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Comparison of GPA and ACT Reading and Math Scores for African American Males in Afrocentric versus Mainstream High Schools

Marissa Irene Prince
Walden University

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Walden University

College of Social and Behavioral Sciences

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Marissa Irene Prince

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Walden University
2020

Abstract

Comparison of GPA and ACT Reading and Math Scores for
African American Males in Afrocentric versus Mainstream High Schools

by

Marissa Irene Prince

MA, University of the Rockies, 2015

BA, Colorado State University–Pueblo, 2013

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

General Psychology

Walden University

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Abstract

In the United States, the academic achievement of African American males is not at the same level as their peers from other ethnic backgrounds. There are negative social and financial implications for African American males who do not experience positive educational outcomes. The purpose of this quantitative study, based on critical race theory, was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. Three measures of educational outcomes were examined: GPA at graduation, ACT reading score, and ACT math scores. The participants were 143 African American males, between the ages of 18 and 25, who had graduated from high school and taken the ACT. The participants were recruited from Facebook; all completed an online questionnaire. Since exploratory data analyses violated normality, the results should be reviewed with the understanding that they did not meet the assumption of multivariate normality. Based on the results of a MANOVA and multiple ANOVAs, there was no difference in (a) ACT math and reading scores and (b) graduating GPAs between African American males who received an Afrocentric high school education ($n = 73$) and those who received a traditional high school education ($n = 70$). The completion of this research extended the knowledge in the literature regarding comparisons that may be made between Afrocentric education and traditional education, in relation to the performance on ACTs and GPA scores. African Americans may benefit from the results of this study by increasing awareness and understanding of the role Afrocentric education plays in educational outcomes.

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Dedication

This dissertation is dedicated to Major Theodore E. McClain, although he is no longer on this earth, he was a huge supporter of education and believed that one day I would finish this milestone.

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First and foremost, I would like to thank my Mama. You have always believed in me, you showed me what hard work could bring me, and most importantly your love shined through in my darkest hours. Mama understand that because of you I completed this program, and I will be forever in your debt. I would like to thank my baby sister Tash. Sister, thank you so much for everything you did from listening to my complaints to watching the girls even when you were exhausted because you knew the importance of change in our community. Stanley, you are an amazing husband and even if I do not tell you often, thank you. You worked hard to ensure my success, you were patient when I was tired, and always knew I would finish. Ariyah and Solielh, mommy could not give up because she knew you were watching. Mommy knew she had to show you that women of color are great, and we can achieve anything we put our minds too. I will never forget the love and patience you both had. I would like to thank, Justin, Rachel, and Tramyna who went on this journey with me. Thank you, Kyle and Veronica for the many years you have checked in on me to ensure I was well and making progress. Also, I would like to thank Dr. Zentella who was my chair throughout this process and believed in my dissertation topic and provided advice and encouragement. Dr. Stiles-Smith, who without her I would have never felt challenged enough to complete the rigorous writing. Lastly, I must thank the ones who stood before me. Dr. Huey P. Newton, Dr. Angela Davis, and Malcolm X, it was your words, your stories, and your love for our people that I felt anytime that I doubted myself. Their stories are taken out of history books, but they are my heroes.

Table of Contents

Chapter 1: Introduction to the Study.....	1
Introduction to the Study	1
Background of Study	4
Problem Statement	7
Purpose of the Study	8
Research Question	9
Theoretical Framework.....	9
Nature of the Study	10
Definitions.....	12
Assumptions.....	13
Scope and Delimitations	13
Limitations	15
Significance.....	17
Summary	18
Chapter 2: Literature Review.....	20
Introduction.....	20
Literature Search Strategy.....	22
Theoretical Foundation	23
History of CRT	23
Major Theoretical Propositions.....	23
Research and CRT	24

Utility in the Current Study.....	26
Literature Review Related to Key Variables	27
African American Males.....	28
Afrocentric Education.....	30
Traditional Education.....	34
ACT Scores.....	37
GPA Scores.....	38
Summary and Conclusions	39
Chapter 3: Research Method.....	41
Introduction.....	41
Research Design and Rationale	42
MANOVA.....	43
Methodology	43
Population	43
Sampling and Sampling Procedures	44
Procedures for Recruitment and Participation	45
Operationalization of Constructs	47
Data Analysis Plan.....	48
Research Questions.....	50
Threats to Validity	51
Ethical Procedures	53
Confidentiality Concerns	53

Summary	54
Chapter 4: Results	56
Introduction.....	56
Data Collection	57
Descriptive Characteristics	57
Descriptions of Reliability	58
Results.....	59
Statistical Assumptions.....	59
Evaluation of Research Hypothesis	60
Summary.....	63
Chapter 5: Discussion, Recommendations, and Conclusions.....	64
Introduction.....	64
Interpretation of Findings	64
Critical Race Theory	66
Limitations	67
Recommendations.....	69
Implications.....	71
Theoretical	72
Methodological	72
Conclusion	73
References.....	74
Appendix A: Facebook Groups and Alumni Pages	91

Appendix B: Demographic Questionnaire.....	92
Appendix C: Study Questionnaire	93

Chapter 1: Introduction to the Study

Introduction to the Study

The lack of achievement in educational outcomes for African American males has caused alarm for educators, social researchers, and many other community advocates (Taylor & Brown, 2013). African American males have not achieved in educational settings at the same level as their peers from other ethnic backgrounds (Reid, 2013). A clear difference exists between the number of European-American and African American males graduating from high school (Shockley & Frederick, 2010). Toldson and McGee (2014) stated that African American males continue to produce low scores on standardized tests. In addition to poor achievement, African American males often exhibit behavioral issues in school settings that lead to suspension, expulsion, and violence (Graves et al., 2017). There are race-based differences as well as gender-based differences in educational outcomes; however, the largest differences stated in the literature are among the African American population (Taylor & Brown, 2013). African American males are five times more likely to end up in detention facilities compared to European-American males; they graduate from high school and college at the lowest rate in the nation; they attend and complete college less than all other races and genders (Naylor, Wyatt-Nichol, & Brown, 2015; Reid, 2013; Townsend-Walker, 2012).

Educational outcomes are important in society and can lead to better social and financial outcomes for individuals. Mocombe (2018) stated that the negative consequences of not achieving academically vastly impact African American males, both socially and financially. Traditional public schools often have zero-tolerance policies that

disproportionally affect African American males. These policies contain harsh penalties that discourage academic outcomes, increase suspensions and expulsions, and ignore mental illnesses in students (Emmons & Belangee, 2018). Nationally, students of color are affected by policies and harsh consequences that criminalize minor infractions; as a result these students tend to enter the criminal justice system. In the literature, this is often referred to as the school-to-prison-pipeline (Dancy, 2014; Taylor & Brown, 2013). The prison system is a social consequence of African American males' behaviors and educational outcomes. African American males make up less than 13% of the United States' population but over 30% of the imprisoned population (Stepteau-Watson, Watson, & Lawrence, 2014). African American males often experience a lack of jobs and a lack of income in the community due to lack of education (Mangino, 2012). High rates of poverty have large consequences on African American males and society. "Approximately half of Black men aged 20-34 in the U.S. are either unemployed or earn less than the poverty line for a four-person household" (Jennings, 2014, p. 837). With the lack of employment and income, African American males may resort to illicit behaviors, which result in incarceration (Brower, 2015). Educational outcomes for African American males must improve so that their well-being, social outcomes, and financial status can improve.

One alternative to traditional high school education has shown some success in graduating African American males, Afrocentric education, which first emerged in the 1960s to educate African American students. Afrocentric education grew in the later part of the 20th century, and researchers saw stronger cognitive skills, social behaviors, and

educational outcomes for students who attended them compared to those in traditional schools (Watson & Wiggan, 2016). Afrocentric schools focus on the incorporation of African customs into traditional classroom lessons (Teasley et al., 2016). The Afrocentric approach to education engages African American students with African history and culture, allows for the application of African American students' learning styles, culture, and history as vital elements of their overall education (Teasley et al., 2016). Although Afrocentric and traditional schools have similar curricular sequences and evaluation methods, Afrocentric education's presentation of the curriculum differs, according to Teasley et al. (2016), based on the following seven principles:

- Justifies the importance of African knowledge,
- Uses and supports productive community and cultural practices,
- Teaches and builds on the indigenous African languages,
- Reinforces community ties and assistance to one's family, community, nation, race, and world,
- Promotes positive social relationships,
- Conveys a worldview that emphasizes a positive, self-sufficient future for one's people without denying the self-worth and right to self-determination of others, and
- Supports cultural lifelong learning while promoting critical consciousness (p.103).

In addition to the change in curriculum, Afrocentric schools also elevate and depend on the activism of the African American community. Afrocentric education

requires more community contribution to promote the quintessential factor of community love and support (King, 2005; Shockley Frederick, 2010; Teasley et al., 2016, & Winsler, Gupta-Karkhanis, Kim, & Levitt, 2013). All major intellectual subjects including science, math, history, biology, and literature, are taught thoroughly in Afrocentric schools, but they are taught through the experiences and circumstances of people who are of the African and African American diaspora. Gay (2010) maintained that Afrocentric education does not exclude the experiences of other ethnic groups, but intends to correct the biases and exclusion of African Americans' experiences found in traditional education.

This study sought to fill the gap in the literature about what influences African American males' GPA and ACT scores. Expected findings from this study imply positive social change: they could increase understanding of the factors that improve outcomes in education for African American males, factors that lead to lower incarceration rates, higher paying jobs, and improved living conditions (Ford & Moore, 2013).

This chapter covers the following topics: background of the study, problem and purpose statement, research questions, theoretical framework, the nature of the study, definitions, assumptions, scope and delimitations, limitations, significance of the study, a summary.

Background of Study

I conducted this study to better understand how attending an Afrocentric school can influence educational outcomes in African American males. Afrocentric education is where the curriculum and state standards are taught to students through the experiences

and circumstances of people who are part of the African and African American diaspora. (Watson & Wiggan, 2016). Green-Gibson and Collett (2014) found that African American students who attended an Afrocentric school scored significantly higher in math and reading on a state standardized test than students who attended a traditional school. In studying African American males' experiences in schools, researchers have identified factors that influence their high school experience (James, 2012; McGee, 2013; Tucker et al., 2010; Winsler et al., 2013): seeing negative stereotypes of African Americans in the material being taught, feeling that they do not belong, being seen as a threat by teachers and other staff members, and perceiving a lack of meaning in the materials (Buddington & Haydel; 2015; Ford & Moore, 2013; McGee, 2013; Reid, 2013; Tatum, 2015; Tucker et al. 2010; Wright, 2011). Factors have been found to provide African American males with better high school experiences, for example, disregarding high-stakes testing, having more African American teachers and mentors, having better teacher-education, and having meaningful material (Reid, 2013; Tatum, 2015; Tucker et al., 2010; & Wright, 2011).

Research has found that there are benefits to implementing cultural and racial factors into schools (Buddington & Haydel; 2015; Ford & Moore, 2013; Green-Gibson & Collett, 2014; McGee, 2013; Reid, 2013; Tatum, 2015; Tucker et al. 2010; Wright, 2011). Spurgeon and Myers (2010) found a positive relationship between African Americans in college who strongly self-categorized with, and presented psychological attachment to, their race and their educational outcomes. Green-Gibson and Collett (2014) found that by ensuring that the deliberate transmission of culture aligned with the

educational and cultural needs of the students, their performance on standardized tests increased. Both of these studies indicate the importance of cultural relevancy for African American students. By looking at the performance of Afrocentric schools, this study examined the gap in knowledge concerning educational outcomes in African American males and the influence of Afrocentric education.

