EFFECTS OF A MENTOR PROGRAM ON THE ACADEMIC SUCCESS AND SELF CONCEPT OF SELECTED BLACK MALES IN THE JUNIOR HIGH SCHOOL

by

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Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Doctor of Education

in

Counseling and Pupil Personnel Services

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May, 1994

Blacksburg, Virginia
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(ABSTRACT)

Lack of academic success among Black male students has become a focus of educational debate. Concerned educators have led the search for effective models of intervention and prevention. Current literature indicates that positive interaction with adult male mentors in the educational setting might foster academic success among Black male students.

This study investigated the effects of a mentor program on the academic success and self concept of selected Black males in the junior high school.

A mentor program was implemented in an Alexandria, Virginia junior high school. Based upon teacher and administrator referral, 50 students who might benefit from participation in a mentor program were identified. Twenty-five students were randomly assigned to the treatment group and participated in the full mentor program. The control group of 25 students was monitored. Eleven city agency and school staff members served as mentors to the experimental group.
Treatment and control group students completed Harter's Self Perception Profile for Adolescents. Teachers completed the Teacher Rating of Actual Classroom Behavior which parallels the student profile. Grade point averages (GPA) were also collected for treatment and control group students. The same data was collected in the post-test phase.

The data collected from teachers and students were analyzed using the following procedures: paired t-tests and two sample t-tests were performed on academic data; paired t-tests, ANCOVAs, and Pearson's correlations were performed on the self concept data. Data from student questionnaires as well as counselor and mentor interviews were summarized.

The empirical evidence revealed that the mentor program did not produce overall statistically significant gains for the treatment group. However, there were trends in favor of the treatment group which would suggest that the mentor program was valuable for the participants. Recommendations include parental involvement, additional academic success measures, and greater intervals between pre and post testing.
DEDICATION

This manuscript is dedicated to my extraordinary family--Wilbert, my husband and best friend; Brian and Kimberly, my wonderful children. I am especially grateful for their forbearance, unwavering love, and understanding during my dilatory pursuit of this goal.
ACKNOWLEDGEMENTS

The researcher wishes to acknowledge that she did not and could not have completed this study without the efforts and support of many people.

Expressions of sincere appreciation and gratitude go to Dr. Martin Gerstein, my advisor, for all his efforts. His advice, guidance, and clarification of what needed to be done to complete this study were invaluable.

Sincere gratitude is extended to other members of my dissertation committee - Drs. Jimmie C. Fortune, Libby Hoffman, and Kenneth Underwood. Value of the time and effort expended by each member toward the completion of this study is inestimable.

Special thanks are afforded Dr. Jeffrey Johnson, who provided an essential dimension to my academic orientation by serving as a member of my committee.

Grateful appreciation goes to the Alexandria City Public School teachers and staff whose cooperation enabled me to collect data needed for this study. Special indebtedness is extended to Monte Dawson, Dr. Lawrence Jointer, and Lacy McLaurin.

Heartfelt thanks are given the mentors. Without their willing support and dedication, my hope to pursue this study was inconceivable.

The writer gratefully acknowledges Dr. Mary Bender for the guidance and competent assistance given as we statistically analyzed data and interpreted results.

Deepest appreciation is extended to Jane Trimble, not only for her skillful typing of the manuscript, but also for the gentle encouragement and helpful suggestions.

The immeasurable friendship and concern of Helen Fleet, Gwendolyn Harrison, and Julian Parks have sustained me and provided encouragement when most needed.

Thank you to all the family, friends, and God-sent supporters who played some role in bringing this study to completion.
Effects of a Mentor Program on the Academic Success and Self Concept of Selected Black Males in the Junior High School

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CHAPTER I
INTRODUCTION

Schools are the major institutions responsible for the educational success of children. According to Harvey (1984):

The effect of the schooling process probably has a more meaningful impact on the development of the individual than any other social institution. ... Consider that the school (a) is the location in which the student spends thirty to forty percent of his waking hours; (b) has the student as a required attendant from about age five years at least until the age of sixteen; (c) administers and evaluates the instruments which supposedly determines the level of aptitude and performance of the student; (d) places the student in an educational grouping that has immense relationship to the range of employment opportunities to which the student is likely to have access; and (e) inculcates socially acceptable patterns of behavior and decorum. (p. 445)

With the societal problems which exist today, schools have an extremely difficult task. At each developmental stage in the child's educational process, the problems are different. Perhaps the most vulnerable age group is the adolescent who is not only coping with the turmoil of that age but also faces the other challenges of substance abuse, changing family lifestyles, and crime. These problems can be especially burdensome to the young Black male who must deal with his own set of circumstances.
Lack of educational success by young Black males is arguably the most important issue facing leaders today (Shade, 1982; Simmons, 1979; Oliver, 1989). Lack of educational success includes disruptive classroom behavior, poor report card grades, low scores on standardized tests, and poor attendance. According to the Carnegie (1989) report, the age span from 10 to 15 years is probably the "last best" opportunity for youth to make productive choices. Researchers (Fisher, 1981; Gary, 1978; Hylton, 1988; Johnson, 1989; Kunjufu, 1985; Staples, 1975) have pointed out that radical changes need to be made in the way problems of Black youth are addressed.

Traditionally, Black families have "installed the drive to succeed and motivation to achieve" in children, asserts McAdoo (1981). Recent literature reveals that many Black children don't seem to be receiving that message. Staples (1978) and Cazenave (1981) contend that finding success is extremely difficult for the Black male who must earn and prove his masculinity on a "day-to-day basis." Because society limits resources to young Black men, they often find success through what they can attain in the street. Young Black males often internalize certain attitudes and behaviors which are often learned from observing men in their families who have a developed a "rep" because of their
street activities. Educational success is not the form of attainment sought by these young men. Ogbu (1991) writes that these young males see "survival strategies" in their communities which compete with the time needed for schooling and academic activities.

Poussaint (1987) tells us that "everywhere you look, Black males are in trouble" (p. 12). Staples (1987) quotes a speech delivered by an NAACP president who made reference to the plight of the young Black male: "We have lost our children. When they get to high school age, they are not in school, and they are not in jobs; they are on the streets. By the year 2000, it is estimated that 70% of all Black men will be in jail, dead, on drugs, or in the throes of alcoholism" (p. 3). Hamilton (1990) wrote that one fourth of youth usually are unable to read, write, or calculate well enough to follow instructions or to fill out forms.

Because there is such widespread failure among Black males, there have been numerous explanations given for the phenomena. Johnson (1989) believes that there are several reasons which include inadequate parent support; culturally biased schools, curricula, and tests; poorly prepared teachers; high suspension rates; and low expectations for Black male achievement and academic performance.
Staples (1975) is in agreement and points out that Black males find a kind of "educational apartheid" is manifested in tracking and low teacher expectations. He further points out that giving false praise to maintain order in the classroom poses a problem for those students who leave the classroom unable to perform the necessary tasks for survival in the workplace. Whereas black students are likely to be suspended for fighting, their white counterparts get a lecture from the principal.

Even though schools are the main institution for socialization among youth, Black youth continue to find themselves oppressed by this institution (Asante, 1987; Murray, 1989; Staples, 1985). On one hand, white youth enjoy a "frivolous" existence while Black youth are led to believe that their problems are self-induced and that they are not worth saving were the findings reported by the Hearing on Youth and Families (1989). Blacks are three times as likely to be placed in mentally retarded classes, and half as likely to be in the gifted and talented class. Though Blacks make up 17% of the school population, they make up nearly half of all school dropouts (Johnson, 1989). Staples (1975) writes that Black youth take narcotics in order to cope. They commit suicide at a young age when they start to believe that there is no use in trying to achieve.
Hamilton (1990) says that the double disadvantage of poverty and minority status interfere with the Black students' ability to acquire educational credentials. Schools often focus on the academic problems without understanding the past and present relationship of these problems to the Black experience (Comer, 1984). The school staff and other role model "authority" are no longer the major influence upon the community. Neighborhood role models once provided an example of those who were successful and educated. Although mass media has exposed youth to increased information about lifestyles, these youth see no really positive examples in their community.

Ogbu (1978) has said the job ceiling is seen as one reason Black youth see no reason to do well on tests so these youth do not bring serious attitudes to testing situations and do not attempt to get good scores. Shade (1982) pointed out that Black youth continually see whites rewarded for their education and effort but do not see the same for Blacks. These youth develop the attitude "What's the use of trying?" (Ransom, 1977). Holt (1972) says that certain activities or behaviors are regarded as cultural. Therefore a Black youth who gets high grades or participates in activities which are considered "white" is condemned by his Black peers.
The success of the educational process depends upon students who despite family circumstances, household income, neighborhood, or the color of their skin receive support and encouragement from home, school, and community (Clark, 1983). In Gibbs (1991), Holland tells us that "If we as Black men don't return to our schools and educate our male children, provide them with positive images they can imitate, model after, and identify with, we will lose them to street corner thugs and drug dealers" (p. 21).

Several researchers (Cooper, 1985; Dunn & Weltman, 1989; Howard & Hammond, 1985) propose that too many young Black males now enter the ranks of dropouts and failures who might otherwise be successful, productive, individuals if only given a little help through a mentor relationship. Kunjufu (1984) supports that premise when he writes "I sincerely believe that only men can develop boys into men" (p. 27). Writers (Evans, 1992; Kunjufu, 1984; Madhubuti, 1990; Oliver, 1990; Sanchez, 1990) call upon school administrators, teachers, and parents to solicit men to speak in schools and to spend time with young Black males who are in need of positive role models. Rich (1992) cautions "that mentoring is more than tutoring an hour each week. It is being there on some regular basis, giving advice, and caring about what happens to the child" (p. 2).
Several programs have been developed to provide positive direction for Black youth. Nobles proposed the High Achievement Wisdom and Knowledge (HAWK) project. The purpose of the program is to provide Black male youth moral values through historical and cultural study of African and African American people. Holland is directing Project 2000 which provides role models for Black males in selected elementary schools. Both programs provide role models who come into the school to work with youth.

The literature supports the need to assess the usefulness of a school-based mentoring program. This study was designed to study the effects of positive adult male role model interaction with junior high school males as they attend to daily activities within the school setting.

Statement of the Problem

The problem of this study was to assess the effects of a school-based mentor program upon the academic success and self concept of Black male students in the junior high school. Although it has been recognized that the young Black male needs positive adult role models and mentors, few studies were found in which black adolescent males at the elementary or secondary level were targeted.
Purpose of the Study

The purpose of the study was to determine the effects of a mentor program on the self concept and academic success of the Black male adolescent in the junior high school.

1. Synthesize the extant literature.
2. Identify measures of academic achievement to indicate change.
3. Identify measures of self concept to indicate change.
4. Establish effects of a mentor program from pre and post measurements.
5. Validate mentor effects upon academic success and self concept.
6. Assess student self concept ratings and grade point averages.

Research Questions

The following questions were researched as a result of this study:

1. What differences are obtained, if any, on academic success as measured by change in grade point average (GPA) from end of first semester to end of second semester?
2. What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?

**Delimitations**

The study is delimited by the following:

1. This study is delimited to include research findings related to academic success, mentoring, and self concept of Black male adolescents.

2. This study looks at seventh, eighth, and ninth grade Black male students attending one particular junior high school in an urban school system of less than 10,000 students.

**Limitations**

A quasi-experimental group pretest and posttest design was used in this study. According to Isaac and Michael (1971) there are several threats to internal and external validity when using this design.

The possible threats to internal validity:

1. Maturation--physical or mental changes which may occur within subjects over a period of time could affect their responses.

2. Pretesting--may cause subjects to change their responses on the posttest, regardless of whether
there is a treatment. The pretest would have served as a learning tool.

3. History--events which are not part of the treatment may occur and affect the subjects' performance.

The threats to external validity:

1. Interaction of pretesting and treatment--the pretest may sensitize subjects so that they respond to treatment in a different way than if no pretesting had taken place.

2. Interaction of selection and treatment--because the subjects are selected from one school, factors may enter the picture which will compromise generalization.

