

HELP, IS IT WORTH IT FOR ME(N)?: A STUDY OF FACTORS AFFECTING  
BLACK MEN'S PERCEPTION OF RESOURCE MANAGEMENT STRATEGIES IN  
COMMUNITY COLLEGE

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by

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## **ABSTRACT**

### **HELP, IS IT WORTH IT FOR ME(N)?: A STUDY OF FACTORS AFFECTING BLACK MEN'S PERCEPTION OF RESOURCE MANAGEMENT STRATEGIES IN COMMUNITY COLLEGE**

Bryce E. Tolbert

Nationally, men of color are graduating college at the lowest rates of all race-gender subgroups. Prior research suggests this population faces unique obstacles as it relates to race and gender and these challenges are often invisible and difficult to resolve. Academic supports can help students overcome these obstacles; however, it is not clear that they are influencing Black men's academic help-seeking behavior and, thus, their educational outcomes. Using the Motivated Learning Strategies Questionnaire and data from Knight Community College, two multiple regressions and three *t*-test were used to explore the relationship between value, expectancy, program participation and resource management strategies for an English 101 course. This research may help understand perceptions of resource management and identify predictive relationships. Additionally, findings may provide new strategies and initiatives may be innovated.

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## CHAPTER 1

### Introduction

Men of color continue to have the lowest persistence and graduation rates (Institute of Educational Science [IES], 2018). Comparing a 6-year graduation rate between a 2006 cohort and 2011 cohort show that Black men made up 35.2% and declined to 34.1%. In fact, graduation rates of other ethnic male groups have all increased: White males increased 59.8% to 61.4%, Asian males improved 67.8% to 70.7%, and Hispanic men rose 48.7% to 50.7% between the two cohorts. While there is a lot of research on the barriers men of color face in higher education and on supports that can improve their experience, these graduation completion rates have remained stagnant (Anderson & Larson, 2009; Harper, 2009; Harris III et al., 2013; Wood, 2012; Wood & Palmer, 2013). For example, many studies identify financial barriers for men of color, such as financial isolation, extenuating financial responsibilities, or living in poverty (Naylor et al., 2015). However, creating a scholarship to address this specific need is not a total solution. This suggests that there may be unobservable obstacles that one-off support may not address. Some of these unobservable, internal factors are their perceptions and beliefs about the value of education and their potential for success in education, which may be critical influences on their academic help-seeking behaviors and subsequent achievement.

Black males' value of education and perceptions of success in education are shaped beginning at an early age. As early as elementary school, Black males are labeled as "troublemakers" or "academically deficient," which may disrupt their ability to create a positive self-identity in academia (Hucks, 2011). These stereotypes stem from a racist

national past and can create a foundation of deficit thinking for students and particularly men of color (Aronson & Steele, 1995). Moreover, these ideas impact their behavior in academics. Karabenick and Knapp (1988) suggest that there is a lack of seeking academic support due to a perception of potential failure, which reinforces the concept of lower intelligence therefore hindering a positive scholastic identity. Winograd and Rust (2014) labeled this process self-stigma for academic help-seeking. Collins and Sims (2006) similarly suggested that stereotype threat may also impact academic help-seeking behaviors thus damaging GPAs and academic achievement.

This study first examined the perceptions of Black male students, specifically their value, and expectancy for education, and connected these to their academic help-seeking behavior. It then explored whether support programs influence these factors. Ideally, this study contributes to national dialogue and perhaps inform higher educational professionals how to better support this population.

### **Purpose of Study**

Many researchers have presented policies and initiatives to improve graduation rates for men of color in community colleges. The current and overall solution to this disparity is to provide additional support, e.g., support programs. Historically, such “Educational Opportunity Programs” originated to support underrepresented populations and individuals who otherwise would not have been admitted (Gritsch de Cordova & Herzon, 2007). Additionally, research has shown they increase access, retention, and student participation which has assisted closing the disparity gap for the underrepresented population when compared to the general population (Watson & Chen, 2018; Winograd

et al., 2012). However, these gains have not closed the graduation rate gap between Black males and their racial/ethnic peers.

Therefore, we need to understand what is still afflicting this population and how support programs can better serve them. This study probed the impact of perceptions of value (VAL), expectancy (EXP) (ability-beliefs), and support program participation (PP) on reported academic resource management strategy use. An adapted version of the Motivated Strategies Learning Questionnaire (MSLQ), developed by Pintrich, Smith, Garcia, and McKeachie (1993), was used to gather information on each variable explored. Resource management strategies are to be understood as seeking academic support (tutoring) and situating time and space(s) to study. Additionally, this is understood as any type of action to gain support from a peer, tutor, or instructor with the goal of academic improvement.

By understanding the predictive power of value, expectancy, and program participation community colleges may be better recognize their interactions on resource management and identify supports to positively influence positive behaviors toward academic success. These potential benefits could then impact course grades, semester completion, persistence, and graduation.

### **Theoretical Framework**

This study used the framework of Expectancy Value Theory for Academic Motivation (Wigfield & Eccles, 2000) to examine Black males' perceived value of education, expectations of academic outcomes, and management strategies of educational resources in a community college setting. The Expectancy-Value Theory attempts to explain achievement motivation—the persistence and the energy put forth performing

tasks (Eccles et al., 1998; Pintrich & Schunk, 1996). In 1983, Eccles et al. developed the model of expectancy and value to study motivation and achievement in a math course. The items of ability beliefs, expectancy, and usefulness were used to assess achievement motivation toward a task. The researchers posited that expectancy and value influence achievement choice, performance ability, and effort (Eccles et al., 1983). The theory assessed perceptions of how they will perform, their overall ability to successfully complete the course, and potential outcome of that course. Lastly, this theory considered students' interest and perceived importance of a course. This study focused on the same constructs of ability-expectancy beliefs and value, however, focusing on academic resource management, rather than achievement, within an English 101 (ENG 101) course.

### **Significance of the Study**

This study addresses both systemic and institutional shortcomings that continue to limit Black male achievement in higher education. It is important to better understand these potentially hidden obstacles. This knowledge may encourage higher education professionals to innovate new initiatives that may effectively benefit this population. In 2016, Black high school graduates had the lowest percentage of college enrollment immediately after graduation (Institute of Educational Science [IES], 2019). Furthermore, Black men (18–24-year-olds) have the lowest enrollment when compared to race and gender counterparts (Institute of Educational Science [IES], 2019). Black students have the lowest graduation perception over 6 years [when examining full time degree-seeking bachelor students] (Institute of Educational Science [IES], 2019).

The importance of focus on this population is supported by the White House Initiative of African American Excellence in Education which set out to increase access,

graduation, and persistence for its population (U.S. Department of Education, 2012). Part of President Barack Obama's larger initiative was to increase the number of adult college graduates; an emphasis was to address the statistics around collegiate men of color. The initiative has resulted in a surge of research showing that these initiatives and programs provide additional tangible support for mostly Black, Latino, and other underrepresented populations (Watson & Chen, 2018; Winograd et al., 2012). However, in 2020, this initiative expired and much of the research surrounding this population has remained the same. Without continued attention and consistent updating of discourse, community colleges are left with a web of potentially outdated practices. This study aimed to help untangle parts by highlighting key factors in Black male perceptions on support.

### **Connection to the Vincentian Mission**

More research must be done in higher education about underrepresented populations. Following a Vincentian mission, this study will “devote...intellectual resources...to search out causes...of social injustice and to encourage solutions” (St. John's University, 2022). A deeper understanding of this population's perceptions and experiences may provide new insight. Perhaps this study can inform the educational landscape on how the beliefs and perceptions plague Black males in academia leading to innovation. Educational leadership could use the findings to reshape how support is created, introduced, assessed, and managed. Further understanding can also inform administration and the campus community of unseen barriers that are not so easily identified or addressed. The impact of understanding practices to actively and effectively assist this population to utilize services and strategies that promote successful academic achievement and attainment would ideally repair and address the depths of the gap.

## **Research Questions**

The following research questions were addressed by this study:

1. Are value and expectancy predictive of resource management strategies among Black male students within a community college course?
2. Does support program participation influence value, expectancy, and resource management strategies within a community college course?
3. Does participation in a support program influence the associations between resource management strategies, value, and expectancy?

## **Definition of Terms**

*Academic Help-Seeking / Resource Management* is participation in any form of peer tutoring, peer help, and/or instructor's help aimed at helping or improving students' academic performance (Pintrich et al., 1993). For example, this includes but is not limited to tutoring, study groups, and/or instructor's office hours.

*Black (or African American)* refers to a category self-reported by students having origins in any of the Black racial groups of Africa.

*Control of Learning Beliefs* "concerns the belief that outcomes are contingent on one's own effort" (Pintrich et al., 1993, p. 16).

*Expectancy* is the belief a student has that their efforts will generate a positive outcome on a task (Pintrich et al., 1993).

*Extrinsic Goal Orientation* refers to a student's reliance on extrinsic (external) motivators for completing a task rather than participating in the task itself (Pintrich et al., 1993) For example, earning a good grade or comparison to others in the same task.

*Intrinsic Goal Orientation* refers to a student's reliance on intrinsic (internal) motivators for completing a task, like challenging oneself to learn complex material or exploring a topic due to curiosity (Pintrich et al., 1993).

*Self-Efficacy for Learning and Performance* is a component of expectancy referring to two aspects. One is expectancy success, referring to well a task if performed. The other is the confidence one has toward how well they can master a task (Pintrich et al., 1993).

*(Task) Value* refers to a student's level of interest in and assessment of importance and usefulness of a specific task or goal (Pintrich et al., 1993).

*The Accelerated Study of Associates Program (ASAP)* is a support program that includes comprehensive and personalized advisement, academic support services, professional development opportunities, tuition assistance, travel assistance, and textbook stipends. A minimal number, usually less than two, of developmental courses are required to be eligible.

*The Discovery Program* is an EOP support program, which was founded in 1964.

Participants are supported with mental health counselor, tutoring, additional financial aid stipend, and unique transfer benefits. Student eligibility is based upon high school academic records and state poverty guidelines.

*The Education Institute (EI)* is a support program intended to help students with the transition to college and stay on track until graduation through personalized academic advising and a supportive, knowledgeable community of peers, faculty, and academic resources. There are no mandatory requirements to participate in EI.

