

The Effects of Home–School Dissonance on African American Male High School Students

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The current study examined associations between home–school dissonance and several academic and psychological variables among 80 African American male high school students. Regression analyses revealed that home–school dissonance significantly predicted multiple academic and psychological variables, including amotivation, academic cheating, disruptive classroom behavior, lowered academic efficacy, performance avoidant and performance approach goal orientations, and poor self-reported English grades. Findings suggest that researchers and education policymakers must become more knowledgeable of ways to incorporate aspects of African American male students' home and out-of-school experiences into their learning experiences.

Keywords: *home–school dissonance, African American males, secondary education*

INTRODUCTION

It is well-known that, in academic arenas, African American male students have fared poorly (Davis, 2003; Roderick, 2003). Sixty-one percent of African American students perform below basic levels on eighth grade math achievement examinations (Schmader, Major, & Gramzow, 2001). The majority of these students are young African American men. Also, fifty-two percent of African American male students who leave high school prematurely have prison records by their 30s (Hoytt et al., 2002). Artiles and colleagues (2002) reported that African American male students are disproportionately referred to special education services, have fewer support systems (e.g., benign neglect), higher in-school suspension and expulsion rates, and more dramatic declines in quality of schooling experiences, compared to their Caucasian and female counterparts (Roderick, 2003).

Additionally, young African American men are held to low academic and behavioral expectations (Ferguson, 2003; Noguera, 2003; Roderick, 2003); report lower average hours of homework per week than any other ethnic or gender group and are punished by classroom teachers more harshly than girls (Webb-Johnson, 2002); have the lowest occupational goals (e.g., postal employee, cafeteria worker, Terrell, Terrell, & Miller, 1993); are more likely to be characterized as violent, disrespectful, lazy, unintelligent, hyper-sexualized, and threatening (Franklin, 1999); and strongly disbelieve that their classroom teachers care about them (Noguera, 2003); have more clinical depression symptoms than other children in school (Kistner, David, & White, 2003); and are less likely to see the connection between school and employment opportunities (Miller-Cribbs et al., 2002).

Given these findings, it is hardly surprising to find that African American male students are struggling in the classroom. Fortunately, however, the researchers studying this population are beginning to examine contextual factors considered to be the source of these behavioral and academic outcomes (Garcia-Coll et al., 1996; Spencer, Dupree, & Hartmann, 1997). One of these factors is home–school dissonance.

Home–school dissonance is defined as the perceived differences between the values and operations extant in students' home or out-of-school environment and those salient throughout their formal schooling experiences (Arunkumar et al., 1999; Kumar, 2006). Home–school dissonance has been considered a significant source of the academic difficulties and

psychological challenges faced by many students of color, particularly low-income African American students in the elementary and secondary grades. To date, several educational researchers have offered anecdotal evidence to support the existence and effects of home-school dissonance for African American students on school performance (Gay, 2000; Webb-Johnson, 2002). However, only one empirical study has examined the effects of home-school dissonance on students' academic and psychological reports (Arunkumar et al., 1999). The findings from this work are limited to middle school student populations.

The current study expands this line of research by examining the associations between reports of home-school dissonance and several academic and psychological factors for African American male high school students. African American male high school juniors and seniors were chosen for participation since this student group has been shown to experience significant academic difficulties and psychological challenges (Franklin, 1999; Noguera, 2003; Roderick, 2003). It is the authors' thesis that these challenges are associated with perceptions of dissonance between this group's home and school experiences. The major research question driving the current study is "Does home-school dissonance significantly predict several academic and psychological factors for African American male high school students"?

To answer this question, eighty (80) African American male high school students completed several measures including the home-school dissonance, academic cheating, disruptive behavior, mastery goal, performance approach, and performance avoidance goal orientation subscales of the Patterns of Adaptive Learning Scales (PALS, Midgley et al., 2000) and the Academic Motivation Scale (AMS, Vallerand et al., 1992). Participants also provided information about how well they are doing in their English, mathematics, and science classes. A discussion of these variables and their demonstrated relevance to home-school dissonance and school performance is provided.

Home-School Dissonance

According to Kumar (2006), students from all grade levels experience dissonance when the cultural values, beliefs, and norms of their home are incongruent with those found in the school. In particular, Arunkumar and colleagues (1999) noted that "students from cultures outside the mainstream may experience a sense of dissonance when they encounter a devaluing of their beliefs and behaviors at schools that reflect the dominant White, middle-class ideology" (p. 442). Their work has shown that the effects of exposure to a dissonant learning environment have proven to be debilitating for many students.

