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Study of collective self-esteem and academic motivation examining perceptions of academic statistics of black traditional undergraduate students attending a PWI

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Study of Collective Self-Esteem and Academic Motivation Examining Perceptions of

Academic Statistics of Black Traditional Undergraduate Students Attending a PWI

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Introduction

College enrollment for black traditional college-age students has been on the rise. Matriculation experienced a seven percent increase from 2000 to 2018 (NCES, 2020). However, Cokley et al. (2013) found that black students exhibit the highest minority stress among college students. Researchers also found that students may feel pressured to break stereotypes and perform well academically (Smith & Hope, 2020; Brooms, 2019; Mary et al., 2018). As more black students enroll in colleges nationwide, there is more than reasonable cause to continue examining how the matriculation of black students into predominantly white institutions impacts black students and their perceptions of themselves, their surroundings, and their likelihood of success. For the present study, I will explore how traditional undergraduate black students' perceptions of academic statistics (on-time and delayed graduation rates, honors college matriculation) while attending a predominately white institution (PWIs) relate to their intrinsic and extrinsic academic motivations and collective self-esteem.

Black Student Success at a PWI

Multiple studies have examined the factors contributing to black student success at PWIs. Two studies found that positive, strong student-faculty relationships are a common factor contributing to academic and social success among black students at PWIs (Beasley, 2021; Brooms, 2019). Another study found, in addition, that the sense of belonging and feeling safe is a critical factor in success at a PWI (Brooms, 2019; Robinson-Perez, 2021). Brooms (2019) led a study that found a welcoming and supportive atmosphere contributed to increased self-esteem and self-efficacy in black male students. These factors contribute to a sense of the ability to thrive in a PWI regarding the environment. Still, as discussed in a section below, internal factors

play a part in the confidence that a black student feels about their academic abilities that require more research.

Internal Factors That Cause Disparities in Academic Motivation and Success in Black Students

Causal Attributions, Global Self-Esteem, and Their Relationship With Academic Stereotypes

Researchers examined the areas of academia where black students believe they succeed, why they think they succeed, and the impact of those ideas on their self-esteem. Vuletich et al. (2019) investigated *causal attributions* as potential reasons black students believe they succeed or fail academically and found that black students had issues recognizing their academic strengths. Before explaining the following study, it is important to note the two types of self-esteem discussed in this section. The first type is global self-esteem, the worthiness a person feels overall (Schmitt & Allik, 2005). Studies found that black students' global self-esteem was not tied to academic matters but rather non-academic matters, such as social pressures (McMillian et al., 2016). The second type that is discussed in this section is collective self-esteem. It began as an idea called social identity, the degree that one's self-concept derives from a group (Tajfel & Turner, 1986). It later became collective or racial self-esteem, which is applied to a racial group (Crocker & Luhtanen, 1990). In one study, black students endorsed academic and non-academic stereotypes by crediting white counterparts for academic subjects and crediting themselves (black students) for non-academic topics such as sports and music (Burnett et al. 2020). These actions represent possibly high collective self-esteem in the ability to play sports and create music. However, there was possibly low collective self-esteem among the participants in their ability to succeed academically compared to white students. Further studies

suggest that the students seem to endorse both academic and non-academic stereotypes (Burnett et al., 2020; Smith & Hope, 2020).

Non-Academic Stereotypes, Microaggressions in Academic Domains, and Motivation

Multiple sources have assessed the impact of preconceived non-academic stereotypes and microaggressions black students face in an academic setting and how it contributes to their academic motivation. One study found that despite negative messages being assumed about black academic expectations, black students have high self-expectations for success (Mary et al., 2018). Additionally, research suggests that black students have high expectations, but black students want to achieve great things despite their perceptions that non-black people assume they do not want to achieve great things (Smith & Hope, 2020). While these studies suggest that black students wish to achieve, further studies indicate that these negative perceptions induce a negative social response among themselves and other non-black people.

Respectability and Internalized Stereotypes in a PWI

Multiple studies have examined the self-perceptions of black students about what others think about them and their subsequent responses. One research study found that black students perceive that non-black people find them ignorant, lazy, and unfavorable. That same study also suggested that black students feel like they need to practice black respectability tactics in academic domains (Smith & Hope, 2020). Higginbotham (1992) defined *black respectability* as the need for black individuals to conform to white standards of culture to prove themselves worthy of equal rights and liberties. The students felt the need to be on their best behavior because they feared being critiqued more harshly than their non-black counterparts. As the study continued, researchers found that black students appeared to accept the negative stereotypes and

critiqued other black students for not being respectable enough in a majority-white environment (Smith & Hope, 2020).

Gender Statistics and Academic Statistics

The two types of academic motivation discussed in the current study are intrinsic and extrinsic motivation. Intrinsic motivation is associated with acts with no reward besides doing the activity. Extrinsic motivation is driven by extrinsic rewards, such as social praise or financial incentive (Desi, 1975). These motivations may vary by gender. In national statistics for the United States, black females enrolled in college at a slightly higher rate than black males every year since 2000, except in 2007, 2012, 2015, and 2016 (NCES, 2020). Also, one study found that adolescent black girls tend to care more about academics than black boys, but black girls do not outperform black boys academically (McMillian et al., 2016). Although there is no blatant relationship to suggest that black college women are more academically motivated because they enrolled in higher rates, there is good reason to explore why black students seek a college degree.

