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Intrinsic Attributes that Successful African American Men Who Grew Up with Adverse Childhood Experiences Attributed to their Success

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Intrinsic Attributes that Successful African American Men Who Grew Up with Adverse
Childhood Experiences Attributed to their Success

by

Philip James Mobley, Sr.

A Proposal submitted to the Doctoral Faculty of the College of Education and Human Services
in partial fulfillment of the requirements for the degree of
Doctor of Education

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COLLEGE OF EDUCATION AND HUMAN SERVICES

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DEDICATION

This dissertation is dedicated to all those in my life that have believed in me and continued to support me in all of my efforts. Especially my wife, Lotonia Mobley, I thank her with all my heart for being long-suffering by putting up with me during the good and bad times of this effort. During this journey of securing my doctoral degree, five precious members of my family passed away including my mother Mattie Mobley, my oldest brother Nathaniel Mobley, my father-in-law Leon Green, my dear niece Sharron James, and my mother-in-law Alice Green. Also, before beginning this journey, my oldest son, Philip James Mobley Jr., and my brother Samuel Mobley passed. While no longer physically with me, each of these individuals have continued to cheer me on especially during the times when I contemplated quitting. On January 4, 2019, my mother passed away, my heart rejoices to know that she knew that I had completed this task. Her quiet and loving support is one of the reasons that I am who I am. I will always love you, Mom.

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ABSTRACT

This Q methodology study focused on those intrinsic attributes that successful African American men who had adverse childhood experiences attributed to their success. Using the purposeful and snowball sampling recruitment process, forty-two successful African American men participated in this research project. Five distinct factors were identified and labeled as, Factor 1: The Godly Working Men, Factor 2: The Competitive Men, Factor 3: The Charismatic Men, Factor 4: The Expectation Driven Men, and Factor 5: The Proud African American Men.

The main findings were that respectful African American boys who are taught to understand who they are spiritually, be proud of their racial history, have a sound sense of purpose, and a desire to work hard are tooled to become successful African American men. The findings in this study support the wealth of research regarding strength-based youth development approaches, such as the Positive Youth Development's 40 Developmental Assets framework. The six top intrinsic attributes that the participants in this research project ranked as most contributing to their success were 1) faith and trust in God, 2) desire to learn and understand how to apply the word of God to their life, 3) being respectful of others, 4) having a sense of purpose and value for life, 5) pride in racial identity and history, and 6) the ability to work hard and do their best. However, the intrinsic attributes relating to spirituality and pride in racial identity and history are not explicitly identified within the internal assets of the Positive Youth Development's 40 Developmental Assets framework. For this framework to be meaningful for African Americans, the pride in racial identity and history attribute should be added to the positive identity group and a new group should be included to account for the two spirituality attributes.

This study provided evidence that African American men from adverse backgrounds have voices and want to share their experiences to help other young people overcome and be successful. It is highly recommended that additional study be conducted on the impacts that extrinsic and intrinsic attribute have to the success of African American men.

CHAPTER ONE: INTRODUCTION

In 1968, Jerry Butler released a song titled “Only the Strong Survive.” The message and title suggest that only strong people in this world persevere through the many trials and tribulations of life. Scholars have used alarming terms to describe the future and current state of the African American male such as “crisis,” “disappearing,” and “vanishing” (Harper, 2006; Sáenz, Ponjuan, Heilig, Reddick, Fries-Britt, & Hall, 2008). According to Boyd (2007), statistical findings support that African American men are failing to overcome the many barriers that are preventing them from being successful and living out their dreams. The high rates of school dropout, substance abuse, crime, violence, homicide, HIV risk related behaviors, unemployment, and incarceration among African American men compared to their counterparts support this concern (Richardson, Van Brakle, & St. Vil, 2014). For examples, homicide is the leading cause of death for African American men between the ages of 15 and 34 (Centers for Disease Control and Prevention, 2013) and roughly 6% of working-age (18-64 years old) African American men are currently incarcerated, a number which is three times higher than all the other men within the same age range (Black Demographics, 2014). At almost every juncture, the odds are seemingly stacked against the African American man in ways that result in unfulfilled potential and many fractured lives (Wilson, 2011).

The overall economic fortunes of African American males have continued to decline (Bialik & Cillufo, 2017; Bluestone, Stevenson, & Tilly, 1992; Pew Research Center, 2016). Findings in studies on the overall wealth and poverty of Americans show large negative racial gaps, especially for African American men (Bialik & Cillufo 2017; Pew Research Center, 2016). Below is a summary of the findings from the Pew Research Center (2106) that highlight the progress or lack thereof in this racial group within our society.

- High School Graduation rate for African American has continued to improve between 2000 and 2015; the gap has been cut in half between African Americans and Whites. In 2015, 93% of whites ages 25 and older had a high school diploma, compared with 88% of blacks the same age; this represents only a 6-percentage-point difference. According to Black Demographic, the number of Black men who finished high school but did not pursue higher education was 35% compared to 28% of all men, which is a 7-percentage-point difference.
- Increased number of African Americans with college degrees. The share of African Americans ages 25 and older with at least a bachelor's degree has also trended upward for several decades. In 2015, 23% of African American ages 25 and older had at least a bachelor's degree, compared with 36% of Whites. According to Black Demographic, 17% of African American men have a bachelor's degree compared to 30% of all men. The Schott Foundation for Public Education (2008) states that over two million African American males currently have college degrees and over one million African American men are currently working on degrees.
- The Wealth and Income gaps between African Americans and Whites on measures of wealth and income remain large. Among African Americans, the median household income was \$44,100 in 2015, compared with \$75,100 for Whites. In terms of wealth, the median net worth of White households was 13 times higher than that of African American households in 2013 (\$144,200 for white households, \$11,200 for black households). Net worth is a lagging indicator of net income. The correlation between net income and net worth among the two populations is still in need of study and in-depth analysis.

- The poverty rate among African Americans household is the highest among all major racial and ethnic groups, but it has declined over time, from 31.1% in 1976 to 24.1% in 2015, according to Census Bureau data.

Leading indicators provide early signals of progress toward achievement and enable researchers to predict the future performances, behaviors, and state of students (Children's Defense Fund, 2014; Foley, Mishook, Thompson, Kubiak, Supovitz, & Rhude-Faust, 2008). According to the Annie E. Casey Foundation (2013), the Early Warning study shows links between failure to read proficiently by the end of third grade, ongoing academic difficulties in school, failure to graduate from high school with their cohort, chances of being incarcerated, and their chances of succeeding economically later in life. Below is a summary of indicators concerning African American children that were presented in a 2014 Children's Defense Fund study.

- African American children are 14% or 10.2 million children of the 73.7 million children in the United States in 2012.
- African American children are the most impoverished children in America. For instance, one African American baby is born into poverty every 2.5 minutes and one into extreme poverty every 4.5 minutes.
- African American households with children were 15% more likely to have food anxiety compared to 7.4% of White households.
- African American children are less likely to live in two-parent families. Just fewer than 40% of African American children live with two parents compared to 65% of White children.

- African American babies are more than twice as likely as White babies to die before their first birthdays. The leading cause is low birth weight babies. A low birth weight African American baby is born every 7 minutes.
- African American students fall behind academically early in their development, and they struggle to catch up. For example, more than 80% of fourth and eighth grade African American public-school students cannot read or compute at grade level compared to less than 57% of White students. Also, only two-thirds of African American public-school students graduated from high school in four years with their cohorts in the 2009-2010 school year, compared to 83% of White students and 94% of Asian/Pacific Islander students.
- According to the ACT®, only 5% of African American students were college ready, compared to 33% of White students and 43% of Asian students.
- African American children are at greatest risk of being funneled into the ‘school to prison pipeline.’ African American students made up only 18% of students in public schools in 2009-2010 but were 40% of students who received one or more out-of-school suspensions. The data shows that African American children are more than twice as likely to be arrested as White children.

There exist a plethora of studies addressing the reasons why African American men continue to struggle to perform and advance similarly to men in other racial and ethnic groups (Bell, 2010; Lewix, Simon, Uzzell, Horwitz, & Casserly, M. A., 2010; Mauer, 1999; Schott Foundation for Public Education, 2010; Stevenson, 2002). Stevenson (2002) attributes the struggle to the many sociocultural, socioeconomic, and academic challenges, along with other negative dilemmas that generate from stressful experiences and conflicts that African

American men must navigate every day. Also, Stevenson (2002) posits that the intensity and persistence of stressors are preventing African American men from living up to their full potential as men and human beings.

Bell (2010) argues that a deeper understanding of the causes contributing to the ongoing struggles of the African American men can aid in the development and implementation of prevention measures to slow down or reverse many negative trends. Brown and Donnar (2014) posit that one possible reason for the lack of measurable progress of African American males is the significance of the historical and structural interrelationship between race and social inequity. The negative impacts of racism and oppression have left many scars as well as deleterious and pernicious effects on this population of Americans (Bell, 2009; Douglass, 2007).

In addition to the impacts of racism and oppression inflicted on the African American man, Lee and Chen (2017) postulate that the stresses linked to adverse childhood experiences (ACEs) are associated with increased risk of negative outcomes such as poor health, mental illness, and violence. Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, & Koss (1998) posit that significant exposure to these adverse childhood experiences can have negative, lasting effects on health and well-being of children. ACEs are adverse childhood experiences that harm children's developing brains, which lead to changing the way people respond to stressful situations. ACEs measures include different adversities during childhood such as child abuse, child neglect, mental health of parents, incarceration of a household member, poverty, and exposure to violence (Brent & Silverstein, 2013; Danese, Moffitt, Harrington, Milne, Polanczyk, Pariante, Poulton, & Caspi, 2009).

Successful African American Men in Spite Childhood Adversities

Despite the negative discussions and unfavorable socio-demographic statistics about African American men, many are successful (West, 2001). High schools, colleges, universities, and the military are graduating scores of African American young males who are becoming successful in spite of experiencing years of stressful situations (Schott Foundation for Public Education, 2015; Williams & Bryan, 2013). The measure of success is subjective and means different things to different people. To some, it may mean doing better socially and economically than their parents or other family members. To others, success means achieving personal goals and objectives. Ziglar (1994) argued that success is the result of doing the best one can with what one possesses. According to this definition, success is in the doing, not the getting; it is all about the trying, not the triumph. Also, Ziglar (1994) posited that success is a personal or community standard and is realized only from within. According to Maxwell (2009), “Success is knowing your purpose in life, growing to reach your maximum potential, and sowing seeds that benefit others.”

In this study, the researcher adopted the definition of success to be within the personal and community framework. Based on this framework, successful individuals are those who are viewed by their communities and peers as being successful (Ziglar, 1994). With this definition, a successful person may not necessarily be wealthy, the executive of a Fortune 500 company, an elected official, or even a college graduate.

Based on the community and personal framework, the communities select their leaders based on the implicit and explicit norms of the communities (Cobbs & Turnock, 2003). According to Nahavandi (2000), a leader is any person who influences others towards common goals within an organization or community by helping them to establish goals and

guiding them toward the achievement of those goals. Leadership involves values, such as showing respect, being fair, and building communities (Northouse, 2010). Similarly, the six traits or attributes that Kirkpatrick and Locke (1991) postulate distinguish leaders from non-leaders are drive, motivation, integrity, confidence, cognitive ability, and task knowledge.

This study focused on successful African American males who are viewed as successful leaders within their professional careers, faith institutions, and communities (Henderson, Lewis & Johnson, 2014). For this study, a successful African American man is a person that had positively served in one or more leadership positions for more than two years within his professional, community, social, or faith organization.

Purpose of Study

The purpose of this study was to explore the intrinsic attributes that successful African American men who experienced adversities during childhood (e.g., poverty) subjectively attributed to their success. Researchers suggested that African American boys who are exposed to trauma and adversity during their early life are at higher risk of poor life outcomes (Janusek, Tell, Gaylord-Harden, & Matthews, 2016). The reasoning for only studying the intrinsic attributes that successful African American men attributed to their success was to identify the significant internal drivers that caused some African American men to remain on a positive trajectory while others are succumbing to adverse environmental and situational pressures (Bell, 2009; Douglass, 2007).

Youth development practitioners who are in the trenches working with young African American boys that are experiencing adversities continue to search for ways to improve the outcomes for this population of young people as there are so many negative reports, at times daily, about failing African American boys (Adams, 2015; Bell, 2010; Gibbs, 1988).

Educators, policymakers, and community leaders have developed a multitude of programs and initiatives, including 100 Black Men of America, Alpha Phi Alpha, and the National Urban League, to address the underachievement epidemic of African American males and to seek to eliminate the perceived outlook of hopelessness and helplessness (Whiting, 2006). However, the progress appears to be slow and at times not sustainable, as even though the achievement gap between African American boys and their counterparts has been reduced, the difference is unacceptable (Barton, 2003, Schott Foundation for Public Education, 2015).

In spite of the negative press and gloomy outlook, high schools, colleges, universities, and the military are graduating scores of African American young males who are becoming successful in spite of experiencing years of stressful situations (Schott Foundation for Public Education, 2015; Williams & Bryan, 2013). These young men are impacting the world as leaders in all fields, such as business, education, engineering, entertainment, medicine, military, political, social services, religion, sports, and technology (Williams & Bryan, 2013). These African American men who have defied the odds (Reddick & Heilig, 2012) and have become successful in spite of living through adversities during their childhood have helped to form the foundation of this study.

There was a limited body of scholarship that explored the lives of African Americans young men who have beat the odds to excel academically, professionally, and socially (Simons, 2003; Suskind, 1998; Thompson & Lewis, 2005). Many of the studies concerning African American men viewed these males through deficiency lenses with the researchers seeking to determine such things as “the causes or factors contributing to the high disparity in the percent of African American men as compared to their counterparts of not completing high school, being involved with the criminal justice system, or involved in illegal drug

activities” (Cohen-Jennings, 2010 & Wilson, 2011). A simple qualified query against a Northeast Florida University’s research databases for “successful African men” or “successful Black American men” yielded only 98,546 selected records while a search for “struggles or challenges of the Black Men or African American men” returned over 2 million records. A positive approach to researching African American men would be to examine those factors or attributes that are credited to the success of African American men from similar backgrounds by asking question such as, “what factors or situations alter the trajectory of African American men’s life from failure to success” (Larson & Rusk, 2011; Whiting, 2006).

There was also a limited amount of scholarship concerning the role that internal protective factors or intrinsic attributes play in the successful transition of African American boys into adulthood, especially for those young African American boys that grew up in adverse environments (see Appendix R). However, the work completed by Fergus & Zimmerman (2005) on the Resilience Theory, Deci and Ryan (2010) on Self-Determining Theory or Bush and Bush (2013) on the African American Male Theory have laid the foundation for additional scholarship in this area. Building on existing scholarship, further research on those intrinsic drivers that attribute to young African American boys making positive life-altering decisions in spite of experiencing childhood adversities.

Children live in a world that requires them to make many choices (Whiting, 2006), particularly during the period of adolescence when they are experiencing forces that are pulling them in many different directions, both positive and negative (Janusek et al., 2016). Forces are pulling young people in many directions resulting in many decisions and actions that can cause them to either head down a road of destruction or toward a successful transition into adulthood (Land, Mixon, Butcher, & Harris, S, 2014). In many cases, the outcomes of

poorly thought out decisions or actions have derailed or altered life trajectories many young African American boys (Richardson, Van Brakl, & St. Vil, 2014). The majority of the interventions employed to help prevent children from going astray or help troubled youth get back on track focus on increasing the amount of extrinsic motivation factors such as mentoring, tutoring, and counseling (Deci & Ryan, 2000).

Significance of the Research

The importance of this study was to provide additional scholarship about those intrinsic attributes such as resilience, integrity, confidence, cognitive ability, or task knowledge that successful African American men who had experienced childhood adversities attributed to their success. This information would allow researchers, educators, youth workers, policymakers, and parents to consider new theoretical frameworks to conduct meaningful studies, to drive public policies, and to design or restructure practices, and educational programs that will further support the development of African American boys. Also, findings from this study could be used to inform youth service agents on how to incorporate intrinsic attribute development approaches within youth enrichment and development programs, especially those serving African American boys.

Theoretical Framework

The researcher selected the Positive Youth Development (PYD) Model as the theoretical framework for this project because it aligned with the objectives of this study. This theory is a strength-based form of development where children are viewed as valuable resources rather than problems (Lerner, Brown, & Kier, 2005; Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, Naudeau, Jelicic, Alberts, Ma, Smith, Bobek, Richman-Raphael, Simpson, Christiansen, & von Eye, 2005). PYD is a holistic youth development approach that

focuses on the developmental assets of young people such as physical, personal, social, emotional, intellectual, and spiritual that led to positive outcomes (Durlak, Taylor, Kawashima, Pachan, DuPre, Celio, & Weissberg, 2007; Heck & Subramaniam, 2009). The basic premise of PYD is that disadvantaged adolescents could develop positively when linked to the right combination of opportunities, supports, positive roles, and relationships (Butts, Bazemore, Meroe, 2010). Proponents of PYD consider adolescents as resources to be developed. These researchers believed that focusing on behaviors, and environmental factors would help young people be resilient and thrive as they transition into adulthood (Norton & Watt, 2014).

PYD was designed to help youth development workers implement strategies that equipped young people to grow into productive adults for their families and communities (Butts, Bazemore, & Meroe, 2010). Rutter (1993) argued that most adolescents manage to thrive and develop, even in the presence of multiple risk factors (see Appendix R). Also, researchers within the Search Institute (2012) have been able to show strong correlations between the number of assets in a youth's life and positive life outcomes. Scales and Leffert, (1999) stated that the more developmental assets that young people have, the more likely they would thrive and the less likely they would be to engage in high-risk behaviors such as drug and alcohol use, unsafe sex, and violence (Norton & Watt, 2014).

There are several frameworks for conceptualizing PYD (Lerner, Phelps, Forman, & Bowers, 2009). The framework with the most empirical research support is the "Five Cs Model of Positive Youth Development" (see Appendix S). The five core categories of attributes with this framework are competence, confidence, connection, character, and compassion (Lerner et al., 2005). Lerner et al. (2005) argued that the more young people were

able to integrate the five Cs into their lives, the higher the likelihood that they would develop into well-adjusted adults who lead healthy, satisfying, and productive lives, and make a positive contribution to themselves, their families, their communities, and their civil and religious organizations. Lerner and colleagues (2013) found that children with the higher measures by the Five Cs are more likely to experience acceptable adult outcomes.

The second framework is called the 40 Developmental Assets framework (see Appendix T). Researchers from the Search Institute developed this framework to define the assets that are necessary for the positive and successful development of adolescents (Benson, 2003; Lerner & Benson, 2003). The theoretical foundation for this framework is that adolescents who experienced high levels of “developmental assets” should realize more positive outcomes than adolescents who experienced fewer assets (Scales et al., 2005). The 40 Developmental Assets framework was the conceptual outgrowth of many rich empirical traditions, from the normative child and adolescent development to more applied areas of inquiries (Scales, Foster, Mannes, Horst, Pinto, & Rutherford, 2005). Assets are defined as essential relationships, skills, opportunities, and values that help guide adolescents away from risk behaviors, foster resilience and promote thriving (Scales et al., 2005).

The ability for youth to develop assets was found to be across racial, ethnic, groups, and socioeconomic levels (Atkiss, Moyer, Desai, & Roland, 2011). The researcher of this study determined that the Framework of 40 Developmental Assets were the most appropriate framework to base this study. The asset approach of the framework aligned to the intrinsic attributes question of this study.

Concept Map

The concept map, located in Appendix H, depicts the interactions and possible life outcomes of young African American boys based on the levels of intrinsic attributes, risk factors, and protective factors within their environments. This map illustrates that young African American boys are challenged with various pressures; however, equipping these young people with higher levels of intrinsic attributes combined with the appropriate extrinsic attributes increases the likelihood that they would successfully transition into adulthood (Norton & Watt, 2014). The question that this study is addressing is which intrinsic attributes are the most effective for positive youth development of African American boys. Additional studies should follow to address the questions of the most effective combination of intrinsic and extrinsic factors.

There are many factors and pressures influencing youth (Williams & Wilson, 2012). However, the influences of intrinsic attributes or developmental assets within PYD are the drivers that help young people to successfully navigate through the complex maze of choices and pressures (Larson & Rusk, 2011). The researcher has created and operated several mentoring programs during his many years of working with young people. The researcher posits that many youth workers and mentors seek to understand the relationship between intrinsic and extrinsic attributes and which intrinsic attributes should be developed or enhanced to ensure that young people will make sound decisions once the external motivations are removed or reduced. Therefore, in this study, an analysis will be performed on the PYD's internal assets along with other intrinsic attributes that are unearthed during the literature review and input from research participants.

Research Design

To address the research question proposed in this study, the researcher selected the Q methodology. Q methodology is a good fit because it is designed to focus on the marginalized population by capturing and analyzing subjective information using quantitative methods. According to Brown (2006), Q methodology offers significant value to those interested in problems associated with marginalization. Brown argued that if Q is correctly used, it will remain close to the experiences of the poor, the disempowered, the despairing, taking as its raw materials the thoughts and insights of individuals, as expressed in their voices and words, which, when submitted to statistical analysis, yields factors that are based on the subjective perspectives of the population being studied (Brown, 2006).

Assumptions

Three key assumptions undergird this study. The first assumption is that there is a population of African American men within the targeted geographical area who meet the criteria of successful leaders who experienced adversities during their childhood. The second assumption is that the time commitment from the participants will be forthcoming and sufficient to conduct the study. The third assumption is that the participants are willing to examine their adverse childhood experiences and share the information in the expected format.

The researcher expected that findings from this study would encourage other researchers to produce more studies on the causes of why some African American boys that experienced childhood adversities can overcome the odds of failure and become successful leaders. Also, the researcher expectations were that outcomes from this study would strengthen the existing body of scholarship in the area of positive youth development to

provide youth workers and educators with developmental intervention and prevention strategies that will propel African American boys to excel academically, socially, and emotionally.

Definition of Terms

- Adverse Childhood Experiences (ACEs) are traumatic events that have negative and lasting effects on health and well-being of children (Felitti et al., 1998).
- Childhood Adversity – Includes such acts as neglect, abuse, poverty, bullying, violence, or disturbed family relations exerted over a long period of time (Brent & Silverstein, 2013; Danese et al., 2009).
- Extrinsic Motivation is a construct that pertains whenever an activity is done to attain some separable outcome (Deci & Ryan, 2000).
- Intrinsic Motivation is defined as an activity for its inherent satisfaction rather than for some separable consequence (Deci & Ryan, 2000). When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.
- Leadership is a process where an individual can influence a group of individuals to achieve a common goal (Northouse, 2010). There are many definitions to leadership; however, Northouse's definition is simple but comprehensive. The concept of leadership being a process implies that it is a continuing effort without an endpoint to get people to follow and to keep them engaged.
- Motivation is the process where goal-directed activities are originated and sustained (Deci & Ryan, 2000, and Schunk, Pintrich & Meece, 2008).

- Success is a feeling of peace of mind and genuine happiness based on having lived up to one's expectations and potential (Burg, 2008)
- Risk Factors are those characteristics, variables, or hazards that if present for a prolonged duration will cause individuals to develop behaviors and norms that are often destructive to themselves and their society (Mrazek and Haggerty, 1994).
- Resilience is the interaction of strength, resources, and risk factors within context, across space and time.

Organization of the Study

This dissertation contains five chapters. Chapter One is designed to familiarize the reader with the purpose and objective of this study. Topics included in this chapter are the background of the study, the significance of the research, a statement of purpose, an overview of the research design, delimitations and limitations, and the organization of the study. Chapter Two contains a review of relevant theoretical and empirical literature that highlights and synthesizes the historical challenges of African American men and the impacts of the many years of oppression. A conceptual framework for the study was developed and is graphically displayed. Chapter Three contains a description of the research design, methods, and procedures of the study. The research question, hypotheses, and data analysis procedures are found in this chapter. Chapter Four contains the research data and analysis. A summary of the research questions related to the data analysis completes the chapter. Chapter Five contains the discussion and conclusions derived from a synthesis of research data, findings, and the conceptual framework discussed in the review of the literature. Also, recommendations for future practices and research projects focusing on strength-based approaches of youth development conclude the study.

CHAPTER TWO: LITERATURE REVIEW

On January 1, 1863, President Abraham Lincoln signed the Emancipation Proclamation that formally ended the practice of human slavery in the United States. It was in 1954 when the landmark United States Supreme Court decision that declared separate public schools for black and white students to be unconstitutional in the *Brown v. Board of Education of Topeka* case, in 1964 when the Civil Rights Act outlawed discrimination based on race, color, religion, sex, or national origin, and 54 years since the Civil Rights Acts was signed ending segregation in public accommodations. However, African American men as a group continue to struggle to be recognized as valuable contributors to American society (Kim & Hargrove 2013).

There is a significant amount of research that has been conducted which attempts to explain the major contributing factors why African American men are still struggling in the 21st century to be relevant in their houses, communities, places of work, and society as a whole (Bush, 1999). Some scholars argued that the cause of the African American men's' struggles was that over the years, these men had been emasculated as a result of three factors: (a) first, slavery created situations where many African American men could not protect themselves or their families; (b) a strong matriarchal system within the African American communities developed because the African American men were absent as fathers from the homes and the communities for various reasons resulting in the women becoming heads of households; and (c) economic oppression rendering African American men unable to provide for their families in a society where manhood and the provider role are inextricable (Bush, 1999; Staples 1978).

Some African American men are living the American dream. There is a portion of young African American men breaking through the chains of oppression and becoming successful despite the high odds of failure (West, 2001). According to Schott Foundation of Public Education (2015), there were over two million African American men in the United States with college degrees, and many of these men have made significant contributions in business, science, education, and the arts. Even with these successes, only a small percent of African American males are escaping the invisible chains of oppression; 17% of African American men have bachelor's degrees compared to 30% of all men in the United States and 28% of African American men compared to 35% of all men graduated high school but did not pursue higher education. Also, the incarceration rate of African American men is six times higher than that of White men (West, Sabol, & Greenman, 2010). African American men are ranked disproportionately worse on nearly all of the indicators that educators and social scientists used to measure the educational and social strength, progress, and health of people within the United States.

The output of this study was not intended to enhance the large body of information that currently exists concerning the causes and consequences of African American men's struggles. The purpose of this study was to explore the intrinsic attributes that successful African American men who experienced adversities during childhood (e.g., poverty) subjectively attributed to their success. This literature review provided a brief history of the African American male experiences, current status of the African American male, the impacts of risk and protective factors on African American men, and a brief overview of the theories and framework researchers developed to explain why a few African American men from challenging backgrounds can overcome life challenges and be viewed as leaders within their

communities. The theories and framework reviewed were Self-Determination Theory, Resiliency Theory, Critical Race Theory, Bronfenbrenner Theory, African American Males Theory, and Positive Youth Development Theory.

Because of the limited scope of this research, it is impossible to adequately depict the multi-dimensional aspects of African Americans. The African American community is not a monolithic population of people and their experience cannot be painted with a single brush. This community is best thought of as variegated rather than homogeneous as African American people have a diverse set of experiences, belief systems, and values (Kim & Hargrove 2013).

Historical Reflection of the African American Male

The experience of African American males in the history of America was different from any other immigrant group (Douglass, 2007). During slavery and many years after slavery, African Americans were dehumanized and treated as inferior based solely on skin color (Douglass, 2007). Fagan (2014) stated that there is no way to accurately depict the feelings and emotions of the African American people, especially those pre-civil right African Americans because the majority of people in this country have never experienced such demoralizing treatment. African American people were stolen from their homelands, broken apart from their families, and were thrust into a lifestyle that inhibited their every move and received harsh punishments on them (Douglass, 2007).

The Schott Foundation of Public Education (2010) posited that African American males are still experiencing residual effects of slavery. A large number of the current negative attitudes and beliefs held by many in society are traceable back to slavery, including the belief

that African American males possess less than acceptable qualities, such as being lazy, loud, are unable to learn, and are inherently irresponsible (Douglass, 2007).

According to Douglass (2007), the harmful treatments that African American males received throughout American history from society have resulted in African American men internalizing many negative stereotypes about themselves, their looks, and their abilities, which has attributed significantly to the development of a deep level of self-hatred. The lasting effects of these harmful treatments by the dominant culture have stunted the academic potential of African American males (Douglass, 2007; Bell, 2009). For example, the Schott Foundation of Public Education (2010) posited that African Americans' academic performance is linked inextricably to teacher biases or the cultural dispositions of others. Consequently, the overall current situation of the African American male is not favorable.

The nation's African American males were in a state of crisis (Lewis, Simon, Uzzell, Horwitz, & Casserly, 2010). At almost every juncture, the odds were stacked against these men in ways that result in unfulfilled potential and fractured lives (Lewis et al., 2010). The Schott Foundation of Public Education (2015) argued that this group of Americans did not have the same opportunities as other males in this country.

