

Internalized Oppression, Misorientation, and Performance Modifiers: Factors that Influence Ethnic Student Learning Outcomes

Arie Criston, Masters Candidate & Novell E. Tani Ph.D.

Introduction

Abstract

This study examines the effects of racial centrality on Black students' psychological engagement, academic identification, and school efficacy. The present study contributes to the literature by presenting a contemporary perspective on the self-efficacy theory through examining the psycho-social concept(s) of culture and its influence on performance modifiers which influence learning. This study aims to examine the interconnected relationships between African self-consciousness (ASC), psychological engagement, student efficacy, mastery orientations, and academic outcomes. The study included college students (n=140; 100% African American (Black)). Ages varied for the participants in the sample, ages ranged from 18-30 with a mean age of 20.53. Students varied in classification with 21.9% of the sample representing freshman, 29.7% sophomore, 31.3% junior, and 17.2% senior classification.

Theoretical Framework

Bronfenbrenner's ecological model (1992) the present examine racism influences on students and society.

• Four sociocultural levels (SYSTEMS) are:

1. microsystem - immediate environment
2. ecosystems - pillared social structures comprised of economic, political, educational, religious, and governmental systems.
3. macrosystem - overarching societal ideological and institutional behavioral patterns
4. mesosystem - "interrelations between systems above (1-3).

• The present study employs the usage of this model to better understand the systemic effects of racism on an individual's academic performance and ecological disharmony.

Variables of Interest

- **School Efficacy:** *General Self-Efficacy Scale* adapted by Sherer and colleagues. Students' perceived capability to succeed academically in school is a subsection of Alfred banduras Self-efficacy theoretical construct. An example item is as follows: "I can do even the hardest school-work if I try"
- **Academic Self-Esteem:** The *Performance State Self-Esteem Scale* gauge academic self-esteem. The questions are ranked on a 5-point Likert scale and consisted of items such as "I am satisfied with my school grades with (1 = strongly disagree, 5 = strongly agree).
- **Mastery Orientation:** To measure both Mastery-approach and Mastery-avoidance the *Revised Achievement Goal Questionnaire (ACG-R)* on a 7-point Likert-scale (1 = strongly disagree to 7 = strongly agree). Respondents were asked questions like "My aim is to completely master the material presented in this class."
- **Psychological Engagement:** Participants responded to questions to assess psychological disengagement, namely elements of devaluing and discounting. Utilizing a 5-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree .



Method

- **The African Self-Consciousness:** (ASC) Short Form is a 20-item questionnaire taken from the original 42-item ASC developed by Kambon and Associates (1996; Baldwin & Bell, 1985).
- **Internalized Racism:** The *Appropriated Racial Oppression Scale (AROS)* assessed the beliefs, attitudes, and emotional reactions of appropriated racial oppression in people of color.
- **Academic Fear of Failure:** The *Performance Failure Appraisal Inventory (PFAI)* assesses respondents' beliefs in consequences of failure and the appraisals that come with failing
- **State Self-Esteem Scale:** (SSES). A 20-item Likert-type scale designed for measuring temporary changes in individual self-esteem. There are three self-esteem factors in the scale: Performance, Social and Appearance; Alphas = .78, .72 and .53, respectively.

Research Questions

- (RQ1) examine what relationships exist between the major variables of interest (e.g., African self-consciousness, cultural misorientation, internalized racism, fear-of-failure, mastery orientations, academic identifications, psychological engagement, school- efficacy, and academic outcomes (educational attainment and GPA ?
- (RQ2) to what extent do the variables assessed serve as predictors of self-reported grade point average in African American college students? Following these results, the present study will allow for an examination of tertiary causal factors which impact the predictor variables discovered in the second questions;
- (RQ3) which remaining variables significantly impact major predictors of academic performance, as gauged by students' self-reported GPA. The researcher will systematically build models for RQ2 and RQ3 based on a pre-established perception of study variable interactions; however, this may differ once a review of correlations is observed. .

Research Design

Available professors within the Department of Psychology, Education, and Counseling Services at Florida A&M University were asked to distribute the link for the survey to their students to complete and submit. The participants were asked to fill out an online survey through Qualtrics as a take home assignment for extra credit. Each participant was provided an electronic informed consent letter prior to beginning the survey. Identifiable information was not required to ensure the participants do not feel obligated to answer questions in a biased manner. Basic demographic information was collected to understand how classification, age, or gender reflect in various demographics.

