A study of self-esteem of Black males in inner city housing in Metro Atlanta

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A STUDY OF SELF-ESTEEM OF BLACK MALES
IN INNER CITY HOUSING IN METRO ATLANTA

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTERS OF SOCIAL WORK

BY
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SCHOOL OF SOCIAL WORK

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ABSTRACT

SOCIAL WORK

OHUOBA, CHRISTIAN B.A., OAKWOOD COLLEGE, 1985

A STUDY OF SELF-ESTEEM OF BLACK MALES IN THE INNER CITY PUBLIC HOUSING IN METRO ATLANTA

Advisor: Dr. Amos Ajo

Thesis dated May, 1993

The overall objective of this study was to identify the common characteristics that are present in the development of self-esteem among black males and to better understand the factors associated with their self-esteem. To attend to this objective the following variables were considered: self-esteem, family structure, peer group association, and personal areas of their lives. Consequently the following hypotheses were tested:

1. There is no statistical significant difference between children who live in public housing and children in non-public housing with reference to their self-esteem.
2. There is no statistical significant difference between children in non-public housing with reference to their peer group relationship.
3. There is no statistical significant difference between children who live in public housing and children in non-public housing with reference to their family support.
The results of the t-Test analysis indicated that there is no statistical significant difference between the children living in public housing and the children living in non-public housing for all the three hypotheses tested.

Contrary to the previous findings which indicated low self-esteem among Black males in public housing, the result of this study indicated higher levels of self-esteem among Black males living in public housing. The reason for this may be attributed to the interventive program sponsored by Clark Atlanta School of Social Work which provides innovative exercises, workshops, group discussions, games, and fields trips to the Black males that participates in this study.
ACKNOWLEDGEMENTS

Those who undertake preparation of a book or research receive the support of many people. Therefore, I am no exception. I am very grateful to the following: Dr. A. Ajo, my thesis advisor, Professor Noami Ward, Professor Mitchell and Dr. Rhone, my academic advisor for making this effort a success.

I thank Dr. Ajo for his assistance and his patience in working with me. Professor Naomi Ward, I thank her for her motherly and professional advise throughout this research. More especially I thank God for providing me with good health throughout the period of the research.

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Appreciation goes to my parents, Chief E. M. B. Ohuoba and Penninah Ohuoba, both of whom are deceased for their contribution to my success in life. I would also like to acknowledge my brother, Young Ohuoba for his encouragement.
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CHAPTER ONE
INTRODUCTION

One of the difficulties faced by researchers in an attempt to understand self-esteem/self-concept is a lack of agreement about the subject matter. This disagreement has led to confusion not only in research, but in practice as well. One important example of this dilemma is confusion over the terms self-concept and self-esteem. While the two have been used interchangeably for many years, Shavelson and Huber argued that self-esteem or self-concept represent two distinct dimensions of self-perceptions. As defined by Bean, self-concept is the description an individual attaches to himself or herself. That self-concept is based on the roles one plays and the attributes one believes he or she possesses.

There is no common agreement of the definition of self-esteem. Literature suggests that the definition of self-esteem depends on how a person feels and what constitutes a positive self-esteem. Related terms include self-love, self-confidence, self-acceptance or rejection, self-satisfaction, self-evaluation, self-appraisal, self-worth, sense of adequacy, personal efficiency, sense of competence, self-ideal, congruence ego or ego strength.¹

Self-esteem is the most common term given to self-valuative behavior, attitudes, beliefs or perceptions.\(^2\) The self-evaluation process may have motivational consequences with behavioral manifestation such as how a person reacts to stresses.\(^3\) For the youth, low self-esteem may be accountable for truancy, teen pregnancy and drug use. High self-esteem will make an individual have high aspirations and become goal oriented. Low self-esteem may be accountable for drug use, teenage pregnancy and school drop out. The decks are really stacked against some minorities says Dr. A. Stoudmire, a psychiatrist at the Emory Clinic in Atlanta. They received powerful messages from families, teachers and society at large that they are not worthy as any one else.\(^4\) In the absence of real solutions to this problem, slogans and exhortations are being tried instead. Jessie Jackson's famous chant distills the philosophy of self-esteem to its minimalist essence. "I am somebody." Others are trifle more specific.

When Jacqueline Ponders, the principal of Atlanta's East Elementary School noticed that boys in her classroom


\(^4\)Ibid., p. 20.
were neglecting to carry books and hold doors for their teachers, she diagnosed the problem as low self-esteem and prescribed a motto, "I am a noble African American Boy." Once they have their self-esteem Ponder asserts, they don't need anything else.\textsuperscript{5} According to the article by David in the \textit{Journal of Health}, he states that self-esteem is learned and unstable in young children and may be enhanced through positive educational experiences. Self-esteem is believed to be a stable quality in adolescents and adults as well.\textsuperscript{6} The author continues to affirm that the educators generally agree that higher levels of self-esteem are expected outcome or by-products of a successful educational achievement and this can be enhanced by leaders and parents alike.\textsuperscript{7} Based on these accounts and premise, it is the purpose of this study to find out if there are differences between self-esteem and the way the black males view themselves and others.

The problem of drugs and violence among black males has emerged throughout the country. The recent happenings in connection with the beating of Rodney King which escalated riots throughout the country including Atlanta demonstrates what is happening among black males in the country. The


\textsuperscript{6}Ibid., 208.

\textsuperscript{7}Ibid.
incidence of killings and homicides and black on black crime among black males is common all over the country including Atlanta. The problem of black juveniles have emerged all over the country and have been noted by governmental sources. According to Hawkins and Zimiring that in the process of passing the Juvenile Justice and Delinquent Preventions Act of 1974, the United States Congress found that juveniles accounted for serious crimes in the United States. These authors suggested that there had been a great number of adolescents who had been caught up in the state of mental fog and the numbers were not getting smaller.

Statistics show a widespread problem, especially among black males. For example, the office of Juvenile Justice and Delinquency Prevention found that although the size of the juvenile population was decreasing, the number of juveniles confined in public juvenile facilities increased by 10 percent.

