Note.** For high achievers, female as choice of gender was too low (less than 5) to be included in the chi square analysis as a separate category. N = Number of participating African-American males; Female/Mixed = male and female; MND = Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.



Table 32

**Chi-Square Analysis: Choice of Race of Principals  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Principals	<u>High</u>		<u>Low</u>				
Race	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Black	19	45.2	26	57.8	1.36	1	.24(*)
Nonblack/MND	23	54.8	19	42.2			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, white and "other" as choices of race were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Nonblack/MND = Nonblack/Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 33

**Chi-Square Analysis: Choice of Race of Teachers  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Teachers	<u>High</u>		<u>Low</u>				
Race	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Black	18	42.9	19	42.2	.552	2	.75(*)
Nonblack	6	14.2	9	20.0			
MND	18	42.9	17	37.8			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, white and "other" as choices of race were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.  
**N** = Number of participating African-American males; **Nonblack** = white and other;  
**MND** = Nonblack/Makes No Difference  
 (\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 34

**Chi-Square Analysis: Choice of Race of Counselors  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Counselors	<u>High</u>		<u>Low</u>		$\chi^2$	df	p
Race	N	%	N	%			
Black	16	38.1	15	33.3	.215	2	.90(*)
Nonblack	6	14.3	7	15.6			
MND	20	47.6	23	51.1			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, white and "other" as choices of race were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Nonblack = white and other; MND = Nonblack/Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 35

**Chi-Square Analysis: Choice of Race of In-school Friends  
by High and Low Achievers**

		<u>High and Low Achievers</u>					
Friends(IS)		<u>High</u>		<u>Low</u>			
Race	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Black	20	47.6	23	51.1	.105	1	.74(*)
Nonblack/MND	22	52.4	22	48.9			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, white and "other" as choices of race were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Nonblack/MND = Nonblack/Makes No Difference; Friends(IS) = In-school friends  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 36

**Chi-Square Analysis: Choice of Race of Staff by  
High and Low Achievers**

		<u>High and Low Achievers</u>					
<u>Staff</u>		<u>High</u>		<u>Low</u>			
<u>Race</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u><math>\chi^2</math></u>	<u>df</u>	<u>p</u>
Black	10	23.8	14	31.1	.579	1	.44(*)
Nonblack/MND	32	76.2	31	68.9			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, white and "other" as choices of race were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Nonblack/MND = Nonblack/Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 37

**Chi-Square Analysis: Choice of Age Range of Principals  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Principals	<u>High</u>		<u>Low</u>				
Age Range	<u>N</u>	%	<u>N</u>	%	$\chi^2$	<u>df</u>	<u>p</u>
Less 30	15	35.7	8	17.8	3.68	2	.16(*)
Over 30	15	35.7	22	48.9			
MND	12	28.6	15	33.3			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, 41 to 50 and over 50 as choices of age range were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 38

**Chi-Square Analysis: Choice of Age Range of Teachers  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Teachers	<u>High</u>		<u>Low</u>				
Age Range	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Less 30	12	28.6	7	15.6	2.22	2	.32(*)
Over 30	18	42.8	24	58.3			
MND	12	28.6	14	31.1			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, 41 to 50 and over 50 as choices of age range were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 39

**Chi-Square Analysis: Choice of Age Range of Counselors  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Counselors Age Range	<u>High</u>		<u>Low</u>		$\chi^2$	df	p
	N	%	N	%			
Less 30	12	28.6	5	11.1	5.12	2	.07(*)
Over 30	13	31.0	22	48.9			
MND	17	40.4	18	40.0			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, 41 to 50 and over 50 as choices of age range were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 alpha level.



Table 40

Choice of Age Range of In-school Friends by  
High and Low Achievers

Friends(IS) Age Range	<u>High and Low Achievers</u>			
	<u>High</u>		<u>Low</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less 30	15	35.7	8	17.8
Over 30	15	35.7	22	48.9
MND	12	28.6	15	33.3
Total	42	100.0	45	100.0

**Note.** For high achievers, "over 30" as a choice of age range was too low (less than 5) to permit appropriate use of the chi square analysis procedures. Percentages are reported only.

N = Number of participating African-American males; MND = Makes No Difference; Friends(IS) = In-school friends

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 41  
Chi-Square Analysis: Choice of Age Range of Staff  
by High and Low Achievers

<u>High and Low Achievers</u>							
Staff	<u>High</u>		<u>Low</u>				
Age Range	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Less 30	10	23.8	6	13.3	1.98	2	.37(*)
Over 30	10	23.8	15	33.3			
MND	22	52.4	24	53.4			
Total	42	100.0	45	100.0			

Note. For high and low achievers, 41 to 50 and over 50 as choices of age range were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 42

**Chi-Square Analysis: Choice of Residence of Principals  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Principals	<u>High</u>		<u>Low</u>				
Residence	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Inner-city	14	33.3	11	24.4	.838	1	.35(*)
Other/MND	28	66.7	34	75.6			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, suburban and rural as choices of residence were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; Other/MND = Other(suburban and rural)/ Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 43

Chi-Square Analysis: Choice of Residence of Teachers  
by High and Low Achievers

<u>High and Low Achievers</u>							
Teachers	<u>High</u>		<u>Low</u>				
Residence	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Inner-city	11	26.2	11	24.4	.035	1	.85(*)
Other/MND	31	73.8	34	75.6			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, suburban and rural as choices of residence were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; Other/MND = Other(suburban and rural)/ Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 44

**Chi-Square Analysis: Choice of Residence of Counselors  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Counselors	<u>High</u>		<u>Low</u>		$\chi^2$	df	p
Residence	N	%	N	%			
Inner-city	8	19.0	10	22.2	.133	1	.71(*)
Other/MND	34	81.0	35	77.8			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, suburban and rural as choices of residence were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; Other/MND = Other(suburban and rural)/ Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 45

**Chi-Square Analysis: Choice of Residence of In-school Friends  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Friends(IS)	<u>High</u>		<u>Low</u>				
Residence	<u>N</u>	%	<u>N</u>	%	$\chi^2$	<u>df</u>	<u>p</u>
Inner-city	9	21.4	14	31.1	.109	1	.30(*)
Other/MND	33	78.6	31	68.9			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, suburban and rural as choices of residence were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; Other/MND = Other(suburban and rural)/ Makes No Difference; Friends(IS) = In-school-Friends

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 46

**Chi-Square Analysis: Choice of Residence of Staff  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Staff	<u>High</u>		<u>Low</u>				
Residence	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Inner-city	10	23.8	8	17.8	.481	1	.48(*)
Other/MND	32	76.2	37	82.2			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, suburban and rural as choices of residence were too low (less than 5 per choice) to be included in the chi square analysis as separate categories.

N = Number of participating African-American males; Other/MND = Other(suburban and rural)/ Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 47

**Chi-Square Analysis: Choice of General Personality of Principals  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Principals	<u>High</u>		<u>Low</u>				
Gen. Per.	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Easy/Relax	18	42.9	10	22.2	4.32	2	.11(*)
Mixed	16	38.1	22	48.9			
MND	8	19.0	13	28.9			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, tough/strict, closed/distant as choices of general personality were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Mixed = combination of toughness easy-going; Gen. Per. = General Personality; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.



Table 48

Chi-Square Analysis: Choice of General Personality of Teachers  
by High and Low Achievers

<u>High and Low Achievers</u>							
Teachers	<u>High</u>		<u>Low</u>				
Gen. Per.	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Easy/Relax	18	42.9	13	28.9	1.90	2	.39(*)
Mixed	15	35.7	21	46.7			
MND	9	21.4	11	24.4			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, tough/strict, closed/distant as choices of general personality were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Mixed = combination of toughness easy-going; Gen. Per. = General Personality; MND = Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 49

**Chi-Square Analysis: Choice of General Personality of Counselors  
by High and Low Achievers**

<u>High and Low Achievers</u>							
Counselors	<u>High</u>		<u>Low</u>				
Gen. Per.	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Easy/Relax	17	40.5	15	33.3	.486	2	.78(*)
Mixed	13	31.0	16	35.6			
MND	12	28.6	14	31.1			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, tough/strict, closed/distant as choices of general personality were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Mixed = combination of toughness easy-going; Gen. Per. = General Personality; MND = Makes No Difference  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 50

**Chi-Square Analysis: Choice of General Personality of In-school  
Friends by High and Low Achievers**

<u>High and Low Achievers</u>							
Friends(IS)	<u>High</u>		<u>Low</u>				
Gen. Per.	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Easy/Relax	16	38.1	11	24.4	3.11	2	.21(*)
Mixed	10	23.8	18	40.0			
MND	16	38.1	16	35.6			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, tough/strict, closed/distant as choices of general personality were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Mixed = combination of toughness easy-going; Gen. Per. = General Personality; MND = Makes No Difference; Friends(IS) = In-school Friends  
(\*) indicates that Pearson chi square test was not significant at the .05 nor at the .10 alpha level.

Table 51

**Chi-Square Analysis: Choice of General Personality  
of Staff by High and Low Achievers**

<u>High and Low Achievers</u>							
Staff	<u>High</u>		<u>Low</u>				
Gen. Per.	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	$\chi^2$	<u>df</u>	<u>p</u>
Easy/Relax	13	31.0	5	11.1	5.22	2	.07(*)
Mixed	12	28.6	17	37.8			
MND	17	40.5	23	51.1			
Total	42	100.0	45	100.0			

**Note.** For high and low achievers, tough/strict, closed/distant as choices of general personality were too low (less than 5 per choice) to be included in the chi square analysis as separate categories. N = Number of participating African-American males; Gen. Per. = General Personality; Mixed = combination of toughness easy-going; MND = Makes No Difference

(\*) indicates that Pearson chi square test was not significant at the .05 alpha level.

**Table 52**  
**Percentages: Choice of Gender of In-School Persons by**  
**Inner-city African-American 10th Grade Males**

Gender	<u>In-school Persons</u>									
	<u>Principals</u>		<u>Teachers</u>		<u>Counselors</u>		<u>Friends(IS)</u>		<u>Staff</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	36	34.6	16	15.4	17	16.3	38	36.5	11	10.6
Female	13	12.5	18	17.3	20	19.2	8	7.7	9	8.7
Mixed	9	8.7	31	29.8	21	20.2	28	26.9	22	21.2
MND	46	44.2	39	37.5	46	44.3	30	28.9	62	59.6
Total	104	100.0	104	100.0	104	100.0	104	100.0	104	100.0

Note. N = Number of participating inner-city African-American 10th grade males (N=104); Friends(IS) = in-school friends; MND = Makes No Difference

**Table 53**  
**Percentages: Choice of Race of In-School Persons by**  
**Inner-city African-American 10th Grade Males**

Race	<u>In-school Persons</u>									
	<u>Principals</u>		<u>Teachers</u>		<u>Counselors</u>		<u>Friends(IS)</u>		<u>Staff</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Black	57	54.8	49	47.1	38	36.5	55	52.9	30	28.8
Nonblack	6	5.8	16	15.4	14	13.5	8	7.7	12	11.5
MND	41	39.4	39	37.5	52	50.0	41	39.4	62	59.7
Total	104	100.0	104	100.0	104	100.0	104	100.0	104	100.0

**Note.** **Note.** **N** = Number of participating inner-city African-American 10th grade males (**N**=104); **Friends(IS)** = in-school friends; **MND** = Makes No Difference; **Nonblack** = white and other.

Table 54

Percentages: Choice of Age Range of In-School Persons by  
Inner-city African-American 10th Grade Males

Age Range	<u>In-school Persons</u>									
	<u>Principals</u>		<u>Teachers</u>		<u>Counselors</u>		<u>Friends(IS)</u>		<u>Staff</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less 30	28	26.9	22	21.2	17	16.3	62	59.6	17	16.3
31 to 40	35	33.7	41	39.4	32	30.8	7	6.7	18	17.3
Over 40	12	11.5	11	10.6	13	12.5	5	4.8	14	13.5
MND	29	27.9	30	28.8	41	39.4	30	28.8	55	52.9
Total	104	100.0	104	100.0	104	100.0	104	100.0	104	100.0

Note. Note. N = Number of participating inner-city African-American 10th grade males (N=104); Friends(IS) = in-school friends; MND = Makes No Difference

Table 55

Percentages: Choice of Residence of In-School Persons by  
Inner-city African-American 10th Grade Males

Residence	<u>In-school Persons</u>									
	<u>Principals</u>		<u>Teachers</u>		<u>Counselors</u>		<u>Friends(IS)</u>		<u>Staff</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Inner-city	32	30.8	28	26.9	25	24.0	31	29.8	24	23.1
Non-inner-c	17	16.3	20	19.2	20	19.2	20	19.2	13	12.5
MND	55	52.9	56	53.9	59	56.8	53	51.0	67	64.4
Total	104	100.0	104	100.0	104	100.0	104	100.0	104	100.0

Note. Note. N = Number of participating inner-city African-American 10th grade males (N=104); Friends(IS) = in-school friends; MND = Makes No Difference; Non-inner-c = Noninner-city (suburban, rural,etc.)



Table 56

Percentages: Choice of General Personality of In-School Persons  
by Inner-city African-American 10th Grade Males

Gen. Per.	<u>In-school Persons</u>									
	<u>Principals</u>		<u>Teachers</u>		<u>Counselors</u>		<u>Friends(IS)</u>		<u>Staff</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Tough/strict	12	11.5	7	6.7	5	4.8	6	5.8	6	5.8
Easy/relax	36	34.6	39	37.5	45	43.3	37	35.6	24	23.1
Mixed	34	32.7	37	35.6	25	24.0	27	26.0	28	26.9
MND	22	21.2	21	20.2	29	27.9	34	32.6	46	44.2
Total	104	100.0	104	100.0	104	100.0	104	100.0	104	100.0

Note. Note. N = Number of participating inner-city African-American 10th grade males (N=104); Friends(IS) = in-school friends; MND = Makes No Difference; Mixed = combination of toughness and easy-going.

Table 57

**Profile of Preferred Selected Characteristics of Principals by  
Inner-city African-American 10th Grade Males**

Profile	<u>Selected Characteristics</u>				
	Gender	Race	Age Range	Residence	General Personality
Typical	Makes No Difference	Black	31 to 40	Makes No Difference	Easy/Relax
Near-Typical	Male	Black	Makes No Difference	Inner-city	Easy/Tough

**Note.** Table contents represent preferred selected characteristics of in-school persons perceived to influence expectations of in-school support. Typical and near-typical profiles are based on the two highest proportions (usually 30% and above) of the choices by participating African-American males.

Table 58

**Profile of Preferred Selected Characteristics of Teachers by  
Inner-city African-American 10th Grade Males**

Profile	<u>Selected Characteristics</u>				
	Gender	Race	Age Range	Residence	General Personality
Typical	Makes No Difference	Black	31 to 40	Makes No Difference	Easy/Relax
Near-Typical	Mixed	Makes No Difference	Makes No Difference	Inner-city	Easy/Tough

**Note.** Table contents represent preferred selected characteristics of in-school persons perceived to influence expectations of in-school support. Typical and near-typical profiles are based on the two highest proportions (usually 30% and above) of the choices by participating African-American males.

Table 59

**Profile of Preferred Selected Characteristics of Counselors by  
Inner-city African-American 10th Grade Males**

Profile	<u>Selected Characteristics</u>				
	Gender	Race	Age Range	Residence	General Personality
Typical	Makes No Difference	Makes No Difference	Makes No Difference	Makes No Difference	Easy/Relax
Near-Typical	Inconclusive	Black	31 to 40	Inconclusive	Makes No Difference

Note. Table contents represent preferred selected characteristics of in-school persons perceived to influence expectations of in-school support. Typical and near-typical profiles are based on the two highest proportions (usually 30% and above) of the choices by participating African-American males.

Inconclusive = other proportions less than 30% or near evenly distributed

Table 60

**Profile of Preferred Selected Characteristics of In-school Friends by  
Inner-city African-American 10th Grade Males**

Profile	<u>Selected Characteristics</u>				
	Gender	Race	Age Range	Residence	General Personality
Typical	Male	Black	Makes No Difference	Makes No Difference	Easy/Relax
Near-Typical	Inconclusive	Black	31 to 40	Inconclusive	Makes No Difference

**Note.** Table contents represent preferred selected characteristics of in-school persons perceived to influence expectations of in-school support. Typical and near-typical profiles are based on the two highest proportions (usually 30% and above) of the choices by participating African-American males. Indecisive = other proportions less than 30% or near evenly distributed

Inconclusive = other proportions less than 30% or near evenly distributed

Table 61

**Profile of Preferred Selected Characteristics of Staff by  
Inner-city African-American 10th Grade Males**

Profile	<u>Selected Characteristics</u>				
	Gender	Race	Age Range	Residence	General Personality
Typical	Makes No Difference	Makes No Difference	Makes No Difference	Makes No Difference	Makes No Difference
Near- Typical	Incon- clusive	Incon- clusive	Incon- clusive	Incon- clusive	Incon- clusive

Note. Table contents represent preferred selected characteristics of in-school persons perceived to influence expectations of in-school support. Typical and near-typical profiles are based on the two highest proportions (usually 30% and above) of the choices by participating African-American males.

Inconclusive = other proportions less than 30% or near evenly distributed

Table 62

**Profile of Preferred Selected Characteristics of Typical In-school  
Persons by Inner-city African-American 10th Grade Males**

<b>Selected Characteristics</b>	<b>Profile</b>
<b>Gender</b>	<b>Makes No Difference</b>
<b>Race</b>	<b>Black</b>
<b>Age Range</b>	<b>31 to 40</b>
<b>Residence</b>	<b>Makes No Difference</b>
<b>General Personality</b>	<b>Easy/Relax</b>

**Note.** Table contents represent preferred selected characteristics of combined in-school persons perceived to influence expectations of in-school support. The typical profile is based on the frequencies of the highest proportions (usually 30% and above) of selected characteristics across the categories of in-school persons.

