Is it Significant?: Examining the Relationship between the Racial Identity Statuses and

Academic Motivation Styles of African-American College Students

by

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A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Approved April 2021 by the
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ARIZONA STATE UNIVERSITY

May 2021

ABSTRACT

As African-American college attainment has consistently lagged in comparison to the European-American community, this quantitative study examined the relationship between the racial identity statuses and academic motivation styles of African-American college students. More specifically, the Multidimensional Inventory of Black Identity (MIBI) (racial centrality, private regard, & public regard) was utilized to discover the racial identity statuses, and the Academic Motivation Scale (AMS) (extrinsic & intrinsic academic motivation) was employed to determine the academic motivation styles of African-American college students. Approximately 211 African-Americans (81% women) were recruited via a Facebook group, which is a designed private space for African-American college professionals and students. The results revealed a propensity towards greater levels of Extrinsic Academic Motivation (EAM) while higher levels of Racial Centrality and Private Regard rendered positive relationships with EAM. Further, greater levels of Public Regard was shown to have a negative relationship with EAM, whereas greater levels of Public Regard was shown to have a positive relationship with Intrinsic Academic Motivation (IAM). These findings provide further implications for research concerning the American K-12 curriculum and American media sources regarding their impacts on the racial identity statuses and academic motivations of African-American college students and African-American K-12 students. Keywords: racial identity, MIBI, academic motivation, AMS, K-12, curriculum, American, media, African-American, socialization, community development

I would like to dedicate my dissertation to the population of individuals who inspired my research topic, African-American children. Please read my words very carefully: you can become anything you believe. Do not allow your confidence to be shaken by media and K-12 curricula propaganda that implies you are too intellectually inferior to experience great success in academia. Additionally, there are more careers to choose from than those found within the sports and entertainment industries, please take the time to explore and pursue them.

ACKNOWLEDGEMENTS

First, I would like to express my deepest appreciation to my twin brother, Victor "Kane" Anderson. My entire life, no one has been more instrumental in the development of who I am today. You pushed and challenged me at every phase of my life, and I would have never known what greatness felt like if it were not for your indelible presence. Through the trials and triumphs on the football field, and now the classroom, you stand as my undisputed greatest supporter and motivator. Next, I would like to extend my appreciation to my committee chair, Dr. Richard Knopf. You are the individual who stepped up to take me under your wing when I first inquired about the program. You stood as my advisor throughout the entirety of my doctoral experience and willingly agreed to serve as my committee chair. I needed every bit of your guidance and support to successfully navigate my doctoral journey. To my dissertation committee members, Dr. Kristin Ferguson-Colvin, Dr. Stacia Robertson, and Mr. Dale Larsen, thank you for stepping up to become a part of this experience with me. You all imparted countless words of wisdom into me while ensuring I would complete my program and develop into a skilled researcher.

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CHAPTER ONE - INTRODUCTION

"The community must be able to take hold of its individuals and give them such a

social heritage, such present social teachings and such compelling social customs

as will force them along the lines of progress, and not into the great forests of

death. What is needed then, for any group of advancing people, is the College-Bred

Community, for no matter how far the college may fail individual cases, it

is, after all, the center where knowledge of the past connects with the ideal of the

future."

W.E.B. DuBois, *The Education of Black People*

Educational Woes

In 1954, concerning the landmark case of Brown v. Board of Education, Supreme

Court Chief Justice Earl Warren declared that racially segregated institutions of education

were biased and inequitable (Meadows, 2011). This case has been anointed as the

catalyst that officially mobilized the nation's efforts in racially desegregating American

public schools, by allowing African-American children to finally occupy the same school

campuses and classrooms as their European-American counterparts (Ford, 2014). It has

been 59 years since Ruby Bridges became the first African-American to integrate into an

all European-American elementary school. What has the experience been like for

African-American students within European-American educational institutions? How

have African-American students compared to their European-American counterparts on

an academic level? Since the inception of this monumental ruling, the racial disparities

between African-Americans and European-Americans have been an increasing topic of

interest for many researchers.

In 2019, according to the United States Census Bureau (2021), there were an approximate 44 million Black Americans living in the United States, roughly 13.4% of the U.S. population. With roots stemming from slavery through Jim Crow, and now to the mass incarceration era, historically and contemporarily, for African-Americans living within the United States, the experience has been distinctive and often times a tumultuous one. Ranking poorly in almost every major social and economic category (Noel, 2018), African-Americans have struggled to gain solid footing to consistently compete within the American landscape. More specifically, the research has shown that when comparing African-American and European-American students on an academic basis, African-Americans, at a national level, have consistently produced lower outputs of positive educational achievements than their European-American counterparts (McKown, 2013).

According to a study conducted by the National Center for Education Statistics (NCES), in 2015, European-American high school students produced a national high school graduation rate of 88%, while their African-American counterparts produced a 75% graduation rate (United States Department of Education, 2017). In 2017, 6.5% of African-American adolescents dropped out of high school, while their European-American counterparts held a 4.5% high school dropout rate (NCES, 2019). Furthermore, according to the U.S. Department of Education, from 2000 through 2016, approximately 56% of African-American high school graduates enrolled into a college degree program immediately after graduating from high school (Postsecondary National Policy Institute [PNPI], 2021). Although enrollment numbers remained steady over that 16-year period, the number of African-Americans between the ages of 25-29 who earned a two-year college degree or higher by 2017, had only increased by 7% from 26% to

33%. During that same time period and while holding constant for all previously mentioned variables, European-Americans boasted a 10% increase from 44% to 54% of population members who held a two-year degree or higher. Indicative of the provided statistics, the lack of success for African-Americans within academia has been a perplexing phenomenon for quite some time.

The significance of these statistics can offer some explanation to the income, health, marital status, and family status gaps which exists between the two populations. However, what can't be interpreted from the statistics, is why such gaps exist and have continued to exist since six-year-old Ruby Bridges first set foot into William Frantz Elementary School in New Orleans, Louisiana in 1960. Furthermore, what could be the underlying factors that contributes to such delayed progress?

African American Racial Identity Theory

Review of the literature suggests several theoretical frameworks that are helpful in explaining the motivation and persistence of African-American in pursuing college degrees. A useful theory to understand the intrapersonal factors that affect motivation and persistence is the African-American Racial Identity Theory. The African-American Racial Identity Theory crafted by Sellers, Smith, Shelton, Rowley, and Chavous (1998), is the foundational theory to support this research. Racial identity was defined as the significance which individuals attribute to their race, along with their personal beliefs and meanings associated with said race (Chavous et al., 2003). Moreover, for purposes of this study while applying racial identity to African-Americans, Sellers et al. (1998) defined racial identity as the important and subjective meanings of which a Black individual applies to his/her own racial group. Racial identity has been found to

contribute to higher academic achievements, school attendance, self-esteem levels, academic motivation, and academic engagement among African-American students (Chavous, Richardson, Webb, Fonseca-Bolorin, & Leath, 2018; Graham, 1994; Chavous et al., 2003).

A limitation to this theory is that it doesn't account for the intersectional identities which may help to influence the development of an African-American's racial identity. For example, homophobia is a recurring issue which has been integrated into the American fabric since the country's inception. However, it has been shown to be even more of an alarming threat as it pertains to the African-American community (Lewis, 2003). This reality of alienation could be one of the primary causes of many African-American men and women placing more salience on their sexual identities than their racial identities (Cross, 1991). With religion presumably serving as the foundation for the attitudes of this rejection (Edwards, 2013), it has been extremely difficult for the African-American population to overlook; with African-American males harboring the strongest feelings of homophobia (Lemelle, 2004). Therefore, not only are many African-Americans faced with dealing with the harsh realities of racism in everyday American society, they are also relegated to an even lower status of being by their own racial group. A second limitation is that the theory doesn't consider current events that are occurring in society, and how they may help to influence an African-American's racial identity at the very moment their racial identity responses are collected. For example, when Barack Obama was elected to president, many African-Americans placed greater attention on understanding their racial identities (Fuller-Rowell, Burrow & Ong,

2011); whereas the significance of focusing on their racial identities may look completely different at a time when Donald Trump was in the oval office.

The African American Racial Identity Theory is operationalized by the Multidimensional Inventory of Black Identity (MIBI). The MIBI is a scale created by Sellers et al. (1998) and is an intricate scale with many formidable components. Pertaining to the current study, there are three primary components of the MIBI that makes it the optimal scale to assess the racial identities of African-American college students within this study: public regard, racial centrality, and private regard.

Public Regard, Private Regard, & Racial Centrality

Public regard is defined as the way an individual believes their own race is viewed by others; whereas *private regard* is defined as the positive and negative perceptions an individual may share pertaining to their own race (Sellers et al., 1998). Lastly, *racial centrality* refers to the frequency in how regularly someone references themselves according to their race.

Given the many agents of socialization that are readily available to Americans on a daily basis, there are two key agents that have the potential to influence the thoughts of children and adults in this country, namely concerning racial perceptions – the American media and American K-12 curriculum. Although the three concepts of public regard, private regard, and racial centrality are not strictly influenced by what children may experience via the American media and American K-12 curriculum, the impact of these two agents of socialization cannot be taken lightly.

Racial ethnic socialization is comprised of verbal and nonverbal communications provided to children involving the customs, values, attitudes, and perceptions of race

and/or ethnicity (Sanders & Molgaard, 2019). Further, it is the vehicle through which children discover and become familiar with the status and/or privilege of a particular racial ethnic group (Sanders & Molgaard, 2019).

Prior to the invention of television, the family was known to be the greatest agent of socialization of young children (Berry, 1998). However, since then, the narratives and images provided by television have challenged the family's position as the greatest influence of socializing children (Berry, 1998). Furthermore, the average African-American youth consume five hours of television per day, the highest among all youth racial groups (Ward, 2004; Leopold, 2011). African-American youth have also been found to perceive television shows and other media images as being more realistic and believable, while being compared to the European-American counterparts (Berry, 1998).

Being that the K-12 curriculum does not resemble the historical and/or contemporary realities of students of color, it has been identified as one of the key factors that contributes to the academic achievement gaps which persists between students of color and their European-American counterparts (Tintiangco-Cubales et al., 2015). Whereas, when students of color are provided an opportunity to engage in ethnic studies courses, it has been reported that said students experience stronger academic engagement, greater achievement, and noticeable empowerment (Tintiangco-Cubales et al., 2015). Understanding that agents of socialization have a significant impact on the ways that individuals develop and shape their own self-identities, it is important to highlight two notable agents of racial ethnic socialization (media & k-12 curriculum) which stand to have an impact on African-American students in their identity process, namely student identities.

The gravity of influence provided by the American media and K-12 system will ensue, as their impact concerning the components of private regard, public regard, and racial centrality will become evident through scholarship.

Media. Within the content found throughout American television, African-Americans are consistently depicted as intellectually inferior and uncivilized (Adams-Bass, Stevenson & Kotzin, 2014). On average, African-American youth consume five hours of television per day, the highest among all youth racial groups (Ward, 2004; Leopold, 2011). Within their study, Adams-Bass et al. (2014) discovered how the images and that are conveyed by American media sources heavily influence the actions and beliefs of African-American youth. Due to the wide exposure to American media by African-American youth, this finding is significant.

With the majority of American children presumably having access to similar media content, not only could this contribute to the ways in which African-American children view themselves, it also provides a narrative to other racial groups on how African-Americans should be perceived – public and private regard. For example, American media has been consistently known to, while being compared to European-Americans, disproportionately show African-Americans as criminals, through pictures of mugshots, wearing prison clothing, and being restrained on television (Poindexter, 2000). In the same breath, in a study of more than 4,500 African-American male youth, it was found that up to 98% of the participants identified a professional athlete as their most important role model (basketball & football), while none of the children identified anyone affiliated with education as their role models (Assibey-Mensah, 1997). Additionally, Ward (2004) found that with greater exposure to televised sports and music

videos, a presence of lower self-esteem was found on every measured level for African-American youth. Lastly, as evidenced through research conducted by Lester (2010), whether the intent of much of the information that is being conveyed by media sources is malicious or innocuous, the former has typically been the impact made on African-American youth consuming the content. For example, within an article that focused on The Walt Disney Company's first African-American princess film, Lester (2010) highlights the centeredness of whiteness and patriarchy which are ubiquitous in the very fabric and content of the company. While staying fixed on whiteness, it is a common variable that is utilized to compare the worthiness of African-Americans in the media and throughout all major American systems.

It is possible that media influences might be a primary causal factor in African-Americans being overly represented in the American prison system, as well as two of the four major American sports (NBA & NFL)? Establishing causation between the media consumption hours of African-American youth and the large numbers of African-Americans represented in the prison and entertainment fields, has yet to be substantiated in research; however, a correlation between the two may be plausible. With contemporary society being inundated with an array of technological devices which provides access to an abundance of media content, it has been found that African-Americans are averaging more than 200 hours per month of television consumption, and approximately 56 hours per month using apps and browsing the internet on their smartphones (Nielsen, 2015).

When African-American children are exposed to a higher degree of positive information presented by the media, they tend to display greater racial centrality; such as Barack Obama's election to President of the United States. (Sullivan & Platenburg,

2017). For example, although former President Barack Obama is considered a biracial child of a Black man and White woman, he is often referred to as the first Black president in the history of the United States. By many, it is considered one of the greatest accomplishments for African-Americans that represents a win in a country where African-American struggles are arguably more visible than their victories. Concerning African-American K-12 students, what impact is such media exposure having on their educational aspirations and overall racial identities?

K-12 Curriculum. According to the U.S Census via Kids Count Data Center, in 2019, there were approximately 10.1 million African-American children living in America (Kids Count Data Center, 2021a, 2021b). Furthermore, according to the National Center for Education Statistics, in 2020, 7.6 million African-American were of school-age and enrolled into American public elementary, middle, and high schools (NCES, 2019). With the average American K-12 child spending between 6.5 and 7 hours per day at school (Patall, Cooper, & Allen, 2010), and a substantial number of African-American children attending American public schools, would it be fair to assume that schools can become significant factors in the way African-American children are socialized?

For example, while learning of different cultures throughout America's history, social studies has been a course largely responsible for this task. Social studies is the one school subject that is known as being the most comprehensive of all other K-12 subjects (Ross, 2006). Although social studies is known for being an inclusive subject, the actualization of such inclusiveness has been in dispute (Ross, 2006). Quite often, social studies instructors are the facilitators of topics of race and gender that can generate many

emotionally charged discussions (Schocker & Woyshner, 2013). While speaking of the failures of the social studies curriculum to adequately address issues of racism in American K-12 curriculum, Nelson and Pang (2006) stated,

> School history is usually a self-limiting subject, defined by traditional historians; it usually follows the work of the powerful and leaving the powerless invisible and unexamined. School history often covers up or sterilizes national disgraces in an effort to produce nationally patriotic citizens. U.S. history, as taught in schools for many generations, reflects a white male superiority tradition; political, military, and academic leaders were assumed White and male and mostly Christian. Women, members of minority groups, non-Christians and atheists were marginalized in textbooks and in curriculum. (p. 126)

While referencing a study conducted by the National Museum of African American History and Culture (NMAAHC), King (2017) found that K-12 history instructors committed an average of 8-9 percent of their class time towards teaching Black History.

Although the K-12 curriculum remains fairly consistent throughout the U.S., some schools are granted the autonomy to add certain additional courses to their overall curriculum. For example, the impact of African-American students being exposed to positive/non-stereotypical racial representation via a healthy recollection of their history was noted by Cokley (2015). Further, within a study conducted by Pressley, Raphael, Gallagher, and DiBella (2004), researchers found a predominantly African-American student population at a school in Chicago, IL boasted consistent above average standardized test scores. Further, one of its most significant motivating factors was found in the form of highlighting the contributions of Black people within the United States and

the remainder of the world through its curriculum (Pressley et al., 2004). This motivating style also helped to build the self-esteem and racial identities of the student population (Pressley et al., 2004). Additionally, to supplement for the lacking of positive/non-stereotypical racial images of African-Americans found in the American K-12 education system, post-secondary African-American college students are generally offered opportunities to enroll into college courses that serve as alternative sources of information of their culture. After being exposed to African-American history college courses, Tyrus (2011) found that African-American students were found to have a higher level of race-consciousness, which yielded a positive effect of the courses.

The scholarship has highlighted an assortment of instances where African-American children and students could have been exposed to negative and positive agents of racial socialization, and also where the exposure was confirmed. However, the greatest question still remains: how do the racial identity statuses of African-American colleges students impact their academic motivation styles and levels?

