

2002

The Relationship Between Cadets who prefer "Gangsta" or "Hip Hop" Attire and Their Academic Performance

Patrick Hunt
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects

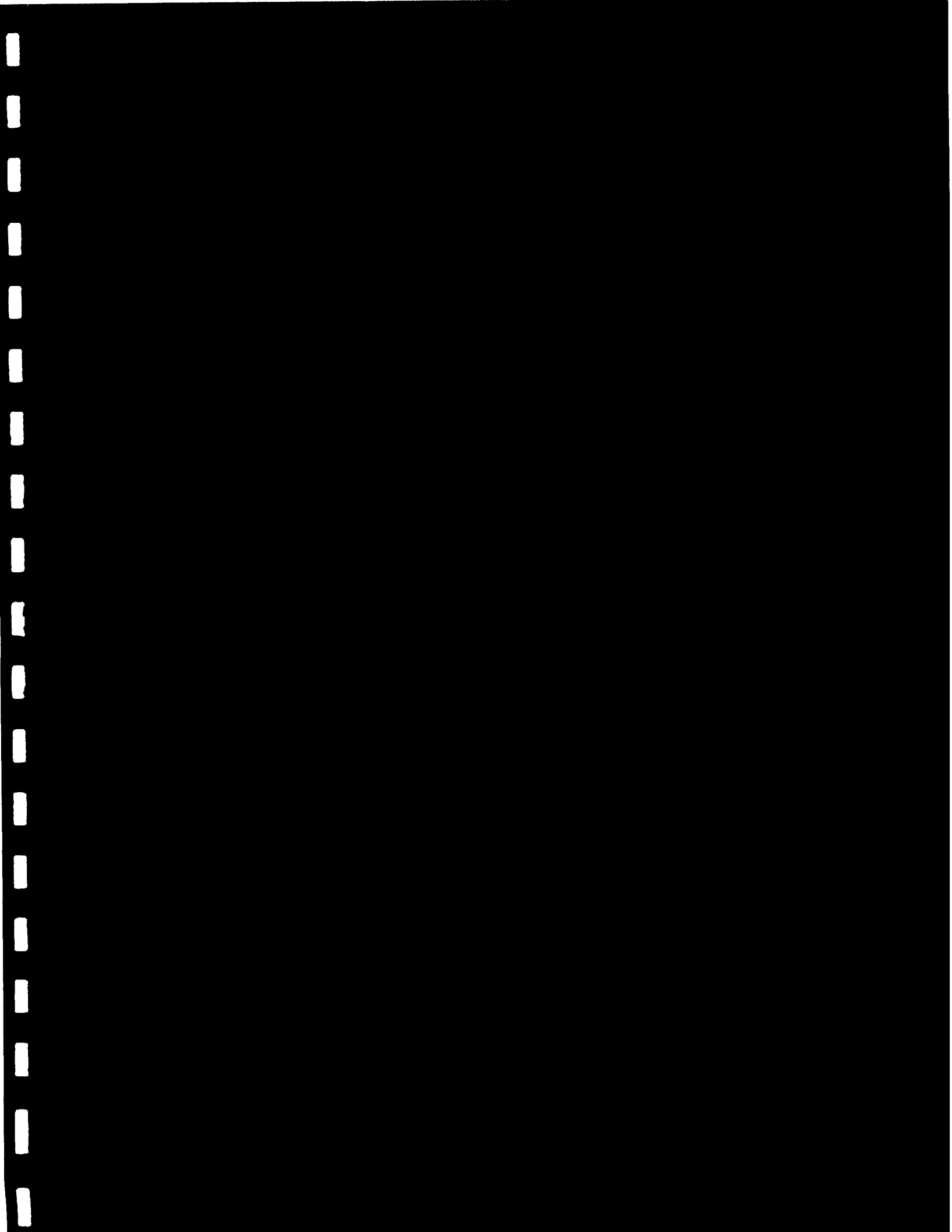


Part of the [Education Commons](#)

Recommended Citation

Hunt, Patrick, "The Relationship Between Cadets who prefer "Gangsta" or "Hip Hop" Attire and Their Academic Performance" (2002). *OTS Master's Level Projects & Papers*. 197.
https://digitalcommons.odu.edu/ots_masters_projects/197

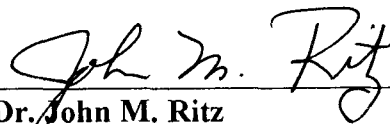
This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.



Signature Page

This study was prepared by Patrick W. Hunt under the supervision of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Occupational and Technical Studies Degree.

Approved by:



Dr. John M. Ritz
Advisor and Graduate Program Director

Date 9-13-02

Table of Contents

	Page
Signature Page	i
Table of Tables	v
Table of Figures	vi
Chapters	
I. INTRODUCTION	1
Statement of Problem	2
Research Goals	2
Background and Significance	2
Limitations	4
Assumptions	4
Procedures	4
Definition of Terms	5
Overview of Chapters	5
II. REVIEW OF LITERATURE	6
The Media and Urban Dress	7
Uniforms and Schools	8
Adolescent Socialization	10
Conformity and Non-Conformity	11
Achievement	11
Summary	13

III.	METHODS AND PROCEDURES	14
	Population	14
	Instrument Design	14
	Data Collection Methodology	15
	Statistical Analysis	15
	Summary	16
IV.	FINDINGS	17
	Presentation of Data	17
	Survey Responses Overall	18
	Review of Results Sub-divided by Race	20
	Review of Results Sub-divided by Sex	24
	Review of Results Sub-divided by Sex and Race	27
	Review of Results Sub-Divided by Age	31
	Review of Result Sub-divided by Time in NJROTC	35
	Review of Results Sub-divided by Preference	39
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	44
	Summary	44
	Conclusions	45
	Recommendations	48
	BIBLIOGRAPHY	50
	APPENDIX A Dress and Academic Performance Survey	52
	APPENDIX B Survey Directions	54

Table of Tables

		Page
Table 1	Distribution of Respondents	18
Table 2	Overall Mean Responses by Question	19
Table 3	GPA by Race	23
Table 4	GPA by Sex and Race	31
Table 5	GPA by Age	34
Table 6	GPA by Years in ROTC	39
Table 7	Distribution of Responses to Question 1	42

Table of Figures

		Page
Figure 1	Respondent GPA	20
Figure 2	Knowledge of GPA	20
Figure 3	Response by Race	22
Figure 4	Chi Square Grade Comparison by Race	23
Figure 5	Chi Square GPA Comparison by Race	24
Figure 6	Chi Square GPA Comparison by Race	24
Figure 7	Response by Sex	26
Figure 8	Chi Square GPA Distribution by Sex	27
Figure 9	Response by Sex and Race	30
Figure 10	Response by Age	34
Figure 11	Chi Square GPA Comparison by Age 1	35
Figure 12	Chi Square GPA Comparison by Age 2	35
Figure 13	Response by Time in NJROTC	38
Figure 14	Chi Square GPA Comparison by Time in NJROTC	39
Figure 15	Response by Preference	41
Figure 16	Chi Square GPA Comparison by Preference	42
Figure 17	Chi Square, Response to Question 1	43

CHAPTER I

INTRODUCTION

Teaching in the high school environment can be an eye opening experience. Coming from an environment of order and discipline (military environment), the apparent lack of regard for authority and lack of purpose on the part of a substantial portion of the student population was of great concern. It seemed that both cadets and teachers alike were wasting time and effort. It also appeared that more effort was being expended placating cadets than enforcing standards of conduct and excellence. In fact there was a recent email that extended tardy times for examinations from 15 minutes to 30 minutes in order to reduce the number of required make-up exams. The researcher's observation has been that cadets were not often held accountable for their action when they experienced no substantial consequence for breach of policy or regulations. This applied throughout the population.

The student population was diverse with a fairly evenly distribution among Caucasian, Black, Hispanic and Asian. One aspect of this population stood out in the researcher's mind more than others. There were very apparent distinctions in dress among the cadets. These distinctions were not necessarily limited to any one ethnic culture. On the surface it appeared that the cadets who subscribed to the "Gangsta" or "Hip Hop" style of dress tended to make up a disproportionate number of cadets in detention, ISS and OSS. It also seemed, at least in the classes taught, that cadets who subscribed to this style of dress did not perform as well in the classroom as those that did not.

An underlying question was "Were cadets more concerned with acceptance by

peers than academic performance?” On the surface the answer would certainly seem to be yes. However, a belief that academic performance is not necessary for success could be as great an influence as peer acceptance. Some cadets consider the number of “successful” people who have “made it” and apparently did not need successful academic backgrounds and behave accordingly.

STATEMENT OF PROBLEM

The problem of this study was to determine a relationship between cadets who prefer “Gangsta” or “Hip Hop” attire and their academic performance in the classroom.

RESEARCH GOALS

The following goals were used to direct this study:

1. Determine level of importance of academic excellence within this population.
2. Determine the importance of peer influence with regard to academic success with in this population.
3. Determine post secondary school aspirations of members of this population.
4. Determine relevancy of established rules within this population.
5. Determine the importance of conformity or non-conformity within this population.
6. Determine academic success of members of this population.

BACKGROUND AND SIGNIFICANCE

With the increased emphasis on learning standards and the desire to ensure all cadets are “educated for the future”, a greater understanding of what cadets believe is necessary for success and should be of greater concern to educators. President Bush stated that we need more talented teachers in our troubled schools (Bush, State of the

Union Address, 29 Jan. 02). That may be, but talented teachers addressing unmotivated cadets, or better yet, cadets who do not believe that the experience is necessary, would have a difficult time reaching large numbers of cadets.

