

ABSTRACT

GREEN, BRIANA. Private Regard and Perseverance in Relation to Online Racial Discrimination: An Analysis of Black and Latinx Adolescents' College-Going Efficacy (Under the direction of Dr. DeLeon Gray).

Using hierarchical regression analysis ($N=154$), this cross-sectional study aims to investigate the relationships between online racial discrimination, private regard, perseverance and college-going efficacy for Black and Latinx adolescents' enrolled in a college-access program. This study has implications for researchers when considering how the online context is a pervasive environment that can promote and hinder Black and Latinx adolescents' efficacy beliefs about college. In addition, this study has implications for educators in considering the critical literacies necessary for supporting adolescents' in unpacking their online interactions and experiences.

© Copyright 2019 by Briana Green

All Rights Reserved

Private Regard and Perseverance in Relation to Online Racial Discrimination: An Analysis of
Black and Latinx Adolescents' College-Going Efficacy

by
Briana Green

A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Masters of Sciences

Curriculum and Instruction

Raleigh, North Carolina
2019

APPROVED BY:

Dr. DeLeon Gray
Chair of Advisory Committee

Dr. Elan C. Hope

Dr. Christy Byrd

DEDICATION



I dedicate this thesis to my mother. The process of writing my thesis has revealed the woman you have nurtured me to become which is a reflection of your strength and tenacity. Mom, you have helped me through my moments of weakness and have been consistent in encouraging me to blossom into the woman God created to me to be. Thank you for supporting my academic and life decisions and helping me to keep my sights set on my goals. “I am because you are.”

BIOGRAPHY

Briana Green is a native of Jacksonville, North Carolina and an alumna of North Carolina State University. In 2017, Briana earned her Bachelors of Science in Business and Marketing Education as well as a North Carolina Teaching Licensure in Business Information Technology. Currently, she is a Master's student in the Department of Teacher Education and Learning Sciences at North Carolina State University with a concentration in Educational Psychology. Her research interests focus on the ways in which race is central to how students' experience school, culturally relevant and responsive curriculum and instructional practices, and the achievement motivations of Black youth.

Briana is a research assistant with the SMART Collaborative, led by Dr. DeLeon Gray, where she supports research design, data collection, data analysis and research dissemination. Specifically, on the *iScholar* project, Briana co-leads curriculum development efforts and co-facilitates teacher professional development workshops with local in-service educators. Briana is also a research collaborator with The Hope Lab, led by Dr. Elan Hope, where is she continues her public engagement with Student U, an educational non-profit in Durham.

Briana will continue her education in the Fall of 2019 by pursuing a doctoral degree at Michigan State University in Educational Psychology Educational Technology.

ACKNOWLEDGMENTS

First, I would like to acknowledge my Lord and Savior for allowing me to become a vessel that uses my strength and aspirations for a greater purpose.

Next, I would like to acknowledge the Student U community for being a space to grow as an educator and advocate of Black and Latinx students. Thank you Dr. Hope for allowing me the opportunity to work alongside you and members of the Hope Lab to conduct this study.

Next I would like to thank my graduate advisor and mentor Dr. DeLeon Gray. Thank you for pouring into me over the last couple of years and cultivating my visions. You have truly supported my growth as a scholar and understood that growth does not always happen linearly. Thank you for your patience and flexibility and allowing me the freedom to have my own process, yet be held to high expectations. Thank you for creating a network such as the SMART Collaborative which has been a source of love, encouragement and necessary to push me forward a young scholar. I will also remember your words, “Bloom where you are planted”.

Lastly, I would also love to thank my friends, colleagues and family for your support, listening ears and words of wisdom throughout this journey. Without your love and support, I doubt I would be sane. It is difficult to put into words all the ways each of you have influenced me and my work, but know it has not gone unnoticed or unappreciated. Especially my dear friend, Erin Elliot, who has been critical in ensuring my well-being and keeping me sane throughout our master’s program.

TABLE OF CONTENTS

| | |
|--|---------------|
| LIST OF TABLES | vi |
| LIST OF FIGURES | vii |
| Chapter 1: Introduction | 1 |
| Guiding Framework | 1 |
| The Online Context and Racial Discrimination..... | 2 |
| College-Going Efficacy as Cognitive Competency | 5 |
| Personal Resources in Racial Discrimination | 6 |
| Private Regard..... | 6 |
| Perseverance | 7 |
| Purpose of the Study | 8 |
| Chapter 2: Methods | 10 |
| Participants..... | 10 |
| Procedures..... | 11 |
| Measures | 11 |
| Chapter 3: Results | 14 |
| Preliminary Analysis..... | 14 |
| College Attendance Efficacy | 14 |
| College Persistence Efficacy..... | 15 |
| Chapter 4: Discussion | 18 |
| Limitations and Future Directions | 20 |
| Conclusion and Implications..... | 21 |
| REFERENCES | 23 |
| APPENDIX | 28 |

LIST OF TABLES

| | | |
|-----------|--|----|
| Table 1.1 | Means, Standard Deviations, Alpha Coefficients and Zero-Order Correlations Among Study Variables | 30 |
| Table 1.2 | Summary of Hierarchical Regression Analysis of Private Regard, Perseverance and Online Racial Discrimination on College-Going Efficacy..... | 31 |

LIST OF FIGURES

| | | |
|------------|---|----|
| Figure 1.1 | Interaction plot of private regard as a moderator of online racial discrimination predicting college persistence efficacy..... | 32 |
| Figure 2.1 | Interaction plot of perseverance as a moderator of online racial discrimination in predicting college persistence efficacy..... | 33 |

CHAPTER I

Decades of research shows that for Black and Latinx adolescents, racialized experiences in various social contexts have an influence on their youth development and academic outcomes (Verkuyten, Thijs & Gharaei, 2019). Existing research that examines the presence of racial discrimination in the lives of youth of color shows school-based discrimination from different sources such as peers, teachers, and administrator are associated with lowered academic persistence (Neblett et al., 2006) and academic curiosity (Leath et al., 2019). Despite recognizing the importance of environment and context, little is known about adolescent interaction with online environments, and how these interactions shape academic outcomes. Given that adolescents are increasingly engaging in online spaces (Pew Research Center, 2018), it is important to examine how racial discrimination in the online context influences adolescent perceptions of their academic competencies related to college. This study specifically examines the relationship between online racial discrimination and college-going efficacy related to attending and persisting in college for Black and Latinx adolescents enrolled in a college-access organization, and what personal resources might buffer some students from the negative impacts of these racialized experiences in online spaces.

