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Andrews University
School of Education

THE RELATIONSHIP AMONG SELECTED PERSONALITY,
IDENTITY STATUS, AND ACADEMIC
ACHIEVEMENT FACTORS AMONG
BLACK ADOLESCENTS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Juliet P. Sayles
May 1995

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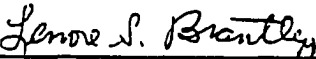
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APPROVAL BY THE COMMITTEE:



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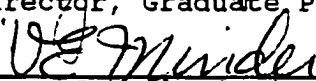

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ABSTRACT

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Juliet P. Sayles

Chair: Wilfred G. A. Fatcher

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University
School of Education

Title: THE RELATIONSHIP AMONG SELECTED PERSONALITY,
IDENTITY STATUS, AND ACADEMIC ACHIEVEMENT FACTORS
AMONG BLACK ADOLESCENTS

Name of researcher: Juliet P. Sayles

Name and degree of faculty chair: Wilfred G. A. Futcher,
Ph.D.

Date completed: May 1995

Problem

The academic performance of Blacks has been documented as being much below that of other racial and ethnic groups (Castenell, 1984; Jordan, 1981; Lee, 1985; Mboya, 1986; Mickelson, 1990; Herrnstein & Murray, 1994; White, 1984). This study attempted to determine the relationships among personality, the development of identity status, and academic achievement among Black adolescents.

Method

A total of 136 Black adolescent students (64 males and 72 females) was used in this study. They were in the age range of 13 to 18 years and were members of classes from integrated middle, junior high, and high schools. The Black Identity Scale (BIS) and the High School Personality Questionnaire (HSPQ) were group-administered in one sitting and the California Achievement Test (CAT) was group-administered separately in another sitting. The data were analyzed using multiple linear regression analysis and canonical correlation analysis.

Results

1. The overall academic achievement of Black adolescents was related significantly to abstract thinking, affirmation of the values and worth of their Blackness and origins, and being self-oriented as opposed to group-oriented, warm, sensitive, emotionally stable, and vigorous. Those who are more group-oriented rather than self-oriented tend to do well in comprehension and language expression and less well in language mechanics.

2. There was no relationship found between affinity and achievement. This is in contrast to Muhammad's (1991) finding of a negative relationship between affinity and achievement. From my findings, it appeared that the degree to which adolescents accept themselves as Black persons and accept Black people in general is not related to achievement.

3. Higher identity scores tend to be related to greater boldness, sensitivity, and vigor. The higher affinity scores were related to greater warmth, less abstract thinking, and greater vigor. The higher Extended-self scores were related to greater dominance, sensitivity, and vigor. The lower depreciation scores were related to greater boldness. The depreciation factor on the Black Identity Scale was found to have very little relationship with any of the other variables in the study.

Conclusions

The major significant relationships found in the study were those involving personality. Personality variables were significantly related to both achievement and identity. There were, however, few significant relationships between identity and achievement.

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CHAPTER I

INTRODUCTION

During the adolescent years, there is a major conflict between life goals, self-concept, and identity. Adolescents have to deal with four problems: (1) integrating the expectations of others with their own concept of self; (2) changes in their personality as a result of the growth process; (3) the impact these changes have on academic success; and (4) finding a direction for life (Papalia & Olds, 1989).

Erik Erickson (1968) noted that a crucial conflict during the adolescent period is "identity vs. role-confusion." This is a time of change and crises, establishing independence, and for achieving a new identity. The main task of the adolescent is to resolve the conflict of identity vs. role-confusion (Erickson, 1968). The desirable outcome is a sense of one's self as a unique human being with a meaningful role to play in society (Papalia & Olds, 1989). If the adolescent fails to achieve a sense of identity, role-confusion occurs.

A number of early studies have provided evidence that resolution of the identity crisis is an important

determinant of behavior (Block, 1961; Erickson, 1968; Marcia, 1967). Additionally, researchers have found that decision styles (Waterman & Waterman, 1974), morality (Podd, 1972), styles of relating to other people (Donovan, 1975), and cognitive style and sex role identity (Schenkel, 1975), self-consciousness and self-focusing (Adams, Markstrom, & Abraham, 1987) are related to resolution of the identity crisis.

Crawford (1979) and Cross (1971) noted that, due to the differential treatment of Blacks during slavery, resulting from prejudice, discrimination, stereotyping, and the expectation to fail, Black adolescents find it more difficult than other racial groups to achieve a positive sense of identity. Even after the emancipation from slavery, Blacks continue to be the object of much stereotyping, discrimination, and prejudice. The effects of this treatment have hindered the resolution of identity for Black adolescents (Crawford, 1979).

General studies have concluded that identity-status development stands in a causal relationship to academic achievement (Meeus, 1993; Papalia & Olds, 1989; Richardson, Spears, & Richards, 1972). Sewell, Farley, Manni, and Hunt (1982) noted that it is entirely possible that, although Black adolescents might internalize the self-responsibility for academic performance, if the appropriate social reinforcements from significant individuals are not

consistent, or if the future consequences of their behavior are not evident, personality variables might not influence achievement consistently. Therefore, it is necessary to help Black students and their teachers develop an acute awareness of the strong relationship between personality, academic achievement, and identity status.

Statement of the Problem

The academic performance of Blacks has been documented as being much below that of other racial and ethnic groups (Castenell, 1984; Jordan, 1981; Lee, 1985; Mboya, 1986; Mickelson, 1990; Herrnstein & Murray, 1994; White, 1984). As has been noted previously, identity-status development is strongly related to academic achievement, and many Black adolescents struggle to achieve a sense of identity.

An extensive literature search revealed that very little is known about how these factors work to augment the positive identity development of Black adolescents. The three factors, identity status, personality, and academic achievement, have been dealt with only in pairs or separately. Therefore, this research dealt with the interrelationship of the three factors in regard to Black adolescents.

Purpose of the Study

The purpose of this research was to determine the extent to which personality and academic achievement are related to the development of identity status among Black adolescents. More specifically, this study examined the following: (1) the relationship between personality and identity-development status among Black adolescents, (2) the relationship between academic achievement and identity-development status among Black adolescents, and (3) the relationship between personality, academic achievement, and identity-development status among Black adolescents.

Research Hypotheses

The specific purposes stated above led to these research hypotheses:

1. There is a significant positive relationship between personality and identity status.
2. There is a significant positive relationship between academic achievement and identity status.
3. There is a significant positive relationship between a combination of personality and achievement variables and identity status.

Theoretical Framework

The concept of identity achievement was put forward by Erikson using the concept of psychosocial development. He found that the adolescent deals with problems of

integrating views and expectations of others and of working out a commitment to an occupation and an ideology. The adolescent's task is significant both to himself and to society. In their search for a sense of continuity and sameness, some adolescents have to come to grips with crises of earlier years before they can install lasting role models and ideals. Erikson further noted that resolving the identity crisis is a crucial task in the life of adolescents and, if they experience problems resolving the identity crisis, they will tend to encounter blocks to later opportunities (Erikson, 1968). The inability to resolve the identity crisis will result in such common adolescent attitudes as diffidence and defiance (Papalia & Olds, 1989).

James Marcia (1966) expanded Erikson's theory and identified four identity statuses (identity achievement, foreclosure, identity diffusion, and moratorium). These four statuses, as shown in Table 1, are determined by the presence or absence of two elements that, according to Erikson, are crucial to forming identity: crisis and commitment. By crisis, Marcia means a period of conscious decision making, and he defines commitment as a personal investment in an occupation or a system of beliefs (ideology).

Marcia's four identity statuses are defined by the degree to which the adolescent has experienced crises and by the degree to which a commitment to a system of values has

Table 1

Criteria for Identity Statuses

Identity status	Crises	Commitment
Identity achievement	Present	Present
Foreclosure	Absent	Present
Identity diffusion	Present or absent	Absent
Moratorium	In crisis	Present but vague

Note. From Human Development (p. 380) by D. Papalia and S. Olds, 1989, New York: McGraw Hill.

been made. The "identity-achieved" person has experienced crises, but has resolved the crisis issue and made a personal commitment to a system of values leading to better self-acceptance. The "foreclosure" individual is committed to a system of values accepted unquestioningly from others and thereby avoids crisis. The "identity-diffused" person has not yet experienced crisis and is characterized by a lack of commitment to a system of values. "Moratorium" individuals are actively confronted with growth. They search for solutions and try new roles, but are unwilling to make a commitment (Papalia & Olds, 1989).

Arthur Chikering (1969) formulated seven vectors (competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity) in the process of identity-status development. He focused on the internal process of relating to oneself and the world

(Erwin, 1978). Based on Chickering's approach, T. Dary Erwin identified a process of identity development that is internal as well as external.

Significance of the Study

Within the past 2 decades, widespread social changes in American society have substantially altered the values, goals, and behavior of many groups, particularly Blacks and adolescents. In relation to other ethnic and racial groups, Blacks are expected to measure up socially as well as academically to the norms and standards of society. The study of personality, academic achievement, and identity status among Black adolescents was designed to address the relationship between the three factors and to help eliminate some of the misconceptions regarding stereotypical views as they relate to identity-status formation in Black adolescents. An understanding of the relationships between the three factors can help to improve the academic standing of Black adolescents. More specifically, curriculum can be designed to include methods to better address problems of Black adolescent students. These methods should take into consideration the relationship between personality, academic achievement, and identity status.

Definition of Terms

The following definitions of terms are used in this study:

Identity: Marcia (1980) defines identity as an internal, self-constructed, dynamic organization of drives, abilities, beliefs, and individual history. A person's identity status may change as he or she continues to develop. According to Erickson (1968), the active agent of identity formation is the ego, which puts together its knowledge of the person's abilities, needs, and desires and what must be done to adapt to the social environment. For the purpose of this study, identity is defined as the individual's general view of herself as developed by means of interaction with others and her ability to adapt to the social environment.

Identity crisis: A psychological process whereby alternatives are explored as a result of a feeling of discomfort with one's self. This can lead to an evaluation of attitudes, values, and behavior (Adams et al., 1987).

Personality: The dynamic organization of traits within the self that determines the individual's unique way of playing his or her social roles. This definition stresses what a person is, and not what others see him or her to be (Allport, 1937).

Delimitations of the Study

This study was delimited to Black adolescents attending integrated middle, junior high, and high schools in Southwestern Michigan. Only grades 7 through 12 were considered. Therefore, the findings of this study should not be generalized to a wider population. There may be many variables and combination of variables that are associated with academic achievement. However, in this study, only personality and identity status were examined. Variables such as peer relationships, familial orientation, values and religious influences were not isolated for study in this project. This delimitation was related to restrictions of time and resources. Further, there are various ways to measure the characteristics of personality, academic achievement, and identity. However, in order to limit the degree of intrusion into the school program, only one measuring device was used for each. The selected instruments are specifically discussed in chapter 3.

Outline of the Study

Chapter 1 consists of an introduction, statement of the problem, purpose of the study, significance of the study, definition of terms, and delimitations of the study.

Chapter 2 contains a review of literature pertinent to the study.

Chapter 3 outlines the method, instrumentation, null hypotheses and methods of analysis, and the rationale used for the selection of subjects.

Chapter 4 consists of the analysis and evaluation of the data.

Chapter 5 offers a summary and conclusion of the study, as well as recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A number of studies have provided evidence that resolution of the identity crisis is an important determinant of behavior. This concept of identity achievement was put forward by Erikson (1968), using the concept of psychosocial development, and later expanded by James Marcia (1967) who identified four identity statuses (identity achievement, foreclosure, identity diffusion, and moratorium). These statuses are not stages in the identity search, since they do not form a progression. Arthur Chickering (1969) formulated seven vectors (competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity) in the process of identity-status development. T. Dary Erwin (1978) identified a process of identity development that is internal as well as external. Muhammad (1991) developed four factors (affinity, extended-self, disassociation, and depreciation) important in the development of Black identity. The development of a positive identity is a challenge for all adolescents. However, because of societal pressures due to prejudice,

discrimination, and the expectation to fail, Black adolescents generally find it more difficult than some other racial and ethnic groups to achieve a positive sense of identity (Crawford, 1979; Cross, 1971).

A computer search of the literature from 1954 to 1995 as it related to achievement, identity status, and personality was made using PsychLit, ERIC, Dissertation Abstracts, Religious Abstracts, SocioAbs, and Sport Discus data bases. Very few relevant updated resources were identified. These are all referenced within the text, and also in the reference list section of this paper.

Critical Developmental Periods of Black Adolescents

Black youths learn from first-hand experience that life is not always easy. Many of them feel that they are inferior from birth (Irwin, 1994). In the educational realm as well as other areas, research has shown that Black youths have to try harder to survive as well as to succeed (Crawford, 1979; Cross, 1971; White, 1984). The inner-city Black youths have learned survival skills and adaptive behaviors to cope with pressures from gangs while getting to and from school in deteriorating neighborhoods, which are plagued by high incidences of homicides, assaults, armed robbery, alcoholism, and drug activities. They are also confronted with major decisions concerning sex, theft, staying alive, and drugs much earlier than some of their

other racial and ethnic suburban counterparts (Jaynes & Williams, 1989; White, 1984).

In viewing the transition from early childhood to adulthood in Black youths, White (1984) noted that

there are substantial differences between Black children and middle-class White children in terms of where the emphasis is placed in the periods of early childhood, middle childhood, pre-adolescence, early and middle adolescence, and young adulthood. During these critical developmental periods, the focus for the Black child is successively on physical closeness, survival, mastery of the oral tradition, coming to grips with oppression, and resolving the identity dilemma. (p. 86)

Black children are being left at the mercy of an onslaught on the very dignity of who they are, what they could become, and how they were created. Many wonder how they will ever make it (Irwin, 1994).

Discovering and Coping With Oppression

Baldwin (1963), in reference to the development of Black youths, stated that long before the child can verbalize, he or she is aware of the fact that something is fundamentally wrong in American society, that some pervasive, catastrophic, oppressive force is preventing Blacks from achieving their goals and participating in the range of opportunities that America provides for its citizens. White (1984) observed that the complete impact of this awareness does not come all at once but falls into place gradually during middle childhood, pre-adolescence, and early adolescence. As the child looks into the mirror

image of society reflected in TV, movies, newspapers, and stories about the levels of American history, he or she sees other races projected with imagery of power, courage, competence, beauty, and goodness.

Black youths are looking for an opportunity to succeed in the academics as well as in careers, and as human beings (Horne, 1995). According to White (1984):

The "pervasive racism" in American society has a profound and lasting influence on Black young people and they may express their disappointment with anger, fear, resentment, or bitterness. It cannot help but generate a period of confusion in Black youth, because it forces them to deal with contradictions that have been inherent in American society for over 350 years. On the one hand, the child has heard that this is the land of equal opportunity, liberty, and justice for all, and that all humans are created equal and endowed by their creator with certain inalienable rights. Yet, the reality of experience has made the child aware of the fact that this is definitely not the case. Black adolescents who have not sufficiently internalized the protective and energizing features of the Black American ethos will be vulnerable to feelings of futility, despair, and doubt about their own worth as human beings, feelings that can prevent the healthy resolution of issues associated with establishing a solid identity. (p. 93)

The Dilemmas of Black Adolescents

Erickson (1968) described adolescence as a period of transition. In fact, it has been suggested that successful resolution of the identity crisis in adolescence will allow for the successful assumption of adult roles. Since entry into the accepted roles and statuses of society can be a highly challenging and complex phenomenon, the development of a positive identity and a good educational background are certainly important factors in helping adolescents make a

successful transition into adulthood. Yet, in general, very little is known about how various factors work to influence the positive identity development of Black youth.

According to MacIver (1961), Muuss (1968), and Spencer, Swanson, and Cunningham (1991), adolescents are faced with many dilemmas. MacIver noted that adolescents are particularly vulnerable to conflicts in the socio-cultural matrix that surrounds them in our society. The adolescent is no longer a child, but has not reached adult social, legal, or economic status. As a quasi-child, yet simultaneously a quasi-adult, he or she is faced with many dilemmas, acting and reacting to adults, other adolescents, and to social situations in which he or she is found. Jones (1989) noted that Black adolescents share common attributes with all adolescents; but, because of life and environmental circumstances, they also possess characteristics that are unique to them alone. Muuss (1968) and Irwin (1994), who are concerned with Black adolescents, noted that in the past it was assumed that Black children, because of prejudice, discrimination, powerlessness, and poverty, had lower self-concepts than children of other races. This would also suggest that the identity status of Black children would be less positive than that of children of other races. Educational programs and societal standards have attempted to improve the self-concept of Black adolescents by developing pride in their blackness and an awareness of the

contribution of Blacks to culture and history (p. 267). Based on research by Rosenberg (1965), Muuss stated that Blacks are more likely to have lower self-esteem. Rosenberg (1965) noted that minority groups who consistently rank lowest on the society prestige structure are often disparaged on the larger social scene. Some of these groups have experienced low occupational prestige, severe poverty, and powerlessness. Many are subjected to widespread prejudice, massive discrimination, and their children are more likely to perform poorly in the important arena of school (p. 310).

Patchen (1982), Mickelson (1984), and Green (1994) found that Blacks invariably express almost a reverence for education while consistently underachieving.

Concerning the problem of identity among Blacks, Pettigrew (1964) surmised that

for years, Black Americans have had little else by which to judge themselves than the second-class status assigned them in America. Along with this inferior treatment, they constantly hear that Caucasians are innately superior to Blacks. Consequently, many Blacks, consciously or unconsciously, accept in part, these assertions of their inferiority. In addition, they accept the American emphases on "status" and "success." But when they employ these standards for judging their own worth, their lowly positions and their relative lack of success lead to further self-disparagement. If the Black individual is treated as inferior due to race or lack of success on academic realms, then it is possible to hypothesize that his sense of personal value would most likely be low. (p. 9)

Ogbu (1978) argues that members of a social group that faces a "job ceiling" know that they do so, and this

knowledge channels and shapes their children's academic behavior. Mickelson (1990) explains that

the term "job ceiling" refers to practices that do not permit members of castelike minorities (such as Blacks) to compete freely for the job for which they are qualified. Caste-like minorities are either excluded from or not allowed to obtain their proportionate share of the most desirable jobs. As a result, they are confined overwhelmingly to the least desirable jobs, often in secondary labor markets. Because the job ceiling faced by Black adults prevents them from receiving rewards commensurate with their educational credentials, education is not the same bridge to adult status for Blacks as it is for Whites. Black children see that efforts in school often do not have the same outcomes for members of their group as do similar efforts for members of socially dominant groups, such as middle-class Whites. (p. 45)

Research on Identity

A number of studies have provided evidence that resolution of the identity crisis is an important determinant of behavior. Erikson (1968) identified the adolescent identity crisis as a crucial period for youth. James Marcia (1966) expanded Erikson's theory to include an instrument for measuring ego identity. Chickering (1969) noted that identity formation involves the areas of competence, emotions, and autonomy, along with interpersonal relationships, purpose, and integrity. Other researchers have found that confidence, sexual identity, and conceptions about body appearance (Erwin, 1978), decision styles (Waterman & Waterman, 1974), morality (Podd, 1972), styles of relating to other people (Donovan, 1975), cognitive

styles, and social support (Muuss, 1968) are related to resolution of the identity crisis.

Erikson's Theory

Identity vs. role confusion is the fifth stage of Erikson's eight stages of psychosocial stages of development. He described a sequence of cumulatively dependent crises for the individual to resolve at each stage of life. These are summarized in Table 2. Erikson found that the youth in late adolescence deals with the problems of integrating views and expectations of others, and of working out a commitment to an occupation and an ideology. The adolescents' task is significant both to themselves and to society. They are sometimes morbidly, often curiously, preoccupied with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the ideal prototypes of the day. In their search for a new sense of continuity and sameness, which must now include sexual maturity, some adolescents have to come to grips again with crises of earlier years before they can install lasting idols and ideals as guardians of a final identity (Erickson, 1968). An adolescent who has problems resolving the identity crisis will tend to see blocks to opportunities. Papalia and Olds (1989) noted that inability to resolve the identity crisis

Table 2

Erickson's Stages of Development

Stage	Description
First year of life	Infancy: Trust vs. mistrust If significant others provide for basic physical and emotional needs, infant develops a sense of trust. If basic needs are not met, an attitude of mistrust toward the world, especially toward interpersonal relationships, is the result
Ages 1-3	Early childhood: Autonomy vs. shame and doubt A time for developing autonomy. Basic struggle is between a sense of self-reliance and a sense of self-doubt. Child needs to explore and experiment, to make mistakes and to test limits. If parents promote dependency, child's autonomy is inhibited, and capacity to deal with the world successfully is hampered.
Ages 3-6	Preschool age: Initiative vs. guilt Basic task is to achieve a sense of competence and initiative. If children are given freedom to select personally meaningful activities, they tend to develop a positive view of self and follow through with their projects. If they are not allowed to make their own decisions, they tend to develop guilt over taking initiative. They then refrain from taking an active stance and allow others to choose for them.
Ages 6-12	School age: Industry vs. inferiority Child needs to expand understanding of the world. Continues to develop appropriate sex-role identity, and learns basic skills required for school success. Basic task is to achieve a sense of industry, which refers to setting and attaining personal goals. Failure to do so results in a sense of inadequacy.
Ages 12-18	Adolescence: Identity vs. role confusion A time of transition between childhood and adulthood. A time for testing limits, for breaking dependent ties, and for establishing new identity. Major conflicts center on clarification of self-identity, life goals, and life's meaning. Failure to achieve a sense of identity results in role confusion.
Ages 18-35	Young adulthood: Intimacy vs. isolation Developmental task at this time is to form intimate relationships. Failure to achieve intimacy can lead to alienation and isolation.

