

ABSTRACT

Title of Dissertation: The Effect of Self-Esteem and Racial Identity Attitudes on Academic Performance Among African-American Male College Students.

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United States Department of Education enrollment and graduation data illustrate the status of African-American male college students. Between 1982 and 1984 there was a 5% decline in the enrollment of African-American male college students, while the number of baccalaureate degrees awarded over the past 15 years has decreased by 10%.

Research indicates that attitudes, such as self-esteem or racial-identity, predict academic performance among some members of this population. The purpose of this study was to examine the relationship among self-esteem, racial-identity attitudes, and academic performance for African-American male college students. The study tested 4 research hypotheses: 1) Self-esteem and racial-identity attitudes have a positive effect on academic performance among African-American male college students. 2) There is a positive relationship between self-esteem and racial-identity attitudes among African-American male college students. 3) African-American male college students who attend a predominately Black college have higher self-

esteem than those who attend a predominately White college. 4) African-American male college students who attend a predominately Black college have higher racial-identity than those who attend a predominately White college.

The short forms of the Coopersmith Self-Esteem Inventory and the Helms and Parham Black Racial-Identity Attitude Scale were administered to 46 African-American male college students from a predominately Black campus and 66 African-American male college students from a predominately White campus.

Regression analyses were used to answer the research hypotheses. There were no significant differences on the independent variables or demographic variables between subjects from the different campuses. Findings from the current study did not provide support for any of the hypotheses tested. Suggestions for future research include the incorporation of lie scales, use of random sampling, and designs which investigate both individual and environmental influences on academic performance among African-American male college students.

THE EFFECT OF SELF-ESTEEM AND RACIAL-IDENTITY
ATTITUDES ON ACADEMIC PERFORMANCE AMONG
AFRICAN-AMERICAN MALE COLLEGE STUDENTS

by

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DEDICATION

Although she died before the initiation of this study, my mother, Doris Brown-Banks, had a great deal to do with the project's success. This work is dedicated to her memory.

And say to him: Take care, you remain tranquil and do not fear; let not your courage fail...

Isaiah 7:4

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CHAPTER ONE

INTRODUCTION

This chapter contains the statement of the problem, purpose, background and significance, research questions and hypotheses, and definitions of terms for this study of self-esteem, racial-identity attitudes, and academic performance among African-American male college students.

Statement of the Problem

Over the past decade the number of African-American males graduating from high school has remained constant, while there has been a decrease in the number of African-American males enrolling in college (National Center for Educational Statistics, 1990). Previous research has concluded that among the population of African-American male college students academic performance is related to student attitudes (Boyer & Sedlacek, 1988; Centra, 1970; Demo & Parker, 1987; Dicesare, Sedlacek, & Brooks, 1972; Fleming, 1984; Gottfredson, 1987; Nettles, Thomas, & Gosman, 1986; Pentages & Creedon, 1978; Portes & Wilson, 1976; Sedlacek & Adams-Gaston, 1989; Spaights, Kenner, & Dixon, 1986; Tracey & Sedlacek, 1984, 1985, 1987; White & Sedlacek, 1986; Wilson, 1981).

Many of the attitude measures which are predictive of academic performance involve a student's self-esteem. Self-esteem has been examined in relation to academic performance and college completion (Bradley & Stewart, 1982; Demo & Parker, 1987; Lay & Wakstein, 1985; Spaight, Kenner, and Dixon, 1986). Tracey & Sedlacek (1984) argue that there is a need to discover additional measures of student attitudes which are related to academic performance. Black racial-identity attitudes, attitudes towards self, other people, and institutions has not yet been investigated in relation to academic performance. Parham & Helms (1985) have investigated the relationship between measures of self-esteem and racial-identity among African-American college students.

There is a particular need for studies of academic performance among African-American males since several studies indicate that college completion rates of African-American males may actually be decreasing (Mortenson, 1991; SUG-25 Retention Data Exchange Report, 1990; Office of Institutional Studies, 1990). In addition, the United States Bureau of Justice Statistics (1990) indicates that in some states there are more African-American males of college age in the Federal prison system than on college campuses.

Health and social statistics reveal that African-American males are becoming an endangered species (Dunn, 1988; Fitchue, 1991; Franklin, 1987; Gibbs-Taylor, 1989; Johnson, 1989; Parham & McDavis, 1987). Research on student attitudes, such as self-esteem and racial-identity, as predictors of academic performance must become a priority, if African-American males are to avoid becoming an endangered species among college graduates.

Purpose of the Study

The purpose of the study was to examine the relationship among self-esteem, racial-identity attitudes, and academic performance for African-American male college students.

Background and Significance of the Problem Area

Tracey & Sedlacek (1987) believe that the ability of attitude measures to predict academic performance among African-American students has received considerable attention in the education and social science literature. Attitude measures include variables such as self-esteem and racial-identity attitudes.

The concept of non academic factors influencing academic performance among African-American students is not new. Beasley and Sease (1974) examined the role of

biographic data in predicting Black student academic performance.

Tracey & Sedlacek (1984) developed a Noncognitive Questionnaire (NCQ) to help demonstrate the validity of two measures of attitudes toward self and six other measures in predicting academic performance among minority college students. The eight areas of their NCQ include: 1) positive self-concept or confidence; 2) realistic self-appraisal; 3) understanding and dealing with racism; 4) demonstrated community service; 5) preference for long-range goals; 6) availability of a strong support person; 7) successful leadership experience; and 8) knowledge acquired in a field.

Coopersmith (1981) believes that self-esteem is an important and integral part of academic performance among children. Self-esteem is a personal judgment of worthiness expressed in the attitudes a person holds toward the self (Coopersmith, 1987).

Coopersmith (1967) developed a set of self-esteem inventories. He first developed a school form to assess the self-esteem of school age children between the ages of 5 and 12. The School Form became the basis for an adult form used to assess self-esteem among those older than 15 years of age. Coopersmith's Self-Esteem Inventories (1967) have been used in a variety of settings with children and

adults.

Spaights, Kenner, and Dixon (1986) did not find a relationship between self-concept and academic performance in the total sample of their study. The investigators did find a significant relationship between self-concept and academic performance, as measured by grade point average, for African-American females. Other studies have found that students with low self-esteem are less likely to perform well academically or achieve their goals (Bradley & Stewart, 1982; Demo & Parker, 1987; Lay & Wakstein, 1985).

Racial-identity is an attitude measure used in research on African-Americans. Racial-identity theory in general refers to a Black or White person's identifying or not identifying with the racial group with which he or she is generally assumed to share racial heritage (Helms, 1990). Little or no research documents the relationship between stages of racial-identity development and the level of self-concept (Parham & Helms, 1985).

Cross (1971) developed a developmental model of the "Negro to Black Conversion Experience." The Cross Model is represented by five developmental stages:

Pre-encounter---A person's worldview is dominated by Euro-American determinants.

Encounter---A person experiences a shocking personal or social event that temporarily dislodges him from the previous worldview.

Immersion-Emersion---A person's level of Blackness is high, but the degree of internalization of the new identity is minimal. The first phase involves total immersion and withdrawal into Blackness, the second part involves emergence and movement towards a cognitive and affective openness that allows him to begin to be more critical in his analysis.

Internalization---A person attains psychological openness and self-confidence about one's Blackness. This self-confidence is evident in interpersonal transactions. A person has internalized the new identity.

Internalization-Commitment---A person who has internalized the new identity of the previous stage continues to be a social activist. This person has incorporated the new identity and is struggling to translate personal identity into activities that are meaningful.