Guiding Framework

To guide this study, we will use The Integrative Model for the Study of Development Competencies of Minority Students of Color (Garcia Coll et al., 1996). This framework emphasizes that for minority youth, interactions and experiences in various social contexts convey messages about who they as a member of a socially stratified racial groups. Through harmful social mechanisms such racial discrimination, or the unfair treatment of an individuals based on race (Benner & Graham, 2013), racial-ethnic minority youth are constantly presented

with threats to their competency development. This integrative model of development further highlights that for racial-ethnic minority youth racialized experiences influence and shape belief and value systems, how students are socialized about race and their contributions, and further how youth develop cognitive, social, emotional and other competencies. It is important to employ a theoretical framework which centralizes *race-focused* constructs such as racial discrimination and racial identity, in conjunction with traditional personal-level factors such as perseverance, to understand its implications of racialized experiences on academic efficacy (DeCuir-Gunby & Schutz, 2014). To substantively contribute to the literature on the academic achievement of African American and Latinx youth, we recognize that race must be focal because youth cannot depart from their race or ethnicity which implicates them in our society. Most racial discrimination research with adolescents is studied within the school context (Byrd & Carter, 2016), concentrating on peer harassment and relationships between teachers and students (Gonzales et. al, 2013; Leath et al., 2019); however, we extend the framework to consider the promotive or inhibitive nature of the online context on students' cognitive competency, measured as competency beliefs related to college.

The Online Context & Racial Discrimination

In order to understand how racial discrimination functions in the online context, this section will describe the online context, make connections between online and in-person discrimination and consider the impact of online racial discrimination on academic outcomes for Black and Latinx adolescents. According to Pew Research Center (Anderson & Jiang, 2018), 45% of adolescents report they are “almost constantly online”, an increase from 24% in 2014-2015. The online space differs from other context in several ways. Outlined by Kahn, Spencer and Glaser (2013), first, virtual spaces allow for anonymity through the use of avatars and

usernames that guise personal information. This lack of transparency creates power dynamics for users to feel victimized by unknown persons. Second, in the online environment, content lives in cyberspace for virtually forever. This invites opportunities for the messages, symbols, memes, and videos that adolescents interact with to be duplicated and replicated through multiple sites and social media platforms. Further, these persistent and often unavoidable messages and memes have the potential to undermine successful cognitive competency development (Tynes, Del Toro & Lozada, 2015; Garcia et al., 1996). The recent drastic hike in adolescents' presence in the online environment brings attention to how this context may also positively or negatively impact student development.

A recent report by Common Sense Media (Rideout & Robb, 2018) on adolescents' social media lives and participation, found that the percent of adolescents who "often" or "sometimes" encounter racist content has also increased from 43 percent in 2012 to 52 percent in 2018. Online racial discrimination is characterized as "disparaging remarks, symbols, images or behaviors that inflict harm through the use of computers, cell phones and other electronic devices", with a focus on one's race (Tynes, Rose & Williams, 2010). Unique to the conceptualization and measurement of online racial discrimination is that it accounts for direct and vicarious accounts of racial discrimination. For example, when a person visits a webpage that contains racist images or discourse, it may be noted as online racial discrimination when the content is directed towards me or someone of my racial group. Online racial discrimination also accounts for instances in which a person visits a webpage that contains racist images or discourse and the content is directed at someone of another racial group. Empirical findings suggest that for African American adolescents, negative racial content tends to mean messaging related to African Americans being less human and intelligent than their white counterparts, and for Latinx

adolescents focuses on them being illegal immigrants or their immigration status (Tynes, Toro & Lozada, 2015). This type of messaging is consistent with literature on school-based racial discrimination which has been characterized as adult discrimination from teachers, administrators and other school personnel (Byrd & Carter, 2016), lower academic expectations from teachers based on race (Ladson-Billings, 1995) and verbal and physical harassment from peers (Gonzalez et al., 2014; Rosenbloom & Way, 2004).

Given that racial discrimination in online spaces is an understudied context, we pull from research on school-based racial discrimination and its impact on academic outcomes in order to build a theoretical understanding of how this new context may impact students' academic persistence and motivation. Scholars April Benner and Sandra Graham (2003) found that for Latino, African American and Asian American adolescents, discrimination from school personnel was related to poorer academic performance and discrimination from peers. Similarly, Neblett and colleagues (2006) found that increased reports of discrimination within the school context were related to lower academic persistence for African American adolescents. A finding from a recent study on African American adolescents suggests that the negative effects of school based racial discrimination are related to lowered academic curiosity and persistence (Leath et al., 2019). In the last decade, online racial discrimination has often been studied as a contextual risk impacting the academic outcomes of Black and Latinx adolescents (Tynes et al., 2015). To our knowledge, one study examines African American and Latinx adolescent academic motivation and academic efficacy in relation to online racial discrimination. In this study Tynes, Toro and Lozada (2015) found that online racial discrimination increased over the course of middle and high school and lead to decreases in academic motivation. This study provides insights that online racial discrimination is negatively impacts Black and Latinx psychological

well-being over time, although, students' academic motivation remained stable as they move through secondary education. Our current study aims to learn more about the relationship between online racial discrimination and academic outcomes for Black and Latinx adolescents, specifically examining adolescents' efficacy beliefs related to college attendance and college persistence.

College-Going Efficacy as an Academic Outcome

A common measure of students' ability is their academic efficacy beliefs, or one's confidence in their ability to succeed in a specific academic domain (Bandura, 2012). Academic efficacy is fundamentally responsive, which means an individual's confidence attends to and reacts to changes in the individual and the academic context (Zimmerman, 2002). Related empirical research on the future education orientations of African American adolescents, found that higher academic efficacy beliefs is positively associated with greater educational aspirations. (Kerpelman & Stephens, 2008). In recent years, scholars have begun to focus on college going efficacy as a domain of interest (Gonzalez, Stein & Huq, 2012; Berbery & O'Brien, 2018). College-going efficacy is one's confidence to 1) be accepted into and attend college and 2) persist throughout college to graduate (Gibbons & Border, 2010). College-going efficacy has been mostly studied in terms of personal and educational barriers and social support, with students of Latinx backgrounds (Berbery & O'Brien, 2018; Gonzalez et al., 2014). In studying predictors of college-going efficacy, Gonzales and colleagues (2014) found that college-going efficacy was positively associated with positive affect towards one's racial group membership, or private regard. Further, future directions of this study by Gonzales and colleagues recommended that scholars explore non-race related personal resources such as perseverance as a predictor of college going efficacy, in addition to race-related resources. Our current study aims to extend the

literature on college-going efficacy by investigating both private regard and perseverance as predictors in the face of discrimination, while also investigating this relationship with the inclusion of African American adolescents. In the next section, we will describe the roles of racial identity and perseverance as personal resources in college-going efficacy for Black and Latinx adolescents.