Black males are disproportionately represented in this population. In a study by the United States Department of Justice in 1989, forty-two percent of 2,621 juveniles were

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9Ibid., 27.

black males. It was found that 93 percent of the juveniles were male. An estimated 53 percent of the males were young white male while 41 percent were black males. A substantial number of these adolescents had a lower level of education and were from single-parent families. Only 42 percent of the youth had completed more than 8 years of school and 2 percent reported that two or more of their family members had also served jail terms.

The report indicated that three fourths of the population surveyed had drunk alcohol prior to their offense and almost 82 percent had used drugs at some time or the other. In another account published in the Bureau of Statistics indicated that about 53,503 juveniles were held for various delinquent behavior and 89 percent of these were black males.

Literature suggests that there are a number of incidence of killings, homicides, drug abuse, and teen-age pregnancy among black youths. Because of this present condition, there is a great need to determine factors that are contributing to those problems. It is important to look at some of the factors impacting on their self development. This study will provide information which might be useful in helping this population have positive self-esteem and become productive citizens.

11Ibid., 11.
12Ibid.
Statement of the Problem

Black males, according to some experts, researchers and sociologists are identified by the large society as people who lack self-esteem and self-identity. It is indicated that of the prison population of 314,083, more than half the population are blacks. The offenses that they commit include homicides and other related crimes.\textsuperscript{13} Given the over representation of ethnic minorities in custody for various offenses which include stealing from one another, killings, within the family members, mobbing and shooting one another for their possessions, makes one wonder what is really happening with young black males. Many are found in public facilities; drop outs, drug users, alcoholics and street dwellers. Many of these young males spend most of their time standing on street corners doing absolutely nothing.

The author, a social work student, participated in a youth development program at Fulton High School during his first block practicum in which on occasion he was able to present some lectures and information to the youth about how they can improve their self-esteem.

Young black males seem to continue to represent contempt and exhibit low self-perception of themselves and others around them. One possible explanation for these actions could be related to self-esteem. Self-esteem is

\textsuperscript{13}Ibid.
considered the key to how a person feels about himself or hersel. The author finds self-esteem as a problem most young black males face and considers it as the major focus of his study.

It is of great importance for more and more researchers to investigate further into this area of self-esteem. Clinical and theoretical psychiatry and psychology have not, on the whole, used the self-image as a central concept. According to Karen Horney, the idealized image is placed in the center. Valuable contributions dealing with the self have also been made by Erikson. 14 Much has been accomplished on the empirical and theoretical level, yet as one considers the complexity of the task and the vast array of unsolved problem, one can hardly evade the conclusion that the surface has barely been scratched. To attempt a detailed discussion of the unresolved problems of self-image/self-esteem would far exceed the purpose of this report. All we can do is to point to a few selected areas where research might profitably be pursued. 15

Purpose/Significance of the Study

The purpose of this study is to examine the self-esteem of young black males in the inner city public housing. The

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main objective is to find out some common factors that may impact or influence their self-esteem and to better understand and explore factors associated with the way they view themselves.

Research in this area will focus on the following variables: family support, peer group association, educational setting as well as certain aspects of their personal lives.

The social workers, especially those who work in mental health centers as well as in schools, might benefit from this research by being more knowledgeable about the obstacles that impede on the development of self-esteem of young black males.

Clinical social workers have tried to come up with treatment strategies on how to improve the self-esteem of young black males so that they might have positive self-esteem and live a productive life.
CHAPTER TWO
LITERATURE REVIEW

The study focused on the factors affecting the development of self-esteem of black males. The literature review will cover the following: (1) Theory of Conceptualization; (2) Self-Esteem; (3) Family Structure; (4) Peers Association; (5) Performance in School.

Theory and Conceptualization

Psychological construct of self is a well researched concept, from western theoretical approaches. These have been challenged when used as conceptual framework for understanding self-concepts among blacks. Among the approaches used include: three theoretical models that have served as an analytical framework for discussion of the issue of self-concept. In the work of Mead, it is called the "generalized other," in the work of Coblentz, it is called "the looking glass self" and finally in the work of Erickson, he calls it "internalized prototype" that has been proposed for structuring self-esteem among children.1

Further Gecas, Scheweble, James, Cooley, Mead and others have emphasized the self as a social product emerging out of symbolic interaction and the prerequisite being cognitive capacity for sole looking, which enables us to see ourselves as we imagine others see us. This idea was first

popularized by Cooley in 1902. According to Rosenberg, the discussion of the "looking glass self" is currently expressed in terms of reflected appraisals. She maintains that in the family, the "reflected appraisal of parents have great influence on the development of self-esteem of children. According to Rogers and Thomas Luckman, the primary responsibility of families in any society is to carry out the socialization efforts for its members. Peter L. Rogers and Thomas Luckman, author of *The Social Constructions of Reality*, describe primary socialization as the first socialization an individual is involved in through which he or she becomes a member of a society. Primary socialization, incorporates cognitive learning as supported by James and Copley, with emotionally charged experiences between members of the family as well as the society. Two elements occur for individual in undergoing primary socialization and these are internalization and identifications.

The Erickson model of human behavior recognizes that socialization process occurs in stages during the human life cycle. The model stresses the point that critical task of human development must be met and achieved at a proper time and sequence for a healthy development of an individual. A sense of one's identity versus role confusion and the way one feels about himself or herself is a primary human

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2Ibid.
development for the young blacks. The developmental period covers approximately from ages 13-18 for the young person. The completion of this stage of human development results in the confidence that one has for himself or herself. It is also the ability to maintain an inner sameness and continuity of one’s meaning for himself or others. For the male child, the progression into adult, signals, the transition from childhood to adulthood and the taking of sense of self-identity and self-concept of himself/herself. The sense of identity and how one feels about himself or herself receives a development from the parents, the teachers, the peers and other secondary socializers or institutions that interacts with the individual.

In another discussion, McAdoo and McAdoo he stated that there is a unique blend of biological, psychological and sociological conditions which combine to form the black self-concept. In view of this, other researchers like McAdoo and Mu sen have expanded their perspectives of self-concept of blacks. The authors pointed out that the way a child is socialized helps in the development of his/her self esteem. The type of self-esteem an individual has, determines the person’s actions, or the way he or she looks at himself or herself.

