

Success Ufondu

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AP Research (0)

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Six Paragraph Points

Paragraph Point #1

Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

Statistically Significant Observation/Descriptive Statistics

$$\bar{X}_{\text{Ufondu}} = 2.093 \quad \text{M.O.E.} = 0.18$$

Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

$$\bar{X}_{\text{Murdock}} = 2.54$$

Compare/Contrast with results of past studies

These means are for the subscale “Limitations of Education” which looks at students’ views of the limitations of education in ensuring financial success. This subscale is part of a bigger measure in the study: Economic Value of Education. There is a difference of 0.447 between the two means which is greater than twice the margin of error, 0.36. Both means are representative of the entire sample for each respective study. Since the mean from the current study is significantly smaller than that of Murdock’s study, it is plausible that the present sample population had smaller positive views on education’s ability to secure financial success.

Rewrite each potential question.

Form/Structure

- Superficial vs. deep
  - What is the relationship between superficial appearance and deeper significance in academic achievement? What differences can you detect in the issue between your first glance or initial response and the ideas you develop upon further reflection?
 

**What role, if any, do stereotypes or superficial assumptions about academic achievement play in the process of defining what \_\_\_\_\_?**
- Form vs. Function

- How does the form of the acting White relate to its function? Why is American society in particular a culture conducive to academic achievement? Are certain types or forms of academic achievement used or abused more often than others? On what factors does the difference depend? How do definitions of acting White shift depending on the kind of academic achievement involved?

### Contrast

- Tension/Opposition
  - **What tensions or oppositions exist within the acting White theory? Who are the stakeholders involved in the problem of the academic achievement gap? What is at the stake in the problem? Who are the victims?** Why do people feel so passionately about the topic of academic achievement? What debates or arguments tend to arise out of discussion on the subject of acting White?
- Paradox
  - Are there irresolvable contradictions within the issue of the achievement gap? Who or what generate these contradictions and why? How? Are these contradictions context specific? Is there widespread disagreement over definitions of academic achievement? Where do contradictions within definitions seem to arise?

### Implications for addressing the larger research question

Given that the two studies looked at students from different age groups, middle school vs. high school, the difference in means for the subscale “Limitations of Education” implies that interjecting early during a student's education can prevent a decreasing interest in education as they get older. Since the mean from the high school population is drastically smaller, it could be explained that the lack of faith in the education system has led students to have less positive views on the financial results of an education. These perceptions could differ once we look at the difference of means among racial/ethnic groups.

### Limitations for fully addressing the larger questions

This subscale only looks at perceptions of the positive impact of education for a student's financial future. This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study.

## Paragraph Point #2

## Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

## Statistically Significant Observation/Descriptive Statistics

$$\bar{X}_{\text{Ufondu}} = 3.35 \quad \text{M.O.E.} = 0.15$$

## Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

$$\bar{X}_{\text{Murdock}} = 4.30$$

## Compare/Contrast with results of past studies | Confirm or refute Conclusions of Foundational Sources

These means are for the subscale “Benefits of Education” which assesses students’ belief that “education will pay off economically” (Murdock, 1999). This subscale is part of a bigger measure in the study: Economic Value of Education. There is a difference of 0.95 between the two means which is greater than twice the margin of error, 0.30. Since the mean from the current study is significantly smaller than that of Murdock’s study, it is plausible that the present sample population did not believe that strongly that an education will pay off economically.

Rewrite each potential question.

## Values

- Ethical/Moral
  - **In what ways are definitions of academic achievement and perceptions on acting White determined or informed by our ethical/moral standards or accepted social norms?**
- Political
  - **How do notions of acting White and arguments regarding academic achievement play out in the political arena?** Can you identify typical arguments about the achievement gap / academic achievement that have been raised by members of political parties on different ends of the political spectrum?

## Change

- Revolutionary
  - **Are revolutionary changes involved in academic achievement? What short-term issues or circumstances contribute to the achievement gap?** How

did the acting White theory become popular? Is there a relationship between revolutionary change and the development of a social problem?

- Growth/Decay
  - **Is the achievement gap growing or decaying?** Is the problem of the achievement gap one that is likely to become more serious in our society? **Are there signs that academic achievement is declining among members of a particular population or generation?** Does the stereotyping among minority students cause their academic achievement to increase or decline?

#### Implications for addressing the larger research question

Given that the two studies looked at students from different age groups, middle school vs. high school, the difference in means for the subscale “Benefits of Education” implies that interjecting early during a student's education can prevent a lack of interest in school later on. The means for the high school population is lower than that of the middle school population by more than four times the margin of error. This large significance implies that the age difference between both groups could contribute to the large difference. Since the mean from the high school population is drastically smaller, it could be explained that the lack of faith in the education system has led students to have less positive views on the financial results of an education. These perceptions could differ once we look at the difference of means among racial/ethnic groups.

#### Limitations for fully addressing the larger questions

This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study.