Conclusion

Many factors contribute to black students' ability to perform well academically in a predominantly white college environment. In predominately white settings, black students are at higher risk for internalizing positive or negative academic and non-academic stereotypes about themselves and other races. Internalizing these academic and non-academic stereotypes about their race leads to higher criticism of their peers when they exhibit negative stereotypes. Studies indicated in an adolescent population that adolescent girls care more about academics than their male counterparts. National statistics showed that in multiple years since 2000, black women have enrolled in college at a higher rate (NCES, 2020). These statistics and studies show a need to investigate intrinsic and extrinsic academic motivation in black college students seeking a

college degree, the relationship to collective self-esteem, and the harmful effects of internalized

stereotypes. There is limited research that examines the perceptions of academic and national

statistics among traditional black undergraduate students and the impact of those perceptions on

their academic motivation and collective self-esteem. Based on the trends in existing research, I

conducted a self-report survey study that measured collective self-esteem, intrinsic and extrinsic

academic motivation, academic success, and perceptions of academic statistics. I hypothesized

(1) that miseducation, or the acceptance of internalized negative stereotypes, is negatively related

to intrinsic and extrinsic academic motivation. Black students tend to accept stereotypes of being

less gifted in academics, so it would be no surprise if this acceptance led to less motivation to

chase what they think they are not good at (Burnett et al., 2020). I also hypothesized that (2)

collective self-esteem is positively related to extrinsic academic motivation, intrinsic academic

motivation, and academic success. As mentioned before, black students desire to do well despite

the negative stereotypes that are assumed about them. However, it could be possible that not

accepting stereotypes about their race and being strong in their racial values could aid them in

the drive to do well (Smith & Hope, 2020). 3) Lastly, I hypothesized that the student's

perceptions of academic statistics (gendered graduation rates and proportions of black students in

the Honors College) are positively related to intrinsic and extrinsic academic motivation.

Previous research has pointed to relational factors that invite black students to thrive at a PWI

(Beasley, 2021; Brooms, 2019; Robinson-Perez, 2021). However, few have given attention to

how black students' appraisal of how likely they are to succeed in their educational endeavors

might increase their likelihood of staying motivated. This current study contributes to existing

literature and the progression of black academic success by potentially defining another factor,

perceptions of academic statistics, that may positively influence the retention and well-being of black college students.

Methods and Procedures

Participants

A power analysis was conducted for two-tailed correlations, assuming a weak to moderate effect of 0.30, and with a corrected alpha level of 0.02 (0.05/3=0.02) for repeated correlational tests. Power was set to 0.80. The recommended sample size was $n = 107$.

To participate in the study, participants had to self-identify as Black or African American, be a full-time student in a university, and be between the ages of 18-25.

Recruitment for the current analyses (of note, recruitment is still ongoing) took place between late August 2022 to mid-October 2022. Participants were predominantly recruited through the SONA system research pool through the Department of Psychology at the University of Tennessee at Chattanooga. Another mechanism for recruitment included posting flyers throughout campus, having the study featured in campus research newsletters, and having direct contact with professors at other universities. 100% of the participants in the sample were students at the University of Tennessee at Chattanooga. If the participant was a psychology student, they were offered SONA credit and a chance to win a $50 gift card. If they were not a psychology student, they were offered the opportunity to win a $50 gift card.

Of 142 consenting participants, 66 (46%) were excluded for not meeting the demographic criteria of race (i.e., did not complete the race question or selected a race other than "African American or Black," see Figure 1) due to technical issues with an online recruitment pre-screen measure. Nine (6%) participants were excluded for not meeting the demographic requirement of

age (i.e., 18-25 years of age) or full-time student status. The final sample included 67 full-time,

traditional, black college students (55 women; 12 men).