The children develop these ideas and formed self-images based on the way they were socialized and treated by the significant others around them. Such as, the parents,
teachers and peers. He also believed that negative or positive attitudes and values by which a person viewed the self-images and evaluations or judgement he or she has made, helps to form the person's self-image.

James A. Goodman, author of the *Crucible of Black Identity*, looks at racism as it relates to blacks. The author examined how racism has militated against the economic, educational and social efforts of the blacks and how this has contributed to their having negative feelings about themselves. Zastrow and Karen K. Kirst-Ashman in their book, pointed out that racism affects black people in their self-concept. These authors define it as discrimination against minority groups that is built into economic educational and political institutions.³

When white terrorist bombs a black church and kill black children, that is an act of individual racism, widely deplored by most segments of society. But when in the same city...five hundred black babies die each year because of lack of proper food and shelter and medical facilities and thousands more destroyed and maimed physically, emotionally and intellectually because of conditions of poverty and discrimination in

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black community, that is a function of institutional racism.4

Black youth feel that they are not accepted by the society and they feel that to be white is to be a respected human being. As a result of the things that happen around them, many have a low self-esteem. George considers the "self-taking shape" as a means of response to the conditions and stresses in the environment and changes that occurs.5 The author states that "adulthood self-concept" is a higher level of integration, maintenance and improvement of self-esteem.

The healthy adult self-concept views itself objectively and faces failure and frustration with minimal anxiety. Conversely unhealthy adult self-concept protects its sense of self identity and avoids situations where failure is possible. The diminishment of self-concept in adulthood would result in a deterioration of personality with self-doubt; self-hate; deviant behavior and family disturbance imposing on the self-concept outside of the individual's own ethnic group.

This goes to explain the hypotheses that low self-esteem has a contribution in the way the black males feel about themselves and the way they react to one another.

4Ibid.
As one author, Robert B. Hill in his book, provides us with five characteristics that have been functional for survival, development and stability of the black family. These characteristics are strong kinship bonds, strong work orientation, adaptability of family roles, strong achievement orientations. All these incorporate the self-concept of an individual.

Wyniet et al., affirm that the theoretical position noted earlier advocated the importance of society as an individual reference group which help in the formulation of an individual's self-concept. In other words, "it was assumed that blacks self-images are peculiar to their historical and contemporary conditions in American society."

In the earlier half of the twentieth century, many theorists viewed adolescence as a time of acute identity crisis and turmoil. One influence here was that of psychoanalysis. Freud at that time of the century was elaborating his views on human psychosexual development. On this view much of an individual's psychic energy was hypothesized as being taken up with trying to cope with unacceptable sexual impulses.

In the oral and oedipal stages the very young child experiences frustration and anxiety at his or her developing sexual impulses resulting in psychological defenses and

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6 Wyniet et al.
repressions of these impulses especially during the infancy state from about 5 years of age.

Today, the Freud's theory has been challenged and in some cases criticized. This has led to the development of new models and theories. However, a revision of the psychoanalytical approach made by Erik Erickson has altered a lot of support. Erickson realized that Freud emphasized innate impulses too strongly. He gave a much larger role to cultural influences in personality formation. He adopted psychosocial rather than sexual stages of the life cycle of development. He finally affirmed that it was the adolescent rather than the early childhood that was the most important and decisive period in the formation of adult personality.  

In reviewing the factors that characterized the black self-concept, McAdoo and McAdoo, further believed what had been postulated by Wynn and Colleagues that there is a unique blend of biological, psychological and sociological conditions which combine to form the black self-concept. In relation to these views, some researchers, such as Mussen, Pierce and Powell have expanded their perspectives

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7Erick Erickson, Identity: Youth and Crisis (London: Forbre).

of self-concept of blacks. Literature suggests that there is extreme awareness of the society's influence in self-esteem of an individual.

According to Kunjufu, children are extremely sensitive to the messages that are given to them by people around them. They start by learning and sensing how people feel by the silent message they receive. Children can feel rejections and negative racial attitudes that affect their self-concept. A child's self-concept is learned, he senses, feels and assigns meaning to external stimuli in his life. Poussaint states that,

"Black children, like children come into the world as victims of factors over which they have no control. In looking glass of white society, the supposedly undesirable physical images of tar baby - black skins, wooly hair and thick lips is contrasted unfavorably with the valued model of snow white - white skin, straight hair and aquiline features."

From this statement it could be seen that the society has a big role to play in the development of self-esteem of black males. The society in which they are born and raised

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9Ibid.


dictates what they think about themselves and others around them. They tend to believe what the society says about them and the stereotype that is hung around their quest for self-esteem, which has been historically unstable and alter volatile, hence black esteem is reflective of a situation which DuBois describes well over eighty years ago:

This double consciousness. This sense of always looking at one’s self through the eye of others of measuring one’s soul by the tape of a world that looks on amuse contempt and pity. One even feels his twoness as American, a Negro, two souls, two thoughts, two unreconciled striving, two weaning ideals in one dark body whose dogged strength along keeps it from torn asunder.12

The lack of self-esteem may account for lack of goals and achievement and may account for crime, teenage pregnancy and dropout from school. It will be very unfair to lay the whole blame on the child for having low-esteem and for his actions. Rather it will be necessary to realize what the society has done to them.

Since there are changes in the perspectives regarding self-concept of black people, ideas have also begun to change. It has been indicated that most of these children who have low-esteem have problems with their family

structure. The literature and history has always made provision for the troubled children. The delinquent child ceased to be a criminal and had a status of a child with a positive self-esteem. This proves the fact that these children, in order to develop the self-esteem that is needed, they need a stable family structure. They need care, nutrient, protection, discipline, and the direction to become productive citizens.