Many of the statistical indicators used to measure the health and wealth of the people within the country depicted the dire situation of this subpopulation of American. For example, within lower socioeconomic African American communities, the infant mortality rates were higher, and access to health care was limited. According to Kim and Hargrove (2013), African Americans in socioeconomically challenging communities were more than twice as likely as White children to live in single-parent homes and less likely to participate in early childcare programs. More than half (54%) of African American children lived in single-

parent households in 2014, compared with 19% of whites (Pew Research Center. 2016). Also, African American children were less likely to be raised in households with fully employed adults, and they were more likely to live in poverty. As adults, these African American males were less likely than their peers to be gainfully employed.

The vulnerability of African American males was particularly evident in education (Lewis et al., 2010). African American males were distinguished from other segments of the American population by their consistent clustering in categories associated with failure in the educational indicators such as academic achievement, educational attainment, and school success (Schott Foundation 2010). According to the National Assessment of Educational Progress (NAEP), African American students continued to perform at unacceptable levels on standardized academic assessment tests (U.S. Department of Education, 2007a). For instance, 88% of African American fourth graders reading levels were below grade level proficient and 37% of African American children performed below basic standards in mathematics (U.S. Department of Education, 2007a). In states where there were high numbers of African American children, the scores for mathematics were even worse with 45% of these students in Mississippi scoring below basic, in Alabama 50%, and in Louisiana 40% scored below basic (U.S. Department of Education, 2007).

There were many other internal and external environmental factors that contributed to the struggle of the African American society, especially the African American males. For instance, the hip-hop culture had significant impacts on the lives of African American men and boys in areas such as speech, vocabulary, dress, and the overall disposition, personality, pose, and swagger. The influence of hip-hop on African American boys and men had both positive and negative impacts (Alim, Ibrahim, & Pennycook, 2009). According to Duncan

(2010), many African American adolescents and men were depicted with a brash assertiveness and self-confidence (Duncan, 2010). Society as a whole viewed this assertiveness negatively. The messages that many people received from the dress and language of these African American young men were not complimentary. The images of African American boys walking around with their pants hanging below their waists and unembellished hairstyles support the many negative stereotypes that society held about these boys.

African American Family

Scholars have theorized about the roles of environmental contexts, culture, and family structures in explaining outcomes among African American males (Christian, Andrea, & Anne, 2011). Recent efforts have focused on examining the cultural and ecological factors that influenced the success of children from challenging backgrounds. Consequently, a shift away from reviewing the deficits of children and families as solely responsible for lifetime achievement occurred (Asante 1991; Ladson-Billings & Tate 1995; Stewart 2008). Consequently, researchers realized that it was not possible to understand the experiences of African American males without examining the African American family (Ruggie, 1944).

If one looked at a middle-class African American community, the structures, compositions, roles, and challenges resembled most homes in America. However, when the focus was directed to African American families within low socioeconomic environments, the story changed (Ruggie, 1944). According to the Annie E. Casey Foundation (2011), the number of low-income households in the African American community had steadily increased in the past 70 years and continued to rise. Based on the U.S Census (2011), more than 4 million African American children were reared in single-mothered homes; this was a 13%

increase within ten years. Also, to the women lead 57% of African American boys ages 9 through 13 lived in single-parent households, and 6% lived with single fathers, while 17% of White boys this age lived with single mothers and 5% lived with single fathers (U.S. Census Bureau (2011). This dysfunctional composition of a large number of African American families within disadvantaged communities was real and did not happen overnight. At some point in African American's families, 72% of children lived in single-parent homes as compared to 23% of children in the general US population (Annie E. Casey Foundation 2011; US Census Bureau 2008). Also, the percent of African American adults ages 25 and older that have never been married have quadrupled since 1960, from 9% to 36% in 2012 (Wang & Parker, 2014).

Children from single household families suffered more negative consequences than for a two-parent household regardless of race or ethnicity (Somers, Chiodo, Yoon, Ratner, Barton & Delaney-Black, 2011). Because African American families were least intact than other single led homes from other ethnic groups, the children in these families tend to experience more negative effects (Fagan, 2014). For example, poverty was one outcome of single-parent households (U.S. Census, 2000). Researchers at the Annie E. Casey Foundation reported that 48% of all African American families with single mothers in the United States lived below the Federal Poverty Level (Annie E. Casey Foundation, 2011).

The legacy of slavery had been one of the contributing factors to the disproportionately high number of single-parent households (Henderson, Lewis & Johnson, 2014). Since slavery, families, and households headed solely by African American mothers have played an integral part in American society (Moehling, 2007). Social theorists argued that two of the many byproducts of slavery were the disorganization and the ongoing

instability of African American families (DuBois 1899, 1909; Elkins 1963; Frazier 1932, 1939; Myrdal 1944). African American single motherhood evolved as the families were forcibly torn apart during slavery causing mothers to develop new survival strategies (Henderson, Lewis, & Johnson, 2014).

DuBois (1908) argued that two sets of customs emerged during slavery, house slaves and field slaves. Per Harper (1978), each plantation owner divided slaves for purposes of labor in the house or field. The house slaves were those slaves who worked inside and around the house being nurses, cooks, butlers, chambermaids, and coachmen. These slaves often had a lighter skin color and were viewed as more intelligent. The slaves that worked in the fields had different sets of mores from the slaves that worked within the house. According to Harper (1978), the owners of the field slaves viewed them to be unintelligent, and fit only for outdoor physical work. All slaves were the property of their owners. However, the field men slaves were not allowed to care and raise their families, and only a few were permitted to marry (DuBois, 1908; Harper, 1978). When slaves were sold, the family units were often broken apart (Harper, 1978).

Many historians agreed that slavery had a malicious impact on black families (Elkins, 1959; Frazier, 1939, 1942; Stamp, 1956). However, the lasting impact of slavery on the African American family has been debated for many years. In 1965, the debate over slavery and African American families gained national attention when Assistant Secretary of Labor, Daniel Moynihan, released the report titled "The Negro American Family: The Case for National Action." This report is known as the "Moynihan Report" (Klug, 2016 & Ruggles, 1994). In this report, Moynihan reiterated what DuBois, Frazier, and others had proclaimed: that American slavery contributed to the destruction of the African American's families

(Ruggles, 1994). He extended this argument by writing that the weakening of the African American family structure resulted from many factors in addition to slavery including the effects of exploitation, racism, mass migration, urbanization, poverty, and unemployment (Patterson, 2015). Also, Moynihan reported that the weakness of the family was at the center of the web of pathology that negatively affected African-Americans and served to perpetuate the cycle of poverty and deprivation (Klug, 2016). As a result of the Moynihan Report, researchers began to articulate new views on this issue (Patterson, 2015). However, some researchers disagreed with the findings in the Moynihan Report, particularly with the argument that slavery was responsible for the destruction of the African American family (Patterson, 2015).

There will probably never be an agreement on the reasons why nearly 72% of African American children lived in single-parent homes (Patterson, 2015). Single-led African American families work differently than most White families (Littlejohn-Blake & Darling, 1993). White American families typically operate as a unit in which all or most of the functions and activities of family life are carried out in isolation from other relatives such as grandparents, uncles, aunts, or cousins (Littlejohn-Blake & Darling, 1993). However, a significant portion of the African American family unit existed within the extended family, and all share some of the responsibilities, functions, and activities involved in raising children (Littlejohn-Blake & Darling, 1993; Taylor, Casten, & Flickinger, 1993). Also, it was typical for a child in a single-parent household to refer to someone outside of the family as a relative that had no ancestry blood connections (Littlejohn-Blake & Darling, 1993).

While White American families were more compatible with individualism and materialism, African American families, especially those families within low socioeconomic

communities, showed interdependence or shared cooperation to survive (Foster, 1983).

The lack of economic resources led many low-income African American families to construct flexible roles and alternative family arrangements as mechanisms for survival (Durant & Loudon, 1986). According to Jarrett (1997, 1999), African American parents often utilized kinship networks of grandparents, older siblings, godparents, and other biological and fictive kin as protective strategies to provide broader opportunities for youths.

Taylor's (1996) work found that perceptions of young people about kin social support networks and family organization were inversely related to problem behavior. Within low socioeconomic communities, high family support had been associated with decreased problem behaviors under conditions of high stress (Quamma & Greenberg, 1994). Also, stress-resilient youth have been found to identify more strongly with their parents and to perceive their parents as a supportive factor and not as dictators (Masten, Morrison, Pelligrini, & Tellegen, 1990; Werner & Smith, 1982).

Since mothers were leading a large percentage of African American households, it was essential to examine the impact of mothers on African American boys (Henderson, Lewis, & Johnson, 2014). It was not uncommon within the African American community to hear the praise of the Mother. According to Robinson, and Werblow (2013), high-performing African American males attributed much of their success to the guidance and support they received from their mothers. They viewed their mothers as strong African American women. The concept of the "Strong Black Woman" was a long-established image in United States society that celebrates strength, self-sufficiency, and resilience (Collins, 2000). However, there was currently a limited amount of research that documents the positive effects of African American mothers on the social, emotional, and academic development of their children

within the family (Henderson, Lewis, & Johnson, 2014). In the research, the concept of the strong black mother or super-mom carried many negative connotations (Elliott & Reid, 2016). According to Dow (2016), there was a substantial amount of public discourse about the ability of the African American mothers to teach their sons to be men. According to Bush (1999), many African American mothers held on to the belief that African American women were incapable of teaching their boys how to become men. Bush (1999) found no empirical evidence that supported the argument that single African American mothers were inherently unable to raise their son into stable, and productive men.

Risk and Protective Factors

According to Libório and Ungar (2014), child development does not occur in a vacuum; children and adolescents are affected by the social and cultural activities in which they participate. Scholars stated that child development resulted from a combination of interpersonal relationships that were created from collective and institutional processes, which were the by-products of complex histories (Rogoff, Baker-Sennett, Lacasa, and Goldsmith, 1995).

Norton and Watt (2014) posited that some factors or situations contributed to the successful transition of young people into adulthood. Scholars labeled these forces as risk and protective factors (Li, Naussbaum, & Richards, 2007). Appendix R contains a list of some risk and protective factors associated with child development. Youth developmental programs with components such as parenting, mentoring, enrichment, after school, and tutoring strategies have significantly improved the outcomes of many children's lives by teaching them how to reduce the number of risk factors and maximize the protective factors (Larson & Rusk, 2011; Richardson-Shavers, 2007). These programs created and strengthened the

essential attributes for the young people that are served (Richardson-Shavers, 2007). These young people became so resilient that they were able to withstand the negative pressures they encountered on their road to adulthood (Whiting, 2006).

Risk Factors. Risk factors are those negative forces surrounding young people, enticing them to make decisions or actions that will be harmful to them or their communities (Li, Nausbaum, & Richards, 2007; Mrazek, & Haggerty, 1994). Scholars have found that continuous exposure to multiple negative environmental stressors or risk factors has deleterious effects, both internalizing and externalizing, on children and adolescents resulting in higher rates of adverse outcomes such as underachievement and social adjustment challenges (Salzinger, Feldman, Stockhammer, & Hood, 2002; Herrenkohl, Sousa, Tajima, Herrenkohl, & Moylan, 2008; Gutman, McLoyd, & Tokoyawa, 2005; Hurd, Stoddard, & Zimmerman, 2013; Robinson, Paxton, & Jonen, 2011; Zimmerman et al., 2000).

Researchers claimed that children exposed to risk factors such as financial stressors, family stressors, environmental stressors, and feelings of helplessness for a significant period often experienced achievement challenges (DuRant, Getts, Cadehead, Emans, & Woods, 1995; Hammack, Robinson, Crawford, & Li, 2004; Hurd et al., 2013). African American boys are often exposed to multiple risk factors for more extended periods of time simultaneously (Grant, Compas, Stuhlmacher, Thurm, McMahon, & Halpert, 2003; Gutman et al., 2005; Leventhal & Brooks-Gunn, 2000; Massey & Denton, 1993; Nebbitt & Lombe, 2008; Wilson, 1987, 1996). The impacts and outcomes of prolonged exposure of multiple risk factors on African American have been the focus on several research studies (Grant et al., 2003; Jessor et al., 1995; Pettit, Bates, Dodge, & Meece, 1999). These researchers have concluded that there was no single path to delinquency but noted that the presence of multiple

risk factors increased a youth's chance of getting involved in antisocial activities (Grant et al., 2003; Jessor, Van Den Bos, Vanderryn, Costa et al., 1995; Pettit et al., 1999). For example, the higher rate of adverse outcomes such as the high rates of poverty, acts of violence and crime, and gang activities, among African American boys residing in lower-income urban neighborhoods correlated to a higher amount of risk factors. (Grant et al., 2005; Gutman, McLoyd, & Tokoyawa, 2005; Leventhal & Brooks-Gunn, 2000; Massey & Denton, 1993; Nebbitt & Lombe, 2008; Wilson, 1987, 1996).

Three risk factors that tend to occur together in many low-income African American communities and the lives of African American boys are poverty, violence, and chronic bullying (Deater-Deckard, Dodge, Bates, & Pettit, 1998; Evans, 2004). A brief description of these risk factors and the impacts on African American males follows:

- Poverty – Researches found a direct correlation between poverty and poor youth outcomes (Bradley & Corwyn, 2002; Evans, 2004; Luthar, 1999), including behavioral difficulties, emotional distress, and academic failure (Conger, Ge, Elder, Lorenz, & Simons, 1994; Duncan & Brooks-Gunn, 1997; McLoyd, 1998). Mallett (2016) argued that poverty impacts education outcomes for all children, particularly for African American males, who fare worse than nonminority children. Also, neighborhood poverty appeared to have direct and moderating effects on parenting (Ceballo & McLoyd, 2002; Furstenberg et al., 1999), life stress (Allison, Burton, Marshall, Perez-Febles, Yarrington, Kirsh, and Meriwether-DeVries 1999), as well as child outcomes (Leventhal & Brooks-Gunn, 2000). McLoyd (1998) postulated that poverty has adverse effects on the family environments, which then create conditions of stress

impacting the parent-child relations and the child's ability to adjust and adapt to societal pressures.

- Bullying - The risk factor bullying was found to be a predictor of adverse outcomes (Compas, Howell, Phares, Williams, & Giunta, 1989). The continual acts of harassment created a high level of stress among adolescents, which was a well-known predictor of poor youth outcomes (Deardorff, Gonzales, & Sandler, 2003; Pungello, Kupersmidt, Burchinal, & Patterson, 1996). There are a variety of definitions of bullying, however most researchers agreed that bullying was (1) chronic, (2) done with the intention to harm, (3) relational, and (4) was a form of exposure to violence that presents a significant threat to healthy development through adolescence (Veenstra, Lindenberg, Oldehinkel, Winter, Verhulst, & Ormel, 2005). Researchers focusing on bullying posited that exposure to violence resulting from harassment causes many of the symptoms contributing to individual, family, and community problems facing African American males (Li, Naussbaum, & Richards, 2007).
- Violence - The exposure to violence was another risk factor that has been identified as a major problem impacting African American boys that have had obvious deleterious consequences. Researchers postulated that young people that were exposed to violence were at risk for internalizing and externalizing symptoms, which then results in problems with coping with the many challenges that life presents (Margolin & Gordis, 2000; Weist & Cooley-Quille, 2001). A large body of research had been completed on the adverse outcomes associated with the exposure to violence and victimization (Attar, Guerra, & Tolan, 1994; Bell & Jenkins, 1993). Evidence suggested that African American boys between the ages of 12 to 19 were victims of

violent crime at significantly higher rates than their White counterparts (U.S. Department of Justice, 2005). According to Baum (2005), African American boys were three times more likely to be victims of reported child abuse or neglect, three times more likely to be victims of robbery, and five times more likely to be victims of homicide. Also, homicide continued to be the leading cause of death among African American boys ages 15 to 34 (CDC, 2013). In a study of early violent deaths among juvenile offenders, African American boys were four times more likely than the other boys in the population to die from a violent firearm (Teplin, McClelland, Abram, & Mileusnic, 2005).

Protective Factors. Protective factors are those forces that are pulling young people onto the paths that lead to success (Li, Naussbaum, & Richards, 2007). There are two categories of protective factors, external and internal factors (Shader, 2004). The external protective factors are those forces created by influencers such as positive parental involvement, mentoring, and positive educational experiences (Li, Naussbaum, & Richards, 2007). A large body of research had been conducted on the causes and effects of external protective factors (Li, Naussbaum, & Richards, 2007). Researchers posited that the main difference between individuals who do not develop significant behavior problems in spite of facing multiple risk factors and those who struggle to be socially normal was the existence of buffers, referred to as protective factors (Tak, Chau Kui, & Wai Man, 2013; Pollard, Hawkins, & Arthur, 1999). According to Pollard, Hawkins, and Arthur (1999), protective factors are those factors that mediate or moderate the effect of exposure to risk factors, resulting in reduced incidence of negative social outcomes. Protective factors act as a protective shield or additional armor to battle the negative factors (Li, Naussbaum, & Richards, 2007). For

instance, the protective factor of constructive individuals, families, and community resources offer opportunities to diminish both externalizing and internalizing negative symptoms (Li, Naussbaum, & Richards, 2007). According to Rutter (1987), the four core processes that protective factors use to offset the onset of delinquency include reducing risk, reducing negative chain reactions, establishing self-esteem and self-efficacy, and opening up opportunities. For example, the presence of supportive and involved parents may mediate the negative influence of poverty to lessen the probability of delinquent behaviors in adolescents (Shader, 2004).

Researchers posited that self-confidence or self-esteem protects young people from adversities by allowing these young people to feel proud, in control, and respected, even when their environment is challenging and stressful (Li, Naussbaum, & Richards, 2007). A sense of confidence, positive family interactions, and cohesive neighborhood environments can also enhance the social adjustment of African American boys within urban communities (Li, Naussbaum, & Richards, 2007).

Self-esteem is an essential dimension of any human being regardless of age, culture, personality, interests, social status, or abilities (Li, Naussbaum, & Richards, 2007). Dumon and Provost posited that self-esteem protects against depression and anxiety and discriminate between well-adjusted, resilient and vulnerable youth (1999). Băban et al., (2001) stated that self-esteem shows how good a person consider him or her self against the expectation of others. Self-esteem includes both evaluative judgments about one's self as well as feelings associated with those judgments (Berk, 2004).

When examining how self-esteem is cultivated in adolescents, Werner and Smith (1982) posited that the family was the most vital source of support for at-risk youth in the

development of self-esteem. Numerous studies have highlighted the significance of positive parental and family support to reduce the adverse outcomes, predominantly externalizing problems (e.g., Myers & Taylor, 1998). Based on these findings, the opportunities African Americans adolescents in low socioeconomic environments have to develop the level of self-esteem to combat the negative risk factors are not as good as their counterparts (Hill & Madhere, 1996; Reese, Vera, Simon, & Ikeda, 2000).

Combined with family support, researchers posited that factors within the neighborhood protect youth from at-risk factors (Li, Naussbaum, & Richards, 2007). Neighborhood characteristics can provide a context for positive influences on variables such as stress and personal resources (Aneshensel & Sucoff, 1996; Wandersman & Nation, 1998). Sampson, Morenoff, and Gannon-Rowley (2002) developed a theory of neighborhood social control and cohesion where they posited that the variables social control and cohesion are predictors to lower rates of adolescent delinquency.

Many families believed that living in a stable neighborhood environment was critical to positive youth outcomes; however, many of these families were unable to relocate to communities with fewer risk factors. On the surface, it appeared to be an easy problem to solve. The reality for many of these families that were living in neighborhoods marked by poverty and crime was that they did not have the financial wherewithal to relocate to safer neighborhoods (Cutrona, Wallace, & Wesner, 2006). The parents in these families often adopted management strategies to protect their children from local dangers by connecting them to positive resources (Richardson, Van Brakle, St. Vil, 2014). Researchers have demonstrated in many empirical studies how sound parenting can reduce risk and create opportunities for children in spite of living in underprivileged communities marked by decay,

crime, overcrowded schools, and limited resources (Brooks-Gunn, Duncan, & Aber, 1997; Furstenberg, 2000; Jarrett, 1995, 1999). Some of these strategies included strict supervision of adolescents through curfews, restricting places for them to visit, close monitoring of events, and limiting association with troubled peers (Richardson, Van Brakle, St. Vil, 2014). Also, these parents worked to seek resources within and beyond their communities (Stoddard & Pierce, 2015). Parents also utilized their kinship networks of grandparents, older siblings, godparents, and other biological and fictive kin to provide broader opportunities and protections for risk factors (Jarrett, 1997, 1999).

Motivation

Researchers who study motivation (e.g., Dweck, 1999, 2006; Graham, 1998; Reeve, Deci, & Ryan, 2004; Deci & Ryan, 2000) indicated that people who have ambitions stay focused and prepared for both their successes. Most of these studies focused on the population as a whole. However, researchers, Larson and Rusk (2011) narrowed their efforts to understand the role that motivations play in the lives of diverse populations such as African American men.

Researchers defined motivation as a process where goal-directed activities are originated and sustained (Deci & Ryan, 2000; Schunk, Pintrich & Meece, 2008). Deci and Ryan (2000) argued that people have different types and levels of motivation. Motivational theorists claimed that a person's choice, persistence, and performance explained the level of success that people experienced in their lifetime (Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley, (1983), Eccles, 1994; Wigfield, 1994, Eccles, Wigfield, & Schiefele, 1998).

Several theories have been developed to explain why some young people excel despite their environmental factors such as Self-Determination Theory, Resiliency Theory, Critical Race Theory, Bronfenbrenner Theory, African American Males Theory, and Positive Youth Development Theory. A brief review of each of these theories follows.

Self-Determination Theory

Self-Determination Theory (SDT) is a macro-theory of human motivation that is based on the principle that humans have an innate motivational drive to master their social environment through self-determined actions (Deci & Ryan, 2000, 2002, 2008). Tasks or actions performed are classified as self-determined when these tasks are performed based on personal choice and are validated by the personal (Deci & Ryan, 2002). Researcher linked high levels of self-determined motivation with positive outcomes in areas such as academic, (Cokley, 2003), sport, and personal achievement (Ryan & Connell, 1989).

Deci and Deci (2000, 2002) proposed in the SDT that the primary basis for self-motivation is the existence of three basic psychological needs: (a) competence, (b) autonomy, and (c) relatedness (Deci & Ryan, 2002; Deci & Ryan, 2002).

- a) Competence speaks to feeling proficient in one's social environment while expressing and exercising one's capacities. According to SDT's researchers, the need for competence leads people to seek out and master challenges in their environment while at the same time trying to maintain and enhance their capacities (White, 1959; Deci & Ryan, 2002).
- b) Autonomy refers to self-guidance throughout the decision-making process and an individual acting in accord with one's interests and values. In its perfect state, an action is autonomy when there is no external coercion (Deci & Ryan, 1985, 2000).

- c) Relatedness deals with the desire to interact, connect, and experience caring for other people (Baumeister & Leary, 1995; Deci & Ryan, 2002).

Within SDT, Deci and Ryan (1985) made the distinction between two different types of motivations, intrinsic and extrinsic. According to Deci and Deci (2000), extrinsic and intrinsic motivations are the primary cause of personal success or failure. Intrinsic motivation means to perform a task because it is inherently interesting or enjoyable, and extrinsic motivation means to carry out a task because it leads to a separable outcome (Deci & Ryan, 2000). When intrinsically motivated, individuals engage in activities solely for the enjoyment and excitement it brings, rather than to get rewards or to satisfy some external constraints (Deci & Ryan, 1985).

Intrinsic motivation has emerged as an essential phenomenon for cognitive and social development (Ryan & Stiller, 1991). According to Ryan and Stiller (1991), intrinsic motivation is a natural flowing fountain of the achievement that is ignited by external motivators such as positive practices of parents, teachers, and youth workers. The construct of intrinsic motivation stressed that this natural inclination toward assimilation, mastery, spontaneous interest and exploration are critical elements for cognitive and social development (Csikszentmihalyi & Rathunde, 1993; Ryan, 1995; Deci & Ryan, 2000). These researchers argued that the process of exercising one's natural interests stimulates the development of knowledge and skills.

Various researchers contended that African American male's desires to achieve were stimulated due to many motivational factors (Carter, 2005; Conchas, 2006; Hale, 2001; Majors & Billson, 1992). These researchers posited that African American boys possessed a high intrinsic drive that encouraged high self-esteem, more self-worth, and confidence in their

ability. Also, motivational scholars believed that the encouragement and support received from families, mothers, teachers, and youth workers attributed to African American boys excelling despite societal influences that were typically obstructions (Carter, 2005; Conchas, 2006; Hale, 2001; Hrabowski, Maton, & Grief, 1998; Perry, 2003).

On the other hand, Deci and Deci (2000) suggested that extrinsic motivation was necessary for socially prescribed activities, such as completing chores or physical exercise (Deci & Ryan, 2000). Deci and Deci (2002) posited that the primary reason people are likely to be willing to perform the behaviors that are extrinsically motivated is the need to be accepted and validated by those individuals that they respect and value. Researchers suggested that the groundwork for facilitating internalization was providing a sense of belongingness and connectedness to the persons, group, or culture disseminating a goal (Deci & Ryan, 2000).

Resilience Theory

Researchers (Garmezy, Masten, & Tellegen, 1984; Rutter, 1985; Garmezy, 1983; Werner, 1993) have attempted to answer the question of why some children develop into well-adjusted and relatively successful adults despite the childhood adversity. These researchers were the pioneers of the Resilience Theory and posited that resilience is a critical characteristic that protects individuals against the harmful effects of stressful events (Liebenberg, Ungar, & van de Vijver, 2012; Mak, et al., 2011; Ong, Bergeman, Bisconti, & Wallace, 2006; Ong, Zautra, & Reid, 2010; Ungerson, 2004; Ying, Wu, Lin, & Jiang, 2014). Resiliency is defined as the ability of a person to succeed, despite life circumstances, difficulties, and challenges, and multiple risk factors such as “poverty” (Bryan, 2005). Morales and Trotman (2011) stated that resilience is "the process and results that are part of

the life story of an individual who has been successful, despite obstacles" (p. 8). For instance, Werner (1993) used this concept of resilience to refer to those children who successfully coped with biological and social risk factors. Currently, there exist two viewpoints regarding the concept of resilience, trait-oriented perspective and process-oriented perspective (In-Liang, Da-Jun, & Zimmerman, 2015).

- Trait-oriented viewpoint defined resilience as a personal trait that helps some at-risk youth overcome adversity and achieve maximum results to become well-adjusted adults (Baruth & Carroll, 2002; Connor & Davidson, 2003; Mak, Ng, & Wong, 2011). These researchers argued that resilience was innate, and places responsibility and accountability on the individual for failing to overcome adversity (Block & Kremen, 1996; Tugade & Fredrickson, 2004; Ahern, Kiehl, Sole, & Byers, 2006). This trait-based approach did not consider any ecological factors in research on resilience (Luthar, Cicchetti, & Becker, 2000; Fergus & Zimmerman, 2005).
- Process-oriented perspective viewed resilience as an interaction of individuals and their environment for overcoming the adverse impact of risk exposure, coping successfully with traumatic experiences, or avoiding the negative trajectories associated with risks (Brenner & Zimmerman, 2010; Fergus & Zimmerman, 2005; Hurd & Zimmerman, 2010; Stoddard, Whiteside, Zimmerman, Cunningham, Chermack, & Walton, 2013). In this perspective, resilience was not a quality that was always present in every situation but was defined by the context, population, risk, protective factors, and the outcomes.

One reason why the resilience approach was appealing to researchers and practitioners was that it focused on a strength-based model rather than a deficit and problem-oriented

approach. Specifically, in deficit and problem-oriented models, researchers centered their focus on risk factors such as alcohol, drug use, violence, and delinquency (In-Liang et al., 2015).

For this study, the concept of resilience will be viewed as a critical characteristic that protects individuals against the harmful effects of stressful events (Liebenberg, Ungar, & van de Vijver, 2012).

Critical Race Theory

Understanding the role that race and racism play in understanding how young African American males navigated and survived in a challenging environment have been the aim of many race-related researchers (Delgado & Stefancic, 2001). The work completed by the designer of the Critical Race Theory attempted to address this very question. The Critical Race Theory (CRT) refers to a framework used to examine the ways race and racism implicitly and explicitly shape social structures, practices, and discourses (Delgado & Stefancic, 2001; Yosso, 2006). CRT had its beginning in legal scholarship and discourse (Bell, 1992; Crenshaw, Gotanda, Peller, & Thomas, 1995; Delgado, 1995). Scholars such as Woodson (1933/1990) and DuBois (1903/1969) had a significant impact on this origin of this framework. Since the introduction of CRT to the educational body of literature (Ladson-Billings & Tate, 1995), it has been the principal theoretical framework employed by scholars examining the lives and outcomes of African Americans. Researchers utilized CRT to explain the academic under-achievement, over punishment, and harmful consequences of racism on the African American people (Duncan, 2002; Howard, 2008; Lynn, 2006; Reynolds, 2010; Singer, 2005; Stinson, 2008).