With the presented research (Buddington & Haydel; 2015; Ford & Moore, 2013; Green-Gibson & Collett, 2014; McGee, 2013; Reid, 2013; Tatum, 2015; Tucker et al. 2010; Wright, 2011): with Green-Gibson and Collett (2014) making the case for the importance of belonging; and with the current need to improve educational outcomes in African American males, it is vital that researchers and educators begin to look at alternatives to traditional education. In this research, I explored the differences in educational outcomes between 18-25 year old African American males who attended 4 years of high school through an Afrocentric education program and African American males who attended 4 years of traditional high school sought to fill a gap in the literature on what influences African American males' GPA and ACT scores (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016).

For many generations, African American males have performed considerably lower academically and continue to have higher high school dropout rates when compared to their European-American counterparts (Tyler, Thompson, Gay, Burris, Lloyd & Fisher, 2016; Reid, 2013). This study contributed to further understanding the social changes still needed for supporting better educational outcomes for African American males.

Problem Statement

Many African American males are not experiencing the same success in educational outcomes as their European-American counterparts (Brower, 2015), resulting in negative financial and social outcomes. There is a gap in the literature regarding what influences African American males' GPA and ACT scores (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016). The problem in the current literature is that the majority of the research indicates African American males' underachievement, absenteeism, and violence, but the literature does not suggest appropriate and validated methods for improving their outcomes (Tucker, Dixon, & Griddine, 2010). Educators have attempted to improve knowledge comprehension and graduation rates by implementing interventions, such as cooperative learning and reading tutoring. However, little to no success was reported (Toldson & McGee, 2014; Tyler et al., 2016). The lack of effectiveness in many current educational intervention programs is evidenced by African American male students still having the lowest graduation rates (66%), the lowest scores in reading and math on the American College Test (ACT), and the lowest GPA in the nation (Toldson & McGee, 2014; Tyler et al., 2016).

Afrocentric education is one approach that has shown some success for improving educational outcomes in African American students (Winsler et al., 2013). It differs from ethnic studies because it adopts African philosophies and cultural relevancy in the classroom, which allows for constructs that can provide an African American student with a more relatable educational experience (Shockley, Burbanks, & McPherson, 2015; Shockley & Frederick, 2010). By changing how education is presented and promoting

positive cultural images in the curriculum, educational outcomes of African American male students could improve (Singer, 2016; Tatum, 2015). James' (2012) research on the narratives of African American male students revealed the negative relationship between educational outcomes and the sole presence of stereotypical images and statements made by educators. According to African American males, being positively portrayed in their educational settings and having positive role models were variables that could improve their educational outcomes (Singer, 2016; Tucker et al., 2010; Wright, 2011).

Because of the gap in African American males' graduating GPA and ACT scores, the importance of positive cultural education and its effects on educational outcomes needs to be highlighted (Li, 2015). This research could add to the literature by examining whether exposure to Afrocentric high school education could improve educational outcomes.

Purpose of the Study

The purpose of this quantitative study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. The comparison was done by examining three measures of educational outcomes: graduating GPA, ACT reading score, and ACT math scores. This study added to the empirical research by providing more information on African American males' performance in educational settings and helped determine whether Afrocentric education may function as an intervention for improving educational outcomes for African American males.

Research Question

Research Question: Is there a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education?

H01- There is no difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

Ha1- There is a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

Theoretical Framework

Critical race theory (CRT), which guided this research, suggests that by understanding the connections between race and power, society can begin to influence social change and improve the quality of life for people of color (Delgado & Stefancic, 2001).

CRT addresses social and educational concerns related to race (McKay, 2010). One premise is that traditional schools may be doing social injustices to African American students. According to CRT, *Brown vs. Board of Education* (1954), which sought to integrate public schools, influenced a power struggle between cultures and resulted in a social injustice affecting minority students. The foundation of social injustice is the idea that since 1954, schools have been under power struggles where the dominant culture was superior (McKay, 2010). Therefore, the social and educational

structures in public schools were adapted to meet the needs of the students from the dominant culture and were often deficient in meeting the needs of African American students (Delgado & Stefancic, 2001). The research question for this study is: Is there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education? The variables in the study are, Afrocentric and traditional education which are the independent variables (IVs) and GPAs, ACT reading scores, and ACT math scores which are the dependent variables (DVs). Using the principle of CRT, that race-consciousness is vital for African American male students, this research sought to assess the relationship between the variables in African American males (Singer, 2016).

Initially, CRT was widely used by qualitative researchers; however, as the theory became accepted in the social sciences and educational research, it has been systematically applied to quantitative studies (Osler II, 2016). Gillborn (2017) stated that CRT constructively and objectively directs researchers to explain how race inequalities influence policy and experiences. As this research compared traditional high school education to Afrocentric high school education, it supported the foundation of CRT to objectively address the need for social change. I will discuss CRT underpinnings in Chapter 2.

Nature of the Study

This quantitative study used a correlational design, which was appropriate because correlation does not require manipulation of the variables (Creswell, 2009;

Warner, 2013). The variables of traditional high schools and Afrocentric high schools cannot be manipulated or controlled for research purposes; therefore, the use of a correlational design was the best fit for this research (Warner, 2013).

I used inferential statistical analyses, in which a multivariate analysis of variance (MANOVA) was used for the IVs of traditional education and Afrocentric education and the DVs of GPAs, ACT reading scores, and ACT math scores. According to Warner (2013), a MANOVA is used to compare the means of multiple groups in nonexperimental research. MANOVA is the evaluation of means for multiple DVs, where the IVs occurred naturally (Warner, 2013) This study used a categorical IV, with two levels, to analyze the difference in the DVs, making a MANOVA best aligned for the current research. Haase and Ellis (1987) stated that DVs used in a MANOVA were assumed to be intercorrelated. Research has indicated that GPA and ACT scores are intercorrelated (Aggarwal, Vaidyanathan, & Rochford, 2004). Power analysis suggested that the sample for the two groups should be a minimum of 68 participants each, with a total at least 136 participants (Bissonnette, 2017). The required sample size reflected a medium effect size, an α of .05, and a β of .90.

The intent of this study was to compare the effectiveness of traditional high school education and Afrocentric high school education on African American male's GPAs, ACT reading scores, and ACT math scores. Alignment between the research question, problem statement and methodology was present because the study was interested in statistical data that must be measured quantitatively. The research question reflected an interest in measures that, again, align with the methodology. For data

collection, online surveys were used to allow participants to self-report GPAs, ACT scores, and demographic information (including; age, current education level, socioeconomic status, and whether they received traditional or Afrocentric high school education). Redacted unofficial transcripts were requested from each participant to obtain their graduation GPA, ACT reading scores, and ACT math scores, but they were not required for participation. Self-reporting academic measures is common for data collection as it may be extremely difficult or impossible to obtain transcripts from schools (Rosen, Porter & Rogers, 2017).

Definitions

The following definitions apply to terms used in this study:

Traditional education: Traditional education refers to pedagogical practices that emphasize European narratives (Watson & Wiggan, 2016).

Afrocentric education: Afrocentric education refers to the “educational framework that uses a philosophical approach that is axiologically, epistemologically, and logically culturally relevant to students of African descent” (Shockley, Burbanks, & McPherson, 2015, p. 380)

Educational outcomes: Educational outcomes refer to the skills and knowledge students develop through their education (Latessa, 2015). For this research, educational outcomes will be used to describe the participants’ GPAs, ACT reading scores, and ACT math scores.

Grade point average (GPA): GPA is defined as a measurement of the student's academic work on a scale of zero through four, with four representing high-achievement (Peng, 2003).

ACT reading scores: ACT reading scores is defined as a measurement of reading comprehension, with scores ranging from one to 36 (ACT, 2018).

ACT math scores: ACT math scores is defined as a measurement of math skills students typically acquire in courses taken through grade 11, with scores ranging from one to 36 (ACT, 2018).

African American: African American is defined as individuals who are citizens of the United States who have ancestry or origin in Black populations in Africa, this term is often used interchangeably with Black Americans (Bonner et al., 2009)

Assumptions

An assumption of this study is that the participants will answer the surveys in an honest manner. Procedures will be in place to protect the confidentiality of the participants and ensure they will remain anonymous. Another assumption is that the data being used will meet the criteria for multivariate analysis. These assumptions are important as quantitative studies are solely interested in valid, quantifiable and measurable data that can be generalized.

Scope and Delimitations

The purpose of this study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males, which was done by examining three measures of educational

outcomes: graduating GPA, ACT reading score, and ACT math scores. It is important to investigate alternatives to public education for African American males considering the large gap in educational outcomes present in the United States (Shockley et al., 2015), and the positive implications of achievement on various social features (Ford & Moore, 2013).

This study included only African American males who had graduated from high school, were between the ages of 18 and 25, and who were U.S. The exclusions in participation criteria were important for the integrity of the study. Generalizability is a measure of external validity which allows the findings of the research to be applied to the overall United States' population (Drost, 2011). Since the study was limited to African American males in a specific age range who had graduated from high school, the generalizability of the results were limited to the population who met the criteria of the research's scope.

Three theories were considered for this study, including CRT (Delgado & Stefancic, 2001), social disorganization theory (Shaw & McKay, 1942) and social identity theory (Tajfel & Turner, 1979). According to Shaw and McKay (1942), social disorganization theory focuses on the importance of the participants' environments. It related to this study because of its interest in the environment of schools. But social disorganization theory was not selected for this study because the theory's lens emphasizes criminal activity and location, which were not variables being assessed and which could threaten external validity. On the other hand, social identity theory (Tajfel & Turner, 1979) discussed the importance of identity in a social group and how intergroups

support positive self-concept. This theory was considered because of its focus on positive distinctiveness and its self-esteem hypothesis (Tajfel & Turner, 1979). Ultimately, social identity theory (Tajfel & Turner, 1979) was not selected because of the study's research focus: the current study did not identify between groups. CRT was used as a framework for this study because it encourages a race-conscious approach to understanding possible social oppressions and differences, such as have been experienced by African Americans (Singer, 2016; Sleeter, 2017).

Limitations

Study's limitations were organized into threats to internal and external validity.

Internal validity refers to the ability of the research results to show a relationship between two variables (Torre & Picho, 2016) and include participant selection and instrumentation. I addressed selection by limiting the scope of individuals to those of the same race and age group. The required sample size was a minimum of 68 participants each, with a total number of participants being a minimum of 136 (Bissonnette, 2017). Because the required sample size was small, it could have resulted in a type one error, falsely inferring a relationship between the variables (Creswell, 2009; Drost, 2011).

According to Drost (2011), external validity is defined as a study's ability to generalize or extend results to other situations and/or populations (Drost, 2011).

Participation was very selective and targeted to a sample demographic that may not be representative of the entire population of African American males. Graduation rates are low, and this study was interested only in African American males who had previously graduated. Moreover, the study was limited to African American males who had internet

and computer access and had attended specific educational programs. The findings from this study may not be applicable to other African American males in the United States or internationally because of the criteria.