Personal Resources in Racial Discrimination

Private Regard

Racial-ethnic identity, which is the meaning individuals attach to their racial-ethnic group, is self-concept that becomes increasingly salient throughout adolescence (Oyserman, Harrison & Bybee, 2001; Sellars et al., 2006). In a review of the literature of ethnic and racial identity, Rivas-Drake and colleagues (2014) outline that private regard, specifically, is an aspect of racial identity that emerges in early adolescence. Private regard captures the positive affect an individual feels toward their racial group and how an individual sees and values their racial group, considering their history and societal contributions (Rivas-Drake et al., 2014; Butler-Barnes et al., 2013). High private regard suggests an individual has positive feelings about being their ethnic-racial identity and group membership while low private regard is associated with negative views about being a part of their ethnic-racial identity and group membership. A consistent of literature focuses on how racial identity serves a protective or promotive factor in youth development, in which this sense of self helps youth to cope with racism (Neblett et al., 2012). The work of Oyserman and colleagues (2001) has also conceptualized racial identity as viewing academic achievement as part of their racial group membership, which highlights how positive affect towards one's group could be derived from considering accomplishments of members of the racial group. This study also contributes to literature outlining how racial

identity promotes academic efficacy for African American students. A study by Butler-Barnes (2012) found that for African American boys with higher racial pride, there was a stronger, positive relationship between educational utility beliefs and GPA than for African American boys with lower racial pride.

In light of the negative effects of racial discrimination, scholars have looked at the buffering effects of racial identity on academic outcomes (Sellars et al. 2003; Leath et al., 2019). Wong, Eccles and Sameroff (2003) found that when students have a stronger connection to their ethnic group, their perceptions of discrimination also increased, which was also linked to decreased academic efficacy beliefs. Although the theme that private regard, a sense of positive affect for one's racial-ethnic group has a positive relationship with academic outcomes, it is also important to consider non-race related resources that adolescents' could possess that mitigate the impacts of racial discrimination.

Perseverance

In addition to race-focused personal resource, we consider perseverance as a self-evaluation closely related to college-going efficacy (Zimmerman, 2002). According to Padilla-Walker et. al (2012), perseverance is two-fold. On one hand, perseverance is the ability to be intrinsically motivated to goal, however for a person to be persistent; this motivation must encounter delays and hindrances throughout the difficult tasks. In our current study, perseverance refers to a person's individual judgment of their ability to organize and execute designated goals, with the consideration with racialized hinderances. From a social cognitive theory perspective, perseverance is influenced by past experiences and behaviors (Zimmerman, 2002). Achievement motivation literature offers that persistence (as a form of engagement) is directed by beliefs about how well they will do and to what extent that value the activity (Graham and Weiner,

2005). In line with Garcia-Coll's framework (1996), perseverance can be influenced by racialized experiences within different social contexts that ultimately support or hinder adaptive competency development. Further, perseverance or persistent behaviors, enhances cognitive or ability competencies and serves a motivational role in goal pursuits (Bandura, 2012; Padilla-Walker et al., 2018). Perseverance is an important personal characteristic, particularly during adolescence, which is a period marked by ample cognitive maturation in which adolescents' become more realistic about the challenges of the world and their capabilities (Zimmerman, 2002). Given that early adolescence is the optimal time to discuss college and career readiness (Gibbons & Borders, 2010), it is appropriate to consider the personal and motivational role of perseverance in adolescents beliefs about college in face of racial discrimination.

Purpose of the Study

The purpose of this study is to explore the relationships between online racial discrimination, private regard, and perseverance on Black and Latinx adolescents' college-going efficacy. The first goal is to examine the impacts of online racial discrimination on Black and Latinx adolescents college-going efficacy. The second goal is Ato examine the relationships of personal resources, measured as private regard and perseverance on Black and Latinx adolescents' college-going efficacy. Our final goal is to explore the moderating roles of private regard and perseverance on online racial discrimination in relation to Black and Latinx adolescents' college-going efficacy. To address these goals, three research questions will be investigated.

Research Question 1: For Black and Latinx adolescents, what is the relationship between online racial discrimination and college-going efficacy?

Hypothesis 1: We expect that for Black and Latinx adolescents who report more frequent instances of online racial discrimination, their perceptions of college-going efficacy will be negatively impacted.

Research Question 2: For African American and Latinx adolescents, what is the relationship between private regard and perseverance and college-going efficacy?

Hypothesis 2: We expect that for Black and Latinx adolescents who report higher private regard and higher levels of perseverance, there will be a significantly positive association to their college-going efficacy.

Research Question 3: For African American and Latinx adolescents, to what extent does private regard or perseverance moderate the effects of online racial discrimination on college-going efficacy?

Hypothesis 3: Finally, we expect the relationship between online racial discrimination and college-going efficacy beliefs to be positively moderated by private regard for Black and Latinx. We hypothesize that the relationship between online racial discrimination and college-going efficacy beliefs to be positively moderated by perseverance for Black and Latinx adolescents' as well.

CHAPTER II

Methods

Data in this study come from a college-access organization in Durham, North Carolina. The mission of this organization is to empower Black and Latinx students in the local school district to own their education and personal narratives by supporting their academics and holistic youth development. Student participants of this organization apply as rising 6th graders and receive academic and personal support and enrichment throughout high-school and college. The program operates year-long with after-school tutoring during the academic school year and a six-week summer academy for rising 6th-10th graders and summer internships and externships for rising 11th and 12th graders. For the past three years, the organization has partnered with local university researchers to administer a psychological well-being survey to adolescents in the program. The results of this annual report are then disseminated back to the organization to support program developments.

Participants

The sample for this cross-sectional study comprises African American and Latinx adolescents participating in a community-oriented summer and afterschool education program. Participants in this study were 154 adolescents ranging in age from 10 to 16 ($M_{\text{age}} = 12.58$); 50% female. The self-reported ethnicity of the participants was 52.9% Hispanic/Latinx, 36.6% Black/African American, 4% bi/multi-racial, 1.7% American Indian/Native American, 2.9% Other, <1% Asian/American. For purposes of analysis, White, Asian/Asian American, Native American, multi/biracial and missing information groups were collapsed into a multiracial/other category. Participants represented 26 middle and 11 high schools and were distributed

throughout five secondary grades (25.97% 6th grade, 21.43% 7th grade, 25.32% 8th grade, 16.23% 9th grade, and 11.04% 10th grade). Eighty-nine percent of participants report they are likely to

Procedures

Institutional Review Board approval was obtained from the university hosting the research. Written consent forms about student information being used for research were sent home to parents. Parents were given the option for their adolescent(s) to complete the survey for organization purposes but not research purposes. Data were collected during the organization's summer academy in June 2018. Surveys were administered via *Qualtrics*, an online software during students' elective period, and students were given 40 minutes to complete the survey. Prior to beginning the survey, students were given identification numbers and researchers gave a brief overview of the study and allowed for students to give assent to participate. Surveys were administered by grade level in the organization's computer lab. One graduate assistant (also the author) and one undergraduate assistant along with the principal investigator monitored data collection and were present to answer students' questions about survey items.

Measures

Academic Efficacy. Two items were used to measure students' academic efficacy, "I can do very well at my classwork" And "I am just as smart as other kids my age". The Chronbach alpha was $\alpha = .64$.