## **CHAPTER V**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

The intent of the discussion section was to interpret the results within the constraints of the study and in light of other related literature. This section is divided into two subsections: (1) discussion - results of testing the hypotheses, and (2) discussion - results of analysis of choices of selected characteristics of in-school persons. Importantly, recall that the definitions of expectations of in-school support and expectations of out-of-school support variables differed noticeably from the expectations of self-support variable. Mainly, expectations of the self-support variable constituted to the responses of a single class of persons (African-American males) while expectations of in-school support and expectations of out-of-school support variables constituted to the collective responses of five classes of persons respectively.

Expectations of in-school support variable constituted the factors of principals, teachers, counselors, in-school friends, and staff. Expectations of out-of-school support variable constituted the factors of parents, brothers/sisters, other relatives, out-of-school friends, and important others. These variables distinctions are important in that the expectations of in-school support and expectations out-of-school support variables were discussed more extensively as compared to expectations of self-support.

### Discussion - Results of Testing the Hypotheses

The results as shown in Tables 22-24, indicated insufficient evidence to support conclusions to the hypotheses that high and low achieving inner-city African-American 10th grade males differed in regards to their expectations of self-support, in-school and out-of-school support. Although no specific conclusions were supported, however, the directions of the participants' responses indicated that both high and low achievers were more alike than unlike in their perceived levels of expectations of self-support, in-school and out-of-school support. That is, with, few exceptions, both groups tended to rate their high's and low's for most of the applicable questionnaire items about the same. Overall, high and low achievers rated expectations of self-support, in-school and out-of-school support from low to slightly high.

The tendency of both high and low achievers to give similar responses suggested that expectations or the anticipation of receiving support from self or from certain others may have little to do with the academic achievement status (having high or low GPAs) of inner-city African-American males. To support this reasoning, the Pearson product-moment correlation procedure was employed to determine the strength of the relationship between GPA and expectations of self-support, in-school and out-of-school support ratings. The coefficients produced were less than .10. As suspected, the association between academic achievement status (obtained GPA) and expectations of self-support, in-school and out-of-school support ratings was very low.

Further, the very low coefficients prompted the suspicion that factors, other than grades or how well or not so well one is doing in school, have stronger influence on determining the perceived levels of expectations of support of inner-city African-American teen males. For instance, McCullough (1975) contended that many African-Americans are oriented toward the use of affective and informal approaches to



communication and problem solving. From this view, estimating expectations of support would seem to be more subjective and personable than objective or predictable; meaning that the extent of expectations of support from others may largely depend on feelings, founded and unfounded information from peers and others, and the nature of personal relationships established between young inner-city African-American males and the persons from whom support is expected.

Though subject to further empirical inquiry, there may be more critical information to be gained beyond determining that academic achievement status fair poorly in predicting the support expectancies of inner-city African-American sophomore males. That is, it may be more important to determine whether the reactions of these youngsters to what they may expect to be forthcoming from others are likely to lead to behaviors which, in turn, affect their academic progress and achievements in some way. A reversed phenomenon appears to be at work where academic achievement status seems unlikely to determine the state of support expectancies of inner-city African-American 10th grade males, but conversely, expectations of support may very well contribute to impacting their academic progress and achievement.

Comparatively, high and low achievers rated their expectations of self-support higher than their ratings of in-school and out-of-school support (see Tables K-1 and Appendices N and Q). The self reported high ratings of expectations of self-support, particularly by low achievers, seemed exaggerated. This raised the question of whether these youngsters seriously saw themselves as truly prepared and willing to put forth the necessary effort to meet the demands as implied by the various situational statements (see Appendices A, Section II and O) or whether the high ratings of expectations of self-support represented some distorted mix of some willingness along with some avoidance and pride.

It is not clear which perspective is the most persuasive. Some African-American males may find it too painful or too embarrassing to admit that they may lack confidence in expecting support from certain others and, more importantly, they may lack confidence in expecting support of themselves.

Although the expectations of self-support ratings appear to be suspiciously high, however, the literature offered some information that this view of self may not altogether be unfounded. Gallien (1992) concluded that even low socio-economic and low academic status children think just as highly of themselves as do high socio-economic and high academic status children. Further, Gallien suggested that even when some youngsters are knowingly failing in school they still foster a sense exceptional pride.

In Table K-1 of Appendix K, reflected are the 22 situational statements of section II of the questionnaire individually grouped under one of four categories labeled as: performance monitoring, achievement support, behavior management, and self-direction (for details, see "Definitions of Other Relevant Terms", pages 28-29). The table also shows, for each situational category, the mean ratings of expectations of self-support, in-school and out-of-school support of high and low achieving African-American males.

Of the four situational categories, high achievers rated expectations of self-support, though slightly, highest for situations concerned with achievement support and behavior management. Low achievers rated expectations of self-support highest for situations involving self-direction and lowest for achievement support.

Given the generally low GPAs (two-third of the subjects possessed GPAs below 1.99) of African-American males coupled with their high expectations of self-support in the areas of academics, a discrepancy seems likely between high

expectations of self-support and the materialization of those high expectations. What needs to be confirmed is the extent to which these African-American males actually engage in the necessary behaviors to convert their own expressed high self expectations into efforts of accomplishments. Otherwise, the self-reported high expectations of self-support would remain highly suspicious.

In reference to expectations of in-school support, of the four situational categories (see Table K-1 of Appendix K), high achievers rated expectations of in-school support highest for situations concerned with behavior management and less for situations involving performance monitoring and achievement support. This discovery was strikingly important because it suggested that some high achieving African-American males were excelling academically in spite of not expecting much support from in-school sources from which support would be ordinarily expected.

Low achievers rated expectations of in-school support highest for situations grouped under behavior management and self-direction and, like high achievers, less for situations concerned with performance monitoring and achievement support. Regardless of the academic achievement status, the study participants, concerning themselves, seemed to have indirectly indicated that behavior control was the primary interest of school authority figures. This brings to the forefront the notion that school people may not necessarily have high expectations of African-American males to achieve academically and, therefore, the emphasis on delivering equitable instructional and other educative services to these students may not be of top priority.

In considering the individual factors or persons constituting the expectations of in-school support variable, of the four situational categories (see Table K-2 of Appendix K), high and low achievers rated expectations of support from principals highest for situations concerned with behavior management and least for performance

monitoring and achievement support. The usually inaccessibility of principals to engage in frequent face-to-face communication with individual students or frequently seemed in other roles, may, to some degree, account for African-American males being less able to recognize principals as being no more than disciplinarians.

The African-American male-principal experiences often are those which involve resolving problems of negative behaviors (detentions, suspension, etc.). Unless images and perceptions are altered, principals may have a tough time coming across to black males as having interest in them other than for behavior containment purposes.

Generally, teachers appear to have an extraordinary impact on student learning (Stewart et al., 1989). Of the four situational categories, high and low achievers rated expectations of support from teachers highest for situations concerned with performance monitoring and achievement (see Table K-2 of Appendix K). Particularly concerning low achievers, the results indicated a possible discrepancy between high expectations of receiving teacher support, with regards to academics, and whether or not the expected support is delivered and acted upon. In the absence of additional empirical information, the expectations of support ratings for teachers by high and low achieving African-American males could mean no more than the recognition of the role and some other perceived values of teachers.

Overall, high and low achievers rated expectations of support from counselors low to slightly low. Of the four situational categories (see Table K-2 of Appendix K), high achievers rated expectations of support from counselors highest for situations concerned with self-direction and the ratings of low achievers were highest for situations involving behavior management and performance monitoring.

In some situations, like teachers, friends of students can be highly influential. Trotter (1981) argued that peer influence among African-American males often exceed

that of parents and teachers, especially when issues of masculine identity, acceptance and recognition are at stake. Of the four situational categories, high achievers rated expectations of support from in-school friends highest for situations concerned with achievement support and the ratings of low achievers were highest for situations involving self-direction. However, it is important to point out that high and low achievers rated expectations of support from in-school friends for achievement support rather low, suggesting, as a whole, that school friends of African-American males may not be the best source of support for academic progress and success.

The literature provided very little information about the nature and benefits of relationships between non-teaching, non-administrative employees and African-American high school males. This withstanding, overall, high and low achievers rated expectations of support from staff (non-teaching, non-administrative professional employees) relatively low. Possibly, due to the infrequency of contact between staff and most African-American males, it came as no surprise that high and low achievers indicated nearly no expectations of support from staff.

In reference to expectations of out-of-school support (see Table K-1 of Appendix K), overall, high and low achievers rated expectations of out-of-school support from slightly low to high. Of the four situational categories, high and low achievers rated expectations of out-of-support highest for situations concerned with self-direction and least for performance monitoring and achievement support. Similar to the results of expectations of in-school support, academic performance monitoring and support activities appeared not to be high agenda items on the part of most out-of-school sources for the African-American male.

In considering the individual factors or persons constituting the expectations of out-of-school support variable, overall, high and low achievers rated expectations of

support from parents from slightly high to high. Of the four situational categories (see Tables K-3 of Appendix K), high and low achievers rated expectations of support from parents highest for situations concerned with self-direction and least for achievement support.

The literature clearly points to parents as most influential in impacting the abilities of their children to accomplish in school (Burns & Callihan, 1980; Staples, 1978). Considering the high ratings of expectations of parental support, African-American males seemed to expect parents to fill many supportive roles. Parents, more than any other selected in-school or out-of-school person, were rated highest for expectation of supportiveness for most of the 22 situational statements (see Tables L-1 and L-2 of Appendix L).

Whether or not parents were successful at fulfilling the expected unspecified supportive roles is a different matter. However, it is important to note that African-American males under study seemed to have expected them to do so. It is equally as important that parents be made aware of their invaluable position of influence and be strongly encouraged to become an integral part of the educative process. This is critically important for the African-American male; seeing that his expectations of support from at-home sources appear to be somewhat discouraging.

The literature was scant in providing information about the influences of siblings, other relatives, and out-of-school friends on the academic achievements of African-American males. Nonetheless, Bridges (1986), pointed out that grandparents, particularly grandmothers, were often found filling the role of surrogate mothers. As such, in many cases, they were just as influential as real mothers.

Overall, high and low achievers rated expectations of support from brothers, sisters, other relatives, and out-of-school friends slightly low. Of the four situational

categories (see Table K-3 of Appendix K), high and low achievers rated expectations of support from brothers, sisters, other relatives, and out-of-school friends highest for situations concerned with self-direction and lowest for situations involving performance monitoring and achievement support.

Like with in-school friends, siblings, other relatives, and out-of-school friends appeared not to be vital sources of academic support for the African-American high school male. The supportive strength of these persons seem to be associated with personal matters more than with planned learning opportunities at school and perhaps away from school. This discovery simply adds to the urgent need for supportive systems for African-American males, which extend beyond the provisions of public schools and family environments.

Many inner-city African-American young males are members of single-parent head-of-households, usually mothers, which often require the assistance of extended families or non-family contributors. The role of non-family contributors or important others (ministers, neighbors, employers, coaches, etc.) are indispensable in filling some of the important developmental needs of young black males.

Overall, high and low achieving African-American males rated expectations of support from important others slightly low. Of the four situational categories (see Table K-3 of Appendix K), high and low achievers rated expectations of support from important others highest for situations concerned with self-direction and lowest for situations involving performance monitoring and achievement support. For the subjects of this study, important others appeared to be another collective source in which support for academic achievement would not be highly expected.

The results, as shown in Tables 25 and 26, indicated that evidence was insufficient to support conclusions of the hypotheses that expectations of in-school

support and expectations out-of-school support as rated by high and by low achieving inner-city African-American 10th grade males were different. However, the direction of the responses of both high and low achievers indicated that expectations of in-school support ratings and expectations out-of-school support ratings were nearly the same. This suggested that there was no particular advantage for either high or low achievers as far as expecting support from in-school or out-of-school sources. As discussed earlier, people, individually, turned out to be the primary expected sources of support more than people as specific groups or systems.

In summary, Tables L-1 and L-2 of Appendix L show the rank order of in-school and out-of-school persons by expectations of support ratings and by situational categories. The results shown in these tables reflected the responses of the participating inner-city African-American 10th grade males. Outstanding is the point that parents and teachers emerged as the primary individual sources of support for these young men. Sadly, even these individual sources were not rated very high and, therefore, remains are the challenging questions of: Could it be that traditional public schools are outmoded or obsolete for the typical inner-city African-American male and are no longer capable of supporting his academic success? Could it be that his home-like environment is ill-equipped to provide consistent stimuli to help propel him to a status of productive sustainment?

According to Tables M-2 and M-3 of Appendix M, three-fourth or about 75% of the participating African-American males rated their expectations of support from in-school and out-of-school persons from very low to slightly low; on average, about 4.3% of the participants expected no support at all from either in-school or out-of-school sources; and, on average, 21.2% expected support to be slightly high, usually from parents. None of the participants expected, overall, support from either in-school



or out-of-school persons to be very high. The story here is that most of the African-American males studied seemed not to have high expectations of receiving the kind of support that would ultimately benefit them either personally or academically.

#### Discussion - Results of Analysis of Choices of Selected Characteristics of In-school Persons

Presented in Tables 27 to 51 are the results of testing the general hypothesis of determining whether high and low achieving inner-city African-American 10th males differed in their choices of selected characteristics of in-school persons, as factors perceived to improve their chances of receiving in-school support. The choices of selected characteristics were gender, race, age range, residence, and general personality. The in-school persons considered were principals, teachers, counselors, in-school friends, and staff. The Pearson chi square for independence procedure was used to test the general hypothesis at the .05 alpha level.

Although the evidence produced by the Pearson chi square test was insufficient to support a conclusion in regards to differences between the two groups, however, the strong similarities in the proportions of choices suggested that the two groups were probably more alike than unlike in their responses. Consequently, the discussion of choices of selected characteristics of in-school persons centered on inner-city African-American males 10th grade males as an intact group rather than as two groups individually.

According to Table 52 , the two highest percentages for choice of gender of in-school persons were: 44.2% (nearly one-half) chose "makes no difference" of gender of principals and another 34.6% (one-third) chose male as gender for principals; 37.5% (about one-third) chose "makes no difference" of gender of teachers and another 29.8% (nearly one-third) chose mixed as gender for teachers; 44.2% (nearly one-half) chose

"makes no difference" of gender of counselors; 36.5% (about one-third) chose male for gender of in-school friends and another 28.9% chose "makes no difference" of gender of in-school friends; and 59.6% (more than one-half) chose "makes no difference" of gender of staff.

In reference to Table 53, the two highest percentages for choice of race of in-school persons were: 54.8% (one-half) chose black for race of principals and another 39.4% (about one-third) chose "makes no difference" of race of principals; 47.1% (nearly one-half) chose black for race of teachers and another 37.5% (one-third) chose "makes no difference" of race of teachers; 50.0% (nearly one-half) chose "makes no difference" of race of counselors and another 36.5% (about one-third) chose black for race of counselors; 52.9% (about one-half) chose black for race of in-school friends and another 39.4% chose "makes no difference" of race of in-school friends; and 59.7% (more than one-half) chose "makes no difference" of gender of staff.

As shown in Table 54, the two highest proportions for choice of age range of in-school persons were: 33.7% (nearly one-third) chose 31 to 40 for age range of principals and another 27.9% (nearly one-third) chose "makes no difference" of age range of principals; 39.4% (about one-third) chose 31 to 40 age range for teachers and another 28.8% (nearly one-third) chose "makes no difference" of age range of teachers; 39.4% (nearly one-half) chose "makes no difference" of age range of counselors and another 30.8% chose 31 to 40 age range for counselors; 59.6% (more than one-half) chose under 30 as age range for in-school friends; and 52.9% (one-half) chose "makes no difference" of age range of staff.

In Table 55, the two highest proportions for choice of residence of in-school persons were: 52.9% (over one-half) chose "makes no difference" of residence of principals and another 30.8% (about one-third) chose inner-city for residence for

principals; 53.9% (over one-half) chose "makes no difference" of residence of teachers and another 26.9% (nearly one-third) chose inner-city as residence for teachers; 56.8% (more than one-half) chose "makes no difference" of residence of counselors; 51.0% (one-half) chose "makes no difference" of residence of in-school friends and another 29.8% chose inner-city for residence of in-school friends; and 64.6% (over one-half) chose "makes no difference" of residence of staff.

According to Table 56, the two highest proportions for choice of general personality of in-school persons were: 34.6% (one-third) chose easy /relax type of general personality for principals and another 32.7% (about one-third) chose mixed (combination of easy/tough type of general personality) for principals; 37.5% (about one-third) chose easy/relax type of general personality for teachers and another 35.6% (over one-third) chose mixed (combination of easy/tough type of general personality) for teachers; 43.3% chose easy/relax type of general personality for counselors and another 27.9% chose "makes no difference" of general personality of counselors; 35.6% (about one-third) chose easy/relax type of general personality for in-school friends and another 32.6% chose "makes no difference" of general personality of in-school friends; and 44.2% (nearly one-half) chose "makes no difference" of gender of staff.

In sum, as reflected in Tables 57 to 62, more than one-third of the inner-city African-American sophomore males indicated that they would be inclined toward expecting support from principals and teachers if they were black, between the ages of 31 and 40, and possessed an easy-going and relaxed type of personality. Race and place of residence were not important. Nearly another one-third of the respondents indicated that they would be inclined toward expecting support from principals and teachers if they resided in the inner-city and possessed an easy-going/tough type of

personality. Nearly one-third of the respondents indicated that they would be inclined toward expecting support from principals if they were male and, also, one-third indicated similar inclinations toward mixed gender of teachers. About one-third of the respondents indicated that they would be inclined toward expecting support from counselors if they possessed easy-going and relaxed type of personality. Gender, race, age, and residence were not important. Less than one-third of the respondents indicated that they would be inclined toward expecting support from counselors if they were black and between the ages of 31 and 40. All other selected characteristics were not important.

More than half of the respondents indicated that they would be inclined toward expecting support from in-school friends if they were male, black, under 30 and possessed an easy-going and relaxed type of personality. Less than one-third of the respondents indicated that they would be inclined toward expecting support from in-school friends if they resided in the inner-city. All other selected characteristics were not important. Lastly, selected characteristics of in-school persons appeared not to be influential in raising the expectations of support level of the respondents toward staff (non-school professional employees).