Confounding variables are another measure of external validity (Jones-Cage, 2017) and may affect the findings of a study. The study's initial confounding variables were gender and race; these were controlled for in the selection process. Drug use and depressive symptoms during high school may have been confounding variables but they were not assessed (Kogan, Yu, Allen, & Brody, 2015; Townsend, Flisher & King, 2007).

Construct validity refers to any test's ability to measure the variables within a study (Grimm & Widaman, 2012). The ACT is a valid and reliable tool to measure achievement and college readiness (Nicely, 2015).

Another limitation was the nature of the study, which used a quantitative method with a correlational design. This limited the depth of the information gathered. While quantitative research provides important findings, it will lack understanding of the participants' experiences or personal narratives.

The study collected online survey data collection, and thus may be subject to inaccuracies that could threaten overall validity (Etchegaray & Fischer, 2010). To amplify validity, redacted unofficial transcripts were requested from each participant, to record their graduated GPA, ACT reading scores, and ACT math scores. Since GPA and ACT scores are only three measures of achievement, it is important to note that this research adhered to an established norm of achievement.

Researcher bias, that is, changing or influencing outcomes, can occur during any stage of the research (Pannucci & Wilkins, 2010). For this study, researcher bias was addressed through the use of validated methods and selection criteria.

Significance

Many efforts to improve educational outcomes for African American males have not been successful or researched thoroughly such as; reading interventions and Afrocentric education (Buddington & Haydel, 2015; James, 2012; Reid, 2013). Educational institutions have a long history of being institutions where self-concept is developed, so it is important to address self-concept in such institutions (Harris & Clarke, 2011). This study is unique as it focuses on cultural representation in school settings and the effect it can have on educational outcomes (Wright, 2011). The findings of this study could have practical use in educational settings and could support the development of future research into interventions for African American male students' educational outcomes.

This research is expected to fill a gap in the literature on what influences African American males' GPA and ACT scores (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016). By centering on areas in educational settings that could be altered to produce better educational outcomes for African American males, the findings could have a positive effect on the school environment and provide the needed social change to improve educational settings for African American males. DeGruy, Kjellstrand, Briggs, and Brennan (2012) stated that research contributing to improvements for educational outcomes for African American males would improve their

psychological well-being and could act as a buffer for violence in their neighborhoods, which would allow for better psychological outcomes. The findings of this study could inform pathways for greater degree attainment and better outcomes in education for African American males, thus resulting in higher paying jobs, improved living conditions, and lower incarceration rates (Ford & Moore, 2013).

Summary

The educational outcomes of African American males continues to be examined among community members and researchers. GPAs and ACT scores are academic measures that often assist in constructing a profile for future success and college attendance, so it is important that research looks at interventions and methods needed to improve these scores for young African American males. Chapter 1 provided an introduction to what influences African American males' GPA and ACT scores. Additionally, I provided an explanation to why Afrocentric education may assist in improving GPAs and ACT scores in African American males. I also provided information about the background of research regarding Afrocentric schools and educational outcomes in African American males, limiting the literature to the variables of GPAs and ACT scores. The problem and purpose statements were discussed and provided the reader with the gap in the existing literature that examined what influences African American males' GPA and ACT scores and whether exposure to Afrocentric high school education can assist in improving GPA and ACT scores. Chapter 1 included a preview of the theoretical foundation for the study, described the quantitative nature of the study, listed the research question and hypotheses, and provided definitions for the

key terms. Assumptions, scope and delimitations, and limitations of the study are mentioned, and described each factor and how it relates to quantitative design. The significance of this study is also discussed and shows the importance of this research and the possible social impact it could have on African American males. A summary has also been provided.

Chapter 2 will provide a review of literature on African American males' educational outcomes and Afrocentric education. The literature review will describe the theoretical foundation in detail, and it will distinguish between what is known in the current literature and what remains unknown.

Chapter 2: Literature Review

Introduction

The purpose of this quantitative study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. This was done by examining three measures of educational outcomes: graduating GPA, ACT reading score, and ACT math scores.

There is a gap in the literature on what influences African American males' GPA and ACT scores (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016). The majority of the current literature ascribes it to African American males' underachievement, absenteeism, and violence. Many African American males who are underachieving have been shown to have lower socioeconomical status and may have poorer social outcomes (Brower, 2015). The literature does not suggest appropriate and validated methods to improve their condition in educational settings (Tucker, Dixon, & Griddine, 2010).

Achievement in educational outcomes is lower among African American males compared to their European-American counterparts (Moon & Singh, 2015). African American male students have the lowest graduation rates (66%), the lowest scores in reading and math on the ACT, and the lowest graduation GPAs in the nation (Toldson & McGee, 2014; Tyler et al., 2016). Even though this gap in achievement has been thoroughly discussed face-to-face many years no study has proposed appropriate actions to reduce it (Conchas, Lin, Oseguera, & Drake, 2015; Moon & Singh, 2015). According

to Toldson and McGee (2014) and Tyler et al. (2016), educators have attempted to improve educational outcomes by implementing interventions such as cooperative learning and reading tutoring; however, little to no success was reported on the educational outcomes of African American male students.

Research on the narratives of African American male students in traditional high schools revealed the negative relationship between educational outcomes and the sole presence of stereotypical images and statements made by educators (James, 2012). African American males noted that being positively portrayed in their educational settings and having positive role models were variables that could improve their educational outcomes (Singer, 2016; Tucker et al., 2010; Wright, 2011).

Few researchers have examined African American males' exposure to Afrocentric high school education and how it could help improve educational outcomes (Shockley, Burbanks, & McPherson, 2015; Shockley & Frederick, 2010; Singer, 2016; Tatum, 2015; Thompson & Wallner, 2011; Winsler et al., 2013). Winsler et al. (2013) researched Afrocentric education as a way to improve educational outcomes in African American students. By adopting African philosophies and cultural relevancy in the classroom, Afrocentric education is very different when comparing it to classes related to ethnic studies. Afrocentric education allows for concepts, theories, and knowledge to be presented in a manner that can provide an African American student with a more relatable educational experience (Shockley et al., 2015; Shockley & Frederick, 2010). By changing how education is presented and promoting positive cultural images in the curriculum, researchers stated that the educational outcomes of African American male

students could improve (Singer, 2016; Tatum, 2015). It is essential that researchers begin to focus on the importance of Afrocentric education and the effects it has on educational outcomes.

In the literature review, I explore how Afrocentric and traditional high school education influence African American males' graduating GPAs, ACT reading scores, and ACT math scores. This chapter consists of the literature search strategy, theoretical foundation, literature review related to key variables, a summary, and a conclusion.

Literature Search Strategy

I conducted a literature search for peer-reviewed articles using the following databases: PsycARTICLES, PsycINFO, PsycEXTRA, ProQuest, ERIC, Thoreau Multi-Database Search, Academic Search Complete, Education Source, EBSCOhost, SAGE Journals, and Google Scholar. I used the following keywords and phrases: *African American males, educational outcomes, ACT scores, GPA, Afrocentric education, Black male, CRT, traditional high school, Afrocentric High school, and achievement gap*. I found no studies on Afrocentric education or Afrocentric high schools and their influence on educational outcomes. Although no quantitative research studies appeared in my search for Afrocentric high schools and the influence on educational outcomes, various qualitative measures mentioned the importance to quantitatively measure Afrocentric high schools and the influence on educational outcomes. I examined the last 7 years of literature, published from 2011 through 2018; however, some dates back to 1994.

Theoretical Foundation

CRT (Delgado & Stefancic, 2001) is the theoretical framework that guides this research. CRT suggests that by understanding the connections between race and power, society can begin to make efforts to influence social change and improve the quality of life for people of color in the United States (Lee, 2018).

History of CRT

The facets of CRT (Delgado & Stefancic, 2001) first emerged in the 1970s, post-civil-rights movement. This theory first provided a foundation for researchers to critically examine laws or social trends and encouraged a race-conscious approach to understand possible social oppressions experienced by sub-groups (Singer, 2016; Sleeter, 2017). As CRT (Delgado & Stefancic, 2001) progressed into a theory, there were themes that appeared in the research and development. Many early authors (Crenshaw, Gotanda, Peller, & Thomas, 1995; Delgado & Stefancic, 2001; Ladson-Billings, 1998) suggested that racism and bias was part of American culture and adversely affected minority individuals in the United States (Cabrera, 2018).

Major Theoretical Propositions

There are five major propositions in relation to CRT. The five major propositions are (a) the importance of race consciousness and racism and how they are interconnected, (b) the need to question the dominant race and culture through counter-storytelling, (c) a commitment to social justice, (d) the centrality of experiential knowledge, and a multidisciplinary approach (Garcia, López, & Vélez, 2018). Of the major tenets, that of storytelling, voice, and culture highly guided this research. CRT states that African

American people have their own culture and narrative, one that is very separate from the dominant culture (Sleeter, 2017). By allowing African American individuals to navigate and narrate their own culture and narratives, CRT posits that collaborating with the dominant culture would have been more tranquil (Mitchell & Stewart, 2013). As applied to this study, the theory supports the expectation that Afrocentric high school education will influence the scores on the ACT and the participants' graduating GPAs.

Research and CRT

The theory of CRT is a relatively new theory, nonetheless, has provided a foundation for research in areas of social sciences, education, law, history, and philosophy (Wagner, 2018). As CRT is used within the field of education, it examines race and attempts to remove racism found in the educational system (Mitchell & Stewart, 2013). By asserting that inequalities in achievement gaps are centered around the racism found in society, CRT provides a more focused approach to researching such issues compared to multicultural or colorblind theories (Sleeter, 2017). CRT has primarily been used in qualitative studies; however, as CRT has developed in social science and educational research it has been systematically applied to quantitative studies (Osler II, 2016). Gillborn (2017) stated that CRT constructively and objectively directs researchers to provide an understanding of how race inequalities influences many macro social arenas.

Several scholars (Allen, 2013; DePouw, 2018; Ellis & Hartlep, 2017; Koonce, 2018; McGee, 2013) have applied CRT to examine education and minority students. Minority students are often expected to assimilate to the dominate culture, resulting in a

great amount of distress and negative emotions (DePouw, 2018). Koonce (2018) found that by using CRT to build exercises and classroom instruction, her minority students thrived and appreciated the diverse classroom environment. Koonce confirmed that by using the principle of race awareness in CRT, she was able to transfer knowledge more effectively and meaningfully for those students. Other CRT research on education and culture indicated that by focusing on the counter-storytelling of differently-abled African Americans' lived experiences, individuals described situations in a more positive manner (Ellis & Hartlep, 2017).

CRT is frequently discussed in educational research related to perceived stereotypes and racism or stereotype threat among minorities in educational settings. McGee (2013) examined how high performing students in traditional high schools are immensely aware of the stereotypes their teacher and faculty hold against them and overtly attempt to change their "self" as a protective measure to match the dominant culture. During McGee's qualitative study narratives of students were presented. The narrative of one student stated that by assimilating to the dominant European culture it was apparent that his teachers treated him better. Another student discussed that regardless of how much he attempted to portray himself as not a threat one teacher still believed he might be a threat to her, thus implying a stereotype (McGee, 2013). Furthermore, Scott and Rodriguez (2015) researched stereotype threat among teacher education, and found various dimensions related to stereotype threat and African Americans' experiences in teacher education. Scott and Rodriguez stated African Americans live their lives having to challenge stereotypes that influence their very

existence, and these negative stereotypes determine the quality of African Americans' physical and psychological presence in schooling.