## CHAPTER 2

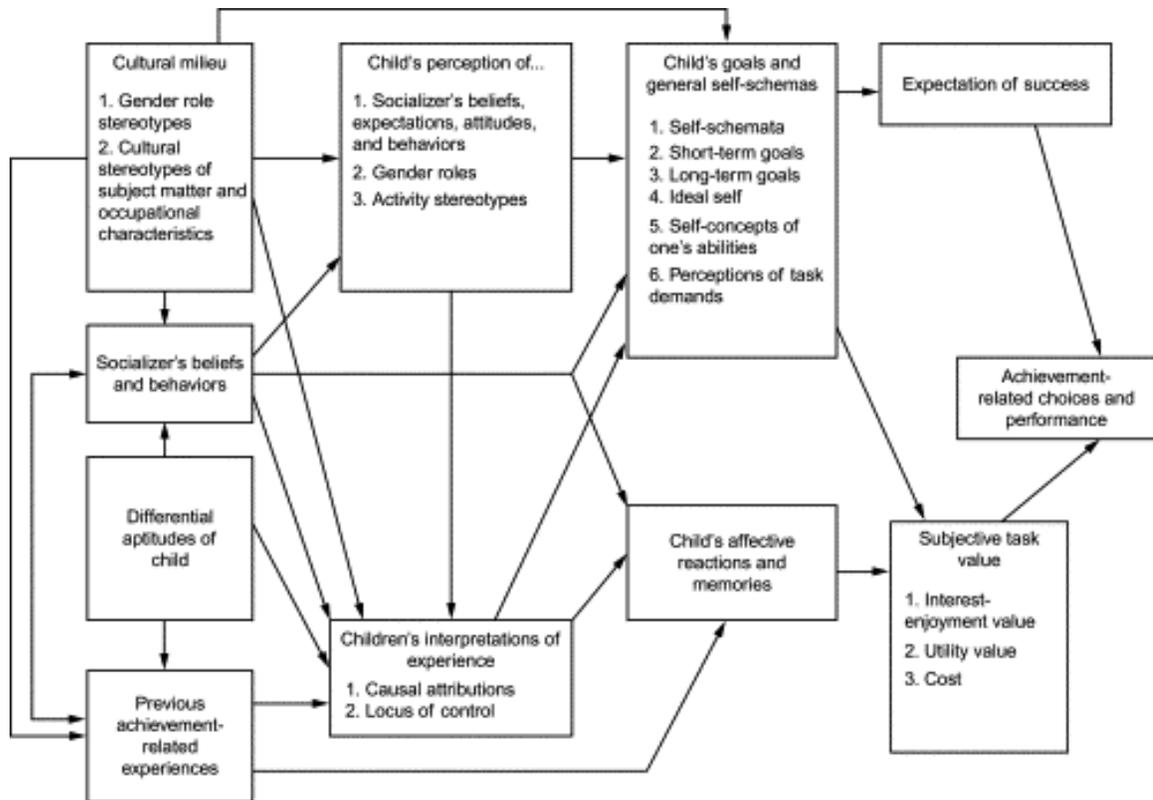
This chapter provides the theoretical framework and foundation of Expectancy Value Theory and how beliefs about one's abilities, values, and expectancy connect to motivation, choice, and behavior. A review of Black male experiences within higher education and popular discourse is also established.

### **Expectancy-Value Theory**

Expectancy-value theory (EVT) is a model where achievement-related behaviors or actions are a function of a student's beliefs about their potential for success or "expectancy" and their value for the task at hand or "task value" (Eccles et al., 1983; Eccles & Wigfield, 2002; Wigfield & Eccles, 2000). "Expectancies and values are assumed to be influenced by task-specific beliefs such as ability beliefs, the perceived difficulty of different tasks, and individuals' goals, self-schema, and affective memories. These social cognitive variables, in turn, are influenced by individuals' perceptions of their own previous experiences and a variety of socialization influences" (Wigfield & Eccles, 2000, p. 69). The framework of the EVT model originates from prior experiences and values, both socially and academically. These past experiences of specific tasks inform their perceptions, both belief in ability and expectations; subsequently, their behaviors. A full model of EVT is shown in Figure 1. In this study, I focus on the code of this model—how expectancy and subjective task value influence academic choice and behavior.

**Figure 1**

*Expectancy-Value Theory*



Expectancies are projected beliefs about how well a student will do in the future or on future tasks. This is conceptually distinct from ability beliefs that are theorized to shape such expectancies, as ability beliefs are perceptions of current (not future) ability. Such beliefs play a prominent role in other motivation theories, including those of Bandura (1997). Value is subdivided into components: “attainment value or importance, intrinsic value, utility value or usefulness of the task, and cost” (Wigfield & Eccles, 2000, p.72). At a high level, this equates to the importance of a task, the why they are engaged, and how it will [ideally] benefit the individual (Pintrich et al., 1993). Eccles and Wigfield (2000) frame these variables as crucial constructs of the EVT and as motivators of

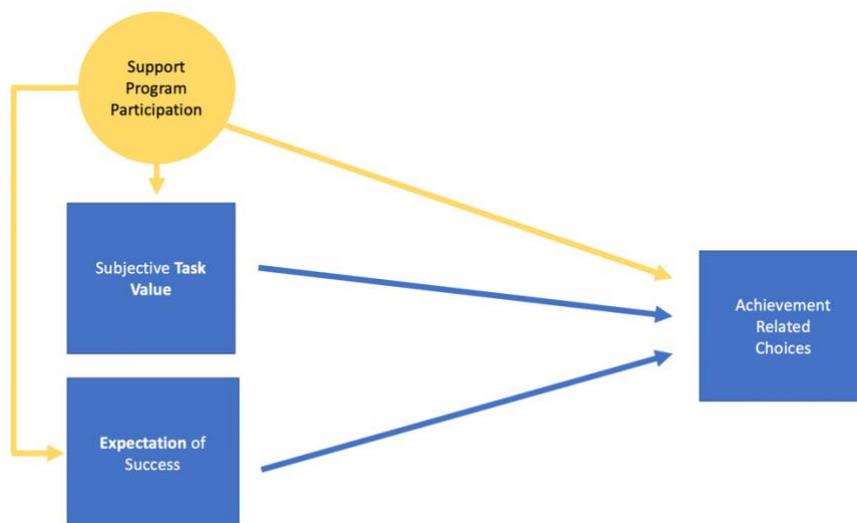
achievement which supports its' utilization in this study. The goal is to understand, motivationally, how these two variables impact academic resource management which is defined as seeking help through peers or instructors and the ability to manage time and effort to achieve a desired task (Pintrich et al., 1993).

### Conceptual Map

The goal of this study is to understand how value and expectancy influence resource management strategies and if support programs impact this behavior for Black men in community college. Borrowing from the EVT, it is conceptualized that a student's expectancy and task value for academics will directly influence achievement related choices (measured here as resource management), as shown in Figure 2. Adding to this is an external variable of participation in a support program. The hypothesis is that support programs influence the three other variables and thus will be predictive of achievement related choices, both directly and indirectly.

**Figure 2**

*Conceptual Map*



Support programs provide services, such as, but not limited to, counseling, advising, and tutoring to underprepared and underrepresented students, often predominantly Black and Latino students (Watson & Chen, 2018; Winograd et al., 2012). In general, support programs may influence value and benefit the use of academic resources. These programs overtly provide environments where students can access such resources. Specifically, support programs aim to influence students' value of their education by employing dedicated advisors and/or counselors that educate students on the importance of exams, grades, and thus education. These dedicated advisors and perks, such as priority registration, give active participants clear mapping and directions to best accomplish their academic goals and may influence expectancy. Additionally, directly connecting the outcome of a course and achieving their goals through resource management may impact the value of education. Resource management is influenced by initiatives and workshops that aim to improve "soft skills" and navigate academic resources that should reinforce expectations of success. Most directly, these support programs influence academic resource management by making it a tenet of the program. Tutoring and study hours are well known staples of support programs. There are designated tutors who aim to increase access and encourage positive resource management strategies. When compared to the non-participating students, support program participants are directly guided and continuously encouraged to optimize the academic resources available. Some support programs mandate tutoring as part of participation which should influence students' perception. Personnel also provide an invested support system into their participants' academic goals. This environment should positively influence students' perceptions of their academic abilities. At minimum,

support programs should signify the value of [their] education through the programmatic investment.

Prior literature on support programs bolsters the hypotheses that support programs will affect value, expectancy, and resource management. For example, program specific check-ins were found to provide academic motivation, social support, and an increased sense of belonging (Anderson & Larson, 2009). Targeted tutoring and advising efforts have also been shown to perpetuate a positive climate for students, specifically Black males (Esters & Mosby, 2007; Glenn, 2001). A more detailed review of support programs is included in the review of related literature.

Moreover, the EVT model has been previously applied to study the academic outcomes of Black males and the effects of different supports on such outcomes, demonstrating its appropriateness for this study. For example, Grantham (2004) used the Participation Motivation Expectancy-Value Model (PMEVM) to explore the underrepresentation of Black students in gifted programs. The school environment and teachers were found to have influence on outcome attainment, expectations, and value of task. Additionally, self-efficacy has been studied using the EVT. Newman et al. (2015) found positive correlations with academic positivity for first year Black male community college students that spoke to their faculty about academics, met with advisors, and utilized library resources. All these resource management strategies were significant predictors of academic self-efficacy, specifically in math. Therefore, it is an appropriate model to explore the impact of support programs among Black males in a community college setting.

## **Review of Literature**

Historically, men of color have been portrayed and perceived negatively (Hucks, 2011). Society has constructed and widely accepted tropes that men of color are tough, strong, and aggressive (Graham et al., 2017). Media perpetuates stereotypical views of Black, and other men of color, both subvert and overtly, that their societally accepted functions fall within a limited scope of criminal or athlete (Entman, 2006). For Black males pursuing college degrees, there are unique experiences that can remain unseen and impact their success. These, often negative past and present experiences, inform their personal perceptions [of value and expectancy] and influence their behavior [of resource management].

Due to these perceptions, maintaining a positive and scholastically orientated self-identity can be a constant and unique battle for this population, as documented in literature on *stereotype threat* and racial battle fatigue. Pérez Huber and Solórzano (2015) provided examples of these experiences such as being feared based on one's race, the assumption of lower intelligence, and poorer quality of service. Managing these perceptions has been found to add internal and mental distress for Black males (Smith et al., 2011). This distress then influences perceptions and how Black men navigate the world and academia. For some, education can be an unwelcoming space therefore creating dissonance and making it challenging to value. Specifically for Black men, the messaging, real or perceived, is clear: educational spaces are rooted in systemic racism that our nation was derived from (Yosso, 2005).

The remainder of this chapter summarizes the unique educational challenges facing Black men, the efficacy of supports and support programs for Black men, and the gaps in the literature.

### ***Unique Educational Challenges***

**Negative Perceptions in Academia.** Outside of family and peers, school is the earliest external influence impacting perceptions. Bristol (2015) discovered that in elementary schooling, boys are prone to distancing themselves due to the expectation of calm and quiet from [mostly female] teachers. Additionally, this is when boys of color begin to be seen as specifically disruptive. Strayhorn (1999) and Williams (2006) continue to support this notion, finding that by grade four, Black boys are viewed more as promising athletes rather than scholars by teachers, especially by teachers who are not Black. This strengthens the suggestion that investment in their education is not a priority or a generally accepted belief. When comparing Black male and female students' expectations, Ross and Jackson (1991) found that elementary school teachers had a more negative outlook on Black males' performance in hypothetical scenarios. Newton and Sandoval (2015) found that these "perceptions of teachers' and parents' expectations were associated with students' educational expectations and value of education" (p. 1). These early perceptions could create early dissonance and distancing from education, leading Black males to become less engaged and begin to devalue formal education (Ferguson, 2001; Ogbu, 2004). These impressionable, developmental, and formative years shape their beliefs in academic ability and perceptions of academic achievement.

