

An Action Research Study on the Influence of Gangsta Rap on Academic and Behavioral Issues of 5th Grade African-American Males

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Abstract

This small action research study (ARS) began with a review of the literature examining the relationship of gangsta rap in regards to academic achievement, self-esteem, decision-making, identity issues and development of young African American males. The purpose of the ARS was to examine the correlation between gangsta rap and its influence on 5th grade students at one elementary school in suburban Atlanta. The ARS also examined the relationship between gangsta rap and inclination towards school, asking if gangsta rap is a deterrent to academic achievement. Dyson (1996) noted a strong correlation between high school dropouts, incarceration rates and gangsta rap; therefore a mentoring program was designed to address academic achievement and behavioral development for 5th grade African American males. The results led to a discussion of the appropriate use of music as an influence on students as used by the professional school counselor.

Keywords: Gangsta Rap, African American Males

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African-American males have faced

innumerable issues since they were brought to the United States as slaves in 1555 (Chideya, 1995). Socioeconomic standing (SES), negative stereotypes, random violence, and feelings of abandonment have kept generations of African-American men out of the cultural mainstream in America (Beachum & McCray, 2004). With the emergence of Hip-Hop in some of the poorer neighborhoods of the Bronx, New York, a culture was created which started to shape the lives of countless African-American males (White & Cones, 1999). For many individuals Hip-Hop created an identity and value system that became a shared structure built on the moralistic street code of the artists who helped create it (Kitwana, 2002). Because many young African American males connect to Hip Hop and especially gangsta rap as early as elementary school age, this Action Research Study examined the influence of gangsta rap on 5th grade students at one elementary school in suburban Atlanta. Additionally, the ARS examined whether adherence to gangsta rap deters these students from achieving their fullest academically.

Literature Review

According to Rose (1994) Hip-Hop culture was categorized as the contemporary and urban-centered youth lifestyle associated with popular music. Rap music became a central cultural vehicle for open social

reflection on poverty, fear of adulthood, the desire for absent fathers, frustrations about black male sexism, female sexual desires, and daily rituals of life. With the materialization of gangsta rap the Hip-Hop culture became viewed as negative, misogynistic, and violent (Kunjufu, 1993). Hip-Hop culture has the ability to affect the values of African American youth through various mediums such as radio, television, and social media.

Gangsta Rap emerged in the late 1980s with the arrival of the west coast powerhouse group N.W.A. (Niggaz Wit Attitude) and the music associated with gangsta rap became a new phenomenon. However decades of criticism and controversy have earned gangsta rap a bad reputation because of its admiration of drugs, sex, and violence. To understand its lyrical content one has to relate to or identify with the plight of the artists. This relationship created an identity crisis among many Black youth of the late 1980s and early 1990s (Beachum & McCray 2004).

Identity Issues

African American youth are often faced with identity development issues. According to Beachum and McCray (2004) they are often faced with transitions that range from school location, maturation, and identity development. The development of the gangster culture within the African American community was fast-tracked with the birth of gangsta rap. It became a contest to male ego and bravado to prove how "hard" you were. Many artists spoke about their criminal lifestyle and bolstered credibility by "keeping it real" (Kopano, 2002). Radio was the lightning rod because it played the music that was censored for individuals' listening pleasure. The most influential medium, however, came with the

advent of music videos. The music video and the controversy behind its images visually linked the artist to the listener. Many African-American males develop a poor self-image from the influence of TV videos. Developing the cultural identity of today's African American man is directly associated with Hip-hop. Identity development for African American youth is more intricate in its consideration of race/ethnicity than it is for White peers, making this a time of complexity and vulnerability (Cross, 1971). Developing a culturally significant mentality for children of African descent living in the United States is indeed a daunting task. In their attempt to find themselves they often search cable channels such as BET, VH1, or MTV (Tatum, 1997). In classroom history textbooks images of faces similar to theirs are of slaves. Caucasians however see an endless stream of positive self-imagery. From the majority of leaders of the country to television, the image of dominance and ownership is blatant. For children of African descent, the development of an identity is still fairly new. It was only 44 years ago that James Brown coined the phrase "I'm Black and I'm Proud". Positive images of Whites are never in short demand, but images of highly esteemed Blacks are so rare that people marvel at their achievements (Kopano, 2002). With inequalities such as these, Hip-hop became a saving grace for millions, especially gangsta rap. The various mediums for delivery also helped shape the development of some Black youth into a negative state. This situation creates the need for direction and guidance from influential individuals and educators (Beachum & McCray, 2004).