Assumptions

The following assumptions were made in undertaking this study:

1. Lack of academic success among Black male students is a concern for educators.

2. Positive self concept is related to academic success.

3. Educators want all students to achieve academically.
4. Grade point averages (GPA's) are accepted measures of a student's academic achievement.

5. The Self Perception Profile for Adolescents is an appropriate instrument for the target population.

6. Exposure to positive adult role models is a viable mode of effecting change in young Black males.

Need for the Study

Research (Cain, 1987; Comer, 1988; Johnson, 1988) has indicated that positive role models or mentors offer guidance and support which help boys develop a sense of self worth and pride that is necessary for them to face and overcome the barriers they encounter in society. The school provides an opportunity to reach large numbers of Black youth.

This study addresses the lack of positive role models impacting Black male youth and studies the effect of a mentor program on the self concept and academic success of youth in the junior high school. The findings of this study will be useful and serve as a guide for school systems which have not realized or considered utilizing Black male staff members as mentors or bringing mentors into the school to interact with Black male youth.
Definitions of Terms

Academic Success--For this study, academic success was determined by measuring first semester grade point average (GPA) (pre-experiment) and second semester grade point average (post-experiment). GPA's are determined according to the official grading scale of this particular school system. A = 94-100; B+ = 90-93; B = 84-89; C+ = 80-83; C = 74-79; D+ = 70-73; D = 64-69; F = below 64. The following points are awarded: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0, D+ = 1.5, D = 1.0, and F = 0.

Mentor--A mentor provides consistent support, academic tutoring, and guidance. A mentor encourages the mentee to use his strengths and accept challenges. A mentor exhibits behaviors which promote learning and positive development in the mentee.

Self-Concept--For purpose of this study, self concept is defined as how a student regards himself in reference to scholastic competence, social competence, behavioral competence, and global self-worth. In her manual for the Self-Perception for Adolescents, Harter (1988) states the content of each of these domains:

1. Scholastic competence taps the adolescent's perception of his competence or ability within the realm of scholastic performance, e.g., how well he is doing at
classwork, and how smart or intelligent he feels he is.

2. Social competence taps the degree to which the adolescent is accepted by peers, feels popular, has a lot of friends, and feels that he is easy to like.

3. Behavioral competence taps the degree to which one likes the way one behaves, does the right thing, acts the way one is supposed to, and avoids getting into trouble.

4. Global self-worth taps the extent to which the adolescent likes oneself as a person, is happy with the way one is leading one's life, and is generally happy with the way one is.

**Organization of the Study**

This study is divided into five chapters: Chapter I includes the introduction, the statement of the problem, the purpose of the study, the research questions, the delimitations and limitations of the study, the assumptions, the need for the study, the definition of terms, and the organization of the study.

Chapter II includes a synthesis of the literature as it relates to self concept, the mentor relationship, and mentoring for Black youth.

Chapter III describes the methodological procedures for the study which include the research questions, the source
of data, the participants, the instrumentation, the research procedures, and the research plan.

Chapter IV presents findings of the study, including statistical results and discussion.

Chapter V will contain the summary, discussion, conclusion, and recommendations for further study.
CHAPTER II
REVIEW OF THE LITERATURE

The purpose of this chapter is to provide a synthesis of the literature relevant to this study. The literature review will be divided into three major sections. The first section focuses on self-concept relevant to this study. The second section presents information on the mentor relationship. The third section discusses the need for mentoring programs serving Black youth.

Self-Concept

Self-concept has been recognized as an important variable in human development and learning (Coopersmith, 1967; Morse, 1964; Rosenberg, 1979). Both self-concept and self-esteem are considered products of how people talk and interact with one another. Comparison with others, reliance on normative standards, and sensitivity to others' opinions are determinants in the process of forming a self-concept. The self-concept represents the incorporation of the attitudes that parents, classmates, and close friends hold about the self (Beane, 1979; Beane, Lipka, & Ludewig, 1980; Harter, 1986; Purkey, 1970).

Johnston (1981) and Branch, Purkey, and Danico (1976) state that the behaviors associated with self concept make

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the difference in achievement. The Coopersmith (1967) findings indicate that subjects with high self concept resisted social pressures to conform and relied on their own analysis of a situation. High self concept subjects were also more likely to express their views on a subject regardless of the majority viewpoint. Generally Coopersmith found that high self concept subjects were "inner directed" and less likely to be concerned with criticisms from peers. Bachman and O'Malley (1977) further state that positive self concepts are likely to make individuals more ambitious and have high aspirations.

Jordan (1981) reports that self-concept theory involves the experience of self as object and that global self-concept, an overall view of the self, is important to determining behavior. Self-concept as a global construct involves an evaluation of oneself and one's ability to cope in terms of a history of interactions with others. Over the past decades, other terms such as "self-worth," "perceived competence," and "self-esteem" have been used to describe global self-concept.

Measures such as the Rosenberg Self-Esteem Scale (1963), the Coopersmith Self-Concept Scale (1964) reduce the self concept to a single score. This single score is construed to assess the value one places upon self as well
as to predict academic achievement (Harter, 1988; Jones, 1970). Harter argues that instruments which specifically tap the area of interest are more useful in determining outcome measures.

Jordan (1981) contends that using global self-concept to predict academic achievement is an improper premise. She cites Spears and Deese's (1973) report that researchers have presumed that academic achievement is desirable, relevant, and an important part of all student's lives. Miller and Woock (1970) point out that global self-concept might be expected to predict achievement only to the extent to which academic experiences are central to one's own values and ideals. Jordan and others (Harter, 1986; Marsh, 1986) conclude that traditional global self-concept measures are inadequate to address the many complex dimensions of self-concept.

Harter (1982) and Rosenberg (1979) have hypothesized that children in their later years develop discrete perceptions of their competence in different domains as well as a sense of their general self-worth. Accordingly, Harter developed the Self Perception Profile for Adolescents (1986). This measure identifies eight specific domains: scholastic competence, job competence, athletic competence, physical appearance, social acceptance, close friendship,
romantic appeal, conduct, as well as global self-worth. This should be a better approach since adolescents typically have different self-concepts in each of these areas. In addition, they have a concept of how much they like, accept, or respect the self as a person or global self-esteem (Harter, 1982; Marsh, 1986; Rosenberg, 1979).

Many of the conclusions about Black children's self-concept were based on the doll preference studies by Clark and Clark (1947). It was assumed that their preference for white dolls revealed negative self-attitudes, including low self-esteem and self-hatred (Spencer, Markstrom, & Adams, 1990).

Coopersmith (1967) and Hare (1985) note that self-esteem is explained in terms of values and ideals that are important to the individual. To the extent that Black values differ from those of whites, different domains will be judged important. There is a stronger connection between school grades and self-esteem among whites than among some Blacks, which suggests that the two racial groups may well base their self-esteem on different attributes (Banks, Hubbard, & McQuarter, 1970; Combs, 1964; Epps, 1975). We see that one values those things he/she does well and tries to do well at those things.
Studies suggest that when Black students attend racially integrated schools, they may have more difficulty defending their own value system, which in turn leads to lowered self-esteem (Powell, 1985; Powell, 1983). Much research (Coopersmith, 1967; Gibbs, 1988; Howard & Hammond, 1985; Krause, 1985; Purkey, 1978) indicates that teachers typically have negative attitudes toward poor and Black children or children who are not likely to be "docile and deferential" (Circirelli, 1977; Fisher, 1981; Harvey, 1980; Schwartz, 1967). It is imperative that teachers develop more positive attitudes toward these groups if they are to play effective roles in helping youngsters develop positive attitudes and self-images. Teachers are significant others to the children they teach and children can perceive teachers' attitudes. These children acquire identity from other human beings who are significant and incorporate that identity within themselves. Children assess themselves by the assessment that significant people make of them (Beane, 1982).

The Mentor Relationship

The mentoring relationship is such that a person of greater rank or expertise teaches, guides, and develops a novice through a challenging period in life. The mentoring experience usually has a beneficial effect on the mentee's
personal and/or professional development (Alleman, Cochran, Doverspike, & Newman, 1984; Daloz, 1986; Rimm, 1986).

The word "mentor" appears some 700 years before the birth of Christ in Homer's Odyssey (Daloz, 1983; Frey & Noller, 1983). Odysseus, the King of Ithaca, entrusts his entire household to his friend, Mentor. The king who set off for a 10-year journey during the Trojan War was particularly interested in having Mentor watch over the safekeeping and development of his only son, Telemachus. The goddess Athena eventually takes on the guise of Mentor and accompanies Telemachus on the journey to search for his father.

From the story of Odysseus, there are three important points with relationship to the role of Mentor: First of all, Mentor took on the responsibility of caring for Odysseus's entire household. Second, Mentor becomes a guide with elevated qualities and knowledge of the world beyond. Third, Mentor was not content to just impart wisdom and encouragement, but becomes a companion in the search "by taking a seat beside him" (Daloz, 1983).

The 1820's Grimm Brothers' story of "Iron John" offers still another version of mentoring. John is a wild man captured by the king's hunters. Iron John is caged in the king's courtyard. The king's son allows his ball to roll
into John's cage. John promises to return the ball if the boy will set him free. The boy sets John free and John is grateful, promising to teach the boy all the essentials of life. John carries the boy off on his shoulders and rears the boy. After imparting the promised life's lessons, John tells the boy to leave the forest but to call out "Iron John!" whenever he needs help. Over the years, the boy returns numerous times for John's help. John, the mentor, provides enough guidance so that the boy becomes a knight and marries a princess. The boy is reunited with his real parents at the wedding. Because of the boy's achievements, John is released from a spell and becomes a king himself (Bly, 1990).

Washington Bureau Chief Howell Raines (1986) reflected upon the relationship he had with his mentor, a college professor. Raines defined the union between a mentor and mentee:

A young man cannot will a relationship with a mentor. It must emerge from the flow of two lives, and it must have the reciprocity of a good romance. The adulation of the younger man must be received with a sheltering affection that, in time, ripens into mature respect between equals. Carried to full term, it is a bond less profound but more complex and subtle than that between father and son, a kinship cemented by choice rather than biology. (p. 46)
Several descriptors underscore the complexity of the word "mentor." A mentor might be described as a protector, benefactor, sponsor, champion, advocate, teacher, counselor, coach, or supporter (Frey & Noller, 1983). According to Bronfenbrenner in Hamilton (1990), mentoring is a one-to-one relationship between a pair of unrelated individuals usually of different ages, and is developmental in nature. "A mentor is an older, more experienced person who seeks to further the development of character and competence in a younger person . . ." (p. 156).

The mentor relationship is built upon certain elements (Daloz, 1986). First, the relationship is built upon achievement which mentors foster. Mentor in the story of Ulysses prepared the way for Telemachus and accompanied him on his journey. Iron John provides help to the young prince throughout his life. Both of the mentees succeed with the help of the mentors. Telemachus finds his father. The young prince becomes a successful knight. Nurturance is the second element. Raines (1986) describes a relationship characterized by "sheltering affection." Robert Bly (1990) describes mentors as "male mothers" interested in "nurturing souls." Daniel Levinson (1978) said that the mentor functions as a "transitional figure who invites and welcomes a young man into the adult world" (p. 353). The third
element is intergenerational relationships where the mentors have voluntarily assumed responsibility for the members of the next generation. Erikson and Kivniok (1986) saw this relationship as the need to pass on values, culture, and lifeblood to the next generation. This "generativity" as Erikson calls the relationship is extremely important to successful midlife development. Not only do the mentees gain from the relationship, but the mentors gain as well (Freedman, 1988; Melia, 1980; Sullivan, 1992). Iron John is freed from his spell and becomes a king.

While historically, mentoring gained prominence emphasizing its nurturing and generative aspects, mentoring which fosters achievement seems to be more prevalent today. There are several examples of mentors who fostered achievement. These include Socrates and Plato, Hadyn and Beethoven, Freud and Jung, Medici and Michelangelo, Sartre and deBeauvoir (Merriam, 1983; Reilly, 1992).