Utility in the Current Study

CRT's primary objective is to identify and combat social injustices related to race (Dixson, 2018). Through addressing social and educational concerns related to race, CRT provides a foundation for researchers to question injustices and apply modified ideology to improving the lives of African Americans (McKay, 2010). CRT challenges and attempts to demolish philosophies of fairness, meritocracy, and colorblindness, in relation to the education system and African American males (Singer, 2016). Subsequently, CRT suggests that the ruling of *Brown vs. Board of Education* (1954) to integrate public schools may have influenced a social injustice affecting minority students. The foundation of the social injustice is the ideology that schools have since been under power struggles where the dominant culture is superior (McKay, 2010). As African American males continue to have large differences in educational outcomes, CRT asserts that traditional schools may be doing little or an insufficient job addressing the needs of these students resulting in social injustices to African American male students (Koonce, 2018). With the mentioned superiority, the social and educational structures in public schools were adapted to meet the needs of the students from the dominant culture and often be deficient in meeting the needs of African American students (Koonce, 2018). CRT theorizes that schools tend to maintain the ideals and beliefs of a European culture, placing the cultures of African American males as inferior (Griffin, Ward, & Phillips, 2014). Research can greatly influence and change various circumstances to improve

educational for African American males, by addressing issues of race and racism in schools. Yet research attempt to promote a colorblind society. For this research, the research question is: Is there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education? The variables in the study are, Afrocentric and traditional education (IVs) and GPAs, ACT reading scores, and ACT math scores (DVs). As this research will compare both traditional high school education and Afrocentric high school education it will support the foundation of CRT to objectively construct an output of data that will address the need for social change.

Literature Review Related to Key Variables

In this literature review, I will evaluate, compare and contrast the most recent and relevant literature on the variables included in this study. The variables include traditional high schools, Afrocentric high schools, GPA scores, ACT reading scores, and ACT math scores. I will explore how the independent variables (traditional high schools and Afrocentric high schools) may have a relationship with African American males' GPA scores, ACT reading scores, and ACT math scores. Although education is often thought to be the great equalizer, research (Ford & Moore, 2013; Kelly & Varghese, 2018; Tucker, Dixon, & Griddine, 2010) indicated that there is more oppression happening in traditional educational settings than social equity. As African American males continue to not meet mainstream standards of educational outcomes many researchers (Ford & Moore, 2013) have stopped blaming the students for the achievement gap and started to

look for solutions to a system that has failed African American males. Ford and Moore (2013) stated that the issues of underachievement in African American males should not be solely blamed on the student or family but should be seen as a result of the lack of community culture in the schooling system. Dr. Jawanza Kunjufu (2017) stated, “There is nothing wrong with Black students who are fortunate enough to learn in a school environment that values, respects, and appreciates them” (p. 6). Research (Tucker, Dixon, & Griddine, 2010) on African American males often signified underachievement, absenteeism, and violence. There is, however, a lack of research on the effects of Afrocentric schooling and educational outcomes, such as GPA and ACT scores.

African American Males

The position of African American males in the United States has a volatile past, and in current society is still one of stereotypes and negative allegations. Throughout the research (Emmons & Belangee, 2018; Jennings, 2014; Mocombe, 2018; Taylor & Brown, 2013; Toldson & McGee, 2014; Tyler et al., 2016) on African American males, it is clear to see the focus on reporting negative attributes of African American males’ position in United States society, but there are limited advocations for social change.

African American males and education. As reported by Toldson and McGee (2014) and Tyler et al. (2016) African American male students still having the lowest graduation rates (66%), the lowest scores in reading and math on the ACT, and the lowest GPA in the nation. These educational outcomes and lack achievement are important in society and can lead to better social and financial outcomes for individuals. Mocombe (2018) stated that the negative consequences of not being successful in academic settings

vastly impact African American males both socially and financially. Furthermore, zero-tolerance policies in traditional public schools often disproportionately affect African Americans. Emmons and Belangee (2018) stated that the policies present in traditional schools contain penalties that discourage educational outcomes, increase suspensions and expulsions, and ignore mental illnesses in students. Self-esteem, a sense of well-being and other psychological factors have a strong relationship with Educational outcomes for African American males and must improve to allow for an increase social outcomes and psychological outcomes (Mocombe, 2018).

African American males and society. African American males are affected by harsh policies in public schools that criminalize behavioral issues resulting in a tendency of these students entering the criminal justice system at a young age (Allen & White-Smith, 2014). In the literature, this is often referred to as the school-to-prison-pipeline (Dancy, 2014; Taylor & Brown, 2013). Taylor and Brown (2013) affirmed through their research that social consequences of African American males' behaviors and educational outcomes may influence criminal behaviors. African American males make up less than 13% of the population but over 30% of the imprisoned population (Stepteau-Watson, Watson, & Lawrence, 2014). Furthermore, Mangino's (2012) research reported African American males often experience lack of jobs, lack of income, and lack of competitiveness in the community due to lack of education. High rates of poverty have large consequences on African American males and society. "Approximately half of Black men aged 20-34 in the U.S. are either unemployed or earn less than the poverty line for a four-person household" (Jennings, 2014, p. 837). With the lack of employment

and income, African American males may resort to illicit behaviors resulting in homelessness or incarceration (Brower, 2015). With all of the current information about African American males' position in educational and social setting it is vital to enact social change in research and application.

Afrocentric Education

Shockley et al. (2015) defined Afrocentric education as the “educational framework that uses a philosophical approach that is axiologically, epistemologically, and logically culturally relevant to students of African descent” (p. 380). The purpose of Afrocentric education is to reattach African Americans to their African cultural heritage through academics, philosophy, and spirituality. The history of Afrocentric education dates back to social activist Marcus Garvey in the 1950's. Marcus Garvey asserted that African Americans had distinctly different values and characteristics of learning and transferring knowledge compared to other races, and it was vital for them to obtain knowledge and understanding through cultural relevant means (Shockley & Frederick, 2010). In the 1960's and 1970's in the United States, pro-African American movements started to develop and advocated for a change to the traditional education system. Many activists during the time felt that traditional education promoted an ideology that African Americans had no history prior to their forced enslavement in the United States (Shockley & Frederick, 2010). Afrocentric educators theorized that the falsehoods taught to African American children encouraged feelings of alienation and lower self-worth compared to European-American children, resulting in the formation of schools designed to teach through an Afrocentric lens (O'Daniel, 1994; Shockley & Frederick, 2010).

Themes became apparent when educators started to develop Afrocentric schools. The first theme that occurred when developing Afrocentric schools was that of, reattachment. Shockley and Frederick (2010) stated that reattachment occurs through three stages; rediscovery, cultural reaffirmation, and revitalization. Akoto and Akoto (1999) stated that rediscovery follows after a student identifies self with African theories philosophy and languages. Cultural reaffirmation is developed through an analysis of African history internal and external manifestations, explanation and reestablishment of appropriate moral codes and standards, and the rejection of non-African (p. 10). The revitalization stage involves African Americans who have been taken the journey through Afrocentric education to provide social change on micro and macro levels (Akoto & Akoto, 1999).

Another theme that Afrocentric education called attention to was, the need for community control and institution building. Shockley and Frederick (2010) stated that decisions about the institutions that need to be built must rely on the stakeholders in the community, and such institutions must “Impart knowledge, skills, values and attitudes necessary to survive and progress” (p. 1226). It is important to know that Afrocentric education focused on the importance of property ownership and building control, as a means of socially reconstructing the effects of the dominate culture on African American culture.

The final theme that is discussed in this study is that of the Afrocentric approach to education. Afrocentric educators believed that traditional education was not to facilitate the transfer of knowledge but instead train African American children to

understand their position in the United States social system (Shockley & Frederick, 2010). Shockley and Frederick (2010) asserted that traditional education was not transforming and better African American children, but instead schooling them to perpetuate the belief that they are second-class citizens and amplify the requirement for them to work, not obtain knowledge. Throughout the literature, Afrocentric education is believed to provide a cultural relevancy approach in the classroom, which allows for constructs that provide African American students with a more relatable educational experience (Shockley, Burbanks, & McPherson, 2015; Shockley & Frederick, 2010). Although Afrocentric education is one approach that has shown some success for improving educational outcomes in African American students, it is not widely researched (Winsler et al., 2013).

King (2005) reported that Afrocentric schools throughout the United States are being nationally recognized for students' high achievements on standardized tests. These achievements are believed to a result of Afrocentric educators eliminating the injustices and miseducation for African American children (Lee, 2018). Researchers (Singer, 2016; Tatum, 2015) have recognized the relationship between the role of race and racism in educational settings and educational outcomes in African American males. Yet there is still a gap in the literature regarding the influences of Afrocentric education.

Some research (Buddington & Haydel, 2015) has been conducted on historically Black colleges and universities (HBCUs) in relation to self-image, cultural identity and achievement. Buddington and Haydel (2015) focused their research on first-year college students who are attending a HBCU and examined numerous variables that may impede

college achievement. It was found that one factor that often occurs in traditional educational settings was the lack of acceptance in such schools. This factor is assumed to not be present in HBCUs as the culture of such institutions are to empower and educate African American students (Buddington & Haydel, 2015).

Other research (Tatum, 2015) related to Afrocentric education has indicated the significance of having culturally appropriate material that African American male students can relate to and identify with. Tatum (2015) conducted a study where it was concluded that by presenting reading material that means something to African American students reading literacy will improve. Tatum stated that it is believed by giving literature that discussed historical perspectives such as, “The Rise and Fall of the Black Panthers” and “The Rite of Passage” he could help engage young African American men in becoming better readers because the books will keep them engaged.

Afrocentric education focuses the importance of cultural inclusion. Research (Harris & Clarke, 2011; Li, 2015) has been conducted to validate improvement in educational outcomes and curriculum that is seen as culturally relevant and competent. Harris and Clarke (2011) research indicated the importance of cultural education, and how implementing various ideas encouraged success in minority students. Li (2015) showed empirical evidence into cultural representation in education and how educators can implement such changes.

Reid (2013), Tucker et al. (2010), and Wright (2011) focused their research on information related to academically successful African American males, as well as, potential areas that can improve educational outcomes. Reid (2013), Tucker et al. (2010),

and Wright (2011) supported the importance of cultural representation in educational curriculum, as well as other potential areas for improvement, including; disregarding high stake testing, more African American teachers, mentors, and better teacher-education (Reid, 2013; Tucker et al., 2010; & Wright, 2011). Overall, according to Shockley and Frederick (2010) the current understanding of Afrocentric education is that African American children will achieve better educational outcomes in independent Afrocentric schools than in traditional schools.