The preferences of African-American (black), 31 to 40 age range, easy-going/relaxed type of personality, no difference in residence, and no difference in gender were generally the dominant choices of selected characteristics as applicable to in-school persons by African-American males studied. Especially noticeable was the approximately one-third average of "makes no difference" responses across the five selected characteristics categories (gender, race, age range, residence, and general personality). This magnitude of "makes no difference" responses raised several concerns.

First, it raised the concern of whether the high concentration of "makes no difference" responses were simply based on the "gut" feelings of the respondents. Second, it raised the concern of whether these responses were based on past experiences, perceptions or acquired information from others. And third, it raised the concern of whether these responses were based on the lack of adequate exposure to a diverse gender and racial school environment. Other than speculation, the first two concerns would require extensive empirical investigation to substantiate any claims. However, in regards to the third concern, some insights can be presented.

Data indicating student enrollment, faculty and administrators composition by gender and by race were obtained from each participating high school. On average, for example, African-American 10th grade males were part of a school environment where the ratio of exposure to, not necessarily taught by, black female teachers was 8.3 to 1; black male teachers 12.7 to 1; white female teachers 3.7 to 1; and white male teachers 3.2 to 1. Further, the ratio of 3 to 1 represented the extent to which African-American 10th grade males shared the same school environment with white teachers and black teachers.

The above ratios cast strong doubts that African-American males were broadly exposed to or involved with teachers of sufficient minority and gender representation. Therefore, to some extent, the "makes no difference" responses remained questionable as to the intent of the respondents. In other words, how can one sensibly judge what to expect from another if one has not had the opportunity to reasonably relate to that other?

Because of the severe shortage in black educators, Irvine (1988) claimed that most minority children will experience the misfortune of being taught by no more than

two minority teachers during their entire schooling career. This minority/nonminority teacher imbalance may be robbing many African-American children out of the opportunity to identify with and be impacted by the carriers and sharers of their black heritage and culture. Some believe, noted Bridges (1986), that this depravity may be contributing to black instability in terms of cultural identity, traditions, norms, values and historical connectiveness.

Arguably, this latter implication give rise to the thorny issue of whether some inner-city African-American males would be better served, academically and personally, in an educational setting where a high representation of school professionals (especially teachers) were black and male. In contrast, however, there was a significant number of respondents in this study who indicated that race and gender were not important in influencing the degree to which they would expect receiving support from in-school sources.

Perhaps one of the messages of this discussion is that there is no singularly simple cure-all answer to halting the educational and economic stagnation of inner-city African-American young males; particularly in a society that continues to struggle with its own destructive ills of racism, ignorance, and intolerance. Perhaps the other message is that the search for more saving, healing, and productive solutions must become the dutiful challenge of parents, educators, politicians, civic leaders, African-Americans, white-Americans, and all other Americans.

### Conclusions

In conclusion of this study, the following summary is presented. The first major goal of this study was to determine whether high and low achieving inner-city African-American 10th grade males differed in regards to their expectations of self-

support, in-school and out-of-school support. The results of testing five hypotheses, related to accomplishing the first major goal, were inconclusive, indicating that the results were insufficient to support the hypotheses that high and low achieving inner-city African-American 10th grade males in Southwest Michigan differed with regards to their expectations of self-support, in-school and out-of-school support.

However, other important and potentially useful information was discovered. Collectively, the participants in the study indicated that: (a) their expectations of self-support to be fairly high, (b) their expectations of in-school support to be from slightly low to none, particularly in the areas of performance monitoring and achievement support, and (c) their expectations of out-of-school support to be from slightly low to none, also primarily in the areas of performance monitoring and achievement support. According to the nature of the participants' responses, there appear to be no practical advantage between expectations of in-school support and out-of-school support.

On an individual basis, of the ten in-school and out-of-school persons considered as key sources of support, parents and teachers, though not rated very high themselves, were ranked highest as sources of support in the four areas of performance monitoring, achievement support, behavior management, and student self-direction. In sum, inner-city African-American sophomore males in Southwest Michigan, who participated in the study, expressed, overall, a weak or discouraged outlook toward expecting support from key persons normally available in and out of school.

The second goal of the study was to determine whether high and low achieving inner-city African-American 10th males differed in their choices of selected characteristics of in-school persons, as contributing factors for improving their chances of receiving in-school support. The results of testing the hypothesis, related to the second major goal, was also inconclusive. However, as an intact group, inner-city

African-American 10th grade males in Southwest Michigan, who participated in the study, indicated, overall, that their level of expectations of support may be positively influenced by in-school persons (principals, teachers, counselors, in-school friends, and staff) who were: African-American (black), between the ages of 31 to 40, possessed a easy-going/relaxed type of personality. Gender and placed of residence were less important.

### Implications and Researcher's Perspective

The exploratory findings of this study, in which young inner-city African-American males expressed their doubtfulness of receiving future academic and other growth support, strongly hint of the probable ineffectiveness of planning, allocation, communication, delivery, and impact of educational services to these young people. Efforts to achieve solution strategies would likely require, in large measure, the moral alertness, creative vision, and consistent commitment of educational leaders, teachers, parents, young people, and other power persons to embrace the plight of the inner-city African-American male as a national priority.

For example, schools may establish student-needs focus groups with membership consisting of African-American male students, their parents or significant others, teachers, school leaders, business, and other community persons. The primary of charge of this group would be to create and maintain a problem-hearing and action-taking mechnism where these students are encouraged to present or register their grievances or ideas and be assured of honest and timely responses. Another example would be the establishment of a student achievement incentive program. The aim of this type of program would be to link African-American male student achievement (defined academically and in other ways) to career opportunities and support, business



start-up opportunities and support, and higher education or training and support. A third example would be the establishment of an adopt-a-scholar program, which would offer individuals or institutions the financial opportunity to support African-American male students who are academically prepared, psychologically and spiritually determined to succeed in high education. In considering any of these efforts, it would be imperative that strong invested interest and leadership be represented by minority business persons, professionals, politicians, and other members of the community at large.

The true change agents must painstakingly listen and pay close attention to the often unorthodox messages of many African-American males, in which such messages speak of their fears, anxieties, frustrations, and intentions; and also of their loves, hopes, and dreams. To this end, the fundamental guiding questions are: How can the average inner-city teenage African-American male be helped or his interests supported if his needs or interests are not known? How can his needs and interests be known without knowing and engaging his language? How can his language be understood and engaged short of learning it and learning about the person himself?

The important implication here is that African-American males, and those who regularly interact with them, must work in unison to dispel the anti-black male myths, stereotypes, and presumptions. Beyond this aim, efforts must extend to courageously move toward a state where mutual trust and acceptance prevail. For the educational leaders, their role must be to, first, examine and deal with their own prejudices and biases. From there, they must assume a posture of leadership which fosters a school climate indicative of strong communicative and cooperative partnerships among many diverse personalities, both within and beyond the school environment.

Involvement appears to be the key. Involvement at every level within and out of school. Essential to involvement is the recognition that a significant number of African-American males represents a reservoir of untapped, underused, and undervalued source of human talents and skills. Short of broad attitudinal changes, the fear is that unchecked neglect and denial may climax into a national tragedy where there would be few, if any, winners; where the personal and social costs may prove to be unthinkable as well as unbearable. A ray of optimism may lie in the realization that what besets one besets all. What enlightens and advances one tends to have the rippling effects of enlightening and advancing all. The typical young inner-city African-American male awaits the decision as to what we are going to do about ourselves. Meaningful expectations of hope, opportunity, and support ride upon that decision.

#### Recommendations for Further Study

This study attempted to answer questions as well as raise questions. This study also attempted to present depth as well as imply limitations. It was the questions raised and the implicit limitations from which the following recommendations for further study are made:

To strengthen and stabilize the exploratory results presented in this study, it is recommended that this study, or studies closely related to this one, be conducted many times over and extended to consider: (a) across gender, racial/ethnic, grade level, location, socio-economic status, and institution comparisons; (b) integrated complementary data collection methods, such as structured interviewing, observations, etc.; and (c) testing the relationship of expectations of support with other constructs, such as motivation, self-concept, aspirations, attitudes toward school, types of interactions with others, etc.).

To gain a better understanding of the multi-complexional social and cultural dynamics which appear to affect African-American males in many peculiar ways, it is recommended that research be devoted to include ethnographic approaches, whereby broader understanding is driven by objective listening. That is, the direct engagement of inner-city African-American males, as primary information providers and interpreters, may do much to advance knowledge and the stimulation of strategies for change. Lastly, it is recommended that extensive research be engaged to identify and determine the extent to which inner-city African-American school-age males' reactions to their expectations of support from various human sources contribute to impacting their formal learning and achievement.

**Appendix A**  
**JVJ Student Expectations of Support**  
**Questionnaire**

# JVJ Student Expectations of Support Questionnaire

by

JohnL Jackson, Sr.

\_\_\_\_\_

\_\_\_\_\_

## JVJ STUDENT EXPECTATIONS OF SUPPORT QUESTIONNAIRE

### Introduction

This questionnaire is designed to accomplish three major goals: (1) to measure African-American males' perceived expectations or chances of self-support (meaning: making ones own decisions and solving ones own problems, encouraging oneself, making sacrifices etc.), (2) to measure their perceived expectations or chances of receiving support (meaning: advice, instructions, encouragement, etc.) from key persons normally available in and out of school and (3) to identify the most preferred in-school persons in terms of gender, race, age range, residential location, and general personality.

### General Instructions

This questionnaire is divided into three sections: (1) general information (2) expectations of self and other support and (3) preferred characteristics of in-school persons. The following instructions are intended to help you to complete the questionnaire accurately and thoroughly. Please read the instructions below and, later, the instructions for each section of the questionnaire.

1. Do not write your name nor make any personal identification marks on the questionnaire.
2. Use a pencil to complete questionnaire.
3. Become familiar with or refer to these terms:

#### **In-school persons**

- a. **Principals** - includes head principal, vice principal, and assistant principal
- b. **Teachers** - includes regular classroom teachers and coaches
- c. **Counselors**- self explanatory
- d. **Friends (In)** - students that you feel close to
- e. **Staff** -librarian, office workers and other school employees

#### **Out-of-school persons**

- a. **Parents** - either mother and father or single parent or stepparents or guardian
- b. **Bro/Sis** - brothers and sisters (including step)
- c. **Relatives** - include grandparents, uncles aunts, cousins, etc.
- d. **Friends (Out)** - outside of school persons, not related, that you feel close to
- e. **Imp. Others** - important other persons such as ministers, doctors, employers, etc.

4. It is important that you become familiar with the five possible responses, and the numeric codes representing the responses, when answering the questions for section II. The five responses and numeric codes are:

Very High (5) -	expect nearly always to receive support from person(s) listed.
Slightly High (4) -	expect a little more than an average chance of receiving support from person(s) listed.
Slightly Low (3) -	expect a little less than an average chance of receiving support from person(s) listed.
Very Low (2) -	expect nearly no chance of receiving support from the person(s) listed.
None (1) -	expect no chance of receiving support from person(s) listed.
No Persons (0) -	having no parents, brothers or sisters or counselors

5. If you need further clarifications of any of these instructions, raise your hand and the person administering this questionnaire will assist you. There is no time limit for completing the questionnaire. It should take about 30 to 40 minutes.
6. Remember to read each section instructions before answering the questions. When you have finished, recheck your questionnaire to make sure that each question has been answered properly.

## SECTION I

## General Information

Please answer the following questions either by filling in the blanks or by entering an "x" in the box next to the answer that best represents you

## 1. Accumulative Grade-Point Average (GPA)

Please enter your high school GPA \_\_\_\_\_

If you have entered your GPA in question #1, stop here and go to question #2. If you were unable to enter your GPA in question #1, please check one of the boxes below which best represents the grades you regularly receive.

- |                     |                          |                     |                          |
|---------------------|--------------------------|---------------------|--------------------------|
| a. 4.00 - 3.83 = A  | <input type="checkbox"/> | g. 2.16 - 1.83 = C  | <input type="checkbox"/> |
| b. 3.82 - 3.50 = A- | <input type="checkbox"/> | h. 1.82 - 1.50 = C- | <input type="checkbox"/> |
| c. 3.49 - 3.17 = B+ | <input type="checkbox"/> | i. 1.49 - 1.17 = D+ | <input type="checkbox"/> |
| d. 3.16 - 2.83 = B  | <input type="checkbox"/> | j. 1.16 - .83 = D   | <input type="checkbox"/> |
| e. 2.82 - 2.50 = B- | <input type="checkbox"/> | k. .66 - .60 = D-   | <input type="checkbox"/> |
| f. 2.49 - 2.17 = C+ | <input type="checkbox"/> | l. .00 - .00 = F    | <input type="checkbox"/> |

## 2. Academic Program: The courses that you are taking can be generally classified under which program?

- |                             |                          |
|-----------------------------|--------------------------|
| a. Academic or College Prep | <input type="checkbox"/> |
| b. General                  | <input type="checkbox"/> |
| c. Vocational/Tech          | <input type="checkbox"/> |
| d. Other _____              | <input type="checkbox"/> |
| e. Not sure                 | <input type="checkbox"/> |

## 3. Long Term Absences: Have you ever been suspended or expelled from high school?

Yes ☐ No ☐ If yes, how many times? Suspended \_\_\_\_\_ Expelled \_\_\_\_\_

## 4. Failing Courses: Have you ever failed any courses in high school?

Yes ☐ No ☐ If yes, how many times? \_\_\_\_\_



## SECTION II Expectations of Self and Other Support

You are to complete this section by following these steps:

1. Read each situational statement carefully.
2. Answer by filling in the numbered circles with a pencil.
3. Rate your expectations of support by filling in the circle under either  
(5) - very high or (4) - slightly high or (3) slightly low or  
(2) - very low or (1) - none or (0) - (no person) beside each person listed in the  
ID column.
4. Remember only one answer per persons.

SITUATIONAL STATEMENTS	ITEM NO.	I D COLUMN	EXPECTATION RATING SCALE					
			VERY HIGH	SLIGHTLY HIGH	SLIGHTLY LOW	VERY LOW	NONE	NO PERSONS
			(5)	(4)	(3)	(2)	(1)	(0)
1. Rate your chances of getting help if you were to have problems or concerns about maintaining average or above average grades	1	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	2	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	3	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	4	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	5	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	6	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	7	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	8	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	9	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
2. Rate your chances of getting help if you were to have problems or concerns about understanding your in-class work or homework	10	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	11	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
	12	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	13	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	14	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	15	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	16	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	17	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	18	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
3. Rate your chances of getting help if you were to have problems or concerns about falling behind in your classes	19	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	20	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	21	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	22	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
	23	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	24	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	25	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	26	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	27	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	28	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	29	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	30	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	31	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
32	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)	
33	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)	

SITUATIONAL STATEMENTS	ITEM NO.	I D COLUMN	EXPECTATION RATING SCALE					
			VERY HIGH	SLIGHTLY HIGH	SLIGHTLY LOW	VERY LOW	NONE	NO PERSONS
			(5)	(4)	(3)	(2)	(1)	(0)
4. Rate your chances of getting help if you were to have problems or concerns about receiving credit for the work that you do for your classes	34	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	35	FROM IN-SCHOOL						
	36	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	37	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	38	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	39	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	40	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	41	FROM OUT-OF-SCHOOL						
	42	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	43	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	44	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	45	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
5. Rate your chances of getting help if you were to have problems or concerns about being overlooked when attempting to participate in class or other school activities	46	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	47	FROM IN-SCHOOL						
	48	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	49	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	50	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	51	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	52	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	53	FROM OUT-OF-SCHOOL						
	54	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	55	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	56	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	57	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
6. Rate your chances of getting help if you were to have problems or concerns about challenging courses (e.g. math, science, writing, etc.)	58	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	59	FROM IN-SCHOOL						
	60	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	61	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	62	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	63	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	64	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	65	FROM OUT-OF-SCHOOL						
	66	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	67	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	68	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	69	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
7. Rate your chances of getting help if you were to have problems or concerns about losing interest in your courses	70	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	71	FROM IN-SCHOOL						
	72	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	73	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	74	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	75	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	76	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	77	FROM OUT-OF-SCHOOL						
	78	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	79	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	80	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	81	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
8. Rate your chances of getting help if you were to have problems or concerns about failing a course	82	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	83	FROM IN-SCHOOL						
	84	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	85	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	86	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	87	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	88	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	89	FROM OUT-OF-SCHOOL						
	90	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	91	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	92	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	93	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)

SITUATIONAL STATEMENTS	ITEM NO.	I D COLUMN	EXPECTATION RATING SCALE					
			VERY HIGH	SLIGHTLY HIGH	SLIGHTLY LOW	VERY LOW	NONE	NO PERSONS
			(5)	(4)	(3)	(2)	(1)	(0)
9. Rate your chances of getting help if you were to have problems or concerns about discussing sensitive issues in class (e.g. sex, racism, etc.)	89	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	90	FROM IN-SCHOOL						
	91	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	92	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	93	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	94	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	95	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	96	FROM OUT-OF-SCHOOL						
	97	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	98	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	99	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
10. Rate your chances of getting help if you were to have problems or concerns about not being able to read or write well	100	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	101	FROM IN-SCHOOL						
	102	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	103	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	104	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	105	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	106	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	107	FROM OUT-OF-SCHOOL						
	108	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	109	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	110	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
11. Rate your chances of getting help if you were to have problems or concerns about not being able to fully use your talents and abilities (e.g. music, athletics, leadership, etc.)	111	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	112	FROM IN-SCHOOL						
	113	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	114	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	115	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	116	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	117	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	118	FROM OUT-OF-SCHOOL						
	119	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	120	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	121	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
12. Rate your chances of getting help if you were to have problems or concerns about getting along with students, teachers, and others	122	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	123	FROM IN-SCHOOL						
	124	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	125	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	126	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	127	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	128	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	129	FROM OUT-OF-SCHOOL						
	130	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	131	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	132	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
13. Rate your chances of getting help if you were to have problems or concerns about following certain school rules	133	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
	134	FROM IN-SCHOOL						
	135	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	136	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	137	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	138	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	139	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
	140	FROM OUT-OF-SCHOOL						
	141	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	142	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	143	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)