Mentors in the business world appear often in the literature. In the business world mentoring is looked at as a means to career development. One reviewer commented that in opposition "to the classical notion of a young person being guided in all aspects of life by an older, wiser person . . . the business world sees it as a one-dimensional
phenomenon in which the protege's career is guided by a senior organization person" (Merriam, 1983, p. 165).

A search of Dissertation Abstracts from 1989-1991 revealed more than 370 items using mentor as a descriptor. The vast majority of these studies related to mentors and job success, career advancement, and management behavior. Mentors are critical to successful development in the business organization according to the literature. Collins and Scott (1978) reported in the Harvard Business Review that mentors are extremely important in the lives of male executives. Mentors in the business world provide assistance to advancement in the organization, foster development potential among junior executives, and assure strong leadership for the future (Frey and Noller, 1986). The numbers of mentoring relationships for women and minorities are few, but do exist in the literature.

Women who attempt to rise into the higher ranks of management often face the "glass ceiling." As women face this dilemma, the help of a mentor has been important. Levinson (1978) and Kanter (1977) reported that women and minorities have difficulty finding mentors. The men who were in position of leadership to provide mentoring often preferred to mentor aspirants who were like themselves.
Kanter found that women and minorities who were without mentors often failed. Agnes Missirian (1982) gave the results of a survey of one hundred top businesswomen. She argued that mentoring was an important element in their development. The Managerial Woman (1977) cites a study of twenty-five women executives and found that every one of them had a mentor. Hennig and Jardim (1977) advised women in corporations to "look for a coach, a godfather or a godmother, a mentor and advocate, someone in a more senior position who can teach . . . support . . . advise . . . critique" (p. 162).

Charles Willie (1983) looked at the lives and contributions of five outstanding Black leaders and educators who had been nominated as excellent representatives in their respective fields. They were John Hope Franklin, W. Arthur Lewis, Kenneth B. Clark, Mathew Holden, Jr., and Darwin T. Turner. Willie found that mentors had been very instrumental in the development and success of these Five Black Scholars.

Mentoring programs have recently spread to educational and academic settings and educators have quickly accepted the concept (Bridges, 1980; Frey & Noller, 1988; McPartland & Nettles, 1991). A search of Dissertation Abstracts revealed a large number of studies of mentor/mentee
relationships in higher education. A larger portion of these dissertations looked at the relationship between faculty advisor and the graduate student. According to some researchers (Busch, 1983; Lynch, 1980), this basically is an instructor/teacher/student relationship and generally is not as intense as the classical mentoring relationship. In another study from an academic setting, ninety-three Black freshmen were paired with 23 mentors at the University of North Carolina. The mentors met periodically with the mentees. The evidence presented in this study showed that more of the Black students remained in school, participated in campus activities, and joined campus organizations. The success of this program was attributed to the mentors who provided support and confidence building for the students (Drakeford, 1991).

Mentoring programs in recent years have targeted disadvantaged and minority children and youth (Eisenberg, Fresko, & Carmeli, 1982, 1983). These programs range in size from national projects to local efforts with various sponsors. The United Way (1991) reports that mentoring is a strategy capable of enhancing a variety of social programs and issues that address problems affecting disadvantaged youth and their families. These include:
Dropout Prevention Programs

(A) MARYLAND'S TOMORROW, Maryland is a program which provides comprehensive, year-round instruction and support to youth who are at risk of dropping out of school. Through the program, at-risk youth work with mentors to enhance their basic skills, gain work experience, increase their motivation and leadership skills, and improve their academic standing.

(B) BLACK ACHIEVERS, Columbus, Ohio provides workshops, workplace tours and seminars, and a mentor/mentee matching program, which connects adult volunteers with at-risk youth. The goal is to decrease the number of low-income Black youth dropping out of school and the number of black high school graduates who are unemployed.

(C) ONE ON ONE, Milwaukee, Wisconsin focuses on at-risk students in sixth through eighth grades. The program pairs students in participating middle schools with mentors from a community organization or business. Youth specialists work with school staff to recruit student participants.

(D) PROJECT MENTOR, Austin, Texas brings in experts to help mentors understand how children develop; how to communicate with youth; what conditions young people face in today's society; and how to interact with youth in a
mentoring relationship. Mentors are recruited through businesses involved in adopt-a-school partnerships with Austin Schools as well as from the University of Texas and various government, civic, and religious organizations.

(E) NEW YORK STATE MENTORING PROGRAM, New York promotes mentoring as a viable strategy for helping elementary and middle school youngsters make a successful transition from childhood to adulthood. The program recruits and trains mentors; highlights successful mentoring programs throughout the state; provides technical assistance to new and existing mentor programs. This program is chaired by Matilda Cuomo, first lady of New York.

(F) MENTORS, INC., Washington, D.C. has brought together 650 students and mentors to work toward graduation from high school. The program identifies students with the potential to graduate and continue on to higher education. Mentors, paired with students, provide students the opportunity to be heard and understood in a one-to-one relationship.

(G) THE XAVIER PROJECT, New Orleans, Louisiana provides middle school students with a view of the potential risks they will encounter during transition from adolescence to adulthood. The mentors are students from the University.
The program provides tutoring, off-campus interactions with mentees, weekly informational workshops.

**Substance Abuse Prevention**

**PROJECT LEAD**, Washington, D.C. brings together community organizations and individuals who develop ways to help at-risk teens avoid drug and alcohol use and adolescent pregnancy. This program helps youth clarify their values, learn to make responsible decisions, solve problems, plan for the future, and boost self-esteem.

**Self Sufficiency**

**R.E.A.D.Y.**, Newark, New Jersey recruits mentors to help disadvantaged youth become productive citizens. Youth begin the program at age six and continue their involvement through college. The youth attend classes stressing English language, etiquette, entrepreneurship, and ethics.

**Pregnancy Prevention**

**TEEN COMPANION PROGRAM**, South Carolina helps adolescents avoid becoming pregnant by pairing youth in mentoring relationships. Teens attend weekly mentoring sessions where they receive encouragement to remain in school and become self-sufficient.

**Parenting**

**YOUNG PARENTS SUPPORT**, Portland, Maine aims to reduce the incidence of child abuse. Older women are matched with
pregnant teens prior to the birth of the child. These older women remain in contact with the young mothers as long as such help is desired, visiting once a week to provide support, parenting, training, and friendship.

**Friendship**

KIDS AT SEA, San Diego, California provides mentoring programs with individual naval commands. The ship crews serve as career counselors, role models, and tutors for students. The mentoring relationship continues even when ships are deployed to a foreign port. At such time, the mentors begin a pen-pal program, so students are assured of a continuing relationship.

Young Black males have been referred to as an "endangered species" (Gibbs, 1988; Johnson, 1989). In addition to the social problems which plague young Black Males, they are facing an "epidemic of academic failure" (Holland, 1989). The most common reasons stated for failure is that large numbers of boys come from single-parent, female-headed households; that they have no positive male role models; and that they view education as not relevant to their lives. To help combat the problems faced by young Black males, a number of formal mentor programs have been set up to operate in the schools or with support of the school (Abell, 1990, 1992; Styles, 1992).
Wade Nobles reported to the House Committee on Youth and Families (1989) that the HAWK project was very successful in California. The HAWK project teaches young Black men to become high achievers and the best at whatever they do. The HAWK project encourages each young man to (a) learn to do one thing exceptionally well (competence); (b) believe that whatever the task, one can succeed; (c) be aware of the historical greatness of African and African American men and their personal responsibility to their future (consciousness). The leaders of this program work directly with the school and target problems such as drugs, gang violence, academic achievement, low aspirations, poor self-esteem, and inappropriate sexual behavior.

The WDCU program in Washington, D.C. (Johnson, 1989) grew out of a concern raised by the assistant principal of a local elementary school who realized that many of his students in the intermediate grades had changed when they returned to school after the summer break. The program which was started by the University of District Columbia radio station's public affairs director, Ernest White, pairs 32 Black men with Black youth ages 8 through 18. The school's administration chooses the students for the program. These students are usually struggling academically, having attendance problems, or getting into fights.
Black Youth and Mentoring

One factor that has received virtually no investigation in the literature but is possibly of great importance to the academic success of Black youth is the role of mentoring. One needs to look at mentoring and understand why it is important to Black youth.

Comer (1980) says that mentors as teachers, parents, and friends are critical to the survival and growth of students. He writes that these mentors can be the people who help one learn to do a job successfully or the people who give one a way of understanding and managing one's world. His basic premise is that the relationships that students form with mentors are characterized by an emotional bond. That emotional bond gives students a sense of belonging and purpose.

Despite the importance he places on the presence of mentors, Comer observes a rejection of adult influence by students. Without adult influence students develop attitudes and behaviors which lead to diminished academic and social functioning. Comer points out that schools are often focused on the intellectual development of students and less on the social and psychological development. When students are without adult influence they either drop out of school physically or psychologically according to Comer.
Banks, McQuarter and Hubbard (1978) in a review of Equal Employment Opportunity Commission statistics supports Comer's thesis. Banks says that the relative absence of Black teachers and administrators has an adverse effect on academic success. He found that Black females make up 5.1% of all secondary teachers while Black males account for 3.2%. Hylton (1988) reported that the shortage of Black teachers will continue to be critical since Black personnel were more likely to be dismissed or demoted when compared to whites with the same positions.

The consequences of this practice leaves a paucity of Black professionals in schools, according to Banks, McQuarter and Hubbard (1978). Black students are left without those "intrinsic value orientations" to achieve academically that would be instilled by Black educators as role models.

Black youth are more likely to select "glamor figures" such as professional athletes and performing artists as role models (Gaston, 1986; Oberle, 1978). Oberle's (1974) study investigated differences in the role models chosen by Black and white rural adolescents. The focus of the study was to determine whether role model selection affected level of educational and occupational attainment and occupational aspiration. White males were found to prefer relatives and generally had a diverse range of role models.
A study of inner city youth cited in Jones (1989) reported that these youth had no significant role model identifications in their lives. The reasons most often given for the lack of a role model was a desire to "be myself." These youth expressed little interest in role models currently accessible to them. The general attitude was that of mistrust of others as a resource for knowledge of skills and social support. School was a major source of frustration for these youth. School was generally found to be unpleasant and students felt that teachers and parents offered little support or encouragement.

An additional result of the Jones study was the finding that those inner city youth who were fortunate enough to have fathers in the home did not name the father as a role model. These youth felt that the father lacked the ability to provide resources for family development or the youth's development. Witherspoon (1987) found that the peer group often exerted more influence on the adolescent than did the family.

Erikson and Kivniok (1986) write that those who lack significant adults with whom to identify slip into a feeling of inferiority. Through the adult relationships the adolescent gains a sense of mastery and competence. Lack of adult role models in the academic setting and in the
familial unit leaves the Black adolescent vulnerable to turning to peers for support.

Comer (1980) said that these peer relationships lead to standards that do not address the complexities that the adolescence will face as an adult. Some have argued that an ethos exists among Black peer groups to make it "uncool to be smart" (Shade, 1982). With a lack of adult mentoring relationships, Comer (1976) believes that these Black youth are left lacking models for mature decisionmaking, occupational attainment, and interpersonal skills required for functioning in society. Though developmentally, adolescents move away from adults toward greater peer influence, the extent of this process puts many Black youth at risk for limited academic success and occupational achievement.

The problem of poor academic success in Black youth shows up significantly in other ways. Collison (1987) places the lack of Black mentorship among the leading factors in the decline in the number of Black males going to college. She notes that both the numbers of Black males entering college and completing degrees have decreased by 10%.
The lack of mentors or role models in the life of the young Black male may be an important factor in his inability to find success in academic settings.

**Summary**

The literature on self concept indicates that there is a strong relationship between self concept and achievement and that there is a need for intervention to help underachieving students develop positive self concepts about themselves as learners and academic achievers.

Research supports mentoring as a viable mode of providing guidance and care for students. Schools have the unique opportunity to provide mentorship programs that enhance self-concept.

The literature suggests that Black male students who lack academic success need support from caring persons who can encourage and provide emotional bonds.