Developmental Growth

Growth and maturity in the fifth grade signal an important transition because not only are students beginning to experience

puberty, but identity and social attachments are vital to their personal development. At this age students are on the brink of discovering who they are and seeking approval from peers. The feeling of wanting to belong to a group and not be considered an outsider is important to children. Being part of the group gives children their first feelings of acceptance. Positive social development can help ease the stress of this confusing period. Negative social development can lead fifth grade students towards a troublesome direction (Broderick & Blewitt, 2015). Given the educational crisis facing our African American male youth when they fall below White students in math and reading (Education Trust, 2004), stakeholders are concerned that otherwise intelligent African American male students are rejecting formal education as a means of success. Instead many adopt identities that eschew school achievement while choosing peer groups that favor street culture over school culture (Chideya, 1995).

African American males are following negative role models; emulating the misogynistic ways of thinking and behavior that is glorified in gangsta rap. Ultimately, this mentality is a reflection of the current value system within our society. Rapidly, we are becoming a society where the exploitation of images and issues seem to attract audiences and generate capital (Kunjufo, 1993). The core audience of gangsta rap consists mostly of young and older African American males. However, this critique must always be contextualized, or we risk making it appear that the behavior associated with this thinking supports and condones rape, violence against women, and crime in general (Chideya, 1995; Kitwana, 2002; Kopano, 2002; Kunjufo, 1993). Knowing this, we have to put music

in its proper place.

Gangsta rap is a form of music that often depicts the lives of artists who grew up in violent communities and their music relates their stories in an often graphic fashion (Kopano, 2002). Gangsta rap is a challenging and territorial genre wherein the artists duel with imaginary foes over instrumentals, thus the barrage of violent lyrics aimed at the listener. Decades of criticism and controversy have earned gangsta rap a bad reputation because of its apparent admiration of drugs, sex and violence (Chideya, 1995). Because of the lyrical content that has raised the concerns of civil liberties groups and caused protests and congressional hearings, it stands to reason that society must question how this can be an acceptable art form when it demoralizes society as whole.

Factors Influencing Identity and Development

There appears a need to develop culturally specific models of treatment and prevention that are geared towards the lifestyle many young African American males are choosing. These critical choices are not just present with the delinquent youth, but also are evident in our professional athletes, singers and rappers (Kitwana, 2002). It is a generation inundated with stigmas and stereotypes. Society often feels justified to degrade groups that have been characterized negatively. Consider the stereotypes presented through the world's most powerful medium, television. African Americans have had to struggle simply to join an all-Caucasian television cast. Images of the African American family were rare until the groundbreaking *Cosby Show*. For years African Americans have always been seen as the help, the maid, the driver, the sidekick, the common criminal, and

the list goes on and this was presented as standard across the world (Dyson, 1996).. The high rate of incarceration, numerous inequalities within the educational system, and the extremely high homicide rates among African Americans (Kunjufo, 1995; Rose, 1994) are examples of this degradation. When we look at homicides, dropout rates, inferior education, and other problems associated with the lack of proper employment this negative mentality becomes apparent. Society often assesses the advancement of a group of people by their achievements. With the advent of hip-hop and the subsequent harshness of gangsta rap, society found the music and its messengers easy targets to blame for crimes in predominantly African American neighborhoods. What is misunderstood is that gangsta rap does not necessarily create a negative mentality. Poor living conditions, crime, inferior education, unemployment, hopelessness, and drugs flooding the community (Kunjufo, 1995) continue to produce a mentality similar to that of the music produced from gangsta rap.