Traditional Education

Watson and Wiggan (2016) define traditional education as the pedagogical practices that emphasize European narratives. In the United States, traditional education was found in 1821 when the first public high school was developed in Boston, Massachusetts. Since traditional education was founded in the United States, it has been a system of inequality (Zhao, 2016). The issues with traditional education and lack of cultural competence date back to the start of education in the United States. One of the first racial groups to have traditional education forced on them was the Indigenous tribes in the United States. Reyhner and Eder (2017) stated that missionaries would take Indigenous children from their homes, place them in boarding schools, and traumatically enforce rules and regulations that required these children to disregard their culture and assimilate to the European narratives being taught. Upon returning to their communities, Indigenous children had difficulty relating to their peers and often were isolated which researchers (Reyhner & Eder, 2017) believed may be due to the loss of culture and identity. Historical context of traditional education enforces the concept that

such education may be ineffective for minorities and have lasting negative effects in communities.

Historically, issues with traditional education have not been isolated to one ethnic minority. However, some of the largest disparities are seen within the African American community. In history, African Americans were enslaved people for the first 400 years of the United States, this is important to note, because as enslaved persons African Americans were not granted access to education and were violently punished if they attempted to learn basic reading or writing skills. As a result, oral history and storytelling were themes seen during this time and continue to influence the African American culture in modern times (Williams, 2005). Upon the passing of the 13th Amendment (U.S. Const. amend. XIII) in the United States, many African Americans began seeking traditional education for themselves and their children. Williams (2005) stated that by seeking education, African Americans were seen as a threat and often attacked. Education has a long history with power, and by seeking it out African Americans' actions were associated with seeking power, which was not well received within the European dominant communities (Johnson, 2018). Since 1901, research (Bayer, Fang, & McMillan, 2014; Johnson, 2018) has been conducted on traditional educational institutions serving African American communities, and consistently the same issues appear; the majority of African American students had undertrained, underpaid teachers, the schools and equipment in African American schools were inadequate, and African American schools received little attention from school superintendents and other authorities (Bayer, Fang, & McMillan, 2014). From the late 1960s to the 1990s, social and political issues

continued to arise that kept African Americans (and other minorities) who attended traditional schools in subpar conditions (Bayer, Fang, & McMillan, 2014; Johnson, 2018).

Currently, African American males face distinctive barriers in traditional schools that may influence educational outcomes (Ellis, Rowley, Nellum, & Smith, 2018). Ellis et al. asserted that African American males in traditional schools are disproportionately placed into special education and are more likely to be viewed by teachers and administrators as disengaged. Their research was interested in seeking how internalized academic stereotypes influenced school self-efficacy in African American students. Internalized stereotypes often are based on the societal views of African American males and can influence their educational experiences and outcomes (Ellis, Rowley, Nellum, & Smith, 2018). Ellis et al. (2018) found a significant negative relationship between internalized academic stereotypes influenced school self-efficacy after mediating for racial centrality. In traditional education institutions African American males' perceptions of race as psychological concept is not accepted, but by understanding culture and removing internalized academic stereotypes their schooling experiences and academic outcomes may shift.

Stereotypes placed on African American males by teachers and staff in traditional schools continue to be harmful to their educational outcomes. James (2012) labeled various stereotypes that may influence educational outcomes ranging from African American males being fatherless to African American males being seen as only athletes. It is theorized that negative stereotypes serve to categorize, essentialize, and

disenfranchise African American male students as they navigate the school system (James, 2012). James researched one approach that traditional schools have attempted, the concept of colorblindness in education. A color-blind approach to working with students disregards the need for educators' understanding of the learning needs and interests of minority students and ultimately is harmful for any student who the traditional curriculum approach is not meant to benefit (James, 2012).

In the United States, education is associated with economic well-being, so it is imperative that policy change and reform encourage the educational outcomes for African American males to improve. Ford and Moore (2013) stated that the issues of underachievement in African American males should not be solely blamed on the student or family but should be seen as a result of the lack of community culture in the schooling system. Ford and Moore identified numerous factors and members of the communities within traditional education that must be corrected, so that educational outcomes for African American males can improve. More specifically, educators need to share the responsibility for the achievement gap and ensure that African American males reach their educational outcomes. Ford and Moore stated that educators need to have a social justice philosophy and advocate for the achievement of African American males.

ACT Scores

ACT scores are a numerical number on a scale that provides colleges and educators on the skill level of students for courses taken through grade 11 (ACT, 2018). The ACT is considered to be an objective assessment that is used for college admissions. Although the ACT was created after other college entrance exams it is the most prevalent

admissions test (ACT, 2018). The ACT focuses on objective measures in English, science, and mathematics making it ideal for colleges to base college completion off of. Although the ACT was developed to be objective, there is still a large achievement gap between African American students and European-American students (Toldson & McGee, 2014). Toldson and McGee (2014) reported a significance in the score gap on college entrance exams between African American students and other students. In addition, Toldson and McGee found that there was a GPA gap, and the use of the college entrance exams are still widely used in traditional college and HBCUs. It is reported that the average overall ACT score for African American student is a score of 17, which significantly lower than all other races (ACT, 2018). Research (ACT, 2018) conducted by stakeholders for the ACT stated, that the achievement gap in scores for the ACT in African American student appear to occur before high school, reflect the course availability in schools, and are not reflective of African American students' aspirations to go to college. Since research (ACT, 2018) indicated that much of the achievement gap related to the ACT depended on the school it is vital for this study to use ACT scores as a dependent variable.

GPA Scores

Peng (2003) defined GPA is a measurement of the student's academic work on a scale of 0 through 4, with 4 representing high-achievement. GPAs have a long history in the United States and were first seen in a qualitative measure from Yale University in 1785 (Yurtoğlu, 1993). GPA carries weight in various attributes in education. GPA is a factor in determining college entrance (Yurtoğlu, 1993). After obtaining education;

however, research (Armstrong, 2012) indicated that the relationship between grades, job obtainment and job performance is nonsignificant. The relationship between African American males and GPA achievement is still very low. Throughout history most ethnic groups have increased their overall GPA, nonetheless, African American males continue to remain stagnate in showing improvement (Pino & Smith 2004). Pino and Smith (2004) also indicated that there was not a biological factor in the differences in GPA scores but also revealed that there may not be a relationship between academic ethics and GPA, because African American students scored higher in academic ethics but lower in GPA scores.

Summary and Conclusions

In this chapter, I reviewed the link between education type and educational outcomes for African American males (Emmons & Belangee, 2018; Lee, 2018; Reid, 2013; Shockley & Frederick, 2010; Tyler et al., 2016). African American males have not achieved in educational settings at the same rate as their peers from other ethnic backgrounds; yet, limited research has been conducted as to varying educational programs that may improve educational outcomes.

The majority of scholars (Shockley & Frederick, 2010; Shockley et al., 2015; Winsler, et al., 2013) reported that Afrocentric education is beneficial to African American students. The lack of inclusion and cultural competence in traditional programs, makes Afrocentric education a possible alternative to enhance educational outcomes in African American males (Buddington & Haydel, 2015). Research (Harris & Clarke, 2011; Li, 2015) supported the ideology behind the importance of cultural

education and delivered empirical evidence regarding implementing cultural representation in education and the success of minority students. A lack of research remains on how and if Afrocentric education has any relationship with educational outcomes.

Research (Ellis, Rowley, Nellum, & Smith, 2018; Ford and Moore, 2013; James, 2012) reported that traditional educational programs and institutions are have not and will not assist in the success of African American males' educational outcomes. Numerous factors influence the experience and educational outcomes for African American students. Research has concluded that feelings of isolation, perceived stereotypes, internalized stereotypes, and lack of culturally appropriate material all have an impact on educational outcomes for African American males (Ellis, Rowley, Nellum, & Smith, 2018; Ford and Moore, 2013; James, 2012). Since the start of traditional education in the United States, the narratives of the dominate culture have been presented and often were not inclusive of the various subcultures (Reyhner & Eder, 2017). Although in the United States education is associated with well-being, there is a lack of research on how any reform will improve the educational outcomes for African American males.

Most research (Pino & Smith, 2004; Toldson & McGee, 2014) concurred that GPA and ACT scores were the most common measures of educational outcomes, which lead to college entrance. Both measures are used to comprise a composite of academic success and claim their measures are objective. Although objective, the achievement gap between African American males and European males remains significant (ACT, 2018; Toldson & McGee, 2014).

This study is expected to add to the research by detecting if Afrocentric education influences African American males' GPA and ACT scores. Limited research has been studied on the positive implication of Afrocentric education and educational outcomes. Therefore, this study will fill a gap by researching the influences Afrocentric education have on African American males' GPA and ACT scores.

In Chapter 3, I will outline the introduction, research design and rationale, methodology, threats to validity, and ethical procedures.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. This will be done by examining three measures of educational outcomes: graduating GPA, ACT reading score, and ACT math scores. This study is expected to (a) add to the empirical research by providing more information on African American males' performance in educational settings and (b) contribute to identifying whether Afrocentric education may constitute an intervention for improving educational outcomes for African American males. An online survey was administered to obtain participants' GPAs, ACT scores, and demographic information. This design is consistent with past studies of educational outcomes of African Americans (Lewis, 2016; Hackett & Sheridan, 2013).

This chapter covers the following topics: the research design and rationale for the study, the methodology and sampling procedures used, an overview of the statistical analysis, threats to validity, and ethical procedures.

Research Design and Rationale

The research design and rationale were constructed to be rigorous and effective. The criterion variables were Afrocentric and traditional high school education (IVs) and the predictor variables for African American males were graduating GPAs, ACT reading scores, and ACT math scores (DVs).

This study used a quantitative method. Quantitative methods are appropriate for comparing data between two groups, and the goal is to generalize the data to the population (Creswell, 2009). In this study, the difference between GPA and ACT scores was looked at, which aligns with quantitative methods because it allows for the objective examination of difference between groups. A correlational design was used in this study, and was appropriate for this study as correlation does not require manipulation of the variables (Creswell, 2009; Warner, 2013). The variables of traditional high schools or Afrocentric high schools cannot be manipulated or controlled for research purposes, therefore the use of a correlational design is the best fit for this research (Warner, 2013).

The research question for this study was as follows: Is there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education? The research question is connected to the research

design through the variables listed above. An online survey was selected as the most efficient method for collecting data for this study.

MANOVA

I used a MANOVA to determine if there is a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education. The independent variables were Afrocentric high schools and traditional high schools while the dependent variables are ACT math scores, ACT reading scores, and graduating GPAs. The independent variables were labeled dichotomously:

- Afrocentric high schools (1)
- Traditional high schools (2)

A MANOVA was selected to best compare the difference between the independent variables to the dependent variables. A MANOVA is best used when differentiating between groups and finding the influences among dependent variables, which this study intends to compare.

Methodology

Population

The target population for this study were African American males, between the ages of 18 and 25, who have graduated from high school and previously taken the ACT. The number of African American males between the ages of 18 and 25 who have a high school diploma is documented by the United States Census Bureau (2017) to be approximately 798,000 individuals. The sample was drawn from a population of African

American males who have a Facebook account and Internet access. The population may be varied in socioeconomic status and post high school education.

Kayrouz, Dear, Karin, and Titov (2016) stated that Facebook is the most popular social media site being used in the United States (p.1). Facebook currently has a global membership of 1.49 billion members, which facilitates recruitment for researchers like no other type (Kayrouz, Dear, Karin, & Titov, 2016). Facebook use is diverse, and its members indicate a variety of socioeconomic statuses, genders, and education levels making it ideal for research (Popiolek, 2015). A large number of African Americans use Facebook and research indicates that they are more likely to use Facebook from mobile devices (Mathiyalakan, Heilman, White, & Brusa, 2016). By using Facebook to recruit participants, I had an increased number of eligible participants and my research will be able to recruit African American males from communities all over the United States.