Although the literature discusses numerous mentoring programs, few studies were found that address the problem of poor academic success by Black male adolescents.
CHAPTER III

METHOD

This chapter describes the methodological procedures for the study. Information set forth in this section includes research questions, population and sample, the sources of data, instrumentation, research procedures, treatment plan, and strategies for analyzing the data.

Research Questions

In order to assess the effect of a mentoring program (independent variable) upon the academic success and self-concept (dependent variables) of Black male students in the junior high school, the following questions were asked:

1. What differences are obtained, if any, on academic success as measured by change in grade point average (GPA) from end of first semester to end of second semester?

2. What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?

Population and Sample

Responding to the lack of achievement among minority students, this school system initiated a Minority Achievement Program (ACPS, 1990). Each school was to
develop its own strategies for achieving the program mission: "... educating students to be responsible, self-reliant, contributing members of a changing society." In addition to other services and programs, the administration of the school in this study sought to reach Black students by inviting the Urban League to give a series of workshops on prevention and peace, encouraging a company to carry out a career shadowing program for high achieving Black students, and presenting motivational speakers. The guidance counselors and administrators were pleased with the programs, but there was a concern that truly needy students were not being reached. It was that concern which prompted this researcher to suggest to the administration that a mentor program would be an option to consider.

The subjects for this study were 50 seventh, eighth and ninth grade Black male students who attended one junior high school in Alexandria, Virginia during the 1992-1993 school year. A request for approval to conduct this study was submitted and approved by the school system's Office of Monitoring and Evaluation during January, 1993. Participation in this study was dependent upon approval of central administration, school principal, and parents. Teachers, counselors, and administrators were informed of the goals and objectives of the mentor program and asked to
recommend students. The major purpose of the program was to help students improve academically and/or behaviorally. The students who were recommended in January for the program received an orientation where an explanation of the mentor program goals and objectives was given. Permission slips with an explanation of the program was sent home to parents. Signed permission slips were returned to the assistant principal.

The 50 students who participated in this study were randomly assigned to either the treatment group or the control group. Using a random numbers chart, the first 25 students selected were assigned to the treatment group. The group consisted of 11 seventh graders, 5 eighth graders, and 9 ninth graders. The 25 students assigned to the control group were 11 seventh graders, 8 eighth graders, and 6 ninth graders. Mentors who participated on a volunteer basis were two counselors from city agencies and nine members of the school staff including administrators, teachers, hall monitors and instructional assistants. Each of nine mentors were assigned two mentees; three mentors were assigned three mentees.

Demographic Data

This school is located in northern Virginia, a suburb of Washington, D.C. This metropolitan community has a
population of 112,000 and 58,400 households. Of every 100 homes, 33 are single-family units (detached or townhomes) and produce 43% of the area's school-aged children; 33 are garden or low-rise apartments (5-19) units and produce 42% of the school-aged children; 27 are in apartment buildings with 50 or more units and produce 10.5% of the school-aged children. People aged 55 and older occupy one-third of the city's single family homes and one-fifth of all housing units. Fewer than half of Alexandria residents own their homes. The median value of owner occupied homes is approximately $229,000. There are 6,538 single parent households in the city. Of those, 74% are headed by females (Clark, 1991).

This metropolitan area has a burgeoning minority population. This includes 10,780 Hispanics, 24,340 Blacks, and 5,000 other minorities.

Teachers in this particular community's schools must work with an increasingly diverse population which has varied educational needs and economically range from students on free lunch to upper middle class. In this school system, Black students and/or Black male students are tremendously over-represented in special education and under-represented in the talented and gifted program (ACPS, 1991):
1. Black males are 54% of the students in elementary special education resource programs.

2. Black male students are 52% of the students in elementary special education self-contained programs.

3. Black males are 68% of the students in secondary special education resource programs.

4. Black males are 44% of the students in secondary special education self-contained programs.

5. Black male students are 39% of the students in EMR classes.

6. Black male students are 13% of elementary gifted and talented students and Black students are 19% of secondary gifted and talented students.

7. Black male student enrollment in advanced math is low to non-existent.

8. Black male students are 13% of Phase IV (highest level) English courses at eighth grade and 3% at eleventh grade.

9. Black male students are 37% of Chapter I reading classes at elementary level and 41% of secondary Chapter I students.

10. Black male students comprise 56% of all suspensions and 41% of the retentions.
Additionally, total workforce numbers in this school system indicate that there are twice as many Black male custodians as there are Black male teachers, administrators, guidance counselors, social workers, and psychologists combined.

The school in this study has a total population of 849 students. The student population is made up of 339 whites or 39%, 429 Blacks or 50.5%, and 89 or 10.5% other minorities. There are 221 Black male students enrolled in this school.

Sources of Data

The **Self Perception Profile for Adolescents** was the pre and post test administered to all students participating in the study. Information on student grade point averages was obtained from the Office of Data Processing at the end of the first and second semesters. Teachers provided ratings of student classroom behavior. Student grade point averages, student responses to the instrument, and teacher ratings of classroom behavior were the sources of data for this study.

Instrumentation

Harter's (1988) **Self Perception Profile for Adolescents** was used to measure the various dimensions of self
perception. Harter (1986) contends that an instrument which provides separate measures of one's competence or adequacy in different domains, as well as an assessment of global self-worth would provide a richer understanding over instruments which give a single self-concept score. Although the instrument consists of eight scales, Harter (1993) suggests using only those competence scales which are relevant to a particular study.

Callahan, Cornell and Lloyd (1991) used four of the eight scales in a study on adolescent girls. The study validated the fact that adolescents with positive social self-concepts enjoyed higher peer status. The profile also provided information about the girls' later behavioral adjustment and peer relations. Girls with more favorable perceptions of their physical appearance and academic competence were less likely to violate program rules and expectations.

Reglin (1992) explored five scales of self-perception and found that among Black male 10th graders, higher achievers possess a perception of greater academic competence, and they perceive themselves as more competent at athletics and better looking than do lower achieving Black males. Achievers also perceive themselves as more capable at a part-time job and they feel better about the
way they behave. Students who did well on standardized tests placed a high value on academic achievement and perceived that they had the potential to do well.

The Self Perception Profile for Adolescents (Harter, 1988) measures a number of domains of one's own competence and global self-worth. The Profile is devised to obtain domain-specific judgments of competence in eight separate areas which include scholastic competence, physical competence, athletic competence, physical appearance, job competence, romantic appeal, behavioral conduct, close friendship, and global self-worth. Each subscale provides a separate score and allows for examination of the adolescent's perceived levels of adequacy in each domain. The Profile consists of 45 statements to which students respond in a "structured alternative" format from "Really true for me" to "Sort of true for me." The items are scored either 1, 2, 3, or 4 where 4 reflects high perceived competence and 1 reflects low perceived competence. The instrument was validated on samples drawn from neighborhoods ranging from lower middle class to upper middle class of students in grades seven through twelve. The internal consistency reliabilities for the subscales range from .78 to .92.
For purposes of this study, only items on the scholastic competence, behavioral conduct, social competence, and global self-worth subscales were addressed.

The Teacher's Rating Scale of the Student's Actual Behavior (Harter, 1988) was used to obtain the teacher's independent judgment of the student's behavior. This instrument parallels the Adolescent Profile and allows the teacher to rate the eight domains. Teachers cannot rate global self-worth because this is not an attribute which can be measured by objective observation. The format is basically the same as that of the student instrument. According to Harter (1993), teacher reliability data for the teacher instrument ranges from .86 to .94 for the domains which will be looked at in this study.

The cognitive measurement was Grade Point Average from first semester grades (pre-experiment) and second semester grades (post-experiment). A grade point average is a computed mean score from six grades awarded each quarter. Grades are weighted according to the school system's grading policy. A = 94-100, B+ = 90-93, B = 84-89, C+ = 80-83, C = 74-79, D+ = 70-73, D = 64-69, F = Below 64. The following points are awarded: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0, D+ = 1.5, D = 1.0, F = 0.
Research Procedures

During the summer of 1992, this researcher approached the principal and assistant principal with the suggestion that they allow me to help them set up a mentoring program and to do a study of that program. At first, there was some hesitancy since the researcher was not a member of that school staff. Further discussions convinced them that the mentor program would be helpful to the students. The researcher's task would be to put the program in writing, to work closely with the assistant principal to secure additional mentors to work along with those who were staff members in the school, to enlist guest speakers, to help with preparation of bulletins and written announcements to be distributed to staff, and to participate in mentor training (Appendix F, p. 111).

The Self Perception Profile for Adolescents was administered to all students in the study. Administration of the Profile was monitored by the researcher, the assistant principal, and two staff mentors.

Letters were sent to parents of treatment group subjects requesting permission for the researcher to review grades, the instrument, and the teacher rating scale. Additionally, letters were sent to parents of control group students requesting permission for their child to
participate in the study by completing the Profile and allowing the researcher to examine grades for the 1992-1993 school year.

Pre-test data included completion of Harter's Self Perception Profile for Adolescents by students and completion of Harter's Teacher Rating Scale of the Student's Actual Behavior by teachers. Cognitive data of first semester grade was obtained from the Office of Data Processing.

Teachers and students completed the same instruments to provide post-test data. Second semester GPA's were obtained from the Office of Data Processing in post-test phase.

The researcher was responsible for collecting all data. Permission letters were returned to the assistant principal who coordinated the mentor program. The researcher collected the Adolescent Profile, the Teacher Profile, and grades.

Treatment Plan

The treatment lasted one semester from February 1993 through June 9, 1993. The major goal of the program was to provide Black male students an opportunity to develop to their fullest potential by overcoming deficiencies in their subjects, improving their study skills, improving test-taking skills, developing self confidence, fostering
positive Black male images through participation in the mentor program (Appendix G, p. 113).

The program objectives were:

1. Promote a helping relationship between the student and mentor which should provide a basis for helping Black male students to deal more effectively with academic demands.

2. Improve the Black male student's perception of himself as a learner.

3. Foster the development of attitudes and skills necessary for improving academic performance of Black male students.

4. Provide students an opportunity to reflect upon the notion of masculinity from a Black perspective.

The study was carried out in three phases:

Phase I: Through a needs assessment (Appendix D, p. 107), it was determined that mentors would be helpful to Black male students. During the first phase, names of students who could benefit from the mentor program were obtained from teachers and administrators. Students were invited to an orientation session and permission slips were distributed. The mentors participated in the training session (Appendix F, p. 111) where they were introduced to the mentoring concept, taught mentoring skills, and given a review
of the mentor handbook. Additionally, mentors received an explanation of mentor assignments and mentor responsibilities.

**Phase II:** Treatment was conducted throughout the second semester. Mentors and mentees were matched as a result of information gained from the needs assessment (Appendix C, p. 105) and responses given to the interview questions answered by mentors (Appendix E, p. 109). Mentors met with mentees in one-on-one sessions during one week. The purpose of these meetings was to check academic progress, offer tutoring, give general support and assistance. Once during the alternate week, all mentees and mentors met to participate in academic workshops, hear guest speakers, or to get involved in activities to promote mentor/mentee bonding. The guest speakers and activities were determined by responses to an assessment (Appendix D, p. 107) completed by the mentees.

**Phase III:** Post-tests were administered and grades were obtained from second semester report cards. The end of the year activity was held. This event included a guest speaker; dinner was served; and certificates were presented to the participants.

**Strategies for Analyzing the Data**

The instrument used to collect data for this study was completed by 49 students. Teachers also completed ratings
on students in both the treatment and control groups. The cognitive and the affective data measuring perception of behavioral conduct, scholastic competence, social acceptance, and global self worth were analyzed to determine group differences. In addition, change within each group was also measured. The student and teacher instrument scores and GPA for each group were analyzed by paired t-tests to determine differences between pre and post means. According to Huck, Cormier, and Bounds (1974), paired t-tests are used when one set of scores is tied to a second group of scores. Two sample t-tests were used to determine differences in GPA between the treatment and control groups. Analyses of covariance (ANCOVA) were completed to determine group differences in affective scores by statistically controlling for any initial differences between treatment and control groups which might confound measurement of the changes between the two groups of students. ANCOVA were also used to compare teacher scores in the two groups. A correlation matrix was completed to show the relationship between student responses on the subscales of the instrument.

