THE EFFICACY OF STUDENTS TOWARD LEARNING WITHIN

AN AFROCENTRIC EDUCATION PROGRAM

Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University, Atlanta Campus
College of Education

In Partial Fulfillment of
the requirements for the degree of

Doctor of Education

by

Corey Maurice Sheffield

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Dissertation Committee Approval:

Addie V. Davis, Ed.D., Chair

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ABSTRACT

This study examined the self-efficacy of African-American students in an Afrocentric education program with the purpose of determining if student self-efficacy is higher among African-American students in an Afrocentric school in comparison to African-American students within a mainstream school. This quantitative study examined the self-efficacy of students based on student responses on the Self-Efficacy for Learning Form (SELF) given to African-American students in an Afrocentric education program and African-American students in a mainstream school in the areas of reading, studying, test preparation, note-taking, and writing. Scores from the SELF survey were compared to determine which group of students demonstrated higher levels of self-efficacy based on their responses. A total of 446 students participated in the study: 242 from the Afrocentric program and 204 from the mainstream school. An ANOVA was utilized to determine if there was a statistically significant difference in the self-efficacy of African American students in an Afrocentric program in comparison to African American students in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing. The results of the analysis indicate that there were significant differences in the areas on reading self-efficacy, studying self-efficacy, test preparation self-efficacy, note-taking self-efficacy, and writing self-efficacy. This research is significant because it explores a pedagogy that could be used to address the achievement gap. Through this study, educators and researchers will be able to see if African-American students' self-efficacy increases when the culture of the student is considered fundamental to their education.

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CHAPTER ONE: PROBLEM

More than 2 decades ago, the 1983 report, *A Nation at Risk*, explored the U.S. educational system to identify issues related to the educational process. The findings indicated that the nation's decline in educational performance was related to several disturbing inadequacies in the areas of content, expectations, time, and teaching. Today, more than 20 years later, areas of great concern remain in the U.S. educational system. One critical issue in the realm of education has been and continues to be a call to address the needs of students of color (Ladson-Billings, 2004). To combat this issue, researchers have investigated the use of culturally relevant pedagogies as a means to educate students of color within an educational system that is still predominantly White (NCES, 2004). However, with today's classrooms becoming more diverse, teachers are required to educate students who vary in culture, language, abilities, and other characteristics that have an effect on their development and academic achievement (Gollnick & Chinn, 2002).

Carter G. Woodson (1933) argued that Black children were not reaching their potential because they were in academic institutions that isolated them from African culture. Therefore, he and other scholars have supported the idea of an educational experience that addresses the African legacy and the experiences of Africans and Black Americans. In a simple summary, this educational experience describes that of an Afrocentric education. According to Lomotey (1992):

> Afrocentric education enables students to look at the world with Africa as the center. It encompasses not only those instructional and curricular approaches that result in a shift in students' world view, but it engenders a reorientation of their values and actions as well it involves more than mere textbooks and other curricular materials; it encompasses a supportive, understanding, and encouraging school climate and it demands that children be viewed as educable and as descendants of a long line of scholars. (pp. 456-457)

In her book *The Dream Keepers: Successful Teachers of African-American Children*, Ladson-Billings (1994) defined this type of instruction as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture; they are aspects of the curriculum in their own right. A culturally relevant pedagogy is one that infuses institutional, personal, and instructional dimensions that aid in recognizing the students' culture and language to promote student achievement (Richard, Brown, & Forde, 2007). While researchers are looking at cultural relevancy as a means to reach students of color in the classrooms to improve student learning, many students still continue to fall behind their White counterparts (Gollnick & Chinn, 2002; Ladson-Billings, 2004; Richard et al., 2007). As cultural relevancy helps to address the needs of students of color, many scholars view Afrocentric education as a comprehensive solution to the miseducation of Blacks (Anderson, 2001; Hillard, 1997; Ladson-Billings, 2004; Lomotey, 1978).

In addition to the aforementioned scholars, several researchers have explored the growing disparity between African Americans and their White counterparts within the educational system (Comer, 1997; Delpit, 1995; Kunjufu, 1985; Ladson-Billings, 1994), showing that mainstream schools pose social, cultural, and developmental challenges for African American children that go unrecognized by their teachers and other personnel. Among these studies, researchers have identified the need for an Afrocentric pedagogy within the educational system that draws on the historical experiences of African Americans. Such a program will equip them with self-knowledge for the purpose of instilling in them a sense of responsibility and agency for the African American community and place the needs of the Black children at the center of their education (Asante, 1998; Shockley, 2007). While there is very little empirical data on

Afrocentric education, curriculum, behavior, leadership, and development have all been explored

to gain insight on the topic itself (Colter, 2007; Pilgrim, 2006; Reese, 2001; C. Walker, 2001).

Most recently, Coley (2008) examined Afrocentric education and high school students'

perceptions of academic achievement. The results of the study indicated a significant correlation

between racial identity and academic self-concept. Since these studies only scratch the surface

of Afrocentric education, more needs to be explored in relation to Afrocentric education.

As identifying a sense of agency and responsibility is one of the principles of Afrocentric

education, students in the program begin to develop a sense of efficacy for themselves, their race,

and their community (Asante, 1999; Shockley, 2007). It is this self-efficacy that allows students

to feel empowered and produce higher levels of academic performance (Bandura, 1994). As self-

efficacy is defined as people's beliefs about their capabilities to produce designated levels of

performance that exercise influence over their lives, it is important to realize that students' belief

in their capabilities to master academic goals affect their aspirations, level of interest in

academics, and academic accomplishments (Bandura, 1977; C. Fan & Mack, 1998). The

infusion of this principal within the Afrocentric pedagogy is critical as it begins to erect a

foundation of purpose for the student and therefore initiates a molding process of student self-

efficacy (Shockley, 2007).

Students use their personal accomplishments to gauge their ability, resulting in a positive

correlation between self-efficacy and achievement. Several researchers have explored the topic

of student self-efficacy as a means to identify significant factors in regard to achievement (Isman

& Celikli 2009; Ketelhut, 2007; Waleff, 2010; B. Walker, 2003). In fact, Lackaye, Margalit,

Ziv, and Ziman (2006) examined the relationship among self-efficacy, mood, effort, and hope in

adolescents with learning difficulties (LDs) and peers without LDs. These researchers observed

that the lower academic self-efficacy reported by students with LDs likely reflected decreased belief in their academic abilities and in their ability to succeed in school. Research has demonstrated that high self-efficacy does not necessarily equate to high achievement, for it is essential that the student first possess the knowledge and skills required for completing the task (Bandura, 1997).

As the topic of Afrocentric education has only been explored by some, many gaps continue to exist in the research. While many of the studies have investigated the workings of Afrocentric education, almost no studies have explored its effectiveness (Grills, 2004). Because of this deficiency, a study examining the effectiveness of students in this particular pedagogy will make a significant contribution to the body of research as it will allow researchers and practitioners to explore its need and use within the educational system. To validate the need and importance of such research, the following information will further delineate the need for culturally relevant teaching in schools by identifying national problems in performance between students of color and their White counterparts.

Problem Background

Brown v. Board of Education (1954) has been hailed as the single most important court decision in American educational history. This verdict began the journey of America creating equitable treatment of all citizens allowing the best education possible. However, more than 50 years later, it is evident that many of the promises of *Brown* have not been fulfilled with respect to students on color, especially African-American students (Blanchett, Mumford, & Beachum, 2005). Statistics show that a significant number of African American students and other students of color drop out of school. Moreover, African Americans and Hispanics continue to represent a

disproportionately large percentage of the lowest-performing students and a disproportionately small percentage of those achieving at the highest levels (Murrell, 2002).

Based on research by R. Johnson and Viadero (2000), by 2019, at age 24, European American children entering kindergarten will be twice as likely as their African-American classmates and three times as likely as their Hispanic classmates to have a college degree. Additionally, the 2009 National Assessment of Educational Progress (NAEP), reported significant differences between fourth and eighth grade scores of African-American students and those of Caucasian students. The results indicated that Whites had higher scores in reading and mathematics, scoring an average of 30 points higher than African-American students (National Center for Educational Statistics [NCES], 2011). While the results provide evidence that the gap has narrowed since its last assessment in 2009, there is still a significant difference in the academic achievement of Whites and Blacks (NCES, 2009). The results of these studies indicate that there is a clear achievement gap, but why does it exist?

Researchers such as Fenwick English and Carolyn Downey (2009) have studied the achievement gap for years. This gap has narrowed since the 1970s, but the typical African-American student continues to score below 75% of American Whites on almost every standardized test (Jencks & Phillips, 1998). Educational researchers and practitioners repeatedly compare African-American children to their European American counterparts and find them lower in achievement, IQ, creativity, reading, and writing.

Afrocentric education is the act of placing the needs of Black children at the center of their education. Rather than teach Black children what Afrocentrics view as unneeded facts and unusable information, Afrocentric education attempts to equip Black children with self-knowledge (Shockley, 2007; Teicher, 2006). Many studies have explored different aspects of

Afrocentric education but very few have compared student self-efficacy of two groups of students (Lomotey, 1992; Teicher, 2006; Murrell, 2002).

Purpose of the Study

Based on the problem of this study, the purpose of this research was to determine if student-self efficacy is higher among African-American students in an Afrocentric school. This comparison study examined the self-efficacy of students based on a student self-efficacy scale in survey form given to African-American students in an Afrocentric education program and African-American students in a mainstream school. The ideals and beliefs infused in an Afrocentric curriculum were developed to ensure that African-American students receive quality education with the culture of the child as the center (Murrell, 2002; Shockley, 2007). Therefore, the study examined student self-efficacy to determine if those ideals and beliefs infused into the Afrocentric curriculum have an impact on student self-efficacy. With there being very little empirical data on Afrocentric education, this study will allow researchers to explore if the ideals and beliefs infused into Afrocentric education have an impact on student performance.

Theoretical Framework

To further understand the purpose of this study, the theoretical background must be identified. Researchers such as Murrell (2002) and Ogbu (1986) have used the ecological systems theory as a foundation for the need of an Afrocentric curriculum. The ecological systems theory, created by Urie Bronfenbrenner (1990), looks at a child's development within the context of the system of relationships that form his/her environment. Bronfenbrenner's theory defines complex *layers* of environment, each having an effect on a child's development. The interaction between factors in the child's maturing biology, his/her immediate family/community environment, and the societal landscape fuels and steers his development.

Changes or conflict in any one layer will ripple throughout other layers. To study a child's development, one must look not only at the child and his/her immediate environment, but also at the interaction of the larger environment. This theory offers a framework in which Afrocentric education can be examined.

Ecological systems theory is divided into five different layers in which direct and indirect influences are defined and the relationships that exist amongst these influences are identified. The microsystem is the layer closest to the child and contains the structures with which the child has direct contact. These direct influences come from the family, school, peer groups, and the specific culture with which the family identifies (Baartman, Buboltz, Feinstein, Solomon, & Sonnichsen, 2008). The mesosystem is the layer that provides the connection between the structures of the child's microsystem. An example would be the connection between the child's teacher and his parents or the connection between his church and his neighborhood (Baartman et al, 2008; Bronfenbrenner, 1990). The exosystem, which is also identified as an indirect influence, is the layer that defines the larger social system in which the child does not function directly. Parent workplace schedules or community-based family resources are examples. The macrosystem may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is composed of cultural values, customs, and laws. The chronosystem encompasses the dimension of time as it relates to a child's environments. Elements in this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child (Bronfenbrenner 1990).

The relationships a child develops in schools become critical to his/her positive development. Because of the amount of time children spend in school, the relationships fostered there carry real weight. This direct influence within the microsystem teaches and instills a

numbers of ideals and beliefs that students have pertaining to Afrocentric education. These

connections help a child develop cognitively and emotionally. Bronfenbrenner (1990) identified

the following five propositions with respect to relationships:

> Proposition 1: The child must have on-going, long-term mutual interaction with an adult (or adults) who have a stake in the development of the child. Proposition 2: This strong tie and the pattern of interpersonal interaction it provides will help the child relate to features of his or her mesosystem. Proposition 3: Attachments and interactions with other adults will help the child progress to more complex relationships with his or her primary adults. Proposition 4: The relationships between the child and his primary adults will progress only with repeated two-way interchanges and mutual compromise. Proposition 5: The relationships between the child and adults in his or her life require also a public attitude of support and affirmation of the importance of these roles. (paras. 3-7)

The five aspects of the ecological systems theory are similar to the tenets of Afrocentric

education, in that they include the use of culture, education, and community in a child's

development. Afrocentric education purports to offer a holistic approach for bringing about a

sense of agency for African-Americans by using education as one vehicle for such change.

Asante (1998) explained that Afrocentric ideology is the "total use of method to affect the

psychological, cultural, and economic conditions in the African-American community" (p. 4).

By using this theory as a foundation, Afrocentric education can be seen as a tool not only for

improving education, but also for creating holistic change in the African-American community.

In addition to the ecological systems theory, another theory that relates to the study at

hand is attribution theory developed by Bernard Weiner in 1979. Attribution theory, which

derives from Heider's *naive* psychology of the laypeople, concerns itself with the factors people

attribute to failures and successes in education and other domains (Fatemi & Asghari, 2012).

The theory offers an internal and external explanation of what is happening behind an

individual's behavior and deals with the *whys* and *whats* that people use to try to understand the

events, judge them, and act on them (Fatemi & Asghari, 2012). According to Weiner (1986),

there are four sets of attributions for people's successes and failures: ability, effort, luck, and task

difficulty. While ability and effort are internal factors, luck and task difficulty fall within the

external factors of attribution theory. Weiner identified the internal and external factors as locus

of causality and identified another aspect of the theory as stability or whether the factor is stable

or can be changed. He later introduced controllability, which refers to whether the elements are

within people's control. Figure 1 shows the four sets of attributions:

<div align="center">Locus of Causality</div>

	Internal	External
Stable	Ability	Task Difficulty
Unstable	Effort	Luck

Figure 1. Four main elements of attribution. Adapted from *Psychology for Language Teachers:*

A Social Constructivist Approach, 65 , by M. Williams and R. L. Burden, 1997, Stuttgart,

Germany: Ernst Klett Sprachen. Copyright 1997 by the authors.

In brief, ability is an internal and stable factor and the learner does not have a direct

control over it, whereas effort is regarded as an internal and unstable factor and the learner has

much more control over it. Task difficulty is an external and stable element that is beyond the

control of the learner, whereas luck is considered an external and unstable element over which

the learner has little control (Fatemi & Asghari, 2012).

Attribution theory as the dominant concept of motivation with an emphasis on cognitive perspectives has been used to investigate gender differences in achievement motivation (Meece, Glienke, & Burg, 2006). Research has shown that gender is one of the factors can influence achievement in different fields (Fatemi & Asghari, 2012; Meece et al., 2006). For example, when comparing males and females, girls seem to have an advantage in reading whereas boys tend to be better in the field of mathematics (Forsthuber, Horvath, & Motiejunaite, 2010). In relation to this study, gender differences were explored to identify any significant comparison based on the data gathered.

These theories have important implications for the practice of teaching. Looking at the theories and their different aspects, an Afrocentric curriculum would be beneficial to African-American students in today's society as it encompasses ideals and beliefs that are aligned with the culture of the student. As stated earlier, an Afrocentric curriculum uses a holistic approach to change the Black community. In order to address the achievement gap, educators must begin to look at areas with the focal point of helping students to achieve. For this reason, Afrocentric education could be one small tool used to address the achievement gap in education.