African-Americans Pursing College Degrees

There have been a number of contributing factors that have been credited with motivating African-Americans students to pursue higher education. As noted by Crawford (2016), a positive school environment, supportive teachers and counselors, parent and family support, peer influence, church community, mentorship and community programs, and sports involvement rank among the most notable motivational factors that inspire African-American students to pursue higher education. What is evident among these factors is a sense of dependency on others in close proximity to the student to help support their motivation and belief that college is a viable option.

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However, this does not provide a framework for the African-American K-12 student who is lacking a support system, while also considering the possibilities of higher education as an option. According to Snider (n.d.), the common denominator preventing many aspiring college students from beginning or completing college, is the lack of support (emotional, physical, academic, or spiritual). Further, while understanding that the presence of poverty only exacerbates the possibilities of educational attainment, quality of school choices, and finances to support children participating in extra-curricular activities (Olszewski-Kubilius & Corwith, 2018), many children run the risk of not having access to the vital needed support mentioned by Snider (n.d.). According to U.S Census, in 2019, 31% of African-American children were living in poverty (Kids Count Data Center, 2021a, 2021b).

Academic Motivation/Self Determination Theory

Very little research has ever focused on the influence of racial identity concerning the academic motivation styles of African-American college students. Further, of the studies that have sought to understand the dynamics between the two, none have utilized the Academic Motivation Scale (AMS) that was developed by Vallerand et al. (1992). The AMS operationalizes the Academic Motivation/Self Determination Theory. The significance of the utilization of the AMS in the current research study is to better understand how certain racial identity components can influence greater levels of intrinsic academic motivation within African-American college students.

Academic motivation has been linked to students who find value in education (Chavous et al., 2003) and students who are self-determined while completing schoolwork, and those who have a desire to remain in school (Deci, Vallerand, Pelletier,

& Ryan, 1991). The AMS is a scale that measures the intrinsic, extrinsic, and amotivation levels of college students. Intrinsic motivation is defined as engaging in an activity for internal self-fulfillment as opposed to an external consequence; extrinsic motivation has been defined as an "impoverished" form of motivation that is motivated by external consequence and is temporary in nature while failing to motivate the student to engage in similar future activities (Ryan & Deci, 2000; Benabou & Tirole, 2003). Amotivation is defined as failing to possess the intention to act, which could be due to a feeling of incompetence, lack of value for the activity, or believing the act is futile in its ability to produce the desired results (Benabou & Tirole, 2003).

The AMS is best known for highlighting the psychological motivational styles of academic students; more specifically, it was designed with an emphasis to observe college students. As found in a previous study, according to Cokley, Bernard, Cunningham, and Motoike (2001), intrinsic motivation shares a significantly positive relationship with a student's academic self-concept/academic self-efficacy. As previously mentioned, the academic self-efficacies of African-American students can possibly become affected by external socialization. Further, although students can embody both high levels of intrinsic and extrinsic motivation, extrinsic motivation can cause a student's intrinsic motivation to reduce (Ayub, 2010). For example, according to Ayub (2010), when students were tested through AMS, some yielded high levels of intrinsic and extrinsic motivation levels; however, when the studied sample was separated by gender, women held higher levels of intrinsic motivation and extrinsic motivation while being hardly affected, while men's intrinsic motivation levels plummeted. Due to the external influences of extrinsically motivated students, Ayub (2010) believed the

pressures for men to become "breadwinners' may have served as a primary influence for their academic motivation. What external pressures are there that contribute to the academic motivation styles of African-American college students?

Although Ayub (2010) was able to gain some understanding of gender differences concerning academic motivation styles while utilizing the AMS, research focused on race and the AMS is scarce. As gaining a better understanding of the psychological profiles of African-American college students is going to be important to this research, the mentioned findings help to make the AMS a plausible option to understand the academic motivation styles of African-American college students more thoroughly within the current study.

Purpose Statement for the Proposed Research

The purpose of this quantitative research study will be to understand the association between the current racial identity statuses of African-American college students and their academic motivation styles.

Research Questions and Hypotheses

The current research seeks to understand the significance of the racial identity statuses of current African-American college students, and how those racial identity statuses are associated with their academic motivation styles. To pursue this quest, the following questions are framed to guide the inquiry:

Research Question 1. To what extent is racial centrality associated with the intrinsic academic motivation in African-American college students?

Hypothesis 1. Controlling for other factors, higher levels of racial centrality will be positively associated with higher levels of intrinsic academic motivation in African-American college students.

Research Question 2. To what extent are higher levels of private regard associated with higher levels of the intrinsic academic motivation in African-American college students.

Hypothesis 2. Controlling for other factors, higher levels of private regard will be positively associated with higher levels of the intrinsic academic motivation in African-American college students.

Research Question 3. To what extent is public regard associated with the intrinsic academic motivation in African-American college students.

Hypothesis 3. Controlling for other factors, lower levels of public regard will be negatively associated with higher levels of the intrinsic academic motivation in African-American college students.

Research Question 4. To what extent is public regard associated with the extrinsic academic motivation in African-American college students?

Hypothesis 4. Controlling for other factors, lower levels of public regard will be negatively associated with higher levels of extrinsic academic motivation in African-American college students.

Societal Significance of the Study

This study is significant because it can serve to advance the literature regarding the factors which motivate African-Americans to pursue post-secondary education. As options for relief are always in question, education can presumably serve as the panacea

for a great deal of troubles which have been present within the African-American

population for quite some time. If the results of the study yield that the racial identity

statuses of African-American college students have a statistically significant impact on

their academic motivation levels, increasing the presence of more positively diverse

images (such as doctors, lawyers, engineers, inventors) within the educational

environments of African-American children could become a primary focus for the

population. Additionally, it may be important to also address major American media

sources while demanding that more positively diverse images of African-American

professionals (such as doctors, lawyers, engineers, inventors) be displayed more

frequently than the negative/stereotypical images that disproportionately misrepresent the

intellectual capacities of the population.

CHAPTER TWO - REVIEW OF LITERATURE

Black/African American Racial Identity

From a historical perspective, the events leading up to the modern condition of the African-American identity are notably significant. Much of the original research that targeted racial identity issues, was pioneered in the early 1900's by Jewish scholars who were interested in understanding the phenomenon of "self-hatred" which existed among the Jewish population (Cross, 1991). For example, while citing the work of author Theodor Lessing, Cross (1991) stated, "The self-hating Jew is the assimilated Jew who has not been awakened to nationalistic yearnings. Once awakened, or converted, Cross asserted, "good Jews" are "intelligent, hard-working, and rational while their antithesis remains limited, scholastic, parasitical, and irrational". Additionally, the Jewish scholars Eugene and Ruth Hartley, formerly known as Eugene and Ruth Horowitz, helped to lay the foundation for the ensuing world-renowned "Black Doll White Doll Test" by African-American psychologists, Kenneth and Mamie Clark (Cross, 1991). They found that an individual's social group (race, class, gender, and sexuality) is a vital portion of her/his personality (Cross, 1991). They also found that African-American children who possessed a positive self-concept would also show a racial preference towards African-Americans, while an African-American child who possessed a preference for White society may possess a negative group identity and a "damaged personality" (Cross, 1991). A damaged personality, meaning the African-American child may hold negative or self-hating views towards her/his own racial group, including him or herself.

Today, what is known as the Black Racial Identity Theory was once known as the Nigrescence Theory. The Nigrescence Theory was developed by William Cross in 1971

(Cross, 1991). Cross initially explained the theory as a Negro-to-Black transformation of which an African-American goes through while developing a more Afro-centric identity (Cross, 1991). Originally, the author identified five key components of his Nigrescence Theory. First, the *Pre-Encounter stage* occurs when an African-American doesn't view their race as being important to their everyday lives and may even hold views of anti-blackness. Second, the *Encounter stage* occurs when an African-American has an epiphany and begins to seek direction to be re-socialized back into their racial culture. Third, the *Immersion-Emersion stage* occurs when an African-American has come to a true point of revelation and can reject the dominant society, and begin fervently seeking out pieces of their previously unknown history. Fourth, the *Internalization stage* occurs when African-Americans begin to embrace their new identity and accept the changes of what it means to be Black. Fifth and lastly, the *Internalization-Commitment stage* occurs when an African-American begins to take long-term interest in the Black community and the individual becomes extremely comfortable and confident with their new identity, and can utilize this new identity to serve as a buffer against racial discrimination (Cross, 1991). While Cross was the first documented developer of the Nigrescence/Black Racial Identity Theory, author Robert Sellers has been the most consistent modern-day scholar to add to the literature pioneered by Cross. More specifically, Sellers has focused a great portion of his work on the racial identities of African-American youth and their processes of developing healthy racial identities.

The African-American Racial Identity Theory was established by Sellers et al. (1998). Racial identity was defined as the significance which individuals attribute to their race, along with their personal beliefs and meanings associated with their race

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(Chavous et al., 2003). Moreover, for purposes of this study, the definition offered by Sellers et al. (1998) will be utilized where racial identity was defined as the important and subjective meanings of which a Black individual applies to his/her own racial group. While considering this specific definition along with other previous theoretical frameworks, Sellers et al. (1998) cultivated a four-dimensional structure known as the Multidimensional Model of Racial Identity (MMRI); intended for the purpose of studying the development and impact of racial identity in the day lives of African-American college students and adults. According to Sellers et al. (1998) and Harper (2007) The MMRI framework is comprised of the following four dimensions: *Salience* (the degree of importance of which an individual places on his/her race regarding their self-concept within specific situations), *Centrality* (the frequency in which an individual uses race to define himself/herself, *Regard* (the positive feelings one associates with his/her race), and *Ideology* (an individual's philosophy on how members of his/her race should conduct themselves within society) (Sellers et al., 1998; Harper, 2007).

However, due to the salience portion of the model being a factor that is determined based on a situational context, the model was updated and salience was removed (Scottham, Sellers, & Nguyên, 2008). The Multidimensional Inventory of Black Identity (MIBI) was constructed as a tool to measure the three fixed components of the MMRI's *Centrality, Regard,* and *Ideology* (Scottham, Sellers, & Nguyên, 2008). Additionally, according the authors, the Ideology component was further divided into four sub-elements: "*Nationalist* (emphasizes the uniqueness of being African American and is characterized by the support of African American organizations and preference for African American social environments); *Oppressed Minority* (emphasizes the similarities

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between African American's experiences and those of other oppressed minority groups); *Assimilationist* (emphasizes the similarities between African American and mainstream American society); *Humanist* (emphasizes the similarities among all people regardless of race).
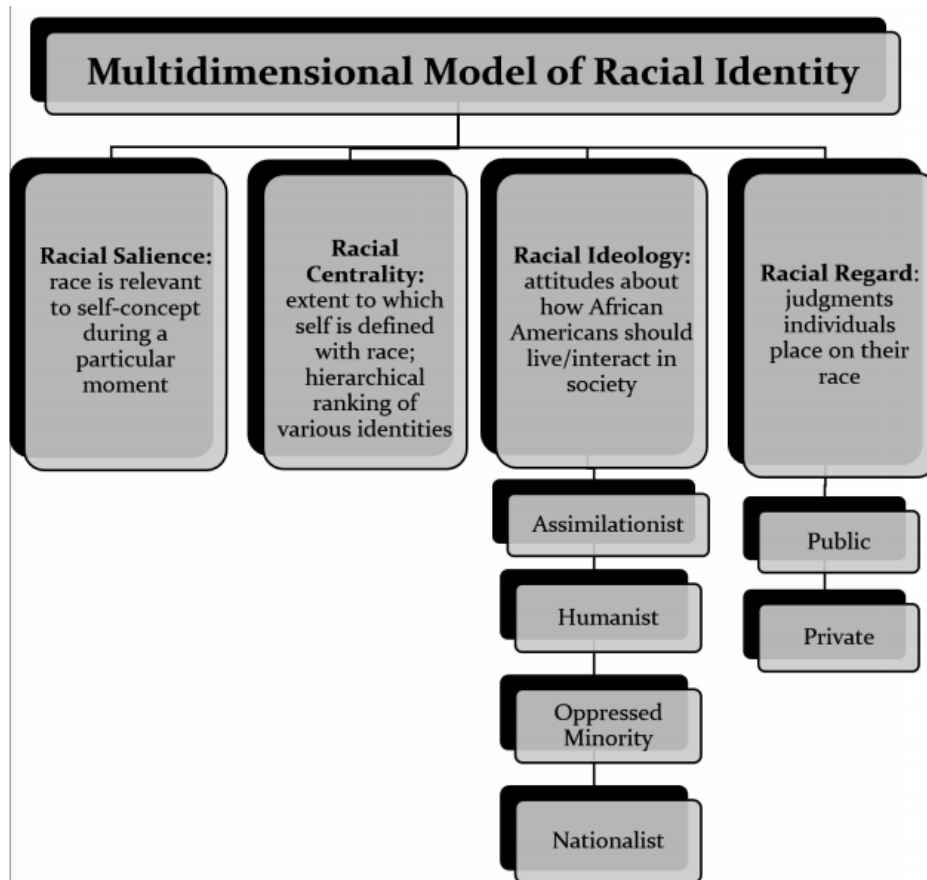
Figure 1. Multidimensional model of racial identity (Sellers et al., 1998).

Public and Private Regard Shaped through American Media

When images are created in the media, they stand to reinforce representations of group identities and differences which may damage reputations and future opportunities for such groups (Borgerson & Schroeder, 2002). For more than a century, the American media (newspapers, theatre, radio, television, and internet sources) has been utilized as

the primary machine of propaganda to influence the country's perceptions of African-Americans.

Dating back to the days of American chattel slavery, the earliest form of entertainment depictions regarding African-Americans, included minstrel shows (Cotton, 1960). While performing such shows for European-American families on enslavement plantations (among other places), African-Americans sang, danced, and performed comedy sketches in a buffoon-like nature to keep their enslavers entertained (Cotton, 1960). The unfortunate drawback of these performances is that the stereotype of African-Americans being "wild and demoralized creatures, ignorant maids and butlers, the good-for-nothing-tramp, the crazed clown, the mimic, and the incorrigible delinquent child" (Cotton, 1960), remains prevalent in many modern-day media portrayals of African-Americans.

While serving as forms of both radio and television entertainment, from 1928 until 1965, one of the most famous pieces of entertainment presenting African-Americans in minstrel show-like fashion, was Amos 'N' Andy (Freeman, n.d.). Although the Amos 'N' Andy television series lasted on television for years (1951-1965), the radio show served as the primary vehicle of propaganda in the devaluing of African-American culture during this time period (1928-1960) (Freeman, n.d.). The show was designed as a comedy sketch and showed African-Americans as being intellectually inferior, lazy, and financially duplicitous (Freeman, n.d.). Additional popular media pieces which added to the minstrel representations of African-Americans, were found in the 1905 film, 'The Wooing and Wedding of a Coon' and the 'Sambo' and 'Rastus' series which aired from 1909-1911 (Gallagher, 1982). To exacerbate the images of African-Americans

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representing everything negative about the human condition, the "art" of blackface was inspired by such shows (Cotton, 1960). With an already minimal presence of African-American actors and entertainers available to mainstream audiences, European-American actors and entertainers began to dress in blackface and heighten the unsavory perceptions of African-Americans (Cotton, 1960). Much of the groundwork for perceived African-American intellectual inferiority and laziness in American media, can be traced back to and beyond these original forms of entertainment.

Further, to add to the onslaught of demeaning stereotypes of African-Americans, the 1915 film, 'Birth of a Nation', only helped to add to the overall dismay for African-Americans by European-Americans; as well as lay the foundations of justification for the mass killings of African-Americans by European-Americans (Gallagher, 1982). Within the film, all of the significant African-American roles were played by European-Americans disguised in blackface, which focused on portraying African-Americans as "mindless loafers, vicious schemers, and violent rebels" (Gallagher, 1982). Shifting from the media's film and radio industries, the American news networks have also contributed to the dehumanization and criminalization of African-Americans. For example, after studying several factors which have contributed to the over-criminalization of African-Americans in the United States, Welch (2007) found that media possessed a powerful ability to shape society's perceptions of race, and declared that media is largely responsible for portraying African-Americans as criminals to both readers and viewers of media news sources.

Furthermore, this image of African-Americans – specifically African-American males -- has long permeated from the media outlets into the criminal justice system.