Summary of the Literature

During the exploration for this literature review an abundance of material on gangsta rap from books, magazines, scholarly journals, and newspapers was found. There are many well-known scholars and historians (see Cornell West, Tricia Rose, Michael Eric Dyson, Kevin Powell, Kevin Lyles, and Russell Simmons) and more who have made an impact on the Hip Hop industry through their research and contributions. Dyson (1996) gives insight into the evolution, vision, influence, unfavorable origins, and inappropriate representation of African American youth of Hip Hop's controversial subgenre "gangsta rap" while addressing views of gangsta rap critics. Critics such

as Rose (1994), assume gangsta rappers are easily manipulated pawns in a chess game of material dominance where their consciences are sold to the highest bidder. Additionally rappers have been considered as the African American face of White desire in order to distort the beauty of African American life. White record executives were believed to discourage the production of "positive rap" and reinforce the desire for lewd expressions packaged as cultural and racial authenticity (Rose, 1994). According to Katz (1995), African American youth who spend more time watching sex and violence depicted in the "real" life of gangsta rap music videos are more likely to practice these behaviors in real life. Katz reported instances where murder defendants alleged the influence of such lyrics on their criminal behavior (e.g., *Howard v Texas 1995*, *Branaccio v Florida 1995*, *Walker and Jackson v Wisconsin 1994*). Interestingly, all defendants cited the inflammatory influence of the late Tupac Shakur's gangster' rap album *2pocalypse Now* on their murderous impulses and actions. Expectations of such social judgments probably go beyond the singular expectation that a person who writes violent music lyrics might also be predisposed to violent behavior. Often the lifestyle of an African American character on television or in the movies helps shape the direction of African American society. Denzel Washington portrayed a real life African American gangster in the movie *American Gangster*. As Katz (1995) suggests gangsters portrayed on the big screen often become role models for criminal-minded individuals. Gualpo (2003) wrote that 85-95% of the young African American men incarcerated between 18-30 years old have similar role models from gangsta rap & Hip-Hop, movies, and/or sports celebrities whereas only 5-10% of African American men of similar age in

a graduate program at a university share the same choices of role models as those incarcerated. Copying negative role models is a huge problem in the African American community though it is only 12% of the population in America; prison is almost 47% African American (Gualpo, 2003). Gangster movies and gangsta rap images often are irresistible temptations to young African American males looking for a hero. It is no wonder that in all negative statistics, such as prison populations and school dropout rates, African Americans lead the statistics. Parents and educators need to raise their expectations of what African American students can and should achieve academically. Parents need to consider that they are partners in their child's education and involve themselves in schools as volunteers and advocates (Kunjufu, 1995). Parents need to encourage their children to read more for fun and spend less time listening to gangsta rap and engaging in a dynamic activity of shared attitudes about the topics that affect rappers, singers and audiences (Rose, 1994). The emerging patterns of behavior and topics within the discourse constitute the conflicts in rap music: economics, violence, family, social alienation, polarization of societal units, and cultural and social deprivation (White & Cones, 1999).

African American boys like most other children, begin school as eager learners, indistinguishable from other students in their professed interest in school and desire to do well. Chideya (1995) noted that African American boys also begin school with levels of achievement similar to that of African American girls. Before long, though, African American males often are seen as displaying problem behaviors by teachers (Chideya, 1995) and are most likely to be labeled. If students are motivated to