Research Questions and Hypotheses

The following questions and hypotheses were developed to focus the study:

R_{Q1} Is there a significant difference in student self-efficacy amongst African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing?

H_{O1} There is no statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-

American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Ha₁   There is a statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

R_{Q2}   Is there a significant difference in student self-efficacy amongst students within an Afrocentric program in comparison to students within a mainstream school by gender in regard to reading, studying, test preparation, note-taking, and writing?

Ho₂   There is no significant difference in the self-efficacy amongst gender of students within an Afrocentric program in comparison to gender of students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

H_{a2}   Females within the Afrocentric program will have higher levels of self-efficacy than males and females in the mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Definition of Terms

The following key terms were identified and defined for the purposes of this study:

Afrocentric education - A pedagogy that places the African American student at the center of the educational experience as a subject rather than an object. The principles of an Afrocentric education connect cultural values with classroom practices and form a common framework that views African culture as a transmitter of values, beliefs, and behaviors that translate to educational success (Ginwright, 2004; Jerika & Lesa, 2011).

Culturally responsive teaching/pedagogy - Teaching where the instructor teaches to and through the students' personal and cultural strengths, intellectual capabilities, and prior accomplishments. This pedagogy filters the curriculum content and teaching strategies through the students' cultural frame of reference to make the content more meaningful and easier to comprehend (Gay, 2000).

Self-efficacy - The beliefs in one's ability to execute and organize the courses of action needed to manage certain situations and tasks (Bandura, 1995). This study specifically examined students' self-efficacy and determined if said efficacy influences the academic achievement of a particular group of students.

Self-efficacy scale - A response scale used to measure the level of self-efficacy beliefs the subject has pertaining to items portraying different level of task demands. Subjects are asked to rate the strength of their belief in the ability to execute the requisite activities (Bandura, 2006b).

Limitations and Delimitations

In any study, problematic issues can arise. The limitations and delimitations are identified here to discuss some of those issues. The limitations and delimitations associated with this study are as follows:

- Survey use was identified as a limitation due to the fact that the survey was only be administered once in the study, which represents a one-time data collection.

- Students were used as participants in this study. This is identified as a limitation because students may not have understood the concept being measured within the study.

- Grouping was identified as a limitation as the groups under investigation were already intact, which eliminated the need for the researcher to choose students.

- Race and grade classification were identified as delimitations as they helped to narrow and focus the study (Creswell, 2007).

- Only African-American students were used in this study, as Afrocentric education is only relevant to the culture of African-American students.

- High school students, grades nine through 12, were used as to narrow the focal area on a certain age group.

Significance of the Study

This research is significant because it explores a pedagogy that could be used in addressing the achievement gap. As stated earlier, the achievement gap between African-Americans and Whites has existed for years and the results of this study could be viewed as a different approach to educating African-American students. Through this study, educators and researchers will be able to determine if African-American students' self-efficacy increases when the culture of the student is essential to their education. Teicher (2006) found that students that received an Afrocentric education outperformed mainstream students on statewide tests. This particular study is needed because it will allow educators and researchers to look at different ways of educating African-American students and to determine if the Afrocentric pedagogy could be used to close the achievement gap. While academic achievement is critical, this research will allow researchers and practitioners to explore and compare student self-efficacy among students that receive an Afrocentric education versus those that receive a mainstream education.

Overview of the Study

In achieving the purpose of this study, the methodologies of Afrocentric education were explored. A comparison study was performed to see if there was a significant difference between student self-efficacy among African-American students in an Afrocentric education program and African-American students in a mainstream school. The data were reviewed to answer the research questions that helped to focus the study. African centered schools are rooted in the cultural precepts, ideology, and pedagogy of African reality and are designed to transform the experiences and performance of students to reflect their innate potential for excellence. Students who attend African-centered schools are equipped with not only the tools to compete intellectually but also cultural pride and honorable character (Teicher, 2006). This study further explored the use of an Afrocentric curriculum as a means of closing the achievement gap and improving education for African-American students.

CHAPTER TWO: THE LITERATURE REVIEW

The methodology used for reviewing the literature was influenced by the need to explore a topic in education that is lacking sufficient empirical data and will allow educational practitioners to make changes to models, steps, and/or procedures that teachers use to address the needs of African-American students. As stated previously, student performance is a topic of interest for many researchers. A significant amount of data has gone into examining how and why particular groups of students excel over others, including the outstanding amount of data revealing the gaps in performance between African-American students and their White counterparts. This literature review will discuss the research surrounding self-efficacy, culturally relevant pedagogy, and Afrocentric education: factors that play a major role in the performance of students. This chapter will delineate how self-efficacy and culturally relevant pedagogies correlate with providing the tools needed to potentially bring about holistic instruction and development of African-American students, thereby improving academic performance in the classroom.

Self-Efficacy: An Overview

Albert Bandura (1997) defined self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 3). A strong sense of efficacy enhances human accomplishment and personal well-being in a number of ways. People with high levels of assurance in their capabilities approach difficult tasks as challenges to be mastered. In contrast, people who doubt their capabilities tend to steer away from difficult tasks, which they view as personal threats (Bandura, 1994). As contemporary motivation theories focus on cognitive and affective processes, this chapter will focus on the development and research of one type of motivational process: perceived self-

efficacy. While self-efficacy is a specific form of motivation developed through the cognitive process, it is not to be confused with confidence. Bandura (1997) stated:

> It should be noted that the construct of self-efficacy differs from the colloquial term "confidence." Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. I can be supremely confident that I will fail at an endeavor. Perceived self-efficacy refers to belief in one's agentive capabilities that one can produce given levels of attainment. A self-efficacy assessment, therefore, includes both an affirmation of a capability level and the strength of that belief. Confidence is a catchword rather than a construct embedded in a theoretical system. Advances in a field are best achieved by constructs that fully reflect the phenomena of interest and are rooted in a theory that specifies their determinants, mediating processes, and multiple effects. Theory-based constructs pay dividends in understanding and operational guidance. The terms used to characterize personal agency, therefore, represent more than merely lexical preferences. (p. 382)

The term self-efficacy is grounded in the larger theoretical framework of social cognitive theory, which postulates that every human function is a result of interactions among personal factors, behaviors, and environmental conditions (Bandura 1986; Schunk & Meece, 2005). Ideally, self-efficacy affects one's behaviors and the environments with which one interacts. In addition, research suggests that self-efficacy affects individuals' task choices, effort, persistence, and achievement (Bandura, 1997; Schunk, 1995). The affirmation of a capability level and strength of a belief are essential components of high self-efficacy. In looking at student performance, compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level than peers who do not feel efficacious (Pajares & Schunk, 1995; Schunk & Meece, 2005). Although self-efficacy is not the only influence on learning and achievement, one must understand that no amount of self-efficacy will produce a competent performance if the requisite knowledge and skills are not present (Schunk & Meece, 2005). Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations, level of motivation, and academic

accomplishments (Bandura, 1993). For this reason, researchers began to explore the idea of

perceived self-efficacy.

Bandura (1993) stated,

> People make causal contributions to their own functioning through mechanisms of
> personal agency. Among the mechanisms of agency, none is more central or pervasive
> than people's beliefs about their capabilities to exercise control over their own level of
> functioning and over events that affect their lives. (p. 2)

As efficacy beliefs influence how people think, feel, and motivate themselves, it becomes

important to explore the processes by which self-efficacy exerts itself.

Self-Efficacy Cognitive Development and Functioning

Perceived self-efficacy exerts its influence through four major types of processes:

cognitive, motivational, affective, and selection. However, this study focused exclusively on the

research and information surrounding cognitive and motivational processes, as they have direct

influences on academic performance. Self-efficacy and people's beliefs emerge through a

cognitive process. The belief in what people can accomplish plays a critical role in the shaping

and formulation of the individual's level of self-efficacy (Domsch, 2009; Pajares & Schunk

1995). Whereas individuals with high levels of efficacy visualize success with tasks, individuals

with low levels of efficacy visualize failure with tasks, which ultimately leads the individual to

being unsuccessful (Bandura, 1994). In describing the concept of self-efficacy and cognition,

one must understand that a major function of thought is to enable people to predict events and to

develop ways to control events that affect their lives (Bandura, 1994). For example, people who

have strong self-doubts about their efficacy become erratic in their thinking, lower their

aspirations, and produce poor quality work, whereas those who maintain a high sense of efficacy

set challenging goals for themselves and use good analytical skills, which pays off in

achievement and performance. As stated previously, self-efficacy draws upon the requisite skills

needed to be able to complete specified tasks. The cognitive process allows the individual to develop and formulate those skills into levels of efficacy that will allow the individual to perform poorly or well based on the individual's level of efficacy.

A student or an individual possessing a specified amount of knowledge and skills is different from knowing how to be able to use said knowledge and skills under taxing and/or stressful conditions. Therefore, it is important to understand that individuals with the same knowledge and skills may perform poorly, adequately, or extraordinarily, depending on fluctuations in self-efficacy (Bandura, 1993). J. Collins (1982) performed a study in which she tested self-efficacy's contribution to skill utilization. J. Collins selected children at three different levels of mathematical ability and varying levels of self-efficacy. Students were given difficult problems to solve despite their levels of self-efficacy or math ability. The results of the study indicated that students with higher levels of efficacy chose to rework more problems they failed and did so more accurately than students of equal ability who were plagued by self-doubt. This study's findings correlate with the notion that people who perform poorly may do so because they lack the requisite skills or because they lack the efficacy to use skills they do possess under taxing situations.

Another important factor in cognitive functioning of self-efficacy is the influence of social comparison. People assess their capabilities in relation to the attainment of others which means that people with whom individuals compare themselves with have a major influence on how one judges his/her ability (Bandura, 1993). For example, students in a cohort of 10-15 will most likely compare their work amongst each other. Students who constantly score lower or get unfavorable marks and comments from teachers will most likely begin to doubt their ability. This factor is one of the many ways that self-efficacy develops in an individual. Social

comparison also plays a major role in the development of self-esteem. Students receive a great deal of critique and comparative information from teacher evaluations and grading practices of their scholastic performance (Rosenholtz & Simpson, 1984; Weinstein & Marshall, 1984). This comparative information carries strong self-efficacy implications that can affect an individual's performance (Bandura, 1993).

In their research, Bandura and Jourden (1991) confirmed that social comparison affects performance through self-regulatory mechanisms. Participants in this study were placed in groups to perform certain tasks. They were given feedback about how well their group performed, as well as preset information on how well the others managed their groups, which allowed the managers to use the comparative information as an observation tool. As a result, the study revealed that seeing oneself surpassed by others undermined personal efficacy, increased erratic analytical thinking, and impaired performance. In contrast, seeing oneself gain mastery amongst the groups strengthened personal efficacy, fostered efficient thinking, and enhanced performance. The same social comparison takes place in the classroom on a consistent basis. Students and educational professionals are always using comparative information to assess themselves as students and professionals. This study conveys the message that people assess their capabilities in comparison to others, which has an effect on self-efficacy.

Self-efficacy plays a key role in individuals' motivation (Bandura, 1991). As most human motivation is derived from the cognitive process, people motivate themselves and guide their actions by exercising forethought. Forethought allows individuals to set goals and plan courses of action that will aid in their realization of valued futures. Self-efficacy beliefs operate in all three different forms of cognitive motivators: causal attributions, outcome expectancies, and cognized goals (Bandura, 1993). While each is different in meaning, each cognitive

motivator contributes to how individuals motivate themselves and perform under taxing situations.

When using the causal attribution motivator, individuals that hold themselves as highly efficacious tend to ascribe their failures to low effort. Conversely, those that believe themselves to be inefficacious tend to ascribe their failures to low ability (Bandura, 1993). One of the many reasons research practitioners study the topic of self-efficacy is to be able to comprehend what is taking place within people's belief systems. The causal attributions discussed here mainly affect motivation and performance, which allows researchers to understand what is taking place in people's beliefs (Schunk & Gunn, 1986; McAuley, 1991). In outcome expectancies, motivation is governed by the expectation that behavior will produce certain outcomes as well as the belief that people act on their beliefs about what they think they can do as well as their beliefs about the outcomes of the performance. This particular motivator is governed by the self-belief of capability. As individuals are given tasks and options, many choose or neglect to pursue specific options because they believe they lack the capabilities to perform at a given level. Therefore, many individuals with low efficacy flock towards options that do not push them in certain areas. Cognized goals allow individuals to exercise self-influence by personal challenge and evaluative reaction to one's own attainments (Bandura, 1993). Different from causal attributions and outcome expectancies, goals operate through self-influence processes rather than regulating motivation and performance directly. Therefore, a cognized goal allows individuals to seek self-satisfaction from fulfilling valued goals and prompts them to intensify their efforts by discontent performances on different tasks.

Bandura (1994) stated, "Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves; how much effort they expend; how long

they persevere in the face of difficulties; and their resilience to failures" (24). This information has key implications for students and their performance in schools. Information gathered about self-efficacy and motivation have shown that students that harbor self-doubts about their capabilities decrease their effort while those that have strong belief in their capabilities exert greater effort to master a challenge (Bandura 1993, 1994).

Self-Efficacy and Development in Adolescents

In order to understand self-efficacy in the context of academic performance, one must understand how self-efficacy develops in adolescents. Adolescence is identified as the period of time stretching from puberty to the early 20s and includes a number of physical, cognitive, social, and emotional changes (Schunk & Meece, 2005). In addition to the aforementioned changes, adolescents begin to experience a number of external changes that begin to affect their day-to-day lives. Although self-efficacy is a type of cognition, research supports the notion that it affects other facets of development and is influenced by various personal, social, and contextual variables which will be explored within this literature (Bandura, 1997). As adolescents develop, the internal and external changes affect their levels of self-efficacy which in turn has major implications on school performance and life functions.

Factors Affecting Adolescents' Self-Efficacy

Contextual factors are important in the development of a child. As adolescents experience changes in their lives, the environment in which children spend their time plays a critical role in the development of their level of self-efficacy. Developmental changes, group differences, education, peers, and families are all key areas that are associated with self-efficacy development (Schunk & Meece, 2005). As these influences have profound effects on

adolescents' beliefs, extensive research has been conducted to explore their relationship on adolescents' success in and out of school.

As adolescents develop, the changes that occur in terms of self are due in part to their increased abilities for cognitive abstraction, reflection, and social comparison (Harter, 1998). As teenagers get older and develop more skills, they begin to assess their own views on their capabilities, beliefs, and values, which directly influences self-efficacy beliefs. Several researchers have explored the changes in competence and efficacy beliefs during adolescence. A study using academic measures of competence revealed that self-perceptions of competence begin to decline around grade seven (Eccles, Wigfield, & Schiefele, 1998; Wigfield et al., 1997). In addition, other studies show that the decline in competence begins to emerge fully during the transition to middle school and continues into the students' secondary school career (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). However, some studies measuring competency and self-efficacy show mixed results. While several studies have shown a decline in efficacy beliefs (Anderman, Maehr, & Midgley, 1999; Pajares & Valiante, 1999; Urdan & Midgley, 2003), a select few have found an increase in efficacy, specifically in mathematics and language (Shell, Colvin, & Bruning, 1995; Zimmerman & Martinez-Pons, 1990). While some inconsistencies do exist, these studies do convey a connection between self-efficacy and competence. The inconsistencies among the studies could be due to skill level, social comparison, and other factors influencing self-efficacy development.