Table 2--Continued.

Ages 35-60	Middle age: Generativity vs. stagnation There is a need to go beyond self and family and be involved in helping the next generation. This is a time of adjusting to discrepancy between one's dreams and one's actual accomplishments. Failure to achieve a sense of productivity often leads to psychological stagnation.
Ages 60+	Later life: Integrity vs. despair If one looks back on life with few regrets and feels personally worthwhile, ego integrity results. Failure to achieve ego integrity can lead to feelings of despair, hopelessness, guilt, resentment, and self-rejection.

Note. From Theory and Practice of Counseling and Psychotherapy (pp. 17-18) by G. Corey, 1986, Pacific Grove, California: Brooks/Cole.

will result in such common adolescent attitudes as diffidence and defiance.

According to Erikson (1968)

it is the ideological potential of a society which speaks most clearly to the adolescent who is so eager to be affirmed by peers, to be confirmed by teachers, and to be inspired by worthwhile "ways of life." On the other hand, should a young person feel that the environment tries to deprive him too radically of all the forms of expression which permit him to develop and integrate to the next step, he may resist with the wild strength encountered in animals who are suddenly forced to defend their lives. For, indeed, in the social jungle of human existence, there is no feeling of being alive without a sense of identity. (p. 130)

Marcia and Identity

Marcia, whose research is based primarily on Erikson's theory, is considered to be a prominent researcher on identity issues concerning adolescents. He has identified four identity statuses and has correlated them

with other aspects of personality, such as anxiety, self-esteem, moral reasoning, and patterns of social behavior. Marcia's four identity statuses are determined by the presence or absence of the two elements which, according to Erikson, are crucial to forming identity: crisis and commitment. By crisis, Marcia means a period of conscious decision making, and he defines commitment as a personal investment in an occupation or a system of beliefs (ideology). To evaluate a person's identity status, Marcia (1966) developed a semi-structured 30-minute interview (see Table 3) for sample questions and answers (Papalia & Olds, 1989).

Marcia's four identity statuses are defined by the degree to which the adolescent has experienced crises and by the degree to which a commitment to a system of values has been made. The "identity-achieved" person has experienced crisis and has resolved the crisis issue and made a personal commitment to a system of values leading to better self-acceptance. The "foreclosure" individual is committed to a system of values accepted unquestioningly from others and thereby avoids crisis. The "identity-diffused" person has not yet experienced crisis and is characterized by a lack of commitment to a system of values. "Moratorium" individuals are actively confronted with growth. They search for solutions and try new roles, but they are unwilling to make a commitment (Papalia & Olds, 1989).

Table 3

Identity Status Interview

Sample questions	Typical answers for the four statuses
<p>About occupational commitment: "How willing do you think you'd be to give up going into _____ if something better came along?"</p>	<p>Identity achievement. "Well, I might, but I doubt it. I can't see what 'something better' would be for me." Foreclosure. "Not very willing. It's what I've always wanted to do. The folks are happy with it and so am I." Identity diffusion. "Oh sure. If something better came along, I'd change just like that." Moratorium. "I guess that if I knew for sure, I could answer that better. It would have to be something in the general area, something related. . . ."</p>
<p>About ideological commitment: "Have you ever had any doubts about your religious beliefs?"</p>	<p>Identity achievement. "Yes, I have started wondering whether there is a God. I've pretty much resolved that now, though. The way it seems to me is. . . ." Foreclosure. "No, not really; our family is pretty much in agreement on these things." Identity diffusion. "Oh, I don't know. I guess so. Everyone goes through some sort of stage like that. But it really doesn't bother me much. I figure that one religion is about as good as another!" Moratorium. "Yes, I guess I'm going through that now. I just don't see how there can be a God and still so much evil in the world or. . . ."</p>

Note. From Human Development (p. 381) by D. Papalia and S. Olds, 1989, New York: McGraw-Hill.

Chickering's Identity Model

Chickering (1969) formulated seven vectors of identity-status development. They are competence, emotions, autonomy, interpersonal relationships, identity, purpose, and integrity, each of which has its major component.

Competence. This is divided into four components: (1) intellectual competence, (2) physical and manual skills, (3) social and interpersonal competence, and (4) a sense of competence--the confidence one has in his ability to cope with what comes and to achieve successfully what he sets out to do.

Emotions. The student's first task is to become aware of feelings and to trust them more, to recognize that they provide information relevant to contemplated behavior or to decisions about future plans. Before emotional control can become effective, emotions have to be experienced--to be felt and perceived for what they are.

Autonomy. To be emotionally independent is to be free of continual and pressing needs for reassurance, affection, or approval. It begins with disengagement from parents. In time, there is less need for support from others and increased willingness to risk approval or status to pursue a strong interest, or to stand by important beliefs.

Interpersonal relationships. The student's task is to be able to develop tolerance for a wider range of persons. Erikson (1959) says:

The youth who is not sure of his identity shies away from interpersonal intimacy; but the surer he becomes of himself, the more he seeks it in the form of friendship, combat, leadership, love and inspiration. There is a kind of adolescent attachment . . . which is often mistaken for mere sexual attachment or for love. Such attachment is often denoted to an attempt at arriving at a definition of one's identity by talking things over endlessly, by confessing what one feels like and what the other seems like, and by discussing plans, wishes, and expectations. (p. 95)

Identity. Chickering (1969) says development of identity involves clarification of conceptions concerning physical needs, characteristics, and personal appearance, and clarification of sexual identification, of sex-appropriate roles and behavior (p. 14). Development of identity depends in part upon the other vectors already mentioned. White (1958) says:

Identity refers to the self or the person one feels oneself to be. . . . Gradually, the sense of identity becomes a fuller and richer establishment, compounded of bodily sensations, feelings, images of one's body, the sound of one's name, the continuity of one's memories, and an increasing number of social judgments delivered through the words and behavior of others. (p. 332)

Integrity. Chickering (1969) defines integrity as the clarification of a personally valid set of beliefs that have some internal consistency and that provide at least a tentative guide for behavior. Such development involves three overlapping stages: the humanizing of values, the personalizing of values, and the development of congruence (p. 17).

Erwin's Identity Scale

Erwin's identity scale is based on Chickering's model. The scale measures the constructs of confidence, sexual identity, and conceptions about body and appearance.

Confidence

Erwin (1978) defined confidence as an assuredness of one's self and in one's capabilities. It includes self-reliance while recognizing necessary dependence on outside sources. This recognition represents an awareness of and faith in one's own capabilities, yet with a realization that there are limits to these processes. The confident person has some understanding of his or her limitations. A self-confident person also feels comfortable about expressing beliefs, making decisions, and behaving competently, even though action may not be taken in these areas.

Sexual identity

Sexual identity is a clarification and acceptance of one's sexual feelings. The person with a high degree of

sexual identity recognizes his or her sexual feelings as natural and normal. Sexual identity includes not only a positive acceptance of one's sexual feelings but also a control of one's sexual feelings (Erwin, 1978).

*Conceptions about
body and appearance*

A person with a high degree of identity exhibits a personal dress style governed by individual tastes rather than the dictates or expectations of other people (e.g., peers, significant others, parents, people in authority). Identity also includes an accurate self-perception and acceptance of one's appearance. It is an issue of presentation of self. What do I think of my body? How do I conceive of myself and my appearance? An increasing acceptance of one's body, particularly in relation to other people, is a necessary component. In addition, one's appearance and dress are resolved issues and represent a "varied balancing of personal preferences, the desires of others, and situational expectation" (Chickering, 1969, p. 83).

Muhammad's Black Identity Scale

Muhammad's Black Identity Scale was developed as a result of the "Black identity models" concept put forth by Thomas (1970), Cross (1971), and Jackson (1976), who were among the early Black social scientists to offer new models of Black personality identity development. However, much of

what was presented as theories of Black identity failed to define or explicate the construct of Black identity beyond commonly held values and beliefs (Akbar, 1989; Cross, 1989). This paved the way for further research and expansion on the concept of Black identity.

The Black Identity Scale consists of four factors: Affinity, Extended-self, Disassociation, and Depreciation (Muhammad, 1991).

Affinity factor

The affinity factor can be seen as a key aspect of Black identity formation. This quality reflects the positive psychosocial culture bonding needed for the development of interdependent Black relationships.

Extended-self factor

Extended-self exemplifies the positive acceptance of one's people in the form of a transcendent-self in which the individual is group- rather than self-centered. Extended-self reflects a solidification of the bonding process initiated by Affinity, expressed socially in the context of "we"-ness.

Disassociation factor

Disassociation, a negative Black identity factor, derives its cultural-historical basis from the active efforts used to alter loyalties and beliefs among Blacks. This factor reflects both the internalization and acceptance

of White-fostered ideals and the disruption of the primary bonding process needed for Black identity development.

Depreciation factor

Depreciation is a more generalized self and group devaluation (i.e., sense of inferiority, than Disassociation). It also involves blaming Blacks for their own misfortunes (Muhammad, 1991).

Establishing Identity

Correlates of a Well-Established Identity

The positive development of identity involves the areas of competence, emotions, and autonomy, along with interpersonal relationships, purpose, and integrity.

Erikson (1959) argues that

it is important to understand [adolescent] intolerance as the necessary defense against a sense of identity diffusion. This is unavoidable at a time of life when the body changes its proportions radically, when genital maturity floods body and imagination with all manner of drives, when intimacy with the other sex approaches, . . . and when life lies before one with a variety of conflicting possibilities and choices. . . . It is different to be tolerant if deep down you are not quite sure that you are a man (or a woman), that you will never grow up to be attractive, that you will be able to master your drives, that you really know who you are, that you know what you want to be, that you know what you look like to others, and that you will know how to make the right decisions without, once for all, committing yourself to the wrong friend, sexual partner, leader, career. . . . Psychologically speaking, a gradually accruing ego identity is the only safeguard against the anarchy of drives as well as the autocracy of conscience. . . . An increasing sense of identity, on the other hand, is experienced preconsciously as a sense of psychological well-being. Its most obvious concomitants are a feeling of being at home in one's own

body, a sense of "know where one is going," and an inner assuredness of anticipated recognition from those who count. Such a sense of identity, however, is never gained nor maintained once and for all. Like a "good conscience," it is constantly lost and regained, although more lasting and economical methods of maintenance and restoration are evolved and fortified in late adolescence. (pp. 83-91, 118)

Chickering (1969) alluded to a study undertaken by the Goddard College Faculty who suggested a definition of identity development. According to the definition developed by the faculty, students with a well-developed identity knew the kind of person they wanted to be and had a sense of balance and perspective. They tended to see things whole and with a well-ordered set of values. They had sorted out what was important to them and were aware of their own strengths and weaknesses. They were relatively at ease about problems concerning academic work, future vocation, marriage, and family life.

Adams et al. (1987) hypothesized that "identity-achieved" adolescents would be likely to perceive themselves with self-assurance and would anticipate that others would also view their commitments positively and within the context of alternatives; therefore they would be unself-consciously willing to reveal themselves to others. In contrast, adolescents who had not undergone the ideal identity-formation process, or had not completed the process of making a self-definition (i.e., diffused, foreclosed, or moratorium youths), would be likely to view themselves negatively, and therefore, be more self-conscious and less

willing to reveal themselves to others. Identity-achieved individuals are described as having a high acceptance of self, a stable self-definition, emotional stability, and the capacity for interpersonal perspective-taking (p. 293). Conversely, an identity-diffused person will experience role confusion as well as deep feelings of guilt and rejection.

The Adolescent's Search for Identity

From the literature reviewed thus far, it is evident that one major task of the adolescent is the achievement of identity. This is, in a real sense, the crowning achievement of adolescent striving. Without identity, the adolescent does not know how to work toward independence; he or she finds it difficult to grow up, and to continue moving toward the goal of adult responsibility. Identity formation is a complex developmental process, involving a synthesis of multiple psychosocial and intrapsychic components (Jones, 1989). Bier (1964) and Papalia and Olds (1989) noted that the process of identity achievement begins in childhood, is continued throughout adolescence, and normally is achieved with the realization of maturity. Self-identity is a quality of personal experience and of existence that is linked to the growth of the self-concept and the self-ideal, and thus profoundly influences mental stability and adjustment. In simple terms, it means a clear awareness of one's role and status in life, one's goals and purposes, and one's relationships to reality, to society, and to a Supreme

Being. The person with self-identity knows the answers to such questions as: "What am I?" "Who am I?" "What am I supposed to be or to become?" and "Where am I going?" The adolescent lacking self-identity is confused and uncertain as to what he is supposed to be and where he is going. Adolescents often manifest lack of self-identity, which is one of the reasons why they are at times uncertain, confused, and extremely vacillating in their opinions.

Identity Confusion

Identity confusion is defined as developmental disturbance. Erikson (1968) noted that a state of acute identity confusion usually becomes manifest at a time when the young individual finds herself exposed to a combination of experiences which demand her simultaneous commitment to physical intimacy (not by any means always overtly sexual), to decisive occupational choice, to energetic competition, and to psychosocial self-definition (p. 166).

Identity vs. Identity Confusion

The main task of adolescence is to resolve the conflict of identity vs. identity confusion. According to Papalia and Olds (1989), the desirable outcome is a sense of one's self as a unique human being with a meaningful role to play in society. One of the most significant tasks of adolescence is deciding on a career. However, role confusion can express itself in young persons taking an

excessively long time to reach adulthood. They may express their identity confusion by regressing into childishness to avoid resolving conflicts or by committing themselves impulsively to poorly thought-out courses of action. They may also become cliquish and intolerant of differences and may also display attitudes of diffidence and defiance.

Sex-Role Identity

According to Coleman and Hendry (1990), the term sex role is commonly used to refer to a set of standards or prescriptions that describe appropriate masculine and feminine behavior in a particular culture. It has been pointed out by some writers (e.g., Bee, 1975) that while gender identity is likely to be learned very early, usually before the age of 5, the development of sex-role identity occurs later in childhood, and will probably become an issue of real significance only as the individual enters adolescence. Coleman and Hendry (1990) noted that before puberty a considerable amount of leeway is permitted in our society as far as appropriate sexual behavior is concerned. Thus girls can, if they wish, act as "tomboys" without inviting too much disapproval, while even boys can get away with quiet, reflective activities and a lack of interest in sports up to the age of about 10 or 11. Following puberty, however, certain pressures are brought to bear on the individual. Parents, teachers, and others see future adulthood approaching, and wish to ensure successful

adjustment for the young person as he or she grows up. Delamont (1984) has also considered the important impact of sex roles and, particularly, sex-role inequalities in educational settings. It is clear, therefore, that within the process of socialization, school creates stresses and ambivalences for adolescence in that they are caught up in the dilemma of achieving their academic potential, and at the same time fulfilling and conforming to a stereotypical sex-role image to ensure popularity with their peers.

Both Wells (1980) and Keyes and Coleman (1983) have discussed the relationship between personal adjustment and sex-role identity conflicts in adolescence. In Keyes and Coleman's study, no sex differences were found for measures of personal adjustment. No relationship for either sex was found between high academic ambition and less adequate adjustment. Individuals of both sexes who experienced the highest levels of sex-role conflict also experienced more problems in personal adjustment. Both males and females evidenced conflicts over sex-role issues, and both males and females who perceived themselves to be inferior to their ideal selves and to societal expectations were likely to have the lowest levels of self-esteem, the highest levels of psychological malaise, and the lowest academic ambition.

Katz and Zigler (1967) and Phillips and Zigler (1980) noted that an increase in self-image disparity (i.e., real-self vs. ideal-self conflict) is a normal growth

phenomenon and may be related to overall developmental level and/or intelligence.

Identity and Academic Achievement

It is gradually becoming clear that many of the difficulties that people experience in most areas of life are closely connected with the ways they see themselves and the world in which they live.

Purkey (1970) and Ogbu (1978) noted that students' difficulties in basic academic skills are directly related to their beliefs that they cannot read, write, handle numbers, or think accurately, rather than to basic differences in capacity. In other words, many students have difficulty in school not because of low intelligence, poor eyesight, poverty, or whatever, but because they have learned to see themselves as incapable of handling academic work or to see the work as irrelevant to their perceptual worlds. Students who feel good about themselves and their abilities are the ones most likely to succeed. Consequently, those who see themselves and their abilities in a negative fashion usually fail to achieve good grades.

Several studies on Black adolescent students (Caplan, 1966; Jordan, 1981; Mboya, 1986; Mickelson, 1990) observed that students who have confidence in their abilities to succeed tended to have higher academic achievement. Harding (1966) reported that the attitude toward their own ability to achieve in academic endeavors

was an essential factor in predicting whether high-school students would or would not quit school. Ward (1990), in discussing issues of identity formation of a group of young minority Black women, revealed that identity formation, personal commitment, and academic achievement can successfully converge during late adolescence.

A number of researchers (Borislow, 1962; Diller, 1954; Dyson, 1967; Ford & Harris, 1992; Irwin, 1994; Mboya, 1986; and Stotland & Zander, 1958) have explored the conditions under which success and failure affect a person's evaluations of himself. There is general agreement among researchers that students who underachieve scholastically, or who fail to live up to their own academic expectations suffer significant losses in self-esteem, which could affect the development of identity. Rice (1990) noted that successful students feel more personal worth and somewhat better about themselves. According to Purkey (1970) and Taylor et al. (1994), the indications seem to be that success or failure in school significantly influences the ways in which students view themselves.

Goldberg (1960) studied underachievers in grades 9 through 12. The underachiever was found to perceive herself as less able to fulfill required tasks, less eager to learn, less confident, and less ambitious. Shaw (1961) also noted that underachievers demonstrate less mature behavior than achieving peers. Purkey (1970) stated that underachievers

generally see themselves as less adequate and less accepted by others. Taylor's (1964) review of the literature on personality traits and discrepant achievement reported research findings that the underachiever is, among other things, self-derogatory, has a depressed attitude toward himself, has feelings of inadequacy, and tends to have strong inferiority feelings. Brookover, Erikson, and Joiner (1967) indicated that students with a negative view of their academic abilities rarely perform well in school. Low self-concept or low self-esteem, an external locus of control, lack of achievement motivation, feelings of isolation, fears about being different, and other issues can hinder and otherwise undermine students' achievement and their beliefs about the importance of success in school (Ford & Harris, 1992).

Florence (1989) examined the relationship between identity status and academic achievement in a sample of Black female adolescents. Using reading test scores to predict achievement and applying the identity-development theories of Erickson and Marcia, it was discovered that high achievers were found more often than the low achievers in higher identity statuses.

Mickelson (1990) explains that

the underachievement of Blacks begins with the rather straightforward proposition that the social context in which learning takes place contributes to educational outcomes. Certainly, individual competencies and the quality of schooling are influential components in the learning and achieving process and should not be

overlooked in any analysis of the underachievement of minorities. The poor quality of schooling that many Blacks, particularly those in inner-city schools, continue to receive certainly contributes to their academic performance. (p. 59)

Of even more significance, continued feelings of worthlessness are, as Fromm (1941, 1947), Jordan (1981), Mboya (1986), and Mickelson (1990) pointed out, a characteristic of unhealthy personality.

In a study conducted by Wilson and Banks (1994), which addressed the disparities in education between African-American males and their European-American counterparts, African-American males are disproportionately labeled as underachievers. They further noted that curriculum component selections and presentations often fail to meet the needs of these students.

The Psychological Development of Black Youth

The Black child moves through the stages of development within a socio-cultural framework often provided by the extended family. Black adolescents are strongly influenced by close and supportive family networks. In addition, well-developed community networks that include the church and the school contribute to their development. Socialization within these networks produces important personality characteristics that provide the basis for adolescent identity formation (Jones, 1989). There are substantial differences between Black children and children of other racial groups in terms of where the emphasis is

placed in the periods of early childhood, middle childhood, pre-adolescence, early and middle adolescence, and young adulthood. White (1984) says that during these critical developmental periods, the focus for the Black child is successively on physical closeness, survival, mastery of the oral tradition, coming to grips with oppression, and resolving the identity dilemma. In each critical developmental period, the child is presented with a set of major psychosocial experiences requiring active mastery.

Black adolescents are not any less affected by the stress and strain of adolescence than are other youths. Hauser (1971) and Jones (1989) observed that minority group status and associated disadvantages generate experiences and identity conflicts specific to Black adolescents. As a consequence, Black youths and youths of other racial groups may be observed to differ with respect to the nature and types of problems they confront and in the pattern and pace of identity formation (Jones, 1989).

White (1984) argues further that the number of unemployed and underemployed people that Black youth see everyday in Black neighborhoods bears witness to the fact that hard work has not paid off for many Black individuals. So what goes on in the mind of the Black youth? They have to decide whether or not they want to invest their time and energies developing competencies and skills that the society may not allow them to utilize. The risk is more than

economic, it also involves their academic and emotional well-being. The Black community is filled with society's rejects from previous generations, some whose ambitions were destroyed by the structural racism built into the system. White also noted that young Black adults are confronted with a set of dualities defined by being part of, yet apart from, American society, in it but not of it, included at some levels and excluded at others. This duality is at the heart of the identity struggle and generates powerful feelings of rage and indignation. Nearly a century ago, Dubois (1903) spoke of this cultural and historical duality as a kind of two-ness, a double consciousness of the racial issues that perplex the young Black adult in the American society. Black adolescents are making an important life transition against the background of change of traditional environment. It is incumbent upon policy makers and program developers to understand the environment and its impact on the psychological development of Black adolescents (Jones, 1989; Wilson & Banks, 1994).