Early perceptions and stereotypes of men of color in education can persist through college. For college-bound Black males, Scott et al. (2013) stated that "low expectations,

miscommunication, and ineffective teaching are the ingredients for a self-fulfilled prophecy” (p. 293). Madison-Colmore and Smith (2003) found that men of color in college felt they were perceived as lazy and that others had little to no expectations of them.

Aronson and Steele’s (1995) *Stereotype Threat* suggests that individuals, specifically students of color, possess heightened psycho-sociology pressures and barriers in their academic ability due to societally derogatory generalizations about their cultural/ethnic/racial group. Stereotype Threat impacts Black students, in comparison to White students, making them more likely to disassociate their identity with academic success; this leads to a lack of sense of belonging in school(s) (Aronson & Steele, 1995). In other words, their perceptions guide and influence their actions and behaviors.

Research has shown that this constant hyper-focus on their perception can increase doubt, ability beliefs, and even self-hatred (Mincey et al., 2014; Smith et al., 2011). Wester et al. (2006) found that 130 Black male college students self-reported increased amount of stress due to the dual performance of both masculinity and perceived Black masculinity when compared to their White counterparts. These concerns of identity and perception were, at times, found to be negative depending on the environmental influences (Mincey et al., 2014; Wester et al., 2006). Research also shows that men of color live in a constant state of anxiety, depression, and negative ideation (Smith et al., 2011). Research highlights this taxing experience for men of color, often assessing their outward appearance in response to external stereotypes (Smith et al., 2012). The frequent pressures of maintaining a healthy racial and gender identity while counteracting societal doubt is not directly addressed within support services and success programs as men of

color work toward educational goals. The less tangible psychological barriers from societal microaggressions are additional impediments.

These additional and unique challenges strain this population which negatively affects their studies and academic behavior. This impacts their academic self-image. Winograd and Rust (2014) labeled this process “self-stigma for academic help-seeking” (p. 21). Collin and Sims (2006) suggested that stereotype threat may also impact academic help-seeking behaviors thus damaging grade point averages (GPAs) and persistence.

Lack of academic self-image was found to perpetuate in their community. Smith et al. (2012) polled Black community members and found there was little concern about the seriousness that young Black men have regarding their education. The lack of support and concern relating to academic inadequacy can foster feelings of loneliness. Mincey et al. (2014) found through a qualitative study that in collegiate spaces this population has higher levels of anxiety when participating in and navigating college spaces. Additional differences were exposed when examining the experiences at Historical Black College and University (HBCU) and Predominantly White Institutions (PWI) for men of color. They reported feeling isolated and alienated on campus (Mincey et al., 2014). Considering all the negativity, the value of education and their future success can seem low.

**Financial Barriers.** Financial challenges are a primary inhibitor to academic success for Black males. Fortunately, financial support is one of the most mentioned solutions. Naylor et al. (2015) discovered that in 2011, 82% of high-income students attended college compared to only 53% of low-income students. In the same year, Naylor

et al. (2015) stated that while Black individuals made up 13% of the U.S. population, they simultaneously made up 24% of those living in poverty. Harris III et al. (2017) further illustrate specific challenges that Black males face in higher percentages than their racial counterparts. In California, the researchers found that Black males reported having housing insecurities, food insecurities, and transportation concerns more than their White and Latino counterparts. They found these Black males, on average, were more likely to be financially isolated, making less than \$20,000 a year, and not receiving aid from external family or support systems.

These financial barriers are a challenge for academic success. Specifically, in the two-year community colleges, Wood and Palmer (2013) highlighted financial responsibility as an indicator of failed persistence. The research showed that Black men in community college were more likely to be financially isolated but have more dependents than their 4-year Black male counterparts, therefore adding more financial pressures. Wood (2012) further illustrated this point showing that when compared to other demographics of males, Black males discontinued community colleges more often due to financial reasons. However, less is known about how the stressors created by financial hardships influence Black male's perceptions and behaviors toward academic success.

### ***Supports for Black Men in Education***

Research has been done to identify and suggest support for this specific population to counteract such stressors. It is largely based in Tinto's (1975, 1993) works, which show the more academically and socially integrated the increased likelihood of academic success. However, doubt in their scholastic abilities continues to impact Black

men. The support suggested for Black men range from but not limited to external financial support to early intervention in preparation for the academic changes they may face in college. Wood et al. (2015) suggest introducing Black males to self-efficacy and positive academic experiences through an academic orientation process. This could have a positive impact on their perception, value, and expectancy. Research has shown that connections within the campus support, both academically and socially, to be additional indicators to academic success of Black males. Harris III et al. (2017) highlighted that more of a targeted effort needs to be made toward men of color as early as middle school and high school. The earlier Black males start to believe, improve their perception, in the idea and plan of attaining a college degree, the better. Harper (2009) posits the need to normalize high academic achievement for Black males to contrast the abundance of negative stereotypes. Earlier intervention could positively impact the perceived value and expectancy of the behavior of high academic achieving Black males. Wood (2012, 2013) suggests pre-entry counseling with students to increase motivation in response to his finding that when compared to their Black male counterparts at the 4-year institutions, Black male community college students are 73% less likely to pursue an additional education beyond a bachelor's degree. Counseling would be specific to work, life, and school balance for Black males, as he found these leading reasons for the demographic to "stop-out." To foster and reinforce scholastic self-esteem amongst this population, Adams et al. (2020) found that men of color, aged 16-18, in Early College High Schools (ECHS) to be successful because it highlighted an educational structure that provided built-in support normalizing their scholastic endeavors and academic success.

The main determinant for Black male success in community colleges is academic and social support, specifically with personnel on campus (Ester & Moby, 2007; Glenn, 2001; Harris III et al., 2017). As the climate for Black male academic excellence increases so has the need for on-campus support to continue fostering such climate. Glenn (2001) in his research of procedures and programs combating retention rates of Black males indicated the need for required tutorial programs, mandatory meetings with advisors when at-risk, and specific plans of retention targeting specific minority population. Esters and Mosby (2007) advocated for targeted policy to not only assist Black males when they arrived but to also perpetuate a positive climate for Black male achievement in institutions of higher education. This continued positive and encouraging environment can be fostered by dedicated point-people in counseling and advisement. Harris III et al. (2017) learned that Black male achievement in the community college was linked to the level of involvement with extra-curricular activity and frequency Black males interacted with their instructors. Stronger connections with faculty were also found to be effective when students at a HBCU were asked to summarize necessary factors for success. Students indicated that “involvement in on-campus activities, interaction with faculty and positive peers, connection with role mentors and models, and non-cognitive variables, were factors significant to their success in college” (Palmer & Young, 2008, p. 478).

Goings (2016) suggests fortifying this support by highlighting the importance of representation. Men of color that are faculty and staff can have an impact on academic success by displaying and being positive representations of role models. These role models are individuals that this population may be more likely to rely on. Hagedorn and

Maxwell (2001) research support mandatory meetings with advisors and found that early special intervention is required to help African American males increase retention efforts. Wood (2012) posited the need of an early-warning system to help Black males to stay on track. These findings support and promote the idea that solely academic interventions are not enough to improve persistent and retention rates of Black males in higher education. Hagedorn and Maxwell (2001) stressed the need for social support to combat the feeling of alienation for the African American male student at a community college. Studies have illustrated over time the change in motivation as it pertains to the personal goals of Black male community college students. Newman et al. (2015) found that as the number of community college Black males increased so did their sense of belonging. The motivational development of Black males, both academically and psychosocially, is integral to aid in persistence toward graduation (Wood et al., 2013). Perhaps understanding what is valued and expected will provide more discourse.

To summarize these findings, due to other factors such as stereotype threat, institutions of higher education are not necessarily spaces where Black males feel accepted and motivated to excel. The environment influences their perceptions and thus their habits and behaviors. Therefore, it requires additional and purposeful efforts and understanding to extend these services to this population so that they feel connected to their institutions and to provide the necessary support. Support programs are a widely documented way for colleges to attempt to aid these students.

### ***Programmatic Support***

Most support programs are designed to increase access for students of color, both Black and Hispanic. Programs such as College Discovery and Upward Bound directly

impact the academic lives of Black males in colleges. Santa Rita and Bacote (1996) found that 93% of students that attended a 6-week College Discovery Pre-freshman Summer Program persisted into their third semester. Of those participants, 48% were African American. There are large gaps in the research on the College Discovery Program, with the most recent being from 1998.

Anderson and Larson (2009) report that at that time there were approximately 727 Upward Bound programs operating in the United States, serving just over 52,000 students yearly. “African American or Black students represent the largest percentage” (p. 72). Another initiative, Project: Gentlemen on the Move (PGOTM), also suggested improving the connection of Black males and developmental programs that benefit them, both academic and socially. The additional support consisted of bi-weekly progress reports and constant motivation to take higher level courses. Anderson and Larson (2009) eloquently surmised the ultimate recommendation when referring to Black males in college, “the findings of this study argue for creating integrated social and educational policies that embrace the needs of children as human beings rather than as students only” (p. 110). Their case study found that programs, such as Upward Bound, promote identity reconnection and individualism. For Black males specifically, Upward Bound put emphasis on their [academic] future. This emphasis suggests value and the potential of academic success. Understanding values and expectations as it pertains to academia and resource management with support services may also inform initiatives or programs how to be more helpful.

Prior research shows these programs provide additional tangible support for underprepared and underrepresented students, predominantly Black and Latino (Watson

& Chen, 2018; Winograd et al., 2012). In addition, underprepared students have benefited from support programs that specifically address developmental-course needs (Jaggars et al., 2015). These programs aim to help participating students overcome financial challenges and, in some cases,

Accelerated academic programs, such as the Accelerated Study of Associates Program (ASAP), have proven success toward increasing access for participating students when compared to the general population (Watson & Chen, 2018; Winograd et al., 2012). A five-year (2008-2013) assessment of Educational Opportunity Fund (EOF) program showed positive results (Watson & Chen, 2018). Researchers showed the benefits of an EOF in which the gaps between the general population and program participants narrowed, of which were 81% Black and Latino participants. However, the EOF assessment found males and Black students still had the lowest retention. Their findings suggested links between persistence and math and reading developmental courses for this population. Overall, support programs appear to benefit participants but still fail to address the unique challenges for men of color students that persist.

Jaggars et al. (2015) examined three accelerated development programs and showed positive results for the participants, specifically those enrolled in math and reading courses. Male students and Black students required these developmental areas in higher numbers than others in the EOF population (Watson & Chen, 2018). Additionally, researchers found that participants were able to match the accrual of credits, rate of progression, within three years (Jaggars et al., 2015). Unfortunately, subgroups were not distinguished in this study, therefore the unique performance of Black males is unknown.