participate in school intervention programs, the negative influences can be shifted so it is possible to see attitudinal and academic change occur in rising 6th graders. This mentoring intervention provided participants with a personal coach to help them improve their academic performance and enhance their abilities to withstand daily challenges as preteens. The mission was to empower male children of African descent to know themselves aside from the negative stereotypes with which they so closely associate themselves with by way of television, radio, and the internet. The goal was not to blame gangsta rap, but to use its content, message, and music as a hook and make its use a teachable moment. The connection was to teach young males how to disconnect from the music and images and find themselves in the texts of history so as to improve their self-image, self-esteem, and self-worth. During the mentoring sessions students focused on their set goals and the means to achieve them. The sessions provided academic support, mentoring, peer-to-peer accountability, life skills, and career development. Ultimately, the goal was to inspire young men to strive for more than what they hear on the radio or see on the television. Those who can properly interpret gangsta rap know that its influence on the mind is null and void. However, the mental awareness of elementary school children is not at all that acute, so to help interpret the music and its meaning can greatly improve their ability to examine the content of the music they listen to, the types of programming they watch on television, and the information others present to them. In essence, the goal was to give them an analytical mind and help them objectively process matters in their personal life and the world at large.

The purpose of this ARS was to examine the correlation found between gangsta rap and its influence on 5th grade students at one elementary school in suburban Atlanta. The ARS examined if there is a relationship between gangsta rap and school connectedness, asking if gangsta rap deters 5th grade males from academic achievement because of its imagery and connotations of real life within the gangsta rap community. Also it addressed whether gangsta rap negatively influences African-American males and if it puts African-American youth at risk, and what effect gangsta rap can have on a student's educational achievement?

Method

Action research (Ferrance, 2000) is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Ferrance (2000) also notes that practitioners are continually being held publicly accountable for student achievement results. Therefore this mentoring program was proposed to administrators, teachers, and parents by a school counselor as an alternative to help at-risk children, those who were fatherless, disaffected, or simply in need of motivation to perform better academically. The purpose of this action research study was to examine the effectiveness of the mentoring program designed with specific criteria to deter the influence of gangsta rap on 5th grade students and to improve their academic performance.

Participants

The mentoring group consisted of 10 fifth grade African American students attending a private elementary academy in suburban Atlanta ranging in age from 11-12

who were referred by their teachers and administrators. Eligible participants were selected based on their present level of low academic performance and multiple discipline referrals. Informed consent from parents was secured for participation and all of the students agreed to participate in the ARS.

Procedure

The primary researcher (PR) was a school counselor working with the academy to improve the attitudes of African American 5th grade males. The mentoring program took place over a 6 week period. The group met twice a week for 1 hour. The semi-structured curriculum addressed effective leadership, academic success, goal setting, decision-making, positive and responsible communication, and conflict resolution. Ultimately, the goal was to inspire African American adolescents to strive for more than what they hear on the radio or see on the television.

Instruments

The items on the two surveys were developed by the PR/school counselor (Boynton, & Greenhalgh, 2000) from the preceding literature review. The Pre-intervention survey included statements focusing on the possible influence of gangsta rap, thoughts about school and future aspirations and was administered during the initial mentoring session. The Post Student Survey was administered during the last session. The Pre-Intervention Survey used a Likert scale ranging from 1-5: 1 (Never), 2 (Rarely), 3 (Occasionally), 4 (Frequently) and 5 (Very Frequent) on 3 items; 7 items on the Pre-Intervention survey ranged from 1-5 as follows: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree) and 5 (Strongly Agree). Since the AR used a researcher-developed survey, no reliability

or validity studies were performed on the measure; however, guidelines for designing questionnaires were followed (Boynton & Greenhalgh, 2000). The students were given 30 minutes to complete the survey. Those who needed extra time received an additional 15 minutes.

Results Pre-Intervention Survey

Survey results were analyzed by sorting and summing participant responses and comparing response percentages. Thirty percent of the participants (Q #1) answered that they listened to gangsta rap very frequently, 30% stated that they listened frequently, 10% indicated that they listen occasionally and 30% conveyed that they rarely listened (Table 1).

Question 2 asked if gangsta rap had a negative influence on African American Males. Twenty percent stated that they strongly agreed that gangsta rap had a negative influence on African American Males, 30% agreed that it had an influence, 20% were undecided, 0% disagreed and 30% strongly disagreed.