Black Identity Conflicts

White (1984) and Irwin (1994) noted that during late adolescence and early adulthood, Black youth, like other American youth, struggle with major decisions about what to do with their lives, where they are going, and how they are going to get there, how to get a piece of the economic action and political power, and what is important to them in

the way of values, standards, and ideals. In seeking to come to grips with these identity-related issues, Black youth cannot completely avoid the reality of the social contradictions inherent in American life.

Guthrie (1970), in an attempt to explain the relationship between identity and self-esteem as it is related to Blacks, noted:

We learn who we are and what we are like largely by carefully observing how other people react to us. But this process is highly structured for the Negro by the role he is expected to play. When he attempts to gain an image of himself on the basis of his typical contacts with White America and the general culture, he often receives a rude jolt. While he is totally American in every conceivable meaning of the term, he finds that most Americans are White and that somehow the mere color of his skin puts him into a unique and socially-defined inferior category. And when the Negro looks around him --except in the spheres of athletics and entertainment-- he discovers very few Americans with his skin color who hold important positions in his society. Save for the mass media expressly tailored for Negro audiences, he sees only White models in advertisements and only White models as heroes of stories. When he does see Negroes in the general mass media, they are likely to be cast in low-status roles and appear as "amusingly ignorant." Little wonder, then, that the question, "Who am I?," raises special difficulties for him. (p. 149)

According to Green (1994) and White (1984), one of the major decisions confronting Black adolescents involves preparation for the world of work. While guidance counselors and social workers paint an optimal picture of a future supported by affirmative-action opportunities, the Black adolescent, considering America's past performance, has no reasonable guarantee that these programs will last. Equal access to quality employment has never been a reality

in Black America. Competition with other successful ethnic and racial groups is extremely threatening for the Black adolescent. Guthrie (1970) pointed out that laboratory experimentation demonstrates that even when Blacks receive objective evidence of equal ability in an interracial situation, they typically feel inadequate and respond compliantly.

The changes over the past 2 decades have begun to alter this situation. The old wounds of confused identity and damaged self-esteem have not sufficiently healed, but changing events serve as a potent medicine. Green (1994), Horne (1995), and White (1984) expressed a sense of hope for Black adolescents. Their survival orientation, responsibility-taking behaviors, problem-solving skills, self-confidence, and resilient attitude may protect them from a sense of despair during inevitable setbacks.

Achievement Motivation of Black Adolescents

McClelland, Atkinson, Clark, & Lowell (1953) and Atkinson (1966) defined achievement motivation as the personal commitment to a standard of excellence, the willingness to persist in the challenge, struggle, excitement, and disappointment intrinsic in the learning process. Achievement motivation is considered to have a major influence on academic performance, scholastic attainment, and success in life's major undertakings.

Picking up on the concept of achievement motivation, White (1984) made the following statement:

School is conceived in terms of a meritocracy, analogous to the open marketplace, where each child has the opportunity to rise to the top of their educational attainment ladder. Children who are determined to develop their talents through hard work, persistence, and competitive struggle will excel in the school situation; children with an equivalent talent profile who are low in the personality traits associated with achievement motivation are not expected to do as well. (p. 120)

White further noted that

the Black child is not deficient in motivation to struggle to grow, to excel, and to achieve; the deficiency is in the structure of institutional racism built into the fabric of American society. The psychosocial reality of oppression, based on an abundance of concrete evidence, is what prevents Black children from feeling realistically confident that by putting forth a sufficient amount of effort they have a solid chance of achieving a wide range of options. (p. 123)

Guthrie (1970), Castenell (1984), and Green (1994) are concerned about conditions that may be detrimental to the performance of Blacks in desegregated conditions. They noted that the achievement motivation of Black children in desegregation may be strongly influenced by the social behavior of their classmates and teachers of other races, by their level of expectancy with regard to academic success, and by their perception of the social consequences of failure. Because Black youth are expected to do poorly academically, they often suffer from feelings of intellectual inferiority. Guthrie further explains that low expectation of success is an important detrimental factor in

the performance of minority children attending integrated schools. Green noted that these children sit in classes where no one is concerned about their feelings. The evidence is strong that Black students have feelings of intellectual inferiority that arise from an awareness of actual indifferences in racial achievement, or from irrational acceptance of other racial and ethnic groups' stereotypes of Blacks. In a study explaining the school performance of Blacks, Taylor et al. (1994) noted that the more aware of discrimination Blacks were, the less important they perceived academics to be and the less engaged they were in their school work. As noted by Sewell et al. (1982), conceptually, achievement motivation plays a prominent role in scholastic achievement (p. 648).

Educating the Black Youth

Black youths in the American culture are confronted by the dismal picture of failure. Repeated observations of Black children have shown that, once they enter school, they fall quickly behind other racial groups on measurements of intelligence, achievement and scholastic attainment (Clark, 1965; Denton, 1981; Fagelson, 1969; Gutkin & Reynolds, 1990; Mickelson, 1990; Herrnstein & Murray, 1994). Bridgeman and Shipman (1975) found that the academic lag of Black children occurs despite the fact that when Black children enter school they know how to walk, talk, and appear to have mastered the preschool sensory, motor, and cognitive skills.

The longer Black children remain on the educational conveyor belt, the further they fall behind. Their measured IQ and achievement levels decrease with the length of time they stay in school (Gutkin & Reynolds, 1990). Denton (1981), citing statistics compiled from the U.S. Census Bureau data, states that, compared to other racial groups, Black children are three times as likely to be labelled as mentally retarded, are twice as likely to be suspended for discipline and attendance problems, and are twice as likely to drop out of high school before the 12th grade. Those who remain in school are anywhere from 2 to 3 years below grade level in reading, math, and elementary science. Dropouts and those who graduate from high school without any appreciable mastery of basic educational competencies rapidly become incorporated in the unemployment, welfare, and law enforcement statistics that plague Black urban communities. During the 1970s, the tradition of using standardized test scores to make educational decisions, including identification and placement of handicapped children, came under judicial scrutiny in a series of highly publicized cases. Some of these cases were tied to discriminatory effects associated with standardized tests. The best-known case, *Larry P. vs. Riles*, was actively in litigation for over a decade. The plaintiffs successfully challenged the practice of using IQ tests to identify and place students in educable mentally retarded (EMR) classes. The undisputed

facts in the Larry P. vs. Riles case were that Blacks constituted 66% of all students who were placed in EMR classes. The outcome to this case resulted in a ban on the practice of placing students in EMR classes, using only standardized test results (Gutkin & Reynolds, 1990).

In addressing the issue of inferiority and intelligence, Herrnstein and Murray (1994) concluded that Blacks are intellectually inferior to Whites, since Blacks as a group score 15 points lower on IQ tests than Whites. They further stated that the 21st century will open on a world in which cognitive ability (intelligence) is the decisive dividing force in determining where an individual will end up on the social scale.

Despite the remedial education programs and social reform movements over the last 3 decades, Black children have only half as much of a chance as other children of finishing college and becoming a professional person, and twice as much chance of being unemployed in adulthood. They have a 1-in-10 chance of getting into trouble with the law and a 5-year shorter life expectancy than Whites (Denton, 1981).

Hypotheses of both genetic inferiority and cultural deprivation have been advanced by psychologists, educators, and lay persons to account for the plight of Black children in the nation's school systems. The genetic inferiority

hypothesis is supported by G. Stanley Hall and Henry Goddard in the period between the turn of the century and World War I; Robert Gerkes in the 1920s; Louis Terman in the 1930s; Henry Garrett in the 1940s; Carl Brigham in the 1950s; and Arthur Jensen in the 1960s and 1970s (Block & Dworkin, 1976; Franklin, 1980; Herrnstein & Murray in the 1990s).

Herrnstein and Murray (1994) stated that poverty, welfare dependency, illegitimacy, and crime are all strongly related to low IQ. They also stated that Blacks have a lower IQ and, possibly, an inheritable intellectual inferiority in relation to other racial groups.

Cultural deprivation has been proposed as an alternative to hereditary deficit and an explanation for the failure cycle of Black children. According to the point of view espoused in the theory of the culturally deprived child (Deutsch, 1967; Riessman, 1962), the Black child's family and community are unable to provide the proper background experiences and mental stimulation necessary for proper growth of the cognitive and perceptual skills associated with classroom learning. Richardson et al. (1972); Gutkin and Reynolds (1990); and Mickelson (1990) noted that Black schools are well known to be generally less adequate than other schools, so that equal numbers of years of schooling certainly do not mean equal educational attainment. The more optimistic that students feel about the potential value

of education for their future, the better their performance in school (Mickelson, 1990).

Aspects of Personality Development in Adolescence

According to Papalia and Olds (1989), the storm and stress that is sometimes associated with the adolescent years in the United States and other Western cultures has been called the adolescent rebellion--a rebellion that may encompass not only conflict within the family, but a general alienation from adult society and hostility toward its values. American adolescents spend much of their free time with people their own age, with whom they feel comfortable and can identify. They have their best times with their friends, feeling free, open, involved, excited, and motivated when with them. However, some adolescents, whose parents offer little supervision, are excessively influenced by peer pressure.

Structure of Personality

The formulation of personality is borne out of one's earlier experiences and therefore is somewhat controlled by the environment and the circumstances surrounding the environment. Blum (1953) observed that the formulation of basic personality type proceeds from the following four postulates: (1) an individual's early experiences exert a lasting effect upon personality; (2) similar experiences tend to produce similar personality configuration in the

individuals who are subjected to them; (3) child-rearing practices are culturally patterned and tend to be similar, though never identical, for various families within the society; and (4) child rearing differs from one society to another. Since members of a given society share many early experiences, they also have many personality elements in common. Between societies there are often very different experiences, so that their personality norms also differ (p. 177).

Summary of the Chapter

In summary, an adolescent who has not successfully resolved the identity crisis will experience role confusion, conflict, low self-esteem, failure, and an inability to deal with crises. Theories of Erikson and Marcia are used to show the relationship between identity status and academic achievement. It was noted that experiencing and working through crises in beliefs and values are associated with successful academic achievement and formation of a positive identity. As a result of societal pressures and underdeveloped personality, many Black adolescents are not motivated to achieve a positive identity status. The appropriate social reinforcement from significant individuals may not be consistent or the future consequence of the adolescent's intellectual behavior may not be evident. In this situation, it is possible that, although the Black adolescent might internalize the self-

responsibility for academic performance, personality and identity variables might not influence achievement as consistently as is usually reported for other middle-class adolescents.

CHAPTER III

METHODOLOGY

As stated in chapter 1, the purpose of this study was to determine how personality and academic achievement are correlated with identity-status development among Black adolescents. This chapter presents an outline of the method of sampling subjects, the selection and statistical properties of the instruments, the methods of data collection, and the statement of the null hypotheses, with procedures for testing the hypotheses.

Sample

The subjects for this study were Black adolescent students from integrated middle, junior high, and high schools in Southwestern Michigan. They were in the age range of 13 to 18 years in grades 7 to 12. Due to legal ramifications, consent forms were mailed to the parents of the participating students. The combined number of consent forms mailed to parents were 841. The total number of responses returned was 139. Achievement test scores were not available for three students; therefore, they were excluded from the analysis of data.

The contacts with the school superintendents, principals, counselors, teachers, and students were quite positive and well received. These groups expressed enthusiasm to participate in the study. However, even after a second mailing, a lack of response on the part of the parents necessitated a slight modification of analysis procedures. Therefore, the sample was reduced from the desired 300 to 136. A total of 64 males and 72 females were represented in the study. Cohen (1969) indicates that with $\alpha = .05$, sample size = 120, an effect size (meaningful correlation) of .40 or higher has a probability $> .995$ of being detected, an effect size as low as .30 yields power = .92. As sample size increases beyond 120, the power increases. Therefore, in relation to both power and stability of the correlation matrix, a sample > 120 appears to be reasonable (pp. 89-90).

Kendall (1975, p. 11) suggests that, for a multivariate analysis, one should plan for at least 10 times as many subjects as variables. The planned sample size of 300 would have been ample to meet this criterion, as the maximum number of variables in a planned analysis was 24. The sample size of 136, however, is adequate for only 13 to 14 variables. Thus, as is explained in chapter 4, it became necessary to reduce the number of variables under study for some hypotheses.

Instrumentation

The Black Identity Scale, the California Achievement Test, and the High School Personality Questionnaire were the three instruments used in this study.

Black Identity Scale

The Black Identity Scale (BIS) was developed by Ahvay Muhammad (1991) as a result of the "Black Identity Models" concept put forth by Thomas (1970), Cross (1971), and Jackson (1976) who were among the early Black social scientists to offer new models of Black personality and identity development. However, much of what was presented as theories of Black identity failed to define or explicate the construct of Black identity beyond commonly held values and beliefs (Akbar, 1989; Cross, 1989). Hence, this fact led to the development of the Black Identity Scale (BIS) by Muhammad (1991). The BIS consists of 44 items reflecting the key characteristics of Black identity. The scale consists of four factors: Affinity, Extended-self, Disassociation, and Depreciation. The two positive BIS factors, Affinity and Extended-self, are related significantly and positively to positive Racial Identity Attitude Scale (RIAS) Encounter and Immersion-Emersion dimensions developed by Parham and Helms. The two negative BIS factors, Disassociation and Depreciation, are related significantly to the RIAS' Pre-encounter stage, a negative identity dimension (Muhammad, 1991).

The primary norm group for the BIS was a sample of 320 ninth- to 12th-grade Black adolescents, from three predominantly Black high schools in the Rochester City School District. Data were collected in two waves. Sample 1 consisted of 90 males and 93 females with a mean age of 16.34. Sample 2 consisted of 62 males and 63 females with a mean of 16.23. Grade or gender information was missing for 12 subjects (Muhammad, 1991).

Reliability

The BIS total score had a 4-week test-retest reliability of .82. Individual factor reliabilities ranged from .77 for Extended-self to .84 for Affinity. These are shown in Table 4.

Validity

BIS factors evidenced concurrent validity in comparison to the Racial Identity Attitude Scales' (RIAS) stages developed by Parham and Helms (Muhammad, 1991).

A composite BIS total score was derived by summing the two positive factor scores (i.e., Affinity and Extended-self), and reverse keyed scores for the two negative factors (i.e., Disassociation and Depreciation). High Composite BIS scores reflect strong Black identity (Muhammad, 1991).

According to Muhammad (1991), relationships between the BIS and measures of Black awareness, involvement in the

Table 4

BIS Factor Test-Retest Reliabilities and Intercorrelations

BIS Factors	Test-Retest Reliability Coefficients ($n = 75$)	Factor Intercorrelations			
		A	B	C	D
Affinity	.84*				
Extended-self	.77*	.54*			
Disassociation	.81*	-.14*	-.3***		
Depreciation	.79*	-.06	-.40**	.58*	
Total BIS	.82*				

Note. *(p) < .001, **(p) < .01, ***(p) < .05. Taken from Toward the development of a measure of Black identity (p. 43) by A. Muhammad, 1991, Ann Arbor: Bell & Howell.

Black community, self-esteem, and school adjustment were explored. Students with high, compared to low, Black identity were hypothesized to have higher self-esteem, better school adjustment, and more involvement in the Black community. Results showed:

1. Black identity is a definable, measurable construct for Black adolescents, both overall and with respect to specific identity factors.
2. High total BIS scores related to low school grades and greater involvement in Black community activities.
3. Affinity scores related negatively to school grades and school esteem.

4. Extended-self scores related to greater involvement in the Black community and to high levels of home and total self-esteem.

5. Disassociation related to low home and total self-esteem.

(BIS) operational definitions

The Black Identity Scale measures four factors and also includes a BIS total score. The operational definitions that follow are from the dissertation of Ahvay Muhammad, completed in 1991.

Affinity factor:

Affinity can be seen as a key aspect of Black identity formation. This quality reflects the positive psychosocial culture bonding needed for the development of interdependent Black relationships. High Affinity scores suggest a readiness for development and service within the Black culture and community. Such readiness presupposes a sensitivity to group ideals and cultural preservation. Youngsters with high Affinity scores should, in principle, be more sensitive to factors that reflect cultural denigration or threaten the cultural bonding needed to develop interdependent Black relationships. . . The negative relationship found between Affinity scores and school esteem and grades suggests that youngsters with strong Affinity may be alienated from the school experience. Black urban high school adolescents with high Affinity scores appear to be turned off by the school experience (i.e., disidentified), as reflected in performance problems. (p. 55)

Extended-self factor:

Extended-self exemplifies the positive acceptance of one's people in the form of a transcendent-self in which the individual is group rather than self-centered. Extended-self reflects a solidification of the bonding process initiated by Affinity, expressed socially in the context of "we"-ness. High Extended-self factor scores translate the "readiness" of Affinity into active

service and involvement in the Black community. . . . Black adolescents with high Extended-self scores also had higher home and total self-esteem scores as well as greater involvement in the Black community. This suggests that Black youth with high Extended-self scores are more action-oriented than those with low scores on this scale, as well as those with high scores on other BIS factors. (pp. 56-57)

Disassociation factor:

Disassociation, a negative Black identity factor, derives its cultural-historical basis from the active efforts used to alter loyalties and beliefs among Blacks. This factor reflects both the internalization and acceptance of White-fostered ideals and the disruption of the primary bonding process needed for Black identity development. Black adolescents with high Disassociation scale scores had low home and total self-esteem. (pp. 58-59)

Depreciation factor:

Depreciation is a more generalized self and group devaluation; i.e., sense of inferiority than Disassociation. High Depreciation scores reflect a negation of Black culture and of Black people as caring, trusting, and competent individuals. It also involves blaming Blacks for their own misfortunes. . . . Depreciation may serve more as an impediment to the social-behavioral expression of Black identity among Black adolescents. (p. 60)

BIS total score:

The BIS total score, in providing a global measure of Black identity, was an attempt to derive an integrated, wholistic notion of this construct. Total BIS scores were significantly higher for Black males than for females. When gender and grade effects were partialled out, high BIS total scores related significantly to low GPA and high levels of involvement in the Black community among Black adolescents. (p. 60)

California Achievement Test

The California Achievement Test (CAT) is a set of norm-referenced tests from which mastery scores for specific instructional objectives can also be obtained. The tests

are used to assess skill development in seven content areas in grades K through 12. The tests include measures of skill development in reading, spelling, language, mathematics, study skills, science, and social studies (Salvia & Yesseldike, 1991).

(CAT) operational definitions

The subtests of the California Achievement Test sample specific behaviors as described below. The operational definitions that follow are from "Assessment," by Salvia and Yesseldike (1991).

Reading: The student is assessed in visual recognition, sound recognition, word analysis, vocabulary, and comprehension.

Spelling: This test assesses the student's skill in identifying incorrectly spelled words used in sentences.

Language: Language mechanics, which is the ability to use capitalization and punctuation skills appropriately, are assessed, as well as language expression.

Mathematics: This subtest assesses:
(1) mathematics computation, which is the ability to solve addition, subtraction, multiplication and division problems, and (2) mathematics concepts and applications.

Study skills: This subtest relates to parts of books, dictionary conventions, library skills, graphic

information, and study techniques. It measures the student's skill in finding and using information.

Science: This subtest measures the student's understanding of scientific language, concepts, and methods of inquiry.

Social studies: This subtest measures understanding of the social sciences, including geography, economics, history, political science, and sociology.

Scale development

There are both fall and spring norms for the CAT. In the fall of 1984, the test was given to 300,000 students in grades K through 12 at public, private, and Catholic schools. In the spring of 1985, the test was administered to 230,000 students. Three separate samples were used in norming the CAT: public, private, and Catholic. The samples were stratified on the basis of geographic region, community type (urban, rural, suburban), and district size. Once actual districts had been selected and had agreed to participate, schools within districts were stratified on the basis of the percentage of students below the poverty level (Salvia & Yesseldike, 1991, p. 344).

Reliability

Data on reliability are restricted to internal consistency coefficients. Total battery reliabilities range from .89 to .98, with the vast majority at or above .95.

Total reading-score reliability coefficients range from .84 to .96, with most at or above .93. Total language-score reliability coefficients range from .84 to .94, with most above .90. Total mathematics-score reliability coefficients range from .84 to .96 with most around .92 to .94. The coefficients of reliability for reading, arithmetic, and language for each form of the CAT, Intermediate Battery, and for the Total Test (complete battery) are reported in Table 5 (Tiegs & Willis, 1950).

Validity

Data on validity of the CAT are limited to an illustration that the percentage of students mastering objectives increases with age (Salvia & Yesseldike, 1991).

High School Personality Questionnaire

The High School Personality Questionnaire (HSPQ) is a self-report inventory described as measuring 14 factorially independent personality characteristics: warmth, intelligence, emotional stability, excitability, dominance, cheerfulness, conformity, boldness, sensitivity, withdrawal, apprehension, self-sufficiency, self-discipline, and tension. Four additional scales, determined by combining primary scales in specific ways and identified as second-order factors, are extraversion, anxiety, tough poise, and independence. The test is designed for an adolescent population, and is one of a series of five tests

Table 5

CAT Reliability Coefficients and Standard Errors of Measurement Expressed in Terms of Grade Placements

Test	Reliability	S.E. Meas.
Reading vocabulary	.90	0.51
Reading comprehension	.89	0.53
Total reading	.92	0.45
Arithmetic reasoning	.92	0.41
Arithmetic fundamentals	.95	0.32
Total arithmetic	.95	0.33
Mechanics of English and grammar	.89	0.58
Spelling	.85	0.71
Total language	.93	0.47
Total test (complete battery)	.97	0.20

Note. From California Achievement Tests Complete Battery, (p. 5), by E. W. Tiegs and W. C. Willis, 1950, Los Angeles: California Test Bureau.

developed to measure a common core of personality dimensions shown by research to be related to social, school performance, vocational, and personal behaviors (Keyser, 1985). Keyser (1985) further noted that the HSPQ is a paper-and-pencil test that is attractive and easy to read.