## **Gaps in Research**

Overall, research presents support programs as a successful intervention for their participants. The ultimate responsibility to support men of color from preparation to graduation falls upon institutions' administrations and the rest of academia. As previously stated, underprepared, Black male students were found to match their non-support program contemporaries when participating in support programs. However, the unique challenges facing men of color are not addressed. Support programs have found solutions to tangible academic-related obstacles (i.e., money, transportation, tutoring) but the issues men of color face are also internal and often a result of their perceptions. Understanding perceptions are key to continuing support for this population and limited research exists directly examining their perceptions in the context of support-program experience. Their ability beliefs and perceptions of academic success in individual courses and their major are important to explore. These perceptions impact their behavior and the actions they take to succeed. Deeper research into what is valued and expected from this population is necessary. Academic resource management, or seeking help, must be discussed to empower these students to make decisions to positively impact academic success. To do so, their perceptions must be identified and understood.

## CHAPTER 3

### Research Questions and Hypotheses

The purpose of this quantitative research study was to examine whether Black male students' learning resource management strategies is a function of their perceptions of task value, expectancy, and support program participation in a community college course. To provide descriptive data to compare to all survey respondents, a preliminary question was proposed:

Research Question 0. Do Black males' perception of value, expectancy, and resource management differ from their counterparts in a community college course?

Specifically, the focus of this study answered the following research questions and test the specified hypotheses:

Research Question 1. Are value and expectancy predictive of resource management strategies among Black male students within a community college course?

Value:

Null Hypothesis ( $H_0$ ): There is no relationship between value and resource management strategies,  $\beta_1 = 0$ .

Alternative Hypothesis ( $H_1$ ): There is a relationship between value and resource management strategies,  $\beta_1 \neq 0$ .

Expectancy:

Null Hypothesis ( $H_0$ ): There is no relationship between expectancy and resource management strategies,  $\beta_2 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is a relationship between expectancy and resource management strategies,  $\beta_2 \neq 0$ .

Research Question 2. Does support program participation influence value, expectancy, and resource management strategies within a community college course?

Value:

Null Hypothesis (H<sub>0</sub>): Student's value for the course will not differ between program participants and non-participants,  $\mu_p = \mu_n$ .

Alternative Hypothesis (H<sub>1</sub>): Student's value for the course will differ between program participants and non-participants,  $\mu_p \neq \mu_n$ .

Expectancy:

Null Hypothesis (H<sub>0</sub>): Student's expectancy for the course will not differ between program participants and non-participants,  $\mu_p = \mu_n$ .

Alternative Hypothesis (H<sub>1</sub>): Student's expectancy for the course will differ between program participants and non-participants,  $\mu_p \neq \mu_n$ .

Resource Management Strategies:

Null Hypothesis (H<sub>0</sub>): Student's resource management strategies in the course will not differ between program participants and non-participants,  $\mu_p = \mu_n$ .

Alternative Hypothesis (H<sub>1</sub>): Student's resource management strategies in the course will differ between program participants and non-participants,  $\mu_p \neq \mu_n$ .

Research Question 3. Does participation in a support program influence the associations between resource management strategies, value, and expectancy?

Value:

Null Hypothesis (H<sub>0</sub>): There is no relationship between value and resource management strategies,  $\beta_1 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is a relationship between value and resource management strategies,  $\beta_1 \neq 0$ .

Expectancy:

Null Hypothesis (H<sub>0</sub>): There is no relationship between expectancy and resource management strategies,  $\beta_2 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is a relationship between expectancy and resource management strategies,  $\beta_2 \neq 0$ .

Program Participation:

Null Hypothesis (H<sub>0</sub>): There is no relationship between support program participation and resource management strategies,  $\beta_3 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is a relationship between support program participation and resource management strategies,  $\beta_3 \neq 0$ .

Value-x-Program Participation:

Null Hypothesis (H<sub>0</sub>): There is no interaction between program participation and value in predicting resource management strategies,  $\beta_4 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is an interaction between program participation and value in predicting resource management strategies,  $\beta_4 \neq 0$ .

Expectancy-x-Program Participation:

Null Hypothesis (H<sub>0</sub>): There is no interaction between program participation and expectancy in predicting resource management strategies,  $\beta_5 = 0$ .

Alternative Hypothesis (H<sub>1</sub>): There is an interaction between program participation and expectancy in predicting resource management strategies,  $\beta_5 \neq 0$ .

### **Research Design**

The study is descriptive and correlational; therefore, cause and effect relationships cannot be determined. Data was collected using the Motivated Strategy for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1993). The MSLQ, described below, was used to assess students' course value, expectancy for course outcome, and learning resource management strategies for course success. In addition to the MSLQ questions, students were asked about their participation in support programs. Once the data is collected, regression methods and *t*-tests were used to assess the relationship among these three factors (value, expectancy, and program participation) and use of resource management strategies.

### **Sample and Setting**

The survey was administered to all ENG 101(Introduction to English Composition) enrolled students at Knight Community College (KCC) in the Fall 2022.

The sample for the analyses for this study were students who identify as male *and* select Black as a descriptor of their racial make-up. This may include students that also identify as multi-racial.

Prior to the Covid-19 pandemic, the KCC student population ranged from 20,000 to 25,000 students. Presently, KCC has a student population of approximately fifteen thousand students. The student body is 60% female and 40% male. The student body is 39% Hispanic, 32% Black, 15% Asian, 14% White, and less than 1% Native American. Most of the students are full time (69%), enrolling in at least 12 credits. The student population predominantly lives in a large metropolitan area of a major city. The most popular majors are Liberal Arts, Criminal Justice, and Business Administration. KCC has three primary support programs that will be used in this study. They are the Accelerated Study of Associates Program (ASAP), The Education Institute (EI), and The Discovery Program (DP).

For the purposes of this study, students participating in any of these programs will be identified as program participants and compared to non-participants. A summary of the programs is provided in Table 1, and each is discussed below.

The Accelerated Study of Associates Program was first launched in the fall of 2007 with a cohort of 1,132 students. Their goal was to have at least 50% of students graduate in three-years which they successfully surpassed with a 55% graduation rate. The program began to target students with two or less developmental courses. It has become a fast-growing success program where students benefit from comprehensive and personalized advice, academic support services, professional development opportunities, tuition assistance, transportation waivers, and textbook stipends. The fiscal

incentivization is meant to ease potential barriers to success. This program is primarily funded through the Mayor's Office of Economic Opportunity, the State, and other private grants. At KCC, as of Spring 2022, ASAP appropriately has 2,500 students participating.

In 2012, the Education Institution originally began as the Freshman Education Institute targeting only first semester students. Due to the program's high retention rate, 81%, it was expanded to serve all students. EI is a success program unique to the institution and helps students with college transition and staying on track until graduation. EI is a perfect fit for students interested in a personalized academic advisor and a supportive, knowledgeable community of peers, faculty, and academic resources. In 2016, this program was awarded approximately 2.6 million dollars from a Title V grant. There are no requirement mandates to participate in EI. As of Spring 2022, the program population has approximately 508 students.

The Discovery Program was founded in 1964 and has aimed to combat the racial gap in accessibility, representation, persistence, and graduation in higher education. This program is available to eligible students in seven community colleges. The program provides eligible students ten semesters of wrap-around services including an assigned mental health counselor, individualized tutors, and an additional financial aid stipend. Mandated by the state budget, eligible participants must be first-time college students (or transferring from another program), have an incoming/HS GPA below 80, participate in a pre-college experience (if required), and meet specific poverty guidelines. This program primarily helps minority, lower socio-economic, and first-generation students access and persist through college. Per their website, the program's mission is "to provide counseling, academic advice, tutorial/supplemental instruction, and financial assistance to

optimize the academic, personal, and vocational development of academically and economically eligible students.” In recent years, with the creation of additional support programs, the Discovery Program population has dwindled to a little over 100 students. Students are encouraged to set goals and work toward their fullest potential.

**Table 1**

*Program Descriptions*

Program	Year Established at the College	Supports Provided	# of Participants (Spring 2022)
Accelerated Study of Associates Program (ASAP)	2007	<ul style="list-style-type: none"> <li>● Transportation Waivers</li> <li>● Personalized Academic Advisor</li> <li>● Individualized Tutoring</li> <li>● Dedicated Study Area</li> </ul>	2,541
The Education Institute (EI)	2012	<ul style="list-style-type: none"> <li>● Personalized Academic Advisor</li> <li>● Dedicated Study Area</li> <li>● Weekly Success Seminars</li> </ul>	508
Discovery Program (DP)	1964	<ul style="list-style-type: none"> <li>● Mental Health Counseling</li> <li>● Financial Stipend</li> <li>● Individualize Tutoring</li> <li>● Dedicated Study Area</li> </ul>	131

**Data Collection**

Demographic data, including students’ race, gender, enrollment status, and support program participation, is stored in KCC’s administrative database and customer

relations management (CRM) software. The institution's Registrar's office is responsible for the CRM and the information that was examined in this study. To find the greatest number of Black male responses, ENG 101 sections will be sampled. Prior research has shown that ENG 101 yields high registration among students each semester. Using this information, ENG 101 is selected for the survey to be administered. Demographic data will be collected to identify the targeted students for this study. The data from all students identifying as men and Black will be correlated and analyzed. Details on the instrument and survey procedures follow.

**Instrument: The Motivated Strategy for Learning Questionnaire**

The instrument used in this study is adapted from the Motivated Strategy for Learning Questionnaire (MSLQ). The MSLQ is a self-reporting instrument designed to assess college students' motivational orientations for a college course based on a general cognitive view of learning strategies (Pintrich et al., 1993). The MSLQ was originally created by McKeachie, Pintrich, Lin, and Smith between 1986-1988. Since then, items have been rewritten to improve internal reliability. The most recent version of the MSLQ, which will be used in this study, includes 81 items and fifteen different scales.

Questions from three of the survey scales: Value, Expectancy, and Resource Management Strategies was used in this study. All questions measure student responses on a seven-point scale, with instructions that state "if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you" (Pintrich et al., 1993). An overview of the three scales to be used in this study, along with their subscales and sample items, is shown in Table 2.

**Table 2***Overview of the MLSQ Value, Expectancy, and Resource Management Strategies*

Scale	Subscale	Definition	Sample Items
Value (14 items)	Intrinsic Goal Orientation (IGO) (4 items)	Students' perceptions of why they are engaged in a specific task (Pintrich et al., 1993).	1. In a class like this, I prefer course material that really challenges me so I can learn new things. 16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.
	Extrinsic Goal Orientation (EGO) (4 items)	<i>Extrinsic Goal Orientation</i> refers to the level of engagement participants have for reasons such as "grades, rewards, performance, evaluation by others or competition." (Pintrich et al., 1993).	7. Getting a good grade in this class is the most satisfying thing for me right now. 11. The most important thing for me right is now is improving my overall grade point average, so my main concern in this class is getting a good grade.
	Task Value (TV) (6 items)	<i>Task Value</i> is how important, interesting, or useful a student perceives a task will be. (Pintrich et al., 1993).	4. I think I will be able to use what I learn in this course in other courses. 26. I like the subject matter of this course.
Expectancy (12 items)	Self-Efficacy for Learning and Performance (SELP) (8 items)	<i>Self-Efficacy for Learning and Performance</i> references performance and tasks expectations. Self-efficacy refers to a students' interpretation of their ability and confidence to successfully master a task (Pintrich et al., 1993).	5. I believe I will receive an excellent grade in this class. 21. I expect to do well in this class.
	Control of Learning Beliefs	<i>Control of Learning Beliefs</i> is a student's belief that the efforts provided will have	9. It is my own fault if I don't learn the material in this course.

