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Silent No More: The Formation of Academic Self-Efficacy Among Black Male Community College Students

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**SILENT NO MORE: THE FORMATION OF ACADEMIC SELF-EFFICACY AMONG
BLACK MALE COMMUNITY COLLEGE STUDENTS**

by

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ABSTRACT

SILENT NO MORE: THE FORMATION OF ACADEMIC SELF-EFFICACY AMONG BLACK MALE COMMUNITY COLLEGE STUDENTS

G. Eric Styles
Old Dominion University, 2017
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Alarming rates of Black male underachievement in the community college are compelling reasons to explore factors that promote their academic success. Black male community college students have the lowest grade point averages among males across all races and ethnicities, and the highest rates of attrition (Department of Education, 2008; Ross et al., 2012). Sadly, the educational experiences of Black males have been characterized by racial discrimination, negative portrayals, marginalization, and lowered expectations. As academic self-efficacy has been found to promote the academic achievement of collegians, this study investigated the factors which have the greatest influence on the academic self-efficacy beliefs among diverse community college students and Black male's perceptions of these beliefs. A two-phase, sequential, explanatory mixed methods design was employed, beginning with a quantitative data collection and analysis, followed by a qualitative approach. One hundred and nine participants were sampled in Phase 1 on the investigation, with descriptive statistics revealing little variance between the participants' academic self-efficacy scores. Overall, Black students were found to have the highest levels of academic self-efficacy among all racial and ethnic groups. In addition, educational aspirations were found to be the strongest predictors of students' academic self-efficacy. Purposive sampling was used to identify 17 Black male interview participants for Phase 2 of the study, to explore their perceptions of the experiences that have influenced their academic self-efficacy beliefs. The qualitative analysis revealed that

institutional and familial support contributed to the formation of academic self-efficacy beliefs. Moreover, encounters with bullying and school violence were found to negatively impact the educational experiences of Black male participants.

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Acknowledgments

Eight years ago, this all seemed improbable. One mild summer evening, I recall, sitting in the back of our black Ford Expedition with the trunk elevated, and the vehicle centered in the driveway. With the garage door raised, and our 3-year-old rummaging through her toys, my wife and I sat atop of the lowered third-row seating, imagining what the future held for us. At the time, she was a stay-at-home mom, spending most of her days scurrying to doctors' appointments with our newborn son to address his many ailments, while also struggling to keep up with our curious, often stubborn, toddler. I, on the other hand, dreaded going to work every day, and was trapped in a state of perpetual indecisiveness regarding the direction of my life. As we sat side-by-side, I remember saying aloud, "I wish we could just wipe our slate clean and start over." I longed to be free from the burdens of poor financial decisions and directionless career choices; surely, there had to be more to life than what we were experiencing? At the time, it felt as if we were stranded in a fog of despair and were afraid to trudge along because of the uncertainty that lie ahead. However, in that moment of clarity, there appeared to be a glimpse of hope awaiting us if we were willing to move forward.

Now, some eight years and 800 miles removed that driveway, that moment seems so distant. That curious toddler has matured into an intelligent, still stubborn, middle-schooler; our sick newborn has grown into a healthy, energetic little boy; my wife has transitioned from a stay-at-home mom trudging two kids to doctors' appointments, to a physician who provides that same care and attentiveness to a diverse group of patients; and I've been blessed to follow my life's passion through writing and research, while also supporting the needs of students daily.

Admittedly, this journey has been filled with obstacles, that at times, seemed insurmountable. However, I've endured solely because of the support I've received along the way, and for this reason, I say thank you. Thank you to my wife, Dr. Chantel Styles, for your unwavering love, constant encouragement, and continuous belief in me, despite my own doubts. To my kids, Saniya and Jayden, I am forever grateful for your patience, resilience, and understanding over the past few years. To my unborn daughter, thank you for being my motivation; I can't wait to see you in a couple of months. To my parents, George and Ernestine Styles, thank you for your prayers and the foundation of faith you instilled in me. To my extended family, thank you for cheering me on throughout this journey. Thank you to my committee –Dr. Dana Burnett, Dr. Monica Esqueda, and Dr. Tony Perez –for your guidance and direction throughout this process. Thank you to my peers and colleagues, for the constant reassurance and inspiration. Thank you, Old Dominion University, Higher Education Program, for your preparation. Thank you to all who walked with me throughout this journey. But most importantly, thank you God for every experience you brought me through. Although I couldn't eradicate every bad decision or unpleasant experience, I've learned to trust You amid turmoil and uncertainty, and for that I'm grateful.

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CHAPTER I

INTRODUCTION

Community colleges are frequently lauded for their open access mission, as these institutions serve the most diverse student populations within higher education (Williams, 2013). However, concerning levels of underachievement among Black males suggest that open access may be insufficient. Data from the U.S. Department of Education (2008) reveal that Black male community college students have the lowest grade point averages among male students across all racial and ethnic groups. Similarly, National Center for Education Statistics (NCES) data illustrate that Black males had the highest rates of attrition among all groups (National Center for Education Statistics, 2012). Although the majority of Black males enter post-secondary education through two-year colleges, 11.8% leave without returning after their first year of enrollment, 39.6% leave or are no longer enrolled by their second year, and 72.4% of Black males leave college without returning or enrolling through six years (Vasquez & Wood, 2014).

When examining the gendered differences between racial groups, the largest disparities exist between Blacks, as women earn significantly more associate degrees (Harris & Harper, 2008, p. 26). Further, Black males are more likely to be uncertain about their intentions to return the subsequent semester (Harris & Harper, 2008). Unfortunately, these negative experiences have far reaching effects beyond the classroom. As noted by Bush and Bush (2010) “The educational underachievement impacts the social positioning of African American men in a larger societal context as degree attainment is directly attributed to one’s income, social mobility, decreased likelihood of incarceration and even increased life expectancy” (p. 53).

Stereotype Threat

Undoubtedly, Black male underachievement may be related to several factors. For example, Baldwin, Fislser, & Patton (2009) lament the mischaracterization of Black males as violent, hyper-sexualized, drug abusers, and ignorant. The researchers argue that these stereotypes not only perpetuate the negative feelings towards Black males, but also plague Black males throughout their educational experiences, and are the foundation for poor outcomes in higher education. As Black males internalize negative messages regarding their intellect, abilities, and work ethic, many grow to devalue education (Harper, 2006).

This reluctance by Black males to engage academically due to negative stereotypes and feelings of academic inferiority, reflects the findings of a phenomenon known as stereotype threat. Stereotype threat is “anything one does or any of one’s features that conform to it make the stereotype more plausible as a self-characterization in the eyes of others and perhaps even in one’s own eyes” (Steele & Aronson, 1995, p. 797). For example, as the stereotype of Black academic inferiority is ubiquitous throughout American society, Black students may become vulnerable to confirming this stereotype when asked to demonstrate their academic abilities (Massey & Owens, 2013).

Steele and Aronson (1995) observed the impact of stereotype threat on African American students. The authors conducted four studies examining the effect of stereotypes on the test performance of African American undergraduates at Stanford University. The researchers noted that Black students with similar abilities to Whites, underperformed on a test when told the assessment was a measure of intellectual ability. Additionally, when forced to identify their race, African American students underperformed compared to Whites, even if the test was not a measure of intellectual ability. However, when the students were told the test was less reflective

of ability, the African American students performed similarly to White students (Steele & Aronson, 1995).

When Black students internalize these negative beliefs, this may result in a disidentification with academic achievement. Students may refrain from putting forth maximum efforts, therefore, if they perform poorly academically, they can dismiss the stereotype because they did not give it their best (Massey & Owens, 2013).

Academic Disengagement

Research suggest that disengagement may be related to Black males perceiving themselves as academically inferior to other students (Cuyjet, 2005). Many Black males internalize disparaging labels assigned to them –dangerous, lazy, and uneducable –subsequently adopting lower aspirations (Strayhorn, 2009). Researchers have noted Black collegiate males are reluctant to participate in class due to feeling academically inferior or being perceived as dumb (Wood, 2014). Moreover, many refrain from engaging in classroom activities due to fear of embarrassment or being looked upon as ignorant (Wood, 2014).

Disengagement can be demonstrated through a students' reluctance to engage with faculty or peers beyond the classroom, refusal to initiate contact with an instructor, failure to visit professors during office hours, limited participation in class discussions, and unwillingness to seek tutoring (Wood, 2014). Markedly, Black males are less likely than Black females to “discuss readings with others outside of class, use the Internet for academic work and research, or spend significant time studying” (Harris & Harper, 2008, p. 26).

Black male underachievement in education is a multifaceted issue, and exploring ways to reduce disparities and improve Black male performance is essential. However, rather than proffering an investigation that simply magnifies the numerous oppositions affecting Black male

college achievement, I chose to employ an anti-deficit approach and conduct an exploration into the factors that promote academic achievement among this group. Harper (2010) encouraged the use of an anti-deficit achievement framework to discover how students of color persisted through the STEM pipeline. Unlike a deficit-oriented approach, which focuses on disparities, often amplifying student failure and deficits, an anti-deficit approach spotlights achievement (Harper, 2010). Anti-deficit questions might include: (1) What compelled Black males to pursue campus leadership and engagement opportunities, (2) How did Black men persist despite obstacles, and (3) What resources were the most effective in promoting Black male achievement (Harper, 2010). Unfortunately, while the educational underachievement of Black males is pervasive, there is scant research displaying their strengths.

Self-Efficacy

As the educational experiences of Black males have been marred by negative stereotypes and lowered expectations, resulting in academic disengagement, diminished confidence levels, and lower rates of achievement, an investigation of Black males' beliefs in their abilities to succeed academically is critical. One factor related to such an inquiry is self-efficacy. Self-efficacy is defined as one's belief in their ability to accomplish a task (Fife, Bond, & Byars-Winston 2011). Self-efficacy is formed through four sources: mastery experiences, vicarious experiences, verbal persuasions, and physical and emotional states (Zeldin & Pajares, 2000). Notably, self-efficacy has been associated with positive academic outcomes (Adedokun, 2013; Almarode, Subotnik, Crow, Tai, Lee, & Nowlin, 2014; Brady-Amoon & Fuertes, 2011; Gaylon, Blondin, Yaw, Nalls, & Williams, 2012; MacPhee, Farro, & Canetto, 2013; Noble, 2011; Reid, 2013; Strayhorn, 2015; Wood Newman, & Harris, 2015; Zeldin & Pajares, 2000).

As self-efficacy appears to be related to the academic success of college students, this study will provide an in-depth exploration of the characteristics which influence the self-efficacy levels of Black males in the community college. Similarly, such an analysis would contribute to the development of ideas to reduce the academic underachievement of this population.

The community college setting was selected because minority students are most likely to seek enrollment at these institutions for post-secondary education (Williams, 2013). Further, there is a lack of literature examining the behaviors that influence the self-efficacy levels within this population.

Purpose Statement

The purpose of this study is to explore the varying academic self-efficacy levels of diverse community college students, while also investigating which student characteristics are the strongest predictors among this group. In addition, this research seeks to determine which experiences influence the academic self-efficacy beliefs of Black males in the community college. With alarming rates of Black male underachievement within the community college system, this study hopes to explore the influence of these factors in promoting Black male achievement.

Research Questions

1. *What are the differences in the levels of academic self-efficacy among diverse community college students?*
2. *Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?*
3. *What experiences do Black male community college students believe contribute to their academic self-efficacy beliefs?*

Definition of Terms

For the purpose of this study, the following operational definitions will be used:

- **Academic Self-Efficacy:** An individual's confidence in their capacity to meet the demands of an academic environment (Fife et al., 2011).
- **Black:** Individuals whose ancestral origins lie in groups of African descent (Strayhorn, 2015).
- **Diverse:** A description of the racial categories used within the study to include Black, White, Asian or Pacific Islander, Hispanic, and multiethnic groups attending the community college location of this study. *Diverse* also includes differences in age, sex, and educational backgrounds (Woolford-Singh, 2004).
- **First-year students:** Students who completed 30 or fewer college credits.
- **Self-Efficacy:** One's belief in their ability to perform a specific task (Bandura, 1997)

Theoretical Framework

The theoretical orientation grounding this study is based on Albert Bandura's Social Cognitive Theory (SCT). Social Cognitive Theory is a framework for analyzing human motivation, thought, and action, which posits that people are self-organizing, proactive, self-reflective, and self-regulating organisms (Bandura, 1986; Pajares, 2002). Bandura theorized that people are not simply shaped by their environment and internal impulses, rather, "behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other" (Bandura, 1986, p. 18).

The foundation of Bandura's perspective is the belief that humans possess several basic capabilities: symbolizing capability, forethought capability, vicarious capability, self-regulatory capability, and self-reflective capability (Bandura, 1986). Symbolizing capabilities allow

individuals to respond appropriately to their environment, transform brief experiences into guides for future actions, and extract meaning from lived experiences (Bandura, 1986; Pajares, 2002). Through forethought, individuals do not simply react, but are intentional in planning, considering the consequences of actions and establishing goals to motivate and direct their behaviors (Bandura, 1986). Vicarious capability permits learning through observation. Unlike learning through direct experiences, observation protects individuals from the potential harmful effects of the trial and error process, enabling people to develop direction for future behaviors (Bandura, 1986; Pajares, 2002). Self-regulatory capability involves people's governing behavior based on internal standards and the corrective self-reactions, which influence future behaviors (Bandura, 1986). Finally, through self-reflection, individuals analyze their experiences, evaluate their thinking, and alter their behavior and thinking accordingly (Bandura, 1986; Pajares, 2002).

Central to Bandura's beliefs in human agency is self-efficacy (Bandura, 1986). Self-efficacy is defined as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances." (Bandura, 1986, p. 391). Self-efficacy beliefs are not based on the abilities that an individual has, rather, their perceptions of what they can do with those skills (Bandura, 1986). Bandura (1977a) affirms that one's confidence in their effectiveness will impact a behavior and behavioral change.

According to Bandura, self-efficacy is derived from four sources: mastery experiences or enactive attainment, vicarious experiences, verbal persuasions, and physiological states (Bandura, 1986). Bandura notes the most influential of the four is mastery experiences (Bandura, 1986). As individuals master tasks, efficacy appraisals increase, conversely, repeated failures result in lower self-efficacy (Bandura, 1986). Self-efficacy beliefs are also formed through vicarious experiences. Observing similar individuals successfully perform tasks can

increase individuals' beliefs in their capability to accomplish a task (Bandura, 1986). Individuals can also increase self-efficacy beliefs through the verbal persuasions of others. As people are encouraged in their capabilities, they are more likely to utilize greater efforts (Bandura, 1986). Lastly, physiological states influence self-efficacy, as somatic and emotional states affect individuals' confidence levels (Pajares, 2002). Because physiological states generally inform individuals of their anxiety levels, high arousal tends to debilitate performance and lowers one's expectation of success (Bandura, 1977a).

As self-efficacy has been conceptualized to ascertain one's beliefs regarding capabilities in specific areas, self-efficacy beliefs may vary depending on the situation (Lent, Brown, & Gore, 1997). For example, students may exhibit high math self-efficacy, but lower writing self-efficacy. One domain of self-efficacy associated with positive academic behaviors and outcomes is academic self-efficacy (Brady-Amoon & Fuertes, 2011; Gaylon, et al., 2012; MacPhee, et al., 2013; Lent, Brown, & Larkin, 1984; Lent, Brown, & Larkin, 1986; Lent et al., 1997). Academic self-efficacy is an individual's confidence in their capacity to meet the demands of an academic environment (Fife et al., 2011). The domain has been associated with academic achievement, exam performance, academic engagement, and persistence (Brady-Amoon & Fuertes, 2011; Gaylon, et al., 2012; MacPhee, et al., 2013; Lent, Brown, & Larkin, 1984; Lent, Brown, & Larkin, 1986; Lent et al., 1997).

In this chapter I discussed the background and purpose of this investigation. The next chapter will begin with a review of the literature related to Black male experiences in education. The literature review will encompass several areas: (1) The history of Black Education (2) experiences of Black males in education, and (3) self-efficacy.

CHAPTER II

REVIEW OF LITERATURE

Flowers & Shuford (2011) posit, to understand the current present state of Black collegians in America, one must consider their vulnerability and marginalization, which was characterized by years of exclusion, oppression, and overt discrimination. Hence, a review of the literature regarding the experiences of Black males in higher education must commence with an exploration of the history of Black education in America.

Blacks in Higher Education

While higher education in America had its early beginnings in 1636 with the establishment of Harvard, for Black Americans, few educational opportunities existed until much later. During the colonial period, Blacks were not allowed to attend the nation's schools, academies, or colleges (Lovett, 2011). Indeed, before the 1860s, only 28 Blacks had obtained baccalaureate degrees in the United States (Roebuck & Marty, 1993). However, after the Revolutionary War an internal battle waged in American culture, as the nation's citizens slowly began to challenge their attitude toward race.

As the country expanded to the Northwest, legislation prohibited slavery in these emerging states (Lovett, 2011). Likewise, a large segment of the population viewed slavery as evil (Lovett, 2011). The Society of Friends (Quakers) were strong opponents of slavery, considering it a "covenant with hell" (Lovett, 2011). Additionally, the Quakers believed that free education should be available to Blacks; subsequently, Quaker schools and several other Northern institutions began enrolling Black students (Lovett, 2011). Colleges such as New York Central College, Oberlin College, Medical College of Maine, Dartmouth, Harvard, Princeton, Amherst, and Union College were some of the first to admit Black students (Lovett, 2011).

Many Northerners, such as Horace Mann, advocated for the education of all, arguing that education rescued citizens from poverty and evil; however, this ideal was opposed by most Southern Whites (Lovett, 2011). As chronicled by Lovett (2011), prior to the Civil War, the majority of Southern Whites were illiterate and few higher education institutions existed in the South. In addition, many violently denied the education of Blacks beyond what was required for labor (Lovett, 2011). Further, many southern states established laws criminalizing the act of teaching enslaved children to read or write (Anderson, 1988). Consequently, as support for the public education of American children burgeoned, and the majority were receiving some formal education, 90% of the four million slaves and nearly half of the nation's 500,000 free Blacks were illiterate (Anderson, 1988; Lovett, 2011). Moreover, less than four thousand Blacks had any formal education (Lovett, 2011).

Despite their opposition, Black Americans were determined to educate themselves. Following their emancipation, Blacks were eager to learn how to read and write (Anderson, 1988). Former slaves who possessed these skills were held in high esteem, while others lamented the role of slavery in keeping them illiterate (Anderson, 1988). Anderson (1988) noted the anguish of former slaves concerning their denial of education, "There is one sin that slavery committed against me which I will never forgive. It robbed me of my education" (pg. 5). Indeed, Blacks viewed education, religion, and land as ways to garner respect (Roebuck & Marty, 1993).

After obtaining their freedom, former slaves began petitioning assistance from Northern allies and proponents of Negro Education such as Republican politicians and Union soldiers (Anderson, 1988). The Freedmen's Bureau, established by the federal government, Northern missionaries, and Black churches –African Methodist Episcopal and the African Methodist

Episcopal Zion—were early pioneers of formalized systems of colleges and schools for Blacks (Roebuck & Murty, 1993). Notably, many Northern missionaries traveled south with the belief that Blacks were uncivilized savages in need of refinement. To their surprise, however, missionaries quickly discovered that ex-slaves had already established schools and educational associations (Anderson, 1988). As John Alvord, National Superintendent of Schools for the Freedmen’s Bureau proclaimed, “Throughout the entire South an effort is being made by the colored people to educate themselves. In the absence of other teaching they are determined to be self-taught; and everywhere some elementary text-book, or the fragment of one, may be seen in the hands of Negroes” (pg. 6). As estimated by Alvord in 1866, there was believed to be at least 500 schools founded and maintained by ex-slaves (Anderson, 1988). Through their collaboration, supporters and former slaves founded over two hundred private schools from 1865-1890 (Roebuck & 1993).

Black Males in Education

Despite the triumphs of prior decades, within the context of education, Black males continue to be one of the most socially and academically marginalized groups (Palmer, Wood, Dancy, & Strayhorn, 2014). “African American students have been historically and disproportionately racialized, silenced, marginalized, segregated, isolated, and deemed invisible in schools and society” (Pane & Salmon, 2009, p. 282). Black males have the lowest rates of achievement and completions, and the highest rates of suspension and expulsions (Palmer, et al., 2014). Likewise, Black males continue to be underrepresented in gifted programs, while being overrepresented in vocational and special education (Palmer, et al., 2014). Moreover, educators have been found to hold negative perceptions and have lower expectations for the group (Palmer, et al., 2014). These negative primary and secondary school experiences, coupled with

disparaging representations, account for many of the challenges Black males encounter when integrating post-secondary education.

The mischaracterization of Black males in society plays a role in perpetuating their underperformance. Black males are continuously inundated with messages disaffirming their intellect. “The tough, angry, and violent Black man is a dominant image in today’s popular culture. As such, it is not surprising that some young Black men incorporate violence into their identity and sense of self-worth” (Baldwin et al., 2009, p. 191). Unfortunately, these messages of Black masculinity often conveyed by the media, popular culture, peers, and family are often incompatible with achievement (Baldwin et al., 2009).

From primary through secondary school, peer groups have been recognized for having profound influences on the educational experiences on Black males (Harris & Harper, 2008). As Black adolescent males are frequently forced to choose between popularity and intelligence, those who excel athletically are frequently lauded for their athletic feats, while others who fail to fit into that mode, encounter difficulty gaining acceptance from peers (Harper, 2006). Similarly, tasks associated with academic success such as reading and studying are often in conflict with activities that males engage in to form a masculine identity (Harris & Harper, 2008). Individuals who prefer to read and participate in intellectual activities face ridicule, often being accused of exhibiting feminine traits. Moreover, many of these gender-forming patterns persist through post-secondary education. Hence, many Black collegiate males are reluctant to engage in activities that facilitate college adjustment and encourage their academic success.

Academic and Social Engagement

In his model of persistence, Tinto (1975) measured social and academic integration through grades, peer-group associations, extracurricular activities, and interactions with faculty

and administrators. Since Tinto, several other researchers have examined academic and social integration, measuring it through various means including interacting with other students and faculty; being an active, participating, engaged member for the college community as measured by an observable set of behaviors; contact with faculty, meeting with advisors, working on coursework in the school library, and using the internet to access library resources; working with other students on school work outside of class, discussing ideas from readings or classes with students outside of class, discussing ideas from readings with faculty outside of class, and working harder than you thought to meet an instructor's expectation; participation in events sponsored by a fraternity or sorority, participation in residence hall activities, participation in events of activities sponsored by groups reflecting personal cultural heritage, and participation in community service activities (Flynn, 2012; Hu, 2011; Tinto, 1998; Wood, Newman, & Harris III, 2015).

There have been several outcomes associated with academic and social engagement, particularly among traditionally underrepresented populations at 4-year institutions. Hu (2011) investigated the relationship between student engagement and persistence in college. The researcher examined data collected from surveys of the participants in the Washington State Achievers (WSA) program and comparable non-recipients, resulting in a total sample size of 832. The WSA program is an initiative funded by the Bill and Melinda Gates foundation that provides funding for students from low income families and who attend schools with populations of low income students. Hu measured academic engagement using four items from a survey: work with other students on school work outside of class, discuss ideas from readings or classes with students outside of class, discuss ideas from readings with faculty outside of class, and work harder than you thought to meet an instructor's expectation. Social engagement was also

measured using four items: participation in events sponsored by a fraternity or sorority, participation in residence hall activities, participation in events of activities sponsored by groups reflecting personal cultural heritage, and participation in community service activities. Findings from the study revealed a non-linear relationship between student engagement and persistence, as the research suggested an increased level of academic engagement, when not accompanied by social engagement, was negatively related to student persistence. Furthermore, high-levels of social engagement was positively related to student persistence in college. The research noted that this irony might be explained by another phenomenon where students who devoted considerable time to academic engagement, but did not balance that with social activities minimized the academic gains achieved by the students. Hu also found that students who demonstrated the lowest levels of engagement, both academic and social, also had the lowest levels of persistence, suggesting that student engagement may still play a factor in persistence.

Flynn (2012) utilized data from the National Center for Education Statistics' (NCES) 2004/09 Beginning Postsecondary Longitudinal Study (BPS:04/09) to explore the relationship between student engagement behaviors and 3rd year persistence. Additionally, the author examined the influence of student engagement behaviors on degree attainment, as well as the interaction effect of academic and social engagement on baccalaureate attainment. Academic engagement was observed when students engaged with faculty, advisors, and study groups concerning academic issues. Social engagement was reflected by students' engagement with college clubs, sports, and participation or attendance of campus productions.

A logistic regression analysis revealed that academic and social engagement behaviors did not significantly impact 3rd year persistence, except for Black and Latino students who showed a higher likelihood of persistence when engaged. The research results also revealed that

student engagement behaviors had a significant, positive effect on baccalaureate completion.

Several studies have also acknowledged the difficulties Black males have integrating at 4-year institutions. Tinto (1993) asserted, that upon entering higher education institutions, Black males encounter difficulty integrating socially and academically, thereby increasing their chances of dropping out. Cuyjet (1997) supported this notion, while exploring the social and academic integration behaviors and attitudes of Black males, compared to Black females. After examining responses on the College Student Experience Questionnaire, Cuyjet found several disparities between the social and academic integration of the groups. When observing social integration, the researcher found Black females to be more socially engaged than their male counterparts, as a greater percentage reported to attending a meeting or program put on by a club, organization, or student government group. Black women were also more likely to seek help from a friend when dealing with a personal problem. Moreover, there were several academic engagement differences between the behaviors of the groups. Black males were less likely to take detailed notes in class and twice as likely to never take notes in class. Similarly, Black males were less likely to discuss class materials with peers. Black males were also less likely to spend time writing and revising papers. These findings suggest that Black males arrive on campus lacking the study habits of their same-race peers.

Fewer studies have examined the influence of academic and social integration of Black males at 2-year institutions. Strayhorn (2012) found a strong correlation between academic and social integration, and Black male satisfaction at community colleges. Surprisingly, Strayhorn also observed a negative relationship between social engagement and satisfaction, as respondents were less satisfied with college when having frequent interactions with other students. This may be the result of students' negative interactions with peers.

Wood & Williams (2013) also identified several variables related to integration, which predicted the persistence of first year of Black males in the community college. Research indicated that participation in intramural sports, extracurricular activities, talking with faculty, study habits, were significant predictors of persistence. Similarly, in a mixed-method study, Bush and Bush (2010) found that Black males were least likely to interact with faculty outside of the classroom, however, when they did, students increased their likelihood of transfer and attained higher grade point averages.

While investigating classroom disengagement, Wood (2014) provided insight into the diverse narratives of Black male community college students. The author's unique contribution shed light on students reasoning for disengagement, which was defined as a student's unwillingness to engage in the class through discussions or other necessary interactions. Disengagement could be demonstrated through students' reluctance to engage with faculty or peers beyond the classroom, refusal to initiate contact with an instructor, failure to visit professors during office hours, limited participation in class discussions, and unwillingness to seek tutoring. Participants asserted that their rationale for not participating was due to feeling academically inferior or being perceived as dumb. Further, students attributed these feelings to prior experiences when they attempted to take part in a discussion but felt dismissed by other students and professors. Some participants believed that faculty would be more accommodating to students who approached them first or were perceived as better students.

As social and academic integration has been associated with increased academic motivation, satisfaction with college, enhanced educational experiences, increased likelihood of transfer, persistence, and degree completion, exploring ways to improve Black male engagement

is essential (Bush & Bush, 2010; Flynn, 2012; Strayhorn, 2012; Palmer et al., 2010; Wood & Palmer, 2013; & Wood & Williams, 2013).

Self-Efficacy

Self-efficacy is defined as one's belief in their ability to accomplish a task (Fife, et al., 2011). The concept of self-efficacy derives from the work of Albert Bandura. In his seminal work, Bandura (1977b) posited that psychological processes can create and strengthen an individual's belief in their ability to accomplish a task. This theory is grounded in the assumption that one's expectation of their ability to master a task affects both their decision to engage in, and persistence in a situation (Bandura, 1977b). Simply, people avoid tasks that they believe extend beyond their abilities, and if they do attempt the task, they do not persist. Conversely, individuals may become actively engaged and demonstrate confidence in tasks that they are certain they can handle (Bandura, 1977b). Moreover, Bandura contends that self-efficacy influences how much effort an individual exerts on tasks, and how long they persist when confronted by obstacles or adverse experiences (Bandura, 1977b).

According to Bandura, self-efficacy is formed through four sources: mastery experiences, accomplishments, vicarious experiences, verbal persuasions, and physiological states (Bandura, 1986). Mastery experiences are based on an individual's personal mastery; as one succeeds at accomplishing a task, their self-efficacy increases, and as an individual repeatedly fails, specifically in their earlier stages of a task, their self-efficacy decreases (Bandura, 1977b). Furthermore, as self-efficacy is enhanced through mastery experiences in one area, efficacy expectations extend to other areas (Bandura, 1977b).

Self-efficacy is also formed through vicarious experiences (Bandura, 1977a; Bandura, 1986). As individuals observe someone with similar traits successfully performing an activity,

their belief in their ability to accomplish the task is enhanced (Bandura, 1977b; Bandura, 1986). Verbal persuasions by influential people, such as parents and teachers, also shape self-efficacy (Bandura, 1977a; Bandura, 1986). According to Bandura, as individuals are encouraged in their capability to complete a task, efficacy is increased (Bandura, 1977b). Finally, physiological and emotional states influence self-efficacy (Bandura, 1977b; Bandura, 1986). When individuals are emotionally aroused, performance is hampered; conversely, people are more likely to demonstrate increased confidence when they are in relaxed situations (Bandura, 1977b). By exhibiting behavioral control, individuals can reduce avoidance behaviors and are better equipped to manage adversity (Bandura, 1977b).

Self-efficacy has been associated with several positive factors including adjustment, career aspirations, occupational interests, faculty and advisor engagement, academic performance, persistence, and degree attainment (Adedokun, 2013; Almarode et al., 2014; 2015; Brady-Amoon & Fuertes, 2011; Gaylon et al., 2012; MacPhee et al., 2013; Noble, 2011; Reid, 2013; Strayhorn, 2015; Wood et al., 2015; Zeldin & Pajares, 2000). Similarly, academic self-efficacy, an individual's confidence in his or her capacity to meet the demands of an academic environment, has been associated with several positive academic outcomes (Brady-Amoon & Fuertes, 2011; Gaylon, et al., 2012; MacPhee, et al., 2013; Lent, Brown, & Larkin, 1984; Lent, Brown, & Larkin, 1986; Fife et al., 2011; Lent et al., 1997).

Lent et al. (1984) explored the relationship between the self-efficacy beliefs and the academic achievement of and persistence of 42 undergraduates pursuing STEM degrees. The authors assessed the students' self-efficacy beliefs regarding educational and job requirement in science and engineering fields. Their research revealed relationships among self-efficacy, grades, and STEM persistence. The authors later extended these findings through a hierarchical

regression analyses that indicated self-efficacy contributed significantly to the prediction of technical grades, persistence, and career options for undergraduates (Lent et al., 1986).

Gaylon et al. (2012) assessed the relationship of academic self-efficacy to class participation and performance. The sample consisted of 165 participants taking a human development course. Academic self-efficacy was measured on a 5-point Likert scale, developed to assess course-specific self-efficacy. Respondents were then clustered based on their levels of academic self-efficacy: high, medium, and low. Exam performance was evaluated through five, 50-item multiple-choice exams. Participation data was collected through 20 days of classroom observation. Findings noted that academic self-efficacy was a significant predictor of student participation and exam performance.

In a study of the association between self-efficacy, self-rated abilities, adjustment, and academic performance, Brady-Amoon & Fuertes (2011) surveyed 271 students of various racial, ethnic, and socioeconomic backgrounds. Of the participants, 170 completed a paper version of the study and 101 finished, an online version. The study measures included the College Self-Efficacy Inventory, the Self-Estimates subscale of the Self Directed Search, the Student Adaption to College Questionnaire, and the students' cumulative grade point average. The findings indicated a correlation between self-efficacy and self-rated abilities. Additionally, self-efficacy was positively and significantly associated with adjustment and, the authors found a positive relationship between self-efficacy and academic performance.

Several studies have also examined the impact of self-efficacy as related to minorities. Thomas, Love, Roan-Belle, Tyler, Brown, and Garriott (2009) examined the relationships among self-efficacy beliefs, intrinsic and extrinsic motivation, and academic adjustment among 111 African American women in college. Of the 111 participants, 80 were from two HBCUs and 31

attended two predominantly White universities (PWIs). Participants were selected from a variety of academic programs, as research assistants recruited students from several department classrooms. The mean age of the participants was 20.29 years old and they were representative of all undergraduate class ranks. Students completed a demographic form, which gathered information about ethnicity, gender, class, rank, income, parental income, and academic major. The Academic Motivation Scale measured intrinsic and extrinsic motivation. To measure self-efficacy, students completed the Self-Efficacy Scale. An academic adjustment subscale of the Student Adaptation to College Questionnaire measured academic adjustment. The researchers noted a relationship between self-efficacy and motivation, as self-efficacy was found to predict motivation to know, externally regulated motivation, identified motivation and academic adjustment.