The duality of society, as pointed out by DuBois in his earlier writings is here supported by Andrew Billinglsey. In his article on low income black community, he talked about the characteristics of black families. Billingsley states that the black family must be looked at as a social system within the black community and in turn the black family is encased by the larger white community and its institutions. In another discussion by Lenon W. Chastang, a professor in the school of social work at the University of Alabama, provides a focus for the relationship of black people to the larger society. He points out that for the black experience to achieve socialization, effort, must be geared toward the duality in task and not in

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personality. He continues to affirm that the black man lives in both the large society as well as the black society. The experience of functioning in the two cultures results in dual response. While they are trying to satisfy the white culture, their own culture is still placing some demand on them. As Robert E. Stapels, a contributing author to mental health, in his book, *A Challenge to the Black Community*, comments on the above relationship as critical to any understanding of the black youth and his own family. The historical, dynamic and process oriented model which sees blacks as being a victim of a large society and the external force but also makes their own history which is gotten from their ancestors. Edward J. Barnes, a renowned black psychologist in a discussion of the relationship of the black community to the positive concept of black youth, presents these different types of self-identity. They are ego, personal and group identity.

Ego identity concerns the quality of one’s existence an awareness of the continuity of the ego toward self and significant others in the community. Personal identity is the perception of the continuity of one’s existence


16Ibid.

17Ibid.
in time and space and the perception that others recognize one's sameness and continuity. Identity is the collective organizing experience of the group transmitted through childhood training to the infancy period.\(^{18}\)

In a discussion by Oyesoqu and Zacheus, both authors in their study stated that in the study of children, the central point of discussion has been the self-esteem.\(^{19}\) Furthermore, Coppersmith, Rogers and Dymond, believed that individuals with low self-esteem had difficulty in receiving or giving love, and they tend to feel isolated and alone.\(^{20}\)

Coppersmith in his book stated that children who lack self-esteem feel guilty, ashamed and depressed and derogate their achievement and capabilities.\(^{21}\) Studies have indicated that children with high self-esteem perform well in school than children with lower self-esteem.\(^{22}\) It has also been stated that children who feel better about

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\(^{21}\)Ibid., 21.

\(^{22}\)Ibid.
themselves and show the ability to perform, do better in school.\textsuperscript{23}

Studies conducted by Brookver, Thomas and Peterson indicated that children with high self-esteem perform better in school than children with lower levels of self-esteem. The studies found that children who feel better about their capabilities to perform and who expect to do well actually have positive behavior in school.\textsuperscript{24} Studies have indicated that black students in predominantly white institutions have lower self-esteem than blacks in segregated school settings who enjoy much higher levels of self-esteem than blacks in integrated settings. Cooley in 1902 helped to find a reasonable answer as to why the above statement may be true or valid. He argued that self-concept is found as reflections of the responses and evaluations of others in the environment.

McAdoo and McAdoo and Rosenberg maintained that compared to blacks in segregated settings, a minority child in a majority setting will more likely be exposed to negative communication about himself or herself as a group member, (racial teasing) or his group in general (his group’s status) in majority world.\textsuperscript{24} Blacks in integrated settings will therefore experience

\begin{footnotesize}
\textsuperscript{23}Coopersmith, Cited Brookver, Thomas and Patterson.
\textsuperscript{24}Coopersmith, Cited Brookver, Thomas and Patterson.
\end{footnotesize}
lower self-esteem because of this "dissonant communication environment."  

Presumably the curriculum plan and day-to-day activities in schools help the children to achieve various goals and objectives. The degree to which self-perceptions enter into school achievement has been the subject of a great deal of research.  

Purkey points out that the weight of the evidence suggests that there is a persistent interaction between the variables, "self-perception influence school achievement and school achievement influence self perception."  

In other words learners who have confidence in their ability to achieve tend to do better in school than those who lack confidence. Likewise learners who experience success in school tend to have more confidence in their ability to succeed than those who have not had success.  

According to Lipka, Beam and Ludewig, these authors continue to affirm that young people describe their self-concept in school along with a variety of dimensions, including self as

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28Ibid., 53.
engaged learner and self as academic achiever. Academic performance represents one of the most important area in which students make status comparisons. As a result of this, McAdoo and McAdoo viewed the academic performance of blacks as being generally below that of white. This does not create problems for blacks in segregated schools because it is impossible for wide racial discrepancies in academic performance to exist in such institutions. However, there is a big difference in the black academic performance with that of the white in a white dominated institution. According to McAdoo and McAdoo, he states that "their relatively low academic standing will result in a loss of self-esteem."\(^{29}\)

Furthermore, Beam and Clemas believed that a healthy adult must witness models of high level of self-esteem. At every stage of life, self-esteem determines how we act, how we learn, how we love, how we hate, how we work and how we play; it is a sense of connectedness.\(^{30}\) Both authors also agreed that in order to insure self-esteem in children, they must know the following:

1. Children must know what is real in society and must be allowed to communicate their uniqueness, protest and test themselves and their influence.

\(^{29}\)McAdoo and McAdoo cited Rosenberg.

2. Children must accept certain roles of discipline and be responsible.

3. Children must feel a sense of closeness or connectedness to family.

4. Children must not be sheltered so much that they do not know the problems of the world at an early age.

5. Children must be taught values and make decisions on goals themselves.

Grecas, Sebewable and Bachman in a national sample of high school boys, "found high self-esteem among boys from good family relations which were characterized by affection between family members and common activities and the possibility of including the children in decision making." In a study made by Coopersmith, it was found that the factors that helped the children to have high levels of self-esteem included:

1. Parental acceptance of the child.

2. Clearly defined and enforced limits on the child's behavior and respect and latitude for others.

In the above discussion the findings were very clear and the author feels strongly about how self-esteem can be developed and the relationship it may have on adolescents within the school setting. It must not be forgotten that there may be some obstacles or hindrances, the black youths may encounter. In a study on black male adolescents

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Coopersmith cited Gracas and Sebewable Bachman.
conducted by the American Council on Education in 1989, it was found that many issues evolved around their lives. These issues included their personal attributes, race, class and ecologies of varying social, physical and environmental factors. Jones, affirmed that they believed that within these realities, black adolescents live and develop perceptions of the possibilities of their here and now and future.

According to Jones, and his colleagues, they believed peers and friends became more influential during adolescence than at previous stages and functions as powerful agents of socialization. According to Beam, "young people develop self-perceptions as a result of expectations of and interaction with peer groups."