In particular, Arunkumar and associates (1999) found no significant differences in reports of home-school dissonance between African American and European American middle grade students. However, they showed that students reporting high levels of home-school dissonance also reported lower levels of future hopefulness, academic efficacy and self-esteem, and grade point average (GPA). These students additionally reported higher levels of anger and self-deprecation (Arunkumar et al., 1999). Given these findings, in the current study, it is expected that home-school dissonance reports will be predictive of various psychological and academically relevant classroom behaviors for African American male students.

Academic Motivation

Academic motivation is situated in self-determination theory (Deci & Ryan, 1985), which postulates that human behavior is linked to various forms of motivation: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation focuses on the satisfaction an individual experiences as a result of his or her engagement in particular behaviors or the exhibition of particular behaviors. For Deci and Ryan (1985), there are three types of intrinsic motivation: (a) motivation to know, (b) motivation to accomplish things, and (c) motivation to experience stimulation. Motivation to know involves performing an activity for the satisfaction

that one experiences while learning, exploring, or trying something new. Motivation to accomplish is engaging in an activity for the personal satisfaction of accomplishing a task or creating something. Motivation to experience stimulation involves engaging in an activity to experience sensory pleasure or excitement. Vallerand and Bissonette (1992) found that high levels of intrinsic motivation were associated with academic persistence. More recently, Cokley and colleagues (2003) found that intrinsic motivation was positively associated with academic self-concept for African American college students.

Extrinsic motivation focuses on performing activities as a means to reach a particular goal. There are three types of extrinsic motivation: (a) external regulation, (b) introjected regulation, (c) and identified regulation. External regulation contains behavior that is regulated through external means such as rewards and constraints. Introjected regulation includes behavior that is regulated by the expectations of others. Identified regulation has behavior that is internalized because of external factors.

Amotivation is described as a behavior that does not facilitate the achievement of a specific goal and is considered the lowest level of motivation (Vallerand & Bissonette, 1992). Research by Vallerand and colleague (1992) showed that amotivation was inversely associated with academic persistence among college students. In the present study, it is expected that exposure to dissonant learning contexts (e.g., home and school) will be inversely related to intrinsic and extrinsic motivation reports and also associated with reports of amotivation.

Academic Cheating and Goal Orientations

Athanasou and Olasehinde (2002) described academic cheating as students' conscious involvement or participation in deception (i.e., lying, falsifying, and plagiarizing), typically for the purpose of performing well or giving the perception of performing well on an academic task. Murdock and Anderman (2006) proposed a conceptual model that underscores the motivational processes as well as the individual and contextual factors that precede the decision to engage in academic cheating. Specifically, in the model, Murdock and Anderman (2006) introduced several micro-level factors, which include the immediate social and academic settings of the learner (e.g., home and school) that may directly or indirectly influence his or her decision to engage in academic cheating. They also suggested that academic cheating is not typically reflective of students with a relatively high intrinsic motivation or mastery goal orientation (i.e., learners with a heightened orientation toward understanding and deep cognitive processing). Rather, academic cheating is considered characteristic of students with high extrinsic motivation and performance goal orientations (i.e., learners more interested in positive external indicators of accomplishment, Murdock & Anderman, 2006). These authors also suggested that academic cheating is associated with low academic efficacy, or the perception that one is able to successfully engage in and complete academic tasks.

The Murdock and Anderman conceptual model begins to depict the multifaceted process of academic cheating; however, it does not exhaust the list of possible individual and contextual factors that may be predictive of academic cheating behaviors. Given that students' perceptions of their learning environments have been linked to academic cheating reports (Anderman & Midgley, 2004; Murdock & Anderman, 2006), it is likely that perceptions of home-school dissonance may also explain some variance in academic cheating. Since academic cheating is conceptually and empirically associated with specific goal orientations and academic efficacy (Anderman & Midgley, 2004), it is expected that home-school dissonance will be significantly associated with these reports.

Classroom Disruptive Behaviors

Classroom disruptive behaviors are considered the most prevalent behavior problems reported during early childhood and adolescence (Myers & Pianta, 2008). Classroom disruptive behaviors have been classified as externalizing behaviors in which students tend to respond in hostile and

aggressive manners and internalizing behaviors, where students tend to withdraw and avoid classroom confrontations, particularly with teachers (Burgess et al., 2006). Predictors of classroom disruptive behaviors have ranged from school and class size, neighborhood, and community factors such as socioeconomic status (SES) and percentage of single-parent households to seating arrangements inside students' classrooms (Wannarka & Ruhl, 2008).