College-Going Efficacy. The College-Going Self Efficacy Scale (Gibbons & Robin, 2010) was used to measure students' academic self-efficacy beliefs related to college attendance and college persistence. College attendance was measured using the mean of 13 items (e.g. "I can get accepted to college"; "I can make an educational plan that will prepare me for college"; "I can find a way to pay for college"). College persistence was measured using the mean of 13

items (e.g. “I could take care of myself in college” ; “I could finish college and receive a college degree” ; “I could do the classwork and homework assignments in college classes”). For both subscales, responses ranged from 1 (*strongly disagree*) to 5 (*strongly agree*), higher responses indicated higher perceptions of college-going efficacy. The Chronbach alpha for each subscale was $\alpha = .91$ and $\alpha = .94$, respectively.

Perseverance. A Youth Civic and Character Measures Toolkit (Syvertsen, Wray-Lake, & Metzger, A. (2015) was used to measure students’ perseverance in the face of difficulty (e.g. “If I can’t get a problem right the first time, I just keep trying” and “I work harder the next time.” Participants responded to the items using a 4-point Likert-type scale ranging from 1 (not very true) to 4 (very true) with higher scores reflecting greater levels of perseverance. Same re: internal consistency and alphas ($\alpha = .71$). The Chronbach alpha for this subscale was $\alpha = .83$.

Private Regard. The Multidimensional Inventory of Black Identity (Sellers, Rowley, Chavous, Shelton, & Smith, 1997) was used to measure one dimension of racial identity: *private regard*. Private regard consisted of the mean of three items that assessed the extent to which a person feels positively or negatively toward their racial group membership. (e.g., “I am happy that I am Black/ Latino/ Asian”). Responses ranged from 1 (*really disagree*) to 5 (*really agree*), higher responses indicated higher racial identity perceptions. Alpha/internal reliability sentence. The Chronbach alpha for this subscale was $\alpha = .86$.

Online racial discrimination. The Online Victimization Scale (Tynes, Rose & Williams, 2010) was used to assess students’ direct and vicarious racial online discrimination experiences (e.g. “People have said mean or rude things about me because of my race or ethnic group online” and “I have witnessed people saying mean or rude things about another person’s ethnic group online”). Responses ranged from 1 (*really disagree*) to 5 (*really agree*), higher responses

indicated greater experiences with online racial discrimination. The Chronbach alpha for this subscale was $\alpha = .94$.

CHAPTER III

Results

Preliminary Analysis

Descriptive statistics and main analysis were conducted using Stata.*IC*. Means, standard deviations, and correlations are displayed in Table 1. For the hierarchical regression models, all continuous variables were mean centered and ethnicity variables were dummy coded using Black/African American as the reference group. Bivariate correlations revealed academic efficacy was positively associated with private regard ($r=.23, p<.001$), perseverance ($r=.54, p<.001$), college attendance efficacy ($r=.62, p<.001$) and college persistence efficacy ($r=.61, p<.001$). Private regard was positively associated with perseverance ($r=.35, p<.001$), college attendance efficacy ($r=.41, p<.001$) and college persistence efficacy ($r=.37, p<.001$). No variable was significantly associated with online racial discrimination.

To examine the influence of online racial discrimination and personal resources (private regard and perseverance) on college-going efficacy, separate hierarchical multiple regressions were conducted on two outcomes: college attendance efficacy and college persistence efficacy. Hierarchical multiple regressions were used to examine the variance accounted for by each set of independent variables added to the regression models. The first block of variables entered include student ethnicity, age, gender, and students' academic efficacy. The second block of variables included private regard, perseverance and online racial discrimination. The third block included two interaction terms: private regard and online racial discrimination and perseverance and online racial discrimination. A summary of the hierarchical multiple regression is presented in Table 2.

College Attendance Efficacy

We hypothesized that for Black and Latinx adolescents, online racial discrimination would be negatively related to college attendance efficacy, while private regard and perseverance would be positively related to college attendance efficacy. Step 1 accounted for approximately 42% of the variance in college attendance efficacy, $R^2 = 0.42$, $R_{adj}^2 = 0.40$, $F(5, 166) = 24.10$, $p < .001$. In Step 2, the inclusion of private regard, perseverance, and online racial discrimination explained an additional 21% of the variance in college attendance efficacy, $\Delta R^2 = 0.21$, $\Delta F(3, 145) = 19.33$, $p < .001$. This step resulted in the model explaining 63% total variance in college attendance efficacy $R^2 = 0.63$, $R_{adj}^2 = 0.61$, $F(8, 145) = 31.14$, $p < .001$. Both private regard ($b = .23$, $t(145) = 4.09$, $p < .001$) and perseverance ($b = .28$, $t(145) = 5.52$, $p < .001$) were significant, positive predictors of college attendance efficacy. In Step 3, there were no significant interactions between private regard and online racial discrimination ($b = .09$, $t(143) = 1.83$, $p = .07$) and perseverance and online racial discrimination ($b = -.03$, $t(143) = -.90$, $p = .37$). Overall, the final model explained approximately 64% of the variance in students' perceptions of their college attendance efficacy, $R^2 = 0.64$, $R_{adj}^2 = 0.62$, $F(10, 143) = 25.56$, $p < .001$.

College Persistence Efficacy

In terms of college persistence efficacy, we hypothesized that for Black and Latinx adolescents, online racial discrimination would be negatively related to college persistence efficacy and private regard and perseverance would be positively related to college persistence efficacy. The initial step accounted for approximately 39% of the variance in academic efficacy, $R^2 = 0.39$, $R_{adj}^2 = 0.37$, $F(5, 166) = 21.50$, $p = .001$. In Step 2, the inclusion of private regard and perseverance explained an additional 21% of the variance in students' perceptions of persisting in college, $\Delta R^2 = 0.21$, $\Delta F(3, 145) = 16.17$, $p < .001$. Step 2 accounted for 61% of the total variance in students' efficacy beliefs about persisting in college, $R^2 = 0.61$, $R_{adj}^2 = 0.59$, $F(8, 145)$

= 28.09, $p < .001$. Private regard ($b = .14$, $t(145) = 2.45$, $p < .05$) and perseverance ($b = .37$, $t(145) = 6.87$, $p < .001$) were both significant and positive predictors of college persistence efficacy. In Step 3, the interaction terms (private regard x online racial discrimination; perseverance x online racial discrimination) accounted for an additional 4% in the variance explained by this model, $\Delta R^2 = 0.04$, $\Delta F(2, 143) = 6.93$, $p < .001$. Overall, the final model explained approximately 64% of the variance in students' perceptions of their ability to attend college, $R^2 = 0.64$, $R_{adj}^2 = 0.62$, $F(10, 143) = 25.69$, $p < .001$.

The model and plot analysis reveals two significant interactions in predicting college persistence efficacy. First, there is a positive interaction between private regard and online racial discrimination in predicting college persistence efficacy ($b = .16$, $t(143) = 3.03$, $p < .01$). As shown in Figure 1, for students with low private regard (-1SD), as online racial discrimination increases, students' college persistence efficacy decreases ($b = -.11$, $t(143) = -2.14$, $p < .05$). This slope is positively, significant for these students. For students with high private regard (+1SD), as online racial discrimination increases, students' college persistence efficacy increases ($b = .08$, $t(143) = 2.75$, $p < .01$). In addition, for adolescents' who have experienced low levels of online racial discrimination (-1SD), as adolescents' private regard increases, college persistence efficacy decreases at a significant rate ($b = -.01$, $t(143) = -.17$, $p = .862$). For adolescents' who have experienced high levels of online racial discrimination (+1SD), as adolescent's private regard increases, college persistency efficacy increases significantly ($b = .42$, $t(143) = -3.89$, $p < .001$).