PURPOSE

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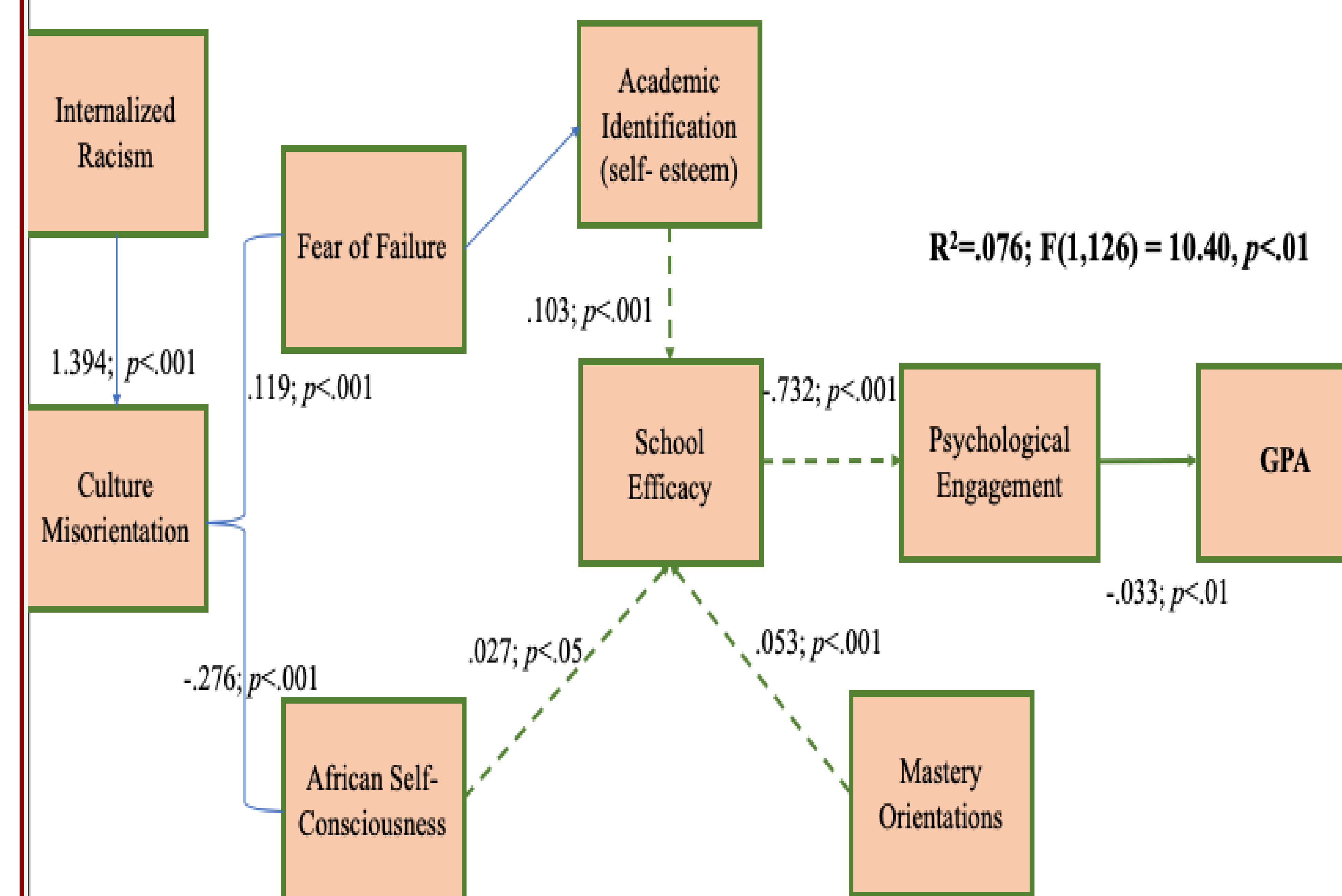
Results

Participants

Participants in this study included 200 Florida Agricultural and Mechanical University (Florida A&M University) students. Participants were recruited using convenience sampling from faculty member's classes in the Department of Psychology, Education, and Counseling Services at Florida A&M University. All participants in the study were incentivized through in class extra credit. The study included male and females with all participants identifying as African/African American/Black or Latino. Exclusionary criteria for the present study impacted participants who attended a conference presentation which discloses the true intent of the study.

Data Collection and Analysis.

The data collected in this research were analyzed using IBM SPSS Statistics Software Version 25. Person Zero correlation was first used to determine any potential relation between GPA to African self-consciousness scores, culture misorientation, internalized racism, and performance modifier scores. Once established, multiple stepwise regressions allowed for an examination of the variance attributed via each added variable. Results indicated of the assessed psychological engagement is the only variable that significantly predicted GPA. Holding psychological engagement constant regression analysis revealed School efficacy predicted psychological engagement. This process was continued, holding each predictor variable constant in order to investigate remaining variable interactions.



Key References

- Bandura, A., Freeman, W. H., & Lightsey, R. (1989). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy*, 13(2), 158-166.
- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 187-249).

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