Some major sources of classroom disruptive behavior found within the classroom are the perceptions of the student-teacher relationship (Myers & Pianta, 2008). Research has shown that the students who form close relationships with teachers enjoy schooling more, have better social relationships with their peers, and perform better in schools than those students who do not report such relationships (Howe, Matheson, & Hamilton, 1994). Among a nationally representative sample of high school students, Resnick and colleagues (1997) showed that greater connectedness to teachers was predictive of lower rates of emotional and psychological distress, suicidal ideation and behavior, violent behavior, and early sexual activities.

In addition to perceptions of the student-teacher relationships, home-school dissonance may be a contextual factor significantly associated with classroom disruptive behaviors. For instance, if African American male students believe that their preferred out-of-school values and behaviors are not acknowledged or respected by classroom teachers, they may not hold favorable attitudes toward their teachers or their relationships with them and consequently, classroom disruptive behaviors may result (Webb-Johnson, 2002). Therefore, the association between home-school dissonance and classroom disruptive behavior should be explored for this student population.

METHODOLOGY

Sample

This study is part of a larger investigation seeking to examine the personal and contextual predictors of school performance and its psychological antecedents among urban students attending high school in low-income, metropolitan areas. Three hundred forty-four high school students from two randomly selected high schools in the southeastern region of the country participated in the present study. The majority of the students at both high schools were African American (75% and 84%, respectively). Seventy-four percent of the total sample was on free and/or reduced lunch (a conventional index of SES). Sixty-three percent of the sample was female and 64% of the sample was juniors. Forty-four percent of the total sample was 17 years of age. The average GPA for all students was 2.98. For the present sample, 80 African American male junior and seniors from both schools were included in the analyses. Descriptive information for the study sample was identical to that of the total sample (81% free/reduced lunch; average age = 16.9; average GPA = 2.84).

Instruments

The Academic Motivation Scale: College Version (AMS, College Version; Vallerand & Bissonette, 1992) is a 28-item self-report measure used to assess students' intrinsic, extrinsic, and amotivation styles. The AMS has seven different subscales, each of which corresponds to one of seven forms of motivation. Each subscale contains four items, which is preceded by a common question. In this study, the question was "Why do you go to your classes in high school?"

The intrinsic domain contains three subscales: (a) motivation to know, (b) motivation to accomplish, and (c) motivation to experience stimulation. A sample item for motivation to know is "Because I experience pleasure and satisfaction while learning new things." A sample item for motivation to accomplish is "For the pleasure that I experience while surpassing myself in my studies." A sample item for motivation to experience stimulation is "For the pleasure that I experience when I read interesting authors."

The extrinsic domain contains three subscales: (a) external regulation, (b) introjected regulation, and (c) identified motivation. A sample item for external regulation is "Because with only a high-school degree I would not find a high paying job later on." A sample item for introjected regulation is "To show myself that I am an intelligent person." A sample item for identified motivation is "Because this will help me make a better choice regarding my career orientation." Finally, a sample item of the amotivation subscale is "Honestly, I don't know; I really feel that I am wasting my time in school" (Vallerand & Bissonette, 1992).

Scale responses for the AMS are recorded using a Likert-type scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly). A high score on a subscale indicates high endorsement of a specific academic motivation. Vallerand and Bissonette (1992) reported Cronbach's alpha reliability coefficients (α) ranging from .74 to .86 for the subscales. To ease readability of the scale items and reduce the presence of misinterpreted scale responses, the AMS scale responses were modified such that numerical responses ranged from 1 (strongly disagree) to 4 (strongly agree). Similar reliability estimates based on these responses were calculated for the study and are presented in Table 1.

The Patterns of Adaptive Learning Scale-PALS (Midgley et al., 2000) was developed to examine the relationship between student motivation, affect and behavior, and the learning environment. The scale is comprised of items that assess four measures: (a) personal achievement goal orientation; (b) perceptions of teachers' goals; (c) academic-related perceptions, beliefs, attitudes and strategies; and (d) perceptions of parents and home life and other subscales. Items on the PALS are scored on a 5-point Likert-type scale from 1 (Not at all True) to 5 (Very True). Factor validation for the PALS was obtained with an ethnically diverse sample of low- and middle-class elementary, middle, and high school students.