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	(CLB) (4 items)	positive outcomes (Pintrich et al., 1993).	18. If I try hard enough, then I will understand the course material.
Resource Management (19 items)	Help Seeking (HS) (4 items)	<i>Help Seeking</i> refers to management of peer help, peer tutoring, and teacher support to facilitate academic achievement (Pintrich et al., 1993).	58. I ask the instructor to clarify concepts I don't understand well. 68. When I can't understand the material in this course, I ask another student in this class for help.
	Time and Study Environment (TSE) (8 items)	<i>Time and Study Environment</i> is defined by students' ability to manage time spent in productive environments. This aligns with realistic goal setting, planning, and scheduling (Pintrich et al., 1993).	43. I make good use of my study time for this course. 65. I have a regular place set aside for studying.
	Peer Learning (PL) (3 items)	<i>Peer Learning</i> is collaboration with one's peers to help clarify course material to reach new insights (Pintrich et al., 1993).	34. When studying for this course, I often try to explain the material to a classmate or a friend. 45. I try to work with students from this class to complete the course assignments.
	Effort Regulation (ER) (4 items)	<i>Effort Regulation</i> is the ability to control one's effort and attention when faced with distractions and less than desired tasks (Pintrich et al., 1993).	37. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do. (REVERSED) 48. I work hard to do well in this class even if I don't like what we are doing.

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For this study, a series of demographic and program participation questions was included in the survey. A question was asked whether a student participates in a support

program and in which program (ASAP, EI, or DP). The full survey can be found in Appendix A of this document.

### ***Reliability***

The MSLQ has demonstrated general acceptability in internal consistency in higher education (Soemantri et al., 2018). For this study, the researcher will be averaging the items of each scale of task value, expectancy, and resource management strategies (see Table 3). In prior studies, the MSLQ's internal consistency was evaluated using Cronbach's alpha, which ranged from  $\alpha = .52$  for HS,  $\alpha = .62$  for EGO, for SELP,  $\alpha = .68$  for CLB,  $\alpha = .68$  for EF,  $\alpha = .74$  for ISO,  $\alpha = .76$  for TSE, and  $\alpha = .76$  for PL,  $\alpha = .90$  for TV,  $\alpha = .93$  (Pintrich et al., 1993). In 2011, Credé and Phillips conducted a meta-analysis of studies using the MSLQ. They only included surveys that were administered in English and confirmed that there were no duplicates (once as a dissertation and once as a journal entry), in total this included surveys from over 19,000 students. The researchers used an interactive random-effects meta-analytic model to analyze predictive ability of end of course grade and grade point average. Correlations between subscales were also reviewed. The MSLQ survey was determined to be "reasonably reliable" to study relationships between predictors and study habits (Credé & Phillips, 2011). Additionally, utility was found in the constructs of the survey. Credé and Phillips (2011) found the survey could "exhibit meaningful relationships with college academic performance" (p. 343).

Balam and Platt (2014) also used the MLSQ to study 153 HBCU students, 57 of which identified as male, across different academic levels. MANOVA results found that motivations and learning strategies are not significantly different between male and

female students. Jackson (2018) tested the validity and reliability of the MSLQ with 258 Historically Black Colleges Universities (HBCU) STEM students. The researcher reported that this type of data for minority students was previously insufficient. The study found that the MSLQ could be used to adequately test relationships for different populations. Additionally, value, expectancy, and resource management were found to have the highest correlations with end of course grades.

### **Procedure**

Prior to beginning the study, the work was submitted and approved for review by the St. John's University Institutional Review Board (IRB). With permission from KCC and their IRB, this process ensured steps to safeguard students' identities.

To survey the most robust sample, the sampling strategy was targeted at all ENG 101 sections. With permission from the English department chair and faculty the survey was disseminated from the researcher to all students taking ENG 101 during the semester. See Appendix B and C for email communications. It was voluntary and have no-impact on their grade.

The MSLQ and related questionnaire was distributed online via the SurveyMonkey platform. A link to the survey was emailed to the students of the course sections. The email included the cover consent page explaining important information and the survey (See Appendix A). The researcher's ideal is for instructors to allow class time to complete the survey to capture the largest number of respondents. The survey was available from Monday, September 19<sup>th</sup>, 2022, to Friday, September 30<sup>th</sup>, 2022. These dates are purposeful as it is after the WN (withdrawal) deadline for students that have never attended the course.

Prior to completing the voluntary survey, participating students were made aware that there is an incentive for their participation and completion of the survey. One survey participant was selected to receive a \$100 Amazon gift card. At the end of the survey, students were asked to opt into the lottery for the gift card by typing in their email address. A separate Microsoft Office Form link was provided requesting interested participants for their email address (Appendix D). The email addresses were not associated with their survey responses and only used to distribute the gift card. Weeks after the two-week window closes, the winner was notified via email with instructions to receive the prize. Upon distribution of the prize, the email addresses were deleted.

Based on Spring 2022 enrollment and registration numbers, there are approximately 1,500-2,500 students that identify as Black and male that are enrolled in ENG 101. This study aimed for a 25% response rate, approximately 400-600 students.

### **Variables**

Scoring the MSLQ will consist of taking the mean of the item responses for each subscale. Some items are marked as “reversed;” these items will be reverse coded prior to averaging. The variables that were used in the analysis are shown in Table 3.

**Table 3***Variables Included in Analysis*

Variable	Coding / Description
Intrinsic Goal Orientation (IGO)	Average of IGO items (shown in Table 1); scale of 1 (low goal orientation) to 7 (high goal orientation).
Extrinsic Goal Orientation (EGO)	Average of EGO items (shown in Table 1); scale of 1 (low goal orientation) to 7 (high goal orientation).
Task Value (TV)	Average of TV items (shown in Table 1); scale of 1 (low goal orientation) to 7 (high goal orientation).
Value (VAL)	Average of IGO, EGO, and TV; scale of 1 (low value) to 7 (high value).
Control Beliefs (CB)	Average of CB items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Self-Efficacy for Learning and Performance (SELP)	Average of SELP items (shown in Table 1) scale of 1 (low value) to 7 (high value).
Expectancy	Average of CB and SELP items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Time and Study Environment (TSE)	Average of TSE items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Effort Regulation (ER)	Average of ER items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Peer Learning (PL)	Average of PL items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Help Seeking (HS)	Average of HS items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Resource Management Strategies (RM)	Average of TSE, ER, PL, and HS items (shown in Table 1); scale of 1 (low value) to 7 (high value).
Program Participation (PP)	Active Participant (AP) = 1; Non-Participant (NP) = 0

**Data Analysis**

To analyze the potential relationship between value, expectancy, and resource management strategies, Statistical Package for the Social Sciences (SPSS) software version 28 was used to estimate the following statistical analysis. Descriptive statistics of the means and standard deviations of VAL, EXP, and RM will be provided, along with the number of program participants and non-participants in the sample. Additionally, the

path analysis used is a structural equation modeling software that employs confirmatory factor analyses (Kock, 2018, WarpPLS version 8.0).

### ***Research Question 0***

To justify data collection and provide a base for comparison, descriptive statistics were provided to show the means of value (VAL), expectancy (EXP), and resource management strategies (RM) for all males and Black females.

### ***Research Question 1***

To answer my first question, a multiple regression was used to estimate how value (VAL) and expectancy (EXP) influence resource management strategies (RM). The regression equation follows:

$$RM_i = \beta_0 + \beta_1(VAL_i) + \beta_2(EXP_i) + e_i$$

The regression estimated the influence of value (VAL) on resource management strategies (RM) represented by coefficient  $\beta_1$ , while expectancy (EXP) (represented by coefficient  $\beta_2$ ) is held constant. The influence of expectancy (EXP) on resource management strategies (RM) which is represented by  $\beta_2$  was estimated using regression while holding value (VAL) constant (represented by  $\beta_1$ ).

The researcher ensured that all assumptions are met prior to estimating the regression: A scatterplots of the dependent variable was used with each independent variable to check linearity; additionally, the residual plots were used to check homoscedasticity and multivariate normality; and the Durbin-Watson statistics checked independence; and use the Variance Inflation Factor (VIF) and tolerance statistics to check multicollinearity.

### ***Research Question 2***

To answer my second research question, it was estimated that three (3) *t*-tests to compare the means of value (VAL), expectancy (EXP), and resource management strategies (RM) of Black males actively participating in support programs and those non-participating. This provided insight into how program participation affects each of the three factors studied in RQ1 and RQ3. To ensure assumptions were met, the Shapiro-Wilk and Levene tests showed that the assumptions of normality and homogeneity of variance have been met.

### ***Research Question 3***

To understand how program participation affects the associations between resource management strategies, value, and expectancy, it was estimated that a multiple regression of resource management strategies on students' value, expectancy, program participation, the interaction between value and program participation, and the interaction between expectancy and program participation. The regression equation estimated as follows:

$$RM = \beta_0 + \beta_1 VAL + \beta_2 EXP + \beta_3 PP + \beta_4 VAL * PP + \beta_5 EXP * PP + e$$

The inclusion of program participation allowed the researcher to understand whether levels of resource management strategies differ based on participation (as shown by  $\beta_3$  in the equation above), when controlling for value and expectancy. The interactions (captured in the coefficients  $\beta_4$  and  $\beta_5$ ) showed whether the value-resource management strategies and expectancy-resource management strategies associations differ for active program participants versus non-participants.

Prior to estimating the regression, it was ensured that all assumptions are met. Specifically, linearity was checked using scatter plots of the dependent variable with each independent variable; homoscedasticity and multivariate normality were checked using residual plots; independence was checked using the Durbin-Watson statistic and checked multicollinearity using the VIF and tolerance statistics.

### **Limitations**

One potential limitation is the possibility of a small response rate from the selected sample. This suspicion is that student participants receive numerous emails that go unread and surveys that remain incomplete. To combat this potential limitation a raffled gift card was used to incentivize participation.

Additionally, there is omitted variable bias. For both type of students, active program participants and non-participants, there may be several variables and/or circumstances that impact their resource management strategies. Although active program participants have targeted resources, there may be other obligations that prohibit them from accessing tutoring and/or offices hours, such as work or commute time home. Adversely, there may be non-participant students that are actively utilizing library and academic support resources. This could be due to other tethers to the institution, such as athletics and/or student government, or other personal motivators. These are potential factors that are not recognized in this study.