SITUATIONAL STATEMENTS	ITEM NO.	I D COLUMN	EXPECTATION RATING SCALE					
			VERY HIGH	SLIGHTLY HIGH	SLIGHTLY LOW	VERY LOW	NONE	NO PERSONS
			(5)	(4)	(3)	(2)	(1)	(0)
14. Rate your chances of getting help if you were to have problems or concerns about being treated unfairly	144	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	145	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	146	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	147	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	148	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	149	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	150	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	151	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	152	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	153	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	154	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
15. Rate your chances of getting help if you were to have problems or concerns about being threatened with detention, suspension or expulsion	155	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	156	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	157	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	158	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	159	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	160	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	161	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	162	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	163	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	164	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	165	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
16. Rate your chances of getting help if you were to have problems or concerns about attending school regularly	166	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	167	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	168	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	169	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	170	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	171	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	172	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	173	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	174	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	175	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	176	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
17. Rate your chances of getting help if you were to have problems or concerns about dropping out of school	177	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	178	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	179	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	180	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	181	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	182	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	183	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	184	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	185	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	186	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	187	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
18. Rate your chances of getting help if you wanted answers to the question "why should I stay in school?"	188	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	189	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	190	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	191	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	192	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	193	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	194	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	195	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	196	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	197	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	198	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)

SITUATIONAL STATEMENTS	ITEM NO.	I D COLUMN	EXPECTATION RATING SCALE					
			VERY HIGH	SLIGHTLY HIGH	SLIGHTLY LOW	VERY LOW	NONE	NO PERSONS
			(5)	(4)	(3)	(2)	(1)	(0)
19. Rate your chances of getting help if you were interested in discussing personal issues such as dating, marriage, family, parenting, health, etc.	199	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	200	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	201	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	202	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	203	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	204	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	205	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	206	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	207	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
20. Rate your chances of getting help if you were interested in continuing your education or training beyond high school	208	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	209	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
	210	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	211	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	212	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	213	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	214	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	215	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	216	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
21. Rate your chances of getting help if you were interested in learning how to prepare for employment	217	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	218	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	219	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	220	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
	221	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	222	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	223	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	224	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	225	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	226	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
22. Rate your chances of getting help if you were interested in learning how to start and develop a money-making idea or special talent		FROM OUT-OF-SCHOOL						
	227	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	228	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	229	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	230	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	231	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)
	232	YOURSELF	(5)	(4)	(3)	(2)	(1)	(0)
		FROM IN-SCHOOL						
	233	PRINCIPALS	(5)	(4)	(3)	(2)	(1)	(0)
	234	TEACHERS	(5)	(4)	(3)	(2)	(1)	(0)
	235	COUNSELORS	(5)	(4)	(3)	(2)	(1)	(0)
	236	FRIENDS (IN)	(5)	(4)	(3)	(2)	(1)	(0)
	237	STAFF (OTHERS)	(5)	(4)	(3)	(2)	(1)	(0)
		FROM OUT-OF-SCHOOL						
	238	PARENTS	(5)	(4)	(3)	(2)	(1)	(0)
	239	BROTHERS/SISTERS	(5)	(4)	(3)	(2)	(1)	(0)
	240	OTHER RELATIVES	(5)	(4)	(3)	(2)	(1)	(0)
	241	FRIENDS (OUT)	(5)	(4)	(3)	(2)	(1)	(0)
	242	IMPORTANT OTHERS	(5)	(4)	(3)	(2)	(1)	(0)

### SECTION III Preferred Characteristics of In-School Persons

You are to complete this section by following these steps:

1. Please read each question carefully
2. Answer by filling in the numbered circles with a pencil
3. Remember only one answer per item number

1. Do you think that you would have a better chance of receiving support (meaning advice, guidance, instructions, encouragement, etc.) from the persons listed in the in-school column if they were:

Item No.	In-School	Mostly Male	Mostly Female	Mixed	Makes No Difference
243	Principals	(1)	(2)	(3)	(4)
244	Teachers	(1)	(2)	(3)	(4)
245	Counselors	(1)	(2)	(3)	(4)
246	Sch. Friends	(1)	(2)	(3)	(4)
247	Staff(Others)	(1)	(2)	(3)	(4)

2. Would your chances of receiving support improve if the persons listed were:

Item No.	In-School	Mostly White	Mostly Black	Mostly Hispanic	Other	Makes No Difference
248	Principals	(1)	(2)	(3)	(4)	(5)
249	Teachers	(1)	(2)	(3)	(4)	(5)
250	Counselors	(1)	(2)	(3)	(4)	(5)
251	Sch. Friends	(1)	(2)	(3)	(4)	(5)
252	Staff(Others)	(1)	(2)	(3)	(4)	(5)

3. Would your chances of receiving support improve if the persons listed were mostly between the ages of:

Item No.	In-School	Less 30	31-40	41-50	Over 50	Makes No Difference
253	Principals	(1)	(2)	(3)	(4)	(5)
254	Teachers	(1)	(2)	(3)	(4)	(5)
255	Counselors	(1)	(2)	(3)	(4)	(5)
256	Sch. Friends	(1)	(2)	(3)	(4)	(5)
257	Staff(Others)	(1)	(2)	(3)	(4)	(5)

4. Would your chances of receiving support improve if the persons listed lived mostly in the:

Item No.	In-School	Inner-City	Suburban Area	Mixed	Makes No Difference
258	Principals	(1)	(2)	(3)	(4)
259	Teachers	(1)	(2)	(3)	(4)
260	Counselors	(1)	(2)	(3)	(4)
261	Sch. Friends	(1)	(2)	(3)	(4)
262	Staff(Others)	(1)	(2)	(3)	(4)

5. Would your chances of receiving support improve if the persons listed overall personalities were:

Item No.	In-School	Tough/Strict	Easy/Relax	Mix Easy & Tough	Closed/Distant	Makes No Difference
263	Principals	(1)	(2)	(3)	(4)	(5)
264	Teachers	(1)	(2)	(3)	(4)	(5)
265	Counselors	(1)	(2)	(3)	(4)	(5)
266	Sch. Friends	(1)	(2)	(3)	(4)	(5)
267	Staff(Others)	(1)	(2)	(3)	(4)	(5)

You have now completed the JVJ Student Expectations of Support Questionnaire. If time permits, please recheck the questionnaire to make sure that each question or item has been answered properly.

**THANK YOU FOR YOUR PARTICIPATION AND COOPERATION!**

**Appendix B**  
**Suggested Procedures for Participating**  
**High Schools**



## SUGGESTED PROCEDURES FOR PARTICIPATING SCHOOLS TO FACILITATE THE ADMINISTRATION OF THE JVJ STUDENT EXPECTATIONS OF SUPPORT QUESTIONNAIRE

1. Become familiar with the intent and purpose of the study via the research project pamphlet.
2. Become familiar with cover letter/consent form, student notification letter, and reminder letter or announcement.
3. Decide schedule for administration of the questionnaire, do this now:

- a. Date \_\_\_\_\_
- b. Day \_\_\_\_\_
- c. Time \_\_\_\_\_
- d. Place \_\_\_\_\_  
(room or gym or cafeteria, etc.)

4. Prepare computer print-out or other format which shows:

- a. Student ID number
- b. Most recent accumulative GPA(grade-point average)
- c. Academic program      d. Repeated courses (number)
- e. Suspensions/expulsions (number)

5. You will be supplied with the cover letter/consent form requiring two signatures: one will be pre-signed by the researcher and the other is to bear the signature of school principal. Also, the cover letter will require entry of questionnaire administration date. Copies of the co-signed cover letter for distribution can either be supplied by the researcher or the participating school. Which do you prefer \_\_\_\_\_?

6. You will be supplied with a draft of the student notification letter. You may use it as a model or opt to some other communication strategy.  
Which do you prefer \_\_\_\_\_?

7. Distribution of the cover letter/consent forms and the student notification letters should occur at the same time.

Decide distribution date \_\_\_\_\_ (should occur before administration of the questionnaire).

8. Targeted students may receive these documents either through their teachers or directly. Decide strategy \_\_\_\_\_.

9. (Optional) Either the sending of a reminder note or public address reminder announcement could be made a day prior to the scheduled date of the questionnaire administration. If this option is preferred, decide date of reminder \_\_\_\_\_.

10. On the day of the questionnaire administration, via the PA system, request the release of the participating students and instruct them where to report. (\*researcher will provide sufficient questionnaires and pencils)

11. At the end of either the post questionnaire administration feedback session or the regular questionnaire administration, students will be instructed to return to their classes.

12. Lastly, the computer print-out or some other format will be used to extract and transfer the GPA's and other data onto the individual questionnaires.

13. At the conclusion of the study, participating schools will be given a summary report of the findings.

14. Select a person to serve as project coordinator or contact person for communication and problem solving purposes.

Name \_\_\_\_\_  
Phone \_\_\_\_\_

**Appendix C**  
**Cover Letter/Informed Consent**

Date: \_\_\_\_\_

RE: Informed Consent Letter

Dear Parents/Guardian:

I am a doctoral student in the Educational Leadership Department at Western Michigan University. This is to respectfully request your response to your son's participation in an important research project. The purpose of his participation is to provide helpful information which would lead to educational improvements.

The primary goal of the study is to determine to what extent that African-American high school males, such as your son, rate their expectations or chances of receiving support from key persons normally available in and out of school. One of the main benefits expected from the study is the identification, in terms of general character and position, of those key persons in which young African-American males perceive to be helpful and supportive in their academic and personal development.

The role of your son is to simply complete a 31-item questionnaire, which takes no more than about 30 minutes. The questionnaire will not contain any offensive nor embarrassing language. Neither shall it ask for any personal information.

Let me assure you that your son's responses to the questionnaire will be held in strict confidence. The name of your son will not appear on any documents. His participation is strictly voluntary. He may withdraw at any time or skip any question he chooses not to answer without risks or penalties of any kind. The scheduled date of the project is \_\_\_\_\_ 1992. If you have any questions, please feel free to contact me at (616)-387-5421 or Dr./Mr. \_\_\_\_\_, Principal, at (616)-\_\_\_\_\_.

**IMPORTANT:** If for any reason you **do not** wish for your son to participate in this project, please read and sign the form on the reverse side of this letter and have him to return it to the school office on or before the scheduled project date.

Thank you in advance for your cooperation,

JohnL Jackson, Sr.  
Western Michigan University

\_\_\_\_\_  
Principal  
\_\_\_\_\_ High School

## PARENTS/GUARDIAN DISAPPROVAL FORM

I, \_\_\_\_\_, affirm that I have read and understand the content of the letter on the reverse side of this form. I am returning this form with my signature to indicate that I wish **NOT** for my son to participate in the special project to be conducted by Mr. JohnL Jackson, Educational Leadership Department, Western Michigan University.

Signature:\_\_\_\_\_ Date:\_\_\_\_\_

Relationship:\_\_\_\_\_

Son's Name:\_\_\_\_\_

Date:\_\_\_\_\_

**Appendix D**  
**Student Notification Letter**

Date \_\_\_\_\_

RE: Expectations of Receiving Support Survey  
African-American 10th Grade Males

Dear Student:

You have been selected to participate in a research project to be conducted by Mr. JohnL Jackson, Educational Leadership Department, Western Michigan University. Your involvement entails filling out a questionnaire, which should take about 35 to 40 minutes. The project is scheduled to take place in the \_\_\_\_\_  
\_\_\_\_\_ (place) \_\_\_\_\_  
\_\_\_\_\_ (date) at \_\_\_\_\_ a.m.

The purpose of the survey is to give you the opportunity to rate your expectations of receiving support or help from key persons in and out of school, and to identify certain characteristics most preferred of in-school persons, which include principals, teachers, counselors, in-school friends, and staff (other employees).

It is important that you have a parent or guardian read the attached letter and the informed consent form (located on the reverse side of the letter). The informed consent form need only be signed by a parent or guardian, and returned to the school office before the scheduled project date, if he or she disapproves of your participation in the special project.

You are encouraged to check with your parents/guardian to make sure that the letter and form were received. You may be also helpful by delivering the signed form to the main office on or before the scheduled project date.

Your participation and cooperation in this important survey would be most appreciated.

Thank you,

\_\_\_\_\_, Principal  
\_\_\_\_\_ High School

**Appendix E**  
**Human Subjects Institutional Review Board**  
**Approval Letter**



Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899

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**WESTERN MICHIGAN UNIVERSITY**

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**Date:** May 6, 1992**To:** John Jackson, Sr.**From:** Mary Anne Bunda, Chair *Mary Anne Bunda***Re:** HSIRB Project Number: 92-03-36

This letter will serve as confirmation that your research protocol, "A comparative study of high and low achieving inner-city African-American high school males' expectations of receiving in and out of school support" has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

**xc:** Smidchens,EDLD**Approval Termination:** May 6, 1993

**Appendix F**  
**Rationale for Instrument Questions and Items**

## **RATIONALE FOR INSTRUMENT QUESTIONS AND ITEMS**

**Title:** JVJ Student Expectations of Support Questionnaire

**Instrument Purpose:** The instrument is designed to accomplish three goals:

- 1) to collect data to measure perceived expectations of self-support and the receiving of support or help from key persons normally available in and out of school for selected activities or situations associated with academic achievement, discipline and growth issues.
- 2) to collect grade-point averages to be used as criteria establishing high and low achieving categories for African-American 10th grade males.
- 3) to collect and summarize data to describe preferred typical profile, in terms of gender, race, age range, residence and general personality, of in-school persons (principals, teachers, counselors, in-school friends, and staff.

**Instrument Framework:** The instrument consist of three sections:

Section I - General Information

Section II - Expectations of Self and Other Support

Section III - Description of Preferred In-School Persons

## RATIONALE FOR INSTRUMENT SECTIONS AND QUESTIONS/ITEMS CONTENTS

### Section I - General Information

**Purpose:** primarily to group African-American 10th grade males into high and low achieving categories and secondly to collect data about academic programs, long absences and course failures.

**Items:** 4

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
1	GPA or type of grades regularly receive	To use grades or GPA as the basis for categorizing high and low achievers	Grades or GPA were selected because they tend to reflect achievement over time, which is more stable, rather than a given point in time as standardized tests would reflect.	Burns & Callihan (1980), Trotter(1981)
2	The courses you taking can be generally classified under which program?	To examine distribution of students assigned to various academic programs gram content	The quality of grades or GPA may differ depending on the degree of difficulty of pro-	Jones-Wilson (1990), Bates(1990) Calabrese (1988) Irvine (1988)

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
3	Have you ever been suspended or expelled from high school?	To examine and compare distributions of student suspensions and expulsions to determine potential differences between groups	Literature indicates that suspensions and expulsions are significant factors impacting achievement	Arnold (1985) Smith (1981) Harris & Jackson (1977)
4	Have you ever failed any courses in high school?	To examine and compare distributions of repeating courses between low and high achievers	Literature indicates that repeating courses for some students may contribute to either more repeats or dropping out	Frymier & Gansneder (1989) Calabrese (1988) Bridges (1986)

## Section II - Expectations of Self and Other Support

**Purpose:** to measure the expectations of self-support and the receiving of support or help from selected school and out-of-school persons.