Question 3 asked if gangsta rap has a positive effect on African American Males and results showed 20% strongly agreed that gangsta rap has a positive effect on African American Males, 20% agreed that it has a positive effect, 10% were undecided, 40% disagreed with it having a positive effect and 10% strongly disagreed.

Question 4 asked how often the participant was reprimanded at school for his behavior. Students (30%) indicated that they were reprimanded at school very frequently for their behavior, 0% indicated that they frequently were reprimanded for their behavior, 30% mentioned that they

were occasionally reprimanded for behavior, 30% expressed that they were rarely reprimanded and 10% articulated that they were never reprimanded.

Question 5 asked if the participants' grades were below average due to behavior; 10% strongly agreed, 20% were undecided, 30% of the participants disagreed and 40% of the participants strongly disagreed that their grades was below average due to their behavior. No participants (0%) agreed that their grades were below average due to their behavior.

Question 6 examined how often the participants completed class assignments. Thirty percent of the participants responded that they completed assignments very frequently, 20% indicated that they frequently completed assignments, 40% of the participants stated that they occasionally completed their assignments, and 10% of the participants rarely completed assignments. No participants responded they never completed their assignments.

Question 7 asked participants if he had received disciplinary infractions throughout the present school year. Twenty percent of the participants strongly agreed, 50% agreed, 20% disagreed and 10% strongly disagreed. No participants were undecided about discipline violations.

Question 8 asked if the participants look up to gangsta rappers. Twenty percent of the participants strongly agreed that they looked up to gangsta rappers, 60% strongly agreed that they looked up to gangsta rappers, 20% disagreed with this statement. No participants were undecided or strongly agreed with the statement.

Question 9 asked the participants if they wanted to be a gangsta rapper when they

grew up. Several students responded they strongly agreed (20%) and 20% agreed that they wanted to be a gangsta rapper. Other responses demonstrated they (10%) were undecided; 40% disagreed that they wanted to be a gangsta rapper and 10% strongly disagreed.

Question 10 asked the participants if they wanted to be something other than a gangsta rapper when they grew up. Twenty percent strongly agreed, 30% agreed, 40% were undecided, 10% disagreed about wanting to be something other than a gangsta rapper when they grew up. Again, no participants strongly disagreed.

Post Intervention Survey

Post Survey data suggests that the Mentoring Program was a success in many arenas (See Table 2). In response to question 1, 10% strongly agreed and 50% of the participants indicated they are maintaining positive behaviors at school; 20% disagreed and another 20% strongly disagreed. In response to question 2, 40% of the participants strongly agreed and 30% agreed the mentoring program helped them understand they are responsible for completing assignments. Twenty percent were undecided, 10% disagreed that the mentoring program helped them understand their responsibility for assignment completion and no participants strongly disagreed. On question 3, 70% (50% strongly agreed and 20% agreed) of the participants indicated they realized gangsta rap could have a negative effect on African American Males. Twenty percent did not seem to come to the realization that gangsta rap can have negative effects on African American males as they were undecided and 10% disagreed with this concept. No one responded that he strongly disagreed. In response to question 4, 50% of the

participants strongly agreed they wanted to be something other than a gangsta rapper when they grew up. Ten percent agreed they wanted to be something other than a rapper, 40% disagreed; no participant indicated he was undecided and no participant decided he strongly disagreed. In response to question 5 about grades being better after the program 20% of the participants strongly agreed the mentoring program helped and 70% agreed with the statement. Ten percent disagreed that the mentoring program helped improve grades. No participants indicated they were undecided or strongly disagreed. Finally, on #6, 60% (40% strongly agreed and 20% agreed) of the participants indicated that overall the mentoring program impacted their behavior in a positive manner. Another 40% disagreed and no participant was undecided or in strong disagreement.