MacPhee, et al. (2013) employed a longitudinal study to explore the academic self-efficacy and performance among students who are underrepresented in STEM majors by sex, SES, and/or ethnicity. The study sample was composed of students majoring in STEM fields, who participated in the McNair Scholar Program, a federally funded program aimed at supporting minorities with high academic potential. The sample included 175 participants enrolled in the McNair program over a 10-year period. Academic performance was measured by three methods: GRE scores, cumulative GPA at graduation, and the Watson-Glaser Critical Thinking Appraisal; self-efficacy was measured via the What I Am Like scale. Finding indicated that at admission, women perceived themselves as academically inferior to men, despite comparable academic performance. Further, students with a double STEM-minority status, such as those underrepresented in STEM by race/ethnicity and socioeconomic status, had

lower levels of self-efficacy, and performed poorer academically. However, by graduation, women's academic self-efficacy was equal to men.

The scholarship of Salto, Riggs, Leon, Casiano, & De Leon (2014) examined the effect of the Loma Linda University Summer Health Disparities Research Program on high school and undergraduate students. The goal of the program is to improve research-related skills and increase research self-efficacy. Two hundred and seventy-one students participated in the study, with 132 being in high school and 139 undergraduate students. Participants were measured on pre- and post- surveys composed of 10 academic and 10 research-related Likert-items. When examining the impact of the program, the researchers noted that the summer research experience (SRE) influenced the participants' terminal degree intent and willingness to incorporate research in their future careers. Moreover, students reported statistically significant gain in their research skills and research self-efficacy, noting mentoring and the hands-on research as the most valuable aspects of the experience.

Almarode, et al. (2014) investigated the relationship between self-efficacy and maintenance of interest in STEM, subsequently leading to completion of an undergraduate degree in a science related area. The researchers collected data from a retrospective, online survey by the National Science Foundation examining the experiences from students graduating from specialized science high schools and a Talent Search program. There were 3,526 students representing the specialized science high schools and 587 participants from the Talent Search program for a total of 4,113 students. Researchers used the Impact of Specialized Public High Schools of Science, Mathematics, and Technology as a survey instrument. Findings indicated that perceived self-efficacy to become a scientist, mathematician, and engineer as a high school junior or senior, was indeed associated with an increased likelihood to earn a STEM

undergraduate degree. Likewise, the intensification of the participants' interest in STEM was also related with an increased likelihood to earn a STEM undergraduate degree. Indeed, self-efficacy and stable interest in STEM were significantly and positively associated with persistence and STEM baccalaureate degree attainment.

Zeldin & Pajares (2000) conducted a qualitative analysis exploring the experiences of women in mathematical, scientific, and technological careers. The case study methodology examined 15 women employed as professors, teachers, researchers, chemists, physicists, computer software developers, and engineers. Data was collected through a semi-structured, open-ended interview protocol, which was designed based on previous self-efficacy research. The participants were chosen through a combination of network selection and primary contacts. Sixty-minute interviews were then conducted face-to-face at the respondents' place of employment to encourage participants' comfortability and inspire them to focus on career-related beliefs. Two themes emerged from data analysis, vicarious experiences and verbal persuasions. Family members, peers, teachers, and supervisors, were all identified as influences on the development and maintenance of self-efficacy beliefs in math-related careers.

However, despite the presumed benefits, few studies have explored the influence of self-efficacy for Black male undergraduates. Noble (2012) conducted a qualitative investigation on the influence of self-efficacy on the motivation and subsequent academic achievement in mathematics of African-American men. The participants in the study attended two Historically Black Colleges and Universities (HBCUs) located in the South-Atlantic United States. Through a purposeful sample, the researcher selected African American males between the ages of 18-23. Of the nine students originally recruited, only six completed all the data collection instruments. After being selected, participants were asked to complete a mathematics autobiography detailing

their experiences with arithmetic, both in and out of the classroom. Additionally, students were interviewed individually for 30 minutes to an hour. Data analysis revealed that vicarious experiences had the greatest impact on the Black males' mathematics academic achievement. Experiences with teachers, peers, and family, were all noted as influences on the students' success in mathematics.

Strayhorn (2015) conducted a mixed methods study examining the factors that influence Black males' preparation for college and subsequent success in STEM. The author employed a two-phase exploratory sequential mixed methods design, combining both quantitative and qualitative data collection methods to better understand survey results and cross-validate findings. The study was made up of 140 Black Male undergraduate students who were enrolled at large public HBCUs and PWIs in the United States. Sixty-one percent of the sample was first generation students, and one-third were STEM majors. Survey data was collected using the Student Success Questionnaire, which was created by the author. Additionally, there were 38 interview participants. One-on-one interviews were conducted, lasting approximately 45 minutes, to explore the experiences of Black males in college or STEM fields. Overall, male participants reported higher levels of self-efficacy; however, non-STEM Black male majors reported higher levels of self-efficacy than Black-male STEM majors. Additionally, the students' academic self-efficacy was positively correlated with standardized test scores and college grade point average. The participants also expressed the importance of academic self-efficacy to the persistence. Participants believed their confidence helped them endure setbacks and major in STEM fields, where minority participation is limited. Interest in STEM seemed to be derived from childhood, where students were exposed to STEM through toys, gadgets, or parents working in STEM jobs. Interests were also nurtured through engagement in formal and

informal activities such as playing with computers, visiting museums, talking with parents about career options, attending summer camps, and completing rigorous coursework. Finally, sense of belonging appeared to matter for STEM majors. Students particularly felt that comments from faculty and peers promoted their sense of belonging.

Reid (2013) explored the relationship among racial identity, self-efficacy, institutional integration, and the academic achievement of Black male enrolled at predominantly White research universities. One hundred and ninety participants were surveyed using a 65-item online questionnaire, combining the three constructs. Self-efficacy was measured using the Self-efficacy for Academic Milestone Scale, the Black racial identity attitude scale, and the peer-group interactions measured racial identity and interactions with faculty of the institutional integration scale measured institutional integration.

Results from the study indicated that the highest achieving Black males reported a heightened sense of self-efficacy. Those with higher self-efficacy also were most satisfied with their opportunity to engage with faculty. Black males with higher grade point averages reported higher levels of faculty and social integration. Those who reported quality interactions with faculty were more likely to be high achieving students.

Even more scarce is the literature examining the influence of self-efficacy of Black males in the community college. Wood et al. (2015) investigated the effect of math and English self-efficacy on the academic integration of first year Black males in the community college. The authors used Bean and Eaton's Psychological Model of College Student Retention as a framework. The model asserts that a psychological process that occurs prior to college and is adapted through a student's matriculation, influences student's social and academic integration. As Bean and Eaton's model contends that self-efficacy influences academic and social

integration, the researchers were interested in exploring this phenomenon. Academic integration was measured by four areas: 1) Whether students spoke with faculty regarding matters outside of class, 2) met with an advisor to discuss academic plans, 3) worked on coursework at the library, 4) used the internet to access the school library for coursework. Data was collected from the Educational Longitudinal Study (ELS 2006/2012). The participants in the study entered college directly after high school, therefore they were all first-year collegians.

The results indicated that the students with higher levels of math self-efficacy were more likely to meet with faculty and advisors. Similarly, students with high levels of English self-efficacy also demonstrated greater levels of faculty interaction. Moreover, math self-efficacy was a significant predictor of talking with faculty, meeting with advisors, and using library internet access. These findings suggest that greater self-efficacy is associated with greater integration.

Negative academic experiences continue to characterize the educational experiences of Black males in education. From pervasive racial discrimination and oppression during the 19th and 20th centuries, to current misrepresentations, these factors have shaped the ways that Black male engage in education. Additionally, academic underpreparedness and fear of conforming to negative stereotypes, have negatively impacted the academic confidence and achievement of Black males. Fortunately, prior research suggest that self-efficacy may be related to several positive academic factors including persistence, academic performance, and degree attainment. Further, academic self-efficacy has been associated with several positive outcomes.

Multiple studies have explored the influence of academic self-efficacy on minorities however, many of these studies have observed this relationship within the context of STEM (MacPhee et al., 2013; Noble, 2012; Strayhorn, 2015; & Zeldin & Pajares, 2000). Further,

despite the perceived impact of self-efficacy on the academic success of Black males, there is limited research investigating the factors that influence the academic self-efficacy of Black male in the community college setting, where they face frequent marginalization.

Strayhorn (2105) examined the impact of self-efficacy on Black male persistence but the population consisted of students at 4-year institutions. Wood et al. (2015) studied the relationship between English and math self-efficacy and academic and social integration, however, they did not the explore the impact of self-efficacy on academic performance. As previous research has suggested that Black males enter college academically underprepared, it would be insightful to explore their beliefs regarding their ability to meet the demands of an academic environment. Moreover, there is scant literature examining the specific experiences that shape Black male self-efficacy beliefs.

The qualitative research of Noble (2012) identified vicarious experiences as having the greatest impact on the mathematic achievement of the Black male undergraduates. These findings counter earlier literature, which posit that mastery experiences have the greatest impact on individuals. Noting these differences, it would be advantageous to discover which experiences have the greatest impact on the academic self-efficacy beliefs of Black males in the community college setting.

In this chapter I reviewed literature surrounding the Black male experience in education and the impact of academic self-efficacy. In the subsequent chapter I will outline the various components that comprise the method section of my study. In addition, I will identify any limitations associated with the research design.

CHAPTER III

METHODOLOGY

Purpose of Study

Alarming rates of Black male underachievement in the community college are compelling reasons to explore factors that promote their academic success. Black male community college students have the lowest grade point averages among males across all races and ethnicities, and the highest rates of attrition (Department of Education, 2008; Ross et al., 2012). Sadly, the educational experiences of Black males have been characterized by racial discrimination, negative portrayals, marginalization, and lowered expectations. Accordingly, many Black males disengage academically for fear of conforming to negative stereotypes and feeling academically inferior (Wood, 2014). For Black males, disengagement is exhibited through minimal contact with faculty, limited participation in class discussions, infrequent meetings with peers outside of class, and poor study habits, all behaviors associated with academic success (Cuyjet, 1997; Wood, 2014). As academic self-efficacy has been found to promote the academic achievement of collegians, this study will investigate the factors that have the greatest influence on the academic self-efficacy beliefs of diverse community college students and Black male's perceptions of these beliefs.

There is scant research exploring the factors that contribute to the self-efficacy beliefs of Black males in the community college. Noble (2012) noted the self-efficacy beliefs of Black males were most influenced by vicarious experiences, despite Bandura (1986) positing that mastery experiences should have the greatest impact on levels of self-efficacy. However, this contradiction may have been influenced by the setting of Noble's study. Noble interviewed Black males attending two HBCU's, where students commonly engage with faculty and peers of

color, increasing their opportunities to observe similar individuals successfully performing tasks. Therefore, by exploring the influences on Black males attending a predominantly White, community college, this investigation should shed light on this phenomenon.

Research Questions

The following research questions guided this study:

1. *What are the differences in the levels of academic self-efficacy among diverse community college students?*
2. *Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?*
3. *What experiences do Black male community college students believe contribute to their academic self-efficacy beliefs?*

Overall Design

To conduct a comprehensive analysis of the research questions, a mixed-methods research approach was employed, combining both quantitative and qualitative data gathering techniques. This study followed a two-phase, sequential, explanatory mixed methods design. The sequential, explanatory strategy begins with quantitative data collection and analysis and is followed by a qualitative data collection and analysis. This approach allowed the researcher to investigate a topic from a large group perspective, and gain insight into the findings with a smaller group.

Mixed methods approaches offer several benefits such as providing a comprehensive explanation of a phenomenon and triangulating data (Hays & Singh, 2012). Likewise, multiple methods limit the constraints placed on the researcher using a singular methodology (Morse, 2003). As noted by Creswell, the approach provides an examination of intersecting and disparate

aspects, contributes to the discovery of contradictions and new perspectives, and adds scope and depth to the study (Creswell, 1994). In addition, the design is useful in the sampling of participants. The initial quantitative phase assists with the identification and description of participants who share specific traits of interest related to the research questions, which in turn, can be used to guide the purposeful sample of participants for the qualitative study (Creswell, Plano Clark, Gutmann, & Hanson, 2003).

As academic self-efficacy beliefs measure an individual's confidence in their ability to meet the demands of an academic environment, this study sought to compare the academic self-efficacy levels of diverse community college students. Personal characteristics were also collected (e.g., high school completion status, race, age, etc.) to investigate which characteristics were the strongest predictors of academic self-efficacy among the students. Additionally, this study sought to explore the sources of Black male collegians' self-efficacy beliefs, as participants describe the experiences that contribute to their self-efficacy through narrative. "Narratives are discourses with a clear sequential order that connects events in meaningful ways and offers insight into the world" (Elliot, 2005, p. 5). Narratives are not only useful in understanding the behavior and experiences from the perspective of the individuals, but they also encourage the participants to indicate which experiences are most significant (Elliot, 2005). This approach is particularly important for Black males within the context of education, as their perspectives are often ignored or silenced, due to poor perceptions.

The investigation utilized descriptive and regression analyses to provide a complete evaluation of the participants' levels of self-efficacy and its relationship to various factors. Additionally, the quantitative analysis determined the strongest predictors of academic self-efficacy.

The qualitative inquiry sought to provide a greater understanding of the survey findings and explore how these levels of self-efficacy were developed. Data for the study was collected through multiple means to triangulate data methods. “Triangulation is a common strategy for ensuring trustworthiness that involves using multiple forms of evidence at various parts of qualitative inquiry to support and better describe findings” (Hays & Singh, 2012, p. 207). Data collection occurred over a six-month period. Three forms of data were collected: survey responses, individual interviews, and academic performance.

Phase 1. Phase one of this research study was conducted to examine the academic self-efficacy levels of diverse college students. To obtain this information, participants completed the College Academic Self-Efficacy Scale(CASES). The 33-item instrument is measured on a 5-point Likert Scale with 1 meaning *very little*, 5 being *quite a lot*. The instrument is presented in Appendix A.

In addition to obtaining the levels of self-efficacy, the study also sought to ascertain which student characteristics were the strongest predictors of academic self-efficacy beliefs. Subsequently, participants were asked to complete a brief demographic survey querying race, self-reported age, high school completion status, grade point average, majors, employment status, and educational aspirations.

Phase 2. Phase two of the investigation focused on participants’ beliefs related to the source of their self-efficacy. Qualitative research methodologies were used to gather this information. Unlike quantitative research, qualitative inquiry reveals rich, contextual descriptions illuminating participants’ experiences within a phenomenon (Hays & Singh, 2012). Data were collected through in-depth, semi-structured interviews. Individual interviews are advantageous because they allow participants to express personal experiences in their own words; likewise,

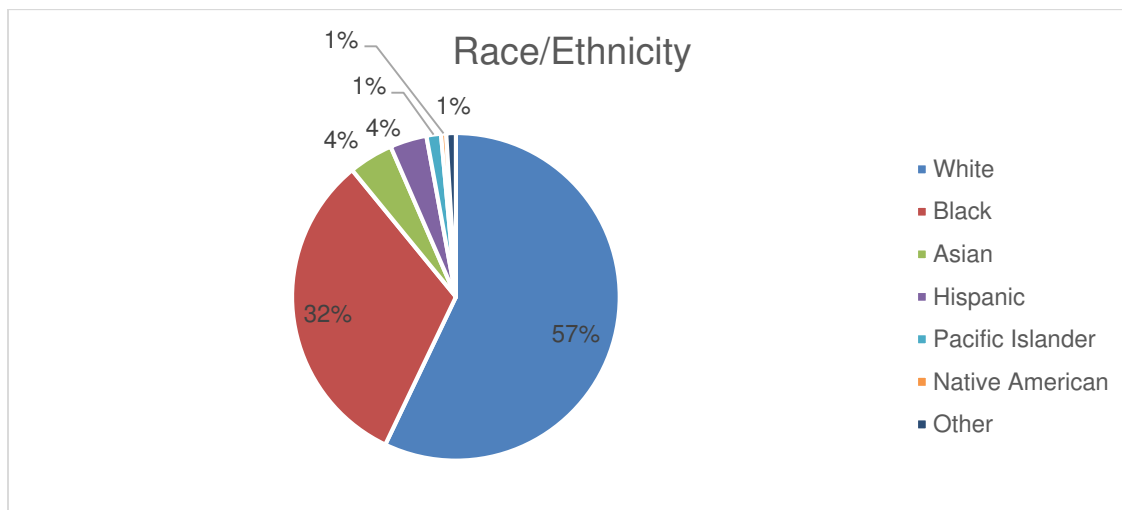
they allow researchers to ask more probing questions to ensure participants' responses are interpreted correctly (Hays & Singh, 2012). The in-depth interview approach grants the researcher flexibility throughout the interview to include questions that create a unique interview experience by incorporating more of the participant voice (Hays & Singh, 2012). Each participant was interviewed with the same questions, guided by an interview protocol based on a conceptual framework.

Participants and Research Site

Participants selected for the study attended a large community college located in the Southeastern United States. The institution is the 14th largest public two-year community college in the nation, and the 16th largest associate degree producer among two-year institutions. The four-campus community college has the second largest undergraduate population in the state and the largest undergraduate African American enrollment in the state.

As of fall 2014, the community college's total number of enrolled students was 27,646. The population is evenly distributed between traditional age (48%) and non-traditional age students (49%). Whites constitute the largest racial/ethnic group, encompassing 55% of the undergraduate population, followed by Blacks (34%), and all other groups (11%). Examining enrollment by gender reveals that the student body consists of 16,435 females and 11,211 males. Moreover, when further disaggregated, male students are represented by various racial/ethnic groups: Whites – 6401 (57%), Black/African-American – 3,586 (32%), Asian – 493 (4%), Hispanic – 407 (4%), Pacific Islander – 161 (1%), Native American – 57 (1%), and other – 106 (1%). Graph 1 illustrates the racial and ethnic make-up of the college.

Graph 1:

Racial/Ethnic Breakdown of Research Site

Data from the state's council of higher education (SCHEV) reveal several challenges faced by men of color at the community college. When reviewing the Student Success Index, which measures the graduation rates of first-time, part-time, and transfer students, male students of color had the lowest graduation rates when compared to majority male and female students, and female students of color. Indeed, only 30% of male students of color graduated within 2-4 years and 24% within 4-6 years. Likewise, when examining rates of completion, Black males had the lowest rates of completion (4.7%) among all subgroups (SCHEV, 2015).

Each phase of the study required the selection of disparate sample sizes to ensure the findings were rich in content. To adequately address research questions 1 and 2, an estimation of an appropriate sample size was needed. Statistical power was calculated, assuming a medium effect size at $\beta = .80$ and $\alpha = .05$. The power calculations confirmed a minimum sample size of 91 participants was adequate for the multiple regression analysis. Purposive sampling was used to generate an appropriate sample size for Phase 1 of the study. According to Hays & Singh

(2012), purposive sampling is used to help researchers obtain information-rich cases for an investigation. The criteria for selection included:

1. Students in their first year at the community college.
2. Students willing to participate in the study.

First year students were chosen, as I was interested in observing the academic self-efficacy beliefs of Black males when they entered college. As academic self-efficacy measures students' abilities to succeed in an academic setting, it was important to measure self-efficacy levels upon college entry to explore what pre-college factors may have influenced these beliefs.

Additionally, it was important that participants have similar levels of academic experiences. Although my primary focus was observing the academic self-efficacy levels of first-year Black males within the community college, the sample for the quantitative analysis consisted of first year student of various races, ethnicities, and gender. The sampling decision was based on a desire to avoid embarrassing the Black male participants during the sampling process, potentially negatively impacting the findings. Further, there is limited research comparing the self-efficacy levels of diverse community college students, thus this study can contribute to that sparseness.

While the quantitatively oriented first phase of the investigation yielded a larger sample size, the qualitatively oriented second phase required a smaller sample to gain an in-depth understanding of the topic. Generally, the sample sizes for qualitative research is determined by an appropriate number of participants needed to thoroughly address the purpose of the exploration (Hays & Singh, 2012). Additionally, a review of similar studies related to this topic, may also be helpful in qualitative sample size determination (Hays & Singh, 2012).

Accordingly, after reviewing self-efficacy literature that employed both, qualitative and mixed

methods approaches, I sought to identify 17 potential participants that met the study's criteria (Zeldin & Pajares, 2000; Noble, 2012; Woolford-Sing, 2004).

A purposive sampling technique was utilized to concentrate and reduce the sample size, as well as focus on those cases that might best illuminate the phenomena of inquiry (Kemper, Stringfield, & Teddlie, 2003). Homogenous case sampling was employed to select participants who shared demographic and educational characteristics (Kemper, et al., 2003). To gather data on the experiences that impacted the academic self-efficacy levels of the community college students, Black male participants, who completed fewer than 30 college credits were recruited.

Procedure

After securing approval from the university's Institutional Review Board (IRB), I gained entry into the field by collaborating with various constituents at the research site. I obtained permission to conduct the study by contacting the Campus Provost and the Director of the Office of Institutional Effectiveness, and submitting the purpose of study, the approved research methodology, and IRB approval. I then convened with two campus administrators to communicate the aims of the investigation and request permission to solicit participation from first-year students. After identifying courses with high enrollments of first-year students, I emailed faculty who were willing to accommodate my requests.

Following the identification of a pool of potential candidates, I visited various courses including Public Speaking, English 111, and Student Development (SDV) courses to recruit participants for the study. SDV courses are designed to equip students with strategies to attain academic success. Students are provided information about the college's policies and resources as well as learning and study strategies. The community college requires all first-year students pursuing an associate's degree to enroll in the course within their first 15 credits of study.

After providing participants with a description of the study and gaining consent, willing participants completed a paper version of the survey. Participants were instructed to refrain from including their names or student identification numbers on the instrument. However, respondents who were interested in participating in the second phase of the study, were asked to include their school email at the end of the survey. Upon completion, the quantitative data were collected and stored in a secure filing cabinet. One-hundred and thirty-one surveys were completed.

Seventeen Black male interview participants were selected from the initial sample of students that completed the academic self-efficacy inventory. Participants with varying academic self-efficacy levels were selected to explore their perceptions of the experiences that have influenced their academic self-efficacy beliefs. The interviews occurred in private offices located in the Student Services building on campus. Each interview lasted between 30-45 minutes. The interview protocol can be found in Appendix B.

Instrumentation

The College Academic Self-Efficacy Scale (CASES) was used to measure the academic self-efficacy of the community college students. CASES was developed by three education and psychology faculty members based on the frequent academic behaviors of college students (Owen & Froman, 1988). The instrument was analyzed and revised by 7 graduate teaching assistants and later rated by 93 undergraduate psychology students. The result was a 33-item instrument, void of any hierarchical arrangement and measured on a 5-point Likert scale (1=*very little*, 5=*quite a lot*).

The test-retest method was used to calculate the instrument reliability, as the scale was administered twice over an 8-week period to a different group of 88 psychology students. The

internal consistency estimates for the two occasions were .90 and .92 at the 8-week stability point; the Cronbach's alpha estimate was .85.

Data Analysis and Coding

Statistical analyses were used to evaluate the quantitative data collected. Descriptive statistics, a two-way ANOVA, and multiple regression analysis were computed to summarize and explore the relationship between the quantitative variables, respectively. Multiple regression is a multivariate technique where the outcome is predicted by two or more predictor variables (McCall, 1980). The method is particularly useful for analyzing complex relations among variables in social science and educational research (Keith, 2015). Multiple regression analysis was used in Phase 1 of this study to examine the relationships among levels of self-efficacy, gender, race/ethnicity, transfer intentions, developmental education participation, and educational aspirations.

Data analysis was conducted using IBM Statistical Package for the Social Sciences (SPSS) software. A forced entry regression was run to determine the relationship among the variables. In this type of multiple regression analysis, all the variables are entered in the equation simultaneously (Keith, 2015). In addition to determining the direct effect of each predictor variable, forced entry regression is also helpful when assessing the extent of each variable on the outcome (Keith, 2015). Tests for multicollinearity and outliers were conducted by checking standardized residuals, leverage, high correlations, collinearity diagnostics, and tolerance.

Qualitative data analysis occurred using an eight-step process, which outlines analysis procedures, most useful when examining text data. The eight steps include data reduction, data collection, memoing and summarizing, organizing text, coding, identifying themes and patterns,

creating a codebook, and developing a main narrative or theory (Hays & Singh, 2012). After the initial data reduction, which involved narrowing the focus of the analysis and outlining the steps for data collection, the qualitative data collection occurred. Data were collected through individual interviews, which occurred over the course of two months. After each data collection, notes were recorded to identify any significant findings and summarize the interview. Additionally, each audio recording was transcribed verbatim.

Following the transcription, I engaged in a thematic coding process, reviewing each transcript multiple times and extracting various themes. Additionally, while analyzing the transcripts, I also considered my subjective experiences with the phenomenon.

During the data analysis, several themes emerged. After common themes were extracted, the codes were then collapsed into several dominant themes. Quotes were used to illuminate the participants' experiences. Throughout the coding process I employed member checking, following up with participants to ensure participant data were collected accurately (Hays & Singh, 2012).

Researcher and Researcher Bias

Because I am the primary researcher for this study, it is appropriate to address my bias. I am a 36-year-old Black male in a Higher Education doctoral program at a large, mid-Atlantic university. Currently, I work as the Coordinator of Financial Aid at the research site.

My interest in the research topic emerged from a simple question in a class discussion. As I was concluding a class presentation, well beyond my 10-minute time limit, the question, "Why do you think that is" was posed and I was suddenly at a loss for words. Our class was conferring about the difficulties Black males faced integrating socially and academically in college when my peer, an English professor at a community college, shared his encounter with a

student demonstrating these behaviors. He told the story of an intelligent young man, who performed well on assignments and demonstrated positive body language, however, would only interact minimally with his peers and the professor. After retelling his experience, my classmate asked me why I thought this occurred. Unfortunately, I was completely unprepared to answer the question, largely because, as he was speaking, I kept envisioning myself. For most of my post-secondary education, I was that student. I rarely engaged with my peers and professors, both in class and beyond, and would only participate in class discussion when called upon. I always assumed this was solely the result of my introversion, however, after the dialogue with my peers, I realized there may have been other factors I had not considered.

Throughout my time as a counselor, educator, and administrator, I frequently encountered Black male student who exhibited similar behaviors within educational settings, never bothering to explore why this occurred or this potential impact. As such, I choose to engage in research to illuminate the phenomenon.

My familiarity with the phenomenon offered several advantages including an understanding of the challenges and issues encountered by Black males in higher education, which assisted me in building a rapport with the participants. However, I am aware my previous experiences may have shaped the way I collected and interpreted data. To counterbalance this subjectivity and ensure that my bias did not engulf the research process, I incorporated multiple strategies to enhance the rigor and trustworthiness of the study.

Trustworthiness

Multiple strategies were used to build trustworthiness including triangulation of data, member-checking, thick description, stability reliability, and a reflexive journal. Triangulation of data served as a strategy to strengthen the research. Survey responses and individual

interviews were used to provide additional forms of evidence to support the findings of the study. Another key strategy that was used throughout the qualitative data collection was member-checking. I asked clarifying questions, to ensure that participants responses were accurately captured. Thick description was an additional strategy incorporated into the study. This was achieved by providing a detailed account of the research process and findings (Hays, & Singh, 2012). In addition to the aforementioned strategies, I engaged in stability reliability while analyzing qualitative data. Similar to the test-retest reliability method utilized in quantitative research, stability reliability seeks to determine the consistency between the coding and re-coding of a transcript (Hays & Singh, 2012). This is accomplished by an analysis of a transcript and identification of codes, followed by a subsequent review and recoding of the same transcript to compare and determine consistency between the two (Hays & Singh, 2012). Finally, a reflexive journal was kept, which allowed me to reflect on the various components of the study.

Protection for Human Subjects

Prior to the data collection, participants completed an informed consent form. The consent outlined the purpose of the study and my contact information. Additionally, I discussed the purpose of the study and issues surrounding confidentiality. Pseudonyms were used to conceal the interview participants' identities. The data collected were stored in a password protected file, in a secure filing cabinet, and will be destroyed upon completion of the study. At the time of the study there were no known benefits or risks associated with participation in the study.

Limitations

While this study employed several strategies to improve trustworthiness, the study is not without limitations. Although the research produced key findings, the use of convenience

sampling in Phase 1 will make it difficult to extend these findings beyond this study, as the sample may not be representative of the population. Additionally, the research was conducted at one institution, which limits the generalizability of the results to different population and settings. The individual interviews may have also presented several limitations. Participants' responses may have been impacted by their perception of the researcher, or unwillingness to answer certain questions truthfully. Moreover, there was potential for researcher bias in the development and posing of interview questions.

In this chapter, I reviewed the various components of the research methodology including the overall design, procedures, participants, and the plan for data analysis. In Chapter IV, I will detail the results of the data analysis.

CHAPTER IV

FINDINGS AND INTERPRETATION

The purpose of this mixed methods investigation was to examine the differences in levels of academic self-efficacy among diverse community college students. Additionally, this study sought to determine which student characteristics were the greatest predictors of academic self-efficacy for diverse community college students. Personal characteristics derived from background information provided by the participants. Finally, this analysis describes the experiences that Black male community college students perceive, have influenced the formation of their academic self-efficacy beliefs.

Research Questions

1. What are the differences in the levels of academic self-efficacy among diverse community college students?
2. Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?
3. What experiences do Black male community college students believe contribute to their academic self-efficacy beliefs?

Throughout this chapter I will detail the results of the statistical analyses and significant findings. Additionally, I will present the qualitative findings, which emerged from the semi-structured, individual interviews designed to explore the participants' perceptions of the sources of their academic self-efficacy levels.

Procedure

Design

To provide a comprehensive analysis of the research questions, a two-phase, sequential mixed methods approach was employed. The sequential, explanatory design began with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The study occurred at a large, four-campus community college located in the southeastern region of the United States. The two-phase study was conducted during the Spring 2017 and Fall 2017 semesters.

Recruitment

On March 2, 2017, two campus administrators sent emails to faculty who taught English 111, Public Speaking, and SDV courses, to assist with the recruitment efforts for the study; six campus faculty volunteered to participate. The courses that were targeted, were chosen for their high concentration of first-year undergraduates, a criterion for the study.

Instrument

Upon my visits to the classes, students who agreed to participate, completed a paper-version of the College Academic Self-Efficacy Scale (CASES), which measures academic self-efficacy beliefs on 33-item scale (Owens & Froman, 1988). The instrument measures academic self-efficacy on a 5-point Likert scales with responses ranging from 1=*Very little*, and 5 = *Quite a lot*. Academic behaviors listed on the scale include “Taking essay tests” and “Relating course content to material in other behaviors”. The instrument included brief directions which, informed participants of the purpose of the instrument, guidelines on how to complete the scale, and a statement instructing the participants to avoid including any identifying information on the form. The word “confidence” was used instead of “efficacy” to avoid confusing students who may have been unfamiliar with the term. Further, the directions were expressed orally and

participants were allowed to ask clarifying questions. In addition to the 33-instrument scale, the students also completed a brief demographic survey, which collected data regarding gender, age, the number of credits completed, high school completion status, academic program/major, grade point average (GPA), transfer intentions, school attendance, developmental education enrollment, employment, degree intentions, and race/ethnicity.

Data Analysis and Results: Phase 1

Phase one of the investigation employed quantitative research methods to explore the first two research questions:

1. What are the differences in the levels of academic self-efficacy among diverse community college students?
2. Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?

Participants

At the end of the quantitative data collection period, there were a total of 131 respondents. However, after the data were cleaned, only 109 surveys were used for analysis in Phase I of the study, as eleven of the respondents did not meet the requirement of completing 30 credits or fewer and three were under the age of 18. Further, the study focused on the two largest racial groups for comparison, resulting in the exclusion of the eight additional students.

The mean age for the participants was 22.54 ($SD = 7.611$), with the ages ranging 18-58. The sample consisted of 51 female participants (46.8%) and 58 males (53.2%). The racial and ethnic breakdown of the participants was as follows: White ($n = 43$, 39.4%), and Black ($n = 66$, 60.6%).

One-hundred and four students reported having a high school diploma, four a GED, and there was one missing response. Of the 109 participants, 79 (72.5%) completed 15 credits or fewer, while 30 (27.5%) completed between 16-30 credits. An analysis of school attendance revealed 70 students (64.2%) were enrolled in college full-time and 37 (33.9%) were enrolled part-time, taking fewer than 12 credits. When viewing students' participation in developmental education, most had never taken a developmental education course ($n = 63, 57.8\%$), compared to 43 (39.4%) that were currently or previously enrolled. The majority of respondents intended to transfer to a four-year institution ($n = 80, 73.4\%$), with 17 (15.6%) being undecided, and 11 (10.1%) having no plans to transfer. The degree aspirations of the participants were also particularly high. Many participants desired to attain a Bachelor's degree ($n = 33, 30.3\%$), a Master's degree ($n = 30, 27.5\%$), or a Doctorate/Professional ($n = 21, 19.3\%$). Only 16 ($n = 14.7\%$) solely sought to attain an Associate's degree. The descriptive statistics of the participants is represented in Table 1.

Table 1
Description of Survey Sample (n = 109)

VARIABLE	M (SD)	PERCENT
Age	22.54 (7.611)	
Gender		
Male		53.2%
Female		46.8%
High School Completion Status		
High School Diploma		95.4%
GED		3.7%
Race/Ethnicity		
Black		60.6%
White		39.4%
Employed		
Yes		56.9%
No		39.4%
Intent to Transfer		
Yes		73.4%
No		10.1%
Undecided		15.6%
School Attendance		
Part-time		33.9%
Full-time		64.2%
Credits Completed		
0 - 15		72.5%
16 - 30		27.5%
Developmental Education		
Yes		39.4%
No		57.8%
Degree Aspirations		
Associate's		14.7%
Bachelor's		30.3%
Master's		27.5%
Doctorate/Professional		19.3%

CASES

A review of the mean scores for CASES indicated the following: $M = 3.55$, $SD = .534$, with the scores ranging from 2.09 to 4.79. To determine if the distribution of the scores were approximately normal, the values of skewness and kurtosis were analyzed. The results indicated the following: skewness = .041 and kurtosis = -.101.