Educators need to understand that influences on student behavior and performance go beyond acceptance. They should consider this when determining what motivates cadets in the classroom. An impromptu discussion with several cadets revealed mixed opinions concerning the importance and influence of dress on student behavior. In the words of one student, “The way you carry yourself in the clothing, not clothing itself, determines the perceptions others have of you” (Impromptu student discussion, 13 February 02). On the other hand, there were cadets that believed dress does influence conduct and academic performance (Impromptu Student Discussion, 13 February 02). It was interesting to note the student who saw no relationship preferred the urban style of dress while those who saw a relationship did not. Dress, if nothing else, influences the learning environment and cadets desire to portray a particular image have become a driving influence on behavior as well as desire to learn (Gurian, *Boys and Girls Learn Differently*, p. 278).

Socialization has become an increasingly more important goal for adolescents and dress has become an expression of inclusion in one group or another. Adolescent social groups have become identifiable by their style of dress and, right or wrong, have caused those outside the group, especially adults, to make assumptions about things such as behavior, desire and motivation. Adults in the education area have viewed and dealt with these social groups and have formed opinions as well. Those who prefer the urban dress style and the image it portrays may have given these “outsiders” reason for this opinion.

LIMITATIONS

This study utilized the following limitations. It was limited to:

1. Suburban high school cadets in the Virginia Beach area.
2. Naval Junior Reserve Officer Training Corps cadets.
3. 50 cadets ranging from 9th to 12th grade.

ASSUMPTIONS

The research was designed to determine relationships between student dress and performance in the classroom as well as to determine if dress and belief that academic performance is necessary for success. The following assumptions were made:

1. Responses given to questions were reasonably valid.
2. NJROTC cadets provided a reasonable sampling of the student population in general.
3. The behavior of cadets preferring a particular dress permeated through their other classes.
4. The above considerations were applicable at the other Virginia Beach schools with NJROTC Units.

PROCEDURES

This research was designed to determine if a relationship existed between student attire and academic performance. As well, it was intended to determine if a relationship existed between student attire and level of importance of education as seen by the cadets. A survey was used to obtain information. The survey was distributed to NJROTC cadets at a Virginia Beach High School. The survey consisted of questions directly related to the research goals previously stated. Results were tabulated and analyzed to determine what, if any, relationship existed between the variables.

DEFINITION OF TERMS

The following is a list of terms defined to aid in clarity and understanding of the research project.

Urban Dress: Dress consisting of layered clothing, baggy pants, and work style shoes.

Gangsta: Urban dress plus various head coverings such as hoods, “do” rags, and ball caps.

NJROTC: Naval Junior Reserve Officer Training Corps.

OVERVIEW OF CHAPTERS

This study looked at whether a relationship existed between dress and performance in the classroom. Subjects were high school cadets enrolled in NJROTC courses. A survey was developed to determine a relationship between academic performance and student dress. Chapter II will provide a review of current literature and reports by others on this and related subjects. Chapter III will provide the methods and procedures used to gather and analyze the data. Chapter IV will provide the findings of the survey and Chapter V will provide an analysis of the data, findings, conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

This study was intended to focus on dress among adolescents, in particular, adolescents who prefer the urban style of dress. People such as Jean Piaget and Eric Erickson have shown that peer influence and acceptance is important to adolescent development and self esteem. It has always been important for kids to be a part of a group, especially a social group. The influence of the social group carries over to virtually every other aspect of adolescent behavior. Being a part of a social group means conforming to the norms of that group and the most visible conformity is the style of dress adopted by that group. Along with dress, members of particular groups have accepted particular standards of behavior. Groups have also been influenced by particular “heroes”, or martyrs, and commonly take on the attitudes and outlooks of those people. The urban style of dress was made popular by the music industry, in particular, the “Rap” music industry.

It would seem reasonable, therefore, to review the life styles and backgrounds of some of the leaders in this industry to get an idea of what some of our young people emulate. Also, the researcher concluded early on that it would be impossible to address this topic without including some discussion on uniforms in schools, their impact on the learning environment and achievement. Additionally, it would be useful to understand the importance of dress within the social group and the importance of conformance to the norms of the group. In other words, understand what is important to adolescents. This study reviewed information on the media and urban dress, uniforms in general,

socialization and its norms, conformity, and achievement by urban youth.

THE MEDIA AND URBAN DRESS

The “hip hop” culture glamorized urban dress. The style of dress was popular among gang members and supposedly among inmates in California’s prisons. There have been both academic and non-academic studies that agreed that hip-hop music originated in the South Bronx area of New York during the early 1970s. Rap music, finding its roots in this culture, introduced this style of dress to the rest of America and it became popular, especially among adolescents. This style is by no means solely American, it is also popular in Europe. This is due in large part to the popularity of “Rap” among adolescents in areas like London. The style of dress associated with this music did not become popular however until more recently. In the UK, “hip hop” seems to be more localized in the Afro-Cuban and Asian youth culture but can also be found among white adolescents as well (Bennett, 1999, p. 23). Briggs and Cobley (1999) found that “hip hop” was being consumed by the youth of England and resulted in musically based sub-culture, identified by its enthusiasm for American “Rap and Hip-Hop” (I Like My Shit Sagged, 1999, p. 337 – 352).

American youth emulated this style and the “thuggish, hard core” attitudes that the artist portrayed. Many of these individuals did not finish high school, let alone attend college. The more popular artist in the industry seemed to be just outside the bounds of law, or was actually caught up in the penal system. The researcher chose several individuals that have influenced this culture in order to demonstrate what they represent and what could be inferred from their lives.

Tupac Shakur was a very successful rap artist, one of the best according to Rolling Stone Magazine. Tupac was also in and out of jail for several years and was finally shot to death (Biography, Tupac Shakur, Rolling Stone Magazine, 2002). Detroit MC, Marshall Mathers (a.k.a. Eminem), subscribed to this mode of dress and was instrumental in extending the popularity of the urban style of dress beyond the inner city. Eminem was as famous for his antics outside the entertainment world as he was for his music. He spent several years on probation for weapons charges and was constantly protested by women and gay rights groups for his anti-gay/woman lyrics (Biography, Eminem, Rolling Stone, 2002). Notorious B.I.G. was another popular figure in the Hip-Hop world. He also happened to be a drop out, an ex-con, and a dope dealer. He also met with a violent death while still a young man (Biography, The Notorious B.I.G., Rolling Stone, 2002). These are the people that many teenagers look up to. They portray a life style that is not dependent upon education, conformity, modesty, or respect for the law. It was interesting to note that the NJROTC cadets at one high school who did poorly in class and were more prone to discipline problems listened to this style of music and subscribed to the urban style of dress.

UNIFORMS AND SCHOOLS

Uniforms may be making a comeback in our schools. There are many schools that currently require uniforms and many more that are moving towards uniforms. Uniforms in schools are said to enhance the learning environment and contribute to more desirable behavior in cadets. Studies have provided mixed results with regard to this claim. Some teachers and cadets believed behavior was improved by uniforms and that social competitiveness was reduced thereby creating an environment more conducive to learning,

in other words, better grades and higher achievement (Mancini, 1997, p. 63). On the other hand, evidence has also been provided that uniforms make no substantial difference in learning and academic performance (Mancini, 1997, p. 63). Uniforms were seen as a means to identify potential in cadets instead of limiting individuality (Mancini, 1997, p. 64).

Community beliefs also varied regarding uniforms in school. One community argued that uniforms hide symptoms of problems cadets might be having such as abuse at home, drug or alcohol abuse, or becoming sexually active (Mancini, 1997, p. 65). Studies have been completed that support uniforms as a savior of education, the demise of youth individuality. A commonality found was that dress (uniforms or not) was a factor in student behavior and achievement, but maybe only a secondary factor.

Uniforms as defined by the Random House College Dictionary means items of dress worn by all members of a given rank, profession or organization. With this in mind, the dress of the adolescent sub-culture certainly constitutes uniforms. Fashions at school, especially in urban schools, has become largely dominated by gang like, gang related clothing (Gullatt, 1999, p. 39). These “uniforms” have influenced behavior. Clothing manufacturers such as Fubu, RP55, even Hilfiger, have cashed in on this style and in a way contributed to the behavior, good or bad that is associated with the style.

Putting on uniforms (however defined) does not make or break whom the adolescent is inside. However it does provide a way of showing commitment (Gurian, 2000, p. 278). This commitment could be to achievement and social acceptance or social acceptance and non-conformity depending upon the norms of that sub-culture.

Commitment to school would be the optimum, especially in schools where dominance

behavior and sexuality become disruptive forces. Schools will continue to lose these cadets when they have committed to a group that does not view achievement as necessary.

ADOLESCENT SOCIALIZATION

First we must understand who spends most time with our children, parents or peers. Who do they respond to most, or better yet, identify with more easily. Being accepted and belonging becomes more important as adolescence continues. Teenagers dress in ways that adults often consider inappropriate to developing a cohesive team-learning environment. Adolescents naturally seek identity attention. They want to ensure that you know who they are and expect to be respected. Identity attention also includes mating strategies where dress suggests how cool the individual is and expected acceptance by members of that group (Gurian, 2000, p. 276). The more individualize, competitive, and romance oriented the culture the more adolescents seek individual expression, rebel and compete (Gurian, 2000, p. 276).

Acceptance often means conformity, conformity to values contrary to adult values. This sub-culture exists primarily in high schools, constituting a small society. Within this subculture, interaction within itself becomes paramount and often with very few connectors to the adult world (Rice, 1999, p. 257). The amount of time spent with peers also indicated the importance of peer acceptance and socialization. Over the course of adolescence, family time decreased and time spent with peers increased. The influence of the family unit becomes less important, as does desire to conform to the norms of that group. It is not uncommon for teenagers to hide clothing until they are away from home and then change in order to be accepted into the right crowd (Kirberger, 1999, p. 48).