Through historical propaganda, African-American males were traditionally viewed as hypersexualized predators who set their sights on the innocence of European-American women; however, as the post-Civil Rights era came about, African-American males became the face of violent criminality in American media (Russell, 1996). American media has been consistently proven to, while being compared to European-Americans, disproportionately show African-Americans as criminals, through pictures of mugshots, wearing prison clothing, and being restrained on television (Poindexter, 2000).

Shifting from an overrepresentation of African-Americans as lazy criminals in the American media, an inundation of African-Americans within the sports and entertainment industries has been found to deter academic motivations of young African-Americans (Beamon & Bell, 2006; Beamon, 2010). Researchers have discovered a disproportionate amount of media displays of African-American athletes, and the impactful consequences that it has in causing African-American youth to become overly focused on sports and less concerned with achieving positive academic success (Beamon, 2010). Moreover, the impact of being overly socialized with images and stories of African-American professional athletes consequently influences more African-American youth to aspire to acquire career success through sports, while severely overlooking the need to develop skills of maturation to work within general society (Beamon, 2010).

The drive among African-American youth to become professional athletes is strong, and has created a reality which has led to the oversaturation of African-Americans at the high school and collegiate levels who feel that they are the next millionaire NBA or NFL athlete - amongst other professional sports leagues. According to the National Collegiate Athletic Association (2013), only 0.03% of high school senior boy basketball

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players would eventually be drafted to play basketball in the NBA; while 0.08% of high school boy football players would eventually be drafted to play in the NFL. With odds so slim, it is perplexing when one is exposed to the number of African-American youth who still believe such odds are in their favor. One explanation which could offer some insight into this disturbing reality is the cultivation theory. The cultivation theory states, when individuals are constantly exposed to the same media images and content the effects can cause individuals to embrace a false perception of reality (Gorham, 1999). These realities are apparent in African-American youth across the country and has birthed a bottle-neck of athletically driven individuals who are chasing a reality which exists for only a small minority.

Additionally, Horton (2015) analyzed athletes attending community colleges in Florida. While comparing the academic progress of African-American male athletes to that of European-American male and female athletes, as well as African-American female athletes, Horton (2015) found that African-American male athletes ranked the lowest and only earned 72% of the credit hours of which they attempted. This is significant due to the athletes being enrolled into college courses, but, as stated by Beamon (2010), still presumably did not value the educational opportunities because of an overly socialized and engrained belief that sports is the most viable vehicle which can yield a successful economic outcome. Consistent with this research, Snyder (1996) discovered that while being compared to their European-American counterparts, at a higher rate, African-American male athletes valued the idea of playing professional sports and accepting a job offer, as opposed to completing their college degree. As the idea of sports serving as a panacea to all of the issues facing African-American males

increases in the eyes of the young males, their overall academic performances have been known to take a negative turn (Beamon & Bell, 2006). According to Assibey-Mensah (1997), the results from a study in which he surveyed 4,500 African-American male adolescents, the second most popular option of a role model selected by the youth was an entertainer – athletes were the first choice.

Although the sports entertainment industry appears to be highly influential for African-American males, the music entertainment industry appears to be the area where the racial and sexual identities of African-American women are under the most influence. Since the days of slavery and the inception of American media, African-American women have always been depicted as jezebels, mammies, welfare queens, and foul-mouthed (Stokes, 2007). With the combination of hip-hop music and the inception of reality television, offensive stereotypes have been reinforced about African-American women (Coleman, Butler, Long, & Fisher, 2016). For example, after studying a group of young adult African-American women, Coleman et al. (2016) found that the majority of the women in their study identified with the gold digger and freak/jezebel (sexual) stereotypes that are commonly provided to African-American women in television appearances. The internalization of such racialized stereotypes revealed a presence of a negative self-image within the women.

As previously mentioned by Borgerson and Schroeder (2002), stereotypical images purported my media sources can prove to be detrimental to future opportunities of those depicted in the stereotypical media images. For example, due to the popular depiction of African-American women as mammies (emasculating matriarch), jezebels (lazy and sexual), and sapphires (loud-mouthed and angry), Harrison, Reynolds-Dobbs,

and Thomas (2008) discovered that many African-American women experience limited career advancements and upward mobilities. Further, the African-American woman is disproportionately stereotyped as angry does not work well with others (sapphire); placed into more supportive/motherly roles as opposed to leadership roles (mammy); and not respected because of the error of misattributing her success to her discrete sexual acts, as opposed to respecting her as an ambitious leader.

According Nielson Music (2018), Rhythm and Blues (R&B) and rap/hip-hop recently became the most popular genre of music within the United States. With R&B and rap/hip-hop being some of the more pervasive genres of music created by African-Americans, and due to their sweeping popularity, African-American youth do not have to look far to experience and become motivated to follow the paths of successful and famous musicians who look like them (Conchas, Lin, Oseguera, and Drake, 2015).

It could be concluded that media images of successful African-Americans plays a role in determining which career paths African-American youth will more than likely gravitate towards; and more specifically, media images of successful African-American athletes and entertainers. In 2009, while delivering a candid motivational speech at the National Association for the Advancement of Colored People's (NAACP) 100th anniversary, President Barack Obama spoke directly to the issue of too many African-American youth aspiring to careers in sports and entertainment. Furthermore, he stated,

>   They might think they've got a pretty jump shot or a pretty good flow, but our
>   kids can't all aspire to be LeBron or Lil Wayne. I want them aspiring to be
>   scientists and engineers, doctors and teachers, not just ballers and rappers. I want

them aspiring to be a Supreme Court Justice. I want them aspiring to be president

of the United States of America. (McGreal, 2009)

Also, because the career fields of athletics and entertainment typically do not require any

formal education as a hiring qualification, it could be surmised that this factor could also

influence African-American youth to not value education as much.

Public and Private Regard Shaped through American K-12 Curriculum

"In their formative first two decades, individuals spend about 15,000 hours in

schools. Thus, schools represent a primary socializing influence that has enormous

impact on the course of people lives and, in turn, on society" (Deci et al., 1991).

With each passing moment, the significance of past events from centuries ago or

as recent as yesterday, both are needed to tell the stories of the social groups of today.

While discussing the history of African-Americans being neglected and "Othered" by the

American government, Farmbry (2009), mentions how the social images of African-

Americans which have been perpetuated through several channels since the inception of

this country has led to a system of oppression and marginalization which as influenced

the lives of contemporary African-Americans (p. 30). The multiple channels mentioned

by Farmbry (2009) cannot be defined without the influence of the American K-12

education system.

Clark (1955) demonstrated that, children become aware of racial differences

around the age of three. This is important to note, because the average child in America

begins to attend school at the age of five, three-year-olds begin to have their racial

identities influenced two years prior by the media sources and children's literature.

Further, Pescosolido, Grauerholz & Milkie, (1997) found that some of the first agents of

socialization to influence children are children's books. Additionally, children's books are powerful vehicles that have the capacities to shape a child's perception of groups in society, which can lead to the trivializing and stereotyping of other groups (Pescosolido et al., 1997). If one were to scan through many of the school-mandated textbooks found in American K-12 classrooms, it would be difficult to find a heavy African-American presence other than, African-Americans being depicted as anything more than athletes, entertainers, and freedom fighters.

The belief of European-Americans being intellectually superior to all races of people has had a profound effect on educational policy and curriculum development prior to the 1800s (Carter & Goodwin, 1994). According to Yosso (2002), due to traditional K-12 curricular discourses stereotyping and inaccurately presenting the histories and experiences of racially marginalized groups, the classroom experiences of teachers and students becomes compromised with discriminatory acts, starting from pre-kindergarten through the colleges and universities. For example, while speaking of the ills of the American education system, Macedo and Bartolomé (1999) mentioned,

> In addition, the reproduction of both a colonialist and white supremacist ideology is often achieved through dehistoricization of the colonized and oppressed contexts. Thus, a false rupture in historical continuity that denies the oppressed both his or her rights as a historical subject and ways to access knowledge about how he or she became a historical object. As a consequence, we have become a people without a history. We accept the present as a given, bereft of historicity. Because we have so little comprehension of our past, we have no appreciation of its meaningful interrelation with the present. (p. 82)

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Brown (2018) stated, due to the failure of America to remember its atrocious past, the past is therefore forgotten and modern-day concerns are modified or quieted. As African-Americans have had little opportunities to control their own historical and contemporary narratives, African-American children may struggle to find references that highlight their positive contributions to this world and positively define their own group's value. The inability to possess a clear knowledge of such information allows room for the negative stereotypes of African-Americans to be further embodied by students of all races and ethnicities.

The general social studies curriculum in the American K-12 education system consistently promulgates the interests, ideologies, and perspectives of European-American students (Vasquez & Altshuler, 2017). For example, Thomas Edison is credited with inventing the light bulb and Alexander Graham Bell is credited with inventing the telephone. However, African-American inventor Lewis Latimer is responsible for creating the carbon filament which causes light bulbs to last much longer than the three-day period that Edison was able to achieve (Judd, 1998). Also, Latimer was credited with designing the sketches for the telephone of which Bell was credited for physically creating (Judd, 1998). Could African-American children benefit from knowing this information? Furthermore, in 2016, the blockbuster movie, Hidden Figures was released. Hidden Figures is a film highlighting the contributions of three African-American female mathematicians who were employed by NASA and played an essential role in contributing to one of the greatest accomplishments in the history of NASA, successfully launching astronaut, John Glenn into orbit (Hidden Figures, n.d.). If this historical feat were to be consistently exposed in American K-12 classrooms, could it

contribute to African-American students believing that they could also become great mathematicians? There is no definitive answer to provide for such a question, however, it is a reality that certainly couldn't hurt the possibilities of that matter.

In a 2007 television interview, while serving as the Director of Pediatric Neurosurgery at John Hopkins Medical Institutions, Dr. Ben Carson stated, "Everybody wants to know, what did my ancestors do? Because in a way, that is saying that I am an important person by heritage; but, when that heritage isn't known, then obviously, a huge portion of your self-image goes down the drain" (NewsCastMedia, 2011). Dr. Carson continued the interview by stating the importance of African-American children learning Black history, then proceeded to name twelve more prolific African-American inventors and their inventions, merely from his memory. Much can be stated when arguably the most prolific neurosurgeon within the African-American community expresses the significance of African-American children needing to know the rich and illustrious history of their ancestors. Research concerning the implementation of a more multicultural-based curriculum could be explored. Although there has been a consistent call for the incorporation of Ethnic Studies programs into the American K-12 system, little has been done (Tintiango-Cubales et al., 2015).

From his concepts of racial identity having an impact on a child's personality, Kenneth Clark stated,

> Human beings who are forced to live under ghetto conditions and whose daily
> experience tells them that almost nowhere in society are they respected and
> granted the ordinary dignity and courtesy accorded to others will, as a matter of
> course, begin to doubt their own worth. Since every human being depends upon

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his cumulative experiences with others for clues as to how he should view and

value himself, children who are consistently rejected understandably begin to

question and doubt whether they, their family, and their group really deserve no

respect from the larger society than they receive. These doubts become the seeds

of pernicious self- and group- hatred, the Negro's complex and debilitating

prejudice against himself. (Cross, 1991, p. 77)

Additionally, Clark (1988) stated,

As minority-group children learn the inferior status to which they are assigned

and observe that they are usually segregated and isolated from the more privileged

members of their society, they react with deep feelings of inferiority and with a

sense of personal humiliation. Many of them confused about their own personal

worth. Like all other human beings, they require a sense of personal dignity and

social support for positive self-esteem. (pp.63-64)

Such positioning is important in describing a pattern of psychological abuse and

deprivation that has been and will continue to be endured by many African-American

children in American society.

As indicated in the research, African-American children and adults' racial

identities are at risk when they are exposed to stereotypical agents of racial socialization.

More importantly, as their racial identities are impacted, the ensuing actions and

behaviors that follow could be what has helped to determine the fate of the population.

Given the socializing agents of the American media and the K-12 system, can a greater

presence of positive/non-stereotypical racial representation of African-Americans help to

influence the post-secondary educational aspirations of African-American students?

Racial Centrality

Within several fields of social science, there has been a fair amount of attention applied to the area of African-American academic achievements and how significant of a role student race factors into their success in the classroom; is it important, or isn't it? Racial identity frameworks have provided meaningful insight into the attitudinal apparatus of African-American children (Lott, 2008); particularly, concerning the motivating factors which influence high academic achievements, school attendance, and self-esteem levels (Graham, 1994; Chavous et al., 2003). The brief history of this topic has yielded mixed results of several studies, in addition to differing philosophical opinions of many scholars.

A study conducted by Datnow and Cooper (1997), found when African-American students surround themselves with other positively inspired African-American peers, their collective positive racial identity levels can contribute to a group cohesion which yields positive academic success levels. Black students typically associate with other black students, due to their desire to feel comfortable around other students who share similar experiences and to find peer support which helps to combat the negative stereotypes surrounding Black people (Decuir-Gunby, 2009). Witherspoon, Speight, and Thomas (1997) conducted a study which yielded similar results of African-American students supporting one another to achieve positive academic levels and sharing a positive racial identity. School-based social groups appear to have an effective influence on the construction of a positive racial identity for African-American students; are home and community-based social groups just as important?

When African-American children are raised within a household with parents who assertively work to build their child's Black racial identity, the child will generally develop and maintain a positive identity of his/her race (Demo & Hughes, 1990; Richardson et al., 2015). In a study focusing on academically high achieving African-American teenage girls and the motivating factors which contribute to their academic success, researchers Archer-Banks and Behar-Horenstein (2012) discovered the embodiment of an inclined level of racial salience which fueled the young student desires to utilize academia as a means to become providers for their families and positive contributors to their respective communities. Additionally, as reflected in a study conducted by Chavous et al. (2018), students who identified racial centrality as being highly significant, reported increased positive academic outcomes; while their counterparts who placed a low significance on their racial group affiliation, reported lower academic scores.

In another context, Hurd, Sánchez, Zimmerman, and Caldwell (2012) discovered that, when an informal mentor-mentee relationship was established between African-American students and their extended adult family or adult neighborhood members, the students were likely to possess a positive racial identity in addition to achieving high levels of academic success. Additionally, local neighborhood programs that promote cultural and racial awareness, can cultivate resilient behaviors and attitudes which can serve as a buttress to a positive racial identity (Thomas, Davidson, & McAdoo, 2008). It is apparent that whether the relationships are formal or informal, an adult with a positive Black racial identity can prove to be valuable in the construction of a positive racial identity of African-American children. Research suggests that for many African-

American students, a positive racial identity can prove to be an invaluable source of motivation for academic persistence and an advantageous tool while combating forms of racially-charged acts of discrimination (Sellers, Copeland-Linder, Martin, & Lewis, 2006).

Contradicting these findings, there is also some evidence that possession of a strong racial identity/levels of racial centrality may not be as valued by some African-American students, and may not have as great of a contribution to academic success as previously shared. For example, Cokley, McClain, Jones, and Johnson (2011), conducted a study on the impacts of academic disidentification and racial identity on African-American high school student levels of academic achievement. The results of the study found that racial identity did not impact the outcome of the study participants' GPAs.

Some African-American students have a difficult time with achieving academic success while simultaneously sharing positive attitudes and beliefs about their racial group. Arroyo and Zigler (1995) discovered that the majority of high achieving African-American students identified with a concept know as 'racelessness'; the implication is that the students possessed a disdain for their race and preferred to assimilate into European-American culture in an effort to disassociate themselves from their community. Further, the lack of peer acceptance faced by high achieving African-American students could be attributed to a student being told he/she is 'acting white' (Worrell, 2007; Harper & Tuckman, 2006; Webb & Linn, 2016). While Arroyo and Zigler (1995) suggested the racelessness phenomenon to be more common than not when dealing with academically inclined African-American students, a common finding which has frequently

accompanied the academic success of these students is signs depression and other negative psychosocial conditions.

In contrast, when a student has a positive perception of their racial group and shares a close connection with said group, racial identity could serve as a buffer while dealing with racial discrimination pertaining to their academic aptitude and self-concept (Wong, Eccles, & Sameroff, 2003). More specifically, African-American adolescents may have the ability to utilize their positive racial identity as a buffer against racial discrimination in an academic setting (Sellers et al., 2006), which could ultimately help the students to avoid experiencing mental health issues (Mandara, Richards, Gaylord-Harden, & Ragsdale, 2009).