CRT was founded on the underlying belief that race and racism were entrenched in every aspect, gadget, foundation, structure, and function of society that mediate the individual and institutional consciousness, policies, and practices (Bell, 1992; Delgado, 1995; Crenshaw, Gotanda, Peller, & Thomas, 1995). Ladson-Billings and Tate (2006) stated that race continues to be a significant factor in determining inequity in the United States as documented in the statistical and demographic data. Two primary goals unify critical race theorists: 1) understanding how the dominant and subordinate cultures were created and maintained in America, and 2) changing the bond that exists between laws and racial powers (Richardson-Shavers, 2007). Harris (2002) argued that CRT challenges the subordinating messages of the dominant culture by challenging stereotypes and presenting and representing African Americans as complex and heterogeneous.

The core principles of CRT affirmed that the unique experiences with racism have shaped the voices of people of color and that White people, even the well-intentioned, support racial equality except when African Americans progress imposed a personal cost to their position of power or privilege (Taylor, 1998). Matsuda and colleagues (1993) identified six core themes that define CRT and are cited by CRT researchers:

1. Critical race theory recognized that racism was common to American life.
2. Critical race theory expressed skepticism toward dominant legal claims of color blindness, neutrality, objectivity, and meritocracy.
3. Critical race theory insisted on a contextual/historical analysis of the law. Critical race theorists adopted a stance that presumes that racism has contributed to all contemporary manifestations of group advantage and disadvantage.

4. Critical race theory insisted on recognition of the experiential knowledge of People of Color and their communities of origin in analyzing law and society.
5. Critical race theory was interdisciplinary.
6. Critical race theory worked toward the end of eliminating racial oppression as part of the broader goal of ending all forms of oppression (p. 6).

Practitioners of CRT use counter storytelling to tell the story of African American males and other marginalized groups who feel uncelebrated and unappreciated (Decuir & Dixson, 2004; Delgado & Stefancic, 2000). Delgado and Stefancic (2001) characterized counter-storytelling as a method of telling stories that attempt to critique and expose the validity of popular myths and dialogues that perpetuate racial stereotypes held within a cultured society.

Over time researchers have adjusted their views about the importance of CRT (Richardson-Shavers, 2007). Bush and Bush (2013) recognized the value of CRT but stressed that by combining the CRT concepts with other youth developmental theories, scholars could gain additional understanding of the challenges and successes of African American boys and men. Bush and Bush (2013) stressed the point that racism and race are significant factors affecting the lives of African American boys and men, but many other competing factors cannot be overlooked.

The researchers of this study recognized that race and racism must be acknowledged and accounted for in this work. Race and racism are those risk factors for African American men that will always be present in their environment.

Bronfenbrenner Theory

Bronfenbrenner (1979) proposed a model of development in which the different levels of interaction between the individual and society were an integral part of a person's development. Bronfenbrenner focused on the individual's drive and ability to influence their environment. Bronfenbrenner proposed that to develop young people intellectually, emotionally, socially, and morally, young people must be involved in progressively complex activities, on a regular basis over an extended period, with people who are committed to the adolescent's well-being and development (Bronfenbrenner, 1994).

To better understand the complex interrelationship between the individual and society, Bronfenbrenner developed the Development Ecology model that consisted of five systems of interactions: (1) Microsystem, (2) Mesosystem, (3) Exosystem, (4) Macrosystem, and (5) Chronosystem (Christensen, 2016). In this model, the system and subsystems were clearly defined, however, Christensen (2016) stated that in the real world, there are many overlapping and unclear interrelationships. Figure 1 is a conceptual model of this theory.

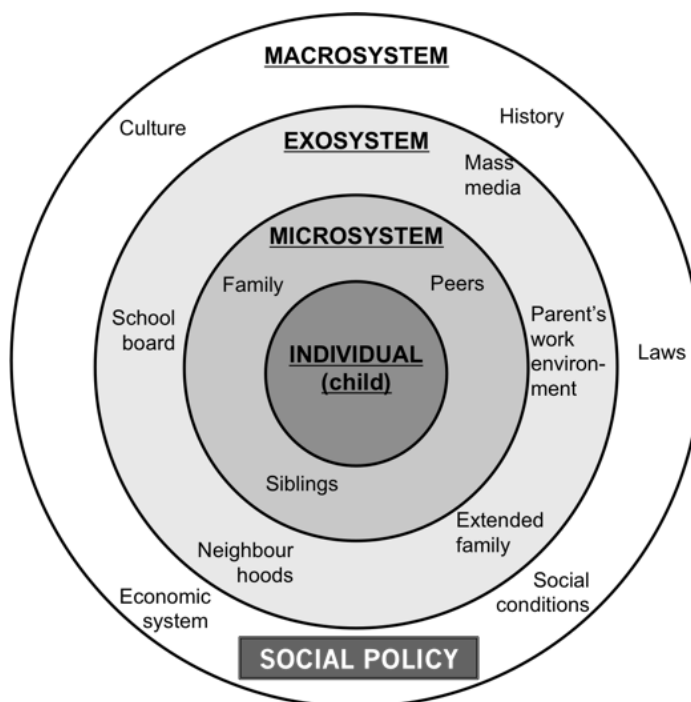


Figure 1. *Bronfenbrenner Model*

Each system depended on the contextual nature of the person's life and offered a diversity of options and sources of growth. According to Bronfenbrenner (1994), the development of the individual was positioned within a web of concentric circles in which historical events, societal changes, and, institutions and interpersonal connections interacted to influence personal development.

Bronfenbrenner described the influences that impact personal development as the systems (Bronfenbrenner, 1994). At the lowest level of the Bronfenbrenner model was the Microsystem. Within the Microsystem were settings where children had direct social interaction with others through activities such as play. By definition, the roles and experiences within the family were direct roles that children play such as cleaning up after a family meal or just being a brother or sister.

The second layer is the Mesosystem, and it included social interactions between two of the central individual's settings. For instance, a Mesosystem could consist of a parent-teacher meeting concerning the child's academic performance. This meeting would represent a social interaction between members of the child's family Microsystem and school microsystem.

Exosystem was the third layer, and it included settings that influence a specific individual, but the individual did not directly participate in the activity. For instance, an individual child did not play a role in or have direct experiences in education policy-making decisions, however educational policies influenced the child's classrooms and school experiences. For example, the school board decided to eliminate music and sports at the school that the child attended to balance the annual budget. This decision did have significant impacts within the microsystem where children interacted.

The fourth layer was the Macrosystem, and it included broad cultural influences or ideologies that have long-ranging consequences for the focal individual. For instance, some folks believed that emphasizing standardized test scores led to policies that created hardships for many students and parents.

In addition to the four core systems, Bronfenbrenner (1986) later introduced the fifth layer called the Chronosystem. This system accounted for the influences and interactions resulting from the changes that occurred in the other systems across time. One example was the transitions a child experiences when the child moved from middle school to high school or the onset of puberty.

Bronfenbrenner (1995) argued that the layers of environmental context were relevant aspects of child development. Also, Bronfenbrenner (1995) stated that a research

methodology that addresses both the beliefs and behaviors of the subjects strengthen the explanatory power of the analytic tool. For instance, an individual's interpretation of the meaning and influence of racial ethnicity on their lives through the perspectives of the unique cultural and historical position of their community added value to the research.

African American Males Theory

The African American Male Theory (AAMT) was designed to explain the life trajectory of African American males in society and draws on pre- and post-enslavement experiences, encompassing African American males' spiritual, psychological, social, and educational development (Bush & Bush, 2013). Also, this theory used both multi-disciplinary and trans-disciplinary approaches to theorize and explain the experiences of African American males (Bush & Bush, 2013). Bush and Bush (2013) argued that before this theory no one comprehensive theory existed to analyze the lives of African American boys and men.

Similar to the Critical Race Theory, the AAMT viewed racism as an omnipresent force and factor in society. According to Young (1990), the African American Male Theory intended to undermine oppression by the explicit investigation, exposing, and correcting the practices, public policies, systems, and institution that promote the continuation either overtly or systemically.

The designers of this theory incorporated the five Bronfenbrenner's systems with one significant difference; the designers divided the microsystem into two categories. The AAMT had the sixth system, called a subsystem. This subsystem provided the space to consider the impacts and involvement of spiritual belief (Cajete, 1994). According to Bush and Bush (2013), the six principles that explain this theory included 1) the individual and collective

experiences, 2) behaviors, 3) outcomes, 4) events, 5) phenomena, and, 6) trajectory of African male's lives and are best analyzed using an ecological system approach.

1. There was something unique about being male and of African descent.
2. There were continuity and continuation of African culture, consciousness, and biology that influence the experience of African American males.
3. African American males were resilient and resistant. The theory of resilience was based on the concept about individuals' abilities to prosper in the face of hardship and offers the perspective that individuals need adequate support structures within family and community (Seccombe, 2002).
4. Race and racism coupled with classism and sexism have a profound impact on every aspect of the lives of African American males.
5. The pursuit of social justice must be the focus and purpose of any study and programs concerning African American males.

Positive Youth Development Theory

During the 1990s, the efforts and interest in the strengths of youth, the flexibility of human development, and the views about resilience emerged to foster the development of the Positive Youth Development (PYD) Theory (Lerner, Phelps, Forman, & Bowers, 2009). This theory is a strength-based approach to development where children are viewed as valuable resources rather than problems (Lerner, Brown, & Kier, 2005). The field of Positive Youth Development started with a vision of a fully able and enthusiastic child ready to explore the world, gain competence, and achieve maximum potential (Damon, 2004). With this concept, the designers of PYD viewed the child with the lenses of no unacceptable behaviors such as drug use, truancy, or delinquency (Lerner, 2005; Lerner et al., 2013). The engineers of this

theory searched to identify the existing support mechanisms required necessary to help young people thrive by focusing on successes rather than failures (Lerner, 2005). The architects of this framework concentrated on the protective factors of youth and adolescents (Lerner et al., 2005; Scales et al., 2005; Schwartz et al., 2007; Theokas, Almerigi, Lerner, Dowling, Benson, Scales, 2005). According to Lerner (2005), the resiliency approach of PYD highlighted the strengths of young people, both internal and external, with the belief that increasing those strengths will promote positive outcomes and allow youth to avoid negative behaviors. This concept of PYD was a fundamental shift away from the deficit model (Lerner, 2005; Lerner et al., 2013), where the primary focus was to reduce problematic behaviors of children living with multiple risk factors (Lerner, 2005; Roth & Brooks-Gunn, 2003). Damon (2004) argued that PYD recognized the existence of adversities and developmental challenges that affect adolescents but it resisted focusing on the developmental process primarily as an effort to overcome risk.

Proponents of PYD believed that to promote optimal development, interventions and preventive actions that there must be a concentrated focus on the behaviors and environmental factors, especially those protective factors, that help young people be resilient and thrive as they transition to adulthood (Lerner, 2005; Lerner et al., 2013). According to Damon (2004), the users of PYD focused on the child's talents, strengths, interests, and future potential in contrast to approaches that focus on problems the youth experience as developing into adults. The developers of PYD aimed to emphasize the understanding, to educate, and to engage young people in productive activities rather than at correcting, curing, or treating them with maladaptive tendencies (Damon, 2004).

Currently, several frameworks incorporate PYD concepts (Lerner, Phelps, Forman, & Bowers, 2009). The framework with the most empirical support is the “5 Cs Model of Positive Youth Development,” presented in Appendix S (Bowers, Li, Kiely, Brittan, Lerner, & Lerner, 2010; Heck & Subramaniam, 2009). The five C’s are competence, confidence, connection, character, and compassion. Lerner et al. (2005) posited that the more young people exhibited these Five Cs, the higher the possibility that they would develop into adults who lead healthy, satisfying, and productive lives, and make positive contributions to themselves, family, community, and society. Researchers found that higher measures of the Five Cs negatively correlated with problem behaviors (Lerner, Phelps, Forman, & Bowers, 2009).

A second PYD framework called the 40 Developmental Assets stemmed from work completed by Peter Benson and his colleagues at Search Institute (Benson, 1990, 1997, 2006, 2008; Benson, Scales, & Syvertsen, 2011). These researchers coined the term developmental assets, which consisted of the internal or individual assets and external or ecological assets (Benson et al., 2011). This framework was designed to provide greater attention to the positive developmental experiences that are common for all young people during the second decade of life that they need for successful development, not merely to avoid high-risk behaviors, but to highlight the role that community plays in lives of adolescents (Benson, 1990, 2002, 2003; Benson, Leffert, Scales, & Blyth, 1998; Leffert, Benson, Scales, Sharma, Drake, and Blyth, D.A. 1998; Scales & Leffert, 1999, 2004; Scales, Benson, Leffert, & Blyth, 2000).

As seen in Appendix T, the 40 developmental assets are grouped into 20 external assets (environmental, contextual, and relational features of socializing systems) and 20

internal assets (skills, competencies, and values). The internal assets were also placed into four categories: (a) commitment to learning, (b) positive values, (c) social competencies, and (d) positive identity (Benson et al., 2011). The external assets comprised four categories: (a) support, (b) empowerment, (c) boundaries and expectations, and (d) constructive use of time. According to the scholars, thriving occurred when there was a proper alignment of individual strengths with external assets (Benson et al., 2011).

The 40 Developmental Assets framework blended research in a number of fields with the objective of selecting for inclusion those developmental attributes that demonstrated prevention of high-risk behaviors, enhanced thriving or strengthen resilience, was generalizable across social locations, contributed balance to the overall framework of both external and internal factors, worked within the capacity of communities, and valued the ability of youth to proactively engage with their environments (Benson & Scales, in press; Benson, Scales, Hamilton, & Sesma, 2006). In a series of studies, Benson and his colleagues found these 40 developmental assets to be predictive of seven behavioral indicators of thriving, including (1) school success; (2) leadership; (3) helping others; (4) maintenance of physical health; (5) delay of gratification; (6) valuing diversity; and (7) overcoming adversity (Leffert et al., 1998; Scales, Benson, Leffert, & Blyth, 2000). Researchers have been able to demonstrate that higher levels of assets correlated to positive developmental outcomes such as higher school achievement, better physical health, lower levels of risk behaviors, and resilience (Reininger, Evans, Griffin, Valois, Vincent, Parra-Medina, Zullig, 2003; Scales, Leffert, & Vraa, 2003). The authors found that participation in these developmental activities produced several positive results, including;

- Increased safety,

- Increased academic achievement,
- Greater communication in the family,
- Fewer psychosocial problems, such as loneliness, shyness, and hopelessness,
- Decreased involvement in risky behaviors, such as drug use and juvenile delinquency,
- Increased self-esteem, increased popularity, heightened the sense of personal control, and enhanced identity development, and,
- Better development of life skills such as leadership and speaking in public, decision making, dependability, and job responsibility (Scales & Leffert, 1999).

The Self-Determination Theory (SDT) had a major influence on the development of PYD. Concepts used in both of these theories have resulted in higher levels of motivation and positive effects on behavioral, practical, and cognitive outcomes, particularly in school settings (Guay, Ratelle, & Chanele 2008). Deci and Ryan (2008) supported the concept of utilizing the SDT approach to ground PYD programs by extending the well implemented pedagogically. For instance, SDT's researchers posited that children have needs which must be met for successful growth (Deci and Ryan 2008); however, fostering these needs is not automatic but more likely to occur if purposefully implemented through sound pedagogical practices such as the instructional alignment of goals, activities, and assessments (Gordon 2009; Hellison 2003; James, Griffin, & Dodds 2008; Lund & Veal 2008).

Intrinsic Attributes that Attribute to Positive Development of Youth

The architects of the African American Male Theory posited that African American boys and men are born with an innate desire for self-determination and with an unlimited capacity for morality and intelligence (Bush, & Bush, 2013). However, Deci and Ryan (2008) believed that many of these assets or attributes must be developed with sound pedagogically

methods. Whether innate or learned, African American boys who have a strong sense of self are less likely to succumb to the pressures associated with persistent risk factors (Ford, 1996; Grantham, 2004; Hébert, 2001; Whiting, 2006). According to Whiting (2006) successful African American men appeared to share a few characteristics: (a) high resilience, (b) high self-confidence, (c) high self-control, (d) a strong sense of self-responsibility, and (e) a clear understanding of the task at hand and the belief that they can accomplish all the subtasks of the intended goal. Also, researchers have suggested that intrinsic attributes such as religiosity (Barkin, Kreiter, & DuRant, 2001), anger control skills (McMahon, Todd, Martinez, Coker, Sheu, Washburn, & Shan, 2013), positive racial identity (Caldwell, Kohn-Wood, Schmeelk-Cone, Chavous, & Zimmer-Man, 2004), and positive academic beliefs (Borowsky, Ireland, & Resnick, 2002) helped buffer African American males against the harmful effects of risk factors.

Listed below is a brief description of the eighteen intrinsic attributes that thought leaders believe are necessary for the successful development of children living with adverse experiences. In addition, Appendix G contains a summary of the thirty-five success drivers discussed in this chapter.

- Strong cognitive skills are predictors of school performance (Bissell-Havran & Loken, 2009) and act as buffers for adverse life events the child faces throughout their childhood (Bell & Wolfe, 2007). Adolescents who enjoy academics and have confidence in their abilities typically show more persistence during challenging academic tasks, exhibit better academic performance, and have higher educational aspirations (Bandura et al., 2001). According to Whiting (2006), African American boys who have a positive scholar identity and commitment to learning view

themselves as intelligent, competent, and capable of being successful. Brailsford (2005) reported that resilient African American boys perceive their teachers and other significant school personnel as role models and a source of encouragement.

- Empathy is the ability to care and show compassion for others ((Lerner et al., 2005; Rogers, 1957). Scholars suggested if empathy was flexible, people could overcome early-life deficits (Travis & Leech, 2014).
- Future Orientation is the anticipation of achieving specific positive outcomes or skills in the future (Stoddard & Pierce, 2015). According to scholars of motivation theories (Dweck, 2006; Reeve, Deci, & Ryan, 2004), people with aspirations of the future stay focused and prepared for both their future and present successes. Scholars suggested that positive future expectations could facilitate optimal development and a successful transition into adulthood (Schmid et al., 2011). Whiting (2006) argued that African American boys with high and realistic aspirations and not overly concerned about immediate gratification are often successful.
- Grit is the tendency to pursue long-term goals with unceasing zeal and hard work (Duckworth, Peterson, Matthews, & Kelly, 2007). According to Duckworth et al. (2007), people with high levels of grit maintained a high level of persistence toward challenges, keeping both effort and interest over the years despite failure, and adversity. Researchers have demonstrated that grit was a predictor of achievement in academic, vocational, and vocational domains (Duckworth et al., 2007)
- Hope consists of a set of beliefs that one can accomplish future goals (Snyder, Harris, Anderson, Holleran, Irving, Sigmon, Yoshinob, Langelle, & Harney, 1991). Seginer (2008) suggested that a sense of hope could lead a young person to resilience and

positive future expectations despite external challenges. Researchers posited that hope is associated with higher self-worth, life satisfaction, sense of well-being, and academic achievement and lower internalizing disorders (Adelabu, 2008; Shorey, Little, Snyder, Kluck, & Robitschek, 2007; Valle, Huebner, & Suldo, 2006).

- Internal Locus of control (LOC) is the belief that challenging outcomes and accomplishing tasks such as finishing high school, securing a good job, or avoiding criminal involvement are controlled by or due to one's ability or preparation (Rotter, 1966). Ahlin (2014) stated that having an internal locus of control as opposed to an external was a protective factor against youth involvement in violent behavior. According to Whiting (2006), African American boys who had a strong internal locus of control were optimistic about their future (Whiting, 2006).
- Masculinity is how men view their manhood (Hunter & Davis, 1992). The concept of masculinity is a coping mechanism for men to mask self-doubts, insecurities, and inner turmoil, which the men often responded with suspicion, fear, and negativity (Land, Mixon, Butcher, & Harris, 2014). Scholars detected that African American men viewed masculinity differently than those within the dominant group (Chaney, 2009; Mincey, Hackney, & Luque 2014). Hunter and Davis (1992) stated that African American men defined manhood through self, family, human community, and spirituality and humanism. Also, African American men described their manhood through elements such as responsibility, maturity, accountability, and sacrifice (Chaney, 2009; Dancy, 2011; Mincey et al., 2014). In the traditional view, masculinity was focused on being unemotional, in control, successful, competitive, straight, and White (Connell, 1995, 2002; McClure, 2006; Speer, 2001).

- Mental toughness is a personality construct related to how people deal with challenges, stressors, and pressure regardless of circumstances. Mental toughness has been linked with successful performances of athletes (Connaughton, Wadey, Hanton, & Jones, 2008). The characteristics of mental toughness are described as resilience and hardiness. Resistance refers to a tendency to cope with stress and adversity (Rutter, 2008). The three main components of hardiness are control, commitment, and challenge (Kobasa, 1979). Mental toughness interventions have been used in educational settings, particularly with African American children living in low socio-economic environments (St Clair-Thompson, Bugler, Robinson, Clough, McGeown, & Perry, 2015).
- Positive Scholar Identity is when students are committed to learning and view themselves as intelligent, competent, and capable of being successful (Whiting, 2006). Students who lack confidence in school become unengaged and unmotivated (Dweck, 1999, 2006; Graham, 1998). According to Brailsford (2005), resilient African American boys perceived their teachers and other significant school personnel as role models and sources of encouragement (Brailsford, 2005).
- Racial identity is how individuals embrace the racial grouping as society has labeled them and the knowledge, culture, and history of their particular group (Hughes, Witherspoon, Rivas-Drake, & West-Bay; Whiting, 2006). Based on this definition, individuals' racial views can be positive or negative (Cross & Vandiver, 2001). For instance, African American boys that have positive views of their racial identity have a higher level of awareness of their strengths and are more capable of meeting the challenges of a demanding society (Littlejohn-Blake & Darling, 1993). According to

Greene, Way, and Pahl (2006), some dimensions of racial identity are essential buffers against the harmful effects associated with racial-ethnic discrimination for African American youth boys. However, the impacts of discriminatory behaviors and attitudes from the broader society have imposed negative identities of the African American race especially the African American boys, which has resulted in these boys being viewed as an affliction instead of an asset for all within this group (Phinney & Rosenthal, 1992). Campbell and Fleming (2000) found that racial identity negatively impacted the level of academic achievement among African American male students.

- Resilience is the capacity to positively respond to significant adversities or challenges (Mitchell, 2011). Werner (1993) described resistance as the potential to achieve positive life outcomes despite negative experiences and risks. Luther (1993) suggested that being resilient does not mean a person is untouchable by stress but can bounce back, cope, and recover (Luthar, 1993). Resilience was a noticeable characteristic of high-achieving African American boys (Hilliard, 2003).
- Self-awareness is an open, honest appraisal and understanding of one's strengths and limitations (Silvia & Duval, 2001). According to White (2006), African American boys who have high self-awareness focused on their strengths, but do not allow their weaknesses to become distractions from putting forth the effort to achieve the tasks at hand.
- Self-confidence is that attribute that protects children against adversity by allowing them to feel proud, in control, and respected, even when their environment is harsh and stressful (Li, Nausbaum, & Richards, 2007). According to Whiting (2006), self-confident African American young men believed they were capable enough to

accomplish the tasks that were placed in front of them. White (2006) stated that African American boys with academic self-confidence thought they were strong students. The self-confident youth was at ease in educational settings, enjoy learning, enjoy rigor, and value playing with ideas (White, 2006).

- Self-efficacy refers to a person's belief in his or her ability to organize and execute a course of action required in achieving a goal (Bandura, 1997). It is the belief a person has that he or she is competent and capable to accomplish the task before them (Whiting, 2006), Bandura (1977) theorized self-efficacy as a key construct underlying people's behaviors and performance. Empirical evidence suggested that self-efficacy could positively influence adolescents' achievement (Moore & Lippman, 2005). According to Fife, Bond, and Winston (2011), academic self-efficacy was the strongest predictor of academic performance. Young people with higher self-efficacy, regardless of prior achievement or ability, work harder and persist longer (Pajares, 2002). Also, young people with higher self-efficacy have better life strategies, such as establishing personal goals or time management (Zimmerman et al., 2000).
- Self-esteem or self-worth is an individual's subjective evaluation of one's worth (Harter, 1983; Hattie, 1992). High self-esteem reflects positive attitudes toward one's self that are realistic, well grounded, and resistant to risk factors. Individuals with high self-esteem are believed to have a solid foundation for their feelings of self-worth that does not require constant validation from others (Barry, Loflin, & Doucette, 2015). High self-esteem among African American adolescents could result from strong links to families and communities (Chapman & Mullis, 2000), insulating these adolescents against the effects of racism found in the larger society. Researchers argued that low

self-esteem was associated with a range of negative behaviors including various externalizing behaviors and delinquency (Barry, Loflin, & Doucette 2015).

- Sense of purpose is an intention to accomplish something that is meaningful to oneself and of consequence to the world beyond oneself (Damon, Menon, & Cotton Bronk, 2003). Scholars have identified sense of purpose in the field of positive youth development as a developmental asset and an indicator of thriving (Scales & Leffert, 1999). A sense of purpose has been linked to higher positive affect, life satisfaction, and academic achievement, as well as lower negative affect such as substance abuse (Burrow, O'Dell, & Hill, 2011).
- Spirituality is a belief that a supreme being is in control of one's path here on earth and beyond (Bush & Bush, 2013). However, this definition is not universally accepted. For example, some scholars linked spirituality with religion and the concept of a sacred being (Miller & Thoresen, 2003). However, some scholars focused on spirituality as a set of human qualities (such as insight and understanding, a posture of generosity and gratitude) without explicit reference to a sacred or transcendent realm (Beck, 1992). King (2008) emphasized that religion and spirituality could play a key role in positive youth development by fostering a sense of purpose, competence, caring, and civic engagement. Researchers indicated that spirituality and religiosity are essential variables in African American culture and explain how African Americans cope with the challenges of life (Lewis-Coles & Constantine, 2006). Resilient African American boys referenced religion as a source of strength to overcome adversities (Teti, Martin, Ranade, Massie, Melebranche, Tschann, & Bowleg, 2011). Scholars have suggested that African Americans, in general, tend to

have a strong religious orientation (Greene, 2002; Riggins, McNeal, & Herndon, 2008; Teti et al., 2011).

Theoretical Intersection

The belief that internal and external influences and internal and external motivational factors are critical elements in youth development are intersecting points within the five theories reviewed, Self-Determination Theory, Resiliency Theory, Critical Race Theory, Bronfenbrenner Theory, African American Males Theory, and Positive Youth Development Theory. Anyone of these theories could have been selected to thoroughly analyze the impacts of intrinsic attributes within successful African American men with adverse childhood experiences; however, the researcher of this study chose the Positive Youth Development Theory as the theoretical framework because of its focus on the positive aspects of the development of youth. Also, the Framework of Developmental Assets for Adolescents aligned with the objectives of this study, to determine the intrinsic attributes that attributed to the success of African American men with adverse childhood experiences.

Chapter Summary

Understanding the intrinsic attributes that the many successful African American men from adverse childhood environments believed attributed to their success will help equip youth services resources that focus on African American boys and adolescents with additional knowledge and insight. This review of the literature has only begun to paint the canvas of a very complex picture of the development of African American males. After reviewing several theoretical approaches that have been used in the past to understand the developmental stages of African American boys such as the Self-Determination Theory, Resiliency Theory, Critical Race Theory, Bronfenbrenner Theory, African American Males Theory, and Positive Youth

Development Theory, the researcher of this study determined that the Positive Youth Development theory was the most appropriate theoretical base for this work. More empirical research on this topic is necessary to address the increasing challenges facing many young African American boys and adolescents.

CHAPTER THREE: METHODOLOGY

The purpose of this study was to explore the intrinsic attributes that successful African American men who experienced adversities during childhood (e.g., poverty) subjectively attributed to their success. This research was based on the subjective opinions of the participants. The objective was to determine, based on the participants' input, the intrinsic attributes that led to their success. The researcher selected the Q Methodology to collect and analyze data for this empirical study.