Helms (1984) amended Cross's model to suggest that each stage be considered a distinct "world view", by which she meant cognitive templates that Black people use to organize information about themselves, other people, and institutions. Helms (1990) proposed only 4 stages which are characterized by specific emotional, behavioral, and cognitive expressions related to the general themes of each stage. The themes of the 4 stages were; preencounter, idealization of Whiteness and denigration of Blackness; encounter, consciousness of race; immersion/emersion, idealization of Blackness and denigration of Whiteness; internalization/commitment, racial transcendence. Current research does not yield conclusive results concerning the relationship among self-esteem, racial-identity attitudes, and academic performance.

Fordham (1988) stated that students who have a

negative view of their ethnic group may manage to maintain high grades but are at risk of dropping out of school due to isolation and a lack of a support group. Gay (1985) believes that students who feel good about being a member of a particular ethnic group do not necessarily do better in school than those who do not feel good about being a member of their ethnic group.

In a study of racial-identity attitudes and self regard, Parham and Helms (1985) found that students who had high self regard tended to have high racial identity. The investigators noted that students in the pre-encounter and immersion attitude stages tended to have low self regard. Parham & Helms (1985) argue that generalizations that Blacks have either a positive or a negative self-concept seem outdated because they fail to explore the range of individual differences in attitudes about racial identity.

Self-esteem, an individual's attitude about self, and racial-identity attitude, an individual's attitude about being a member of their racial group, are related for some African-American male college students. Measures of self-esteem and racial-identity attitudes may be important in predicting academic performance among African-American university students in general. Given current trends among African-American males in higher education, self-esteem

and racial-identity attitudes should be investigated among this population.

In a study of 25 schools coordinated by the University of Oklahoma's Office of Institutional Research the proportion of African-American males who graduated from college after four years was only 16.6% (SUG-25 Retention Data Exchange Report, 1990). Data from the University of Maryland at College Park indicates that for the past 10 years less than 25% of the African-American males who enrolled in any of the Fall freshman classes have graduated from the university (Office of Institutional Studies, 1990).

Statistics from the United States Department of Education reveal that between 1982 and 1984 there was a 5% decline in the enrollment of African-American males in institutions of higher education (Office of Educational Research and Improvement, 1990). In addition, during the 10 year period from 1976 to 1986 the number of baccalaureate degrees conferred to African-American males declined by over 10% (U.S. Dept. of Education, 1989).

The fact that the majority of African-American male college students attend predominately White colleges makes research on African-American male students attending predominately White colleges important.

Prior to 1964, Historically Black Colleges enrolled

more than half of all Blacks in college. Gurin & Epps (1975) argue that increased civil rights pressure from Blacks and Federal efforts led to rapid increases in Black enrollment in White colleges from 1964 to 1968. They state:

During the period from 1964 to 1968 total college enrollment for Blacks increased from about 234,000 to 434,000, while enrollment at Black colleges increased from 120,000 to 156,000. This represents a 144 percent increase for non-Black colleges, a 30 percent increase for Black colleges during this period, and a total increase of 85 percent in Black student enrollment.

In 1970 approximately one-third of all Blacks in college attended an historically Black college (Gurin & Epps, 1975), while by 1980 the figure had dropped to approximately one-fifth (Garibaldi, 1984).

Some researchers argue that Blacks at predominately Black colleges and universities tend to have higher levels of self-esteem and racial-identity than Blacks at predominately White colleges and universities (Fleming, 1984; Gurin & Epps, 1975).

Significance of the Study

Self-esteem and racial-identity attitudes are important factors influencing the academic performance of African-American males in college. Attitudes towards self occupy an important role in the ability of some college students to perform academically. The current study

examined whether there is a relationship among self-esteem, racial-identity attitudes, and academic performance for a convenience sample of African-American male college students attending a predominately Black and a predominately White college.

The current study provides information for researchers and practitioners. Researchers may use results from this study in continued efforts to examine, explain, and improve academic performance among African-American male college students. College student personnel may use findings from this study to design more effective interventions aimed at improving academic performance among this population.

Research Questions and Hypotheses

This study investigated the relationship among self-esteem, racial-identity attitudes, and academic performance for African-American male college students. The study examined four research questions 1) Do self-esteem and racial-identity effect academic performance among African-American male college students? 2) Is there a relationship between self-esteem and racial-identity attitudes among African-American male college students? 3) Is there a difference in self-esteem between African-American males who attend a predominately Black college,

and those who attend a predominately White college? 4) Is there a difference in racial-identity attitudes between African-American males who attend a predominately Black college and those who attend a predominately White college?.

Four research hypotheses were developed to examine the relationship among self-esteem, racial-identity attitudes, and academic performance for African-American male college students.

1) Self-esteem and racial-identity attitudes have a positive effect on academic performance among African-American male college students.

2) There is a positive relationship between self-esteem and racial-identity attitudes among African-American male college students.

3) African-American male college students who attend a predominately Black college have higher self-esteem than those who attend a predominately White college.

4) African-American male college students who attend a predominately Black college have higher racial-identity than those who attend a predominately White college.

Definition of Terms

Academic Performance. Grade point average serves as the measure of academic performance. The term is used to refer to the average of all grades obtained by a student at his higher education institution.

Attitudes. The term refers to the feelings or beliefs which are a student's subjective evaluations of himself and/or the world around them (attitudes are developed from an individual's intrapersonal processes, interpersonal processes and other environmental influences).

African-American. The term refers to those students who usually refer to themselves racially using any of the following terms Colored, Negro, Black, Afro-American or African-American.

Black Racial-Identity Attitudes. The term refers to the subjective evaluation an African-American student makes about himself as an African-American, other people, and institutions (racial-identity attitudes develop from a student's beliefs and perceptions). Black Racial-identity attitudes were evaluated using the Parham and

Helms (1981) Black Racial Identity Attitude Scale.

Self-Esteem. The term refers to the subjective evaluation a student makes regarding himself and his sense of worthiness (self-esteem develops from a student's cognitive and affective processes). Self-esteem was evaluated using the Coopersmith Self-Esteem Inventory (1981).

CHAPTER II

REVIEW OF SELECTED LITERATURE

This chapter is a review of theory and research on concepts related to this study of self-esteem, racial-identity, and academic performance among African-American male college students. The chapter includes sections on student attitudes and academic performance, self-esteem, and racial-identity attitudes.

Student Attitudes and Academic Performance

Student attitudes have been studied in relation to two measures of academic performance: cumulative grade point average and persistence at a college or university for a specified number of semesters (Pascarella, 1986).

Loo & Rolison (1986) argue that there is a need at the national level for research on ethnic minority college students' attitudes and perceptions. Based on their investigation of 104 ethnic minority students' attitudes at a small public university, the investigators concluded that minority students faced sociocultural difficulties and alienation on campus. The investigators concluded that ethnic students' retention may be a function of sociocultural alienation, student attitudes, or of academic factors.

Several studies evidence the relationship between student attitudes and academic performance (Dreher & Singer, 1985; Elmore & Vasu, 1986; Gadzella, Ginther, Williamson, & Davenport, 1985). In their study of mathematics performance and attitudes in mathematics Gadzella et al. (1985) analyzed correlations between mathematics course grades and scores on the Mathematics Attitudes Scale for 177 students in three colleges at a Southwestern university. The investigators concluded that for students in two of the colleges, high course grades tended to reflect positive attitudes towards mathematics. In their study of statistics achievement Elmore & Vasu (1986) found attitudes toward feminist issues to be the most important predictor variable set in their model. Dreher & Singer (1985) found three factors which significantly predicted college academic achievement: attitude toward learning, along with ability to learn from text, and background knowledge of subject matter.

Tracey & Sedlacek (1984) developed an instrument to measure how several measures of student attitudes helped to predict academic success. The investigators developed the Non-Cognitive Questionnaire (NCQ) to assess the seven variables hypothesized by Sedlacek and Brooks (1976) to be related to minority student academic success (Tracey &

Sedlacek, 1987). The NCQ consisted of 2 nominal items on educational expectations, 18 Likert-type items on expectations about college and self-assessment, and 3 open-ended questions on present goals, past accomplishments, group memberships, and offices held (Tracey & Sedlacek, 1984).