As scholarship has shown, the importance of racial identity is a subjective topic, which isn't always a muse for African-American youths who excel within academia. In addition to this discovery, there may be some deleterious effects to accompany the inclined academic ability of some African-American youths who do not care to affiliate themselves with their racial group; this is clearly a topic which requires further research.

Tukachinsky, Mastro, and Yarchi (2017) found that stereotypical media imagery had a negative impact on African-Americans and Latinos perspectives of their racial groups; whereas, non-stereotypical imagery produced positive feelings towards their own racial groups. The impact of imagery and media cannot fail to be considered in the overall racial identities of African-American children. According to a study conducted by Fuller-Rowell et al. (2011) following the election of former President Barack Obama, there was a surge in racial exploration among African-American college students. Due to this positive image of an African-American man achieving unprecedented success,

African-Americans felt a sense of accomplishment and increased self and group identity values (Fuller-Rowell et al., 2011). African-American museums and college courses have served as alternative sources of information for African-Americans to reference for positive racial images and narratives. After being exposed to African-American history college courses, Tyrus (2011) found that African-American students were found to have a higher level of race-consciousness, which yielded a positive effect of the course. Finally, Johnson and Pettiway (2017) conducted a study of the impact on African-Americans racial identities after visiting online African-American museum websites, and they found the exposure to such sites provided a counter-narrative to negative media stereotypes through non-stereotypical cultural projections of African-American historical figures, and brought about feelings of positive racial pride.

Academic Motivation/Persistence and Self-Determination Theory

Students who persist in their education quests possess higher levels of intrinsic motivation, identification, introjection, and believe they are more academically competent (Vallerand, Fortier, & Guay, 1997).

To undergird the study of student academic motivations, the Self-Determination Theory (SDT) serves as an appropriate framework to explain the student psychological dispositions on a motivational continuum. Further, the SDT serves as the base for the Academic Motivation Scale (AMS), which is comprised of three forms of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Deci et al., 1991). As post-secondary education is perceived as a privilege and being optional, when SDT is typically applied to a collegiate educational study, amotivation is absent while the intrinsic and extrinsic factors of motivation are the primary point of study (Deci et al., 1991).

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Intrinsically motivated behaviors represent the individual's personal interests and they epitomize self-determination (Deci et al., 1991). Extrinsically motivated behaviors, although possessing the capacity to exhibit some forms of self-determination, are not of personal interest to the individual and are typically driven by some form of separable consequence (Deci et al., 1991). Amotivation behaviors are identified when a student sees no purpose or reward concerning their educational pursuits (Deci et al., 1991). When someone is engaging in controlled behaviors, their behaviors are being directed by rules and potential repercussions (extrinsic factors); whereas, when someone is engaging in self-determined behaviors, their behaviors are being motivated by factors of self-determination (intrinsic factors) (Deci et al., 1991).

There are three subcategories attached to both intrinsic and extrinsic academic motivations (Chatters, 2018). Extrinsic motivation is comprised of three categories consisting of external regulation, introjected regulation, and identified regulation (Chatters, 2018). External regulation occurs when the behaviors are initiated in hopes of a reward or to avoid punishment; such as a student completing an assignment to receive praise from her teacher or to avoid issues with her parents (Deci et al., 1991). This is considered to be the lowest form of extrinsic motivation. Introjected regulation occurs when a student receives but doesn't accept it as her own; such as the student who arrives to class on time so she doesn't have to experience feeling like a bad person (Deci et al., 1991). Identified regulation occurs when the student has begun to value and embody the behavior; such as a student completing extra credit because she believes it's important to be successful in her classes (Deci et al., 1991).

Intrinsic motivation consists of three categories consisting of the motivation to accomplish, know, and experience stimulation (Chatters, 2018). The motivation to know occurs when a student is motivated to perform a behavior to experience internal gratification which is felt after learning new information (Chatters, 2018). The motivation to accomplish occurs when a student experiences the internal gratification of accomplishing something as a student (Chatters, 2018). And lastly, the motivation to experience stimulation occurs when a student is seeking sensory arousal after learning new information (Chatters, 2018).
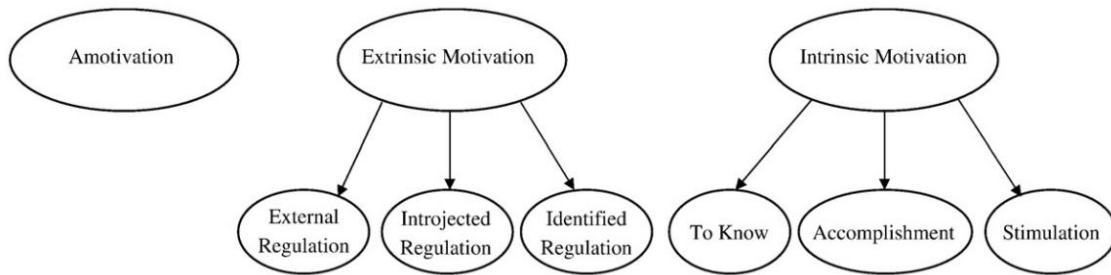
Figure 2. Hierarchical structure of academic motivation based on self-determination theory (Clark & Schroth, 2010).

Community Development

Solidarity and agency are the two essential principles that serve as the foundation of community development (Bhattacharyya, 2004). While developing the underpinnings of solidarity and agency, Bhattacharyya (2004) listed three primary sub-principles which are self-help, felt needs, and participation. How do these components fit into the current research agenda?

Solidarity is the collective identity and norms of a distinctive group of people; while agency is the autonomy of said group to create critical consciousness to address, own, define, and take action to resolve their own problems (Bhattacharyya, 2004). For

starters, with African-Americans being disproportionately depicted by the American media and education systems as criminals, intellectually inferior, athletes, and many other stereotypical pejoratives (Poindexter, 2000; Assibey-Mensah, 1997; Beamon & Bell, 2006), the ability to establish a healthy collective identity has been difficult. As stated by Bhattacharyya (2004), a crucial part of community development is for humans to possess the capacity to create their own systems of meaning, as well as the autonomy to define themselves.

The principle known as self-help consists of individuals who are healthy, willing, and able to identify their own problems, while also working to devise solutions to said problems (Bhattacharyya, 2004). The reality of African-Americans currently being in position to collectively engage in self-help activities is hindered by two primary issues among others: access to quality education and disproportionate rates of mental illness (Blanchett, 2006; Ward, Wiltshire, Detry, & Brown, 2013). As mentioned by Bhattacharyya (2004), to possess the ability to help one's own self, good health is necessary. Therefore, with high levels of mental illness being present, this is something that will need to be addressed prior to or in conjunction with the African-American population transforming itself from a population into a community. Furthermore, as schools with large African-American populations are consistently provided less funding (while being compared to schools with large European-American populations), the opportunity to experience a quality education becomes substantially reduced. The proper education provides agency to its recipients (Bhattacharyya, 2004); and with African-American students being less likely to engage in such an experience, the knowledge of

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understanding how to relieve some of the inequities that exist in their local communities

may presumably escape them.

Felt needs is a principle that properly supports self-help, as it signifies the

impacted population's need to develop projects they feel will ameliorate their most

significant issues (Bhattacharyya, 2004). Traditionally, community development projects

have been predeveloped to address the needs of the intended community with minimal to

no input from the community members – this approach has led to plenty of wasted time,

money, and other resources. (Bhattacharyya, 2004). However, when community

members are permitted spaces to express their concerns and ideas of what they feel needs

to be addressed, their lived experiences can help attribute to more sustainable solutions.

As the African-American lived experience is unique, it is necessary for African-

Americans to have much more of an influence in determining what resources are needed

to create remedies to their communities' most pressing concerns.

With participation being the most recognized principle of the three, it

encompasses an all-inclusive approach for all stakeholders while working to define and

resolve the concerning problems (Bhattacharyya, 2004). Essentially, participation

embodies both self-help and felt needs, which also focuses on creating spaces and

opportunities for all community members to have a voice and apply action to their desires

for an improved community. With participation being necessary from the start and

through the finish of each community project, agency is employed as community

members work to develop their solidarity (Bhattacharyya, 2004). The fate of the African-

American population's ability to create national cohesion and evolve into a community,

may rest on the population's fortitude to demand greater equity within the American

media and educational institutions.

CHAPTER THREE - METHODS

Research Design

A cross-sectional quantitative survey design was utilized to study the association between the racial identities and the academic motivation styles of African-American college students. This design allows for the data to be collected at one point-in-time (Hall, 2011). Further, a cross-sectional survey design allows for the rapid and systematic collection of data, and for data to be analyzed quickly (Creswell, 2014).

Research Questions

The purpose of this quantitative research study was to understand the association between the current racial identity statuses of African-American college students and their academic motivation styles.

The study aimed to answer the following questions:

1. To what extent is racial centrality associated with the extrinsic academic motivation in African-American college students?

2. To what extent is private regard associated with extrinsic academic motivation in African-American college students?

3. To what extent is public regard associated with the intrinsic academic motivation in African-American college students?

4. To what extent is public regard associated with the extrinsic academic motivation in African-American college students?

Sample

With a population of 12,000 group members, the Facebook private group known as 'BLKSAP (Black Student Affairs Professionals)' served as the primary recruitment

tool for this research. Study participants consisted of African-American identifying part-time (as defined as enrolled in 6 or fewer credits for undergraduate, 5 or fewer credits for graduate) and full-time (as defined as enrolled in 7 or more credits for undergraduate, 6 or more credits for graduate) undergraduate and graduate students who are enrolled for the spring 2021 semester in online or in-person programs at any college and/or university.

Based on information provided by the group's administrators in September 2020, the group is comprised of a highly diverse range of African-American individuals (gender, age, geographic location, sexual preference, and school type), with many currently attending colleges and universities throughout the country. Further, the group stands as a large population. However, only about 25% (3,000) of the group's members are active; meaning only about 3,000 members like, comment, or share a post within the group on average of once per month. Although the study employed non-random convenience and snowball sampling techniques which makes study results non-generalizable, the diverse nature of the selected population facilitates insight into how the results might be relevant to larger populations of African-American college students. This study did not limit the participation of any African-American students in the referent group due to their socioeconomic status, gender identity, age, biological sex, religion, nor sexual orientation.

Sampling Procedures

As the group consists of many individuals who fit the criteria for this research (Africa-American, current college student, and 18 years of age or older), study participants were recruited utilizing a non-random convenience sampling technique. In addition to this technique, participants also were recruited using a snowball sampling

technique. Snowball sampling is a technique that is non-random and allows research participants to access their personal networks while sharing a research opportunity with those who fit the research inclusion criteria (Browne, 2005). The researcher gave BLKSAP group members a recruitment flyer and encouraged them to share information about the study and the flyer with other individuals who fit the inclusion criteria of the research. Prior research indicates the effectiveness of this technique in quickly recruiting research participants. For instance, after using a snowball sampling technique, within a three-week time period, Stokes, Vandyk, Squires, Jacob, and Gifford (2019) surpassed their target sample size of 170 participants.

Inclusion Criteria

The study was conducted while working with an African-American student focused group from the previously mentioned social media platform. Additionally, members of the group were encouraged to share the Facebook post and flyer with individuals who also fit the criteria for the study (Appendices B & E). The inclusion criteria for each participant was that each participant must identify as African-American, be a current student, and was 18 years of age or older. There were no exclusion criteria for this study.

Sample Size and Power

An a-priori power analysis was conducted to determine the necessary sample size that was needed for the current research. Prior to making this determination, several pertinent academic meta-analysis articles were assessed to determine an appropriate effect size for the study. After a review of articles focusing on factors that influence academic achievement and behaviors, as well as racial identities in African-American

students (Chavous et al., 2003; Jeynes, 2003, 2007), effect sizes utilizing Cohen's d of 0.38 (academic achievement in African-American secondary students), 0.40 (academic achievement in African-American adolescents), and 0.44 (academic success of African-American K-12 students) with an alpha of 0.05, and a power of .80 were discovered after the information was disclosed in the methods sections of each article. To determine an appropriate effect size for the current study, the researcher averaged the three previously mentioned effect sizes and settled on an effect size of 0.41 (rounded from the found average of 40.6). Once the effect size, power, and alphas were selected, the researcher entered the information into an A-priori power analysis calculator found online at Free Statistics Calculators (n.d.), version 4.0, and received a sample size of at least 190 participants that were needed for the study.

Procedures

Securing Study Approvals from BLKSAP Administrator and Human Subjects

On January 5, 2021, the researcher was formally granted permission to utilize the aforementioned group as the research population for this study (Appendix A). Upon receiving permission to recruit from this group, the researcher created a recruitment flyer. Additionally, the researcher finalized the online survey questionnaire for this research, which was created on the Qualtrics online platform (Appendix C). Qualtrics was chosen as the medium to host the online survey questionnaire, due to it being the contracted data collection platform which was chosen by the researcher's respective institution, Arizona State University (ASU).

The researcher obtained IRB approval from the ASU Institutional Review Board for the study (Appendix D). On January 11, 2021, the researcher created a Facebook post

and added the recruitment flyer to the post. Also, the approved IRB consent information was also included in the original Facebook recruitment post (Appendix F).

Data Collection

On January 11, 2021, the first day of the data collection period, the number of participants had risen to 97 participants within the first nine hours of the survey being posted on Facebook. Due to the number of participants responding rather quickly, the researcher examined characteristics of the data generated by the initial 97 students. The data were downloaded into an excel file and subsequently uploaded to SPSS for analyzation. The researcher noticed a pattern of a subset of participants (44 total participants) who had answered each question the same way, completing the survey within five minutes.

Consequently, the researcher decided to pause the data collection for the remainder of the day, while additional security measures were added to the survey; as well as remove a total of 44 recorded responses that fit the aforementioned irregularities. The researcher added Qualtrics-designed security options, and they were as follows: added the "RECAPTCHA" option, which protects the survey from being accessed by robots; and added the option of "No Ballot Stuffing", which prevents individuals from taking the survey more than one time. The following morning, on January 12, the researcher reopened the survey and the data collection resumed. With the two additional security measures being added, the remainder of the data collection proceeded as expected, as the researcher closely observed the responses on a daily basis.

Additionally, as a snowball sampling technique was mistakenly not added to the original IRB application, the researcher modified the application, requested approval for

the snowball sampling technique, and was approved by the IRB on January 19, 2021

(Appendix G). On January 21, as the researcher needed 10 additional responses to meet

the 190 participant mark of saturation, the researcher posted the second and final

recruitment post into the Facebook group (Appendix H). The proposed three-week data

collection period ended after a total of two weeks on January 25, 2021, as no responses

were recorded on the day prior to final day of the first two-week mark. The target sample

size of 190 participants was exceeded, rendering a sum greater than 210 valid responses.

Post-Data Collection

Once the data collection period concluded on January 25, 2021, of the participants

who opted to share their personal identifying information for the Amazon gift cards raffle

opportunity, the 1st, 40th, 80th, 120th, and 160th participants were selected as the five

winners; their electronic $100 Amazon gift cards were officially sent to their listed email

addresses on February 7, 2021 (See Appendix I). The researcher exported data from

Qualtrics into a Microsoft Excel file, which was subsequently ran for data analysis.

Additionally, all personal identifying information was deleted from the Microsoft Excel

file, and will be deleted from Qualtrics at the conclusion of the research study. A total of

211 individuals participated, and out of the 211 participants 210 recorded complete

surveys as only one participant did not answer every question. The incomplete survey

response was removed from the data pool to facilitate having complete responses on all

study variables.

Measures

Demographic covariates. The demographic variables for this study, which were

informed by extant literature, were utilized as control variables for all research questions

(Appendix C). Gender is a dichotomous/nominal variable that was coded as male = 1 and female = 2. Sexual orientation was coded as a nominal variable, where heterosexual = 1 homosexual (includes gay) = 2, bisexual = 3, and other = 4. Region of the country each participant was raised was coded as a nominal variable, where south = 1, east = 2, west = 3, north = 4, southwest = 5, northeast = 6, northwest = 7, southeast = 8, and mid-west = 9. Year in college was coded as an ordinal variable, where freshman = 1, sophomore = 2, junior = 3, senior = 4, and graduate = 5. Student status is a dichotomous/nominal variable that was coded as part-time = 1 and full-time = 2. College type is a self-report, dichotomous/nominal variable that was coded as Predominantly White Institution (PWI) = 1 and Historically Black Colleges and Universities (HBCU) = 2.