With young children, when peer feedback is unrealistic or negative, parents and teachers can help to overcome it. He points out that as the child becomes an adolescent, the peer group or any particular individual in his life assumes the role of significant others. At this period he begins to associate himself with the group and may desire from the

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34 Ibid.

group constructive or destructive, pro or anti-social sources. It is on these values, that the child may build his self-concept. The author affirms that it is the peer group context particularly adolescence, that becomes a concern in the self-perceptions framework.

The author points out that it is during this period that the relationship between self and the peer group reaches special status in school since the institution represents the daily gathering place of youths. Asch maintained that the pressure to perform adequately in the intellectual social and physical dimensions of schooling; and to do so in full view of peers is a persistent and permeating feature of school. Further Jones, Fine and Manarino believed peers served as a baseline for social comparison and thus were able to either strengthen or weaken the developing self concept. All of these things contribute to the adolescent's self-esteem.

According to Hall and Hare both believed that the youth peer group provided black youth with alternate outlet for achievement through demonstration of competitive street athletic and social activities. It offered little hope for long-term legitimate success. Through this avenue, a good

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number of black youth were carried into the world of drugs, crime and sexual promiscuity. The rising rate of crime, teenage pregnancy and high rate of school drop-out is relatively high among the black youth.

The decline in parental control has given rise to high peer relationship which has led to ego enhancement among the youth and rendering them to vulnerable groups. It may be asserted that the cause of all the delinquency among black males is due to lack of illegitimate opportunities. Black youth were reported to have been told by parents, teachers and others that intelligence, self-denial and prudence will result ultimately in social honor, a good job and various material gifts. To be black in a white world is not easy but in order to achieve one’s goal you have to pay a higher price for it.

Because of the racial prejudice that exist, black found out that the society has denied them of those rewards no matter how hard one works to prepare himself for success. According to the findings made by McAdoo and McAdoo it stated that blacks have been discriminated against, rejected, stereotyped by the society and repressed by systematic "institutionalized racism." It has been proposed that blacks through socialization, has internalized those negative messages and negative views of their ethnic

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group. They feel that once a black person, you are rejected and the person rejects himself or herself.

This observation was made by McAdoo in a study made with mostly blacks from low-socio-economic family as subjects. It is not true of all blacks. The literature suggests that the elementary school years are the best time for the black male to develop his self-esteem. Many black social scientists and educators maintained that the interaction of these young black males with the educational system could determine their destiny.\(^39\)

### Definition of Terms

**Adolescence**: is a period of personal development during which a young person develops a sense of individual identity and feelings of self-worth, including adaptation to an altered body image, improve intellectual ability, demands for behavioral maturity and preparation for adult roles.

**Self-Concept**: Can readily be defined as a person’s view or mental representation of himself.\(^40\)

**Self-Esteem**: May be defined as the valuative aspect of the self-concept. In operational terms, self-esteem is often the relative number of favorable self-attributions.

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\(^{39}\)Ibid., 25.

\(^{40}\)Bosma, Harke and Sandy Jackson, *Coping and Self-Concept in Adolescence* (Hong Kong, 1990), 33.
Self-esteem is the net value or worth an individual places on the elements of his or her self-concept.

**Self:** Refers to an ontological sense to the essence of the individual person to what is also described by means of expressions like the inner core of the personality system.

**Identity:** May also be used in subjective, phenomenal sense in which case expression like "sense of reality or identity awareness are preferable. Identity then refers to the individual's awareness of personal sameness continuity and uniqueness.

**Black:** Is an ethnic group whose ancestors are of African descent. The group is currently in the United States and are sometimes referred to as African Americans.\(^4\)

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**Statement of Hypothesis**

The study will focus on these hypotheses:

1. There is no statistical significant difference between children who live in public housing and children in non public housing with reference to their self-esteem.

2. There is no statistical significant difference between children who live in public housing and children in non public housing with reference to these family support.

3. There is no statistical significant difference between children who live in public housing and children in non

\(^4\)World Book Encyclopedia.
public housing with reference to their peer-group relationship.
CHAPTER THREE
METHODOLOGY

This section of the research describes the design, research site and the setting, sampling, data collection procedures and the analysis of the data.

Research Design

The comparative design was used to determine if there is any statistical significant difference between the children living in public housing and the children in non public housing with reference to their self-esteem.

Site and Setting

This study was conducted in one of Atlanta's public housing projects named John Hope Homes. The project is located in the west end area of Atlanta, Georgia in the United States of America. The public housing is owned by the state of Georgia under the management of Atlanta Housing Authority. The public housing is built exclusively for the low income minorities.

Sampling

Convenience sampling technique was used for the study. Convenience sampling is a non probability sampling. In this sampling the participants of the study were drawn from students that participated in the Saturday Academy sponsored by Clark Atlanta University School of Social Work. In
addition pupils from Philip E. Randolph Elementary School were utilized.

A questionnaire was distributed to the black males living in the public housing through the help of the director of Saturday Academy, Mrs. Valine Molten. The children were housed at a place where the questionnaires were administered. Care was taken to make sure that no male from the urban area was present in the group. A number of black males were chosen to represent the general population of black males in the public housing. And another group of 20 black males from the Philip E. Randolph Elementary School was chosen and the same questionnaire was administered to them.

Data Collection Procedure

W. H. Greeman's self-esteem inventories scale was administered to the black males who were selected from Philip E. Randolph Elementary School located at Campbellton Road in Atlanta, Georgia in the United States. The school was chosen after the researcher consulted with one of the teachers, Mr. Bill, and explained to him what the research was all about. After the consultation, the researcher agreed with the teacher to administer the questionnaire to the boys.

The 45 items in the questionnaire reflect the
self-esteem, family support and personalities of the individual. Before the questionnaire was administered, the researcher was able to explain the procedure of the test to the boys. He told them that there was no right or wrong answer to the questionnaire. "It is a test designed to test how they feel about themselves. It is a 45 forty-five item scale designed to measure attitude toward self, social, academic, family and personal life of the individual." The self-esteem inventory was developed in conjunction with an extension study of children's self-esteem. The reason for the study is the belief that self-esteem is associated with the way some one feels about himself or herself. In other words, his personal satisfaction.

There was also a section for demographic questions which were also administered to both groups. It asks questions in the area of age, education, family, and the marital status of parents, whether the parents are married or divorced. The same questionnaire was administered to both groups during the month of February.