Discussion

The results of the ARS on the Mentoring Program with 5th grade African American males indicated an increase in the positive behavior, academic achievement as presented by their teachers and the overall improved socialization for many students (see Tables 1 and 2), yet some students did not benefit as much. Student survey results indicated that although 60% of the participants believed that the mentoring program helped them change their negative behavior, the other 40% continued to receive office referrals. Although 70% of the participants felt responsible for and motivated to complete assignments, 30% continued to complete assignments at their own discretion after participating in the program. Although 60% of the participants felt that gangsta rap had a negative effect on African American young males, 40% still felt that gangsta rap was positive. This last result appeared to be based on

an individual's experiences as the school counselor kept field notes on behaviors and language during the mentoring group time span. Although 60% of the participants felt that they wanted to be something other than a gangsta rapper, 40% indicated a preference for being a gangsta rapper. Again during informal inquiry while in the group, the school counselor heard some students express their desire to be like rappers whose music they or their parents were listening to. During informal discussions these students (40%) mentioned that they wanted the instant gratification that is seen on television.

The overall results were impressive for a program that ran for 6 weeks only. Yet while the results indicated that the mentoring group had a substantial impact on the majority of students' accountability to complete assignments, maintain good behavior, decipher if gangsta rap was negative to African American males and to determine future aspirations (see Table 2), some students did not gain as much from the experience. After careful examination of the limitations and appropriate concessions, planning for future mentoring programs at the academy looked hopeful.

Limitations

Based on the faculty informal feedback, administrators felt encouraged about including a consistent mentoring program specific to 5th grade African American males. The informal perceptions presented by teachers of the participants assured the school counselor/PR that the students' increase in academic achievement, behavior and future aspirations was credited to the intervention. In addition, there was no outcome data collected. The success of the program was measured using pre and post self-perception data and informal feedback

from teachers of the participants.

The short term of the program at only 6 weeks was noted as a possible limitation. Plans for the future will look to conduct the program over a semester.

While the school counselor led mentoring program was viewed as successful, it must be noted that other mentoring does occur at the school but on an inconsistent basis. Although the participants demonstrated gains in their responsibility toward academics and positive behaviors, other variables may have contributed to the increase. These variables include various mentoring agencies which participate on a yearly basis at varying times. Additionally there was the possibility that parents became more involved in their students' home assignments and behavioral reprimands due to the request for consent for their child's participation in the mentoring activities for academic and behavior concerns. Finally, there was an initiation of a school-wide mentoring program the same semester. For this ARS, the PR did not attempt to control for confounding variables, however, these variables are important and will be examined in future studies on the impact of the mentoring program.

Another limitation occurred from the data collection, which for a single-group assessment can indicate a possible threat to internal validity. The school counselor led mentoring was a compensatory program and thus only included participants who were at risk for low academic performance and multiple discipline infractions (Trochim & Donnelly, 2007) as determined by a simple screening process of teacher and administrator referral. Thus there was no comparison group and this lack can misrepresent the analysis of results (Wholey,

Hatry, & Newcomer, 2010).

Future Interventions and Research Involving more African American adult males in mentoring interventions for African American young students could demonstrate additional success. Research indicates that men despite their race had a greater mentoring influence on young males (Educational Crisis, 2010).

Better scheduling with school administrators to present the mentoring program when other mentoring agencies are not in the school would allow more certainty about the success of the program due to its curriculum. Help from school staff to confirm all approvals preceding the start of the mentoring sessions would ensure students had no difficulty attending each session due to prior commitments. Scheduling a designated classroom for the mentoring program sessions would lessen the confusion students had in finding the room each week.

Because of the positive effect and the desire for the program to continue, administrators have considered these adjustments. Administrators agreed to have a designated classroom assigned for the group meetings so that participants would no longer be moved on a regular basis. Finally it was agreed that the schedule for group sessions would be distributed early enough for parents to plan accordingly.

Implications for Counseling

More men and community members, African American and Caucasian, from urban and suburban settings must take on the role of mentors that is needed to help African American youth. Educators and parents need to be more aware of the potential negative impact of gangsta rap and other

popular media on our children's ability to manage their time and engage in their studies. Students must be taught to reject the negative images of gangsta rap music they hear in popular culture and demand of themselves and their schools an elevated educational commitment. Once children can accurately put entertainment into its proper box and place themselves outside that box, growth and development of more socially aware individuals will occur. This means a support system must be in play to help properly guide children to a more opportunistic future. School counselors can lead this support group and advocate for all the needs of students not only those academic needs.