Figure 1

Participant Flow Chart
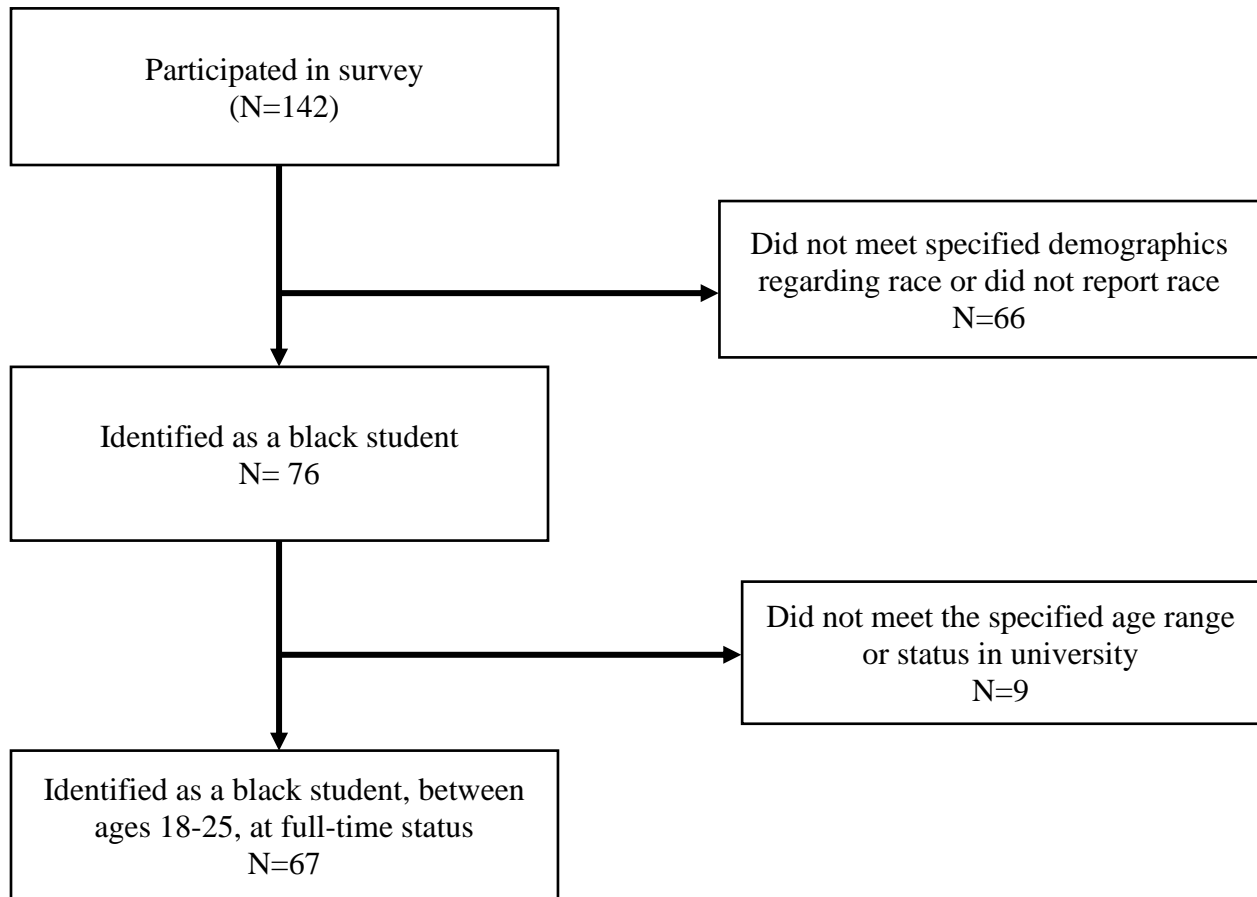
Procedures

Following online consent for participation, participants were taken to an online battery of

questionnaires developed in Qualtrics. Participants seeking partial course credit were connected

to the survey link through SONA Systems sign-up software.

Measures

Demographics

Participants were asked to self-report their background. They were asked about their age, race, nationality, primary language, gender identity, parent's highest education, family socio-economic status, if they had dependents, living situation, and disability status.

Academic Success

Students were asked to complete a small set of self-report demographic questions to measure academic success. The questions requested the participant's GPA, academic class level, major, and involvement in extracurricular activities.

Collective Self-Esteem

Two subscales from the 29-item Cross Ethnic-Racial Identity Scale-Adult (CERIS-A) were used to measure collective self-esteem. The subscales used to operationalize collective self-esteem include ethnocentricity (CERIS-A: ET) and ethnic-racial salience (CERIS-A: ERS). *Ethnocentricity* is "the extent to which individuals believe that values from their ethnic-racial groups they belong to should inform their lives." An example of a question that assesses this specific subscale includes, "We cannot truly be free as a people until our daily lives are guided by the values and principles grounded in our ethnic/racial heritage." *Ethnic-racial salience* is "the degree to which individuals consider race in their daily lives." An example of a question from this subscale is, "When I have the chance to decorate a room, I tend to select pictures, posters, or works of art that express strong ethnic-cultural themes." Participants ranked responses from 1(*strongly disagree*) to 7 (*strongly agree*; Worrell et al., 2017).

Internalized Stereotypes

The miseducation subscale of the Cross Ethnic Racial Identity Scale-Adult (CERIS-A) was used to measure internalized stereotypes. The miseducation subscale "reflects the extent to which individuals endorse the stereotypes about their ethnic-racial group." An example of a

question that assesses miseducation is, "I think many of the stereotypes about my ethnic/racial group are true" (Worrell et al., 2017).

Perceptions of Academic Statistics

A set of questions were developed for this study to assess the participant's perception of academic statistics. On a slider scale, participants were asked to indicate what percentage of black males and females they believed graduated (delayed and on time) at UTC and nationally. They were additionally asked to indicate what percentage of black men and women they perceive to be in the UTC Honors College. Higher percentages were indicative of a participant's higher perception. Lower percentages were indicative of a lower perception. (Please see Appendix for a list of questions.)

Intrinsic Academic Motivation

Participants took the intrinsic subscale (-I) of the Academic Motivation Scale (AMS) to measure intrinsic academic motivation. The questionnaire features overarching questions such as, "Why do you go to college?" The intrinsic scale includes items such as, "Because I experience pleasure and satisfaction in learning new things." Participants ranked responses from 1(*does not correspond at all*) to 7 (*corresponds exactly*). In addition to total intrinsic academic motivation subscale scores used in the primary analyses, the AMS-I contains additional, sub-divided scales that measure types of intrinsic motivation. These include intrinsic motivation to know (AMS-I: Know), intrinsic motivation toward accomplishment (AMS-I: Accomplish), and intrinsic motivation to experience stimulation (AMS-I: Stimulation), and were tested in exploratory follow-up analyses. *Intrinsic motivation to know* is defined as the act of doing an activity for the satisfaction of learning. An example item includes, "For the pleasure I experience when I discover new things never seen before." *Intrinsic motivation toward accomplishment* is

the act of doing something to experience pleasure while attempting to accomplish something. An example item includes "For the pleasure I experience while surpassing myself in my studies." *Intrinsic motivation to experience stimulation* involves engagement in an activity for the sensory outcomes, such as fun or excitement. An example item includes, "For the intense feelings I experience when I am communicating my own ideas to others" (Vallerand et al., 1992).