The data sample only refers to students within Knight Community College. Therefore, outcomes can only be inferred for KCC students and cannot be generalized to other institutions. Additionally, the survey was only administered to ENG 101 courses and cannot provide information on outcomes for other subjects such as math or modern

languages. Lastly, these students, while homogenous in self-identifying as Black and male, are diverse in personality and upbringing. While they may have similar experiences, they are still unique for many variables that are not captured by this study. Therefore, the results cannot be generalized to predict outcomes for a greater population of Black and male identified students.

## CHAPTER 4

This quantitative study examined the perceived value and expectancy toward resource management behavior and impact of program participation for men of color. This chapter will analyze the descriptive statistics, the results, and the following questions:

1. Are value and expectancy predictive of resource management strategies among Black male students within a community college course?
2. Does support program participation influence value, expectancy, and resource management strategies within a community college course?
3. Does participation in a support program influence the associations between resource management strategies, value, and expectancy?

Men, overall, and men of color specifically are being outnumbered by their respective counterparts in retention, matriculation, and graduation completion (Institute of Educational Science [IES], 2018). Due to the historically racialized current society, men of color can encounter constant negative stereotypes (Entman, 2006; Hucks, 2011). In schools, which is a system derived from deep rooted racism, Black males can experience internal and external distress which can produce a personal disengagement from education producing a disconnect from support (Smith et al. 2011; Yosso, 2005). This study stems from the idea that anyone can be successful if they are academically and socially integrated (Tinto, 1993,1997). Additionally, the perceptions and abilities they experience impact motivations (Bandura, 1997).

The guiding theory, Wigfield and Eccles's (2000) the Expectancy Value Theory for Academic Motivation, is used to highlight that perceptions can impact motivations

and thus behavior to seek academic support. To capture this information, the Motivated Strategies for Learning Questionnaires (MSLQ) was used to assess students' course value, expectancy for course outcome, and learning resource management strategies for success in Introductory to English courses. (Pintrich et al., 1993).

### **Profile of Participants and Descriptive Statistics**

This section provides the descriptive statistics of my population sample. A consent form and the MSLQ survey were sent to over five-thousand students taking an Introductory English course in a large Northeastern metropolitan community college. The survey employed 45 Likert-scaled questions to focus on students' perception of value and expectancy on academic help seeking behavior. Also, three preliminary questions captured additional information: race, gender, and program participation.

The participants for this study were community college students registered for an Introductory English course. The 165 respondents identified across genders, races, and support program participation. They were asked 14 questions about value perception, 12 pertaining to expectancy, and 19 concerning their resource management behaviors.

#### ***Gender, Race, and Program Participation***

The respondents shared information about themselves and their perceptions. Gender, race, and program participation are displayed in Tables 4, 5, and 6. Data indicates that of the 160 respondents who provided gender identification, 54 (34%) identify as male, 99 (62%) respondents identify as female, while 7 (4%) respondents preferred not to respond. This aligns with the general population in higher education of women surpassing men in enrollment (Institute of Educational Science [IES], 2021).

**Table 4***Gender*

Gender	Number	Percent
Male	54	34%
Female	99	62%
Prefer Not to Say	7	4%

N=160 (5 missing)

The racial data received in Table 5 found that 34% respondents identified as Afro-American or Black, 13% as Asian-American, 3% as Caucasian, 41% as Hispanic of Spanish Speaking, and 9% of respondents selected Other.

**Table 5***Ethnic Background*

Ethnic Background	Number	Percent
Afro-American or Black	54	34%
Asian-American	22	13%
Caucasian	4	3%
Hispanic or Spanish Speaking	66	41%
Other	14	9%

N=160 (5 missing)

Program participation, found in Table 4.3, shows that 59% of the respondents are a part of either ASAP, EI, or DP, while 41% reported they are not.

**Table 6***Program Participation*

Program Participation	Number	Percent
Yes	93	57%
No	66	40%

N=159 (6 missing)

Before conducting the study, a power analysis was completed by using the inverse square root method (Kock & Hadaya, 2018) to determine the number of students needed to get meaningful results. The minimum number of students necessary was 160. This sample contained 165, therefore exceeding the minimum. Additionally, the more sophisticated path analysis used is a structural equation modeling software that employs confirmatory factor analyses (Kock, 2018, WarpPLS version 8.0).

**Research Question 1**

To address the first question, this study was conducted to determine if students’ perception can predict resource management behavior. It was hypothesized that perceived value of task and expectancy of return can influence academic resource management behavior within an Introductory English course. A multiple linear regression was used to test if value or expectancy significantly influence resource management behavior. While there were not enough Black male respondents to have a proper analysis of the population, an assessment can be made of the entire sample. The multiple linear regression results, found in Tables 7 and 8 show that perceptions of value and expectancy can be predictive of resource management behavior ( $R^2 = .61$   $F(2, 120) = 35.94, p <.001$ ). This demonstration of statistical significance allows us to reject the null hypothesis.

**Table 7**

*Model Summary*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	<i>Adj R</i> <sup>2</sup>	<i>RSME</i>
1	0.61	0.38	0.36	0.38

**Table 8***ANOVA*

Model		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
1	Regression	46.60	2	23.31	35.94	<0.001
	Residual	77.83	120	0.65		
	Total	124.45	122			

While the overall results (Table 9) were statistically significant, the individual factors had different influential contributions to the resource management behavior, seen in the fitted regression model: resource management behavior = 1.35 + .18(expectancy) + .42 (value). It was found that value was statistically significant to predict resource management behavior ( $\beta = .14$ ,  $t = .82$ ,  $p = .41$ ). However, expectancy was statistically insignificant to predict resource management behavior ( $\beta = .19$ ,  $t = 1.44$ ,  $p = .15$ ).

**Table 9***Coefficients*

Model		<i>B</i>	<i>SE</i>	$\beta$	<i>t</i>	<i>p</i>
1	(constant)	1.35	0.40		3.39	<.001
	Expectancy	0.18	0.13	0.19	1.44	0.15
	Value	0.42	0.13	0.44	3.30	.001

These results suggest students' perceptions of value, more so than expectancy, can be used as predictors of academic resource management behavior. Though, further analysis provides more explanation.

***Path Analysis***

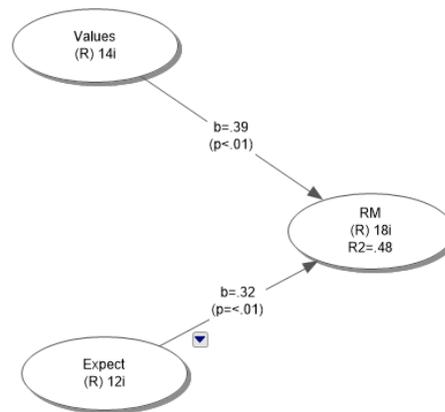
To enhance the study a path analysis was utilized. The path analysis model has been increasingly used in social science since the 1960's and 1970's; additionally, it is superior to regression by its' ability to simultaneously examine underlying and alternative

relationships (Oblobatuyi, 2006). While the researcher does not claim to provide causation, this type of model does support the search for impact of the study's variables.

To continue examining the first research question, the potential impact of value, an expectancy on resource management behavior, an additional path analysis was utilized to best respond to that inquiry. The subsequent path analysis figures provide direct regressions (R) of variables while informing the number of items (i). Figure 3 found values ( $\beta = .39, p < .01$ ) and expectancy ( $\beta = .32, p < .03$ ) to have statistical significance contradicting the original lone regression, therefore we reject the null hypothesis. As preemptive independent variables, value and expectancy were cogently hypothesized to have impact on the behavior of academic resource management. Bandura (1997) supported this notion of perceptions influence on motivation.

### Figure 3

*Value and Expectancy Impact on Research Management*



### Research Question 2

This second research question was to determine if program participation impacts value, expectancy, or resource management behavior. It was hypothesized that students who participate in support programs perceive value, expectancy, and resource

management behavior differently than those that do not. To examine this question, an independent sample t-test was conducted. Table 4.7 highlights that students who do not participate in support programs (M=5.87, SD=.93) perceive value of task significantly higher than those that do participate (M=5.43, SD=1.14),  $t=-2.243$ ,  $p=.013$ .

**Table 10**

*Value*

Groups	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Program Participation	5.43	1.14	-2.24	121	.013	1.06
No Participation	5.87	0.93	-2.33	116.99	.011	

Similarly, Table 4.8 shows that those who do not participate (M=5.76, SD=.98) have a significantly higher average of perceived expectation than those that do (M=5.28, SD=1.04),  $t(121)=-2.563$ ,  $p=.006$ .

**Table 11**

*Expectancy*

Groups	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Program Participation	5.28	1.04	-2.56	121	0.006	1.02
No Participation	5.76	0.98	-2.59	109.16	.005	

Lastly, Table 4.9 shows respondents that do not participate (M=15.1, SD=13.17) have a higher perceived average of resource management behavior than those respondents that do participate (M=15.1, SD=13.92),  $t(153)=.643$ ,  $p=.521$ , and no statistical significance as found.

**Table 12***Resource Management*

Groups	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Program Participation	13.69	13.17	-0.643	153	0.521	13.48
No Participation	15.1	13.92	-0.637	130.96	.525	

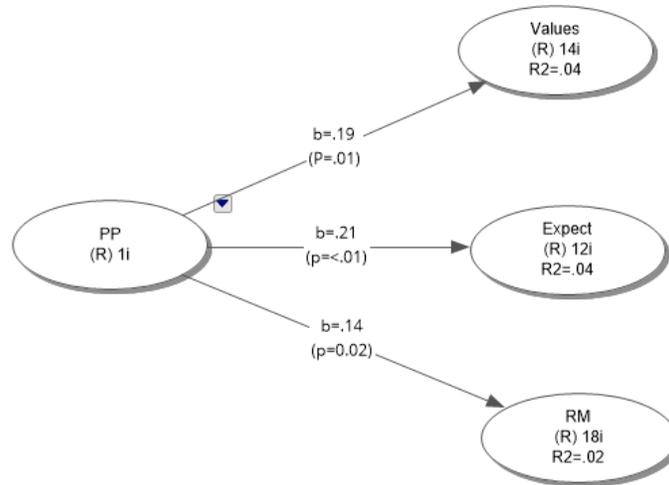
Overall, the t-tests performed shows that support program participation does significantly impact the perception of value and expectancy, although not as hypothesized. However, we still reject the null hypothesis. Conversely, there is no significance between groups as it pertains to resource management behavior, therefore we accept the null hypothesis. Support program participation can influence how value and expectancy is perceived, but not resource management behavior.

**Research Question 3**

The third research question sought to examine the potential impact of program participation upon value, expectancy, and resource management behavior. A path analysis of simultaneous regressions was run to best respond to that inquiry. Figure 4 illustrates that program participation (PP) had a statistical significance influence on all three (3) variables, values ( $\beta = .19, t = .04, p < .01$ ), expectancy ( $\beta = .21, t = .04, p = .01$ ), and resource management behavior ( $\beta = .14, t = .02, p = .03$ ) respectively, thus we reject the null hypothesis. Program participation as a precursor was reasonable hypothesized to heighten perception of the variables. Research has shown academic and social engagement or participation to influence positive academic related behavior (Tinto, 1993; 1997).