Music tends to greatly influence young people so school counselors who are aware of this influence may help change the influence of gangsta rap on African American youth. Hallam (n.d.) presents suggestions on the influence of music on the personal and social development of individuals as well as the potential to increase enthusiasm for learning. School counselors, who understand this impact, may divert negativity in children who are influenced by such music as gangsta rap by advocating for the appropriate of music in their comprehensive programs. Hallam (n.d.) suggests music can help increase confidence, self-esteem, self-discipline and the means to express one's self. Other benefits of participation in appropriate music exercises can instill a sense of accomplishment, responsibility, commitment and bonding with others through friendship and similar goals.

School counselors who are working with students as they develop their own identity may find music is an appropriate source of support when an individual is distressed

and/or distant. Music within the curriculum of the school counseling program can increase a sense of social unity (Hallam, n.d.). Understanding the cultural importance placed on music by many and incorporating appropriate expressions of such into school counseling may lead to more effective engagement in academics and empowerment for personal responsibility.

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Table 1. Gangsta Rap Pre-Intervention Survey

The following table presents descriptive statistics based on 10 participants.

Item	Very Frequently	Frequently	Occasionally	Rarely	Never
1. How often do you listen to gangsta rap?	30%	30%	10%	30%	0%
4. How often are you reprimanded for your school for your behavior?	30%	0%	30%	30%	10%
6. How often do you complete classwork?	30%	20%	40%	10%	0%
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2. Gangsta Rap has a negative effect on African American males.	20%	30%	20%	0%	30%
3. Gangsta Rap has a positive effect on African American males.	20%	0%	20%	30%	40%
5. My grades are below average due to my behaviors.	10%	0%	20%	30%	40%
7. I have had a disciplinary infraction this school year.	20%	50%	0%	20%	10%
8. I look up to Gangsta	20%	60%	0%	20%	0%
9. When I grow up I want to be a Gangsta Rapper.	20%	20%	10%	40%	10%
10. When I grow up I want to be something other than a Gangsta Rapper	20%	30%	40%	10%	0

Table 2. Gangsta Rap Post-Intervention Survey

The following table presents descriptive statistics based on 10 participants

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I am maintaining good behavior at school.	10%	50%	0%	20%	20%
2. I understand my responsibility for completing assignments.	40%	30%	20%	10%	0%
3. I understand the possible negative effects of gangsta rap.	50%	20%	20%	10%	0%
4. When I grow up I want to be something other than a gangsta rapper.	50%	10%	0%	40%	0%
5. My grades are better due to my good behavior.	20%	70%	0%	10%	0%
6. Being in the group has helped change my negative behavior.	40%	20%	0%	40%	0%

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Gangsta Rap Pre-Intervention Survey

Please circle the number that best suits you and your perception of Gangsta Rap.

1. How often do you listen to Gangsta Rap?

Very Frequently 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
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2. Gangsta Rap has a negative effect on African American Males.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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3. Gangsta Rap has a positive effect on African American Males.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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4. How often are you reprimanded at school for your behavior?

Very Frequently 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
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5. My grades are below average due to my behavior.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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6. How often do you complete classwork?

Very Frequently 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
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7. I have had a disciplinary infraction this school year.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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8. I look up to Gangsta Rappers.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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9. When I grow up I want to be a Gangsta Rapper.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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10. When I grow up I want to be something other than a Gangsta Rapper.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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Gangsta Rap Post Intervention Survey

Please circle the number that best suits you and your perception of Gangsta Rap.

1. I am maintaining good behavior at school.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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2. I understand my responsibility for completing assignments?

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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3. I understand the possible negative effects of gangsta rap.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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4. When I grow up I want to be something other than a Gangsta Rapper.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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5. My grades are better due to my good behavior.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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6. Being in the group has helped change my negative behavior.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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