Tracey & Sedlacek (1984) included 1694 White and 279 Black students from two incoming freshman classes at a large eastern university in their study. They found that NCQ items predicted academic success as measured by GPA among both White and Black students. Positive self-concept and realistic self-appraisal were significantly related to cumulative GPA after 3 semesters for both races (Tracey & Sedlacek, 1984). In a longitudinal study, Tracey & Sedlacek (1985) found that these same two variables (positive self-concept and realistic self-appraisal) were predictive of grades at all points in a student's academic career.

Tracey & Sedlacek (1984) found that NCQ items predicted academic success as measured by persistence only for the Black subsample and not for the White subsample. The investigators found the same two measures of attitudes towards self (positive self-concept and realistic self-appraisal) along with social support and community involvement were significantly related to the continued

enrollment of Black students.

Gottfredsen (1987) commented on studies which compare of Black and White students in educational research. Gottfredson (1987) stated:

Studies examining racial differences in the attainment process over the past decade do not agree on the nature of the differences observed and inconsistencies persist even when major differences in the samples, models and methods are held constant.

In their longitudinal study, Tracey & Sedlacek (1985) found that several NCQ variables were related to persistence among Black students. These variables included: positive self-concept, realistic self-appraisal, academic familiarity, support for college plans, support for long-range goals, community service, and having an understanding of racism. Based on the results of a LISREL analysis Tracey & Sedlacek (1987) concluded that only noncognitive and not cognitive (i.e. GPA, Scholastic Aptitude Test scores) dimensions were predictive of Black student success as measured by persistence. Based on this analysis, the investigators argued that measures of student attitudes were critical to academic success, as measured by persistence, among Black students.

Measures of student attitudes have been used in research among several populations of students in higher education (Boyer & Sedlacek, 1988; Bandalos & Sedlacek,

1989; Sedlacek & Adams-Gaston, 1989; White & Sedlacek, 1986). Boyer & Sedlacek (1988) found that self-confidence consistently predicted GPA for eight semesters. The investigators concluded that understanding racism seemed consistently associated with persistence. Bandalos & Sedlacek (1989) found that understanding and dealing with racism was an important predictor of grade point average among pharmacy students. In a study of student athletes, Sedlacek & Adams-Gaston (1989) found that the measure of positive self-concept was among measures of student attitudes which were predictive of first semester grades. While White & Sedlacek (1986) found measures of student attitudes predictive of grade point average and persistence among specially admitted students, they argue that each institution should study its own applicants and students to identify which measures are useful predictors at which time and for which criterion. Tracey & Sedlacek (1987) also argue that more work is needed finding accurate measures of student attitudes which are predictive of minority student academic performance.

In summary, research indicates that measures of student attitudes are related to academic performance among several populations of students in higher education. This empirical research supports the earlier theories of Clark & Plotkin (1964) and Beasley & Sease (1974).

Self-Esteem

No standard operational or theoretical definition of self-esteem is generally accepted (Crandall, 1973; Wylie, 1978). Coopersmith defines self-esteem as the attitudes of approval or disapproval that an individual has towards himself (Coopersmith, 1981).

Messick (1979) believes individual attitudes are important as instrumental and outcome variables in educational research. Self-esteem, along with other measures of attitudes toward the self, have been used as both independent and dependent measures in the study of academic performance (Demo & Parker, 1987; Pascarella, Smart, Ethington, & Nettles, 1987; Richman, Clark, & Brown, 1985; Rubin, 1978; Spaight, Kenner, & Dixon, 1986).

Several studies have examined the relationship between attitudes toward self and academic performance of primary or secondary students (Beer, 1989; Hughes, 1974; Johnsen & Medley, 1979; Lay & Wakstein, 1985; Portes & Wilson, 1976; Richardson & Lee, 1986; Richman, Clark, & Brown, 1985). In their longitudinal study of 1620 U.S. high school males, Portes & Wilson (1976) combined the Rosenberg Self-Concept and the Cobb Self-Esteem Inventory to measure self-esteem. The investigators found that academic performance as measured by GPA is related to the

strong role of self-esteem and educational aspirations among Black students. Johnsen & Medley (1979) used the Brookovers General Self-Concept of Ability Scale in their study of self-concept. The investigators found high self concepts among the 189 Black high school seniors in their sample.

Rubin (1978) concluded that the self-esteem rating of students gain stability as they progress into adolescence. In their study of late adolescent students, Richman, Clark & Brown (1985) studied 195 11th grade students. The investigators administered the Rosenberg General Self-Esteem Inventory, the Piers-Harris Children's Self-Concept Scale, and the Brookover Self-Concept of Ability and School Achievement Scale. The investigators argued that research on adolescent self-esteem has not dealt systematically with the interactive effects of gender, race and social class. Richman et al. (1985) concluded that Black men were less confident than Black females.

Hughes (1974) argued that attendance at a predominately White high school had harmful consequences for Black male students. The investigator found that the self-concept of Black males in predominately Black schools was higher than that of their counterparts in predominately White schools.

Lay & Wakstein (1985) found that self-esteem or self-evaluation was an important factor in determining GPA and educational aspirations among Black secondary students. The investigators argued that a positive self image may be central to an explanation of Black educational achievement. Lay & Wakstein (1985) concluded that more descriptive analysis is needed to understand the relationships between self-concept and academic achievement among different populations of students.

Demo & Parker (1987) used the Tennessee Self-Concept Scale as the measure of their dependent variable in a study of the impact academic achievement had on self-concept among college students. The purpose of their study was to examine self-esteem among college students to determine the effects of academic performance on self-esteem. The investigators concluded that academic achievement was not critical to self-concept development among Black college students.

Spaights, Kenner and Dixon (1986) studied 37 male and 81 female students in their study of the relationship between self-concept and academic success of Black students in college. Spaights, Kenner and Dixon (1986) concluded that there was no significant relationship between self-concept and cumulative grade point average.

Shavelson, Hubner, & Stanton (1976) argue that the non-existence of empirical evidence supporting equivalence among self-concept measurements makes it impossible to compare studies using different instruments.

The Coopersmith Self-Esteem Inventory---Adult Form, which was used in this study, has been used in assessing self-esteem in family situations. In a study of changing levels of self-esteem associated with parenting, Palkovitz & Copes (1988) investigated the self-esteem of couples expecting their first child. The investigators examined self-esteem both before the child was born and after the child's birth. Palkovitz & Copes (1988) concluded that parenthood increased self-esteem among both mothers and fathers. Neidig, Friedman, and Collins (1986) used the Coopersmith Inventory when they found significant differences between levels of self-esteem among 119 male military personnel who had abused their wives and 119 matched males who had reportedly not abused their wives.

Beer (1989) used the Coopersmith Self-Esteem Inventory in research involving boys and girls from divorce homes. Beer (1989) found that fifth and sixth grade students from divorced homes had lower GPA than students who were not from homes of divorce. In addition, Beer (1989) noted that students from homes of divorce scored lower on the Coopersmith than did those who were

not from homes of divorce.

Richardson & Lee (1986) used the Coopersmith Self-Esteem Inventory with 14 year old West Indian students to assess its validity as a predictor of academic achievement. In their study of 95 boys and 120 girls, the investigators used a step-wise multiple regression analysis in determining that self-concept was significantly related to academic achievement as measured by grade point average.