A sample item from the cheating behavior subscale (3 items; $\alpha = .86$) was "I sometimes copy answers from other students during tests." A sample item from the dissonance between home and school subscale (5 items; $\alpha = .88$) was "I feel troubled because my home life and my school life are like two different worlds." A sample item from the classroom disruptive behavior subscale (3 items; $\alpha = .86$) was "I sometimes copy answers from other students during tests." The mastery goal orientation subscale (5 items; $\alpha = .83$) was "One of my goals in class is to learn as much as I can." A sample item from the performance approach orientation subscale (5 items; $\alpha = .81$) was "It's important to me that I look smart compared to others in my class." A sample item from the performance avoidance orientation subscale (4 items; $\alpha = .83$) was "One of my goals in class is to avoid looking like I have trouble doing the work." Finally, a sample item for the academic efficacy subscale (4 items; $\alpha = .84$) was "Even if the work is hard, I can learn it." Alpha reliability coefficients are data reported from this study.

Procedures

Institutional Review Board (IRB) approval was obtained from the institution hosting the research. Approval for research was also granted by the Associate Superintendent for research for the public school system serving students at the two high schools. Subsequently, an initial meeting was arranged with high school administrative personnel to introduce the study and to coordinate data collection. Written informed consent was obtained from participants age 18 and older. For students under age 18, both written informed consent from the student's parent or legal guardian, and written assent from the student were obtained prior to survey completion. The survey packet was administered to participants during a single classroom session and students were given 45 minutes to complete and submit the packet.

Table I

Descriptive Statistics for Study Variables (N = 80)

| | HSD | AC | CDB | MG | PAG | PAVG | AE | MK | MA | MES | IR | IJR | ER | AM |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <i>M</i> | 2.50 | 2.72 | 2.90 | 3.86 | 3.24 | 3.21 | 4.18 | 3.16 | 2.99 | 2.49 | 3.51 | 3.36 | 3.57 | 1.56 |
| <i>SD</i> | .93 | 1.18 | 1.15 | .53 | .99 | .84 | .73 | .61 | .71 | .69 | .51 | .63 | .54 | .64 |
| α | .88 | .86 | .86 | .83 | .83 | .81 | .84 | .73 | .78 | .76 | .81 | .79 | .84 | .73 |

Note. *M* = Mean, *SD* = Standard deviation, α = Chronbach's alpha. HSD = Home-school dissonance; AC = Academic cheating; CDB = Classroom disruptive behavior; MG = Mastery goal orientation; PAG = Performance approach goal orientation; PAVG = Performance avoidance goal orientation; AE = Academic efficacy; MK = (Intrinsic) Motivation to know; MA = (Intrinsic) Motivation to accomplish; MES = (Intrinsic) Motivation to experience stimulation; IR = (Extrinsic) Identified regulation; IJR = (Extrinsic) Introjected regulation; ER = (Extrinsic) External regulation; AM = Amotivation

Data Analysis Plan

Multicollinearity examinations using both tolerance and variance inflation factors indicated numerical responses for each variable were not highly correlated and therefore, did not measure similar constructs. Therefore, a series of regression models will be computed to determine whether home-school dissonance was predictive of

- academic motivation (intrinsic, extrinsic, & amotivation),
- goal orientation (mastery, performance approach, & performance avoidance),
- academic efficacy,
- academic cheating,
- classroom disruptive behaviors, and
- English, math, and science grade reports.

Class rank was entered in the first step of each regression as a control variable. Home-school dissonance was entered in the second step for each regression model computed.

RESULTS

Table 1 provides descriptive statistics data for the study variables. Results revealed that home-school dissonance reports were significantly predictive of performance approach [$\beta = .26$ ($t = 2.32$, $p = .02$)], performance avoidance [$\beta = .27$ ($t = 2.47$, $p = .02$)], amotivation [$\beta = .35$ ($t = 3.15$, $p = .002$)], external regulation [$\beta = -.26$ ($t = -2.32$, $p = .02$)], academic efficacy [$\beta = -.20$ ($t = -1.76$, $p = .08$)], academic cheating [$\beta = .33$ ($t = 4.64$, $p = .001$)], & classroom disruptive behavior [$\beta = .20$ ($t = 1.73$, $p = .08$)]. Additionally, home-school dissonance significantly predicted English grade reports [$\beta = -.24$ ($t = -2.16$, $p = .03$)]. Findings reveal that home-school dissonance reports for African American male high school students were significantly associated with increases in

- performance approach and performance avoidance goal orientations scores,
- amotivation scores,
- academic cheating scores, and
- classroom disruptive behavior scores.