(HSPQ) operational definitions

The operational definitions that follow are from Cattell, Cattell, and Johns (1984, pp. 11-18); and Cattell, Cattell, and Tatsuoka (1980, pp. 77-109):

Warmth (A): A+ persons can be distinguished from the A- persons in terms of affect; the former are very expressive, the latter are not. The thinking of the A+ person is characterized by emotion, a warm easygoing relaxation, emotionality, and interest in people. The A- person is difficult to approach and coolly objective.

Intelligence (B): An intelligence factor was included in the HSPQ to provide the user with a more complete picture of a person's general ability, rather than providing additional information of personal traits. B+ persons tend to be popular with peers as a work partner, well adjusted to school, a leader, and less likely than the B- person to be found among delinquent groups.

Emotional stability (C): As conceptualized for the HSPQ, emotional stability is close to the psychoanalytic construct of "ego strength." Factor C estimates a person's level of frustration tolerance. C- persons are dissatisfied

more often than C+ persons with family and school, have difficulty in self-control, and are discouraged by their inability to conform to good standards of behavior. This factor is the most general pathological indicator on the HSPQ.

Excitability (D): D+ persons tend to be impulsive, easily distracted, and hurt or angry if restrained or not given important positions. Highly excitable (D+) and emotionally unstable (C-) persons are sometimes difficult to distinguish. A temperamental quality of excitability is characteristic of the D+ person in contrast to the impulsive emotionality that characterizes a C- person.

Dominance (E): E+ persons tend toward disobedience, self-will, independence, creativity of mind, and--in delinquents especially--antisocial behavior. Behaviors associated with this trait are frequently sublimated. Both E+ and E- in the extreme can be associated with behaviors likely to pose adjustment problems for the adolescent.

Cheerfulness (F): F+ persons are usually lighthearted, happy-go-lucky, quick, and alert, whereas F- persons tend to be subdued, cautious, and concerned. This trait is a major component of extraversion, a second-order factor.

Conformity (G): G+ persons tend to view themselves as guardians of morals and manners, persevering, ordered, emotionally disciplined, responsible. G- persons are

frequently frivolous, slack, undependable, self-indulgent. The psychoanalytic construct of superego is related to this factor. High G scores among adolescent samples correlate with academic achievement, interest in peers and school, and popularity. G is one of the factors on HSPQ most susceptible to faking.

Boldness (H): H+ persons are friendly, genial, impulsive, adventurous, and responsive, and feel free to participate in a group situation. Others tend to perceive H+ persons as insensitive and, perhaps, long-winded. At the opposite pole, H- persons are shy, withdrawn, careful, and restrained.

Sensitivity (I): I+ persons show a dislike of crudeness and roughness, an interest in new experiences, and are somewhat frivolous, unstable, and impractical in general affairs. I- persons, on the other hand, tend to be self-reliant, responsible, practical, and logical. I+ persons tend toward "artistic," imaginative, or "unworldly" positions, whereas I- persons usually occupy positions that demand an uncompromising face with reality (e.g., engineers, physical scientists, firemen):

Withdrawal (J): J+ persons are guarded, wrapped up in themselves, fastidious, individualistic, and enervated, whereas J- persons like to go with the group, are vigorous, accepting of common standards, and like attention.

J+ persons tend to be associated with individual, as opposed to gang, delinquency.

Apprehension (O): O+ persons are overtired by exciting situations; have a sense of inferiority in meeting demanding life situations; tend to be remorseful, guilty, and depressed; and get upset by pressure from authorities. By contrast O- persons are self-assured, expedient, resilient, fearless, and are given to simple action.

Self-sufficiency (Q/2): Q/2+ persons are resolute, accustomed to making their own decisions, confident and resourceful in their self-sufficiency, and have a disdain of the crowd that is frequently mistaken for shyness. Q/2- persons show tendencies to go along with the group, strongly value social approval, and are conventional.

Self-discipline (Q/3): Q/3+ persons are self-controlled, striving to accept approved ethical standards, ambitious to do well, concerned with their social image, and considerate of others. Q/3- persons possess an untutored, unreflective emotionality and a narcissistic rejection of cultural demands coupled with anxious insecurity.

Tension (Q/4): Q/4+ persons are frustrated and overwrought and have a high drive level. Q/4- persons tend to be tranquil, composed, unfrustrated, and have a low drive level.

The four second-order factors, which describe a broader structure of personality organization than do the

primary traits, are described in terms of the primary trait combinations as follows (Cattell et al., 1984, pp. 20-21):

Extraversion (introversion vs. extraversion):

Composed of Self-sufficiency (self-sufficient vs. group-oriented), Warmth (cool vs. warm), Cheerfulness (sober vs. cheerful), Boldness (shy vs. bold), and Withdrawal (withdrawn vs. vigorous).

Anxiety (adjustment vs. anxiety): Composed of Excitability (phlegmatic vs. excitable), Tension (relaxed vs. tense), Emotional stability (emotionally stable vs. affected by feelings), Apprehension (self-assured vs. apprehensive), Boldness (bold vs. shy), and Self-discipline (self-disciplined vs. undisciplined):

Tough poise (emotionality vs. tough poise):

Composed of Sensitivity (tender-minded vs. tough-minded), Dominance (submissive vs. dominant), and Warmth (warm vs. cool).

Independence (subduedness vs. independence):

Composed of Withdrawal (vigorous vs. withdrawn), Dominance (submissive vs. dominant), and Self-sufficiency (group-oriented vs. self-sufficient).

Scale development

The first test to appear in the personality series was the 16PF, and its pool of items--368 in 1952--served as the source for the HSPQ. Cattell and Gruen (1954) sampled 103 items from this published pool, re-wrote them to make

them appropriate for a younger audience, then factor analyzed item responses of 333 boys and girls. A second study, which examined larger pools of 218 and 248 items each, was completed almost at the same time by Cattell and Beloff (1953). Twelve independent confirmatory analyses were later reported by Cattell (1973, p. 70); Cattell and Cattell (1975, pp. 12-13); Cattell, Coan, and Beloff (1958); Cattell, Wagner, and Cattell (1970); and Friel (1972). These studies involved 5,332 subjects and reached the conclusion that most factors useful in describing adult personality were equally appropriate for adolescents. The current item pool consists of 560 items that have been normed on a representative sample of more than 9,000 adolescents (Cattell et al., 1984, pp. 1-2).

Reliability

As Tables 6 and 7 indicate, the short-interval reliability estimates are higher than the long-interval estimates, and those for Forms A and B combined are higher than for Form A alone (Keyser, 1985).

The average, short-interval scale reliability for Forms A + B is .83; for Form A alone it is .79 (Cattell et al., 1984, pp. 25-26).

The average long-term scale reliability for Forms A + B is .69, and for the single form it is .56 (Cattell et al., 1984,, pp. 25-26). Overall, the short-term reliability estimates of the HSPQ are good; they are on a par with

Table 6

Short-interval Reliability Dependability Coefficients
of Single- and Two-form Primary Scales

Interval	Form	Personality factor						
		A	B	C	D	E	F	G
Immediate	A + B	.94	.89	.86	.90	.85	.90	.86
	A	.86	.85	.79	.81	.76	.82	.74
1 day	A + B	.91	.87	.85	.87	.85	.89	.85
	A	.85	.78	.77	.80	.74	.76	.72
2 weeks	A + B	.74	.58	.76	.68	.55	.75	.66

Interval	Form	Personality factor						
		H	I	J	O	Q ₂	Q ₃	Q ₄
Immediate	A + B	.91	.96	.86	.86	.91	.88	.94
	A	.81	.90	.82	.84	.85	.80	.91
1 day	A + B	.88	.93	.84	.83	.85	.87	.90
	A	.81	.88	.81	.83	.82	.78	.84
2 weeks	A + B	.66	.62	.59	.58	.67	.72	.67

Note. The sample for the "immediate" groups was composed of the average of 3 groups (N = 90, 102, 110) of high-school juniors. The sample for the "one day" groups was composed of 136 (N = 136) Scottish boys and girls ages 12 to 17.

Table 7

Long-interval Reliability Stability Coefficients of
Single- and Two-form Primary Scales

Interval	Form	Personality factor						
		A	B	C	D	E	F	G
6 months	A + B	.76	.74	.70	.79	.71	.68	.70
	A	.60	.60	.58	.65	.57	.53	.62
1 year	A + B	.60	.51	.65	.74	.61	.68	.59
	A	.55	.38	.50	.55	.47	.52	.44

Interval	Form	Personality factor						
		H	I	J	O	Q ₂	Q ₃	Q ₄
6 months	A + B	.82	.78	.70	.68	.71	.72	.69
	A	.69	.65	.58	.56	.55	.60	.58
1 year	A + B	.65	.80	.62	.70	.52	.58	.52
	A	.48	.69	.49	.56	.39	.41	.39

Note. The sample for the "6 months" groups was composed of 120 ninth-graders. The sample for the "1 year" groups was composed of 331 eighth-graders.

coefficients usually obtained for self-report personality inventories. However, long-term reliability estimates tend to be low (Keyser, 1985).

Validity

The validity of this basic personality model has been checked and rechecked in no less than 35 studies conducted over a period of nearly 4 decades. The subjects studied total 27,675 individuals and represent a broad cross-section of U.S. and non-U.S. populations, with respect to age, sex, race, education, and socioeconomic level. Since the HSPQs original development in the early 1950s, there have been no fewer than 12 replications of its personality structure (Cattell et al., 1984).

Data Collection

The following is an outline for procedures that were used for collecting data:

1. Initial contact was made with the superintendent of the school district by letter. A request was made for permission to conduct research in the junior high, middle, and high schools within the district.

2. After permission was granted, a packet of materials was sent to each principal including information about the researcher, a summary safeguard statement, instructions regarding students' selection, a copy of the letter that outlined to parents the nature and purpose of

the study, and a copy of the consent form to be signed by parents and students.

3. Written instructions were made available for test administration. Instructions included brief statements orienting students to the test sessions.

4. The Black Identity Scale and the High School Personality Questionnaire were administered at one sitting. A request was made to use the most recent scores of the California Achievement Test on file for participating students.

5. As was necessary, teachers and school counselors were encouraged to offer non-monetary incentives to students for their participation in the study (such as extra points, free time, etc.).

Null Hypotheses and Statistical Analysis

In chapter 1, three specific purposes were stated for this study. Out of these, three research hypotheses were stated. These research hypotheses led to nine null hypotheses, which are here presented for analysis.

Hypothesis 1: There is no significant relationship between the Total Identity Score and any linear combination of the Personality subscale scores.

Hypothesis 2: There is no significant relationship between the Total Identity Score and any linear combination of the Academic Achievement subscale scores.

Hypothesis 3: There is no significant relationship between achievement and any linear combination of the Personality subscale tests.

Hypothesis 4: There is no significant relationship between achievement and a linear combination of the Identity subscale scores.

Hypothesis 5: There is no significant relationship between achievement and any linear combination of the Personality and Identity subscale scores.

Hypotheses 1 to 5 were tested by multiple linear regression analysis.

Hypothesis 6: There is no significant canonical correlation between the set of Identity subscale scores and the set of Personality subscale scores.

Hypothesis 7: There is no significant canonical correlation between the set of Identity subscale scores and the set of Academic Achievement subscale scores.

Hypothesis 8: There is no significant canonical correlation between the Personality subscale scores and the Achievement subscale scores.

Hypothesis 9: There is no significant canonical correlation between the Identity and Personality subscale scores and the Achievement subscale scores.

Hypotheses 6 to 9 were tested by canonical correlation analysis.

For all hypothesis tests, alpha was set at the .05 level.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of the analysis of data obtained from 136 respondents in the study of personality, academic achievement, and identity status among Black adolescents. Seven schools from Southwestern Michigan were represented in the study. This chapter is organized in four sections: (1) Respondents, (2) Basic Statistics, (3) Testing the Hypotheses, and (4) Summary.

Respondents

The subjects for this study were Black adolescents in the age range of 13 to 18 years. They were members of classes selected from integrated middle, junior high, and high schools in Southwestern Michigan. A total of 136 adolescent Black students was chosen from an original sample of 139 returned, completed, usable instruments. There were 64 males and 72 females represented in the study. Table 8 shows the distribution of the sample by gender and school level.

The smaller than expected sample size, due to apparent lack of interest of parents in the study as

Table 8

Distribution of Responding Sample

Type of Schools	Male	Female	Total
High school	25	27	52
Junior high school	20	22	42
Middle school	19	23	42
Total	64	72	136

detailed in chapter 3, necessitates the use of caution in generalizing the findings from this sample.

All these students were required by their school district authorities to take the California Achievement Test (CAT) offered by the schools. The Black Identity Scale (BIS) and the High School Personality Questionnaire (HSPQ) were group-administered in similar settings.

Basic Statistics

Table 9 gives the basic descriptive statistics on each variable used in the study. It is clear from Table 9 that the scores of the sample are well spread throughout the possible range of each scale. Additionally, in almost every instance, the mean and median are very close, indicating a near symmetrical distribution.

Table 9

Basic Statistics

Instrument	Subscale	Possible Range	Actual Range	Mean	Standard Deviation	Median
HSPQ	A	0-20	4-18	11.69	3.1	12
	B	0-10	1-10	5.81	2.06	5
	C	0-20	3-16	9.78	2.98	9
	D	0-20	4-16	10.49	2.60	10
	E	0-20	2-19	10.12	3.43	10
	F	0-20	2-17	8.62	3.34	10
	G	0-20	3-19	10.72	2.91	10
	H	0-20	3-17	10.23	3.16	10
	I	0-20	4-20	11.72	3.39	12
	J	0-20	3-16	9.96	2.53	10
	O	0-20	2-17	8.09	3.16	8
	Q/2	0-20	1-17	9.96	3.00	10
	Q/3	0-20	3-17	11.10	3.00	12
	Q/4	0-20	3-18	10.35	2.74	10
BIS	Affinity	14-56	27-54	37.46	5.56	37
	Extended-self	11-44	20-44	32.33	4.17	32
	Disassociation	9-36	10-29	19.01	3.87	18.75
	Depreciation	8-32	10-27	17.58	3.52	17.25
	Total identity	42-168	87-152	118.20	12.75	116

Table 9--Continued.

Instrument	Subscale	Possible Range	Actual Range	Mean	Standard Deviation	Median
CAT	Vocabulary		1-84	35.76	20.87	32.5
	Reading comprehension		7-90	43.38	18.26	40.5
	Total reading		6-90	39.38	19.19	35
	Language mechanics		1-99	44.82	24.36	40
	Language expression		1-86	39.6	21.19	36
	Total language		1-99	41.79	23.09	36
	Math computation		1-93	43.21	20.20	44
	Math concept/appl.		1-99	45.03	22.76	43
	Total math		1-95	43.99	22.04	43
Total achievement		6-95	41.17	21.79	38	

The Intercorrelation Matrix

The matrix of intercorrelations among the 29 variables used in the study is included in Appendix E.

A correlation coefficient above .31 explains at least 10% of the variance and could be considered meaningful. The correlations of greater interest to this study, however, are those between subscales and total scales of different instruments.

HSPQ and BIS

None of the 14 HSPQ subscales have correlations above .31 with the total BIS score, or with the individual BIS variables, although there were some between .20 and .31.

HSPQ and CAT

None of the 14 HSPQ subscales have correlations above .31 with any of the CAT scales. The intelligence factor (B) did yield a number of correlations above .20.

BIS and CAT

One pair of subscales did yield a correlation of $-.3259$. These were language expression and disassociation, indicating that Black adolescents having greater affirmation of the values and worth of their Blackness and origins tend to express themselves better linguistically. The same disassociation subscale of the BIS yielded negative correlations above .2 with eight other subscales of the CAT.

Testing the Hypotheses

Hypothesis 1

There is no significant relationship between the Total Identity Score and any linear combination of the Personality subscale scores.

This hypothesis was tested by multiple linear regression analysis, using the "best subsets" regression program. The program selected the "best subset," based on the minimum value of the C_p index developed by C. Mallows (Draper & Smith, 1981), which is a function of the residuals on the dependent variable. If all variables in the "best subset" had a significant t value, this model was interpreted. However, if one or more of these variables did not have a significant t value, study was made of subsets including those variables which were significant. When a new subset of these variables yielded all significant t values, that model was interpreted.

The "best subset," as identified by the selected criterion, yielded a multiple correlation of .35825, indicating that .12834 of the variance of the total BIS score is predicted by a combination of HSPQ factors. The regression was significant with $F = 4.82$ and $p = .0012$. This hypothesis was rejected. Table 10 shows the statistics for the four variables in the subset. These variables were HSPQ-E (Dominance), HSPQ-H (Boldness), HSPQ-I (Sensitivity), and HSPQ-J (Withdrawal). The t tests indicated that

Table 10

Hypothesis 1: Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	106.89					
Dominance	0.461	0.124	1.43	0.156	0.879	0.014
Boldness	0.719	0.178	2.08	0.039	0.911	0.029
Sensitivity	0.936	0.249	2.79	0.006	0.837	0.052
Withdrawal	-1.173	-0.232	-2.70	0.008	0.901	0.049

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

Dominance was not significant. The subset, involving the three significant variables, yielded a multiple correlation of .339 ($R^2 = .1148$). The t values for factors H, I, and J (negative) were 2.27, 2.46, and -2.61, respectively. The result suggests that greater total Black identity score tends to be related to greater boldness, sensitivity, and vigor (negative loading on Factor J).

I decided to extend the test of Hypothesis 1 by relating the 14 HSPQ factors to each of the four separate BIS factors.

Analysis for BIS 1 (Affinity)

The choice of "best subset" yielded a multiple correlation of .43088 ($R^2 = .18566$), with $F = 7.47$ and $p < .00005$. Table 11 shows the statistics for the variables in the equation. The HSPQ factors involved are: Warmth, Intelligence (negative), Boldness, and Withdrawal (negative). However, the t test shows that H is not significant. The subset, involving the three significant factors Warmth, Intelligence, and Withdrawal (negative), yielded a multiple correlation of .406 ($R^2 = .1648$). The t values for these three factors were 3.48, -2.66, and -3.26, respectively. Thus higher affinity scores tend to be related to greater warmth, more concrete thinking, and greater vigor.

Table 11

Hypothesis 1: Analysis for BIS 1
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	37.778					
Warmth	0.500	0.278	3.40	0.001	.929	0.072
Intelligence	-0.652	-0.241	-2.90	0.004	.899	0.052
Boldness	0.265	0.150	1.83	0.069	.920	0.021
Withdrawal	-0.511	-0.232	-2.83	0.005	.923	0.050

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test;
p = significance; Tol = Tolerance; Cont = Contribution.

*Analysis for BIS 2
(Extended-Self)*

The "best subset" yielded a multiple correlation of .40688 ($R^2 = .16555$), with $F = 4.27$ and $p = .0006$. Table 12 shows the statistics for variables in the equation. As not all the variables had significant t values, a study was made of more restricted models. A study of the subset with fewer variables resulted in a four-factor model involving factors Dominance, Conformity, Sensitivity, and Withdrawal (negative). The multiple correlation was .363 ($R^2 = .1319$). The t values for these four factors were 2.44, 2.90, 2.00, and -2.26, respectively. Thus higher extended-self scores tend to be related to greater dominance, greater conformity, greater sensitivity, and greater vigor.

*Analysis for BIS 3
(Disassociation)*

The regression is significant with $F = 3.04$ and $p = .0081$. The multiple correlation is .35212 ($R^2 = .12399$). Table 13 shows the statistics for variables in the equation. The HSPQ factors in the equation are Emotional Stability, Excitability, Boldness, Sensitivity, Withdrawal, and Self-discipline. Of these, only Emotional Stability and Sensitivity (both negative) had significant t -statistics. No reduced model yielded a subset in which each variable was significant.

Table 12

Hypothesis 1: Analysis for BIS 2
Statistics for Variables in the Equation

Variable	Rk	Sk	\underline{t}	p	Tol	Cont to R ²
Intercept	23.554					-
Emotional Stability	0.206	0.147	1.57	0.119	0.735	0.016
Dominance	0.215	0.177	1.99	0.048	0.824	0.026
Conformity	0.253	0.176	1.72	0.088	0.617	0.019
Sensitivity	0.277	0.225	2.42	0.017	0.745	0.038
Withdrawal	-0.342	-0.207	-2.40	0.018	0.874	0.037
Self-sufficiency	0.205	0.147	1.78	0.078	0.942	0.020

Note. Rk = Regression coefficient; Sk = Standard coefficient; \underline{t} = \underline{t} test; p = significance; Tol = Tolerance; Cont = Contribution.

Table 13

Hypothesis 1: Analysis for BIS 3
Statistics for Variables in the Equation

Variable	Rk	Sk	\underline{t}	p	Tol	Cont to R ²
Intercept	24.565					
Emotional Stability	-0.247	-0.190	-2.04	0.044	0.778	0.028
Excitability	-0.236	-0.158	-1.78	0.078	0.855	0.021
Boldness	-0.176	-0.143	-1.58	0.116	0.831	0.017
Sensitivity	-0.255	-0.224	-2.55	0.012	0.885	0.044
Withdrawal	0.224	0.146	1.67	0.097	0.893	0.019
Self-discipline	0.171	0.132	1.44	0.153	0.800	0.014

Note. Rk = Regression coefficient; Sk = Standard coefficient; \underline{t} = \underline{t} test; p = significance; Tol = Tolerance; Cont = Contribution.