The Coopersmith Self-Esteem Inventory---Adult Form has been used with students of various cultural backgrounds (Mena, Padilla, & Maldonado, 1987; Padilla, Wagatsuma, & Kindholm, 1985; Prewitt-Diaz, 1984; Terrell, Terrell, & Taylor, 1988). Prewitt-Diaz (1984) used the Coopersmith Self-Esteem Inventory in a cross-cultural reliability study. The investigator administered a Spanish translation of the instrument with ninety-six 15 to 18 year old Puerto Rican students in the mainland U.S. and two-hundred 15 to 18 year old students on the Island of Puerto Rico. Prewitt-Diaz (1984) concluded that the instrument was a reliable tool for evaluating the personal judgment of worthiness for Puerto Rican students in both mainland U.S. and the island of Puerto Rico.

Terrell, Terrell, & Taylor (1988) used the Coopersmith Inventory---Adult Form to examine the self-

esteem of 37 Black male adolescents with African names and 40 Black males without African names. The investigators found that subjects with African names had significantly higher scores on the Coopersmith Inventory than did those without African names.

Racial-Identity Attitudes

Helms (1990) provides the following definition of racial-identity development theory:

Racial-identity development theory concerns the psychological implications of racial group membership; that is, belief systems that evolve in reaction to perceived differential racial group membership.

In a review of studies on ethnic identification, Brand, Ruiz, and Padilla (1974) note that interest in the dynamics of ethnic identification and preference began in the early twentieth century. The reviewers note that the most consistent finding in ethnic research since 1900 was a preference by both White and Black children for White experimental stimuli. Brand et al. (1974) state that the expansion of psychological theory delineating the relationship of ethnic heritage to self-concept and self-esteem awaits further empirical studies which employ ethnically meaningful designs.

In the early 1940's Clark & Clark (1947) used dolls to study racial-identity among children. The "Clark Doll

Study" has been the subject of replications during the 1980's (Fine and Bowers, 1984; Shireman and Johnson, 1986). Fine and Bowers (1984) found that Black males were significantly more likely than Black females to identify with a White doll. The investigators conclude that the current political climate which places Blacks at a social and economic disadvantage may reduce Black children's willingness to identify with a Black stimulus. Fine and Bowers (1984) further argue that Black female children may do better on self-esteem measures than Black male children because they suffer less from being Black in today's society. In a longitudinal study of Black adoptees, Shireman and Johnson (1986) administered the Doll Test to Black children who had been adopted. The investigators found that Black children adopted by White couples maintained a good sense of racial-identity.

Researchers have questioned the designs and methodologies employed in research on self-concept and ethnic identification among children (Banks & Grambs, 1972; Clark, 1982; Guterman, 1972; Looney, 1988; Smith, 1980). Clark (1982) used the Coopersmith Self-Esteem Inventory in her study of racial group concept and self-esteem in 210 Black children in grades three to six. The primary purpose of her study was to investigate the relationship of racial group concepts (i.e. racial

attitudes and racial preferences) to general and specific self-esteem in Black children. Clark (1982) found no apparent relationship between racial group concept and self-esteem among children.

Cross, Parham and Helms (1990) note that the attempt to measure cultural identification in adult populations is a relatively new phenomenon, though theoretical speculation about such issues has existed for quite some time. Racial-identity development research has no long empirical history by which researchers can guide their methodologies (Helms, 1989).

In an attempt to assess the possible relationship between measured self-esteem and measured self-concept among adults, Houston (1984) proposed that instrumental insensitivity might offer a partial explanation for the inconclusiveness among self-esteem studies. The investigator adopted a non-phenomenal approach to the study of self-concept among Blacks. While Houston (1984) found no relationship between self-esteem and Black consciousness, she did find higher Black consciousness among males. Houston (1984) concluded that self-esteem studies are useless unless there is an understanding of the definition and concept of self-esteem on which the measuring instruments are based.

Several attempts have been made to develop empirical

measures of the Cross model (Cross, 1971) of Black racial-identity development. Hall, Cross & Freedle (1972) used interviews and Q-Sort methodology to assess the model. The investigators used a total of 28 items in a Q-Sort methodology: 7 items to evaluate pre-encounter attitudes, 4 items to evaluate encounter attitudes, 14 items to evaluate immersion-emersion attitudes and 3 items to evaluate internalization items. There were 45 Black men and 45 Black women among the subjects in the study. The investigators concluded from the results of their Q-Sort that there was evidence to support a series of developmental stages of Black awareness similar to that theorized by Cross in 1971.

A major criticism of the Hall, Cross & Freedle (1972) study was that subjects in the study were college students at a highly selective Northeastern University (Cross, 1978b). Krate, Leventhal and Silverstein (1974) selected 25 male and 25 female low income urban Black college students for their study of the Cross (1971) model. The investigators used 27 of the items devised by Hall, Cross & Freedle (1972) in a similar Q-Sort fashion. Krate, Leventhal and Silverstein (1974) concluded that there was evidence of a self-perceived change in the same overall direction theorized by Cross.

Milliones' (1980) construction of the Developmental Inventory of Black Consciousness (DIBC) represented the first attempt to convert Hall, Cross and Freedle's (1972) Q-Sort items to an attitudinal scale. Milliones (1980) omitted the measurement of encounter attitudes since encounter is experienced for only a brief period of time. The investigator did not find statistically significant evidence in support of a relationship between self-esteem and Black racial-identity. However, Milliones (1980) did find a tendency toward higher self-esteem with advanced stages of racial-identity development.

The second attempt to operationalize the Cross (1971) stage model of racial-identity development was developed by Parham & Helms (1981). The investigators used their Black Racial Identity Scale in their exploratory investigation of racial-identity and self-esteem. The investigators used 166 (65 male and 101 female) Black college students enrolled in four predominantly White universities throughout the U.S. Parham & Helms (1985) used the Self-Regard subscale of the Personal Orientation Inventory (Shostrom, 1963) to measure attitudes toward self. The investigators found that pre-encounter, encounter, and immersion attitudes were significantly related to students' self regard; however, internalization attitudes were positively but not significantly related to

self-regard.

Parham & Helms (1985) made several conclusions concerning self-esteem and racial-identity attitudes based on the data in their study. The investigators stated that the data suggest that once a student enters the immersion stage, his or her level of self-esteem seems to decrease. In addition, the investigators stated that the data helped underscore that Black students are not a homogeneous group with regard to self-esteem or racial-identity attitudes. Parham & Helms (1985) issued a caveat to researchers interpreting their results. The investigators stated:

This study is limited because it relies on the measurement of self-esteem by an instrument not validated on samples of Blacks. Consequently, although we found statistically significant relationships between self-esteem and attitudes of racial identity in this investigation, questions arise regarding the true meaning of these relationships.

Racial-identity attitudes appear to interact with other personality variables. Ponterotto, Anderson and Grieger (1986) found a significant sex by racial-identity interaction in their study of Black students' attitudes toward counseling. The investigators concluded that attitudes toward counseling were not solely a function of sex or racial-identity attitudes, but were a product of their interaction.

In another study, Pomales, Claiborn and LaFromboise

(1986) hypothesized that Black students' racial-identity would affect their perceptions of White counselors' interview behaviors. The investigators administered the Parham & Helms (1981) inventory to Black students before the students viewed a video session of a White counselor. The students saw a video tape of a culturally blind counselor who ignored the impact of race in a counselling session, or a culturally sensitive counselor who accounted for race in the session. Pomales, Claiborn and LaFromboise (1986) found that subjects who were in the encounter stage rated the culturally sensitive videos better than those at other stages of racial-identity development.

In summary, empirical data exists which support the notion that African-American students have attitudes towards self which are diverse. However, the current literature lacks adequate descriptive data concerning the variation in attitudes toward self, racial-identity attitudes and their relation to academic performance among African-Americans students in higher education. The research data describing the effect of self-esteem and racial-identity attitudes on academic performance among the heterogenous population of African-American males, therefore, also remains inconclusive.