Q Methodology

Williams Stephenson developed Q methodology, also called Q, in 1935 (Stephenson, 1953). Stephenson wanted to create a methodology that would provide a scientific method for measuring subjectivity and help researchers determine the different points of views of individuals within a specific group (Brown, 1980; McKeown & Thomas, 1988; Stephenson, 1953). Stephenson (1935) argued that Q offered researchers a scientific approach by which research could be achieved through a systematic examination and understanding of individuals' subjectivity. Brown (1980) defined subjectivity as to how people perceive and communicate their point of views. The Q methodology provided researchers with the capability of measuring subjectivity and avenues for scholars to highlight the voices and perspectives of the overlooked, underrepresented, and marginalized (Morera, Bucci, Randal, Barrett, & Pratt, 2017). Coogan and Herrington (2011) stated that Q methodology provided a platform upon where the voices of participants are lifted above marginalization and heard, often for the first time (Coogan & Herrington, 2011).

The origin of Q methodology can be connected to the more traditional research methods, but it had many distinctive characteristics that set it apart from other methodologies

(Watts & Stenner, 2005). Many of Stephenson's contemporaries did not readily adopt the Q methodology approach because it was a departure from traditional approaches to studying these types of matters (Corr, 2001). As a result, the use of this methodology by researchers within the scientific community was limited for nearly 50 years, though Q is now experiencing a high rate of adoption, particularly in the education, health, and social sciences areas of research (Corr, 2001).

One of the more noticeable differences between Q methodology and the more traditional research methodology, R methodology, was that Q rejected operational definitions (Brown, 1980). Stephenson (1935) argued that an individual's perspectives or viewpoints were unique and subjective. Also, Stephenson (1935) posited that perspectives and behaviors occurred naturally within a given situation concluding that they were operant. Additionally, Brown (1980) noted that operant subjectivity was unique in that there was no emphasis on right and wrong with the claim and that there was no outside criterion when evaluating the participant's point of view. Stephenson did not declare that operational definitions were wrong. However, he argued that R methodology approaches seldom provided useful data upon which researchers can expound new knowledge (Brown, 1980).

The second significant difference between Q methodology and R methodology was that Q provided a systematic way that both quantitative and qualitative research methods were used within a Q study. Researchers stated that it was difficult to classify Q as either a qualitative or quantitative methodology (Cordingley, Webb, & Hillier, 1997). Ramlo (2016) argued that Q methodology was a hybrid or mixed method research methodology because it combined aspects of qualitative and quantitative research methods. Also, Corr (2001) stated that Q was similar to a qualitative methodology in that it produced rich data with meaning

ascribed to statements by participants focusing on the differences between subjective definition and understanding of the participants. In quantitative methodology, the researcher investigated a stated hypothesis based on a phenomenon without emphasizing the meaning individuals place on the phenomenon (Corr, 2001). Q differed from qualitative research because it analyzed data using correlation and factor analysis, which are components of quantitative methods. In contrast, the revealed patterns of the unique perspectives identified through the factor analysis are evaluated and interpreted for emerging themes by the Q researchers (Corr, 2001).

The third significant difference between Q methodology and R methodology was that Q rejected *a priori* meanings of items. According to Watts and Stenner (2005), *a priori* is where participants can attribute their meaning to the selected items and then sort the statements based on that ascribed meaning. Instead, Q used *a posteriori* meaning of items. In a *a posteriori* approach, the meaning and significance of the results are attributed after the fact by the participants (Watts & Stenner, 2005). The primary emphasis of Q methodological research is the observers, and the observed are the same, keeping the focus of the study on the participants' viewpoints and not that of the researchers. McKeown and Thomas (2013) supported this notion, claiming that by combining the participants and the researcher into one the output measured subjectivity without *a priori* and bias provide richer meaning and significance to the results.

Researchers of Q-methodology used sets of heterogeneous statements or stimuli, which are gathered from interviews and other research methods, called a "Q-set," to provoke the participants to freely offer their points of view (O'Leary, Wobbrock, & Riskin, 2013). Then the participants would sort these statements according to what was personally significant

to them and ranked the statements by arranging them in a table from Most Unlike My Viewpoint (-4) to Most Like My Viewpoint (+4), with statements of relative personal insignificance placed in the middle (0) (O’Leary, Wobbrock, & Riskin, 2013). This sorting procedure is called Q-sorting and result in a “Q-sort” for each participant (O’Leary, Wobbrock, & Riskin, 2013). The most common table used to capture the Q-sort was called a “forced distribution” (see Appendix F). The forced distribution process acquired its name because participants were required to distribute the statements in groups in a normal distribution around a zero-point (O’Leary, Wobbrock, & Riskin, 2013). The power of the forced distribution approach is that the participants are required to weigh their sentiments carefully and not merely render binary decisions by stacking everything up at the endpoints (O’Leary, Wobbrock, & Riskin, 2013).

Appropriateness of Approach

The type of output produced from Q Methodology is the primary reason why this methodology was selected for this study. Researchers used the output of a Q study to detect different patterns of thought on a topic of interest by utilizing the embedded systematic procedures and established analytical processes (Brown, 1980; Stephenson, 1953). In this study, the researcher was seeking the perceptions of successful African American men who experienced childhood adversities as to which intrinsic attributes attributed most to their success. The researcher believed that successful African American men that experienced childhood adversities were the best sources to provide this insight. Also, the researcher believed that forced distribution of statements would require the participants to think deeply about their experiences as it related to their development as African American men.

A second reason why the researcher determined that Q methodology was the most appropriate methodology for this study was that Q provided an approach that will minimize the researcher bias by enabling the respondents to communicate their viewpoints from their internal reference points through the operant process of Q sorting (McKeown & Thomas, 1988). Furthermore, Q methodology prevented the researcher bias from influencing the process because the participants dictated the classification process and the factors are then derived statistically through factorization (Simons, 2013). The researcher experienced many years of childhood adversities. Therefore, it was critical to find a methodology that would ensure that the results were bias-free.

The third reason why Q methodology was the most appropriate for this study was that the process created a space for the participants to interact directly with the Q sample. This control helped to reduce the chances that the participants would respond in ways to solely satisfy the researcher. This benefit was supported by Watts and Stenner (2012), who asserted that the essential element of Q methodology was data gathering through the engagement of the participants with the Q set and the participant's subjective interpretation of the meaning of the statements. Also, the natural inclination of humans was to impose definition, organization, and structure of their environment, the Q sort was what ensured a robust and rigorous assortment of viewpoints, which are generated without the interference of the researcher (Watts & Stenner, 2012). Barry and Proops (1999) noted that participants played active roles in Q methodological studies. Typical participants of Q studies drove the structuring of the Q sort while placing their meaning on the statements. Additionally, these participants maintained a significant amount of control with Q methodology. The Q process permitted the participants to construct their versions of their subjectivity rather than relying entirely on the interpretive

skills of the researcher, so that meaning was only attributed to an item based on the sorting of the statements that was performed by the participant and how the sorted statement relating to the other statements (Simons, 2013).

The fourth reason why Q methodology was determined to be appropriate for this study was that there was not a requirement to generalize the findings over a larger population. Vendables, Pidgeon, Simmons, Henwood, and Parkhill (2009) found that Q methodology was particularly appropriate for painting vivid pictures of individual perspectives as well as identifying distinctive points of view. Q methodology allowed viewpoints of participants to be explained in a systematic, holistic and qualitatively rich manner (Watts and Stenner, 2012).

Research Question

For this study, the one research question derived from the purpose statement guided the process. According to Watts & Stenner (2012), Q researchers commonly used this methodology. The research question was; *“What are the collective perspectives held by successfully African American men who experienced adversities during childhood?”*

Development of the Research Instrument and Q Sample

The researchers conducted a purposeful and snowball sampling recruitment process. The two major components in developing this Q Study were Concourse Development and Q-Sort.

Concourse Development. The research instrument of Q methodology was the Q sample, which was a set of items created from a concourse. According to Simons (2013), the development of a concourse was the most challenging and time-consuming of the Q Methodology. The primary sources for the concourse often included interviews, group discussions, and talk shows while secondary sources consisted of photographs, newspaper

clippings, social media comments, and blogs (McKeown & Thomas 1988). Corr (2001) stated that the concourse was everything that was said, written or thought about a research question. Therefore, a concourse is a hypothetical concept that conveys a finite set of possible expressions that refer to a topic of concern, from all different points of view (Dryzek & Berejikian, 1993). For this study, the researcher used the information obtained from the concourse to begin the process of constructing the statements that described the intrinsic attributes that participants attributed to their success.

The next step of this process was to solicit input from participants using the Concourse Open-Ended Interview Questionnaire (COEIQ), which is presented in Appendix C (McKeown & Thomas, 2013). According to Watts and Stenner (2012), this approach created typically more attributes than necessary for the Q-set. The survey for this study contained only one question, “*What intrinsic attributes most contributed to your success as an African American male that experienced adversities during your childhood?*” The participants were given the opportunity list up to nine (9) intrinsic attributes. The researcher selected UNF’s Qualtrics as the tool to collect the participant’s input. Qualtrics is an online survey tool that allows researchers to build and distribute surveys, collect survey related information such as email messages, and analyze responses (Qualtrics, 2015).

To start the process of gathering input from the participant, the researcher sent a recruitment memorandum (see Appendix A) via Qualtrics inviting individuals to take part in this research project. This memo explained the nature of this research project and provided the participants with instructions on how to obtain additional information concerning the process if required. However, before the participants were allowed to access the actual survey,

they were provided with language explaining that their participation indicated their consent to the research (Appendix B).

The challenge for any researchers is to create a final Q-set containing an ample number of items that represent a comprehensive list of opinions, knowledge, and experiences of the topic being studied (Watts & Stenner, 2012). Watts & Stenner (2012) recommended that researchers engage colleagues and content specialists to assist in identifying whether items are nonsensical, redundant, or unnecessary. Eden, Donaldson, and Walker (2005) suggested that the researcher take care in selecting statements to protect the pure voice of the participants. Watts and Stenner (2005) emphasized that the statements chosen for sorting should provide a representative and comprehensive cross-section of the opinions of the entire domain. These scholars are stating that the concourse must be vertically and horizontally complete and comprehensive. To avoid placing an arbitrary limit on the process, the collecting and editing phase of the Q-set should be considered complete only when the researcher and colleagues determined that the set was a reasonable representation of the entire opinion domain (Watts & Stenner, 2012). A total of sixty participants received the invitation. The researcher agreed with the dissertation advisor that once the saturation point of this topic was reached the statement, the collection of survey respondents would be closed. The researcher estimated that this point would be reached after 10 to 15 surveys were received and processed. However, the researcher and advisor determined that the saturation point was reached after 23 surveys were received and processed. After all of the reviews were consolidation, elimination, and editing of the responses, the final Q-set contained 41 statements.

Participant Recruitment (P-set). The 'P set' is the group of participants that undertakes the Q sorting (Simons, 2013). The participants in the P-set are considered the

variables in a Q study (Watts & Stenner; 2012). According to Brown (2010), the membership of the P-set should reflect a body of participants, who are knowledgeable about the issue that is being studied, preferably those with personal life experiences (Brown, 2010). Barry and Proops (1999) argued that Q was an interactive process driven primarily by the research participants, rather than the researcher. Stainton-Rogers (1995) suggested that Q worked best when the P-set contained between 40 and 60 participants. According to Akhtar-Danesh, Batunann, and Cortiingley (2008), Q researchers must ensure that the membership of the P-set represented different perspectives of the theme being studied. In more traditional methodologies such as the R methodology, the methodologists take considerable care with the choice and inclusion of each particular and independent variable within their studies; the same selection requirement were upheld with Q, the inclusion or exclusion of participants required that the researcher carefully evaluate all participants to ensure that all aspects of the study were adequately addressed.

After conducting a purposeful and snowball sampling recruitment process, the researcher projected that a diverse group of thirty-five to forty successful African American men would agree to participate in this study. The researcher created a list of individuals that he knew met the criteria for participation. These criteria for participation are listed below.

- 1) Must be an African American male,
- 2) Must be at least 21 years of age,
- 3) Must have grown up in an environment where the prospect experienced at least one risk factor such as poverty, violence, or crime,
- 4) Currently living a successful life. For this study, a successful African American man is a person that had served in one or more leadership positions for more than

two years within his professional, community, social, or faith organization and had no known recent damaging information about his character or behavior.

A total of eighty-five men were invited to be a part of the P-set. The final P-set for this research project contained a diverse group of 42 participants, variables or QSorts.

Q Sort

Q methodology requires participants to order or sort Q sample statements (see Appendix P) using a 'Q-table' (Appendix F), which has a quasi-normal distribution, ranging from 'Least Contributed' on the left to 'Most Contributed' on the right (Cross, 2005).

Participants sort the Q sample statements into the Q-table or sorting grid based on their personal, subjective view of the statements (Watts & Stenner, 2012). According to Brown (1993), this grid is often shaped as a quasi-normal distribution, based on the assumption that fewer statements are considered of highest agreement and highest disagreement.

The Sorting process began when the participants received the “Recruitment for Q-Sort” email message (see Appendix D), inviting them to start the sorting process by launching the embedded link. However, before the participants were allowed to access the actual sorting, they were provided with language describing that their participation indicated their consent to the research (Appendix E). The participants then performed the sort through the FlashQ application. FlashQ is an open-source application for performing Q-sort research (Hackert & Brachler, 2007). Below is a description of the four steps that each participant completed.

1. First, the participants were given an overview of this research study. At this point, the participants were presented with the statement, “*What intrinsic attributes most contributed to your success as an African American male that*

experienced adversities during your childhood?” The underlying motive behind this statement was to stimulate the participants to think back to their childhood experiences and rank those internal drivers that shaped and governed their lives as children, and adolescents into adulthood.

2. Secondly, the participants were instructed to place each intrinsic attribute in one of three piles, which will be labeled as; “Least Contributed to my Success,” “Likely Contributed to my Success,” and “Most Contributed to my Success.”
3. Next, the participants were presented with a blank forced quasi-normal distribution table containing 41 empty squares, similar to the one in Appendix F. Three piles containing all intrinsic attributes were placed at the bottom of the screen. The participants were instructed to drag each of the 41 intrinsic attributes, one at a time, into the blank squares. This sort was within a forced distribution from -4 to +4 in the following manner: ± 4 (three statements), ± 3 (four statements), ± 2 (five statements), ± 1 (five statements), 0 (seven statements), depending on the actual number of statements. Positive statements (statements in which the participants feel most represent their experiences) were placed to the right of the “0,” and negative statements (statements in which the participants feel least represent their experiences) were placed to the left of the “0” (McKeown & Thomas, 2013). The participants were instructed to take as much time as they need to complete the sorting, as there were no time limits built into this process. Also, participants were instructed how to order and reorder the attributes until all of the intrinsic attributes were in their

desired sequence. Once the participants were satisfied with the placement of all the items in the distribution table they were instructed on how to confirm that the sorting process was completed.

4. Following the performance of the Q sorts, each participant was asked to briefly provide their reasoning for selecting the intrinsic attributes that were most and least influential to them. In other words, those statements they placed in both the “+4” and “-4” columns. These responses were then used to more deeply inform subjectivity of the participants within each of the resultant factors and supported the names and descriptions that the researcher assigned to each factor.
5. Lastly, the participants were asked to provide demographic information about themselves including the year of birth, current or most recent occupation, education level, area of leadership, and list childhood adversities that they experienced.

Data Analysis

Factor Analysis, embedded in the Q Methodology, was the process of grouping participants into and identifying the common viewpoints within the population of interest (O’Leary, Wobbrock, & Riskin, 2013; Simons, 2013). A factor represented a group of Q-sorts that have similar values and correlate significantly with each statement in the Q-set (Akhtar-Danesh et al., 2008). The by-person factor analysis used by Q calculates the correlation coefficients between participants' Q sorts to identify common viewpoints (O’Leary, Wobbrock, Riskin, 2013).

The challenge for the researcher at this point was to identify the factors generated from the factor analysis (O'Leary, Wobbrock, Riskin, 2013). The researcher used these factors to determine which viewpoints were interconnected or related within a group of participants and to show the particular combinations of views that are preferred by the participants (O'Leary, Wobbrock, Riskin, 2013). The researcher worked with the output of the factor analysis to understand the viewpoints of the participants (Akhtar-Danesh et al., 2008). When interpreting results, the researchers assigned names or labels to each factor by pulling together the identified statements and evaluating the responses to the narrative and demographic data.

There were two options that the researcher had when conducting factor analysis and extraction, Principal component analysis (PCA), and Centroid factor analysis. Either method would provide the Q methodologist with sufficient data to support the interpretation process (Watts & Stenner, 2005). Several Q methodologists posited that PCA was the superior choice over centroid for factor extraction because of its mathematical ability to best provide simple structures and a potentially infinite number of rotated solutions (Ho, 2006; Rummel, 1970). The researcher selected to use the PCA method for this study.

Correlation. Each participant's Q-sort was first loaded into the FlashQ program (Schmolck, 2014). The software correlated the individual sorts to determine the degree of correlation among them. According to Watts and Stenner (2012), the correlation matrix derived from this process represents the inter-correlation of viewpoints of all participants (Watts & Stenner, 2012). This matrix had the unique advantage of containing all of the variability within the study (Watts & Stenner, 2012). These correlations among the individual sorts were then factor analyzed for relationships among the correlations. This process is referred to as factor extraction.

Factor Extraction. A factor in a Q methodology study is a group of individual sorts that bear statistical similarity to one another and, when extracted, each attributes to varying degrees of the composite perspective formed by the collective. One of the challenging tasks for the researcher was to determine the number of factors to extract. Q methodologists use multiple methods to determine how many factors to extract (Watts & Stenner, 2012). When in question whether to extract a factor or not, Brown (1980) suggested a tendency toward inclusivity, further arguing that a factor should be included even when the statistical criteria (such as Eigenvalue) was relatively marginal as it might contain portions of the variance that will improve the loadings of larger factors. Watts and Stenner (2012) offered other methods to determine the number of factors to extract based on the number of participants in a study. One guideline sometimes used is to extract one factor for every 6-8 participants in a study. Ultimately, the conceptual value of a factor and whether a clear narrative description is suggested by the respective factor arrays is considered the best standard for determining the inclusion of a factor, rather than statistical criteria (Watts & Stenner, 2012).

Watts and Stenner's suggestion coupled with significant eigenvalues provided sufficient warrant for the extraction and final rotation of the associated factors. The Eigenvalue is the sum squared loadings of all the sorts on a particular factor, for example, $\text{Factor 1} = (\text{Qsort 1 loading on Factor 1})^2 + (\text{Qsort 2 loading on F1})^2 + (\text{Qsort 3 loading on F1})^2 + \dots + (\text{Qsort N loading on F1})^2$ (Watts & Stenner, 2012). When using eigenvalues for the factor extraction, factors that test with eigenvalues of less than 1.0 are considered to be non-significant because they account for less variance than is represented by a single sort, factors with a value of 1.0 or higher are considered significant and to represent the variance

reported by more than a single sort (Watts & Stenner, 2012). The researcher of this study began with statistical considerations such as the eigenvalue and the variance of each factor to help determine the number of factors that were extracted, but then examined the resultant correlations among the resultant factors and Q sample factor arrays for each possible factor solution. Three, four, five, and six-factor solutions were analyzed during this process. The researcher determined that five factors were appropriate for extraction.

Factor Rotation. Factor rotation was used to create an alignment between completed sorts and extracted factors. For this process, an orthogonal rotation was used to keep the factor axes at 90-degree angles to each other (Watts & Stenner, 2012). By rotating factors and aligning them with clustered groups of similar Q sorts, the researchers were able to understand the particular viewpoints of the participants within the groups and create a picture of the topic. Brown (1980) stressed that when subjective factors are included in the determination of rotation of factors, there is the possibility of the expansion of knowledge.

The rotation of the factors can be done either by hand or with a software feature with PQMethod. PQMethod provides two different methods of rotation, one is called Varimax rotation, and the other is called manual or judgmental rotation. Varimax rotation is often used in Q studies because of the ease of use of the method and because it uses pure statistical criteria to minimize the statistical similarities between factors and thus optimize the purity among them (Watts and Stenner, 2012). For this study, the Varimax rotation was utilized as the method of factor rotation, based on the recommendations of Watts and Stenner (2012).

Interpretation. The process of interpreting the factors in Q methodology relies on abductive reasoning. Watts and Stenner (2012) defined abductive reasoning as the process of gathering the information or facts first and then working to create a theory that explains those

facts. As Watts and Stenner (2012) indicated, the abductive reasoning was meant to discover new insights and generate new scholarship about a subject. The abductive reasoning involved deciding what the most likely inference that can be made from a set of observations. This form of reasoning is significant because there is often a wide range of possible explanations for a phenomenon; therefore, this approach gives methodologists an approach when deciding which possible explanations to address first. Also, this approach can generate compelling results that deepen the understanding of the phenomenon and provide insights for future probes of the study.

According to Watts and Stenner (2012), the primary concern of the researcher about the interpretation is to establish a comprehensive view of the subject from participants' perspective. The factor array is the tool that researchers use to assist in with the analysis and interpretation. The factor array represents the merged viewpoints of all the Q sorts that comprise a particular factor. The importance of creating factor arrays is to convert data back into the form that it was captured to assist the researcher in interpreting the factors from a theoretical perspective as opposed to a statistical one (Brown, 1980; Watts & Stenner, 2012). Watts and Stenner (2102) stated that a finalized interpretation should provide a plausible hypothesis of the best possible theoretical explanation of the relevant factor array (Watts and Stenner, 2012).

During the interpretation process, it is essential that the researchers pay particular attention to those items that are ranked at the ends. Also, Watts and Stenner (2012) warned researchers against overlooking the importance of items that consistently ranked naturally throughout multiple factors. In other words, Watts and Stenner (2012) stress that researchers must view all items regardless of their placement as relevant and realize that these items

ranked in a particular location for a reason. By analyzing this data from a holistic approach, the factor array helps to add to the story that is told in the interpretation of the factor; it is not merely an explanation of like and dislikes lumped at the poles of the distribution, but a holistic understanding of a viewpoint.

Finally, to complement and inform the meaning generated from the respective factor arrays, the researcher also used the data from the descriptive responses participants provided following their sorts. Specifically, participant responses to why they selected the Q sample items they did for the +4 and -4 columns were also examined to better understand the meaning of each factor. In addition to the use of participant responses to the post-Sort questionnaire, the researcher also examined the demographic or background information each participant also provided along with their respective sorts.

Reliability

Reliability is a marker of a quality study or instrument. Reliability is defined as the consistency of a measurement system. In other words, reliability is the repeatability of a measurement. It is the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Thus, reliability means that the same response will be obtained on repeated attempts (Newman & McNeil, 1998).

Critics of Q have commonly cited reliability issues as a particular area of concern. Q methodologists have noted that Q methodology was designed to uncover individual subjective beliefs and attitudes about a topic. Therefore, it is not uncommon for an individual's views or opinions to change or modify over time, meaning that when taking the same Q sort just a few months to a year later it is possible that individuals will fall into different factors than in their previous sorting. Q methodologists do not see this as a limitation of the study, noting instead

that the purpose of Q methodology is to uncover as many unique perspectives on a topic, even if those alternative perspectives come from the same individual in subsequent iterations of the sort. The variations in these factors serve to build the body of knowledge regarding the topic. This body of knowledge can be utilized in future studies to inform interventions, modalities, and methodologies.

Risks and Benefits

The UNF Institutional Review Board determined this study for Human Subjects research as exempt as it posed minimal risk to participants and collected exclusively anonymous data (see Appendix U). The researcher considered that because each participant was asked to revisit their past, the process could unearth some traumatic childhood experiences. However, this risk was deemed nothing more than what might be existent in participants daily lives. This research project was designed where all the information shared by the participants is self-disclosed without any pressure from the researcher to drill deep into sensitive areas.

All processes described and submitted to the UNF IRB were followed by the researcher to ensure fidelity. Which included informed consent information, including that all information shared by the participants will be protected, that no identifying information would be collected and thus shared or published in any form, and that all presentation of data would occur in the aggregate. Also, data collected will be stored in a secure location using all standard security protocols.

There were no direct benefits that were identified for participation in this study. However, through the process of reflection required to perform the sorts, participants may come to understand the attributes that attributed to their success in richer ways. Also, through

participating in this study, the academic discourse and understanding of the intrinsic qualities perceived to have most contributed to the success of African American males were deepened.

Subjectivity Statement

It is common in Q methodology studies for the researcher or researchers to perform the sort themselves (Burke, 2015). Burke (2015) stated that researchers could better recognize the perspective of their own bias if they are part of the study. Identifying one's bias is helpful for the researchers to limit personal influences over the interpretation of the results. The researcher of this project met the criteria for participation, participated through the completion of a Q sort, and was part of the P-set. The researcher loaded significantly on Factor 2. The researcher's recognition and awareness of his inclusion in Factor 2 helped him better recognize what could be a personal bias toward this subjective perspective. This assisted the researcher in recognizing personal bias and thus be more aware of its capacity to influence the interpretation and meaning-making regarding each of the resultant factors.

Chapter Summary

This chapter detailed the methodology that was used in this study. The researcher believed that participants should explore and assign their meaning to the research question, which is supported by the principles of Q methodology (Brown, 1993). The development of the Concourse was created entirely from the Concourse Questionnaire that was given to participants. The researcher and colleagues analyzed the responses provided by participants and grouped them into categories, from which Forty-one statements were developed.

During Phase Two of data collection, eighty-five participants were asked to sort the forty-one intrinsic attributes statements based on how the intrinsic attributes attributed to them

becoming successful. Forty-two participants sorted the statements from the Q sample using FlashQ. The PQMethod software was used to analyze the responses and identified factor groups. The data was analyzed using Principal Component Analysis and Varimax Rotation. Post-sort questions were used to inform the researcher's understanding of each perspective and thicken their descriptions.

CHAPTER FOUR: RESULTS

The purpose of this study was to explore the intrinsic attributes that successful African American men who experienced adversities during childhood (e.g., poverty) subjectively attributed to their success. It was the expectation of the researcher that the findings from this study would provide other scholars, educators, youth workers, policymakers, and parents with the additional scholarship to develop and improve upon strategies that are designed to help support the development of African American boys, especially those that are dealing with challenging childhood situations. Also, the researcher expected that the findings from this study would aid in helping the many proponents of positive youth methods such as the Positive Youth Development framework to incorporate additional methods and programs for this population (Durlak et al., 2007; Heck & Subramaniam, 2009).

Forty-two participants ranging in age from 35-75 years old, with an average age of 52.6 participated in the study by completing the ranking of the 41-item Q sort and corresponding survey about the intrinsic attributes that successful African American men with childhood adversities attributed to their success. The response rate was 49.41% with 42 of 85 participants completing the sort and survey. These participants shared seventy adversities that they experienced during childhood such as poverty, child abuse and neglect, academic challenges and failures, bullying, dysfunctional families, bad neighborhoods, physical impairments of themselves, debilitating mental impairments of their mothers, poverty, and racism. The researcher identified seventy-five men within a personal network that met the research criteria to participate in this research project, and the remaining ten participants were the results of the snowball recruiting efforts. Once the project objectives were shared with prospected participants, they recommended others that they felt could make a positive

contribution to this effort. Of the forty-two participants, 100% of these men have high school diplomas, and 86% have college degrees (12% Associates or vocational degrees, 31% Bachelor's degrees, 33% Masters degrees, and 10% Doctorate degrees). These participants worked in various fields, with 12% being business owners, 19% in corporate leadership, 12% in education, 7% in government, 10% in law enforcement, 7% in the medical field, 5% in the military, 10% in religion, 2% in sales, 14% in social services, and 2% in sports. The participants all resided in the southeast region of the United States including Florida, Georgia, and Mississippi.

This remainder of this chapter provides the details of this study. First, results from the concourse development phase are explained. The next section of this chapter contains a detailed analysis of the Q sort phase. This section includes explanations of the correlation matrix, factor extraction, factor rotation, the correlation between factor, and the factor characteristics. Finally, this chapter ends with the factor interpretations, including detailed narratives for each factor extracted during the data analysis process.

Concourse Development Phase

Participants submitted responses to a short-answer questionnaire survey referred to as the Concourse Open-Ended Interview Questionnaire (COEIQ), a copy of which is provided in Appendix C. The researcher designed the COEIQ to elicit responses from successful African American males that experienced childhood adversities regarding the role that intrinsic attributes played in their development. This one-question COEIQ asked the participants to briefly describe up to nine (9) distinct intrinsic attributes that they believed helped them to overcome adversity in their childhood to become successful in either their professional life, faith institution, or community. The researcher loaded the survey into the Qualtrics survey

tool. Sixty individuals received an email inviting them to participate in the concourse development phase of this project. A response rate of 38.33% (n=23) participants completed the Concourse Open-Ended Interview Questionnaire. These participants were African American males between the ages of 35 and 73 years old with an average age of 55.7 years. 100% of the concourse development participants have high school diplomas, and 74% have college degrees, 30% with bachelor's degrees and 44% with advanced degrees. These participants worked in various fields, 9% business owners, 13% corporate leaders, 9% educators, 17% government workers, 4% higher education athletic directors 4% law enforcement, 8% medical professors, 4% military officers, 18% religion, 9% sales, and 4% social service workers. The participants resided in the southeast region of the United States including Florida, Georgia, and Mississippi.