In addition to developmental changes, a significant amount of research has also been conducted on group differences and their effects on adolescents' self-efficacy development. During early and mid-adolescence, young people experience the need to live up to social standards for behavior (Harter, 1999) and are strongly influenced by cultural stereotypes about

capabilities and traits of different social groups. While many cultural stereotypes are beginning to evolve, adolescents' identities as learners can be shaped as a result of being immersed in these environments. Most studies regarding group differences in self-efficacy have focused on gender and ability, whereas only a select few have examined the role of socioeconomic status or ethnic background (Schunk & Meece, 2005).

With regard to studies exploring gender and self-efficacy, some found that adolescent boys have higher levels of self-efficacy than girls (Anderman & Young, 1994; Meece & Jones, 1996; Pintrich & De Groot, 1990; Zimmerman & Martinez-Pons, 1990), whereas other studies found that adolescent girls have higher levels of self-efficacy than boys (Britner & Pajares, 2001). Furthermore, a number of studies also revealed no gender differences regarding the levels of self-efficacy (Pajares 1996b; Pajares & Graham, 1999; Roeser, Midgley, & Urdan, 1996; Smith, Sinclair, & Chapman, 2002). Studies exploring self-efficacy and ethnicity have reported mixed findings as well. Britner and Pajares (2001) reported no significant differences between African American and White adolescents' middle school students self-efficacy with regard to regulating their learning in science. In their study investigating academic self-efficacy among ethnic students in middle schools, Roeser et al. (1996) found no significant differences in self-efficacy levels. However, a few studies have shown that African American adolescents have lower levels of self-efficacy in mathematics as compared to their White peers (Pajares & Kranzler, 1995), and Hispanic students at the high school level report lower writing self-efficacy as compared to non-Hispanic students (Pajares & Johnson, 1996). As the self-efficacy studies of gender and ethnicity have revealed mixed findings, as stated earlier, student ability and socioeconomic background could have aided in the mixed results yielded, clouding the impact of these two factors on self-efficacy development.

Adolescents spend the majority of their time in school, so it is no surprise that the school experience helps to shape their self-efficacy beliefs. As adolescents develop, they also gain some cognitive maturity, which helps them to interpret and integrate multiple sources of information about their competencies that allow them to have differentiated views of their abilities (Eccles et al., 1998). With this said, a wide range of beliefs and levels of beliefs can be found within the school due to the number of factors that influence beliefs, mainly social comparison. As stated previously, when an adolescent is not performing as well as his/her peers academically, social comparison can have a negative impact, especially in areas where performance is valued by the family, peers, and the adolescent (Schunk & Meece, 2005). Research supports the notion that self-efficacy correlates with academic motivation and achievement as well as self-efficacy for learning and motivation during learning (Lent, Brown, & Larkin, 1986; Pajares, 1996a; Schunk, 1995).

Zimmerman and Bandura (1994) provided evidence from a study of college students that self-efficacy for writing showed positive correlations with goals for course achievement and actual achievement. In a study of high school students, Bouffard-Bouchard, Parent, and Larivée (1991) found that students with high levels of self-efficacy for problem solving also demonstrated greater performance-monitoring and persistence than students with lower levels of self-efficacy. School transition has been proven to be a very difficult time that may cause changes in self-efficacy (Schunk & Pajares, 2002). During times of transition, mainly from elementary to middle school, young adolescents often experience declines in competence, beliefs, and performance (Anderman et al., 1999; Anderman & Midgley, 1997; Urdan & Midgley, 2003; Wigfield, Eccles, MacIver, Reuman, & Midgley, 1991). Even though all of the aforementioned studies are different in nature, they all show a relationship between self-efficacy

and achievement among adolescents, showing that self-efficacy beliefs have an effect on performance.

Changes in the school environment may have an impact on students' level of self-efficacy. A few studies have shown that elementary and secondary classrooms focus on different goals. As compared with elementary school students, middle school students describe their learning environments as less focused on learning and mastery and more focused on competition and ability differences (Anderman et al., 1999; Anderman & Midgley, 1997; Urdan & Midgley, 2003; Urdan, Midgley, & Anderman, 1998). Classrooms that emphasize competition and performance goals rather than individual mastery and self-improvement usually lead to adolescents manifesting declining levels of self-efficacy. In contrast, classroom environments that emphasize the importance of effort, meaningful learning, self-improvement, and collaboration help adolescents maintain positive perceptions of their self-efficacy and competence (Anderman & Midgley, 1997; Anderman & Young, 1994; Greene, Miller, Crowson, Duke, & Akey, 2004; Meece, Herman, & McCombs, 2003; Urdan & Midgley, 2003). As these studies place an emphasis on school environments, they also convey strong implications for educators and educational administrators, as they create the environments in which students learn.

Research findings on the effects of different classroom environments is consistent with experimental studies designed to examine relationships between instructional conditions and adolescents' self-efficacy beliefs (Schunk & Meece, 2005). Some instructional conditions that have been shown to develop self-efficacy among adolescents include proximal and specific learning goals, instruction on learning strategies, social models, performance and attributional feedback indicating progress, and rewards contingent on improvement (Schunk, 1995). The

following research studies are presented to show data on how instructional conditions affect self-efficacy in different groups of adolescents.

Zimmerman and Kitsantas (1996) performed a study examining the use of process goals to raise self-efficacy for dart throwing among high school girls. Girls were placed in two different groups: one group used process goals and the other used product goal conditions. The study revealed that the process-goal girls demonstrated higher levels of self-efficacy and performance than did product-goal girls. Zimmerman and Kitsantas (1997) replicated this study and introduced a shifting goal where the girls pursued a process goal but eventually switched to a product goal for attaining higher scores. The study revealed that the shifting goal led to the highest levels of self-efficacy and performance.

Schunk and Ertmer (1999) pre-tested a group of students on self-efficacy, their performance of computer applications, and how well and often they applied self-regulation strategies while learning computer skills. Students were assigned to a process or a product goal condition. Within each condition, half of the students were instructed to evaluate their progress during instruction on computer applications. The study revealed that participants who received process goals, with or without self-evaluation, showed higher self-efficacy and strategy competence than did the product goal participants with no self-evaluation. In the process goal condition, those who participated in self-evaluation demonstrated higher self-efficacy than those that did not self-evaluate. Among self-evaluation students, students who received the process goal condition evaluated their learning progress better than those who received the product goals. These data correlate with the findings of another study, which found that children that self-evaluate while using process goals will have higher levels of self-efficacy and self-regulation (Schunk, 1996).

As a whole, the previously discussed studies reveal that adolescents need environments that allow them to set goals for learning, support their goal progress, and focus on improvement and mastery. Meece et al. (2003) found that middle and high school students reported more positive self-efficacy when teachers used learner-centered instructional practices that honored student voices and adapted instruction to individual and developmental needs. As all of the studies here were geared towards instructional practices, they revealed clear implications for educators that can help create higher levels of self-efficacy and performance among students. As school is a major factor in the development of efficacy, educational practitioners play an integral role in helping students to develop into individuals with high levels of self-efficacy that will function well as adults.

Another important factor affecting self-efficacy development is the relationship and/or influence of peers: a finding that is based on a growing body of research (Schunk & Miller, 2002). Some strong influences on adolescents' self-efficacy are peer groups and friends. Research suggests that students tend to select their friends and peer groups based on similarities (Ryan, 2000). In fact, Hamm (2000) reported that peer similarity was strongest for Asian American and European American adolescents, whereas African American students choose friends with less similarity in regard to academics. Although networks play an important role in life, research suggests that peer interactions strongly influence adolescents' choices (Berndt & Keefe 1992).

Several researchers have explored the idea of peer groups and their effects on adolescents' self-efficacy. Kindermann (1993) and Kindermann, McCollam, and Gibson (1996) explored motivation in peer selection among ninth graders throughout the school year. The results indicated that the more academically motivated students had larger peer groups. Whereas

students affiliated with the high academic group changed positively throughout the year, students associated with the low academic group changed negatively. As research suggests that adolescents choose their peers based on similarities, this research suggests that peer group socialization may affect/influence the group's academic self-efficacy and motivation (Schunk & Pajares, 2002). In addition to this study, Ryan (2001) found that students join peer networks with motivational belief systems similar to theirs at the beginning of the school year and over the course of the year the group influences other group members.

Other researchers have explored the impact of motivational belief systems in peer networks. Altermatt and Pomerantz (2003) reported similar findings for grades, competence perceptions, and motivation beliefs among adolescents. In their study, peer influence was strongest during the academic year and for those peers that had reciprocated friendships. Steinberg, Brown, and Dornbusch (1996) conducted a 10-year study of several thousand adolescents from ninth grade until senior year investigating the effects of peer pressure on academic motivation. Although peer pressure peaks around grades eight or nine, it seems to decline at some point during high school, but a key period is between the ages of 12-16, a time when parents tend to become less involved in their children's activities, thereby enhancing the strength of the peer influence.

Steinberg et al. (1996) also investigated adolescents who began high school with similar grades but became involved with a different peer group to see if they remained academically similar. The results of the study indicated that that students in more academically oriented crowds performed better than students in less academically oriented crowds. While the findings from these studies suggest that peer group influence is a key factor in the development of self-efficacy in adolescents, the influence may contribute to a decline but may also maintain or

increase self-efficacy. Although all of the aforementioned factors play a role in influencing self-efficacy amongst adolescents, the familial role is one of the most critical.

As parents are children's first teachers, it is no surprise that adolescents acquire a significant amount of self-efficacy information from families and their home environments (Schunk & Miller, 2002). Parents and/or guardians help adolescents build a sense of competence when they provide an environment that encourages them, sets high but realistic aspirations, contains some positive role models, offers some challenges, and teaches them how to deal with difficult situations (Schunk & Meece, 2005). As these events may occur simultaneously or in different stages of their adolescence, the familial and environmental response will play a significant role in the development in the child's self-efficacy. Several factors influencing the development include socioeconomic status, parenting styles, family socialization, and parental involvement.

Families differ with regard to their socioeconomic status (Bradley & Corwyn, 2002), but it is inaccurate to say that all adolescents from low socioeconomic status households have low self-efficacy. Instead, one must identify the factors that characterize families of different socioeconomic levels accurately (Bronfenbrenner, 1986). Much research has been done to show that economic hardship and low parent education correlates with difficulties in development and learning (Bradley & Corwyn, 2002; McLoyd, 1990). Since families with less education and minimal income find it difficult to provide resources, children in these homes may experience lower levels of cognitive development. As a result, children may experience learning problems early in school, which will have an impact on self-efficacy (Schunk & Miller, 2002). Some research also suggests that socioeconomic levels are positively associated with parents' expectations for their children's educational success (Alexander & Entwisle, 1988).

Parenting styles have also been examined as having an influence on adolescents' academic achievement (Steinberg, 2001). Researchers have identified four major types of parenting styles; authoritative, authoritarian, permissive, and uninvolved. However, the authoritative style was identified as having the best combination of warmth, responsiveness, and control to support children and adolescents (Baumrind, 1967; Maccoby & Martin, 1983). In addition to being associated with many positive developmental outcomes, school achievement included, authoritative parenting can be found across different ethnic groups. Another important factor in a child's level of self-efficacy is parents' beliefs on children's self-perceptions of ability and efficacy. Several researchers have contended that parents serve as important communicators of competence beliefs (Eccles et al., 1983, 1998; Jacobs & Eccles, 1992). As parents form perceptions about their child's ability, the perceptions that they hold will eventually affect their own children's competence beliefs. In fact, considerable evidence suggests that children's ability perceptions are more directly related to parent perceptions than the children's ability level (Eccles et al., 1998). Bleeker and Jacobs (2004) stated that parent perceptions not only affect school achievement but also predict the career choices and educational plans of the child 12 years later. The work of Bleeker and Jacobs once again correlates with the research findings that that self-efficacy plays a major role throughout life and the development of self-efficacy is critical to success.

Another important factor and undoubtedly one of the most important factors in self-efficacy development is parents' involvement in their children's education. When parents stay involved in their children's activities, they exert indirect influence over their children's growth (Schunk & Meece, 2005). The push and encouragement to stay involved in academic activities can strengthen the child's self-efficacy. X. Fan and Chen (2001) conducted research on the

relationship of parental involvement to children's academic attainment. The results indicated that parental involvement, whether direct (verbal) or indirect (involving children in programs, assisting with homework), affected the child's self-efficacy positively. In fact, self-efficacy among children is at its highest when parental involvement exists in neighborhoods and/or groups (W. Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). Although school plays an integral role in the development of self-efficacy, the foundation that parents and family provide ultimately prepares adolescents for success in school.

Self-Efficacy and Implications for Educators

Self-efficacy is affected by one's past performance, vicarious experiences, verbal persuasion, and emotional responses. As adolescents receive much of this information from school, the home, and social environments to form their belief systems, it is imperative that adults appeal to multiple sources to address children's needs. One way to address the needs of adolescents in the realm of self-efficacy is to structure curricular approaches that will aid in the development of self-efficacy. As this study examined the self-efficacy of African American students, one possible way to build upon the efficacy of African American students is to implement a culturally relevant pedagogy in the schools. When adolescents build a resilient sense of self-efficacy, they are in a better position to withstand the normal challenges of development and are well positioned for learning as they approach adulthood (Schunk & Meece, 2005). As culturally relevant pedagogies have been researched widely, their implementation in the classroom could be used to help close the achievement gap and address self-efficacy among African American students. The following sections discuss this pedagogy and research related to the culturally relevant approach.

Culturally Relevant Pedagogy

In 2009, there was a noticeable shift in the demographics in the U.S. school-aged population. Racial/ethnic minority students consisted of 44% of the total public school population in 2007, which was a 22% increase from 1972 (NCES, 2009). With such a significant increase, the U.S. Department of Education recognized that knowledge of the changing demographic in schools required institutions to respond (NCES, 2000). To combat this issue, one emerging topic in multicultural education literature has been to implement a culturally relevant pedagogy (CRP) in schools. CRP upholds the idea that teachers must become non-judgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom (Brown-Jeffy & Cooper, 2011). Several scholars have researched and written extensively on the topic, affirming that the intersection between school and home-community culture does play a critical role in the in the delivery of instruction in school (Gay, 2000; Jordan, 1985; Ladson-Billings, 1992, 1994, 1995; Nieto, 1999, 2004). To address the needs of different cultures effectively, one must also examine and discuss race. Several scholars have done research to understand and change how culture and race interact in the educational system (Chapman, 2008; Dixson & Rousseau, 2006; Howard, 2008; Lynn, 2004; Lynn & Parker, 2006; Milner, 2008). These scholars have identified the connection among race, racism, and power as critical race theory (CRT). As educational reform begins to take place to address the changing demographics of U.S. schools, an infusion of CRP and CRT can be implemented to make school and learning more culturally diverse. The significance of CRP will be discussed in the following section.