Many studies which included African-American males have found that self-esteem is an important predictor of

academic success when academic success is measured using persistence or grade point average data. Research indicates that for African-Americans racial-identity attitudes may interact with other attitudes. Current data on the relationship among self-esteem, racial-identity attitudes, and academic performance among African-American male college students remain inconclusive.

CHAPTER III

METHODOLOGY

This chapter describes the subjects, sites, measurement instruments, procedures, data analysis, and limitations of this study on self-esteem, racial-identity attitudes, and academic performance among African-American male college students.

Subjects

A total of 112 African-American male students were involved in the study. The students were recruited from a predominately Black school and a predominately White school within the same Eastern state's university system. A total of 46 students were recruited from the predominately Black campus, while 66 students were recruited from the predominately White campus.

In the current study, the decision to use only African-American male subjects was based in part on this population's poor set of health, social, and education statistics. In addition, the American Council on Education (1986) suggested that university researchers augment government data collection by undertaking studies on relationships between measures of attitudes toward self and academic success among African-American males.

Sites

The two schools selected were both located in the suburbs of large metropolitan areas. The predominately Black school had a total of 2,264 students, 74% of whom were Black. There were a total of 27,902 students at the predominately White school, 9.6% of whom were Black.

Measurement Instruments

Separate instruments were used to measure the two independent variables. The Coopersmith Self-Esteem Inventory (see appendix A) was used to measure self-esteem, while the Parham and Helms Black Racial-Identity Attitude Scale (see appendix B) was used to measure Black racial-identity attitudes.

The original Coopersmith Self-Esteem Inventory (SEI) was designed to measure evaluative attitudes toward the self in social, academic family, and personal areas of experience (Coopersmith, 1987). According to Coopersmith (1981), most items for the SEI were based on items contained in a scale developed by Rogers & Dymond (1954). However, some original items were also included (Coopersmith, 1987).

Coopersmith (1987) stated:

All of the statements were worded for use with children aged eight to ten. Five psychologists sorted the items into two groups--those indicative of high self-esteem and those indicative of low self-esteem. Items that seemed repetitious or ambiguous, or about which there was disagreement, were eliminated.

There are currently 3 versions of the Coopersmith Self-Esteem Inventory. The School Form contains 50 items with the following 5 subscales: General Self, Social Self-Peers, Home-Parents, and School-Academic (Coopersmith, 1987). The School Short Form contains 25 items and no subscales. It was developed based on an item analysis of the School Form with 121 children (Coopersmith, 1987). Those 25 items with the highest item total score correlations were selected for the Short Form (Coopersmith, 1987). The Adult Form, which was used in this study, contains 25 items and no subscales. It was adopted from the School Short Form of the Coopersmith Inventory for use with persons over the age of 15 (Coopersmith, 1987).

Items in each of the Coopersmith Self-Esteem Inventories are statements. Each statement is answered either "like me" or "unlike me". A subject's score on the instrument is calculated by adding two sum totals. First, the number of "like me" responses on items number 1,4,5,8,9,14,19, and 20 are summed. Next, the number of

"unlike me" responses on items number 2,3,6,7,10-13, 15-18,21-25 are also summed. The two sum totals are then added. This sum total is multiplied by 4 to obtain the self-esteem score. The score obtained is between 0 and 100 with higher levels of self-esteem having scores closer to 100 (Coopersmith, 1987).

According to Coopersmith (1987), the total score correlation of the School Form and the Adult Form exceeds .80 for three samples of high school and college students. In addition, Coopersmith (1987) reported a test-retest reliability of .88 for the School Form after five weeks and .70 after three years.

Researchers have demonstrated the reliability of the Coopersmith Self-Esteem Inventories (Ahmed, Valliant, & Swindle, 1985; Coopersmith, 1987; Spatz & Johnson, 1973; Taylor & Reitz, 1968). Spatz & Johnson (1973) calculated Kuder-Richardson reliability estimates for the school form. The investigators obtained coefficients of .81 for grade 5, .86 for grade 9 and .80 for grade 12. The coefficients indicated that the School Form was internally consistent. Taylor & Reitz (1968) found a split-half reliability of .90 for the School form. Coopersmith (1987) reported a test-retest reliability for the Adult form of .88 over a five month period, and .93 over a one week period. Ahmed, Valliant, and Swindle (1985) calculated a

Cronbach's Alpha of .75 for the Adult Form.

The Coopersmith Self-Esteem Inventory (SEI) has been the subject of validity studies (Bedeian, Geagud, & Zmud, 1977; Johnson, Redfield, Miller, & Simpson, 1983; Taylor & Reitz, 1968). Taylor & Reitz (1968) found a correlation of .45 between the Self-Esteem subscale of the California Psychological Inventory and the School Form. Using regression analysis, Johnson, Redfield, Miller, and Simpson (1983) found evidence of convergent validity between the School Form and the Piers-Harris Childrens Self-Concept Scale. Crandall (1973) reported correlations of .59 and .60 between the Short Form and the Rosenberg scale for college students. Donaldson (1974) found a high multiple R for the general self subscale of the School Form.

In an unpublished study using a sample of African-American male college students, Jennings & Banks (1991) obtained a Cronbach Alpha score of .86 for the Coopersmith Self-Esteem Inventory. The Cronbach Alpha score for the Coopersmith Self-Esteem Inventory in the current study was .80.

The second instrument used in the study, the Parham & Helms (1981) Racial Identity Attitude Scale (RIAS-B), was designed to measure the general themes of the stages of racial-identity attitudes theorized by Cross (1971):

Preencounter, Encounter, Immersion/Emersion, and Internalization (Helms, 1990). There are currently two versions of the RIAS-B. Both instruments have 4 subscales which correspond to the four stages of racial-identity attitudes. The RIAS-B long form contains 50 items while the RIAS-B short form contains 30 items.

All of the items on the instruments have the same set of response categories: Strongly Disagree, Disagree, Uncertain, Agree, and Strongly Agree. The following weights were given to each of the response categories: Strongly Disagree=1, Disagree=2, Uncertain=3, Agree=4, Strongly Agree=5. Each item on the instrument is one of 4 filler items or corresponds to one of the 4 racial-identity attitude stages (pre-encounter, encounter, immersion/emersion, internalization).

A stage total for each of the 4 racial-identity attitude stages was calculated for each student. The individual stage totals were obtained by adding the response category weights received by a student among all items in a particular stage. The preencounter items (8) were items number 4,8,9,12,17,21,25, and 29. The encounter items (3) were items number 3,23, and 24. The emersion items (6) were items number 11,14,18,19,26, and 27. The internalization items (9) were items number 1,2,5,6,10,20,22,28, and 30.

Comparative scores were calculated for each students' 4 racial-identity stages. The comparative score was obtained by dividing the students 4 stage totals by the number of items in the respective stage. Students were assigned to the racial-identity attitude stage on which they obtained the highest comparative score.

According to Ponterotto & Wise (1987), relatively few studies which use the RIAS-B report reliability information. Helms (1990) reports Cronbach Alpha coefficients for the four subscales for the short form of the RIAS-B: Preencounter=.69; Encounter=.50; Immersion/Emersion=.67; Internalization=.80.

In their unpublished study of African-American male college students, Jennings & Banks (1991) obtained the following Cronbach Alpha coefficients for the Helms & Parham scale: Preencounter=.45; Encounter=.59; Immersion/Emersion=.58; Internalization=.58. Anastasi (1982) reported a median reliability of .54 for instruments measuring personality variables.

The Cronbach Alpha scores for the Helms and Parham Black Racial-Identity Attitude Scale in the current study were: Preencounter=.65; Encounter=.37; Immersion/Emersion=.62; Internalization=.48.

