Acting Ghetto, Hip-Hop Music, Classroom Behavior and Self-Esteem Among Black Male Teenagers

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Self-esteem for secondary school **blacks** by the frequency with which, “Hip-hop or rap music plays an important role in my life.”

(STD. UNITS)
Percentages of **black male** secondary school students in each cell (cells adds to 100%)
Percentages of **black female** secondary school students in each cell (cells add to 100%)

- Usually Don't Act Ghetto: Hip-hip or Rap Usually Not Important: 12%, Hip-Hop or Rap at Least Sometimes Important: 32%
- At Least Sometimes Act Ghetto: Hip-hip or Rap Usually Not Important: 6%, Hip-Hop or Rap at Least Sometimes Important: 50%
Self-reported quality of **classroom behavior** among **black male** secondary school students. (std. dev. Units)

Usually Don't Act Ghetto
- Hip-hip or Rap Usually Not Important: 0.09
- Hip-Hop or Rap at Least Sometimes Important: 0.14

At Least Sometimes Act Ghetto
- Hip-hip or Rap Usually Not Important: -0.25
- Hip-Hop or Rap at Least Sometimes Important: -0.47
Self-esteem among black male secondary school students. (std. dev. Units)
Percent responding that at least sometimes, “People would probably describe my behavior style as ‘ghetto’.”
Percentage who agree that at least sometimes, “Some teachers seem afraid of me,”

<table>
<thead>
<tr>
<th>Category</th>
<th>Behavior usually not &quot;ghetto&quot;</th>
<th>Behavior at least sometimes &quot;ghetto&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Male</td>
<td>18</td>
<td>44</td>
</tr>
<tr>
<td>Black Female</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>White Male</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>White Female</td>
<td>7</td>
<td>37</td>
</tr>
</tbody>
</table>

Legend:
- Behavior usually not "ghetto"
- Behavior at least sometimes "ghetto"