Significance of Culturally Relevant Pedagogy to Classroom Instruction

In 1966, Coleman and his colleagues conducted the first post *Brown v. Board of Education* study to establish that there was a significant gap in achievement between Black children and White children (Coleman et al., 1966). As the racial achievement gap has been documented for many years, it continues to grow as students matriculate through the public school system (NCES, 2009). Classrooms have become more diverse, and the American educational system must ensure that all students achieve, especially racial/ethnic minority students. To combat the issue of racial/ethnic low academic achievement, research proposes various educational processes and structures, especially those related to teaching or pedagogy (Brown-Jeffy & Cooper, 2011). CRP, a term coined by Gloria Ladson-Billings in 1995, places emphasis on the needs of students from various cultures. Ladson-Billings (1995) specifically defined CRP as:

> A pedagogy of oppression not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment. Culturally relevant pedagogy rests on three criteria or propositions: (a) students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the current status quo of the social order. (p. 160)

Thus, CRP is a way for educational practitioners to recognize students' home-community culture by using their values and cultural experiences in the learning environment. While teaching is deemed as a situational process, it is most effective when ecological factors like prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students are included in its implementation (Gay, 2000).

Historical Sketch of Culturally Relevant Pedagogy

Prior to the 1995 coining of CRP, several scholars had already discussed the concept. Au and Jordan (1981) asserted that school learning is often different from informal learning and is

often unrelated to a child's culture; however, bringing relevance of the text to the child's own experiences will help the child learn and make sense of the world. This assertion once again illustrates the importance of bridging home-community and school cultures. The following studies show how CRP addresses the needs of culturally diverse students. Marcias (1987) conducted a study examining the Papago Indian tribe's early learning environment in relation to home culture and social mainstream education. The study revealed that competent teachers, regardless of race, should be able to learn enough of the child's cultural environment to be able to properly interpret behavior and structure the curriculum in a way that facilitates student learning.

In Jordan's 1985 study of the Kamehameha Elementary Education Program (KEEP) observing cultural continuities, the researcher found that discontinuities as well as continuities between home-community and school cultures could affect the quality of learning that took place. In this sense, discontinuity is viewed as a deficit of the racial/ethnic minority children or as cultural deprivation (Jensen, 1969). Jordan noted that that to deal with cultural difference, educators need to feel and understand the students' cultures and make adjustments to the curriculum that will lead to a culturally compatible program. Research evidence and classroom practices have demonstrated that CRP does enhance student achievement. Most of the research and practice thus far have focused on African Americans (Cazden, John, & Hymes, 1985; Ladson-Billings, 1992, 1994, 1995).

As CRP filters curriculum content and teaching strategies through cultural frames of reference, the close interactions among ethnic identity, cultural background, and student achievement have become increasingly apparent. The following section will explore in detail some of the more current research pertaining to CRP, learning, and student achievement.

Cultural Relevancy and Academic Achievement

Walden (2008) examined beliefs and cultural based practices of four kindergarten teachers to determine their effect on ESL reading achievement. Through the implementation of culturally relevant classroom practices tied to state standards and teacher beliefs, the study revealed that 80% of the ESL students showed significant improvements on the state assessment. Langlie (2008) explored the impact of a CRP on the mathematics achievement of Black and Hispanic students. Through a multiple regression analysis, the study revealed that teachers who emphasized an awareness of the importance of mathematics in everyday life and used CRPs during instruction had higher numbers of Black and Hispanic students achieving in mathematics.

Jones (2008) conducted a mixed methods study that researched the effects of Culturally Responsive Standards Based Instruction (CRSBI) on African American student achievement. Both sets of data, quantitative and qualitative, indicated that the African American student that received the culturally responsive instruction is 190% more likely to pass English/language arts and 153% more likely to pass math than an African American student in the Los Angeles Unified School District. Furthermore, this same student is 172% more likely to pass English/language arts and 138% more likely to pass math than an African American student in the state of California. Although the data noted that effective implementation of CRSBI requires knowledge and commitment, it has an overwhelmingly positive effect on the academic achievement of African American students.

Wellington-Trawick (2009) researched cultural relevancy, parental and community values, school's core values, administrative leadership styles, and relevant academic programs to determine if the combinations led to academic achievement in urban learners. Through a series of qualitative interviews, the data revealed that the school's core values and the leadership of the

principal play significant roles in the achievement of urban learners. In addition, high ethical standards, coupled with motivation and excellence in teaching and a culturally rich environment, had a positive effect on the achievement of urban learners. K. Walker (2009) explored the impact of culturally relevant teaching and learning strategies to improve mathematics achievement among at risk students. The participants in the study were assigned to one of two groups—CRP or traditional pedagogy—and facilitators of both groups emphasized communal learning, interdependence, and collective achievement. The results indicated that the students from the CRP group returned homework more often and scored higher on homework assignments than their counterparts, showing the impact of a CRP on academic achievement.

Moore (2010) conducted a study on CRP and its impact on African American middle school students scale scores in mathematics. The quasi-experimental study compared scores between the treatment group (six teachers who participates in professional development using culturally responsive pedagogy) and the control group (six teachers who did not participate). Through a repeated measures ANOVA, the results offered evidence for the need to implement a CRP to promote achievement of all students while supporting the power of a CRP. Greene (2011) conducted a phenomenological study on the impact of inclusion of African American culture in the classroom and the effect of African American culture on the academic achievement of African American students. Research was conducted through a series of surveys, focus groups, and interviews. Data from the research suggested that bringing culture into the classroom can improve the social and learning environment for students from different racial and ethnic backgrounds. Greene noted that one key to supporting culturally relevant learning environments lies in understanding and developing programs and policies to improve the climate for racial and ethnic diversity.

Marshall (2011) conducted a quantitative study using a contemporary culturally relevant text to determine if it could enhance reading interest, motivation, and academic achievement amongst fifth graders. Surveys were used to assess student interest, a work completion rubric was used to assess student engagement, and standardized test scores were used to assess measure reading and language achievement. The data from this research revealed that the use of a contemporary culturally relevant text increased student interest and engagement but resulted in a decrease in academic performance compared to the use of a contemporary classic text. Ellis (2012) conducted a research study on the overlapping principles of relevance, rigor, and relationships inherent in both middle school philosophy and culturally responsive education to determine their effects on the academic achievement of African American middle school students. The mixed methods study gathered qualitative data from interviews and observations of an exemplary middle school. Quantitative data were gathered from the End of Grade (EOG) test passing percentages of African American students in two cohorts. The results of the study found no significant difference in the academic achievement of African American students in the different cohorts. However, the qualitative data yielded a substantial amount of information in that the middle school employed a shared vision of high expectations, diversification in student needs, empowerment of decision-making, assessment modification, real-world application, and proactive discipline.

Hobbs (2012) conducted research on a culturally specific computer-based instructional task to see if problem solving skills and mathematical achievement and attitude could be improved using the computer-based tasks. To gather data, the culturally specific computer-based mathematics assessment (CD-ROM) and the NAEP assessment were used to measure student growth in mathematical problem solving. Students were given pre and posttests and were split

into control and treatment cohorts; the control group had no exposure to the computer lab or word problems with culturally specific themes. In the end, the data revealed a significant decline in performance for the CD-ROM group, but showed a slightly more favorable attitude towards mathematics than the other group. Johnson-Davis (2012) conducted a research study on the engagement and reading acquisition of African American boys in first grade by comparing culturally responsive and culturally neutral classrooms to determine if classroom practices affect engagement. Data showed that the cultural and linguistic pedagogical strategies employed by the culturally responsive classroom made an impact on engagement and achievement outcomes for African American boys.

All of the aforementioned studies examined CRP and its effect the achievement of African American students, urban students, or low performing students. As the studies examined achievement performance within specific academic domains, the data discussed here have shown overwhelming support for the need for cultural relevancy in schools. Although not all of the studies discussed showed academic gains, those that did not reported some type of positive attribute that was a direct result of the use of a CRP. Research suggests that CRPs embody practices that ensure successful learning outcomes for African American students. A major component of implementing a successful culturally relevant program lies in the development and belief system of the educators. The following studies will outline and discuss some of the more current research that pertains to CRPs and the beliefs and attitudes of the educators that implement the practices.

Cultural Relevancy: Teacher Beliefs and Practices

Parhar (2008) conducted a qualitative study investigating the beliefs, practices, and challenges of teachers who used pedagogy aligned with students' culture. By using semi-

structured interviews, the data revealed four key themes in relation to practice to support culturally diverse students: (a) an inclusive classroom, (b) expansion of the curriculum that validates students' cultures, (c) development of a community resource team that collaborates with families and school support workers, and (d) purposeful renewal of educational knowledge through professional development. Varian (2008) conducted a qualitative case study on the beliefs and instructional practices of culturally relevant educators. Through a cross case analysis, data revealed three central themes about teachers' cultural awareness and beliefs about cultural relevancy. Specifically, they noted the importance of: (a) using a variety of instructional techniques, (b) designing student-centered instruction to promote active learning, and (c) fostering a sense of personal empowerment among the students.

Kelly-Jackson (2008) conducted a mixed methods study that investigated science teachers' beliefs about the importance of culturally relevant teaching in the classroom. Survey data indicated that 100% of the respondents believed culturally relevant teaching is critical when working with culturally diverse students. However, interview results indicated that 75% supported culturally relevant teaching in theory, but the support was not reflected in their classroom instruction. Toney (2009) conducted a qualitative study to understand how CRP promotes academic success among low-income African-American students. Through individual interviews, focus groups, and observations, the data revealed that teachers' experiences, instructional practices and strategies were vital to the implementation of culturally relevant instruction and increased student achievement.

Davenport (2009) conducted a mixed methods study investigating the culturally relevant beliefs of teachers and their effect on the school experience of African American male students. Quantitative data came from teacher responses on a survey and comparisons using grading,

testing, and discipline data from two schools. Qualitative data came from focus groups composed of African American male students. The data showed no causal relationship between teachers' culturally relevant beliefs and the school experience of African American male students. Fulton (2009) conducted a case study of culturally responsive teaching in middle school mathematics. Data were collected from observations of three middle school mathematics teachers, observations of school activities, student and teacher interviews, and focus groups. Results of the study gave evidence of the significance of a strong school culture that supports the development of mathematical understanding for each learner. The three teachers provided learners with learning communities within the classroom, encouraged peer interactions, differentiated instruction based on students' needs, and established challenging learning goals for all students.

Edwards (2010) conducted a study exploring students' and teachers' perceptions of the cultural responsiveness of three programs for African American students. Using a survey instrument, data were collected from 152 students and 34 teachers across three programs that exhibited unusual levels of success with African American students. Findings from the data revealed that attitudinal dimensions of cultural responsiveness among students and teachers were perceived more frequently than curricular and pedagogical dimensions. In addition, if students perceived the school to be responsive in regard to curriculum, they were likely to experience all dimensions of cultural responsiveness. Reid-Agren (2010) conducted a mixed methods study on culturally responsive literacy instruction while exploring primary grade teachers' attitudes, beliefs and practices with African American students. Data were collected through surveys, semi-structured interviews, and classroom observations. Data analysis revealed that teachers supported a cultural knowledge base and culturally sensitive practices. Additionally, lack of

cultural knowledge concerning culturally sensitive practices in the literacy learning environment and the application of cultural knowledge to instructional methods plays a major role in the academic success of African American students.

Moton (2011) investigated teachers' perceptions on improving elementary African American students' achievement by using CRP in California. The researcher conducted a qualitative study by interviewing experienced teachers regarding the lack of culturally relevant teaching practices in classrooms for African American elementary students. The study's findings revealed that participants were not uniform in the application of culturally relevant teaching practices in the classrooms and that culturally relevant teaching was not a primary focus during pre-service or in-service teacher education. Furthermore, the findings concluded that teacher bias and negative perceptions about African American students were present within the academic environment, which could have an effect on students' academic achievement. S. Johnson (2011) conducted a qualitative study documenting the instructional practices of educators who use CRP within their curriculum in Advanced Placement English classes to ensure that African American males develop strong language and literary skills. The findings of the study indicated that setting high expectations, developing rigorous learning environments, implementing differentiated instruction, and applying culturally relevant instruction were all critical and beneficial in helping to close the achievement and literacy gap for African American male students.

Cultural Relevancy and Implications for Educators

The research discussed here has shown that culturally relevant teaching has many positive effects on the achievement of African American students. CRP is critical to educators as the student population of America's schools have changed. This change basically implies that

educators should begin to master effective pedagogical approaches that meet the needs of all students. As discussed thus far, CRP emphasizes designing culturally appropriate transfer devices, connecting students' prior knowledge and cultural experiences with new concepts, instituting positive classroom climates, setting high expectations, and constructing and designing relevant cultural metaphors and images. As one of the previously mentioned studies discussed teacher preparation, a great deal of emphasis should be placed on cultural relevancy in teacher education programs to ensure that educators are equipped with the necessary skills to teach a diverse student population. Klingner et al. (2005) stated:

> Culturally responsive educational systems benefit all children. When educators strive to develop the individual self-worth of each child, everyone gains. Also, exposure to a variety of experiences enriches lives by broadening perspectives and validating each person's uniqueness and sense of belonging to a larger whole. (p. 38)

As children's self-worth is developed, they begin to excel academically, which was demonstrated by the research discussed in this chapter. The pedagogy itself is an essential tool that educational practitioners can use to address the achievement gap. As this research investigated the needs of African American students, it is not the only pedagogy aimed at addressing relevancy. Afrocentric education is a pedagogy in its own right and will be discussed at length in the subsequent section.

Afrocentric Education

Carter G. Woodson (1933) argued that Black children were not reaching their potential because they were in schools that isolated them from African culture and traditions and valorized European culture. He therefore supported an educational experience that addressed the historical legacy and experiences of Africans and Black Americans. Woodson's over 60 years of scholarship and support for schooling experiences rich in Black history and culture echoes the mission and vision of scholars, educators, parents, and trailblazers who sought to protect Black

children from the inequitable education experiences of American schooling in the 1970s. Such experiences included a lack of educational resources, dilapidated and hazardous school buildings, and poor educational instruction (Kozol, 2005). Black Americans throughout the United States began to voice their concerns about the poor educational opportunities by supporting a movement that holistically transformed and rebuilt the spirits and minds of young children. This movement was known as the African Centered School Movement.

During this movement Black Americans demanded control of public schools or created independent institutions outside of public structures (Kozol, 2005). The latter effort was known as the Independent African Centered School Movement, which stressed academic excellence as well as cultural relevance and character development (Lee, 1992). Additionally, this movement was a response to the dismal failure of public education for Black students and the heightened international movement for pan-African unity (Giddings, 2001). An African centered perspective and institutional autonomy were two premises behind the formation and maintenance of African centered schools. This African centered perspective subscribes to the spiritual and cultural ethos of African people, and it is situated in an African worldview, which offers a "method of thought and practice rooted in the cultural image and human interests of African people" (Karenga, 1995, p. 45). To protect and maintain this Afrocentric reality, institutional autonomy served as the means for allowing this voice to emerge in the education of Black children (Karenga, 1995). Furthermore, an independent status allowed for resources and vitality to come from the community, which inevitably ensured the development of liberatory pedagogy and African centered perspectives (Lee, 2005).