There is a negative interaction between perseverance and online racial discrimination in predicting college persistence efficacy ($b = -.08$, $t(143) = -2.70$, $p < .01$). As shown in Figure 2, for students with low perseverance (-1SD), as online racial discrimination increases, students' college persistence efficacy increases ($b = .09$, $t(143) = 2.436$, $p < .05$). For students with high

perseverance (+1SD), as online racial discrimination increases, students' college persistence efficacy decreases ($b=-.04$, $t(143)=-1.33$, $p=.186$). This slope is also not significant in predicting college persistence efficacy. In addition, for adolescents' who experience low levels of online racial discrimination (-1SD), as adolescents' perseverance increases, college persistence efficacy increases significantly ($b=.46$, $t(143)=7.09$, $p<.001$). For adolescents' who experience high levels of online racial discrimination (+1SD), as adolescent's perseverance increases, college persistency efficacy increases at a significant rate ($b=.23$, $t(143)=-3.31$, $p<.001$).

CHAPTER IV

Discussion

The current study used a race-focused developmental framework to examine the relationship between online racial discrimination and college-going efficacy for Black and Latinx adolescents. In the examination, we also explore the extent to which private regard and perseverance moderated the relationship between online racial discrimination and college-going efficacy. Overall the findings suggest that Black and Latinx adolescents' private regard and perseverance interact with online racial discrimination in predicting college persistence efficacy. Our current study contributes to the growing literature on predictors of college-going efficacy for Black and Latinx adolescents.

For our first research question regarding whether online racial discrimination is related to Black and Latinx adolescents' college-going efficacy, our study found that online racial discrimination is not related to either dimension of college-going efficacy (college attendance efficacy or college persistence efficacy). This finding does not support our hypothesis. We expected that online racial discrimination would negatively impact college-going efficacy, given that racial discrimination has been known negatively impact academic outcomes for Black and Latinx adolescents (Neblett et al., 2006; Leath et al., 2019). Consistent with prior research on online racial discrimination specifically, our finding supports that online racial discrimination does not have a significant impact on academic outcomes. Given that we know adolescents' report interacting with racialized messages, we consider that adolescents may see these messages as disconnected from their efficacy beliefs about tasks related to college.

Our second research question regarding the extent to which private regard and perseverance explained the variation in college-going efficacy for Black and Latinx adolescents,

we found private regard and perseverance to be significant, positive predictors of college-going efficacy. Consistent with existing literature on ethnic-racial identity as promotive of adaptive academic outcomes in adolescents (Rivas-Drake et al., 2014) private regard is a strong predictor of academic college attendance efficacy and college persistence efficacy for Black and Latinx adolescents in our study. In addition, perseverance is also a significant, positive predictor of college attendance efficacy and college persistence efficacy. This finding aligns with achievement motivation research that shows when a student expresses more persistent behaviors, their perceived efficacy beliefs are higher (Zimmerman, 2000).

Our final research question investigated the moderating roles private regard and global perseverance in the relationship between online racial discrimination and college-going efficacy. We found that private regard and perseverance moderated the relationship of online racial discrimination on college persistence efficacy, but not college attendance efficacy. This finding is unique in two distinct ways. First, this finding suggests that online racial discrimination becomes more salient in college-going efficacy when interacting with positive personal resources such as private regard and perseverance. Secondly, the moderating effect of private regard and perseverance is only significant when in relation to adolescents' efficacy beliefs about persisting in college to graduation, not their efficacy beliefs about being accepted and attending college.

In terms of private regard, we found that private regard positively moderated the impact of online racial discrimination in college persistence efficacy. We found that for students with low private regard, as online racial discrimination increases, college persistence efficacy decreases for Black and Latinx adolescents and for adolescents with high private regard, as online racial discrimination increases, college persistence efficacy also increase. These findings are consistent with empirical research that describes positive affect about one's racial identity as

a protective factor in the minority adolescents' youth development considering the negative racialized experiences they will encounter and will need to cope with (Neblett et al., 2012; Rivas-Drake et al., 2014). In our study, when students had low positive affect for their racial group, Black and Latinx were more susceptible to the harms of online racial discrimination, which impacted their college persistence efficacy. Respectively, when students had high positive affect for their racial group, increases in online racial discrimination did not undermine their college persistency efficacy, rather it significantly bolstered Black and Latinx adolescents' college persistence efficacy.

In terms of the moderating role of perseverance in the relationship between online racial discrimination and college persistence efficacy, we found perseverance negatively moderated this relationship. For Black and Latinx adolescents who report lower than average perseverance, increased online racial discrimination, increased college-going persistence efficacy. This finding may be supported by drawing on achievement motivation literature about mastery-avoidance goals. This literature basis suggests that when a student adopts a mastery-avoidance approach to their goals, these students are seeking to avoid a loss of competence or skills by acting in ways that persevere how others perceive their competencies (Zusho & Clayton, 2014).

Limitations & Future Directions

Several limitations of this study should be noted. First, this cross-sectional study offers a single perspective of adolescents' perceptions about their private regard, perseverance and experiences of online racial discrimination, from the summer of 2018. Utilizing qualitative approaches such as interviews or focus groups could allow for adolescents to describe and make sense of their experiences with online racial discrimination as it relates to private regard and

perseverance as well as how these instances may be connected to their goals and beliefs related to college. Another limitation of this study is the use of a global perseverance measure.

Capturing adolescents' global perspectives of their perseverance may be too broad; whereas the use of an academic persistence measure specifically examines adolescents' persistent behaviors in an academic context. We note that our study only accounts for one dimension of racial identity - private regard - rather than include centrality, or the salience of race in adolescents lives' or public regard, how students' feel others perceive their race. For future studies, we consider that investigating these additional dimensions of racial identity, may explain more variance in college-going efficacy for Black and Latinx adolescents. Lastly, we acknowledge that the current measure of online racial discrimination is limiting in its scope to identify which online platforms (e.g. Facebook, Instagram, Snapchat) are mediums for online racial discrimination or what types of media (e.g. memes, images, videos) convey these negative racialized messages.

Conclusion & Implications

Our primary conclusion is that for Black and Latinx adolescents, private regard and perseverance are significant, positive predictors of college going efficacy, yet when interacting with online racial discrimination, this relationship changes for some students. As we consider the upward trend of Internet use among adolescents, it is important that researchers and educators help adolescents to develop a critical literacy of the online context and further the media and content circulating in cyberspace. Since it is increasingly common for computers, cell phones and other electronic devices to be used as instructional tools, educators and researchers should be considering how racially motivated harms take place in the online context and how pedagogical approaches such as critical media literacy are necessary to support students in unpacking their interactions in the online context (Kellner & Share, 2007). Critical media literacy posits that the

media represents reality, thus it is important to interrogate race and the system of racism as it is portrayed in media (Kellner & Share, 2007). Critical media literacy aims to raise critical consciousness of students and create discourse about these topics. A main goal is to move students towards critical autonomy - which is the ability to problematize and make conclusions about the media without a teacher present (Kellner & Share, 2007). It is important to help students evaluate and decode the content in which they interface with on the Internet because as our study shows, protective factors such as racial identity can be undermined by online racial discrimination.

