Doctoral Study 1st Oral Defense
by
The Relationship Among Racial Socialization, Academic Motivation, Academic Self-Efficacy and African American Students Likelihood to Attend Graduate School
Thank You

- Chair:
- 2\textsuperscript{nd} Committee Member:
Background

- **African Americans and Graduate Education**
  - The African American (AA) educational achievement gap.
  - History of structural racism and racial stereotyping within the U.S. educational system.
  - Access to higher education is still challenging given the persistent bias, discrimination and stereotyping.
Background (Cont.)

- Racial Socialization
  - Preparation for bias
  - Cultural socialization
  - Buffers against racial disparity
  - Positive outcomes in academic achievement
Background (cont.)

- **Academic Self-Efficacy**
  - An individual’s anticipated success, given their current capabilities, to perform academic study-related activities.
  - It is important for students to feel a sense of belonging and community.
  - Perceptions of stereotype threat and discrimination are prevalent concerns for AA students.
  - Shared racial heritage and group identity can help to maintain optimism.
  - AA students may benefit from cultural socialization messages.
  - Being racially socialized to understand their cultural history.
Background (Cont.)

- **Academic Motivation**
  - **Intrinsic motivation**
    - Engaging in tasks that are of interest, and have no reward.
  - **Extrinsic motivation**
    - Engaging in tasks because of rewards or the potential outcome.
  - **Amotivation**
    - Possessing a lack of interest, and not valuing school
Problem Statement

- There has been a major change in the racial makeup of the U. S. population.

- The importance of these trends relates to the necessity of generating ethnic diversity.

- Although AA student attendance in college has increased over the past decades, academic success remains low.
Purpose Statement

- This will be a quantitative study design to assess the relationship among:
  - Racial socialization (independent variable)
  - Academic motivation (dependent variable)
  - Academic self-efficacy (dependent variable)
  - Likelihood to attend graduate school (dependent variable)
  - SES (moderating variable)

- Importance to parents, researchers and practitioners

- Social Change
Research Questions and Hypotheses

R1. Is there a linear relationship between preparation for bias and AA students’ academic self-efficacy?

\[ H_0: \text{There is no linear relationship between preparation for bias and AA students’ academic self-efficacy.} \]

\[ H_a: \text{There is a linear relationship between preparation for bias and AA students’ academic self-efficacy.} \]

R2: Is there a linear relationship between preparation for bias and AA students’ academic motivation?

\[ H_0: \text{There is no linear relationship between preparation for bias and AA students’ academic motivation.} \]

\[ H_a: \text{There is a linear relationship between preparation for bias and AA students’ academic motivation.} \]
R3: Is there a linear relationship between preparation for bias and AA students’ likelihood to attend graduate school?

- $H_0 3$: There is no linear relationship between preparation for bias and AA students’ likelihood to attend graduate school.
- $H_a 3$: There is a linear relationship between preparation for bias and AA students’ likelihood to attend graduate school.

R4: Does SES moderate the relationship between preparation for bias and AA students’ academic self-efficacy?

- $H_0 4$: SES does not moderate the relationship between preparation for bias and students’ academic self-efficacy.
- $H_a 4$: SES does moderate the relationship between preparation for bias and AA students’ academic self-efficacy.


Research Questions and Hypotheses (Cont.)

R5: Is there a linear relationship between cultural socialization and AA students’ academic self-efficacy?

\[ H_0^5: \text{There is no linear relationship between cultural socialization and AA students’ academic self-efficacy.} \]

\[ H_{a5}: \text{There is a linear relationship between cultural socialization and AA students’ academic self-efficacy.} \]

R6: Is there a linear relationship between cultural socialization and AA student’s academic motivation?

\[ H_0^6: \text{There is no linear relationship between cultural socialization and AA students’ academic motivation.} \]

\[ H_{a6}: \text{There is a linear relationship between cultural socialization and AA students’ academic motivation.} \]
Research Questions and Hypotheses (Cont.)

R7: Is there a linear relationship between cultural socialization and AA students’ likelihood to attend graduate school?

- $H_0^7$: There is no linear relationship between cultural socialization and AA students’ likelihood to attend graduate school.
- $H_a^7$: There is a linear relationship between cultural socialization and AA students’ likelihood to attend graduate school.

R8: Does SES moderate the relationship between cultural socialization and AA students’ academic self-efficacy?

- $H_0^8$: SES does not moderate the relationship between preparation for bias and AA students’ academic self-efficacy.
- $H_a^8$: SES does moderate the relationship between preparation for bias and AA student’s academic self-efficacy.
Theoretical Framework

- **Self-determination theory**
  - Developed by Deci and Ryan (1985)

  - Competence, relatedness and autonomy are important for human growth

  - Self-determined behavior or controlled behavior

  - Motivation deriving from three components which are extrinsic motivation, intrinsic motivation and amotivation.

  - Higher levels of intrinsic motivation can produce positive academic achievement
Theoretical Framework (Cont.)

- **Interface with the study**
  - Address negative external influences on AA motivation
  - Negative external factors such as stereotype threat and bias can undermine AA students’ intrinsic motivation.
  - Understanding regulation of external factors through racial socialization can advance our understanding of how AA students develop intrinsic motivation, confidence, relatedness, and autonomy
Method/Design

- This study utilizes a quantitative survey design.

- Distinct features of quantitative research designs:
  - No time dimension
  - A reliance on existing differences rather than change
  - Groups selected on differences rather than random

- Linear regression analysis (significant linear relationship)
  - Hayes moderation tool
Method/Design (Cont.)

- **Variables**
  - Academic self-efficacy (dependent variable)
  - Academic motivation (dependent variable)
  - Likelihood to attend graduate school (dependent variable)
  - Racial socialization (independent variable)
  - SES (moderating variable)

- **Instrumentation**
  - Self-Efficacy for Self Regulated Learning Scale
  - Academic Motivation Scale
  - Value of Education Scale
  - Racial Socialization Scale
  - Hollingshead Four-Factor Index
Participants and Sample Size

Participants:
- The sample will be African American students at a university or college.
- Members of the National Black Student Union Association (NBSUA).

Sample Size
- G*Power
- Alpha level = .05, beta level = .80; and independent variable = 1.
- 100 participants.
Data Collection Technique

- Microsoft Word Document posted inside the SurveyMonkey online survey tool.
- Link to the survey
- Obtained written consent from NBSUA
- Informed Consent form
- Confidentiality, respondents rights, and how study will be used.
- After completion of the study
- Respondents questions
Analyzing the Data

- SPSS software.

- Descriptive statistics (demographics of the respondents).

- Internal reliability of instruments.
  - Cronbach’s alpha coefficient is .7 or greater (DeVallis, 2003).

- Linear regressions will be conducted to evaluate the research questions:
  - First, the assumptions of the regression will be tested. (linearity, normality, homoscedasticity, and multicollinearity).
  - Next, the linear regression will be conducted for each research question.
Closing

- This concludes my first oral defense presentation. I would now like to invite your questions.