Application of Afrocentric Education

Grills (2004) noted that in order to apply an African centered paradigm efficiently, one must "examine or analyze the phenomena with a lens consistent with an African understanding of reality; African values; African logic; African methods of knowing; and African historical experiences" (p. 173). Among other key elements of African reality, Grills further noted that the African ideological premise is rooted in the concepts of Ma'at. According to the ancestors of ancient Kernet, Ma'at refers to the cardinal principles that govern human functioning and behavior. These principles acknowledge that each person is an extension of the divine and inevitably a spark of the divine. Humans are not only extensions of the divine but of others, nature, and their ancestors as well. Since each person is created in the likeness of the divine, the aim for one's life is to become Godlike or strive towards perfection. The seven cardinal virtues of Ma'at become the compass towards human perfection. These virtues are truth, justice, harmony, balance, order, reciprocity, and propriety, and they represent the essence and foundation of all experiences and engagement in an African centered school. Therefore, people working in those schools believe that children are divine beings who bring with them gifts and talents from the creator and their ancestors. Therefore, it is the moral obligation of children to use these gifts and knowledge to uplift the community and family and strive towards being excellent or Godlike (Grills, 2004).

To help children internalize their roles and moral obligation, African centered schools infuse the principles of Nguzo Saba into their curriculum and school ethos.

> Originated by Maulana Karenga, Nguzo Saba is a system of seven principles that support the Black community. These principles include: (a) Umoga or unity, (b) Kujichagulia or self-determination, (c) Ujima or collective work and responsibility, (d) Ujamma or cooperative economics, (e) Kuumba or creativity, (f) Nia or purpose, and (g) Imani or faith. (Kifano, 1996, p. 214)

Children are reminded daily of the importance of adhering to these seven principles as they strive to display honorable character and intellect.

The primary aims of an African centered educational experience were not only to adhere to a particular ideology of African people but also to implement instructional practices that support the unique learning styles of Black students. These practices are then implemented using a curriculum rooted in the reality and history of African people. By embracing ancient and contemporary African culture, African centered schools counteract the Eurocentric curriculum that trivializes the contributions of Africans and Blacks in America. The following studies will identify and explain research pertaining to Afrocentric education and student achievement.

Afrocentric Education, Student Achievement and Engagement

In addressing achievement among Black students in the United States, educational researchers and scholars have begun to challenge and question the ideological and pedagogical constructs that threaten the holistic development of Black students (Lee, 2005). Reese (2001) conducted a case study of an Afrocentric school to evaluate its strengths and weaknesses in promoting academic achievement. The major findings of the study indicated that use of the pedagogy showed significant improvement in students' academic achievement based on state department of education documents. In addition, parents of students witnessed positive changes in self-esteem and self-worth in the students and the community, allowing stakeholders to see to see the importance of CRP in enhancing Black students' academic achievement.

McDougal (2007) conducted an Afrocentric analysis of teacher/student style congruency and Black male achievement levels. Through student interviews and teacher observations, the data revealed that the styles of teachers did not match class methods and approaches, which yielded inconsistent findings regarding student achievement. As a result, an adoption of the

Afrocentric educational approach and peer mentoring and feedback for classroom performance has the potential to increase the level of responsibility, self-motivation, and persistence that students bring to the classroom. Gbaba (2008) conducted a qualitative study exploring children's responses to an Afrocentric curriculum and textbook experience. Data revealed that when students were centered in their own history and culture, they exhibited more interest in literacy involving Afrocentric content. Furthermore, data revealed that students also displayed awareness of certain Afrocentric values and demonstrated interest in their ancestry, which facilitates the development of self-awareness.

Coley (2008) conducted a study on Afrocentric identity and high school students' perception of academic achievement. Eighty-four high school adolescents completed four measures to examine racial identity, academic self-concept, and academic achievement, resulting in a significant correlation between racial identity and academic self-concept. Despite the significant correlation between racial identity and academic self-concept, GPAs of students appeared to be a better predictor of academic achievement. Jubulani (2008) conducted research on Afrocentrically inclined instruction versus Eurocentrically inclined instruction in mathematics to determine the most effective type of instruction for the subject matter. Results of the study indicated that student's performed significantly better upon exposure to the Afrocentric inclination. However, the study also indicated that one time exposure to Afrocentrically inclined instruction will not cause African American students to be equal to or surpass Caucasian students, which points to the need for consistent culturally connected instruction geared towards Black students. Akoma (2008) conducted a study on African centered curriculum and teacher efficacy and its effects on African American student achievement. Results from the study indicated no differences in teacher efficacy between the Afrocentric and traditional school, but

did show differences on state exam scores between the two schools, where the Afrocentric school had much higher levels of student achievement.

Block (2010) conducted a single subject qualitative study on a technology enriched Afrocentric program to promote digital literacy among African American young people. With the researcher gathering data for over a year, data revealed that the use of an Afrocentric program did have a positive impact on the digital literacy of its participants. The studies discussed here in relation to Afrocentric education and student achievement all show that the use of the pedagogy had an impact on student achievement, which makes a strong case for schools to begin to explore the use of Afrocentric curriculum.

Challenges with Afrocentric Education

Since their early beginnings in the 1970s, independent African centered schools have worked to safeguard their values and goals. Inevitably, many challenges have threatened the operations of independent African centered schools. The first is the challenge of training a teacher and leadership workforce that is dedicated to becoming increasingly knowledgeable about the nature and importance of culture. For example, teachers must be well-informed about African history and able to instruct in a way that is culturally salient and responsive to Black students (Lee, 2005). Without a dedicated and knowledgeable teaching staff and stable leadership, the essence of an African centered experience becomes fragmented (Lee, 1992).

Another significant challenge for African centered schooling is the absence of a complete kindergarten through 12th grade curriculum for teachers to use that would replace curricula currently used in public schools (Giddings, 2001). In other words, teachers in independent schools use the foundation of African culture and history to create curricula that are culturally affirming for children. Since there is no curriculum to which teachers can refer, they have

absolute autonomy to create their own; this can become a time-consuming and difficult challenge (Binder, 2000).

Although the face of education is changing, there is still resistance to infusing African centered thought into American schools. The aims and goals of African centered thought are in opposition to the goals of Eurocentric thought. Eurocentricity, which is often reflected in practices in the United States, is based on notions of maintaining White privilege and advantage in politics, education, and economics (Hillard, 2000). Therefore, an ideology and pedagogy that centers Black students within African culture, science, and history challenges that privilege. Thus, an African centered school experience could educate students about their history and potential.

CHAPTER THREE: METHODOLOGY

The purpose of this study was to determine the levels of student self-efficacy amongst African-American students in an Afrocentric education program and African-Americans in a mainstream school. Although self-efficacy is a type of cognition, research supports the notion that it affects other facets of development and is influenced by various personal, social, and contextual variables that were explored in this study (Bandura, 1997). As adolescents develop, internal and external changes affect their levels of self-efficacy, which in turn have major implications on school performance and life functions. Whereas mainstream education consists mainly of Eurocentric ideals, the ideals and beliefs infused in an Afrocentric curriculum were developed to ensure that African-American students receive a quality education, with the culture of the child as the center (Murrell, 2002; Shockley, 2007). Therefore, this study examined student self-efficacy to determine if those ideals and beliefs infused in the Afrocentric curriculum have an impact on students' self-efficacy, thereby improving learning and academic achievement. To focus the study, the following questions and hypotheses were developed:

R_{Q1} Is there a significant difference in student self-efficacy amongst African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing?

H_{O1} There is no statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Ha₁   There is a statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

R_{Q2}   Is there a significant difference in student self-efficacy amongst students within an Afrocentric program in comparison to students within a mainstream school by gender in regard to reading, studying, test preparation, note-taking, and writing?

Ho₂   There is no significant difference in the self-efficacy amongst gender of students within an Afrocentric program in comparison to gender of students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

H_{a2}   Females within the Afrocentric program will have higher levels of self-efficacy than males and females in the mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Design

This quantitative study used a non-experimental design utilizing the survey methodology. This design allowed the researcher to investigate the relationship of one variable to another by examining differences in the dependent variable between the two groups. Within this design, the two groups were exposed to a treatment and both groups were evaluated to determine if the treatments had an impact on the dependent variable. The treatments in this study were the different pedagogies, Afrocentric education and mainstream education. The researcher compared and analyzed student self-efficacy based on the students' response on a self-efficacy scale that was administered to the groups. To address each research question, gender and overall

curriculum/pedagogy type were used as categories within the groups to compare student self-efficacy among the specified student groups to determine if the ideals and beliefs taught in an Afrocentric education program lead to higher levels of student self-efficacy. This design was chosen because the two groups used in this study have been taught using different pedagogies, mainstream and Afrocentric, allowing the data analysis to determine which of the two pedagogies yields higher levels of self-efficacy. Since the data came directly from the recipients of the two pedagogies (i.e., the students), the data provided key information into the factors that affect their levels of self-efficacy for learning. Once the self-efficacy scale was administered to both groups, the scale was scored and descriptive statics (averages, cumulative distributions, percentages, variance and standard deviations, associations and correlations) were used to address each research question and its hypothesis.

Participants

The two schools selected to participate in this study were two charter schools located in a large metropolitan city in the northern U.S. They were chosen because they are comparable in size and demographics, and because they met the requirements for the specific pedagogies used for this study. The participants in this study were students enrolled at the schools selected for the study. As this was a quasi-experimental study, the groups were already intact, which eliminated the need for the researcher to choose students. As both of the schools selected for the study were high schools, students in grades nine through 12 served as the participants used to measure self-efficacy. The participants in this study were students representing the inner city of the area designated and represented varying family and socioeconomic status. Group A, serving as the control group, was composed of students within a traditional mainstream educational program, whereas Group B, serving as the experimental group, was composed of students within an

Afrocentric school. These two schools served as the different research locations as well as the two groups that were measured and compared.

The sample size for this study was chosen by using a sample size calculation that used the confidence level, confidence interval, and population size to identify the sample size needed. The target population of 400 students represents the total number of students from the experimental group. With a confidence level of 95% and a confidence interval of five percent, the sample size needed for this study was 196 participants. As the schools are made up of four grade levels, nine through 12, a total of 49 students from each grade level was used in the study. The target population of 320 students represented the total number of students from the control group. With a confidence level of 95% and a confidence interval of five percent, the sample size needed for this study was 175 participants. Considering that Afrocentric schools are composed of 100% of African American students, the mainstream school had to be comparable in that aspect as well as others. As this study attempted to determine the self-efficacy level of African-American students, students who were not of African descent could not participate in this study. As the researcher, contact with the participants was kept at a minimum so that relationships were not developed that could possibly have caused threats to validity. Once the groups in the study were identified, each participant completed a questionnaire to determine student history that could possibly reveal conflict of interest. If conflict of interest did exist, the participant was prohibited from participating in the study.

Instrumentation

For this study, the Self-Efficacy for Learning Form (SELF; found in Appendix A) was utilized as the instrument to gather data on specific domains. Self-efficacy beliefs are domain specific, which means that the assessments of the beliefs being explored are centered on given

tasks within specified domains. Much research has followed Bandura's original model of identifying tasks in a domain, ordering them in terms of difficulty, having the individuals judge their self-efficacy for learning or performing these tasks, and then asking them to perform the same or similar tasks (Schunk & Meece, 2005). While the methodology was slightly modified, self-efficacy was assessed at a level of specificity that corresponded to the criterion task within the domain being analyzed (Schunk & Pajares, 2004). The scale used for this study was created by Zimmerman, Kitsantas, and Campillo in 2005; these three researchers have conducted countless studies on self-efficacy and the scale itself has been documented as a sound scale for use in Bandura's (2006a) Guide for Creating Self-Efficacy Scales.

In addition to information regarding the student's level of self-efficacy, the scale also contained questions that helped to identify the participant's gender. The independent variables, in conjunction with gender and coupled with the responses on the self-efficacy scale, helped to identify any significant difference in self-efficacy levels for learning, which was the dependent variable. The self-efficacy scale consisted of 57 questions that were geared towards learning within the domains of reading, writing, studying, test preparation, and note taking. These domains allowed the researcher to examine the different areas that are affected in relation to self-efficacy levels. The students responded to each item using a scale that ranged from 0-100%. Written descriptions were provided beside the following points on the scale: 0 (*definitely cannot do it*), 30 (*probably cannot do it*), 50 (*maybe*), 70 (*probably can*), and 100 (*definitely can do it*). Higher scores on this scale reflected more positive self-efficacy for learning beliefs. The percentages along with the categories allowed the students to understand the scale and how to answer the questions. Teachers in the schools were responsible for giving the oral instructions prior to student completion. In addition, written instructions were also placed at the top of the

scale to assure that students understood how to complete the SELF properly. From these 57 items, 20 items, found in Appendix B, were selected to create an abridged form of the self-efficacy scale.

This same instrument was used to test the self-efficacy beliefs of 223 college students, exploring their use of specific self-regulatory processes in several areas of academic functioning and thereby giving reliability and validity to the instrument (Zimmerman & Kitsantas, 2007). This instrument was used to assess the students' level of self-efficacy within the specified domains that could be measured and analyzed to compare the levels of the students at the two locations.

Assumptions

As the researcher, one must make assumptions about the information received. The following assumptions were made in conducting this study:

1. As all of the data cam from students and parents. The assumption was made that all information received was accurate and truthful, which helped to validate the results of the study.

2. Similarly, the method used to collect and interpret data from the participants was assumed to accurate and was implemented without bias.

3. It was assumed that the SELF would be administered in a manner that as consistent with the researcher's study intent.

4. It was assumed that the data would be recorded accurately.

Procedures

Permission was sought out by contacting the school's board. Once permission was granted by the school's board, the study was presented to faculty during a staff meeting to

explain the study and to allow them to ask questions for clarity and understanding. Meetings were held with each academic institution's leader, seeking permission to use their schools as test sites. After meetings with school leaders and teachers had occurred, the study began by informing the families in the schools about the study, asking for their participation. An informed consent letter, found in Appendix C, was sent home to the population of eligible students. The informed consent letter allowed the participants to understand the nature of the study, as well as their involvement, potential risks associated with the study, and granted permission to the researcher to use them to gather data. Those students who returned a signed informed consent letter were allowed to participate in the study. As this was a quasi-experimental study, students were already placed in their respective groups based on location.

After permission was granted from all participating parties, the data gathering began. Data were collected by administering the SELF to the students participating in the program; the SELF was only administered once. In the end, students were instructed to place the percentage that represented their specific level next to the question being answered. These data allowed the researcher to answer the research questions regarding students' levels of self-efficacy.

Students were given 20-25 minutes to complete the survey during homeroom. Students were not allowed to take the surveys home as parents could possibly influence the student's answers. To protect privacy and confidentiality, no names were used on any written documents other than consent forms. Participants were instructed to return all written documents to a private room where they slipped the surveys into a locked ballot box. Only the researcher had the key to open the box. In addition to the questions pertaining to self-efficacy, students were instructed to identify their gender. Although the participants of the study were anonymous, data regarding were needed to answer the research questions pertaining to gender and self-efficacy.

Once all completed scales were returned to the locked box, the researcher collected the scales

and began data analysis. The data collected from this study were used to show whether the

treatment in the experimental group had an effect on self-efficacy for learning, which plays a

critical role in the achievement of African-American students.

To protect the participants' security, data were placed and stored in an Excel spreadsheet

that detailed the self-efficacy scores of each participant and group participating in the study.

Students were given numbers and no names were used on any data collection forms. To help

identify the proper location of each student, the specified group, A or B, was placed at the top of

the SELF assessment to correctly place each student with the proper group. The only time a

student's name was used was on the informed consent form, which was stored in a locked file

cabinet to which only the researcher only had access. No sensitive data were collected during

this study and no modifications were made to the instrument. Once all data were collected, the

self-efficacy scores of the experimental and control groups were compared using tests of

statistical significance.