Results for Research Question One

What are the differences in the levels of academic self-efficacy among diverse community college students?

Results from descriptive statistics analysis indicate there was little variance between the participants' scores, particularly, when examining the differences between the two largest racial and ethnic groups represented within the sample. Overall, Black students reported the highest mean scores (Mean = 3.58, $SD = .518$), when compared to White students (Mean = 3.51, $SD = .538$). When compared by gender, female students (Mean = 3.59, $SD = .543$) reported a slightly higher score than males (Mean = 3.53, $SD = .529$).

The gendered differences between race, proved minor as well. Black female students reported the highest self-efficacy levels among all groups (Mean = 3.69, $SD = .558$) compared to Black males (Mean = 3.49, $SD = .497$). Conversely, White males produced higher academic self-efficacy scores (Mean = 3.58, $SD = .576$) than White female respondents (Mean = 3.42, $SD = .486$). Table 2 illustrates the variances in the CASES scores by race and gender.

Table 2

Dependent Variable: CASES Scores

Race	Gender	Mean	Std. Deviation	N
Black Students	Males	3.4861	.49710	34
	Females	3.6896	.55778	32
	Total	3.5848	.53324	66
White Students	Males	3.5833	.57625	24
	Females	3.4177	.48546	19
	Total	3.5101	.53830	43
Total	Males	3.5263	.52857	58
	Females	3.5883	.54348	51
	Total	3.5553	.53401	109

A two-way ANOVA was conducted to examine the effect of gender and race on students' academic self-efficacy levels, however the analysis did not reveal a statistically significant interaction. The results are displayed in Table 3.

Table 3
Summary of Two-Way ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.119 ^a	3	.373	1.319	.272
Intercept	1296.958	1	1296.958	4588.440	.000
Race	.197	1	.197	.697	.406
Gender	.009	1	.009	.033	.857
Race * Gender_	.879	1	.879	3.111	.081
Error	29.679	105	.283		
Total	1408.580	109			
Corrected Total	30.798	108			

Results for Research Question Two

Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?

Multiple regression analysis was computed using CASES scores as the criterion variable and gender, race/ethnicity, transfer intentions, developmental education participation, and educational aspirations as the predictor variables. The multiple regression model with all predictors produced: $R^2 = .125$, $F(8, 100) = 2.93$, $p < .05$. Gender, race, transfer intentions, developmental education participation, and educational aspirations accounted for 12.5% of the variance in academic self-efficacy scores for this sample.

The results from the regression indicates that the predictor variables were significantly related to academic self-efficacy. Specifically, degree aspirations were found to be significant predictors of academic self-efficacy beliefs. Aspirations to pursue a Master's were found to be significant ($\beta = .312$), which indicates that for every 1 standard deviation increase in academic

self-efficacy scores, there should be a .312 standard deviation increase in students' academic self-efficacy scores. Likewise, aspiring to pursue a doctorate/professional degree, was found to be the strongest predictor of students' academic self-efficacy levels: ($\beta = .502$). Among race, gender, transfer intentions, and developmental education enrollment, the results of the analysis indicated no significant findings. The results are indicated in Table 4.

Table 4

Multiple Regression Analysis for Variables Predicting Academic Self-Efficacy (N = 109)

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	3.181	.145		21.870	.000
	Black vs White	.021	.103	.020	.208	.835
	Male vs female	.064	.100	.060	.644	.521
	Associates vs Bachelors	.265	.143	.229	1.855	.067
	Associate vs Master	.372	.148	.312	2.514	.014**
	Associate vs Doctorate	.676	.165	.502	4.096	.000**
	Transfer vs non-transfer	.148	.179	.084	.826	.411
	Transfer vs undecided	-.146	.138	-.100	-1.057	.293
	Developmental vs Non	.052	.102	.049	.514	.608

Data Analysis and Results: Phase 2

Following Phase 1, qualitative data were collected through semi-structured, individual interviews. Interview participants were identified after indicating their desire to participate in Phase two of the study, at the end of CASES instrument. In total 17 Black students completed one-on-one interviews, lasting 30-45 minutes. Interview questions were based on an interview protocol designed to explore the education experiences of participants and the factors which have contributed to their academic self-efficacy levels.

Each interview was digitally recorded and sent to a professional transcriptionist, who transcribed each recording verbatim. The transcribed data were subsequently stored on a flash drive, which was locked in a secure filing cabinet.

After listening to the recordings, the transcribed data were read for clarity. Necessary revisions were made to transcripts, which were re-read to generate codes; data were coded by sentence. After the initial codes were developed, data were reanalyzed to identify categories, themes, and patterns of the phenomenon within the data. Constructed codes were then entered into a codebook, containing the codes and a description of each code. The initial transcript was then reviewed again and recoded, to determine the consistency between the coded transcripts. Initial codes were revised or additional codes were added when appropriate.

Participants

Twenty-three Phase 1 participants were invited for interviews, after expressing a willingness to participate in the individual interviews on the demographic section of the CASES instrument. Black male participants, who met the criteria of the investigation, were sent invitations via email to schedule interviews. In total, 17 interviews were conducted. The mean age for the participants was 18.83, with the ages ranging from 18-20. All interview participants identified as Black and attained a H.S. Diploma. Table 5 provides a description of the student characteristics. Each interview participant was assigned pseudonym, to preserve their anonymity and confidentiality.

Table 5

Description of Black Male Interview Participants

Pseudonym	Age	Major	H.S. Completion Status	Credit Completion	School Attendance	Transfer Intentions	Dev. Ed.	Educational Aspirations
Corey (1)	20	Psychology	H.S. Diploma	16-30	Full-time	Yes	No	Master's
Tremaine (2)	20	Social Science	H.S. Diploma	0-15	Full-time	Yes	Yes	Associate's
James (3)	19	Biochemistry	H.S. Diploma	0-15	Full-time	Yes	Yes	Doctorate
Jabari (4)	19	General Studies	H.S. Diploma	0-15	Part-time	Undecided	Yes	Associate's
Kevin (5)	18	Business Administration	H.S. Diploma	0-15	Full-time	Yes	No	Bachelor's
Stephen (6)	18	Professional Communications	H.S. Diploma	0-15	Part-time	Yes	Yes	Associate's
Darren (7)	19	Welding	H.S. Diploma	16-30	Part-time	Yes	No	Doctorate
Tony (8)	18	General Studies	H.S. Diploma	0-15	Full-time	Yes	No	Master's
Omari (9)	18	Computer Aided Drafting	H.S. Diploma	0-15	Part-time	Yes	No	Master's
Russell (10)	18	Social Science	H.S. Diploma	0-15	Full-time	Yes	No	Bachelor's
Jayden (11)	18	Engineering	H.S. Diploma	0-15	Full-time	Yes	No	Doctorate
Brad (12)	18	General Studies	H.S. Diploma	0-15	Full-time	Yes	No	Master's
Robert (13)	19	Information Technology	H.S. Diploma	16-30	Full-time	Yes	Yes	Master's
Traevon (14)	19	General Studies	H.S. Diploma	0-15	Full-time	Yes	Yes	Master's
Darnell (15)	20	Human Services	H.S. Diploma	0-15	Part-time	Undecided	No	Bachelor's
Chris (16)	19	Nursing	H.S. Diploma	0-15	Full-time	Undecided	Yes	Master's
Deshawn (17)	20	General Studies	H.S. Diploma	0-15	Full-time	Yes	No	Associate's

Results for Research Question Three

What experiences do Black male community college students believe contribute to their academic self-efficacy beliefs?

Phase 2 of the investigation was a qualitative approach, designed to address the third research question. To explore this question, 17 participant interviews were conducted. The qualitative data analysis yielded interesting findings. Data were converged into three dominant themes and several sub-themes, which Black males perceived, have shaped their academic self-efficacy levels and educational experiences. The dominant themes include institutional support, family support, and bullying and school violence. Encompassed within each dominant theme, are several sub-themes including mastery experiences, verbal persuasions, and vicarious experiences. Each dominant theme begins with a brief narrative, used to illuminate the essence of the participants' experiences. Finally, illustrative quotes are presented to highlight the relevance and significance of the findings.

Institutional Support

“I feel like back then, if someone actually challenged me, I would have gone into high school or middle school knowing what I needed to do or what I was capable of. That probably would have drastically increased my scores on everything. I don't know where I would be, honestly, if I had had the knowledge I have now of what I could do back then.” -

Jayden

A few months prior to entering his junior year of high school, Jayden had an awakening; he finally resolved to live up to his full potential. Through his media consumption, Jayden began to observe that Black males were often disparaged, and were rarely considered among the exceptional thinkers. Jayden wanted to change that. When people brought up the likes of Einstein, Newton, and other brilliant minds, Jayden wanted future generations of young, Black males to have a role model who looked like them.

After persuading his high school counselors to give him an opportunity to enroll in Advanced Placement (AP) courses during his junior year, Jayden blossomed. In previous years when he struggled to etch out a “C” in Algebra II and maintain a “B” average, in 11th grade he earned an “A” in AP Calculus and propelled his g.p.a. to a 3.5, eventually earning a full-tuition scholarship to college.

Ironically, Jayden never considered himself an exceptional student. He assumed he must have above average intelligence, considering his gifted label, however, he always felt academically inferior to his predominantly White peers. He rarely felt challenged, and longed for opportunities to foster his intelligence.

Institutional support was identified as key factor impacting Black males’ academic self-efficacy. Institutional support was characterized as assistance with mastering a task, verbal persuasions from school officials, and services provided by the institution to promote academic success.

Mastery Experiences

Bandura identifies mastery experiences as the most influential source as self-efficacy (Bandura, 1986). The researcher posits, beliefs concerning one’s self-efficacy are enhanced through successful performance accomplishment and diminished with repeated failures (Bandura, 1986). The participants in this study shed light on this assumption, providing several insightful examples.

Consistently, participants credited the support and encouragement proffered by institutional agents in every phase of education, for boosting their academic self-efficacy. Interviewees recalled numerous encounters where instructor guided assistance, coupled with the opportunity to master an academic task, directly impacted their academic confidence and success. Regardless of the subject, instructors who provided hands-on assistance were deemed as caring and competent.

Aside from direct support offered by instructors, institutional offices that employed concerned staff, seemed to also positively impact students like Corey, a 19-year-old with plans to pursue a degree in Psychology. Corey was particularly fond of his campus' TRIO program, which are federally funded programs dedicated to the access and academic success of first-generation and/or economically disadvantaged students. Corey expressed gratitude for the existence of such programs, where he felt accepted and could receive academic support.

Brad, a first-year student who just enlisted in the military, also appreciated the learning assistance he received at a private school he attended in elementary and the beginning of middle school. During this period, Brad recalled being a straight "A" student. However, after transferring to a public school, where support was limited, his grades suffered:

Brad: Oh yeah, I struggled at public school.

Researcher: So you said you transitioned there the end of middle school. That was 8th grade I'm assuming?

Brad: Yeah 7th-8th grade.

Researcher: So tell me what that was like as far as academics?

Brad: In private school I was always a straight A student. In public school I was a B and C student.

Researcher: Did that continue on in high school?

Brad: Yeah.

Researcher: Did it ever change? Did you ever adjust?

Brad: End of my junior year and senior year that's when I got back on track but I think it's more of a maturity thing for me.

Researcher: Tell me how so.

Brad: I've always been childish but like in private school it's like, I don't know, I feel like after school there were programs in place to make sure you're doing your work and make sure you're studying. At public school I feel there were less programs. It might have also been that we were higher, higher up in grades and

there's not really afterschool programs like that. So it was more me starting to slack.

Researcher: So in private school they had study halls after school?

Brad: After school they had programs you could study until 5 or 6 and there were people there that could help you with each class or each thing.

Researcher: Wow. Were these teachers?

Brad: Yeah, they were teachers that would stay back.

Researcher: Wow. And at public school there wasn't any?

Brad: Not really.

Researcher: So if you were struggling in a class in public school what would you do?

Brad: There was a study hall every Tuesday and that's what I would go to.

Researcher: But that was the only thing?

Brad: Yeah only every Tuesday.

Conversely, when opportunities to master experiences were limited, participants often became frustrated, and eventually disengaged. In the example of Jayden, his desire for guided inquiry was thwarted by the rigorous structure of his academic environment. Thus, he was unmotivated to test intellectual limits:

I want to say there was my science class in 8th grade, my teacher brought a bunch of chemicals in to show us a few cool things but she just kind of did it all herself and we watched as class in awe of what she was doing with the chemicals. However, I had this chemistry book I would read from time to time as a kid, so once that was over and she went back to her desk, I went up and did some things with the hydrochloric acid and salts. I got written up for it. She said you can't do this, these aren't safe for kids to play with. Probably doubted just how much I knew about it at the time. I understood but it seemed fun to play with at the time. I didn't really know...I mean, as a kid I was told I was smart and all that but I didn't really think I was that smart. Maybe it's because I never really explored how intelligent I was.

Moreover, participants entered courses anticipating a level of direct support from instructors to facilitate their learning, and failure to meet these expectations resulted in negative perceptions from the students. James' experience in a middle school band class, illuminates this occurrence:

I guess in 6th and 7th grade, I had this one class that...it didn't really stress me out but it was hard to do well in that class, and that was band. That instructor wasn't very supportive in trying to help someone who was just beginning to start playing music. I played the flute in 6th grade and then I went again, and I think that was a bad decision I made. I switched to the clarinet and I still didn't do too well in that class. I finally got out of the class at the end of 7th grade year. When I asked for help for anything, he never took time out to help. I actually came back after class to see if I could find a way to get better at playing whatever instrument I was playing, but he didn't really show or express how to solve that problem.

Social cognitive theory affirms the challenges that confronted James in middle school. As theorized by Bandura (1986), repeated failures lower self-efficacy beliefs and eventual discontinuance, which is present in the case of James. His struggles and repeated attempts to get assistance from his teacher, not only impacted his actual performance, but also, his belief that could master the task.

Kevin, a 19-year-old Business major, shared a similar experience with a college composition course he completed as a dual enrollment student at the community college. Self-described as bold, overly confident, and opinionated, Kevin aspires to become a comedian, regularly posting his comedic rants on social media sites that have garnered thousands of views. Growing up, Kevin was an honor roll student and rated his academic confidence levels at a 9, on a 1 to 10 scale, prior to entering college. However, after struggling in one of his courses,

Kevin's academic self-confidence levels decreased, leading him to question his choice to attend college. After struggling with couple of assignments, Kevin sought help from an instructor but felt dismissed:

Kevin: Like, you'd ask a general question about what she was talking about and she's like, it's in your notes, you should already know. Which, I mean, she wasn't wrong but since you're here and I'm asking about it...it was a simple question.

Researcher: So she wasn't helpful?

Kevin: She wasn't helpful at all...with anybody. And she's still here because I hear people talking about her.

Researcher: So you're saying that she just wasn't supportive? So that was frustrating to you, I would imagine?

Kevin: Yeah because when I needed the help she wouldn't really give it to me. She wouldn't give it to anybody. I think only one person passed that class because she just didn't help people out. Even you when scheduled an appointment with her, she would just tell you that you did something wrong but she wouldn't try to help you fix it.

Similar to James, Kevin eventually started disengaging from the course, participating in class only when forced:

At one point, I just shut down in her class because I knew she wasn't going to help me and I would just do the best I could. And when she asked me a question, I was just like, I don't know. I did that for a whole day. Then as I'm leaving the class she was like, if you do that again in my class you're going to be marked as absent and I'm going to ask you to leave. I was like alright fine, because I just shut down at that point. I just didn't care anymore.

Kevin's behavior again reflects the difficulties faced by individuals repeatedly failing a task, and the subsequent impact on their levels of self-efficacy. This decreased academic self-confidence may be even more damaging for Black male college community college students,

who are more likely to demonstrate academic disengagement behaviors (Bush & Bush, 2010; Wood 2014). Markedly, although Black males are often admonished for refusing to initiate contact with instructors, in the cases of James and Kevin, both attempted to seek support from their instructors but felt dismissed, perhaps further alienating them in the class.

Verbal Persuasions

Equally important to the formation of the participants' academic self-efficacy beliefs, were the verbal persuasions from school officials. Bandura describes this source of efficacy as verbal encouragement for individuals, attesting that they have the ability to achieve the required outcome (Bandura, 1986). As a person receives verbal support, they are more likely to exert greater effort to accomplish a task (Bandura, 1986).

Participants in this study frequently identified verbal support as a factor in the development of their academic self-efficacy. Multiple interviewees enthusiastically shared how encouraging it was to receive verbal support from instructors and staff alike. For some, the acknowledgements affirmed there were people at the institution vested in their success, further motivating them to achieve. Jabari doted on one particular teacher at his high school, who he credits with boosting his academic confidence levels, despite a rough high school experience:

There was another teacher, a Spanish teacher, she was awesome. I think she was the best Spanish teacher I ever had because of the way she was. That was the person who always rooted for me. There were a lot of teachers rooting for me and I didn't even know but I realize now. People there like the teachers, staff, and a lot of other people were going for me. I wasn't expecting that.

Verbal persuasions were also exhibited by institutional agents who promoted learning beyond assigned coursework. The verbal support that Omari, a first-year student majoring in

Computer-Aided Drafting, received from his instructor sparked his interest in architecture and encouraged his current educational pursuits.

Omari: I like architecture a lot. Most of the time when I get home basically what I do is free model on my computer.

Researcher: What's free modeling?

Omari: It's like you're on a platform and you make an object or a structure like a building or something.

Researcher: Like a 3 dimensional structure?

Omari: Yes.

Researcher: Cool. Is this a computer program you're working on?

Omari: Yes.

Researcher: Cool. How long have you been doing that?

Omari: Since 10th grade. Then once I got to college I found out that high school has it as a class and I was pretty mad that I didn't take it.

Researcher: What would the class be in high school? What was it called?

Omari: Computer aided drafting.

Researcher: Oh CAD, is that what you're studying?

Omari: Yes.

Researcher: Okay. How did you become interested in it?

Omari: I did a project on Frank Lloyd Wright in 8th grade.

Researcher: Okay, tell me who that is.

Omari: He's a famous architect and I think he's dead now, I don't remember most of it. I'm sure he's dead now but he designed a famous house called Falling Water, have you heard of it?

Researcher: I have not, no.

Omari: It was this, something different at the time. I think that's what made him become famous because he did it.

Researcher: So what was it about him that you saw that made you want to go into this? How did that inspire you?

Omari: I don't know to be honest. I've always played games that I can freely build in so when I got a chance, my teacher had recommended that I get that.

Researcher: Was that your first time being exposed to that or were you familiar with that field prior?

Omari: No because before that I wanted to be a fireman.

Researcher: So did your teacher notice you were good? What made your teacher...

Omari: I used to play with blocks a lot and build structures and she got these building blocks in the corner of the room. I used to make a chair out of it or anything, stuff like that. I liked to make houses and stuff and she said you should do a project on Frank Lloyd Wright. She said we can do a project but it can be on anyone. That's basically how I got into it.

Because of the verbal persuasions offered by his high school teacher, Omari not only discovered new career interests, but also boost his confidence levels in his own aptitude.

Familial Influences

“I was always the kid reading no matter where we went, and all of our family and friends would call me a genius or whatever. But when my grades started dropping I didn’t hear that anymore, so I was like, I don’t really think I can be a doctor anymore.” - Brad

In one of his most famous poems, Harlem, Langston Hughes ponders on the outcome of deferred dreams. In the short poem the writer muses,

What happens to a dream deferred?

*Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?*

*Or crust and sugar over—
like a syrupy sweet?*

*Maybe it just sags
like a heavy load.*

Or does it explode?

One could pose a similar question to Brad. As a child, his potential seemed limitless. He was confident, hard-working, principled, and extremely bright. An avid reader, people would often refer to him as a little genius. However, once Brad changed schools, things began to change. No longer was it acceptable to say grace before eating lunch, now it was just weird. Before, the thought of taking a circuitous route to the bathroom seemed unimaginable, but now he was free to roam the halls for as long as he desired, maybe even skip class. And the jubilant praises extolled upon him for his budding intellect, now just faint whispers.

Perhaps the most prominent theme that was extracted from the qualitative analysis was the impact of family on the formation of academic self-efficacy beliefs. Verbal persuasions from family members, most often parents, were consistently identified as greatly contributing to participants' efficacy levels. Verbal persuasions were associated with increased motivation, career and college decision-making, and academic performance. In addition, vicarious experiences gleaned from the observation of family members also significantly impacted the formation of self-efficacy beliefs.

Corey's academic confidence derived from his supportive family environment. Immediate and extended family alike, Corey's family promoted an open dialogue, where people could freely share the vulnerabilities without fear of being ostracized. Corey was rarely

concerned with sharing his opinions or asking questions because he never feared he would be perceived as dumb.

I think it's the environment I come from. We're open-minded in my household; we just say whatever comes to mind and there's no one there to shut you down or make you feel bad about it. It's just like we're very supportive. In my family, we're not going to make you feel dumb or anything like that because everyone is really supportive. I come from a supportive environment, no matter what it is.

Kevin shared Corey's sentiment regarding his supportive family environment. After experiencing decreased academic confidence levels because of his academic struggles, he considered dropping out of college. Accordingly, he reflected on a family meeting that occurred:

Well my parents and my brothers sat me down one day because I was thinking about not even going to college. That experience just messed up my head, and after they sat me down, I still didn't know what I wanted to do. I thought maybe college wasn't for me. Now me telling my parents that, my mom would have been fine with it, but I knew my dad would have something to say about it because that's what he wanted all of us to do. So I did tell him I didn't know if I wanted to go to college anymore because of the experience I had. My dad was like, alright, but if you don't go to college, do you have a plan? Which I didn't mind coming up with a plan to go into a trade or whatever. And then one of my brothers said something. He told me just to try different courses and see what I like to do. So by the end of the intervention, I guess, my dad was like, so do you want to go to college? I was like, I do.

Kevin's negative educational experiences not only lowered his academic self-efficacy levels but also threatened his college enrollment. However, the support of his family mitigated the effects of these negative experiences. Similarly, Jabari's family had a significant influence on his

academic self-efficacy and resilience. After struggling to pass a standardized state exam in high school, Jabari considered giving up, but because of the encouraging words of his mother and aunt, he persevered:

My mom's a very motivating person. She was very, very motivating and I give her the props. It was just... my motivation... my motivation was trash. That's the only person that really motivated me, and my aunt. My aunt motivated me too. Those two actually pushed me through. I had to take the SOL, the writing SOL 6 times. I failed it the 5th time and I was like forget it, I don't want to do this anymore. I broke down crying because I didn't want to do it anymore but my mom was always there to push me. My aunt was like, don't get down on yourself. So I took it and to be honest with you, I was about to skip school on that day and not take the SOL. I was like, forget it I'm not going to do it, but something told me to get up and go ahead and take it. I was literally running out for the bus that day, and I was like man whatever I'm not going to get there, but I took it and I actually passed. And it was not a low score it was a high score. I was never the type of person to give up but at that time I had my breaking point but my mom would tell me it's going to get better.

Conversely, when the verbal encouragement that Brad received from his parents faltered, so did his academic self-efficacy. He began questioning his academic abilities and diverged from his plans to pursue a career in medicine:

Researcher: So did you start to believe when your grades started dropping that maybe I'm not as smart as I thought I was?

Brad: Yeah definitely.

Researcher: Interesting. You said that you didn't hear that verbal support as much?

Brad: Yeah.

Researcher: So when did you make the decision about being a doctor and think I'm probably not going to do that?

Brad: Probably 7th or 8th grade year I was like dang I'm struggling. Let me pick something more practical.

Researcher: Is that when you chose -- what did you decide at that point? Did you choose a career?

Brad: No I just decided that doctor is probably not going to happen.

Researcher: But then you said the grades started to improve in 11th grade.

Brad: Yes sir.

Researcher: Did you ever think, well maybe I can become a doctor?

Brad: At that point I had joined the army and my whole focus was on advancing in my career. So I think when I finally do get my degree I'm going to pick something transportation wise because that's my MOS that's my job there. I basically want to make my resume as best as possible so I can become as high a rank as possible.

Undoubtedly, there were multiple factors that precluded Brad's pursuit of a medical career, including his limited exposure to occupations and evolving interests; however, his experience highlights the impact of parental support on career decision-making. Comparatively, for students such as Tremaine, a 20-year-old Social Science major, his college enrollment and occupational interests were initiated by his interactions with his cousin:

Researcher: Okay. So let me ask you this, you said you never cared for school, never thought you were a school person. What made you decide to go to college?

Tremaine: I just didn't want to sit around the house not doing anything. It's something to do and I want to expand my knowledge. That's another thing, meeting different people and networking stuff like that. That's what my cousin always tells me, he's good at networking and meeting different people. That's how you get farther in life, so I feel in college you can meet a lot of different people.

Researcher: Is this the one that went to Howard?

Tremaine: Yeah.

Researcher: Was he encouraging you to go to college?

Tremaine: Yeah. He just opened his own facility. He does physical therapy and stuff like that.

Researcher: So who would you say had the greatest influence on you going to college?

Tremaine: Probably him, I'd say my cousin.

Researcher: Why was it so great? what did he do?

Tremaine: Well he used to play football, growing up in Orlando he used to play football for Dr. Phillips high school. I used to go to the games when I was little so I was like, he ran track too. He was like one of the star players at Dr. Phillips so I was like I want to do that too. So then he graduated and got a scholarship to Howard.

Tremaine: Was it a sports scholarship?

Researcher: Yeah, I think it was sports and academic scholarship. I was like damn I wanna do that too. He always tried to come and support me at my games and stuff like that.

Researcher: So watching I'm kind of motivated you and said this is what I want do?

Tremaine: Right.

Bullying and School Violence

“I guess the reason behind it was that they all grew up, but I'm like, why did you even do it to begin with?” - Chris

Every Friday, Chris' middle school would have spirit days. On these days, the student body and school personnel would unite, dressing in bright orange and the less vibrant black, as a display of school pride. However, Chris refused. Instead, he would wear blue and red, resembling that of another community middle school. Throughout middle school, Chris got into multiple fights, attempting to defend himself from repeated name calling or other students throwing objects at him. Unfortunately for Chris, the bullying continued throughout high school:

“The bullying didn't stop until half of my junior year and then into my senior year. I still got into fights, lost most, and then I was afraid to get into fights because I was afraid to lose.”

Chris tried talking to anyone that would listen –school officials, his mom—but to no avail. The culprits would receive a temporary punishment but the bullying persisted. The bullying

became so intense that Chris eventually started skipping class. And when that became too excessive, he acted out, hoping his teachers would kick him out of class.

While the role of institutional and familial support provided insight into the factors directly impacting the academic self-efficacy levels of Black male community college students, these individual interviews shed light into the role of bullying and school violence. In general, the early educational experiences of Black male interview participants were positive. Participants commonly described their time in elementary school as fun, easy, and enjoyable. Most characterized themselves as innocent, shy, and good. However, as many progressed through their formative years, their exposure to school violence increased, negatively impacting their education experiences.

Indeed, Black male susceptibility to bullying has been widely documented (Juvonen, Graham, & Schuster, 2003; Peskin, Tortolero, & Markham, 2006; Rhee, Lee, & Jung, 2006). In their analysis of the racial and ethnic differences in bullying, Rhee et al., (2017) noted that Black adolescents report the highest levels of bully victimization across all racial and ethnic groups. Similarly, an examination of predominantly Black & Hispanic schools documented the prevalence of bullying and victimization among schools located in urban, lower socioeconomic areas (Peskin et al., 2006). Black male middle and high school students, reported being picked on, called names, and facing physical violence. (Peskin et al., 2006). In fact, more than one-third of the participants I interviewed shared similar experiences as victims of bullying or observers of school violence. Students recalled evading areas within their schools to elude melees, as well as futile attempts by teachers to safeguard them from bullying, but the threat seemed ever-present. During an exchange with Deshawn, 20-year old General Studies major, the student reluctantly

shared an uncomfortable bullying experience that occurred in his high school locker rooms during P.E.:

Researcher: What are some things they said they would do to freshmen?

Deshawn: I mean, I went through a couple of things.

Researcher: Like what, give me an example of something that may have happened to freshman.

Deshawn: There was a whole bunch of little freshmen running around...I don't know how to explain it?

Researcher: Like, were they jumping freshmen?

Deshawn: No nothing crazy like that. Say we're in the locker room, it sounds weird now, but like, they'd be doing stuff to them.

Researcher: Like messing with them?

Deshawn: Like...alright, in the locker room, I don't know why they would do it, but it be it'd be funny...it wasn't me though, but they would strip them and then throw their stuff out.

Researcher: So the person would have to run out naked?

Deshawn: No, not run out naked because they would give him his stuff back, but it was funny at the time.

While Deshawn appeared unbothered by the presence of bullying, the pernicious effects are telling. Research suggest that adolescent bullying may be associated with poorer psychological health, fewer social resources, and decreased help-seeking among informal sources such as friends and families (Leach & Rickwood, 2009). Likewise, Heiman, Olenik-Sherman, & Eden (2015) outlined the harmful psychological effects on students who were witnesses and victims of cyberbullying, as they had higher rates of emotional isolation and lower social self-efficacy. Markedly, the psychological effects of bullying are longstanding, as childhood victims face increased risk for stress and tend to be less optimistic (Matthews, Jennings, Lee, & Pardini 2017).

When considering the direct impact of bullying on academic self-efficacy, Jabari's account sheds light on the potential effects. Self-described as bright and outspoken, Jabari was the victim of bullying throughout high school.

When I was in high school, I used to get picked on a lot too. There was a lot picking on and people bothering me. I used to get bullied a lot and I told my teachers. But the kids didn't say anything; no one said anything because they didn't want to get in that bully's way. And they used to do it on the sneak tip too when they bullied me. And you know how older teachers are, they don't understand some things and I understood, but it was still getting to me. People say you're going to miss high school, but I'm not going to miss anything.

Because of the bullying, and perceived lack of support he received from his peers and school personnel, Jabari spoke quite unfavorably of his pre-collegiate educational experiences. For Jabari, bullying not only impacted him socially, but also academically. He asserted that bullying proved to be an academic distraction, as his attention was continuously focused on these negative interactions. Accordingly, he expressed being less confident in his academic abilities throughout primary and secondary school, even delayed his college attendance for a year, for fear of similar negative experiences.

I used to wake up in the morning and I was like, ugh! Waking up early, like at 6 o'clock and feeling sluggish. I didn't know how to deal with the people in school and I was sad. I graduated in 2016 but didn't start right away because I thought college was going to be terrible. This is my first year and it's great right now. Well, I hope for it to be great all the way through.

Free from the distress of bullying, Jabari acknowledged an increase in his academic confidence levels since entering college, however, save for the encouragement and continued support of his mother, Jabari may have never taken the opportunity.

Markedly, most participants were hesitant to acknowledge the personal effects of bullying. Like Deshawn, several students downplayed their vulnerability and were reticent to portray themselves as victims of bullying or school violence. Students like Traevon, blamed themselves for the bullying they endured:

Traevon: I didn't think it was bullying until I really thought about it later on and was like, okay, yeah I did get bullied. I was on the bus a lot, I didn't, talk much and that's when people were saying do this or I'll beat you up. Then I got pushed around a lot and I was just as if, I was just thinking that's how people are. I got bullied. I think it's because I never stood up for myself anyway.

Researcher: So you blamed yourself for that?

Traevon: Yeah it was on me. I look at stuff and that was on me.

These students readily admitted to their perceived culpability, describing themselves as weak, and considered these experiences a rite of passage, which strengthened them. It is unclear if these responses were attempts to mask the shame they felt because of the bullying or if they reflected the resilience the students developed, to cope with the adversity.

The Black male experiences discussed in Phase 2 of this analysis, shed light on the multiple factors that influence their academic self-efficacy formation. Institutional support emerged as a key contributor to academic self-efficacy development. Guided instruction, coupled with opportunities to attempt difficult tasks, proved most beneficial to students. Equally important, were the verbal persuasions students received from school officials. Participants valued these positive interactions, which impacted their confidence and occupational interests. Additionally, familial support was identified as influencing levels of academic self-efficacy.

Environments where students received verbal encouragement, not only helped shape self-efficacy beliefs, but was also associated persistence. Likewise, student interactions with family members offered vicarious experiences, in turn, facilitating career decision-making. Finally, negative educational experiences in primary and secondary school, appear to have impacted several participants. For victims of bullying such as Jabari and Chris, these traumatic encounters impeded their learning and resulted in decreased academic confidence levels, dissatisfaction with school, and delayed college enrollment. Whereas, others adopted coping behaviors, perceiving these obstacles as opportunities for growth.

Summary

I began this study with an identification of the problems confronting Black males in the community college and the multifaceted issues associated with these academic struggles. Chapter 2 provided a glimpse into the historical, cultural, and social challenges that have impeded the educational pursuits of Black-Americans and marred the educational experiences of Black males. However, rather than solely focus on a litany of problems, I chose to examine possible solutions.