**Items:** 22

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
1	If you were to have problems or concerns about maintaining average or above average grades	To examine student perceived availability of support for monitoring student performance for academic credit	Literature indicates that grades seem to have an impact on how students perform and how they feel about themselves	Williams (1989) Davis (1972) Collins & Tamarkin (1982)
2	If you were to have problems or concerns about understanding your in-class or homework	To examine student perceived availability of support for planned learning experiences or opportunities	Literature indicates that students are more likely to perform well providing that what is expected of them is clear; interesting and within their abilities	Comer (1989)

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
3	If you were to have problems or concerns about falling behind in your classes	To examine student perceived availability of support for monitoring student performance for academic credit	Literature indicates students having unrelieved problems in courses are more incline to dropout or inwardly withdraw	Arnold (1985) Gay (1990) Frymier & Gansneder (1989)
4	If you were to have problems or concerns about receiving credit for the work that you do for your classes?	To examine student perceived availability of support for person-to-person interactions for enhancing learning outcomes	Literature indicates that appropriate/ timely rewards, feedback and praise are important factors for encouraging student achievement	McCullough (1975) Williams (1989) Mayeske, Okada, Beaton, jr., Cohen, & Wisler (1973)
5	If you were to have problems or concerns about being over looked when attempting to participate in class or other school activities	To examine student perceived availability of support for person-to-person interactions for enhancing learning outcomes	Literature indicates that attention, acceptance, recognition from significant others are important factors for student achievement	McCullough (1975) Staples (1978) Gay (1990) Sleeter (1990)
6	If you were to have problems or concerns about challenging courses ( e.g.math, science, writing, etc.)	To examine student perceived availability of support for person-to-person interactions for enhancing learning outcomes	Literature indicates that some low achieving students respond positively to self-pace, individualized assistance	Gay (1990) Wayson (1985)

<b><u>No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
7	If you were to have problems or concerns about losing interest in your courses	To examine student perceived availability of support for person-to-person interactions for enhancing learning outcomes	Literature indicates that some students interest in school is tied to personal interest and clear future payoffs	Frymier & Gansneder (1989) Bridges (1986) Pollard (1989)
8	If you were to have problems or concerns about failing a course	To examine student perceived availability of support for person-to-person interactions for enhancing learning outcomes	Literature indicates that some students who either fall behind or about to repeat a course often find it hard, without help, to sustain interest	Frymier & Gansneder (1989) Bridges (1986) Comer (1989)
9	If you were to have problems or concerns about discussing sensitive issues in class (e.g. sex, drug, race)	To examine student perceived availability of support for planned learning experiences or opportunities	Literature indicates a connection between teacher tolerance and a student willingness to become involved	Williams (1989) Carriero (1988) Gaston(1986)
10	If you were to have problems or concerns about not being able to read or write well	To examine student perceived availability of support for planned learning experiences or opportunities	Literature indicates that a high rate of students are either promoted or graduated as functional illiterates	Staples (1987) Madhubutu (1987)



<b><u>No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
11	If you were to have problems or concerns about not being able to fully use your talents and abilities (e.g. music, athletics, leadership, etc.)	To examine student perceived availability of support for planned learning experience or opportunities	Literature indicates that recognizing and encouraging the development of students' special talents may contribute to students development holistically	Irvine (1988) Davis (1972) Smith (1981)
12	If you were to have problems or concerns about getting along with students, teachers, and others	To examine student perceived availability of support for control of unacceptable or disruptive or questionable behavior	Literature indicates that one of the root causes of student antisocial or disruptive behavior can be traced to school policies and practices and student/teacher relationships	Wayson (1985)
13	If you were to have problems or concerns about following certain school rules	To examine student perceived availability of support for control of unacceptable or disruptive or questionable behavior	Literature indicates that students are more incline to conform to certain school standards providing that they are clear, reasonable and exemplified	Watson (1985) Calabrese (1988)

<b><u>No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
14	If you were to have problems or concerns about being treated unfairly	To examine student perceived availability of support for control of unacceptable or disruptive or questionable behavior	Literature indicates that students tend to be more responsible when they perceived that the authority figures are honest and trustworthy	Irvine (1988) Bridges (1987) Johnson & Watson (1990)
15	If you were to have problems or concerns about being threatened with detention, suspension or expulsion	To examine student perceived availability of support for control of unacceptable or disruptive or questionable behavior	Literatures indicates that minority males tend to experience a disproportionately share of involuntary long term absences	Smith (1981) Arnold (1985) Harris & Jackson (1977) Bridges (1987)
16	If you were to have problems or concerns about attending school regularly	To examine student perceived availability of support for control of unacceptable or disruptive or questionable behavior	Literature tends link school attendance with both academic success and positive relationships with others	Arnold (1985) Bridges (1987) Schreiber (1967)

<b><u>No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
17	If you were to have problems or concerns about dropping out of school	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature indicates several factors most notably associated with student disenchantment with school; poor grades, not keeping up, health, and a general of abandonment and disinterest on the part of important others	Hartnagel & Krahn (1989) Schreiber (1967) Arnold (1985) Barro & Kolstad (1987)
18	If you wanted answers to the question "why should I stay in school?"	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature indicates that potential school leavers consider or search for pay-offs in exchange for staying or leaving school	Pollard (1989) Frymier & Gansneder (1989) Bickel & Papagianis (1988) Barro & Kolstad (1987)
19	If you were interested in discussing important such as marriage, family, parenting, health, etc.	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature suggests that student interest in school is closely linked to how well the school is able to identify and address basic issues of life	McCullough (1975) Williams (1989) Madhubutu (1987)

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
20	If you were interested in continuing your education or training beyond high school	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature suggests a link between students having clear and specific goals and high motivation toward reaching them	Hollister (1989) Stokes, Jr. (1977)
21	If you were interested in learning how to prepare for employment	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature suggests support and encouragement of student career oriented initiatives promote greater student acceptance of responsibility	Barro & Kolstad (1987) Mayeske, Okada, Beaton, Jr., Cohen, & Wisler (1973)
22	If you were interested in learning how to start and develop a money-making idea or special talent	To examine student perceived availability of support for student initiatives, strategies for achievement	Literature suggests support and encouragement of student career-making initiatives promote greater student self worth and acceptance of responsibility	Barro & Kolstad (1987) Mayeske, Okada, Beaton, Jr., Cohen, Wisler (1973)

### Section III - Preferred Characteristics of In-School Persons

**Purpose:** to collect data to describe selected characteristics of selected in-school persons by African-American 10th grade males, perceived as factors to improve their chances of receiving in-school support.

**Items:** 5

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
1	Would your chances of receiving support (meaning advice, guidance, instructions, encouragement) improve if the persons listed under the in-school column were? (Gender)	To determine whether gender plays a significant role in influencing students' choice of preferred in-school persons	Literature is not conclusive on the subject of advantages of same sex of students and influential school persons	Good, Sikes & Brophy (1973)
2	Would your chances of receiving support improve if the persons listed were? (Race)	To determine whether race plays a significant role in influencing students' choice of preferred in-school persons	Literature indicates that race may be an important factor in influencing students' academic interest and achievement, particularly minority students	Stewart, Jr., Meier, LaFollette & England (1989) Irvine (1988) Hillman & Davenport (1978)

<b><u>Ques No.</u></b>	<b><u>Question/Item</u></b>	<b><u>Purpose/Intent</u></b>	<b><u>Rationale</u></b>	<b><u>Support</u></b>
3	Would your chances of receiving support improve if the persons listed were? (Age)	To determine whether age plays a significant role in influencing students' choice of preferred in-school persons	Literature indirectly suggest that minority males youth are strongly influenced by peers and adult authority figures, which may indicate that a specific age range is not important	Bridges (1987)
4	Would your chances of receiving support improve if the persons listed lived mostly in the? (Residence)	To determine whether residential location, possibly reflecting scio-economic and cultural differences, play a significant role in influencing students' choice of preferred in-school persons	Literature indicates that closely ties and identity may be established and maintained between students and school persons claiming the same community	Comer (1989)
5	Would your chances of receiving support improve if the persons listed personality generally were? (descriptive adjective)	To determine whether a certain personality type plays a significant role in influencing students' choice of preferred in-school persons	Literature indicates that attitudes, expectations, and behaviors of school persons greatly impact students own outlook and behavior, positively and negatively	Irvine (1988) McCullough (1975) Comer (1989)

## SUMMARY OF SECTIONII QUESTION/ITEM

<u>SITUATIONAL CATEGORIES</u>	<u>RELATED QUESTIONS</u>	<u>TOTAL</u>	<u>%</u>
I. Performance Monitoring	1,3,4,7,8	5	22.7%
II. Achievement Support	2,5,6,9,10,11	6	27.3%
III. Behavior Management	12,13,14,15,16,17	6	27.3%
IV. Self-direction	18,19,20,21,22	5	22.7%
		22	100.0%

**Appendix G**  
**Evaluation of Researcher's Designed Instrument**



## EVALUATION OF RESEARCHER'S DESIGNED INSTRUMENT

Please evaluate the JVJ Student Expectations of Support Questionnaire by placing an 'x' in the appropriate boxes for items 1 through 4 and, if applicable, your comments for items 4 through 8.

### 1. Section I General Information

<b>Item No.</b>	<b><u>Essential</u></b>	<b><u>Less Important</u></b>	<b><u>Not Important</u></b>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Section II Expectations of Receiving Support (Academic)

<b>Item No.</b>	<b><u>Essential</u></b>	<b><u>Less Important</u></b>	<b><u>Not Important</u></b>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Section II Expectations of Receiving Support (Discipline)

<b>Item No.</b>	<b><u>Essential</u></b>	<b><u>Less Important</u></b>	<b><u>Not Important</u></b>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Section III Description of Preferred In-School Persons

<b>Item No.</b>	<b><u>Essential</u></b>	<b><u>Less Important</u></b>	<b><u>Not Important</u></b>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Are there any terms, phrases, or questions that should be added to any of the sections?**

☐Yes ☐No If yes, please indicate which section(s) and what should be added

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**6. Are there any terms, phrases, or questions that should be eliminated from any of the sections?**

☐Yes ☐No If yes, please indicate which section(s) and what should be eliminated

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**7. Are there any terms, phrases, or questions that should be changed or revised to any of the sections?**

☐Yes ☐No If yes, please indicate which section(s) and what should be changed or revised

**Comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**8. Are there any other suggestions or recommendations you would offer?**

☐Yes ☐No If yes, please indicate your suggestions or recommendations

**Comments** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instrument Evaluator** Appendix G  
Evaluation of Researcher's Designed Instrument

**Position** \_\_\_\_\_

**Professional Speciality** \_\_\_\_\_

**Date Completed This Form** \_\_\_\_\_

**Appendix H**  
**Purpose and Background Sheet**

## **PURPOSE AND BACKGROUND SHEET**

**The purpose of the proposed study is to accomplish the following two major goals:**

- 1) to determine the extent to which expectations of self-support and support from significant persons in and out of school differed between high and low achieving African-American 10th grade males.**
- 2) to describe the choices of various levels of selected characteristics (gender, race, age range, residence, and general personality) of in-school persons (principals, teachers, counselors, in-school friends, and staff) between high and low achieving inner-city African-American 10th grade males.**

**The decision to originate an instrument, appropriate for this proposed study, was based on a thorough but unsuccessful search of such sources as: Mental Measurement Yearbook, Test Critiques, Tests, Test in Microfiche, Tests in Print, search of the Testing and Evaluation Services Office files at Western Michigan University, University Microfilms International, selected educational, psychological, and sociological journals and numerous other minor sources.**

**The designed of the instrument, in terms of its layout, questions, items, and scale, was primarily guided by the major goals and the research design of the proposed study. The questions and items were drawn from and/or based on literature from such sources as: Journal of Personality, Research Quarterly, Review of Educational Research, Sociology of Education, Resources in Education, Dissertation Abstracts International, Psychological Abstracts, dissertations, and numerous articles retrieved via Educational Resources Information Center (ERIC) and Finder data bases (please reference enclosed Rationale for Instrument Questions and Items document for literature citations).**

**The general guideline or goal to consider, in evaluating the instrument, is to ensure that the topical coverage and supportive literature are applicable and sufficient.**

**Appendix I**  
**Oral Script of General Instructions**

**ORAL SCRIPT OF GENERAL INSTRUCTIONS**  
**JVJ Student Expectations of Support Questionnaire**  
**(Pilot Testing Only - ID Entry Option)**

**SAY:** My name is \_\_\_\_\_. I am a doctoral student in the Educational Leadership Department at Western Michigan University. I am here with the consent of your school officials to ask you to fill out a questionnaire.

The purpose for asking you to complete the JVJ Student Expectations of Support Questionnaire is to test the questionnaire for clarity and understanding of its wording and instructions . The questionnaire will be used at a later time to collect information for a dissertational study. When all of you have finished, I will ask you, as a group, to respond to several questions concerning your understanding and ease of completing the questionnaire.

**IMPORTANT!** Your participation is strictly voluntary. If you wish not to participate, you are excused from doing so without fear of being penalized in any way. Of course, the more students who answer the questions honestly and completely the better the results will be. Also, remember that you are not required to write your name on the questionnaire.

Are there any questions at this time? [PAUSE]

I will now pass out the materials to you. You will receive two items: a questionnaire and a pencil. When you receive your materials, please keep them in front of you and do not handle nor write on the questionnaire until you are instructed to do so.

**[PASS OUT MATERIALS NOW - WHEN COMPLETE]**

**SAY:** Is there anyone who has not received a questionnaire and a pencil? [PAUSE]

**SAY:** At this time, please take a moment and write your student ID number in the upper right corner of the questionnaire. Do this now!



**SAY:** Is there anyone who has not completed writing his/her student ID number in the upper right corner of the questionnaire?  
**[PAUSE]**

**SAY:** Your student ID number will be immediately removed after information for section I has been entered.

**SAY:** At this time, please turn the first page of your questionnaire and read the instructions on pages 2 and 3. Do this now!

**[PAUSE - allow one to two minutes for reading]**

**SAY:** Is there anyone who has not finished reading the instructions on pages 2 and 3? **[PAUSE]**

**SAY:** Does anyone have any questions? **[PAUSE - if necessary, answer questions as appropriate when finished]**

**SAY:** The questionnaire includes three distinct sections. You are to complete sections II and III only. Please do not complete section I. It will be filled in for you.

**SAY:** Here are the instructions for completing Sections II and III. You are to complete these two sections by first reading the instructions at the top of each section and then by filling in the numbered circles with a pencil (point out). Normally, you would leave the "No Person" column blank. Use it only if the persons listed are not apart of your life in any way, i.e. having no brothers and sisters or no parents.

You may refer back to the definitions on pages 2 and 3 as often as you wish. When you finish, keep your materials in front of you and remain seated. Before collecting the materials, you will be ask to evaluate your experience in filling out the questionnaire. If you need clarifications while completing the questionnaire, please raise your hand and the person administering the questionnaire will assist you.

**SAY:** Any questions before you begin? **[PAUSE]**

Remember you are to complete Sections II and III only. If no questions, please turn to page five and begin.

**WHEN ALL QUESTIONNAIRES ARE COMPLETED**

1. Remind students to remain for a few minutes to evaluate the questionnaire.
2. Use the Evaluation of Pilot Tested Instrument form to record responses and comments.

**When completed, express your appreciation to the students for their participation and cooperation.**

**ORAL SCRIPT OF GENERAL INSTRUCTIONS**  
**JVJ Student Expectations of Support Questionnaire**  
**(Groups to be studied - ID Entry Option)**

**SAY:** My name is \_\_\_\_\_. I am a doctoral student in the Educational Leadership Department at Western Michigan University. I am here with the consent of your school officials to ask you to fill out a questionnaire.

The purpose for asking you to complete the JVJ Student Expectations of Support Questionnaire is to collect information that will help determine whether there is a connection between the extent of your expecting support or help from certain persons in and out of school and either high or low achievement in school. Other purposes are explained in the introduction of the questionnaire, which you will be reading shortly.

**IMPORTANT!** Your participation is strictly voluntary. If you wish not to participate, you are excused from doing so without fear of being penalized in any way. Of course, the more students who answer the questions honestly and completely the better the results will be. Also, remember that you are not required to write your name on the questionnaire.

Are there any questions at this time? [PAUSE]

I will now pass out the materials to you. You will receive two items: a questionnaire and a pencil. When you receive your materials, please keep them in front of you and do not handle nor write on the questionnaire until you are instructed to do so.

**[PASS OUT MATERIALS NOW - WHEN COMPLETE]**

**SAY:** Is there anyone who has not received a questionnaire and a pencil? [PAUSE]

**SAY:** At this time, please take a moment and write your student ID number in the upper right corner of the questionnaire. Do this now!

**SAY:** Is there anyone who has not completed writing his/her student ID number in the upper right corner of the questionnaire? **[PAUSE]**

**SAY:** Your student ID number will be immediately removed after the information for section I has been entered.

**SAY:** At this time, please turn the first page of your questionnaire and read the instructions on pages 2 and 3. Do this now!

**[PAUSE - allow one to two minutes for reading]**

**SAY:** Is there anyone who has not finished reading the instructions on pages 2 and 3? **[PAUSE]**

**SAY:** Does anyone have any questions? **[PAUSE - if necessary, answer questions as appropriate when finished]**

**SAY:** The questionnaire includes three distinct sections. You are to complete sections II and III only. Please do not complete section I. It will be filled in for you.

**SAY:** Here are the instructions for completing Sections II and III. You are to complete these two sections by first reading the instructions at the top of each section and then by filling in the numbered circles with a pencil (**point out**).

**SAY:** Here are the instructions for completing Sections II and III. You are to complete these two sections by first reading the instructions at the top of each section and then by filling in the numbered circles with a pencil (**point out**). Normally, you would leave the "No Person" column blank. Use it only if the persons listed are not apart of your life in any way, i.e. having no brothers and sisters or no parents.

You may refer back to the definitions on pages 2 and 3 as often as you wish. If you need any clarifications while completing the questionnaire, please raise your hand and the person administering the questionnaire will assist you. When you finish, recheck your questionnaire for completeness and return all materials to the questionnaire giver.

**SAY:** Any questions before you begin? **[PAUSE]**

Remember you are to complete Sections II and III only. If no questions, please turn to page five and begin.

**WHEN ALL QUESTIONNAIRES ARE COMPLETED**

**When completed, express your appreciation to the students for their participation and cooperation.**

**Appendix J**  
**Evaluation of Pilot Tested Instrument**

**EVALUATION OF PILOT TESTED INSTRUMENT**  
**(JVJ Student Expectations of Support Questionnaire)**

**ABOUT THE QUESTIONNAIRE INSTRUCTIONS AND CONTENT**

1. Were you able to follow with ease the general instructions given by the instructions reader?

☐ Yes    %\_\_\_\_\_                      ☐ No    %\_\_\_\_\_

If no, what would you say were the problems?

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2. At the beginning of each section, were the instructions clear and easy to follow?

☐ Yes    %\_\_\_\_\_                      ☐ No    %\_\_\_\_\_

If no, what would you say were the problems?

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3. What do you think about the number of questions asked?

☐ Too many                      ☐ Not enough                      ☐ Sufficient  
%\_\_\_\_\_                      %\_\_\_\_\_                      %\_\_\_\_\_

4. What do you think about the length of time it took to complete the questionnaire?

☐ Too long                      ☐ Too short                      ☐ Sufficient  
%\_\_\_\_\_                      %\_\_\_\_\_                      %\_\_\_\_\_

5. Were there any questions that you found hard to understand?

☐ Yes    %\_\_\_\_                      ☐ No    %\_\_\_\_

If yes, which questions and why were these questions hard to understand? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Were there any words that you found hard to understand?

☐ Yes    %\_\_\_\_                      ☐ No    %\_\_\_\_

If yes, what were the words? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Did you have any problems knowing where to mark your answers for section I?

☐ Yes    %\_\_\_\_                      ☐ No    %\_\_\_\_

If so, what were the problems? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Did you have any problems knowing where to mark your answers for section II? (That is, placing an answer for each person listed under the in-school column and then placing an answer for each person listed under the out-of-school column)

☐ Yes    %\_\_\_\_                      ☐ No    %\_\_\_\_

If so, what were the problems? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



9. Did you have any problems knowing where to mark your answers for section III?

☐ Yes    %\_\_\_\_      ☐ No    %\_\_\_\_

If so, what were the problems? \_\_\_\_\_

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10. Did you make any mistakes by placing more than one answer for any person listed either under in-school or out-of-school column?