Participants self-identified as African American and provided their socioeconomic status, level of education, graduating GPA and ACT scores as part of the questionnaire completion process. Participants were recruited from Facebook and through various Facebook alumni pages. Only U.S. citizens participated in this study.

Sampling and Sampling Procedures

Purposive sampling was used in this study. Participants meeting the inclusion criteria were recruited for participation. Inclusion criteria was African American males who were between the ages of 18-25, who have graduated from a high school in the United States and are United States citizens. Also, the participants must have taken the ACT and have access to Facebook and the Internet. This study excluded any females,

males who self-identify as any race other than African American, individuals who have not taken the ACT, people who do not have Facebook or Internet access, or children under the age of 18. The exclusions in participation criteria are important to maintain the integrity of the study. Demographic data (age, gender, and education level) will be evaluated to ensure sampling criteria is met.

This study was advertised on 10 Facebook groups and pages (Appendix B). The target Facebook groups were those designed for members who are alumni of Afrocentric schools or those integrated in the African American community. If a person was not part of these groups, they were unaware of the study. However, if the person did show interest in the study outside of Facebook and meets inclusion criteria a link will be provided to access the questionnaire.

A table for necessary sample size (Bissonnette, 2017) was used to conduct a power analysis for a correlation analysis using a correlation coefficient (r) of .35 and a power (β) of .90. Power analysis suggests that the sample for the two groups be a minimum of 80 participants each with a total number of participants being a minimum of 160 (Bissonnette, 2017).

Procedures for Recruitment and Participation

This study was advertised on Facebook groups and pages. The identified groups and pages on Facebook were public community groups that serve as a forum for African Americans to discuss issues in the African American community and share cultural art and ideas, and Afrocentric high school alumni pages. Once permission was granted from Walden University's Institutional Review Board (IRB: IRB Approval No. 06-05-19-

0657556), I created a post with a short explanation of the study and a link to the questionnaire, as a method to recruit potential participants from the Facebook groups and alumni pages. Appendix B provides a full list of the Facebook pages, on which this research will be advertised. Participants were directed from the post made on the Facebook groups and pages to Survey Monkey (www.surveymonkey.com), which was used to administer the survey to participants and record data, there was an option for participants to upload their unofficial transcripts. However, the other option was to not to upload unofficial transcripts which did not influence participation.

Once a potential participant clicked on the link provided, he was directed to a new web browser to complete the informed consent page. Informed consent was provided to the participants prior to beginning the survey and advised potential participants that the survey was anonymous and voluntary, and they may choose to terminate participation at any time by closing the webpage. Within the informed consent, contact information was provided to the participants for both myself and Walden University, if they desired to follow up on the research being conducted. To ensure participants meet criteria, the potential participant needed to complete the demographic questionnaire (Appendix C). Each potential participant must be 18-25 years old, a male, African American, graduated from high school, and taken the ACT. If the individual did not meet criteria, a thank you screen appeared, and their participation will end.

After consenting and filling out the demographic questionnaire (Appendix C), the participants were asked to report demographic information: age, socioeconomic status, education level, ACT scores, graduating GPAs, and whether they received an Afrocentric

or traditional high school education (Appendix D). After completion of the questionnaire participants were thanked for taking part in the research and informed that no debriefing or post follow-ups would be conducted.

Operationalization of Constructs

High school education type. This study was interested in comparing two types of high school education: traditional high schools and Afrocentric high schools. Traditional education refers to teaching ideas and concepts from a highly used narrative that may not be inclusive of African Americans (Watson & Wiggan, 2016). Afrocentric education refers to the educational framework that uses African and African American narratives and culture to provide curriculum that is highly inclusive for African American students (Shockley, Burbanks, & McPherson, 2015, p. 380). Traditional and Afrocentric high school are the IVs in this study and were both nominal variables. Because the variables were dichotomous, they were measured using representation values (1 = Traditional, 2 = Afrocentric). The values assigned to the nominal variables do not hold any value but are simply in place to dichotomize them. These variables allowed me to see if they had any relationship with the educational outcomes of the participants.

Educational outcomes. Educational outcomes refer to the skills and knowledge students develop through their education (Latessa, 2015). For this research, educational outcomes were used to describe the participants' GPAs, ACT reading scores, and ACT math scores. The DVs are continuous interval variables and were measured using numerical information on a scale. GPA is defined as a measurement of the student's academic work on a scale of zero through four, with four representing high-achievement

and 0 being insufficient evidence of understanding of high school subject matter (Peng, 2003). ACT reading scores is defined as a measurement of reading comprehension, with scores ranging on a scale from one to 36 (ACT, 2018). ACT math scores is defined as a measurement of math skills students typically acquire in courses taken through grade 11, with scores ranging on a scale from one to 36 (ACT, 2018). Both ACT scores are scaled on the same Likert scale. The responses from the participants were obtained on a Likert rating scale 0-19 being below average, 20-23 being average or at the 50th percentile, 24-28 being competitive or at the top 25% of test takers, 29-36 being top scores or at the top 10% of test takers (ACT, 2018).

Data Analysis Plan

The SPSS software package was used to analyze the data. A MANOVA was used to determine if there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education. This study met all the assumptions for a MANOVA including; all DVs being quantitative, inclusion for each IV is exclusive and no one participant can be a member of both groups, and DVs are tested for normality. Data screening and cleaning is vital when using a survey within a study (Desimone, Harms & Desimone, 2014). As a data screening method, I did not use any participants' responses if more than 10% of the data from their survey is missing, this is important to mention as missing data will produce issues in the model and when running data through SPSS (Warner, 2013). Data cleaning is to identify, fix, or remove

data that has errors (Osborne, 2013). For data cleaning, I visually inspected all data to ensure valid responses and removed any data that is not a valid response.

A quantitative method was used to establish if there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education.

Using surveys in a quantitative method is common in the literature when investigating education (Creswell, 2009). I tested for statistical assumptions (normality, equality of variance, absence of multivariate outliers, linearity, and equality of covariance matrices) to ensure that the data meet requirements of MANOVA. Confidence intervals give researchers a range of values for an unknown value of the population, the result of this data will be interpreted using confidence intervals (Creswell, 2009). Descriptive statistics were collected to describe the sample. A statistical *f*-test will be used to test the variance between the IVs and DVs. In a MANOVA design it is assumed that most DVs are unrelated or minimally correlated (Warner, 2013). Previous research has indicated that ACT scores are related to college GPA's however, there is not a strong relationship between ACT scores and high school GPAs (Noble, Sawyer & ACT, 2002; Radunzel, Noble, & ACT, 2013; Dickinson & Adelson, 2016). Initial confounding variables such as gender and race were not controlled for in the selection process of this study. Drug use and depressive symptoms during high school may be confounding variables but were not be assessed for during this study (Kogan, Yu, Allen, & Brody, 2015; Townsend, Flisher & King, 2007).

Research Questions

Research Question: Is there a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education?

H01- There is no difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

Ha1- There is a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

- DVs: ACT math scores, ACT reading scores, and graduating GPAs
- IVs: Afrocentric high schools and traditional high schools
- Level of precision: ($\alpha = .05$)
- Power: ($\beta = .90$)
- Effect: (medium = .5)
- Statistical test for analysis: *f* test
- Minimum sample size: 136 (Afrocentric group = 68 & Traditional group = 68)

The data was interpreted with a confidence level of 95% and a margin of error of 5%. By using this confidence level, I was 95% confident that the observed data will fall within the population parameters. Upon completion of the study a probability value of, $p < 0.05$ was used to test the null hypothesis.

Threats to Validity

This study's scope included African American males who have graduated from high school and taken the ACTs. The participants will include U.S. citizens who are African American males who are between the ages of 18 and 25 who have access to Facebook and the internet. The exclusions in participation criteria are important to maintain the integrity of the study. This study excluded any females, males who self-identify as any race other than African American, or children under the age of 18. There are potential limitations of this study. The limitations to the study were organized into threats to external validity and internal validity. In regard to external validity (Drost, 2011), participation is very selective and targeted to a sample demographic that may not be representative of the entire population of African American males, as graduation rates are low, and this study is only interested in previously graduated African American males. Moreover, the study was limited to African American males who have internet and computer access. The findings from this study may not be applicable to other African American males in the United States or internationally because of the mentioned criteria. Therefore, the generalizability of the results are limited to the population who meet criteria in the research's scope. Confounding variables are another measure of external validity (Jones-Cage, 2017). As mentioned, the potential confounding variables of gender and race were controlled for in the selection process of this study; however, the confounding variables of drug use and depressive symptoms during high school may be confounding variables but were not assessed for this study (Kogan, Yu, Allen, & Brody, 2015; Townsend, Flisher & King, 2007).

Internal validity refers to the ability of the research results to show a relationship between two variables (Torre & Picho, 2016). Threats to internal validity include selection and instrumentation. I addressed selection by limiting my scope of individuals to those who are of the same race and within the same age group. The required sample size is a minimum of 68 participants each, with a total number of participants being a minimum of 136 (Bissonnette, 2017). Because the required sample size was small it may result in a type one error, falsely inferring a relationship between the variables (Creswell, 2009; Drost, 2011). The quality of self-report surveys have caused concern in research, based on validity (Schwartz & Beaver, 2015). However, research does indicate that self-reported data on ACT scores and GPA have high correlations with the actual recorded scores (Cole & Gonyea, 2009; Sticca et al., 2017).

Construct validity refers to the test's ability to measure the variables within a study (Grimm & Widaman, 2012). Participants will have needed to complete the ACT to participate in the study. The ACT has been accessed as a valid and reliable tool to measure achievement and college readiness (Nicely, 2015).

Another potential limitation refers to the nature of the study. This study used quantitative methods, and the research design will be a correlational design which limits the depth of the information gathered. While quantitative research provides important findings, it will lack understanding of the participants' experiences or personal narratives.

The study used an online survey method for data collection, and may be at risk to inaccuracies of answers, which could pose of threat to the overall validity (Etchegaray & Fischer, 2010). To amplify validity, redacted unofficial transcripts were requested from

each participant, to record their graduated GPA, ACT reading scores, and ACT math scores. Since GPA and ACT scores are only a few measures of achievement, it is important to note that this research adhered to an established norm of achievement.

Researcher bias can occur during any stage of the research and is referred to as the act of changing or influencing outcomes (Pannucci & Wilkins, 2010). For this study, researcher bias is addressed through the use of validated methods and selection criteria.

Ethical Procedures

This study began after receiving Walden University's IRB approval. Walden University's IRB provides vast guidelines for student researchers and ensures compliance with established legal and ethical procedures. For this research, there are no known personal ethical issues such as conflict of interest, employer issues, or the use of incentives. This study poses no known threat to the well-being of participants and provides no treatment or intervention that may affect their psychological or physical well-being. In addition, I abided by all American Psychological Association (2017) ethical guidelines and the Belmont report in regard to the treatment of participants (American Psychological Association, 2017).