**Summary**

The sources of data, sample of the study, the treatment, the instruments used in data collection, and strategies for analyzing the data were discussed in this chapter.
CHAPTER IV

RESULTS

The purpose of this chapter is to report the findings of the study in relation to the statistical analyses performed to test the research questions. The following research questions were asked in Chapter I:

1. What differences are obtained, if any, on academic success as measured by change in grade point average from end of first semester to end of second semester?

2. What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?

Statistical Analyses

Paired t-tests were run for each group to assess whether or not the difference between the pre and post means of grade point average (GPA) was significant at a selected probability level ($p = .05$). Two sample t-tests measured differences between groups. Chapter I posed the first research question: What differences are obtained, if any, on academic success as measured by change in grade point average from end of first semester to end of second semester?

Results of the paired t-test indicate a significant decrease in grade point average (GPA) for the control group ($p = .0267$). There was no significant decrease in GPA,
however, for the treatment group (p. = .2307). Table 1 includes GPA means, standard deviations, and t-test results.

Results of a two sample t-test as represented in Table 2 indicate no significant differences or change in grade point average between the treatment and the control groups (p. = .2814).

Research question two includes ratings from teachers and students. The Self Perception Profile for Adolescents was administered at the end of February and the end of May to both treatment and control groups. Ratings were obtained from teachers at approximately the same time. Student ratings for four pre and post subscales are presented. Those subscales are: (a) behavioral conduct, (b) scholastic competence, (c) social acceptance, and (d) global self worth. Teachers reported ratings on three subscales. Those subscales are: scholastic competence, social acceptance, and behavioral conduct. Changes in subscales for individual treatment and control groups were analyzed by paired t-tests. Group differences were determined by Analyses of Covariance. The second research question asked: What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?
Table 1

Paired T-Test Comparisons of Pre and Post Grade Point Average

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre GPA Mean</th>
<th>SD</th>
<th>Post GPA Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>1.50</td>
<td>.35</td>
<td>1.44</td>
<td>.45</td>
<td>-1.23</td>
<td>24</td>
<td>.2307</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>1.58</td>
<td>.39</td>
<td>1.44</td>
<td>.39</td>
<td>2.37</td>
<td>23</td>
<td>.0267*</td>
</tr>
</tbody>
</table>

Note. p < .05.


Table 2

Two Sample T-Test Comparison Between Groups on Change in Grade Point Average

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>-.06</td>
<td>.23</td>
<td>1.09</td>
<td>47</td>
<td>.2814</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>-.14</td>
<td>.28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of the paired t-tests (see Table 3) indicate no change in behavioral conduct scores for either the treatment or control groups.

On the global self worth scale, there was a significant increase for the treatment group ($p = .0384$). There was no significant change for the control group (see Table 4).

The paired t-test measuring scholastic competence (see Table 5) indicated no significant change in pre and post scores for either the treatment or control group.

On the social acceptance scale, the paired t-test indicated that there was a significant increase in social acceptance scores for the treatment group ($p = .0183$). Table 6 also shows that there was no significant change for the control group ($p = .0989$).

Wherein students had to respond to five statements in order to complete a subscale, the teachers only had to respond to two statements. For that reason, unit averages are reported in the paired t-tests of teacher subscales.

The paired t-test measuring change in the teacher's rating of student behavioral conduct (see Table 7) indicated that there was a significant decrease in teacher ratings on behavioral conduct for both the treatment ($p=.0011$) and control groups ($p=.0289$).
Table 3

Paired T-Test Comparisons of Pre and Post Behavioral Conduct Scores by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>10.68</td>
<td>2.84</td>
<td>11.32</td>
<td>3.11</td>
<td>1.44</td>
<td>24</td>
<td>.1615</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>11.08</td>
<td>2.92</td>
<td>11.21</td>
<td>3.24</td>
<td>.19</td>
<td>23</td>
<td>.8477</td>
</tr>
</tbody>
</table>
Table 4
Paired T-Test Comparisons of Pre and Post Global Self Worth Scores by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>12.56</td>
<td>2.81</td>
<td>13.48</td>
<td>3.22</td>
<td>2.19</td>
<td>24</td>
<td>.0384*</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>12.79</td>
<td>2.67</td>
<td>13.17</td>
<td>1.90</td>
<td>.82</td>
<td>23</td>
<td>.4210</td>
</tr>
</tbody>
</table>

Note. *p < .05.
Table 5
Paired T-Test Comparisons of Pre and Post Scholastic Competence Scores by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>11.32</td>
<td>2.97</td>
<td>11.6</td>
<td>3.32</td>
<td>.76</td>
<td>24</td>
<td>.4536</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>11.33</td>
<td>2.81</td>
<td>11.17</td>
<td>2.57</td>
<td>-.26</td>
<td>23</td>
<td>.7956</td>
</tr>
</tbody>
</table>
Table 6

Paired T-Test Comparisons of Pre and Post Social Acceptance Scores by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>12.16</td>
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<td>3.68</td>
<td>2.53</td>
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<td>Control</td>
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<td>11.875</td>
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<td>12.875</td>
<td>2.25</td>
<td>1.72</td>
<td>23</td>
<td>.0984</td>
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</tbody>
</table>

Note. *p < .05.
Table 7
Paired T-Test Comparisons of Pre and Post Teacher Rating of Behavioral Conduct by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>2.2</td>
<td>.72</td>
<td>1.88</td>
<td>.68</td>
<td>-3.72</td>
<td>24</td>
<td>.0011*</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>2.33</td>
<td>.69</td>
<td>1.98</td>
<td>.60</td>
<td>-2.33</td>
<td>23</td>
<td>.0289*</td>
</tr>
</tbody>
</table>

Note. *p < .05.
Table 8 shows that there was no significant change in either the treatment or the control groups on the teacher's rating of scholastic competence.

There was also no significant difference on teacher rating of social acceptance indicated in the paired t-test results of Table 9.

Analyses of Covariance (see Table 10) were completed to determine the difference in covariate adjusted means of scores for each student and teacher subscale. No significant differences were identified.

A correlation matrix (see Table 11) was completed to show the relationship between responses to subscales of the student instrument. Correlations indicate a moderately high relationship between pre and post scores of behavioral conduct ($r = .60$), global self worth ($r = .67$) and scholastic competence ($r = .62$). A low moderate correlation was identified between pre and post scores of social acceptance ($r = .48$).

Additional correlations were run to compare the relationship between teacher and student scores for behavioral conduct, scholastic competence, and social acceptance. Low to moderate correlations were indicated (see Table 12).
Table 8

Paired T-Test Comparisons of Pre and Post Teacher Rating of Scholastic Competence by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>24</td>
<td>2.23</td>
<td>.75</td>
<td>2.19</td>
<td>.60</td>
<td>-.35</td>
<td>23</td>
<td>.7317</td>
</tr>
</tbody>
</table>
Table 9

Paired T-Test Comparisons of Pre and Post Teacher Rating of Social Acceptance by Individual Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre Test Mean</th>
<th>SD</th>
<th>Post Test Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>25</td>
<td>2.84</td>
<td>.77</td>
<td>2.7</td>
<td>.84</td>
<td>-1.37</td>
<td>24</td>
<td>.1832</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>2.71</td>
<td>.64</td>
<td>2.69</td>
<td>.64</td>
<td>-1.14</td>
<td>23</td>
<td>.8921</td>
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</table>
Table 10

Covariate Adjusted Post Score Means of Response Variables and Results of Analysis of Covariance Related to Affective Measurements

<table>
<thead>
<tr>
<th>Response Variable</th>
<th>Treatment</th>
<th>Control</th>
<th>Analyses of Covariance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Scholastic Competence--Student Rating</td>
<td>11.60</td>
<td>.47</td>
<td>11.16</td>
</tr>
<tr>
<td>Social Acceptance--Student Rating</td>
<td>13.60</td>
<td>.54</td>
<td>12.96</td>
</tr>
<tr>
<td>Behavioral Conduct--Student Rating</td>
<td>11.45</td>
<td>.51</td>
<td>11.07</td>
</tr>
<tr>
<td>Global Self-Worth--Student Rating</td>
<td>11.55</td>
<td>.40</td>
<td>13.09</td>
</tr>
<tr>
<td>Scholastic Competence--Teacher Rating</td>
<td>2.17</td>
<td>.10</td>
<td>2.16</td>
</tr>
<tr>
<td>Social Acceptance--Teacher Rating</td>
<td>2.66</td>
<td>.12</td>
<td>2.73</td>
</tr>
<tr>
<td>Behavioral Conduct--Teacher Rating</td>
<td>1.92</td>
<td>.10</td>
<td>1.94</td>
</tr>
</tbody>
</table>
### Table 11

**Student Response Correlations Matrix**

<table>
<thead>
<tr>
<th></th>
<th>BPre</th>
<th>BPost</th>
<th>GlPre</th>
<th>GlPost</th>
<th>SCPre</th>
<th>SCPost</th>
<th>SAPre</th>
<th>SAPost</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPre</td>
<td>1.00</td>
<td>.60</td>
<td>.38</td>
<td>.36</td>
<td>.54</td>
<td>.19</td>
<td>.57</td>
<td>.40</td>
</tr>
<tr>
<td>BPost</td>
<td>1.00</td>
<td>.33</td>
<td>.47</td>
<td>.69</td>
<td>.47</td>
<td>.25</td>
<td>.31</td>
<td></td>
</tr>
<tr>
<td>GlPre</td>
<td>1.00</td>
<td>.67</td>
<td>.53</td>
<td>.48</td>
<td></td>
<td>.24</td>
<td>.33</td>
<td></td>
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<tr>
<td>GlPost</td>
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<td>.67</td>
<td>.62</td>
<td>.08</td>
<td></td>
<td>.30</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>.34</td>
<td></td>
<td>.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCPost</td>
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<td></td>
<td>.29</td>
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<td></td>
<td></td>
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<tr>
<td>SAPre</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SAPost</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 12
Teacher-Student Response Correlations Matrix

<table>
<thead>
<tr>
<th>Student</th>
<th>BPre</th>
<th>BPost</th>
<th>SCPre</th>
<th>SCPost</th>
<th>SAPre</th>
<th>SAPost</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPre</td>
<td>.42</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>BPost</td>
<td>---</td>
<td>.39</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SCPre</td>
<td>---</td>
<td>---</td>
<td>.46</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SCPost</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>.31</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SAPre</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>.42</td>
<td>---</td>
</tr>
<tr>
<td>SAPost</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>.39</td>
</tr>
</tbody>
</table>
Summary of Statistical Analyses

The findings of this study in relationship to the original purpose and research questions are included in this chapter. The data indicate that the students in the treatment group did not differ significantly from the students in the control group on either GPA or self concept. The data obtained regarding GPA did show that the control group mean scores regressed significantly between the pre and post measurements. No significant regression was calculated on GPA pre and post mean for the treatment group. That there was a regression in GPA for the treatment group will be discussed in Chapter V.

Data analyses relating to self concept reveal that the experimental group differed significantly from the control group on two of the four subscales. The experimental group achieved significance on the global self worth ($p=.0384$) and social acceptance ($p=.0182$) scales. Explanations for this lack of overall significance will be presented in Chapter V.

Summary of Qualitative Data

The use of qualitative and quantitative data "in providing a holistic understanding of human social structures and behaviors" has gained desirability among researchers (Louis, 1982). Mentor interviews, counselor
interviews, and a student checklist were completed for this study. For the purpose of matching subjects to mentors, data was gathered to determine student interests, background, environment, and characteristics. Additionally, mentor interviews were conducted to provide data needed to make a suitable mentee match.

Students were asked to make a total of three selections from a menu (Appendix D, p. 107) with spaces to add their own items. The results of this selection would determine the bi-weekly large group activities. Fourteen students selected Staying in School. Goal Setting and Career Exploration were selected by 12 students. Peer Success Stories was selected by 11 students. The write-in selections were varied and few. Three students wrote sex; art and music were written once.