The twenty-three concourse participants produced 144 individual concourse statements (see Appendix I). The researcher loaded these statements into an Excel spreadsheet and then printed them onto separate six by eight inches index cards. A team of colleagues assisted the researcher in the effort of categorizing the statements into common themes. The combined team worked in two separate locations with the same deck of cards with the researcher being the only common link between the two teams. This process ensured that all themes clearly and accurately captured the messages from the responses, and ensured redundant messages and meanings were eliminated. Also, the teams flagged all statements that were identified as extrinsic attributes for exclusion from the concourse. After multiple passes of categorizing these statements, a list of 42 statements remained. Then the researcher reviewed this list with the project advisor, resulting in a revised list of 41 statements. The final step involved the researcher randomly assigning numbers from 1-41 to each statement

(see Appendix P). At this point, the researcher and project sponsor determined that the concourse development phase was complete.

Q Sort Phase

The next step of the process was performing the Q-sort. The researcher invited 85 successful African American men who experienced adversities during childhood to participate in the Q-Sort. The researcher personally knew each of the men initially asked to participate in the study; however, the level of knowledge varied. The researcher spent at least 30 minutes discussing the project objectives with each prospective participant to certify that each met the study criteria. The invitation was sent out in an email that contained a link to the Q-Sort program, FlashQ. FlashQ operates on a system platform that could be launched only on desktop computers. Participants were instructed not to attempt to execute the FlashQ program on any mobile devices such as a tablet or smartphone.

Forty-nine percent (n=42) of the eighty-five men invited to participate completed the Q sort. During this process, the participants, or P set, sorted the forty-one statements that were generated out of the Concourse Phase into a forced distribution that ranged from -4 to +4 (see Appendix F). The researcher provided the participants with a one-sentence condition of instruction statement upon which to sort the statements. The statement was “*What intrinsic attributes most contributed to your success as an African American male that experienced adversities during your childhood?*” The participant placed or ranked the statements describing the attributes into a forced distribution table containing nine columns and 41 cells based on where the participants felt the statements ranked within the distribution table. Where +4 meant which attributes *MOST CONTRIBUTED TO MY SUCCESS AS AN AFRICAN AMERICAN MALE IN SPITE OF MY CHILDHOOD ADVERSITIES*, and - 4 indicated which

attributes *LEAST CONTRIBUTED TO MY SUCCESS AS AN AFRICAN AMERICAN MALE IN SPITE OF MY CHILDHOOD ADVERSITIES.*

Statistical Procedures and Analysis

After completing the sorting process, the participants completed the Post-Sort Questionnaire (PSQ). The participants explained why they ranked the top three and the bottom three attributes within the forced distribution table (see Appendix F). Then the participants described the childhood adversities that they experienced. Finally, the participants provided demographic information including age, level of education, occupation, and leadership roles. After each participant saved and submitted the Q-sort, the system sent an anonymous email to the researcher containing the survey responses. The researcher loaded each response into an Excel spreadsheet. The researcher determined the data collection phase completed after response 42 was received and loaded into the spreadsheet.

The ranking portion of each Q-sort was then manually loaded into the software program called the PQMethod. PQMethod is a statistical program tailored to Q-sort studies (Schmolck, 2014). The researcher used the output reports from this process such as correlation matrix, factor extraction, factor rotation, correlations between factor scores, factor characteristics, and factor array to aid in the analysis and interpretation of the factors.

Factor Analysis. The next step after the data collection phase was the generation of the statistical information needed to complete the factor analysis. All of the processing was conducted within the PQMethods program. To secure the information needed to conduct the factor analysis, several steps had to be completed such as generating the correlation matrix, extracting the factors, rotating the factors, and analysis reports such as the factor array.

Correlation matrix. The correlational matrix (see Appendix J) was one of the reports produced by this process. This matrix reflected the extent and nature of the relationships of each Q-sort with all the other Q-sorts within the analysis (Watts & Stenner, 2012). From this process, the system generated a 42 x 42 correlation matrix containing the intercorrelations of each Q-sort with its calculated correlation coefficient (Watts & Stenner, 2012). A correlation coefficient of 1.0 indicated a perfect correlation where every statement was placed in the same orientation as in the forced distribution between the two sorts. For this case, the only instance of a perfect correlation was when an individual q-sort was compared to itself. A large value between any two sorts denoted a significant relationship between those sorts. In this study, the highest positive correlation found in the correlation matrix was between Qsort 1 and Qsort 18 (0.57), indicating a strong positive correlation. The highest negative correlation found in the correlation matrix was between Qsort 7 and Qsort 33 (-0.44), suggesting a moderate negative correlation. These correlations would seem to indicate a strong relationship existing between the perspectives presented in these sorts (See Appendix J).

Factor extraction. According to Watts and Stenner (2012), factor extraction is the key statistical process in the analysis of a Qsort. This process requires that sizeable portions of common or shared meaning be extracted into factors (Watts & Stenner, 2012). Before

performing the factor extraction functions, the number of factors to be extracted must be determined. Per Watts and Stenner (2012), the task of determining how many factors to extract is not a straightforward process. There are multiple methods a Q methodologist might employ in determining how many factors to extract. Eigenvalues (or the Kaiser-Guttman criterion), Brown's magic number seven, and recommendations from an expert are all acceptable tools that could be used in combination to determine the acceptable number of factors (Watts & Stenner, 2012).

The review of the Eigenvalues for each factor depicted whether the factor was significant or not (Watts & Stenner, 2012). Eigenvalues less than 1.0 were considered to be non-significant because they account for less variance than was represented by a single sort, those with a value of 1.0 or higher are considered significant and described the variance reported by more than a single sort (Watts & Stenner, 2012).

After review and discussion with a Q consultant, the researcher determined to extract five factors for this study. The eigenvalues for the selected five factors were: Factor 1 (7.75), Factor 2 (3.35), Factor 3 (3.02), Factor 4 (2.40), and Factor 5 (2.34). The eigenvalues for each factor overwhelmingly satisfied the Kaiser Guttman criterion. Watts and Stenner's suggestion coupled with significant eigenvalues provided sufficient justification for extracting five factors.

PQmethod provided two options to complete the factor extraction, Principal Component Analysis (PCA), and Centroid Factor Analysis. Both methods generally produce similar results (Harman, 1976). The researcher of this project selected the PCA method to conduct the factor extraction for this study. Also, the researcher used Humphrey's rule to determine which q-sorts were statistically significant at the .01 level based on the loading

factors that were greater than or equal to ± 2.58 standard error (McKeown & Thomas, 2013). For this study the researcher extracted q-sorts with loading values of $\pm 2.58 (0.156) = \pm .403$ into one of the five factors (see Appendix K). The next step was to rotate the factors.

Factor rotation. The goal of factor rotation was to provide a solution that explained the maximum amount of study variance; in essence, it provided the single best solution for each factor (Watts and Stenner, 2012). Q Methodologies used two methods to complete the rotation process, a by-hand method or an automated method using the software program, Varimax. This program is an option in the PQMethod software system and is commonly used in Q studies (Watts and Stenner, 2012). The researcher of the study selected the Varimax rotation option. The final step of this process was the generation of the statistical reports required to complete the factor analysis.

Correlations between factors. The correlation between factor scores table (see Appendix L) provided information regarding the degree to which any one factor correlated to any other factor. The most significant positive correlation was between Factor 1 and Factor 5 (0.30), which indicated a somewhat weak positive correlation; the only negative correlation relationship, which was weak, was between Factor 2 and Factor 4 (-0.05). These low correlations indicated that the perspectives presented in the five extracted factors were statistically distinct, though they did share common themes.

Factor characteristics. As reported by PQMethod, the eigenvalue of Factor 1 was 7.75, Factor 2 was 3.35, Factor 3 was 3.2, Factor 4 was 2.4, and Factor 5 was 2.34. These five factors explained 45% of the total variance of the study, Factor 1 explained 18% of the total variance of the study, Factor 2 explained 8% of the total variance of the study, Factor 3

explained 7% of the total variance of the study, Factor 4 explained 6% of the total variance of the study, and Factor 5 explained 6% of the total variance of the study.

Thirty-six of the 42 participants in this study loaded on a factor; factor 1(17), factor 2(5), factor 3(5), factor 4(4), and factor 5(5). PQmethod identified these participants, defining variables, or Qsorts, because they satisfied two statistical requirements (see Appendix M). The first requirement was the factor loading explained more than half of the common variance (Schmolck, 2014). The second requirement was that the estimated reliability coefficient was greater than or equal to .80 (Brown, 1980). In Appendix M, the standard errors for the factors that were calculated are displayed. Brown (1980) noted the importance of the inverse relationship between the composite reliability scores and the standard error. An increase in the composite reliability score would cause a drop in the standard error. This inverse relationship is consistent in the data in this study with the standard error of the factor Z-score for the five factors as follows: Factor 1(0.12), Factor 2(0.22), Factor 3(0.22), Factor 4(0.24), and Factor 5(0.22). Six non-significant Q sorts failed to reach the 0.4039 level of significance on any of the five factors; those sorts were Q sort 4, 12, 15, 24, 30 and 42 with the level of significance of 0.089, 0.072, 0.33, 0.37, 0.39 and 0.31, respectively. The next section is the interpretations of the five factors based on the five-factor solution using Principal Component Analysis and Varimax Rotation.

Factor Interpretation

For interpretation, each factor array was mapped onto a 36-inch by 48-inch tri-fold display board that represents its forced distribution. In the case of this study, statements were ranked on a continuum from -4 to +4 that contained nine columns. Once the forced distribution was completed, the researcher carefully analyzed the placement of the attributes

in each factor and named the factors. The researcher loaded, categorized, and summarized the participants' demographic and survey data from the PSQ into Excel spreadsheets, for analysis; the following description captures the results of this analysis. The resultant names of the groups are Factor 1: Godly Working Men, Factor 2: Competitive Men, Factor 3: Charismatic Men, Factor 4: The Expectation Driven Men, and Factor 5: The Proud African American Men.

Factor 1: The Godly Working Men. This factor had an eigenvalue of 7.74 and explained 18% of the study variance. The average age of the participants in Factor 1 was 52.1 years (see Appendix O). All seventeen participants finished high school, and 88% (n=15) completed college with three Associate's degrees, five Bachelor's degrees, and seven Master's degrees. The occupations of these participants varied; three business owners, four corporate leaders, three educators, one military officer, one municipal government worker, two law-enforcement leaders, one faith leader, and two social service workers. The childhood adversities experienced by the participants included situations such as poverty, crime and drug infested neighborhoods, the death of parents, absentee fathers, limited parental guidance, and racism. Of the 17 participants who loaded on Factor 1, 13 of these men directly referenced their Christian faith in their post-sort responses. Although all but one participant in this study were raised in Christian households, these 13 participants interjected the importance of Christian thought and ethics to this shared perspective.

Given the emphasis on the importance of Christian faith, some Biblical context was useful in understanding this shared view. According to the New Testament, the concept of godliness relates to the reverent awareness of God's sovereignty over every aspect of life, and the personal determination to honor God in every aspect of one's life (1 Timothy 2:2).

Participants who comprised Factor 1 are perceived to be godly men of faith. They attributed the spiritual related attributes of faith and trust in God (S29: +4), and a desire to learn and understand how to apply the Word of God to their lives (S22: +4) to their success. One participant supported this claim by stating, “(S29) Faith and trust in God have been the most contributing factor to my success.” Another participant stated, “My faith in God was founded on the belief that God was who he said he was and that God would do what he said he would do. This belief allowed me to put my trust in him because he has proven to be trustworthy in my life.” According to the factor array, the participants appeared not to have allowed the fear of failure or of making mistakes to deter them from life challenges (S31: -4). One participant expressed that he could find the good or silver lining in failure, stating “As a leader, parent, teacher, supervisor, or coach, I encourage others to learn from mistakes and not just dwell on them. Failure can produce positive and productive results.” Also, based on the findings, these men did not allow what the naysayers or doubters said to prevent them from persuading their goals (S24: -4). One participant linked his low ranking of this attribute to a high ranking on his trust and faith in God (S29: +4). This participant stated, “It was simply that I did not have the time and did not care about what was being said. I felt as long as God was in my life it always works out for my good. I still feel that way today.”

Seventeen percent of participants attributed the importance of working hard to their life achievement as the attribute that attributed most to their success (S26: +4). One participant wrote, “ I was taught from a child to work hard to get ahead. On Saturday mornings, when other children in the neighborhood were playing or watching television, children in my family were doing chores around our house.”

Three additional perceptions from the Godly Working Men factor, the positive ranked attributes (+3, +2, +1) created a balanced perspective of the participants in this factor. Not only did these participants attribute their spiritual dependence of God to their success, first, they also identified their ability to effect change, the ability on being a self-motivated person (S4: +3), the ability to maintain a sense of purpose (S41, +2), and the ability to seek and find the needed resources (S13, +1) as attributes that attributed to their success. Secondly, the participants attributed the ability to persevere and battle through life problems (S11, +2) and mental fortitude and toughness (S37, +2) to their success in life. Lastly, the participants named the ability to be concerned and value others (S2, +2). This caring attribute was modified with three supporting attributes, the ability to get along with others (S7, +1), the appreciation and a desire to help and encourage others (S33, +1), and being respectful of others (S38, +3).

In summary, the individuals that comprised Factor One were men that attributed faith and trust in God, working hard and smart, having mental fortitude and toughness, and the ability to preserve through life challenges to their success, but these participants also recognized that their ability to care and value others played a role. In the midst of adversities these men were respectful and maintained positive attitudes in spite of life challenges. The title “Godly Working Men” captures the true nature of participants in factor 1.

Factor 2: The Competitive Men. This factor had an eigenvalue of 3.35 and explained 8% of the study variance. The average age of the participants in Factor 2 was 50.8 years (see Appendix O). All 100% of the five participants finished college, two Bachelor’s degrees, one Master’s degree, and two Doctorate degrees. The occupations of these participants varied, with three corporate technical leaders, one educator, one religious leader, and many also

worked in the social service/non-profit sector. One of the participants is well into a second career. Also, all five participants in this factor worked in multiple occupations and are highly respected within the communities they serve. The childhood adversities experienced by the participants including situations such as poverty, crime and drug infested neighborhoods, the death of parents, absentee fathers, limited parental guidance, and racism. All five participants attributed positive loadings indicating a positive relationship to the identified perspective of the factor.

Participants in this factor appear to have a strong desire to win. 60% of the participants ranked having (S25, +4) a desire to win as one of the attributes that attributed most to their success. One participant stated, "I have always been a competitor, and no matter what the situation was I wanted to win and be considered a winner." The perspective of winning helped to create a sense of purpose and value in the life of some participants in this factor (S41, +4). Also, the desire to win (S25, +4) was supported by two other attributes, the ability to establish goals and work to accomplish them (S5, +3) and the ability to prioritize those things that lead to success (S12, +1). One participant stated "The desire to win complements the ability to set goals, as I have generally wanted to be part of a winning or successful team." Another participant stated "my desire to 'win' or be as successful as I can has been a driving part of my life and I find it enjoyable when I am on the successful part of an effort or competition." To support the winning perspective, participants attributed the attribute of having dreams of being successful (S27, +4) to their success. One participant stated, "I often daydreamed of having that perfect family, job, and house. I can remember dreaming about how my children would greet me when I got home from work. I guess I never stopped dreaming."

In order to support the desire to win (S25, +4), these individuals attributed self-sufficiency related attributes to their success such as the ability the attribute of being self-motivated (S4, +2), self-reliant (S15, +1), and have a degree of mental fortitude and toughness (S37, +2). Each participant in this factor had an extensive list of accomplishments including the fact that 80% of these participants have earned masters or doctorate degrees. All of the men in this factor are performing near the top levels within the organizations where they are employed.

Eighty percent (n=4) of participants in this factor worked in social service careers directed towards helping the disadvantaged and oppressed. One resource stated “meaningful work fuels my appetite for social change and justice.” The sense of purpose and value (S41, +4) drives these men. Also, the participants attributed faith and trust in God (S29, +3) and the ability to keep positive attitudes in spite of the circumstances as attributes that attributed to their success. The attributes that helped the participants maintain positive attitudes could have also helped to keep these men grounded and focused as they worked in their professional roles to assist others who have experienced childhood adversities such as them.

The fear of failure or making mistakes (S31, +3) and having a desire to prove the naysayers and doubters wrong (S24, +1) seemed to create a defensive mindset within these participants, often causing a state of constant competition against themselves and others even when the competitors did not realize that one of these men were competing against them. For instance, one participant stated “I wanted to be the top student in my Algebra class. However, there was a student that always made better grades than me on every test. I worked and studied very hard to make a better grade than him on our final exam. To this day, he never knew I was competing against him.”

The participants in Factor 2 indicated that they were more focused on achievement and sometimes struggled with soft skills. Based on the ranking of some attributes, the participants realized that they did not always have charismatic personalities. These participants did tend to rank the personality attributes low such as lack of humor (S32, -4) and not having an engaging personality (S35, -4).

Strangely, the men in this factor ranked attributes of helping and getting along with others low, struggled with getting along with others (S7, -3) and finding reasons to help and encourage others (S33, -3). At first glance, based on the current occupations of these men, these rankings appeared not to align. After analyzing their comments, it seems that these men are task driven and struggled when they had to stop or slow down to allow others to catch up. One participant stated, “In many cases, I can get the job done faster by myself, especially if I have to train a less skilled person.”

In summary, the participants in this factor were men that have strong desires to win. They were very successful men with extensive lists of accomplishments. 80% of the participants in this factor worked or volunteered in areas that focused on the disadvantaged and oppressed. These men are task driven and less charismatic, though their faith and trust in God have kept them grounded and doing good deeds for others. The title “Competitive Men” captures the true nature of participants in Factor 2.

Factor 3: The Charismatic Men. This factor had an eigenvalue of 3.02 and explained 7% of the study variance. The average age of the participants in Factor 3 was 55.2 years (see Appendix O). The five participants have varied educational attainment, with one high school diploma, two Bachelor’s degrees, one Master’s degree, and one Doctorate. Also, the occupations of these participants varied, with one corporate manager, one educator, one law

enforcement leader, one sales manager, and one religious leader. The childhood adversities experienced by the participants included situations such as dysfunctional family environments, bullying, homelessness, severe poverty (including having to eat out of dumpsters), violence, and racism. All five participants attributed positive loadings indicating a positive relationship to the identified perspective of the factor.

Participants in this factor selected the attribute of having an engaging personality (S35, +4) as one of those attributes that attributed most to their success. The five participants in this factor were the center of the attention in many social settings. One participant stated that “People seem to be attracted to me for some reason.” One individual, the crime expert, often appears on a middle market local News stations. This individual ran two unsuccessful campaigns for the office of sheriff in one of the largest cities in the United States.

The participants in this factor were concerned about what others think about them. They attributed the desire to prove the naysayers and doubters wrong (S24, +3) as an attribute that helped them to be successful. Another attribute the participants attributed to their success was the willingness to conform and follow instruction (S40, +1). It appeared that pleasing the naysayers by submitting to their standards was essential to these participants.

In addition to having engaging personalities, the participants attributed their ability to work hard and do their best to be successful (S26, +4). One participant wrote, “My father taught all of his sons, whatever you decide to be in life, be the best at your craft and second to none.” The four supporting statements included the desire not be a victim of poverty (S21, +1), the desire to win (S25, +2), willingness to conform and follow instruction (S40, +1), and the dreams to be successful (S27, +2). One participant wrote, “I grew up in poverty, and I was determined as an adult that I would never live in poverty again.”

Most of the participants in this factor also attributed faith in God to their success. They credit the two attributes that related to spirituality profoundly to their success, faith and trust in God (S29, +4) and desire to learn and understand how to apply the word of God to my life (S22, +3). One participant wrote, “In God do I put all my trust. Trust in God is my foundation of life.” Another participant stated, “I used prayer and church fellowship to cope with life's situations.” However, due to the childhood struggles and adversities that one participant experienced, his attitude toward organized religion was directly opposite of most of the participants in this factor, he wrote, “for much of my life, I was mad at God for all the reasons imaginable. Also, we were not on speaking terms because of some of the things done in God's name and how some of the Lord's representatives misrepresented his name.”

The participants of this factor valued their racial identity and history (S36, +3). However, they attributed those attributes relating to personal power low, including the ability to accepting themselves including their weaknesses and strengths (S16, -3) or the belief that they could have a positive impact (S18, -2), and the ability to persevere and battle through life problems.

In summary, the individuals that comprise Factor 3 were men that have engaging personalities and can work hard and do their best to succeed. 80% of the men in this factor recognized that faith and trust in God played a vital role in their success. However, the participants were concerned about what others thought about them. Also, they do not attribute the personal power attributes to their success. The title “The Charismatic Men” captures the true nature of participants in Factor 3.

Factor 4: The Expectation Driven Men. This factor 4 had an eigenvalue of 2.40 and explained 6% of the study variance. The average age of the participants in Factor 4 was 51.3

years, and the median age is 41 years old (see Appendix O). The four participants have varied education obtainment, including two Bachelor's degrees, one Master's degree, and one Doctorate. Also, the occupations of these participants varied, with one corporate technology leader, one educator, one hospital administrator, and a government official. The childhood adversities experienced by the participants included situations such as feeling lost in a large family, the death of a mother at an early age, illness, learning disability, and poverty. All five participants attributed positive loadings indicating a positive relationship to the identified perspective of the factor.

The four participants in this factor are viewed as high achievers within their professional communities. One of the participants in the factor was one of the founding professors at a predominately white state university in the early 1970s. This individual served as the dean of one of the colleges within that University. Another participant was president of the Student Government organization at a predominately white university in the southern region of the United States and later worked as an advisor to state lawmakers. The participants within this factor attributed the desire to live up to the examples and values learned from their mothers or influential women (S23, +4) to their success, with one participant writing "My mother set high expectations of me, and I chose to live up to those expectations." Also, the participants identified the ability to prioritize those things that lead to success (S12, +3) as an attribute that led to their success.

The four participants recognized the role that faith in God played in their lives. They attributed the attributes that relate to spirituality to their success, desire to learn and understand how to apply the word of God to my life (S22, +4) and their faith and trust in God (S29, +3).

One of the four participants lost his mother during his childhood to cancer after a long hard-fought battle. This participant wrote “Faith and trust in God was the backbone of my success, and my mother was the one who introduced me to the concept of faith. She was my first moral compass.” Also, the participants of this factor identified the attribute of having a sense of empowerment from life’s challenges (S28, +3) as a significant contributor. This attribute could account for the intense drive that all the participants in this factor possess.

Even though all the participants within the factor were highly successful men within their careers and communities, they attributed the fear of failure or making mistakes as one of the attributes that fueled their determination not to fail (S31, +4). Two supporting attributes that these participants attributed to their success were, the ability to accept family support and encouragement (S30, +1), and the ability to seek and find the needed resources (S13, +1). Fear can have both a negative and positive side, and it appeared that these participants used their fear of failure and external resources to their advantage. They attributed the ability to persevere and battle through life problems (S11, +2) as a positive attribute.

The participants in this factor appeared to care about others as well as themselves. They attributed the four attributes that centered on caring about others and themselves to their success, including the ability to love and appreciate myself and others (S34, +3), being respectful of others (S38, +2), ability to look at things from others point of views (S10, +2), and a desire to help and encourage other (S33, +2). The four men in the factor are all loving and caring men, however, they will knock down any obstacle that stands in their way of achieving a personal goal. The ability to prioritize those things that lead to success (S12, +3) guides these men.

To summarize, the individuals that comprise Factor 4 were high achieving men, all performing at the top levels of the organizations where they are employed. These men live up to the high standards and expectations set by their mothers and the encouragement of others with their network of support. The fear of failure or making mistakes fueled their determination not to fail. As a result, these men used the available resources to help them succeed. These appeared to godly men who care about themselves and others. The title “The Expectation Driven Men” captures the true nature of participants in Factor 4.

Factor 5: The Proud African American Men. This factor had an eigenvalue of 2.34 and explained 6% of the study variance. The average age of the participants in Factor 5 was 48.4 (see Appendix O). The five participants have varied education obtainment, one high school diploma, one vocational licensee, one Bachelor’s degree, and one Master’s degree. The occupations of these participants varied, with one corporate technology consultant, one corporate recruiter, one military officer, one politician, and one business owner. The politician in this factor served eight years as a state senator, four years an advisor to a mayor of one of the largest cities the United States, and worked as the field organizer of a United States Congressperson. The childhood adversities experienced by the participants including situations such as having an absentee father, academic failure, broken home, being bullied, child neglect, crime and drug infested neighborhood, domestic violence, homeless, poverty, and single mother.

Two of the five participants were arrested as teenagers and young adults. One of the participants stated the at one time he was facing a lengthy prison sentence. This individual is now the owner of a successful and popular barbershop in northeast Florida. All five of the participants shared that someone or something appeared in their life to help them get over

hurdles at just the right time, providing them with a way to escape the paths of destruction. In the case of these participants, that someone or something was a father or the military. One participant's mother, his primary caregiver, had a severe drug dependency problem. Being her only child, he felt that he had the responsibility of caring for her even as a young child, stating, He stated, "As a teenager, I could manage to handle some of my life problems but couldn't handle my mother's lifelong problems with drugs." According to this participant, when he was at his lowest point, he decided to enlist in the military. He credited the attributes of sound decision-making skills (S39, +3) as a contributor to this decision and his success.

All five participants in this factor recognized the positive role that faith in God played in their lives. They attributed the two attributes that relate to spirituality to their success, desire to learn and understand how to apply the word of God to my life (S22, +4) and faith and trust in God (S29, +4). One of the participants wrote, "My desire to learn and understand how to apply the word of God and knowing the importance of his presence in me. I know that without learning, understanding, and applying the word, I would not be able to overcome the many obstacles that I faced as a child and the obstacles that I continue to face."

In addition to valuing their faith in God, these men also attributed the pride of their racial identity and history (S36, +4) to their success. One participant expressed that knowing his history made him unique and he always wanted to honor those who struggled for his freedom.

Even though this participant grew up in extreme poverty, his mother and older sister protected him from the reality of poverty. However, there were situations in his childhood when the harsh reality of poverty could not be hidden. This participant stated, "Looking back at the "shame" of the "Free Meal Ticket Lines" in the high schools and having to be bussed

past my neighborhood school across town made me realized that I was poor and different for the other students in my school.” Two attributes that four participants positively attributed to their success, this participant did not attribute them to his success. These attributes were, desire to learn and understand how to apply the word of God to my life (S22, +4) and a sense of empowerment from life’s challenges (S28, +1). Two attributes that the four participants did not attribute to their success, this participant attributed (+4) to his success were the ability to use music or reading to cope with situations (S14, -4), and the ability to avoid situations that lead to violence (S1, -3).

To summarize, the participants that comprise Factor 5 realized that someone or something came into their lives at the right time to rescue them from destruction. All five men in this factor highly attributed their successes to their trust and faith in God. Also, these participants attributed their racial identity and history to their success. These are proud African American men who are grateful for being “The Proud African American Men.”

Chapter Summary

In the concourse phase of the study, twenty-three participants responded to a one-question survey to briefly describe up to nine (9) distinct intrinsic attributes that they believed helped them to overcome adversity in their childhood in order to become successful in either your professional life, your faith institution, or your community. These questions produced a 144-item concourse (see Appendix I), which were then edited down to the final 41 statements that comprised the Q set.

The Q sort phase of the study involved 42 participants sorting the 41 Q-set statements. The 42 participants sorted the statements into a quasi-normal distribution that ranged from +4 to -4 with +4 representing *MOST ATTRIBUTED TO MY SUCCESS AS AN AFRICAN*

AMERICAN MALE IN SPITE OF MY CHILDHOOD ADVERSITIES and -4 representing *LEAST ATTRIBUTED TO MY SUCCESS AS AN AFRICAN AMERICAN MALE IN SPITE OF MY CHILDHOOD ADVERSITIES*. The participants were provided one condition of instruction as a guide to align their perspective: “*What intrinsic attributes most contributed to your success as an African American male that experienced adversities during your childhood?*” The participants then sorted the statements and filled out a brief questionnaire where they provided the rationale for the placements of their +4 and -4 statements, as well as brief demographic information.

The sorted data were compiled and run through a data analytic program explicitly designed to analyze Q sort data called PQMethod. During this process, five distinct factors were identified. Those five factors were interpreted and then labeled as, Factor 1: The Godly Working Men, Factor 2: The Competitive Men, Factor 3: The Charismatic Men, Factor 4: The Expectation Driven Men, and Factor 5: The Proud African American Men.