Academic self-efficacy has been widely associated with academic success, however, for Black male community college students, the research is limited. Accordingly, I chose to engage in a study to investigate the academic self-efficacy levels of diverse community college students, and examine the predictors of academic self-efficacy among these students. In addition, I resolved to explore the how the academic self-efficacy beliefs of Black males, specifically, are formed. Chapter 3 outlined the study's research methodology, and Chapter 4, the findings from the research. The subsequent chapter will discuss the findings, limitations, and provide recommendations for future research.

CHAPTER V

DISCUSSION

The purpose of this study was to investigate the academic self-efficacy levels of diverse community college students and explore the perceptions of Black males regarding their academic self-efficacy beliefs. As self-efficacy is associated with several positive academic outcomes, it was important to observe the formation of academic self-efficacy beliefs within Black male community college students. To examine the levels of academic self-efficacy, the College Academic Self-Efficacy Scale (CASES) was utilized.

To conduct a comprehensive investigation, a two-phase sequential, explanatory design was employed. This two-phase, mixed methods design, used both quantitative and qualitative research methods. The analyses remained separate throughout the investigation, with each approach providing a unique perspective on academic self-efficacy. The mixed methods design was particularly useful in the recruitment of diverse community college students and purposive sampling of a smaller, homogenous group of Black male participants.

The first phase was quantitative oriented and was composed of 109 participants. With the assistance of two campus administrators, first-year students were recruited during visits to College Composition I, Public Speaking, and Student Development (SDV) courses. The courses were selected because of their high concentration of first-year students. Willing participants completed the CASES and a short demographic survey, collecting information on race/ethnicity, gender, high school completion status, grade point average (G.P.A.), transfer intentions, academic program/major, developmental education enrollment, employment, and educational aspirations. Data collection for Phase 1 occurred over two semesters: Spring 2017 and Fall

2017. In total, there were 131 survey respondents, but after the data were cleaned, the sample was reduced to 109 participants.

Phase 1 Sample Description

The sample was made-up of 51 female participants (46.8%) and 58 males (53.2%). The mean age for the participants was 22.54 ($SD = 7.611$), with the ages ranging from 18-58. The racial and ethnic breakdown of the participants went as follows: White ($n = 43$, 39.4%), and Black ($n = 66$, 60.6%).

Phase 1 Findings

Results for Research Question One

What are the differences in the levels of academic self-efficacy among diverse community college students?

The results from descriptive statistics analysis indicated little variance among the participants' scores. Overall, Black students were found to have the highest levels of academic self-efficacy within the sample ($M = 3.58$, $SD = .518$), while the academic self-efficacy levels of White students were slightly lower ($M = 3.51$, $SD = .538$). Female students ($M = 3.59$, $SD = .543$) reported higher scores than men ($M = 3.50$, $SD = .529$), with Black female students ($M = 3.69$, $SD = .558$) exhibiting the highest academic self-efficacy levels. Comparatively, the scores of Black males were: ($M = 3.49$, $SD = .497$). A two-way ANOVA examined the effect of gender and race on academic self-efficacy levels, however, the results revealed no statistically significant interaction between the effects of gender and race on academic self-efficacy levels.

Previous research investigating the gender and ethnic differences among college students has been inconsistent. Chung and Sedlacek asserted that White students had higher levels of academic and social self-efficacy than Asian and Black students (Chung & Sedlacek, 1999).

Conversely, Gassler found no significant differences in the academic self-efficacy levels of diverse college students (Gassler, 2013). The results of this analysis support the findings of Gassler, indicating minor differences in the academic self-efficacy levels of diverse community colleges students.

More notable, were the findings regarding Black female students, who had the highest academic self-efficacy levels within the sample. These findings contradict the research of MacPhee (2013) who found that students in STEM fields with a double minority status, exhibited lower self-efficacy levels. However, the findings of MacPhee may have been impacted by the sample of the population, as the authors focused on STEM fields. As these fields tend to be male-dominated, the impact of negative peer interactions on self-efficacy levels must be considered.

Not as surprising, were the gendered differences in the levels of efficacy between Black students. These results support the previous research of Saunders, Davis, Williams, and Williams (2004), who noted in their study of 243 high school students, that Black female students reported higher academic self-efficacy levels than their male counterparts. As Black female students are more likely to engage in behaviors that promote academic success, such as discussing readings with peers outside of class, using the Internet for academic work and research, or spending significant time studying, their efficacy levels may be enhanced accordingly (Harris & Harper, 2008).

Results for Research Question Two:

Which student characteristics are the strongest predictors of academic self-efficacy beliefs among diverse community college students?

Students' academic self-efficacy levels were regressed on gender, race, educational aspirations, developmental education enrollment, and intent to transfer. The overall multiple regression was statistically significant ($R^2 = .125$, $F[8, 100] = 2.93$, $p < .05$) and accounted for 12.5% of the variance in students' CASE scores.

When determining which factors were the strongest predictors, educational aspirations were found to be most significant. The other variables of race, gender, transfer intentions, and developmental education enrollment, were not found to be significant predictors of the variance in academic self-efficacy scores.

Aspirations to pursue a Master's, ($\beta = .312$), were found to be the strongest predictors of academic self-efficacy, as were aspirations to pursue a doctorate/professional degree ($\beta = .502$). Markedly, as the educational aspirations of participants increased, the significance of the relationship strengthened. As such, educational aspirations to pursue a doctorate or professional degree, were found to be the strongest predictors of academic self-efficacy among diverse community college students.

Existing literature has identified several factors related to educational aspirations including race, gender, socioeconomic status, community and civic engagement, and geography (Garrison, 1982; Chung, Loeb, & Gonzo, 1996; Strayhorn, 2009). Fewer studies, however, have observed the relationship between academic self-efficacy and educational aspirations. Kerpelman, Eryigit, and Stephens discovered a link between academic self-efficacy and the educational goals of Black adolescents (Kerpelman et al., 2008). Similarly, through their research of African-American male high school students, Uwah, McMahon, and Furlow found a strong, significant relationship between academic self-efficacy and educational aspirations (Uwah et al., 2008). While the work of Gasser (2013) revealed that academic self-appraisals

were predictive of the educational aspirations of college students, the research regarding the link among those in the community college is sparse, which this study hopes to contribute to. The relationship between academic self-efficacy and educational aspirations may be best explained by self-efficacy literature which suggest, that as individuals successfully perform tasks, their efficacy increases (Bandura, 1986). Consequently, people become more confident in their abilities to master future tasks. Accordingly, those with higher self-appraisals view challenging tasks as opportunities to be mastered rather than avoided (Bandura, 1986). Therefore, as students view their academic abilities as being more efficacious, they would likely have higher educational aspirations.

Phase 2 Findings

Phase 2 of the research study was qualitatively oriented, focusing on the experiences that shaped the academic self-efficacy beliefs of Black male community college students. Phase 2 participants were recruited based on their desire to participate in the study, which they indicated at the end of the demographic section of the survey instrument. Interested participants who met the study's criterion were invited via email, and subsequently scheduled one-on-one interviews. Each interview lasted between 30-45 minutes. In total, 17 individual interviews were conducted.

Results for Research Question Three

What experiences do Black male community college students believe contribute to their academic self-efficacy beliefs?

Although educational aspirations were identified in the quantitative design, the results of Phase 2 offer unique perspectives on the formation of the academic self-efficacy levels of Black male community college students. Using qualitative research methods, several salient themes were present. Namely, institutional support and familial support were extracted as contributors

to the formation of academic self-efficacy beliefs. Comprised within these broad categories were several sub-themes including, mastery experiences, vicarious experiences, and the verbal persuasions of institutional agents and family. Additionally, the effects of bullying and school violence emerged as negative factors impacting the educational experiences of Black male community college students.

Mastery Experiences. According to Bandura, self-efficacy is formed through four sources: mastery experiences, vicarious experiences, verbal persuasions, and physiological states, with mastery experiences being the most influential (Bandura, 1986). However, previous research has challenged this assumption, particularly among minority groups (Zeldin & Pajares, 2000; Noble 2012). In their qualitative exploration, Zeldin and Pajares ascertained that vicarious experiences and verbal persuasions were the most impactful to women in STEM careers (Zeldin & Pajares, 2000). Noble (2012) also contradicted the findings of Bandura in his qualitative study of six African-American male mathematics students attending two HBCU's. His research suggested that enactive attainments and vicarious experiences had the greatest impact on self-efficacy development, noting that vicarious experiences were most significant to the students. As both focused on distinct populations, it was important to explore the self-efficacy development within the under-explored group of Black male community college students.

Similar to the research of Bandura, mastery experiences were found to significantly impact academic self-efficacy beliefs among the participants. Students commonly discussed the value of being given opportunities to successfully complete challenging tasks. Participants such as Jayden, yearned for opportunities to explore their intellect, and were appreciative for tasks that facilitated their learning. The influence of hands-on learning opportunities is supported by the research of Salto et al., 2014. In their study of the formation of research self-efficacy,

participants identified hands-on research, as most valuable to their development (Salto et al., 2014).

However, mastery experiences were most impactful when coupled with adequate support. When guidance was not present, students perceived instructors as unaccommodating and dismissive. Moreover, these negative interactions with instructors, contributed to poor academic outcomes, as students' academic confidence levels decreased. When confronted with these obstacles, participants reacted by exhibiting disengagement behaviors such as refusing to participate in class discussions, restricting the effort exerted on academic tasks, and giving up.

Several studies have noted the impact of faculty interactions on Black male academic success. Bush and Bush (2010) found that Black males were least likely to interact with faculty outside of the classroom, however, when they did, students increased their likelihood of transfer and attained higher grade point averages. These findings suggest that faculty should be proactive when dealing with Black males, and seek to initiate and maintain contact with them throughout the semester (Wood & Turner, 2013). Likewise, the quality of these interactions is also important. Wood and Turner assert, a positive student-faculty relationship can be encouraged when faculty are (a) friendly from the onset, (b) monitor and address student academic progress, (c) listen to students' concerns, and (d) encourage students to succeed (Wood & Turner, 2013).

Verbal Persuasions. Based on the frequency of participant responses, verbal persuasions from institutional agents and family appeared to be the most meaningful to participants in their academic self-efficacy formation. Students who were encouraged throughout their educational pursuits sustained their levels of efficacy and displayed resiliency through the toughest academic challenges. Even the psychological effects of failure seemed to be mitigated by the resounding support of educational personnel and family. These positive

exchanges were found to impact the collegiate males' academic success, enrollment, persistence, and academic self-efficacy beliefs. However, as in the case of Brad, negative or limited verbal support can be detrimental to a student's academic confidence levels. Seemingly, the lack of verbal persuasions offered by his parents, influenced Brad's change in occupational interests. This change in career interests, highlights the role of efficacy in the career decision-making process, particularly among children. As depicted by Brad, early perceptions regarding one's capability to meet the demands of a career, influences occupational choices (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Verbal persuasions were also found to positively impact career-decision making. Through encounters with various entities, students were encouraged to explore occupations they had not previously considered. Recall Omari, the 18-year-old student, who diverged from pursuing a career as a firefighter after he was given an assignment from a perceptive teacher. Consequently, he was exposed to Frank Lloyd Wright, a famous architect, and has since decided to major in Computer-Aided Drafting.

The findings regarding the significance of verbal persuasions on the self-efficacy development of minority students appear to support the previous scholarship of Zeldin and Pajares (2000) and Noble (2012). Because it is difficult to quantify the extent of verbal expectations on the direct formation of academic self-efficacy beliefs, this study does not assert that verbal persuasions are the most influential in the academic self-efficacy development of Black male community college students. However, what is apparent from the conversations, is that verbal encouragements proffered by influential people left a lasting impression on this population, and thus, hold tremendous value.

Familial Support. This research also illustrates the role of family in the formation of academic self-efficacy beliefs. A prevailing theme throughout the investigation, students frequently described instances where their academic self-appraisals were impacted because of the verbal expectations or the vicarious experiences offered from family. This familial support proved to be particularly beneficial for Jabari. The verbal support that he received from his mother and aunt not only boosted his academic confidence, but also encouraged his persistence, despite repeated failures on state examinations. Kevin experienced a similar outcome, as the verbal expectations shared by his siblings and parents, reaffirmed his beliefs regarding his abilities and college readiness. This is consistent with earlier findings, where family was associated with self-efficacy. Bandura (1997) previously identified the role of family in the formation of self-efficacy beliefs in adolescents. Weiser and Riggio also noted the significance of family background as a predictor of self-efficacy among multi-racial undergraduate students (Weiser & Riggio, 2010). Stubbs and Maynard confirmed these findings in an exploration of the relationship between family functioning and the academic self-efficacy of Caribbean adolescents (Stubbs & Maynard, 2017). For their study, family functioning was defined as cohesiveness and adaptability. Their analysis revealed that youth in homes with balanced cohesion exhibited higher academic self-efficacy beliefs and engagement levels than those with low cohesion (Stubbs & Maynard, 2017). While earlier studies have identified the role of family in self-efficacy development, one unique contribution of the present study is the role of familial support in mitigating the negative effects of repeated failures, which often results in the abandonment of a task.

Family also presented opportunities for participants to engage in vicarious experiences. Vicarious experiences impacted both occupational interests and college attendance, as students

were inspired to enroll and persist in school after observing the academic achievement of family members. Tremaine, for example, was inspired to pursue a college degree, with hopes of becoming a physical therapist, after observing the accomplishments of his older cousin. More importantly, family members acted, not only as role models, but also offered verbal encouragement, further enhancing efficacy beliefs.

Bullying. Perhaps the most striking element of the qualitative investigation were the participants' early encounters with bullying and school violence. Several students admitted to being victims of bullying, primarily during their adolescent years, however their responses varied. For some, the experiences with bullying were quite traumatic, resulting in decreased academic confidence levels, anxiety, and school dissatisfaction. For others, bully victimization was believed to instill strength and toughness. Also evident from the study, were the ineffective interventions by school officials. In several instances, educational personnel were aware of the bullying, resulting in temporary punishment for the aggressors, however, the bullying persisted. Consequently, participants held negative perceptions of their secondary schools, commonly using disparaging phrases to describe the institutions. Equally as troubling, was the limited peer and family involvement. As illustrated by the experience of Deshawn, peers often assumed the role of bystanders, refusing to offer assistance, perhaps from fear of retribution. Similarly, students such as Chris, elected not to share the severity of the incurred violence with a parent, from fear of being punished. Such responses, highlight the complexities surrounding bully interventions.

While the psychological effects of bullying are widely studied, research of the effects on academic self-efficacy should be expanded (Juvonen et al., 2003; Flook, Repetti, Ullman, 2005; Peskin et al., 2006; Leach & Rickwood, 2009; Olenik-Sherman et al., 2015; Osborne, 2017;

Rhee et al., 2017). In an examination of the long-term effects of bullying and victimization, Osborne (2017) found that bullying was negatively associated with self-esteem and self-efficacy. Similarly, Flook et al., (2005) investigated the relationship between peer rejection and academic performance. Their findings indicated that students who were victims of peer victimization and peer rejection were at increased risk for lower academic performance, as their emotional well-being sense and sense of academic competence were diminished (Flook et al., 2015). Likewise, Thijs and Verkuyten (2006) found that students who expressed higher rates of bully victimization had poor academic outcomes. Moreover, these children also perceived that they were less academically competent (Thijs & Verkuyten, 2006). However, despite the existing literature, the influence of bullying on the academic self-efficacy of Black males remains under-researched. Nevertheless, because the effects of bully victimization are so damaging, educators, researchers, and policy-makers must be steadfast in their development of effective interventions.

Limitations

Using a mixed methods design, I sought to conduct a comprehensive analysis, nonetheless, this research is not without limitations. First, the sampling method employed in Phase 1 of the investigation presented several limitations. While convenience sampling offered access to an array of participants, this may have impacted the study's results, as the sample may not be representative of the population. Markedly, there was little variance in the participants' CASES scores, which could be explained by the self-selection of students. Additionally, the sample population was derived from one institution, limiting the generalizability of the study. Although I engaged in purposive sampling in Phase 2, to ensure the selection of information rich cases, by electing to focus on one institution, the experiences illuminating the development of

Black male community college students' academic self-efficacy formation may be unique to this region of the country or to those willing to be interviewed.

The individual interviews may have also presented several limitations. While I attempted to use multiple strategies to enhance trustworthiness, the threat of researcher bias was still present. Although my shared experiences with the participants, may have aided in rapport-building, my biases may have impacted the data collection, analysis, and presentation of findings. The presence of an additional coder may have mitigated this bias, but I chose to, instead, engage in stability reliability when analyzing qualitative data. Further, participants' responses may have been impacted by their perception of the researcher, or unwillingness to answer certain questions truthfully. Moreover, there was potential for researcher bias in the development and posing of interview questions. After reviewing interview transcripts, I recognized there were instances where I offered verbal statements, which may have let participants know my thoughts and attitudes regarding the phenomenon, possibly swaying their attitudes. Triangulation served as an additional strategy to strengthen the research and provide additional forms of evidence to support the findings of this study.

Implications

Historically, the educational experiences of Black males in America have been characterized by racism, discrimination, and marginalization. The denial of educational rights, subjection to segregated schools with inadequate resources, and frequent mischaracterization disaffirming their intellect, have all contributed to the educational underachievement of Black males. As community colleges consistently provide post-secondary access to Black males, exploring ways to reduce disparities and improve Black male performance is essential. The results of this study highlight several key contributors to the academic self-efficacy of Black

male community college students. As such, the following are recommendations for future researchers and practitioners.

As verbal persuasions were identified as prominent factors in the development of academic self-efficacy beliefs, it is imperative that institutions explore ways to foster quality faculty and staff interactions with Black male students. Research suggests, Black males who interact with faculty beyond the classroom, increase their likelihood of transfer and attain higher grade point averages, suggesting a relationship between faculty-student interactions and Black male student success (Bush & Bush, 2010). Consequently, faculty should be proactive when dealing with Black males, and seek to initiate and maintain contact with them throughout the semester (Wood & Turner, 2013). Such a feat could be accomplished through the establishment of a formal mentoring program between college personnel –faculty, support personnel, and administrators–and students. Beyond offering students the chance to receive verbal encouragements from influential people, this approach would expose Black males to occupations in higher education, while also impacting their educational aspirations. Equally important, community colleges should hire faculty who demonstrate a commitment to working with diverse populations. Conversely, for those with limited experience working with these groups, training should be provided to prepare faculty to successfully interact with students of color (Wood & Turner, 2013).

In addition, this study speaks to the importance of verbal cues communicated by educators, administrators, and parents. As Black males often receive disparaging messages regarding their intellect, it is essential that parents and educators remain conscious of the impact of language on students' self-appraisals, and become intentional in their verbal encouragement for this population. This is especially relevant in the K-12 setting where the verbal persuasions

participants received during their adolescent years influenced their academic self-efficacy beliefs. Furthermore, educators should be aware of the negative perceptions held about Black males and work to develop strategies to counter these messages.

The findings also point to the need for creating opportunities for students to master tasks. The promotion of academic support programs such as tutoring centers and TRIO programs seems advantageous, as these resources were identified by participants as key contributors to their academic self-efficacy formation. Participation in such activities, not only allows students to engage in performance accomplishments, but also facilitates opportunities for interactions with college personnel and the identification of potential role models.

As students also valued guided learning opportunities, the development of research initiatives, which allow students to collaborate with faculty, should be considered. Specifically, the development of student-faculty research programs may be most beneficial in STEM fields, where minority participation is limited. Moreover, these initiatives may facilitate students' interest in graduate education, thereby enhancing educational aspirations. Considering the role of mastery experiences in the development of academic self-efficacy, an exploration on the effect of Undergraduate Research Experiences (URE's) would be a necessary contribution to self-efficacy research. Notably, URE's are increasingly being incorporated in science, technology, engineering, and math (STEM) baccalaureate programs, and has been associated with enhanced efficacy, graduate degree aspirations, and interest in research careers (Adedokun, et al., 2013). However, less is known about the impact of these experiences on community college students, where research opportunities may be limited. Opportunities to participate in URE's may be particularly valuable for Black males, as their educational aspirations are often stifled by negative portrayals, making it essential to develop ways to nurture their ambitions.

This study also illuminated the effect of bullying on the educational experiences of Black male students, and the indirect effect on their academic self-efficacy levels. As evident from the present study, the susceptibility of Black males to school bullying underscores the need for early interventions to mitigate both the occurrence and effect of bullying on this population. In addition, future research should explore the factors within the K-12 setting, which are associated with bullying such as school climate, peer relationships, and the role of instructors and administrators, in reducing this behavior (Patton, Hong, Williams, & Allen-Meares, 2013).

The role of peer support as a mediator of the effects of bullying should also be examined. As students enter college still encumbered by negative peer interactions, institutions should contemplate the establishment of Black male cohorts or learning communities, which foster positive peer interactions and create environments where Black males can engage one another, while promoting each other's intellectual development (Bush & Bush, 2010). Furthermore, these spaces create an environment where students can discuss issues they encounter daily (Flowers & Shuford, 2011).

Finally, future research may consider investigating the relationship between academic self-efficacy and the academic performance of Black male community college students. As I primarily sought to sample first-year students, the majority did not have a G.P.A., limiting my ability to capture this information. The inclusion of students' grade point averages within an analysis would allow future researchers to observe the differences in academic self-efficacy levels among high and low achievers. Likewise, future studies should explore if these findings extend beyond this community college, to disparate settings such as rural or urban areas, or dissimilar institutional sizes, as there may be significant differences among student populations. Similarly, because this investigation was comprised primarily of traditional age students, future

research should observe the experiences of non-traditional age students, who make-up a large percentage of community college enrollment. Lastly, as the qualitative analysis provided rich data, future research should consider employing qualitative research methods when examining factors related to Black males, as this approach gives voice to students who face frequent marginalization.

Conclusion

Through this analysis several key findings were illuminated. A multiple regression analysis indicated that degree aspirations were significant predictors of academic self-efficacy. Additionally, the study shed light on the distinct experiences, which have shaped the academic self-efficacy beliefs of Black male community college students. Most prominent were the influences of verbal persuasions and opportunities for mastery experiences offered by institutional agents and family members, on the academic self-efficacy formation of the students. However, bullying was also found to impact educational experiences of Black male community college students.

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Appendix A

College Academic Self-Efficacy Scale

DIRECTIONS. We are interested in learning more about Black male community college students' academic self-efficacy. Your responses are strictly confidential and will not be shown to others. Do not sign your name. We hope you will answer each item, but there are no penalties for omitting an item.

How much confidence do you have about doing each of the behaviors listed below? Select the number that best represent your confidence.	Very Little 1	2	3	4	Quite a Lot 5
Taking well-organized notes during a lecture.					
Participating in a class discussion.					
Answering a question in a large class.					
Answering a question in a small class					
Taking "objective" tests (multiple-choice, T-F, matching)					
Taking essay tests					
Writing a high quality term paper.					
Listening carefully during a lecture on a difficult topic.					
Tutoring another student.					
Explaining a concept to another student.					
Asking a professor in class to review a concept you don't understand.					
Earning good marks in most courses.					
Studying enough to understand content					
Running for student government office.					
Participating in extracurricular events (sports, clubs).					
Making professors respect you.					

Attending class regularly.					
Attending class consistently in a dull course.					
Making a professor think you're paying attention					
Understanding most ideas you read in your texts.					
Understanding most ideas presented in class.					
Performing simple math computations.					
Using a computer.					
Mastering most content in a math course.					
Talking to a professor privately to get to know him or her.					
Relating course content to material in other courses.					
Challenging a professor's opinion in class.					
Applying lecture content to a laboratory session.					
Making good use of the library.					
Getting good grades.					

Appendix B

Interview Protocol

Opening Script

Good Afternoon! First off, thank you for agreeing to participate in this interview. As I mentioned before, I am currently in graduate school at ODU and working on a research project. I am interested in looking at the influence of academic self-confidence on Black males in the community college. Additionally, I want to know what is influencing these beliefs. The one thing that I do want to make clear is that there are no right answers. The person who is super confidence in his ability to succeed academically is no better than the person who lacks academic self-confidence. As a matter of fact, there have been many times when I have lacked academic self-confidence, so don't feel that you have to impress me or think that I'm looking for a specific answer. The only answer thing I'm looking for is the honest one. Please talk freely! Speak in a manner that is comfortable to you. When I type up the report, your name will be replaced by a pseudonym, so no one will be able to identify you. Which leads me to my other point, because I'm asking you to speak freely, I am agreeing to keep everything said during this interview, within these four walls. While I would like everything to remain confidential, however, I can't promise it will. However, I will do my best to keep our conversation confidential. Do you all have any questions? Okay let's get started.

Interview Questions

Describe yourself to me. Tell me about your personality and a little bit about who you are.

Why do you believe you will be successful in college?

Think about your experiences in education in general. Overall how would describe them? Positive or negative? Can you think of any experiences that may have impacted your efficacy?

What do believe has contributed the most to your self-efficacy levels?

Is there anything you would change about your level of efficacy?

Is there any question that you thought I would ask that I didn't?

Appendix C

INVITATION EMAIL

Hello,

My name is Eric Styles and I am a graduate student in the Higher Education Doctoral Program at Old Dominion University in Norfolk, Virginia. I am conducting a research study to explore the influence of academic self-efficacy (confidence) on Black males in the community college, and I wanted to know if you were interested in participating. You had previously completed a survey sharing information about your academic self-confidence, and expressed interest in being interviewed.

The individual interview will last approximately 30-45 minutes. Your name will not be used in the study. All information collected will remain confidential. You do not need to answer any questions that you do not want to. Any time during the interview you may stop your participation with no questions from me. Additionally, all audio recordings will be destroyed after the project. In addition, for participating there will be a **\$50 Gift card** raffled at the end of the data collection period for all who choose to enter the raffle.

If you are still interested in participating, please email me gstyl001@odu.edu so we can choose an interview date. Additionally, if you have any concerns about your rights as a participant, you may contact Dr. Petros Katsioloudis, the chair of the Human Subjects Research Committee, at 757-683-5323 or the Old Dominion University Office of Research at 757-683-3460.

If you have any questions or concerns, please do not hesitate to contact me.

Have a wonderful day!

Appendix D
INFORMED CONSENT

PROJECT TITLE: The Relationship between Academic Self-Efficacy Beliefs and the Academic Performance of Community College Students, and Black Male Students' Perceptions of these Beliefs

INTRODUCTION

The purposes of this form are to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES. The study will investigate the relationship between academic self-efficacy beliefs and the academic performance of community college students, and Black male students' perceptions of these beliefs.

RESEARCHERS

RPI: Dr. Dana Burnett, Professor of Higher Education, College of Education. Doctoral Student Investigator, Eric Styles, M.A. Ph.D. Candidate in Higher Education, College of Education

DESCRIPTION OF RESEARCH STUDY

I am conducting a research study to explore the influence of academic self-efficacy (confidence) on Black males in the community college, and I wanted to know if you were interested in participating.

If you say YES, then your participation will last for approximately 30 minutes.

EXCLUSIONARY CRITERIA

Unfortunately, you may not participate in this study if you are not currently enrolled in a community college and have taken more than 30 credits.

RISKS AND BENEFITS

RISKS: There are no known risks involved in the participation of this study. The researcher tried to reduce any risks by removing all linking identifiers. And, as with any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS: The main benefit to you for participating in this study is will provide insight into the possible ways that the academic confidence of community college students is formed.

COSTS AND PAYMENTS

The researchers want your decision about participating in this study to be absolutely voluntary. However, there will be a **\$50 Gift card** raffled at the end of the data collection period for all who choose to enter the raffle.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

The researchers will take reasonable steps to keep private information, such as questionnaires and demographic data findings confidential. The researcher will remove identifiers from the information, use pseudonyms to conceal the participants' identities, store collected data collected in a password protected file, stored in a secure filing cabinet, and destroyed upon completion of the study. The results of this study may be used in reports, presentations, and publications; but the researcher will not identify you. Of course, your records may be subpoenaed by court order or inspected by government bodies with oversight authority.

WITHDRAWAL PRIVILEGE

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study -- at any time. Your decision will not affect your relationship with Old Dominion University, or otherwise cause a loss of benefits to which you might otherwise be entitled.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of harm, injury, or illness arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact you may contact Dr. Petros Katsioloudis, the chair of the Human Subjects Research Committee, at 757-683-5323 or the Old Dominion University Office of Research at 757-683-3460.
who will be glad to review the matter with you.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call you may contact Dr. Petros Katsioloudis, the chair of the Human Subjects Research Committee, at 757-683-5323 or the Old Dominion University Office of Research at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's Printed Name & Signature	Date
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Parent / Legally Authorized Representative's Printed Name & Signature (If applicable)	Date
Witness' Printed Name & Signature (if Applicable)	Date

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	Date
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Appendix E

Interview Transcript #1 (Corey)

- S1: All right so you were saying, talking about college and your confidence levels in college and everything like that. You said you feel like you're at about a 7? You said part of that, why do you think that is? Why do you think that your confidence levels are so high?
- S2: I know what I'm capable of it's just the fact that we're doing it. I know what I can do but don't do it.
- S1: Okay. DO you think anything has contributed to this? Why do you think you might be more confident than somebody else in your class?
- S2: That's a good question. I can't really say because part of it could be the environment I come from like, I'll just say, we're open minded like, my household we just say whatever comes to our minds. There's no one there to shut you down or make you feel bad about it; you just say it, move on. So it's been like that my whole life so maybe that plays a part.
- S1: Gotcha okay. So tell me about your environment, what do you mean that y'all just said what you said.
- S2: It's just like it's supportive. My family - we're not going to let you be dumb or do anything, look crazy or anything like that but everyone is really supportive. I come from a supportive environment no matter what it is. They are going to support.
- S1: So when you say no one is going to let you look dumb, so if you were to say something you mean that no one is going to say that's a stupid thing to say?
- S2: Yeah they wouldn't make you feel bad about it; they'll just be like hey I understand what you're saying but maybe you shouldn't say it that way or something like that.
- S1: Okay got you. Is that primarily your mom or even your siblings?
- S2: It's just anyone in the family; aunts, uncles...
- S1: Why do you think that that is?
- S2: From where they come from. They are just country so, my whole family is country. They kill; they go hunting and clean the stuff and all that. I wasn't taught that though.
- S1: I got you.
- S2: It's just...
- S1: so you think family has been very supportive of you.
- S2: Mmhmm.
- S1: What about in school? How supportive would you say teachers were in the past, or principals or counselors?
- S2: If it was left like the teachers, there were not very many that were supportive and would try to help you out. Some of them were like, I'm just here to get my check. I'm not about to this at short for you. That would make you mad - it made me mad a couple times especially in high school.
- S1: Gotcha.
- S2: A lot of SOL's in high school.

- S1: have you kind of noticed the same thing in college as well, as far as the lack of support from teachers or professors?
- S2: you actually get more - I feel you get more support in college. They actually enjoy what they do even though they come in tired some days, they might have an attitude or whatever, but they're really supportive. You get some of them - I've had a couple that were just like you didn't do it so I'm not going to take it or why are you turning it in late? If you have a good enough reason I'll take it, or I'm not going to take it at all.
- S1: Okay and when you say supportive, give me some examples of things they would do to be supportive?
- S2: If they say you haven't turned in a couple of assignments they'll pull you to the side like, anything going on you want to let me know about? They just seem like they care.
- S1: Okay. What about people in the school - peers, friends, and things like that?
- S2: I'm very anti-social, with certain people anyway. If I know them, I'll talk to them but even then I'm anti-social. I just keep to myself.
- S1: So you feel your biggest support has come from family?
- S2: Basically.
- S1: anyone outside of school or any other places you think you've received a lot of support?
- S2: Well open door. There at Open Door they're supportive.
- S1: Okay, so programs like that. So having someone that believes in you and lets you feels comfortable and is willing to help - you feel like that has really helped your confidence levels?
- S2: Yeah.
- S1: anything else you think may have impacted your confidence levels.
- S2: I mean other than myself, you just have to not care what people say. Do what you need to do.
- S1: are you able to do that? UI know that's hard for me to do.
- S2: I mean, pretty much Yeah.
- S1: If I'm sitting in a class, let's imagine I'm sitting in psychology class with you and professor is talking and they ask for some feedback. Would you be the one to offer anything?
- S2: I mean if I have a good understanding of it I probably would give my opinion.
- S1: Do you ever get nervous?
- S2: You might hear my voice crack a little bit.
- S1: Okay, so you said you have to have a good understanding of it. You feel like you have to know what it is you're saying before you say it.
- S2: Yeah like I can really explain it instead of just saying part of it then being like I don't know what else to say after that but you all get where I'm coming from.
- S1: Okay got you. What about if you had a question, let's imagine you didn't understand something, how likely would you be to raise your hand and ask questions or things like that?
- S2: I don't really know; it depends what it is. If I find it interesting or important I'll ask but if it's something irrelevant I don't think is going to pop up later I won't ask. I'll just go read a little bit more to see, but I probably won't ask.