At the closing ceremony, students were allowed to offer comments on the mentor program. Comments were overwhelmingly positive and in support of the program. Suggestions included continuing the program through the summer, getting t-shirts to identify the group, and going on a trip to Kings Dominion. Statements in support of the program were "I like setting goals for myself; the encouragement and knowing someone believed I could do
better; just getting together and hearing people tell me how to make it; the food and prizes."

Mentors were interviewed (Appendix E, p. 109) to find out what expertise, qualities, and special interests each brought to the program. Generally, the mentors committed to serve in the program because they had watched the students "constantly get into trouble" in school. Mentors agreed that they needed to let the students know that someone cared about them and wanted to help.

All mentors reported having someone in their lives who provided support, whether a teacher, relative, neighbor, coach, or minister. One pointed out that he still idolizes his high school science teacher although he is now dead.

Mentors had had varied experiences working with teens. The various jobs had been correctional counselor, church leader, camp counselors, tutor in drug rehabilitation, coaches, and youth counselors. Several of the mentors had military experiences and spoke of the discipline such training provides. Improved conduct, communication skills, social skills, and a respect for females were the expected outcomes of the mentor program as stated by mentors. Mentors stated that grades would improve if students would improve their own images.
Additionally, a group meeting was held at the end of the program to elicit mentor suggestions for improvement of future mentor programs. Suggestions included improved mentor/mentee matching, scheduled weekly sessions to meet with mentees, and brief mentor meetings to discuss successful strategies.

Counselors were interviewed (Appendix C, p. 105) to gain knowledge of the participants in the study. Counselors reported that low academic achievement was the greatest problem faced by these students. Although many of the students were intelligent young men, counselors pointed out they were not working up to their potential. Counselors have observed that successful students in this school have parents who are involved and will advocate for their children. One example counselors used to support this premise was the attendance policy. A phone call can get a student excused for absences, but counselors cited examples of legitimate absences (hospitalization, court dates, etc.) which were not excused because parents did not contact the school. (Counselors have now undertaken the job of contacting the parent when the student has absences.) Delinquency and trouble with the law are problems among the students. Teacher attitudes pose a problem. A student
might be dropped from an advanced math class because of his behavior.

Black male students are represented in large numbers in lower level classes. Parents do not "push" for higher level courses. Counselors suggest that a more concerted effort should be made to meet with parents in community recreation centers, private homes, and churches. Counselors recommend a "Head Start" program which would train parents to get involved with the school.

Additionally, there is wide socioeconomic disparity among the students in the school. Many students recommended for the program fall into the lower socioeconomic group. Students living in poverty come from female-headed households, live-in shelters or foster homes, or live with a grandmother.

Counselors concur that these students have numerous problems whether of their own making or created by the home and school environment.

Information received from the crisis and alternative education centers offered support to observations already stated by counselors. Students had been sent from class for looking at a teacher in a "menacing manner," speaking out of turn; no pencil in class; or coming to class late. There is evidence to believe that some teachers fill out the
referral form, complete with student name; wait for the student to do something; then send the student out of the room.

Summary

The purpose of this chapter was to establish the effectiveness of a mentor program upon academic success and self concept of selected Black male students in junior high school. A pre and post test design was utilized and parametric statistical analyses were completed to analyze the data. Results of the paired t-tests, the two sample t-test, analyses of covariance, and correlation matrices were presented in this chapter. Qualitative data was obtained from mentor interviews, counselor interviews, and a student checklist.
CHAPTER V
SUMMARY, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

This chapter includes a summary of the study's purpose, discussion of findings, conclusions, and recommendations.

Summary

The major purpose of this study was to evaluate the effectiveness of a mentor program on the self concept and academic success of Black males in the junior high school. It was expected that the findings would support the efficacy of a mentor program in facilitating positive self concept and improved academic success among Black male students. To accomplish the purpose, the investigation posed the following questions:

1. What differences are obtained, if any, on academic success as measured by change in grade point average from end of first semester to end of second semester?

2. What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?

A review of the literature related to self concept and academic success of Black male students indicated a need for schools to provide additional support networks above and beyond those which are part of the regular instructional
program. Because of the unique problems faced by Black male students, researchers (Asante, 1987; Johnson, 1989; Staples, 1975) suggest that changes need to be made in the school environment. Whether students meet high academic success and improved self concept in school depends to a great extent upon the interactions among students and teachers. Recently, there has been an interest in mentor programs which would target disadvantaged and minority children and youth.

Several writers (Holland, 1989; Kunjufu, 1984; Nobles, 1989) have stated a need for mentor programs which work with Black male students in the school. Few empirical studies were found which addressed the effectiveness of in-school mentor programs for Black youth.

The purpose of this study was to evaluate the effects of a mentor program on the academic success and self concept of selected Black males in the junior high school. Permission was obtained from the system administration, the school administration, and parents to conduct the study. Teachers and administrators recommended 50 students who exhibited a need to develop behaviors and skills for promoting academic success; a need for support, consistent help, and guidance; and a need to develop cultural pride.
The 50 students were then assigned to either a treatment group or a control group.

Pre and post experiment data were acquired from three sources for this study. The Self Perception Profile for Adolescents provided affective data and was completed by the treatment and control groups. Teachers completed the Teacher's Rating Scale of the Student's Actual Behavior which parallels the Self Perception Profile for Adolescents. Student grade point averages (GPA) provided cognitive data and were collected for treatment and control groups.

Paired t-tests and two sample t-tests were used to analyze data collected on grade point averages. Paired t-tests, analyses of covariance (ANCOVA), and Pearson's correlations were completed to analyze data from the Self Perception Profile for Adolescents and the Teacher's Rating of Actual Classroom Behavior. In addition, responses to student questionnaires, and information obtained from interviews with mentors and counselors was summarized.

Discussion

Question 1: What differences are obtained, if any on academic success as measured by change in grade point average from end of first semester to end of second semester?
The results of the statistical analyses indicated a decrease in grade point average for both groups. The regression for the treatment was not statistically significant. However, the decrease for the control group was statistically significantly.

Question 2: What is the difference, if any, on self concept as measured by the Self Perception Profile for Adolescents?

There was a statistically significant increase in two of the subscales for students in the treatment group. Students in the treatment group showed a significant increase in global self worth and in social competence. However, no significant changes were realized in the areas of behavioral conduct and scholastic competence.

The reasons for lack of significant gains on GPA and overall self concept by students in the treatment group can be attributed to several factors:

1. Time is probably the greatest factor impacting the students who received the treatment in this study. It appears that the mentor program could be an effective strategy for improving academic success and self concept. However, the four-month treatment was not sufficient to counteract 8 to 10 years of educational experiences encountered by the treatment group.
Pecault (1979) reported in his studies that it takes six months to two years to observe any change in attitudes and academic performance. Nobles (1989) designed his HAWK project to coincide with an academic school year which suggests that at least this amount of time is needed to effect change. Holland (1989) reported change at the end of the school year for students targeted for special attention in a Washington, D.C. program.

2. Parental involvement was not encouraged as an important part of this program. Active parent interest might have been needed by the students in this study. Comer (1984) suggests that a student is unable to commit to academic learning if the student and his parents view the school suspiciously or in hostile terms. Knowles and Prewitt in Harvey (1980) assert "that from the classroom to the PTA, Black children discover that the school does not like them, does not respond to them, does not appreciate their culture and does not think they can learn" (p. 449). Active parent involvement might have helped to allay some student perceptions or concerns and encouraged students to develop a different response to behavior and instruction in school.

3. The mentors expressed some concern that finding time to meet with the mentees was sometimes difficult. The
extent of this problem is difficult to assess since mentors did not always complete the log which was available for recording mentor/mentee contact.

The mentor program in this study appears to be an important first step in improving self concept and academic success of Black male students. Although there were no significant gains for students in the study, results indicate that the treatment was beneficial.

Conclusions

Teachers, parents, and administrators who have sought to do something about the academic success and self concept among Black male students have looked to academic research for answers. The findings in this study produced a number of conclusions relevant to the relationship between mentoring, self concept, and academic success. Because this study was limited to a population and sample in one school, the generalizability and implications should be viewed with caution.

The following conclusions are presented based upon the findings of this study.

The mentor program produced some positive, though nonsignificant gains for the experimental group. The
results reported for the experimental group were better, however, not significantly better.

The treatment duration was not sufficient to effect significant improvement in either academic success or self concept. Positive aspects of the four-month program were not enough to counterbalance years of home and school environments encountered by students in this study.

The mentor program needs more communication between mentor and parent. Parents of students were not actually involved in the program. They gave permission for children to participate; however, neither the mentors nor the researcher encouraged or pursued parental involvement. Comer says that the first learning environment is the home. Home interests and activities affect teaching and learning in school. These students may have needed intensive parent interest to make a difference in the results of post testing. Although mentors provided support, parental involvement might have been helpful to effecting change in the mentees.

Several problems were noted with how much time was actually given mentees by the mentors. Mentors reported that it was difficult to follow up suggestions or requests made of the mentee because of mentor time constraints. On the basis of mentor and mentee comments, the large group
activities appeared to have been beneficial. The attendance at these sessions never fell below 16 for mentees and 7 for mentors.

The decrease in scores between pre and post results of the Teacher Rating Scale could actually be attributed to the teacher's expressed discomfort with the instrument and the way the items were stated.

**Recommendations**

Based upon the results of this study, the following recommendations are presented:

1. It could be argued that pre and post interval was not enough to validly assess student effects. The program should be carried out over a longer period of time, possibly one year, in order to determine the effects of mentoring and its relationship to self concept and academic success.

2. The impact of parental involvement in any school program cannot be minimized. Students need to know that school and home have the same expectations for their success.

3. Formal evaluations should be administered at the end to assess program impact from mentors and mentees and to provide input for improvement and subsequent programs.
4. Mentor training and development should be ongoing throughout the program so that mentors can share effective approaches with each other.

5. A teacher rating scale which actually addresses classroom behavior should be utilized. Teacher comments indicated that they were being asked to rate areas of which they had little or no knowledge.

6. At least two measures of academic success (i.e., standardized test scores and GPA) should be used in future research.

Additional research studies may produce further information about the relationship between mentoring, academic success, and self concept.

1. A longitudinal study should be made to study the effects of mentor program participation upon the mentees.

2. Further research could be done using a similar design of treatment and control groups, pretest, treatment, and post-test format with students in the elementary school.
REFERENCES
REFERENCES


APPENDICES
APPENDIX A

Application to Perform Research

Letter Granting Permission to
Conduct Research
December 14, 1992

Barbara Jones
Patrick Henry Elementary

Dear Ms. Jones:

Thank you for expressing an interest in the Alexandria City Public Schools (ACPS). You will find enclosed an Application to Perform Research in the Alexandria City Public Schools. Please complete the application and enclose your introductory chapter, bibliography, methodology, all instruments that you will employ, and any other supporting documents. If students or their records are to be used in your research, a copy of your parental permission form should also be included.

Alexandria City Public Schools recognize the need and the important values of educational and psychological research in developing, validating, and standardizing programs and strategies in education. The school system also has a responsibility to protect students, staff, and resources from inappropriate or ill-conceived research efforts. No agency, individual, group, or corporation shall conduct research in the ACPS without the approval of the Superintendent or his designee, the Monitoring and Evaluation Specialist. Generally, the review of proposed research will encompass the following three considerations:

1) technical adequacy of the research;
2) the appropriateness of the research to the school system;
3) the reasonableness of the research as to the use of staff, time, and other resources.

Your application will be reviewed after all materials are received. You should allow approximately four weeks after the submission of your materials for a decision to be reached.

Again, thank you for your interest in the Alexandria City Public Schools.

Sincerely,

Monte E. Dawson,
Monitoring & Evaluation Specialist
APPLICATION TO PERFORM RESEARCH

ALEXANDRIA SCHOOL DISTRICT

Monitoring and Evaluation
3801 W. Braddock Road
P.O. Box 16270
Alexandria, Virginia 22302
703-824-6638

I. Name of Primary Investigator: Barbara Archer Jones
Position: Graduate Student
Affiliation: Virginia Tech

Home Address: 4317 Rock Creek Road, Alexandria, Virginia 22306
Office Phone: 703-461-4170
Home Phone: 703-768-4675

Names of Additional Members of Research Team
Name: 
Phone: 

Name: 
Phone: 

Name: 
Phone: 

Effects of a Mentor Program on the Academic Success and Self Concept of Selected Black Male Students in the Junior High School.