Independent Variables: African American Racial Identity. The Multidimensional Inventory of Black Identity (MIBI) was utilized; the inventory operationalizes the Multidimensional Model of Racial Identity (MMRI) constructed by Sellers et al. (1998). Responses on this inventory were utilized to reveal the current racial identity statuses of each African-American respondent (Sellers et al., 1998). The intention of the research was to determine the association between the racial identity status and academic motivation styles of African-American college students. The MIBI is comprised of 56 items and utilizes a 7-point Likert-type scale for responses, ranging from 1 (strongly disagree) to 7 (strongly agree). The MIBI was originally designed with four dimensions (Centrality, Regard, Ideology, & Salience). The fourth dimension (Salience) was not used in this study because it has been eliminated from the most recent version of the MIBI (Scottham et al., 2008).

Because the MIBI is based on multidimensional conceptualization of racial identity, a composite score from the entire scale is inappropriate (Sellers, 2013). Rather, this study used individual scales and subscales from the MIBI. Respondents' scores were averaged across all items in the scale/subscale to create one composite score for each scale/subscale. There is no permission needed to utilize this instrument, as it is publicly available.

The first scale, *Centrality* (8-item scale) (e.g., "My destiny is tied to the destiny of other Black people"), represents the frequency in how regularly someone references themselves according to their race. For data analysis purposes, all variables were coded following the published standard for this inventory (Sellers, 2013). Given that all responses for the MIBI were recorded by utilizing a 7-point Likert scale, Centrality was coded as an ordinal variable. Within the SPSS software, each of the scale's responses were coded as follows: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, and 7 = strongly agree. Due to Centrality possessing three questions that required reverse coding (e.g., Good to list here an example of an item that needed reverse coding like you listed the sample item above; pick one item and list the original wording from the scale here), the researcher applied the following scoring to said questions: 1 = strongly agree, 2 = agree, 3 = somewhat agree, 4 = neutral, 5 = somewhat disagree, 6 = disagree, and 7 = strongly disagree. In a sample of African-American college and high school students, Racial Centrality had a Cronbach's alpha of a= 0.77 (Rowley, Sellers, Chavous, & Smith, 1998); whereas the current study found an alpha of 0.86, indicating strong internal reliability of this scale. Higher scores on the centrality subscale correspond with higher levels of racial centrality.

The second scale, *Regard* (12-item scale), is based on the positive and negative perceptions an individual may share pertaining to their own race. Further, Regard is a scale that is comprised of two subscales (*Private Regard and Public Regard*). Private Regard is a 6-item subscale (e.g., "I am proud to be Black"); and Public Regard is also a 6-item subscale (e.g., "In general, others respect Black people"). Public and Private Regard also were coded as ordinal variables, and utilized the same coding procedures that were applied to the Centrality scale; reverse coding was applied to one Private Regard question and two Public Regard questions. In a sample of African-American college and high school students, the Cronbach's alpha was a= 0.60 for Private Regard and a= 0.75 for Public Regard (Rowley et al., 1998); whereas the current study found an alpha of 0.82 for Private Regard and 0.74 for Public Regard. Higher scores on the Private Regard subscale correspond with higher levels of positive feelings for one's own race. Higher scores on the Public Regard correspond with an individual feeling the public feels positive about their own race.

The third and final scale, *Ideology* (36-item scale), represents an amalgam of the beliefs, attitudes, and opinions an individual possesses regarding the manner she or he believes people within her or his race should conduct themselves. Further, Ideology is a scale that is comprised of four subscales (Assimilation, Humanist, Oppressed Minority, and Nationalist).

Assimilation is a 9-item subscale including items such as "Blacks who espouse separatism are as racist as White people who also espouse separatism.", which was coded as an ordinal variable. The previously mentioned coding procedures were applied to the items in this subscale as well, and no reverse coding was required. In a sample of

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African-American college and high school students, the Cronbach's alpha was a= 0.73, while the current study produced an alpha of 0.66 (Rowley et al., 1998). Higher scores on the assimilation subscale correspond with an individual feeling that Blacks conforming to the culture of dominant society is more appropriate.

Humanist is a 9-item subscale including items such as "Blacks and Whites have more commonalties than differences", which was coded as an ordinal variable. The previously mentioned coding procedures were applied to the items in this subscale, and no reverse coding was required. In a sample of African-American college and high school students, the Cronbach's alpha was 0.70, while the current study produced a figure of 0.59 (Rowley et al., 1998). Higher scores on the humanist subscale correspond with an individual feeling that the human aspect of their overall identity is more important than the racial aspect of their identity.

Oppressed Minority is a 9-item subscale including items such as "The struggle for Black liberation in America should be closely related to the struggle of other oppressed groups", which was coded as an ordinal variable. The previously mentioned coding procedures were applied to the items in this subscale, and no reverse coding was required. In a sample of African-American college and high school students, the Cronbach's alpha was 0.76, which was also the same Cronbach's alpha found for the current study (Rowley et al., 1998). Higher scores on the oppressed minority subscale correspond with an individual feeling that the dominant society is not supportive of minority communities, which should motivate minority groups to work together to overcome the oppressive ways of the dominant society.

Nationalist is a 9-item subscale including items such as "Black students are better off going to schools that are controlled and organized by Blacks," which was coded as an ordinal variable. The previously mentioned coding procedures were applied to this variable, and no reverse coding was required. In a sample of African-American college and high school students, the Cronbach's alpha was a= 0.79, while the current study produced a figure of 0.76 (Rowley et al., 1998). Higher scores on the nationalist subscale correspond with an individual feeling that Blacks would be better off creating their own society that is focused on their causes and needs.

Dependent Variables: Academic Motivation. The Academic Motivation Scale (AMS) is an inventory that measured the academic motivation of the selected sample (Vallerand et al., 1992). The AMS is comprised of 28 total items and three scales (Intrinsic Motivation, Extrinsic Motivation, and Amotivation) – two of which were used in this study. The third scale, Amotivation (AM) (e.g., "Honestly, I don't know; I really feel that I am wasting my time in school.") is measured by utilizing a 4-item scale and produced a Cronbach's alpha of a=0.65 (Vallerand et al., 1992). In the extant literature, post-secondary education is commonly perceived as both a privilege and optional educational pathway (Deci et al., 1991). As such, amotivation is not applicable in studies that utilize college and university populations. For this reason, Amotivation was eliminated in this study.

The first scale, *Intrinsic Motivation* (12-item scale), is based on the personal interests of a self-determined individual (Deci et al., 1991). Further, Intrinsic Motivation is a scale that is comprised of three subscales (Intrinsic Motivation to Know [IMTK],

Intrinsic Motivation to Accomplish [IMTA], and Intrinsic Motivation to Experience

Stimulation [IMTES]).

IMTK is a 4-item scale including items such as "Because I experience pleasure

and satisfaction while learning new things". For data analysis purposes, all variables

were coded following the published standard for this inventory (Vallerand et al., 1992).

Given that all responses for the AMS were recorded by utilizing a 7-point Likert scale,

IMTK was coded as an ordinal variable. Within the SPSS software, each of the

subscale's responses were coded as follows: 1 = does not correspond at all, 2 =

corresponds a little, 3 = corresponds a little more, 4 = corresponds moderately, 5 =

corresponds more moderately, 6 = corresponds a lot, and 7 = corresponds exactly. No

reverse-coding was required. In a sample of college students, the Cronbach's alpha was

a= 0.87, while the current study produced an alpha of 0.84 (Vallerand et al., 1992).

Higher scores on the IMTK subscale correspond with a stronger desire to learn new

information.

IMTA is a 4-item subscale including items such as "For the pleasure that I

experience while I am surpassing myself in one of my personal accomplishments", which

was coded as an ordinal variable. The previously mentioned coding procedures were

applied to the items in this subscale, and no reverse coding was required. In a sample of

college students, the Cronbach's alpha was a= 0.84, while the current study produced an

alpha of 0.82 (Vallerand et al., 1992). Higher scores on the IMTA subscale correspond

with a stronger desire to accomplish tasks through learning.

IMTES is a 4-item subscale including items such as "For the pleasure that I

experience when I read interesting authors", which was coded as an ordinal variable. The

previously mentioned coding procedures were applied to the items in this subscale, and

no reverse coding was required. In a sample of college students, the Cronbach's alpha

was a= 0.77, while the current study produced an alpha of 0.86 (Vallerand et al., 1992).

Higher scores on the IMTES subscale correspond with a stronger desire to experience

mental stimulation through learning.

To create the dependent variable, *Intrinsic Academic Motivation*, the researcher

combined the respective four items of each subscale (IMTK, IMTA, and IMTES) into a

composite score for each of the three subscales (Adams, 2018). The three composite

scores were then summed to create a total score, which was divided by the total number

of items (12) that represent the Intrinsic Academic Motivation scale (Adams, 2018).

Higher values on the intrinsic academic motivation variable represent higher levels of

intrinsic academic motivation.

The second and final scale, *Extrinsic Motivation* (12-item scale), is based on

behaviors that do not represent the personal interests of the individual and are usually

inspired by a type of separable result (Deci et al., 1991). Further, Extrinsic Motivation is

a scale that is comprised of three subscales (Extrinsic Motivation Identified Regulation

[EMID], Extrinsic Motivation External Regulation [EMER], & Extrinsic Motivation

Introjected Motivation [EMIN]).

EMID is a 4-item subscale including items such as "Because I think that a college

education will help me better prepare for the career I have chosen", which was coded as

an ordinal variable. The previously mentioned coding procedures were applied to the

items in this subscale, and no reverse coding was required. In a sample of college

students, the Cronbach's alpha was a= 0.69, while the current study produced an alpha of

0.73 (Vallerand et al., 1992). Higher scores on the EMID subscale correspond with a greater feeling that school will prepare and lead an individual to a desired career.

EMER is a 4-item subscale including items such as "In order to obtain a more prestigious job later on", which was coded as an ordinal variable. The previously mentioned coding procedures were applied to the items in this subscale, and no reverse coding was required. In a sample of college students, the Cronbach's alpha was 0.59, while the current study produced an alpha of 0.79 (Vallerand et al., 1992). Higher scores on the EMER subscale correspond with a greater feeling that school is necessary to obtain a more prestigious career.

EMIN is a 4-item subscale including items such as "To prove to myself that I am capable of completing my college degree", which was coded as an ordinal variable. The previously mentioned coding procedures were applied to the items in this subscale, and no reverse coding was required. In a sample of college students, the Cronbach's alpha was a= 0.67, while the current study produced an alpha of 0.75 (Vallerand et al., 1992). Higher scores on the EMIN subscale correspond with an individual having a stronger desire to conquer his own self-doubts regarding his abilities.

To create the dependent variable, *Extrinsic Academic Motivation*, the researcher combined the respective four items of each subscale (EMID, EMER, and EMIN), into a composite score for each of the three subscales (Adams, 2018). The three composite scores were then summed to create a total score, which was divided by the total number of items (12) that represent the Extrinsic Academic Motivation scale (Adams, 2018). Higher values on the extrinsic academic motivation variable represent higher levels of extrinsic academic motivation.

Data Analysis

      Data inspection. There were five main criteria that were utilized in the data cleaning process: remove all duplicates; remove all responses completed within five minutes; remove all responses that were exactly identical to other responses; remove responses with missing data; and correct any typos that may have occurred during the data transfer process.

      From 255 total responses, the researcher discovered a total of 45 recorded responses that possessed irregularities. Forty-four of the removed responses possessed irregularities consisting of being completed within five minutes and being completely identical to other responses. One response possessed missing data as one participant failed to complete one question within the survey; no duplicate responses were discovered. Lastly, typos of the qualitative text (e.g., labels for each section) were corrected after the data were transferred from Microsoft Excel to SPSS.

      Descriptive analyses. After all data were cleaned and coded, the researcher ran a descriptive analysis involving the following variables: all demographic variables; the variables of racial centrality, private regard, public regard, and ideology; and the variables of IMTK, IMTA, IMTES, EMID, EMIN, and EMER. The researcher first observed the measures of frequency to understand the numbers and percentages of each dichotomously coded demographic variable, in addition to how often a response was given. Next, the focus shifted to the measures of central tendency (mean, median, mode) to identify the mean, median, standard deviation and range of the subscale and scale scores, as well as the mode of the most common responses. Lastly, the measures of dispersion were observed by viewing the standard deviation to determine how spread out

all subscale scores were in reference to the mean, which allowed for confirmation that data in this study were normally distributed.

Bivariate Analyses. The researcher ran a correlation analysis to examine the correlations between all independent and dependent variables. Pearson correlation coefficients were observed to determine the associations between all independent and dependent variables. Lastly, to determine the closeness of the relationship between the independent and dependent variables, the researcher built a scatterplot. Review of the variance inflation factors (VIF) revealed that multicollinearity between independent variables would not significantly affect the analysis. All VIF statistics were less than 1.43.

Multivariate analyses. In order to determine the effect of the racial identity statuses on the academic motivation styles of African-American college students, the researcher utilized the following four research questions guiding this inquiry and tested the accompanying hypotheses for each:

Research Question 1. To what extent is racial centrality associated with extrinsic academic motivation in African-American college students?

Hypothesis 1. Controlling for other factors, racial centrality will be positively associated with extrinsic academic motivation in African-American college students.

Analysis: In order to analyze the extent to which racial centrality was associated with intrinsic academic motivation in African-American college students, a linear regression model was employed. The researcher controlled for the selected covariates (i.e., gender, sexual orientation, year in college, student status, college type) and independent variables (i.e., nationalist subscale score and private regard subscale score),

to examine the influence of an individual's racial centrality (independent variable) on their extrinsic academic motivation (dependent variable). The R^2 was utilized to identify the goodness-of-fit with an R^2 of 1.0 considered a perfect fit. A Q-Q Plot was used in order to ensure this analysis met the assumption of normal distribution of residuals. All analyses were performed using SPSS with statistical significance set at $p < .05$.

Research Question 2. To what extent is private regard associated with extrinsic academic motivation in African-American college students?

Hypothesis 2. Controlling for other factors, private regard will be positively associated with extrinsic academic motivation in African-American college students.

Analysis: In order to assess the extent to which private regard was associated with intrinsic academic motivation in African-American college students, a second regression model was employed. The researcher controlled for the selected covariates (i.e., gender, sexual orientation, year in college, student status, college type) and independent variables (nationalist subscale scores, and centrality subscale scores), to examine the influence of an individual's private regard (independent variable) on their extrinsic academic motivation (dependent variable). The R^2 was utilized to identify the goodness-of-fit with an R^2 of 1.0 considered a perfect fit. A Q-Q Plot was used in order to ensure this analysis met the assumption of normal distribution of residuals. All analyses were performed using SPSS with statistical significance set at $p < .05$.

Research Question 3. To what extent is public regard associated with intrinsic academic motivation in African-American college students.

Hypothesis 3. Controlling for other factors, public regard will be positively associated with intrinsic academic motivation in African-American college students.

Analysis: In order to assess the extent to which public regard was associated with intrinsic academic motivation in African-American college students, a third linear regression model was employed. The researcher controlled for the selected covariates (gender, year in college, student status, college type) and one independent variable (i.e., oppressed minority scores), to examine the influence of an individual's public regard (independent variable) on their extrinsic academic motivation (dependent variable). The R^2 was utilized to identify the goodness-of-fit with an R^2 of 1.0 considered a perfect fit. A Q-Q Plot was used in order to ensure this analysis meets the assumption of normal distribution of residuals. All analyses were performed using SPSS with statistical significance set at $p < .05$.

Research Question 4. To what extent is public regard associated with extrinsic academic motivation in African-American college students.

Hypothesis 4. Controlling for other factors*, public regard will be negatively associated with extrinsic academic motivation in African-American college students.

Analysis: In order to assess the extent to which public regard was associated with extrinsic academic motivation in African-American college students, a fourth linear regression model was employed. The researcher controlled for the selected covariates (gender, year in college, student status, college type) and one independent variable (i.e., oppressed minority scores), to examine the influence of an individual's public regard (independent variable) on their intrinsic academic motivation (dependent variable). The R^2 was utilized to identify the goodness-of-fit with an R^2 of 1.0 considered a perfect fit. A Q-Q Plot was used in order to ensure this analysis meets the assumption of normal

distribution of residuals. All analyses were performed using SPSS with statistical significance set at $p < .05$.