Procedures

Two sets of procedures were used to recruit subjects for the study. The first set of procedures involved the special student support services programs at both universities. The staff at both programs conduct a monthly counseling session for African-American male students. The predominately Black campus had 10 students in their group, while the predominately White campus had 18 students in their group. Data were collected from the groups during their monthly meetings in April of 1991. Letters were sent to each of the research site directors (see appendices C-E).

The second set of procedures involved a campus wide recruitment of subjects at both universities. An introductory letter, sign-up sheet, and flyer (see appendices F, G, and H respectively) were placed in the following locations at the predominately Black campus: Student Affairs Office, a male residence hall, and the Office of the NAACP. The same materials were placed in the following locations at the predominately White campus: Office for Minority Students, Center for Minority Behavioral & Social Sciences, and the campus Cultural Center. Data were also obtained from African-American male students in the Gospel Choir at the predominately White campus.

A total of three data collection sessions were held at the predominately Black campus, while 5 sessions were held at the predominately White campus. Demographic data, which was appended to the Coopersmith Self-Esteem Inventory, was collected from each of the students. Each student also signed a release of information form (appendix I). Students were invited to participate in a free dinner party immediately after completing both inventories.

Data Analysis

Three types of data were used in answering the research hypotheses. Student cumulative grade point averages served as the first form of data. Grade point averages for the Spring 1991 semester were obtained from the Office of the Registrar at each of the two colleges. Student scores on the Helms and Parham Inventory and on the Coopersmith Self-Esteem Inventory served as the other two types of data.

Limitations of the Study

There are at least two issues which serve as limitations to the current study. The first issue concerns the subjects selected; the second issue is related to the measurement of racial-identity attitudes.

The current study recruited subjects using a convenience sampling technique. Students who participated in the study may be different from the general population of African-American males in college; hence, study results are not generalizable to the population of African-American male college students.

While the reliability scores obtained for the Helms and Parham Black Racial-Identity Attitude Scale were comparable to previous administrations of the instrument, the low reliabilities obtained may have made the detection of an existing relationship among self-esteem, racial-identity attitudes, and academic performance difficult.

CHAPTER FOUR

RESULTS

This chapter describes the results of this study on self-esteem, racial-identity attitudes, and academic performance among African-American male college students.

Demographic Measures

The means and standard deviations for grade point average, self-esteem, maternal & paternal education and age, by type of college, appear in Table 1.

The samples obtained from both schools were similar with respect to selected demographic variables. Based on an analysis of variance (ANOVA) of these selected measures, there were no significant differences between subjects obtained from the predominately Black and the predominately White colleges. Subjects from the two colleges were similar with respect to the dependent variable, grade point average ($t = -1.59, p \leq .12$). The number of years of education for each student's mother and the number of years of education for each student's father were similar between the two colleges ($t = .94$ and $t = .1.37, p \leq .35$ and $p \leq .18$ respectively). Statistics related to the age of the men in the study were similar

Table 1.

Means and Standard Deviations for Grade Point Average, Self-Esteem, Maternal Education, Paternal Education and Age by Type of College.

Variable	Type of College		
	Black	White	Total
Grade Point Average			
Mean	2.58	2.41	2.47
SD	.49	.61	.57
N	43	61	104
Self-Esteem Attitudes			
Mean	73.91	78.34	76.60
SD	17.85	16.10	16.87
N	42	65	107
Maternal Education			
Mean	14.14	14.60	14.43
SD	2.39	2.43	2.41
N	46	66	112
Paternal Education			
Mean	13.81	14.63	14.33
SD	2.57	2.34	2.46
N	46	66	112
Age			
Mean	19.82	20.34	20.12
SD	1.48	2.14	1.90
N	46	63	109

between the two schools ($t = -.47, p \leq .64$). Chi-square analyses revealed that the two colleges were not significantly different with regard to racial-identity stages nor the students' year in college (chi-square=1.40, $p \leq .17$ and chi square=1.07, $p \leq .29$, respectively). These data appear in Table 2.

Cronbach's Alpha was used to obtain reliability scores for the Coopersmith Self-Esteem Inventory and for each of the 4 scales of the Helms and Parham Black Racial-Identity Attitude Scale. The Alpha score obtained for the Self-Esteem Inventory was .798. The Alpha score obtained for the stages of the Black Racial-Identity Attitude Scale ranged from .365 for the Encounter stage to .650 for the Preencounter stage. The scores for the Immersion and Internalization stages were .624 and .480 respectively.

Testing of Hypotheses

The first hypothesis was that self-esteem and racial-identity attitudes have a positive effect on academic performance among African-American male college students. A multiple regression analysis was used to test the research hypothesis. Results of the beta weights for the multiple correlations using the independent variables self-esteem and racial-identity to predict cumulative grade point average are shown in Table 3.

The beta weights were not significant for self-esteem

Table 2.

Frequencies and Percentages for Racial-Identity
Attitude Levels and Year in College by Type of College.

Type of College	Racial-Identity Stage				Year in College			
	Pre (%)	Enc (%)	Imm (%)	Int (%)	1 (%)	2 (%)	3 (%)	4 (%)
Black Campus (N=46)	3 (6)	5 (11)	4 (9)	34 (74)	15 (32)	11 (24)	16 (35)	4 (9)
White Campus (N=66)	1 (1)	6 (9)	3 (5)	56 (85)	25 (37)	11 (17)	14 (21)	3 (20)
Total (N=112)	4 (4)	11 (10)	7 (16)	90 (80)	40 (36)	22 (20)	30 (27)	7 (15)

Table 3.

Beta Weights and Multiple Correlations for Predictor Variables When Predicting Cumulative Grade Point Average.

Type of College Correlation	Self-Esteem	Racial-Identity	Multiple
Black Campus (N=43)	.13	.05	.15
White Campus (N=61)	-.05	-.20	.20
Total (N=104)	.02	-.11	.11

or racial-identity for the total sample nor for each of the two colleges separately. The bivariate correlation between grade point average and self-esteem was .02. The bivariate correlation between grade point average and racial-identity was -.11.

The second hypothesis of the study stated that there is a positive relationship between self-esteem and racial-identity attitudes among African-American male college students. The correlation between self-esteem and racial-identity attitudes was -.041. A significant relationship was not found between self-esteem scores and racial-identity attitude scores.

The third hypothesis stated that African-American male college students who attend a predominately Black college have higher self-esteem than those who attend a predominately White college. It can be seen from Table 1 that the means for self-esteem scores for the predominately Black and the predominately White colleges were 73.91 and 78.34 with standard deviations of 17.85 and 16.10 respectively. The t value obtained from the t-test analysis was 1.33. The value was not significant.

The final hypothesis in was that African-American male college students who attend a predominately Black college have higher racial-identity than those who attend a predominately White college. The t value was 1.40.

CHAPTER FIVE

CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

This chapter contains the conclusions, discussion and implications for this study of self-esteem, racial-identity attitudes, and academic performance among African-American male college students.

The purpose of this study was to investigate the relationship among self-esteem, racial-identity attitudes, and academic performance. The study examined African-American male subjects at both a predominately Black and a predominately White college within the same Eastern state university system. It was hypothesized that self-esteem and racial-identity attitudes would have a positive effect on student cumulative grade point average. It was also hypothesized that self-esteem and racial-identity attitudes would be positively correlated. Additional hypotheses related to students at the predominately Black colleges having higher self-esteem and racial-identity than students at the predominately White college.

Three types of data were used to test the hypotheses. Scores on the Coopersmith Self-Esteem Scale, Helms and Parham Black Racial-Identity Attitude Scale, and student cumulative grade point averages were used in answering the four research hypotheses.

Conclusions

The first hypothesis posed by this study was that, self-esteem and racial-identity attitudes have a positive effect on academic performance among African-American male college students. Based on the beta weights for self-esteem and racial-identity attitudes, the hypothesis was not supported.