**Figure 4**

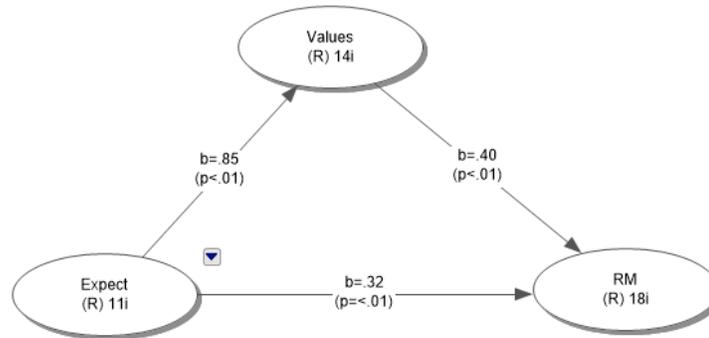
*Program Participation Impact*



Lastly, a final path analysis showed mediation between the variables. More specifically that expectancy, before the other variables, has a more considerable impact on value and thus resource management. The mediation is demonstrated in Figure 5 displaying the strength of expectancy ( $\beta= .85, p<.01$ ), through values ( $\beta= .40, p<.01$ ) and thus on resource management behavior ( $\beta= .32, p=.01$ ). These results suggest that expectancy, or return on action and investment, is paramount to the perception of value toward resource management behavior.

**Figure 5**

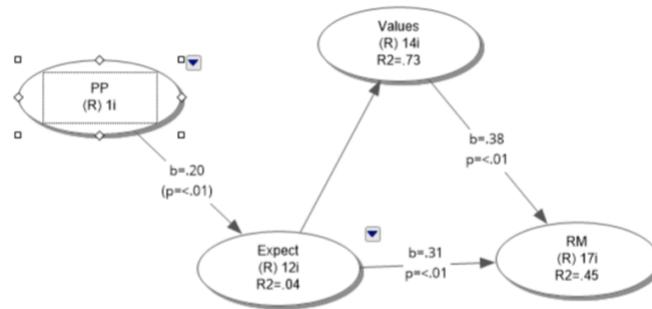
*Direct and Indirect Impact*



To conclude the findings of all variables, the most impactful relation was found to be program participation through expectancy. The variable has dual influence. Alone, it accounts for a very strong influence value as well as its statistical significance on research management seen through the unstandardized beta in Figure 5. Additionally, as a mediator, Figure 6 shows the indirect significance program participation ( $\beta= .20, p<.01$ ) has on expectancy ( $\beta= .31, p<.01$ ) and thus resource management behavior. Bandura's (1997) research supports this influence between perceptions and beliefs and its relation to behavior. From this study and its' respondents, program participation and perception of expectancy had the greatest comparative impact, although indirect, on the dependent variable of resource management.

**Figure 6**

*Program Participation and Indirect Impact*



## CHAPTER 5

### **Introduction**

This chapter will discuss the findings and connections to the Expectancy-Value Theory of Achievement Motivation (Wigfield & Eccles, 2000). Additionally, it will explore the conceptual and theoretical framework while highlighting the limitations of the study. Lastly, this final chapter will suggest recommendations for future research and applications.

### **Implications of Findings**

Understanding the perceptions of students' value and expectancy of resource management behavior can shed light on how to better support their academic needs. As hypothesized in conjunction with the foundation of the MSLQ, value and expectancy can significantly influence resource management behavior. Wigfield and Eccles (2000) provided a model explaining that individuals are influenced by social cognitive perceptions such as value and expectancy. Bandura's (1997) motivational theories support to this model suggesting that such beliefs have crucial roles and can be impactful in bolstering students' educational outcomes.

The first question sought to learn how Black male perceptions of value and expectancy impact resource management behavior. However, due to the low number of Black male respondents, insufficient data was procured. From the responses, statistical significance was found that perceptions of value are a predictor of resource management. Conversely, expectancy was not found to be statistically significant. However, through a more sophisticated path analysis, significance was found directly linking value, expectancy, and resource management. More specifically, expectancy has the greatest

explanation of impact on resource management through the mediator of value. The path analysis aligns with Wigfield and Eccles (2000) model, supporting that individual perceptions can influence behavior, in this case resource management. This highlights the importance of a student's perception of value and expected outcome of task. Furthermore, these variables should be considered as an essential element to explore when trying to improve students' academic behaviors.

The second question of this study sought to understand the impact of program participation upon value, expectancy, and resource management behavior. According to the results of the additional path analysis, program participation had a significant impact on the three variables and differed between the two groups. However, the results of the t-tests found that those who did not participate in a program had more perceived value, expectancy, and resource management. While we reject the null hypotheses, the findings are contradictory to the review of literature. Research has shown that these programs provide additional support, especially for the ideal population of students of color (Watson & Chen, 2018; Winograd et al., 2012). The hypotheses considered that this additional support would positively impact the perception of program participating students when compared to those in the general population, thus not receiving dedicated support. These findings imply that while program participation does significantly impact a difference, it cannot be concluded there is a positive impact. This implies two items: (1) that programs do not inherently increase the positive perception of value, expectancy, and resource management, (2) unknowns still exist about items that could positively impact perceptions.

It should be mentioned that the diversity of the respondents may also have an impact on findings. While previous research does indicate that program participation should have nurtured a positive impact on the perceptions of expectancy, value, and resource management behavior for men of color, the responses of the multi-cultural and gendered population contradict. However, the potential contradiction is supported by the theoretical framework. The Expectancy-Value theory is initiated by culture and gender as influencers that impact expectations and achievement related choices (Wigfield & Eccles, 2000). Additionally, stereotype threat can compound these influences through the psycho-social pressures fostered from academic experiences (Steele & Aronson, 1995). Due to the different cultures and gender between the respondents, it would be presumptuous to fully make the claim that the programs are not effective as they are designed. It is conceivable that the internal and external struggles of both women and different cultures have impacted their perceptions in behaviors which are not fully explored in this study. Without further evaluation the intricate and respective distinctions between respondents and their experiences, program participation and its impact cannot be concluded in this study.

The third question considered the potential interactions between program participation and the various perceptions of value, expectancy, and resource management. Path analysis findings found indirect impact between the direct influence of expectation on value. Moreover, similar results were found on the indirect impact of value and expectancy on resource management and values. The minimal significance aligns with the previous implications of findings suggesting that program participation is just an individual element that influences perceptions and motivational traits.

## **Relationship to Prior Research**

### ***Connections and Contradictions***

Overall, the findings support the students' responses and found evidence that value and expectancy predict resource management behavior. Moreover, there is direct path significance that value and expectancy can influence resource management. Additionally, expectancy explains a large perception of values impact on resource management.

Likewise, program participation was found to have statistical significance on all three variables. However, there is a contradiction to prior research. Studies have shown that program support could increase perceptions of value, expectancy, and thus impacts on resource management behavior (Watson & Chen, 2018; Jaggars et al., 2015; Winograd et al., 2012; & Anderson, 2009). The significance found suggested that those who are not participants of a support program had higher perceptions of value, expectancy, and resource management.

Additionally, program supports have often focused on external obstacles, such as financial or academic support, especially for men of color (Hagedorn & Maxwell, 2001). The internal obstacles, such as perception, could have been positively present in this study. As previous research suggest, representation of successful figures can foster increased positive perception (Goings, 2016). However, the findings did not align with literature. Additionally, the more sophisticated path analyses found that program participation did have statistical significance but for a very low and unforeseen impact. This suggests that the landscape of students' needs, and obstacles are changing. Additionally, that current supports which programs provide may be outdated. Findings

imply that the counseling/advisor roles could be more impactful to see meaningful changes.

## **Limitations of the Study**

### ***Threats to Trustworthiness***

This study contains a few threats to trustworthiness. This section will report on the threats and their potential impacts on the entire study's results. The first limitation speaks to insufficient responses stemming from the sample size. Fortunately, for the quantitative analysis the necessary one hundred and sixty responses for a power score was acquired. However, it was an insufficient number of responses to obtain the desired population, men of color. While the course selection was selected to combat this, it also introduced another limitation. The instrument was created and designed around an entire university course size (Pintrich et al, 1993). Since this study took place in a community college the parameters were much smaller, and the study was confined to a specific Introductory English course. This confinement also presents the limitation of usability. The overall study seeks to understand how perceptions impact resource management behavior. But due to the instrument and singularity of course selection, minimal to no information can be gleaned about these perceptions in another course or institution(s) for that matter.

Other more impactful limitations are due to the oversimplification of analyses and overlooking of covariant(s). This study was conducted through an online anonymous survey. There are countless variables that were out of the control of the researcher. The most impactful is that lack of ability to gain a greater response. Due to the dissemination of an online survey, students could have easily dismissed the survey/instrument as

unimportant or even spam. Additionally, the most pertinent element is that of the emotional state and physical attention of the respondents that completed the survey. Students were enticed by the chance of winning a \$100 gift card through a raffle. While this may have increased the number of responses, students may have just answered the questions with little or no thought. Even if the opposite is true, there is no way for the researcher to claim accuracy of results outside of good faith. Lastly, when examining the responses, the researcher is unable to account for other variables that could impact the individual and thus their response(s). For example, anything such as home life, but not limited to perception, higher education, or even particular dislike for the specific [Introductory English] course. While there are a few limitations, this study was conducted to the best ability of the researcher.

### **Recommendations for Future Practice**

The recommendations from this study are timelier as they are written just shy of three years since the Covid-19 pandemic began. The immense transformation of the educational landscape, modality of services, and especially learning loss has left stakeholders and policy makers with tremendous room for growth and improvement.

For many, students included, the drastic changes the pandemic brought upon the world continue to impact their day to day. In higher education, many quickly switched modalities to online or virtual offerings. Additionally, secondary education struggled with suspension of face-to-face learning while still needing to adhere to state and national mandates resulting in many being pushed through to graduation (Engzell, et al., 2021). This had potentially led to underprepared students, even more so than before the pandemic. Moreover, students were thrust into other responsibilities such as

employment, leaving pursuit of higher education potentially less desirable (Moscoviz & Evans, 2022). All of this is stated to posit that students could benefit from clear explanation of higher education's purpose, requirements, expectations, and, perhaps most importantly, benefits to improve their perceptions, purpose, and overall goals.

### ***Value or Purpose***

The first recommendation would be to provide students a space or vehicle to discern whether higher education is appropriate for them to pursue both in choice and time. For many, college is seen as a logical next step or expectation due to social mobility or family desire. This external importance is not as strong as an individual purpose or motivation. While institutions of higher education, at their core are businesses, it may prove mutually beneficial for all stakeholders to allow new students to truly understand their reasoning for continuing their educational journey. This may contrast certain enrollment practices.

Ultimately, cultivating a students' internal motivation would be paramount. Institutions can help by honing and/or enhancing the alignment of behaviors to match their internal motivations. For example, educating students on how courses, that may appear unimportant, lead to subjects they are excited about and see relevance in. Additionally, highlighting how consistent behaviors such as utilizing academic resources and other supports are necessary to stay dedicated toward their ultimate goals even though a connection may not be abundantly or presently clear.