- S1: So when you say, I know you said sometimes you feel you have to know what you're talking about before you respond, is that a fear that you're worried about what other people are going to think about you or why do you think that you -- Like why not just say whatever it is, even if you don't know it, why not just start talking?
- S2: It's just, I don't know. I just don't like to look like I don't know what I'm talking about.
- S1: Okay.
- S2: If I don't know, I want to learn so it's just like, if you don't know just be quiet.
- S1: Okay have you noticed any differences with professors or teachers like, so I imagine said some are more supportive than others are. Have you noticed any commonalities among the ones who are more supportive like, do they tend to teach certain subjects?
- S2: The ones who are supportive, they come in the classroom with a better energy, they come in ready to teach and the way they teach you automatically get it. It's easy to understand, the way they talk about it. They just have a real chill way of teaching. It's not straight out of the book but it's not too far to their own world like they're just making stuff up. It's just a god balance.
- S1: What about - was there anything you would change about your confidence levels? Do you wish you were more confident or anything you think you would change?
- S2: I wish I was more confident. There are some things I'm still not confident in. Like this I'm confident.
- S1: Give me some examples of things you may not be confident in.
- S2: Like talking to people. I'm shy but I'm not shy. I can talk to people like I've known them forever but I still won't open up to them so they might feel weird talking to me. They feel like there something I'm not telling them.
- S1: Okay, so we're talking about talking to people like you talk to people in class or outside of class?
- S2: Yeah just talking to people, trying to make friends [00:08:31.28] it's just I have trust issues.
- S1: I see the trust issues and you said part of that may be a result of your friend...
- S2: My friend and probably the father situation too.
- S1: Okay got you. So if you, lets imagine then that if you woke up tomorrow and you were more confident. What would that look like? What difference would someone notice in you?
- S2: I feel like I would be unstoppable. I would probably be happy all the time.
- S1: all right, the times I've seen you, you seem to be happy.
- S2: most of the time I am happy but, then I'm not. I'll just be like I'm here.
- S1: What might be different in your behaviors like, what might you do differently?
- S2: UI would probably be more involved in activities like sports and all that.
- S1: Okay.
- S2: clubs, stuff like that.
- S1: Okay, so is that something you desire to do?
- S2: To be more involved.
- S1: but you're just not confident enough to do that.
- S2: I don't like meeting new people.

- S1: Okay.
- S2: It's too much work.
- S1: Were you involved or active in high school at all with anything?
- S2: I did band, and I did track but I was lazy.
- S1: Why do you keep calling yourself lazy?
- S2: I never really cared for sports but I did a lot in high school for real, for real. I tried out for the football team but when I actually made the team I stopped going. I just went to the weight training and all that. Track, I did that for 2 years but I always started and stopped. Then I did a full year of spring band, but he told me I couldn't come back because I wanted to get a job. That messed up.
- S1: so why do you think...
- Speaker 1: How do you think you were more involved in high school than you are right now in college?
- Speaker 2: High school is for people who don't really need a job. But now I graduated I'm going now. My mom's not making as much money as she used to and my step dad passed away, he used to help out with bills and stuff like that. It's just me and my mom really, and my sister but she moved in with her wife.
- Speaker 1: Gotcha. You seem unhappy about that, are you mad at your sister for not being around?
- Speaker 2: There's just a lot going on, it's too much.
- Speaker 1: Okay Gotcha. So you think besides you not being - like I know you don't have the time now because you're working and stuff like that. You think high school was different in the sense that you were more confident in high school and that's why you were involved and now that you're in college it's not the same? I don't know if that makes any sense.
- Speaker 2: I mean, high school felt like I had more time to try to be involved anyway. I had more time to work on it instead of now it's like, work school homework and then whatever else.
- Speaker 1: Are there any subjects you feel more confident in?
- Speaker 2: I think everything's about the same; I'm not going to say I don't feel confident in them though like it's just, I guess average. It's just school.
- Speaker 1: So as far as school is concerned one of the biggest contributors to your confidence and ability would be actuals instructor and not the class per say am I right or no?
- Speaker 2: Yeah like how they teach and the homework. Basically just how they're going to run it.
- Speaker 1: So if you were a professor what would you do different to make sure students felt comfortable and were confident?
- Speaker 2: For one I wouldn't do a whole bunch of homework assignments. Of course I would do reading here and there but I wouldn't do a whole bunch of homework assignments like every night homework.
- Speaker 1: Why is that?
- Speaker 2: Because homework is - some of it is just busy work, something to do at home. It's not really reinforcing anything. Sometimes, but then some you do need to do homework. Math you need to do homework to reinforce that but like, arts history and stuff like that, when am I really going to be able to use that? I feel like we

could just talk about that in class and do maybe some work sheet or something. Answer some questions. Essays and all this other stuff.

Speaker 1: Anything else you would do to make students feel more confident?

Speaker 2: I would give them study guides for when we have big exams. Quizzes I wouldn't do study guides for but I'll get them what's going to be on the quiz so they will be prepared for it.

Speaker 1: SO you find with the ones who aren't as supportive they don't give you study guides?

Speaker 2: It's just, there's an exam next week be ready.

Speaker 1: Okay so they are not going out of their way to help you, they just expect you to know. Gotcha. Anything else you would do?

Speaker 2: I mean just be involved with my students. Kind of known everyone on a personal level just for respect and stuff like that. When you have an environment like that I feel it's just a good environment. You feel comfortable. Make the classroom feel like a family.

Speaker 1: So make more of a personal connection with your students. Gotcha. Any questions you thought I might ask that I didn't ask? Or any questions for me?

Speaker 2: No.

Speaker 1: Okay. Thank you I appreciate you sharing with me.

Interview Transcript #2 (Tremaine)

Speaker 1: So I guess the first thing is tell me a little bit about yourself, how would you describe yourself to someone who did not know you>?

Speaker 2: Both my parents are Jamaican. I'm from Orlando Florida. I grew up playing sports. My cousins, well, 2 or 3 of my cousins graduated from Howard university. I plan on taking photography.

Speaker 1: In class or just learning?

Speaker 2: Learning how to do it. I guess I could say my major right now is social science.

Speaker 1: But you're thinking about changing it?

Speaker 2: Yeah.

Speaker 1: so you mentioned sports, sports are something really important to you. What sports did you participate in?

Speaker 2: I did in elementary I did football and track and in middle school I did a little lacrosse but it wasn't [00:01:29.29], nothing serious though.

Speaker 1: I didn't even know they offered lacrosse in middle school.

Speaker 2: Yeah, in Florida you know that's... In high school I fell off in track until my junior year and I messed up my shoulder junior year so that's when I started doing track again and that's when I really got into it. It was kind of too late. I guess my grades weren't really that good, but I had like my stats and everything were good but my grade affected it. So I was like you know, might as well just come to TCC, and builds it and try to go from there.

Speaker 1: So if your grades would have been better you probably would have gone off to like a 4-year school?

Speaker 2: Right.

Speaker 1: Okay is that something you still want to do? Run track?

- Speaker 2: Yeah.
- Speaker 1: Okay. Gotcha. How would you describe your personality to someone who didn't know you?
- Speaker 2: I would say outgoing.
- Speaker 1: Gotcha. All right so what I mentioned earlier is what I'm looking at. What things might have shaped your academic confidence? So I'm looking within the context of education. We're going to talk about elementary, middle and high school experiences. So let's go back to elementary school. How would you describe your experience in elementary?
- Speaker 2: I was ready to go. Elementary I felt like the teachers, they were rushing not really rushing but it's like... That was a long time ago man.
- Speaker 1: They were moving too fast?
- Speaker 2: Some of my teachers were moving too fast I think and they were trying to stay on the subject stay with their course or whatever. It's like I feel like elementary was just a little, I don't know I feel like it was a lot.
- Speaker 1: So you didn't like elementary school?
- Speaker 2: No.
- Speaker 1: Okay.
- Speaker 2: IT was when I got into middle school that's when I started liking it more.
- Speaker 1: In elementary do you remember teachers supporting you or helping you out in class?
- Speaker 2: No. That's why I was like I was tired of school.
- Speaker 1: What grade would you say you were like, know what I'm sick of school. Like in elementary what grade would you say that happened?
- Speaker 2: Probably like 4th grade.
- Speaker 1: Do you remember anything particular you can think of that stuck out in your mind to why it might have been so negative? Like any negative experience you can think of?
- Speaker 2: Math! I thought she was moving too fast. At first I thought I was in the smart class because everybody in there was just like, going... A lot of people were getting it and some of us it was like this too much.
- Speaker 1: So she didn't help you out when you asked?
- Speaker 2: I mean she helped but it was like she was going too fast so I had to go to tutoring after school to get help.
- Speaker 1: With her or with someone?
- Speaker 2: With someone else.
- Speaker 1: Gotcha. So elementary was negative and by 4th you were like man I don't - did you just not like school at all in elementary?
- Speaker 2: I mean 5th grade is when I moved to Altamont so outside of Orlando. It was a little different because the teachers were kind of more outgoing and stuff. Wanting to help you. So 5th grade it was decent and I was ready to go. I'm about to get on it, I'm ready to go to middle school.
- Speaker 1: Where were you 1st through 4th grade?
- Speaker 2: Orlando.
- Speaker 1: So Orlando but it was a different area you moved to?
- Speaker 2: Yeah.

- Speaker 1: Okay. Gotcha.
- Speaker 2: It was kind of hard out there too. It was a little hard out there.
- Speaker 1: All right, what about middle school how would you describe that experience?
- Speaker 2: Good, I liked it.
- Speaker 1: Okay. What about it did you like?
- Speaker 2: It was more like, not really on your time but it's like you know you have a little more freedom so it was like, I don't know. It was kind of, how can I say it? I guess middle school was damn. I can't figure out the word, I'm trying to think.
- Speaker 1: so you said you had more freedom. How so? Give me an example of what you mean.
- Speaker 2: Like going to class and stuff like that. I had a little more time to get myself together and I guess it was like you can pick your classes.
- Speaker 1: So you would go to different classes and you weren't just sitting in the same class all day?
- Speaker 2: Yeah exactly I feel like that was a main thing. Elementary school I was like dang I'm stuck in this class all day.
- Speaker 1: I can understand that. So middle school was more positive. What about high school?
- Speaker 2: I'm not going to lie, it was good, but at the same time it was [00:07:17.13]. I kind of feel like I had too much freedom and it kind of messed me up my freshman year. So it was like oh Yeah was like, all right so yeah I'm into sports and things like that but at the same time I felt like I was not really trying to fit in but I felt like you know I was kind of off track of what I was doing with sports and everything. So at first I was thinking about taking a break from all this and focusing on schoolwork and my grades started dropping because I was mainly focused on football and track and stuff. Mainly football and not really my grades.
- Speaker 1: so sports took over for you in high school, was your priority; a distraction?
- Speaker 2: Exactly and I really started to see close to the end of the school year I'm like damn. SOL's coming, my grades not looking good and I might not be able to play so it was like I really need to tighten up/
- Speaker 1: so I'm assuming, have you always liked sports more than school itself?
- Speaker 2: Yeah.
- Speaker 1: Gotcha. Okay. How would you describe college so far?
- Speaker 2: Relaxed. It's a little more relaxed because you have more time to get your work done and I'm not playing sports right now so I have a lot more free time to get on my work. I mean professors I think they are like, well not all of them but majority of the professors work with you and try to help you.
- Speaker 1: Okay so give me an example of that what do you mean?
- Speaker 2: Sometimes they might say they have office hours and you go to office hours and try to like let you, if you don't understand they will try to show you other ways to understand it. When I had my English class last semester, I was doing this paper and I didn't really understand - I forget what it was on but she had this book and started showing me different ways of how I could write this paper. So I guess that was a way of helping to understand it more.
- Speaker 1: Would you say in high school, middle and elementary the teachers weren't as helpful as they are in college?

- Speaker 2: No.
- Speaker 1: so let's imagine you were struggling in high school with a class and you went to the teacher what would happen?
- Speaker 2: I mean sometimes the teachers they probably would stay back but at the same time it's like they are trying to go just like were trying to go. They want to go home just like we want to go home.
- Speaker 1: So they may not want to stay after class.
- Speaker 2: Exactly it's like if you can't get it during class then go stay back and go to a tutor or something.
- Speaker 1: Gotcha so you feel professors in college have been more supportive?
- Speaker 2: Right.
- Speaker 1: Let's imagine you didn't understand something in a class would you raise your hand and say that? What would you do?
- Speaker 2: that's the thing I'm not the type to raise my hand if I don't understand I would just wait and talk to her after class or whatever.
- Speaker 1: Why would you not just ask during class?
- Speaker 2: I don't know I feel like everyone would look at me like, damn how you not understand that?
- Speaker 1: So you don't want people to think you're dumb?
- Speaker 2: Yeah.
- Speaker 1: Has that happened to you before where you asked a question and someone said that?
- Speaker 2: Yeah so I was like I'm not going to do that no more.
- Speaker 1: Okay. All right so let me ask you a question, on a scale of 1 to 10, how would you describe your confidence in life in general? How confident are you?
- Speaker 2: I'd about an 8.
- Speaker 1: Okay.
- Speaker 2: I'll say 7.5.
- Speaker 1: That's pretty good, okay. Why do you think you are as confident as you are in life?
- Speaker 2: Because I mean you only live once, you might as well go ahead and try it. It's not going to hurt - I mean it might hurt but it's better than not knowing.
- Speaker 1: So you're willing to try things/
- Speaker 2: Yeah.
- Speaker 1: Okay. Now what about your confidence in academic abilities if you had to measure that on a scale of 1 to 10?
- Speaker 2: I would say probably about a 5.
- Speaker 1: Okay.
- Speaker 2: 4.5-5
- Speaker 1: Okay tell me why you think it's different. In life you might be confident, be an 8 or 7.5, but when it comes to academics it's only a 4.5 or a 5, why do you think there's a difference between the two?
- Speaker 2: I guess I feel like school is challenging for me. I feel like I'm not really a school person, but with life stuff I feel like I've been through a lot and seen a lot so it's kind of different.
- Speaker 1: Okay, have you always thought you weren't a school person?

- Speaker 2: Yeah.
- Speaker 1: Okay.
- Speaker 2: I for real never really liked school. I was never a school person. I don't think it ever came to me like that.
- Speaker 1: You don't like it because you struggled or why do you think you don't like it I guess should ask?
- Speaker 2: I think I had a hard time memorizing stuff. Say we learned something in class and then we could go home and it's like, what? Like I'm looking at the homework or something, we go over it in class but then at home it's like wait I don't understand this anymore. The studying too, I never really learned how to study.
- Speaker 1: So I feel like those might - you never tried to study or never learned how?
- Speaker 2: I never learned how.
- Speaker 1: Do you think if you had learned that it would have been different?
- Speaker 2: Yes, especially when I got to high school people were talking about studying and all that and I'm like what? How do you study? I don't really understand how to study.
- Speaker 1: Have you ever done any study skills workshops to learn how to study?
- Speaker 2: No.
- Speaker 1: Ever thought about doing that?
- Speaker 2: Yeah.
- Speaker 1: Why do you think you never actually went?
- Speaker 2: I don't know.
- Speaker 1: Okay. So let me ask you this you said you never cared for school, never thought you were a school person. What made you decide to go to college?
- Speaker 2: I just didn't want to sit around the house not doing anything. It's something to do and I want to expand my knowledge. That's another thing, meeting different people and networking stuff like that. That's what my uncle always tells me, he's good at networking and meeting different people. That's how you get further in life, so I feel in college you can make a lot of different people.
- Speaker 1: Is this the one that went to Howard?
- Speaker 2: Yeah.
- Speaker 1: Was he encouraging you to go to college?
- Speaker 2: Yeah. He just opened his own facility, he does physical therapy and stuff like that.
- Speaker 1: Gotcha so who would you say had the greatest influence don you going to college?
- Speaker 2: Probably him, I'd say my cousin.
- Speaker 1: Why was it so great, what did he...
- Speaker 2: Well he used to play football, growing up in Orlando he used to play football for Dr. Phillips high school. I used to go to the games when I was little so I was like, he ran track too. He was like one of the star players at Dr. Philips so I was like I wanna do that too. So then he graduated and got a scholarship to Howard.
- Speaker 1: Was it a sports scholarship?
- Speaker 2: Yeah, I think it was sports and academic scholarship. I was like damn I wanna do that too. He always tried to come and support me at my games and stuff like that.
- Speaker 1: So watching I'm kind of motivated you and said this is what I wanna do.
- Speaker 2: Right.

- Speaker 1: Did he ever have any conversations with you, anything that he said? I know you said that he kind of supported you. What did that support look like? How would he support you?
- Speaker 2: A lot of motivation. I guess you could say like, it was a lot of -- we always had a lot of good motivation conversations. I guess one was like, I guess he was like no one is going to give it to you, you have to go get it yourself type conversation.
- Speaker 1: Okay. let me see, so if you had to think of the one experience, maybe more than one, what do you think had the greatest impact on your academic confidence? The greatest positive impact. What thing have you gone through in life that has had the greatest positive impact on your academic confidence? So it could be watching your uncle or could be you may be practiced something and learned how to do it, could be a lot of different things. If you had to identify some things what do you think had the greatest positive impact on your academic confidence?
- Speaker 2: I'd say shoot probably I mean I guess I kind of did study a little bit, but it was taking stuff studying for my SAT's and ACT's like, I guess it was like my score it like... I guess that's another thing my score I had on it was real good. I thought it would be bad. I always did good on my SOL's and stuff like that but it was just like I don't know. I feel like it was too much. At the same time, when I got my scores back from the ACT and stuff like that it was like okay this is a little motivation. I probably could do it.
- Speaker 1: So you were successful with the ACT and you were like if I can do this I know I can do that.
- Speaker 2: Right.
- Speaker 1: Okay. What do you think had the -- what's something that really brought down your confidence"? Maybe you felt good about academic confidence and then you experienced this and you're like don't know this ain't for me.
- Speaker 2: Doing the ASVAB.
- Speaker 1: Tell me why.
- Speaker 2: I guess; I didn't really study but at the same time everyone was saying oh yeah it's not hard. My score was so and so, so I was like I'm going to study a little bit. I went to go take it and my score was horrible. It was horrible.
- Speaker 1: After you got that score what were you thinking in your head?
- Speaker 2: I'm not good. I guess tests like this it was just a whole bunch. But at the same time the ASVAB I just feel like it was too many different topics on it so I feel it was another thing that messed me up.
- Speaker 1: So you thought about going into the military too?
- Speaker 2: Right.
- Speaker 1: If you had done well on the ASVAB would you have gone into the military instead of going to college you think?
- Speaker 2: Yeah. Yeah.
- Speaker 1: So was this a last resort coming here?
- Speaker 2: No actually, well Yeah it was.
- Speaker 1: I don't know.
- Speaker 2: It was, at first I wanted to go military but then it was like I kind of want to go do track but my grades weren't that good so I was like I'm going to do the military for

a little bit and then stay there and go into the reserves and get them to pay for school so I can do track.

Speaker 1: Okay so track was still the goal but you were trying to think of different ways you can get there.

Speaker 1: Yeah.

Speaker 1: Okay. So you said the things you feel like affected your confidence levels is when you had success on a test and what affected it in the negative way was when you did poorly on a test.

Speaker 2: Right.

Speaker 1: Anything else you think may have influenced your confidence levels?

Speaker 2: Nothing I can think of.

Speaker 1: Is there anything you would change about your academic confidence levels?

Speaker 2: I guess trying to figure out how to study more.

Speaker 1: So you feel you would be more confident if you knew how to study and stuff like that?

Speaker 2: Right.

Speaker 1: Okay. But you said you know there might be resources out there but you haven't taken advantage of them yet?

Speaker 2: Right.

Speaker 1: Why did you say you hadn't done it?

Speaker 2: I don't know. That's a good question. I guess it's just I really, I don't know. I guess I haven't set my mind to do it.

Speaker 1: So you haven't been motivated to do it?

Speaker 2: Right.

Speaker 1: I understand. So let's imagine you woke up tomorrow and you were more confident in your academic abilities. We know you're confident in other areas but you were more confident in your academic abilities. What would that look like in class? How would I know you were more confident in your academic abilities? What changes would I notice with you?

Speaker 2: I guess answering more questions. I guess different scores on my tests.

Speaker 1: So you'd perform better but you'd also be more engaged and answer questions.

Speaker 2: Right/

Speaker 1: So even during class, not necessarily after class like you said before?

Speaker 2: Right.

Speaker 1: Gotcha. Is there any question you thought I would ask you that I did not ask you?

Speaker 2: I feel like you asked me a whole bunch.

Speaker 1: Let me ask you one more then. Why do you think you will be successful in college?

Speaker 2: Why?

Speaker 1: Yeah.

Speaker 2: I guess because it's like I gotta goal I want to get to. I feel like because in college you're going for something you want to do and when you finish you'll be able to most likely make money from it. So it's worth studying it and doing it.

Speaker 1: So because you have this goal in mind you're determined to meet it.

Speaker 2: Right.

Speaker 1: Any questions for me about anything?

- Speaker 2: What made you want to be a councilor?
- Speaker 1: That's an excellent question. So before I didn't know what -- when I first started college I went into business because I just wanted to make money. Got through college still not knowing what I really wanted to do. After I graduated I was like well I gotta do something. So I got a job working with this program that was helping high school students and students who had dropped out helping them find work or helping them get into college and stuff like that. So when I started working there I was like you know what I kind of like this. So then after that I worked as a middle school teacher for some time. I was like you know this is kind of straight too working with young people. so I think it was just me doing those few jobs that made me think you know what I think I might want to go into counseling because then I started trying to research what could I do that would allow me to help students. So I looked some stuff up online and I talked to some people online and it seemed like counseling would be the best fit but it was me actually practicing and trying some things first but Yeah. That's a good question.
- Speaker 2: See its crazy, that's why I want to do social science because I want to start helping people. I wasn't in middle school and stuff like that, I want to try to help people who are like me.
- Speaker 1: how would you say you were in middle school? What do you mean when you say people like you?
- Speaker 2: People who aren't focused on school so.
- Speaker 1: So helping them get motivated?
- Speaker 2: Right.
- Speaker 1: Why do you think - let me see how I can ask this question. Did you not have anyone there to help you in middle school?
- Speaker 2: Not for real.
- Speaker 1: so if you were to offer help or support so someone, what would that look like? What do you think people would need thinking back to how you were in middle school what would be helpful to them?
- Speaker 2: I guess like trying to motivating them to study and try to get the work done. Asking questions in class don't be afraid or too shy to ask questions or ask for help while you're in class.
- Speaker 1: What would have helped you? If you were talking to yourself what would someone have to say to you or do that would make you feel more comfortable particularly in middle school?
- Speaker 2: I guess not worry about what your friends have to say, don't even think about what anyone has to say. It's about you. It's your education. It doesn't matter; they are not going to be there with you.
- Speaker 1: so you feel a lot of it is when people don't ask questions because they're worried about what their peers are going to say?
- Speaker 2: Right.
- Speaker 1: What do you think people would say -0 and I'm trying to remember what it was like in middle school but what is something someone would say? Would they mess with you?
- Speaker 2: No no, I guess it'd be like damn that's an easy question how you don't understand that? I don't know.

- Speaker 1: That makes sense. You think there are a lot of guys who probably feel the same way you feel.
- Speaker 2: Yeah.
- Speaker 1: I could believe that. I understand. Cool. All right any other questions for me?
- Speaker 2: No that's it.
- Speaker 1: Well that's all I have for you I appreciate it.

Interview Transcript #3 (James)

- S1: All right so like I said I'm just going to ask you some questions. Put this closer to you to make sure we can hear. So if you have any questions for me you can stop me at any point. All right so once again, just relax. Do you want some candy? Any specific type of candy you want? Chocolate or mint? Do you like Reese's?
- S2: thank you.
- S1: So I kind of talked about why we're doing this and everything. I'm going to ask you some questions and like I said just speak freely. There's no right or wrong answer, this is just you sharing some information about yourself. I'm not looking for any specific answer, so anything you want to say. Kind of describe yourself to me. How would you describe yourself to someone who did not know you?
- S2: I would say that I'm a very hard worker. I like to play sports. I play basketball of course.
- S1: Gotcha.
- S2: I'm very independent person.
- S1: What do you mean by that?
- S2: Like working alone, doing small group type stuff.
- S1: Gotcha. Has that always been you? You always liked to work by yourself or in small groups?
- S2: Yeah.
- S1: Okay. I gotcha. How would you describe your personality to someone?
- S2: I just try to keep it chill, relaxed.
- S1: Gotcha.
- S2: Try to keep it positive.
- S1: Okay.
- S2: Just keeping normal pace, go with the flow.
- S1: Okay. So thinking about all your experiences in education whether it was in pre-k, kindergarten, elementary school, middle school - how would you describe those experiences?
- S2: Well, since like elementary school it was pretty straight forward, just learning the basics and learning all the objectives you need to do in order to pass the class and pass what you need to know later on in life. Just being able to be respectful to all your teachers. Whoever is working with you to help you later on and progress?
- S1: How was elementary school for you?
- S2: It was pretty good, mostly in elementary school I was really shy - less than I am now but just I kept to myself. Just focused on my work.
- S1: So you were less shy in elementary school than you are now?
- S2: No I was more.
- S1: Okay gotcha. Anything you remember, that stands out in elementary school whether it was interactions with teachers or classmates or anything like that? Any stories you can think of?

S2: In elementary school, I think it was 2nd grade we went on a field trip to a farm and we played, we pet the pigs and stuff and fed animals. We just did a whole tour around the whole farm there and then I think it was 4th grade, we took another field trip to make your own pizzas at Cal's pizza, and we all worked as a team to make a whole pizza by ourselves. Then at the end we got to eat the pizza that we made and then they gave us a t-shirt, a Cal's Pizza on it, and our whole class signed it.

S1: How was the pizza?

S2: It was pretty good.

S1: Why do you think those two-experiences stick out the most in your mind?

S2: Those were the most enjoyable moments of elementary school.

S1: so if you had to rate your experience in elementary school on a scale of 1 to 10, 1 being miserable and 10 being awesome, how would you rate it?

S2: I would rate it a good 9.

S1: Okay so elementary school was good you liked it a lot. Okay. You mentioned you were more shy back then, why do you think that that was?

S2: Probably more so on just becoming - starting into school and not knowing like, being able to socialize and feel like discomfort from talking to other people.

S1: So, it may be hard to remember but as long as you know you've always been kind of shy?

S2: Yeah.

S1: Okay. So you think in elementary school having to interact a lot with other kids that might have increased your anxiety levels or made you a little more shy I guess?

S2: Kind of.

S1: Gotcha. But it sounds like overall the experiences were pretty positive for you?

S2: Yeah.

S1: all right. So let's think about, we'll go from division to division. So thinking about elementary school, how would you describe your - so I mentioned earlier that I'm looking at academic self-confidence. So when I say that I'm talking specifically about how confident you are in your abilities to accomplish certain tasks. So let's say for example in college, how confident are you in your abilities to study for a test or answer questions appropriately or raise your hand if you have an issue. So in elementary school it may have been how confident are you in your abilities to understand what the teacher was talking about in math class or using scissors properly. It kind of varies depending on the level but how confident were you in your academic abilities in elementary school.

S2: Elementary school I feel - basically, straightforward. Knowing what to do, learning from bad experiences. Maybe not knowing the proper way to do things but once you know how to do it and they teach you how to do it you get better at it.

S1: So you felt pretty confident in elementary school?

S2: Yeah.

S1: Okay so let's transition to middle school, how was that experience for you?

S2: IT was a straight decline after that basically. It started out because it was first transitioning to elementary school and then to middle. It was kind of a bad experience at first but then it started to progress as you grew into 7th and 8th grade.

S1: Okay. So if you don't mind share, what was bad about it at first?

S2: Well, I will start with 6th grade. The waking up way earlier than normal, barely see the sun. You see dark! Then just getting up and then knowing to be, just be constant ready for any

task that's coming at you. It's not elementary school where you can kind of chill and relax. You just have to step up and learn new materials every day.

S1: so it wasn't as easy as far as the work?

S2: Yeah.

S1: Did you go to a school within your area or?

S2: So elementary school I was in Illinois and then in middle school we moved down to Virginia, so I started out in middle school in Virginia. Then after 3rd grade, I went straight to Virginia because in 2nd grade we moved to Virginia. My dad's in the military. So he moved down there because that's where he was stationed. I started 3rd grade in Virginia at Virginia Beach I think it was Hermitage Elementary school. I started from there and then I came all the way to middle school which was in Suffolk. Which is Kings Fort middle school.

S1: So for 5th grade you were still in Virginia Beach but then you moved to Suffolk. So when you went to middle school you didn't know anyone then?

S2: No.

S1: Oh wow okay. So I would imagine that would impact your experience too, trying to meet people and get adjusted. I could see that being a big adjustment. So do you think that might have been why it was rough initially as well?

S2: Yeah.

S1: Okay. How would you - but you said it got better. When do you -- do you remember a point where you realized, this is getting better. I like it a little more now.

S2: After I guess end of my 7th grade year it got better because I didn't have to feel stressed so much about the other things that went along in the first couple years.

S1: And that was adjusting to the work and adjusting to kids you think?

S2: Well adjusting to, well basically adjusting to the work.

S1: Gotcha.

S2: I guess in 6th and 7th grade had this one class that, didn't really stress me out but it was hard to do well in that class the class was band and the instructor wasn't very supportive and trying to help out someone who is just beginning to start playing music. I played the flute for 6th grade and then I went again and I think that was a bad decision I made. I played the clarinet and I still didn't do too well in that class. I finally got out of the class at the end of the 7th grade year.

S1: When you say the instructor wasn't supportive, what do you mean? Give me some examples of them not showing support.

S2: Well when I asked for help or anything he never took the time out to help and I actually came back after class to see if I could find a way to get better at playing whatever instrument I was playing but he didn't really show or express how to solve that problem.

S1: so he was kind of like figure it out on your own?

S2: Basically.

S1: Wow. Okay. Was that the first time that ever happened to you or do you remember that happening before with other classes or teachers?

S2: I think that was the first time.

S1: Do you recall it happening any time after that whether in high school or even college?

S2: Not too much really.

S1: Okay. Gotcha. So that was one moment that kind of sticks out in your mind.

S2: Yeah.

S1: Anything else in middle school that sticks out in your mind?

S2: Not really just being able to progress. Like, can I talk about a class in particular?

S1: Sure.

S2: So in 6th grade, Math, I was top like, highest grade in the class. Then once I passed - I had the highest test on the SOL because we had to do SOL's in Virginia. Then they bumped me up to a higher math class which was pre-algebra and I took that in 7th grade. I nailed that and went straight to algebra 1 in 8th grade and just nailed that. So then I progressed onto high school.

S1: so that kind of followed you. So you're good in math or why do you think that was so easy - or not easy but why do you think you were able to nail those?

S2: Well basically throughout my whole school year I've been good at math and science. I always get A's, really high A's in math. I guess they saw that I needed to be bumped up and advanced level math because putting me in higher math classes.

S1: So you've always been confident in your abilities to succeed in math and science?

S2: Yes.

S1: Are you less confident in other areas?

S2: English.

S1: That's an area you don't feel?

S2: Yeah.

S1: So if I were to watch you in a math class, is your behavior different in math? Would you be more likely to raise your hand and answer questions in a math class?

S2: Well, I really don't raise my hand at all to be honest. I just, when in a math class if you see a problem on the board I just do it and get it done. Then they'll review and check out the answer and then I just sit there because I already know what to do. But if they call my name I get hesitant and just feel like why do I have to answer the question.

S1: So when they call on you do you start to question like, maybe my answer isn't right? What happens, what are you thinking on the inside?

S2: depending on the problem. If it's a simple problem - because this breaks it down for math. If it's a huge problem and I'm not... There some math I'm not really confident in. I may excel at it and get down to the very end and then somehow I mess up with a negative sign or something. Then Yeah... I don't hesitate like a lot in math but it's just comes down to the point where if it's like a problem that's not - that I'm used to then maybe I'll feel unfordable with my answer.

S1: Okay I got you. So if it was an English course, do you feel uncomfortable in general?

S2: Yes.

S1: Okay.

S2: Everything.

S1: So you probably definitely not want to answer question. I got you. How would you describe your experience in high school?

S2: In high school, it was a rough start. It ended okay, it was okay.

S1: What was rough about the start of high school?

S2: Well ever since I walked into high school there's always been, we always had a lot of drama and lots of fights every day. We had to get on lock downs.

S1: So just stressful then, all of the fights.

S2: I wasn't stressed out about it but like every day we'd see a fight and it's over some dumb stuff.

S1: Wow. Okay. So what was, why was that - tell me what impact that had on you.

S2: Well it had an impact on everyone at the school. We were limited to things we could have done. They basically took away our privileges because of other people's actions even though not everyone was the one at fault.