Extrinsic Academic Motivation

The extrinsic subscale of the Academic Motivation Scale (AMS-E) was given to participants to measure extrinsic academic motivation. The test features overarching questions such as, "Why do you go to college?" The extrinsic scale asks participants to rate possible answers to these larger questions (e.g., "Because I think that college will better prepare me for the career I've chosen"). Participants rank responses from 1(*does not correspond at all*) to 7 (*corresponds exactly*; Vallerand et al., 1992). In addition to total extrinsic academic motivation subscale scores used in the primary analyses, there are further sub-divided scales that measure types of extrinsic motivation. These include extrinsic motivation-identified (AMS-E: Identified), extrinsic motivation-introjected (AMS-E: Introjected), and extrinsic motivation-external regulation (AMS-E: External). These subscales were tested in exploratory follow-up analyses. *Extrinsic motivation-identified* is defined as an individual doing something because they value the action, or it has meaning to them. An example of a response for this subscale is, "because I believe that a few additional years of education will improve my competence as a worker." *Extrinsic motivation-introjected* is defined as when an individual internalizes reasons for their actions. An example response for this subscale would be going to college "because of the fact that when I succeed in college, I feel important." *Extrinsic motivation-external regulation* is motivated by external rewards or constraints. A response for this subscale would be going to

college "because with only a high school degree, I would not find a higher paying job later on" (Vallerand et al., 1992).

Results

Hypothesis 1

The first hypothesis that was proposed was that internalized stereotypes (i.e., CERIS-A-Miseducation) would be negatively related to intrinsic (i.e., AMS-I) and extrinsic (AMS-E) academic motivations. (See Table 1).

Intrinsic Academic Motivation

Per bivariate two-tailed correlation analyses, no significant relationship was found between AMS-I total scores and CERIS-A: Miseducation scores. The results are inconsistent with the hypothesis that there would be a negative relationship present between variables.

Follow-Up Analyses. No significant relationship was found between AMS-I: Know and CERIS-A: Miseducation. Intrinsic motivation toward accomplishment (AMS-I: Accomplish) had no significant association with CERIS-A: Miseducation. However, a significant positive relationship was found between intrinsic motivation to experience stimulation and miseducation. The results were inconsistent with the hypothesis that there would be a negative relationship between these two variables.

Extrinsic Academic Motivation

No significant relationship was found between AMS-E total scores and CERIS-A: Miseducation scores.

Follow-Up Analyses. CERIS-A: Miseducation was not significantly related to any of the AMS-E subscales (i.e., AMS-E: Identification; AMS-E: Introjected; AMS-E: External).

Table 1

Correlation Table for Hypothesis 1

	CRIS-Miseducation
AMS-I: Total Score	$r = .30$ $p = .03^*$
AMS-I: Know	$r = -0.08$ $p = .96$
AMS-I: Accomplish	$r = .28$ $p = .04^*$
AMS-I: Stimulation	$r(60) = .46,$ $p < 0.001^{**}$
AMS-E: Total Score	$r = .15$ $p = .29$
AME-E: Identification	$r = 0.01$ $p = .95$
AMS-E: Introjected	$r = .13$ $p = .37$
AMS-E: External	$r = .23$ $p = .10$

Note. $p < .05^*$; $p < .02$ ** AMS-I = Intrinsic Academic Motivation, AMS-I: Know = Intrinsic

Academic Motivation to Know, AMS-I: Accomplish = Intrinsic Academic Motivation to

Accomplish, AMS-I: Stimulation = Intrinsic Academic Motivation to Experience Stimulation,

AMS-E = Extrinsic Academic Motivation, AMS-E: Identification = Extrinsic Academic

Motivation-Identification, AMS-E: Introjected = Extrinsic Academic Motivation-Introjected, and

AMS-E: External = Extrinsic Academic Motivation-External Regulation

Hypothesis 2

      The second hypothesis proposed was that two elements of collective self-esteem (i.e.,

CERIS-A: ET and CERIS-A: ERS) would be positively related to intrinsic academic motivation

(i.e., AMS-I), extrinsic academic motivation (i.e., AMS-E), and academic success (GPA and

Number of Organizations). (See Table 2).

Intrinsic Academic Motivation

      Intrinsic motivation (AMS-I total scores) was non-significantly related to CERIS-A: ET

and CERIS-A: ERS scores. The findings are inconsistent with the hypothesis that a positive

relationship would exist.

      Follow-Up Analyses.

      When testing relations among AMS-I subscales and CERIS-A: ET and CERIS-A: ERS

scores, only two significant correlations emerged between CERIS-A: ET and (1) AMS-I:

Accomplish (2) AMS-I: Stimulation. These findings support the hypothesis that a positive

relationship exists between AMS-I and CERIS-A: ET and CERIS-A: ERS.

Extrinsic Academic Motivation

      A significant positive relationship existed between CERIS-A: ET and AMS-E. However,

no significant relationship was found between CERIS-A: ERS and AMS-E. The results of a

relationship between CERIS-A: ET and AMS-E support the hypothesis that there is a positive

correlation between these variables.