☐ Yes    %\_\_\_\_      ☐ No    %\_\_\_\_

If yes, what were the problems? \_\_\_\_\_

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11. Do you have any suggestions for improving the questionnaire?

**Appendix K**  
**Mean Ratings of Expectations of Self-support, In-school,  
and Out-of-school by Situational Categories**

Table K-1

**Summary of Mean Ratings of Expectations of Self-support, In-school, and  
Out-of-school Support by Situational Categories**

Situational Categories	<u>Achievement Status</u>						p
	<u>N</u>	<u>High Achievers</u>		<u>N</u>	<u>Low Achievers</u>		
		Mean	SD		Mean	SD	
<b>Performance Monitoring</b>							
Self-support	41	4.21	.97	45	4.46	.57	(*)
In-school	42	3.18	.71	45	3.30	.76	(*)
Out-of-school	42	3.15	.93	45	3.13	.85	(*)
<b>Achievement Support</b>							
Self-support	41	4.42	.62	45	4.34	.68	(*)
In-school	42	3.19	.60	45	3.20	.78	(*)
Out-of-school	42	3.19	.83	45	3.25	.80	(*)
<b>Behavior Management</b>							
Self-support	40	4.42	.80	45	4.43	.69	(*)
Out-of-school	42	3.34	.87	45	3.42	.81	(*)
In-school	42	3.31	.86	45	3.41	.87	(*)
<b>Self-direction</b>							
Self-support	40	4.38	.76	45	4.56	.61	(*)
Out-of-school	42	3.54	.76	45	3.73	.78	(*)
In-school	42	3.26	.78	45	3.40	.83	(*)

**Note.** N = Number of participating African-American Males; SD - Standard deviation; p < .05; (\*) indicates that means are not significantly different at either .05 or .10 percent level. N = less than 42 (high achievers) indicates missing data.

Table K-2

**Mean Ratings of Expectations of In-school Support by Situational  
Categories by In-school Persons**

<u>Achievement Status</u>							
Situational Categories	<u>High Achievers</u>			<u>Low Achievers</u>			p
	<u>N</u>	Mean	SD	<u>N</u>	Mean	SD	
<b>Performance Monitoring</b>							
Teachers	42	3.90	.90	45	3.78	.89	(*)
Counselors	42	3.50	.98	45	3.57	.99	(*)
Principals	42	3.02	1.09	45	3.35	1.20	(*)
Friends(IS)	42	3.00	.94	45	3.25	.88	(*)
Staff	42	2.49	.96	45	2.57	1.08	(*)
<b>Achievement Support</b>							
Teachers	42	3.78	.68	45	3.69	.87	(*)
Counselors	42	3.28	.81	45	3.33	1.00	(*)
Friends(IS)	42	3.23	.84	45	3.21	.96	(*)
Principals	42	3.08	.97	45	3.16	1.10	(*)
Staff	42	2.55	.80	45	2.61	1.07	(*)
<b>Behavior Management</b>							
Teachers	42	3.49	1.06	45	3.68	1.02	(*)
Counselors	42	3.49	1.03	45	3.58	1.15	(*)
Principals	42	3.44	1.13	45	3.74	1.11	(*)
Friends(IS)	42	3.37	.89	45	3.34	1.11	(*)
Staff	42	2.71	1.01	45	2.73	1.20	(*)
<b>Self-direction</b>							
Counselors	42	3.63	.89	45	3.43	1.05	(*)
Teachers	42	3.55	.82	45	3.61	1.01	(*)
Principals	42	3.20	.99	45	3.69	1.04	(*)
Friends(IS)	42	3.27	.94	45	3.44	1.01	(*)
Staff	42	2.65	1.10	45	2.85	1.03	(*)

**Note.** N = Number of participating African-American Males; SD - Standard deviation; p < .05; (\*) indicates that means are not significantly different at either .05 or .10 percent level. Friends(IS) = In-school Friends

Table K-3

**Mean Ratings of Expectations of Out-of-school Support by Situational  
Categories by Out-of-school Persons**

Situational Categories	<u>Achievement Status</u>						p
	<u>High Achievers</u>			<u>Low Achievers</u>			
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	
<b>Performance Monitoring</b>							
Parents	42	4.13	1.06	45	4.10	.92	(*)
Bro/Sis	40	3.32	1.28	45	3.27	1.23	(*)
Relatives	42	3.00	1.20	45	2.95	1.00	(*)
Imp. Others	42	2.87	1.16	44	2.62	1.13	(*)
Friends(OS)	42	2.78	1.19	45	2.81	1.03	(*)
<b>Achievement Support</b>							
Parents	42	4.05	.90	45	4.06	.88	(*)
Bro/Sis	40	3.32	1.17	44	3.36	1.19	(*)
Relatives	42	3.11	.99	45	3.07	.98	(*)
Friends(OS)	42	2.79	.99	45	2.95	1.03	(*)
Imp. Others	42	2.69	1.04	44	2.75	1.07	(*)
<b>Behavior Management</b>							
Parents	42	4.11	.97	45	4.31	.76	(*)
Bro/Sis	40	3.34	1.30	44	3.44	1.24	(*)
Relatives	42	3.21	.93	45	3.28	1.02	(*)
Friends(OS)	42	3.03	1.08	45	3.16	1.06	(*)
Imp. Others	42	2.91	1.14	44	2.87	1.09	(*)

Table K-3--Continued

Situational Categories	<u>Achievement Status</u>						p
	<u>N</u>	<u>High Achievers</u>		<u>N</u>	<u>Low Achievers</u>		
		Mean	SD		Mean	SD	
Self-direction							
Parents	42	4.24	.80	45	4.39	.67	(*)
Relatives	42	3.68	.92	45	3.73	.99	(*)
Bro/Sis	41	3.54	1.14	45	3.79	1.17	(*)
Friends(OS)	42	3.20	1.10	45	3.54	1.08	(*)
Imp. Others	42	3.04	1.24	44	3.17	1.14	(*)

**Note.** N = Number of participating African-American Males; SD - Standard deviation; p < .05; (\*) indicates that means are not significantly different at either .05 or .10 percent level. Bro/Sis = Brothers/Sisters; Friends(OS) = Out-of-school Friends; Imp. Others = Important Others; N = less than 42 (high achievers) indicates missing data.

## **Appendix L**

### **Ranking of In-school and Out-of-school Persons by Mean Ratings of Expectations of Support by Situational Categories**

Table L-1

**Ranking of In-school and Out-of-school Persons by Mean Ratings of  
Expectations of Support by Situational Categories**

<b><u>Performance Monitoring</u></b>					
<b>I/O-school Persons</b>	<b><u>High Ach</u> Mean</b>	<b>RR</b>	<b>I/O-School Persons</b>	<b><u>Low Ach</u> Mean</b>	<b>RR</b>
Parents	4.13	SH*-VH	Parents	4.17	SH*-VH
Teachers	3.90	SL-SH*	Teachers	3.78	SL-SH*
Counselors	3.50	SL-SH**	Counselors	3.57	SL-SH**
Bro/Sis	3.22	SL*-SH	Principals	3.35	SL*-SH
Principals	3.03	SL	Bro/Sis	3.27	SL*-SH
Friends(IS)	3.00	SL	Friends(IS)	3.25	SL*-SH
Relatives	3.00	SL	Relatives	2.95	VL-SL*
Imp. Others	2.87	VL-SL*	Friends(OS)	2.81	VL-SL*
Friends(OS)	2.78	VL-SL*	Imp. Others	2.62	VL-SL*
Staff	2.49	VL-SL**	Staff	2.57	VL-SL**
<b><u>Achievement Support</u></b>					
Parents	4.05	SH	Parents	4.06	SH
Teachers	3.78	SL-SH*	Teachers	3.69	SL-SH*
Bro/Sis	3.32	SL*-SH	Bro/Sis	3.36	SL*-SH
Counselors	3.28	SL*-SH	Counselors	3.33	SL*-SH
Friends(IS)	3.23	SL*-SH	Friends(IS)	3.21	SL*-SH
Relatives	3.11	SL*-SH	Principals	3.16	SL*-SH
Principals	3.08	SL	Relatives	3.07	SL
Friends(OS)	2.79	VL-SL*	Friends(OS)	2.95	VL-SL*
Imp. Others	2.69	VL-SL*	Imp. Others	2.75	VL-SL*
Staff	2.55	VL-SL**	Staff	2.61	VL-SL*
<b><u>Behavior Management</u></b>					
Parents	4.11	SH*-VH	Parents	4.36	SH*-VH
Teachers	3.49	SL-SH**	Principals	3.79	SL-SH*
Counselors	3.49	SL-SH**	Teachers	3.68	SL-SH*
Principals	3.49	SL-SH**	Counselors	3.58	SL-
SH**					
Friends(IS)	3.37	SL*-SH	Bro/Sis	3.44	SL-
SH**					
Bro/Sis	3.34	SL*-SH	Friends(IS)	3.34	SL*-SH
Relatives	3.31	SL*-SH	Relatives	3.28	SL*-SH
Friends(OS)	3.03	SL	Friends(OS)	3.16	SL*-SH
Imp. Others	2.91	VL-SL*	Imp. Others	2.91	VL-SL*
Staff	2.71	VL-SL*	Staff	2.71	VL-SL*



Table L-1--Continued

<u>Self-direction</u>					
I/O-school Persons	<u>High Ach</u> Mean	RR	I/O-School Persons	<u>Low Ach</u> Mean	RR
Parents	4.24	SH*-VH	Parents	4.39	SH*-VH
Relatives	3.68	SL-SH*	Bro/Sis	3.79	SL-SH*
Counselors	3.63	SL-SH*	Relatives	3.78	SL-SH*
Teachers	3.55	SL-SH**	Principals	3.69	SL-SH*
Bro/Sis	3.54	SL-SH**	Teachers	3.61	SL-SH*
Friends(IS)	3.27	SL*-SH	Friends(OS)	3.54	SL-SH**
Principals	3.20	SL*-SH	Friends(IS)	3.44	SL-SH**
Friends(OS)	3.20	SL*-SH	Counselors	3.43	SL-SH**
Imp. Others	3.04	SL	Imp. Others	3.17	SL*-SH
Staff	2.65	VL-SL*	Staff	2.81	VL-SL*

**Note.** I/O-School = In/Out-school; High Ach = High Achievers; Low Ach = Low Achievers; RR = Rating Range; Friend(IS) = In-school Friends; Friends(OS) = Out-of-school Friends; Bro/Sis = Brothers/Sisters; Imp. Others = Important Others; RR = Rating Range

Rating Range: VL - SL = Very Low to Slightly Low; SL = Slightly Low; SL - SH = Slightly Low to Slightly High; SH = Slightly High; SH - VH = Slightly High to Very High

\* = indicates that the mean rating is closer to either the upper or lower rating range

\*\* = indicates that the mean rating approximates the mid-point of the rating range.

Table L-2

Summary Ranking of In-school and Out-of-school Persons by Mean Ratings of Expectations of Support by Situational Categories

<u>Expectations of Support Ratings</u>			
I/O-school Persons	Mean	SD	Rating Range
Parents	4.17	.77	SH* - VH

Table L-2--Continued

Teachers	3.71	.83	SL - SH*
Counselors	3.52	.90	SL - SH**
Principals	3.36	.99	SL* - SH
Bro/Sis	3.34	1.23	SL* - SH
Friends(IS)	3.30	.81	SL* - SH
Relatives	3.24	.91	SL* - SH
Friends(OS)	3.03	.89	SL
Imp. Others	2.81	1.08	VL - SL*
Staff	2.68	.92	VL - SL*

**Note.** I/O-School = In/Out-school; High Ach = High Achievers; Low Ach = Low Achievers; SD = Standard deviation; Rating Range: VL - SL = Very Low to Slightly Low; SL = Slightly Low; SL - SH = Slightly Low to Slightly High; SH = Slightly High; SH - VH = Slightly High to Very High; Bro/Sis = Brothers/Sisters; Friends(IS) = In-school Friends; Friends(OS) = Out-of-school Friends

\* = indicates that the mean rating is closer to either the upper or lower rating range

\*\* = indicates that the mean rating approximates the mid-point of the rating range.

## **Appendix M**

### **Percentages of Inner-city African-American 10th Grade Males by Overall Mean Rating of Expectations of Self-support, In-school, and Out-of-school Support**

Table M

Percentages of Inner-city African-American 10th Grade Males by Overall Mean Rating of Expectations of Self-support, In-school, and Out-of-school Support

Expectation Ratings	<u>Expectations of Support</u>					
	<u>Self</u>		<u>In-school</u>		<u>Out-of-school</u>	
	N	%	N	%	N	%
Very High	25	24.3	0	0	0	0
Slightly High	51	49.5	20	19.3	24	23.1
Slightly Low	23	22.3	49	47.1	50	48.1
Very Low	3	2.9	30	28.8	26	25.0
None	1	1.0	5	4.8	4	3.8
Total	103	100.0	104	100.0	104	100.0

Note. N = Number of participating African-American Males; The categorization of the participants was based on the mean rating of all items (22 situational statements) constituting the ratings of expectations of self-support.

## **Appendix N**

### **Graphs of Inner-city African-American 10th Grade Males' Expectations of Self-support, In-school and Out-of-school Support**

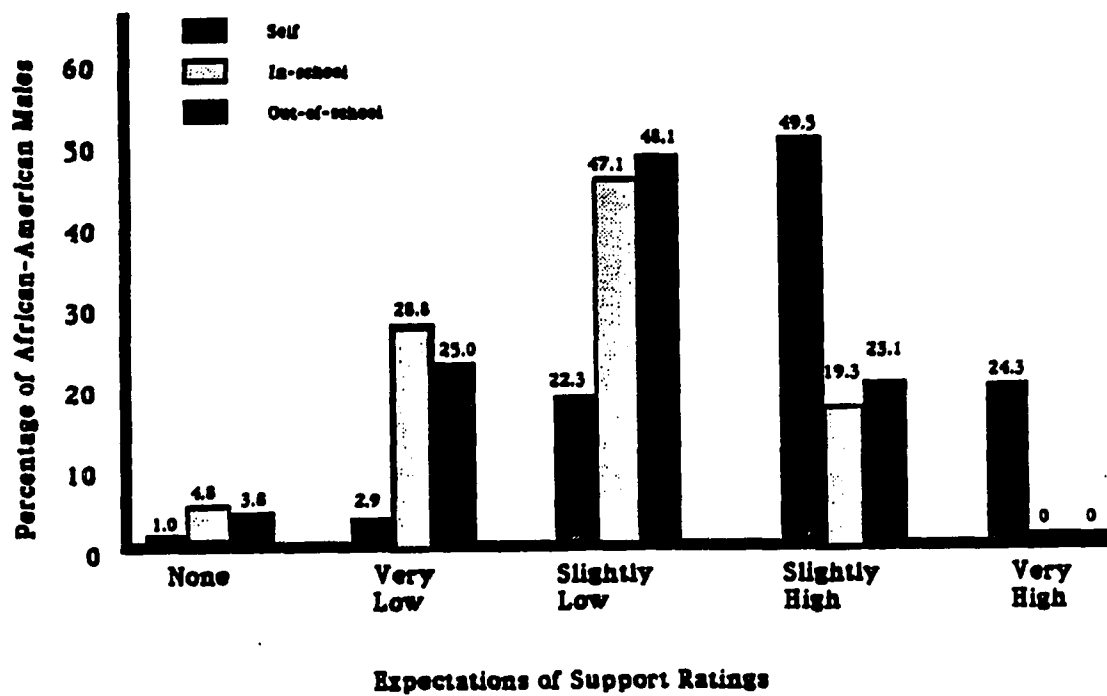


Figure 1. Inner-city African-American 10th Grade Males Expectations of Self-support, In-school and Out-of-school Support.

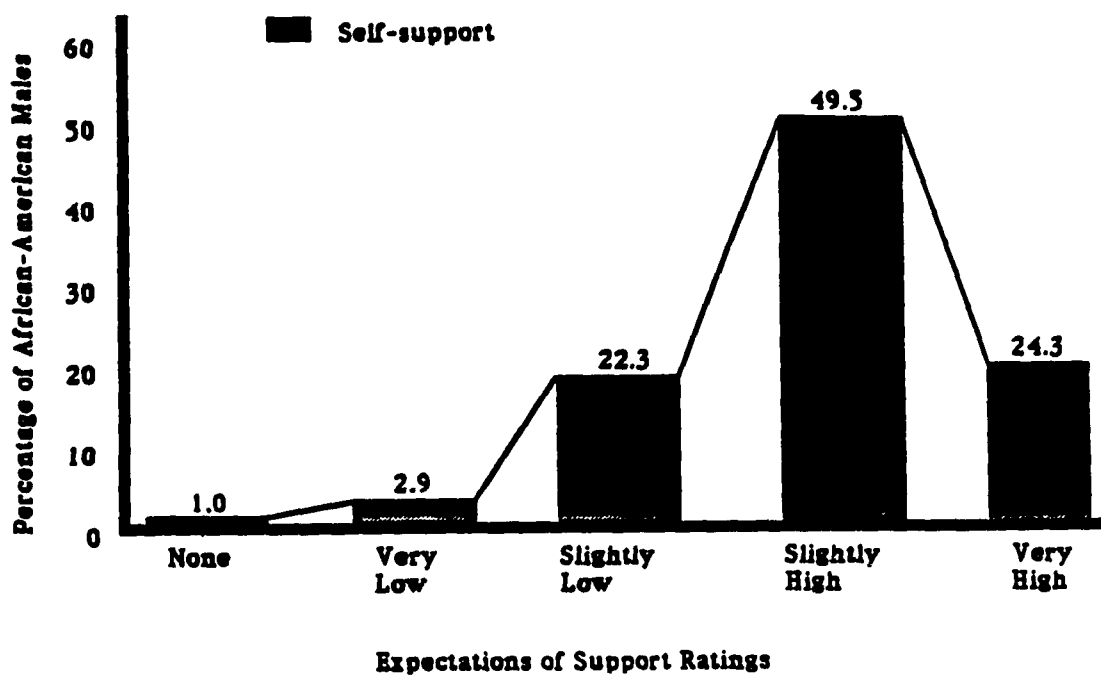


Figure 2. Inner-city African-American 10th Grade Males Expectations of Self-support.