Confidentiality Concerns

The research was conducted online, and all surveys will be completed anonymously. Data recruitment will be through Facebook groups and alumni pages. The recruitment provided a link to the survey on the Facebook groups and pages mentioned and no identifiable information will be collected from the participants. Prior to completing the questionnaire, the participants reviewed and completed the informed

consent. On the informed consent statement, participants were informed of the general purpose of the research, requirements for participation, benefits of the research, confidentiality, and that participation is voluntary. Each participant had the option to terminate their participation at any time during the research without consequence.

All collected data are stored on a personal computer, that is password protected and has antivirus protection software. A copy of the data are stored on an independent drive in a secure environment. All paper documentation is kept in a locked and secured file locker in my home for a period of 5 years. All raw data related to this study will be accessed only by myself and my committee.

Summary

In Chapter 3, I described the research design, the sample demographics, instrumentation and measurement, data collection, and statistical analysis. This study will be designed to investigate if there a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education. Both the population perimeters and sampling procedures were described in the methodology section of this chapter, to include purposive sampling for African American males between 18-25 years in age who have graduated from high school and taken the ACT. The constructs of the study were operationally defined, and the data analysis plan was presented, and the intention to use a MANOVA and test for appropriate assumptions were discussed. Ethical procedures have been established and threats to validity were also addressed.

In Chapter 4, I will describe the process of data collection. The statistical analysis and procedures will be thoroughly explained, the findings of the research will be presented, and tables and figures will be included to illustrate the results.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. This was done by examining three measures of educational outcomes: graduating GPA, ACT reading score, and ACT math scores. A MANOVA was used to determine if there was a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

The following research question and hypotheses were tested in this study:

Research Question 1- Is there a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education?

Ho1- There is no difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who have traditional high school education.

Ha1- There is a difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

This chapter includes a description of the data collection the results, and a summary.

Data Collection

Recruitment and data collection required 61 days on Facebook (see Appendix B) June 6 to August 7, 2019, to obtain the required number of participants, 155.

Descriptive Characteristics

All of the data were reviewed to ensure every participant met the qualifications and the survey was complete. Of the 155 individuals who completed this survey 12 did not meet qualifications and were disqualified. In total, 73 individuals who attended Afrocentric high schools and 70 individuals who attended traditional high schools were included in the results. All participants included in the study were African American males between the ages of 18-25 ($N = 143$). Annual income and highest level of education were reported for demographic measures. The majority of participants reported they have earned \$25,000-\$50,000 annually ($n = 79, 55.2%$). Most participants reported that their highest level of education was, bachelor's degree ($n = 55, 38.5%$), and no individual reported having completed a doctoral degree.

Table 1

<i>Frequencies and Percentages for Demographic Data</i>		
Variable	<i>N</i>	%
Annual income		
\$0-\$25,000	52	36.4
\$25,000-\$50,000	79	55.2
Above \$50,000	12	8.4
Level of education		
High school diploma	48	33.6
Associate degree	14	9.8
Bachelor's degree	55	38.5
Master's degree	26	18.2
Doctoral degree	0	0

Descriptions of Reliability

The generalizability of the results will be limited to the population who meet criteria in the scope of the research. Participation was exceedingly selective and targeted to a sample demographic that may not be representative of the entire population of African American males, as graduation rates are low, and this study is only interested in previously graduated African American males. Also, many students do not take the ACTs and participation for this study required completion of the ACTs. Furthermore, this study was limited to African American males who had internet and computer access, graduated from high school, and attended specific educational programs. The findings from this study may not be applicable to all African American males in the United States or internationally because of the mentioned criteria. Jones-Cage (2017) states that confounding variables are variables that may affect the findings of a study. Initial confounding variables were gender and race, which were controlled for in the selection process of this study. Drug use and depressive symptoms during high school may be confounding variables but were not assessed for during this study (Kogan, Yu, Allen, & Brody, 2015; Townsend, Flisher & King, 2007). Construct validity refers to the test's ability to measure the variables within a study (Grimm & Widaman, 2012). Participants will have completed the ACT to participate in the study. The ACT has been accessed as a valid and reliable tool to measure achievement and college readiness (Nicely, 2015). The overall means and standard deviations (SD) for the three DVs are presented in Table 2.

Table 2

Descriptive Statistics for Dependent Variables for Independent Variables

		N	Min	Max	Mean	SD
Afrocentric	ACT Reading	73	1	4	2.43	1.067
	ACT Math	73	1	4	2.61	.98
	GPA	73	3	5	3.78	.671
Traditional	ACT Reading	70	1	4	2.32	.863
	ACT Math	70	1	4	2.38	.937
	GPA	70	3	5	3.74	.674

Results

The overall means for the three DVs presented in Table 2 indicate that the mean reported ACT reading score ranged from 20-23 representing the mean number of ACT reading scores reported in this study were at the 50th percentile of ACT reading scores. In Table 2 the results also indicate the mean score from ACT math ranged from 20-23 indicating that the mean number of ACT math scores reported in this study were at the 50th percentile of ACT math scores. The mean GPA scores ranged from 2.00-2.99 indicating that the mean number GPA scores were average or “C” GPAs, as shown in Table 2.

Statistical Assumptions

Statistical assumptions of MANOVA include low intercorrelations and multivariant normality. As presented in Table 3, a Pearson correlation test was used to test for the inter-correlations between the DVs. The intercorrelations between the DVs were high and ranged from $r = .58$ to $r = 1$. Since the DVs are highly correlated, there is little advantage to include more than one DV in the MANOVA, because of the resultant

loss in degrees of freedom (Warner, 2013). Warner (2013) states that under these circumstances, use of a one-way analysis of variance (ANOVA) test would be an option to recheck for any significance. However, there will need to be multiple ANOVAs completed due to the data collected, causing a Type I error. MANOVA's measure several dependent variables in a single experiment, thus protecting against Type I errors that might occur if multiple ANOVAs were conducted independently. A MANOVA and multiple ANOVAs were conducted, and the results are presented in Tables 5-7.

Exploratory data analyses indicated that within each group the three DVs did not meet the assumption of univariate normality based on the results of the Shapiro-Wilks test for normality with α set at the 5%-level, and $p > .001$ (Table 4).

Table 3

Pearson Correlation

	ACT Reading	ACT Math	GPA Score
ACT Reading	1	.582	.563
ACT Math	.582	1	.612
GPA Score	.563	.612	1

Evaluation of Research Hypothesis

A MANOVA and multiple ANOVAs were conducted to analyze the data for the research hypothesis. I intended to determine if there was a difference in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education ($n = 73$) as compared with those who have received traditional high school education ($n = 70$). The assumption of univariate normality was

violated, based on the results of the Shapiro-Wilks test for normality with α set at the 5%-level, and $p > .001$ (Table 4). Levene's test for homogeneity of variance did not detect significance between group differences for all of the DVs using the 5% level of significance. Although exploratory data analyses violated normality, data analysis was still conducted, therefore results should be reviewed with the understanding that it did not meet the assumption of multivariate normality. SPSS MANOVA was used for the analyses. The results of the MANOVA were non-significant, $F(3, 139) = .835, p = .477$; Wilks' Lambda = .982 (Table 8). In addition, three SPSS one-way between groups ANOVAs were conducted because of the high intercorrelated DVs. The first one-way between groups ANOVA was conducted to test the difference between Afrocentric and traditional schools' outcomes on ACT reading scores. The results of the first ANOVA were non-significant [$F(1, 141) = .455, p = 0.501$]. The second one-way between groups ANOVA was conducted to test the difference between Afrocentric and traditional schools' outcomes on ACT math scores. The results of the first ANOVA were non-significant [$F(1, 141) = 2.066, p = 0.153$]. The final one-way between groups ANOVA was conducted to test the difference between Afrocentric and traditional schools' outcomes on GPA scores. The results of the final ANOVA were non-significant [$F(1, 141) = .114, p = 0.736$].

The null hypothesis is maintained, there is not a statistically significant difference between school type on a linear combination of the dependent variables. No Post hoc mean comparison tests (Bonferroni) are required because of the lack of significance between groups.

Table 4

Shapiro-Wilk Results for Normality

	Statistic	df	Sig.
ACT Reading (Afrocentric)	.194	73	.000
ACT Reading (Traditional)	.234	70	.000
ACT Math (Afrocentric)	.214	73	.000
ACT Math (Traditional)	.245	70	.000
GPA Score (Afrocentric)	.272	73	.000
GPA Score (Traditional)	.263	70	.000

Table 5

ANOVA for ACT Reading

	Sum of squares	df	Mean square	F	Sig
Between groups	.431	1	.431	.455	.501
Within groups	133.415	141	.946		

Table 6

ANOVA for ACT Math

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1.902	1	1.902	2.066	.153
Within Groups	129.85	141	.921		

Table 7

ANOVA for GPA Scores

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.052	1	.052	.114	.736
Within Groups	63.865	141	.453		

Table 8

Data Results for MANOVA Test

	Value	F	df	Error df	Sig
Wilks' Lambda	.982	.835	3	139	.477

Summary

I found that there were no significant statistical differences in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education.

Chapter 5 will include an introduction, interpretation of the findings, limitations of the study, recommendations, implications, and a conclusion.

Chapter 5: Discussion, Recommendations, and Conclusions

Introduction

The purpose of this study was to compare the effectiveness of traditional high school education and Afrocentric high school education on the educational outcomes of African American males. This study examined three measures of educational outcomes: graduating GPA, ACT reading score, and ACT math scores. This study used quantitative methods, and the research design was correlational design because the variables of traditional high schools or Afrocentric high schools could not be manipulated or controlled for. In Chapter 5, I explain the findings, limitations of the study, recommendations for future studies, and implications. I found that there is no difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education.

Interpretation of Findings

The results of this research extend the knowledge on comparisons that can be made between Afrocentric education and traditional education, with respect to ACT and GPA scores. Although the findings did not show a significant difference in achievement between African American males and their European-American counterparts, the gap was discussed (Shockley, Burbanks, & McPherson, 2015; Shockley & Frederick, 2010; Singer, 2016; Tatum, 2015; Thompson & Wallner, 2011; Winsler et al., 2013). This research aligned with Winsler et al. (2013) who researched Afrocentric education as an approach for improving educational outcomes in African American students.

There was no difference in ACT math and reading scores and graduating GPAs among African American males who received Afrocentric high school education as compared with those who received traditional high school education. Toldson and McGee (2014) and Tyler et al. (2016) stated that African American male students have the lowest graduation rates (66%), the lowest scores in reading and math on the ACT, and the lowest GPAs in the nation; however, this research indicated that the participants in this study scored on average within the 50th percentile in both ACT reading and ACT math scores. At the 50th percentile African American males would be within the middle percentage of all individuals who have taken the ACT. Moon and Singh (2015) reported that achievement in educational outcomes is lower among African American males compared to their European-American counterparts. However, the participants' responses in this study indicated that the educational outcomes are similar to those of European-American males. As indicated by the reports from the ACT (2018) which reported that European-American males scored overall scores of 22.4.