Analysis

Two research questions were developed to guide the study. Once the data were collected

the questions were analyzed to determine if the hypotheses were confirmed or rejected. The data

gathered from the self-efficacy scales were used to analyze each question. In order to properly

analyze each question, statistical tests were performed. The statistical tests that were used in this

study were the one-way mixed ANOVA and the multivariate ANOVA, also known as a

MANOVA.

The following research questions were developed to focus the study. This section

delineated how data were used to prove or disprove the hypothesis for each research question.

R_{Q1} Is there a significant difference in student self-efficacy amongst African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing?

H_{o1} There is no statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

H_{a1} There is a statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

To properly analyze the first research question, data from the self-efficacy scales completed by each participant were used to identify whether Group A, the control group, or Group B, the experimental group, scored higher in terms of levels of self-efficacy. Once the data from the two groups were sorted and grouped, the data were placed in the statistical software SPSS to run a one-way mixed ANOVA. This test allowed the researcher to compare differences between the two groups to see if there were any significant differences in levels of self-efficacy.

R_{Q2} Is there a significant difference in student self-efficacy amongst students within an Afrocentric program in comparison to students within a mainstream school by gender in regard to reading, studying, test preparation, note-taking, and writing?

H_{o2} There is no significant difference in the self-efficacy amongst gender of students within an Afrocentric program in comparison to gender of students within a

mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

H$_{a2}$ Females within the Afrocentric program will have higher levels of self-efficacy than males and females in the mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Unlike the first research question, a MANOVA was used to identify whether gender identified any significant interactions in terms of levels of self-efficacy among students in the experimental and control groups. Once the MANOVA was completed, the results of the MANOVA were examined in a top-down fashion, inspecting the highest-order interactions first and then moving down to the interactions of the next lower order. The main goal was to identify if any significant interactions took place between students in the experimental group and levels of self-efficacy. The MANOVA allowed the researcher to look at descriptive statistics to make a comparison that could be used to identify whether students in the Afrocentric program had higher levels of self-efficacy than the mainstream students. Again, the main focus was to compare the self-efficacy scores of males and females from both groups to identify which one had any significant interactions. The data from the self-efficacy scales was extracted and uploaded into SPSS using the MANOVA to identify descriptive statistics that would point to any statistical interactions among gender and levels of self-efficacy.

When the ANOVA and MANOVA were run using SPSS, the software generated several tables that were used in analyzing the data. One of the first tables displayed is the table of descriptive statistics, which provides the mean and standard deviation for the groups that have been split by the independent variables of pedagogy and gender. The main table of interest is the table of univariate tests, as it shows whether there are statistical differences between the

dependent variable of self-efficacy and the independent variables of pedagogy and gender. With the use of SPSS, these tables allowed the researcher to address each research question and hypothesis. The next chapter will display and explain the tables displayed from the one-way mixed ANOVA and the MANOVA that were used to answer the research questions for this study.

CHAPTER FOUR: FINDINGS

Introduction

The purpose of this study was to determine the levels of student self-efficacy among African-American students in an Afrocentric education program and African-Americans in a mainstream school. Although self-efficacy is a type of cognition, research supports the notion that it affects other facets of development and is influenced by various personal, social, and contextual variables that explored in this study (Bandura, 1997). While mainstream education consists mainly of Eurocentric ideals, the ideals and beliefs infused in an Afrocentric curriculum were developed to ensure that African-American students receive quality education with the culture of the child as the center (Murrell, 2002; Shockley, 2007). Therefore, this study examined student self-efficacy to determine if those ideals and beliefs infused in the Afrocentric curriculum have an impact on student self-efficacy, thereby improving learning and academic achievement.

The researcher compared and analyzed student self-efficacy based on the students' response to a self-efficacy scale that was administered to two different groups. The target population of 400 students represented the total number of students from the experimental group. With a confidence level of 95% and a confidence interval of five percent, the sample size needed for this study was 196 participants. The target population of 320 students represented the total number of students from the control group. With a confidence level of 95% and a confidence interval of five percent, the sample size needed for this study was 175 participants.

For this study, the SELF (found in Appendix A) was utilized as the instrument to gather data on specific domains. Self-efficacy beliefs are domain specific, which means that the assessments of the beliefs being explored are centered on given tasks within specified domains.

The self-efficacy scale consisted of 57 questions that were geared towards learning within the domains of reading, writing, studying, test preparation, and note taking. These domains allowed the researcher to examine the different areas that are affected in relation to self-efficacy levels. The scale was made up using a spectrum of percentages ranging from 0-100% placed at the top of the self-efficacy scale for students to use and gauge their own specific level for each question. In addition, the percentages listed also fell within specified categories: definitely cannot do it, probably cannot, maybe, probably can, and definitely can do it.

Two research questions were developed to guide the study. Once the data were collected the questions were analyzed to determine if the hypothesis was proven. The data gathered from the self-efficacy scales were used to analyze each question. In order to properly analyze each question, statistical tests were performed. Once the data from the two groups were sorted and grouped, the data were then placed in the statistical software SPSS to run a one-way mixed ANOVA and MANOVA. This test allowed the researcher to compare differences between the two groups to see if there were any significant differences in levels of self-efficacy.

Analysis of Research Hypothesis #1

Rq_1 Is there a significant difference in student self-efficacy amongst African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing?

Ho_1 There is no statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Ha₁   There is a statistically significant difference in the self-efficacy of African-

American students within an Afrocentric program in comparison to African-

American students within a mainstream school in regard to reading, studying, test

preparation, note-taking, and writing.

An ANOVA was utilized to determine if there was no statistically significant difference

in the self-efficacy of African American students in an Afrocentric program in comparison to

African American students in a mainstream school in regard to reading, studying, test

preparation, note-taking, and writing. The results of the analysis are presented in Tables 2 and 3.

The results indicate that there were significant differences in reading self-efficacy (.001),

studying self-efficacy (.001), test preparation self-efficacy (.001), note-taking self-efficacy

(.001), and writing self-efficacy (.001). The ANOVA analysis displayed in Table 2 indicates

there were significant differences between the Afrocentric and Mainstream programs' reading

self-efficacy $F(1,445) = 31.385, p = .001$ with an eta (effect size) $= 0.066$, studying self-efficacy

$F(1,445) = 37.607, p = .001$ with an eta (effect size) $= 0.0781$, test preparation self-efficacy

$F(1,445) = 60.313, p = .001$ with an eta (effect size) $= 0.1196$, note-taking self-efficacy $F(1,445)$

$= 47.959, p = .001$ with an eta (effect size) $= 0.0975$, and writing self-efficacy $F(1,445) = 63.319$,

$p = .001$ with an eta (effect size) $= 0.1245$. Therefore, the research null hypothesis is rejected

and the alternative hypothesis is accepted, meaning that there is a statistically significant

difference in the self-efficacy of African American students in an Afrocentric program in

comparison to African American students in a mainstream school in regard to reading, studying,

test preparation, note-taking, and writing. As seen in Table 2, the effect size for all of the areas

studied were small, which shows that although there is a difference between the two groups, the

difference is not substantial.

Table 1

Descriptive Data

Self-Efficacy Type	Number of Cases	Mean Score	Standard Deviation
Reading Self Efficacy			
Afrocentric	242	7.9876	0.87071
Mainstream	204	7.4669	1.09148
Total	446	7.7494	1.01069
Study Self Efficacy			
Afrocentric	242	8.1105	.75046
Mainstream	204	7.6189	.94212
Total	446	7.8857	.87752
Note Taking Self Efficacy			
Afrocentric	242	8.1715	.70235
Mainstream	204	7.6287	.94962
Total	446	7.9232	.86707
Test Prep Self Efficacy			
Afrocentric	242	8.2376	.68464
Mainstream	204	7.6238	.97774
Total	446	7.9568	.88525
Writing Self Efficacy			
Afrocentric	242	8.2242	.75197
Mainstream	204	7.5282	1.08908
Total	446	7.9058	.98377

Table 2

ANOVA Analysis

Self-Efficacy Type	Comparison	Degrees of Freedom	F-Value	Significance	Partial Eta
Reading Self Efficacy	Between Groups	1	31.385	.001	.066
	Within Groups	444			
	Total	445			
Study Self Efficacy	Between Groups	1	37.607	.001	.0781
	Within Groups	444			
	Total	445			
Note Taking Self Efficacy	Between Groups	1	47.959	.001	.0975
	Within Groups	444			
	Total	445			

Test Prep Self	Between Groups	1	60.313	.001	.1196
Efficacy	Within Groups	444			
	Total	445			
Writing Self	Between Groups	1	63.319	.001	.1245
Efficacy	Within Groups	444			
	Total	445			

Analysis of Research Hypothesis #2

Rq_2 Is there a significant difference in student self-efficacy amongst students within

an Afrocentric program in comparison to students within a mainstream school by

gender in regard to reading, studying, test preparation, note-taking, and writing?

Ho_2 There is no statistically significant difference in the self-efficacy amongst gender

of students within an Afrocentric program in comparison to gender of students

within a mainstream school in regard to reading, studying, test preparation, note-taking,

and writing.

Ha_2 There is a statistically significant difference in the self-efficacy amongst gender of

students within an Afrocentric program in comparison to gender of students within a

mainstream school in regard to reading, studying, test preparation, note-taking, and

writing.

Analysis

A MANOVA was utilized to determine if there was no statistically significant difference

in self-efficacy based on student gender in an Afrocentric program in comparison self-efficacy

based on student gender in a mainstream school in regard to reading, studying, test preparation,

note-taking, and writing. The results of the analysis are presented in Tables 4 and 5. The

MANOVA multivariate tests revealed a statistically significant difference in self-efficacy based

on student gender in an Afrocentric program in comparison to self-efficacy based on student

gender in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing: $F(5, 438) = 2.743$; sig. $= 0.019$; Wilk's Lamba $= 0.970$; with a partial eta $(\eta^2) = 0.030$. The MANOVA analysis displayed in Table 4 indicates there were significant differences between program and gender in reading self-efficacy $F (1,442) = 5.351$; sig=.021 with an eta(effect size) $= 0.012$; studying self-efficacy $F (1,442) = 1.491$; sig $= .223$ with an eta(effect size) $= 0.003$; test preparation self-efficacy $F (1,442) = 4.914$; sig. $= .027$ with an eta(effect size) $= 0.011$; note-taking self-efficacy $F (1,442) = 5.168$; sig. $= .023$ with an eta(effect size) $= 0.012$; and writing self-efficacy $F (1,442) = 9.972$; sig. $= .002$ with an eta(effect size) $= 0.022$. The MANOVA analysis concluded that the research null hypothesis was rejected and the alternative hypothesis was accepted, meaning that there as a statistically significant difference in self-efficacy based on student gender in an Afrocentric program in comparison to self-efficacy based on gender of students in a mainstream school in regard to reading, test preparation, note-taking, and writing (see Table 3). However, the MANOVA analysis revealed that the research null hypothesis should be accepted and the alternative hypothesis should be rejected, meaning that there was no statistically significant difference in study self-efficacy based on student gender in an Afrocentric program in comparison to study self-efficacy based on student gender in a mainstream school. As seen in Table 5, similar to the results within the ANOVA the effect size for all of the areas studied were small which shows that there is a difference between the two groups but a substantial difference was not identified.

Table 3

MANOVA Descriptive Data

Self-Efficacy Type	Program	Gender	Mean	Std. Dev.	N
Reading	Afrocentric	Male	7.6479	.85657	120
		Female	8.3217	.74930	122
		Total	7.9876	.87071	242
	Mainstream	Male	7.3350	1.07380	100
		Female	7.5938	1.09843	104
		Total	7.4669	1.09148	204
	Total	Male	7.5057	.97176	220
		Female	7.9867	.99322	226
		Total	7.7494	1.01069	446
Study	Afrocentric	Male	7.8625	.78914	120
		Female	8.3545	.62311	122
		Total	8.1105	.75046	242
	Mainstream	Male	7.4650	.99113	100
		Female	7.7668	.87180	104
		Total	7.6189	.94212	204
	Total	Male	7.6818	.90654	220
		Female	8.0841	.80181	226
		Total	7.8857	.87752	446
Note Taking	Afrocentric	Male	7.9021	.69685	120
		Female	8.4365	.60179	122
		Total	8.1715	.70235	242
	Mainstream	Male	7.5325	1.00293	100
		Female	7.7212	.89042	104
		Total	7.6287	.94962	204
	Total	Male	7.7341	.86753	220
		Female	8.1073	.82788	226
		Total	7.9232	.86707	446

(continued)

Self-Efficacy Type	Program	Gender	Mean	Std. Dev.	N
Test Prep	Afrocentric	Male	7.9333	.66716	120
		Female	8.5369	.56010	122
		Total	8.2376	.68464	242
	Mainstream	Male	7.4875	1.08733	100
		Female	7.7548	.84401	104
		Total	7.6238	.97774	204
	Total	Male	7.7307	.90875	220
		Female	8.1770	.80463	226
		Total	7.9568	.88525	446
Writing	Afrocentric	Male	7.8375	.65598	120
		Female	8.6045	.63947	122
		Total	8.2242	.75197	242
	Mainstream	Male	7.4050	1.05695	100
		Female	7.6466	1.11129	104
		Total	7.5282	1.08908	204
	Total	Male	7.6409	.88624	220
		Female	8.1637	1.00707	226
		Total	7.9058	.98377	446

Table 4

Multivariate Tests

	Effect	Value	F	df	Error df	Sig	Partial Eta Sq.
Intercept	Pillai's Trace	.994	14108.525b	5.000	438.000	.001	.994
	Wilks' Lambda	.006	14108.525b	5.000	438.000	.001	.994
	Hotelling's Trace	161.056	14108.525b	5.000	438.000	.001	.994
	Roy's Largest Root	161.056	14108.525b	5.000	438.000	.001	.994
Program	Pillai's Trace	.186	19.980b	5.000	438.000	.001	.186
	Wilks' Lambda	.814	19.980b	5.000	438.000	.001	.186
	Hotelling's Trace	.228	19.980b	5.000	438.000	.001	.186
	Roy's Largest Root	.228	19.980b	5.000	438.000	.001	.186
Gender	Pillai's Trace	.115	11.385b	5.000	438.000	.001	.115
	Wilks' Lambda	.885	11.385b	5.000	438.000	.001	.115
	Hotelling's Trace	.130	11.385b	5.000	438.000	.001	.115
	Roy's Largest Root	.130	11.385b	5.000	438.000	.001	.115
Program *	Pillai's Trace	.030	2.743b	5.000	438.000	.019	.030
Gender	Wilks' Lambda	.970	2.743b	5.000	438.000	.019	.030
	Hotelling's Trace	.031	2.743b	5.000	438.000	.019	.030
	Roy's Largest Root	.031	2.743b	5.000	438.000	.019	.030

a. Design: Intercept + Program + Gender + Program * Gender
b. Exact statistic

Table 5

MANOVA Analysis

Source	Dep. Variable	Type III Error	Df	Mean Sq	F	Sig	Partial Eta
Corrected	Reading Self Efficacy	60.890a	3	20.297	22.788	.001[a]	.134
Model	Study Self Efficacy	46.046b	3	15.349	22.871	.001[b]	.134
	Note Taking Self	51.705c	3	17.235	26.932	.001[c]	.155
	Efficacy	67.386d	3	22.462	35.289	.001[d]	.193
	Test Prep Self Efficacy	92.185e	3	30.728	40.126	.001[e]	.214
	Writing Self Efficacy						
Intercept	Reading Self Efficacy	26413.025	1	26413.025	29655.479	.001	.985
	Study Self Efficacy	27362.490	1	27362.490	40773.199	.001	.989
	Note Taking Self	27612.554	1	27612.554	43148.810	.001	.990
	Efficacy	27823.270	1	27823.270	43711.026	.001	.990
	Test Prep Self Efficacy	27440.517	1	27440.517	35832.327	.001	.988
	Writing Self Efficacy						
Program	Reading Self Efficacy	29.975	1	29.975	33.654	.001	.071
	Study Self Efficacy	26.852	1	26.852	40.013	.001	.083
	Note Taking Self	32.563	1	32.563	50.885	.001	.103
	Efficacy	41.714	1	41.714	65.533	.001	.129
	Test Prep Self Efficacy	53.482	1	53.482	69.838	.001	.136
	Writing Self Efficacy						
Gender	Reading Self Efficacy	24.060	1	24.060	27.014	.001	.058
	Study Self Efficacy	17.434	1	17.434	25.979	.001	.056
	Note Taking Self	14.464	1	14.464	22.602	.001	.049
	Efficacy	20.982	1	20.982	32.963	.001	.069
	Test Prep Self Efficacy	28.146	1	28.146	36.754	.001	.077
	Writing Self Efficacy						
Program *	Reading Self Efficacy	4.766	1	4.766	5.351	.021	.012
Gender	Study Self Efficacy	1.001	1	1.001	1.491	.223	.003

