The purpose of the present study seeks to find a correlation between Black History Education (BHE) and higher rates of racial identity among African American adolescents attending high school. The present study uses a one group pretest-posttest approach by pretesting a single group of individuals, exposing them to treatment and then posttesting the same single group of individuals after treatment. In this scenario a demographic questionnaire, Rosenberg’s 10 item self-esteem scale and the CRIS will be administered in their respective orders to African American high school students. After completing the scales the target population will be exposed to Black History Education (BHE) every Saturday from 1PM-3:30PM for half of a school semester within a 2.5 month interval (10 classes). At the end of the semester students will take the CRIS and Rosenberg’s 10 items self-esteem scale. The goal is to see if changes did in fact occur through out the course of half a semester due to exposure of BHE with the end result being higher rates of racial identity and self esteem. The independent variable in this study is Black History Education and the dependent variables in this study are levels of racial identity and self esteem.

PURPOSE

The premise of this assessment stems from personal bias in terms of identifying as an African American and being subjected to a Eurocentric dominance within many school’s curriculums. Supporting this perspective is the Founder of Black History Month, author, journalist and historian Carter G. Woodson. He believes that “African Americans have been educated away from their culture and traditions and attached to the fringes of European culture; thus dislocated from themselves” (Asante, 1991). Consequently the end result can possibly leave many people of color to valorize Eurocentric culture; thus dislocated from themselves. Consequently the present study seeks to find a correlation between BHE and higher rates of racial identity and self esteem. The independent variable in this study is Black History Education and the dependent variables in this study are levels of racial identity and self esteem.

ABSTRACT

The purpose of the present study seeks to find a correlation between Black History Education (BHE) and higher rates of racial identity among African American adolescents attending high school. The present study uses a one group pretest-posttest approach by pretesting a single group of individuals, exposing them to treatment and then posttesting the same single group of individuals after treatment. This study is a one group pretest-post-test design by pretesting a single group of individuals, exposing them to treatment and then post-testing the same single group of individuals after treatment. Participants are a monoculture subset of African American adolescents ranging from 9th to 12th grade. Out of the total population an equal distribution of African American male and female participants would be preferred. It is also preferred that an equal distribution of participants come from either predominantly Black or White schools for a more adequate measure.

Instruments-

Cross Racial Identity Scale (CRIS), Demographic questionnaire, Rosenberg’s 10 item self-esteem scale.

RESULTS

Population - Participants will be selected from a population of 252 students attending either predominantly White or Black high schools. Participants are a monoculture subset of African American adolescents ranging from 9th to 12th grade. Out of the total population an equal distribution of African American male and female participants would be preferred. It is also preferred that an equal distribution of participants come from either predominantly Black or White schools for a more adequate measure.

Design-The present study uses a one group pretest-post-test design by pretesting a single group of individuals, exposing them to treatment and then post-testing the same single group of individuals after treatment.

CONCLUSION

This assessment’s design could serve as a catalyst in developing an Afrocentric curriculum within the school setting, which could possibly minimize depressive symptoms (Seltin, et al., 2009). Some limitations of the study include the sample size, the population chosen doesn’t necessarily measure the entire African American culture in its entirety. Another factor to consider is the level of commitment of the students in terms of showing up every Saturday. Exogenous variables such as transportation, death in the family, bad weather, an ailment, etc also may contribute to students missing classes. It is also important to note the validity of test reliability in terms of students putting certain answers based off what they think the researcher may be looking for instead of a genuine answer. Finally, the fact that only African American students were interviewed blocks out potential research measurements from other ethnic backgrounds to compare cultures. Further research needs to be conducted in order to continuously expose upon the need for an Afrocentric curriculum within the school system. One would even question the perception of Black History Month in terms of its overall effectiveness among African Americans. Should Black History Month always remain in existence or should there be a progression towards not even needing a Black History Month? Some would say the culture is at a stale mate in terms of progression and are influenced by commercialistic ideals of Black History implemented by a Eurocentric culture (Pitt and Ray, 2002).

REFERENCES


Molefi Kete Asante The Afrocentric Idea in Education


Molefi Kete Asante The Afrocentric Idea in Education


Molefi Kete Asante The Afrocentric Idea in Education

CONTACT INFO

Eli Martin III smmarti123@yahoo.com (908)254-8850
Angela Boartright Angelabouteboatright@gmail.com (770) 695-9822