Ethical Issues

Prior to seeking research participants, it is imperative that the researcher has conducted thorough research on the African-American population and is culturally sensitive and aware as research questions are constructed (Sansone, Morf & Panter, 2004). To ensure a confidential space in which research participants could feel comfortable sharing private information about their racial identities and academic motivations, confidentiality was ensured throughout the data collection process, as the researcher was the only individual with access to the data. The researcher will discard all personal information once the study has concluded. Also, prior to starting the process of filling out the survey, each respondent was required to read the IRB approved consent form which disclosed the research intent and criteria, and ended with the following statement: "If you agree to be in this study, please click the arrow below to advance to the next section to take the survey" (See Appendix H). Further, within the Facebook post and recruitment flyer, information disclosing the intentions of the research was mentioned (See Appendix G).

The researcher established two primary rules of exclusion criteria for each survey response. First, per Qualtrics, as the estimated completion time of the survey was 25 minutes, all surveys that were completed within a 5-minute time span or less, was considered to be invalid and was removed from the final data results. Second, any survey that revealed responses that were exactly the same for each response, was considered to be invalid and was removed from the final data results. As it is important to add to the

literature a study of uncompromising ethics, accurate data were reported at the conclusion of the research.

The Researcher

The researcher has extensive background in working with African-American children and adults in an educational capacity. While running a non-profit organization[1] which focuses on instilling healthy racial identities in African-American children, the researcher also has applied the same teaching methods to the parents of the participating children. For example, among other activities, the researcher has held seminars in local Phoenix libraries that offered opportunities for African-American children to teach their parents/legal guardians and other guests of African-American history learned while working with the non-profit organization. Having been committed to this work for the past six years, the researcher has gained an in-depth understanding of the ways in which African-American children are both negatively and positively affected by certain agents of racial socialization within and outside of their respective homes.

Assumptions

The assumptions for the research are that all participants felt comfortable enough to answer each question honestly, and that the questions and answers were straightforward and handled without any comprehension difficulties.

CHAPTER FOUR - RESULTS

This chapter presents the results of the cross-sectional quantitative design of this study. As mentioned in Chapter 3, two quantitative instruments were utilized to analyze aspects of student motivation as an outcome of racial identity. These instruments included the Multidimensional Inventory of Black Identity (MIBI) and the Academic Motivation Scale (AMS). These two survey instruments were combined into the Qualtrics platform and disseminated to a population of Black student professionals through a promotional flyer posted to the Black Student Affairs Professionals Facebook Page (BLKSAP). A total of 211 anonymous online surveys were received over a three-week period. Responses were loaded into SPSS and an additional 10 surveys were omitted due to missing values. Two-hundred-and-one surveys with complete responses on all of the study variables were used to run analysis for each of the research questions. The quantitative findings will be discussed within the four research questions posed for the study.

Participant Characteristics

Participant demographics for the sample of 211 Black college students are displayed below in Table 1.

Table 1

Demographics and Responses from Survey Instruments

Study Responses	Mean	SD	n	%
Intrinsic Academic Motivation	5.0	1.35		
Extrinsic Academic Motivation	5.7	1.11		
Racial Centrality	4.6	0.65		
Nationalist Subscale	4.8	0.99		
Private Regard Subscale	6.4	1.00		
Public Regard Subscale	2.7	1.34		
Oppressed Minority Score	4.3	1.12		
Gender (*n*=210)				
Male			40	19.1%
Female			170	80.9%
Sexual Orientation (*n=202)*				
Heterosexual			188	92.6%
Homosexual			3	1.5%
Bisexual			12	5.9%
College Level (*n*=208)				
Freshman			21	10.1%
Sophomore			34	16.3%
Junior			42	20.2%
Senior			53	25.5%
Graduate			58	27.9%
Student Status (n=203)				
Part-time			56	27.6%
Full-time			147	72.4%
College Type (n=209)				
Predominantly White Institution			177	84.7%
Historically Black College/University			32	15.3%

The majority of the sample were female (81%), heterosexual (93%), graduate students (28%), full-time (72%), and are attending predominantly white institutions (85%). Further, the ranges (7-point scale) and means regarding the variables for this study are as follows: intrinsic academic motivation (range= 1.0-7.0, mean= 5.0), extrinsic academic motivation (range= 1.0-7.0, mean= 5.7), racial centrality (range= 2.25-6.25, mean= 4.6), nationalist (range= 1.6-6.8, mean= 4.8), private regard (range= 1.75-7.0, mean= 6.4), public regard (range= 1.0-6.0, mean= 2.7), and oppressed minority (range= 1.6-7.0, mean= 4.3).

Sample characteristics from the current study can be compared to those from a similar study that utilized the academic motivation scale to better understand how this current study's sample compares with other broader samples of Black college students. Cokley (2015) produced a robust data set of 578 Black college students, where 90% of his sample identified as African-American. Further, the majority of that sample were female (72%), seniors (26%), and enrolled in predominantly white institutions (56%). Some similarities between the current study and Cokley's (2015) study are that the majority of participants were both female and enrolled in predominantly white institutions. Although seniors were shown to be the majority of Cokley's (2015) sample, the current study's second most-populated group of students was seniors, which accounted for the same amount of participants in both samples (26%).

Bivariate Analyses

In this section, the researcher will report the correlations among study variables and findings from simple linear regression analyses of the four research questions.

Correlation analysis

In Table 2, the researcher reports correlations among all study variables. Intrinsic and extrinsic academic motivation were moderately-to-strongly and positively correlated ($r = 0.55$, $p<0.05$), the only relationship that possessed a moderate-to-strong correlation. Additional variables that demonstrated moderate positive associations were nationalist and racial centrality ($r = 0.43$, $p<0.05$), private regard and extrinsic academic motivation ($r = 0.42$, $p<0.05$), and private regard and racial centrality ($r = 0.41$, $p<0.05$). Among all variables, public regard was moderately negatively correlated with nationalist ($r = -0.30$, $p<0.05$) and private regard ($r = -0.32$, $p<0.05$). The majority of the remaining variables displayed weak correlations ranging from 0.01 to 0.28.

Table 2

Correlations among Study Variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. IAM	1.00											
2. EAM	0.55*	1.00										
3. Centrality	0.11	0.22*	1.00									
4. Nationalist	0.03	0.06	0.43*	1.00								
5. Private Regard	0.20*	0.42*	0.41*	0.24*	1.00							
6. Public Regard	0.07	-0.19*	-0.28*	-0.30*	-0.32*	1.00						
7. Oppressed Minority	0.19**	0.23*	0.04	-0.22*	0.03	0.12	1.00					
8. Gender	0.04	0.19*	0.06	0.03	0.22*	-0.23*	-0.04	1.00				
9. Sexual Orientation	-0.01	0.04	0.00	0.03	0.02	0.03	0.17*	0.08	1.00			
10. College Level	0.02	0.04	0.14*	0.01	0.23*	0.22*	-0.01	0.04	-0.04	1.00		
11. Student Status	0.02	0.11	-0.08	-0.08	-0.06	-0.02	0.14	-0.03	0.07	0.00	1.00	
12. College Type	0.07	-0.10	0.02	0.14*	-0.12	0.19*	-0.08	-0.14	0.01	-0.10	0.06	1.00

*$p<.05$ ** $p<.01$, IAM= Intrinsic Academic Motivation, EAM= Extrinsic Academic Motivation

Simple Linear Regression Analyses

The researcher ran simple linear regression to analyze the unique relationship between the independent variables and dependent variables for each of the four research questions, prior to adding all hypothesized covariates. With respect to the first research question, the researcher ran a simple linear regression model with the measure of racial centrality as the independent variable, and extrinsic academic motivation as the dependent variable. Racial centrality explained a very small amount of variance (4%) in extrinsic academic motivation levels, $F(1, 208) = 10.51$, $p = \leq .001$, $R^2 = .04$. The unstandardized regression coefficient ($B = 0.37$, $p < 0.001$) indicated that an increase in one point for racial centrality corresponded with an increase in extrinsic academic motivation of 0.37.

In order to analyze the extent to which private regard was associated with extrinsic academic motivation in African American college students, a second simple linear regression model was utilized with private regard as the independent variable and extrinsic academic motivation as the dependent variable. Private regard explained a small amount of variance (17%) in extrinsic academic motivation, $F(1, 208) = 44.60$, $p = <.0001$, $R^2 = .17$. The unstandardized regression coefficient ($B = 0.46$, $p < 0.0001$) indicated that an increase in one point for private regard corresponded with an increase in extrinsic academic motivation of 0.46.

In order to analyze the extent to which public regard was associated with intrinsic academic motivation in African American college students, a third simple linear regression model was utilized with public regard as the independent variable and intrinsic academic motivation as the dependent variable. Public regard explained a very small

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amount of variance (0.4%) in intrinsic academic motivation, $F(1, 208) = 0.93$, p = .335, $R^2 = .004$. The unstandardized regression coefficient ($B = 0.08$, p= 0.335) indicated that an increase in one point for private regard corresponded with an increase in extrinsic academic motivation of 0.08.

In order to analyze the extent to which public regard was associated with extrinsic academic motivation in African American college students, a fourth simple linear regression model was utilized with public regard as the independent variable and extrinsic academic motivation as the dependent variable. Public regard explained a very small amount of variance (3%) in intrinsic academic motivation, $F(1, 208) = 7.82$, p = $\leq.01$, $R^2 = .03$. The unstandardized regression coefficient ($B = -0.18$, p< .01) indicated that an increase in one point for private regard corresponded with a decrease in extrinsic academic motivation of 0.18.

Multivariate Analyses

Research Question 1: Association between racial centrality and extrinsic academic motivation.

The researcher developed a subsequent multivariate model that controlled for the selected covariates of black nationalism, gender, sexual orientation, college level, enrollment status, college type, and the private regard subscale as these parameters were significant in the initial bivariate analyses. The purpose was to further determine whether racial centrality was still positively correlated to extrinsic academic motivation, and if any of these covariates also had an impact. The eight predictors explained a small amount of the variance (23%) in extrinsic academic motivation ($R^2 = .23$, $F(8, 192)=7.05$, p<.0001). It was found that private regard significantly predicted extrinsic

academic motivation ($B = .41$, $p < .0001$), as did heterosexual orientation ($B = -.37$, $p < .10$) and student status ($B = .31$, $p < .10$). Table 3 below contains the detailed results from the regression model used for this research question.

Table 3

Multivariate Results for Racial Centrality and Extrinsic Academic Motivation

Independent Variable	Unstandardized Coefficient	*Std. Error*	*t-ratio*	Prob.
Racial Centrality	0.20	0.13	1.59	0.114
Nationalist Subscale	-0.06	0.08	-0.78	0.438
Private Regard Subscale	0.41	0.08	5.08	*<0.001*
Gender	0.22	0.18	1.19	0.234
Heterosexual Orientation	-0.37	0.22	-1.68	0.094
College Level	-0.09	0.06	-1.55	0.123
Student Status	0.31	0.16	1.96	*0.051*
College Type	-0.27	0.21	-1.31	0.190
Intercept	2.43	0.79	3.05	*0.003*
R^2	0.23			
n	201			

Research Question 2: Association between private regard and extrinsic academic motivation.

Next, along with private regard, the researcher controlled for the selected covariates of nationalism, gender, sexual orientation, college level, enrollment status,

college type, and centrality, to further determine whether private regard was still positively correlated with extrinsic academic motivation, and if any of these covariates also had an impact. The eight predictors explained a small amount of variance (23%) in extrinsic academic motivation ($R^2 = .23$, $F(8, 192)=7.05$, $p<.0001$). Private regard significantly predicted extrinsic academic motivation ($B= .41$, $p<.0001$), as did heterosexual orientation ($B= -.37$, $p<.0001$) and student status ($B=.31$, $p<.10$). Table 4 below contains the detailed results from the regression model used for this research question.

Table 4

Multivariate Results for Private Regard and Extrinsic Academic Motivation

Independent Variable	Unstandardized Coefficient	Std. Error	t-ratio	Prob.
Private Regard	0.41	0.08	5.08	*<0.001*
Nationalist Subscale	-0.06	0.08	-0.78	0.438
Centrality	0.20	0.13	1.59	0.114
Gender	0.22	0.18	1.19	0.234
Heterosexual Orientation	-0.37	0.22	-1.68	0.094
College Level	-0.09	0.06	-1.55	0.123
Student Status	0.31	0.16	1.96	*0.051*
College Type	-0.27	0.21	-1.31	0.190
Intercept	2.43	0.78	3.05	*0.003*
R^2	0.23			
n	201			

Research Question 3: Association between public regard and intrinsic academic motivation.

For the third question, the researcher controlled for the selected covariates of assimilation, gender, college level, student status, and college type to further determine whether any of these covariates had an impact. The six predictors explained a very small amount of variance (5.6%) in intrinsic academic motivation ($R^2 = .05$, $F(6, 194)=1.93$, $p<.10$). It was found that only assimilation significantly predicted intrinsic academic motivation ($B= .31$, $p<.01$). Table 5 below contains the detailed results from the regression model used for this research question.

Table 5

Multivariate Results for Public Regard and Intrinsic Academic Motivation

	Unstandardized			
Independent Variable	Coefficient	*Std. Error*	*t-ratio*	Prob.
Public Regard Subscale	0.04	0.89	0.50	0.619
Assimilation	0.31	0.10	3.10	*0.002*
Gender	0.08	0.25	0.33	0.741
College Level	0.02	0.07	0.34	0.734
Student Status	-0.03	0.21	-0.16	0.871
College Type	0.30	0.28	1.07	0.284
Intercept	2.90	0.93	3.13	*0.002*
R^2	0.05			
n	201			

Research Question 4: Association between public regard and extrinsic academic motivation.

For the fourth question, the researcher controlled for the selected covariates of oppressed minority score, gender, college level, enrollment status, and college type, to further determine whether public regard would positively correlate to extrinsic academic motivation, and if any of these covariates also had an impact. The six predictors explained a small amount of variance (12%) in extrinsic academic motivation ($R^2 = .12$, $F(6, 194)=4.55$, p<.001). It was found that public regard significantly predicted extrinsic academic motivation (B= -.17, p<.05), as did oppressed minority (B= -.23, p<.001) and gender (B= .39, p<.05). Table 6 below contains the detailed results from the regression model used for this research question.

Table 6

Multivariate Results for Public Regard and Extrinsic Academic Motivation

Independent Variable	Unstandardized Coefficient	*Std. Error*	*t-ratio*	Prob.
Public Regard Subscale	-0.17	0.07	-2.37	*0.019*
Oppressed Minority Score	-0.23	0.07	3.41	*0.001*
Gender	0.39	0.19	2.01	0.0457
College Level	-0.02	0.06	-0.42	0.673
Student Status	0.17	0.17	1.00	0.321
College Type	-0.18	0.22	0.82	0.411
Intercept	4.44	0.71	6.28	*0.001*
R^2	0.12			
n	201			

CHAPTER FIVE - DISCUSSION

Why This Study

The purpose of this quantitative research study was to understand the association between the current racial identity statuses of African-American college students and their academic motivation styles. Racial identity focuses on the significance which individuals attribute to their race, along with their personal beliefs and meanings associated with said race (Chavous et al., 2003). Academic motivation has been linked to students who find value in education (Chavous et al., 2003) and students who are self-determined while completing schoolwork, and those who have a desire to remain in school (Deci, Vallerand, Pelletier, & Ryan, 1991). While considering the current literature regarding African-American student success, the researcher intended to shift the focus from familial and community factors towards more psychologically-driven factors. Delving deeper into the literature that is centered on the psychological influences of academic motivation, specific to African-American students, could potentially allow for the development of academic models that support and encourage post-secondary attainment for the mentioned population. In utilizing Sellers et al.'s African American Racial Identity Theory (1998) and Vallerand et al.'s Academic Motivation/Self Determination Theory (1992), the researcher was able to successfully discover the relationship between the study participants' racial identity statuses and academic motivation styles.

As an adjunct college professor with over four years of experience, the researcher found a paucity of research that considered how racial identity impacted the academic motivation of African-American college students. Given the lack of African-American

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historical figures found within the K-12 curriculum, as well as the degrading stereotypes of African-Americans that are ubiquitously available via an assortment of media channels, it was necessary to understand the current racial identity statuses of the sampled population.

Further, as the African-American population has consistently exhibited high rates of poverty -- among other pressing issues -- it was imperative to understand what academic motivation styles were most prevalent pertaining to the sampled African-American college students. With the United States' current model of economic success being heavily designed to include the component of a college education (Hout, 2012), it is essential that a greater portion of African-Americans embrace this model and apply it if they are to begin breaking the vicious cycles of poverty.