The second hypothesis stated that there is a positive relationship between self-esteem and racial-identity attitudes among African-American male college students. Based on the simple correlations, there was no evidence to support the notion that there is a positive relationship between self-esteem and racial-identity attitudes.

The third hypothesis stated that African-American male college students who attend a predominately Black college have higher self-esteem than those who attend a predominately White college. Based on the t-value results, the hypothesis was not supported.

The final hypothesis stated that African-American male college students who attend a predominately Black college have higher racial-identity than those who attend a predominately White college. Based on the t-value results, the hypothesis was not supported.

Discussion

The current study does not provide evidence to support the idea that self-esteem and racial-identity attitudes positively effect academic performance. In addition, the study did not provide any evidence to support the notion that there is a positive relationship between self-esteem and racial-identity attitudes among African-American male college students.

Results of the current study may raise questions concerning the contemporary application of Cross' (1971) model of racial-identity. In fact, Helms & Parham (1985) state that the Cross (1971) model was developed to measure the attitudes of Blacks during he early 1970's, it might now not be an accurate description of how Black people deal with or react to the social conditions they face today.

There are several items contained in the Helms & Parham (1981) Black Racial-Identity Attitude Scale which may be outdated. For example, item number " African-Americans may no longer refer to police as "pigs", White people as "honkies", etc. Another item which may be antiquated is item number

No support was found for the idea that students at a predominately Black college had higher self-esteem or racial-identity attitudes than students at a predominately

White college. This lack of evidence may raise an important question for future studies. Are African-American male college students at predominately Black colleges still better off, with respect to attitudes such as self-esteem and racial-identity, than their counterparts at White colleges?

Implications

The status of African-American male college students has ramifications for all of society. College trained African-American men have throughout history made notable contributions in every field. The world in which we live is the product of the effort of numerous college trained African-American men. For example, Dr. Charles Drew discovered the process through which blood plasma is developed, while Booker T. Washington, founded Tuskegee Institute. College trained African-American men have made important contributions to American society. The world of tomorrow will be a different place if research on self-esteem and racial-identity among African-American college students does not continue.

There are several suggestions which may be made for future research and practice. In light of the fact that 80% of the students were in the highest racial-identity stage, social desirability may have been a problem in the

current study. The study was not designed to determine if the study participants modified their responses to certain items based on societal norms or their perception of socially acceptable responses. A replication of this work should incorporate lie scales within measures used. There are short versions of the Marlowe-Crowne Social Desirability Scale (Stahan, 1972) which may be appropriate for incorporation into the Coopersmith Self-Esteem Inventory (1967) and the Helms and Parham Black Racial-Identity Scale.

Future researchers could use random sampling which would make results generalizable to the population of African-American male college students. Most colleges have several possible sampling frames (e.g. Black student organizations, members of Black Fraternities or other interest groups, dormitory lists) for such a study of African-American male college students.

The inconclusive finding in the current study related to self-esteem and racial-identity effecting grade point averages, may cause future researchers to shift the focus of their investigations from the individual African-American male student to the immediate college environment. For example, studies may focus on the question of: Is there a relationship between characteristics of a college and academic success for

African-American male college students?

The shift in research focus may also involve incorporating a combination of both student attitudes and environmental factors in research on college completion and academic performance among African-American male college students. Such environmental factors may include: 1) characteristics of higher education institutions, such as proportion of African-American faculty and professional staff; 2) recent decreases in financial aid; and 3) recent increases in racially motivated campus violence.

College student personnel may begin to examine whether interventions developed to increase self-esteem and racial-identity are effective in meeting the goal of improving college completion rates. These counselors and administrators may begin identifying systemic or institutional factors which might influence the academic performance and college completion of African-American male college students at their respective institutions.

In the future, investigators may want to use longitudinal or retrospective designs which relate self-esteem and racial-identity to whether or not African-American males actually complete college.

The current study examined subjects' global self-esteem. Future researchers may choose to utilize measures of specific types of self-esteem while college student

personnel could examine different types of self-esteem in their work with African-American male college students. A possible future research question could be: Is there a relationship between academic self-esteem and academic performance? College student personnel working with small groups of African-American male college students could discuss concepts like those argued by Fordham (1988). Fordham (1988) concludes that peer pressure encourages high social and athletic competence rather than high academic competence among African-American student groups.

Instrumentation may be an issue in research on racial-identity. Houston (1984) argues that instrumental insensitivity might offer a partial explanation for the inconclusiveness among studies of attitudes among African-Americans. Houston (1984) offers non-phenomenal approaches to the study of attitudes as a possible solution to the problem. Non-phenomenal measures include the use of pictures, diagrams, and charts in assessing an individual's attitudes. Future studies may utilize non-phenomenal approaches to measure racial-identity.

Little is known about how an individual's attitudes influence academic performance among African-American male college students of different socio-economic levels. Future studies may include measures of socio-economic status.

Based on a longitudinal study, Rubin (1978), concluded that self-esteem and academic achievement is an important area for research. Ponterotto (1987) believes that empirical research that has examined racial-identity attitudes is convincing in terms of highlighting a key independent variable in research. Research on self-esteem, racial-identity attitudes, and academic performance among African-American male college students remains a viable area for further study.

APPENDIX A

SSN _____

Coopersmith Self Esteem Inventory
by Stanley Coopersmith (1967)

Directions: This form contains a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If a statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers. Please mark all statements.

	UNLIKE ME	LIKE ME	DO NOT WRITE IN THIS COLUMN
1) Things usually don't bother me.	—	—	—
2) I find it very hard to talk in front of a group.	—	—	—
3) There are lots of things about myself I'd change if I could	—	—	—
4) I can make up my mind without too much trouble.	—	—	—
5) I'm a lot of fun to be with.	—	—	—
6) I get upset easily at home.	—	—	—
7) It takes me a long time to get used to anything new.	—	—	—
8) I'm popular with persons my own age.	—	—	—

	UNLIKE ME	LIKE ME	DO NOT WRITE IN THIS COLUMN
9) My family usually considers my feelings.	—	—	—
10) I give in very easily.	—	—	—
11) My family expects too much of me.	—	—	—
12) It's pretty tough to be me.	—	—	—
13) Things are all mixed up in my life.	—	—	—
14) People usually follow my ideas.	—	—	—
15) I have a low opinion of myself.	—	—	—
16) There are many times when I would like to leave home.	—	—	—
17) I often feel upset with my work.	—	—	—
18) I'm not as nice looking as most people.	—	—	—
19) If I have something to say, I usually say it.	—	—	—
20) My family understands me.	—	—	—

	UNLIKE ME	LIKE ME	DO NOT WRITE IN THIS COLUMN
21) Most people are better liked than I am.	—	—	—
22) I usually feel as if my family is pushing me.	—	—	—
23) I often get discouraged with what I am doing.	—	—	—
24) I often wish I were someone else.	—	—	—
25) I can't be depended on.	—	—	—
26) What is the highest level of education obtained by your mother?		—	
27) What is the highest level of education obtained by your father?		—	

APPENDIX B

Social Security Number _____

Class Standing
(Please circle one) Freshman Sophomore Junior Senior__

Age _____

SOCIAL ATTITUDES SCALE

By Janet E. Helms & Thomas A. Parham (1981)

Please circle one of the choices for each of the following statements.