Analysis for BIS 4 (Depreciation)

The "best subset" yielded a multiple correlation of .29850 ($R^2 = .0891$), with $F = 4.30$ and $p = .0062$. Table 14 shows the statistics for variables in the equation. The HSPQ factors are Dominance, Boldness, and Sensitivity; but of these, only Boldness (negative) has a significant t -statistic. A one-factor model, including boldness, yielded a multiple correlation of .243 ($R^2 = .059$). The t statistic for boldness was -2.91 . The negative coefficient indicates that greater affirmation of Black culture and of Black people as caring, trusting, and competent individuals tend to be related to greater boldness.

Hypothesis 2

There is no significant relationship between the Total Identity Score and any linear combination of the Academic Achievement subscale scores.

This hypothesis was tested the same way as Hypothesis 1. The "best subset," yielding a multiple correlation of .19848 ($R^2 = .03939$), was between BIS total score and a combination of language mechanics (negative weight) and language expression. The t test showed significance only for language expression. Table 15 shows the statistics for the variables in the equation. A one-factor model, involving language expression alone, yielded a t value of 1.60, which is not significant. Hypothesis 2 is retained.

Table 14

Hypothesis 1: Analysis for BIS 4
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	23.795					
Dominance	-0.142	-0.139	-1.57	0.119	0.882	0.017
Boldness	-0.279	-0.250	-2.94	0.004	0.952	0.060
Sensitivity	-0.164	-0.158	-1.77	0.078	0.875	0.022

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test;
p = significance; Tol = Tolerance; Cont = Contribution.

Table 15

Hypothesis 2: Statistics for Variables in the Equation

Variable	Rk	Sk	\underline{t}	\underline{p}	Tol	Cont to R^2
Intercept	116.355					
Language mechanics	-0.102	-0.196	-1.69	0.094	0.538	0.021
Language expression	0.163	0.270	2.33	0.021	0.538	0.039

Note. Rk = Regression coefficient; Sk = Standard coefficient; \underline{t} = \underline{t} test; \underline{p} = significance; Tol = Tolerance; Cont = Contribution.

I decided to regress the six achievement subscores on each separate BIS score. (See Tables 16 to 19.) Significant results were obtained for two of the BIS subscales. A higher score on BIS 2 (extended-self) is related to higher comprehension and lower language mechanics scores on the CAT. The multiple correlation was .2411 ($R^2 = .05813$), with $F = 4.10$ and $p = .0186$. Also, a higher score in language expression is related to a lower score on BIS 3 (disassociation); i.e., greater affirmation of the values and worth of one's Blackness and origins. The multiple correlation was .32589 ($R^2 = .10620$), with $F = 15.92$ and $p = .0001$.

Hypothesis 3

There is no significant relationship between achievement and any linear combination of the Personality subscale tests.

This hypothesis was tested the same way as Hypothesis 1. The "best subset" yielded a multiple correlation of .31382 ($R^2 = .09848$), with $F = 4.81$ and $p = .0033$. The three HSPQ variables in the equation were abstract thinking, emotional stability, and cheerfulness, all with positive coefficients as shown in Table 20. The t -statistic was significant only for the first of these variables. The one-factor model, involving Factor B, yielded a multiple correlation coefficient of .2605 ($R^2 = .0679$), and a t value of 3.12. Thus higher scores

Table 16

Hypothesis 2: Analysis for BIS 1
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	38.090					
Language mechanics	-0.014	-0.062	-0.71	0.476	1.000	0.004

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

Table 17

Hypothesis 2: Analysis for BIS 2
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	32.389					
Comprehension	0.056	0.245	2.15	0.033	0.545	0.033
Language mechanics	-0.056	-0.325	-2.85	0.005	0.545	0.057

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

Table 18

Hypothesis 2: Analysis for BIS 3
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	21.367					
Language expression	-0.060	-0.326	-3.99	0.000	1.000	0.106

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

Table 19

Hypothesis 2: Analysis for BIS 4
Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	18.453					
Language expression	-0.022	-0.133	-1.55	0.123	1.000	0.018

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

Table 20

Hypothesis 3: Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	<u>p</u>	Tol	Cont to R ²
Intercept	6.897					
Intelligence	2.774	0.262	3.15	0.002	0.987	0.068
Emotional Stability	1.122	0.154	1.80	0.074	0.939	0.022
Cheerfulness	0.834	0.128	1.50	0.136	0.938	0.015

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

on abstract thinking are significantly related to greater overall achievement scores. This result is certainly not surprising.

Hypothesis 4

There is no significant relationship between Achievement and any linear combination of the Identity subscale scores. The "best subset" yielded a multiple correlation coefficient of .32531 ($R^2 = .10583$), with $F = 7.87$ and $p = .0006$. Table 21 shows the statistics for the variables in Subscales 2 and 3 of the BIS, both with negative coefficients and significant t values. This indicates that greater overall achievement tends to be related to lower scores on extended-self (i.e., less action-oriented and more self- than group-oriented) and greater affirmation of the values and worth of one's Blackness and origins.

Reduction of variables

Most of the remaining hypotheses contain too many variables (21, 18, 10, 20, and 26, respectively) to allow an adequate number of persons per variable for a stable correlation matrix. In the hope of reducing both the HSPQ variables and the CAT variables by 50%, I made an inspection of all the analyses to determine which variables had or had not made a significant contribution to a regression model. Eight of the 14 HSPQ factors were retained. These were

Table 21

Hypothesis 4: Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	p	Tol	Cont to R ²
Intercept	108.766					
Extended-self	-0.946	-0.181	-2.05	0.042	0.860	0.028
Disassociation	-1.947	-0.346	-3.92	0.000	0.860	0.103

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

A (warmth), B (intelligence), C (emotional stability), E (dominance), G (conformity), H (boldness), I (sensitivity), and J (withdrawal). The factors dropped from the remaining analyses were D (excitability), F (cheerfulness), O (apprehension), Q_2 (self-sufficiency), Q_3 (self-discipline), and Q_4 (tension). CAT subscales retained were comprehension, language mechanics, and language expression. The subscales dropped were vocabulary, math computations, and math applications. As there are only four BIS factors, I decided to retain all of them. I also decided to use the three subtotals of the CAT. It was thus possible to test all hypotheses using the reduced number of variables.

Hypothesis 5

There is no significant relationship between achievement and any linear combination of the Personality and Identity subscale scores.

This hypothesis was tested by multiple linear regression analysis, using the eight identified HSPQ factors and the four BIS factors as independent variables and CAT total score as dependent.

A significant multiple correlation of .40906 ($R^2 = .16733$) was obtained, with $F = 6.58$ and $p = .0001$. Table 22 shows the statistics for the variables in the equation.

Table 22

Hypothesis 5: Statistics for Variables in the Equation

Variable	Rk	Sk	<u>t</u>	p	Tol	Cont to R ²
Intercept	82.560					
Intelligence	2.447	0.231	2.86	0.005	0.973	0.052
Emotional Stability	0.890	0.122	1.48	0.142	0.936	0.014
Extended-self	-0.978	-0.187	-2.13	0.035	0.825	0.029
Disassociation	-1.719	-0.306	-3.52	0.001	0.841	0.079

Note. Rk = Regression coefficient; Sk = Standard coefficient; t = t test; p = significance; Tol = Tolerance; Cont = Contribution.

While four variables were included in the regression equation, only three were significant. These were BIS Factors 2 (negative) and 3 (negative) and HSPQ Factor B. Therefore, study was made of three-predictor models and of two-predictor models. The one-model with all t values significantly included Factor B ($t = 2.85$) and BIS 3 ($t = -3.10$). The resulting multiple correlation was .3615 ($R^2 = .1307$).

This analysis indicates that a Black adolescent who has greater affirmation of the values and worth of his/her Blackness and origins and is an abstract thinker tends to be an achiever.

Hypothesis 6

There is no significant canonical correlation between the set of Identity subscale scores and the set of Personality subscale scores.

This hypothesis was tested by canonical correlation analysis, with the first set as the eight identified HSPQ factors and the second set the four BIS factors.

The first eigenvalue is .23836, with canonical correlation of .48822. The significance test yielded a chi square of 73.01 with $p < .0005$. There is thus a significant relationship between the two sets of variables. Table 23 gives the loadings for the two sets.

In deciding which variables made the strongest contribution to the canonical correlation, the following

Table 23

Hypothesis 6: First Function Loadings

Set 1	
Variable	Loading
Warmth	0.510
Intelligence	-0.161
Emotional Stability	-0.342
Dominance	-0.125
Conformity	0.407
Sensitivity	-0.182
Withdrawal	-0.403
Set 2	
Affinity	0.748
Extended-self	-0.281
Disassociation	-0.081
Depreciation	-0.176

criterion was used. In each set, those variables were used whose loadings were at least 50% of the maximum loading in that set. Other variables whose loadings were slightly below this level were included, if there was then a considerable drop in the magnitudes of further loadings.

The major variables in the first set are Factors A, G (negative), H, and J (negative); and in the second set BIS Factor 1 stands alone. Thus an individual who is warm, non-conforming, bold, and vigorous tends to display a positive acceptance of him/herself as a Black person and of Black people in general.

The second eigenvalue was also significant. The eigenvalue of .15952, with canonical correlation of .39940, yielded chi square = 38.02 with $p = .0128$.

Table 24 gives the loadings on the two sets of variables.

The variables contributing most strongly to this correlation were: In Set 1, Factors C, G, I, and J (negative) of the HSPQ; and in Set 2, BIS Factors 1, 2 and 3 (negative).

This function thus suggests that an individual who is emotionally stable, conforming, sensitive, and vigorous tends to manifest greater affinity, to be more group-oriented, and to have greater affirmation of the values and worth of one's Blackness and origins.

Table 24

Hypothesis 6: Second Function Loadings

Set 1	
Variable	Loading
Warmth	0.294
Intelligence	-0.083
Emotional Stability	0.516
Dominance	0.157
Conformity	0.382
Boldness	0.194
Sensitivity	0.398
Withdrawal	-0.470
Set 2	
Affinity	0.638
Extended-self	0.926
Disassociation	-0.583
Depreciation	-0.410

Hypothesis 7

There is no significant canonical correlation between the set of Identity subscale scores and the set of Academic Achievement subscale scores.

The canonical correlation analysis yielded no significant functions. The first function yielded a canonical correlation of .37388, with chi square = 30.8 and $p = .1591$. The null hypothesis is thus retained when the six subscale scores of the CAT form one set.

A second run was attempted using the three CAT subtotals as Set 1 and the four BIS factors as Set 2. In this run, the first eigenvalue of .11911 with a canonical correlation of .34512 was significant (chi square = 21.27, with $p = .0466$). Table 25 shows the statistics for the variables in the equation. All three CAT totals were important in the first set, but only Factor 3 (negative) of the BIS in the second set was important. Thus, the Black adolescent with greater affirmation of the value and worth of his/her Blackness and origins tends to achieve well in school.

Hypothesis 8

There is no significant canonical correlation between the Personality subscale scores and the Achievement subscale scores.

Table 25

Hypothesis 7: Run 2
Canonical Function Loadings

Set 1	
Variable	Loading
Total reading	0.810
Total language	0.995
Total math	0.859
Set 2	
Affinity	-0.106
Extended-self	-0.244
Disassociation	-0.780
Depreciation	-0.330

This hypothesis was tested twice. For both tests, Set 1 variables were the eight identified HSPQ factors.

First test

The second set in this run was the six individual CAT subscales. The first eigenvalue of .17619 with canonical correlation of .41975 yielded chi square of 72.07 with $p = .0139$.

Table 26 gives the loadings on the two sets for this significant function.

The major variables of the first set contributing to the correlation are HSPQ Factors A, B, H (negative), and I. Those of the second set are the CAT subscales comprehension, language mechanics, vocabulary, and math applications.

The interpretation of this function is that a Black adolescent high in warmth, abstract thinking, shyness, and sensitivity tends to do well in comprehension, language mechanics, vocabulary, and math applications.

Second test

The second set in this run was the three CAT subtotals. The first eigenvalue was .13380 with canonical correlation = .36578. However, the resulting chi square of 31.85 with $p = .1307$ is not significant.

Table 26

Hypothesis 8: Run 1
Canonical Function Loadings

Set 1	
Variable	Loading
Warmth	0.598
Intelligence	0.459
Emotional Stability	0.019
Dominance	0.039
Conformity	-0.104
Boldness	-0.370
Sensitivity	0.426
Withdrawal	-0.128
Set 2	
Vocabulary	0.387
Comprehension	0.638
Language mechanics	0.525
Language expression	0.196
Math comprehension	0.151
Math application	0.442

Hypothesis 9

There is no significant canonical correlation between the Identity and Personality subscale scores and the Achievement subscale scores.

Two runs were undertaken to test this hypothesis. For both runs, the first set of variables was the eight identified HSPQ variables and the four BIS factors.

First test

The second set in this run was the three identified individual achievement subscales.

The first eigenvalue was .18355 with canonical correlation of .42842. The resulting chi square was 63.03 with $p = .0035$.

As shown in Table 27, all three variables in the second set contributed to the equation. Those of the first set are BIS Factor 3 (negative) and possibly HSPQ Factors B and C.

Thus a Black adolescent who has greater affirmation of the values and worth of his/her Blackness and origins, and is an abstract thinker and emotionally stable, will tend to do well in comprehension, language mechanics, and language expression.

The second eigenvalue of .17854 with correlation of .42254 was also significant. The resulting chi square was 37.28 with $p = .0220$.

Table 27

Hypothesis 9: Run 1
First Function Loadings

Set 1	
Variable	Loading
Warmth	-0.207
Intelligence	0.376
Emotional Stability	0.375
Dominance	0.050
Conformity	0.148
Boldness	0.343
Sensitivity	-0.123
Withdrawal	-0.286
Affinity	0.006
Extended-self	0.094
Disassociation	-0.782
Depreciation	-0.328
Set 2	
Comprehension	0.641
Language mechanics	0.495
Language expression	0.961

Table 28 gives the loadings on the two sets. Here only the first two achievement variables make a strong contribution to the correlation. Those of the first set are HSPQ Factors A and B and BIS Factor 2 (negative).

Thus a Black adolescent who is warm, an abstract thinker, and is less group-oriented, tends to do well in comprehension and language mechanics.

Second test

Here, the three CAT subtotals formed the second set. The first eigenvalue was .19880 with correlation of .44587. The chi square was 49.63 with $p = .0648$. Thus, when the three CAT subtotals formed the second set, no significant canonical correlation resulted.

Summary of Hypothesis Tests

Table 29 summarizes the results of the hypothesis tests. In this table, a single capital letter of the alphabet refers to an HSPQ factor.

A: Relationship With Achievement

The prediction of total Achievement scores is clearly restricted to HSPQ Factor B and the second and third factors of the BIS. Similar results were obtained when using the HPSQ and BIS separately or jointly.

Table 28

Hypothesis 9: Run 1
Second Function Loadings

Set 1	
Variable	Loading
Warmth	0.599
Intelligence	0.520
Emotional Stability	-0.126
Dominance	0.139
Conformity	-0.215
Boldness	-0.255
Sensitivity	0.095
Withdrawal	-0.162
Affinity	-0.092
Extended-self	-0.316
Disassociation	-0.025
Depreciation	0.020
Set 2	
Comprehension	0.642
Language mechanics	0.791
Language expression	0.274

When the six Achievement subscores were used as independent variables, two of them (comprehension and language mechanics) were related to BIS Factor 2; and language expression were related to BIS Factor 3. However, there was no significant canonical relationship between these six subscores and the four BIS factors as a set. There was a significant canonical relationship between the six Achievement subscales and the eight identified HSPQ factors. Vocabulary, comprehension, language mechanics, and math applications were related to HSPQ Factors A, B, I, H.

One significant canonical correlations involved the three CAT subtotals (reading, language, math). When the BIS factors were used alone, Factor 3 (Disassociation) was significantly related. When both HSPQ and BIS were used together, no significant canonical correlation resulted.

B: Relationship Between Personality and Identity

When all 14 HSPQ factors were used as predictors of either total Identity or one of the separate Identity scores, a number of significant relationships were achieved. Factors H (Boldness), I (Sensitivity), and J- (Vigorous) were related to total BIS score. Factors A (Warmth), B- (Concrete Thinking), and J- (Vigorous) are related to BIS 1 (Affinity). Factors E (Dominance), G (Conformity), I (Sensitivity), and J- (Vigorous) were related to BIS 2

Table 29

Summary of Results of Hypothesis Testing

Independent or 1st Canonical Set	Dependent or 2nd Canonical Set				
	Total Identity	BIS 1	BIS 2	BIS 3	BIS 4
14 HSPQ	H, I, J (-)	A, B (-), J (-)	E, G, I, J (-)	NS	H (-)
6 CAT subscales	NS	NS	Comp, lang mech (-)	Lang exp (-)	NS
3 CAT subtotals	NS	NE	NE	NE	NE

Table 29--Continued.

Independent or 1st Canonical Set	Dependent or 2nd Canonical Set			
	CAT Total	3 CAT Subtotals	6 CAT Subcores	BIS-4 Factors
14 HSPQ	B	NE	NE	NE
HSPQ A, B, C, E, G, H, I, J		NS	A, B, I, H (-) with voc, comp, lang mech, math app	A, G (-) H, J (-) with BIS 1 C, G, I, J (-) with BIS 1, 3 (-)
BIS Factors 1-4	BIS 2 (-) BIS 3 (-)	All 3 CAT with BIS 3 (-)	NS	NE
HSPQ A, B, C, E, G, H, I, J and BIS	B, BIS 3 (-)	NS	A, B, BIS 2 (-) with comp, lang mech, and B, C, and BIS 3 (-) with comp, lang mech, lang exp	NE
6 CAT subscales				NS

Note. Voc = Vocabulary; comp = comprehension; lang mech = language mechanics; lang exp = language expression; math app = math application; NS = not significant. A = Warmth; B = Intelligence; C = Emotional Stability; E = Dominance; G = Conformity; H = Boldness; I = Sensitivity; J = Withdrawal; BIS 1 = Affinity; BIS 2 = Extended-self; BIS 3 = Disassociation; BIS 4 = Depreciation; NE = Not Examined.

(Extended-self). Finally, Factor H (Boldness) is negatively related to BIS 4 (Depreciation).

The canonical correlation analysis between the eight identified HSPQ factors and the four BIS factors yielded two significant correlations. The first related Factors A (Warmth), G- (Nonconformity), H (Boldness), and J- (Vigorous) to BIS Factor 1 (Affinity); the second related Factors C (Emotional Stability), G (Conformity), I (Sensitivity), and J- (Vigorous) to BIS Factors 1 (Affinity), Factor 2 (Extended-self), and 3- (Disassociation). Thus Factors H, I, and J- appeared to be the major HSPQ factors relating to the BIS.

The results of the testing of the hypotheses are discussed in chapter 5.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary and conclusions of the study, implications of the findings, and some recommendations with respect to research and practice.

Summary

The summary includes a brief description of the purpose of the study, the overview of related literature, the methodology, and the findings.

Purpose of the Study

The purpose of the study was to examine the extent to which personality and the development of identity status are related to academic achievement among Black adolescents. The study examined the following: (1) the relationship between personality and identity-development status among Black adolescents, (2) the relationship between academic achievement and identity-status development among Black adolescents, (3) the relationship between personality and academic achievement, and (4) the relationship between personality, academic achievement, and identity-development status among Black adolescents.

Overview of Related Literature

The period of adolescence is a time of change and crises, of establishing independence, and for achieving a new identity. The main task of the adolescent is to resolve the conflict of identity vs. role confusion (Erickson, 1968). When this conflict is resolved, the adolescent will achieve a good sense of him/herself as a unique individual with a meaningful role to play in society (Papalia & Olds, 1989). The academic performance of Blacks has been documented as being significantly below that of other racial and ethnic groups (Castenell, 1984; Jordan, 1981; Lee, 1985; Mboya, 1986; Mickelson, 1990; Herrnstein & Murray, 1995; White, 1984).

General studies have concluded that identity-status development stands in a causal relationship to academic achievement (Meeus, 1993; Papalia & Olds, 1989; Richardson et al., 1972). The effects of slavery, prejudice, discrimination, and stereotyping have hindered the resolution of identity for Black adolescents (Crawford, 1979). Personality variables might not consistently influence achievement if the appropriate social reinforcements from significant individuals are not consistent, or if Black adolescents are not sure what value there is to be gained by being successful. Students who feel good about themselves and their abilities are the ones most likely to achieve. Consequently, those who see

themselves and their abilities in a negative fashion may fail to achieve good grades. Ward (1990), in discussing issues of identity formation of a group of young Black women, revealed that identity formation, personal commitment, and academic achievement can successfully converge during late adolescence.

Methodology

Sampling

A total of 136 Black adolescent students (64 males and 72 females) was used in this study. Students were in the age range of 13 to 18 years and were members of classes from integrated middle, junior high, and high schools in Southwestern Michigan.

Instruments

The Black Identity Scale (BIS) and the High School Personality Questionnaire (HSPQ) were administered to the students by me in one sitting. The California Achievement Test (CAT) was given to the students by the school officials in another sitting.

Procedures

Initial contact was made by letter to the superintendents of the participating schools seeking permission to conduct the research. I made a personal follow-up contact to further discuss the purpose, sampling, and procedures for the study. After permission had been

received from the school superintendents, contact was made with the principals, who assisted with the mailing of the "consent forms" to the parents. Upon receipt of parental permission, school principals, guidance counselors, teachers, and other officials helped with arranging the most appropriate time and place for the testing.