According to Shockley et al. (2015) and Shockley and Frederick (2010), Afrocentric education allows for concepts, theories, and knowledge to be presented in a manner that can provide an African American student with a more relatable educational experience. By changing how education is presented and promoting positive cultural images in the curriculum, the educational outcomes of African American male students could improve (Singer, 2016; Tatum, 2015). King (2005) reported that Afrocentric schools throughout the United States are being nationally recognized for students' high achievements on standardized tests. This research could not confirm higher significant

achievement in Afrocentric schools. James (2012) stated that the narratives of African American male students in traditional high schools revealed the negative relationship between educational outcomes and the sole presence of stereotypical images and statements made by educators. Ellis, Rowley, Nellum, and Smith (2018) stated currently, African American males face distinctive barriers in traditional schools that may influence educational outcomes. Ellis et al. asserted that African American males in traditional schools are disproportionately placed into special education and are more likely to be viewed by teachers and administrators as disengaged. This research cannot confirm the research by Ellis, Rowley, Nellum, and Smith (2018) or James (2012) was accurate, as no significant differences were reported as presented in Table Four.

Critical Race Theory

CRT was the theoretical framework that guided this research. CRT suggests that by understanding the connections between race and power, society can begin to make efforts to influence social change and improve the quality of life for people of color (Delgado & Stefancic, 2001). Dixson (2018) states that CRT's primary objective is to identify and combat social injustices related to race, and by addressing social and educational concerns related to race CRT can apply a foundation of research to improving the lives of African Americans (McKay, 2010).

Scott and Rodriguez (2015) researched stereotype threat among teacher education, and found various dimensions related to stereotype threat and African Americans' experiences in teacher education. Scott and Rodriguez stated African Americans live their lives having to challenge stereotypes that influence their very existence, and these

negative stereotypes determine the quality of African Americans' physical and psychological presence in schooling. Various research (Allen, 2013; DePouw, 2018; Ellis & Hartlep, 2017; Koonce, 2018; McGee, 2013) has applied CRT to examine education and minority students. Minority students are often expected to assimilate to the dominate culture, resulting in a great amount of distress and negative emotions (DePouw, 2018). This research did not examine the emotions or other psychological outcomes of the participants, therefore it is unable to attest to such outcomes.

This research found no difference in educational outcomes across school types; however, Koonce (2018) confirmed that by using the principle of race awareness in CRT, they was able to transfer knowledge more effectively and meaningfully for those students. Brown, Mangram, Liu Sun, Cross, and Raab (2018) conducted a mixed method study that sought to design a science school for African American males. CRT was used within their study and the findings were similar to the current research. Brown et al. found that teachers of the same race as students did not improve performance, instead high levels of pedagogy and understanding the needs of the students were vital.

Limitations

After conducting this research, many limitations were identified, and trustworthiness needed to be addressed. Regarding external validity (Drost, 2011), participation was very selective and targeted to a sample demographic that may not be representative of the entire population of African American males, as graduation rates are low, and this study was only interested in previously graduated African American males. Moreover, the study was limited to African American males who had internet and

computer access, graduated from high school, and attended specific educational programs. All of the responses were collected from Facebook ($N = 155$), therefore I did not have the ability to analyze African American males who did not have internet and computer access or did not engage in social media. Due to this limitation, generalizability is limited, and I cannot generalize these findings to the entire population of African American males.

The data presented had threats to internal validity. This data violated intercorrelation and normality of a MANOVA. The DVs being highly correlated act as a single variable, thus resulting in a possible type I error. This issue was addressed by conducting multiple one-way ANOVA tests. All variables indicated non-significance in both ANOVA and MANOVA testing, nonetheless violations of normality and intercorrelation were major limitations of this study and may influence interpretation. Threats to internal validity also included the required sample size. The sample size ($N = 143$) was a larger than the required sample size of 136 (Bissonnette, 2017). Confounding variables were another measure of external validity (Jones-Cage, 2017).. Initial confounding variables are gender and race, which were controlled for in the selection process of this study. Psychological symptoms, emotional symptoms, and participants' experiences or personal narratives during high school may be confounding variables but were not assessed for during this study (Kogan, Yu, Allen, & Brody, 2015; Townsend, Flisher & King, 2007). This study only used of quantitative methods. While quantitative research provides important findings, it lacked the understanding and evaluation of the participants' psychological symptoms, emotional symptoms, and experiences or personal

narratives during high school. This research only measured for quantitative data, which did not allow for an in depth look at the educational experiences and their influences on educational outcomes.

Construct validity refers to the test's ability to measure the variables within a study (Grimm & Widaman, 2012). Participants in this study completed the ACT (2018). The ACT has been accessed as a valid and reliable tool to measure achievement and college readiness (Nicely, 2015). The study used an online survey method for data collection, and was at risk of inaccuracies of answers, which could pose of threat to the overall validity (Etchegaray & Fischer, 2010). To amplify validity, redacted unofficial transcripts were requested from each participant, to record their graduated GPA, ACT reading scores, and ACT math scores; however, no participant elected to upload their transcripts to the survey. The surveys in this study were all self-report questionnaires; therefore, the participants' responses were out of my control.

Recommendations

Contrary to the results of this study, previous scholars (King, 2005; Lee, 2018; Singer, 2016; & Tatum, 2015) suggested that Afrocentric education has a significant influence on educational outcomes. King (2005), Lee (2005), Singer (2016), and Tatum (2015) report that the achievements are believed to be a result of Afrocentric educators eliminating the injustices and miseducation for African American children. Future studies on differences in educational outcomes among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education should be a mixed method approach. A mixed-method

approach will afford participants the ability to provide descriptions of the factors that affect their educational experience and address quantitative measures such as, ACT scores and GPAs. Phenomenological studies are used to understand the subjective perspectives of participants, and highly focus on the individual and their experiences (Alexander & Hermann, 2016). Phenomenological research could be helpful for gaining information through interviews of the subjective perspectives of African American males in traditional and Afrocentric education, and obtaining better insight to each individual and their experiences

Furthermore, Buddington and Haydel (2015) focused their research on first-year college students who are attending a HBCU and examined numerous variables that may impede college achievement. It was found that one factor that often occurs in traditional educational settings was the lack of acceptance in such schools. This factor is assumed to not be present in HBCUs as the culture of such institutions are to empower and educate African American students (Buddington & Haydel, 2015). Future research studies should focus on post college achievement among African American male graduate students that attend HBCUs as compared to traditional colleges and universities. In addition, the purpose of Afrocentric education is to reattach African Americans to their African cultural heritage through academics, philosophy, and spirituality (Shockley & Frederick, 2010). Afrocentric educators theorized that African American children have feelings of alienation and lower self-worth compared to European-American children, in traditional educational settings, which may occur due to lack of representation throughout the presented material and stereotype threat (O'Daniel, 1994; Shockley & Frederick,

2010). It is recommended that further research be completed to observe the difference in social activism, psychological and social measures, and educational experiences at Afrocentric schools as compared to traditional schools. Afrocentric education research should continue to examine the difference in microaggressions experienced throughout the educational process.

Since this research only focused on African American males, future research should include and/or focus on African American females. Although current research (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016) indicates the absence of research on improving educational outcomes for African American males, African American females may be experiencing similar psychological, educational, and social outcomes.

Implications

There is still a great need for the continuing social changes in supporting better educational outcomes for African American males. This research can have a potential impact on an individual, family, societal and organizational levels. On an individual level, this research can provide an in-depth review of important factors related to educational outcomes for African American males. Although the previous research (James, 2016; McGee, 2013; Toldson & McGee, 2014; Tyler et al., 2016) indicates changes to educational settings as a factor for improving educational outcomes, this research indicated that educational setting does not singularly influence significant change for educational outcomes. In addition, the basis of this study was that Afrocentric education may be better for the individual African American male as it would change the

presentation of information presented, to discourage disenfranchisement. Implications of the results could suggest that not all African American males feel disenfranchised in traditional educational settings. On a societal and organizational level, the completion of this research extended the knowledge in the literature regarding comparisons that may be made between Afrocentric education and traditional education, in relation to the performance on ACTs and GPA scores. By completing this study more understanding of factors that between educational outcomes in African American males were presented. Furthermore, this research and future research can add to the influence social change and improve the quality of life for people of color (Delgado & Stefancic, 2001).

Theoretical

CRT (Delgado & Stefancic, 2001) promotes researchers to question injustices and apply modified ideology to improving the lives of African Americans (McKay, 2010). By conducting this research, I attempted to challenge the philosophies of fairness, meritocracy, and colorblindness, in relation to the education system and African American males (Singer, 2016). Although the results of this study were not significant, CRT states I met an objective to identify and attempt to combat social injustices related to race (Dixson, 2018). This research contributes to CRT by adding to the existing literature on educational concerns related to race.

Methodological

The research method was designed to identify differences in ACT math and reading scores and graduating GPAs among African American males who have received Afrocentric high school education as compared with those who have received traditional

high school education. This design allowed me to identify a factor that does not influence educational outcomes in African American males. Facebook use is diverse, and its members indicate a variety of socioeconomic statuses, genders, and education levels making it ideal for research (Popiolek, 2015). The methodology and use of Facebook for recruitment allowed me to research a large number of eligible participants and recruit African American males from communities all over the United States.

Conclusion

The position of African American males in the United States has a volatile past, and in current society is still one filled with stereotypes and negative allegations. Throughout the research it is clear to see the focus on reporting negative attributes of African American males' position in United States society, but there are limited advocations for social change. Although I did not find any significant difference in educational outcomes among African American males who have received Afrocentric high school education as compared with those who have received traditional high school education, this research indicated that the participants in this study scored on average within the 50th percentile in both ACT reading and ACT math scores. Future studies should attempt to observe the difference in social activism, psychological and social measures, and educational experiences at Afrocentric schools as compared to traditional schools. Educational outcomes are important but overall quality of life for African American males needs to increase.

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Appendix A: Facebook Groups and Alumni Pages

A link to the survey was placed on the following Facebook groups and pages:

- Afrocentric Homeschoolers Association
- AfriKan Kulcha School
- Kingdom of Mel
- Urban Intellectuals
- Black Educators for Justice

Appendix B: Demographic Questionnaire

Age:

Gender:

- 1.) Male
- 2.) Female

Did you graduate from high school?

- 1.) Yes
- 2.) No

Have you taken the ACT Assessment?

- 1.) Yes
- 2.) No

Race:

- 1.) African/Black American
- 2.) European-American
- 3.) Latinx American
- 4.) Asian American
- 5.) Indigenous American
- 6.) Other

Annual Income

- 1.) \$0-\$25,000
- 2.) \$25,000-\$50,000
- 3.) Above \$50,000

Education Level obtained

- 1) High school Diploma
- 2) Associates Degree
- 3) bachelor's degree
- 4) Master Degree
- 5) Doctorate Degree

Appendix C: Study Questionnaire

What is your ACT reading score?:

- 1.) 0-19
- 2.) 20-23
- 3.) 24-28
- 4.) 29-36

What is your ACT math score?:

- 1.) 0-19
- 2.) 20-23
- 3.) 24-28
- 4.) 29-36

What was your graduating grade point average (GPA)?:

- 1.) 0-.99
- 2.) 1-1.99
- 3.) 2-2.99
- 4.) 3-3.99
- 5.) 4.0 or higher

What type of high school did you attend?

1.) Afrocentric high school [(Afrocentric education refers to an education or school that utilizes a philosophical logically and culturally relevant to students of African descent” (Shockley, Burbanks, & McPherson, 2015, p. 380)].

2.) Traditional high school [(Traditional education refers to practices that emphasize European narratives (Watson & Wiggan, 2016)].

Would you like to upload your unofficial high school transcript?

- 1.) Yes
- 2.) No