      Follow-Up Analyses. AMS-E: Identification was not significantly related to CERIS-A:

ET or CERIS-A: ERS. AMS-E: Introjected was found to have a significant relationship with

CERIS-A: ET, but no significant association was found between AMS-E: Introjected and

CERIS-A: ERS. AMS-E: External was not significantly related to CERIS-A: ET or CERIS-A:

ERS. The relationship between CERIS-A: ET results supports the hypothesis that a positive

correlation exists.

Academic Success: GPA and Number of Organizations

There was no relationship between CERIS-A: ET and either GPA or the number of

organization memberships. There was also no relationship between CERIS-A: ERS and either

GPA or the number of organizations. The results are inconsistent with the hypothesis that there

would be a positive relationship between these variables.

Table 2

Correlation Table for Hypothesis 2

	CERIS-A:ET	**CERIS-A: ERS**
AMS-I: Total Scores	$r = .33$ $p = .017*$	$r = -.09$ $p = .52$
AMS-I: Know	$r = .08$ $p = .57$	$r = .04$ $p = .75$
AMS-I: Accomplish	$r (57) = .37$ $p = .01$ **	$r = -.00$ $p = .98$
AMS-I: Stimulation	$r (51) = .38$ $p = .01$ **	$r = -.26$ $p = .06$
AMS-E: Total Scores	$r (57) = .36$ $p = 0.01**$	$r = .16$ $p = .24$
AMS-E: Identification	$r = .26$ $p= .06$	$r = .10$ $p= .49$
AMS-E: Introjected	$r (57) = .37$ $p = .01**$	$r = .27$ $p = .048*$
AMS-E: External	$r = .36$ $p= .03$	$r = .05$ $p = .75$
GPA	$r = .06$ p = .70	$r = .09$ $p = .53$
No. of Organizations	$r = -.01$ $p = .97$	$r (57) = .30$ $p = .02$ *

Note. $p < .05^*$; $p < .02$ ** AMS-I = Intrinsic Academic Motivation, AMS-I: Know = Intrinsic Academic Motivation to Know, AMS-I: Accomplish = Intrinsic Academic Motivation to Accomplish, AMS-I: Stimulation = Intrinsic Academic Motivation to Experience Stimulation, AMS-E = Extrinsic Academic Motivation, AMS-E: Identification = Extrinsic Academic Motivation-Identification, AMS-E: Introjected = Extrinsic Academic Motivation-Introjected, AMS-E: External = Extrinsic Academic Motivation-External Regulation, No. of Organizations = number of organizations

Hypothesis 3

The last hypothesis in the study proposed that the student's perceptions of academic statistics (locally and nationally) are positively related to intrinsic and extrinsic academic motivation. (See Table 3).

Intrinsic Academic Motivation

Per bivariate two-tailed correlation analyses, no significant relationship was found between AMS-I and perceived academic statistics. The results were inconsistent with the hypothesis that a positive relationship would exist.

Follow-Up Analyses. The analyses found no significant relationship between perceived academic statistics and AMS-I: Know, AMS-I: Accomplish, or AMS-I: Stimulation.

Extrinsic Academic Motivation

Per bivariate two-tailed correlation analyses, no significant relationship was found between AMS-E and perceived academic statistics.

Follow-Up Analyses. The analyses found no significant relationship between perceived academic statistics and AMS-E: Identification, AMS-E: Introjected, or AMS-E: External.

Table 3

Correlation Table for Hypothesis 3

	Perceived Academic Statistics
AMS-I: Total Scores	$r = -.25$ $p = .13$
AMS-I: Know	$r = -.16$ $p = .35$
AMS-I: Accomplish	$r = -.21$ $p = .21$
AMS-I: Stimulation	$r = -.26$ $p = .12$
AMS-E: Total Scores	$r = -.33$ $p = .047*$
AMS-E: Identification	$r = -.19$ $p = .27$
AMS-E: Introjected	$r = -.33$ $p = .045*$
AMS-E: External	$r = -.33$ $p = .05*$

Note. $p < .05*$; $p < .02$ ** AMS-I = Intrinsic Academic Motivation, AMS-I: Know = Intrinsic

Academic Motivation to Know, AMS-I: Accomplish = Intrinsic Academic Motivation to

Accomplish, AMS-I: Stimulation = Intrinsic Academic Motivation to Experience Stimulation,

AMS-E = Extrinsic Academic Motivation, AMS-E: Identification = Extrinsic Academic

Motivation-Identification, AMS-E: Introjected = Extrinsic Academic Motivation-Introjected,

AMS-E: External = Extrinsic Academic Motivation-External Regulation

Discussion

This study aimed to study the interactions of collective self-esteem, academic motivation, and individualized perceived statistics of academics. To assess this, participants self-reported their beliefs about being a black individual. They also self-reported why they think it is essential to go to college and made educated guesses at the academic success rates of their black peers, including graduation rates and participation in honors colleges on campus.

Hypothesis 1

Internalized Stereotypes and Academic Motivation

The results of the present study did not support the hypothesis that internalized stereotypes would be negatively related to intrinsic and extrinsic academic motivation. Instead, the results showed that internalized stereotypes were positively and moderately associated with intrinsic academic motivation to experience stimulation. These results imply that the more individuals accept negative stereotypes about being black, the more they desire to learn to experience stimulation. The inverse can also be true: the less an individual accepts negative stereotypes about being black, the less they desire to learn to experience stimulation. These results are consistent with findings from Smith and Hope (2020) that suggest that non-stereotype internalizers tend to have the desire to learn in order to refute stereotypes. This feat usually induces anxiety in black students. It is consistent with research from Reynolds et al. (2010) that

found a significant positive relationship between institutional-racism-related stress and intrinsic motivation.