CONFORMITY AND NON-CONFORMITY

Teens have always defined themselves by what they wear. In the 70's it was bell-bottom pants, long hair and no bras. Today's youth have adopted baggy clothes, layers, body piercing, and exposed underwear (Kirberger, 1999, p. 48). Conformity carries over to music and clothing as well as behavior. What teenagers watch or listen to in the media is also a means of conformance. In order to converse with friends, an investment in shared interest must be made. TV viewing influences behavior and behavior impacts achievement, mass media violence, perception of violence, personality and academic achievement. TV viewing, including cartoons and action and adventure programs can harm faculties of imagination and increase aggressive behavior, motor restlessness and academic maladjustment. At the same time, this dimension of personality bears a negative relationship with regard to academic achievement, and responsibility and interest in studies (Personality and Individual Differences, 1998, p. 973).

ACHIEVEMENT

A major premise of this study was that cadets who favored the urban style of dress did not perform well in the classroom. For the most part, the school sub-culture that exhibits this behavior consists mainly of African American adolescents but not exclusively. As previously noted, White adolescents as well as Asian and Hispanics fall into this category and the style reaches as far as the United Kingdom. Therefore, one cannot assume that it is strictly a situation found among Black youth. However, it cannot be ignored that this sub-culture is the one portrayed in media and music as favoring this style of dress. Music video's in particular show young Black men, sporting the baggy pants, large shirts, work shoes, and head gear that has come to be associated with this style. As

well, the message that is portrayed is certainly not one that suggests that academic achievement is a necessary component of success.

Witherspoon, Speigh, and Thomas (1997) found that absence of peer reinforcement of positive influences and support of authoritative parenting, school performance suffered. Another significant finding was that fear of not being accepted overcame the desire to excel in class. Black cadets feared that they would be accused of trying to act “white” if they were achievers in the classroom. Within this sub-culture, achievement was a white behavior (Racial Identity Attitudes, School Achievement, and Academic Self-Efficiency Among African American Cadets, 1997, p. 345).

Paunonen and Ashton found in their study (2001) that personality traits, such as academic motivation and intellectual curiosity, are better predictors of academic success than factors such as conscientiousness and openness to new experiences (Big Five Predictors of Academic Achievement, 2001, p. 84). This suggests, obviously, that absence of these characteristics would result in non-achievement. If the adolescent sub-culture does not see these things as necessary, then its members are less likely to view achievement as a high priority. Wentzel and Caldwell (1997) found that status and acceptance were keys to academic performance. They found that rejection was a prime contributor to academic failure (Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement in Middle School, 1998, p. 1198). The Hip-Hop culture is not one that is necessarily accepted by parents or those in positions of authority and could easily result in prejudice, which leads to low expectations and ultimately low achievement.

Summary

No claim could be exclusively made that dress was a major determinant of academic success. Surveys and literature both supported this idea and concluded that there was little if any relationship between the two. Emerson (2000) in particular found African American adolescents were no more likely to suffer academically than any other social group citing that the ideology of “Hip-Hop” has changed and that contemporary cadets do not necessarily fit the same profile as before (The Extreme Peer Group). The researcher believes, however, that particular dress is preferred by a sub-culture that does not see the necessity of academic achievement, either due to a lack of self-confidence or emulation of successful people who seemed to not need success in the classroom. Personal observation of the researcher seemed to support this and it was expected that the research would as well. Accordingly, a population was identified and an instrument was developed and administered. Chapter III describes this process.

CHAPTER III

METHODS AND PROCEDURES

This chapter will discuss the methods and procedures used for data collection. The individual sections will cover the instrument used for data collection, the population that was surveyed, the data collection methodology and how the data were analyzed.

POPULATION

The population utilized for this study was comprised of NJROTC cadets at an urban high school. The NJROTC program is open to all cadets enrolled in the school. The population consisted of males and females and was racially diverse. The predominant ethnic groups were Caucasian, African American, Asian, and Hispanic. NJROTC cadets range in age from 13 to 18 plus. The cadets in the population came from varied economic backgrounds. The predominant economic group would be considered middle class. The population included cadets from an NJROTC unit located in the Virginia Beach School District. Fifty cadets were randomly selected from a population of one hundred and twenty cadets.

INSTRUMENT DESIGN

The instrument used in this study was a survey that utilized Likert scales as response choices. The instrument was divided into segments to determine:

- 1) Importance of academic excellence.
- 2) Importance of peer influence with regard to academic success.
- 3) Post secondary school aspirations of members of this population.
- 4) Relevancy of established rules within this population.
- 5) Importance of conformity or non-conformity within this population.

- 6) Academic success of members of this population.

The survey instrument is included as Appendix A.

DATA COLLECTION METHODOLOGY

The intent of the study was to determine if a relationship existed between dress and academic success. This topic became of interest to the researcher as a result of personal observation of cadets enrolled in NJROTC classes. Consequently, the researcher chose this population as the focal point for data collection. Members of the NJROTC companies at local high schools were selected to participate in the survey.

On May 15, 2003, the survey, along with a cover letter explaining the reason for the study was forwarded to the Senior Naval Science Instructors at local high schools with NJROTC Units. The cover letter is included as Appendix B. The instructors were asked to return the surveys not later than May 30, 2002.

STATISTICAL ANALYSIS

Survey responses were segregated into racial groups, grade level, gender, and school affiliation. Each group's responses were analyzed using frequency of responses and percentages. Responses by the different groups were compared and differences noted. Responses to individual questions were also analyzed. The total group responses were also of interest to the researcher. Finally, Chi-Squared was used to determine significant deviations where appropriate. Identity of participants will remain anonymous. Data collected will be held in a confidential status and destroyed when no longer required.

SUMMARY

Chapter III provided an overview of the methods and procedures used in this study. The population consisted of NJROTC cadets representing diverse social, economic, and academic backgrounds. A survey was developed and used to collect data. Responses were collected, tabulated, and analyzed. Data were analyzed as a whole and by sub-groups. Frequencies, percentages, and chi-squared statistical procedures were used to accomplish this. The results of these processes are provided in Chapter IV.

CHAPTER IV

FINDINGS

The findings of this research study will be reported in this chapter. The problem of this study was to determine a relationship between cadets who prefer “gangsta” or “hip hop” attire and their academic performance in the classroom. This was accomplished through the use of a survey.

This survey consisted of 12 questions related to the research goals. Questions 1 and 2 were designed to determine level of preference for the urban style of dress. Questions 4,5, and 6 were designed to determine level of importance of academic excellence within this population. Questions 3,7,12, and 10 were designed to determine level of importance of peer influence with regard to academic success within this population. Questions 8 and 9 were designed to determine post secondary school aspirations of members of this population. Question 11 was developed to determine the level of importance of established rules and importance of conformity and non-conformity among cadets. Cadets were asked to provide cumulative GPAs. Cumulative GPAs were used as a measure of the academic success of the respondents.

PRESENTATION OF DATA

The survey was sent to 50 NJROTC cadets at Salem High School of which thirty-seven responded resulting in 66% of the population. The respondents were diverse and generally represented the population of the school and the NJROTC Unit. There were no Hispanics that responded to the survey; however there are Hispanics in the school and the NJROTC Unit. For an illustration of this data see Table 1.

Table 1
Distribution of Respondents

African American	Asian Pacific	Caucasian	Male	Female
17	6	14	19	18

DATA CATAGORIES

The results of the survey were divided into the following categories: overall, race, sex, years in NJROTC, and preference. A Likert Scale of 1 to 5 was used for responses to the survey questions. A response of 1 represented strongly disagrees, 2 disagree, 3 agree somewhat, 4 agree, and 5 strongly agree.

Review of Results Overall

Questions 1 and 2 were designed to measure preference for “Gangsta” or “Hip Hop” (urban style dress). Mean response to Question 1 was 3.50 and Question 2 was 3.63, which indicated that the cadets as a group preferred the urban style of dress at least to some degree.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 was 4.84. The mean response to Question 5 was 4.76 and the mean response to question 6 was 4.21. The group overall felt very strong that it was important to get good grades and that good grades were necessary for a successful future.

Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response to Question 3 was 2.81. The mean response to Question 7 was 2.76. The Mean response to Question 10 was 2.29. The mean response to Question 12 was 2.1. These responses indicated that peer influence was not important to the

respondents. Mean response to Question 3, 2.81 did indicate that this group felt it somewhat more important to wear the style of clothing popular among peers than clothing that conforms to the desires of adults.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response to Question 8 was 3.76 and the mean response to Question 9 was 4.53. This indicated that the group felt strongly that a college education was necessary for success and that they planned to attend college.

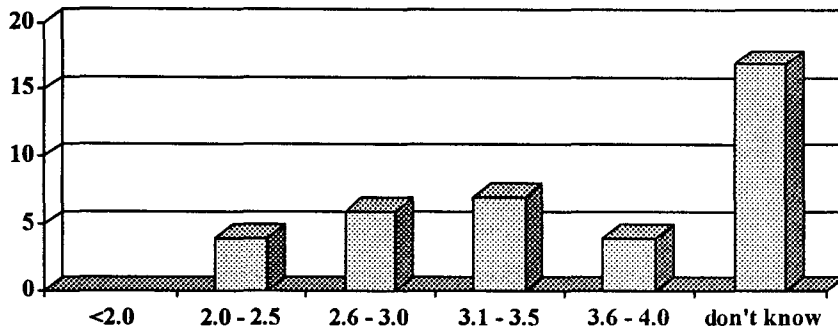
Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response to Question 11 was 4.00. Conformance and rules were important to this population. See table 2 for the mean response to each question.