The researcher personally went to the public housing with the aid of the director and administered the questionnaires. After the completion of the questionnaire, the questionnaires were collected. At another time, the researcher arranged with the teacher at Philip E. Randolph Elementary School, and on an appointed time, he went and
administered the questionnaire to the group. After the completion, the questionnaires were collected.

The questionnaires for the both groups were explained in detail before it was administered to them and upon completion, it was collected. The time each participant used in the completion of the questionnaire was 10-17 minutes.

**Method for Data Analysis**

In this study, descriptive statistics such as percentages and frequencies were used to analyze the data. t-Test was also employed to determine whether or not there is a statistical significant difference in the self-esteem between children living in public housing and children living in non-public housing.
CHAPTER FOUR
PRESENTATION OF RESULTS

The findings of this study are presented as follows: 1) Demographic Data; 2) Analysis of the Self Esteem of Participants.

Demographic Data

The demographics covered the following area: (1) age, (2) brothers; (3) parental marital status; (4) Presence of father/mother in the household; (5) Siblings; (6) Presence of others living in the household.

Table 1 reflects demographic profile for Group 1 - Children living in public housing and Group 2 - Children living in non public housing.

Table 1
Age of Respondents in Public Housing for Group 1 and Group 2

<table>
<thead>
<tr>
<th>Age</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>38.5</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>2.6</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

35
Demographically, the age of respondents who participated in the study ranged from 9 - 16 years of age. Table 1 shows that there were 15 (or 38.5%) respondents who were 9 years old in group 1 and 13 or (33.3%) in group 2.

Table 2 shows that of the twenty respondents in Group 1, children living in public housing, 8 (or 20%) indicated that they have brothers living with them in the household. In Group 2, children living in non public housing, 3 (or 7.5%) indicated that they have brothers living in the household. The table further shows in group 1, there were 4 (or 10%) indicated they have brothers living with them while in group 2 there were 10 (25%) who indicated they have brothers in their household.

Table 2

<table>
<thead>
<tr>
<th>Brothers</th>
<th>Group 1 Public Housing</th>
<th></th>
<th>Group 2 Non-public Housing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>8</td>
<td>20.0</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>10.0</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>17.5</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 - Parental/Marital Status of Respondents for Group 1 and Group 1. The respondents parents marital status included those parents who were single 8 (or 20%) in group
1, 13 (or 32.5%) in group 2, 10 (or 25%) in group 1 whose parents were married, 5 (or 12.5%) whose parents were married.

Table 3
Parental/Marital Status of Respondents - Public and Non-Public Housing

<table>
<thead>
<tr>
<th>Parental</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Married</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Separated</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

The family support in the questionnaire was designed to determine with whom the respondents lived. The responses consisted of father and mother or other as shows in Tables 4 and 5.

Table 4 shows that 2 (or 5%) for both groups 1 and 2 answered no while 18 (or 45%) for both responded yes to the presence of mother in the household.
Table 4

Mother's Presence in Respondents Household

<table>
<thead>
<tr>
<th>Who Lives With You in the Household</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>No</td>
<td>2 5.0</td>
<td>2 5.0</td>
</tr>
<tr>
<td>Yes</td>
<td>18 45.0</td>
<td>18 45.0</td>
</tr>
</tbody>
</table>

Table 5 - Father's presence in respondents household.
The questionnaire was designed to determine if there is father's presence in the respondents household. Nine (or 22%) responded no in group 1 while 8 (or 20%) responded no in group 2; 11 (or 27%) responded yes in group 1 and 12 (or 50%) for group 2.

Table 5

Father's Presence in Respondents Household

<table>
<thead>
<tr>
<th>Father</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>No</td>
<td>9 22.0</td>
<td>8 20.0</td>
</tr>
<tr>
<td>Yes</td>
<td>11 27.0</td>
<td>12 50.0</td>
</tr>
</tbody>
</table>

Table 6 - No. of siblings in respondents household.
Table 6 shows out of 20 respondents for each group, 11 (or 27.5%) in group 1 and 9 (or 22.5%) in group 2 responded no
while 9 (or 22.5%) in group 1 and 11 or (27.5%) in group 2 responded yes.

Table 6

<table>
<thead>
<tr>
<th>Do Your Siblings Live with You</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>22.5</td>
</tr>
</tbody>
</table>

Table 7 shows that out of 20 respondents for each group, 19 (or 47.5%) in group 1 and 19 (or 47%) in group 2 answered no while 1 (or 2.5%) in group 1 and 1 (or 2.5%) in group 2 answered yes.

Table 7

<table>
<thead>
<tr>
<th>Does anyone else live with you. (Others)</th>
<th>Group 1 Public Housing</th>
<th>Group 2 Non-public Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Summary of Demographics

The demographic findings revealed that the age of the majority of the respondents ranged from 6 - 16 years of age.
The majority of the respondents indicated that they had family support which consisted of the mother living in the household. A high percentage showed presence of father figure in the household. Eighteen (or 45%) in both groups 1 and 2 indicated presence of father in the household.

**Analysis of the Hypotheses**

Hypothesis 1: There is no statistical significant difference between children who live in public housing and children in non public housing with reference to their self-esteem. To test for this hypothesis, a t-Test analysis was computed. The results showed $t = .76$, $df = 38$, $p < .45$. See also Table 8.

Based on these results we accept the null hypothesis that there is no statistical significant difference between children living in public housing and children in non-public housing with reference to their self-esteem.

**Table 8**

| Test Analysis of Self Esteem of Children Living in Public Housing and Children Living in Non-Public Housing |
|---|---|---|---|---|
| | Mean | Standard Deviation | DF | t | Significant Level |
| GROUP I | 7.05 | 14.28 | 38 | .78 | .453* |
| GROUP II | 4.80 | 7.00 | | | |

$p < .453$

*There is no significant difference
Hypothesis 2: There is no statistical significant difference between children who live in public housing and children in non-public housing with reference to their family support.

To test for this hypothesis a t-Test analysis was computed. The result showed $t = .43$, $df = 31$, $p < .669$. See Table 9. Based on this result, we accept the null hypothesis that there is no statistical significant difference between children who live in public housing and children in non-public housing with reference to their family support.