The tests were group-administered. Students were given a quiet setting free from distractions. In an introduction to the students, I explained the reasons for the tests, thanked them for their participation, and invited them to ask questions to clarify any possible misunderstandings and/or concerns. In order to ensure the anonymity of students, an identification number was assigned to each of them. The instructions for the testing procedures were read to the students, and examples of test items were given. Students were asked to answer all the questions and were encouraged to ask for clarification at any time they felt they needed it. As the tests were not timed, the students could work at their own speed. As was necessary, teachers and/or counselors were asked to offer the students non-monetary incentives (such as extra points, free time, etc.) for participating in the study.

The nine hypotheses were tested by multiple linear regression analysis and canonical correlation analysis. In undertaking these analyses, the small sample size was a concern. Ideally, one should have 10 times as many subjects

as variables, in order to ensure stability of the correlation matrix. Thus, a sample size of 136 would be adequate for analyses involving up to 13 or 14 variables. Several of the hypotheses involved as many as 15 variables, giving nine subjects per variable. This was not considered a serious problem. Some hypotheses, however, would have required analyses involving up to 21 variables. Initially, it was felt that the small sample size would necessitate deletion of those hypotheses. However, the analysis of the first four hypotheses indicated that only eight of the 14 HSPQ variables and three of the six CAT subscale variables appeared significantly in any regression equation. Subsequently, if a hypothesis involved too many variables, only the eight HSPQ variables, the three CAT subscale variables, and the three CAT subtotals were used. This reduced the number of variables in each analysis to a number for which the sample size was adequate.

Findings

This section presents the results of the testing of each hypothesis.

Hypothesis 1

There is no significant relationship between the Total Identity Score and any linear combination of the Personality subscale scores.

This hypothesis was rejected. The result suggests that greater total identity scores tend to be related to greater boldness, sensitivity, and vigor among Black adolescents.

Analysis for BIS 1 (Affinity). The results suggest that higher affinity scores tend to be related to greater warmth, less abstract thinking, and greater vigor among Black adolescents.

Analysis for BIS 2 (Extended-self). The results indicate that higher Extended-self scores tend to be related to greater dominance, greater conformity, greater sensitivity, and greater vigor among Black adolescents.

Analysis for BIS 3 (Disassociation). No significant relationship was found.

Analysis for BIS 4 (Depreciation). The results suggest that those Black adolescents who affirm their Black culture and Black people as caring, trusting, and competent individuals tend to be more bold.

Hypothesis 2

There is no significant relationship between the Total Identity score and any linear combination of the six Academic Achievement subscale scores. This hypothesis was retained.

Analysis for separate BIS factors. When each separate BIS factor was related to the 6 Academic

Achievement subscale scores, only two of the four showed significant relationships.

The results suggest that a higher score on Extended-self (more group-oriented rather than self-oriented) is related to higher comprehension and lower language mechanic scores.

Greater affirmation of the values and worth of one's Blackness and origins is related to a higher score in language expression.

Hypothesis 3

There is no significant relationship between achievement and any linear combination of the 14 Personality subscale tests.

This hypothesis was rejected. The results suggest that higher scores on abstract thinking are significantly related to greater overall achievement scores among Black adolescents. This is a commonly accepted relationship.

Hypothesis 4

There is no significant relationship between Achievement and any linear combination of the four Identity subscale scores.

This hypothesis was rejected. The results indicate that greater overall achievement tends to be related to lower scores on Extended-self (i.e., less action-oriented

and more self- than group-oriented) and greater affirmation of the values and worth of one's Blackness and origins.

Hypothesis 5

There is no significant relationship between Achievement and any linear combination of the Personality and Identity subscale scores.

This hypothesis was rejected. A Black adolescent who has greater affirmation of the values and worth of one's Blackness and origins and who is an abstract thinker, tends to be a higher achiever.

Hypothesis 6

There is no significant canonical correlation between the set of Identity subscale scores and the set of Personality subscale scores.

This hypothesis was rejected. Two significant functions were found. In the first function, a Black adolescent who is warm, bold, and vigorous tends to display a positive acceptance of him/herself as a Black person and of Black people in general. In the second function, a Black adolescent who is emotionally stable, conforming, sensitive, and vigorous tends to be more group-oriented and to manifest greater affinity and greater affirmation of the values and worth of one's Blackness and origins.

Hypothesis 7

There is no significant canonical correlation between the set of Identity subscale scores and the set of Academic Achievement subscale scores.

The first test of this hypothesis used the three subscales of the CAT that had figured significantly in earlier runs. In this analysis, the hypothesis was retained.

A second analysis was undertaken using the three CAT subtotals. Under the second condition the hypothesis was rejected. The results indicate that a Black adolescent who has greater affirmation of the values and worth of one's Blackness and origins tends to do well overall academically.

Hypothesis 8

There is no significant canonical correlation between the Personality subscale scores and the Achievement subscale scores.

This hypothesis was tested twice. When the six Achievement subscale scores were used, the hypothesis was rejected. A Black adolescent high in warmth, abstract thinking, sensitivity, and shyness tends to do well in comprehension, language mechanics, vocabulary, and math applications. When the three CAT subtotals were used, the hypothesis was retained.

Hypothesis 9

There is no significant canonical correlation between the Identity and Personality subscale scores and the Achievement subscale scores.

Two separate analyses were undertaken to test this hypothesis. In the first analyses the hypothesis was rejected. When the three individual CAT subscale scores were used, two significant canonical functions resulted. The first suggested that a Black adolescent who has greater affirmation of the values and worth of one's Blackness and origins, and who is an abstract thinker and is emotionally stable, will tend to do well in comprehension, language mechanics, and language expression. The second function suggested that a Black adolescent who is warm, an abstract thinker, and is less group-oriented tends to do well in comprehension and language mechanics.

When the three CAT subtotals were used, no significant canonical correlation resulted.

Conclusions

This study set out to determine the extent to which personality and the development of identity status are related to academic achievement among Black adolescents. From an analysis of the data, it is concluded that some personality and identity variables are related to the extent to which Black adolescents achieve academically. Further it is concluded that some relationship exists between (1)

academic achievement and identity development among Black adolescents, (2) personality and academic achievement among Black adolescents, and (3) personality and identity-status development among Black adolescents.

The academic achievement of Black adolescents is related significantly to abstract thinking, greater affirmation of the values and worth of their Blackness and origins, and being self-oriented as opposed to group-oriented, warm, sensitive, emotionally stable and vigorous. This is consistent with Chickering's (1969) finding that the confidence one has to achieve success has to do with intellectual competence, physical and manual skills, and social interpersonal competence. This is also consistent with the findings of other researchers (Caplan, 1966; Jordan, 1981; Mboya, 1986; Mickelson, 1990), who observed that Black adolescent students who have confidence in their abilities to succeed tended to have higher academic achievement. Erwin (1978) defined confidence as an assuredness of one's self and in one's capabilities. It includes self-reliance while recognizing necessary dependence on outside sources. This recognition represents an awareness of and faith in one's own capabilities.

Several researchers (Borislow, 1962; Diller, 1954; Dyson, 1967; Ford & Harris, 1992; Stotland & Zander, 1958) agree that students who underachieve scholastically suffer significant losses in self-esteem. Thus within the context

of this discussion, I express great concern for Black adolescents who are suffering from a lack of self-esteem, a lack of self-confidence, and are experiencing failure and underachievement in the academic realm. Purkey (1970) believes that underachievers generally see themselves as less adequate and less accepted by others. Successful students feel a greater sense of personal worth and somewhat better about themselves (Purkey, 1970; Rice, 1990). Low self-concept or low self-esteem, fears about being different, and other issues can hinder and otherwise undermine students' achievement and their beliefs about the importance of success in school (Ford & Harris, 1992). It has been documented that the academic performance of Blacks has been significantly below that of other racial and ethnic groups (Castenell, 1984; Jordan, 1981; Lee, 1985; Mboya, 1986; Mickelson, 1990; Herrnstein & Murray, 1994; White, 1984). This leads to my next concern that Black adolescents who are feeling inadequate academically and experience prejudice and discrimination may experience depression, despair, and a feeling of hopelessness. Therefore, it could be assumed that some may turn even to crime and violence.

The major relationship I found between Identity and Achievement was that higher Achievement scores tend to be related to lower Extended-self scores and lower Disassociation scores. The Black adolescent who is more self- rather than group-oriented with greater affirmation of

the values and worth of his/her Blackness and origins tends to achieve well in school. This agrees partly with Florence (1989) who believes that high achievers are found more often than low achievers to have higher identity status. However, I found no relationship between Affinity and Achievement, whereas Muhammad (1991) found a negative relationship between Achievement and Affinity. From my study, it appeared that a Black adolescent who has a positive acceptance of himself as a Black person and of Black people in general is not failing to achieve. This could possibly be due to different samples used.

A few interesting relationships were found between personality and identity among Black adolescents. Higher Identity scores tend to be related to greater boldness, sensitivity, vigor, and also to conformity. Each of the individual BIS factors also showed some relationship with personality. The higher Affinity scores were related to greater warmth, less abstract thinking, and greater vigor. The higher Extended-self scores were related to greater dominance, conformity, sensitivity, and vigor. The lower scores on the Disassociation factor, together with higher scores on Affinity and Extended-self were related to higher scores on emotional stability, conformity, sensitivity, and vigor. The lower Depreciation scores were related to greater boldness in Black adolescents. In agreement with Muhammad (1991), the Depreciation factor of the BIS was

found to have very little relationship with any of the other variables in the study.

The findings may imply that:

1. Black adolescents who feel good about themselves may tend to be more involved in their Black community, but may concentrate less on academic pursuits.

2. Black adolescents who feel confident in their academic ability will most likely succeed in school.

3. Those with low self-esteem view themselves as underachievers, group-oriented as opposed to more self-oriented, will most likely do poorly in school.

4. Black adolescents who feel good about themselves are more self-willed, sensitive, and emotionally stable.

5. Black adolescents may not readily conform to society's expectations regarding success and achievement, if they are feeling alienated from family, friends, and their Black community.

6. Academically conscientious Black adolescents will most likely do well in comprehension, language mechanics, language expressions, vocabulary, and math applications and less well in social studies, science, study skills, and math computations.

7. Identity-status development is not necessarily a prerequisite for achieving well in school.

Recommendations

This study results in some recommendations with respect to research and practice.

Research

1. It is recommended that further study be conducted to cross-validate the findings of this research with a larger sample.
2. It is also recommended that comparative research be done using Black adolescents from both integrated and all Black schools.
3. It is further recommended that efforts be made to develop more adequate measures of identity based both on psychological principles and knowledge of Black adolescents.

Practice

1. It is recommended that teaching methodologies be developed that are sensitive to the unique learning styles of Black adolescents.
2. When assessing the academic achievement of Black adolescents, it would be especially helpful to take into consideration personality and identity-status variables.
3. When dealing with Black adolescents, teachers should encourage them to affirm the value of their ethnicity and not to seek to model themselves after another ethnic group.

APPENDIX

APPENDIX A
CORRESPONDENCE

8786 Elizabeth Dr.
Berrien Springs, MI 49103
(616) 473-1327
June 20, 1994

Mr. Ted Morris
Superintendent
Berrien Springs Schools
1 Sylvester Ave.
Berrien Springs MI 49103

Dear Mr. Morris:

I am a doctoral student at Andrews University. I am currently proposing to examine how personality and academic achievement are correlated with identity status among Black adolescents. As a result of extensive literature search, it became evident that very little is known about how these factors work together to influence positive identity status in Black adolescents. It is hoped that a study of the interrelationships of the three factors may help to eliminate some of the misconceptions regarding the academic achievement of Black adolescents. Also, an understanding of the relationship between the three factors may help improve the academic standing of Black adolescents.

My research has resulted in a dissertation proposal which attempts to study the relationship between personality, academic achievement, and identity status among Black adolescents. I wish to draw samples from Junior High and High Schools in Southwestern Michigan.

The students for this study will be randomly chosen from grades 7-12. I am prepared to meet with the school principals and/or guidance counselors in each building to solicit their assistance in the sample-selection process. Your assistance in this regard will be greatly appreciated.

Enclosed is a sample packet containing information about the researcher, a summary safeguard statement, instructions regarding students' selection, a copy of the letter which outlines to parents the nature and purpose of the study, and a copy of the consent form to be signed by parents and students.

I will be pleased to supply you with any additional information necessary to help you in honoring my request.

Sincerely yours,

Juliet P. Sayles
Doctoral student in School Psychology

8786 Elizabeth Dr.
Berrien Springs, MI 49103
(616) 473-1327
June 20, 1994

Dr. D. DeField
Superintendent
P.O. Box 550
Coloma, Mich. 49038

Dear Dr. DeField:

I am a doctoral student at Andrews University. I am currently proposing to examine how personality and academic achievement are correlated with identity status among Black adolescents. As a result of extensive literature search, it became evident that very little is known about how these factors work together to influence positive identity status in Black adolescents. It is hoped that a study of the interrelationships of the three factors may help to eliminate some of the misconceptions regarding the academic achievement of Black adolescents. Also, an understanding of the relationship between the three factors may help improve the academic standing of Black adolescents.

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I will be pleased to supply you with any additional information necessary to help you in honoring my request.

Sincerely yours,

Juliet P. Sayles
Doctoral student in School Psychology

8786 Elizabeth Dr.
Berrien Springs, MI 49103
(616) 473-1327
June 27, 1994

Dr. J. Hoffman
Superintendent
111 Spruce St.
Niles Mich. 49120

Dear Dr. Hoffman:

I am a doctoral student at Andrews University. I am currently proposing to examine how personality and academic achievement are correlated with identity status among Black adolescents. As a result of extensive literature search, it became evident that very little is known about how these factors work together to influence positive identity status in Black adolescents. It is hoped that a study of the interrelationships of the three factors may help to eliminate some of the misconceptions regarding the academic achievement of Black adolescents. Also, an understanding of the relationship between the three factors may help improve the academic standing of Black adolescents.

My research has resulted in a dissertation proposal which attempts to study the relationship between personality, academic achievement, and identity status among Black adolescents. I wish to draw samples from Junior High and High Schools in Southwestern Michigan.

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I will be pleased to supply you with any additional information necessary to help you in honoring my request.

Sincerely yours,

Juliet P. Sayles
Doctoral student in School Psychology

8786 Elizabeth Dr.
Berrien Springs, MI 49103
(616) 473-1327
July 5, 1994

Dr. David Gray
Superintendent
6190 West Main St.
Eau Claire MI 49111

Dear Dr. Gray:

I am a doctoral student at Andrews University. I am currently proposing to examine how personality and academic achievement are correlated with identity status among Black adolescents. As a result of extensive literature search, it became evident that very little is known about how these factors work together to influence positive identity status in Black adolescents. It is hoped that a study of the interrelationships of the three factors may help to eliminate some of the misconceptions regarding the academic achievement of Black adolescents. Also, an understanding of the relationship between the three factors may help improve the academic standing of Black adolescents.

My research has resulted in a dissertation proposal which attempts to study the relationship between personality, academic achievement, and identity status among Black adolescents. I wish to draw samples from Junior High and High Schools in Southwestern Michigan.

The students for this study will be randomly chosen from grades 7-12. I am prepared to meet with the school principals and/or guidance counselors in each building to solicit their assistance in the sample-selection process. Your assistance in this regard will be greatly appreciated.

Enclosed is a sample packet containing information about the researcher, a summary safeguard statement, instructions regarding students' selection, a copy of the letter which outlines to parents the nature and purpose of the study, and a copy of the consent form to be signed by parents and students.

I will be pleased to supply you with any additional information necessary to help you in honoring my request.

Sincerely yours,

Juliet P. Sayles
Doctoral student in School Psychology

June 21, 1994

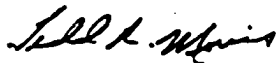
Human Subjects Review Board
Andrews University
Berrien Springs, MI 49104

TO WHOM IT MAY CONCERN:

Please be advised that on June 20, 1994, I met with Ms. Juliet P. Sayles regarding her proposal for a doctoral dissertation. Administration of our middle school and high school, along with appropriate staff, will assist Ms. Sayles in her research work with randomly selected student population from these two sites.

We look forward to assisting her in her efforts. Please feel free to contact my office if you have any questions regarding our agreement in assisting Ms. Sayles with her dissertation research.

Sincerely,



Tedd R. Morris
Superintendent

TRM:mp

Coloma Community Schools

P.O. Box 550, Coloma, Michigan 49038

Clifford W. Tallman, Superintendent 136
Ronald P. Clark, Assistant Superintendent
David A. DeFields, Assistant Superintendent

Phone (616) 468-2424
FAX (616) 468-2440

June 26, 1994

Mrs. Juliet P. Sayles
8786 Elizabeth Drive
Berrien Springs, Michigan 49103

Dear Mrs. Sayles,

We have reviewed your plans/proposal for the use of a sample of Coloma's Middle, Junior High, and High School students for your research. We have agreed that our students may participate providing parental consent is given.

We look forward to working with you and wish you success in this endeavor.

Sincerely,


David A. DeFields

**ADMINISTRATIVE SERVICES CENTER
NILES COMMUNITY SCHOOLS**



111 Spruce Street Niles, Michigan 49120

<i>Superintendent</i>	<i>(616) 683-0732</i>	<i>Personnel</i>	<i>(616) 683-6662</i>
<i>Business</i>	<i>(616) 683-0734</i>	<i>Spec. Educ.</i>	<i>(616) 683-0757</i>
<i>Curriculum</i>	<i>(616) 683-0736</i>	<i>Audiovisual</i>	<i>(616) 683-6031</i>
<i>Fax (616) 684-6337</i>			

June 29, 1994

Ms. Juliet Sayles
8786 Elizabeth Drive
Berrien Springs, Michigan 49130

Dear Ms. Sayles:

This letter is to confirm our conversation of June 29, 1994. You have permission to conduct research for your doctoral dissertation in the Niles Community Schools.

To conduct your research, you shall have access to students and may administer a personality test and an identity status measure. Further, you will have access to the student's California Achievement test scores. For this access to take place, it will be necessary to obtain the permission of the student's parent on the sample form you provided.

Actual procedures and access to students shall be through our Curriculum Director, Nancy Nimtz. You will need to clear your activities with her at each step of the process. She will be eager to assist you. You may contact Nancy at 683-0736.

You will also need to work with our Minority Student Outreach worker, Georgia Boggs. Georgia's role will be to give your project credibility in the Black community, help to answer parent's questions, and to calm any community concerns that might be generated by your process of instrument. You may reach Georgia through Nancy's office.

Working together I am confident that you, Nancy, and Georgia can conduct a project that will benefit the profession and will avoid any negative impact on our students or their families. Thank you for your interest in our schools and our students. Best wishes for a successful study.

Sincerely,

John Huffman
Superintendent

cc: Nancy Nimtz, Georgia Boggs

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OFFICE OF THE SUPERINTENDENT

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6190 West Main Street

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Fax (616) 461-0089

David A.
Superinte:

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July 11, 1994

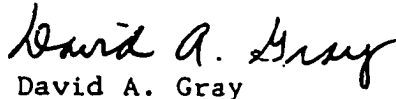
Ms. Juliet P. Sayles
8786 Elizabeth Dr.,
Berrien Springs, MI 49103

Dear Ms. Sayles:

You have my permission to conduct your study using students in grade: 7-12 . As each stage progresses please keep me informed. Also, please contact the junior-senior high school principal, Mr. Greg Chisek, at 461-6997. You need to set a meeting with him and use him as your contact person while doing your study.

I am very interested in the results of your study. Good luck.

Sincerely,



David A. Gray

DAG:jrh

cc: Mr. Greg Chisek

Excellence • Commitment • Pride • Success



ANDREWS
UNIVERSITY

July 20, 1994

Juliet P. Sayles
8786 Elizabeth Drive
Berrien Springs, MI 49103

Dear Juliet:

The Human Subjects Review Board (HSRB) has reviewed your proposal, "The Relationship of Selected Personality, Academic Achievement, and Identity Status Factors Among Black Adolescents" under the exempt category. You have been given clearance to proceed with your research plans.

Some proposals and research designs may be of such a nature that participation in the project may involve certain risks to human subjects. If in the implementation of your project an incidence occurs which results in research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Human Subjects Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

All changes made to the study design and/or consent form after initiation of the project require prior approval from the HSRB before such changes are implemented. Feel free to contact our office if you have any questions. The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,

Delmer Davis for
James R. Fisher, Director
Office of Scholarly Research

ct

c: Dr. Wilfred Fletcher

8786 Elizabeth Dr.
Berrien Springs, MI 49103
(616) 473-1327
June 27, 1994

Dr. Ahvay Muhammad
3901 6th ave.
Los Angeles, Calif. 90008

Dear Dr. Muhammad:

I am a doctoral student at Andrews University in Berrien Springs, Michigan. Several months ago I contacted you regarding the use of the Black Identity Scale (BIS) you developed, as one of the instruments for my research project. Thank you for the courtesy you extended in permitting me to use the BIS.

I am currently proposing to examine how personality and academic achievement are correlated with identity status among Black adolescents. As a result of extensive literature search, it became evident that very little is known about how these factors work together to influence positive identity status in Black adolescents. It is hoped that a study of the interrelationships of the three factors may help to eliminate some of the misconceptions regarding the academic achievement of Black adolescents.

I am presently in the final stages of getting my dissertation proposal approved. However, in order to conduct my research successfully I need your help as follows: (1) a letter of permission to use the BIS in my research project and (2) administration and scoring information for the BIS. I will be willing to pay for any costs incurred.

Thank you kindly for your prompt response and assistance in this matter.

Sincerely yours,



Juliet P. Sayles
Doctoral student in Educ. Psychology

APPENDIX B
PACKAGE TO PARENTS

8786 Elizabeth Drive
Berrien Springs, MI 49103
(616) 473-1327
May 16, 1994

Dear Parent:

I am a doctoral student in the department of Education and Counseling Psychology at Andrews University. As part of my program requirement, I am conducting a dissertation research. Your child is one of a number of students who are being asked to participate in this dissertation research. The purpose of the research is to determine the relationship between identity status, personality, and academic achievement among Black adolescents.