- S1: Gotcha. But you mentioned it got better, tell me how.
- S2: Well as you graduate and move up to the next grade it kind of, you have more respect from most of the people in school and you have more.... you kind of have more confidence in yourself, well for myself, that you know you can do it. Graduate.
- S1: So you kind of, when you first started you were kind of lacking in confidence but by the time you finished you were like okay I got this. What about college. How has that experience been for you?
- S2: Well for college when I first started out it was okay. It wasn't the best but as I came to my second year which is now, it's getting easier and better and understanding what needs to be done. Somethings you may have to study harder for.
- S1: Gotcha. What do you think was the toughest part, the most difficult part of transitioning into college?
- S2: For me especially it would probably be English, not having a lot of help, as I did in high school and middle school.
- S1: So the teacher not necessarily offering their support?
- S2: Well not as much as in high school because they help people a little more. In college you have to be more independent and able to kind of learn on your own. There are some teachers that actually do help, not all.
- S1: So do you find in college, professors are just unwilling to help so they'll be like so you're in college now so you need to figure that out on your own or? What type of - tell me what you mean by that I guess.
- S1: Well some teachers will just say like you have to work out on your own. Some will actually say come to my office and we can figure out the problem and how we can resolve it. Some just say well you have to figure it out on your own.
- S1: Okay. Are those the courses you tend to struggle in the most, the ones that are just like figure it out on your own?
- S2: Just English really. That's it. Every other class I'm [00:20:58.18] with that.
- S1: Okay so thinking about all of your experiences what impact do you think these experiences have had on your academic confidence levels? Can you think of any way whether it was your interactions with teachers or with classmates or going through school in general? Can you think about how any of this may have impacted your confidence levels?
- S2: Well probably more so the classmates and sometimes could be the teachers. More so on the classmates because a lot of distractions then lead to misinformation that was important on tests.
- S1: Tell me what you mean by that? If you get distracted by a classmate, you might miss out on something? Tell me what you mean.
- S2: Like, say the teacher was explaining something that was really important that everyone should know and then a couple classmates thought it was funny to do something to interrupt the teacher and then she was not going back. She was only going to say it one time so you had to catch it then or you were screwed.
- S1: so then if you miss out on information then you can't be confident in it because you don't necessarily know what it is. Can you think of anything outside of school that may have impacted your confidence levels? Home or anything in the community? Anything in general.
- S2: Not so much just maybe normal things like household stuff.
- S1: All right give me an example of what you mean.
- S2: Well, my dad not being with my mom. The divorce and stuff.

- S1: Okay do you think that - by them divorcing that negatively impacted your confidence?
- S2: It kind of affects me mentally.
- S1: Kind of being distracted?
- S2: Yeah.
- S1: So if you're distracted then you once again, miss out on information and then that affects your confidence levels. Growing up do you remember any specific interactions with your parents that may have impacted your confidence levels? So maybe mom always encouraging you or mom exposing you to different things that may have impacted your confidence levels?
- S2: Well, basically my mom encouraging me, family members encouraging me.
- S1: Okay what are some things they might say that would encourage you? Or how could they encourage you?
- S2: Let's say if I get honor roll like I did in high school then they would reward me with some money maybe or taking me out to dinner.
- S1: Gotcha so that may have impacted you. Makes sense. What do you think has been the biggest contributor to your academic confidence levels?
- S2: Just being on time to school, learning from teachers and actually taking the time to do the work that is assigned to you in a timely manner.
- S1: I got you. So actually being in school and like you said getting the work accomplished, so it was more so the school interactions that had the biggest impacts not necessarily outside. Did you have any mentors while you were in school?
- S2: Kind of IEP, because I had like a disability, comprehension. Then they helped me with that basically, I guess you could say that's a mentor.
- S1: So having that person who provided support for you. I got you. Can you think of anybody or a single person that may have had a direct impact on your confidence levels whether it's a particular professor or teacher, counselor, parent, anybody?
- S2: Well several teachers and most likely my parents.
- S1: Gotcha. What was special about these teachers? What did they do to impact your confidence levels?
- S2: They congratulate me and keep supporting me, like do better, every time I accomplish my goal.
- S1: Okay. So it sounds like it was important-- for you it's important to make sure you hear verbal support from teachers or counselors to let you know you're doing good keep up the good work, and things like that. Okay. Makes sense. Would you say the same at home as well that was the thing that kept you motivated the most?
- S2: Yeah.
- S1: What about actually doing a task, so sometimes people get more confident with something the more they practice it. So I'll use basketball as an analogy. If I'm not confident in my skills but I keep practicing at it eventually I may become more confident. Have you noticed any of that with school in general? The more you do something the more confident you are in that?
- S2: Yes actually, writing. Once I got better at it. I kept writing more and more, I eventually did better at writing. I was actually able to pass my SOL.
- S1: Gotcha. Would you say overall it's still more so people encouraging you that makes you more confident or would you say it's you continually practicing something that makes you more confident?
- S2: More so or both actually.

S1: Okay. Makes sense. Is there anything you would change about your confidence levels?

S2: They could be better.

S1: Okay got you. So let's imagine you woke up tomorrow and you were more confident in your academic abilities. What would that look like? Would I notice that in the classroom? How would I know you're more confident? Or how could someone else know.

S2: If I'm more engaged and more in the work. Showing that I'm understanding how to do the work and proceeding onto the next lesson.

S1: So you feel like if you were more confident you would probably be more engaged in class discussions?

S2: Yeah.

S1: So even though I know you mentioned you're kind of shy do you think if you were more confident in particular abilities you might still engage more?

S2: Yeah.

S1: Okay. So we would probably notice it by you being more engaged, we would also notice it I guess of course through the work you actually submitted but you think it would more so show through you being engaged.

S2: Yeah.

S1: Gotcha. Is there any question you thought I was going to ask you that I didn't ask you?

S2: No.

S1: Do you have any questions for me about anything at all?

S2: No.

S1: Okay cool all right. I appreciate that, that was really helpful. Good information. Thank you, thank you very much.

S2: Not a problem.

Interview Transcript #4 (Jabari)

S1: All right so once again I appreciate you helping me out. Like I said it's really just to kind of learn more about you and find out what kind of things influence your confidence and your ability to succeed in school... so there are a lot of things that can influence a student's confidence; one example would be sometimes the more a student practices something the more comfortable they get doing it. Sometimes it's people who influence it. so there are a lot of different factors, but once again I'm not looking for nay right answer I just want to kind of learn more about what may be influencing your confidence. So the first question I have for you is just telling me a little bit about yourself and I want you to tell me about your personality, how you describe yourself, and things like that.

S2: I would say bright and outspoken. I'm a person that can adapt too many things. I'm not the regular person, people think I'm that person that is like, oh he's not going to adapt. I look angry but inside I'm not. I'm very happy and joyful. I'm not that person who will push you to do something. I'm not going to force it. It's your decision, your mindset. I will help - if I don't even like what you're doing I'll still help and support you. That's how I am, I'm a true friend. I'm not going to sit there and not support you. That's how I feel about my personality. I like enjoying things.

S1: That's good. Would you describe yourself as an outgoing person or are you a quiet person?

S2: I would say outgoing, very outgoing.

S1: Gotcha. Why do you think that you will be successful in college?

S2: I don't know. I like to communicate with a lot of people, to get to know people. Even though you can be the meanest person ever I'm very forgiving. I'm always have a smile and say hey good morning. You don't know when someone has a bad day or a terrible day and they can end up being something catastrophic and they need up shooting up the school or anything else. You should always smile; it's easy to wave at a person.

S1: Gotcha. So what I'm interested in is once again learning about student's confidence and their ability to succeed in school. So let's think a bit about your experiences in education in general. So let's go back to elementary school. How would you describe that experience?

S2: I would say it was okay. Elementary was okay for me, it wasn't - I think, actually college is less stressful. It's stressful but then again you have enough time to do your work. You can manage time a little easier than doing... Like in high school, you ain't got 5 minutes to get to class and get your books. It's stressful. College is a little easier. I'm taking 3 classes this semester and it's spaced out. even though if I take 4 it's going to be spaced out as well probably, to do your work in each class you have enough time to do it.

S1: so you think college has been a little easier? Do you like it overall more?

S2: Yes, than high school.

S1: What did you dislike about high school?

S2: It was not enough time, too much stress. It was just like man, whatever. I had a GPA - I was slump. I was terrible at my GPA, it was a 2.5. Right now here it's a 3 or higher. I feel happier in this environment. I feel better.

S1: 2.5 that's not bad!

S2: That's terrible.

S1: That's like a B average.

S2: In high school no that's not.

S1: So, you mentioned you didn't have enough time to do anything?

S2: I ran track, that's why.

S1: Okay so kind of busy with extracurricular stuff, okay. What else did you dislike about high school or school in general like I said elementary, high school?

S2: The people.

S1: (Okay.

S2: The people, it's like sometimes you have the same people in the same class and it's like what in the world. Then I didn't like - I disliked the people but I would always work with them and try to be nice but they were so rude. It's like, yeah.

S1: So more the students you mean?

S2: Yes.

S1: Okay.

S2: I just didn't care for it. I didn't really care for it but it was something else too. It was just too much, everything at one time in one day. It was cramped up every day it's like when is this going to end!

S1: So you found it overwhelming at times?

S2: Yeah.

S1: But College is a little better because you kind of pick your own schedule and space out the classes?

S2: Yes.

S1: Okay. What about your instructors? How does school in general compare to college? How was it with teachers and stuff?

S2: I liked the teachers. The teachers were good but they were lacking on - when I was in high school I used to get picked a lot too. It was a lot of picking and bothering people, bullying most likely. I used to get bullied a lot but I told teachers. The kids didn't say anything; no one said they didn't want to get in that bully's way or stuff like that. So here I say its better because you don't have anybody - nobody is worried about you as a person, you worry about yourself and keep moving. I think it's been positive for me.

S1: Okay. So you feel like in high school, elementary school, and middle you feel you were bullied a lot and teachers didn't do anything?

S2: Yeah it really wasn't - they didn't really do anything. Elementary they didn't do anything, I kept being bullied. I tried to tell people and they're like, there's no evidence.

S1: Wow.

S2: Yeah and I used to do it on a sneak tip too and they used to bully me. You know how older teachers are, they don't want to stand some things and that's what they did and I understood it but it was going to me. I feel like high school was okay, out of it. People say you're going to miss high school; I'm not going to miss anything I'm going to move forward and keep pushing myself. You're going to miss the things which you didn't now. You have to treasure now.

S1: that's good. What about the classwork? Did you feel you got more support in high school or college, as far as professors or teachers helping you?

S2: It's a difference because actually the teachers in high school were like; you need help on this, and actually come to you. But, well it's the same thing in college too. It's the same thing but college is a little - if you're not going to do it you're not going to do it. But if you don't do it you're going to mess up your financial aid and I don't want to do that. That's why I go to get the help and stuff. I feel like, I don't know I think really I think it's a tie pretty much. It really still, help is help and I'll take it.

S1: Gotcha. But in college it's a little more - responsibility is on...

S2: College is a little harder on work but it's less - it's easier because it's spaced out. You can get help any time you want to.

S1: How would you describe your confidence in your abilities to succeed? Do you think overall you're a pretty confident person as far as, not necessarily confident like you have low self-esteem but confident in your abilities to perform well academically or perform certain academic tasks?

S2: 1 out of 10 I'd give myself a 7.

S1: So you think you're pretty confident.

S2: Pretty confident.

S1: Were you as confident in elementary, middle?

S2: No. Elementary I give that a 5. High school I'd give it a 4.

S1: so tell me why it's so low in elementary school?

S2: Yeah it's just, I didn't - my mom used to push me but at the time she was the only parent that was working and she had 2 kids. She was, you know kind of on the poor side but she kept pushing. Her main goal was to not give up and that's the person that inspired me to not give up on anything.

S1: So she was the one who was kind of pushing you in elementary?

S2: Yeah pushing me.

S1: All right, do you think your confidence increased once you got to middle school?

S2: Increased a little bit, I'd give it a 6. I'd give high school a 5 or a 6 but now it's increased more because I can understand [people. People are not immature like in high school.

S1: Okay.

S2: You see a different variety of people here, like its welcoming here.

S1: I gotcha. You kind of mentioned this earlier with the bullying and stuff like that; do you think all the outside stuff in high school and middle school that kind of distracted you from learning because you had to deal with so many other things?

S2: Yeah it bothered me, it really did, but at the end of the day it will end. It will end. I believe in god so I keep praying about it and stuff put it in god's hands, that's how I feel.

S1: You feel much better now, much more confident now?

S2: Yes.

S1: Is there anything else that's changed besides the environment? Anything else that may have influenced your confidence.

S2: When I'm happy I have more, you know I used to wake up in the morning and I was like ugh! Waking up early at like 6 o'clock and doing, sluggish. Didn't know how to deal with the people in school and I was sad. Now I'm waking up in the morning just being happy. Just waking up, okay I'm going to school.

S1: I gotcha. What do you think has been the greatest contributor to your academic confidence levels? You mentioned earlier mom helped motivate you.

S2: I'd say my mom. My mom's a very motivational person. She was a very very motivating and I give her the props. It was just the motivation I was just like, my motivation was trash. I tell you that's the only person that really motivated me, and my aunt. My aunt motivated me too, those two that actually pushed me through because I don't think -- well I think while [00:11:47.28] they wouldn't ever push me. I had to take the SOL, the writing SOL 6 times. I failed it the 5th time and I was like forget it, I don't want to do this anymore. I broke down crying because I didn't want to do it anymore but my mom was always there to push me. My aunt was like, don't get yourself. I took it - I was like, to be honest with you I was about to skip school on that day and not take the SOL. I was like forget it I'm not going to do it, but something told me I believe it was god. Something told me to get up and go ahead and take it. I was literally running out for the bus like, that day. I took it and I was like man whatever I'm not going to get there but I took it and I automatically passed. It was not a little score it was a high score.

S1: That's good, that's really good. So what did Mom and Aunt do? Was it the words or watching them? How did they inspire you?

S2: IT was mostly the words they used to say. It was like, you can't give up. I was never a give up person either but the time I had my breaking point. That time, it was like ... My mom would tell me it's going to get better, as you grow its going to get better.

S1: gotcha.

S2: She said it's not going to get worse for you. I don't know, she had a conscience. You know a mother, she knows stuff is going to be good and it actually happens. She said you have a bright future ahead of you and that motivated me.

S1: That's good. So you think it was the support from your mom and aunt, family. Anything else you think may have influenced your confidence levels?

S2: Some teachers. I would say Mr. - I'm not going to say his name, but it was a Spanish teacher. It was another teacher from - no it wasn't the same teacher from [00:13:57.26]. He was a writing teacher and he was awesome. It was just, always dealing with my IEP and stuff like that and all that. Then another teacher, Spanish teacher, she was awesome. I think she was one of the

best Spanish teachers I ever had because the way that she - she was more influencing in the Spanish words and stuff like that but she always motivated me. That person who always motivated me. It was a lot of teachers rooting for me, a lot that I didn't even know and I realized like wow. People there like teachers, staff and a lot of people were going for me. I wasn't expecting that. They were not trying to have me fail they were trying to help me, stuff I didn't know. I was just so down I didn't notice that. But some things, I believe people have feelings too because they are human and they have their breaking points; even though they stay quiet you never know. You must watch out for quiet people too because you never know what happens in their heads. You'd rather have an outspoken person that can actually tell you things than quiet people -- my brother was a quiet person. When he was at a breaking point he literally spazzed and I was like whoa. I wasn't ready for him to do stuff like that but at that point, I feel like the teacher were the most motivating thing. The students were just like, I call it trash. When it was terrible most of the students were terrible.

S1: Terrible as far as, how so?

S2: They were terrible.

S1: They were just bad kids?

S2: Yeah, like they didn't care. They didn't even care; the only thing they cared about was sex, clothes and money.

S1: Okay.

S2: they didn't care about the values of life and I never understood that, that's one thing I never understood.

S1: Gotcha. So teachers really had a big influence on you, was it because they would say encouraging things to you?

S2: They were actually helping me as well.

S1: so they would set aside time in class?

S2: Mhmm.

S1: Do you feel you get the same support in college now?

S2: Actually I don't need that same support.

S1: Why?

S2: Because it's less - no bullying, it's not tolerated here. They're actually on their game.

You have a whole - it's a different environment. Way different. I thought it was going to be terrible. I graduated in 2016 but I thought I was going to be terrible. This is my first year and it's a great year right now. Well, hope to be great all the way through.

S1: How would you describe your high school? It seems like that was a pretty bad experience.

S2: IT was good but then again it was terrible. The track was making me happy but at the end of the day, if something happened to the track then chaos happened.

S1: Okay.

S2: But other than that that's one thing that motivated me was running. Right now, in college, I'd probably be happy but I'll probably be more motivated if I started doing sports again, coming back, and doing sports.

S1: You run track now for fun? Do you just go running?

S2: I do some workouts but I don't run like run and run. People are like, you're GPA Was decent, that's not a good GPA to go to college with. I had good times but it was just I feel like there was more to it. I wasn't ready for that type of experience. I knew I wasn't. I had to take time

and forgive the people that did stuff to me and it took me a whole year. My mom was there saying, I need you to focus and think. So that's what I did.

S1: Gotcha. It was a traumatic experience for you something you had to get over.

S2: Yeah, it takes time to get over stuff.

S1: Definitely, definitely right. Anything you would change about your confidence levels?

S2: I want to boost it up more. Confidence, I really want to boost it more but I don't know how. I will find out soon.

S1: Okay. So let me ask you a couple questions. If you - lets imagine you woke up tomorrow and you were more confident in your academic abilities. What would that look like in the classroom? How would I know that your confidence level had gone up?

S2: You won't see me asking questions so much. I would know it off the bat, and answer my own questions.

S1: Okay so you would answer more questions and maybe not ask as many questions?

S2: Yes.

S1: Okay. Anything else I might notice?

S2: You would see me, I'd be a little happier to know more things in life. Definitely a little happier and stuff like that but you can tell when someone is happy. You can tell when someone has been broken too and I've been broken like, from my high school but I don't care for going back. I keep moving forward and I keep that as a memory to learn. I feel like god put me in that situation to be strong enough, to be ready to face off in another situation.

S1: That's good. That's really good. You mentioned teachers and parents or your mom and aunt kind of influenced you. You were thinking about ways to boost your confidence, have you ever thought about trying to find a mentor or someone you can talk with? That seems like that is the kind of stuff that really helps you.

S2: I actually think my mom's a mentor. She talks to kids and that's her major with kids. I feel like she's my mentor in life, or my aunt.

S1: Mom and aunt, that's good.

S2: But damn I do need an extra person for some things. I'm very astringe [00:20:43.05], I'm very astringe because I'm very astringe to being protective. Not open my mouth because I'm very secretive. I don't want - I don't trust people. I'm very astringe [00:21:01.22] with trust. You have to come through a wall to even make me trust you.

S1: I got you. Is there any question you thought I might ask you that I didn't ask you?

S2: I don't know.

S1: Okay. Do you have any questions for me about anything?

S2: Yeah. What was life experience for you?

S1: Good question, very good question. It's funny a lot of how you described your high school I kind of felt my high school was very similar as far as people not necessarily being focused on school but focused on other things. Sometimes that can be stressful particularly with kids, kids can be cruel at times and they can say mean things and I could see how that could distract you from succeeding in school. Sometimes you are so focused on everything around you that you can't focus on school and you can't do your best.

S2: Yeah, I was ADHD; I forgot to tell you that. I was really couldn't focus at all.

S1: Like you said, college for me was much better. I love college compared to high school and middle school. People didn't mess with you and everyone was kind of focused.

S2: they just worry about their work.

S1: Exactly. Worried about other stuff so I think that was a big difference for me and I think that's why I did better in college. But I understand where you're coming from and a lot of what you said. So I appreciate you sharing that with me. I know you said you don't necessarily like sharing stuff.

S2: Yeah.

S1: I appreciate that. That's pretty much all I have. That's it.

S2: Okay.

S1: See it wasn't too bad.

Interview Transcript #5 (Kevin)

Speaker 1: All right so like I said interested in getting information about academic confidence levels. There are a lot of things that influence a student academic confidence. So one thing could be what's called mastery experiences. So the more you practice something the more confident you become in that area. So think about if you were basketball player - the more you practice at your jump shot the better you off would be with that. So a lot of times with students it's the same way, the more they practice a particular task, the more confident they get in it. Another thing that might influence someone's confidence levels is actually watching somebody else successfully perform a task or if you see -let's imagine you wanted to start a business. By seeing a role model or someone you know be able to start a business that might make you think, well if they are able to do it then I can do it as well. So that might be something else that could influence your confidence levels. Then it may just be role models in general or someone speaking positive into your life and things like that. Like I said I'm just interested in finding out what may have influenced your confidence levels specifically thinking about academic settings. So thinking about you growing up, attending school, and things like that so what specific experiences might have done that. So just trying to figure out what specific things influence your confidence levels. Tell me a little bit about yourself first, before we talk about school and the influences and stuff like that. How would you describe your personality, how would you describe how you are in general?

Speaker 2: I have like the outgoing personality. I'm not afraid to talk to people, not afraid to voice my opinion. I always talk my mind. I'm also a YouTube.

Speaker 1: So you kind like being out in the spotlight. Okay. So you have your own YouTube channel?

Speaker 2: Yeah.

Speaker 1: What is the focus of it?

Speaker 2: It's just you know, if I could be I'd be a comedian if I could. Its comedic rant and skits and stuff like that.

Speaker 1: Okay, do is it similar to like I see a lot of people on Instagram and Facebook?

Speaker 2: Yeah.

Speaker 1: I didn't know that, interesting. How did you become interested in that?

Speaker 2: People have been telling me for about a year to start one because I'm just a funny person I guess. So I just started it and its doing pretty good. My most watched video I think has 14.4 thousand views.

- Speaker 1: Wow, how long have you been doing it?
- Speaker 2: I started in February but I wasn't really serious about it but now I'm serious about it so I'm posted almost every day now.
- Speaker 1: Okay Gotcha. So people have always kind of told you - were you like a class clown?
- Speaker 2: Yeah I guess you could say that.
- Speaker 1: Okay Gotcha. So you wouldn't consider yourself shy at all?
- Speaker 2: I mean it depends, in a public speaking sense when you have to do research and all that; you have to make sure everything is right. So when I get up there the first - I kind of locked up the first time, but the second time was fine.
- Speaker 1: Interesting. So how would you describe yourself in class? Is it pretty much the same?
- Speaker 2: No I'm a little bit more quiet in class.
- Speaker 1: any particular reason why?
- Speaker 2: Well mostly my lectures so. But in a discussion if I feel I need to say something I'll say it just to add to the discussion/
- Speaker 1: Okay so let's imagine you don't understand something in class would you be willing to raise your hand to talk to an instructor?
- Speaker 2: Yeah, or risk to seem them after.
- Speaker 1: Okay Gotcha. So tell me a little bit about your experiences in education in general. Let's start with elementary, middle and high school. How would you describe these experiences?
- Speaker 2: Well elementary school that was easy, that was fine. Middle school was pretty easy too but that's when you start developing who you are and stuff like that. high school that's really when -- I was quiet at first in high school until you know people started trying to walk over me then you know it's like, this one time I snapped and people were like oh don't mess with him! Then that's just when I started voicing my opinions and speaking my mind, I guess being the class clown like you said. Then college is just like I feel like college is not the place to be like that. You have to be more serious in college.
- Speaker 1: Why do you think that?
- Speaker 2: Because you know your parents are paying for it, so you don't want to mess around with it. You have to take it serious and crack down on yourself, discipline yourself.
- Speaker 1: Okay Gotcha. So you said elementary school that was easy. Do you remember any significant experiences that occur whether it's positive or negative in elementary school?
- Speaker 2: Nah I was really a good kid in elementary school. I got student of the month a couple times.
- Speaker 1: So never really any negative experiences with teachers or anything.
- Speaker 2: Middle school - I think that was the first and only time I got written up in school. we used to always throw stuff so one day someone turned off the lights and they were throwing books and stuff so I took a book and threw it and accidentally hit the teacher. So I got written up. Other than that no. That's the only negative experience I've ever had.
- Speaker 1: How did they find out it was you?

Speaker 2: People ratted me out.
Speaker 1: even though it was dark?
Speaker 2: Yeah because I had taken it, I had started cocking back before the light was out.
Speaker 1: Oh okay.
Speaker 2: They knew it was the book that I had.
Speaker 1: Okay Gotcha. Then you said in high school you began to become a little vocal.
Speaker 2: What do you think changed in high school that caused that?
Speaker 2: I think it was just the experience of people trying to walk over you, I was the quiet kid. I really kept to myself and didn't socialize much. When I finally snapped on that person I was just like I'm going to speak my mind from now on tell people how I feel.
Speaker 1: So you realized from that experience that hey if I just tell people how I feel then I probably won't get walked over.
Speaker 2: Yeah if you always speak what's on your mind.
Speaker 1: Okay. Was it - so if you don't mind me asking. What happened?
Speaker 2: basically I guess it was sort of like bullying. They were joking on me and pushing me around and stuff and I was just like, you know you're not going to treat me like that. What's wrong with you?
Speaker 1: So did you get in a physical altercation?
Speaker 2: Nope.
Speaker 1: So you just kind of snapped.
Speaker 2: Just snapped and went off.
Speaker 1: Okay. So most people would associate snapping and going off as something negative but it seems form that it was actually positive for you.
Speaker 2: For me Yeah.
Speaker 1: Okay. So you feel after that things kind of changed for you?
Speaker 2: Yeah like I said after that I always spoke my mind. I always tell people how I feel about situations. Whether it's good or bad.
Speaker 1: Okay.
Speaker 2: I keep it real with people.
Speaker 1: that's good, that's really good. Would you describe yourself as a confident person?
Speaker 2: Yeah. I would probably say overly confident.
Speaker 1: Tell me about that.
Speaker 2: I think it's just the way I carry myself. The way I walk, the way I dress, the way I guess - I always have, I guess I must have a certain face. I keep --
Speaker 1: Kind of look like a celebrity I could see it.
Speaker 2: I guess it kind of intimidates people a little bit but yeah I would say I'm a confident person.
Speaker 1: What do you think that confidence stems from?
Speaker 2: I think it all goes back to voicing your opinion when it comes to stuff, not being afraid to express yourself.
Speaker 1: So would you say you were not confident prior to voicing your...
Speaker 2: Definitely.
Speaker 1: Wow okay.
Speaker 2: In middle school I used to keep myself, I really didn't talk to people. I was shy to get up in front of the class, but now it's like nothing.

- Speaker 1: Wow. Can you think of why you may have been a little shy in elementary and middle?
- Speaker 2: I think its traits from my mother because my mother was a very quiet person when she was in school so I think that rubbed off on me. But my dad is kind of like the opposite so maybe the trails just switched because they just switched all the sudden.
- Speaker 1: But you feel the point you became more confident is after you kind of stood up for yourself?
- Speaker 2: Right.
- Speaker 1: That sticks out in your mind.
- Speaker 2: Yeah because it kind of makes me feel good, that I defended myself. Makes me feel better about myself.
- Speaker 1: Gotcha. What grade were you in when that occurred?
- Speaker 2: It was freshman year.
- Speaker 1: Okay Gotcha. So after that you became more outgoing?
- Speaker 2: More - I talked a lot more. Got to know my teachers.
- Speaker 1: Okay. Wow okay. So let me ask you this. What about academically? Have you always been confident in your academic abilities?
- Speaker 2: Yeah, I was confident all through high school but then when I went to first college I had that wake up call. It's not - professors aren't going to stay know you like high school teachers so when you above that freedom you procrastinate and didn't get stuff done until the last minute and then it wasn't as good because I was rushing to do it and it's not the best quality of work. That's kind of what happened during first college. Then you have the freedom of going to class or not so sometimes I'd be like, eh I don't feel like going to class. Next day, I don't feel like going to class.
- Speaker 1: Gotcha. So you would say prior to first college you were pretty confident in your academic abilities?
- Speaker 2: Right. I'm still confident but it's not as confident as I was before.
- Speaker 1: That's because you struggled a bit?
- Speaker 2: I didn't really study during high school but during college you really have to crack down on yourself to get some of those concepts.
- Speaker 1: so the first semester in first college was it because you realized this is going to be different than high school and that's when you may have lost some of your confidence or?
- Speaker 2: You just gotta stay on yourself. You can't lean on the teachers anymore. You have to lean on yourself and keep yourself disciplined.
- Speaker 1: So how would you describe if you had to rate it, your academic self-confidence on a scale of 1 to 10. How confident are you?
- Speaker 2: I'd say about a 7.
- Speaker 1: A 7 okay. Would it have been that same number prior to you doing first college or would it have been higher?
- Speaker 2: No probably would have been like a 9.
- Speaker 1: You always a pretty good student?
- Speaker 2: Yeah I was always an A/B honor roll student.

- Speaker 1: So let's think prior to first college. What do you think may have impacted your academic confidence levels?
- Speaker 2: I caught onto it like everything easily during high school. I didn't really study in high school unless it was a final exam or a midterm. regular tests I'd get easy A's and B's on and plus homework counts a lot in college and before that if you didn't do homework it would drop you a little bit but if you did a test it would bring you up. But if you don't do homework in college you're not going to pass.
- Speaker 1: I gotcha.
- Speaker 2: That was the other thing kind of, I had to get used to that freedom and you have to discipline yourself to use it for good.
- Speaker 1: That makes sense. Let's think of elementary school, were you always confident in your abilities in elementary school?
- Speaker 2: Definitely.
- Speaker 1: And that's just because the work was easy?
- Speaker 2: Plus, when you're in elementary school your parent stays on you. So you try to build that routine to come home, do homework, get your chores done. They get you into that routine to get you used to it.
- Speaker 1: Okay. So what do you think would be the greatest contributor to your academic confidence in elementary school. Would you say it's your parents the reason you were most confident?
- Speaker 2: Yeah because they stayed on me. They made me read books, and you know do my homework and after that I had to read like 20 pages of some type of book and then I'd have to explain to them what I read. Definitely it was them.
- Speaker 1: If you don't mind me asking, did your parents go to college?
- Speaker 2: My dad did, my mom didn't.
- Speaker 1: Were they pretty strict on you as far as academics, making sure?
- Speaker 2: Definitely.
- Speaker 1: What about middle school? What do you think may have influenced your confidence levels?
- Speaker 2: I think it was a little bit myself but my parents definitely too because I'd come home do homework., they didn't make me explain to them what I read but they'd still be like you have to read and then you have to read a lot more.
- Speaker 1: Okay.
- Speaker 2: Which is why, I don't read books now, but I read the news. It's like earlier in between my STB classes before I came here I went to the library to read MSN, to read the news. That's what I do now.
- Speaker 1: So you think it was your parents exposing you to books and just staying on top of you that made you as confident as you were?
- Speaker 2: Yeah because during middle school and high school it was just a routine. You didn't have the freedom like you do in college. You had to go to school; you had to do the work. Now in college when you have that freedom where you can do it whenever you want. It was just a little more tough.
- Speaker 1: Was it because you stayed on top of you that you felt more academically prepared in the classes?
- Speaker 2: Yeah. I just knew, studying and all that. Even though high school they weren't really on me in high school but I still took care of it myself. I knew stuff was due

and had to be done. Same with college but it's just that freedom, you have to discipline yourself.

Speaker 1: Okay so you said after first college after having that negative experience your confidence levels went down?

Speaker 2: Yeah a lot.

Speaker 1: Okay. And it was primarily because you had to get adjusted to college?

Speaker 2: Yeah I had to get used to that adjustment.

Speaker 1: Okay so what has impacted it since you've been in college?

Speaker 2: Well my parents and my brothers sat me down one day because I was thinking about not even going to college. That experience just messed up my head, but after they set me down I still didn't know what I wanted to do. They were like go to college and do a lot of different courses and figure out what you like. That's when I was doing YouTube at the time, but I wasn't locked down on it. Now that I'm locked down on it I really like it. So that's why I think I'm going to move into something to do with media.

Speaker 1: That makes sense. Let's go back to this though; you said your experience was so negative you actually thought about stopping college completely. Is that something you ever would have imagined before that you would not go to college?

Speaker 2: Not at all. It was like, my dad's one of those people. He's in his 50's so he was in the age where everyone went to college and got the goods job. He thinks that's the only way to make it in the world. Which he's not wrong; the way to make it in the world but it's not the only way to be successful.

Speaker 1: What were you feeling when you struggled in first college that made you think, I don't know if this is for me?

Speaker 2: It was just all the courses. I wrote a 5-page essay for advance composition but because I messed up on one of my sources, my in text citations I got a zero on the whole paper. It's like stuff like that where I can't do good enough just off that one thing I got a zero on it. That was 5 pages of hard work and I got a zero because I missed one mistake. Just all the work. I took 5 classes. I'm taking 4 this semester. Really it started with advanced comp. that's where it all started because I didn't like the professor. She was smart, for no reason.

Speaker 1: What do you mean smart?

Speaker 2: Like you'd ask a general question about what she's talking about and she's like, it's in your notes you should already know. Which I mean she wasn't wrong but since you're here and I'm asking about it. It was a simple question.

Speaker 1: So she wasn't helpful.

Speaker 2: She wasn't helpful at all. With anybody and she's still here because I hear people talking about her.

Speaker 1: So you were saying that she just wasn't supportive, so that was frustrating to you I would imagine.

Speaker 2: Yeah because when I needed the help she wouldn't really give it to me. She wouldn't give it to anybody. I think only one person passed that class because she just didn't help people out. Even when you scheduled an appointment with her she would just tell you why you didn't something wrong but she wouldn't try to help

you fix it. She'd just tell you what was wrong with the paper or what was wrong in general and not try to help you fix it. Read your book and fix it.

Speaker 1: Why'd o you think she was doing that?

Speaker 2: I think it's that she knew that if we read the book we'd find it in there somewhere or she knew it was in the book and knew that we weren't reading it probably. That's probably why. But it was just so many different types of citations you'd be confused and that's what I tried to ask her and she was like you'll know which one just read it.

Speaker 1: so you would go to her for assistance and she would be like, figure it out.

Speaker 2: Yeah. Like I asked her plenty of time sin class simple questions and she would be like, it should be in your notes, it's in the book, read.

Speaker 1: Was the class primarily first college students?

Speaker 2: Yeah. I think it was all first college students.

Speaker 1: Do you think she did that because she knew you all were high school and was trying to teach you hey this is college.

Speaker 2: I mean that's what I was thinking but still if someone needs help you should help them.

Speaker 1: Oh Yeah I got it. So she wasn't helpful at all.

Speaker 2: Nah, she just criticized you that was all.