In Chapter Five, the researcher provides a discussion of the data from both phases of the study linking to the literature presented in earlier chapters. Additionally, the researcher compared and contrasted the five identified factors and discussed relevant themes that emerged during the analysis and interpretation processes. Finally, Chapter Five contains recommendations for future research.

CHAPTER FIVE: DISCUSSION

The purpose of this study was to explore the intrinsic attributes that successful African American men who experienced adversities during childhood (e.g., poverty) subjectively attributed to their success. It was the expectation of the researcher that the findings from this study would provide researchers, educators, youth workers, policymakers, and parents with the additional scholarship to develop and improve upon strategies that are designed to help support the development of African American boys, especially those that are dealing with challenging childhood situations. Also, the researcher expected that the findings from this study would aid in helping the many proponents of positive youth methods such as the Positive Youth Development framework to incorporate additional methods and programs for this population (Durlak et al., 2007; Heck & Subramaniam, 2009). This study sought to answer one identified research question: *What are the collective perspectives held by successfully African American men who experienced adversities during childhood?* The findings of this study are discussed in detail in the Discussion of Q Sorts Phase Results Section of this chapter.

Discussion of Concourse Development Phase Results

The statements provided by the Concourse Open-Ended Interview Questionnaire (COEIQ) were developed to address the one research question; *“What are the collective perspectives held by successfully African American men who experienced adversities during childhood?”* Twenty-three respondents produced 144 individual concourse statements (see Appendix I). After multiple passes of reviewing, filtering, and categorizing these statements, the researchers along with several colleagues ended up with a list of 42 statements. Next, the

researcher discussed this list with the project advisor. This review resulted in the final list of 41 statements (see Appendix P).

The list of 41 intrinsic attributes that 23 participants claimed attributed to their success supported the Positive Youth Development (PYD) Theory. The basic premise of PYD is that disadvantaged adolescents could develop positively when linked to the right combination of opportunities, supports, positive roles, and relationships (Butts, Bazemore, & Meroe, 2010). Rutter (1993) argued that the adolescents that manage to thrive and develop, even in the presence of multiple risk factors, have internal and external assets that are propelling them forward. Scales and Leffert (1999) stated that the more developmental assets that young people have, the more likely they would thrive and the less likely they would be to engage in high-risk behaviors such as drug and alcohol use, unsafe sex, and violence (Norton & Watt, 2014).

The 20 internal assets within the 40 Developmental Assets framework are grouped in four categories: (a) commitment to learning, (b) positive values, (c) social competencies, and (d) positive identity (Benson et al., 2011). Appendix P contained the mapping of the 41 intrinsic attributes from the concourse into the PYA's categories. This table contains one additional category, spirituality, which surfaced from the concourse. The PYA framework recognized the spiritual community in its external assets but not in the internal assets. Lewis-Coles & Constantine (2006) indicate that spirituality and religiosity are essential variables in African American culture and explain how African Americans rely on it to cope with the challenges of life. Resilient African American males referenced religion as a source of strength to overcome adversities (Teti et al., 2011). Scholars have suggested that African

Americans, in general, tend to have a strong religious orientation (Greene, 2002; Riggins et al., 2008; Teti et al., 2011).

The next step of this study was to determine which of the 41 intrinsic attributes attributed most to the success of African American men who experienced childhood adversities.

Discussion of Q Sort Phase Results

The factor analysis from the Q sort phase highlighted five seemingly distinct factors that emerged. The factors were named, analyzed statistically, and interpreted. The names were determined based on the ranking of the statements within each factor as well as the comments provided by the p-sort. The titles of the factors are Factor 1 - The Godly Working Men, Factor 2 - The Competitive Men, Factor 3 - The Charismatic Men, Factor 4 - The Expectation Driven Men, and Factor 5 – The Proud African American Men. These five factors provided insight into the research question and indicated the shared perspectives of African American men with adverse childhood experiences of the intrinsic attributes that attributed most to their success. These factors support the argument of Coobs and Turnock (2003) that African American men are not a monolithic group and the one size fits all approach to youth development of children must be eliminated. Each of the five factors identified in this study could be a separate research project on its own. However, the researcher uncovered critical findings from the Factor Array (see Appendix N).

In Factor 1, The Godly Working Men, the participants attributed the following seven attributes mostly to their success.

1. Faith and trust in God.
2. The desire to learn and understand how to apply the word of God to my life.

3. The ability to work hard and do my best as the top three attributes that attributed to their success.
4. Ability to be honest.
5. Ability to be self-motivated.
6. Ability to keep a positive attitude in spite circumstances.
7. Being respectful of others.

Of these seven highest-ranked intrinsic attributes within this factor, only two attributes did not align with the 20 internal assets in the 40 Developmental Assets. There were no corresponding assets for the two spiritual intrinsic attributes, faith, and trust in God, and the desire to learn and understand how to apply the word of God to my life within the Internal Assets of the 40 Developmental Assets. The Godly Working Men perceived that his spirituality and ability to work hard attributed most to his success.

In Factor 2, The Competitive Men, the participants attributed the following seven attributes mostly to their success.

1. Desire to win
2. My dreams to be successful
3. Having a sense of purpose and value for my life
4. Ability to establish goals and work to accomplish them
5. Ability to persevere and battle through life problems
6. The ability to work hard and do my best
7. Faith and trust in God

The men in this group worked hard because they believed that hard work paid off. Of these seven highest-ranked intrinsic attributes within this factor, only three attributes did not

align with the 20 internal assets in the 40 Developmental Assets. There were no corresponding assets for the one spiritual intrinsic attributes, which is faith and trust in God. There was no direct alignment with the other attributes, which were a desire to win, and my dreams to be successful. The Competitive Men perceived that his desire to win, dream to be successful, and spirituality attributed most to his success. These men worked hard to outperform the competition.

In Factor 3, The Charismatic Men, the participants attributed the following seven attributes most to their success.

1. The ability to work hard and do my best
2. Faith and trust in God
3. An engaging personality
4. The courage to stand in spite of the consequences
5. The desire to learn and understand how to apply the word of God to my life
6. The desire to prove the naysayers and doubters wrong
7. Pride in my racial identity and history

Of these seven highest-ranked intrinsic attributes within this factor, five attributes did not align with the 20 internal assets in the 40 Developmental Assets. There were no corresponding assets for the two spiritual intrinsic attributes, which are faith and trust in God, and the desire to learn and understand how to apply the word of God to my life. Also, there was no direct alignment with three other attributes: an engaging personality, desire to prove the naysayers and doubters wrong, and pride in my racial identity and history. The men in the Charismatic factor perceived that their ability to work hard, spirituality, and engaging personality attributed most to their success.

In Factor 4: The Expectation Driven Men the participants attributed the following seven attributes most to their success.

1. Desire to learn and understand how to apply the word of God to my life
2. Desire to live up to my mother or other influential women
3. Fear of failure or making mistakes determination not to fail
4. Ability to prioritize those things that lead to success
5. A sense of empowerment from life's challenges
6. Faith and trust in God
7. The ability to love and appreciate myself and others

Of the seven highest-ranked intrinsic attributes within this factor, four attributes did not align with the 20 internal assets in the 40 Developmental Assets. There were no corresponding assets for the two spiritual intrinsic attributes, which are faith and trust in God, and the desire to learn and understand how to apply the word of God to my life. Also, there was no direct alignment with two other attributes, the desire to live up my mother or other influential women, and the fear of failure or making mistakes. The men in the High Achieving factor perceived that their desire to live up the expectations of others propelled them to become higher achievers. These are loving men that care about others. However, they will not allow obstacles in life to prevent them from achieving established goals.

In Factor 5: The Proud African American Men, the participants attributed the following seven attributes most to their success.

1. Desire to learn and understand how to apply the word of God to my life
2. Faith and trust in God
3. Pride in my racial identity and history

4. Ability to forgive
5. A desire to help and encourage others
6. The ability to love and appreciate myself and others
7. Sound decision-making skills

Of these seven highest-ranked intrinsic attributes within this factor, four attributes did not align with the 20 internal assets in the 40 Developmental Assets. There were no corresponding assets for the two spiritual intrinsic attributes, which are faith and trust in God, and the desire to learn and understand how to apply the word of God to my life. Also, there was no direct alignment with two other attributes, the pride in my racial identity and history, and desire to live up my mother or other influential women, and the ability to forgive. These men recognize and value the help and support from others.

Identified as attributing positively to the success of the participants were 38 of the 41 intrinsic attributes from the q-set. The three attributes that did not appear in a positive value within the factor array in Appendix N were the ability to use music or reading to cope with situations, a great sense of humor, and the belief that I could have a positive impact. Appendix Q contained the 38 intrinsic attributed mapped under the PYD's categories. Similar to Appendix P, Appendix Q includes one additional category, spirituality. The PYA framework recognized the spiritual community in its external assets but not in the internal assets.

The combinations of intrinsic attributes revealed within the five-factor solution implies that there are multiple types of individuals that require different sets of intrinsic attributes to be cultivated to help them to overcome the challenges of childhood adversities to develop into productive adults. However, six top intrinsic attributes based on ranking of the participants within all five factors were faith and trust in God, desire to learn and understand how to apply

the word of God to my life, being respectful of others, having a sense of purpose and value for my life, pride in my racial identity and history, and the ability to work hard and do my best. The participants in the five factors highly ranked these six intrinsic attributes as contributors to their success.

Strengths of the Study

This study had four areas of strengths. The first area of strength came from the methods employed, especially as it related to research of African American men who experienced adversities during their childhood. The ability of the researchers to focus on marginalized populations by capturing and analyzing subjective information using quantitative methods is one of the strengths of Q methodology (Brown, 2006). If Q is correctly used, the data collection and the output of the analysis will remain close to the experiences of the participants (Brown, 2006). The researcher of this study consulted with seasoned Q professionals and the work completed by Watts and Stenner (2012) to help facilitate all phases of this effort.

The diversity of the sample participants within the population of the study is the second area of strength in this study. According to Brown (2010), the membership of the P-set should reflect a body of participants who are knowledgeable about the issue that is being studied, preferably those with personal life experiences (Brown, 2010). All participants in this study were successful African American men who had experienced childhood adversities. The average age of the participants was 52.6, ranging from 35 to 75 years old. The levels of education for the participants in this study varied from high school graduates through doctoral degrees, high school degrees of 14.29%, vocational degrees of 2.38%, associate degrees of 9.52%, bachelor's degrees of 30.95%, master's degrees of 33.33% and doctorates degrees of

9.52%. The occupation types of participants varied as well including 11.90% business owners, 19.05% corporate executives, 11.9% educators, 7.14% government workers, 9.52% law enforcement, 7.14% medical personnel, 4.76% enlisted military, 9.52% religion leaders, 2.38% sales, and 14.29% were social service workers. These participants resided in the states of Florida, Georgia, and Mississippi. The diversity of the men in this study attributed to a sound dataset.

The third area of strength in this study was the knowledge of the participants concerning the study matter. According to Akhtar-Danesh, Batunann, and Cortiingley (2008), Q researchers must ensure that the participants of the study represent different perspectives of the theme being studied. The inclusion or exclusion of participants required that the researcher carefully evaluate all participants to ensure that all aspects of the study were properly addressed (Akhtar-Danesh et al., 2008). The researchers personally certified that all criteria for participation were met before inviting any individual to be a participant of this study. The levels and durations of childhood adversities experienced by the participants of this study varied such as poverty, child abuse and neglect, academic challenges and failures, bullying, dysfunctional families, bad neighborhoods, physical impairments, debilitating mental impairments of their mothers, poverty, and racism. All the men in this study are respected within their communities and viewed as successful.

The fourth area of strength in this study was the number of participants and their willingness to share their childhood struggles. Barry and Proops (1999) argued that Q is an interactive process driven primarily by the research participants, rather than the researcher. Stainton-Rogers (1995) suggested that Q works best when the P-set contains between 40 and 60 participants. The researcher expected to receive only 15-20 responses from the Concourse

Open-Ended Interview Questionnaire (COEIQ); in the end, twenty-three participants produced 144 individual concise statements (see Appendix I). The researcher expected to receive between 35-45 responses from the Q-Sort, with a total of forty-two men completing the Q sort. The text responses of the participants to reasons for ranking specific attributes high or low and their descriptions of their childhood adversities were meaningful and, in many cases, deeply heartfelt.

Limitations of the Study

Two limitations were identified in this research project. One limitation was related to the sampling of participants. The other was rooted in participant use of the software application used to complete the Q-Sort.

The first limitation was with the sample. An unintended consequence of the purposeful and snowball sampling techniques used by the research, was that all of the participants for this study resided with the southeast region of the United States. It may be that this geographical concentration produced results in participant perspectives that were idiosyncratic to the region. For instance, the SE United States is often considered highly religious (Jones, 2004). In this study, all of the men who participated were raised in the Christian church and all but one who converted to Judaism remained Christian into adulthood. The concern is if the outcomes of this study remain the same if the diversity of religions and geographic regions within the United States were different.

The FlashQ program that the participants used to complete the Q-Sort and collect the post-survey data was identified as the second limitation of this study. Three technical issues with this software program were identified:

- The first problem was that the application could only operate on desktop or laptop computers. Some participants stated that they have limited access to desktop or laptop computers because they do most of their computer processing with smart devices such as tablets or smartphones. The researcher allowed two participants to complete the sorting using his laptop to mediate this problem. Several potential participants reported that this inconvenience caused them to abandon the effort.
- The second problem with this software was related to security firewall restrictions. Several participants that attempted to complete the Q-Sort on a corporate computer experienced technical challenges when they tried to submit their final Q-sort result. The researcher determined that their corporate security firewalls blocked the submittal process. The researcher helped one participant get around this restriction; however, several potential participants reported that they simply abandoned the effort.
- The third problem with this software Q-Sort program was that it did not provide any warning or error messages to help the participants work through technical situations. On several occasions, participants reported that they had finished the second sorting process by placing every q-sort within the cell of the Forced Distribution Table. However, they were then not allowed to advance to the next step. If the participant was able to reach the researcher, the problem was identified and resolved. However, several participants exited the process without completing the sort.

Implications of the Study

In spite of negative press that often projects a gloomy outlook for African American young men, scores of African American men are becoming successful (Schott Foundation for Public Education, 2015; Williams & Bryan, 2013). These young men have defied the odds

and impacted the world as leaders in fields such as business, education, engineering, entertainment, medicine, military, politics, social services, religion, sports, and technology (Reddick & Heilig, 2012; Williams & Bryan, 2013). This study provided an opportunity for the 42 African American men who were living examples of success to be heard through their Qsorts and subsequent explanations of them. Anecdotally, these men were willing and excited to share not only their perspectives germane to this study, but the stories that have shaped their experiences along the way. In doing so, these men comprise a powerful counter-narrative to the deficit-laden story of African American male underachievement and failure. Just as importantly, the choice and use of Q methodology provided these men with the room and dignity to describe and contextualize their experience in their own words from a collective standpoint. Specifically, Q methodology allowed their own thoughts and expressions to become the research instrument, rather than them simply checking boxes on a scaled survey.

Implications for research. The analogy of the tip of an iceberg best describes the state of this research in this area. The experiences of African American males are unique and different from any other minority group in America (Bell, 2009), and should be studied and analyzed independently from other racial and ethnic groups (Bush & Bush, 2013). The goal of this study was to provide additional scholarship about those intrinsic attributes that successful African American men who have experienced childhood adversities attributed to their success. The researcher desired to create a space where dialogue and research concerning African American young men could grow.

Implications for practice. Strength-based youth development models that viewed children as valuable resources rather than problems such as PYD are designed into many youth mentoring and developmental programs (Lerner, Brown, & Kier, 2005; Lerner et al.,

2005). The basic premise of PYD is that disadvantaged adolescents could develop well when linked to the right combination of opportunities, supports, positive roles, and relationships (Butts, Bazemore, & Meroe, 2010), which are the external assets. Many practitioners aim to reduce the number and intensity of the risk factors present in the lives of these young people (Rutter, 1993) by increasing the number of mentoring and youth developmental programs. The concern with these approaches is what happens when the children leave the safe environments and return to the settings that contain a high number of adverse risk factors. These children must be equipped with the right tools to navigate through the maze of adversities to reach positive outcomes.

The findings of this study demonstrated the importance of equipping young people with the awareness of the intrinsic attributes based on their personalities and situations. The reality for many young people is that their external environments are constant. When young people leave the youth programs and return to their neighborhoods and families, they find the same situations or challenges that they left. The intrinsic attributes must serve as protective factors, continually working to help them make choices that will lead to successful overcomes. This study demonstrated that children with different personalities and situations need a different set of intrinsic attributes. Youth development programs and efforts need to be designed to determine the needs of each child individually and implement development strategies based on those needs.

Implications for policy. Government and philanthropic funding agencies that allocate and grant funds to youth-serving agencies for crime prevention and youth empowerment purposes should require agencies that work with youth to incorporate some form of intrinsic attribute development. It is the hope of the researcher that funding criteria be modified to

include components of building and shaping those intrinsic attributes of at-risk young people. Additional work is needed in the area of policy development.

Recommendations for Future Research

The researcher of this study highly recommends that future studies confirm and expand upon the intrinsic attributes that attributed to the success of African American men who experienced childhood adversities. Additional studies examining this topic from multiple angles are needed to unearth all aspects of this topic. According to Vendables, Pidgeon, Simmons, Henwood, and Parkhill (2009), findings from Q methodology are appropriate for painting vivid pictures of individual perspectives as well as identifying unique points of views. The findings from this study support the underlying concepts of the PYD theoretical framework, however, as an inherent limitation in the design of Q methodology, the findings of one study cannot be generalized across the full population of successful African American men with childhood adversities.

The researcher recommends conducting the Q-sort using the Q-set with an entirely different P-set from different geographical regions of the United States to determine which of the five factors are common between regions. It is possible that the intrinsic spiritual attributes that rated high in all five factors in this study may or may not be the same in a study within another geographical area of the United States. Also, the researcher suggests conducting the full study from the concourse development stage across the different geographic regions of the United States to determine if the list of the intrinsic attributes would change significantly.

Conclusion

As an African American male who has dedicated his entire adult life to mentoring and molding young African American youth, especially African American boys who are living with multiple risk factors, the researcher was highly encouraged with the findings from this study. During the early phases of this project, many of researcher's colleagues would ask the researcher to predict which intrinsic attributes he believed would be identified by participants as most contributing to their success as African American men who experienced childhood adversities. The researcher never attempted to address these inquiries because he wanted the findings to be revealed through the natural process of the methodology and not be influenced by personal or professional biases.

Across the five resultant factors, or collectively held perspectives, identified in this study, six themes of intrinsic attributes surfaced: faith and trust in God, desire to learn and understand how to apply the word of God to my life, being respectful of others, having a sense of purpose and value for my life, pride in my racial identity and history, and the ability to work hard and do my best. These themes ranked high among the five factors that were identified and labeled during the analysis phase of this project. The names of the factors were Factor 1: The Godly Working Men, Factor 2: The Competitive Men, Factor 3: The Charismatic Men, Factor 4: The Expectation Driven Men, and Factor 5: The Proud African American Men. These six themes of attributes and five factors are all different but interconnected and tell a story. This story suggests that there is a rich diversity in attributes that contribute to the success of African American men, but that there is great importance that young African American boys and men are provided with opportunities to understand who

they are spiritually, develop pride for their racial history, have a sound sense of purpose, and develop an understanding and desire to work hard.

As an African American faith leader and a product of the 1970s Black Power Movement (Joseph, 2009), the researcher was pleasantly surprised to observe that spirituality and racial identity were intrinsic attributes that participants ranked high in attributing to their success. The spiritual aspect of the findings indicated that youth development strategies must incorporate faith-based approaches to reach and develop successful African American men. In addition to spirituality, the intrinsic attribute of racial pride and history must be instilled in young African American boys. Youth development and enrichment initiatives must be designed to address these two objectives. The researcher realized that these attributes were significant in his development but did not realize that other African American men with similar backgrounds felt the same.

The five distinct factors, Factor 1: The Godly Working Men, Factor 2: The Competitive Men, Factor 3: The Charismatic Men, Factor 4: The Expectation Driven Men, and Factor 5: The Proud African American Men, highlight the point that African American men are a very diverse group of people. This finding supports the argument that the African American community is not a monolithic population of people and their experience cannot be painted with a single brush. This community is best thought of as a variegated community rather than homogeneous as African American people have a diverse set of experiences, belief systems, and values (Kim & Hargrove 2013).

The findings in this study support the wealth of research regarding strength-based approaches to youth development. The researcher selected the Positive Youth Development theory and the 40 Developmental Assets framework as the theoretical framework for this

study. These findings align with the 20 internal assets with a few exceptions. The 20 internal assets within the 40 Developmental Assets framework are grouped into four categories: (a) commitment to learning, (b) positive values, (c) social competencies, and (d) positive identity (Benson et al., 2011). African American men attributed their spirituality and pride in their racial identity and history as intrinsic attributes that are not explicitly identified within the internal assets in the 40 Developmental Assets framework. For this framework to be meaningful for African Americans, the pride in racial identity and history attribute should be added to the positive identity group, and a new group needs to be added to account for the two spirituality attributes.

This was a deeply rewarding process and experience for the researcher. It was a profound honor to learn from the participants in this study who generously and courageously shared their stories and perspectives. Importantly, they shared about the range of the childhood adversities they experienced – over seventy in all. These men experienced adversities such as poverty, child abuse, and neglect, academic challenges and failures, bullying, dysfunctional families, bad neighborhoods, physical impairments, debilitating mental impairments of their mothers or caregivers, poverty, and racism. However, their stories and this research were not about their adversities. Those were merely the prologue. The real stories were those of hope and possibilities and the internal attributes that fueled both for them. In the end, it was their shared commitment to hope and possibilities that undergirded these men's commitments to share their voices and experiences with us, but for the next generations of African American men so that they might better find those attributes in themselves that will help them overcome and be successful.

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APPENDICES

Appendix A. Recruitment Email for Concourse Development

From: Philip J. Mobley Sr., MBA
To: Potential Participant
Subject: Intrinsic attributes that African American Men who experienced childhood adversities attributed to their success

My name is Philip Mobley Sr., and I am a doctoral candidate at University of North Florida conducting research on of those intrinsic attributes successful African American men having adverse children experiences attributed to their success. I am requesting your participation in this research study.

Your participation will involve you responding to an online Open-Ended Questionnaire that contains one written prompt. This question is designed to elicit your perspectives of which intrinsic attributes attributed to you becoming a successful African American male within your community. Your participation in this process will take approximately 10 minutes to complete.

You must be at least 21 years old, African American male who experienced adversities during their childhood and currently living a successful life to take part in this research study. For this study, a successful African American man is a person that had served in one or more leadership positions for more than two years within his professional, community, social, or faith.

Your participation is completely voluntary; you may withdraw at any time during the process. Your responses will be anonymous. The researcher will ensure that all data collected will be kept securely and any data and findings resulting from this study that are eventually described in writing or presented publicly will only be in the aggregate. In compliance with IRB requirements and to insure data security, your responses will be stored on a secure server and destroyed at the culmination of this research.

Again, please note that no personal identifiable information will be collected and thus cannot be used to formulate or compose any data reports. There are no foreseeable risks, direct benefits, or compensation for participating in this study. However, your participation in this research will provide additional scholarship about which intrinsic attributes such as resilience, integrity, confidence, cognitive ability or task knowledge are instrumental in the successful development of African American males living with adverse childhood experiences.

The University of North Florida Institutional Review Board has approved this research study. If you have any concerns, questions, or requests regarding your rights as a participant, please contact the University of North Florida's Institutional Review Board directly at 904-620-2498 or via email at irb@unf.edu. Should you have any questions regarding the design or purpose of this study or the research approach I am using, please feel free to contact me, as the lead researcher, directly at **Redacted** or **Redacted** or my research advisor, Dr. Chris Janson at 904.620.1520 or c.janson@unf.edu.

Thank you in advance for your time and participation.

Sincerely,

Philip James Mobley Sr., MBA
Principal Researcher

Appendix B: Consent Agreement for Concourse Open-Ended Questionnaire

Completion of this concourse questionnaire implies that you have read the information describing the process and consent to take part in the research. Please click the link below to go to the survey web site or copy and paste the link into your Internet browser to begin the survey. Upon opening the link below, you will be asked to read the consent letter for this study. Once completed, you will be asked to check a box indicating that you have read the consent letter and agree to participate in this research study. Upon checking the box, the actual survey instrument will be launched.

Survey link: http://unf.co1.qualtrics.com/jfe/form/SV_cwJ1xxxxxxx

Appendix C: Concourse Questionnaire Protocol

Intrinsic Attributes That African American Men Who Experienced Childhood Adversities Attributed to Their Success

Concourse Development Open-Ended Questionnaire

NOTE: This information will be collected via Qualtrics

Understanding the role that Intrinsic Attributes play in the development of African American men is the foundation for this research project. These attributes are the influencers that are impacting the decision process of all young people. Examples intrinsic attributes are those forces from within such as intellect, self-worth, or desire to succeed.

As an African American man who experienced adversities during your childhood, please list up to 9 (nine) intrinsic attributes that you believe attributed to you becoming a successful African American male.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Appendix D: Recruitment Email for Q Sort

Recruitment email | Q Sort

From: Philip J. Mobley Sr., MBA
 Date: TBD
 To: Potential Participant
 Subject: Intrinsic attributes that African American Men who experienced childhood adversities attributed to their success

My name is Philip J. Mobley Sr., and I am a doctoral candidate at the University of North Florida (UNF) in the College of Education. I would appreciate your participation in this dissertation research. Your participation will involve sorting ??? (# to be determined) statements, each representing Intrinsic Attributes successful African American men having adverse children experiences attributed to their success Your participation in this sorting process will take approximately 30 minutes to complete.

You must be at least 21 years old, African American male, have adverse childhood experiences, and currently living a successful life to take part in this research study. For this study, a successful African American man is a person that had served in one or more leadership positions for more than two years within his professional, community, social, or faith organization,

Your participation is completely voluntary; you may withdraw at any time during the process. Your responses will be anonymous, following collection all data will be kept securely by the researchers, and any data and findings resulting from this study that are eventually described in writing or presented publicly, will only be in the aggregate. In compliance with IRB requirements and to insure data security, your responses will be stored on a secure server and destroyed at the culmination of this research.

Again, please note that no personal identifiable information will be used to formulate or compose any data reports. There are no foreseeable risks, direct benefits, or compensation for participating in this study. However, your participation in this research will provide additional scholarship about which intrinsic attributes such as resilience, integrity, confidence, cognitive ability or task knowledge are instrumental in the successful development of African American males living with adverse childhood experiences.

The University of North Florida Institutional Review Board has approved this research study. If you have any concerns, questions, or requests regarding your rights as a participant, please contact the University of North Florida's Institutional Review Board directly at 904-620-2498 or via email at irb@unf.edu. Should you have any questions regarding the design or purpose of this study or the research approach I am using, please feel free to contact me, as the lead researcher, directly at **Redacted** or my research advisor, Dr. Chris Janson at 904.620.1520 or c.janson@unf.edu.

Thank you in advance for your time and cooperation.

Sincerely,

Philip James Mobley Sr., MBA
Principal Researcher

Appendix E: Consent Agreement for Q Sort

University of North Florida
Consent to Participate in Scientific Investigations
Consent Agreement for Q Sorting

Completion of this Q sort implies that you have read the information describing the process and consent to take part in the research. Your signature below indicates that you agree to participate in the study. Finally, a copy of this form will be made available to you for your records if you would like. Thank you very much for your time and participation.

Please click the link below to go to the survey web site or copy and paste the link into your Internet browser to begin the Q-sort. Upon opening the link below, you will be asked to read the consent letter for this study. Once completed, you will be asked to check a box indicating that you have read the consent letter and agree to participate in this research study. Upon checking the box, the actual survey instrument will be launched.