II. Project Title: 

Description: Structured mentoring programs which provide opportunities for adults to give support, counsel, and friendship have been touted as effective means to help students achieve.

III. Participant Involvement:

<table>
<thead>
<tr>
<th>Number of Subjects</th>
<th>Time Requirements</th>
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<tbody>
<tr>
<td>Pupils Approximately 50</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>Teachers 12</td>
<td>2 hours for mentor training</td>
</tr>
<tr>
<td>Administrators 1</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>Parents 0</td>
<td></td>
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</table>

Describe the involvement required of subjects, attach any instruments that will be employed, and also attach your parent permission form letter, if students or their records are to be utilized in your research. Please describe other data requirements. Students who have been recommended for the program and who have parental permission to participate in the Mentor Program will be involved in the study. Number of persons that will visit sites in connection with proposed project

IV. Project Requirements:

Number and Type of School(s):
Elementary (K-6) ___ Junior High (7-9) ___ Secondary (10-12) ___
Total number of schools ___ Total number of classrooms ___
Grades required 7-9 Other school characteristics ___
The junior high which has a mentor program ___
Do you require specific schools? Names ___ George ___
Washington Junior High ___
Starting date of research ___ February 10, 1993 ___
Ending date of research ___ June 9, 1993 ___
Frequency of contact ___ 1 hour weekly ___

V. Results:

What is the anticipated value of the research? In general, to determine the effectiveness of mentoring as a supporting strategy in helping Black male students to improve academically and personally, To the Alexandria School District? The results of the study will provide general information, direction, and activities to other schools which have similar concerns about improving students' academic success. The impact is endless for providing guidance in how to involve volunteers, high school tutors, and the current staff in a caring and supportive relationship with students.
VI. References: Please list references we may contact.

Are other school systems involved in this research? No

Please name ________________________________

__________________________________________

__________________________________________

Have you conducted other research in school systems? No

Please name ________________________________

__________________________________________

__________________________________________

VII. Upon completion of the research you will be required to submit two copies of the report (or summary).

The documents can be expected by (date) August, 1993

1) ___________________________ 11/5/93
   Signature of Applicant       Date

2) Charles W. Humes
   PRINT - Name of Advisor, Professor or Supervisor
   Virginia Tech
   Institution

(903) 696-6059

3) ___________________________ (903) 696-6059
   Signature of Advisor, Professor or Supervisor
   Office Telephone

(10-24-90)
APPROVAL FORM FOR EXTERNAL RESEARCH

I have reviewed pertinent materials related to the Effects of a Mentor Program on the Academic Success and Self Concept of Selected Black Male Students in the Junior High School.

✓ I approve of the implementation of the research project at my school. The contact person for the researcher will be Mr. Larry McLaughlin.

___ I do not approve of the implementation of the project at my school.

[Signature]

[Date: 2-10-95]

[School: George Washington Junior High]
February 18, 1993

Barbara Archer Jones
4317 Rock Creek Road
Alexandria, VA 22306

Dear Ms. Jones

I am pleased to inform you that permission has been granted to conduct your research related to *Effects of a Mentor Program on the Academic Success and Self Concept of Selected Black Male Students in the Junior High School*. Any additional changes in your design or instruments must be approved prior to beginning your research. You are expected to implement your research in accordance with the starting and ending dates indicated in your application. Significant departure (more than thirty days) from those dates may result in withdrawal of this approval.

Dr. Lawrence E. Jointer, Principal of George Washington, approved your research proposal. Your contact person will be Mr. Lacy McLaurin (703-706-4500).

Sincerely,

Monte E. Dawson
Monitoring and Evaluation Specialist

cc: Lawrence Jointer
APPENDIX B

Letters to Parents

Consent Form
Dear Parents,

George Washington has a mentor program called Black Manhood Training. The goal of this program is to provide Black male students an opportunity to develop to their fullest potential by overcoming deficiencies in their subjects, improving their study skills, improving test-taking skills, developing self confidence, fostering positive and responsible behavior and modeling positive Black male images.

Anytime that a new program is initiated, we are interested in its effectiveness and how to improve it, if necessary. Barbara Jones, an Alexandria school counselor and graduate student who is interested in mentoring programs, will assess the progress of the participants. In order to that, she will need your permission to look at student report cards for the 1992-1993 school year and review the program questionnaires. All information is confidential and your child’s name will not be used when the results of her assessment are published.

Enclosed is a permission form allowing your son to participate in the Black Manhood Training program and subsequent evaluation by Barbara Jones. If you have questions, please call the school and speak with one of us.

Sincerely,

Lawrence E. Jointer, Ed.D.  L.J. McLaurin  Barbara Jones
Principal  Assistant  Counselor

L. J. McLaurin  Barbara Jones
Assistant  Counselor
Principal  Graduate Student

Educating Students for a Changing Society
CONSENT FORM FOR PARENTS

I have read the letter describing the Black Manhood Training program and subsequent evaluation. I understand that information collected will be entirely confidential and no names will be used.

My son________________________ has permission to take student's name part in the Black Manhood Training program.

_________________________________________  ________________________
Parent Signature                        Date

Educating Students for a Changing Society
Dear Parents,

George Washington has a mentor program called Black Manhood Training. The goal of this program is to provide Black male students an opportunity to develop to their fullest potential by overcoming deficiencies in their subjects, improving their study skills, improving test-taking skills, developing self confidence, fostering positive and responsible behavior and modeling positive Black male images.

Anytime that a new program is initiated, we are interested in its effectiveness and how to improve it, if necessary. Barbara Jones, an Alexandria school counselor and graduate student who is interested in mentoring programs, will assess the progress of the participants. In order to do that, she will need your permission to look at student report cards for the 1992-1993 school year and review the program questionnaires. All information is confidential and your child's name will not be used when the results of her assessment are published.

Two groups of students will be in the study. One group will participate in the full mentoring program. We are very interested in the progress of students who are not involved in the program activities. In order to compare the progress of the two groups of students, we need your permission to review report card grades and to allow your son to complete the program questionnaire. These items will subsequently be reviewed by Barbara Jones.

Enclosed is a permission form allowing Barbara Jones to review your son's report card grades and the program questionnaire. If you have questions, please call the school and speak with one of us.

Sincerely,

Lawrence E. Jointer, Ed.D. L.J. McLaurin Barbara Jones
Principal Assistant Counselor
Principal Graduate student

Educating Students for a Changing Society
CONSENT FORM FOR PARENTS

I have read the letter describing the Black Manhood Training program and subsequent evaluation. I understand that information collected will be entirely confidential and no names will be used.

Permission is granted to review the report card and questionnaire completed by ____________________________

student's name

____________________   ______________________
Parent Signature        Date
APPENDIX C

Mentor Program Needs Assessment
MENTOR PROGRAM NEEDS ASSESSMENT
(Interview with Counselors)

1. What are the most pressing problems facing the Black males in this school? Determine reasons for and numbers of referrals to office, crisis center and/or alternative education.

2. What needs are not being met by current school programs/resources?

3. Generally, what are the familial characteristics (parent age, income, education, family composition, stability, etc.) of the Black males in this school.
APPENDIX D

Student Needs Assessment
STUDENT NEEDS ASSESSMENT

What would you like to hear from speakers?

(✓) Check three (3). Those listed, your own, or a combination.

_____ Test-taking Skills
_____ Sound Body and Mind (Physical Fitness, Eating Healthy, Drug Awareness, Sexually Transmitted Diseases)
_____ Peer Success Stories
_____ Goal Setting
_____ Staying in School (Attendance, Academics, Behavior)
_____ After High School
_____ Career Exploration

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APPENDIX E

Interview Questions for Mentors
INTERVIEW QUESTIONS FOR MENTORS

1. Why do you believe that you would be a good mentor?

2. What skills/qualities do you bring to the mentoring relationship/program?

3. Remembering your own youth, could a mentor have been helpful to you? Did you have a mentor?

4. Realizing the problems which today's youth face, what questions/concerns might you anticipate coming from mentees?

5. What do you like about these youth?

6. What kinds of experiences (outside your job) have you had with teenagers?

7. What do you expect from the mentee/mentor relationship?
APPENDIX F

Mentor Training Program Outline
MENTOR TRAINING PROGRAM OUTLINE

I. Welcome
   A. Introduction of Program Coordinators
   B. Benefits of Being a Mentor
   C. Problems Youth Face

II. Introduction of Mentors

III. Define the Program
   A. Goals and Objectives
   B. Structure and Format
   C. Timetable and Format

IV. Mentor Responsibilities
   A. Attendance at Group Sessions
   B. Mentee Contact
   C. Maintenance of a Positive Image

V. Mentor/Mentee Matching
   A. Student Needs
   B. Mentor Strengths
   C. Mentor/Mentee Chemistry

VI. Program Support
   A. School Resources (counselors, administrators, parents)
   B. Coordinators
   C. Mentor Input

VII. Suggested Activities (from Handbook)

VIII. Questions and Answers

IX. Closing
APPENDIX G

Mentor Guide
Memos to Teachers
Memos to Mentors
MENTOR/MANHOOD
TRAINING PROGRAM

George Washington Junior High School
Alexandria, Virginia
January 1993
GEORGE WASHINGTON JUNIOR HIGH SCHOOL
MENTORING PROGRAM

PROGRAM GOAL

Black male students will be provided an opportunity to
develop to their fullest potential by overcoming
deficiencies in their subjects, improving their study
skills, improving test-taking skills, developing self
confidence, fostering positive and responsible behavior, and
modeling Black male images through participation in the
mentor program.

PROGRAM OBJECTIVES

The following is a list of Program Objectives:

- Promote a helping relationship between the
  student and mentor which should provide a basis
  for helping Black male students to deal more
effectively with academic demands.
- Improve the Black male students' perception of
  themselves as learners.
- Foster the development of attitudes and skills
  necessary for improving academic performance of
  Black male students.
- Provide students an opportunity to reflect upon
  the notion of masculinity from a Black
  perspective.
MENTOR ROLE DEFINED

The role of the mentor is to advise and provide educational support. The mentor shows genuine concern and maintains ongoing contact so that a positive working relationship develops. Mentors help mentees develop self confidence, self esteem, and Black cultural pride by focusing on the talents, assets, and strengths of the mentee. Mentors monitor the academic progress of the mentees. Mentors let mentees know "We are here for you in addition to your teachers and counselors." Mentors maintain confidentiality with mentees but realize when counselors need to be involved.

PROGRAM DESIGN

This program is designed to run for the second semester of the 1992-1993 academic school year. The student participants are Black males who have been referred by teachers, counselors, or administrators. The mentees will be assigned to a mentor after the assistant principal and mentor have reviewed the list of students and mentor responses to interview questions and decided upon the most compatible match. Mentors will be provided orientation to the program and encouraged to offer input for the overall program. The program will progress along the lines of achieving the goals and objectives set forth.
PROGRAM POPULATION

The population for this program are Black male seventh, eighth, and ninth grade students who have been referred by a teacher, counselor, or administrator for at least one of the following reasons:

• Needs to develop the necessary behaviors and skills for academic success.
• Seems to lack the necessary guidance and support which often promotes academic success.
• Appears to lack self esteem, and could benefit from the consistent help, guidance, and concrete support of a mentor.
• Shows a lack of cultural pride through language or behavior.

PLANS FOR GETTING STARTED

• Student referrals will be solicited from teachers, counselors, and administrators.
• The administrator and consultant will meet with potential student participants to explain the goals of the program. The assistant principal will meet with students in small groups to entertain questions and to have students sign-up to participate. Parents will be notified and parental permission requested. The assistant principal will collect the permission slips and
the consultant will follow-up on slips not returned.