Speaker 1: Did you ask questions in class?

Speaker 2: At one point I just shut down in her class because I just knew she wasn't going to help me and I would just do the best that I could and when she asked me a question I was just like I don't know. I did that for a whole day. Then as I'm leaving the class she was like fi you do that again in my class you're going to be marked as absent and I'm going to ask you to leave. I was like all right fine, because I was shut down at that point. I just didn't care anymore.

Speaker 1: So tell me what shut down means.

Speaker 2: I just, at that point I was doing the best I could and I was still failing the class so at that point I was just like I'm just going to fail the class.

Speaker 1: Gotcha.

Speaker 2: I just couldn't do anything to bring my grade up.

Speaker 1: So you wouldn't answer any questions, would you do work if she passed out work?

Speaker 2: Yeah if she passed out work. I'd do the group stuff in class but like homework wise, I tried my best and I just end up getting a failing grade.

Speaker 1: Was that the first time you ever shut down in class?

Speaker 2: Yeah. Because it wasn't even the fact I was failing it was the fact she wouldn't help me with my papers.

Speaker 1: So tell me how you - sounds like you were really frustrated with that experience but it got you to the point that you were so frustrated... Did it make you feel like you just didn't have the ability to succeed in school or you were just thinking maybe this isn't for me.

Speaker 2: It was a little bit of both. Maybe college -- because college isn't for everybody. So I was like maybe college isn't for me. Now me telling my parents that my mom would have been fine with it but I knew my dad would say something about it because that's what he wanted all of us to do. So I did tell him I don't know if I

want to go to college because of the experience I had in first college. My dad was just like all right but if you don't go to college you have to have a plan. Which I didn't mind coming up with a plan to go to a tirade or whatever. they sat me down with my brothers, my dad sat me down one day just to tell him what was on my mind about college and I told him I don't know if I want to go. My brother said something, he was the one who told me just try different courses out and see what you like to do. So by the end of the intervention I guess, my dad was just like so do you want to go to college? I was like I'll do to try different things out and see what I want to do.

Speaker 1: Did you tell them what was going on with that professor? Like did they...

Speaker 2: I told my dad but he was like... My dad expects a lot out of me and my brothers so he was like, you could have done better than failing the class. I told him I wrote that essay and I got a zero and he was like, you must have done something else wrong on the essay to get a zero and I was like that's how she grades.

Speaker 1: Okay. So do you feel if it were not for that intervention you probably would have been done with college probably would have stopped?

Speaker 2: More than likely Yeah.

Speaker 1: But because you had that family support.

Speaker 2: Yeah, just to find what you like to do. That's why I'm switching my major to something media and see how I like that.

Speaker 1: Were your brothers in college?

Speaker 2: My oldest brother he went to NSU but he didn't finish but he's in real estate now so he's fine. The middle brother went to UVA, got his bachelors. Went to Harvard got his masters and he's still working on something else now for something with computers., he went for architecture, he's an architect.

Speaker 1: Okay.

Speaker 2: He's doing something like computer science now. [00:23:51.10].

Speaker 1: That's a lot of pressure.

Speaker 2: He's book - he can read a book and tell you what's all in it like it's nothing.

Speaker 1: Gotcha. So besides that English class, were there any other classes you felt like you were being supported in or like may have impacted your confidence levels?

Speaker 2: Macroeconomics was - he just - I can't sit through a lecture for more than an hour. More than an hour my brain shuts down and I can absorb anything more. But he had discussions in his class too so I participated in those too. But on days when he lectured I would go in and couldn't take it anymore. I'd get tired. But it all started with advanced comp where the confidence just went down and I was like I don't know if I can do this.

Speaker 1: So let's imagine the roles were reversed. What do you think should have been done if you were the professor? What would you have done?

Speaker 2: I would have tried to do help you do better. I'd help you pick out the right citations for certain papers. How to do your work cited and anything else you needed help with. She didn't help us at all. She just criticized our papers and told us we needed to do better.

Speaker 1: Gotcha. So that really messed up your confidence, I can see that. Has that ever happened again with a professor being critical like that?

- Speaker 2: not really. This semester a little bit, but it wasn't as bad as that. It was my macroeconomics teacher but he still helped me out so he criticized me but helped me out.
- Speaker 1: So that was a little better.
- Speaker 2: Yeah because he's helping me do better and she just didn't help at all.
- Speaker 1: so has your confidence levels gone up since then?
- Speaker 2: Yeah.
- Speaker 1: So what do you think resulted in the increase confidence levels after that?
- Speaker 2: first of all I applied myself to the work so no matter what I'm always at home. If I have something I have to read so I read it. If I have homework due, I'll do it way ahead of time. Then if I need to I'll show it to the professor and see if it's all right, see if I need to fix anything on it. That's really it. I retook some of my classes from last semester that I failed so I'm doing a lot better in them this semester. So I think it was just if I need help I'm just I need help. I don't need a lot of help just some.
- Speaker 1: But you don't have a problem asking for help?
- Speaker 2: no.
- Speaker 1: Okay. That's interesting. Is there anything you might change about your confidence levels academically? I know outside of school you might be super confident but is there anything academically you would change about your confidence levels?
- Speaker 2: I just think the more that I do it the more like, I study. The better I do in class it will just raise back up. That's really just what it was during elementary, middle and high school - I had good grades so I was confident in what I did.
- Speaker 1: So the more you succeed at something the better your confidence levels are.
- Speaker 2: Yeah.
- Speaker 1: Gotcha. That's interesting. I'm going to ask you one more question about that English class. When you were in that class did it come to a point - so sometimes with students, research may say that certain students if they're in a class they may be fearful to respond to questions from professors just because they are worried about how they might be perceived by their peers. So they don't want people to think oh that's dumb question you should know that, or whatever the case may be. Did you ever feel you may be inferior to your peers at any point?
- Speaker 2: At first no but as I would try to answer questions... I don't think mainly from the peers because we all would not, sometimes just not get the answer right but it was mainly from the professor. I just felt like she had a judgement of me. I just felt it and I was like that's fine, you can think what you want.
- Speaker 1: why do you think she may have?
- Speaker 2: I guess it's just one of those things you can just tell the way she talks to you, treats you. I can honestly say she always grouped the students with the better grades in one group. She grouped us grade wise so she would always go talk to the people with A's and B's but if you had a C or below she was like oh just figure it out.
- Speaker 1: How did you know you were grouped grade wise?
- Speaker 2: Because the people around me I knew so you know, if they had A's I'd be like oh yeah I know he has a good grader in this class. I know he or she has this grade in

this class. By the end of the course she couldn't even do that anymore because we were all failing.

Speaker 1: So she separated you all.

Speaker 2: Right.

Speaker 1: how did that make you feel?

Speaker 2: It made me feel like I was an outside but ... In the end I was just like I'm going to still do my best.

Speaker 1: That's interesting. Anything else you think may have impacted your confidence levels?

Speaker 2: I just always say it started with that class.

Speaker 1: But that's weird though because, not weird but it's interesting that like your whole life you were super confident you had your family pushing you. Everyone made sure you did what you were supposed to do but just one professor could kind of undo everything that had been done. I can see how that could happen but it's interesting.

Speaker 2: Even now, they're still pushing me now but they see that I'm doing better this semester so they are not on me like they were at the beginning of the semester.

Speaker 1: Gotcha. So for first year students would you say the interactions with professors are very important as far as how much a student might succeed?

Speaker 2: Definitely.

Speaker 1: And any point in that class, I know you said you didn't really answer questions you kind of shut down. You did still turn in the work. Was there a point you were like forget this, I'm not even doing the work and giving it my best?

Speaker 2: Towards the very end I was just like, I mean my grade was so low it was like even if I do amazing on this there's no point.

Speaker 1: Gotcha. Is there any question you thought I might ask you that I did not ask you?

Speaker 2: No. The questions are right there.

Speaker 1: Do you have any questions for me about anything?

Speaker 2: Nah.

Speaker 1: All right cool. I appreciate you sharing that information with me. It was really insightful. Thank you.

Interview Transcript #6 (Stephen)

S1: Any of your, I don't need your name or anything. This is my back up just in case something happens to that. All right so like I said earlier just interesting in learning about what influences your academic confidence and I'm looking specifically within the context of education. So how confident you are with completing specific academic tasks. So when we think about confidence there are a lot of things that might influence someone's confidence levels. One thing could be that the more you do a task and master it the more confident you are so wide receiver - the more you catch the ball the more confident you are in your abilities as a wide receiver.

S2: Yes.

S1: another thing that could influence your confidence levels would be seeing someone else accomplish the task successfully. so let's imagine you had an uncle

that played in the NFL, by watching him you may be like that's my uncle and he was able to accomplish it so why couldn't I? Other times it could just be people motivating you with their words. Maybe you have a coach that really inspired you and whatever he said made you think, I can do this! So there are a lot of different factors but like I said I'm trying to figure out what may have influenced you and I want you to talk about your education experiences and things like that. All right, so tell me a little bit about yourself. Describe yourself to me.

- S2: Well I just graduated a couple months ago - 4 or 5 months ago, from Woodrow Wilson high school.
- S1: Okay.
- S2: I'm attending here to do 2 years here and then transferring over to ODU or Liberty University. I live with my mom and sort of my dad I guess you could say. I want to more to Florida, Orlando mostly and...
- S1: Any particular reason?
- S2: Yeah when I went on my senior trip, it was really fun there. I really enjoyed it.
- S1: You went to grad night or something?
- S2: Yeah graduation night.
- S1: Oh okay cool.
- S2: Senior trip. That's just about it, I mean you know Yeah that's about it.
- S1: Got you. I'm from Florida that's why I was asking. Tell me a little bit about your personality. How would you describe yourself?
- S2: I guess shy at first type guy and then you know, the type of person that opens up to more people the more I start to know you. I'm kind of laid back type of guy.
- S1: got you. Are you typically the same in class?
- S2: Yeah.
- S1: Are you typically quiet?
- S2: Yeah I'm quiet at first and then the more I start to feel relaxed in the class the more I start to open up.
- S1: Okay do you tend to ask questions in class?
- S2: Yes.
- S1: You do?
- S2: YEs.
- S1: so even if you don't understand something you will be sure to ask?
- S2: Yes, or I have the answer.
- S1: That's good, that's really good. Why do you think you'll be successful in college?
- S2: Because I'm the type of person who I need to explore what I can do in college and see much fun college can be while at the same time get the work done in college I need to get done. So that's why.
- S1: Okay got you. So you think - tell me more about that, explain that to me a little bit.
- S2: I feel that college is the type of place where I want to - people say it's a fun place and a place where it can really extend your career. I want to see how far it can actually extend my career and I want to see how fun college can actually be.
- S1: Has your college experience been pretty good so far? I know it's only been a couple months.
- S2: Yeah so far.

- S1: Okay. So like I said I'm interested in learning more about your academic experiences in general. So we're going to go back to elementary school. How would you describe your experiences in elementary school?
- S2: Elementary what I can remember, was pretty decent. I was actual, more of a troublemaker I would say in elementary. I don't like to think about that but I guess maybe I can say I was more of a troublemaker. The same in middle school, I kind of followed the wrong people sometimes but when I moved down here... I'd been in Portsmouth all my life but I moved to Norfolk for a couple months and stuff. So in elementary and middle school I followed the wrong group of guys. When I moved back down here I kind of figured I needed to make myself different from others and follow the right group of people and stuff like that. So that's when I changed my life, right around 8th grade.
- S1: So tell me, when you said you used to kind of get into trouble, troublemaker, what were some things you do?
- S2: I would sleep in class, not pay attention to teachers or I would kind of skip class or... I would just talk during the whole class. Not really paying attention at all but now I can see that that wasn't going to get me anywhere so I changed it all around.
- S1: Did you enjoy school?
- S2: Yeah.
- S1: Like back then?
- S2: No not really. I started enjoying school and actually wanting to be more in school was my 11th grade year.
- S1: Okay so you didn't enjoy anything about elementary school at all?
- S2: Not really, was just another place I had to go to every day.
- S1: What did you not like about it?
- S2: Long classes or - I'm kind of just getting there and sitting in class all day. Teachers just talking. It felt like there was no freedom for anything, everyone was just telling you where to go. Didn't really like it too much.
- S1: Okay so you think that as a result of you not liking it that's why you started hanging around with...
- S2: Yeah and I saw everyone, what they were doing I was like maybe I should just join in. But then I saw that wasn't going to get me anywhere.
- S1: You said this continued in middle school?
- S2: Yeah and all the way up to -- about half way through my 7th grade year, it clicked I needed to stop doing what I'm doing just go ahead and start hanging with the right guys and get the right mindset of moving on. If you want to become what you want to become like, I was really destined back then to be a football player. I was like I'm not going to get anywhere doing this stuff that I'm doing now so I kind of changed my mind.
- S1: what do you think caused that click?
- S2: Seeing and hearing people on TV talk about their lifestyles and stuff like that. M<my parents were always on me and stuff like that so I had to change it around for them, for myself and for my future.
- S1: Okay so tell me, let's go to parents, - and tell me how they influenced you?

- S2: Talking to me every day. I didn't really like getting yelled at so - who does like getting yelled at? So I listened to them a lot more. They taught me and influenced me and encouraged me. Oi just had to make it possible for them and for myself.
- S1: Okay, so parents were kind of on you. Then you also mentioned you saw people on TV so tell me about that.
- S2: I would watch a lot of YouTube and when I watched the games on Sundays and stuff I would hear people would say how their life stories went and stuff like that. I'm just looking like, man they had it a little bit rougher than me and I'm just - I'm around doing dumb stuff these guys are doing over here when they had it rough and changed their lives around to be where they are. So I was like I have to change my life around to become or to get to where I want to be.
- S1: Okay. Was there anyone in particular or remember seeing that influenced you?
- S2: Hines Ward, and Troy Polamalu.
- S1: wow, you must be a Steelers fan?
- S2: Yeah.
- S1: What was significant about their life stories? I don't know if you remember.
- S1: Yeah I did a report on Troy Polamalu once and how he grew up not in the best condition and he also followed the wrong people. He turned his life around as well and he went on to college and became one of the best safeties in the league.
- S1: Okay got you. So by watching him, Troy Polamalu and hearing his story and Hines Ward, it kind of made you think if they were able to do it I can do it too.
- S2: I should do it too.
- S1: I can do it too. Okay. Got you. So then you mentioned, let's talk about high school. Earlier you mentioned 11th grade.
- S2: Yeah that's when I started because I was like, well no use I have to finish now. Also it's like, I'm not going to stay home and not do anything so I might as well enjoy it. my 11th grade year - well it started really my 10th grade second semester was when I started to really enjoy school because the classes I had and the friends I had and stuff I started to think, well this isn't as bad as you really thought but it was like, at the time gosh I still have a while to go. So even though it was only 2 or 3 years left I was like, Boy it's going to be a minute but I stuck through and graduated.
- S1: Well what was it about the classes that changed? Why do you think you started liking them?
- S2: It was more the people in the class, my friends, and stuff in the class but at the same time I started liking the classes because the classes were fun. The teachers tried to make it as fun as possible.
- S1: so you think a lot of it was the way the teachers instructed the class?
- S2: Yeah.
- S1: Okay. So you mentioned some of your friends, so I'm assuming these friends...
- S2: I still have today.
- S1: Were they more so positive influences than the other influences?
- S2: Yeah.
- S1: All right. Were they some of the same kids from elementary or was this a different group all together?

- S2: Different group all together because when I moved from here to Norfolk I didn't, when I came back I didn't know anyone. So I just started - I knew some friends from middle school into my high school life. So I knew some of them but most were new people I met through high school.
- S1: Okay. How would you describe your experience in college so far?
- S2: It's been great really. The first day I was kind of nervous and shy but after that it kind of opened up. I made a lot of friends here; I knew a lot of friends from high school who came here. A lot of positive influences that I'm having through my family and through friends of mine is really helping me through college.
- S1: What have you enjoyed most about college?
- S2: I guess the free time and more freedom I have.
- S1: Okay. So how would you describe your self-confidence in general? IF you had to rate your confidence on a scale of 1 to 10.
- S2: 7-8.
- S1: What do you think may have impacted that? Why do you think you may be as confident as you are?
- S2: Just because of the fact I know what I'm getting myself into by being a sports broadcaster that my confidence has to jump up a lot more.
- S1: Okay. Was there anything that may have impacted your confidence levels?
- S2: No not really, just stuff with the life change and knowing that I have to help myself through college by myself. There isn't anyone here except for the people I've met that are really pushing me besides myself and my family.
- S1: so it's more internal?
- S2: Yeah.
- S1: all right. So let's think about academically. How confident would you say you are in your abilities to accomplish an academic task? So similar to what was on the survey, how confident would you say you are in those areas?
- S2: From 1 to 5, I'd say about a 3 because of the fact there are some academic levels like Math I'm horrible at. I just don't like it at all, but science and some English I'm okay with. So I can get that done a little bit better than my math. With Math, I'll try my hardest on Math it's just some things don't click for me.
- S1: So certain subjects you feel more confident?
- S2: Yeah.
- S1: Okay. Thinking about the survey you had to take, studying and tutoring and being engaged, how confident are you in those areas?
- S2: I like tutoring and being engaged in a lot of things. I like to help [people as much as they need it. If I'm tasked with helping this person out it will be done and I will help you out as much as I can.
- S1: So you mentioned you are at a 3. What do you think got you to a 3? How did you get to this point?
- S2: By seeing other people help me when I was coming up, I didn't know things and they would help me and jump on me so I wanted to do the same and help as much as I can, help as many people as I can.
- S1: So you feel you had a lot of people supporting you and that kind of helped. Who were the main people would you say that supported you?
- S2: Family most and the friends I had, mostly. Then I knew I had to do it for myself.

- S1: Gotcha okay. Can you think of negative experiences that may have impacted your academic confidence?
- S2: Math really, because I was thinking if I can't do this how am I going to do that. Or man I'm failing this class and passing the others, maybe I'm not meant to do ... At first I was going to be an engineer but I realized you need math for that. I was like oh I'm not going to do that then; I'm not good at math. So that's the main thing - math is the thing that has held me back but then I found someone that stepped up to help me.
- S1: Okay so it was kind of struggling in math that impacted you. Did that make you feel like you may not be smart? What did it make you feel when you struggled with it?
- S2: Maybe I'm not smart enough. I don't know what I want to do. but then I was like maybe there's other things in the world than just what I wanted to do so I found something else that me and my dad talked about. WE were like, yeah this I something else you're equipped for. You love sports; you want to do things in sports so why not become a sports analyst or a broadcaster?
- S1: Okay. So you kind of struggled in math and that negatively influenced your confidence but then after talking to your father and feeling out a different option, you felt more confident. Is that right?
- S2: Yes.
- S1: Gotcha. So - if I'm repeating myself I apologize. If you had to identify one thing whether it's a person or people or one thing in general; what do you think has had the greatest impact on your academic confidence levels?
- S2: The teachers that were helping me because a lot of teachers would give up on you but some teachers will really stand by you push you, have you stay back after school and give you that one on one help you need. That's another thing that impacted me, was some of the teachers that helped me and pushed me.
- S1: All right, so tell me what did that look like. The ones that helped you and pushed you, what did they do specifically?
- S2: Held me back after school and talked to me one on one, had me stay back after class sometimes while others would go to lunch or something. I'd stay back in class to get more help. They would send me home with more papers that would help me in the curriculum or the subject I wasn't having the best time with at the time.
- S1: So was it the words they said?
- S2: Yeah it was the words and telling me that it's either pass or fail and I didn't want to fail. My mom and dad were always saying, you're not going to be the first to fail in the family and I'm still not. That's another thing, I never wanted to fail, and I've never failed.
- S1: Okay. Do you remember any specific things a teacher may have told you that really helped you out with your confidence levels?
- S2: Yeah, one teacher -- what was her name? I forgot her name. She held me back after class one day and said you either are going to pass or fail my class and I want you to pass. I want you to succeed in life and I was saying to myself, that's what everyone is telling me and I want to do it for myself. So I'm going to stay and work harder and succeed in what I want to do. I think the hardest things were

the SOL's that we had to complete in school. I don't think I've ever failed a math SOL. That's one thing I'm proud of myself for because like I said, I'm horrible at math. But I've always just squeaked it out in a math class. I think the only SOL I've ever failed was actually an English SOL.

- S1: Gotcha. SO you also mentioned them keeping you after class. Was it them giving you work that might have also helped you, so practicing. Did you have a lot of teachers who did that for you?
- S2: a lot of teachers did that. I remember in middle and high school, they did that a lot.
- S1: So that had a big impact you think?
- S2: Yeah.
- S1: How so? Why do you think that?
- S2: I felt like I was getting more help that I needed, because I didn't have it. I wasn't paying attention or I wasn't too focused in class, so I would stay back after school just by myself. Those giving me that one on one attention really helped me.
- S1: That's good. Is there anything you would change about your confidence levels?
- S2: No I just wish I could be a little more confident in myself, that's about it. Hopefully through the classes I'm taking now in college I'll be a little more confident in myself.
- S1: Let me ask you a question, lets imagine you woke up tomorrow and you were more confident in your academic abilities. What would that look like in class? How would I notice you were more confident?
- S2: Id answer more questions. I'd be the first to answer the questions. I wouldn't be hesitant if a teacher asked which I am a little bit now. Some teachers ask do you want to - who wants to read in class? Who wants to read this paragraph for me or who wants to pass out papers for me. I'm not the first one to raise my hand I'm just like, I don't know. I don't want to make a mistake or something or everyone is just looking at me. I'm like; gosh I don't want that type of attention. So I'm trying to get that little bit more confidence, it's hard, but I'm getting there.
- S1: Let's go back to something you just said. You feel like you don't want to make a mistake, you don't want everyone looking at you. What is it that you would think they would say if you were to make a mistake? Or what do you think they would think?
- S2: This kids dumb, this kids weird. I don't know dumb stuff I'm just thinking in my head.
- S1: No I got you.
- S2: I overthink a lot.
- S1: Has that ever happened to you where you've done something...
- S2: No actually
- S1: But in your mind you're thinking this?
- S2: Yeah.
- S1: Do you know why you think that? A lot of people feel that way because I know I feel like that.
- S2: I don't know why I feel like that but I do know I overthink whole lot stuff. I'll be thinking the worse out of everything. I need to stop doing that but that's the main thing.

- S1: Is that only with school?
S2: It's everything.
S1: Everything in general.
S2: I'm trying to not let it get to me because I'm more of a daredevil type guy. I like to take things to the extreme but some things I'm like, oh maybe something bad could actually happen or something like that. I try my hardest not to let it get to me.
- S1: what do you think it would take for you to become more confident? So you mentioned how it would look different but what do you think it would take for you to become more confident in your academic abilities?
S2: I'll say just knowing my surroundings and knowing people in my surroundings mostly.
- S1: Explain that to me, what do you mean?
S2: Knowing my surroundings by feeling more confident and more relaxed in my surroundings. Knowing people in there like, I just don't want to come up to you and be like hi person or what's your name again? I want to -- I usually put the faces with the names and stuff so I'm like, I got this! On the levels of saying I'm okay with I guess you can say my confidence level but to where I want to be, I want to be the person that everyone knows.
- S1: Okay. Have you ever been that person?
S2: Not really, I guess when I was playing football or running track, people always knew me then. That's the reason I'm a competitive person. I like to do things that are going to get me noticed.
- S1: So would you say you're more confident in your athletics than you are your academics?
S2: Yeah.
- S1: Okay got you. So you feel more comfortable in that environment?
S2: Yes, I feel a lot more comfortable.
- S1: Do you know why that might be?
S2: I don't actually know why, I just feel when I walk onto the field or the track it doesn't matter, I just feel like I can do this. When I'm inside a classroom it's like, its either pass or go home type stuff. Same thing is on the field but I feel more confident and more relaxed on the field than I do in the classroom.
- S1: Wow and you've always felt like that.
S2: Yeah always.
- S1: but you don't know necessarily why?
S2: I don't actually; I guess maybe the more competitive nature inside me than the academic nature.
- S1: Have you had bad experiences in football? Let's say you drop a pass or someone catches a touchdown over you?
S2: Yeah I've had those but I've also had them to where I've done the same thing to other people. There was this one experience where I messed up my shoulder really badly and I was thinking maybe this is it for me. I'm thinking maybe, when my shoulder is recovered... there it goes like what I was saying, I overthink stuff. but at the same time, I was telling my mom, she was saying something to me and I was like, no matter what I'm still going to keep playing and it's not the same in

- the classroom where if I have an F I'm like oh man can I actually bring this up or not. That real doubt inside of me like no you can't bring it up, it's impossible or something. I try to keep that way from me and keep moving on.
- S1: so you can experience something bad in football, an injury, you think you can recover from that but if you get a poor grade in the class you don't feel you could recover from that.
- S2: No I don't.
- S1: Because you can't think of why that might be?
- S2: No I can't.
- S1: That's interesting. Okay. Is there any question you thought I might ask that I haven't asked at all?
- S2: No you actually covered everything so far.
- S1: Okay. Any questions for me about anything?
- S2: No everything seems good.
- S1: Okay well I definitely appreciate you sharing, giving me some insight and that's all that I have for you. Thank you.
- S2: No problem.

Interview Transcript #7 (Darren)

- Speaker 1: All right.
- Speaker 2: Right off the bat I'm just going to let you know that my confidence is not the best with school because I'm from a military family and I'm used to moving around and the graded skills kept changing and changing and so one year I just said fuck it. So I stopped really caring that much about school and now its college time and because I was a kid I never thought about college time. So it's harder for me to understand get this shit done so you don't have to do nothing else.
- Speaker 1: All right so why don't I start off talking about that since you started off talking about your confidence levels. Your confidence in your academic abilities. How would you rate yourself on a scale of 1 to 10?
- Speaker 2: Like 4.
- Speaker 1: A 4. So 4 being - that's pretty good - oh no, 4, I'm sorry I was thinking 1 to 5. 1 to 10. So 4. All right so let's start back to when you were in elementary school.
- Speaker 2: Elementary school I was a scholar. Really started in middle school that I kept moving around.
- Speaker 1: so describe your experience in elementary for me, how would you describe it.
- Speaker 2: I was on ADHD medicine at first, like half way through elementary because I was a very hyperactive kids. That kind of took me for a loop because it stopped me from eating a lot. I was like, ugh and irritable but I got my stuff done. Then I had a bad run in with a babysitter, lawsuit happened, it was traumatizing.
- Speaker 1: this is elementary school?
- Speaker 2: Yeah, so that changed me. We moved --
- Speaker 1: Now how did that affect you?
- Speaker 2: It was hard to make friends and I didn't want to do anything because I just wanted to be alone, relax, and just be my own self.
- Speaker 1: What grade would you say this occurred through?

- Speaker 2: 5th through 9th.
- Speaker 1: Okay so, all right so then you also mentioned in middle school there was moving around as well?
- Speaker 2: I moved through 6 middle schools, because of my mom's job she was Army. She was a teacher but she was a teacher of vehicles so she had to teach all the vehicles.
- Speaker 1: so how do you think that impacted your confidence?
- Speaker 2: It made me stop caring about schoolwork completely really. I had to get on the ball if, I was trying, it didn't work. I had to go to summer school during 10th grade because I failed English. 9th grade, it really wasn't my fault. I broke my write collarbone and I didn't know how to write with my left hand and my teacher was like you can type it. So I was okay let me type it. Then she leaves and right after she says that and a sub comes and was like you can't type it, you have to write it. I was like, but... How? She was like I'll give you an extras 2 days. If you've never written with a hand you can't write with it.
- Speaker 1: Right.
- Speaker 2: So I had to learn with my left hand, now I know how to write with it but I never got to finish that paper and that was my last paper.
- Speaker 1: Would you say that you shut down? You said you stopped caring about school so what did that look like?
- Speaker 2: It made me pissed off so I just said fuck school basically for a bit. I would go to school just for attendance and joke around and be a class clown since I couldn't get my stuff done.
- Speaker 1: So you didn't do any work?
- Speaker 2: No, not really.
- Speaker 1: So if a teacher called on you, you wouldn't answer questions or anything like that?
- Speaker 2: When it came to on paper I couldn't do anything really. I have bad test taking skills, I know I second guess myself on like - I'm doing welding and one of my classes is welding qualifications where you have to take a little test or quiz every week. My best score I've gotten is a 70 and my lowest score has been a 30. I'm trying to stay growing instead of going lower and I started with a 70 and I got a 30 two weeks ago and I was mad about it but I'm just trying to set times to study.
- Speaker 1: All right so you said elementary was okay and then you went through a traumatic experience. Middle school was rough because then you had to move around a lot so I imagine it was difficult making friends and getting adjusted to an area. High school?
- Speaker 2: High school 10th grade I did move twice, because I was in Woodside, I guess Newport News, and then I came to here.
- Speaker 1: Okay so high school got a little better?
- Speaker 2: It got better because it was stable at the end.
- Speaker 1: Okay.
- Speaker 2: OI actually had room to grow but I wish I was stable from the beginning. But you can't really do how your life goes; you just have to go with it.
- Speaker 1: Okay let's talk about college. How would you describe your confidence levels in college?

- Speaker 2: First year was all fine and dandy but I fell off the wagon because midterms and chemistry are kicking my ass. The definition - I was doing fine in chemistry but I'd forget you have to do stuff online. There's was every other class period and I had chemistry 3 times a week. Well 2 times a week, 1 is lab and then 1 is in core session. I had two different teachers so one teachers behind on what the other teacher is teaching so I'm trying to do that and I'm actually catching up. Then we go into I forget what, I think its Newton's law or ... I don't remember but I got lost in the qualifications and I hated using the calculator even though you need to use a calculator in chemistry. So that's a struggle to - oi wasn't good at technology what so ever. I barely even use my phone, I used to lose my phone and not care that I lost it. That's how like, my mom gave me a phone so she could contact me. I would put it in one spot and leave it on the charger and I'll forget about it. I would go outside, or just play a video game or something like that but no computer. I just recently started going with computer games so I can get better with technology.
- Speaker 1: Do you like school?
- Speaker 2: I do actually. I like the class, I like everything, I'm just trying to figure out what I want to do now so I can actually grasp if I like it or not.
- Speaker 1: So right now you're still kind of searching?
- Speaker 2: I actually want to be a welder - I wanted to be an electrician; that was my one before this one and the first one was my actual dream was to be an aeronautical engineer but no. too much chemistry. I can be a pipe welder and I can help with jet engineers and stuff but that's about it.
- Speaker 1: If you had to describe your personality to someone who didn't know you how would you describe yourself?
- Speaker 2: I'm a very outgoing, I just if you want to give me something on paper that's like mathematical I can do it I just won't use the calculator so I might miss a few things, that's it.
- Speaker 1: Okay. So you're very outgoing in class do you tend to - are you more reserved? Do you talk to a lot in class?
- Speaker 2: I tend to be endowed in my classes, I will be there and I will understand and put input in to get input back and it's helpful for me to understand it. It's just I fully need to grasp how I learn again. That's it.
- Speaker 1: What do you mean how you learn again?
- Speaker 2: When I finally started learning again, like when I was younger, flash cards would help me, the simple stuff. When I'm looking at a flash card I'm just like... it's not going to retain - I'm trying to retain stuff. For welding, angles I'm okay with it so. Electrician was fine I just, I couldn't do it. I wasn't used to it and I was trying my best to do it and then I would fall behind because we had to do small stations hook up a lamp, hook up this, hook up that. I could hook it up but it would take me 10 more minutes because I would mess up and think this is the right way to do it and I would look at the diagram and be like, oh my lord I did it completely opposite.
- Speaker 1: Okay gotcha. Why do you think - do you think you will be successful in college?
- Speaker 2: I think that I will be successful in college.
- Speaker 1: Why?

- Speaker 2: Because I want it and whatever I want I am usually am to strive to get. Especially with the welding thing, I actually stay more so on and less falling off.
- Speaker 1: Okay.
- Speaker 2: It's just like there's the test portion of my first class and slowness of my second class on Monday which is STD, I don't want it to be slow and I don't want myself to be like you know what this is boring, why do I have to do this? I want to keep being immersed in it but it's hard.
- Speaker 1: Gotcha. So how would you, if we had to describe your confidence outside of school how would you rate yourself on a scale 1 to 10?
- Speaker 2: 12.
- Speaker 1: Why are you a 12?
- Speaker 2: Because I do everything else. I literally do everything else, ever since I finally got [00:10:15.03]. When we finally, when she retired, my mom retired, I've been able to do everything I wanted to do really. I went sky diving, it was fun. Scary as shit but it was fun. I went snowboarding but the second time I didn't break my collarbone so I was happy about that I went wake boarding, I did a little bit of everything.
- Speaker 1: So you're confident in every area except school?
- Speaker 2: And once I get confident there I should be good.
- Speaker 1: Why do you think that is?
- Speaker 2: I think it just; I never saw the importance after we kept moving around. So I'm trying to get that off my head, you need to do it. If you want to make money you gotta go to school.
- Speaker 1: Okay so if there was a way for you to make money without going to school you would probably try to do it you think? Do you think you would still go to school?
- Speaker 2: I would still go to school because its better opportunities and more doors open. I want to learn how to do you tubing as well because the online game that I play is very fond of -- the type of -- you know scary games like the ones that come on TV? I forget what it called, um the evil within 2.
- Speaker 1: I think I know what you're talking about.
- Speaker 2: I've never played it but I'm the weird person, if I'm scared I will laugh my ass off. I'll say some weird shit so... Did you go see the movie IT?
- Speaker 1: No but I've heard a lot about it.
- Speaker 2: Okay because it was kind of funny as shit to me. A lot of people like, dude shut the fuck up. I can't it's too funny.
- Speaker 1: Okay so you're confident in every area except academics but you think a lot of that had to do with your moving around a lot?
- Speaker 2: Yeah.
- Speaker 1: If you had to identify one thing that may have contributed the most to your confidence levels what do you think that was. Whether it's negative or positive.
- Speaker 2: The negative my traumatic time in middle school, ending elementary and beginning middle school.
- Speaker 1: Why do you think it was - why do you think it only affected school. Why didn't it go into other areas I guess?
- Speaker 2: Because sports were my outlet because I was always angry because I couldn't do anything about it. I was a small person and I had to bulk up. That's why half the

time I'm more athletic than usual. I used to always be in the gym, always be working out; I had a fear of being weak. I think that's what it was and when I wasn't good at school I didn't want to stress out about it because if I stressed out about it I would never do any type of decent in school, so I was trying my best ways to learn different ways to learn. I feel like I can do - I can't learn [00:13:34.14]. I have to be hands on. I know that much.