Given that Black and Latinx adolescents report instances of online racial discrimination, it is imperative that researchers studying the motivation of minority students consider how interactions and experiences outside the school context are related to academic achievement and students' beliefs about postsecondary education. This study presents an opportunity to see how race, personal resources within adolescents and the online context influence college-going efficacy for these adolescents.

REFERENCES

- Anderson, M., & Jiang, J. (2018, November 30). Teens, Social Media & Technology 2018. Retrieved from <https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>
- Bandura, A. (2012). Social cognitive theory. *Handbook of Theories of Social Psychology: Volume 1, 1*, 349–374. <https://doi.org/10.4135/9781446249215.n18>
- Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future.
- Benner, A. D., & Graham, S. (2013). The antecedents and consequences of racial/ethnic discrimination during adolescence: Does the source of discrimination matter? *Developmental Psychology*, *49*(8), 1602–1613. <https://doi.org/10.1037/a0030557>
- Berbery, M. L., & O'Brien, K. M. (2018). Going to College? Latina/Latino High School Students' College-Going Self-Efficacy and Educational Goals. *Journal of Career Assessment*, *26*(2), 377–392. <https://doi.org/10.1177/1069072717695587>
- Butler-Barnes, S. T., Williams, T. T., & Chavous, T. M. (2012). Racial Pride and Religiosity among African American Boys: Implications for Academic Motivation and Achievement. *Journal of Youth and Adolescence*, *41*(4), 486–498. <https://doi.org/10.1007/s10964-011-9675-1>
- Butler-Barnes, S. T., Chavous, T. M., Hurd, N., & Varner, F. (2013). African American Adolescents' Academic Persistence: A Strengths-Based Approach. *Journal of Youth and Adolescence*, *42*(9), 1443–1458. <https://doi.org/10.1007/s10964-013-9962-a>
- Bynum, M. S., Best, C., Barnes, S. L., & Burton, E. T. (2008). Private Regard, Identity Protection and Perceived Racism among African American Males. *Journal of African American Studies*, *12*(2), 142–155. <https://doi.org/10.1007/s12111-008-9038-f>

- Byrd, C. M., & Chavous, T. (2011). Racial Identity, School Racial Climate, and School Intrinsic Motivation Among African American Youth: The Importance of Person-Context Congruence. *Journal of Research on Adolescence, 21*(4), 849–860.
<https://doi.org/10.1111/j.1532-7795.2011.00743.x>
- Byrd, C. M., & Carter Andrews, D. J. (2016). Variations in students' perceived reasons for, sources of, and forms of in-school discrimination: A latent class analysis. *Journal of School Psychology, 57*, 1–14. <https://doi.org/10.1016/j.jsp.2016.05.001>
- DeCuir-Gunby, J. T., & Schutz, P. A. (2014). Researching Race Within Educational Psychology Contexts. *Educational Psychologist, 49*(4), 244–260.
<https://doi.org/10.1080/00461520.2014.957828>
- Del Toro, J., Way, N., Rarick, J. R. D., Harding, J. F., & Hughes, D. (2016). Trajectories of Discrimination Across Adolescence: Associations With Academic, Psychological, and Behavioral Outcomes. *Child Development, 87*(5), 1337–1351.
- García Coll, C., Lamberty, G., Jenkins, R., Mcadoo, H. P., Crnic, K., Wasik, B. H., ... Mcadoo, H. P. (1996). An Integrative Model for the Study of Developmental Competencies in Minority Children Published by : Wiley on behalf of the Society for Research in Child Development Stable URL : <http://www.jstor.org/stable/1131600> REFERENCES Linked references are available.*Child Development, 67*(5), 1891–1914.
- Gibbons, M. M., & Borders, L. D. (2010). A Measure of College-Going, 234–244.
- Gonzalez, L. M., Stein, G. L., & Huq, N. (2013). The Influence of Cultural Identity and Perceived Barriers on College-Going Beliefs and Aspirations of Latino Youth in

- Emerging Immigrant Communities. *Hispanic Journal of Behavioral Sciences*, 35(1), 103–120. <https://doi.org/10.1177/0739986312463002>
- Gonzalez, L. M., Stein, G. L., Kiang, L., & Cupito, A. M. (2014). The impact of discrimination and support on developmental competencies in Latino adolescents. *Journal of Latina/o Psychology*, 2, 79-91. <http://dx.doi.org/10.1037/lat0000014>
- Kahn, K. B., Spencer, K., & Glaser, J. (2013). Online prejudice and discrimination: From dating to hating. In Y. Amichai-Hamburger (Ed.), *The social net: Understanding our online behavior* (2nd ed., pp. 201–219). Oxford, England: Oxford University Press. Doi: 10.1093/acprof:oso/9780199639540.003.0011
- Kellner, D., & Share, J. (2007, April 07). Critical media literacy is not an option. Retrieved from <https://link.springer.com/article/10.1007/s11519-007-0004-2>
- Kerpelman, J. L., Eryigit, S., & Stephens, C. J. (2008). African American adolescents' future education orientation: Associations with self-efficacy, ethnic identity, and perceived parental support. *Journal of Youth and Adolescence*, 37(8), 997–1008. <https://doi.org/10.1007/s10964-007-9201-h>
- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>
- Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2019). Racial Identity, Racial Discrimination, and Classroom Engagement Outcomes Among Black Girls and Boys in Predominantly Black and Predominantly White School Districts. *American Educational Research Journal*, XX(X), 000283121881695. <https://doi.org/10.3102/0002831218816955>

- Neblett, E. W., Philip, C. L., Cogburn, C. D., & Sellers, R. M. (2006). African American Adolescents' Discrimination Experiences and Academic Achievement: Racial Socialization as a Cultural Compensatory and Protective Factor. *Journal of Black Psychology*, 32(2), 199–218. <https://doi.org/10.1177/0095798406287072>
- Neblett, E. W., Rivas-Drake, D., & Umaña-Taylor, A. J. (2012). The Promise of Racial and Ethnic Protective Factors in Promoting Ethnic Minority Youth Development. *Child Development Perspectives*, 6(3), 295–303. <https://doi.org/10.1111/j.1750-8606.2012.00239.x>
- Oyserman, D., Harrison, K., & Bybee, D. (2001). Can racial identity be promotive of academic efficacy? *International Journal of Behavioral Development*, 25(4), 379–385. <https://doi.org/10.1080/01650250042000401>
- Padilla-Walker, L. M., Day, R. D., Dyer, W. J., & Black, B. C. (2012). “Keep on Keeping On, Even When It’s Hard!”. *The Journal of Early Adolescence*, 33(4), 433–457. <https://doi.org/10.1177/0272431612449387>
- Rideout, V., and Robb, M. B. (2018). *Social media, social life: Teens reveal their experiences*. San Francisco, CA: Common Sense Media.
- Rivas-Drake, D., Hughes, D., & Way, N. (2009). A preliminary analysis of associations among ethnic racial socialization, ethnic discrimination, and ethnic identity among urban sixth graders. *Journal of Research on Adolescence*, 19(3), 558–584. <https://doi.org/10.1111/j.1532-7795.2009.00607.x>
- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35, 420–451. doi:10.1177/0044118X03261479

Rivas-Drake, D., Schwartz, S. J., Markstrom, C., French, S., Yip, T., Quintana, S., Seaton, E. K.