Survey link: *TO BE FILLED IN LATER AFTER Q SAMPLE IS DEVELOPED AND LINK IS ESTABLISHED*

2) Please briefly describe why you believe the statements you placed under the "-4" represent **intrinsic attributes that least contributed to your success as an African American male who experienced adversities during their childhood.**

Statement # Reason

Background Information

What is your age? _____

What is your Occupation _____

What is your Education Level _____

Describe your most current Leadership Roles/Duties _____

Describe the adversities that you experienced during your childhood _____

Appendix G: Success Drivers

Intrinsic Success Drivers

	Attributes	Description
1	Cognitive skills/ Commitment to learning	Intelligence Adolescents who enjoy academics and have confidence in their abilities typically show more persistence during academic tasks, exhibit better academic performance, and have higher educational aspirations (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). African American males who have a positive scholar identity and commitment to learning view themselves as intelligent competent, and capable to be successful (Whiting, 2006).
2	Cultural competence	Successful African American males have knowledge of and comfort with people of different cultural/racial/ethnic backgrounds (Benson et al., 2006).
3	Desire to please a family	Desire or sense of urgency not to disappoint someone close can be linked to many first-generation college graduates. This may be a close relative such as mother or grandmother or a deceased person that a promise was made (Littlejohn-Blake & Carol Darling, 1993).
4	Empathy Caring for others, especially the poor and oppressed	Empathy is the ability to care and show compassion for others (Roger, 1957). Caring and compassion reflect empathy, sympathy, and identification with others which is one of the positive attributes that help at risk youth to overcome many obstacles (Lerner et al., 2005).
5	Future Orientation	Future Orientation is the anticipation of achieving specific positive outcomes or skills in the future (Stoddard & Pierce, 2015). People with aspirations stay focused and prepare for both their future and present successes (Dweck, 2006; Reeve, Deci, & Ryan, 2004). Scholars suggest that positive future expectations can facilitate optimal development and a successful transition into adulthood (Schmid et al., 2011).
6	Grit	Grit is defined as the tendency to pursue long-term goals with unceasing zeal and hard work (Duckworth, Peterson, Matthews, & Kelly, 2007). According to Duckworth (2007), people with high levels of grit maintain a high level of persistence toward challenges, maintaining both effort and interest over years despite of failure, and adversity.
7	Honesty	Honest is the attribute of telling the truth even when it is not easy
8	Hope	Snyder et al. (1991) proposed that hope consists of a set of beliefs that one can accomplish future goals. Hope has been identified in positive psychology research as one of the key strengths that people possess (Kwon, et al, 2015).

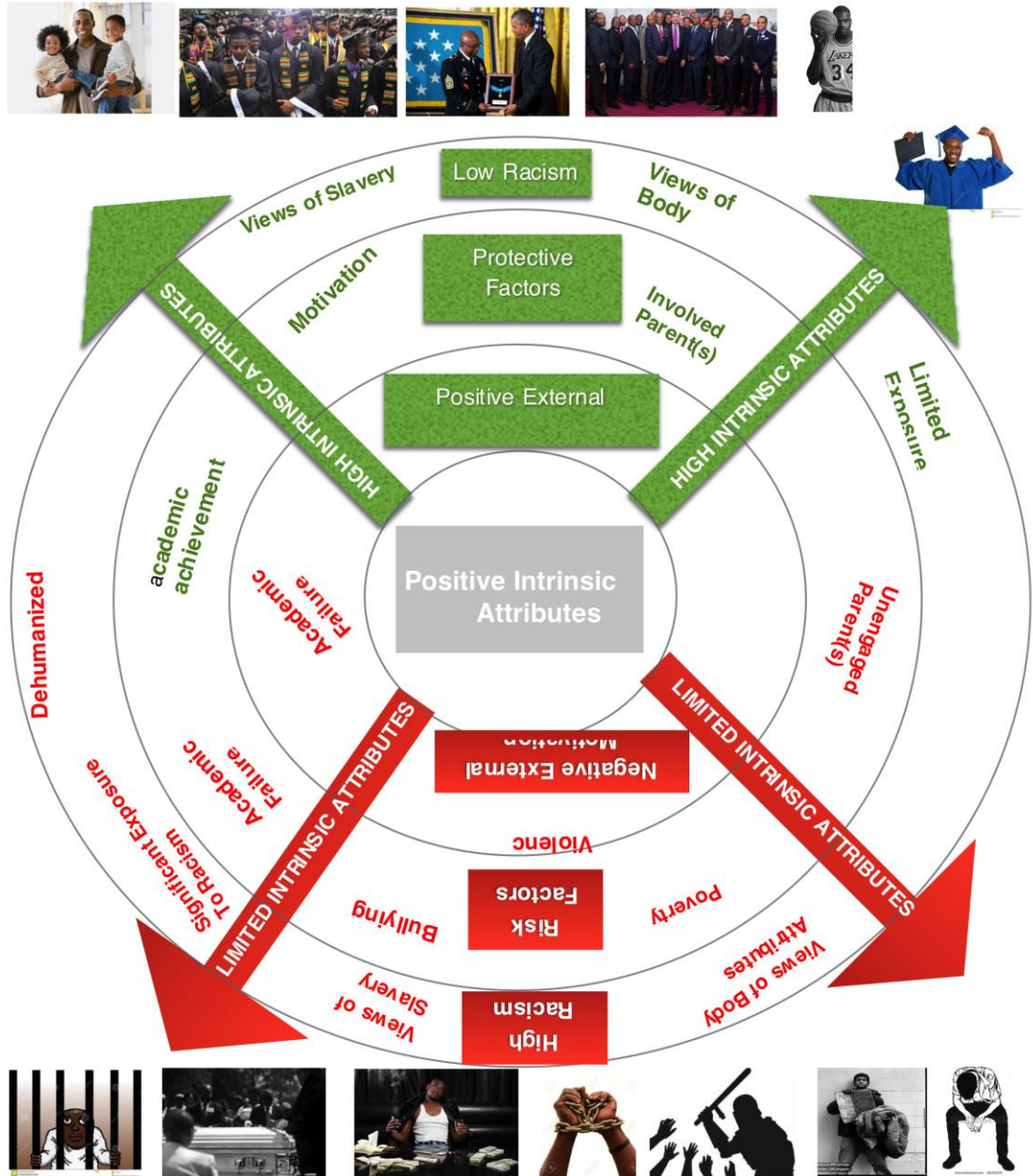
9	Integrity	Young person acts on convictions and stands up for her or his beliefs. Young African American males indicated that participation in religious practices enhanced their character development and integrity, which helped pave the way for their successful path (Land, Mixon, Butcher & Harris, 2014).
10	Internal Locus of Control	Internal Locus of control (LOC) is the belief that outcomes challenging and accomplishing tasks are controlled by or due to one's ability or lack of preparation (Rotter, 1966).
11	Masculinity	Masculinity is how men view their manhood (Hunter & Davis, 1992). This concept of masculinity is believed to be the coping mechanisms for men to mask self-doubt, insecurity, and inner turmoil often responds with suspicion, fear, and negativity (Land, Mixon, Butcher, & Harris, 2014).
12	Mental Toughness	Mental toughness is a personality construct related to how people deal with challenges, stressors, and pressure regardless of circumstances. The characteristics of mental toughness are described as resilience and hardiness. It has often been related with successful performances of athletes (Connaughton, Wadey, Hanton, & Jones, 2008).
13	Need for Achievement	According to McClelland's (1961), many people have an intense need to achieve and succeed. Whiting (2006) stated that there is a strong positive correlation between scholar identity and the need for achievement for African American males.
14	Need for Affiliation	According to Salinas (2010), the three intrinsic values that young African Americans males need for positive development are self-acceptance, affiliation, and the promotion of community.
15	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently is one of the positive youth development attributes (Norton & Watt, 2014).
16	Personal Power	Bandura (1997) noted that a sense of power and control over one's environment affects a person's self-efficacy. Young person feels he or she has control over "things that happen to me."
17	Planning and decision making	Young person knows how to plan ahead and make choices. Interpersonal
18	Positive Scholar Identity	Positive Scholar Identity is when students are committed to learning and view themselves as intelligent competent, and capable to be successful (Whiting, 2006).
19	Positive View of Personal Future	Future expectation is the anticipation of achieving specific positive outcomes or skills in the future (Stoddard & Pierce, 2015). Scholars suggest that positive future expectations can facilitate optimal development and a successful transition into adulthood (Schmidt et al., 2011).

20	Purpose	Researchers have not agreed on a common construct for youth purpose (Burrow et al. 2011). Nevertheless, much of the emerging literature on youth purpose converges on purpose in life is a firm intention to accomplish something that is meaningful to the self and society (Damon, Menon, & Cotton-Bronk. 2003).
21	Racial Identity	Racial identity is how individuals embrace the racial grouping that society has label them and the knowledge, culture, and history of their particular group (Hughes et al, 2006).
22	Reading for pleasure	Researchers posit that reading motivation and achievement are increased when children are exposed to reading at an early age (Heflin & Ft Barksdale-Ladd, 2001)
23	Resilience	Resilience is capacity to positively respond to significant adversities or challenges (Mitchell, 2011). Werner (1993) described resilience as the potential to achieved positive life outcomes in spite of the negative experiences and risks.
24	Responsibility	Young person accepts and takes personal responsibility. In addition, Evans (2007) posits that adolescents who are engaged in community activities expressed feelings of power and important, and increased sense of responsibility.
25	Self-Autonomy	Self-guidance throughout the decision-making process and an individual acting in accord with one's interests and values.
26	Self-Awareness	Self-awareness is an open, honest appraisal and understanding of one's strengths and limitations (Silvia & Duval, 2001).
27	Self-Competence	Feeling proficient with one's social environment while expressing and exercising one's capacities
28	Self Confidence	Self-confidence is that attribute that protects children against adversity by allowing them to feel proud, in control, and respected, even when their environment is harsh and stressful (Li, Naussbaum, & Richards, 2007).
29	Self-Determined	When tasks are performed based on personal choice and are endorsed by the personal sense of self
30	Self-Efficacy	Self-efficacy refers to a person belief in his or her ability to organize and execute a course of action required in achieving a goal (Bandura, 1997). It is the belief that "I can do it; I am competent and able" (Whiting, 2006). Bandura (1977) theorized self-efficacy as a key construct underlying people's behaviors and performance.
31	Self Esteem/Self-worth	Self-esteem or self-worth is defined as an individual's subjective evaluation of ones worth, (e.g., I often feel that I am no good at all) (Harter, 1983; Hattie, 1992). High self-esteem reflects positive attitudes toward self that are realistic, well grounded, and resistant to risk factors. Individuals with stable high self-esteem are believed to have a solid foundation for their feelings of self-worth that does not require constant validation from others (Barry, Loflin, & Doucette 2015).

32	Self-Relatedness	The desire to interact, connect, and experience caring for other people
33	Self-Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
34	Spiritual Led	Spirituality is a belief that a supreme being that is in control of one's path here on earth (Bush and Bush, 2013). King (2008) emphasizes that religion/spirituality can play a key role in positive youth development by fostering a sense of purpose, competence, caring, and civic engagement.
35	Value Equality	Young person places high value on promoting equality and reducing hunger and poverty

Appendix H: Concept Map

Factors Impacting Youth Development



Appendix I: List of 144 Concourse Items

Number Survey Responses

1	The greatest attribute that helped me overcome adversity in my childhood was having strong parents who were totally God-fearing individuals who taught me to rely on God for every area of my life.
2	Refuse to Accept the norm. I developed a strong not comply with things just because others did them. I remember a common phrase I heard was "the white man isn't gonna let you do that". It would always piss me off. When I saw friends looking for the common job poor blacks went into. I refused to go that route. I was determined to defy the norm and do whatever I wanted. Of course, some say that's just how Capricorns are. We're stubborn. :-)
3	My mother, because she kept me protected from the constant adversities and crises of that time period (60's and early 70's). The places where I lived were tactfully designed by my mother. The people whom she associated with were strictly selected. She was a loving disciplinarian. She was blessed with wisdom, problem solving abilities and leadership traits.
4	Confidence: In the community of my childhood, I was exposed to many of the negative ills of society. My parents instilled values needed for success, and encouraged me to have trust in my ability to overcome the negatives, in order to reach my fullest potentials.
5	Perseverance. This attribute among all others is the reason for my success today. Enduring the loss of both parents at the age of 10 and the other parent at the age of 15; being tested of my perseverance at an early age has led me toward steadfastness as I overcome life's hurdles.
6	Fear! The fear that I would let myself or others down that I would not be there when my family, friends and community needed me to replay all that they have given to me.
7	Adults assuring me the adversity were temporary and encouraging me to withstand and fight with determination.
8	I always tried to avoid situations that seemingly could lead to violence.
9	A strong desire not to disappoint my parent
10	I was instilled with a strong spiritual awareness to know right from wrong and to treat people with respect
11	There was a distinct Bond with my mother. The introduction to the concept of there being a higher power was found in my mother. With the aid of the scriptures, I now know fully, who the God of heaven is.
12	My Mothers guidance. My Mother taught me values and how to conduct myself when dealing with others.

13	Joining the US Army helped me to identify my core strengths earlier than I would have by going to college immediately after high school.
14	Trusting that God allows everything to happen in my life. I will become a better person if I response to negative experiences as something to make me better and not bitter.
15	Top attribute for me is I've always been self-motivated
16	Lack of Involvement - Getting involve and learning how to positively deal with peer issues and social issues through experiences I encountered.
17	the ability to get along with others
18	The advantage of coming from a two-parent home. Where both parents pushed you to do the best you can in all situations.
19	Paying attention to family members complain about poverty and watching other kids that wasn't less fortunate.
20	Internal self-drive to be better. Understanding that someone had to sacrifice for you to give you an opportunity. Someone has to point out and explain the point in a way that a young man can understand the point.
21	Having a Mentor at a very young age
22	The second attribute that helped me overcome adversity in my childhood, which added to my becoming successful in my life, were the principles taught to me by my Grandmother. She was a woman with great wisdom and moral ethics who imparted to me wisdom that has attributed to my success throughout my life.
23	Work Ethic - To this day, my mother was the hardest working human being I've ever known. People around here still tell stories about her work ethic. My dad, with his military background, made us get up early every weekend to do yard work. When nothing needed tending, he had "make work" day. Usually that meant tearing down a wall of large rocks, moving them to the other end of the yard, and rebuilding the wall there. I hated it, but I quickly saw how it made me different than others. Doing hours of homework was nothing. Studying nights and weekend for the SAT was nothing.
24	As I interject from the previous statement, I was surrounded by good friends. One in particular was consider a best friend, he lived in Leesburg, Florida. We would hunt, bike, fish, and play baseball together. We played on opposing teams, but it was great to compete against a good friend. Even during my adulthood, I would often visit my aunt and would look him up. He had two older brothers, whom I looked up as my brothers too. Here is where the development of my knowledge, skills and abilities were born. Watching them allowed me to accomplish many tasks. Here is where I mastered the art of little baseball. I became a star pitcher on my team. I made the all-star team; but unfortunately, I experienced the loss of my mother and did not get to play. We, my younger brother and I came back to

	our hometown (Callahan, Florida) to live with our father.
25	Forgiveness: I was taught that the act of holding grudges and seeking revenge only increased your possibility of failing. Forgiveness was not a concomitance of my childhood. It was a growing, and learning addition to my character
26	Uplift. I was fortunate to have an aunt and uncle that stepped in and provided me direction and guidance after the loss of my parents during my teenage years. Also, my school community and football community supported me through those difficult times.
27	Stubbornness! Steadfast determination to prove the negative feelings of others and thoughts about myself wrong
28	Learned Self-determination based on others experience.
29	I stayed in my room and sing songs usually playing by myself
30	A fear of being a failure
31	I developed a sense of community and willing to help others
32	The drive to succeed. Again, the history seen in my mother's life showed me the importance of " striving" to succeed. She risked everything so that we would have the necessities of life.
33	My faith. God is the leader of my life. My relationship with Him is what keeps me grounded.
34	Having strong male role models in the church compensated for losing my father.
35	Trusting that God has placed key people in my life to overcome adversity. Start with my deceased grandmother.
36	Secondly is I always stayed positive
37	Low self-esteem-Learning to not be afraid to share my opinions and to listen to and respect the opinions of others.
38	having a great sense of humor
39	During my junior and senior years of high I was sent to an all-white school. And in spite of the fight and harassment I had to stay and maintain high grades.
40	Reading to escape reality
41	Spiritual Development in oneself
42	Having a Mentor as I became a teenager
43	Attention to Detail - My brothers and I loved to play board games, mostly about World War II. We probably 100 pieces on each side to keep track of, each piece with its own movement and strength value. And we had to calculate battle odd in our heads. By the time I was in 5th grade, I could do

	math better than anybody in school
44	My aunt, in Leesburg, for reason I am not clear on, had taken guardianship of my brother and I. She owned a small café shop and prepared casual (breakfast, lunch and dinner) meals from local fruit harvesting customers. Even though I became interested in cooking while living with my mother, working in the café enhanced my interest in culinary and business aspects. As a boy I had boyhood interests. But I was cognizant of the duties and responsibilities of the café business. Most of my best dishes were learned by watching my aunt. I earned a culinary degree in the food service profession in 1981. I am steps away from owning a business. The property has been purchased and is paid in full.
45	Faith: Growing up in a home where my father was a deacon and my mother a deaconess, the belief in God and His sovereignty was dominant. I grew up being taught that God's love and power was forever at work on my behalf.
46	Purposefulness. The adversity that I endured changed my purpose, my mission. I became more inclined to succeed in honor of my parents.
47	Love! Love for myself and others that required that I move positively forward in order to let the love within me to expand continuously
48	Prayer. Pray to God asking for strength and guidance
49	I was very active in church attending and participating in all brothers events
50	I developed an entrepreneurial spirit and began working when I was 7 years old doing odd jobs such as going to the barber shop on Saturday mornings and took breakfast orders for tips, bagged groceries, helped shoppers load cars, swept store fronts took out trash, cut yards, shoveled snow, delivered newspapers to name a few.
51	Exposure to successful dynamics. While growing up, I visited small businesses to buy things but I often wondered how they made their monies.
52	My Family. My wife and children inspire me to be better and set the right example.
53	Being active in my church after leaving the military gave me real world leadership experience.
54	I have been blessed with a wonderful wife to experience life wife.
55	Third is I've always kept this kid personality almost like Mr. Roger neighborhood image
56	Self-prejudice - pre-judging before thoroughly gathering and objectively analyzing to make an informed decision.
57	Being honest
58	I stayed in church. Every time the door open I was there, a lot of times not by choice.

59	Sports
60	Understanding the roles, skills and values one needs to help be successful in their home and society.
61	Having a Mentor in my young adult years
62	Empathy - I got this from my parents. Kids in my neighborhood showed no empathy for anybody. My parents displayed this value all the time in our home. It made me think of things from others' perspectives. My dad was an AA counselor and I learned from him to care for others who need AND want help. Note, I also learned you can't help until they WANT it.
63	I developed my gardening skills through my mother, father, grandparents and many others. But there was an elderly neighbor (Leesburg) whom I would often visit. He would pay me to keep the weeds out of his garden. Yes, I was being paid, but I was also learning and developing the art of gardening.
64	Love for People: I have the good fortune of growing up in a large family (12 children). I was taught that the love of others prevented me from too highly of myself. Love of people allowed me the opportunity to acquaint myself with other people, and that broaden my understanding of other cultures, and varying personalities.
65	Toughness. My toughness was developed through my trials. My willpower was strengthened through the fire.
66	Curiosity! Every day I wonder is there a better way, can I find it and can I use it to better myself and those I love
67	Perspective allowed me to see problem but think of other good things going on in life.
68	I found odd jobs to do like cutting the yard, helping to install carpet, picking up cans to make money
69	Having Goals. As a result of successful exposures, I would dream about my possibilities and this led to establishing Goals.
70	The respect that I get from my co-workers or peers.
71	The desire to learn new skills to improve my personal and professional knowledge.
72	Fourth is family being stuck between three different families and two different countries keep me pretty busy
73	Making Mistakes-not carrying out or doing something I thought it was a good idea in fear that others may think it was not a good idea.
74	Being respectful
75	I was also taught to work and do my best at whatever task I was assigned.
76	My teacher's

77	Understanding the power of empowerment.
78	Finishing high school
79	Courage - being the youngest of 3 entailed some beatings and verbal abuse from my older brothers. Also, fist fights and machismo were a normal thing among my neighborhood peers. So, I had to develop courage or else be subjected to more abuse. When kids in my neighborhood saw you as weak, they would swarm like hyenas. If they couldn't physically beat you, they would do it verbally. Anything to make themselves feel elevated. I had to be willing to speak up for myself. I had to keep a straight face and back when I knew my reply risked getting beaten up by a "friend".
80	My stepfather helped me develop my decision-making skills. I started an empty bottle collecting business. They would be organized according to their brand name and size. There was good honest money in that busy. They were hard to find but the rewards were exceptional. I don't think there was nothing that he could not do. He could make dresses using a pattern. He was an auto mechanic. He was a job Forman. He could assemble 1000-piece jigsaw puzzles in a day or two. He was always positive and encouraging. He was there to comfort my brother and I when we lost our mother. It was tough not to call him dad anymore, when we returned back to our natural father.
81	Competitiveness: I had a natural affection for sports, and this drove me to learn the value of competition, and the need to be the best that you can be. This attribute taught me how to learn from defeat, and get better after each mistake.
82	Wisdom. I believe that I had to grow up much quicker than my peers because of what I had to endure. I carried the weight of my family as I pursued a career playing football and even when that plan was altered I still carry the burden as I compete to become the best in my field...an Athletic director.
83	Desire! The unyielding desire to learn, become better, acquiring and spreading knowledge, creating hope for myself and others
84	Strength to sustain and be tenacious
85	After failing the 7th grade due to being moved three times in the school year, I had a goal that I wanted to graduate from High School on time and I did not allow anything to stop that. I even went to Summer School to ensure that by the time I reached 12th Grade, I would graduate on time and I did.
86	Understanding the importance of applying one's self. I understood early on in life that those who acted on their goals and dreams were the ones who stood a greater chance of achieving them
87	The relationship that I have with my fellow Gospel Ministers.
88	Learning to extend grace and forgive people that caused pain in my developing years.
89	Sixth is watching sports and just praying I could be on the big screen one day

90	Economic Status- Understanding that materialistic things are not how you should judge yourself or others as being successful.
91	Being kind
92	I wasn't allowed to quit because something was hard to do. I was taught to find a way to get it done.
93	Music
94	The commitment, choices and goals you set to create self-value.
95	Joining the US Navy and making it a career
96	While living in Callahan, Florida, my natural father required my brother and I to attend Sunday school. He expected me to take on several youth leadership roles in the church. I would often hang around the kitchen and watch the women prepare dinner meals. I would read scripture, perform speeches and lead prayers. I was named junior usher. I was surrounded by motherly role models throughout my life.
97	Compassion: Looking back, I have been able to see the reward of being from a large family. I learned to go without at times; I learned to share, and to know what it was like to not have. As I grew older, I understood how other kids who experienced the same circumstances must have felt. It taught me to not look down on others.
98	Tenacity. I believe my tenacity was born through sports and my faith. When my parents passed away my faith strengthen and through that it allowed me to fight through those days of depression.
99	Creativity! The ability to identify opportunities for increased efficiencies, better ways to resolve problems and win especially in times of great need or adversity
100	Self-control allowed me to look past adversity and keep eye on goal.
101	I was very active in the Chorus, High School Band, Cross Country, and Track. Being a busy child in both the Church and at School, I did not have time to get involved with a lot of the things that other kids did.
102	Understanding my weaknesses. I learned that all people have challenges somewhere in their lives; and in way , this connected all humanity; conversely , my weakness does not discourage me but, compels me to move forward.
103	My Work Ethics. I try to do the best I can with whatever that I am doing.
104	Having a strong belief that although my childhood wasn't the best, I can still have a positive impact in my community.
105	Seventh which should've been first is lots of praying
106	Learning to except constructive criticisms - Excepting people constructive criticisms for self-involvement. Not thinking that everyone is out to harm you

107	Being obedient
108	I hated to lose. I have a very competitive spirit.
109	Those that were in poverty as I was
110	Understanding how education or self-development (training) is needed to develop personal skills and understanding how to process information.
111	Obtaining my College degree
112	Callahan is a small town dominated by the white culture. Other than my neighborhood, I was not exposed to many children of my culture. The school system was majority white. When I graduated from High school, there only 6 or 7 blacks. I was the youngest graduate in my class. I was awarded a citizenship pin my senior year. I am not sure of the qualification, but some were for attendance, self-discipline, respect for peers. Only two people received this award that year. I white female head cheerleader honor student and myself. The recipients were determined primarily by faculty staff and peers. After obtaining my college degree, I elected to pursue in the law enforcement field. I failed a crucial exam, but was allowed to retake it. I did retake the test and passed. The passing of that test allowed me to earn two promotions (shift leader law enforcement sergeant), numerous awards, achievements and accomplishments, and a retirement pension for 33 years of service.
113	Work: I learned at a young age the value of working, and strong passion for working became a valued part of my character.
114	Survivor. I believe that I was at a crossroads when my parents passed away. I had moments of depression and feeling lost and if I didn't have a strong support system, football and my faith I believe that my life would have been filled with immoral, corrupt, and illegal activities.
115	Mental Fortitude! Focusing on what needs to be done while withstanding the pain of life's lessons while not giving in to the pressure to quiet, doubts of yourself and others or perceived limitations.
116	Patience came about after learning the adversity didn't last.
117	I was very shy and was a child who respect my Grandmother who raised me, I respect the Church leadership, and I had a reputation as a "Preacher Boy" as the kids would call me and was too shy to try and do things I felt I knew was wrong.
118	A constant introspection. I'm constantly searching my heart to find ways to better myself in this world and to remain relevant as I attempt to help others.
119	Self-improvement. I try to learn and grow on a daily basis.
120	My mother's commitment to relocate our family out of public housing into our own home.
121	Eight is dreaming lots of dreams that stirred me to make good decisions

122	Understanding cultural, social and religious diversity- Educating myself on others beliefs and respecting their reasonable beliefs
123	Being helpful
124	If someone told me I can't do something it's just like adding fuel to the fire. It makes me want to do all the more.
125	ROTC
126	The positive roles models and peers we align ourselves along each stage and levels of life.
127	Becoming a Mentor
129	I can attribute many people for helping me overcome adversity, but the number one attribute goes to my Lord and Savior Jesus Christ. There have been numerous occasions when I should have been dead, but I am here to tell my stories. I was involved in a tractor accident. The rear wheel should have crushed my body but I woke up in the arms of a young lady who I do not know. I almost drown in a creek, and a stranger came to my rescue. I learned how to swim and I currently own a tractor.
130	Pride. I never had any misconceptions about my African American ethnicity. I was taught to be proud of my race.
131	Competitor. Being a competitor in sports since I was 6 years old taught me how to compete in life. Without this attribute I would not have been able to persevere through my most difficult times.
132	Luck! Using all of the resources internal, external and mystical bestowed upon me by the Lord to allow unlikely events and situations to bless my life and path in ways that cannot be explained using the laws of the universe as we know it
133	Perseverance helps you when you feel alone and continue to pursue goals.
134	Since I grew up in Grandmother home after I left a foster home, I lived very poor, so I had a dream of being rich and I want to have things that the kids in the white community had. I wanted to be successful so that people would be proud of me.
135	Remembering my History. Never forgetting where I have come from & always looking for opportunities to help my fellow man
136	Self-aware. I know who I am and what improvement I need to make.
137	My commitment to seek out other men to mentor me.
138	And ninth is adventure I've always been adventurous so just taking a nice walk in the woods even if it was from sun up to sun down
139	Lack of Identifying resources- understanding how to identify resources to get things done.
140	Being an encourager

141	I have strong faith in God and I truly believe That in him I can do all things.
142	The racism I faced empowered me
143	Understanding how to apply The Word of God (or some positive spiritual influence) to his daily life.
144	Being able to be a teacher to high school students