## Paragraph Point #3

## Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

## Statistically Significant Observation/Descriptive Statistics

$$\bar{X}_{\text{Ufondu}} = 2.51 \quad \text{M.O.E.} = 0.13$$

## Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

$$\bar{X}_{\text{Murdock}} = 3.78$$

## Compare/Contrast with results of past studies | Confirm or refute Conclusions of Foundational Sources

These means are for the subscale “Peers’ Academic Aspirations” which assesses students’ perceptions of their friends long-term educational goals. This subscale is part of a bigger measure in the study: Peers’ Academic Aspirations and Support. There is a difference of 1.27 between the two means which is greater than twice the margin of error, 0.26. Since the mean from the current study is significantly smaller than that of Murdock’s study, it is plausible that the students in the present sample population had a lower understanding for what their friends’ educational goals are.

Rewrite each potential question.

## Contrast

- Tension/Opposition
  - **What tensions or oppositions exist within the acting White theory? Who are the stakeholders involved in the problem of the academic achievement gap? What is at stake in the problem? Who are the victims?** Why do people feel so passionately about the topic of academic achievement? What debates or arguments tend to arise out of discussion on the subject of acting White?
- Contradictions
  - What are the potential contradictions regarding the issue of the academic achievement gap, especially if proposed by your opponents? **Are there distinctions to be made between how academic achievement is attained among different minority groups?** Why/how do some perspectives on academic achievement seem contradictory?

## Change

- Evolutionary
  - Are evolutionary changes involved in academic achievement? What kinds of changes or effects will the academic achievement gap generate over time? Is there a long-term process associated with the development of the acting White theory? Do definitions of acting White develop over a prolonged span of time? How does a social problem emerge? **Do members of different generations view acting White from necessarily different perspectives?** Are there definitions of acting White or do they change over time?
- Growth/Decay
  - **Is the achievement gap growing or decaying?** Is the problem of the achievement gap one that is likely to become more serious in our society? **Are there signs that academic achievement is declining among members of a particular population or generation?** Does the stereotyping among minority students cause their academic achievement to increase or decline?

#### Implications for addressing the larger research question

The low mean for the Peers' Academic Aspirations subscale could be due to a lack of understanding of peers' educational goals. Given that the population is one where most students perform at basic standard levels, a mean of 2.51 seems to low. This means that more analysis needs to be done to try and understand why this score is so low given the sample population.

#### Limitations for fully addressing the larger questions

This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study. The lack of understanding for the low mean score of this subscale presents an area for more research than the current study did not have enough information on to make a concrete conclusion.

## Paragraph Point #4

## Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

## Statistically Significant Observation/Descriptive Statistics

$$\bar{X}_{\text{Ufondu}} = 1.27 \quad \text{M.O.E.} = 0.12$$

## Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

$$\bar{X}_{\text{Murdock}} = 2.34$$

## Compare/Contrast with results of past studies | Confirm or refute Conclusions of Foundational Sources

These means are for the subscale “Peers’ Resistance to School Norms” which assesses students’ peers discouragement from conforming to behaviors needed for academic success, for example studying. This subscale is part of a bigger measure in the study: Peers’ Academic Aspirations and Support. There is a difference of 1.07 between the two means which is greater than twice the margin of error, 0.24. Since the mean from the current study is significantly smaller than that of Murdock’s study, it is plausible that the students in the present sample population are more focused on themselves hence they don’t actively try to get their friends to not conform. It is also plausible that the students in the present population conform to blend it and may not realize it.

Rewrite each potential question.

## Contrast

- Tension/Opposition
  - **What tensions or oppositions exist within the acting White theory? Who are the stakeholders involved in the problem of the academic achievement gap? What is at the stake in the problem? Who are the victims?** Why do people feel so passionately about the topic of academic achievement? What debates or arguments tend to arise out of discussion on the subject of acting White?
- Contradictions
  - What are the potential contradictions regarding the issue of the academic achievement gap, especially if proposed by your opponents? **Are there distinctions to be made between how academic achievement is attained among**

**different minority groups?** Why/how do some perspectives on academic achievement seem contradictory?

#### Values

- Ethical/Moral
  - **In what ways are definitions of academic achievement and perceptions on acting White determined or informed by our ethical/moral standards or accepted social norms?**
- Practical
  - **What practical implications or consequences of the acting white theory can you identify?** Do some practical implications outweigh others in terms of their significance or applicability to students? To his or her family? To society in general?

#### Implications for addressing the larger research question

The low mean for the Peers' Resistance to School Norms subscale could be due various reasons. It is possible that students have already confirmed to the needed way to succeed academically, like studying, so they do not question those ways because it was they need to do to achieve success. It is possible that the students in the current sample are not concerned with their peers conforming hence why they don't discourage it. It would be interesting to look at the means of this subscale between those of immigrants and nonimmigrants and see if there is any difference that can be contributed to the voluntary and involuntary minorities theory.

#### Limitations for fully addressing the larger questions

This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study. There is a lack of black students in the sample which reduces the validity of any conclusions on that population in this study.