Table 9

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>DF</th>
<th>t</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP I</td>
<td>19.6741</td>
<td>6.623</td>
<td></td>
<td>.43</td>
<td>0.669*</td>
</tr>
<tr>
<td>GROUP II</td>
<td>18.6875</td>
<td>6.107</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There is no significant difference

Hypothesis 3: There is no statistical significant difference between children who live in public housing and children in non-public housing with reference to their peer relationship.

To test for this hypothesis, a t-Test analysis was computed. The result showed $t = .06$, $df = 38$, $p < .956$. See
Table 10. Based on these results, we accept the null hypothesis that there is no statistically significant difference between children who live in public housing and children in non-public housing with reference to their peer relationship.

Table 10

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>DF</th>
<th>t</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP</td>
<td>1.600</td>
<td>2.998</td>
<td>38</td>
<td>.06</td>
<td>0.956*</td>
</tr>
<tr>
<td>GROUP I</td>
<td>1.6500</td>
<td>2.739</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There is no significant difference

P< 0.05
<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-public Housing</td>
<td>2</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Public Housing</td>
<td>2</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>
Low Moderate High
Public Housing

Low Moderate High

Public Housing

2

9

9

0

12

10

8

6

4

2

0

Low
Moderate
High

Public
Housing
CHAPTER FIVE
DISCUSSION OF THE FINDINGS AND THE IMPLICATIONS OF THE STUDY TO SOCIAL WORK PRACTICE

This chapter discusses the results of the findings of the study. It also addresses the implications of the study to social work practice. Finally, the limitations of the study as well as suggested research directions for the study are presented.

Discussion of the Findings and Results

The discussion of the results centered on self-esteem between the two groups. The results of the analysis revealed that there is no statistical significant difference in the levels of self-esteem between the two groups. Group 1 - Children living in public housing and Group 2 - Children living in non public housing.

In the study three hypotheses were tested:

1. There is no statistical difference between the children living in public housing and children living in non public housing with reference to their self esteem.
2. There is no statistical difference between the children living in public housing and children living in non public housing with references to their family support.
3. There is no statistical difference between the children living in public housing and children living in non public housing with reference to their peer relationship.
The analysis of the findings is centered on three key variables in the study. These include self-esteem, family support and peer relationship.

The study, however, finds that the participants in the study on the average indicated higher levels of self-esteem. Previous studies done with black males have indicated the contrary. According to the study conducted by Thomas and Peterson, children with low self-esteem perform poorly in school. And also studies have indicated that black students in predominantly white institutions have lower self-esteem.

There may be several factors that may help to explain the findings of their study. (High levels of self-esteem of the participants). The most obvious reason may be their participation in the Saturday Academy. The Saturday Academy, a program developed by Clark Atlanta University School of Social Work in conjunction with Atlanta Public Housing, is designed to equip and enrich the children in public housing with the necessary skills to deal with their day to day activities. The program also helps to involve the parents with the children in their learning activities.

Perhaps, all these activities with the children may be accountable for the improved self-esteem.

Another significant factor is the role of the parents. It appeared that most of the children that participated in the study come from two parent home environment. Through observations, during the early stages of data collection, it
was observed that the parents of these children actually attended the training session with their children. This may further explain that there is a high level of parental involvement in the growth and development of these children. Perhaps this might be considered one of the reasons why the children developed a high level of self-esteem.

Implications for Social Work Practice

The study focused on two groups. Group 1 - Children living in public housing and Group 2 - Children living in non public housing. The result of the study indicated that there is no statistical difference between the level of self-esteem of both groups.

The analysis of the findings indicated high levels of self-esteem in public housing and the children in non public housing. There may be some important factors that may contribute to that. Even though these children live in public housing, the socialization that goes on in the family must have contributed to the high level of self-esteem. One factor also may be the stability of the family which means that these children have either father or mother living in the household. As stated in the literature, the family has a larger role to play in the development of self-esteem of these children. The role of parents in the lives of these children support the literature, as stated by Rosenberg, that the family helps in the socialization process.
As stated by Erikson, early childhood is the best period for a child to develop his or her self-concept. The findings indicated that children's socialization process as well as parental support help in the development of their self-esteem.

A second implication for the social work practice is the establishment of programs such as the Saturday Academy. The findings indicated that there is no statistical difference in the levels of self-esteem of both groups - children living in public housing and children living in non-public housing. This indicates that children have high self-esteem regardless of where they live. The implication for practice is that such similar programs should be developed and encouraged within the age range of this study. Such programs will not only build their awareness, but will help in their academic skill and achievement.

Since this study indicated that there is no statistical difference in their level of self-esteem, perhaps there could be a qualitative kind of social work study that could look at the variables that may show differences in the level of their self-esteem. The Saturday Academy sponsored by the Clark Atlanta University School of Social Work might account for the high level of self-esteem of these children. The children in this study come from the experimental group sponsored by the University. In addition to this, another variable that may contribute to their level of high
self-esteem might be the fact that the parents of these children also participate in the program. The more definitive conclusion could be derived by providing the non public housing with the similar programs. Another implication in this area could be that the children might have been involved in another enrichment program. And if such is the case, such programs should be expanded to other populations within this age range.

The social work practice should come up with programs that will strengthen the black family. The literature suggests that self-concept of black males had a blend of biological as well as psychological implication. If such is true, social workers have a part to play in establishing programs that will identify the strengths of the black families. Particular attention could be given to the roles that the families play in the development of the self-concept of children.

As stated by Robert Hill, stability of family is a factor in the development of self-concept in children. The role the parents play helps them to develop their self identity and self-esteem. The socialization process helps them to develop their self-esteem through family interaction and involvement in decision making in the family.

With the strengthening of the family system, this might give a different focus for different intervention strategies.
Another implication is the area of peer group relationship. Social work practice could be more involved in opening up programs where the children could meet to engage in social as well as athletic competition. When they engage in such activities it helps to build their self-concept and to deal with success and failure with maturity. Such programs will help to deal with their skill development. Such understanding might give clues as to how to assist in mobilizing social systems for improving and for the enhancement of self-esteem of black youths. If such programs are developed and maintained and more wisely used in practice, it might seem to prevent male involvement in a number of negative behaviors and helps to develop such behavior that could increase their self-esteem.