### ***Clear Road Mapping and Expectations***

This section continues the clarification toward the purpose for the goal of completing a higher education degree. Once institutions provide the means and acquire

individuals that are clear about their reasoning for pursuing a degree, the next step would be to provide clear steps. Regardless of first-generation college status, people are apprehensive of the unknown and mysterious. The second recommendation is to demystify the steps for degree completion by creating clear, accessible, and digestible road maps. From course curriculum to financial aid, ample staff, and resources to guide student through each step and through potential obstacles would be advised. Additionally, anticipatory and timely information for inevitably indecisive students or those that face unforeseen obstacles.

Ultimately, as stated in the opening paragraph of this section, a focus on mental preparation and support is paramount. Many students are faced with obstacles, challenges, and may be reluctant to seek support. Furthermore, institutions could offer different tiered support, albeit separate from students in programs versus the general population. These services need to be accessible for all students regardless of any status. Thus, these recommendations are echoed to state, city, or relevant funders that provide the resources for institutions to provide such support.

### **Recommendations for Future Research**

Future recommendations for research would be an expansion of elements of this study. As stated in the previous summations, a closer look at the internal dialogue of students and the impact on students' success outcomes should be further explored. This study can be replicated various ways to examine additional variables. For example, this study could look at what students perceived college to be and the expectations prior to beginning. Based on these responses, dedicated, and directed supports could be implemented to gauge any impact on matriculation, degree completion, and/or success.

Additionally, an expansive study to a multitude of groups (ethnic, first generation, gender, etc.) could be explored to discover what various resources could be useful.

The [outdated] instrument could be enhanced. An extrapolation of MSLQ or alternative instruments which transcends perceptions of solely specific courses to overall views of higher education could illuminate other findings. An enhancement could and should include the progress made in intersectionality. How students identify is paramount to how they interact with the world and thus negotiate educational spaces. As this study's theoretical framework has shown, our social, culture, and gendered identities can influence our behavior and how we move through society (Wigfield & Eccles, 2000).

Alternatively, a qualitative or mix methods approach could explain nuances between demographics or insights not captured by a quantitative analysis. A deeper dive with survey respondents should educate researchers on those potential internal and unspoken challenges. Furthermore, probing questions could provide follow on specifics, such as the qualities of services or best practices that might have influenced their responses. Perhaps students were met with bias or perceived feelings of unwelcomeness. There is a richness from interviews that quantitative data cannot replicate. There is much value in this alternative methodology that should be considered as a recommendation.

These recommendations could provide even more information on how to best innovate new supports, enhance current supports structures, or even reshape elements of higher education for the better. While my findings were inconclusive, the topic is extremely relevant for all students. As higher education can often be formative years of a student's development, it is paramount to explore whether it is the correct decision and

time for them to pursue. Although the study does not unearth any remarkable findings the discourse should continue.

## **Conclusion**

This study sought to better understand perceptions impacts on behavior. Hypotheses concerning value, expectancy, and program participation were tested. The study was supported by research on motivation, self-efficacy, and behavior. The goal was to inform upon existing practices and the internal obstacles of a specific demographic.

Results found that these variables have the potential to significantly impact academic help seeking or resource management behavior. However, a more in-depth and specific examination of variables could provide more actionable results. As students vary so do the diversity of their obstacles and strengths. The purpose of this study should not be lost; helping students succeed for the betterment of their growth and lives are the missions of institutions of higher learning.

Ultimately, it was learned that as the world changes so do the needs of the students and thus the work of education intuitions. There is a much more that can be learned about the how students are educated and the processes that are outdated in our intuitions. This continued journey can educate and extend the discourse for the betterment of students and the purpose of learning.

## **APPENDIX A SURVEY**

### **Part 1: Consent**

#### **Online Survey Consent Form**

You are being invited to participate in a research study “Help, is it worth it for me(n)?: a study of factors affecting black men's perception of resource management strategies in community college.” This study is being done by Bryce E. Tolbert from St. John’s University. You were selected to participate in this study because you are enrolled in an ENG 101 course.

#### **Why are we doing this research study?**

The purpose of this research study is to add to the discourse regarding the graduation and success gaps for Black men in higher education. Much of the prior research focuses on external obstacles with little focus on the perceptions and internal barriers Black men may carry with them. This study aims to identify factors that impede academic success for this population.

#### **Who can participate in this research study?**

Any student currently registered in ENG 101.

#### **What will I be asked to do and how much time will it take?**

If you agree to be in this study, you will be asked to complete a survey about your academic behaviors. The survey includes Likert-style questions that asks you to rank your agreement with statements about your academic behavior from 1-to-7. If a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

Participation in this study will take approximately 15 minutes.

#### **Will being in this research study help me in any way?**

Although you will receive no direct benefits, this research may help the investigator understand perception of academic support services and potential relationships between gender, race, and program participation. With this information better practices may be developed to benefit the populations.

#### **What are the risks?**

There are minimal risks associated with this research study.

#### **How will my personal information be protected?**

Confidentiality of your research records will be strictly maintained. None of the surveys or questionnaire forms request or require your name or school ID number. Data will be housed securely to ensure that all answers in this study remain confidential. Once analyses are completed all information and data will be deleted.

**Will I be given any money or other compensation for being in this research study?**

You will have the option of entering a raffle to win a \$100 Amazon Gift Card upon completing the survey. If you opt-in to the raffle, only your email will be requested and kept separate from the results of the questionnaires. One week after the two-week window closes, the winner will be notified with instructions to receive the prize via email. All email addresses will be deleted once a winner is selected and claims the prize.

**Who can I talk to if I have questions?**

If you have any questions or concerns, do not hesitate to contact me via cell phone at (914) 879-7348 or email at [Bryce.Tolbert18@my.stjohns.edu](mailto:Bryce.Tolbert18@my.stjohns.edu) or dissertation advisor, Dr. Erin Fahle, at (718) 990-6325 or [fahlee@stjohns.edu](mailto:fahlee@stjohns.edu).

By clicking “I agree” below you are indicating that you are at least 18 years old, have read this consent form and agree to participate in this research study. You are free to skip any question that you choose.

Please print a copy of this page for your records.

I Agree

I Do Not Agree

**Part 2: Demographic Information**

1. Gender (circle one)
  - a. Male
  - b. Female
2. Ethnic background
  - a. Afro-American or Black
  - b. Asian-American
  - c. Caucasian
  - d. Hispanic or Spanish Speaking
  - e. Other:
3. Program Participation
  - a. Yes, I am a participant of ASAP, EI, or DP
  - b. No, I am not a participant of ASAP, EI, or DP

**Part 3: MSLQ Questions**

1. In a class like this, I prefer course material that really challenges me so I can learn new things.
2. If I study in appropriate ways, then I will be able to learn the material in this course.
3. I think I will be able to use what I learn in this course in other courses.
4. I believe I will receive an excellent grade in this class.

5. I'm certain I can understand the most difficult material presented in the readings for this course.
6. Getting a good grade in this class is the most satisfying thing for me right now.
7. It is my own fault if I don't learn the material in this course.
8. It is important for me to learn the course material in this class.
9. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.
10. I'm confident I can learn the basic concepts taught in this course.
11. If I can, I want to get better grades in this class than most of the other students.
12. I'm confident I can understand the most complex material presented by the instructor in this course.
13. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.
14. I am very interested in the content area of this course.
15. If I try hard enough, then I will understand the course material.
16. I'm confident I can do an excellent job on the assignments and tests in this course.
17. I expect to do well in this class.
18. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
19. I think the course material in this class is useful for me to learn
20. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.
21. If I don't understand the course material, it is because I didn't try hard enough.
22. I like the subject matter of this course.
23. Understanding the subject matter of this course is very important to me.
24. I'm certain I can master the skills being taught in this class.
25. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.
26. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.
27. When studying for this course, I often try to explain the material to a classmate or friend.
28. I usually study in a place where I can concentrate on my course work.
29. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.
30. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.
31. I make good use of my study time for this course.
32. I try to work with other students from this class to complete the course assignments.
33. I work hard to do well in this class even if I don't like what we are doing.
34. When studying for this course, I often set aside time to discuss course material with a group of students from the class.
35. I find it hard to stick to a study schedule.
36. I ask the instructor to clarify concepts I don't understand well.
37. When coursework is difficult, I either give up or only study the easy parts.

38. I have a regular place set aside for studying.
39. When I can't understand the material in this course, I ask another student in this class for help.
40. I make sure that I keep up with the weekly readings and assignments for this course.
41. I attend this class regularly.
42. Even when course materials are dull and uninteresting, I manage to keep working until I finish.
43. I try to identify students in this class whom I can ask for help if necessary.
44. I often find that I don't spend very much time on this course because of other activities.
45. I rarely find time to review my notes or readings before an exam.

[Please click here for the \\$100 Amazon gift card raffle](#)

## APPENDIX B LETTER TO ENGLISH CHAIR

Dear Professor \_\_\_\_\_,

I hope all is well and you are excited about the fall 2022 semester. My name is Bryce E. Tolbert and I am completing my dissertation as part of my doctoral program at St. John's University. My dissertation seeks to learn more about how perception of value, expectancy, and support program participation influence resource management strategies in ENG 101 courses for Black males. As I await IRB approval, I am writing to request permission to survey all ENG 101 sections this semester.

The survey will be administered digitally via a SurveyMonkey link. I have attached a digital copy of the consent form and survey questions for your review. If this is acceptable, I will follow up with next steps and any additional information.

Please do not hesitate to contact me at 914-879-7348 or this email at [Bryce.Tolbert18@my.stjohns.edu](mailto:Bryce.Tolbert18@my.stjohns.edu).

I look forward to hearing from you,

Kind Regards,

Bryce E. Tolbert

X03-48-2009

## APPENDIX C EMAIL TO STUDENTS

Hello \_\_\_\_\_,

I hope your fall 2022 semester is starting off well.

My name is Bryce E. Tolbert, a doctoral student from St. John's University. You are being invited to participate in a research study "Help, is it worth it for me(n)?: A study of Black men's perception of academic help seeking behavior and support program influence in community college." You were selected to participate in this study because you are enrolled in an ENG 101 course.

Participation in this study will involve approximate 15 minutes to complete a questionnaire about your background (gender, racial identity, and program participation) and complete the Motivated Strategies for Learning Questionnaire (MSLQ). Once you begin, Likert-styled questions will be asked with a ranking from 1-to-7. If a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

If this is acceptable, please click the link here.

I look forward to hearing from you,

Kind Regards,

Bryce E. Tolbert

X03-48-2009

## APPENDIX D INCENTIVE

### \$100 Amazon Gift Card Raffle

Thank you for completing the survey. One survey participant will be selected to receive a \$100 Amazon gift card. The email addresses will not be associated with their survey responses and only used to distribute the gift card. One week after the two-week window closes, the winner will be notified via email with instructions to receive the prize. Upon distribution of the prize, the email addresses will be deleted.



\* Required

1. Please enter your email address here \*

Submit

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