Note Taking Self	3.307	1	3.307	5.168	.023	.012
Efficacy	3.128	1	3.128	4.914	.027	.011
Test Prep Self Efficacy	7.636	1	7.636	9.972	.002	.022
Writing Self Efficacy						

a. R Squared = .134 (Adjusted R Squared = .128)
b. R Squared = .134 (Adjusted R Squared = .129)
c. R Squared = .155 (Adjusted R Squared = .149)
d. R Squared = .193 (Adjusted R Squared = .188)
e. R Squared = .214 (Adjusted R Squared = .209)

Summary

The purpose of this study was to determine the levels of student self-efficacy among African-American students in an Afrocentric education program and African-Americans in a mainstream school. This study examined student self-efficacy to determine if the ideals and beliefs infused within the Afrocentric curriculum have an impact on student self-efficacy, thereby improving learning and academic achievement. The analysis of the ANOVA and MANOVA results established a statistical difference in the self-efficacy of African American students in an Afrocentric program in comparison to African American students in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing. Results also revealed a statistically significant difference in self-efficacy based on student gender in an Afrocentric program in comparison to self-efficacy based on student gender in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing. Chapter Five will present the discussions, conclusions, and recommendations for further study.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the levels of student self-efficacy among African-American students in an Afrocentric education program and African-Americans in a mainstream school. Although self-efficacy is a type of cognition, research supports the notion that it affects other facets of development and is influenced by various personal, social, and contextual variables, which were explored in this study (Bandura, 1997). While mainstream education consists mainly of Eurocentric ideals, the ideals and beliefs infused within an Afrocentric curriculum were developed to ensure that African-American students receive quality education with the culture of the child as the center (Murrell, 2002; Shockley, 2007). Therefore, this study examined student self-efficacy to determine if those ideals and beliefs infused within the Afrocentric curriculum have an impact on student self-efficacy, thereby improving learning and academic achievement.

Chapter One of this study gave an introduction to the current concerns regarding the state of education as it pertains to the education of African-American students in K-12 schools. Chapter One also introduced the purpose, research questions, and hypotheses, and concluded with the theoretical framework, limitations, delimitations, significance of the study, and an overview. Chapter Two of this study provided an extensive and detailed review of the literature with respect to self-efficacy, cultural relevancy, and Afrocentric education. Chapter Two was introduced by discussing the historical context of self-efficacy in schools as well as past and current research that has taken place. Furthermore, the chapter discussed past and current empirical data for self-efficacy, cultural relevancy, and Afrocentric education, as well as its implications for educators.

Chapter Three discussed in detail the research methodology used for this study. The researcher used a non-experimental design utilizing the survey methodology to carry out the study. Data were collected via survey format and were used to determine the self-efficacy levels of the students that participated in the study. The chapter also included an introduction, restatement of the research questions and hypotheses, research design, selection of the participants, instrumentation, procedures, data analysis, confidentiality, and summary. Chapter Four detailed the findings and analysis of the data, addressing both of the research questions that were presented for this study. SPSS 17.0 was the software used to analyze the quantitative data for the study. Chapter Five, the present chapter, offers a detailed discussion of findings based on research, data, and hypotheses. In addition, Chapter Five will also discuss recommendations for future research, as well as implications for practice.

Discussion

Hypothesis 1

Ho_1 There is no statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Ha_1 There is a statistically significant difference in the self-efficacy of African-American students within an Afrocentric program in comparison to African-American students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

An ANOVA was utilized to determine if there was no statistically significant difference in the self-efficacy of African American students Chapter Five an Afrocentric program in

comparison to African American students Chapter Five a mainstream school in regard to reading, studying, test preparation, note-taking, and writing. The results indicated differences in reading self-efficacy, studying self-efficacy, test preparation self-efficacy, note-taking self-efficacy, and writing self-efficacy. The effect sizes for all of the aforementioned areas studies were small, which shows that there was a difference between the two groups, but not a substantial one. Therefore, the research null hypothesis was rejected and the alternative hypothesis was accepted, meaning that there was a statistically significant difference in the self-efficacy of African American students in an Afrocentric program in comparison to African American students in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

The findings from this data indicate that Afrocentric education has its place in public education. As previously stated, the principles of an Afrocentric education connect cultural values with classroom practices and form a common framework that views African culture as a transmitter of values, beliefs, and behaviors that translate to educational success (Ginwright 2004; Jerika & Lesa, 2011). Based on this definition, an Afrocentric education is about more than academics; it is about students realizing who they are while learning in the process, with the students and their history as the central focus. The primary aims of an Afrocentric educational experience are not only to adhere to a particular ideology of African people but also to implement instructional practices that support the unique learning styles of Black students. In reviewing the data from this study, one can see that the ideology used in the Afrocentric schools have made a significant impact by revealing significant differences between the levels of self-efficacy of students in Afrocentric schools and their African-American counterparts in mainstream schools.

A review of the empirical studies discussed in Chapter Two revealed similar findings to the study at hand. As mentioned throughout the study, there is very little empirical data surrounding Afrocentric education and its effects on African-American student achievement. The data provided by the studies explored in the literature review suggested that Afrocentric education yields significant improvement in students' academic achievement (Gbaba 2008; McDougal 2007; Reese, 2001). Of all the studies explored, Jubulani (2008) and Akoma (2008) seemed to have conducted the studies most comparable to the present one. Jubulani's research focused on Afrocentrically inclined instruction versus Eurocentrically inclined instruction in mathematics to determine the most effective instruction type for the subject matter. Results of the study indicated that students performed significantly better upon exposure to the Afrocentric inclination. However, the study also indicated that one time exposure to Afrocentrically inclined instruction will not cause African American students to be equal to or surpass Caucasian students, pointing to the need for consistent culturally connected instruction geared towards Black students. This point is critical if Afrocentric education is implemented within schools. Akoma focused his research on Afrocentric curriculum and teacher efficacy and their contribution to student achievement. The results of Akoma's study found no differences between the Afrocentric school and the traditional school when looking at teacher efficacy. However, the analysis of student achievement revealed significant differences between student achievement at the Afrocentric school and the traditional school. Similar to the present study, the results attained from the data point to the validation of using Afrocentric education as a means to close the achievement gap.

Due to the lack of empirical data surrounding Afrocentric education, CRP was also introduced in the review of literature. Similar to the findings for Afrocentric education, most of

the studies presented in Chapter Two suggested that the use of CRPs in schools produces

significant improvements in students of color academic achievement. However, those studies

that did not show academic gains did report some type of positive attribute that was a direct

result of the use of the CRP. To date, no studies have explored the self-efficacy of African-

American students in an Afrocentric education program. Once again, the data revealed from the

present study add to the body of research by affirming that the Afrocentric pedagogy is

beneficial in educating African American students, thereby facilitating efforts to close the

achievement gap between African American students and their White counterparts.

As many of the studies yielded data in support of Afrocentric education, it is important to

once again identify the reasons as to why this pedagogy has proven to be more successful at

reaching African American students in comparison to mainstream education. Afrocentric

educationists essentially combined the ideologies of African people and cultural relevancy to

produce Afrocentric education. One of the fundamental reasons for the program's success is due

to the six imperatives infused into the instruction daily:

1. Identity: teaches purpose,

2. Pan Africanism: teaches shared interest with the African world,

3. Culture: teaches values that are part of tradition,

4. Nija: teaches African value systems,

5. Black nationalism: taking agency for building and controlling institutions within the community, and

6. Educating and not schooling.

Many African American students have been forced to go through years of schooling and yet have

not been properly educated, which in turn creates documented achievement gaps that have

plagued educators for decades. Mainstream education may work for some, but it should not be the cookie cutter example to which the world has to abide when it comes to teaching and reaching African American students. As Jubulani (2008) noted, one time exposure will not solve the problem. In order to make lasting change, Afrocentric educationists believe that it will take years to help reconnect African American students culturally. The Afrocentric pedagogy is an ideal solution to the achievement gap as it offers daily reminders of purpose, value, culture, and education.

The theoretical framework that undergirded this study was ecological systems theory, which states that layers of the environment have an effect on a child's development. The interaction between factors in the child's maturing biology, his/her immediate family/community environment, and the societal landscape fuels and steers his/her development (Bronfenbrenner, 1990). The relationships children develop in school become critical to their positive development. Because of the amount of time children spend in school, the relationships fostered there are critical in their development. This direct influence instills a number of ideals and beliefs that students have pertaining to Afrocentric education. Afrocentric education purports to offer a holistic approach for bringing about a sense of agency for African-Americans by using education as one vehicle for such change. As this study's focus was to identify levels of self-efficacy among students in an Afrocentric education program, one can also see that the layers of children's environment play a critical role in their development. As school and culture play a part in those layers, the data showed that using a holistic approach for African-American students plays a significant role in developing their level of efficacy.

In taking a deeper look into the context of the layers of ecological systems theory, it is paramount that educators understand the force of the setting where children/students spend their

time. As stated earlier, the school environment falls within the microsystem of the ecological systems theory, and it is important to recognize that what actually happens in these environments influences a child's development. Beyond just sending children to a building, rather it is the actual experiences that make the difference in a child's life. So many times parents send their children to school and feel as though their child is getting nothing out of the system. However, the data from this study paint a different picture in regard to the Afrocentric education program, as students in the program outscored the students in the mainstream school in every single area. Again, the emphasis of the Afrocentric program is more holistic in comparison to the mainstream program in that it focuses on the students' identity, culture, values, and community. In essence, the program is more about quality education as opposed to repeated processes with little to no substance. Ecological systems theory serves as a powerful reminder that what educators do in their interaction with students play a significant role in truly leaving no child behind.

Hypothesis 2

Ho_2 There is no statistically significant difference in the self-efficacy amongst gender of students within an Afrocentric program in comparison to gender of students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

Ha_2 There is a statistically significant difference in the self-efficacy amongst gender of students within an Afrocentric program in comparison to gender of students within a mainstream school in regard to reading, studying, test preparation, note-taking, and writing.

A MANOVA was utilized to determine if there was no statistically significant difference in the self-efficacy based on student gender in an Afrocentric program in comparison to student

gender in a mainstream school in regard to reading, studying, test preparation, note-taking, and writing. The results showed significant differences between program and gender in reading self-efficacy, studying self-efficacy, test preparation self-efficacy, note-taking self-efficacy, and writing self-efficacy, albeit with with a small effect size. The MANOVA analysis concluded that the research null hypothesis should be rejected and the alternative hypothesis should be accepted, meaning that there was a statistically significant difference in self-efficacy based on student gender in an Afrocentric program in comparison to self-efficacy based on student gender in a mainstream school in regard to reading, test preparation, note-taking, and writing. However, the MANOVA analysis revealed that the research null hypothesis should be accepted and the alternative hypothesis should be rejected, meaning that there was no statistically significant difference in self-efficacy based on student gender in an Afrocentric program in comparison to self-efficacy based on student gender in a mainstream school in regard to study self-efficacy.

The findings from this data indicated that, on average, females scored higher than their male counterparts in four of the five aspects of the SELF. Attribution theory was the theoretical framework used to drive the research question pertaining to this hypothesis. As previously stated, social psychologists have found a large gender difference between men and women in terms of the factors to which they attribute perceived success and failure. With respect to to self-efficacy, Bandura (1994) also stated that self-efficacy beliefs contribute to motivation in several ways; they determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience in the face of failure. This statement alone shows one possible reason why females typically outperform males in academic settings. In fact, research has shown that gender is one of the factors that can influence achievement within different fields (Fatemi & Asghari, 2012; Meece et al., 2006). As indicated

by the data for this study, the aforementioned statement is true in relation to the levels of self-efficacy found for males and females.

While some of the empirical studies surrounding gender and self-efficacy found that adolescent boys have higher levels of self-efficacy than girls, a few studies found that adolescent girls have higher levels of self-efficacy than boys. Furthermore, additional studies found no gender differences with respect to levels of self-efficacy. Needless to say, the data surrounding gender and self-efficacy have yielded mixed outcomes. However, the data from this study clearly show that females have higher levels of self-efficacy overall in comparison to males. In fact, a closer look at the data shows that the females in the Afrocentric educational program had higher levels of self-efficacy than both males and females in the mainstream school. Once again the data reiterate to the strength of the Afrocentric program and its impact on students.

Why might female students within the Afrocentric program have higher levels of self-efficacy? To answer this question, one of the key items to explore is how attributions are communicated to students. Students spend the majority of their time in school, so communication from teacher to student is of extreme importance. Teachers communicate in a number of ways: graded exams, feedback on assignments, one-on-one conversations, and more importantly during classroom instruction. As some research has shown that women attribute their successes more to effort than ability, the messages that students receive from educators is critical to how students attribute their success and failure, which in turn affects his/her self-efficacy (Meece, 2006). Putting the Afrocentric program into the picture once again shows that the ideals and beliefs communicated in such a program's curriculum are beneficial to both genders, but in this case more so females. Educators must realize that what takes place in school,

especially communication, has important long term effects on students' learning, achievement, and motivation.

Implications for Practice

In examining the results of this study one can see that there is some validity to the call for Afrocentric education programs within U.S. K-12 school systems. As stated previously, African-American students are suffering in U.S. schools, as data clearly show them at the bottom of all data reported about student academic performance. So how do educators begin to address this issue? Teachers, administrators, and other education stakeholders should increase their efforts in advocating for Afrocentric education. Currently no other plan exists to teach African-American children to take responsibility for their lives. Educational practitioners have the power to advocate for programs that can help address the miseducation of Blacks as well as other education disparities. Advocates will be met with resistance because typically people become uncomfortable with the unfamiliar. However, advocacy for programs such as Afrocentric education begin to address and rectify one of the major issues in U.S. schools: cultural mismatch.