Finally, the comparative study of self-esteem of both groups indicated that there is no statistical difference in their self-esteem. The implications could be related to the stability of the parental support. Social workers must find a creative approach to intervene to further strengthen the Afrocentric perspective of black children. The social workers should help them to view the world from their own point of view as blacks and not look at the white larger system which is placing many demands on them. The social workers in school settings should help to develop such programs and curriculum that will place them at the center.
of their learning experience. By so doing, that will help to build their self concept.

Advocacy on national, state and local levels in implementing these programs should be encouraged. In conclusion, it is important for social workers to focus on all systems that will help or impact upon the development of self-esteem of black males.

Limitations

The sample size was not large enough. The instrument was administered at Philip E. Randolph Elementary School in Atlanta. Another group, John Hope Saturday Academy was utilized. The study strictly did not represent participants from other localities or counties, therefore the study can not be used as a general representation of the entire population of black males across the nation.

Research Direction

The study of self-concept in general and among black males in particular is not an easy task. The fact that positive or negative development of self-concept or esteem or perception has a great impact to the future well-being of an individual is something that should be considered.

It has been found that how much a child achieves, or performs depends on his sense of self-esteem and self-worth. If he perceives himself as a worthy individual, there is
every likelihood that he will end up being a productive individual.

A number of questions are of particular importance. The first concern, the extent to which certain aspects of self-esteem and self-concept development are specific to adolescence. Van den Werf argues that the somatic, cognitive and social changes which adolescents brings, means that the adolescent has to conceive of himself in a new way.

Van den Werf continues to affirm that the central taste of adolescence is concerned with establishment of his identity. While this is widely accepted view, important questions remain unanswered. For example, what is the relationship between alien pattern of identity development in children and that which occurs in adolescents? Questions such as this refer back to the nature of the development pathways involved in specific aspects of adolescent development. This should also form the basis of other research development for understanding self-esteem among Black males.
APPENDICES
Mrs. Valine Molten  
Director of John Hope Saturday Academy  
Sponsored by Clark Atlanta University  
School of Social Work  

Dear Mrs. Molten:  

Pursuant to our personal discussion and our telephone conversation regarding my disseminating of my questionnaire to your students of John Hope Saturday Academy for my research project. Thank you for making this service available to me.  

I am a graduate student at Clark Atlanta University, School of Social Work and I have selected a topic of study on the self-esteem among black males in Metro-Atlanta Public Housing. The questionnaire is simple, and should not take too long to complete. It will take from 10-15 minutes.  

Please let me express my gratitude and thanks again for making it possible. You are welcome to call and ask questions regarding the project. I can be reached at home at 752-6466 or at my advisor's (Dr. Amos Ajo) number 880-8565.  

Yours respectfully,  

Christian Ohuoba
March 9, 1993

Mr. Bill (Art Teacher), Mr. Paris, Mrs. Frazier
E. Philip Randolph Elementary School
Atlanta, GA

Dear Mr. Bill,

I am requesting permission to collect information from 9th graders in your school as part of my research project in the social work program at Clark Atlanta University.

The goal of this research project is to find the factors that are associated with the self-esteem of black males in the public housing and those in the sub-urban area and how it affects the development of their self-esteem.

Confidentiality and anonymity will be strictly assured. The childrens names will not appear in the questionnaire. The questionnaire will be destroyed as soon as the project is completed.

I hope that you will be willing to help in my research project. Participation in this research project is welcomed. You may contact me at my home 752-6466 or at my advisor's (Dr. Amos Ajo) number 880-8561.

Yours respectfully,

Christian Ohuoba
APPENDIX C

QUESTIONNAIRE

This is not a test. Your responses are confidential. Please do not write your name.

All of the questions should be answered by marking one of the answer spaces. Please make a "X" on the line for the answer that best applies to you.

Demographic Data

1) Sex
   ______ male
   ______ female

2) What is your race?
   ______ black
   ______ white
   ______ hispanic
   ______ indian
   ______ other

3) How old are you?
   ______ 9   ______ 13
   ______ 10  ______ 14
   ______ 11  ______ 15
   ______ 12  ______ 16

4) What is your highest level of education?
   ______ Grade
   ______ College Graduate
   ______ Some College
5) How many siblings do you have?
   ____ brothers
   ____ sisters

6) Parental/marital status?
   ____ single
   ____ married
   ____ divorced
   ____ separated
   ____ widowed/widower

7) Who lives in your household?
   ____ mother
   ____ father
   ____ siblings
   ____ other

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<th>Like Me</th>
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<td>1. Things usually don't bother me.</td>
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<td>2. I find it very hard to take in front of the class.</td>
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<td>3. There are lots of things about myself I'd change if I could.</td>
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<td>4. I can make up my mind with too much trouble.</td>
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<td>5. I'm a lot of fun to be with.</td>
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<td>6. I get upset easily at home.</td>
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<td>7. It takes me a long time to get used to anything new.</td>
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<td>8. I'm popular with kids my own age.</td>
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This questionnaire is designed to measure the degree of contentment you have in your relationship with your parents. It is not a test, so there are no right or wrong answers. Answer each item carefully and accurately as you can by circling the letter as it applies to you beside each of the following:

A Rarely or none of the time
B A little of the time
C Sometimes
D A good part of the time
E Most or all of the time

31) My mother gives me praise and encouragement for what I do.
   A   B   C   D   E

32) I would like to be like my mother when I grown up.
   A   B   C   D   E

33) I feel very close with my mother.
   A   B   C   D   E

34) I depend very much on my mother’s advice.
   A   B   C   D   E

35) My father gives me praise and encouragement for what I do.
   A   B   C   D   E

36) I would like to be like my father when I grow up.

37) I feel very close with my father.
   A   B   C   D   E

38) I depend very much on my father’s advice.
   A   B   C   D   E
BIBLIOGRAPHY


Sherod, Russia cited Van Den Werf in her thesis. A Graduate Student at the School of Social Work, Clark Atlanta University.

World Book Encyclopedia.