To properly assess the racial identity statuses of African-American college students, the researcher opted for Sellers et al.'s scale, the Multidimensional Inventory of Black Identity (MIBI) (2013), as it has been widely identified within the literature. The MIBI has been primarily utilized while working with populations of African-American college students (Cokley 1999; Cokley et al., 2001; & Sellers et al., 1998) as some researchers applied it to African-American high school students (Scottham, Sellers, & Nguyen, 2008; Rowley, Sellers, Chavous, & Smith, 1998). To identify the academic motivation styles of the mentioned population, the researcher employed Vallerand et al.'s (1992) scale, the Academic Motivation Scale (AMS). The AMS was originally composed in the French language and was later translated to English. Globally, the AMS has been translated in a number of countries, including Indonesia, Turkey, and Norway;

its countless successes and popularity were among the reasons the scale was selected by the researcher.

The four questions developed for this study focused on three of the seven particular dimensions that comprise the MIBI (racial centrality, private regard, & public regard) and two of the three components that comprise the AMS (intrinsic academic motivation & extrinsic academic motivation). The conversation regarding the findings and implications of those findings are discussed in the next section.

Racial Centrality and Extrinsic Academic Motivation

The first research question focused on the association between racial centrality and extrinsic academic motivation. After running a linear regression of the two variables, the results revealed a positive relationship between the racial centrality and extrinsic academic motivation levels of African-American college students. This indicates, when race is a stronger concept of an individual's identity, they will exhibit more extrinsically motivated academic behaviors. This finding supports the work of Chavous et al. (2018), where higher racial centrality scores showed great influence on the overall academic motivations of African-American college students. Although Chavous et al. (2018) did not utilize Vallerand et al.'s (1992) AMS, it is important to note higher racial centrality being a consistent focal point which influences African-American student's academic motivations. Additionally, not only have higher levels of racial centrality been linked to greater academic motivation, Sellers, Chavous, and Cooke (1998) also found it to be connected to improved academic performances of African-American college students. As academic motivation has been found to be a key contributor to the overall academic

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performances/outcomes of African-American college students (Cokley, 2003), it is imperative that overall academic performances and outcomes are recognized.

Further, when extrinsic academic motivation was regressed on racial centrality with no control variables, the relationship between the two was statistically significant. However, when the selected control variables were added to the model, although racial centrality maintained its positive relationship with extrinsic academic motivation, the relationship became statistically insignificant, namely due to the private regard subscale scores being utilized as a control variable. This is consistent with Sellers et al.'s (1998) assertion that racial centrality and private regard are closely related and can have a significant impact on one another. Therefore, due to the lost level of significance found in this model, it cannot be confidently concluded that racial centrality has a direct effect on the extrinsic academic motivation levels of African-American college students.

Albeit the current study did not reveal a significant relationship between racial centrality and extrinsic academic motivation, Chavous et al. (2018) found the inverse concerning the relationship between low levels of racial centrality and overall academic outcomes. When students acknowledged racial centrality as a significant factor of their racial identity, they reported improved academic outcomes; but when lower levels of racial centrality were reported, those students' academic outcomes suffered (Chavous et al., 2018). This discovery is important, as it may provide insight into the mental health/self-esteem of the students. For example, Datnow and Cooper (1997) found when African-American students surrounded themselves with positive peers from the same race, their overall academic performances and racial identities experienced positive increases. On the contrary, when high performing African-American students opt to

disidentify from their race and adopt views known as "racelessness", their mental health

may suffer, as depression and other debilitating psychosocial outcomes have been

reported regarding this group of students (Arroyo & Edwards, 1995). Reaching back to

the literature regarding the intellectually inferiority label that has been consistently

attributed to African-Americans via the American media and K-12 curriculum, this could

possibly be a factor that contributes to the "racelessness" phenomenon.

Private Regard and Extrinsic Academic Motivation

The second research question focused on the association between private regard

and extrinsic academic motivation. After running a linear regression of the two variables,

the results revealed a positive and strong statistically significant relationship between the

private regard and extrinsic academic motivation levels of African-American college

students. This indicates that the more positive an individual feels about their race, the

more likely they will exhibit greater extrinsically motivated academic behaviors. This is

consistent with Ho and Sidanius' (2010) research, which found African-American college

students who exhibited higher levels of private regard being keenly aware of the

unfavorable stereotypes concerning African-Americans, namely the intellectual

inferiority narrative, which then motivated students to work harder to dispel that myth.

Additionally, African-American college students who possess both higher levels of racial

centrality and private regard have been shown to display greater academic motivation and

academic engagement (Chavous, 2018). This finding also corroborates Sellers et al.'s

(1998) previously mentioned relationship between private regard and racial centrality.

Further, when extrinsic academic motivation was regressed on private regard with

and without the selected control variables, the relationship remained very positive and

statistically significant – private regard revealed the strongest relationship with extrinsic academic motivation than any other independent variable. Therefore, it can be concluded that private regard has a direct impact on the extrinsic academic motivation levels of African-American college students.

What are the psychological implications of this finding? Consistent with Rowley, Sellers, Chavous, and Smith (1998) findings, private regard was shown to have a significant relationship with the self-esteem of African-American college students, where higher private regard was directly connected to higher self-esteem levels. Private regard and racial pride are essentially synonymous in their meanings, which is important to consider while explaining the connection between private regard and self-esteem. Within a study conducted by Tukachinsky, Mastro & Yarchi, (2017), when African-American students were exposed to positive images of their racial group, their perceptions of their racial group/private regard increased. Similarly, when African-American students were exposed to positive images via online African-American museums, their racial pride/private regard levels increased (Johnson & Pettiway, 2017). The presence of a healthy racial identity which elicits positive feelings regarding one's own race cannot be understated, as it assists in the contribution towards high academic achievements and self-esteem levels (Graham, 1994 & Chavous et al., 2003). Contrarily, when African-American students internalize the negative images and narratives surrounding their race, this could yield low private regard scores because of their acceptance of the stereotype (Ho and Sidanius, 2010).

Public Regard and Intrinsic Academic Motivation

   The third research question focused on the association between public regard and intrinsic academic motivation. After running a linear regression with the two variables, the results revealed a positive, yet statistically insignificant relationship between public regard and intrinsic academic motivation. This indicates, the more an individual believes the dominant society shares positive feelings about their race, the greater their intrinsic academic motivation levels will be. Further, when extrinsic academic motivation was regressed on public regard both with and without the selected control variables, the relationship remained positive and statistically insignificant. Additionally, with the MIBI's assimilationist subscale scores being utilized as one of the control variables, it was found to have a statistically significant relationship with intrinsic academic motivation. Due to the relationship between the two variables being statistically insignificant, it cannot be concluded that public regard has a direct impact on the intrinsic academic motivation levels of African-American college students. However, an explanation of this finding is warranted.

   Within a study that utilized Vallerand et al.'s (1992) AMS, Cokley (2003) discovered intrinsic academic motivation to be heavily influenced by a student's self-esteem level. Why is this significant to the findings? African-Americans are much more likely to be extrinsically motivated in an academic setting (Cokley, 2003). If intrinsic academic motivation is influenced by a student's self-esteem level, and African-American students are more likely to be extrinsically academically motivated, it may be possible to establish a correlation between the impact of negative media and K-12 curriculum images and narratives – further research is necessary. Furthermore, due to the

negative systemic histories within the "economic, social, and political" realms of society, African-Americans are 20% more likely to endure severe mental health problems while being compared to the remainder of the American population (Vance, 2019). Approximately 7.5 million African Americans have a diagnosed mental illness, and up to 7.5 million more may be affected but are undiagnosed (Ward & Heidrich, 2009). When individuals who suffer from mental health issues internalize societal stigmas, there is a negative impact on said individuals' self-esteem, self-efficacies, and overall confidence levels (Crawford, 2011). Could the intellectually inferior myth be contributing to the mental health issues experienced by African-American college students? There's a testable possibility.

When African-Americans possess high levels of public regard, they become more exposed and vulnerable to the effects of stereotype threat and experience elevated levels of stress and depression (Sellers et al., 1998; Ho & Sidanius, 2010). Studies that have examined public regard and mental health consequences for African-American adults, have found that individuals who displayed lower levels of public regard experienced reduced levels of psychological distress when compared to those of higher public regard (Sellers & Shelton, 2003), while higher scores have been associated with increased depressive symptoms (Hurd et al., 2013). Are all African-American students who display higher levels of public regard suffering from mental health problems? That's not likely. For example, African-American students may develop higher levels of public regard as a defense mechanism while within environments where they are the minority, such as the college campuses of predominantly white colleges and universities (PWI) (Cokley, 1999). Additional causes for higher levels of public regard may be due to African-

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American students having ample pleasant experiences with European-American faculty and students which helped to increase levels of tolerance and understanding; as well as African-American students opting to assimilate into the European-American culture as to not be mistaken as a militant Black person (Cokley, 1999).

While remaining fixed on the topic of assimilation, as previously stated, the assimilationist subscale scores were found to share a statistically significant relationship with intrinsic academic motivation while serving as a control variable for this study. Similarly speaking, as higher public regard levels have been linked to detrimental mental health outcomes for African-Americans, the same can be said for assimilation. Smokowski and Bacallao (2007) found that when assimilation is forced upon a group of individuals, such as the sentiments of some African-American college students attending PWIs, increased levels of deleterious mental health issues and negative health outcomes are developed. This finding presents a cause for further research regarding the topic of assimilation and the mental health of African-American college students.

Public Regard and Extrinsic Academic Motivation

The fourth research question focused on the association between public regard and extrinsic academic motivation. After conducting a linear regression with the two variables, the results revealed a negative and statistically significant relationship between public regard and extrinsic academic motivation. This indicates, the more an individual believes the dominant society shares negative feelings about their racial group, the greater their extrinsic academic motivation levels will be. When extrinsic academic motivation was regressed on public regard with and without the selected control variables, the relationship remained very positive and statistically significant – of all

other independent variables, public regard showed the second strongest relationship with extrinsic academic motivation. Additionally, with the MIBI's oppressed minority subscale scores being utilized as one of the control variables, it was found to have a statistically significant relationship with extrinsic academic motivation. Therefore, it can be concluded that public regard has a direct impact on the extrinsic academic motivation levels of African-American college students.

As it pertains to their race, when African-Americans are aware of the negative views that society promulgates, they tend to allow their awareness to serve as an element of protection to their self-image (Ho & Sidanius, 2010). Many of the American media's print and electronic news sources are largely responsible for shaping society's negative views of African-Americans (Welch, 2007). Since the days of slavery and the inception of American media, African-American women have been consistently depicted as jezebels, mammies, welfare queens, and foul-mouthed (Stokes, 2007). In like manner, since the combination of hip-hop music and the inception of reality television, offensive stereotypes have been reinforced about African-American women (Coleman, Butler, Long, & Fisher, 2016). The internalization of such racialized stereotypes have revealed a presence of a negative self-image within some African-American women (Coleman, Butler, Long, & Fisher, 2016). Further, to add to the onslaught of demeaning stereotypes of African-Americans, the 1915 film, 'Birth of a Nation', only helped to add to the overall disregard for African-Americans by European-Americans; as well as strike the foundations of justification for the mass killings of African-Americans by European-Americans (Gallagher, 1982).

How can African-American's public regard levels not be affected by these realities? According to Schmader, Major, and Gramzow (2001), in an effort to protect their self-esteem, many African-American students employ a concept known as "psychological disengagement". Psychological disengagement is a defense tactic which consists of African-American students detaching their self-esteem from an environment where their self-esteem can become negatively impacted (Schmader, Major, and Gramzow, 2001). Due to the fear of experiencing "stereotype threat" (Steele & Aronson, 1995), some African-American students would rather allow their academic performance to become susceptible to suffering than to remain engaged and focused on their studies. Instances such as these highlight a possible cause for African-Americans subscribing to higher levels of extrinsic academic motivation, which allows them to remain in school while only seeking to graduate and achieve the reward they have set out to earn.

Limitations

The study relied on the self-reported racial identities and academic motivations of African-American college students, who belong to an online social-media-based group which was created for African-American professionals. Therefore, there may have been biases as the members of this group have clearly identified as being Black or African-American, which could have impacted their racial identity responses. As the target population consisted of the 3,000 plus active participants within the group, as well as the group members sharing the survey link with individuals they may have known, study results are not generalizable to the African-American college student population as a whole. The study was overwhelmingly comprised of females who returned a response rate of 81%, while males made up the remaining 19% of participants. This revealed

gender bias within the results, which is why although gender was reported as being statistically significant within question four's results, it does not reflect the public regard and extrinsic academic motivation differences between the females and males who were surveyed.

Social Desirability Bias

At times, while responding to questions which may expose negative racial attitudes, some respondents may tend to exhibit social desirability bias (Callegaro, 2011). As the demographics of the researcher can also influence social desirability bias (Callegaro, 2011), to mitigate for such biases, administering and collecting data online is a reasonable method to employ. Additionally, the anonymity of each respondent's identity may have allowed respondents to respond with responses that most closely align with their true thoughts.

Nonresponse Bias

There are three types of nonresponse bias:

(1) Refusal occurs when sampled individuals refuse to participate in the research;

(2) Noncontact occurs when contact fails to be established with sampled individuals; and

(3) When certain physical and language barriers prevent proper communication between interviewer and sampled individual (Merkle, 2011).

For the purpose of the study, in an effort to reduce the chances of nonresponse bias, each participant was informed their name would be entered into a random drawing and a total of five participants were each provided a $100 Amazon gift card. Additionally, because the surveys were administered and completed online, the

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researcher issued two posts within the BLKSAP group over the two-week data collection period.

Implications for Practice – Community Development

Given the findings, the reality that surrounds the consistent preference to extrinsic academic motivation is concerning. Extrinsic academic motivation is the less desired form of academic motivation, as it is considered to be a more penurious style of academic motivation (Ryan & Deci, 2000; Benabou & Tirole, 2003). Are African-Americans still earning college degrees despite this actuality? Yes, but at rates that haven't been strong enough to lift the population out of the brutal cycle of poverty. Therefore, as intrinsic academic motivation seems to be longer lasting, the push to academically inspire African-American children has to become more of an urgent matter. This might be accomplished by instituting a more culturally diverse K-12 curriculum. If African-American students aren't as engaged in their studies, then work has to be done to influence them on a greater level. For example, as stated by Pressley et al. (2004), when African-American students learn of the many great contributions their ancestors have provided to this world, their self-esteem and racial identities increase in positive ways. Additionally, due to the American media consisting of an assortment of channels, it will be difficult to make substantial progress in reducing the negative images and narratives that tend to be more ubiquitous than the positive. However, although it may seem inconceivable for some, it can be and must be done by a collective of individuals who are fervent in their will to invoke change. How can this be accomplished?

As previously mentioned, Bhattacharyya (2004) stated that strong community is built through the mechanisms of solidarity and agency. This has to first start with

African-Americans making the commitment to becoming a community as opposed to a population of individuals. The distinction between a community and a population cannot be expressed enough, as African-Americans have a unique history that has assisted in the confusion and infighting that has persisted within the population. The confusion that persists can partly be attributed to inaccuracies that have been found in American history books that are utilized within the K-12 curriculum (Brown & Brown, 2010). After a review of 19 total K-12 history books, Brown and Brown (2010) found the history surrounding African-Americans and their endured violence in the United States to be reported as acts committed by single individuals, while failing to present the institutional and systemic factors that are responsible as well.

When African-American students are subjected to learning this information, as well as displaying their abilities to retain the information as a requirement to pass certain classes, the possibility of their mental health being impacted is plausible. Younger African-Americans must be provided classrooms and resources that allow for the production of healthy and positive feelings for other African-Americans. There's an old saying that was coined by an all-male African tribe of warriors known as the "Massai Warriors", which poses the question of, "And how are the children?" (O'Neill, 2021). If the saying is answered by stating that the children are indeed doing well, it signifies the society is doing well and there are no concerns to speak of (O'Neill, 2021). In this same context, if this question were posed to African-Americans today, the likelihood of receiving a positive response may be very slim. Therefore, focusing on raising healthy-minded children may serve as the start of creating a community within the African-

American population. With solidarity being established, the next step will be to create agency.

The creation of agency is necessary for any well-functioning adult to control their own lives properly and effectively. African-Americans as individuals may experience immense educational, career, and financial success that allows for a more economically secure life, but not for the population; in this sequential order of success, agency could become a palpable reality for African-Americans. Which is why finding ways to properly motivate African-American children to pursue and obtain a post-secondary education should be at the top of the lists of all individuals who wish to see meaningful and sustainable changes for the population.