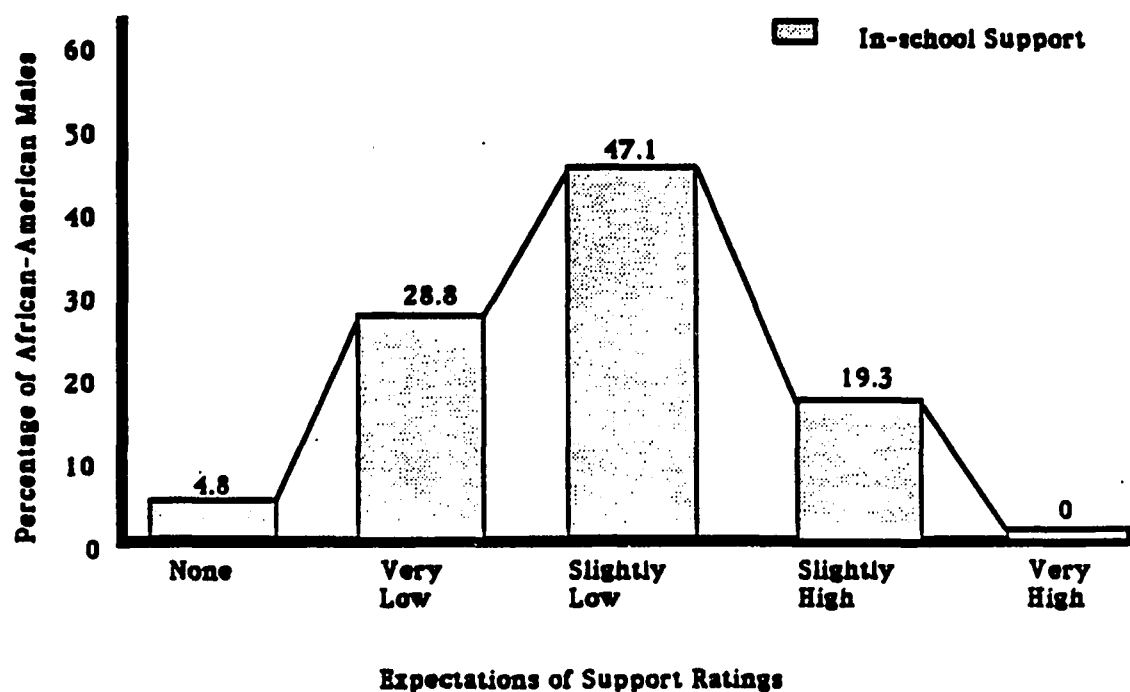


Figure 3. Inner-city African-American 10th Grade Males Expectations of In-school Support.



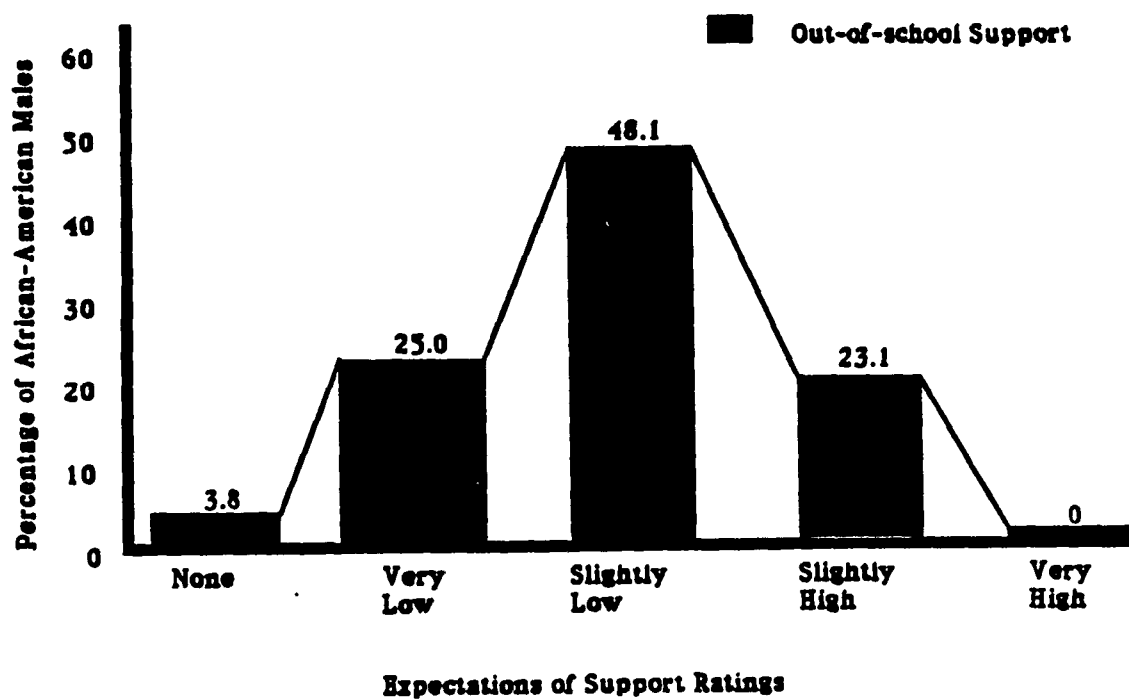
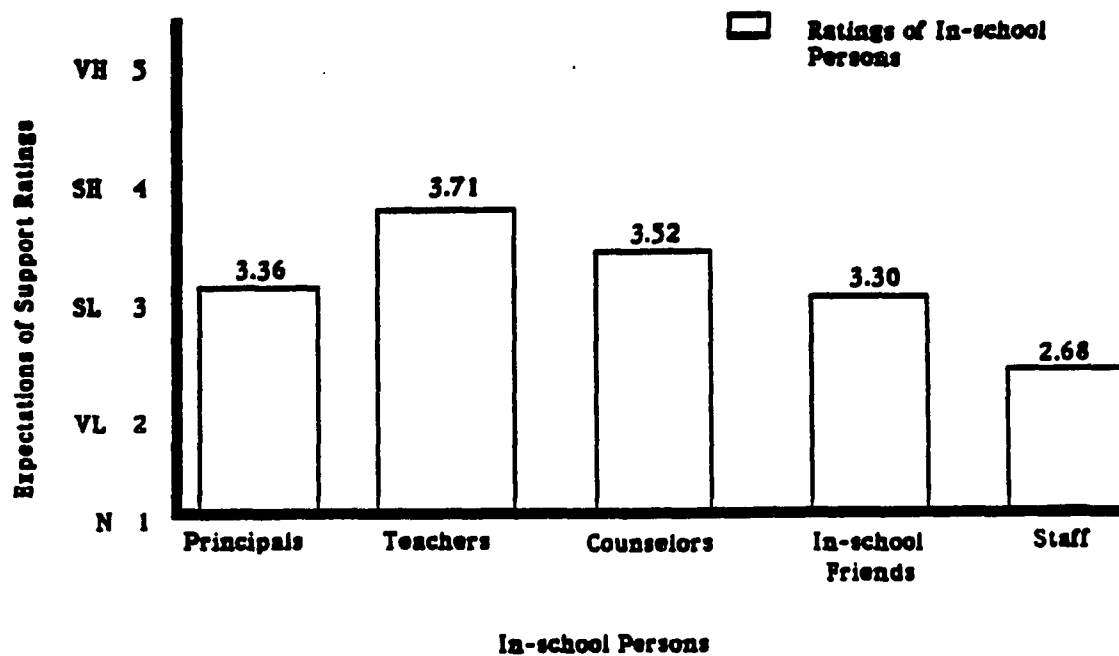
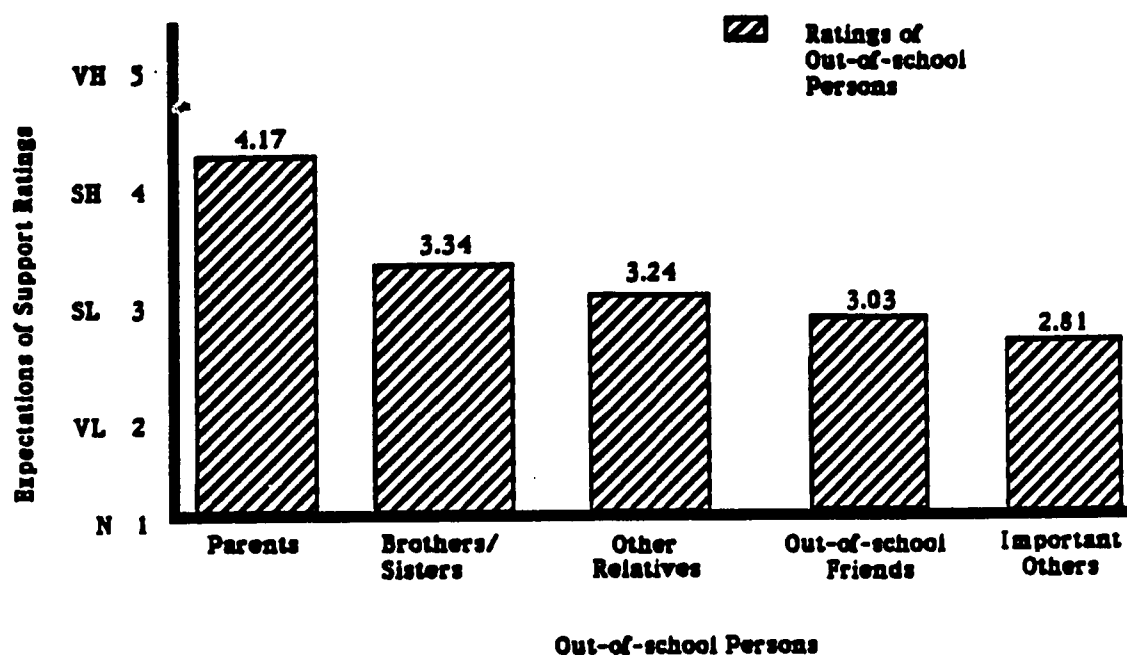


Figure 4. Inner-city African-American 10th Grade Males Expectations of Out-of-school Support.



VH - Very High  
SH - Slightly High  
SL - Slightly Low  
VL - Very Low  
N - None

Figure 5. Inner-city African-American 10th Grade Males Ratings of Expectations of Support of In-school Persons.



VH - Very High  
SH - Slightly High  
SL - Slightly Low  
VL - Very Low  
N - None

Figure 6. Inner-city African-American 10th Grade Males Ratings of Expectations of Support of Out-of-school Persons.

## **Appendix O**

### **Mean Ratings of Expectations of Self-support, In-school and Out-of-school Support by Situational Statements**

Table O-1

**Mean Ratings of Expectations of Self-support, In-school and  
Out-of-school Support by Situational Statements**

Situational Statements			
N=104			
<b>1. Rate your chances of getting help if you were to have problems or concerns about maintaining average or above average grades</b>			
Support From	Mean	SD	Rating Range
Yourself	4.40	1.16	SH - VH*
In-school			
Counselors	3.72	1.37	SL - SH*
Teachers	3.70	1.19	SL - SH*
Friends(IS)	3.58	1.36	SL - SH*
Principals	3.12	1.35	SL*-SH
Staff	2.79	1.33	VL - SL*
Out-of-school			
Parents	4.27	1.11	SH* - VH
Bro/Sis	3.49	1.52	SL - SH**
Relatives	3.22	1.33	SL* - SH
Friends(OS)	3.00	1.41	SL
Imp. Others	3.02	1.51	SL
<b>2. Rate your chances of getting help if you were to have problems or concerns about understanding your in-class work or homework</b>			
Yourself	4.30	1.22	SH* - VH
In-school			
Teachers	4.24	1.01	SH* - VH
Friends(IS)	3.50	1.35	SL - SH**
Counselors	3.27	1.51	SL* - SH

Table O-1--Continued

Support From	Mean	SD	Rating Range
Principals	2.79	1.35	VL - SL*
Staff	2.63	1.33	VL - SL*
Out-of-school			
Parents	3.99	1.21	SH
Bro/Sis	3.20	1.32	SL* - SH
Relatives	2.92	1.40	VL - SL*
Friends(OS)	2.79	1.33	VL - SL*
Imp. Others	2.76	1.40	VL - SL*

3. Rate your chances of getting help if you were to have problems or concerns about falling behind in your classes

Support From	Mean	SD	Rating Range
Yourself	4.42	1.18	SH* - VH
In-school			
Teachers	4.02	1.23	SH
Counselors	3.50	1.28	SL - SH**
Principals	3.23	1.38	SL* - SH
Friends(IS)	3.15	1.34	SL* - SH
Staff	2.49	1.28	VL - SL**
Out-of-school			
Parents	4.18	1.20	SH* - VH
Bro/Sis	3.20	1.46	SL* - SH
Relatives	3.04	1.51	SL
Friends(OS)	2.73	1.35	VL - SL*
Imp. Others	2.66	1.45	VL - SL*

Table O-1--Continued

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**4. Rate your chances of getting help if you were to have problems or concerns about receiving credit for the work that you do for your classes**

---

Support From	Mean	SD	Rating Range
Yourself	4.41	1.14	SH* - VH
In-school			
Teachers	3.88	1.16	SL - SH*
Counselors	3.26	1.30	SL* - SH
Principals	3.13	1.36	SL* - SH
Friends(IS)	2.94	1.49	VL - SL*
Staff	2.33	1.28	VL* - SL
Out-of-school			
Parents	3.91	1.34	SL - SH*
Bro/Sis	3.02	1.51	SL
Relatives	2.73	1.43	VL - SL*
Friends(OS)	2.52	1.32	VL - SL**
Imp. Others	2.50	1.50	VL - SL**

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**5. Rate your chances of getting help if you were to have problems or concerns about being over looked when attempting to participate in class or other school activities**

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Support From	Mean	SD	Rating Range
Yourself	4.32	1.26	SH* - VH
In-school			
Teachers	3.55	1.43	SL - SH*
Counselors	3.13	1.46	SL* - SH
Principals	3.12	1.50	SL* - SH
Friends(IS)	2.87	1.38	VL - SL*
Staff	2.34	1.26	VL* - SL

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Table O-1--Continued

Support From	Mean	SD	Rating Range
<b>Out-of-school</b>			
Parents	3.88	1.43	SL - SH*
Bro/Sis	3.10	1.53	SL* - SH
Relatives	2.81	1.39	VL - SL*
Friends(OS)	2.45	1.29	VL - SL**
Imp. Others	2.29	1.37	VL* - SL

6. Rate your chances of getting help if you were to have problems or concerns about challenging courses (e.g. math, science, writing, etc.)

Support From	Mean	SD	Rating Range
Yourself	4.58	1.38	SH - VH**
<b>In-school</b>			
Teachers	4.00	1.17	SH
Counselors	3.45	1.35	SL - SH*
Friends(IS)	3.19	1.39	SL* - SH
Principals	3.18	1.38	SL* - SH
Staff	2.59	1.42	VL - SL**
<b>Out-of-school</b>			
Parents	4.02	1.24	SH
Bro/Sis	3.04	1.50	SL
Relatives	2.83	1.38	VL - SL*
Imp. Others	2.57	1.50	VL - SL**
Friends(OS)	2.52	1.38	VL - SL**

7. Rate your chances of getting help if you were to have problems or concerns about losing interest in your courses



Table O-1--Continued

Support From	Mean	SD	Rating Range
Yourself	4.25	1.30	SH* - VH
In-school			
Counselors	3.77	1.21	SL - SH*
Teachers	3.59	1.23	SL - SH**
Principals	3.13	1.39	SL* - SH
Friends(IS)	3.10	1.22	SL* - SH
Staff	2.62	1.34	VL - SL*
Out-of-school			
Parents	4.01	1.31	SH
Bro/Sis	3.15	1.52	SL* - SH
Relatives	2.97	1.47	VL - SL*
Friends(OS)	2.75	1.33	VL - SL*
Imp. Others	2.52	1.43	VL - SL**

8. Rate your chances of getting help if you were to have problems or concerns about failing a course

Support From	Mean	SD	Rating Range
Yourself	4.58	1.38	SH - VH**
In-school			
Teachers	4.12	1.27	SH* - VH
Counselors	3.78	1.36	SL - SH*
Principals	3.40	1.57	SL* - SH
Friends(IS)	3.15	1.30	SL* - SH
Staff	2.44	1.38	VL - SL**
Out-of-school			
Parents	4.31	1.13	SH* - VH
Bro/Sis	3.17	1.55	SL* - SH
Relatives	3.06	1.55	SL

Table O-1--Continued

Support From	Mean	SD	Rating Range
Friends(OS)	2.85	1.41	VL - SL*
Imp. Others	2.63	1.50	VL - SL*

9. Rate your chances of getting help if you were to have problems or concerns about discussing sensitive issues in class (e. g. sex, racism, etc.)

Support From	Mean	SD	Rating Range
Yourself	4.49	1.00	SH - VH**
<b>In-school</b>			
Friends(IS)	3.52	1.41	SL - SH**
Teachers	3.34	1.34	SL* - SH
Counselors	3.23	1.44	SL* - SH
Principals	3.14	1.40	SL* - SH
Staff	2.41	1.33	VL - SL**
<b>Out-of-school</b>			
Parents	3.92	1.33	SL - SH*
Bro/Sis	3.30	1.55	SL* - SH
Friends(OS)	3.08	1.44	SL
Relatives	3.07	1.40	SL
Imp. Others	2.75	1.59	VL - SL*

10. Rate your chances of getting help if you were to have problems or concerns about not being able to read or write well

Support From	Mean	SD	Rating Range
Yourself	4.41	1.15	SH - VH**

Table O-1--Continued

Support From	Mean	SD	Rating Range
<b>In-school</b>			
Teachers	4.08	1.20	SH
Counselors	3.76	1.35	SL - SH*
Principals	3.45	1.44	SL - SH**
Friends(IS)	3.23	1.39	SL* - SH
Staff	2.85	1.49	VL - SL*
<b>Out-of-school</b>			
Parents	4.24	1.26	SH* - VH
Bro/Sis	3.45	1.60	SL - SH**
Relatives	3.38	1.46	SL* - SH
Friends(OS)	2.93	1.55	VL - SL*
Imp. Others	2.81	1.49	VL - SL*

11. Rate your chances of getting help if you were to have problems or concerns about not being able to fully use your talents and abilities (e. g. music, athletics, leadership, etc.)