Table 2
Overall Mean Responses by Question

Question 1	3.50	Question 7	2.76
Question 2	3.63	Question 8	3.76
Question 3	2.81	Question 9	4.53
Question 4	4.84	Question 10	2.29
Question 5	4.76	Question 11	4.00
Question 6	4.21	Question 12	2.1

Respondents were asked to provide cumulative GPA as a measure of academic success. No one reported a GPA of less than 2.0. The mode GPA was between 3.1 and 3.5 (7 occurrences). Based on the reported GPAs, more than half the cadets achieved academic success at least at the 2.0 level. Seventeen (45%) did not know their GPA. See Figure 1 for an illustration of this data.

**Figure 1
Respondent GPA**



The fact that such a large number of cadets did not know their GPA seemed significant to the researcher and a Chi-square comparison of the number of cadets that knew their GPA and those that did not was conducted. The distribution of grades was not statically significant when considering individual sub-groups nor when considering the group overall. See Figure 2 for an illustration of this data.

**Figure 2
Knowledge of GPA**

Ethnicity	Knew GPA	Did Not Know	Total
Caucasian	7	8	15
African AM	10	7	17
Asian AM	4	2	6
Total	21	17	38

Degrees of freedom: 2

Chi-square = 0.851123194375789

For significance at the .05 level, chi-square should be greater than or equal to 5.99.

The distribution is not significant.

p is less than or equal to 1.

Review of results Sub-divided by Race

The researcher compared responses provided by Caucasians and Minorities. Minorities in this instance included all non-Caucasian respondents. Questions 1 and 2 were designed to measure preference for urban style dress. Mean response by Caucasians

to Question 1 was 2.93 and Question 2 was 3.13 which indicated that Caucasian cadets somewhat preferred the urban style of dress. The mean response by Minorities to Question 1 was 3.87 and Question 2 was 3.96, which indicated that Minorities showed a stronger preference for urban style dress than Caucasians.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 by Caucasians was 4.73. The mean response to Question 5 was 4.73 and the mean response to Question 6 was 4.20. Caucasians felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by Minorities was 4.91. The mean response to Question 5 was 4.78 and the mean response to Question 6 was 4.21. Minorities also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future.

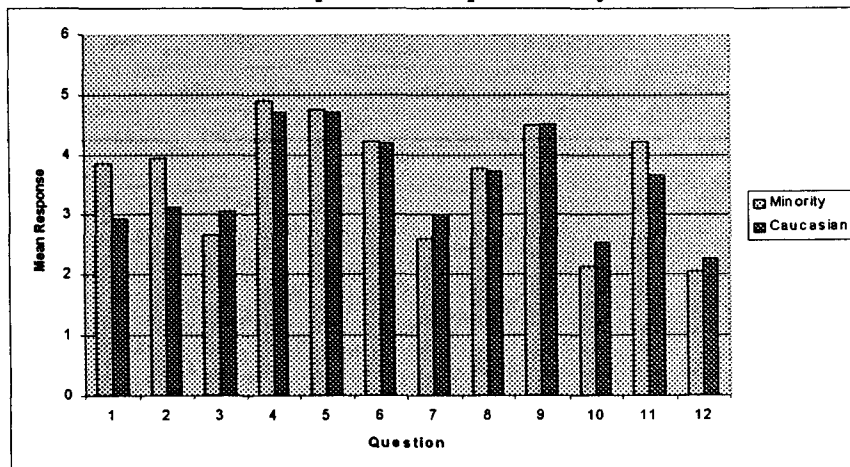
Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by Caucasians to Question 3 was 3.06. The mean response to Question 7 was 3.0. The Mean response to Question 10 was 2.53. The mean response to Question 12 was 2.27. These responses indicated that peer influence was only somewhat important among Caucasian cadets. The mean response by Minorities to Question 3 was 2.65. The mean response to Question 7 was 2.60. The Mean response to Question 10 was 2.13. The mean response to Question 12 was 2.04. These responses indicated that peer influence was also not very important among Minority cadets. Comparison of the data would indicate that peer influence was stronger among Caucasian cadets than Minority cadets.

Questions 8 and 9 were used to determine post secondary education aspirations of

this population. The mean response by Caucasians to Question 8 was 3.73 and the mean response to Question 9 was 4.53. This indicated that Caucasians felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by Minorities to Question 8 was 3.78 and the mean response to Question 9 was 4.52. This indicated that Minorities as well felt strongly that a college education was necessary for success and that they planned to attend college.

Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by Caucasians to Question 11 was 3.66. Conformance and rules were important to Caucasian cadets. The mean response by Minorities to Question 11 was 4.21. Conformance and rules were also important to Minority cadets. Minority cadets indicated a stronger preference for rules and conformance. See Figure 3 for an illustration of this data.

Figure 3
Mean Response Comparison by Race



Minorities were more likely to have GPAs less than 2.5. Asian Americans reported the strongest GPAs and percentile of cadets that knew their GPA. Only 33% of

Asian Americans reported not knowing their GPAs as compared to nearly 50% of Caucasians and African Americans. For an illustration of this data see Table 3.

Table 3
GPA by Race

Race	< 2.0	2.0 – 2.5	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	Don't Know
Caucasian	0	0	3	3	1	8
African AM	0	4	3	2	1	7
Asian AM	0	0	0	2	2	2

When GPAs reported by African American cadets were compared with GPAs reported by Caucasian cadets, more African American cadets reported GPAs less than 2.5. No Caucasian cadets reported GPAs less than 2.5. All GPAs reported by this sub-group were greater than 2.5. A Chi-square comparison of the distribution of GPAs reported by African American cadets and Caucasian cadets was conducted. The difference in grade distribution between African American cadets and Caucasian cadets was considered statistically significant. See Figure 4 for an illustration of this data Figure 4

Figure 4
Grade Comparison By Race

	GPA 2.5 or Less	GPA > 2.5	Total
Caucasian	0	9	9
African AM	4	6	10
Total	4	15	19

Degrees of freedom: 1
Chi-square = 4.56
 p is less than or equal to 0.05.
The distribution is significant.

A Chi-square comparison of GPA distributions reported by Asian American cadets and Caucasian cadets was conducted as well. The GPA distribution was not considered to be statistically significant. See Figure 5 for an illustration of this data.

Figure 5
Grade Comparison, Asian American and Caucasian

	2.5 - 3.0	3.1 - 3.5	3.6 - 4.0	Total
Asian Americans	0	2	2	4
Caucasians	3	3	1	7
Total	3	5	3	11

Degrees of freedom: 2

Chi-square = 2.93333333333333

For significance at the .05 level, chi-square should be greater than or equal to 5.99.

The distribution is not significant.

p is less than or equal to 1.

A Chi-square comparison of GPA distributions reported by Asian American cadets and African American cadets was conducted as well. The GPA distribution was not considered to be statistically significant. See Figure 6 for an illustration of this data.

Figure 6
Grade Comparison, Asian American and African American

	2.0 - 2.5	2.6 - 3.0	3.1 - 3.5	3.6 - 4.0	Total
Asian American	0	0	2	2	4
Af American	4	3	2	1	10
Total	4	3	4	3	14

Degrees of freedom: 3

Chi-square = 5.83333333333333

For significance at the .05 level, chi-square should be greater than or equal to 7.82.

The distribution is not significant.

p is less than or equal to 0.20.

Review of Results Sub-divided by Sex

The researcher compared responses provided by males and females. Questions 1 and 2 were designed to measure preference for urban style dress. Mean response by female cadets to Question 1 was 3.22 and Question 2 was 3.39 which indicated that female cadets somewhat preferred the urban style of dress. The mean response by male

cadets to Question 1 was 3.75 and Question 2 was 3.85, which indicated that male cadets showed a stronger preference for urban style dress than females.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 by female cadets was 4.94. The mean response to Question 5 was 4.89 and the mean response to Question 6 was 4.39. Female cadets felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by male cadets was 4.75. The mean response to Question 5 was 4.65 and the mean response to Question 6 was 4.05. Male cadets also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. However, female cadets felt more strongly that grades were important to success.

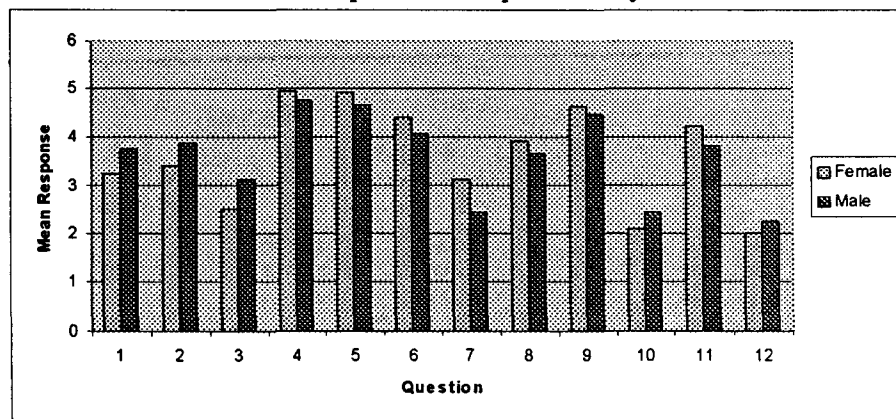
Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by females to Question 3 was 2.5. The mean response to Question 7 was 3.11. The Mean response to Question 10 was 2.11. The mean response to Question 12 was 2.00. These responses indicated that peer influence was not very important among female cadets. The mean response by male cadets to Question 3 was 3.1. The mean response to Question 7 was 2.45. The Mean response to Question 10 was 2.45. The mean response to Question 12 was 2.25. These responses indicated that peer influence was also not very important among male cadets. However, comparison of the data would indicate that peer influence was stronger among male cadets than female cadets.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response by female cadets to Question 8 was 3.88 and the

mean response to Question 9 was 4.61. This indicated that female cadets felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by male cadets to Question 8 was 3.65 and the mean response to Question 9 was 4.45. This indicated that males as well felt strongly that a college education was necessary for success and that they planned to attend college. However, comparison of the data would indicate that females felt more strongly that college was necessary and planned to attend college.

Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by female cadets to Question 11 was 4.22. Conformance and rules were important to female cadets. The mean response by male cadets to Question 11 was 3.8. Conformance and rules were also important to male cadets. However, female cadets indicated a stronger preference for rules and conformance. See Figure 7 for an illustration of this data.

Figure 7
Mean Response Comparison by Sex



Cumulative GPAs were used to illustrate academic success. A Chi-square comparison was conducted of the grade distribution reported by female and male cadets.

The distribution was not statistically significant. See Figure 8 for an illustration of this data.

Figure 8
GPA Distribution by Sex

	GPA 2.5 or Less	GPA > 2.5	Total
Female	2	8	10
Male	2	9	11
Total	4	17	21

Degrees of freedom: 1

Chi-square = 0.0112299465240642

For significance at the .05 level, chi-square should be greater than or equal to 3.84.

The distribution is not significant.

p is less than or equal to 1.

Review of Results Sub-divided by Sex and Race

The researcher further compared responses provided by males and females according to ethnicity. Questions 1 and 2 were designed to measure preference for urban style dress. Mean response by Minority female cadets to Question 1 was 3.44 and Question 2 was 3.56, which indicated that Minority female cadets preferred the urban style of dress. The mean response by Caucasian female cadets to Question 1 was 3.00 and Question 2 was 3.22 which indicated that Caucasian female cadets somewhat preferred the urban style dress. The mean response to Question 1 by Minority male cadets was 4.06 and Question 2 was 4.19, which indicated that Minority male cadets had a strong preference for the urban style dress. The mean response to Question 1 by Caucasian male cadets was 2.83 and Question 2 was 3.00 which indicated that Caucasian males somewhat preferred the urban style of dress. Comparison of the data indicated that Minority cadets, as a whole, demonstrated a stronger preference for the urban style of dress with Minority male cadets indicating the strongest preference.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 by Minority female cadets was 5.00. The mean response to Question 5 was 4.89 and the mean response to Question 6 was 4.22. Minority female cadets felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by Caucasian female cadets was 4.89. The mean response to Question 5 was 4.89 and the mean response to Question 6 was 4.56. Caucasian female cadets also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by Minority male cadets was 5.00. The mean response to Question 5 was 5.00. The mean response to Question 6 was 4. This indicated that Minority male cadets felt strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response by Caucasian male cadets to Question 4 was 4.50. The mean response to Question 5 was 4.50. The mean response to Question 6 was 3.67. This indicated that Caucasian male cadets felt strongly that it was important to get good grades and that good grades were necessary for a successful future. A comparison of the data indicated that Minorities, as a whole, however, felt more strongly that grades were important to success.

Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by Minority female cadets to Question 3 was 2.00. The mean response to Question 7 was 3.00. The Mean response to Question 10 was 1.67. The mean response to Question 12 was 1.55. These responses indicated that peer influence was not very important among Minority female cadets. The mean response by Caucasian female cadets to Question 3 was 3.00. The mean response to Question 7 was

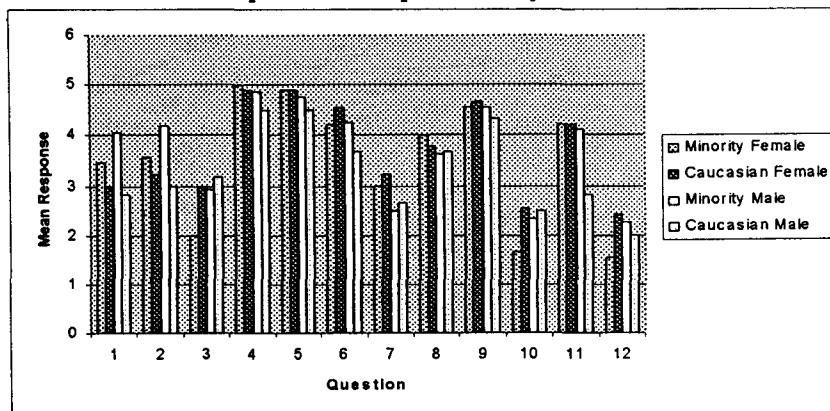
3.22. The mean response to Question 10 was 2.55. The mean response to Question 12 was 2.44. These responses indicated that peer influence was somewhat important among Caucasian female cadets. The mean response by Minority male cadets to Question 3 was 2.94. The mean response to Question 7 was 2.48. The mean response to Question 10 was 2.33. The mean response to Question 12 was 2.26. These responses indicated that peer influence was not important among Minority male cadets. The mean response by Caucasian male cadets to Question 3 was 3.17. The mean response to Question 7 was 2.67. The mean response to Question 10 was 2.50. The mean response to Question 12 was 2.00. These responses indicated that peer influence was not important among Caucasian male cadets. However, comparison of the data would indicate that peer influence was stronger among Caucasian female cadets.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response by Minority female cadets to Question 8 was 4.00 and the mean response to Question 9 was 4.56. This indicated that Minority female cadets felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by Caucasian female cadets to Question 8 was 3.65 and the mean response to Question 9 was 4.67. This indicated that Caucasian female cadets as well felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by Minority male cadets to Question 8 was 3.63 and the mean response to Question 9 was 4.57. This indicated that Minority male cadets as well felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by Caucasian male cadets to Question 8 was 3.67 and the mean response to Question 9 was 4.33. This indicated that

Caucasian male cadets as well felt strongly that a college education was necessary for success and that they planned to attend college. However, comparison of the data would indicate that Minority female cadets and Caucasian male cadets felt more strongly that college was necessary and planned to attend to college.

Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by Minority female cadets to Question 11 was 4.22. Conformance and rules were important to Minority female cadets. The mean response by Caucasian female cadets to Question 11 was 4.22. The mean response by Minority male cadets to Question 11 was 4.13. Conformance and rules were also important to Minority male cadets. The mean response by Caucasian male cadets to Question 11 was 2.83. Conformance and rules were not important to Caucasian male cadets. Comparison of the data indicated that rules and conformance were less important to Caucasian male cadets than the other sub-groups surveyed. See Figure 9 for an illustration of this data.

Figure 9
Mean Response Comparison by Sex and Race



Cumulative GPAs were used to indicate academic success. Males and females

were relatively similar in overall GPAs. Minority females reported the lowest average GPAs. Minority males reported the highest GPAs. However, when Asian Americans were removed from the category, Minority male GPAs were lower than Caucasian GPAs. Minorities, less Asian Americans, reported lower GPAs than other sub-groups. This indicated that Minorities, African Americans, were less successful in the classroom. For an illustration of this data see Table 4.

Table 4
GPA by Sex and Race

Sex	<2.0	2.0 - 2.5	2.6 – 3.0	3.1 3.5	3.6 – 4.0	Don't Know
Female	0	2	4	3	1	8
Male	0	2	2	4	3	9
Minority Female	0	2	2	2	0	3
Caucasian Female	0	0	2	1	1	5
Minority Male	0	2	1	2	3	6
Caucasian Male	0	0	1	2	0	3

Review of Results Sub-divided by Age

The researcher also compared responses sub-divided by age. Questions 1 and 2 were designed to measure preference for urban style dress. Mean response by cadets less than sixteen years of age to Question 1 was 3.73 and Question 2 was 3.4, which indicated that cadets under sixteen somewhat preferred the urban style of dress. The mean response by cadets sixteen years of age to Question 1 was 3.76 and Question 2 was 3.92, which indicated these cadets also preferred the urban style dress. The mean response by cadets greater than sixteen years of age to Question 1 was 2.8 and Question 2 was 3.6 which indicated that older cadets somewhat preferred the urban style of dress, but to a much lesser degree than younger cadets.

Questions 4, 5, and 6 were intended to determine the level of importance of

academic success. The mean response to Question 4 by cadets less than sixteen years of age was 4.87. The mean response to Question 5 was 4.87 and the mean response to Question 6 was 4.53. Cadets less than sixteen years of age felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by cadets sixteen years of age was 4.77. The mean response to Question 5 was 4.62 and the mean response to Question 6 was 3.92. Cadets sixteen years of age also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by cadets greater than sixteen years of age was 4.90. The mean response to Question 5 was 4.80 and the mean response to Question 6 was 4.10. Cadets greater than sixteen years of age also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future.

Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by cadets less than sixteen years of age to Question 3 was 3.20. The mean response to Question 7 was 2.73. The Mean response to Question 10 was 2.47. The mean response to Question 12 was 2.33. These responses indicated that peer influence was not very important among cadets less than sixteen years of age. The mean response by cadets sixteen years of age to Question 3 was 3.00. The mean response to Question 7 was 2.46. The mean response to Question 10 was 2.69. The mean response to Question 12 was 2.38. These responses indicated that peer influence was also not very important among cadets sixteen years of age. The mean response by cadets greater than sixteen years of age to Question 3 was 2.00. The mean response to Question 7 was 3.20. The mean response to Question 10 was 1.50. The mean response to

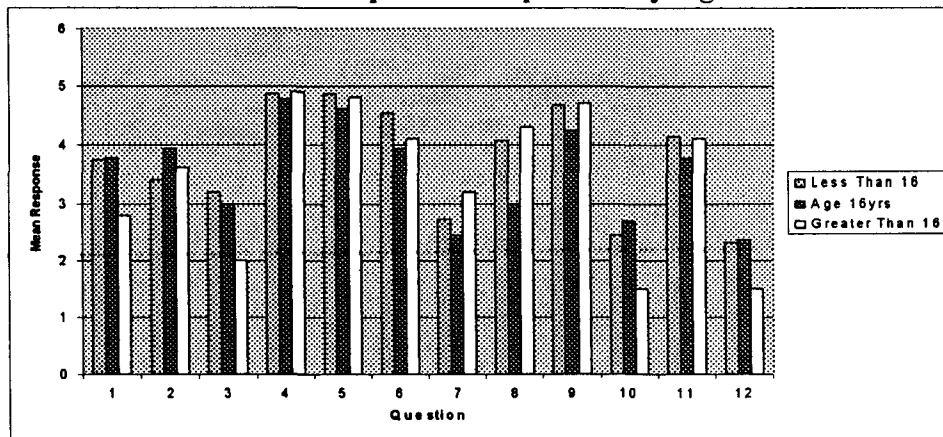
Question 12 was 1.50. These responses indicated that peer influence was also not very important among cadets greater than sixteen years of age. Comparison of the data indicated that peer influence was stronger among cadets sixteen years of age and younger.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response by cadets less than sixteen years of age to Question 8 was 4.06 and the mean response to Question 9 was 4.67. This indicated that cadets less than sixteen years of age felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by cadets sixteen years of age to Question 8 was 4.30 and the mean response to Question 9 was 4.70. This indicated that cadets sixteen years of age as well felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by cadets greater than sixteen years of age to Question 8 was 4.30 and the mean response to Question 9 was 4.70. This indicated that cadets greater than sixteen years of age as well felt strongly that a college education was necessary for success and that they planned to attend college. However, comparison of the data indicated that cadets greater than sixteen years of age felt more strongly that college was necessary and planned to attend to college.

Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by cadets less than sixteen years of age to Question 11 was 4.13. Conformance and rules were important to cadets less than 16 years of age. The mean response by cadets sixteen years of age to Question 11 was 3.77. Conformance and rules were also important to cadets sixteen years of age. The mean response by cadets greater than sixteen years of age to Question 11 was 4.10. Conformance and rules were also

important to cadets greater than sixteen years of age. However, cadets sixteen years of age indicated that conformance and rules were less important to them. For an illustration of this data see Figure 9.

Figure 10
Mean Response Comparison by Age



Cumulative GPAs were used to indicate academic success. Seven students in each age group reported a GPA. Age grouping did not seem to make a significant difference in overall GPAs among cadets sixteen and younger. Cadets older than sixteen reported more GPAs less than 3.0. Cadets less than sixteen and younger were more likely not to know their GPA than cadets greater than sixteen. See Table 5 for an illustration of this data.

Table 5

Age	GPA by Age					Don't Know
	<2.0	2.0 - 2.5	2.6 - 3.0	3.1 - 3.5	3.6 - 4.0	
Less Than 16	0	1	1	4	1	8
16	0	1	2	1	3	6
Greater Than 16	0	2	3	2	0	3

The researcher conducted a Chi-square comparison of the grade distributions among the different age groups. The distribution of reported GPAs did not prove to be

statistically significant. See Figure 10 and Figure 11 for illustrations of this data.

Figure 11
GPA Comparison by Age 1

	Knew GPA	Didn't Know GPA	Total
< 16	7	8	15
16	7	6	13
Total	14	14	28

Degrees of freedom: 1

Chi-square = 0.143589743589744

For significance at the .05 level, chi-square should be greater than or equal to 3.84.

The distribution is not significant.

p is less than or equal to 1.

Figure 12
GPA Comparison by Age 2

	Knew GPA	Didn't Know GPA	Total
< 16	7	8	15
16	7	6	13
>16	7	3	10
Total	21	17	38

Degrees of freedom: 2

Chi-square = 1.33735545500251

For significance at the .05 level, chi-square should be greater than or equal to 5.99.

The distribution is not significant.

p is less than or equal to 1.

Review of Results Sub-divided by Time in NJROTC

The researcher further compared responses provided by time in the NJROTC program. Questions 1 and 2 were designed to measure preference for urban style dress. Mean response by cadets with one year in NJROTC to Question 1 was 3.79 and Question 2 was 3.68, which indicated that new cadets showed a preference for the urban style of dress. The mean response by cadets with two years in NJROTC to Question 1 was 3.45

and Question 2 was 3.64, which indicated that cadets with two years in NJROTC preferred the urban style of dress as well. The mean response by cadets with three or more years in NJROTC to Question 1 was 2.87 and Question 2 was 3.50, which indicated that these cadets also showed somewhat of a preference for the urban style of dress but to a lesser degree.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 by cadets with one year in NJROTC was 4.84. The mean response to Question 5 was 4.79 and the mean response to Question 6 was 4.42. First year cadets felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by cadets with two years in NJROTC was 4.90. The mean response to Question 5 was 4.81 and the mean response to Question 6 was 3.91. Second year cadets also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by cadets with three or more years in NJROTC was 4.75. The mean response to Question 5 was 4.62 and the mean response to Question 6 was 4.13. Cadets with more than two years NJROTC felt very strongly that it was important to get good grades and that good grades were necessary for a successful future as well.

Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by cadets with one year in NJROTC to Question 3 was 2.84. The mean response to Question 7 was 2.53. The mean response to Question 10 was 2.42. The mean response to Question 12 was 2.16. These responses indicated that peer influence was not very important to first year cadets. The mean response by cadets

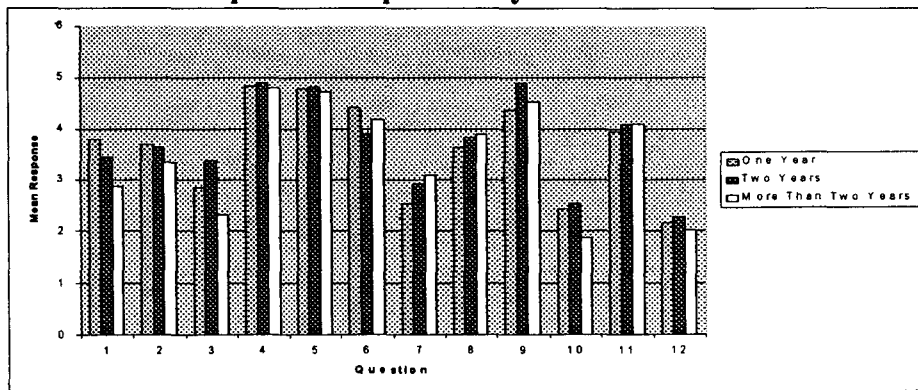
with two years in NJROTC to Question 3 was 3.36. The mean response to Question 7 was 2.91. The mean response to Question 10 was 2.55. The mean response to Question 12 was 2.27. These responses indicated that peer influence was also not very important to cadets with two years in NJROTC. The mean response by cadets with three or more years in NJROTC to Question 3 was 2.00. The mean response to Question 7 was 3.12. The mean response to Question 10 was 1.62. The mean response to Question 12 was 1.86. Cadets with three or more years in NJROTC indicated that peer influence was not important to them as well. However, comparison of the data indicated that peer influence was stronger among cadets with less than three years in NJROTC.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response by cadets with one year in NJROTC to Question 8 was 3.63 and the mean response to Question 9 was 4.37. This indicated that cadets with one year in NJROTC felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by cadets with two years in NJROTC to Question 8 was 3.82 and the mean response to Question 9 was 4.91. This indicated that cadets with two years in NJROTC as well felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by cadets with more than three years in NJROTC to Question 8 was 4.00 and Question 9 was 4.36. Cadets with three or more years in NJROTC felt stronger that college was necessary and planned to attend to college.

Question 11 was designed to determine level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by cadets with one year in NJROTC to Question 11 was 3.95. Conformance and

rules were important to cadets with one year in NJROTC. The mean response by cadets with two years in NJROTC to Question 11 was 4.09. Conformance and rules were also important to cadets with two years in NJROTC. The mean response by cadets with more than three years in NJROTC to Question 11 was 4.00, which indicated that cadets with three or more years in NJROTC showed a strong preference for rules and conformance as well. See Figure 12 for an illustration of the data.

Figure 13
Response Comparison by Years in ROTC



Cumulative GPAs were used to indicate academic success. Seven students in each cadet experience group reported a GPA. Cadets with greater than 3 years in NJROTC reported overall lower GPAs but were more likely to know their GPA. Cadets with two years or less in NJROTC reported the highest GPAs but were also more likely to not know their GPA. See Table 6 for an illustration of this data. The researcher conducted a Chi-square comparison of the grade distributions among the experience level groups. The distribution of reported GPAs did not prove to be statistically significant. See Figure 13 for an illustration of this data.

Table 6
GPA by Years in ROTC

YRS In ROTC	<2.0	2.0 –	2.6 – 3.0	3.1 – 3.5	3.6 – 4.0	Don't Know
1 Year	0	1	1	4	1	12
2 Years	0	1	1	2	3	4
More Than 2	0	2	4	1	0	1

Figure 14
GPA Comparison by Time in NJROTC 2

	2.0 - 2.5	2.6 - 3.0	3.1 - 3.5	3.6 - 4.0	Total
1 Year	1	1	4	1	7
2 Years	1	1	2	3	7
More Than 2 yrs	2	4	1	0	7
Total	4	6	7	4	21

Degrees of freedom: 6

Chi-square = 9

For significance at the .05 level, chi-square should be greater than or equal to 12.59.

The distribution is not significant.

p is less than or equal to 0.20.