(2014). Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes. *Child Development*, *85*(1), 40–57.

<https://doi.org/10.1111/cdev.12200>

Sellers, R. M., Copeland-Linder, N., Martin, P. P., & L'Heureux Lewis, R. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence*, *16*(2), 187–216. <https://doi.org/10.1111/j.1532-7795.2006.00128.x>

Tynes, B. M., Giang, M. T., Williams, D. R., & Thompson, G. N. (2008). Online Racial Discrimination and Psychological Adjustment Among Adolescents. *Journal of Adolescent Health*, *43*(6), 565–569. <https://doi.org/10.1016/j.jadohealth.2008.08.021>

Tynes, B. M., Rose, C. A., & Williams, D. R. (2010). The development and validation of the online victimization scale for adolescents. *CyberPsychology*, *4*(2), article 1. Retrieved from <http://cyberpsychology.eu/view.php?cisloclanku=2010112901&article=1>.

Tynes, B. M., Umaña-Taylor, A. J., Rose, C. A., Lin, J., & Anderson, C. J. (2012). Online racial discrimination and the protective function of ethnic identity and self-esteem for african american adolescents. *Developmental Psychology*, *48*(2), 343–355.

<https://doi.org/10.1037/a0027032>

Tynes, B. M., Williams, D. R., Mitchell, K. J., Umaña-Taylor, A. J., & Toomey, R. B. (2014). Latino adolescents' perceived discrimination in online and offline settings: An examination of cultural risk and protective factors. *Developmental Psychology*, *51*(1), 87–100. <https://doi.org/10.1037/a0038432>

- Tynes, B. M., Toro, J. Del, & Lozada, F. T. (2015). An Unwelcomed Digital Visitor in the Classroom: The Longitudinal Impact of Online Racial Discrimination on Academic Motivation. *School Psychology Review, 44*(4), 407–424. <https://doi.org/10.17105/SPR-15-0095.1>
- Wong, C. A., Eccles, J. S., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality, 71*(6), 1197–1232.
- Verkuyten, M., Thijs, J., & Gharaei, N. (2019). Discrimination and academic (dis)engagement of ethnic-racial minority students: a social identity threat perspective. *Social Psychology of Education, (0123456789)*. <https://doi.org/10.1007/s11218-018-09476-0>
- Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology, 25*(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>
- Zusho, A., & Clayton, K. (2011). Culturalizing achievement goal theory and research. *Educational Psychologist, 46*(4), 239–260.
<https://doi.org/10.1080/00461520.2011.614526>

APPENDIX

Appendix A

Table 1.1

Means, Standard Deviations, Alpha Coefficients and Zero-Order Correlations Among Study Variables.

| Variable | Mean | SD | α | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------|-------|------|----------|---------|---------|------|---------|---------|---------|------|
| 1. Age | 12.58 | 1.42 | | 1.00 | | | | | | |
| 2. Academic Efficacy | 4.29 | 0.74 | 0.64 | -0.08 | 1.00 | | | | | |
| 3. ORD | 3.68 | 1.37 | 0.94 | -0.23** | 0.01 | 1.00 | | | | |
| 4. Private Regard | 4.68 | 0.60 | 0.86 | -0.15 | 0.23** | 0.15 | 1.00 | | | |
| 5. Perseverance | 4.11 | 0.78 | 0.83 | -0.10 | 0.54*** | 0.04 | 0.35*** | 1.00 | | |
| 6. College Attendance | 4.29 | 0.60 | 0.91 | -0.15* | 0.62*** | 0.07 | 0.41*** | 0.68*** | 1.00 | |
| 7. College Persistence | 4.45 | 0.63 | 0.94 | -0.14 | 0.61*** | 0.08 | 0.37*** | 0.72*** | 0.86*** | 1.00 |

Note. ORD = Online Racial Discrimination; ** $p < .01$ *** $p < .001$

Table 2.1

Summary of Hierarchical Regression Analysis of Racial Pride, Persistence and Online Racial Discrimination on College-Going Efficacy (N=154)

| | College Attendance Efficacy | | | College Persistence Efficacy | | |
|------------------------------|-----------------------------|--------------|--------------|------------------------------|--------------|-------------|
| | Step 1 | Step 2 | Step 3 | Step 1 | Step 2 | Step 3 |
| Latinx | -0.16* | -0.24 | -.24*** | -0.08 | -0.13 | -0.13* |
| Other | -0.18 | -0.36 | -0.44 | -0.17 | -0.77 | -0.96** |
| Gender | 0.12 | 0.05 | 0.05 | 0.07 | 0.02 | 0.01 |
| Age | -0.04 | -0.02 | -0.03 | -0.04 | -0.02 | -0.03 |
| Current Academic Efficacy | 0.5*** | .30*** | 0.03*** | 0.51*** | .25*** | 0.26*** |
| Online Racial Discrimination | | 0.02 | 0.00 | | 0.02 | -0.01 |
| Private Regard | | .23*** | 0.3*** | | .14* | 0.20*** |
| Perseverance | | .28*** | 0.26*** | | .37*** | 0.344*** |
| ORD x Private Regard | | | 0.09 | | | .16** |
| ORD x Perseverance | | | -0.03 | | | -0.08** |
| R ² | 0.42 | 0.63 | 0.64 | 0.39 | 0.60 | 0.64 |
| ΔR^2 | | 0.21 | 0.01 | | 0.21 | 0.04 |
| F for ΔR^2 | | 19.32(3,145) | 1.83(2, 143) | | 16.17(3,145) | 6.93(2,143) |

*Note. Each step reports standardized beta and standard error. * $p < .05$ ** $p < .01$ *** $p < .001$*