Also, reports of home-school dissonance were associated with decreases in academic efficacy, external regulation, and self-reported English grades.

DISCUSSION AND STUDY LIMITATIONS

This study examined the associations between reports of home-school dissonance and various academic and psychological factors for a sample of African American male high school students. Overall, home-school dissonance was found to be statistically associated with several factors shown to be incongruent with adaptive psychological and academic functioning. In particular, home-school dissonance predicted higher performance approach and performance avoidance goal orientation, amotivation, academic cheating, and classroom disruptive behavior. Home-school dissonance also predicted lower academic efficacy, external regulation, and poor self-reported English grades for African American male high school students. Previous research with a middle grade sample yielded similar findings (Arunkumar et al., 1999). Specifically, Arunkumar and colleagues (1999) found that high levels of home-school dissonance were associated with lower levels of future hopefulness, academic efficacy and self-esteem and grade point average. Home-school dissonance was also significantly associated with higher levels of anger and self-deprecation (Arunkumar et al., 1999).

Given these findings from previous work, overall, it is not surprising that reports of home-school dissonance was significantly associated with several factors that may prove maladaptive

when considering school performance. For example, experiencing a difference between home and school contexts has implications for whether African American male high school students want to appear smart in a given class (i.e., performance approach goal orientation) or simply do not want to look like he is having difficulty in a class (i.e., performance avoidance). Also, experiencing home-school dissonance is associated with the level of amotivation and academic efficaciousness many African American male high school students feel at school. That is, students who feel that their home and school experiences are very distinct may feel amotivated to perform at school and also may not feel that they are able to successfully carry out academic tasks at school.

The inverse association between home-school dissonance and self-reported English class grades may exemplify this assertion, since African American male high school students reporting significant home-school dissonance are also reporting having lower grades in their English classes. The association emerging between home-school dissonance and external regulation is less clear. The negative beta coefficient that emerged for this relationship suggests that home-school dissonance scores are associated with relatively low external regulation scores. External regulation is an individual's external motivation toward working for tangible rewards. In high school, it is likely that such rewards may be tied to receiving good grades. Therefore, the inverse association between home-school dissonance and external regulation suggests that, when exposed to home-school dissonance in high school, African American male students may not be motivated to work toward such rewards (i.e., good grades, teacher praise).

There are some limitations to the current study. First, the study's design is correlational; therefore, no causal statements can be made about significant relationships emerging from the data. Second, the cross-sectional nature of data collection does not allow education stakeholders to know the long-term effects of home-school dissonance on African American male high school students. Future research should longitudinally examine such associations. In addition, some results presented were close to but not below the standard .05 level of statistical significance necessary to conclude that a given finding is not due to chance. Although power analyses determine that a sample of 80 participants was enough to detect significance with a large effect size (Cohen's $d = .8$), future research should include larger sample sizes in order to safely provide statistically significant interpretations for associations at or below the conventional .05 alpha level. Inclusion of an African American female high school student sample to track, along with African American male high school students' experiences with home-school dissonance over time would allow education stakeholders to more fully appreciate the impact of home-school dissonance in the lives of this student population. Such efforts would also address the aforementioned limitations.

RECOMMENDATIONS

From a practical perspective, the results of this study have contributed to the knowledgebase for participating and similar schools by identifying how home-school dissonance may impact school achievement. Present findings suggest that home-school dissonance among this group of African American males was related to their

- motivation toward achievement,
- exhibition of cheating behavior,
- exhibition of classroom behaviors that focus on gaining external rewards rather than mastery, and
- exhibition of disruptive behaviors in the classroom.

All of these factors have been shown to contribute to adverse academic outcomes. To address the impact of home-school dissonance on the academic experiences of African American male students, several school, teacher, and policy responses are provided.

Schools

Establish the elimination of home-school dissonance in the schooling experiences of African American male students as a justifiable priority. Schools committed to this effort realize the need for systemic intervention and thus, will utilize a whole-school approach that will provide the availability of resources and support commensurate with the stated school priority. Additionally, collaboratively, they will develop a long-term plan of action that includes an opportunity, and expectation, for comprehensive staff development by competent consultants, involving teachers, administrators and staff. The plan of action will provide an opportunity for increasing participants' self-awareness, their development of a knowledge base that can assist them with better understanding specific aspects of many African American male students' school experiences and development of specific skills to effectively address experiences with home-school dissonance. Critically assess the degree to which a school values the culture of all students.