Regarding internalized stereotypes and extrinsic motivation, there was no association found between the variables. This finding is inconsistent with literature that suggests that black students are getting college degrees to make their families proud and to make their race look good (Griffin, 2006). It also is inconsistent with research showing that institutional race-related stress negatively correlates with extrinsic academic motivation. Causes of this inconsistency could be because there are other relationships present that impact extrinsic motivation, such as family, not internalized stereotypes (Reynolds et al., 2010; Yi & Ramos, 2022).

Hypothesis 2

Collective Self-Esteem and Academic Motivation

The results of the present study also did not support the hypothesis that collective self-esteem as a black individual is positively correlated to intrinsic academic motivation. However, it supported the hypothesis that collective self-esteem positively relates to extrinsic academic motivation. The results acknowledge a significant, positive, and weak relationship between ethnocentricity and intrinsic academic motivation to accomplish, academic motivation to experience stimulation, extrinsic academic motivation, and extrinsic academic motivation-introjected. This implies that the more ethnocentric a black individual is, the more they are intrinsically motivated by the pleasure that comes with attempting to accomplish or accomplishing things. The inverse can also be implied: the less a black individual is ethnocentric, the less they are intrinsically motivated by the pleasure that comes with attempting to accomplish or accomplishing things. This finding is the consistent with a study that showed that college students tend to accomplish to make their family proud and represent the race well (Griffin,

2006). The results also imply that the more ethnocentric a black person is, the more they are intrinsically motivated by the feeling of fun or excitement in their learning process. The inverse is also implied as well. This is consistent with findings that parents are encouraging students to be aware of their black identity, but to achieve things for themselves, rather than prove something to someone or a system (Bailey et al., 2022; Varner et al., 2020). There is also an implication that the more ethnocentric a black individual is, the more extrinsically motivated they are. Also, the less ethnocentric they are, the less extrinsically motivated they are. They were also more likely to internalize their reasons for going to college when they were more ethnocentric, consistent with earlier research (Griffin, 2006).

On the other hand, there was no significant association between ethnic-racial salience and intrinsic academic motivation and the subscales of intrinsic academic motivation. There was also no connection with ethnic-racial salience and extrinsic academic motivation or the subscales of extrinsic academic motivation -identification, extrinsic academic motivation – external regulation. There was also no association between ethnocentrism and the intrinsic motivation to know, extrinsic motivation-identified, nor extrinsic academic motivation- external regulation.

Collective Self-Esteem and Academic Success

The current study also did not support the hypothesis that there would be a positive correlation between collective self-esteem (i.e., ethnocentricity and ethnic-racial salience) and academic success (i.e., GPA and organizational memberships).

A weak, positive significant relationship was found between ethnic-racial salience and the number of organizations a student is involved in. These results imply that the more organizations a student is involved in, the more they consider race in their daily lives. The inverse can also be applied. Earlier research has talked about looking for community and a sense

of belonging as positive motivators for academic success. It is something that students of color

tend to desire (Bailey et al., 2022; Brooms, 2019).

In addition, there was not a relationship between GPA and how much one thought about

race in their daily life or ethnocentrism. There was also no relationship between the number of

organizations a student is involved in and ethnocentrism.

Hypothesis 3

Perceptions of Academic Statistics and Academic Motivation

Weak negative correlations, several of which neared significance, emerged between

perceived academic statistics and intrinsic and extrinsic academic motivators—inconsistent with

the hypothesis that perceptions of greater academic outcomes for black students would be

positively related to intrinsic and extrinsic academic motivations. This relationship implies that

the more a black student believes that other black students are successful in college, the less

intrinsic and extrinsic academic motivation they would have. On the other hand, it also implies

that if a black student has less of an expectation that black students are successful in college, the

more intrinsic and extrinsic academic motivation they will have. One common extrinsic

academic motivator is family for many black students. It is possible that if they have high

extrinsic motivation from said family members, they could have been told that many black

college students do not make it until graduation. Therefore, they do not want to embarrass their

family by not graduating and perpetuating another negative stereotype about black people.

However, several factors have led to the demise of black college students, and researchers are

working to raise awareness and inspire improvements (Beasley, 2021; Brooms, 2019; Cross &

Slater, 2001; Griffin, 2006; Robinson-Perez, 2021). Finally, given that many of these

correlations were nearing significance with weak correlational effect sizes, it is likely that additional participants will need to be recruited to achieve sufficient statistical power.

Limitations and Future Directions

Certain limitations should be addressed in future studies. First and foremost, the data is solely correlational. Since the data is from a correlational study, causation cannot be inferred from this study. Second, a larger sample is required. There were also issues with our primary recruiting methods; specifically, the pre-screen measure to specify recruitment to individuals who met inclusionary criteria (via SONA) stalled recruitment numbers for the first two out of three months of recruitment. This resulted in loss of many participants due to not meeting age, race, and full-time status demographic requirements. It was more difficult than initially thought to receive responses from on-campus departments and organizations during the promotion of the study. To increase recruitment, the study is being promoted at colleges and universities besides the University of Tennessee at Chattanooga, allowing more black participants. Although recruitment at other universities is still taking place, the data used in this study came exclusively from the University of Tennessee at Chattanooga (UTC). Although this may reflect an inkling of what black students think at UTC, the current study cannot account for what black students across the country may perceive, feel, and accept. Another way the study could have been improved is the measure of racial collective self-esteem. It is unclear if thinking about your race in most actions (ethnic-racial salience) and ethnocentricity were good subscales of the measure to focus on. Instead, self-hatred could have been used in hindsight. This study should be replicated with a multi-university sample, with active recruitment of black males, to determine replication of these (predominantly) non-hypothesized results.