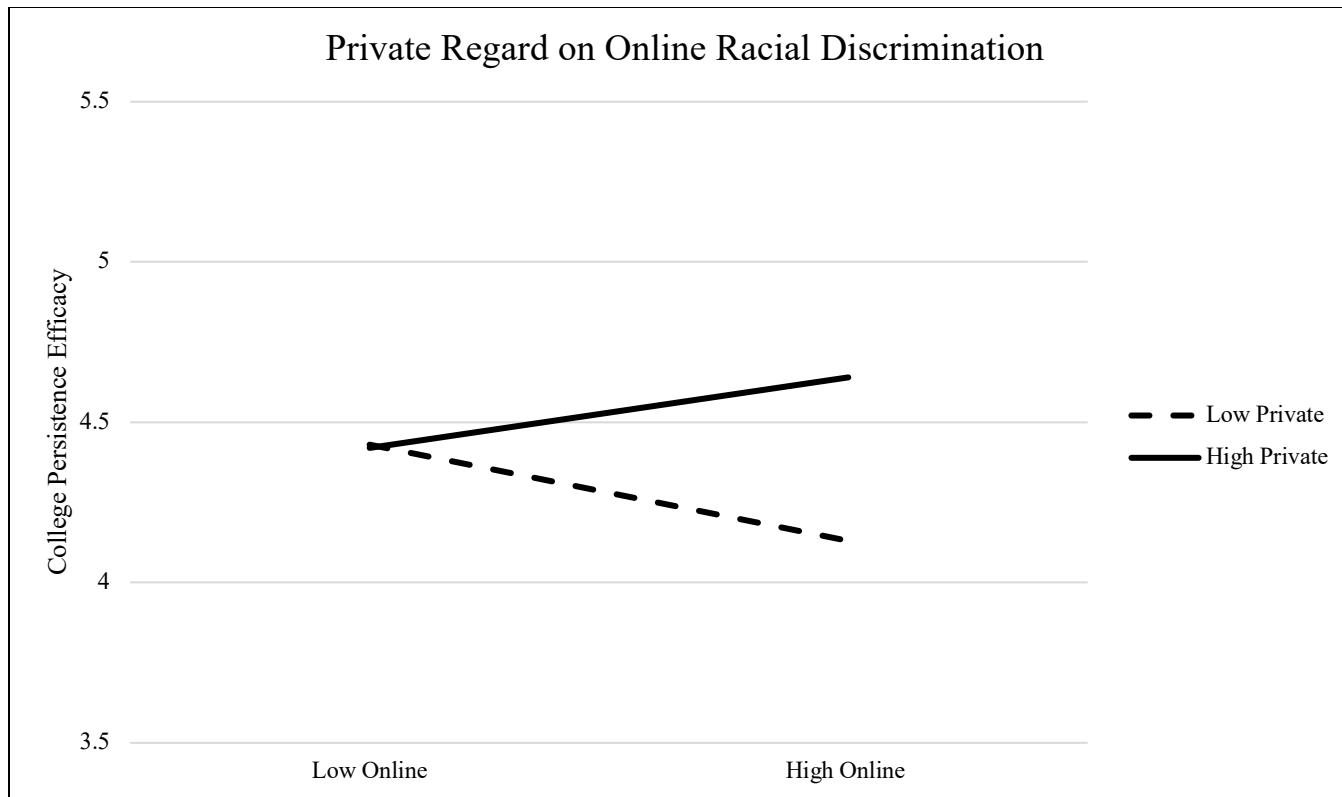


Figure 1.1 Interaction plot of private regard as a moderator of online racial discrimination in predicting college persistence efficacy.

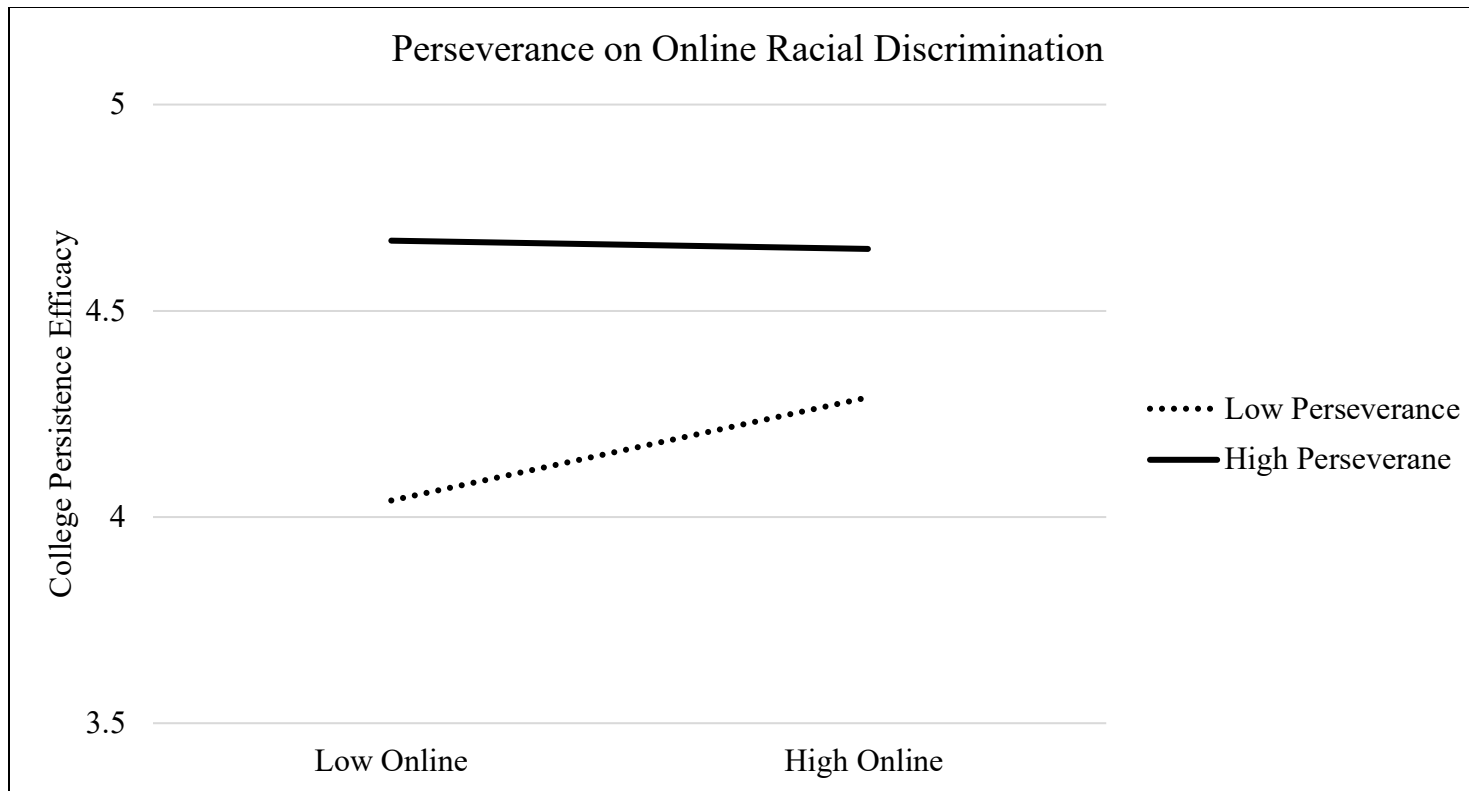


Figure 2.1 Interaction plot of perseverance moderating the effects of online racial discrimination in predicting college persistence efficacy.