## Paragraph Point #5

## Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

## Statistically Significant Observation/Descriptive Statistics

Students who identified “White”  $\bar{X}_{\text{Ufondu}} = 1.27$  M.O.E. = 0.24

## Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

Students who identified “Caucasian”  $\bar{X}_{\text{Murdock}} = 2.315$

## Compare/Contrast with results of past studies | Confirm or refute Conclusions of Foundational Sources

These means are for the subscale “Peers’ Resistance to School Norms” which assesses students’ peers discouragement from conforming to behaviors needed for academic success, for example studying. This subscale is part of a bigger measure in the study: Peers’ Academic Aspirations and Support. There is a difference of 1.045 between the two means which is greater than twice the margin of error, 0.48. Since the mean from the current study is significantly smaller than that of Murdock’s study, it is plausible that the students in the present sample population are more focused on themselves hence they don’t actively try to get their friends to not conform.

Rewrite each potential question.

## Change

- Revolutionary
  - **Are revolutionary changes involved in academic achievement? What short-term issues or circumstances contribute to the achievement gap?** How did the acting White theory become popular? Is there a relationship between revolutionary change and the development of a social problem?
- Growth/Decay
  - **Is the achievement gap growing or decaying?** Is the problem of the achievement gap one that is likely to become more serious in our society? **Are there signs that academic achievement is declining among members of a particular population or generation?** Does the stereotyping among minority students cause their academic achievement to increase or decline?

## Values

- Ethical/Moral
  - **In what ways are definitions of academic achievement and perceptions on acting White determined or informed by our ethical/moral standards or accepted social norms?**
- Practical
  - **What practical implications or consequences of the acting white theory can you identify?** Do some practical implications outweigh others in terms of their significance or applicability to students? To his or her family? To society in general?

#### Implications for addressing the larger research question

The low mean for the Peers' Resistance to School Norms subscale could be due various reasons. It is possible that students have already conformed to the needed way to succeed academically, like studying, so they do not question those ways because it was they need to do to achieve success. It is possible that the students in the current sample are not concerned with their peers conforming hence why they don't discourage it. Since there is still a large difference between means within white students it begs the question why? Perhaps this large change is due to the difference in age between both population which could imply that there is greater urge to conform in middle school. It would be interesting to look at the means of this subscale between those of immigrants and nonimmigrants and see if there is any difference that can be contributed to the voluntary and involuntary minorities theory.

#### Limitations for fully addressing the larger questions

This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study. There is a lack of black students in the sample which reduces the validity of any conclusions on that population in this study.

## Paragraph Point #6

## Research Question

How does the *acting White theory* impact the *academic achievement* of high school students?

## Statistically Significant Observation/Descriptive Statistics

$$\bar{X}_{\text{Ufondu}} = 3.25 \quad \text{M.O.E.} = 0.16$$

## Report Comparable Descriptive Statistics/Data Driven Conclusions from Foundational Source

Higher Income, African American  $\bar{X}_{\text{Murdock}} = 3.62$

## Compare/Contrast with results of past studies | Confirm or refute Conclusions of Foundational Sources

These means are for the subscale “Peers’ Academic Support” which assesses students’ perceived peer support for academic-related tasks. This subscale is part of a bigger measure in the study: Peers’ Academic Aspirations and Support. There is a difference of 0.37 between the two means which is greater than twice the margin of error, 0.32. Since the mean from the current study is smaller than that of Murdock’s study, it is plausible that the students in the present sample population do not feel much support from their friends academically.

Rewrite each potential question.

Change

- Evolutionary
  - Are evolutionary changes involved in academic achievement? What kinds of changes or effects will the academic achievement gap generate over time? Is there a long-term process associated with the development of the acting White theory? Do definitions of acting White develop over a prolonged span of time? How does a social problem emerge? **Do members of different generations view acting White from necessarily different perspectives?** Are there definitions of acting White or do they change over time?
- Growth/Decay
  - **Is the achievement gap growing or decaying?** Is the problem of the achievement gap one that is likely to become more serious in our society? **Are there signs that academic achievement is declining among members of a particular population or generation?** Does the stereotyping among minority students cause their academic achievement to increase or decline?

## Values

- Practical
  - **What practical implications or consequences of the acting white theory can you identify?** Do some practical implications outweigh others in terms of their significance or applicability to students? To his or her family? To society in general?
- Political
  - **How do notions of acting White and arguments regarding academic achievement play out in the political arena?** Can you identify typical arguments about the achievement gap / academic achievement that have been raised by members of political parties on different ends of the political spectrum?

## Implications for addressing the larger research question

The low mean for the Peers' Academic Subscale could be due various reasons. While the mean of higher income African Americans was found statistically significant with the present study, it should be noted that all the means from the Murdock study were larger than the means of the present study for this subscale. It could be that the students in the present study do not feel largely supported by their peers academically. This could be due to different reason; one, students in the population are predominantly independent with their education and hence intrinsically motivated or two, student's peers are more supportive in social matters so academics is never really the basis of students' friendships.

## Limitations for fully addressing the larger questions

This subscale does not look at the acting White theory nor does the current study have a quantitative measure of the acting White theory which limits how much conclusions we can draw from the current study. There is a lack of black students in the sample which reduces the validity of any conclusions on that population in this study.