Implications from this Study

Researchers and scholars. Future research should be directed at better understanding how the average African-American college student's racial identity and academic motivation have been impacted by the racially socializing agents that are the American media and American K-12 curriculum. It appears that a research scale that measures African-American perceptions to these agents has yet to be created. Additionally, the differences between African-American college students' self-esteem and academic self-esteem should be explored in greater detail through the utilization of a mixed methods study. Chavous et al. (2003), stated that African-American students tend to report very high self-esteem measures, even when their academic performances are not very good. There appears to be a distinct difference between the self-esteem that is attached to an individual's most salient identity and their academic identity. Therefore, it

is imperative to better understand why this phenomenon has been consistently recurring in the literature.

Based on the findings of the current study, the African-American Racial Identity Theory (Sellers et al., 1998) stands as an important concept that helps to understand the racial sentiments of African-Americans. As the theory informed the construction of the MIBI (Sellers, 2013), due to it being designed for use with African-American students of all ages, future scholars could explore the idea of adding an educational attitudinal component to the theory. More specifically, how do African-American students view the K-12 curriculum? For example, is it empowering? Do they feel motivated/inspired by the information being shared? How do they feel being forced to learn of romanticized figures who enslaved their ancestors and destroyed pieces of their history? The significance of these attitudes must be sought as the psychological reasons for underperformance have yet to be sufficiently defined. Also, there have been no strong solutions developed that can be scaled throughout all K-12 schools across the country. Therefore, the onus is on current and future scholars to dig deeper into this theory while working to address the aforementioned educational concerns.

The Academic Motivation/Self-Determination Theory (Vallerand et al., 1992) served as plausible theory for the current study. As previously mentioned, it has an extended reach around the globe with a variety of countries and societies, as it has informed the AMS (Vallerand et al., 1992) and been adjusted to allow for important research for other scholars. It could be beneficial for American scholars to work and develop a theoretical model that can better inform and encourage the academic motivation styles of African-American students. For example, De Graaff and Kolmos

(2007) mentioned how the Montessori style of learning was developed to increase a student's intrinsic academic motivation. What if a similar style of learning was created with integrated cultural concepts to influence the increase of intrinsic academic motivation within African-American students? It will be important to discover the psychological and sociological elements that directly affect the academic identities of African-American students from kindergarten to the 12th grade. To reach such a result, significant research will be needed and an assortment of qualitative and quantitative methods should be applied.

Practitioners and educators. To mitigate for the educational shortcomings of African-American students, altruistic and informed educators could serve as important change agents. For example, Ladson-Billings (1995) developed a theoretical concept known as the Culturally Relevant Pedagogy. The concept focuses on developing an approach for educators that will allow them to be more culturally aware and informed of their teaching styles, based on the demographics of their student populations (Ladson-Billings, 1995). While this concept directly targets the cultural disconnects that may exist in a number of American classrooms, it seems to be ineffective on a larger scale. If the idea is to educate the educators on how to properly teach their students, there is already an issue present. Before any human decides to fulfill a job role, it is imperative to understand the makeup of their epistemic values; such as, what are the teachers' preconceived notions of their student populations? More specifically, as it pertains to African-American students, do they believe Black lives do indeed matter? For example, a European-American teacher in Florida was fired for stating, "I have a right to dislike Blacks" after a discussion surrounding the Black Lives Matter social movement (Miller,

2020). More thorough psychological evaluations, as well as cultural awareness

evaluations may be necessary to ensure more objective and culturally-sensitive educators

are leading the students of this country.

From a practitioner standpoint, to understand the social interests of African-

American students could serve as a viable starting place of developing initiatives to

address educational concerns. For example, as previously mentioned, Assibey-Mensah

(1997) found that out of 4,500 African-American male adolescents, 98% identified a

professional athlete as their most influential role model. This is something that shouldn't

be frowned upon, rather, it should be utilized as foundation to build upon. For instance,

if African-American adolescent males are inspired and motivated by professional

athletes, it would only be sensible to create and employ a program that would allow the

athletes to serve as educational ambassadors who inspire and motivate African-American

youth not only on the courts and fields, but in the classroom as well. This could be done

by school boards organizing to establish communication with local professional teams.

Once that communication has been established, a pitch of the developed model of

educational inspiration should occur and hopefully be received by the professional sports

teams and organizations. However, before any of this can be done, the researchers and

scholars will be needed to perform crucial research that further informs the development

of effective programs that inspire African-American students to better apply themselves

in an academic manner.

Policy framers and advocates. From a policy perspective, social justice

advocates and Americans who desire a more egalitarian society must push for equal

representation through media and educational settings. If research has shown African-

Americans to be overly represented as intellectually inferior criminals and oversexualized savages by American media (Poindexter, 2000; Russell, 1996), the fact that there has been no national movement created to change that reality is perplexing. To see change, it seems it will be necessary for African-Americans to do a better job of grooming and/or selecting local and national political candidates who are concerned with ameliorating this issue. Community advocates could organize and begin their efforts with grassroots campaigns that will best serve their interests. Also creating a space for healthy dialogue between community advocates and the youth of the community could prove to be effective. As stated by Wong, Eccles, & Sameroff (2003) and (Sellers et al. (2006), African-Americans who possess positive attitudes about their race tend to use their positivity as a buffer against racial discrimination and protects their academic aptitudes. Similarly, African-American community advocates could ensure they are imparting positive messages and images unto the youth in hopes of influencing healthier racial identities and academic identities.

A nation-wide research study could be conducted to better understand the opinions of African-Americans regarding the K-12 curriculum. For example, do African-Americans feel properly represented in K-12 textbooks? McGraw-Hill is one of the more well-known publishers of American textbooks, and they were confronted by an African-American mother who happened to come across inaccurate information within her son's 9th grade textbook (McAfee, 2015). More specifically, the textbook publisher was accused of attempting to whitewash history by labeling enslaved Africans as "workers" and "immigrants" (McAfee, 2015). McGraw-Hill did acknowledge their error and offered to make edits that reflected the more accurate version of the history, but only to

the online version of the textbook (McAfee, 2015). The gesture wasn't well-received by the public, as many were concerned that the hard-copy of the textbook wasn't recalled and the misinformation and whitewashing would persist (McAfee, 2015). Since Ruby Bridges integrated into predominantly European-American schools in 1954, for the better part of 67 years, African-Americans have been utilizing the same textbooks as their European-American counterparts (Meadows, 2011). How much misinformation could have been shared in that time? When these textbooks are created, which students are being considered? Community advocates and policy framers have to share the responsibility of ensuring all American children are properly represented and equally inspired by the information they are required to learn.

Conclusion

What is the condition of African-American college students today? Given the racial climate and many calls to engage in social justice work, how are African-American college students managing their roles as students and activists. According to Krueger, Garba, Stone-Sabali, Cokley, and Bailey (2021), the racial identity statuses of African-American college students was shown to have a significantly positive relationship with encouraging the students to engage in social justice activism. More specifically, when students embodied higher levels of Afrocentric values (nationalist) they also held stronger beliefs that social activism was important to their personal and student identities (Krueger et al., 2021). Furthermore, African-American students who experience stress stemming from institutional racism at their respective colleges or universities, are more likely to engage in social activism works than those who believe they have not experienced institutional racism (Krueger et al., 2021). Why are students feeling the need

to possibly take time and energy from their studies to address acts of racism? Should this be the responsibility of the students or the staff and administrators who are in charge of leading equitable institutions? It seems that in addition to needing to find more ways to motivate African-Americans to pursue post-secondary education, there's also a need to develop more culturally-informed educators and administrators at the collegiate level. The African-American student from kindergarten to the Ph.D. level, deserves much more respect and consideration as it relates to what they are being taught and how that information impacts their will to walk away from or persist as members of the education community.

The onus of creating a more egalitarian society will have to become a true goal of all Americans, especially those with the power to dismantle the long-standing legacy of white supremacy that was woven into the fabric of this country at its inception. The youth cannot continue to be the primary agents of change, when they are working to establish themselves while presumably having less resources to complete their tasks, while being compared to Americans who are established and situated into their careers. When marginalized communities and populations are consistently ignored, the upward potential of this country suffers and the birth of greater division appears to be the end result.

The African-American population is in dire need of improvement in a variety of areas (educational, political, social, housing, and economical) that studies have shown to directly impact their quality of living (Lynn, 2006; Roscigno, Karafin, & Tester, 2009). A plan to completely develop into a community while focused on the youth, could be a viable start. Addressing the racial/cultural imbalances and biases that are found within

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the American media and American K-12 curriculum, could help to protect the self-esteem

and racial identities of the children. While intrinsic academic motivation is the goal, to

simply gain more academically motivated children should be the more important goal.

"The community must be able to take hold of its individuals and give them such a

social heritage, such present social teachings and such compelling social customs as will

force them along the lines of progress, and not into the great forests of death. What is

needed then, for any group of advancing people, is the College-Bred Community, for no

matter how far the college may fail individual cases, it is, after all, the center where

knowledge of the past connects with the ideal of the future."

W.E.B. DuBois, The Education of Black People

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APPENDIX A

FORMAL RECRUITMENT PERMISSION FROM 'BLKSAP (BLACK STUDENT

AFFAIRS PROFESSIONALS)'

Approval for research ⟩ Inbox ×

Vincent Anderson <mr.vincen...   Sun, Jan 3, 4:58 PM   ☆   ↩
to blksap11 ▾

Hello, Quiana and other admin members:

My name is Vincent Anderson and I am a Ph.D candidate at Arizona $
University in the School of Community Resources and Development.
looking to utilize your Facebook group as the research population for
ensuing dissertation research project.

I would like to post a recruitment flyer along with additional recruitmer
verbage within a post, to your Facebook group's wall. Do I have your
permission to share this research recruitment information with the
members of your group?

Blksap Black Student Affai...   Jan 5, 2021, 9:24 AM   ☆   ↩
to me ▾

Hello Vincent,

Yes you have permission to post in the group.

Nequel

APPENDIX B

RECRUITMENT FLYER

APPENDIX C

QUALTRICS SURVEY INCLUDING: SELLERS, R.. (2013). THE

MULTIDIMENTIONAL MODEL OF BLACK IDENTITY (MMBI); ACADEMIC

MOTIVATION SCALE (AMS-C) ROBERT J. VALLERAND, LUC G. PELLETIER,

MARC R. BLAIS, NATHALIE M. BRIÈRE, CAROLINE B. SENÉCAL, ÉVELYNE F.

VALLIÈRES, (1992); AND DEMOGRAPHIC QUESTIONS

[Consult Attached Files]

APPENDIX D

IRB APPROVAL LETTER

EXEMPTION GRANTED

Richard Knopf
WATTS: Partnership for Community Development
602/496-2148
RICHARD.KNOPF@asu.edu

Dear Richard Knopf:

On 1/7/2021 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Is it Significant?: Examining the Relationship between the Racial Identity Statuses and Academic Motivation Styles of African-American College Students
Investigator:	Richard Knopf
IRB ID:	STUDY00013145
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• FB Post Additional Info.pdf, Category: Recruitment Materials; • IRB Application Vincent Anderson.docx, Category: IRB Protocol; • IRB Information and Consent Form.pdf, Category: Consent Form; • Official Flyer.pdf, Category: Recruitment Materials; • Supporting Documents 01032021.pdf, Category: Recruitment materials/advertisements /verbal scripts/phone scripts; • Survey Questions.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 1/7/2021.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

Sincerely,

IRB Administrator

cc: Vincent Anderson
        Richard Knopf

APPENDIX E

ORIGINAL FACEBOOK RECRUITMENT POST

Vincent Anderson
January 11 · 🌐

...

Survey Link:
https://asu.co1.qualtrics.com/jfe/form/SV_0jFnm7
LLdhFVihD

Hello everyone:

My name is Vincent Anderson and I am a Ph.D. candidate at Arizona State University in the School of Community Resources and Development. I am seeking research participants for my current dissertation research project. If you are a current African-American college/university student and you are at least 18 years of age, then you are the ideal candidate for my research study. The online survey will take approximately 30 minutes to complete and is completely anonymous. Also, if you would like an opportunity to win a $100 Amazon gift card, simply provide your first and last name along with your email address, and you will be entered into the raffle. FIVE lucky winners will claim their $100 Amazon gift cards at the conclusion of the research study. I am seeking a total of 190 participants, so please participate, or share the information with anyone who you believe fits the criteria for the research. YOUR PARTICIPATION IS COMPLETELY VOLUNTARY.

The purpose of this study is to better understand if there is a relationship between African-American college/university students' racial identities and their academic motivation styles. The results of this research will assist the researcher in developing a model to increase academic self-efficacies of African-American children and youth.

30-minute anonymous, online survey found here: ADD QUALTRICS LINK WHEN AVAILABLE (The Qualtrics link will be added once IRB approval is granted)

If you have any questions concerning the

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If you have any questions concerning the research study, please contact the research team at: (vrander3@asu.edu or Richard.Knopf@asu.edu). If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

APPENDIX F

IRB CONSENT AND INFORMATION FORM

Is it Significant?: Examining the Relationship between the Racial Identity Statuses and Academic Motivation Styles of African-American College Students

I am a graduate student under the direction of Professor Richard Knopf in the School of Community Resources and Development at Arizona State University. I am conducting a research study to understand the relationship between the academic motivation styles and racial identities of African-American college students, both undergraduate and graduate students.

I am inviting your participation, which will involve approximately 30 minutes of your time, as you will be answering an assortment of questions in this an online survey. You have the right not to answer any question, and to stop participation at any time. All responses will be anonymous.

Your participation in this research study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. To participate in this study, you have to 1) be at least 18 years of age, 2) identify as African-American, and 3) be currently attending (full-time or part-time) a college or university.

Although there are no direct benefits to you regarding this study, your responses could help the researcher with constructing alternative methods for motivating more African-American children to pursue a post-secondary education. There are no foreseeable risks or discomforts to your participation.

Confidentiality will be maintained throughout the entirety of this study – only one person will have access to any personal information. You do not have to provide any of your personal information unless you are participating in the Amazon gift card raffle (valued at $100 each and totaling 5 winners); and that information will consist of your first and last name, as well as your email address. Once the study has concluded, all personal information will be deleted and destroyed, and will NOT be utilized for any additional purposes. Your responses will be anonymous and confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used.

If you have any questions concerning the research study, please contact the research team at: (vrander3@asu.edu or Richard.Knopf@asu.edu). If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

If you agree to be in this study, please click the arrow below to advance to the next section to take the survey.

APPENDIX G

IRB MODIFIED APPLICATION

Richard Knopf
WATTS: Partnership for Community Development
602/496-2148
RICHARD.KNOPF@asu.edu

Dear Richard Knopf:

On 1/19/2021 the ASU IRB reviewed the following protocol:

Type of Review:	Modification / Update
Title:	Is it Significant?: Examining the Relationship between the Racial Identity Statuses and Academic Motivation Styles of African-American College Students
Investigator:	Richard Knopf
IRB ID:	STUDY00013145
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• FB Recruitment Post.pdf, Category: Recruitment Materials; • IRB Application Vincent Anderson.docx, Category: IRB Protocol;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 1/19/2021.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

Sincerely,

IRB Administrator

cc: 	Vincent Anderson
	Richard Knopf

APPENDIX H

SECOND FACEBOOK RECRUITMENT POST

Vincent Anderson shared a link.
January 21 at 1:45 PM · 🙂

Hello everyone! I only need 10 more participants for my research study. If you could please take 15 minutes of your time to complete the survey, I would greatly appreciate it! Must identify as African-American, be 18 years of age or older, and a current college student. Thank you in advance! ❤️❤️

ASU.CO1.QUALTRICS.COM
Online Survey Software | Qualtrics Survey Solutions

👍 Like   💬 Comment

Write a comment...   😊 📷 GIF 🙂

APPENDIX I

AMAZON GIFT CARDS RECEIPT

Thank you, your order has been placed.

Please check your email for order confirmation and detailed delivery information or visit Message Center to review your notifications.

5 Amazon.com gift cards are being sent to: ▬▬▬▬@▬▬edu, and 4 others

- Estimated delivery is in 5 minutes, but in rare circumstances delivery may be delayed. See details
- Your order number is 113-1558829-4035420

Review or edit your order › | Send another Gift Card ›