



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

WHITLOWE R. GREEN COLLEGE OF EDUCATION

Dissertation Defense Announcement

ABSTRACT

THE INTERSECTIONALITY BETWEEN THE SHORT GRIT-SCALE AND FOUR MEASURES OF ACADEMIC SELF-EFFICACY OF AFRICAN AMERICAN MALES ENROLLED THROUGH A REMEDIAL PROGRAM AT AN HISTORICALLY BLACK COLLEGE AND UNIVERSITY (August 2014)

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Chair of Advisory Committee: Lucian Yates, III, Ph.D.

The problem that colleges and universities continue to have is retaining African American male students. It is imperative to understand how remedial programs influence college opportunity and admittance for students for African American male students. This quantitative correlational was aimed at determining the relationship between persistence and self-efficacy among African American male students currently enrolled in remedial programs. The purpose of

this study was aimed to provide additional knowledge to the existing literature on African American males enrolled through remedial programs that may inform college administrators on how to address the retention of African American males at Historically Black Colleges and Universities (HBCUs). The current study utilized the Short Grit Scale and four measures of the Academic Self-Efficacy Scale developed based on Bandura's social cognitive theory. The participants of the current study consisted of 166 African American males who took up remedial education.

The research questions of the current study were guided by the following:

Research Question 1: What is the relationship between students' grit score as measured by the Duckworth and Quinn Grit Scale and the Performance Accomplishment score measured by the Academic Self-Efficacy Scale of African American males enrolled through a remedial program at an HBCU? ($H_{01}: R = 0$)

Research Question 2: What is the relationship between students' grit score as measured by the Duckworth and Quinn Grit Scale and the Verbal Persuasion score measured by the Academic Self-Efficacy Scale of African American males enrolled through a remedial program at an HBCU? ($H_{02}: R = 0$)

Research Question 3: What is the relationship between students' grit score as measured by the Duckworth and Quinn Grit Scale and the Emotional Arousal score measured by the Academic Self-Efficacy Scale of African American males enrolled through a remedial program at an HBCU? ($H_{03}: R = 0$)

Research Question 4: What is the relationship between students' grit score as measured by the Duckworth and Quinn Grit Scale and the Vicarious Experience score as measured by the

Academic Self-Efficacy Scale of African American males enrolled through a remedial program at an HBCU? ($H_{04}: R = 0$)

It was found that there were significant positive correlations between Grit score and the four Academic Self-Efficacy subscales of Performance Accomplishment score, Verbal Persuasion score, Emotional Arousal score, and Vicarious Experience score. As revealed in the results, African American male students under such limited resources to education, had higher tendency to improve retention rates based on the positive relationship between the variables of Grit and Academic Self-Efficacy. Essentially, these results can guide school administrators and educators on how to address the current issue on student retention among African American male students. Moreover, the findings can also be used in transforming the set prejudice regarding African American male students being undereducated into the idea that African American male students have promising potential on which to nourish.

Date: 7/25/14 **Department:** Educational Leadership and Counseling

Time: 9:00 am **Location/Room:** Delco 308

Dissertation Chair: Lucian Yates, III, Ph.D.

Dissertation Committee Members: **Dr. William H. Parker**

Dr. Arthur L. Petterway

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