- The administrator and mentor will select the mentees after interviewing mentors and counselors.
- Teachers, counselors, and administrators will be informed of the mentor/mentee assignments.
- Mentors will take part in an orientation session where they will be informed that at least once a week the mentor makes contact with the mentee at lunchtime, before homeroom, or after-school to check on student progress, set goals, listen to personal concerns, or provide tutoring. The following week are large group meetings of all mentors and mentees. These meetings will be structured settings where there will be guest speakers, field trips, large group discussions, or skills training workshops. These large group sessions are the responsibility of the assistant principal and the consultant.
- Mentors are encouraged to contact the assistant principal or consultant with concerns or questions.
SUGGESTED MENTOR/MENTEE ACTIVITIES

Mentors could have their mentees "check in" upon entering the building in the morning. Mentors might check for materials, homework, and the general attitude or demeanor of the mentee. If mentor sees that the mentee is not showing growth, a meeting after school, during lunch, or at some convenient time should be arranged. At least one extended meeting during one of the times mentioned should be planned to set goals and objectives for the week. At the beginning, the mentor will find that he must seek out the mentee to get him accustomed to meeting with the mentor regularly.

During the extended weekly meeting between mentor and mentee, the mentor needs to reinforce the goals that his mentee is working towards; set additional goals, if necessary; assess the progress that is being made (or not made) by the mentee; and obtain assistance for the mentee, if warranted.

The following is a tentative schedule of events for the large group activities:

- February 10  Discussion: What is a strong Black man?
- February 24  Career Exploration/After High School
- March 10     Field Trip (Basketball Game)
- March 24     Staying in School (Behavior, Academics, Attendance)
April 14          Goal Setting Activity
April 28          Field Trip/Stay in School
May 12            Self Esteem/Sound Body and Mind
May 26            Video and Discussion: Speech by Dennis Rahim Watson, Executive Director, National Black Youth Leadership Council
June 2             Peer Success Stories (Former GW students who are in college)
June 9             Graduation/Certificates

The activities listed above will be held on Wednesday afternoons from 2:50-4:00 p.m.

WHAT IS MENTORING

Mentoring is an intensive relationship over a prolonged period of time between a youth and an older person who provides consistent support, guidance and help as the younger person goes through a difficult or challenging period in life. The goal of mentoring is to help the mentees gain the skills and confidence to be responsible for their own futures including, and with an increasing emphasis on academics. Mentoring is an act of caring about young people and their future.

WHAT IS A MENTOR

- A mentor is a protector, benefactor, sponsor, champion, advocate, supporter, host, teacher, exemplar or guide.
• A mentor encourages his mentee to think, act, and evaluate.
• A mentor praises, prods, connects, and listens.
• A mentor helps a young person identify and develop his potential and shape his life.
• A mentor encourages the mentee to use his strengths, follow dreams, and accept challenges.

**WHAT MENTORS ARE NOT**

• A mentor is not a parent!
• A mentor is not a professional counselor!
• A mentor is not a social worker!
• A mentor is not a financier!
• A mentor is not a playmate!
• A mentor **should not:**
  • Break promises
  • Condone negative behavior
  • Talk down to a mentee
  • Force the mentee into anything
  • Be inconsistent
  • Become a crutch
  • Cause friction
  • Break confidentiality (except in cases of potential harm to the mentee or other people)
MENTOR/MENTEE ACTIVITIES

George Washington Junior High School
Alexandria, Virginia
January 1993
LEADERSHIP CHARACTERISTICS OF PAST AND PRESENT
AFRICAN-AMERICAN MALE LEADERS

1. Love of himself and African-American people (the community).
2. Love of his family--wife, children, and relatives.
3. Spiritually guided and enriched--believes in a supreme being.
4. Is charismatic--inspires others with his message.
6. Demonstrates good public speaking skills.
7. Believes in hard work--works late hours.
8. Believes in commitment--doing whatever it takes to complete a task, sticking-to-it-ness.
9. Loves all young people.
10. Believes that education is important in making contributions to the improvement of self and the community.
11. Always reaches back to help others in the community who are less fortunate.
12. Often writes books or articles so that others may learn about his philosophy, that is, his way of life and his thinking about important matters.

from The Black Male: The New Bald Eagle, Jeffrey M. Johnson
PRIORITY LIST OF RESPONSIBILITIES
FOR AFRICAN-AMERICAN YOUTH

In order to develop to your fullest potential, African-American youth should prioritize the following responsibilities:

1. Establish a checklist of daily activities. This includes homework, chores, recreational activities, and television.

2. Attend school regularly. Succeeding in school includes completing homework, and striving to get the best grades possible. Always ask questions of teachers and other adults when you don't understand directions or assignments. Also, identify a quiet place to study (in the home or at the library) each school day.

3. Maintain a consistent bedtime schedule. Proper rest is very important in being alert and performing well in school.

4. Monitor television viewing. Watching television should always come after homework and chores. Avoid watching movies that are violent, too adult, or non-educational.

5. Practice proper hygiene. This includes bathing our whole bodies, brushing teeth, combing and/or brushing hair, and wearing clean underwear and other clothing each day.

6. Practice proper nutrition. Avoid eating too much candy or other junk foods. Eat lots of natural fruits and vegetables.

7. Always lend a helping hand at home, school, and church. This practice will enable others to develop respect and trust for you as a person.

8. Don't respond to negative peer pressure. This includes skipping school, staying out late, hanging out in the streets, or doing other things that will cause trouble for you and your parents.

9. Say no to substance abuse. This includes drugs and alcohol. More than 50 percent of all crimes are done under the influence of these substances.
10. Say no to early sex. This is very important in light of AIDS and other sexually transmitted diseases. Don't do anything that could ruin your life or the lives of others.

11. Practice delayed gratification. This means being patient for the things you want and desire in life, including clothing, jewelry, and cars, etc.

12. Maintain a positive attitude. This includes being positive in conversations and having a smile each day.

**PSYCHOLOGICAL EMPOWERMENT**

***** Conduct a psychological profile of yourself.

***** Identify your motivation and drive.

**Personal Analysis**

1. How do I view myself?

2. What are my strengths?

3. How did I come by my strengths?

4. Am I focused on survival or mastery?

5. Have I dealt with the demons that are associated with being aggressive?

6. How do I move beyond being the victim?

**Interpersonal Analysis**

1. How do people relate to me?

2. How do I relate to other people?

3. How well do I listen?

4. When and where do I feel tension in relationships?

*from The New Bald Eagle, by Jeffrey M. Johnson, Ph.D.*
STUDENT INFORMATION SHEET

Name_________________________ Birthdate_________
Address__________________________________________
______________________________________________ Phone__________
Mother's Name_________________ Work Phone__________
Father's Name_________________ Work Phone__________
Counselor's Name_______________ Grade Level__________

SCHEDULE

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<th>TEACHER</th>
<th>ROOM</th>
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LUNCH TIME _____________
SOMEONE SPECIAL

Who is someone extra special in your life? Someone whom you look forward to seeing, whom you really care about, whom you'd miss if he/she were gone.

Someone special in my life?:

I have known him/her for:

I first met this person (when):

When I'm with him/her I feel:

I feel this way because:

A special time I had with him/her was:

Three things I enjoy doing most with my special person are:

from Esteem Builders, by M. Borba
PROBLEMS

Describe a behavior problem of yours that has been getting in your way.

My problem____________________________________________________________________

____________________________________________________________________

How does this problem interfere in your life?
1.
2.
3.

How will you change this behavior? What ways can you think of to solve this problem?
1.
2.
3.
4.

Consider your options—the pluses and minuses for each. Which option will you choose?

What resources will you need to help you with this choice (friends, teachers, parents, counselors, etc.) How can they help you?

Make a plan and DO IT.

When will you begin your PLAN?

from Esteem Builders, by M. Borba
DAILY GOAL SETTING

This is my goal for today:

I _____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

DATE_________________________ SIGNED ____________________________
_____________________________________________________________________

THIS IS HOW I DID:

_____ I did not make my goal today.

This is because I _____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

This is what I can do differently so I will make my goal tomorrow:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_____ I made my goal.

Tomorrow my new goal will be:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

from Esteem Builders, by M. Borba
**WEEKLY GOAL CARD**

**Goal-Setting Steps**

1. **Start:** What am I aiming for?
2. **Plan:** Steps I take to make it. Who and what I need to help me get there?
3. **Measure:** Where am I now? How far do I want to go?
4. **Write:** The PLAN. I start with I. I see myself making it.
5. **Time:** When will I make my goal?
6. **Do:** I must try. I see myself making it. I praise myself. I keep trying.
7. **Evaluate:** Did I hit my mark?  
   **Yes:** I congratulate myself. I thank those who helped. I set a new goal.  
   **No:** I ask: Why not? I try again.

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<th>GOAL: I want __________</th>
<th>Weekly Progress</th>
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<th>Missed it</th>
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<td>Resources: I need _______</td>
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<td>Completion date: ________</td>
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*from Esteem Builders, by M. Borba*
MENTOR/MENTEE CONTACT LOG

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<th>DATE</th>
<th>TIME</th>
<th>ACTIVITY (What we did)</th>
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George Washington Junior High School
Achievement Award

THIS CERTIFICATE OF EXCELLENCE
IS PRESENTED TO

by the ADMINISTRATION
and FACULTY

GEORGE WASHINGTON JUNIOR HIGH

in Recognition of Outstanding
Accomplishment and
Performance in

MENTOR/MANHOOD TRAINING

Signed this 9th day of June 19 94.

L.T. McLaurin/B.A. Jones
TEACHER/SPONSOR

Lawrence E. Jointer
PRINCIPAL
(Just-A-Reminder)

________________________________________

Student's Name

The next meeting for those participating in the Black Manhood Training Program is scheduled for ____________ in the cafeteria at 2:50 P.M. I am looking forward to seeing your there.

Signed:

________________________________________
George Washington Junior High School

TO:     All Teachers
FROM:   L.J. McLaurin, Assistant Principal
        B.A. Jones, Mentor Program Coordinator
RE:     Mentor/Manhood Program Recommendations

The following student would benefit from assignment to a mentor in the George Washington Junior High School Mentoring/Manhood Program:

__________________________
student's name

_____ Attendance Problems
_____ Behavior Problems
_____ Academic Problems
_____ Other______________

Comments_____________________________________________________

______________________________________________________________

____________________
February 1993

Dear __________________,

Thank you for agreeing to serve as a mentor. Your life experiences, leadership, and knowledge can be helpful in making our young men become productive citizens. The following students (mentees) have been assigned to you:

1. __________________
2. __________________
3. __________________
4. __________________

Please meet with your students as many times as possible during the week but at least once. If you experience any difficulty contacting your mentees, please let one of us know.

Your help is thoroughly appreciated.

Sincerely,

L.J. McLaurin
Assistant Principal

B.A. Jones
Program Coordinator
VITA

Barbara Archer Jones

Patrick Henry Elementary School 4317 Rock Creek Road
4643 Taney Avenue Alexandria, Virginia 22306
Alexandria, Virginia 22304 (703) 768-4675
(703) 461-4170

EDUCATION

Ed.D. Virginia Polytechnic Institute and State University, May 1994, Counseling and Student Personnel Services
M.A. George Washington University, September 1983, Vocational Special Education and Evaluation
M.Ed. George Mason University, January 1977, Guidance and Counseling
B.A. Morgan State University, June 1968, English

PROFESSIONAL EXPERIENCE


1979-1987 English Teacher, Francis C. Hammond Junior High School, Alexandria, Virginia

1971-1979 English Teacher, John Adams Middle School, Alexandria, Virginia

1968-1970 English Teacher, Patterson High School, Baltimore Public Schools, Baltimore, Maryland

Part-time

1983 Assistant Supervisor, Summer Youth Training Program, Alexandria City Public Schools, Alexandria, Virginia

1981 Instructor, College for Living, Northern Virginia Community College, Annandale, Virginia
PROFESSIONAL MEMBERSHIPS

American Counselors Association
Virginia Counselors Association
Northern Virginia Counselors Association
National Education Association
Virginia Education Association
Phi Delta Kappa

Barbara Archer Jones