Furthermore, educators need to begin to place more emphasis on CRP within the classroom. CRP emphasizes the needs of students from diverse cultures. As Klingner et al. (2005) stated, culturally responsive educational systems benefit all children. When educators strive to develop the individual self-worth of each child, everyone gains. Keeping the students' history/culture at the center of their educational experience builds self-efficacy and combats inaccurate and harmful beliefs taught to them by ignorant societal views. With the shift in demographics within U.S. school systems, this pedagogy can not only address students' self-worth but also increase academic achievement that will in turn close the achievement gap that has been plaguing U.S. schools for decades.

Recommendations for Future Research

The quantitative evidence provided by this study provides further support for additional research on Afrocentric education programs. Across the board, the data showed that the efficacy levels of the students in the Afrocentric education programs were significantly higher than those in the mainstream program, which suggests that the structure and components of the Afrocentric education program are working in a positive manner. Afrocentric education has never been a widely researched topic. However, more evidence is needed to show the potential benefits of such a program. Further research is needed in the following areas:

1. A quantitative study examining Afrocentric students' academic achievement compared to the academic achievement of students in a mainstream program.

2. A longitudinal analysis to determine the significant academic growth of Afrocentric education students as they progress to the next grade level.

3. A qualitative analysis of teachers' perceptions of teaching in an Afrocentric education program.

4. A qualitative analysis of students' perceptions in an Afrocentric education program.

5. A self-efficacy study on students in an Afrocentric program using a middle school population or an elementary school population.

Conclusion

The results of this study suggest that the implementation of an Afrocentric education program within U.S. public K-12 school systems are effective in narrowing the achievement gap for African-American students. Although the study only focused on self-efficacy levels, it is evident that the Afrocentric program has been effective for participating students based on the data presented. As stated previously, self-efficacy levels exercise influence over events that

affect students' lives. This typically means that students' beliefs in their efficacy have critical implications for their motivation, academic performance, and ability to complete life's tasks. The fact that the students in the Afrocentric program scored significantly higher than their African-American counterparts in the mainstream school in all areas speaks volumes to the efficacy of an Afrocentric education program.

Becoming a change agent in the field of education as it pertains to racial identity and culture will not be an easy task, but it is a quintessential one. Although most educators respect and honor children, it is rare to find those that express a strong commitment to the development of children of color. Moreover, the attitudes and beliefs of some educators about the abilities of students from marginalized and non-mainstream groups often implicate the students, their families, and communities in their failure to achieve (Boutte, 2005). In today's society, African-American children see themselves as expendable. Trayvon Martin and Jordan Davis are just a few recent examples in the news that give African-American students negatives feeling about themselves and their value. Many begin to wonder why they should continue to try to excel when society tells them that they will never be good or comparable to their European counterparts. However, a look at history tells another story and could change this reprehensible mindset. Afrocentric education is more than just teaching Black History once a year, which may or may not even occur in mainstream schools. Instead, it is a daily reminder of the stock, heritage, and legacy of African history that goes beyond that of being bought, sold, and stolen. It goes into the story of Africans being Kings and Queens, expounds upon the contributions of African-Americans to the world, and signifies purpose for those of African descent.

The face of public education encompasses a multitude of cultures and races, which means that tackling cultural relevancy within the classroom should be of extreme importance within the

field. If educational practitioners have the opportunity to adopt practices that can bring about optimal learning in the classroom, then they should be willing and ready to make the necessary adjustments to help students achieve and succeed. Afrocentric education is the employment of African ideology and the use of CRP to effectively teach and reach African-American children to empower them intellectually, socially, emotionally, and politically (Ladson-Billings, 2001). If implemented, this program has the ability to not only narrow the achievement gap, but also help African-American students understand their culture in a time where African-American students are unsure of their identity.

Major challenges within public education and educating African-American students have shaped the way society views Afrocentric education. While Afrocentric education has not been under the microscope and has received very little attention to date, ignoring the program and its offerings is a step in the wrong direction and will keep African-American children at the bottom of the academic totem pole. While many programs and projects have been used with African-American children, the act of centering their education on them has never really been tried in mass (Shockley & Cleveland, 2011). Mainstream education has the opportunity to reconceptualize the face of education by taking on the task of introducing Afrocentric education to the masses of African-American students that are suffering at an alarming rate. Overall, this study has shown that the Afrocentric program is effective in addressing the needs of African-American students and helping them to succeed.

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APPENDICES

APPENDIX A

Self-Efficacy for Learning Form

APPENDIX A

Self-Efficacy for Learning Form

Instructions: Please identify your gender by circling the correct response. DO NOT include your name anywhere on this survey. Answer each question by indicating your percentage level.
Group:
Gender: Male or Female (circle one)

SELF-EFFICACY FOR LEARNING FORM (SELF)

Definitely	Probably	Maybe	Probably	Definitely
Cannot Do it	Cannot		Can	Can Do It

0% 1% 2%   3% 4% 5%   6% 7% 8%   9% 10%

Choose a percentage from above to indicate your answer.

Example:
__8%____ 1. When you notice you are having trouble concentrating on a reading assignment, can you refocus your attention and learn the material? (R)

_____ 1. When you notice you are having trouble concentrating on a reading assignment, can you refocus your attention and learn the material? (R)

_____ 2. When you don't understand a paragraph you have just read, can you clarify it by careful rereading? (R)

_____3. When you have trouble recalling key facts in a reading assignment, can you find a way to remember all of these two weeks later? (R)

_____4. When you have trouble remembering complex definitions from a textbook, can you redefine them so that you will recall them? (S)

_____5. When you feel very anxious before taking a test, can you remember all the material you studied? (T)

_____6. When you have tried unsuccessfully to study for an hour, can you set and attain an important study goal during your remaining time? (S)

_____7. When you are given an extensive reading assignment to cover before class the next day, can you set aside enough time in your schedule to finish it? (R)

_____ 8. When you don't understand your teacher, can you ask the right question to clarify matters? (N)

Definitely	Probably	Maybe	Probably	Definitely

Cannot Do it		Cannot					Can		Can Do It	
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%

_____ 9. When your teacher gives a rambling disorganized lecture, can you reorganize and rewrite your notes before the next class meeting? (N)

_____10. When you find your homework assignments vary greatly in length each day, can you adjust your time schedule to complete them? (S)

_____11. When you notice that your notes are much less complete than another student's, can you write down all the teacher's points during the next lecture? (N)

_____12. When you notice that you are getting behind in your homework during the week, can you catch up during the next weekend? (S)

_____13. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner? (S)

_____14. When you have missed several classes, can you make up the work within a week? (S)

_____15. When you find the assignment you are reading doesn't make sense, can you interpret it by using text clues, such as headings or italics? (R)

_____16. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did? (N)

_____17. When problems with friends and peers conflict with school work, can you keep up with your assignments? (S)

_____18. When the assigned reading is boring, can you find a way to motivate yourself to learn it fully? (R)

_____19. When a homework assignment, such as learning vocabulary words, is repetitive and uninteresting, can you make it into an exciting challenge? (S)

_____20. When an assigned reading is poorly written, can you figure out its meaning so you can explain it well on an essay test? (R)

_____21. When a teacher's lecture is over your head, can you find a way to get the information clarified before the next class meeting? (N)

Definitely	Probably	Maybe	Probably	Definitely

Cannot Do it		Cannot					Can		Can Do It	
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%

_____22. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class? (N)

_____23. When you are having trouble understanding assigned reading material, can you find a classmate who can explain everything clearly to you? (R)

_____24. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work? (S)

_____25. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them? (S)

_____26. When a lecture is especially boring, can you motivate yourself to keep good notes? (N)

_____27. When you are having trouble comprehending a reading assignment, can you find key sentences that will help you understand each paragraph? (R)

_____28. When you have to take a test in a school subject you dislike, can you find a way to motivate yourself to earn a good grade? (T)

_____29. When you have time available between classes, can you motivate yourself to use it for studying? (S)

_____ 30. When you had trouble understanding your instructor's lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate? (N)

_____31. When you feel anxious during an exam and have trouble controlling information, can you relax and concentrate well enough to remember it? (T)

_____32. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well? (T)

_____33. When you are tired, but have not finished writing a paper, can you find a way to motivate yourself until it is completed? (W)

_____34. When you suddenly realize that you can't remember any material you have read during the last half hour, can you create self-questions to help you review the material successfully? (R)

Definitely	Probably	Maybe	Probably	Definitely

Cannot Do it			Cannot				Can		Can Do It	
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%

_____35. When you find yourself putting off writing of an assigned paper, can you motivate yourself to begin the task immediately? (W)

_____36. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on a test? (T)

_____37. When your friends want to see a movie when you need to study for a test, can you find a way to decline without offending them? (T)

_____38. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly? (T)

_____39. When you are taking a course covering a huge amount of material, can you condense your notes down to just the essential facts? (N)

_____40. When you find yourself getting increasingly behind in a new course, can you increase your study time sufficiently to catch up? (S)

_____41. When you are struggling to remember technical details of a concept for a test, can you find a way to associate them together that will ensure recall? (T)

_____42. When your teacher lectures so rapidly you can't write everything down, can you record all the important points in your notes? (N)

_____43. When you are angry about a course because of a teacher's demanding requirements, can you find a way to channel your anger to help you succeed? (S)

_____44. When your concentration wanders while writing an important paper, can you refocus it sufficiently to finish the paper on time? (W)

_____45. When describing a complex principle in a written paper, can you create an analogy that a reader will understand? (W)

_____46. When you find that your first draft of a paper is wordy, ungrammatical, or confusing, can you revise it so that it is completely clear and grammatical? (W)

_____47. When you are asked to write a concise, well-organized paper over night, can you find a way to do it? (W)

_____48. When you are dissatisfied with an important paper you are writing, can you find another person who will show you how to remove all the problems? (W)

Definitely	Probably	Maybe	Probably	Definitely

<u>Cannot Do it</u>			<u>Cannot</u>				<u>Can</u>		<u>Can Do It</u>	
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%

_____49. When you are asked to write a paper on an unfamiliar topic, can you find good enough information to please your teacher? (W)

_____50. When you learn that a paper you just finished writing is confusing and needs to be completely rewritten, can you delay your other plans for a day to revise it? (W)

_____51. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying? (S)

_____52. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten? (T)

_____53. When you are struggling to remember the details of a complex reading assignment, can you write summary notes that will greatly improve your recall? (R)

_____ 54. When you find that you had to "cram" at the last minute for a test, can you begin your test preparation much earlier so you won't need to cram the next time? (T)

_____55. When other students from your class emphasize parts of the teacher's lecture that you excluded from your notes, can you correct this omission before the next class meeting? (N)

_____56. When you are struggling to understand a body of information for a test, can you diagram it or chart it so you will remember it all two weeks later? (T)

_____57. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture? (N)

R = reading item
S = study item
T = test preparation item
N = note-taking item
W = writing item

APPENDIX B

Abridged form of Self-Efficacy for Learning Form

APPENDIX B

Abridged form of Self-Efficacy for Learning Form

Questions

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1. When you notice you are having trouble concentrating on a reading assignment can you refocus your attention and learn the material?

2. When you don't understand a paragraph you have just read, can you clarify it by careful reading?

3. When you have trouble recalling key facts in a reading assignment, can you find a way find a way to remember all of these two weeks later?

4. When you find the assignment you are reading doesn't make sense, can you interpret it by using text clues, such as headings or italics?

5. When you have trouble remembering complex definitions from a textbook, can you redefine them so that you will recall them?

6. When you notice that you are getting behind in your homework during the week, can you catch up during the next weekend?

7. When problems with friends and peers conflict with school work, can you keep up with your assignments?

8. When you have time available between classes, can you motivate yourself to use it for studying?

9. When you don't understand your teacher, can you ask the right questions to clarify the matter?

10. When you notice that your notes are much less complete than another students, can you write down all the teacher's points during the next lecture?

11. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did?

12. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class?

13. When you are struggling to understand a body of information for a test, can you diagram it or chart it so you will remember it all two week later?

14. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten?

15. When your last results were poor, can you figure out potential questions before the next test that will improve your score greatly?

16. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on a test?

17. When you find yourself putting off writing of an assigned paper, can you motivate yourself to begin the task immediately?

18. When your concentration wonders while writing an important paper, can you refocus it sufficiently to finish the paper on time?

19. When you are asked to write a concise, well-organized paper over night, can you find a way to do it?

20. When you are asked to write a paper on an unfamiliar topic, can you find good enough information to please your teacher?

APPENDIX C

Informed Consent to Participants

APPENDIX C

Informed Consent to Participants

Consent Form
Title: The Efficacy of Students towards learning within an Afrocentric Education Program

Dissertation Chair: Dr. Addie Davis

Hello. My name is Corey Sheffield and I am a doctoral student at Argosy University-Atlanta working on my dissertation in the department of Education. I am asking for your participation in this study. Please note that this study is for research purposes only and not for decision making by any organization. In addition, participation in this study is voluntary by nature and participants can opt out of the research at any time without penalty. Please read the entire consent form as it pertains to the study.

I have been asked to participate in a research study about self-efficacy towards learning amongst African-American students. I was asked to be a possible participant because I attend a school where the population matches the demographics needed for the study. A total of 500 African-American students have been asked to participate in this study. The purpose of this research is to determine if student-self efficacy is higher amongst African-American students within an Afrocentric school in comparison to African-American students within a mainstream school. The ideals and beliefs infused within an Afrocentric curriculum were developed to insure that African-American students receive quality education with the culture of the child as the center. Therefore, the study will examine student self-efficacy to determine if those ideals and beliefs infused within the Afrocentric curriculum have an impact on the self-efficacy of the student. With there being very little empirical data on Afrocentric education, this study will allow researchers to explore if the ideals and beliefs infused with Afrocentric education have an impact on the performance of its students.

If I agree to be in this study, I will be asked to complete a 57 item survey with questions pertaining to self-efficacy within the areas of reading, studying, test preparation, note-taking, and writing. I will be allowed to take the study home and will be given a week's time to return the survey to my teacher. This study will only take place once and my service will be completed once the survey is turned in. Some risks associated with this study may include mental fatigue, stress, and confidentiality. Risks will be minimized by keeping all data locked in a file cabinet at the researcher's residence. In the event that any risk does cause harm, the school counselor will be on call to address any issues.

I will receive no monetary compensation for taking part in this study. This study is confidential. Participants will not use their names on any documents other than this consent form which will be locked and stored in a private area for which only the researcher will have access to. No words linking me to this study will be included in any sort of report that might be published. I have a right to get a summary of the results of this research if I would like to have them.

Again, I understand that my participation is strictly voluntary. My decision regarding my participation will not affect my current or future relations with my school. If I decide to participate, I am free to refuse to answer any of the questions that may make me uncomfortable I can withdraw at any time without my relations with the university, job, benefits, etc., being affected. I can contact Corey Sheffield at _____ or at csheffi1@stu.argosy.edu , Dr. Addie Davis at avdavis@argosy.edu, or Dr. Murray Bradfield, IRB Chairperson at mbradfield@argosy.edu with any questions about this study.

I understand that this research study has been reviewed and Certified by the Institutional Review Board, Argosy university-Atlanta. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I have been given a copy of this consent form. By signing this document, I consent to participate in the study.

Name of Participant (printed) _____

Signature: _____   Date:_____

Signature of Principal Investigator: _____

Date: _____

Information to identify and contact investigator:

If giving consent for a Minor child to participate, print child's name:

_____

Parent/Guardian Signature: _____

Relationship to Child (please identify the relationship) _____