Review of Results Sub-divided by Preference

The researcher further compared responses provided according to preference for urban style dress. Cadets responding 3 or greater to Question 1 (I prefer the urban style of dress) were identified as preferring this style of dress. Question 2 asked all cadets if they sometimes wore urban style dress. The mean response to this Question 2 by cadets that preferred urban style dress was 3.84. Mean response by cadets who preferred other styles of dress to Question 2 was 2.33 which indicated that these cadets did not often wear urban style clothing.

Questions 4, 5, and 6 were intended to determine the level of importance of academic success. The mean response to Question 4 by cadets who preferred urban style

dress was 4.84. The mean response to Question 5 was 4.78 and the mean response to Question 6 was 4.25. Cadets who preferred urban style dress felt very strongly that it was important to get good grades and that good grades were necessary for a successful future. The mean response to Question 4 by cadets who preferred other styles of dress was 4.83. The mean response to Question 5 was 4.67 and the mean response to Question 6 was 4.00. These cadets also felt very strongly that it was important to get good grades and that good grades were necessary for a successful future.

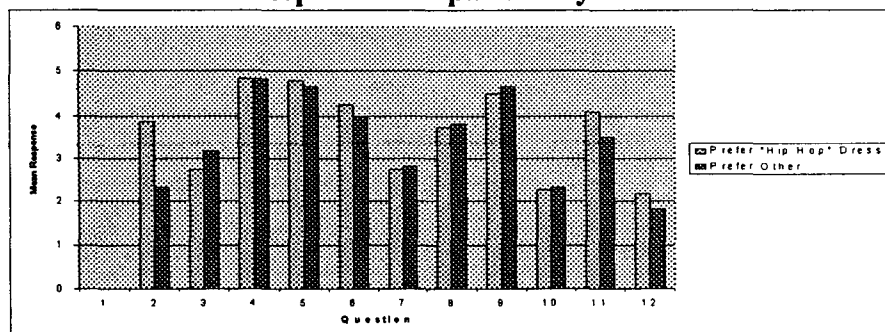
Questions 3, 7, 10, and 12 were designed to determine importance of peer influence. The mean response by cadets who preferred urban style dress to Question 3 was 2.75. The mean response to Question 7 was 2.75. The mean response to Question 10 was 2.28. The mean response to Question 12 was 2.18. These responses indicated that peer influence was not very important among cadets who prefer urban style dress. The mean response by cadets who preferred other styles of clothing to Question 3 was 3.16. The mean response to Question 7 was 2.83. The mean response to Question 10 was 2.33. The mean response to Question 12 was 1.83. These responses indicated that peer influence was also not very important among cadets who preferred other styles of dress. However, comparison of the data indicated that peer influence was stronger among cadets who preferred other styles of dress.

Questions 8 and 9 were used to determine post secondary education aspirations of this population. The mean response by cadets who preferred urban style dress to Question 8 was 3.75 and the mean response to Question 9 was 4.50. This indicated that cadets who preferred urban style dress felt strongly that a college education was necessary for success and that they planned to attend college. The mean response by cadets who preferred other

styles of dress to Question 8 was 3.83 and the mean response to Question 9 was 4.67. This indicated that cadets who preferred other styles of dress as well felt strongly that a college education was necessary for success and that they planned to attend college. However, comparison of the data indicated that cadets who preferred other styles of dress felt more strongly that college was necessary and planned to attend to college.

Question 11 was designed to determine the level of importance of established rules and the importance of conformity or non-conformity among this population. The mean response by cadets who preferred urban style dress to Question 11 was 4.09. Conformance and rules were important to cadets who preferred urban style dress. The mean response by cadets who preferred other styles of dress to Question 11 was 3.5. This indicated that conformance and rules were also important to cadets who preferred other styles of dress but to a lesser degree than those who preferred urban style dress. See Figure 14 for a graphical illustration of the data.

Figure 15
Mean Response Comparison by Preference



The researcher reviewed the distribution of responses to Question 1 by ethnicity. Most of the cadets responding 3 or higher (preferred urban style dress) were Minority cadets with all Asian American cadets responding 3 or higher on the Likert scale to this question. However, these distributions did not prove to be statistically significant. See

Table 7 and Figure 15 for illustrations of this data.

Table 7
Distribution of Responses to Question 1

Ethnicity	1	2	3	4	5
African A.	0	2	4	5	6
Asian A.	0	0	2	3	1
Caucasian	2	2	6	5	0

Figure 16
Response to question 1
" I prefer the urban style of dress."

	1	2	3	4	5	Total
Caucasian	2	2	6	5	0	15
African AM	0	2	4	5	6	17
Asian AM	0	0	2	3	1	6
Total	2	4	12	13	7	38

Degrees of freedom: 8

Chi-square = 10.4824104000575

For significance at the .05 level, chi-square should be greater than or equal to 15.51.

The distribution is not significant.

p is less than or equal to 1.

Cumulative GPAs were used to indicate academic success. Cadets who preferred urban style dress were more likely to have a GPA of 2.5 or less or not know their GPA.

The researcher conducted a Chi-square comparison of the grade distributions reported by the cadets. The distribution of reported GPAs did not prove to be statistically significant.

See Figure 16 for an illustration of this data.

Figure 17
GPA Distribution by Preference

	2.5 or less	2.6 or more	Total
Prefer Hip Hop	4	14	18
Prefer Other	0	3	3
Total	4	17	21

Degrees of freedom: 1

Chi-square = 0.823529411764706

For significance at the .05 level, chi-square should be greater than or equal to 3.84.

The distribution is not significant.

p is less than or equal to

SUMMARY

The researcher evaluated data collected through the use of a survey that was administered to high school NJROTC cadets. The researcher categorized and reviewed the data as it applied to the stated research goals. The researcher used a Likert scale as the instrument to record responses to the survey questions. The respondents were representative of the NJROTC population at the school with one exception; there were no Hispanic respondents.

The respondents overall indicated a preference for urban dress and responded positively to the questions relating to education, adherence to and importance of rules, classroom success, and intentions with regard to post secondary education. When reviewed by sub-groups, the data did not indicate any statistically significant differences with the exception of GPA distribution between African American males and Caucasian males. Chapter V provides a summary, conclusions, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The problem of this study was to determine a relationship between cadets who prefer “Gangsta” or “Hip Hop” attire (urban style dress) and their academic performance in the classroom. Six research goals were used to guide this study. The researcher attempted to determine the level of importance of academic excellence within this population. Second, the importance of peer influence with regard to academic success within this population was measured. Third, the researcher attempted to determine the post-secondary aspirations within this population. Fourth, the researcher attempted to determine relevancy of established rules within this population. The researcher attempted to determine the importance of conformity or non-conformity within the population. Finally, the researcher attempted to determine the importance of academic success of cadets who preferred urban style dress.

This study was driven by the desire to gain an understanding of what cadets believe is important and necessary for success. Through personal observation, the researcher noticed that cadets who preferred the urban style of dress did not do as well on exams as other cadets. Educators need to understand that influences on student behavior and performance go beyond acceptance. They should consider this when determining what motivates cadets in the classroom. Socialization needs and peer acceptance has become an increasingly more important goal for adolescents and dress has become an expression of inclusion in one group or another. Adults in the education arena have viewed and dealt with these social groups and have formed opinions as well. Those who

prefer the urban dress style and the image it portrays may have given these “outsiders” reason for this opinion. An understanding of educational aspirations and views on academic success could be beneficial to provide a productive educational environment for students within this population.

This study was of high school cadets at a suburban high school. These cadets were members of the NJROTC Unit at this school. Fifty cadets ranging from 9th to 12th grade were randomly selected to participate in the study. Thirty-eight cadets responded to the survey. The respondents were representative of the NJROTC Unit population.

A 13-question survey was used to gather data. A Likert scale was used to respond to the questions. The survey addressed cadet attire preferences, importance of peer influence, success in the classroom, post secondary aspirations, influence of adults on behavior and importance of conformance. The mean of responses provided was compared and statistical significance was determined. Data were evaluated overall, by race, sex, age, time in ROTC, and attire preference.

CONCLUSIONS

The researcher attempted to determine a relationship between students who preferred the urban style dress and academic performance. There were six basic goals that guided this study. The first determination to make was to identify the students in the population who preferred urban style clothing. A response of 3 or greater by the cadets to Question 1 was used to make this determination. Thirty-two of thirty-eight cadets responded to this question with a 3 or higher. Therefore, the large majority of the cadets preferred this style of dress, or at least wore this type clothing with some regularity. The mean response to the questions addressing this was 3.50.

NJROTC cadets were generally successful in the classroom and felt very strongly that success in the classroom was necessary for a successful future. Additionally, the smallest mean response to the questions used to measure the goal “Determine the level of importance of academic excellence within this population.” was 4.21. However, seventeen members of this population did not know their GPA. This fact could have implied that GPAs were not important to a large part of the population (45%), or were at the lower end of the grade scale. If this is accepted, then it did not matter what dress style the students preferred. GPAs and relative importance of academic success varied throughout the population and could not be directly linked to dress style.

Peer influence (third research goal) was not important to this group overall and when reviewed by sub-group, Caucasian females were more susceptible to peer influence than any other group (highest mean response 3.2). The researcher expected that peer influence would be more important. Furthermore, when viewed as relating strictly to the style of clothing preferred, this fact seemed to contradict some of the concepts concerning adolescent socialization.

College aspirations were strong throughout the participant population (research goal was to determine the post secondary school aspirations of this population). Question 9 addresses this goal. The group mean response to this question was 4.53. Almost all of the members agreed that they intended to go to college. When evaluated by sub-group, there was no statistical significance to the responses made by each group. However, African American and Caucasian cadets responded more strongly to the questions associated with this goal than any other cultural sub-group. The mean response range for African American females was 4.0 - 4.56 and for Caucasian males, 3.67 - 4.33. Cadets

over the age of sixteen responded greater than 4.00 to this series of questions. Cadets preferring other styles of clothing responded strongest to these questions but not significantly (4.67 as compared to 4.50 for students who preferred urban style dress). Again, there was really no distinction that could be strongly associated with dress preference.