Implications

Despite the limitations, there are significant real-world implications to the current study. It has already been shown that black students face several stereotypes about being black and can internalize them (Burnett et al., 2020; Smith & Hope, 2020). This study helps to unpack how a black student's view of themselves as a member of their race can be related to their academic motivation. The results could push more initiatives in black mentorship and minority organizations on a college campus due to the increase in academic motivation it could potentially inspire. Findings of the positive relationship between miseducation and intrinsic academic motivation to experience stimulation could also cause teachers to have more engaging classes that encourage fun if they are knowledgeable or aware that their students internalize negative attitudes about their race. It could also inspire teachers and mental health professionals to encourage students to be more concerned with affairs concerning their race because it could lead to more academic motivation. This research can be seen as a first step towards integrating three domains: perceived academic statistics, academic motivation, internalized stereotypes, and collective self-esteem that, to our knowledge, have not been directly linked in prior research. We hope that research will continue building on how to keep minority students empowered in a world that does not always reflect them.

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Appendix

Demographics Questionnaire
1. **Age: _____**
2. **Gender:**
   a. **Male**
   b. **Female**
   c. **Transgender Male**
   d. **Transgender Female**
   e. **Non-binary**
   f. **An identity not listed, self-identify: _____**
   g. **Decline to state**
3. **Primary Language**
   a. **English**
   b. **Spanish**
   c. **Other: _____**
4. **If your nationality is of another country than the United States, please identify: _____**
5. **With which race/ethnicity do you identify? (Select all that apply)**
   a. **African American or Black**
   b. **American Indian or Alaska Native**
   c. **Asian American or Asian**
   d. **Hispanic or Latino/a**
   e. **Middle Eastern or North African**
   f. **Pacific Islander**
   g. **White or Caucasian**
   h. **An identity not listed, self-identify: _____**
6. **What is your academic class standing?**
   a. **Freshman**
   b. **Sophomore**
   c. **Junior**
   d. **Senior**
7. **What is your enrollment status?**
   a. **Part-time (fewer than 12 hours)**
   b. **Full-time (12 or more hours**
8. **Are you a transfer student?**
   a. **Yes**
   b. **No**
9. **What is your GPA (on a 4.0 grade scale? _____ (drop box with all possible GPA's 0.0-4.0+)**
10. **What academic college is your major included in?**
    a. **College of Arts and Sciences**
    b. **College of Engineering & Computer Science**
    c. **College of Health, Education & Professional Studies**

  d. Rollins College of Business
11. **Which best describes where you currently live?**
  a. Residence hall
  b. Fraternity/sorority housing
  c. Off-campus housing
  d. Living at home with family
  e. No stable residence
12. **Do you have a child or children under age 18 for whom you are a primary caretaker?**
  a. Yes
  b. No
13. **Have you been diagnosed with any disability or impairment?**
  a. Yes
  b. No
14. **Have either or your parent(s) or guardians earned a bachelor's degree or higher?**
  a. Yes
  b. No
15. **Which social class group do you identify with?**
  a. Poor
  b. Working Class
  c. Middle Class
  d. Upper Class
16. **Which of the following best describes the area you lived in before attending the university?**
  a. Urban
  b. Suburban
  c. Rural
17. **Since being a student at the university, have you participated or been a member in any of the following?**
  a. Academic honors or organization
  b. Student athletics
  c. Community Service
  d. Fraternity or Sorority
  e. Identity-based student organization (e.g., Black Student Alliance)
  f. Media
  g. Performing Group
  h. Political group
  i. Student government
  j. Recreational (e.g. intermural)
  k. Religious organization

Cross-Racial Identity Scale-Adult

1	2	3	4	5		6		7	
Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree		Agree		Strongly agree	

			1	2	3	4	5	6	7
1.	Life in America is good for me.		○	○	○	○	○	○	○
2.	I think of myself primarily as an American, and seldom as a member of an ethnic or racial group.		○	○	○	○	○	○	○
3.	I think many of the stereotypes about my ethnic/racial group are true.		○	○	○	○	○	○	○
4.	I go through periods when I am down on myself because of my ethnic group membership.		○	○	○	○	○	○	○
5.	It is important for multiculturalists to be connected to people from many different groups, such as Latino/as, Asian Americans, European Americans, Jews, gays and lesbians, Blacks, multiethnic, etc.).		○	○	○	○	○	○	○
6.	I have a strong feeling of hatred and disdain for the majority culture.		○	○	○	○	○	○	○
7.	I am not so much a member of a racial group, as I am an American.		○	○	○	○	○	○	○
8.	I believe that only people who accept a perspective from their ethnic/racial group can truly solve the race problem in America.		○	○	○	○	○	○	○
9.	I believe it is important to have a multicultural perspective which is inclusive of everyone.		○	○	○	○	○	○	○
10.	When I look in the mirror, sometimes I do not feel good about the ethnic/racial group I belong to.		○	○	○	○	○	○	○
11.	If I had to put a label on my identity, it would be "American," and not a specific ethnic/racial group.		○	○	○	○	○	○	○
12.	When I read the newspaper or a magazine, I always look for articles and stories that deal with race and ethnic issues.		○	○	○	○	○	○	○
13.	When people say things about my group that sound stereotypical, I find myself agreeing with them.		○	○	○	○	○	○	○