I am requesting consent for your child to participate in this research study. It should be clearly understood that all information on your child will be treated with **STRICT CONFIDENTIALITY**.

Discussion on, and access to, your child's results will be made available to yourself and/or child upon request.

Enclosed is a consent form and a copy of a safeguard statement sent to the school that your child(ren) attend(s).

Sincerely yours,

Juliet P. Sayles
Doctoral student in School Psychology

CONSENT FORM (Parents)
(For Unemancipated Minor)

I am a doctoral student in the department of Education and Counseling Psychology at Andrews University. As part of my program requirement, I am conducting a dissertation research.

YOUR CHILD IS ONE OF A NUMBER OF STUDENTS WHO ARE BEING ASKED TO PARTICIPATE IN THE RESEARCH STUDY.

The purpose of the research is to determine the relationship between personality, academic achievement, and identity status among Black adolescents. If you choose to let your son/daughter participate in this research study, he/she will be asked to take group-administered tests which are designed to measure personality, and identity status. Additionally, your signature will authorize the school to release to me the scores on the California Achievement Test for your son/daughter.

There will be discussion after the test to deal with any possible feelings of failure or frustration. You may choose whether or not you want your child to participate, and you have the right to withdraw your child from the study, at any time. It should be clearly understood that all information on your child will be treated with STRICT CONFIDENTIALITY. Discussion on, and access to your child's results, will be made available to yourself or your child upon request. Discussion of scores in my research report will be based entirely on overall group results, no reference will be made to any individual child. The conditions of testing will be done as outlined in your copy of the Summary Safeguard Statement to the school.

If you have any questions you can reach me by telephone at (616) 473-1327. Ask for Juliet Sayles.

I _____ hereby certify that I am the parent/guardian of _____, who is under 18 years of age, and consent to the terms of this "consent form" for my son/daughter. (If parents are divorced, the form must be signed by the custodial parent or, in the case of joint custody, by both parents).

Signature of student

School or Institution

Signature of parent/guardian

Liaison personnel

Summary Safeguard Statement

- a. **This is a research undertaking designed to test a theory. The nature of the instruments does not pose any obvious threat to individuals, and therefore, I do not perceive my populations to be drawn from "vulnerable" subjects. The instruments have been used and validated extensively with adolescent populations, and my study involves grade levels from which your institution could provide an adequate sample.**
- b. **I will rely on guidance counselors and/or certified school psychologists to assist me in administering the tests. The reason is that group-administered tests usually require more than one person to help proctor the smooth completion of the tests and to discourage distractions and/or conferring.**
- c. **The location of the testing is to be on-site at the participating schools. Details of specific room assignments and/or monitoring are left to the discretion of liaison persons and/or special committees of the schools.**

Confidentiality

An ID number will be assigned to each subject. Data other than the name and address will be entered on the computer. Any names and addresses submitted will be destroyed once satisfactory computer entries have been received. Parents will be informed that discussion on and access to his/her child's test results will be made available to them or to their child on request.

The identity of the subjects who participate in this research investigation and information on their individual performances will be held in the strictest confidence.

cc: Parents

APPENDIX C
BLACK IDENTITY SCALE

BLACK IDENTITY SCALE (BIS) QUESTIONNAIRE

Name _____ Student Number _____
 Age _____ Grade _____ School _____
 Sex M F Date _____

Rating Scale:

	1	2	3	4
	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)

Directions: Please circle the number next to each question that best describes your feelings or thoughts.

	SD	D	A	SA
1) It is hard for me to trust Black people	1	2	3	4
2) I have a strong attachment to Black people	1	2	3	4
3) I support Black businesses	1	2	3	4
4) Black pride causes more problems than it solves	1	2	3	4
5) Naturally styled hair looks better on Black people than other hair styles	1	2	3	4
6) Blacks should have control of their own businesses, schools and communities	1	2	3	4
7) I am willing to work in any way I can to make it better for Blacks in America	1	2	3	4
8) I'd rather visit Europe than Africa	1	2	3	4
9) Wearing African clothes is a sign of Black pride	1	2	3	4
10) Blacks in Africa and Blacks in America don't have much in common	1	2	3	4
11) I believe that what I do to help Blacks as a people will also help me	1	2	3	4
12) I'd rather marry a Black person than a person from another race	1	2	3	4
13) I'm interested in myself more than Black people in general	1	2	3	4

BIS

<u>Rating Scale:</u>	1	2	3	4		
	Strongly Disagree	Disagree	Agree	Strongly	Agree	
			SD	D	A	SA
14) Black people are really Africans who now live in America			1	2	3	4
15) Most other people are more trustworthy than Blacks			1	2	3	4
16) I feel I've been hurt as a person by what's happened to Blacks in America			1	2	3	4
17) Black people in America should have their own names rather than the names of White people			1	2	3	4
18) If I am to be a success I must be more concerned about what Whites think of me than Blacks			1	2	3	4
19) I'm concerned about Whites as much as I am about Blacks			1	2	3	4
20) I'd rather live in a Black neighborhood			1	2	3	4
21) For the most part Blacks in America are being treated fairly			1	2	3	4
22) I'd like to work for a Black owned business			1	2	3	4
23) Blacks should try harder to be a part of White society			1	2	3	4
24) I'd like to help Blacks in other countries			1	2	3	4
25) If I had a choice I'd rather have Black teachers			1	2	3	4
26) If Blacks are to make progress, they must learn to work more closely with Whites			1	2	3	4
27) It would make me very proud if Blacks in America had their own country			1	2	3	4

<u>Rating Scale:</u>	1	2	3	4		
	Strongly Disagree	Disagree	Agree	SD	SA	
28) You can learn more from being around other people than from being around Black people			1	2	3	4
29) I get very concerned about the problems Black people have			1	2	3	4
30) Whites would accept Blacks if Blacks knew how to act			1	2	3	4
31) I'd like to go to an all-Black school			1	2	3	4
32) Blacks who are smart can get alot further if they act like Whites			1	2	3	4
33) In school Blacks should have their own student groups			1	2	3	4
34) Black people are responsible for alot of their own problems			1	2	3	4
35) Black people don't care enough for each other			1	2	3	4
36) Black people should have their own holidays			1	2	3	4
37) There are times when I wish I wasn't Black			1	2	3	4
38) To know myself I must know the history of Black people			1	2	3	4
39) I'm an American first then a Black person			1	2	3	4
40) I feel that I must contribute to White society if Blacks are to advance as a people			1	2	3	4
41) Black students should be educated to meet the needs of Black people			1	2	3	4
42) There's not much that's positive about Africa			1	2	3	4

<u>Rating Scale:</u>	1	2	3	4		
	Strongly Disagree	Disagree	Agree	Strongly Agree		
			SD	D	A	SA
43) Blacks should make a strong effort not to anger Whites while advancing themselves			1	2	3	4
44) I believe all Black people are my brothers and sisters			1	2	3	4

ITEMS IN THE FACTORS

Affinity	Extended-self	Disassociation	Depreciation
5	3	18	1
6	7	23	2(-)
9	8(-)	26	4
12	11	30	10
14	13(-)	32	15
17	16	37	28
19(-)	24	40	34
20	29	42	35
22	38	43	
25	39(-)		
27	44		
31			
33			
36			

APPENDIX D

DATA FILE

FORMAT OF FILE

Row	Column	Variable
1	1-3	Student ID
	4-5	School ID
	7-8	HSPQ-A Warm vs. Unapproachable
	10-11	HSPQ-B Abstract Thinking vs. Concrete Thinking
	13-14	HSPQ-C Emotional stability vs. Emotional Unstability
	16-17	HSPQ-D Excitability vs. Phlegmatic
	19-20	HSPQ-E Dominance vs. Submissive
	22-23	HSPQ-F Cheefulness vs. Sober
	25-26	HSPQ-G Conformity vs. Expedient
	28-29	HSPQ-H Boldness vs. Shy
	31-32	HSPQ-I Sensitivity vs Tough-minded
	34-35	HSPQ-J Withdrawal vs. Vigorous
	37-38	HSPQ-O Apprehensive vs. Self-assured
	40-41	HSPQ-Q ₂ Self-sufficiency vs. Group-oriented
	43-44	HSPQ-Q ₃ Self-discipline vs.
	46-47	HSPQ-Q ₄ Tension vs. Relaxed
Row	Column	
2	1-5	(As in Row 1)
	7-8	Vocabulary
	10-11	Reading Comprehension
	13-14	Total Reading
	16-17	Language Mechanics
	19-20	Language Expressions
	22-23	Total Language
	25-26	Math Computation
	28-29	Match Concepts and Applications
	31-32	Total Math

Format of File - Continued.

Row	Column
34-35	Total Achievement
37-40	BIS 1 - Affinity
42-45	BIS 2 - Extended Self
47-50	BIS 3 - Dissasociation
52-55	BIS 4 - Depreciation
57-60	BIS Total Identity (1 + 2) - (3 - 4)

12602	4	3	8	13	8	6	9	5	9	13	10	9	7	12					
12602	5	33	17	1	30	7	26	13	19	12	31.0	34.0	23.0	21.0	106.0				
12302	7	6	10	11	7	5	12	10	13	8	12	14	14	9					
12302	14	23	16	11	22	16	14	10	10	12	29.0	32.0	15.0	18.0	113.0				
12402	9	5	6	12	15	11	7	9	9	10	11	9	7	10					
12402	66	79	74	71	53	62	66	71	69	69	28.0	26.0	17.0	16.0	106.0				
12502	11	5	8	16	9	8	7	5	12	10	15	10	14	14					
12502	3	25	12	58	1	18	45	52	49	24	33.0	33.0	24.0	20.0	107.0				
12802	11	4	10	13	9	10	10	10	12	12	9	11	5	11					
12802	22	48	32	27	31	29	56	52	55	36	46.0	39.0	18.0	10.0	142.0				
12702	17	6	13	9	10	6	13	10	19	7	2	10	15	9					
12702	29	45	38	38	31	34	26	46	34	34	36.0	33.0	24.0	22.0	108.0				
12202	12	7	7	7	9	3	10	11	11	8	4	13	13	9					
12202	33	33	32	46	30	36	42	38	40	36	27.5	31.0	18.0	17.0	108.5				
12102	12	5	12	10	5	10	10	8	9	9	8	10	13	9					
12102	1	29	13	1	19	1	42	31	36	14	40.0	30.0	29.0	20.0	106.0				
12002	10	10	7	16	8	10	7	5	15	11	17	9	8	15					
12002	64	80	73	92	77	86	78	99	95	89	35.0	32.0	15.0	11.0	126.0				
11802	10	7	13	6	12	4	10	10	10	8	7	9	10	9					
11802	14	43	28	38	31	34	3	28	13	23	40.0	32.0	22.0	18.0	117.0				
11702	11	7	9	10	11	6	6	10	7	6	5	16	8	13					
11702	32	31	32	46	28	36	55	51	53	40	53.0	35.0	15.0	16.0	142.0				
11602	12	8	16	13	13	6	12	14	10	13	8	8	14	6					
11602	60	38	50	1	40	18	30	39	34	32	29.0	25.0	16.0	18.0	105.0				
11502	13	4	7	10	12	7	12	13	15	8	5	6	13	15					
11502	25	40	32	37	38	37	38	22	29	31	36.0	31.0	21.5	18.0	112.5				
11402	12	4	6	11	11	11	9	8	9	10	8	7	6	11					
11402	1	30	10	37	13	23	18	1	7	11	41.0	36.0	26.0	18.0	118.0				
10904	7	6	11	11	17	11	9	12	7	8	6	10	11	12					
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10804	9	7	12	10	16	10	11	11	5	9	6	11	12	9					
10804	26	36	31	42	33	36	68	57	62	40	32.0	31.0	23.0	23.0	102.0				
11304	14	5	13	12	10	13	11	16	13	6	6	8	10	5					
11304	41	63	52	64	73	69	53	55	55	59	36.0	32.0	11.0	16.0	126.0				
11204	9	7	12	6	9	9	8	11	10	9	10	14	8	10					
11204	63	58	61	98	70	87	69	79	76	77	33.0	34.0	18.0	18.0	116.0				
11104	12	4	12	7	6	11	10	15	11	9	10	10	7	9					
11104	20	26	23	38	8	21	26	11	16	19	33.0	29.0	23.0	20.0	104.0				
11004	12	7	10	11	13	5	14	12	11	6	6	10	13	10					
11004	71	70	72	99	68	99	66	59	63	84	33.0	34.0	17.0	13.0	122.0				
10704	11	5	11	13	16	11	10	12	5	8	4	11	12	11					
10704	59	55	57	39	56	48	49	58	55	54	33.0	30.0	19.0	20.0	109.0				
10604	14	9	15	8	13	10	12	16	9	7	5	7	14	3					
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10504	9	8	10	11	19	9	9	14	6	10	5	10	13	9					
10504	62	48	55	55	56	55	58	57	58	57	33.0	30.5	19.0	22.0	107.5				
10404	10	7	13	12	15	10	13	9	5	8	6	8	14	10					
10404	26	36	31	42	33	36	68	57	62	40	30.0	31.0	21.0	23.0	102.0				
10304	13	4	10	12	14	12	9	10	10	10	10	12	16	13					
10304	26	34	30	61	47	53	57	49	53	45	36.0	32.0	21.0	16.0	116.0				
10204	10	4	15	11	9	11	8	14	10	9	8	10	9	13					
10204	29	28	28	47	25	34	51	35	43	34	37.0	32.0	19.0	20.0	115.0				
10104	9	6	9	10	18	6	11	12	12	8	3	13	16	4					
10104	43	40	42	73	45	59	45	45	46	49	43.0	35.0	16.0	17.0	130.0				

13501	15	4	9	9	6	10	10	10	12	11	12	13	10	12					
13501	9	42	24	56	39	47	40	43	41	36	38.0	28.0	21.0	20.0	110.0				
13601	7	5	7	10	7	6	13	11	8	9	12	11	12	11					
13601	22	17	19	38	4	19	13	1	1	9	35.0	27.0	27.0	20.0	100.0				
13701	10	7	7	10	16	8	10	6	14	10	11	6	10	8					
13701	13	33	22	31	4	16	23	28	24	19	30.0	29.0	20.5	15.0	108.5				
13801	14	4	9	10	7	9	9	12	9	9	6	8	11	13					
13801	27	33	30	27	4	15	52	29	39	26	40.0	30.0	17.0	17.0	121.0				
13901	8	6	7	10	6	9	7	9	15	10	6	9	11	11					
13901	9	41	23	64	47	54	58	53	56	42	34.0	30.0	20.0	23.0	106.0				
14001	11	5	8	11	8	6	11	3	11	14	12	15	8	6					
14001	41	63	52	64	73	69	53	55	55	59	34.0	31.0	22.0	22.0	106.0				
15105	11	6	12	9	8	11	10	14	12	7	4	10	13	7					
15105	35	58	47	38	34	36	24	37	30	37	35.0	38.0	21.0	15.0	122.0				
13404	6	6	11	16	9	5	12	6	10	8	8	10	14	14					
13404	18	26	22	34	23	27	40	40	39	27	36.0	33.0	16.0	18.0	120.0				
13304	9	9	6	13	11	11	8	7	9	11	8	9	10	13					
13304	9	42	24	56	39	47	40	43	41	36	34.0	29.0	18.0	17.0	113.0				
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13104	9	41	23	64	47	54	58	53	56	42	38.0	35.0	18.0	12.0	128.0				
13004	17	10	8	10	13	7	8	10	8	10	6	12	10	7					
13004	13	33	22	31	4	16	23	28	24	19	34.0	33.0	28.0	23.0	101.0				
12904	12	5	7	7	10	15	12	4	15	11	5	8	13	12					
12904	27	33	30	27	4	15	52	29	39	26	33.0	31.0	24.0	22.0	103.0				
14101	15	5	16	5	8	4	19	16	15	10	3	12	17	7					
14101	59	55	57	39	56	48	49	58	55	54	42.0	35.0	14.0	16.0	132.0				
14201	11	6	6	14	6	6	13	11	11	11	11	13	10	9					
14201	26	34	30	61	47	53	57	49	53	45	40.0	33.0	20.0	15.0	123.0				
14301	18	8	7	16	7	14	5	11	10	7	12	10	3	11					
14301	71	70	72	99	68	99	66	59	63	84	40.0	31.0	19.0	12.0	125.0				
14401	18	9	4	16	5	17	10	11	13	10	12	8	4	15					
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14505	64	80	73	92	77	86	78	99	95	89	35.0	33.0	13.0	17.0	123.0				
14605	17	10	7	7	10	12	8	10	8	10	5	9	14	7					
14605	44	47	46	40	32	35	38	37	37	39	35.0	29.0	24.0	14.0	111.0				
14705	9	4	7	8	12	3	11	8	10	7	11	12	12	11					
14705	44	47	46	40	32	35	38	37	37	39	37.0	31.0	22.0	19.0	112.0				
14805	16	9	16	15	8	6	12	8	18	9	10	7	8	8					
14805	77	71	76	74	78	77	67	75	71	77	37.0	38.0	14.0	15.0	131.0				
14905	10	10	10	8	4	8	15	10	20	12	8	15	11	8					
14905	68	63	67	46	62	55	48	65	58	58	31.0	31.0	15.0	21.0	111.0				
15205	8	3	6	15	5	6	11	8	18	11	11	11	13	14					
15205	19	35	27	22	27	25	26	33	28	26	35.0	29.0	24.0	20.0	105.0				
15303	15	7	9	10	12	8	7	10	15	14	2	8	13	11					
15303	31	34	32	43	15	38	27	46	43	37	34.0	38.0	15.0	16.0	126.0				
15403	11	6	6	12	9	12	5	11	7	9	7	8	6	12					
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15503	31	42	37	44	49	46	64	53	59	48	38.0	36.0	12.0	19.0	128.0				
15603	6	6	11	10	12	11	11	16	4	10	6	13	13	9					
15603	41	55	48	49	50	49	52	64	58	53	36.0	28.0	21.0	13.0	115.0				

15703	17	8	15	7	2	12	17	12	11	5	3	4	12	4	
15703	71	90	81	90	80	90	68	93	85	90	35.0	35.0	16.0	17.0	122.0
15803	12	8	7	10	10	11	11	13	14	11	8	9	10	10	
15803	52	29	39	73	41	51	48	51	47	45	34.0	32.0	16.0	16.0	119.0
15903	9	8	5	15	10	12	10	6	8	10	8	8	9	13	
15903	46	59	53	68	62	71	60	65	62	62	39.0	37.0	10.0	18.0	133.0
16003	12	2	12	10	7	10	12	7	10	13	5	15	11	12	
16003	17	20	15	31	27	36	13	38	27	25	38.0	27.0	25.0	22.0	103.0
16103	11	6	8	12	5	10	14	11	12	11	7	10	14	13	
16103	64	55	60	86	75	82	79	85	83	78	32.0	30.0	20.0	21.0	106.0
16303	12	6	9	11	8	6	10	5	12	12	11	12	7	9	
16303	32	38	35	56	36	45	34	48	40	40	54.0	41.0	13.0	15.0	152.0
16402	15	8	15	6	4	12	18	12	10	7	3	3	12	4	
16402	33	33	32	46	30	36	42	38	40	36	41.0	33.0	19.0	18.0	122.0
16505	18	8	6	13	9	14	3	13	9	3	10	9	6	11	
16505	77	71	76	74	78	77	67	75	71	77	46.0	35.0	15.0	23.0	128.0
16603	6	5	7	9	11	6	13	9	15	12	7	15	16	14	
16603	46	42	45	49	42	45	43	50	47	46	33.0	33.0	24.0	23.0	104.0
16703	13	3	11	13	5	4	12	8	8	13	9	11	14	13	
16703	26	44	37	48	51	49	60	43	49	45	34.0	28.0	21.0	21.0	105.0
16803	9	4	7	14	13	5	10	9	9	11	6	7	12	7	
16803	17	41	31	52	46	48	50	40	43	40	34.0	32.0	13.0	16.0	122.0
16903	11	7	7	9	12	7	11	7	13	10	11	7	12	8	
16903	49	40	44	34	34	33	13	36	23	32	31.0	37.0	18.0	14.0	121.0
17003	10	7	13	9	14	5	12	16	12	12	10	8	12	11	
17003	68	63	67	46	62	55	48	65	58	58	38.0	35.0	15.0	17.0	126.0
17103	13	8	9	10	9	8	15	12	18	10	2	3	9	9	
17103	19	35	27	22	27	25	26	33	28	26	38.0	36.0	16.0	14.0	129.0
17203	14	2	7	8	13	5	7	7	14	9	6	17	10	12	
17203	32	31	32	46	28	36	55	51	53	40	39.0	35.0	12.0	18.0	129.0
17303	6	4	8	8	10	5	12	7	14	11	8	16	12	16	
17303	60	38	50	1	40	18	30	39	34	32	33.0	32.0	17.0	21.0	112.0
17403	11	6	9	13	4	10	13	11	12	12	6	9	14	13	
17403	14	23	16	11	22	16	14	10	10	12	35.0	35.0	18.0	18.0	119.0
17503	9	6	11	9	13	9	8	10	11	9	11	10	12	7	
17503	44	47	46	40	32	35	38	37	37	39	41.0	34.0	24.0	21.0	115.0
17603	9	7	15	12	9	2	18	10	13	14	4	11	17	9	
17603	64	80	73	92	77	86	78	99	95	89	36.0	32.0	18.0	21.0	114.0
17703	16	9	10	10	13	10	13	14	14	13	7	3	11	11	
17703	1	30	10	37	13	23	18	1	7	11	30.0	32.0	16.0	19.0	112.0
17803	12	5	12	8	5	10	13	5	11	10	2	8	14	10	
17803	22	48	32	27	31	29	56	52	55	36	28.0	30.0	22.0	25.0	96.0
17903	12	8	10	12	12	6	15	10	17	10	9	16	13	9	
17903	57	62	60	74	47	61	75	80	78	68	39.0	37.0	19.0	13.0	129.0
18003	10	5	14	9	11	9	10	13	12	12	6	10	15	10	
18003	1	29	13	1	19	1	42	31	36	14	39.0	35.0	22.0	20.0	117.0
18103	9	1	13	9	10	10	14	8	14	12	16	5	11	10	
18103	5	33	17	1	30	7	26	13	19	12	35.0	37.0	17.0	17.0	123.0
18203	15	3	8	7	5	9	9	8	11	13	11	10	11	18	
18203	25	40	32	37	38	37	38	22	29	31	37.0	30.0	25.0	23.0	104.0
18303	12	5	9	11	4	5	12	7	13	12	8	10	14	12	
18303	29	45	38	38	31	34	26	46	34	34	29.0	31.0	22.0	22.0	101.0
18403	7	5	15	14	10	2	16	8	16	13	9	10	13	12	
18403	14	43	28	38	31	34	3	28	13	23	36.0	30.0	22.0	21.0	108.0