Conformance and rules and regulations were important to the respondents (research goal was to determine relevancy of established rules and conformance). This was not surprising for the group overall, since the respondents were NJROTC cadets and this program stresses discipline. However, the fact that minorities felt stronger (4.21 as compared to a 3.66 mean response for Caucasians) that conformance and rules were important was somewhat surprising. The researcher initially believed that this would not be the case. Observation of students throughout the school indicated that these traits were much less important among the minority student population. Based on the data reported, conformance was most important among minority cadets.

Student cumulative GPA distributions were not statistically significant overall (research goal was to measure academic success). No significant association could be made between dress and GPA. The majority of the students, at least to some degree, preferred the urban style of dress and the grade dispersion between this category of cadet and those that preferred other styles was not significant. African Americans, males in particular, on the other hand reported the lowest GPAs. When compared with Caucasian cadets, the distribution of grades was significant (Chi-square = 4.56, p less than or equal to .05). This was the only data distribution found to be significant throughout the findings. Only four cadets reported GPAs of 2.5 or less and all were minorities, African

Americans in particular. Considering that minorities, African Americans in particular, also indicated the strongest preference for urban style dress (4.06). There appeared to be a relationship that existed among this sub-group. However, when considering that Asian American cadets also demonstrated a strong preference for urban style dress (mean responses 3.0 or better) and all GPAs reported by this sub-group were in excess of 3.0, this conclusion was no longer considered valid.

Based on the data collected, there is no relationship between preference for “Gangsta” or “Hip Hop” styles and academic success or importance of academic success for individual success in the future. There were some anomalies in the data collected but nothing that would support a strong relationship between these variables. The preference for this style of dress crossed all sub-groups to some extent. The respondents did not differ significantly, in most cases, in their responses to the remaining research goals as well. The broad-spectrum of results to all research goals among NJROTC cadets supported that dress was not a determining factor of success among this population.

RECOMMENDATIONS

Educators must understand that “sagging pants” do not necessarily mean that a student will perform poorly in class. Any stigma associated with children that opt for this style should remain out of the classroom. This study demonstrated that most students show some preference for this style of dress, however there was no real difference in performance or conformance among those who did and those who did not prefer urban dress.

Additional studies should be conducted in this area using a larger sample population and including students outside NJROTC. The population evaluated was

limited to NJROTC students who may be subjected to more discipline than other students within the school population.

The researcher proposes follow-up studies be conducted to determine if the results of this study were specific to just NJROTC cadets or to the student population as a whole. In view of recent changes in Norfolk City Public School's dress code, a study should be conducted that would compare school performance between Norfolk and Virginia Beach. This study would provide valuable data to support or contradict these findings. There are also NJROTC units located at Norfolk schools. After a reasonable period has passed (two years minimum), a comparison of NJROTC Unit performance at Norfolk Schools and NJROTC Units at Virginia Beach Schools should also be conducted. These studies would provide the opportunity to compare schools that subscribe to a strict dress code and schools that follow a dress code that is not as strict. The researcher believes that two years would be an appropriate adjustment period in the Norfolk Schools for the results to accurately reflect the impact of this new dress code.

BIBLIOGRAPHY

Biography, Tupac Shakur, Rolling Stone Magazine (n.d)
Retrieved 17 March 2002, from
<http://www.rolingstone.com/artists/bio.asp?oid>

Biography, Eminem, Rolling Stone, (n.d.).
Retrieved 17 March 2002, from
<http://www.rolingstone.com/artists/bio.asp?oid>

Briggs, Adam, Cobley, Paul. (1999). I Like My Shit Sagged: Fashion, "Black Musics" and Subcultures. *Journal of Youth Studies*, October, pp. 337 - 352

Bush, State of the Union Address, (29 Jan. 02). Retrieved 21 March 2002, from
<http://www.whitehours.gov/news/release/2002/01/20020129-11.html>

Emerson, Brenda Kay. (2000). The Extreme Peer Group: Its Negative Influence on the Academic and Social Outcomes of African American Adolescents. *Dissertation Abstracts International*, vol 60, nr. 8, p. 3148

Gurian, Michael, Henley, Patricia. (2001). *Boys and Girls Learn Differently* (First Edition). San Francisco, CA, Jossey-Bass

Gullatt, David E. (1999). Rationale and Strategies for Amending the School Dress Code to Accommodate Student Uniforms. *American secondary education*, 1999, vol. 27, no. 4, p. 39

Kirberger, Kimberly. (1999). Are Teens That Different Today?
Life Magazine, vol. 22, p. 48

Mancini, Gail Hinchion. (1997). School Uniforms: Dress for Success or Conformity. *The Education Digest*, vol. 63. no. 4, p 62

Personality and Individual Differences. (1998). *Personality and Individual Differences*, Pergamon Press Volume 30, p. 973

Paunonen, S.V., Ashton, M.C. (2001). Big Five Predictors of Academic Achievement. *Journal of Research in Personality*, vol. 35, no. 1, pp 78-90

Rice, F. Phillip (1999). *The Adolescent Development, Relationships, and Culture* (Ninth Edition). Needham Heights, MA, Allyn and Bacon.

Wentzel and Caldwell. (1997). Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement in Middle School. *Child Development*, vol. 68, no. 6., pp. 1198 - 1209

Witherspoon, K. M., Speigh, S. L., Thomas. (1997). Racial Identity Attitudes, School Achievement, and Academic Self-Efficiency Among African American high School Students. *The Journal of Black Psychology*, vol. 23, no. 4, p. 334.

APPENDIX A

Dress and Academic Performance Survey

Please provide the following demographic information by placing check marks or circling the most appropriate data.

Sex: Male Female

Age: less than 15 15 yrs 16 yrs 17 yrs 18 yrs greater than 18

Grade Level: 9 10 11 12

Time in ROTC: 1 yr 2 yrs 3yrs 4yrs

Ethnicity: Caucasian African American Asian/Pacific Hispanic Other

Response scale:

1 Strongly Disagree, 2 Disagree, 3 Agree Somewhat, 4 Agree, 5 Strongly Agree

For purposes of this survey, urban dress is defined as dress consisting of layered clothing, baggy pants, work style shoes, and headgear.

Please respond to the following questions using the scale provided above.

I prefer the urban style of dress.

1 2 3 4 5

I sometimes wear urban style dress.

1 2 3 4 5

Wearing the same style clothing as my friends is more important to me than wearing clothing that pleases adults.

1 2 3 4 5

It is important that I get good grades in school.

1 2 3 4 5

Good grades are necessary for my future plans.

1 2 3 4 5

In order to be successful, you must get good grades in school.

1 2 3 4 5

If my friends study, I am more inclined to study.

1 2 3 4 5

College is necessary for success.

1 2 3 4 5

I plan to attend college.

1 2 3 4 5

What my friends think of me is more important than what teachers or other adults think.

1 2 3 4 5

It is important to obey rules and conform to established policy.

1 2 3 4 5

Being accepted by my friends is more important to me than participating in class.

1 2 3 4 5

My current grade point average is

Don't know

Less than 2.0

2.0 – 2.5

2.6 – 3.0

3.1 -- 3.5

3.6 – 4.0

APPENDIX B

1 June 2002

Dear Participant:

Thank you in advance for participating in this project. I understand that your time is valuable, especially at this point in the school. Consequently, I have attempted to keep questions in this survey to an absolute minimum. Enclosed is a questionnaire about urban dress and attitudes regarding the importance of academics and academic success. It is expected that approximately 15 minutes will be required to complete the questions. This survey will be used to complete requirements for my graduate research project at Old Dominion University.

This survey is not being funded and has been approved by the Virginia Beach City Public Schools Office of Accountability. Results of this study will be used to determine if a relationship exist between dress and importance of academic performance. This may be important to developing an atmosphere more conducive to learning by confirming or contradicting pre-conceived ideas about students and student dress.

You may be assured that your identity will remain anonymous and your responses will remain confidential. All information will be reported in group form only. It is also important to understand that participation is voluntary and you can elect not to participate.

If you desire, I will be glad to share the results of this survey with you. Any questions regarding this survey should be addressed to Patrick W. Hunt at 757-430-0589. Thank you so much for your time and effort.

Sincerely,

Patrick W. Hunt

APPENDIX C

Students Who Prefer “Gangsta” or “Hip-Hop” And Their Academic Performance

Parental Consent Form

This study is intended to focus on dress among adolescents, in particular, adolescents who prefer the urban style of dress. People such as Jean Piaget and Eric Erickson have shown that peer influence and acceptance is important to adolescent development and self esteem. It has always been important for kids to be a part of a group, especially a social group. The influence of the social group carries over to virtually every other aspect of adolescent behavior. Being a part of a social group means conforming to the norms of that group and the most visible conformity is the style of dress adopted by that group.

Data will be kept confidential and protected. Identity of participants will remain anonymous. Data collected will be held in a confidential status and destroyed when no longer required. The identity of respondents will remain confidential.

Results of this study will be used to determine if a relationship exists between dress and importance of academic performance. This may be important to developing an atmosphere more conducive to learning by confirming or contradicting pre-conceived ideas about students and student dress.

There are no risks involved with participation in this study.

By signing this form, you are saying that you have read this form or have had it read to you and that you are satisfied that you understand this form and the survey. Surveys will not be distributed to subjects until signed parental consent forms are returned. If you have any questions later on, please feel free to contact the researcher, Patrick W. Hunt, at 474-8532.

Subject Name and Signature

Date

Parent/Guardian Name and Signature

Date