1	2	3	4	5		6		7	
Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree		Agree		Strongly agree	

			1	2	3	4	5	6	7
14.	We cannot truly be free as a people until our daily lives are guided by values and principles grounded in our ethnic/racial heritage.		○	○	○	○	○	○	○
15.	Members of the dominant group should be destroyed.		○	○	○	○	○	○	○
16.	Privately, I sometimes have negative feelings about being a member of my ethnic/racial group.		○	○	○	○	○	○	○
17.	If I had to put myself into categories, first I would say I am an American, and second I am a member of a racial or ethnic group.		○	○	○	○	○	○	○
18.	People should relax about being too politically correct because some stereotypes about our group are true.		○	○	○	○	○	○	○
19.	When I have a chance to decorate a room, I tend to select pictures, posters, or works of art that express strong ethnic-cultural themes.		○	○	○	○	○	○	○
20.	I hate people from the dominant racial/ethnic group.		○	○	○	○	○	○	○
21.	I respect the ideas that other people hold, but I believe that the best way to solve our problems is to think from an ethnic/racial point of view.		○	○	○	○	○	○	○
22.	When I vote in an election, the first thing I think about is the candidate's record on racial and cultural issues.		○	○	○	○	○	○	○
23.	I believe it is important to have both an ethnic identity and a multicultural perspective, because this connects me to other groups (Blacks, Hispanics, Asian Americans, Whites, Jews, gays and lesbians, American Indians, etc.).		○	○	○	○	○	○	○

(continued)

1		2	3	4	5		6		7	

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree		Agree			Strongly agree	

		1	2	3	4	5	6	7
24.	During a typical week in my life, I think about ethnic and cultural issues many, many times.	○	○	○	○	○	○	○
25.	We will never be whole until we embrace our ethnic/racial heritage.	○	○	○	○	○	○	○
26.	My negative feelings toward the majority culture are very intense.	○	○	○	○	○	○	○
27.	I sometimes have negative feelings about being a member of my group.	○	○	○	○	○	○	○
28.	As a multiculturalist, it is important for me to be connected with individuals from all cultural backgrounds (gays and lesbians, African Americans, Jews, Native Americans, Asian Americans, Latinos, etc.).	○	○	○	○	○	○	○
29.	My ethnic/racial group shares characteristics that are reflected in the stereotypes about us.	○	○	○	○	○	○	○

Scoring the Cross Ethnic-Racial Identity Scale—Adult

Assimilation (AM)	2, 7, 11, 17
Miseducation (MD)	3, 13, 18, 29
Self-Hatred (SH)	4, 10, 16, 27
Anti-Dominant (AD)	6, 15, 20, 26
Ethnocentricity (ET)	8, 14, 21, 25
Multiculturalist Inclusive (MI)	5, 9, 23, 28
Ethnic-Racial Salience (ERS)	12, 19, 22, 24
Not used in scoring	1

- Subscale scores are obtained by summing the four items that make up each of the seven subscales and calculating the mean for the subscale. Mean scores can range from 1 to 7.
- No items are reverse-coded.

Academic Motivation Scale (AMS-28)
Using the scale below, indicate to what extent each of the following items presently

corresponds to the reasons why you go to college.

1=does not correspond at all
2-3=corresponds a little
4=corresponds moderately
5-6=corresponds a lot
7= corresponds exactly

WHY DO YOU GO TO COLLEGE?
1. Because with only a high-school degree I would not find a high-paying job later on.
2. Because I experience pleasure and satisfaction while learning new things.
3. Because I think that a college education will help me better prepare for the career that I have chosen.
4. For the intense feelings I experience when I am communicating my own ideas to others.
5. Honestly, I don't know; I really feel that I am wasting my time in school.
6. For the pleasure I experience while surpassing myself in my studies.
7. To prove to myself that I am capable of completing my college degree.
8. In order to obtain a more prestigious job later on.
9. For the pleasure I experience when I discover new things never seen before.
10. Because eventually it will enable me to enter the job market in a field that I like.
11. For the pleasure that I experience when I read interesting authors.
12. I once had good reasons for going to college; however, now I wonder whether I should continue.
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.
14. Because of the fact that when I succeed in college I feel important.
15. Because I want to have "the good life" later on.
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.
17. Because this will help me make a better choice regarding my career orientation.
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.
19. I can't see why I go to college and frankly, I couldn't care less.
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.
21. To show myself that I am an intelligent person.
22. In order to have a better salary later on.
23. Because my studies allow me to continue to learn about many things that interest me.
24. Because I believe that a few additional years of education will improve my competence as a worker.
25. For the "high" feeling that I experience while reading about various interesting subjects

26. I don't know; I can't understand what I am doing in school.
27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.
28. Because I want to show myself that I can succeed in my studies.

Perceptions of Academic Statistics

1. What percentage of black males graduate on time according to national statistics?
2. What percentage of black females graduate on time according to national statistics?
3. What percentage of black males graduate on time at UTC on average?
4. What percentage of black females graduate on time at UTC on average?
5. What percentage of black males do you believe are in the UTC Honors College currently?
6. What percentage of black females do you believe are in the UTC Honors College currently?