Appendix J: Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1 8160923	100	42	25	-28	26	18	15	13	55	33	10	3	27	32	-19	-6	-2	57	14	27	6	34	54	36	-11	16	40	34	12	30
2 81510006	42	100	34	-12	28	24	-10	10	50	49	49	-6	45	32	-21	36	31	46	0	38	-4	42	45	19	27	28	33	20	18	26
3 8160553	25	34	100	2	40	38	4	14	50	31	32	7	36	3	-5	42	25	34	-2	35	-35	28	26	20	35	15	25	29	27	12
4 8150922	-28	-12	2	100	2	17	9	-15	-24	-10	17	-8	0	2	-3	-4	19	-28	-1	-19	26	-19	-1	-9	2	23	-3	2	19	-2
5 8151217	26	28	40	2	100	22	18	7	24	24	33	14	33	16	6	18	37	34	-12	13	-4	6	41	10	-10	22	29	40	16	22
6 8140828	18	24	38	17	22	100	-13	-2	32	40	29	-5	36	28	-3	19	4	6	-7	17	-11	22	24	30	11	17	39	33	27	26
7 8141200	15	-10	4	9	18	-13	100	-26	11	14	-13	0	-11	34	-9	-22	-10	-26	22	9	1	15	-2	-28	-6	-24	-4	9	24	11
8 8131102	13	10	14	-15	7	-2	-26	100	-9	-8	-2	12	13	-11	-19	-4	6	31	12	4	-26	18	-1	35	-23	-18	14	-11	18	15
9 8130649	55	50	50	-24	24	32	11	-9	100	55	47	17	35	37	-8	28	19	34	3	48	-15	43	46	28	16	5	34	32	17	17
10 8130328	33	49	31	-10	24	40	14	-8	55	100	27	2	46	35	-6	-15	22	23	23	54	-12	42	30	24	16	23	31	22	24	6
11 8120252	10	49	32	17	33	29	-13	-2	47	27	100	14	41	15	11	43	38	44	-2	34	-2	28	42	22	25	38	22	27	24	-4
12 8131224	3	-6	7	-8	14	-5	0	12	17	2	14	100	0	-13	12	-6	10	-8	-20	9	10	10	-4	9	-20	-15	15	23	-14	-18
13 8130834	27	45	36	0	33	36	-11	13	35	46	41	0	100	41	15	33	41	51	0	43	5	42	43	31	21	44	2	39	-6	28
14 8120813	32	32	3	2	16	28	34	-11	37	35	15	-13	41	100	-20	2	13	8	18	16	29	35	23	17	-6	-3	22	32	12	34
15 8120940	-19	-21	-5	-3	6	-3	-9	-19	-8	-6	11	12	15	-20	100	6	1	6	-20	22	-6	-3	-5	-13	0	6	0	14	-16	-1
16 8121004	-6	36	42	-4	18	19	-22	-4	28	-15	43	-6	33	2	6	100	14	21	-32	22	-4	8	25	15	23	27	-4	13	-4	21
17 8120820	-2	31	25	19	37	4	-10	6	19	22	38	10	41	13	1	14	100	24	-22	11	-9	21	28	18	0	28	-24	38	24	-8
18 8120754	57	46	34	-28	34	6	-26	31	34	23	44	-8	51	8	6	21	24	100	0	35	-19	33	40	37	8	53	28	31	1	22
19 8120738	14	0	-2	-1	-12	-7	22	12	3	23	-2	-20	0	18	-20	-32	-22	0	100	5	-14	-12	-1	15	-12	-15	41	-2	5	-3
20 8080925	27	38	35	-19	13	17	9	4	48	54	34	9	43	16	22	22	11	35	5	100	-13	30	22	15	13	27	11	2	-6	27
21 8090956	6	-4	-35	26	-4	-11	1	-26	-15	-12	-2	10	5	29	-6	-4	-9	-19	-14	-13	100	-1	7	-16	-1	6	-5	-5	-40	25
22 8080200	34	42	28	-19	6	22	15	18	43	42	28	10	42	35	-3	8	21	33	-12	30	-1	100	32	5	23	3	12	14	23	13
23 8080844	54	45	26	-1	41	24	-2	-1	46	30	42	-4	43	23	-5	25	28	40	-1	22	7	32	100	32	16	29	18	30	11	19
24 8081201	36	19	20	-9	10	30	-28	35	28	24	22	9	31	17	-13	15	18	37	15	15	-16	5	32	100	-22	12	31	21	18	-6
25 8080950	-11	27	35	2	-10	11	-6	-23	16	16	25	-20	21	-6	0	23	0	8	-12	13	-1	23	16	-22	100	28	-10	-2	6	-6
26 8071021	16	28	15	23	22	17	-24	-18	5	23	38	-15	44	-3	6	27	28	53	-15	27	6	3	29	12	28	100	1	28	-2	6
27 8161119	40	33	25	-3	29	39	-4	14	34	31	22	15	2	22	0	-4	-24	28	41	11	-5	12	18	31	-10	1	100	28	8	25
28 8160422	34	20	29	2	40	33	9	-11	32	22	27	23	39	32	14	13	38	31	-2	2	5	14	30	21	-2	28	28	100	11	10
29 8171132	12	18	27	19	16	27	24	18	17	24	24	-14	-6	12	-16	-4	24	1	5	-6	-40	23	11	18	6	-2	8	11	100	-8
30 8180632	30	26	12	-2	22	26	11	15	17	6	-4	-18	28	34	-1	21	-8	22	-3	27	25	13	19	-6	-6	6	25	10	-8	100
31 8061123	-7	5	19	6	-5	35	-8	12	5	15	-6	3	-1	-14	-26	17	1	-17	-10	17	-31	-13	-3	0	13	-9	-11	28	8	
32 8191200	44	5	15	-9	33	23	15	10	28	49	-1	17	2	19	-6	-44	-12	15	34	21	-7	7	13	12	-39	-9	47	25	18	11
33 8191012	4	24	10	-3	15	27	-44	40	-17	7	17	-10	10	-8	7	5	20	19	-3	0	-11	-7	5	40	0	11	13	0	33	-11
34 8200502	8	18	11	25	37	17	-7	26	12	-1	32	-8	1	21	-5	5	25	20	-6	-27	-11	29	26	5	-21	-2	26	15	43	-8
35 8200502D	-17	-28	1	-3	-6	-35	18	6	-10	-21	13	-11	-25	-7	6	6	-6	15	7	16	-10	-19	-26	-11	-11	11	-9	-8	-3	1
36 8210221	32	67	23	-5	14	9	-11	14	35	53	41	-13	49	24	-34	16	44	41	-6	27	6	48	51	21	37	35	-5	12	20	-2
37 8210212	27	24	9	5	13	19	8	-27	13	35	-4	-18	12	-7	3	3	-15	9	12	3	18	-5	23	8	10	29	24	9	-1	21
38 8210758	17	4	10	14	17	10	-9	35	19	36	14	4	12	3	-9	-22	21	24	30	-6	-15	29	4	30	-7	17	41	11	31	-15
39 8220235	18	29	14	-6	20	25	-6	11	14	27	18	-24	44	21	9	16	40	33	-11	13	-16	29	16	12	0	30	-9	28	35	3
40 8220442	2	29	19	-4	6	21	-9	11	21	10	8	-13	13	-2	7	24	22	0	-5	9	-17	22	7	-11	8	-4	11	3	20	22
41 8270639	0	4	8	1	0	24	-18	7	-20	-12	1	-8	-16	18	11	-29	10	10	-16	-8	-4	-10	2	12	18	17	-3	3	-2	2
42 826633	17	13	-22	-5	11	1	8	7	11	2	18	19	4	13	10	-10	9	11	-2	-2	34	-6	3	9	-18	3	11	6	5	37

Correlation Matrix Between Sorts

SORTS	31	32	33	34	35	36	37	38	39	40	41	42
1 8160923	-7	44	4	8	-17	32	27	17	18	2	0	17
2 81510006	5	5	24	18	-28	67	24	4	29	29	4	13
3 8160553	19	15	10	11	1	23	9	10	14	19	8	-22
4 8150922	6	-9	-3	25	-3	-5	5	14	-6	-4	1	-5
5 8151217	-5	33	15	37	-6	14	13	17	20	6	0	11
6 8140828	35	23	27	17	-35	9	19	10	25	21	24	1
7 8141200	-8	15	-44	-7	18	-11	8	-9	-6	-9	-18	8
8 8131102	12	10	40	26	6	14	-27	35	11	11	7	7
9 8130649	5	28	-17	12	-10	35	13	19	14	21	-20	11
10 8130328	15	49	7	-1	-21	53	35	36	27	10	-12	2
11 8120252	-6	-1	17	32	13	41	-4	14	18	8	1	18
12 8131224	3	17	-10	-8	-11	-13	-18	4	-24	-13	-22	19
13 8130834	-1	2	10	1	-25	49	12	12	44	13	8	4
14 8120813	-14	19	-8	21	-7	24	-7	3	21	-2	-16	13
15 8120940	-26	-6	7	-5	6	-34	3	-9	9	7	18	10
16 8121004	17	-44	5	5	6	16	3	-22	16	24	11	-10
17 8120820	1	-12	20	25	-6	44	-15	21	40	22	-29	9
18 8120754	-17	15	19	20	15	41	9	24	33	0	10	11
19 8120738	-10	34	-3	-6	7	-6	12	30	-11	-5	10	-2
20 8080925	17	21	0	-27	16	27	3	-6	13	9	-16	-2
21 8090956	-31	-7	-11	-11	-10	6	18	-15	-16	-17	-8	34
22 8080200	-13	7	-7	29	-19	48	-5	29	29	22	-4	-6
23 8080844	-3	13	5	26	-26	51	23	4	16	7	-10	3
24 8081201	0	12	40	5	-11	21	8	30	12	-11	2	9
25 8080950	0	-39	0	-21	-11	37	10	-7	0	8	12	-18
2												

Appendix K: Factor Loadings

		Loadings				
QSORT		1	2	3	4	5
1	8160923	0.4447	0.6253X	0.0408	-0.1009	-0.0294
2	81510006	0.6984X	0.1685	0.0162	0.0112	0.2966
3	8160553	0.5155X	0.0502	0.1580	-0.0069	0.2751
4	8150922	-0.0460	-0.1981	0.0895	0.0025	0.0406
5	8151217	0.4854X	0.2139	0.2065	0.0602	-0.1982
6	8140828	0.3278	0.3133	0.1224	0.1483	0.4686X
7	8141200	-0.0558	0.1535	-0.1331	-0.7046X	-0.0753
8	8131102	0.0091	0.1045	0.5911X	0.2333	-0.0525
9	8130649	0.6420X	0.3054	0.0079	-0.3228	0.1047
10	8130328	0.5047X	0.4040	0.1058	-0.3321	0.3234
11	8120252	0.6897X	-0.0842	0.1357	0.1350	-0.1016
12	8131224	0.0568	0.0725	0.0689	-0.0707	-0.3981
13	8130834	0.7584X	0.0778	-0.0722	0.1347	0.0695
14	8120813	0.3898	0.3020	-0.0373	-0.4192X	-0.0689
15	8120940	0.0504	-0.0663	-0.1854	0.3349	-0.2443
16	8121004	0.4823X	-0.3117	-0.2168	0.3249	0.1641
17	8120820	0.5755X	-0.3904	0.3340	-0.0474	-0.1358
18	8120754	0.6528X	0.2188	0.1503	0.3266	-0.1933
19	8120738	-0.2013	0.5048X	0.1776	-0.1917	0.0802
20	8080925	0.5182X	0.1644	-0.2092	-0.1158	0.0919
21	8090956	0.0119	0.1048	-0.4838X	0.0011	-0.2821
22	8080200	0.5448X	0.0432	0.1536	-0.3277	0.1025
23	8080844	0.6511X	0.1888	-0.0109	-0.0126	0.0241
24	8081201	0.2949	0.3213	0.3666	0.2898	-0.0367
25	8080950	0.3046	-0.3079	-0.3096	0.0068	0.4258X
26	8071021	0.5235X	-0.0765	-0.1388	0.3917	0.0585
27	8161119	0.1424	0.7391X	0.2121	0.1030	0.0326
28	8160422	0.4946X	0.2108	0.0958	0.0027	-0.2169
29	8171132	0.1451	-0.0246	0.6237X	-0.2033	0.3301
30	8180632	0.2449	0.3866	-0.3344	0.0343	0.0707
31	8061123	-0.0242	-0.1022	0.1469	0.0095	0.6201X
32	8191200	0.0268	0.7084X	0.2831	-0.2227	-0.1246
33	8191012	0.0856	0.0695	0.4476	0.5775X	0.2213
34	8200502	0.2212	-0.0225	0.6557X	-0.0054	-0.1207
35	8200502D	-0.0768	-0.1730	-0.0127	-0.0683	-0.4700X
36	8210221	0.6772X	-0.1173	0.1485	-0.1599	0.2498
37	8210212	0.1232	0.4429X	-0.3075	0.1652	0.3828
38	8210758	0.1356	0.2145	0.6467X	-0.0254	0.0635
39	8220235	0.4561X	-0.1116	0.3007	0.0688	0.2055
40	8220442	0.1860	-0.0866	0.1242	-0.0148	0.5303X
41	8270639	-0.1319	0.2229	0.0006	0.5860X	0.2245
42	826633	0.0994	0.3142	-0.1184	0.1705	-0.2231

Appendix L: Correlation Between Factor Scores

	1	2	3	4	5
1	1.0000	0.2916	0.2716	0.0088	0.3044
2	0.2916	1.0000	0.2752	-0.0513	0.0373
3	0.2716	0.2752	1.0000	0.1751	0.1780
4	0.0088	-0.0513	0.1751	1.0000	0.2054
5	0.3044	0.0373	0.1780	0.2054	1.0000

Appendix M: Factor Characteristics

Factor Characteristics	Factors				
	1	2	3	4	5
No. of Defining Variables	17	5	5	4	5
Average Rel. Coef.	0.800	0.800	0.800	0.800	0.800
Composite Reliability	0.986	0.952	0.952	0.941	0.952
S.E. of Factor Z-Scores	0.120	0.218	0.218	0.243	0.218

Appendix N: Factor Array

No.	Statement	No.	Factor Arrays				
			1	2	3	4	5
1	Ability to avoid situations that lead to violence	1	-1	0	1	0	-3
2	Ability to be concern and value others	2	2	-2	-1	0	-1
3	Ability to be honest	3	3	-3	2	-4	2
4	Ability to be self motivated	4	3	2	1	-1	-2
5	Ability to establish goals and work to accomplish them	5	2	3	-1	-3	2
6	Ability to forgive	6	0	-1	-3	-2	3
7	Ability to get along with others	7	1	-3	0	-3	-2
8	Ability to get involved into pos activities and initiatives	8	0	1	0	1	-3
9	Ability to keep a positive attitude in spite circumstances	9	3	1	-4	-4	-4
10	Ability to look at things from others point of views	10	-2	-1	-1	2	0
11	Ability to persevere and battle through life problems	11	2	3	-1	2	-2
12	Ability to prioritize those things that lead to success	12	0	1	-2	3	-1
13	Ability to seek and find the needed resources	13	1	-1	-3	1	-1
14	Ability to use music or reading to cope with situations	14	-4	-4	-4	0	-4
15	Ability to become self-reliant and make my own money	15	-2	1	-3	-3	1
16	Ability to accept myself with my weaknesses and strengths	16	0	-2	-3	-2	2
17	An appreciation and desire to learn	17	1	2	-2	-2	1
18	Belief that I could have a positive impact	18	-1	-2	-2	-4	-1
19	The courage to stand in spite of the consequences	19	1	0	3	-1	0
20	A curiosity to explore the unknown	20	-3	-1	-4	1	-1
21	Desire not to be a victim of poverty	21	-2	2	1	0	0
22	Desire to learn and understand apply the word of God to life	22	4	-2	3	4	4
23	Desire to live up mother or other influential women	23	-1	0	0	4	-2
24	Desire to prove the naysayers and doubters wrong	24	-4	1	3	-1	0
25	Desire to win	25	-2	4	2	-2	-4
26	The ability to work hard and do my best	26	4	3	4	-1	0
27	My dreams to be successful	27	-1	4	2	-3	0
28	A sense of empowerment from life's challenges	28	-3	0	0	3	1
29	Faith and trust in God	29	4	3	4	3	4
30	The ability to accept family support and encouragement	30	0	-3	-2	1	1
31	Fear of failure or making mistakes determination not to fail	31	-4	2	0	4	1
32	A great sense of humor	32	-2	-4	-1	-2	-3
33	A desire to help and encourage others	33	1	-3	-2	2	3
34	The ability to love and appreciated myself and others	34	0	0	0	3	3
35	An engaging personality	35	-3	-4	4	0	-3
36	Pride in my racial identity and history	36	-1	-1	3	2	4
37	My mental fortitude and toughness	37	2	2	1	0	-2
38	Being respectful of others	38	3	0	2	2	2
39	Sound decision making skills	39	0	0	2	0	3
40	Willingness to conform and follow instructions	40	-3	-2	1	1	0
41	Having a sense of purpose and value for my life	41	2	4	0	-1	2

Appendix O: Factor Demographics

Demographic	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Age*	52.35	50.8	55.2	51.3	48.4
<u>Degree</u>					
High School	2		2		2
Vocational					1
Associates	4				
Bachelors	4	2	1	2	1
Masters	7	1	1	1	1
Doctorates		2	1	1	
<u>Occupations</u>					
Business Owner	2				1
Corporate	4	2	1	1	1
Education	3	1	1	1	
Government	1			1	1
Labor			1		
Law Enforcement	2				
Medical				1	
Military	1				1
Religion	1		1	1	
Sales			1		
Social Services	2	1			1

* Age is calculated as the average age of all participants that significantly loaded on the factor.

Appendix P: 41 Intrinsic Attributes from Concourse within PYD's Categories

PYD Category	Intrinsic Attributes
<u>Commitment to Learning</u> <u>Positive Values</u>	<ul style="list-style-type: none"> • An appreciation and desire to learn • A desire to help and encourage others • Ability to be concern and value others • Ability to be honest • Ability to forgive • Ability to get along with others • Ability to look at things from others point of views • Being respectful of others • The ability to love and appreciate myself and others
<u>Social Competencies</u>	<ul style="list-style-type: none"> • A curiosity to explore the unknown • Ability to avoid situations that lead to violence • Ability to establish goals and work to accomplish them • Ability to get involved into positive activities and initiatives • Ability to prioritize those things that lead to success • Ability to seek and find the needed resources • Ability to use music or reading to cope with situations • Desire not to be a victim of poverty • Desire to live up to the examples and values learned from mother or other influential women in my family • Desire to prove the naysayers and doubters wrong • Desire to win • Fear of failure or making mistakes that fueled the determination not to fail • The ability to accept family support and encouragement • The ability to work hard and do my best • Willingness to conform and follow instructions
<u>Positive Identity</u>	<ul style="list-style-type: none"> • A great sense of humor • A sense of empowerment from life's challenges • Ability to accept myself including my weaknesses and strengths • Ability to be self-motivated • Ability to become self-reliant and make my own money • Ability to keep a positive attitude in spite of the circumstances • Ability to persevere and battle through life problems • An engaging personality • Belief that I could have a positive impact • Having a sense of purpose and value for my life • My dreams to be successful • My mental fortitude and toughness

*** Spirituality**

- Pride in my racial identity and history
 - Sound decision-making skills
 - The courage to stand in spite of the consequences
 - Desire to learn and understand how to apply the word of God to my life
 - Faith and trust in God
-

Appendix Q: The 38 Intrinsic Attributes from Factor Analysis within PYD's

Categories

PYD Category	Intrinsic Attributes
<u>Commitment to Learning</u>	<ul style="list-style-type: none"> • An appreciation and desire to learn
<u>Positive Values</u>	<ul style="list-style-type: none"> • A desire to help and encourage others • Ability to be concern and value others • Ability to be honest • Ability to forgive • Ability to get along with others • Ability to look at things from others point of views • Being respectful of others • The ability to love and appreciate myself and others
<u>Social Competencies</u>	<ul style="list-style-type: none"> • A curiosity to explore the unknown • Ability to avoid situations that lead to violence • Ability to establish goals and work to accomplish them • Ability to get involved into positive activities and initiatives • Ability to prioritize those things that lead to success • Ability to seek and find the needed resources • Desire not to be a victim of poverty • Desire to live up to the examples and values learned from mother or other influential women in my family

-
- Desire to prove the naysayers and doubters wrong
 - Desire to win
 - Fear of failure or making mistakes that fueled the determination not to fail
 - The ability to accept family support and encouragement
 - The ability to work hard and do my best
 - Willingness to conform and follow instructions

Positive Identity

- A sense of empowerment from life's challenges
- Ability to accept myself including my weaknesses and strengths
- Ability to be self-motivated
- Ability to become self-reliant and make my own money
- Ability to keep a positive attitude in spite of the circumstances
- Ability to persevere and battle through life problems
- An engaging personality
- Having a sense of purpose and value for my life
- My dreams to be successful
- My mental fortitude and toughness
- Pride in my racial identity and history
- Sound decision-making skills
- The courage to stand in spite of the consequences

*** Spirituality**

- Desire to learn and understand how to apply the word of God to my life
-

-
- Faith and trust in God
-

Appendix R: Risk and Protective Factors

Domain	Early Onset (ages 6–11)	Late Onset (ages 12–14)	Protective Factor*
Individual	General offenses Substance use Being male Aggression** Hyperactivity Problem (antisocial) behavior Exposure to television violence Medical, physical problems Low IQ Antisocial attitudes and beliefs Dishonesty**	General offenses Restlessness Difficulty concentrating** Risk taking Aggression** Being male Physical violence Antisocial attitudes and beliefs Crimes against persons Problem (antisocial) behavior Low IQ Substance use	Intolerant attitude toward deviance High IQ Being female Positive social orientation Perceived sanctions for transgressions
Family	Low socioeconomic status/poverty Antisocial parents Poor parent-child relationship Harsh, lax, or inconsistent discipline Broken home Separation from parents Other conditions Abusive parents Neglect	Poor parent-child relationship Harsh or lax discipline Poor monitoring, supervision Low parental involvement Antisocial parents Broken home Low socioeconomic status/poverty Abusive Parents Family conflict**	Warm, supportive relationships with parents or other adults Parents' positive evaluation of peers Parental monitoring
School	Poor attitude Poor performance	Poor attitude, performance Academic failure	Commitment to school Recognition for involvement in conventional activities
Peer group	Weak social ties Antisocial peers	Weak social ties Antisocial, delinquent peers Gang membership	Friends who engage in conventional behavior
Community		Neighborhood crime, drugs Neighborhood disorganization	
<p>* Age of onset not known. ** Males only. Source: Adapted from Office of the Surgeon General, 2001.</p>			

Appendix S: Five C's of Positive Youth Development

Five Cs	Definition
Competence	Positive view of one's actions in domain-specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain-specific beliefs.
Connection	Positive bonds with people and institutions that are reflected in bi-directional exchanges between the individual and peers, family, school, and community in which both parties attributed to the relationship.
Character	Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Caring (Compassion)	A sense of sympathy and empathy for others.

Appendix T: The Framework of 40 Developmental Assets® for Adolescents

External Assets

Support

- Family support—Family life provides high levels of love and support.
- Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
- Other adult relationships—Young person receives support from three or more nonparent adults.
- Caring neighborhood—Young person experiences caring neighbors.
- Caring school climate—School provides a caring, encouraging environment.
- Parent involvement in schooling—Parent(s) is actively involved in helping young person succeed in school.

Empowerment

- Community values youth—Young person perceives that adults in the community value youth.
- Youth as resources—Young people are given useful roles in the community.
- Service to others—Young person serves in the community 1 h or more per week.
- Safety—Young person feels safe at home, at school, and in the neighborhood.

Boundaries and expectations

- Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.
- School boundaries—School provides clear rules and consequences.
- Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
- Adult role models—Parent(s) and other adults model positive, responsible behavior.
- Positive peer influence—Young person's best friends model responsible behavior.
- High expectations—Both parent(s) and teachers encourage the young person to do well.

Constructive use of time

- Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
 - Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
 - Religious community—Young person spends one or more hours per week in activities in a religious institution.
 - Time at home—Young person is out with friends two or fewer nights per week.
-

Internal Assets

Commitment to learning

- Achievement motivation—Young person is motivated to do well in school.
 - School engagement—Young person is actively engaged in learning.
 - Homework—Young person reports doing at least 1 hour of homework every school day.
-

-
- Bonding to school—Young person cares about her or his school.
 - Reading for pleasure—Young person reads for pleasure three or more hours per week.

Positive values

- Caring—Young person places high value on helping other people.
- Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
- Integrity—Young person acts on convictions and stands up for her or his beliefs.
- Honesty—Young person “tells the truth even when it is not easy.”
- Responsibility—Young person accepts and takes personal responsibility.
- Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social competencies

- Planning and decision making—Young person knows how to plan ahead and make choices.
- Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.
- Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
- Resistance skills—Young person can resist negative peer pressure and dangerous situations.
- Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive identity

- Personal Power—Young person feels he or she has control over “things that happen to me.”
 - Self-Esteem—Young person reports having a high self-esteem.
 - Sense of Purpose—Young person reports “my life has a purpose.”
 - Positive View of Personal Future—Young person is optimistic about her or his personal future.
-

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Appendix U: Declaration of Exempt Status for IRB # 1045333-1



Office of Research and Sponsored Programs
1 UNF Drive
Jacksonville, FL 32224-2665
904-620-2455 FAX 904-620-2457
Equal Opportunity/Equal Access/Affirmative Action Institution

MEMORANDUM


DATE: June 22, 2018

TO: Mr. Philip Mobley, EdD

VIA: Dr. Chris Janson
Leadership, School Counseling & Sports Management

FROM: Dr. Jennifer Wesely, Chairperson
On behalf of the UNF Institutional Review Board

RE: Declaration of Exempt Status for IRB#1045333-1:
“Intrinsic attributes that successful African American men who grew up in challenging situations (e.g., poverty) contribute to their success.”

UNF IRB Number: <u>1045333-1</u> Exemption Date: <u>06-22-2018</u> Status Report Due Date: <u>06-22-2021</u> Processed on behalf of UNF's IRB 
--

Your project, “Intrinsic attributes that successful African American men who grew up in challenging situations (e.g., poverty) contribute to their success.” was reviewed on behalf of the UNF Institutional Review Board and declared “Exempt” Category 2. Based on the UNF IRB Standard Operating Procedures regarding exempt projects, the UNF IRB no longer reviews and approves exempt research according to the 45 CFR 46 regulations. Projects declared exempt review are only reviewed to the extent necessary to confirm exempt status.

Once data collection under the exempt status begins, the researchers agree to abide by these requirements:

- All investigators and co-investigators, or those who obtain informed consent, collect data, or have access to identifiable data are trained in the ethical principles and federal, state, and institutional policies governing human subjects research (please see the FAQs on UNF IRB CITI Training for more information).
- An informed consent process will be used, when necessary, to ensure that participants voluntarily consent to participate in the research and are provided with pertinent information such as identification of the activity as research; a description of the procedures, right to withdraw at any time, risks, and benefits; and contact information for the PI and IRB chair.
- Human subjects will be selected equitably so that the risks and benefits of research are justly distributed.
- The IRB will be informed as soon as practicable but no later than 3 business days from receipt of any complaints from participants regarding risks and benefits of the research.
- The IRB will be informed as soon as practicable but no later than 3 business days from receipt of the complaint of any information and unexpected or adverse events that would increase the risk to the participants and cause the level of review to change. Please use the Event Report Form to submit information about such events.

- The confidentiality and privacy of the participants and the research data will be maintained appropriately.

While the exempt status is effective for the life of the study, if it is modified, all substantive changes must be submitted to the IRB for prospective review. In some circumstances, changes to the protocol may disqualify the project from exempt status. Revisions in procedures or documents that would change the review level from exempt to expedited or full board review include, but are not limited to, the following:

- New knowledge that increases the risk level;
- Use of methods that do not meet the exempt criteria;
- Surveying or interview children or participating in the activities being observed;
- Change in the way identifiers are recorded so that participants can be identified;
- Addition of an instrument, survey questions, or other change in instrumentation that could pose more than minimal risk;
- Addition of prisoners as research participants;
- Addition of other vulnerable populations;
- Under certain circumstances, addition of a funding source

To submit an amendment, please complete an [Amendment Request Document](#) and submit it along with any updated documents affected by the changes via a new package in IRBNet. If investigators are unsure of whether an amendment needs to be submitted or if they have questions about the amendment review process, they should contact the IRB staff for clarification.

Your study was declared exempt effective 06/22/2018. Please submit an [Exempt Status Report](#) by **06/22/2021** if this project is still active at the end of three years. However, if the project is complete and you would like to close the project, please submit a [Closing Report Form](#). This will remove the project from the group of projects subject to an audit. An investigator must close a project when the research no longer meets the definition of human subject research (e.g., data collection is complete and data are de-identified so the researcher does not have the ability to match data to participants) or data collection *and* analysis are complete. If the IRB has not received correspondence at the three-year anniversary, you will be reminded to submit an [Exempt Status Report](#). If no [Exempt Status Report](#) is received from the Principal Investigator within 90 days of the status report due date listed above, then the IRB will close the research file. The closing report or exempt status report will need to be submitted as a new package in IRBNet.

CITI Training for this Project:

Name	CITI Expiration Date
Mr. Mobley	12/19/2020
Dr. Janson	11/08/2018

All principal investigators, co-investigators, those who obtain informed consent, collect data, or have access to identifiable data must be CITI certified in the protection of human subjects. As you may know, **CITI Course Completion Reports are valid for 3 years**. The CITI training for renewal will become available 90 days before your CITI training expires. Please renew your CITI training when necessary and ensure that all key personnel maintain current CITI training. Individuals can access CITI by following this link: <http://www.citiprogram.org/>. Should you have questions regarding your project or any other IRB issues, please contact the research integrity unit of the Office of Research and Sponsored Programs by emailing IRB@unf.edu or calling (904) 620-2455.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within UNF's records. All records shall be accessible for inspection and copying by authorized representatives of the department or agency at reasonable times and in a reasonable manner. A copy of this memo may also be sent to the dean and/or chair of your department.

UNF IRB Number: 1045333-1
 Exemption Date: 06-22-2018
 Status Report Due Date: 06-22-2021
 Processed on behalf of UNF's IRB 