18503	12	9	9	11	12	3	15	10	19	11	9	16	14	7					
18503	18	20	19	26	19	22	24	26	24	21	32.0	37.0	28.0	20.0	106.0				
18603	16	3	8	9	12	7	9	8	15	13	8	11	8	13					
18603	7	8	7	9	10	9	9	4	5	6	31.0	32.0	17.0	24.0	107.0				
18703	15	5	16	4	8	3	18	16	18	9	2	13	16	5					
18703	5	33	17	1	30	7	26	13	17	12	46.0	44.0	15.0	16.0	144.0				
18803	11	6	6	13	6	7	14	8	13	10	10	12	8	9					
18803	22	48	32	27	31	29	56	52	55	36	38.0	34.0	19.0	22.0	116.0				
18903	18	9	4	16	5	17	10	11	13	10	12	9	5	15					
18903	44	47	46	40	32	35	38	37	37	39	43.0	31.0	18.0	20.0	121.0				
19003	13	5	9	10	8	12	12	4	15	11	4	9	13	12					
19003	66	79	74	71	53	62	66	71	69	69	38.0	33.0	16.0	17.0	123.0				
19103	10	5	13	12	11	5	7	12	9	8	10	8	11	9					
19103	54	50	53	59	48	52	44	58	53	54	42.0	24.0	16.0	19.0	116.0				
19203	18	8	5	12	11	15	3	13	9	4	10	8	4	10					
19203	64	80	73	92	77	86	78	99	95	89	43.0	20.0	19.0	21.0	108.0				
19303	17	10	8	10	9	6	9	8	10	10	5	12	12	9					
19303	19	35	27	22	27	25	26	33	28	26	40.0	32.0	17.0	17.0	123.0				
19406	18	2	7	6	13	9	7	7	14	12	6	12	9	14					
19406	3	25	12	58	1	18	45	52	49	24	36.0	26.0	26.0	19.0	102.0				
19506	9	1	13	9	10	10	14	7	15	13	13	7	13	8					
19506	57	62	60	74	47	61	75	80	78	68	40.0	27.0	17.0	20.0	115.0				
19606	12	10	8	12	5	10	12	12	17	6	11	1	10	14					
19606	33	74	54	75	86	81	55	60	59	67	37.0	30.0	22.0	16.0	114.0				
19706	11	5	12	12	11	8	10	15	13	10	7	10	12	10					
19706	8	13	10	29	2	9	13	3	6	7	36.0	28.0	20.0	19.0	110.0				
19806	15	7	10	6	8	4	15	15	14	11	10	17	10	10					
19806	66	79	74	71	53	62	66	71	69	69	47.0	40.0	15.0	16.0	141.0				
19906	8	5	12	9	15	10	10	8	11	10	10	10	13	13					
19906	84	83	85	99	80	99	77	67	73	95	37.0	27.0	25.0	21.0	103.0				
20006	10	5	12	13	13	6	7	12	10	8	10	8	11	8					
20006	1	30	10	37	13	23	18	1	7	11	32.0	30.0	21.0	21.0	105.0				
20106	10	5	13	5	18	7	8	14	4	4	5	14	13	5					
20106	33	34	34	20	16	18	24	39	31	26	41.5	38.0	19.0	18.0	127.5				
20206	15	7	9	10	12	8	7	10	15	14	2	8	12	11					
20206	37	32	35	86	41	66	40	41	42	47	39.0	28.0	19.0	15.0	118.0				
20306	11	7	13	11	6	5	11	11	13	13	9	9	10	9					
20306	22	48	32	27	31	29	56	52	55	36	35.0	35.0	17.0	14.0	124.0				
20406	11	3	9	12	14	5	9	14	11	9	10	9	12	9					
20406	72	64	70	99	83	96	82	92	89	90	42.0	32.0	17.0	12.0	130.0				
20506	13	3	11	9	15	11	11	12	9	10	8	13	6	8					
20506	25	31	28	16	34	24	38	37	37	28	52.0	39.0	16.5	16.0	143.5				
20606	13	5	10	11	13	11	10	5	13	8	11	9	12	13					
20606	66	59	63	31	62	46	49	66	60	50	37.0	39.0	15.0	11.0	135.0				
20706	9	6	12	11	9	5	10	8	5	6	13	10	3	11					
20706	12	22	17	69	44	56	63	47	56	40	27.0	23.0	18.0	19.0	98.0				
20806	12	9	14	13	11	15	13	13	6	9	4	10	12	10					
20806	47	47	47	45	61	53	57	40	50	50	32.0	34.0	22.0	17.5	111.5				
20907	6	7	7	9	8	3	13	14	16	12	12	13	17	8					
20907	12	17	16	1	34	16	40	20	30	18	40.0	31.0	16.0	11.0	129.0				
21007	7	7	9	9	12	4	12	12	12	15	8	14	15	9					
21007	43	50	47	42	48	46	46	42	44	45	35.0	31.0	23.0	17.0	111.0				
21107	8	7	9	11	7	10	12	12	15	4	13	5	12	15					
21107	41	34	37	30	45	38	28	52	41	38	39.0	29.0	18.0	12.0	123.0				

21207	13	6	6	7	13	8	9	11	13	13	5	8	12	11					
21207	60	53	56	36	66	51	44	67	57	55	41.0	33.0	21.0	17.0	121.0				
21307	7	4	8	8	14	10	11	10	10	9	8	11	15	13					
21307	36	54	44	51	56	55	43	45	44	48	34.0	28.0	20.0	17.0	110.0				
21407	14	6	9	8	8	5	15	11	14	15	7	15	11	12					
21407	24	18	22	40	28	32	37	36	36	29	35.0	32.0	23.0	14.0	115.0				
21507	14	8	11	12	14	11	10	17	7	8	6	5	7	8					
21507	53	71	61	71	79	76	93	93	94	80	44.0	34.0	17.0	13.0	133.0				
21607	12	4	7	10	6	8	8	13	12	9	10	9	13	10					
21607	45	37	41	16	49	32	44	34	38	37	44.0	28.0	22.0	19.0	116.0				
21707	13	6	11	8	13	6	12	9	13	8	11	8	11	10					
21707	38	59	48	38	54	46	60	31	43	46	43.5	44.0	14.0	11.0	147.5				
21807	10	3	11	11	13	10	10	16	8	8	8	10	11	9					
21807	36	23	30	1	33	9	31	33	31	21	48.0	39.0	18.0	12.0	142.0				
21907	13	6	10	8	11	13	9	10	15	8	5	4	11	9					
21907	28	60	42	53	54	55	65	57	62	53	51.0	38.0	16.0	11.0	147.0				
22007	13	5	10	11	9	14	10	11	11	8	9	12	14	13					
22007	1	19	6	27	25	26	9	27	16	12	51.0	38.0	16.0	11.0	147.0				
22107	14	4	13	9	9	7	11	8	15	3	8	9	12	10					
22107	40	39	40	6	22	10	30	41	35	26	53.0	40.0	15.0	14.0	149.0				
22207	14	6	8	9	10	10	9	6	12	14	9	13	7	8					
22207	41	41	41	38	34	36	24	43	32	36	35.0	23.0	29.0	27.0	87.0				
22307	12	4	8	8	11	13	8	13	13	11	10	9	10	8					
22307	53	53	53	46	47	47	45	42	43	48	39.0	30.0	18.5	21.0	114.5				
22407	8	5	10	8	14	9	10	17	8	11	6	4	10	6					
22407	35	26	31	36	33	35	60	58	60	42	41.0	31.0	16.0	13.0	128.0				
22507	13	6	9	9	10	10	12	10	15	8	5	10	6	6					
22507	30	15	23	18	24	20	1	4	1	8	36.0	35.0	20.0	16.0	120.0				
22607	13	5	9	10	13	8	6	7	17	14	5	7	11	11					
22607	50	60	55	53	45	48	47	50	48	50	38.0	31.0	15.0	14.0	125.0				
22707	9	4	13	11	12	8	9	9	12	10	13	9	12	13					
22707	24	28	27	15	31	22	1	19	6	14	37.0	27.0	22.0	20.0	107.0				
22807	10	4	15	11	10	13	8	14	9	9	9	11	10	12					
22807	55	31	42	69	54	63	57	91	78	60	33.0	33.0	20.0	17.0	114.0				
22907	12	5	9	11	4	5	12	7	13	12	8	10	14	12					
22907	26	14	20	37	36	36	33	44	39	30	29.0	31.0	22.0	22.0	101.0				
23007	18	8	3	15	5	16	10	11	12	9	13	7	6	15					
23007	31	39	35	26	8	16	44	35	39	28	41.0	25.0	20.0	19.0	112.0				
23107	13	5	9	10	8	12	12	4	15	11	4	9	13	12					
23107	48	63	56	68	73	73	53	77	68	66	38.0	33.0	16.0	17.0	123.0				
23207	17	8	4	16	7	17	10	12	13	10	12	8	5	14					
23207	52	47	50	53	50	51	45	55	50	50	37.0	25.0	21.0	19.0	107.0				
23306	12	9	16	8	15	8	15	15	11	15	6	10	11	9					
23306	32	35	34	30	39	35	57	31	43	36	35.0	31.0	15.0	12.0	124.0				
23407	12	1	9	8	11	13	11	12	11	16	9	13	10	8					
23407	35	48	41	40	36	39	17	32	23	33	36.0	33.0	18.0	13.0	123.0				
23507	9	4	9	10	14	9	6	7	8	9	10	14	11	11					
23507	28	30	29	14	15	14	32	16	23	20	42.0	31.0	20.0	16.0	122.0				
23607	11	5	9	13	12	8	11	8	18	10	13	11	13	11					
23607	47	49	48	47	36	43	1	33	11	32	42.0	36.0	17.0	16.0	130.0				
23707	14	6	12	8	10	3	17	8	16	13	10	10	14	11					
23707	53	53	53	50	17	31	40	36	37	40	44.0	38.0	23.0	17.0	127.0				
23807	6	4	6	12	16	10	8	8	4	12	8	14	9	13					
23807	49	39	43	34	34	34	49	31	38	38	31.0	34.0	26.0	17.0	107.0				

23907	14	3	11	13	10	12	9	13	8	8	9	10	9	10	
23907	15	7	13	22	5	10	18	23	20	12	51.0	39.0	16.0	10.0	149.0

APPENDIX E
CORRELATION MATRIX

Correlations:	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HO
HA	1.0000										
HB	.2532	1.0000									
HC	-.0804	-.0889	1.0000								
HD	-.0509	.1796	-.2859	1.0000							
HE	-.2335	-.0628	.1219	-.1352	1.0000						
HF	.3363	.0928	-.2374	.2049	-.0704	1.0000					
HG	-.0697	.0824	.4024	-.2138	-.2628	-.3485	1.0000				
HH	-.1098	.1823	-.2878	-.1911	.1661	.1110	.0765	1.0000			
HI	.1935	.0633	-.0603	-.0817	-.3259	-.2362	.3747	-.1888	1.0000		
HJ	-.1086	-.1722	-.0542	-.0412	-.0422	-.2010	.2012	-.2386	.2366	1.0000	
HO	-.1546	-.0985	-.2405	-.3767	-.1387	.0494	-.2033	.2023	.0513	.0301	1.0000
HO2	-.1865	-.2015	-.0557	-.1558	.0616	-.3483	.0223	.1216	.0551	.1982	.0238
HO3	-.2980	-.1002	.3380	-.2801	.0932	-.4354	.4619	-.0250	.1951	.1278	-.3495
HO4	-.0582	-.1682	-.4198	-.3727	-.2117	-.1634	-.2324	-.3704	.0759	.1230	.3114
VOC	.0704	.2534	.0832	-.0062	.1713	.1110	.0020	.1497	-.0149	-.1501	.0194
COMPR	.1231	.2628	.1271	.0132	.0521	.1057	.0562	.0127	.0532	-.1301	.0212
TOTREAD	.1001	.2752	.1063	.0067	.1252	.1042	.0274	.0940	.0184	-.1535	.0243
LANGMECH	.1414	.2380	-.0123	.1461	.0568	.1287	.1037	-.0017	-.0461	-.1080	.0422
LANGEXPR	-.0145	-.2166	.1447	.0888	.0369	.0770	.0424	.1109	-.0343	.1370	.0089
TOTLANG	.0812	.2595	.0531	.1326	.0524	.1174	-.0391	.0530	-.0446	-.1333	.0137
MATHCOMP	.0362	.1658	.0931	.0960	.0739	.1115	-.0062	.0493	-.1746	-.1096	-.0283
MATHAPPL	.0645	.1951	.1368	.0854	.0525	.0972	-.0294	.0050	-.0593	-.1256	-.0264
TOTMATH	.0577	.1908	.1300	.0897	.0625	.1101	-.0244	.0268	-.1147	-.1196	-.0360
TOTACH	.0907	.2605	.1000	.0866	.0844	.1157	-.0181	.0703	-.0550	-.1480	-.0007
BIS1	.2590	-.1035	-.0003	-.0547	.0003	.1244	-.1103	.1924	.0300	-.2567	.0179
BIS2	.0323	-.0289	.2289	.1662	.0926	-.1814	.2351	.0250	.1677	-.1043	-.1893
BIS3	-.0795	-.1130	-.1360	-.1015	-.0541	-.0356	-.0356	-.1569	-.1117	.1609	.0555
BIS4	-.0481	-.0689	-.0533	-.0147	-.1290	-.0381	-.0275	-.2436	-.0651	.0944	-.0405
TOTBIS	.1610	-.0012	.1309	-.0434	.0825	.0008	.0472	.2071	.1199	-.2211	-.0599

Correlations:	HQ2	HQ3	HQ4	VOC	COMPR	TOTREAD	LANGMECH	LANGEXPR	TOTLANG	MATHCOMP	MATHAPP
HA	-.1865	-.2980	-.0582	.0704	.1231	.1001	.1414	-.0145	.0812	.0362	.0645
HB	-.2015	-.1002	-.1682	.2534	.2628	.2752	.2380	.2166	.2595	.1658	.1951
HC	-.0557	.3180	-.4198	.0832	.1271	.1063	-.0123	.1447	.0531	.0931	.1368
HD	-.1558	-.2801	.3727	-.0062	.0132	.0067	.1461	.0888	.1326	.0960	.0854
HE	-.0616	.0932	-.2117	.1713	.0521	.1042	.1287	.0369	.0524	.0739	.0525
HF	-.3483	-.4354	.1634	.1110	.1057	.1042	.1287	.0770	.1174	.1115	.0972
HG	.0223	.4619	-.2324	.0020	.0562	.0274	-.1037	.0424	-.0391	-.0062	-.0294
HH	-.1216	.0250	-.3704	.1497	.0940	.0940	-.0017	.1109	.0530	.0493	.0050
HI	-.0551	.1951	.0759	-.0149	.0532	.0184	-.0461	-.0343	-.0446	-.1746	-.0593
HJ	.1982	.1278	-.1230	-.1501	-.1301	-.1535	-.1080	-.1370	-.1333	-.1096	-.1256
HO	-.0238	-.3495	.3114	.0194	.0212	.0243	.0422	.0089	.0137	-.0283	-.0264
HQ2	1.0000	.1339	.0316	-.0112	-.1638	-.0765	-.0841	-.1112	-.0986	-.0602	-.0360
HQ3	.1339	1.0000	-.1315	-.0235	-.0245	-.0227	-.1364	-.0133	-.0915	-.0462	-.0221
HQ4	.0316	-.1315	1.0000	-.1130	-.1491	-.1372	-.0125	-.0989	-.0533	-.0249	-.0598
VOC	-.0112	-.0235	-.1130	1.0000	.7576	.9525	.5927	.7464	.7357	.5703	.7204
COMPR	-.1638	-.0245	-.1491	.7576	1.0000	.9168	.6745	.8067	.7991	.6683	.7615
TOTREAD	-.0765	-.0227	-.1372	.9525	.9168	1.0000	.6688	.8232	.8128	.6527	.7864
LANGMECH	-.0841	.1364	.0125	.5927	.6745	.6688	1.0000	.6798	.9215	.6775	.7387
LANGEXPR	-.1112	-.0133	-.0989	.7464	.8067	.8232	.6798	1.0000	.8952	.6832	.7911
TOTLANG	-.0986	-.0915	-.0533	.7991	.7991	.8128	.9215	.8952	1.0000	.7178	.8133
MATHCOMP	-.0602	-.0462	-.0249	.5703	.6683	.6527	.6775	.6832	.7178	1.0000	.8135
MATHAPP	-.0360	-.0221	-.0598	.7204	.7615	.7864	.7387	.7911	.8133	.8135	1.0000
TOTMATH	-.0513	-.0348	-.0469	.7556	.7505	.7556	.7403	.7773	.8047	.9380	.9615
TOTACH	-.0838	-.0546	-.0849	.8396	.8803	.9137	.8499	.8941	.9480	.8282	.9121
BIS1	.0125	-.1703	-.0660	.0293	.0157	.0292	-.0616	-.0039	-.0404	-.0068	.0250
BIS2	.1005	.1355	-.2153	-.0060	.0263	.0035	.1592	.0095	.0875	-.0459	-.0221
BIS3	.1682	.0838	.1370	-.2687	-.2345	-.2751	-.1630	-.3259	-.2643	-.2212	-.2754
BIS4	.1376	.0449	.1397	-.0990	-.0846	-.1008	-.0633	-.1329	-.1149	-.0822	-.0929
TOTBIS	-.0508	-.0678	-.1795	.1198	.1101	.1254	-.0120	.1372	.0658	.0720	.1130

Correlations:	TOTMATH	TOTACH	B1S1	B1S2	B1S3	B1S4	TOTB1S
HA	.0577	.0907	.2590	.0323	-.0795	-.0481	.1610
HB	-.1908	-.2605	-.1035	-.0289	-.1130	-.0689	-.0012
HC	.1300	.1000	-.0003	.2289	-.1360	-.0533	.1309
HD	.0897	.0866	-.0547	-.1662	-.1015	-.0147	-.0434
HE	.0625	.0844	.0003	.0926	-.0541	-.1290	.0825
HF	.1101	.1157	.1244	-.1814	.0154	-.0381	-.0008
HG	-.0244	-.0181	-.1103	-.2351	-.0356	-.0275	-.0472
HH	.0268	.0703	.1924	.0250	-.1569	-.2436	.2071
HI	-.1147	-.0550	.0300	.1677	-.1117	-.0651	.1199
HJ	-.1196	-.1480	-.2567	-.1043	.1609	-.0944	-.2211
HO	-.0360	-.0007	.0179	-.1893	.0555	-.0405	-.0599
HO2	-.0513	-.0838	.0125	.1005	.1682	.1376	-.0508
HO3	-.0348	-.0546	-.1703	-.1355	.0838	-.0449	-.0678
HO4	-.0469	-.0849	-.0660	-.2153	.1370	.1397	-.1795
VOC	-.6786	-.8396	.0293	-.0060	-.2687	-.0990	.1198
COMPR	.7505	.8803	.0157	.0263	-.2345	-.0846	.1101
TOTREAD	.7556	.9137	.0292	.0035	-.2751	-.1008	.1254
LANGMECH	.7403	.8499	-.0616	-.1592	-.1630	-.0633	-.0120
LANGEXPR	.7773	.8941	-.0039	-.0095	-.3259	-.1329	.1372
TOTLANG	.8047	.9480	-.0404	-.0875	-.2643	-.1149	.0658
MATHCOMP	.9380	.8282	-.0068	-.0459	-.2212	-.0822	.0720
MATHAPPL	.9615	.9121	.0250	-.0221	-.2754	-.0929	.1130
TOTMATH	1.0000	.9151	.0048	-.0351	-.2643	-.0932	.0967
TOTACH	.9151	1.0000	-.0007	-.0519	-.2785	-.1076	.0971
B1S1	.0048	-.0007	1.0000	.4242	-.2984	-.4161	.7806
B1S2	-.0351	-.0519	.4242	1.0000	-.3737	-.4316	.7452
B1S3	-.2643	-.2785	-.2984	-.3737	1.0000	-.4821	-.6896
B1S4	-.0932	-.1076	-.4161	-.4316	-.4821	1.0000	-.7457
TOTB1S	.0967	.0971	.7806	.7452	-.6896	-.7457	1.0000

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