Support From	Mean	SD	Rating Range
Yourself	4.53	1.20	SH - VH**
<b>In-school</b>			
Teachers	3.45	1.38	SL - SH**
Counselors	3.39	1.34	SL* - SH
Friends(IS)	3.31	1.46	SL* - SH
Principals	3.27	1.35	SL* - SH
Staff	2.72	1.28	VL - SL*
<b>Out-of-school</b>			
Parents	4.17	1.21	SH* - VH
Bro/Sis	3.48	1.54	SL - SH**
Relatives	3.35	1.32	SL* - SH
Friends(OS)	3.32	1.40	SL* - SH

Table O-1--Continued

Support From	Mean	SD	Rating Range
Imp. Others	3.01	1.50	SL

12. Rate your chances of getting help if you were to have problems or concerns about getting along with students, teachers, and others

Support From	Mean	SD	Rating Range
Yourself	4.56	1.07	SH - VH**
In-school			
Counselors	3.55	1.53	SL - SH**
Teachers	3.45	1.52	SL - SH**
Friends(IS)	3.45	1.27	SL - SH**
Principals	3.42	1.42	SL - SH**
Staff	2.67	1.41	VL - SL*
Out-of-school			
Parents	4.10	1.35	SH* - VH
Bro/Sis	3.33	1.51	SL* - SH
Relatives	3.12	1.39	SL* - SH
Friends(OS)	3.08	1.41	SL
Imp. Others	2.76	1.49	VL - SL*

13. Rate your chances of getting help if you were to have problems or concerns about following certain school rules

Support From	Mean	SD	Rating Range
Yourself	4.23	1.36	SH* - VH

Table O-1--Continued

Support From	Mean	SD	Rating Range
<b>In-school</b>			
Principals	3.72	1.45	SL - SH*
Teachers	3.64	1.45	SL - SH*
Counselors	3.56	1.43	SL - SH**
Friends(IS)	3.30	1.54	SL* - SH
Staff	2.77	1.56	VL - SL*
<b>Out-of-school</b>			
Parents	4.07	1.29	SH
Bro/Sis	3.10	1.51	SL* - SH
Relatives	3.08	1.38	SL* - SH
Friends(OS)	2.79	1.36	VL - SL*
Imp. Others	2.72	1.52	VL - SL*

14. Rate your chances of getting help if you were to have problems or concerns about being treated unfairly

Support From	Mean	SD	Rating Range
Yourself	4.65	1.18	SH - VH*
<b>In-school</b>			
Teachers	3.78	1.50	SL - SH*
Counselors	3.71	1.49	SL - SH*
Principals	3.67	1.38	SL - SH*
Friends(IS)	3.30	1.41	SL* - SH
Staff	2.63	1.46	VL - SL*
<b>Out-of-school</b>			
Parents	4.29	1.15	SH* - VH
Bro/Sis	3.45	1.64	SL - SH**
Relatives	3.44	1.51	SL - SH**
Friends(OS)	3.23	1.44	SL* - SH
Imp. Others	2.95	1.50	VL - SL*

Table O-1--Continued

15. Rate your chances of getting help if you were to have problems or concerns about being threatened with detention, suspension or expulsion

Support From	Mean	SD	Rating Range
Yourself	4.50	1.17	SH - VH**
In-school			
Principals	3.53	1.45	SL - SH**
Counselors	3.46	1.53	SL - SH**
Teachers	3.33	1.40	SL* - SH
Friends(IS)	3.21	1.29	SL* - SH
Staff	2.70	1.39	VL - SL*
Out-of-school			
Parents	4.38	1.07	SH* - VH
Bro/Sis	3.34	1.57	SL* - SH
Relatives	3.21	1.37	SL* - SH
Friends(OS)	3.07	1.53	SL
Imp. Others	2.75	1.46	VL - SL*

16. Rate your chances of getting help if you were to have problems or concerns about attending school regularly

Support From	Mean	SD	Rating Range
Yourself	4.43	1.31	SH - VH**
In-school			
Teachers	3.58	1.52	SL - SH**
Principals	3.47	1.38	SL - SH**
Counselors	3.44	1.51	SL - SH**
Friends(IS)	3.30	1.42	SL* - SH
Staff	2.83	1.54	VL - SL*

Table O-1--Continued

Support From	Mean	SD	Rating Range
<b>Out-of-school</b>			
Parents	4.15	1.29	SH* - VH
Bro/Sis	3.33	1.59	SL* - SH
Relatives	3.14	1.49	SL* - SH
Friends(OS)	3.09	1.44	SL
Imp. Others	2.76	1.49	VL - SL*

17. Rate your chances of getting help if you were to have problems or concerns about dropping out of school

Support From	Mean	SD	Rating Range
Yourself	4.58	1.12	SH - VH**
<b>In-school</b>			
Teachers	3.91	1.43	SL - SH*
Counselors	3.88	1.64	SL - SH*
Principals	3.80	1.54	SL - SH*
Friends(IS)	3.66	1.44	SL - SH*
Staff	2.96	1.65	VL - SL*
<b>Out-of-school</b>			
Parents	4.31	1.19	SH* - VH
Relatives	3.63	1.32	SL - SH*
Bro/Sis	3.57	1.75	SL - SH**
Friends(OS)	3.39	1.56	SL* - SH
Imp. Others	3.01	1.58	SL

18. Rate your chances of getting help if you wanted answers to the question "why should I stay in school?"

Table O-1--Continued

Support From	Mean	SD	Rating Range
Yourself	4.48	1.18	SH - VH**
<b>In-school</b>			
Teachers	3.84	1.35	SL - SH*
Principals	3.79	1.38	SL - SH*
Counselors	3.78	1.40	SL - SH*
Friends(IS)	3.60	1.28	SL - SH*
Staff	2.97	1.50	VL - SL*
<b>Out-of-school</b>			
Parents	4.32	1.17	SH* - VH
Bro/Sis	3.68	1.51	SL - SH*
Relatives	3.67	1.31	SL - SH*
Friends(OS)	3.43	1.33	SL - SH**
Imp. Others	3.05	1.48	SL

19. Rate your chances of getting help if you were interested in discussing personal issues such as dating, marriage, family, parenting, health, etc.

Support From	Mean	SD	Rating Range
Yourself	4.47	1.20	SH - VH**
<b>In-school</b>			
Friends(IS)	3.31	1.45	SL* - SH
Counselors	3.10	1.40	SL* - SH
Principals	2.96	1.47	VL - SL*
Teachers	2.91	1.34	VL - SL*
Staff	2.47	1.52	VL - SL**
<b>Out-of-school</b>			
Parents	4.04	1.34	SH
Bro/Sis	3.36	1.58	SL* - SH
Friends(OS)	3.35	1.54	SL* - SH



Table O-1--Continued

Support From	Mean	SD	Rating Range
Relatives	3.30	1.45	SL* - SH
Imp. Others	2.92	1.56	VL - SL*

20. Rate your chances of getting help if you were interested in continuing your education or training beyond high school

Support From	Mean	SD	Rating Range
Yourself	4.56	1.10	SH - VH**
In-school			
Teachers	3.94	1.25	SL - SH*
Counselors	3.79	1.39	SL - SH*
Principals	3.72	1.35	SL - SH*
Friends(IS)	3.53	1.22	SL - SH**
Staff	2.88	1.49	VL - SL*
Out-of-school			
Parents	4.44	.96	SH - VH**
Relatives	3.82	1.25	SL - SH*
Bro/Sis	3.60	1.57	SL - SH*
Friends(OS)	3.50	1.45	SL - SH**
Imp. Others	3.22	1.62	SL* - SH

21. Rate your chances of getting help if you were interested in learning how to prepare for employment

Support From	Mean	SD	Rating Range
Yourself	4.66	1.12	SH - VH**

Table O-1--Continued

Support From	Mean	SD	Rating Range
<b>In-school</b>			
Teachers	3.65	1.60	SL - SH*
Principals	3.54	1.41	SL - SH**
Counselors	3.51	1.38	SL - SH**
Friends(IS)	3.13	1.32	SL* - SH
Staff	2.85	1.62	VL - SL*
<b>Out-of-school</b>			
Parents	4.47	.99	SH - VH**
Relatives	3.73	1.27	SL - SH*
Bro/Sis	3.61	1.57	SL - SH*
Friends(OS)	3.24	1.52	SL* - SH
Imp. Others	3.03	1.50	SL

22. Rate your chances of getting help if you were interested in learning how to start and develop a money-making idea or special talent

Support From	Mean	SD	Rating Range
Yourself	4.65	1.18	SH - VH*
<b>In-school</b>			
Teachers	3.57	1.40	SL - SH**
Counselors	3.38	1.45	SL* - SH
Friends(IS)	3.32	1.37	SL* - SH
Principals	3.31	1.45	SL* - SH
Staff	2.76	1.60	VL - SL*
<b>Out-of-school</b>			
Parents	4.31	1.11	SH* - VH
Relatives	3.70	1.34	SL - SH*
Bro/Sis	3.69	1.41	SL - SH*
Friends(OS)	3.46	1.36	SL - SH**
Imp. Others	3.09	1.59	SL

Table O-1--Continued

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**Note.** N = Number of participating African-American Males; SD = Standard deviation;  
Friend(IS) = In-school Friends; Friends(OS) = Out-of-school Friends;  
Bro/Sis = Brothers/Sisters; Imp. Others = Important Others  
Rating Range: VL - SL = Very Low to Slightly Low; SL = Slightly Low; SL - SH =  
Slightly Low to Slightly High; SH = Slightly High; SH - VH = Slightly High to Very  
High  
\* = indicates that the mean rating is closer to either the upper or lower rating range  
\*\* = indicates that the mean rating approximates the mid-point of the rating range

**Appendix P**  
**Mean and Median Grade-point Averages of Participating**  
**Inner-city High Schools**

**Table P**  
**Mean and Median Grade-point Averages of Participating**  
**Inner-city High School**

Inner-city Schools	<u>Grade-point Averages</u>			
	Mean	Median	Lowest	Range Highest
City-school #1	1.65	1.63	.00	3.43
City-school #2	1.61	1.58	.00	3.33
City-school #3	1.85	1.67	.83	3.67

**Appendix Q**  
**Mean Ratings of Expectations of Support by Situational  
Categories by Inner-city High Schools**

Table Q-1

**Mean Ratings of Expectations of Self-support by Situational  
Categories by Inner- city High Schools**

<b>Performance Monitoring</b>				
<b>Inner-city Schools</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Rating Range</b>
School #1	20	4.11	.82	SH* - VH
School #2	37	4.84	.34	SH - VH*
School #3	47	4.09	.92	SH
<b>Achievement Support</b>				
School #1	20	4.23	.67	SH* - VH
School #2	37	4.77	.38	SH - VH*
School #3	47	4.05	.75	SH
<b>Behavior Management</b>				
School #1	20	4.40	.75	SH - VH**
School #2	37	4.78	.47	SH - SH*
School #3	47	4.13	.86	SH* - VH
<b>Self-direction</b>				
School #1	20	4.57	.75	SH - VH**
School #2	37	4.77	.49	SH - VH*
School #3	47	4.16	.85	SH* - VH

**Note.** N = Number of participating African-American Males; Total N = 104

SD - Standard deviation; Rating Range: VL - SL = Very Low to Slightly Low;  
SL = Slightly Low; SL - SH = Slightly Low to Slightly High; SH = Slightly High;  
SH - VH = Slightly High to Very High

\* = indicates that the mean rating is closer to either the upper or lower rating range

\*\* = indicates that the mean rating approximates the mid-point of the rating range.

Table Q-2

**Mean Ratings of Expectations of In-school Support by Situational  
Categories by Inner-city High Schools**

<b>Performance Monitoring</b>				
<b>Inner-city Schools</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Rating Range</b>
School #1	20	3.52	.79	SL - SH**
School #2	37	3.12	.84	SL* - SH
School #3	47	3.21	.66	SL* - SH
<b>Achievement Support</b>				
School #1	20	3.47	.71	SL - SH**
School #2	37	3.11	.83	SL* - SH
School #3	47	3.17	.64	SL* - SH
<b>Behavior Management</b>				
School #1	20	3.74	.78	SL - SH*
School #2	37	3.41	.97	SL - SH**
School #3	47	3.18	.85	SL* - SH
<b>Self-direction</b>				
School #1	20	3.82	.72	SL - SH*
School #2	37	3.25	.75	SL* - SH
School #3	47	3.18	.70	SL* - SH

**Note.** N = Number of participating African-American Males; Total N = 104

SD - Standard deviation; Rating Range: VL - SL = Very Low to Slightly Low;  
SL = Slightly Low; SL - SH = Slightly Low to Slightly High; SH = Slightly High;  
SH - VH = Slightly High to Very High

\* = indicates that the mean rating is closer to either the upper or lower rating range

\*\* = indicates that the mean rating approximates the mid-point of the rating range.



Table Q-3

**Mean Ratings of Expectations of Out-of-school support by Situational  
Categories by Inner- city High Schools**

<b>Performance Monitoring</b>				
<b>Inner-city Schools</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Rating Range</b>
School #1	20	2.97	.86	VL - SL*
School #2	37	3.24	.97	SL* - SH
School #3	47	3.13	.77	SL* - SH
<b>Achievement Support</b>				
School #1	20	3.18	.79	SL* - SH
School #2	37	3.35	.87	SL* - SH
School #3	47	3.14	.76	SL* - SH
<b>Behavior Management</b>				
School #1	20	3.50	.83	SL - SH**
School #2	37	3.55	.94	SL - SH**
School #3	47	3.23	.76	SL* - SH
<b>Self-direction</b>				
School #1	20	3.86	.71	SL - SH*
School #2	37	3.77	.85	SL - SH*
School #3	47	3.44	.77	SL - SH**

**Note.** N = Number of participating African-American Males; Total N = 104  
SD - Standard deviation; Rating Range: VL - SL = Very Low to Slightly Low;  
SL = Slightly Low; SL - SH = Slightly Low to Slightly High; SH = Slightly High;  
SH - VH = Slightly High to Very High  
\* = indicates that the mean rating is closer to either the upper or lower rating range  
\*\* = indicates that the mean rating approximates the mid-point of the rating range.

**Appendix R**  
**Headcount, Percentages and Ratios of Students, Teachers, and**  
**Administrators of Participating High Schools**

**Table R-1**  
**Headcount of Male Teachers by Participating Schools**

Inner-city Schools	AA Male Enrolled	<u>Teachers - Male</u>			Total
		Black	White	Other	
School #1	20	3	6	1	10
School #2	62	3	38	1	42
School #3	160*	13	32	1	46
Total	242	19	76	3	98

**Note.** AA Male = 10th grade African-American male enrollment; \* = approximate headcount; headcount reflect start of academic year September 1992

**Table R-2**  
**Headcount of Female Teachers by Participating Schools**

Inner-city Schools	AA Male Enrolled	<u>Teachers - Female</u>			Total
		Black	White	Other	
School #1	20	0	9	0	9
School #2	62	7	29	0	36
School #3	160*	22	27	1	50
Total	242	29	65	1	95

**Note.** AA Male = 10th grade African-American male enrollment; \* = approximate headcount; headcount reflect start of academic year September 1992

Table R-3

## Headcount of Male Administrators by Participating Schools

Inner-city Schools	AA Male Enrolled	<u>Administrators - Male</u>			Total
		Black	White	Other	
School #1	20	2	0	0	2
School #2	62	1	3	0	4
School #3	160*	4	1	0	5
Total	242	7	4	0	11

**Note.** AA Male = 10th grade African-American male enrollment; \* = approximate headcount; headcount reflect start of academic year September 1992

Table R-4

## Headcount of Female Administrators by Participating Schools

Inner-city Schools	AA Male Enrolled	<u>Administrators - Female</u>			Total
		Black	White	Other	
School #1	20	0	0	0	0
School #2	62	0	0	0	0
School #3	160*	2	0	0	2
Total	242	2	0	0	2

**Note.** AA Male = 10th grade African-American male enrollment; \* = approximate headcount; headcount reflect start of academic year September 1992

Table R-5

**Percentages and Ratios of Students and Teachers  
of Combined Participating Schools**

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**Total Combined**

24.8%    Black teachers

.2%    Other

**Male Teachers**

50.7%    Total male teachers

9.8%    Black male

39.4%    White male

1.6%    Other

**Female Teachers**

49.3%    Total female teachers

15.0%    Black female

33.7%    White female

0.5%    Other

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**Teacher Ratios**

1. 3 to 1    white teachers to black teachers
  2. 20 to 17    male teachers to female teachers
  3. 19 to 2    white male teachers to black male teachers
  4. 13 to 5    white female teachers to black female teachers
- 

**Student/Teacher Ratios**

1. 1.7 to 1    African-American 10th grade males to white teachers
2. 5 to 1    African-American 10th grade males to black teachers
3. 2.4 to 1    African-American 10th grade males to male teachers
4. 2.8 to 1    African-American 10th grade males to female teachers
5. 3.2 to 1    African-American 10th grade males to white male teachers
6. 12.7 to 1    African-American 10th grade males to black male teachers
7. 3.7 to 1    African-American 10th grade males to white female teachers

Table R-5--Continued

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8. 8.3 to 1 African-American 10th grade males to black female teachers

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Note. Ratios are rounded approximations

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