SD= Strongly Disagree
D= Disagree
U= Uncertain
A= Agree
SA= Strongly Agree

- | | | | | | |
|---|----|---|---|---|----|
| 1) I believe that being Black is a positive experience | SD | D | U | A | SA |
| 2) I know through experience what being Black in America means | SD | D | U | A | SA |
| 3) I feel unable to involve myself in White experiences, and am increasing my involvement in Black experiences. | SD | D | U | A | SA |
| 4) I believe that large numbers of Blacks are untrustworthy | SD | D | U | A | SA |
| 5) I feel an overwhelming attachment to Black people | SD | D | U | A | SA |
| 6) I involve myself in causes that will help all oppressed people. | SD | D | U | A | SA |

SD= Strongly Disagree
D= Disagree
U= Uncertain
A= Agree
SA= Strongly Agree

- | | |
|--|-------------|
| 7) I feel comfortable
wherever I am. | SD D U A SA |
| 8) I believe that White
people look and express
themselves better than Blacks. | SD D U A SA |
| 9) I feel very uncomfortable
around Black people. | SD D U A SA |
| 10) I feel good about being
Black but do not limit
myself to Black activities. | SD D U A SA |
| 11) I often find myself
referring to White people as
honkies, devils, pigs, etc. | SD D U A SA |
| 12) I believe that to be
Black is not necessarily good. | SD D U A SA |
| 13) I believe that certain
aspects of the Black experience
apply to me, and others do not. | SD D U A SA |
| 14) I frequently confront
the system and the man. | SD D U A SA |
| 15) I constantly involve
myself in Black political
and social activities. | SD D U A SA |

SD= Strongly Disagree
D= Disagree
U= Uncertain
A= Agree
SA= Strongly Agree

16) I involve myself in social actions and political groups even if there are no other Blacks involved.

SD D U A SA

17) I believe that Black people should learn to think and experience life in ways which are similar to White people.

SD D U A SA

18) I believe that the world should be interpreted from a Black perspective.

SD D U A SA

19) I have changed my style of life to fit my beliefs about Black people.

SD D U A SA

20) I feel excitement and joy in Black surroundings.

SD D U A SA

21) I believe that Black people came from a strange dark and uncivilized continent.

SD D U A SA

22) People, regardless of their race, have strengths and limitations.

SD D U A SA

23) I find myself reading a lot of Black literature and thinking about being Black.

SD D U A SA

SD= Strongly Disagree
D= Disagree
U= Uncertain
A= Agree
SA= Strongly Agree

24) I feel guilty and/or
anxious about some of the
things I believe about
Black people.

SD D U A SA

25) I believe that a Black
person's most effective
weapons for solving
problems is to become
part of the White person's world.

SD D U A SA

26) I speak my mind regardless
of the consequences (e.g. being
kicked out of school, being
imprisoned, being exposed to
danger).

SD D U A SA

27) I believe that
everything Black is good
and consequently, I limit myself
to Black activities.

SD D U A SA

28) I am determined to find
my Black identity.

SD D U A SA

29) I believe that White
people are intellectually
superior to Black people.

SD D U A SA

30) I believe that because
I am Black, I have many strengths.

SD D U A SA

APPENDIX C

Dr. Mary Cothran
Director

Dear Dr. Cothran:

I am writing to obtain permission to collect data from some of the African-American male undergraduate students at your office. The survey is part of a current research project I am involved in on African-American male students in higher education.

There are two forms of data I would like to collect. First, I will need to obtain respondent's grade point averages from university records. Second, each respondent would have to complete two survey instruments. It should take the students a total of 20 minutes to complete both instruments. I would like to conduct 3 or 4 data collection sessions with approximately 20 undergraduate African-American male students. The students who complete the instruments and supply their social security numbers will be invited to remain after completing the instruments for a free dinner party.

Respondents will be recruited for the project using a sign-up sheet and clipboard which would be placed in your office. Please find a copy of the sign-up sheet attached to this letter.

I would like to set up an appointment with you to discuss the study. Thank you for your time in reading this introductory letter. I will be in touch within the next few weeks.

Sincerely,
David Banks

APPENDIX D

Mr. Clemmie Solomon
Director
Counseling Office

Dear Mr. Solomon:

Thank you for taking time to come down to the computer lab at UMCP to chat with me last week. I appreciated it! I have scheduled an appointment with you for Thursday February 5, 1991 to discuss my research. I thought I would write and share some information in preparation for our meeting.

There are two forms of data I would like to collect. First, I will need to obtain each respondent's grade point averages from university records. Second, each respondent would have to complete two survey instruments. It should take the students a total of 20 minutes to complete both instruments. I would like to conduct 3 or 4 data collection sessions with approximately 20 undergraduate African-American male students. The students who complete the instruments and supply their social security numbers will be invited to remain after completing the instruments for a free dinner party.

Respondents will be recruited for the project using a sign-up sheet and clipboard which would be placed in your office. Please find a copy of the sign-up sheet attached to this letter.

I will call to confirm our appointment to discuss the study. Our appointment is currently scheduled for March 15, 1991. Thank you for your time. I look forward to meeting you next month.

Sincerely,

David Banks

APPENDIX E

Dr. Jerry Lewis
Director

Dear Dr. Lewis:

I am writing to obtain permission to collect data from some of the African-American male undergraduate students at your office. The survey is part of a current research project I am involved in on African-American male students in higher education.

There are two forms of data I would like to collect. First, I will need to obtain respondent's grade point averages from university records. Second, each respondent would have to complete two survey instruments. It should take the students a total of 20 minutes to complete both instruments. I would like to conduct 3 or 4 data collection sessions with approximately 20 undergraduate African-American male students. The students who complete the instruments and supply their social security numbers will be invited to remain after completing the instruments for a free dinner party.

Respondents will be recruited for the project using a sign-up sheet and clipboard which would be placed in your office. Please find a copy of the sign-up sheet attached to this letter.

I would like to set up an appointment with you to discuss the study. Thank you for your time in reading this introductory letter. I will be in touch within the next few weeks.

Sincerely,

David Banks

APPENDIX F

Dear Potential Research Study Participant:

I am conducting research as a part of the requirement for my doctoral degree in the College of Education at The University of Maryland at College Park.

The research requires participants to complete two attitude inventories. There are no right or wrong answers to any of the items on the inventories. Your name or social security number will not be linked to any of the published results of the study. I am conducting the survey at several sites; therefore, I need to collect social security/social insurance numbers so I may link your inventory to records at your institution.

If you are an African-American male undergraduate who is interested in participating in this study, please indicate which of the scheduled meetings on the page under this letter you will attend. You will be invited to participate in a dinner party immediately after all participants complete both inventories. The inventories should take between 10 and 15 minutes each to complete.

I appreciate your considering participating in this important study and your assistance in helping me earn my doctoral degree.

If you have any questions now or later about the study, please contact me at (202) 526-8252.

Sincerely,

David Banks

APPENDIX G

SIGN-UP SHEET

SESSION I

6:00 PM THURSDAY MAY 3, 1991

NAME

CLASS (e.g. freshman)

APPENDIX H

FREE DINNER PARTY

ARE YOU AN AFRICAN-AMERICAN MALE STUDENT?

ARE YOU INTERESTED IN HELPING TO IMPROVE THE STATUS OF
AFRICAN-AMERICAN MALES IN HIGHER EDUCATION?

WOULD YOU SPEND 30 MINUTES OF YOUR TIME COMPLETING TWO
ATTITUDINAL QUESTIONNAIRES?

ALL STUDENTS WHO PARTICIPATE IN THE
STUDY WILL BE INVITED TO JOIN IN
A FREE DINNER PARTY IMMEDIATELY
AFTER THE SURVEYS HAVE BEEN FILLED OUT

For Further Information Contact: David Banks
(202) 526-8252

APPENDIX I

AUTHORIZATION FOR RELEASE OF INFORMATION

I, _____, understand that as a participant in the College Attitude Student Survey permission is hereby given to officials of my university to release transcripts of my academic record to researchers associated with the study. I understand that information from my transcript will not be linked to my name or social security number in published or unpublished reports of the study.

Date _____

Signature _____

SS number _____

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