

The Interacting Role of Parent Academic Socialization & Ethnic Identity on U.S. Black College Students' Academic Motivation

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Introduction

- Black students report several difficulties in college, such as lacking a sense of belonging, access to resources, and racial discrimination, which negatively affects academic achievement and college retention (Carey, 2008; Delaney, 2021; Hausman et al., 2007).
- The National Center for Educational Statistics (2016) found that only 40% of Black college students completed their bachelor's degrees within six years of starting their college degree compared to 63% of White college students and 53% of Latino college students.
- Previous research found that parent academic socialization helps adolescents internalize educational goals, beliefs, and motivations (Hill & Tyson, 2009).
- Studies show that the patterns and effects of academic socialization may be different depending on the family's ethnic background (García et al., 2009; Hill et al., 2004; Pomerantz et al., 2014; Yamamoto & Sonnenschein, 2016) regardless of the socio-economic background.
- There are mixed findings in research regarding the role of ethnic identity in education.
- Strong group connections lead to higher academic motivation and better academic development (Chavous, 2003).
- Previous studies have examined the role of ethnic identity on motivation; however, we know less about parent academic socialization and ethnic identity's role on types of motivation among particularly Black college student populations.

Research Questions:

- Does parental academic socialization positively correlate with motivational factors (academic self-efficacy and educational utility) among Black college students?
- Does ethnic identity moderate the relationship between parent academic socialization and motivation factors, educational utility, and academic self-efficacy?

Method

- 83 undergraduate Black college students were contacted for this study. Only N=78 Black students completed Qualtrics Surveys.
 - Age:** Mean age 23 and SD: 5.70
 - Gender:** 56 females and 22 males.
 - Classification:** 8 Freshman, 17 Sophomore, 27 Juniors, 26 Seniors
- University located in the Mid-Atlantic region of the U.S.
- Participants identified as first-generation (n=13), second-generation (n=24), non-immigrant (n=47), or having one US-born parent (n=11).

Measures

Measures	Examples
The Parent Academic Socialization Questionnaire – Multicultural (Suizzo & Soon, 2006) ($\alpha = .92$).	"My parents taught me that it is important to outperform others." 50 Items, 5-point Likert Scale from 1 (never) to 5 (very often)
The Multi-Ethnic Identity Measure: Revised (MEIM-R) ($\alpha = .88$).	"I have often done things that will help me understand my ethnic background better." 12 Items, 4-point Likert scale (strongly agree, somewhat agree, somewhat disagree, strongly disagree)
Economic value of education (Murdock, 1999) ($\alpha = .70$)	"I will make more money someday if I do well in school." 15 Items, 1 (strongly disagree) to 5 (strongly agree)
The academic self-efficacy scale (Midgley et al., 2000) ($\alpha = .87$).	"I can do almost all the work in class if I do not give up." 6 Items, 5-point Likert scale from 1 (not at all true) to 5 (Very true)



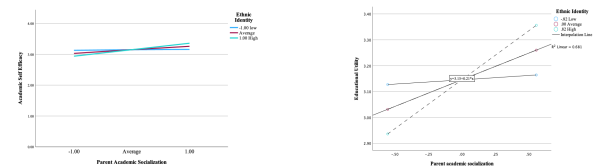
Results

- RQ1: Parent academic socialization significantly correlated with academic self-efficacy ($p = .001$) and utility ($p = .03$).**

Correlation between Parent Academic Socialization & Motivation Factors			
	PAS	ASE	EU
Parent Academic Socialization (PAS)	1.00	.41**	.29**
Academic Self Efficacy (ASE)	.41**	1.00	-.02
Educational Utility (EU)	.29**	-.02	1.00

** Correlation is significant at the 0.01 level (2-tailed).

- RQ2: Interaction was only found with ethnic identity for utility ($F(1,74) = 3.98$, $p = .05$, $R^2 = .047$), not academic self-efficacy ($F(1,74) = 2.42$, $p = .12$, $R^2 = .026$)**



Discussion

The value of ethnic identity on educational development.

- Parent educational support may be important in helping to instill motivation in children.
- For Black college students, pride in their ethnic group, and parental academic guidance can lead to an increased value of education.
- Ethnic identity does not seem to be a relevant factor in academic self-efficacy among Black college students; however, Ethnic identity does seem to be a relevant factor for educational utility.
- Black students may have an increased value in earning an education once they understand the usefulness of their degree in overcoming issues such as racial marginalization and unemployment.
- How Black students perceive themselves is essential to their ability to pursue educational goals.
- Future studies on the role of ethnic identity on educational factors should consider examining cross-cultural differences.