Adopt a "truly" inclusive curriculum. This curriculum should include information, examples, and activities from all cultures, and provide appropriate resources for implementation.

Facilitate the presence of more African American male role models in the school.

- Programs/activities should involve African American male fathers/guardians in specific aspects of their sons' school experiences.
- Make calculated efforts to acquire more African American male teachers and teacher aides who are sensitive to the diverse experiences of African American male students. Establish partnerships with African American male groups from the community (i.e. Alpha Phi Alpha fraternity, 100 Black men, etc.).
- Develop an "Adopt-A-School" program that specifically targets African American men from the community. These men should be from varying educational, socioeconomic, and occupational levels. The emphasis should be to seek involvement from African American men "from all walks of life" who exhibit strong character.

Establish a program to assess the school's progress toward eliminating home-school dissonance. Appropriate incentives would be given to those teachers and staff members who make significant contributions toward this goal.

Allow teachers opportunities to share developed strategies. Teachers should be allowed to develop strategies that better align the school experiences of African American male high school students with their home and other out-of-school experiences.

Teachers

Successful teachers of African American male students have taken appropriate actions to develop an awareness of their own cultural identity. These teachers understand how their identity may impact their perceptions about their African American male students who are from different racial/ethnic and socio-economic cultures and backgrounds. They understand how class, culture and identity present a complex set of outcomes for many African American male students, which is a very important and necessary first step to eliminating home-school dissonance.

Successful teachers are aware of classroom dynamics. Understand and accept similarities and differences in the classroom, school and community. Embrace the ideology that "different" does not mean "deficit."

Teachers should seek multifaceted professional development opportunities. Strive to become an "expert" in teaching methods that utilize students' cultural background, knowledge, and experiences.

Teachers should be "students first" advocates. Openly discuss with parents/guardians the unique experiences of their child.

- Realize that parents/guardians often can provide insights about their son outside of school that might help teachers learn what motivates him as well as the strengths and relative challenges that he may bring to the classroom.
- Develop strategies for incorporating the parent/guardian's range of knowledge to facilitate understanding of the African American male student, his family and his community.
- Develop strategies that will empower parents to become full partners in their son's education.

Teachers should learn about the individual challenges and struggles of Black males. Become competent in the unique and diverse ways that many African American male students learn and behave, many of which may not be aligned with those espoused in mainstream classrooms, but are an important and integral component of those students' socialization experiences outside of school.

Teachers should seek ways to embrace and include Black males into the classroom. Relate academics to the everyday life of African American male students. Incorporate aspects of their experiences into lessons often and in positive ways. Establish and nurture high expectations for African American male students.

Policy

National policy must be established to support and nurture Black males. The goal of improving the educational status of African American male students must become a national priority and subsequent funding to support the creation of innovative programs to alleviate home-school dissonance should be provided.

National funding must be established to facilitate pre-service knowledge. Many state and federally funded teacher education programs do not provide adequate pre-service instruction to future teachers. Specifically, many teachers enter the classroom with limited to no knowledge about, or strategies for, how to teach students who are not part of the mainstream culture, especially African American male students.

- A team of competent experts/educators should be secured to develop a developmentally appropriate curriculum to be taught to representatives from teacher education programs across the country. Those trained will become responsible for ensuring that their colleagues are adequately trained to teach pre-service teachers.
- An incentive program should be developed to recognize teacher education programs that are successful in graduating teachers who show competence in successful academic instruction of African American male students. Nationally recognize schools that effectively educate African American male students.

CONCLUSION

Decades of educational and psychological research have continued to show that the educational experiences of low-income, urban African American male students is largely linked to various contextual factors. The current study contributes to these lines of research by strongly suggesting that the degree of difference or dissonance between these students' home or out-of-school experiences and those within their school, is actually predictive of several psychological

variables incongruent with academic achievement (i.e., amotivation, academic cheating, classroom disruptive behavior) and even academic performance (i.e., English grades). Just as many contextual factors along with home-school dissonance may significantly co-vary with school behavior, academic performance and their cognitive antecedents, it is important to consider the role of context in the resolution of African American male students' maladaptive educational experiences. To this end, it is incumbent upon educators, school administrators, and educational policymakers to prioritize the educational experiences of this population specifically by more fully understanding the multiple contextual and interpersonal factors that may precipitate perceptions of home-school dissonance and its behavioral, affective and psychological outcomes.

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