Speaker 1: Gotcha. So athletics was your outlet that kind of allows you to focus on other things. That allows you to gain some stability okay gotcha. But you said that - now I've forgotten something you just said that stuck out to me.

Speaker 2: You talking about my fear of being weak?

Speaker 1: Yeah, so you mentioned the fear of being weak but you said with school, I apologize. It was a phrase that you said. So you just felt more powerful outside of school?

Speaker 2: Yes.

Speaker 1: Was there anything in school that made you feel weak?

Speaker 2: I wasn't the type to write a lot even when I was writing with my left and right hand. I would see kids in 10th and 11th grade writing 6 page papers. I'm struggling to write 3 because I would put all that I want and know within the first 2 pages and I'd be done. I'm trying to figure out how they have expanded everything to be 6 to 9 pages and I'm just like, I can't do that. Not because I don't want to its just I don't see the point and it makes me feel like -- they would get 100's and stuff like that and It feels like the teacher just read 2 pages and 100 I don't want to read anymore. Or when they read mines I have so many corrections to it I'm just like the red pen. Why?

Speaker 1: Gotcha. So how would you describe your relationship with teachers?

Speaker 2: Usually I'm always - I'm usually close ish, or what I can be. Also didn't have a father in my life. Then when he did come around he came around my last 2 weeks of school of my adult life school and got pictures and left. I went over to his house when I was, transitioning in my middle school years for one thing and I was a kid and I did something wrong. His wife at that time had spazzed out about it because it was wrong, very wrong, shouldn't be doing it but you know. Kids do stupid stuff and I did something stupid. After that it just, I lost all confidence in him. My birthday is on Christmas and he told me one day he was going to send me some stuff that never came and it just, hit me that he wasn't dependable and my mom was right to not let you in my life. I was the one who tried to figure out what went wrong, my mom was like he's a liar and he doesn't care. I saw that extremely when he came and I was like, I was pissed off for a good two months after my graduation. Then I went to school, yeah actually I was pissed off the rest of the year. I had got kicked out of my house my first year. During the ending of the - actually my first semester I got kicked out of my house half way through because I was so angry and pissed of that I didn't know how to calm myself down in spite of something small. So it just went downhill for a good minute. I'm finally able to just relax. I'm back at home but I know that I need to get my stuff together. So I want to be able to do schooling and everything but I came to get a trade because in order to have anything you need to have a foundation so I'm going to stay in the welding field, get good grades or what I can. Get a job and then go back to school

when I'm eligible to go back to school or make it to when I have kids they can go to school.

Speaker 1: So you mentioned what may have negatively impacted you. What do you think was the most positive impact your academic confidence levels?

Speaker 2: When I was able to relax, it gave me a clear mind so I could do stuff. So basically relaxation, sports, and I think it was having smart people around me I guess.

Speaker 1: How so, having smart people around you. How do you think...?

Speaker 2: Like having friends that are retardedly smart. Helping me with everything I was like, um thank you. I would always -- nah that's not what I was going to say. For once you can tell I speak differently than most people. People say I have an accent and with that come my properness apparently. People say that I speak like Maryland'ish. I was born in Maryland but I never stayed in Maryland. So that was kind of funny to me at first. To get back to the subject, positively I think it was just when I was able to relax and grasp my time I would get stuff done.

Speaker 1: Gotcha. Let me ask you a question, you mentioned friends, were you motivated because they were so smart and they were succeeding or because they were actually helping you. What was it -- it was both"?

Speaker 2: Both because they would succeed and then I would start succeeding as well because they would teach me a few things like, basically like a tutor.

Speaker 1: So they would show you how to do certain things?

Speaker 2: Like the easier ways to do it. They're like, you don't have to do all that just take the first and last number and multiply it and be done with it. I was like all right and I would do that and it would help me get it done. Then the friend salutation I learned how to make friends easier now because originally it was hard as hell to make friends. I was the black kid with a deep voice that didn't sound too friendly. My neutral face looks angry to a lot of people and I didn't know how to change it.

Speaker 1: Were the majority of your friends - how would you describe them?

Speaker 2: Ethnicity?

Speaker 1: Yeah.

Speaker 2: White, like skin and like 6-4 black guys.

Speaker 1: Okay. Is there anything you would change about your academic confidence levels?

Speaker 2: The ability to take tests. That would be it.

Speaker 1: So being more confident when taking a test or what do you mean?

Speaker 2: Being more confident and fully understand the test question.

Speaker 1: Okay so let me ask you, lets imagine that you woke up tomorrow and you were more confident in your academic abilities. What would that look like? How would we know that?

Speaker 2: I wouldn't know what that looked like. I don't want to say something I don't understand.

Speaker 1: So you can't necessarily imagine yourself more confident academically?

Speaker 2: No I just don't understand like, not understand but I don't know how to grasp the fact of being too academic... I wasn't a school person after middle school. I just felt, I don't want to be the dumb jock. I wasn't the stupid jock I was just like, smart ish jock.

- Speaker 1: Okay. Gotcha. You mentioned mom earlier, you all seem to have a pretty good relationship?
- Speaker 2: Now yes.
- Speaker 1: How did she impact your confidence levels at all?
- Speaker 2: My mom is my biggest cheerleader; she helps with everything that she can. I know that since she's been to war 2 to 3 times, she can't do a lot. So I'm always trying to help. It hurts me because I forget; like I remembered that we had a falling out that I should have never talked to my mom like that. I should have just understood what she was saying but I so frustrated and pissed off that I went too far.
- Speaker 1: How has anything in college impacted your confidence levels? Any experiences you can think of?
- Speaker 2: Like I told you the chemistry was bad.
- Speaker 1: So that was negatively.
- Speaker 2: The hands on portion, the electrician - the electrical and welding - welding is great. Electrician was good, I just got conflicted and discouraged.
- Speaker 1: why is welding so great? Because that's more hands on so you get to practice?
- Speaker 2: Yes you get to practice and my welding [00:24:49.22] class you get to practice every day you're in the class. My trig class is wonderful because I have meanest teachers. he's always hands on and he tells you straight up what you did wrong or you did good or anything like that., I have Mr. [00:25:09.29].
- Speaker 1: I've heard that okay gotcha. So you prefer, you like that feedback>?
- Speaker 2: I like the feedback because if its sugar coated then you'll never get taught correctly.
- Speaker 1: You think that professors and teachers tend to sugar coat a lot of times?
- Speaker 2: Some do, yes. It's not in the best interest for the child or the student; it just helps to fully understand what you did.
- Speaker 1: So what would he do that might be different than another teacher?
- Speaker 2: I think he doesn't have a Dad tone of voice; he has like a boss man. Like you're working. He was like, here we got a look, we gotta do this. He'll have us go in a circle so we can all do a little bit of it so we grasp it and he works with us. So I like that hands on work. It was very uplifting and I understand and welding helped increase my patience because you have to have patience in order to weld.
- Speaker 1: Gotcha. Interesting. And as opposed to other classes where you get something wrong with the professor what would they -
- Speaker 2: They will just continue on with their day and be nonchalant. They'll ask if everything is okay and I'll be like, I'm trying to, is there any way you can help me out? And they are like, well there's a tutoring center over there.
- Speaker 1: So they are not offering that support in the class.
- Speaker 2: No.
- Speaker 1: Interesting. Do you ask for the support?
- Speaker 2: I ask for extra time for me to grasp a lot of stuff and they'll give me that. So I'm happy about that but then because some people are extremely fast with their writing and typing and things like that it will be like a few extra seconds, not no 30 seconds.
- Speaker 1: you need more than just a few seconds here?

- Speaker 2: Yes.
- Speaker 1: Gotcha. Is there any question you thought I would ask that I did not ask?
- Speaker 2: Why am I here?
- Speaker 1: You thought I would ask you? Well then why are you here at the college?
- Speaker 2: The change.
- Speaker 1: Explain that to me.
- Speaker 2: Well, I didn't think I was going to be able to go back to school because I'm currently off financial aid. My mother gave me a GI bill but it's now only giving me 700 instead of 1000. So I felt like I wasn't going to be able to do it because I didn't know if I was able to go back to school after my second semester shit.
- Speaker 1: Because financially being able to afford it?
- Speaker 2: No I forgot like, I didn't have a job well I had a job but it was in Chesapeake and every time I went to the job I ended up getting fired later on and it was my first job. I didn't fully know, they put a new policy in after I started working. It wasn't enforced in the program; it was about the shoes and stuff. I understand you gotta wear dress shoes and stuff like that but they said you have to wear non-slip shoes on a carpeted area so I was like kind of like, okay. So I wore just my dress shoes that I go to, church with. Everything was fine then the district manager came in and same right off the bat if you're not wearing the right shoes you get some marks. Because I've been late, one mark made me get fired. It wasn't my fault that I was late it was more so my time management because the traffic from here to Chesapeake, most of the time when I got off work there was always traffic. During that time there was multiple accidents that most people saw on the news channel, that happened during all of that or the time frames I had to be at school or work and they would block it off for hours at time. They understood for a little bit. Then they were like, there's another way to go you should go that route. If it's the only route going to you, then I'm going to try that route. The other route is 3 hours out of way - not 3 hours but like a few hours out of the way.
- Speaker 1: So you just didn't think it would all work out with you.
- Speaker 2: Yeah it just went from we'll work with you to why. I'm just like I'm trying. We don't need someone who is trying we need someone that is. Then they let me go and I was like okay.
- Speaker 1: All right well that's all that I have for you. I appreciate you.
- Speaker 2: That was long and drawn out.
- Speaker 1: I appreciate that, long is always better. The more information is better. Trust me. That is all I have for you so I thank you for sharing. No I do not, I've heard of it before but no I don't.
- Speaker 2: you should try it.
- Speaker 1: Try it out?
- Speaker 2: It's fun.
- Speaker 1: I will check it out then, okay. I will check it out.
- Speaker 2: It gets addicting.

Interview Transcript #8 (Tony)

- Speaker 1: All right get started; remember we spoke about the purpose of everything. Just trying to get an idea of what specific things may have impacted your academic confidence. Speak freely like I said your information will not be used - your name will not be use at all in it. Just feel free to speak as comfortably as possible. Don't let the recorder spook you out.
- Speaker 2: Gotcha.
- Speaker 1: Let's start off with you just telling me a little bit about yourself.
- Speaker 2: Well, one thing about me this is probably my biggest issue out of all of it is my habit of procrastination. I feel like I can get most of my work done, if not all of it, in like less than a day and a couple of hours but I know for a fact that I cannot do that. I can get some of it done but definitely not all of it.
- Speaker 1: Okay.
- Speaker 2: Yet I constantly feel like I can do it but I just can't. Some reason it keeps dragging on. It has been for years, it started somewhere in elementary school when I got tired of doing math homework. I used to spend days with my math homework. All the free time I could have spent with my friend spent doing math homework and writing stuff and reading.
- Speaker 1: so it took you a long time to get the homework finished or you just didn't want to do it and you just kept delaying it?
- Speaker 2: Actually both. I really didn't want to do it because it took me so long.
- Speaker 1: Okay so you never really liked math?
- Speaker 2: Yeah math was never a strong point of mine except for in 11th grade I ended up with a B average in problem statistics. Could have been somewhere around an A average if I hadn't of messed up during the first quarter.
- Speaker 1: Okay so let's talk about elementary school. How would you describe your experience in elementary school?
- Speaker 2: Well elementary school certainly was different for me because I've done elementary school in Germany. Yeah I think what was it, they start off with English class in around 2nd or 3rd grade, and I'm not sure if that's any different here, but English there is not as advanced as it is here. There they actually teach you the language but here you write papers and that kind of stuff. When I finally got here in 2015, I was kind of shocked at how English was because the first day I was already writing a paper. As a matter of fact, that very first day I had an English class the class got punished because they had really made the substitute mad. I'm sitting there wondering, I got here, this is my first day, and I'm already getting punished? What is this?
- Speaker 1: So you didn't experience that in Germany at all?
- Speaker 2: Well getting in trouble due to others actions I deal with that quite often. As a matter of fact, I can pretty much call a sport by now, one that I'm trying to work to get better in.
- Speaker 1: Tell me about that, what do you mean getting in trouble because of others actions?
- Speaker 2: Well this usually has something to do with groups. for instance, I'm in the youth choir at church or I'm in the classroom with classmates usually if one person or a couple people do something messed up the whole class suffers for it or the whole group suffers for it and Yeah, I'm usually in that group. Despite my best efforts of

not doing anything to enrage the teacher Yeah. I just end up getting in trouble in other ways.

Speaker 1: So why - what is it about the groups that you're a part of that this happens. What's going on with these groups? Are you placed into these groups or are you choosing these groups? What's going on with these groups?

Speaker 2: I chose to be in the youth choice because it was a lot of fun, which I could still do today but since I'm college that doesn't work anymore. In high school it was a different story I didn't really have the choice because classmates, you don't know who you're going to end up with. English in high school I only did 2 years in high school because I did my other 2 years, my first 2 years in Spain. Yeah, English in high school here was something else. My classmates weren't as bad as senior year, as a matter of fact there was one person I had in my senior year in English class and he was just about the most disrespectful person I have ever met. He would talk back to the teachers, the whole sort of stuff, he's the kind of person he would... It's not the person you really want to be around and if you can get, what's it called? I'd say enraged quickly you do not want to be around that person. Me I don't get mad that quick so Yeah, I managed to keep my cool yet sometimes it was difficult. I've seen others lose their cool about him and it's always like he's - it's almost like he's looking for a fight. Yeah some point he got kicked out. I actually had him in two classes and in both classes he got kicked out of. One was English class and one was government.

Speaker 1: Wow, so you've had a unique educational experience because you've spent a lot of time overseas. So you said Germany and Spain. So from elementary and middle school you were not in the United States?

Speaker 2: Nope. That's what made some things about financial aid here and basically the transition in general made it a bit difficult because I had done most of my education overseas.

Speaker 1: so college in general was kind of difficult? That whole process of transitioning to college in America?

Speaker 2: Yeah that too because the first two years in Spain, because I didn't speak the language my grades suffered for it and my GPA Was pretty terrible in my view, compared to everyone else's. Then I'd look at my own - this round of shame. It's like you don't even want to talk about it. If someone asks me about my GPA I try my best not to tell, say it out loud or anything like that.

Speaker 1: You think it was so low because you were just getting adjusted to the schools?

Speaker 2: Not just that like the language was one part that impacted my grades but then again my procrastination was just about the other half of it.

Speaker 1: Gotcha, so let's think - if you had to describe your experiences in elementary school overall, education we're talking about. Would you say they were positive or negative>?

Speaker 2: They certainly were positive. I remember interacting in class pretty often and because - since it was overseas and English wasn't that advanced there and I was already able to speak fluent English I generally did good in English class. Sometimes I would be the teacher's assistant in teaching the class because I just understood the language that much.

Speaker 1: How would you describe middle school would that be positive or negative?

- Speaker 2: Middle school was a tough time as far as grades were concerned. Let me see... Yeah teachers there were a bit strict but they were also good teachers. can't remember much of middle school but let me see, there were actually some classes in middle school I really liked for instance one semester I'd have shop class and another semester I'd have cooking goals. I enjoyed cooking class so much I wish I could take it again. Never have I ever enjoyed a class that much!
- Speaker 1: Wow okay.
- Speaker 2: It was the first time I ever cooked for myself, I made spaghetti, I made potato wedges, I even made a pizza and god that was by far the most... that pizza was a sin basically, it was that bad. It had no cheese first of all. There's a reason to that. WE all had to share the ingredients and before I could get to the cheese it was all gone.
- Speaker 1: That's awful.
- Speaker 2: Then I didn't sauce the pizza well enough so it was quite dry. It had a type of pepperoni on there that wasn't supposed to be on there. It was like chorizo, so that went south. And I had overcooked it a little bit so it was basically a Frisbee.
- Speaker 1: Okay all right. So did you like that class a lot just because you got to eat good food or something else you liked about the class?
- Speaker 2: I wouldn't say because I ate good food because since I was cooking for myself for the first time, it was a learning process but it wasn't just the cooking. It was also the ways that we learned that we learned how to use our utensils and basically the process of it. I enjoyed the cooking, the eating part, and the learning part. It was mostly hands on and I think that's what I enjoyed about the class the most is hands on experience.
- Speaker 1: Why do you think you like that? A lot of people say that but why do you think you like hands on learning?
- Speaker 2: Because I feel like in some class we learn something it's like you really only learn that and when it comes to applying it to something else it can be a bit difficulty to do that because you haven't had any experience in doing something much different from that. So if you do something hands on its easier to judge I'd say on what you have to do in a new situation.
- Speaker 1: Okay Gotcha I can understand that. We're going to come back to that actually. How would you describe your high school experience? Positive? Negative?
- Speaker 1: Positive. When I first started high school in Spain it was different. school days were -- the very first week for some reason teachers were striking or something like that so I would be in school for as long as about as long as I'm in school right now. I'd be there until 12 and then call my parents to pick me up because the teachers weren't there or something like that. But that only lasted the first two weeks. From then on, Yeah. Then another thing was since I didn't speak the language it was pretty tough to communicate. I mainly stuck with my English teachers because they spoke English, it would be much easier to communicate with them. Yeah I still don't speak good Spanish. Today is still pretty broken but I did try to learn as much as I could. My sister adopted the language much better than I did. But I blame that on the fact that she's 4 years younger than I am.
- Speaker 1: So she had more time or why do you think that may have affected?>

- Speaker 2: I honestly believe in the fact the younger you are the better you learn a language. German with me, I may be a bit rusty in German but at one point I spoke German much better than I did English and I spoke English pretty well. It was pretty much my first language.
- Speaker 1: I've heard that before that it's easier to learn a language the younger you are.
- Speaker 2: I actually started my education in kindergarten.
- Speaker 1: In Germany?
- Speaker 2: Yeah.
- Speaker 1: Wow. Went from kindergarten all the way to 8th grade and then curing - after 8th grade we moved to Spain. Got to continue that and then do high school for 2 years. Something about high school in Spain is that, what was it? Yeah it ends at 10th grade rather than 12th, so that was also my reason for coming back here because I wanted to finish 11th and 12th grade here.
- Speaker 1: So what was that like once you transitioned to the states and went to high school here?
- Speaker 2: People, especially my parents, would warn me that its quite a culture shock but I did not - well actually that's a lie, I did have a bit of a culture shock but it wasn't as far as school was related it was related to other things like when I first got here like, that was in September 23rd, two months later my grandpa and my uncle take me to a football game. An actual NFL football game - I tried to understand what it was all about and I didn't really get it that much but I still enjoyed it a lot. Today, I'm a football fan myself. My team isn't that great but I believe we can get better.
- Speaker 1: So as far as transitioning into school was that difficult like getting adjusted to teachers or peers? How was that whole experience for you?
- Speaker 2: It was more difficulty adjusting to the peers than it was to the teachers. Since everyone here speaks English I caught on pretty quickly. The only thing I felt I had an issue with was math for that first quarter and then English. English didn't go so well during junior year but in senior year it went much better because it was pretty much hit the ground running experience.
- Speaker 1: So tell me what was difficult about adjusting to peers, the classmates. How was that different or difficult?
- Speaker 2: It was more of a racial thing because overseas I wasn't really accustomed to being around black people that much other than my parents and my sister. But I felt like, it wasn't all that difficult because I have sort of a similar mindset but not completely - not exactly the same. I see things a bit differently than most of my family and my peers do. Somethings people won't stand for and I feel like it's just not worth the time. Like, if the teacher and the student disagree about something and it gets out of hand where the student starts cussing, I just believe there's no point in that because even if you somehow win that conversation there's not much you're really going to gain from it.
- Speaker 1: I Gotcha. So you notice more conflicts between students and teachers?
- Speaker 2: Yes.
- Speaker 1: Did you attend a predominantly black high school?
- Speaker 2: I did go to Namath River High school so yeah it was predominantly black, but I actually didn't mind at all. One other thing that did bother me though for the first couple months is the fact that I realized my ethnicity and my skin color. Me and

my mother, I don't really know anybody else in the same ethnicity with skin color this light other than myself and my mother. Yeung some of my friends used to joke on that but after a while I thought they're all just joking. There's nothing really that bothers me about skin color or anything like that. Racial issues, I just don't understand because there's just no point. It's what on the inside not on the outside is what my philosophy is

Speaker 1: What kind of things did they joke about? Give me some of the jokes they may have said.

Speaker 2: My best friend would make light skin jokes; I'm not going to say those out loud because they were quite brutal. It was all jokes, he would say in a comical way because he knew I have I have a good sense humor and I'm not really bothered by thing like that.

Speaker 1: So was there ever a time that those types of jokes did bother you? Anything that kind of crossed the line with you?

Speaker 2: No. Nobody ever crossed that line. I can tell by people's attitudes when they mean something, or when they are just joking. Usually it's in a comical sense. I don't really believe I've had to yet deal with somebody seriously saying something like that to me but I'm also not really sure how I'd react if I encountered such a situation. I'm probably not going to react with violence because I'm not a violent person. Never been in a fight before, never had to throw a punch at anyone.

Speaker 1: That's good.

Speaker 2: Except for my friends if they are doing something stupid but I do stupid stuff as well so I don't mind most of the time.

Speaker 1: Did you notice more racial issues over here in the US in school as opposed to overseas?

Speaker 2: Most certainly. Since there weren't that many black people in my schools, people wouldn't really bother me about that and even though they knew I was from the US, and my ethnicity they would rarely ever joke on that.

Speaker 1: Wow okay.

Speaker 2: I feel that's a misconception that people overseas would be a lot more racist but it's not all the people. Germany for instance there are a lot of different racial groups there so the race thing is not really something that's much of an issue there. As a matter of fact, the school I was in even adopted some holidays of different cultures like Muslim culture. Not anything as far as religion was concerned because religion and school, yeah those two things don't go together.

Speaker 1: That's interesting you say that even though there weren't many other African American overseas you didn't really feel like you dealt with any racial issues whereas when you got to the United States I'm assuming there were more African Americans you interacted with and yet you feel like you saw more racial issues?

Speaker 2: Yeah I feel like I've seen more racial issues here because... There was one thing that happened in high school, well Yeah high school of course during spirit week. It was I believe, I think it was character day where everyone dresses up like their favorite character. It could be a movie character, TV characters, something. I enjoyed that week thoroughly but that first day there was an issue that came up. Someone had posted something on social media about 3 people, I mean, I think it was 34 white girls in police suits and then one black person in a prison outfit.

That made the news as a matter of fact. one of the people I knew out of high school I saw them on the actual news, Channel 3, what was it [00:21:39.03] news 10 or something like that.

Speaker 1: Wow.

Speaker 2: Right before we actually left school our teachers gave us a handout where our principal had apologized for what had happened that day. Yeah that was quite an awkward day. I was thinking wow. This had happened only a couple of hours ago, like 2 or 3 hours ago and it's already made the news later that day. It wasn't the next day it was literally the same day. I think it was after school when they interviewed the person I knew.

Speaker 1: That's interesting. Well, let's kind of shift, but I want to kind of see if this is all connected but let's see if this all connected. Let's talk a bit about, so one of the things I'm looking at is academic confidence, self-confidence. So student's confidence in their ability to perform like an academic task. So how comfortable a student might be studying or engaging in a class discussion, things like that. If you had to rate your confidence level on a 1 to 10 scale, how confident are you - your academic self-confidence how would you rate yourself?

Speaker 2: Well, on 1 to 10 I'd say a 6 because how well I do in a class depends on how well I know the materials. For instance, class discussions the only class have right now that I have discussions in is history class and usually before we have the discussion, the material in which we're going to cover is already online on blackboard. I feel like if I already know that material, if I learn that material, the easier it's going to be to participate in that discussion. If I do not study for it, I don't have much confidence that I can really do anything in that discussion or anything like that.

Speaker 1: So it's kind of your comfort level with the subject matter that influences your confidence. So if you are very confident in your abilities in a particular subject what would that look like? How would I notice that? What would be different in your behavior? Would I notice any differences?

Speaker 2: Yes, I'd be raising my hand a lot more, trying to give as much information as I can because there's if I want to say because -- for instance my teacher would ask us questions about the materials and I would be raising my hand as often as I could depending on what the questions are. If I know the answer to that question or I believe I have the answer to it.

Speaker 1: but if you're not confident, what would that look like?

Speaker 2: I'd probably stay silent for most of the class and try to follow along. Take notes during the class. If I already studied the materials I'm not going to take many notes, if at all. But if I haven't studied for the materials I'm most likely going to take notes.

Speaker 1: that makes sense. What do you feel like - so just your overall academic self-confidence, what do you think has been the thing that has contributed the most to your academic self-confidence levels?

Speaker 2: Hard to tell. Let me see, I'd say what would have contributed to it most was the fact I was able to study those materials ahead of time. Most of my classes, well except for English I'd say, whatever we were going to do we already know what we're going to do in class and we have all the tools we need to study ahead. While

I don't really take much of an advantage of it because I'm behind on some stuff in my classes, I feel like contributes most to it.

Speaker 1: So just as long as you have the materials and the resources to be prepared you feel that would help out the most?

Speaker 2: Most certainly.

Speaker 1: Okay so let me ask you this, a lot of times people self-confidence is related to what's called Mastery experiences. So the more you practice something the more comfortable you will with that. So let's say for example, a football player. Who's your favorite team?

Speaker 2: The Tampa Bay Buccaneers.

Speaker 1: Okay so Jamison Winston. The more he practices his throwing the more confident he is or the better he becomes or the more confident he is with throwing the football. Would you say it's the same with you? The more you practice something the more confident you become in that?

Speaker 2: Yes sir.

Speaker 1: Okay. Gotcha.

Speaker 2: I really do believe in the saying practice makes perfect because I can apply that to so many things other than academics. What I apply it to the most is video games - on certain games I am absolutely terrible but after a time, like when I first started playing video games I would ask my parents I'd ask my dad to help me with it because I couldn't get past one level. But after practicing enough I wouldn't bother asking him, I would rather reject his offer of helping me because I knew I could do it myself and I feel more pride in practicing and being able to do something myself rather than having to rely on someone else helping me. It's not to say I don't like help because I do realize I often need help in certain things but Yeah. Being able to study ahead and practicing and asking for help is basically two of the most important things I would say for academics or anything else in life.

Speaker 1: Do you think that's why you might like hands on classes more because there's more of an opportunity for you to practice an activity?

Speaker 2: Yes.

Speaker 1: Gotcha.

Speaker 2: I was thinking of doing game design but after I thought more and more about it realized that goes in - like I already knew that goes into computer science and I know that's going to include a lot of math. I didn't take math this semester because when I did the placement test I had not done well on the math part so I decided to wait until next semester and try to do better on the placement test. If I still don't do better on that, I'll just accept the fact I have to take the, what is it? The MTE class?

Speaker 1: Okay.

Speaker 2: Developmental ones, I really didn't want to take those because I feel like that takes up more time. Take up more time in my day, but I know at some point I'm going to have to take math because it's part of the transfer courses and...

Speaker 1: and part of your curriculum.

Speaker 2: Right so then I thought of going back to my original thought of majoring in business management. I definitely have more experience in business management than I do in computer science. For instance, in high school I used to be in the

DECA club. I had also done competitions like; I've done district competition and states. States was quite difficult. Never have I ever done that much work other than a research paper in English. The research paper in English I did junior year in preparation for state competition. That is the most work I've ever put into something.

Speaker 1:

Gotcha.

Speaker 2:

It was weeks' worth of work.

Speaker 1:

Can you think of any experiences that may have negatively impacted your academic self-confidence?

Speaker 2:

Yes, as aforementioned how long it takes me to get something done. I realize some people can get their homework done quicker and better than me and much less time. Even if I have no distractions it may take me quite some time to get my homework done and it feels like everyone else can do this except for me. It kind of picks on my self-confidence of how I can - how I do in class. For instance, in my last history test I didn't know the materials that I had to - like when I came to the essay question I did know what I wanted to write about but due to the fact that I'm not a quick writer I couldn't finish what I wanted to write. That impacted my grade on that test quite some bit. I ended up scoring a 62 which was quite a disappointment.

Speaker 1:

so when you find yourself struggling in an area then that kind of impacts your self-confidence?

Speaker 2:

Yes.

Speaker 1:

Interesting. Very interesting. And what do you do in those instances if your confidence is lower because you're struggling in a class?

Speaker 2:

I try harder but sometimes it feels like I'm just not getting anywhere. The harder I try, it feels like the harder I try the better I should get at something but it doesn't always work like that. I guess it's because I expect quick results from it or something like that but ... Yeah I was never a quick writer and that hurt me and it hurt me in history, it hurt me in English especially. Yeah.

Speaker 1:

Gotcha.

Speaker 2:

That's what it affected me on the most.

Speaker 1:

Is there anything you would change about your academic self-confidence levels?

Speaker 2:

Well... So what I'd change? Just the fact that it takes me long time to get something done I usually end up starting to procrastinate and trying to do it later because that's when I feel like I'm refreshed and I can think about it better and quickly than trying to burn through the night. Which is usually what I end up doing in tough situations. so what I'd change I'd probably just try to no matter how long it takes me get one thing done that I know I need to get done as soon as possible - Yeah just rest later.

Speaker 1:

so you wish you were a little more - didn't procrastinate as much?

Speaker 2:

Certainly.

Speaker 1:

Okay. Gotcha. You tend to procrastinate with things you may not necessarily understand or you struggle with?

Speaker 2:

Yeah.

Speaker 1:

Okay.

- Speaker 2: I also tend to procrastinate with things I know are going to be pretty easy because I know I can get it done quite quickly, which usually is the case. It's something easy and I can do it, I can - I just get that out of the way after I finally decide to stop procrastinating.
- Speaker 1: Okay Gotcha. Is there any question you thought I might ask that I did not ask?
- Speaker 2: No you honestly got all the questions I thought you would ask me.
- Speaker 1: Do you have any questions for me?
- Speaker 2: Not really, I'm not really a person who asks questions that much. It used to be an issue of mine.
- Speaker 1: All right, let me ask you one more question.
- Speaker 2: Sure.
- Speaker 1: Do you think that you will be successful in college?
- Speaker 2: Well, I think I can be successful in college. It's not going to be easy, that is for certain, but I feel like at some point it may become easier or I feel like... yeah I just feel like at some point in time... How do I put this? Yeah I really don't know how to put this.
- Speaker 1: It's cool.
- Speaker 2: Yeah like if I just try to focus on my work rather than other distractions I find myself at home with, I could definitely do better in school. Usually when I'm working in the library to do my homework the only distraction I may have is my phone and I only use that to listen to music or go on Instagram as compared to all the distractions I have at home. I feel like, working in a school like environment helps me to work quicker. I can write quicker here, I figure things out faster, rather than at home because at home it's just like this lazy atmosphere I have.
- Speaker 1: I Gotcha.
- Speaker 2: If not for that I could get things done so much quicker.
- Speaker 1: I Gotcha that makes sense. All right thank you for sharing I really appreciate it.
- Speaker 2: I enjoyed that too.

Interview Transcript #9 (Omari)

- Speaker 1: There are no right or wrong answers. I just want you to speak freely. Want some candy? I think I asked you that earlier, but I just want to make sure. So tell me a little bit about yourself. Personality, a little bit about who you are.
- Speaker 2: I like architecture a lot. Most of the time when I get home basically what I do is free model on my computer.
- Speaker 1: What's free modeling?
- Speaker 2: It's like you're on a platform and you make an object or a structure like a building or something.
- Speaker 1: Like a 3 dimensional structure?
- Speaker 2: Yes.
- Speaker 1: Cool. Is this a computer program you're working on?
- Speaker 2: Yes.
- Speaker 1: Cool. How long have you been doing that?
- Speaker 2: Since 10th grade. Then once I got to college I found out that high school has it as a class and I was pretty mad that I didn't take it.

- Speaker 1: What would the class be in high school? What was it called?
- Speaker 2: Computer aided drafting.
- Speaker 1: Oh CAD, is that what you're studying?
- Speaker 2: Yes.
- Speaker 1: Okay. How did you become interested in it?
- Speaker 2: I did a project on Frank Lloyd Wright in 8th grade.
- Speaker 1: Okay, tell me who that is.
- Speaker 2: He's a famous architect and I think he's dead now, I don't remember most of it. I'm sure he's dead now but he made. He designed a famous house called Falling Water, have you heard of it?
- Speaker 1: I have not no.
- Speaker 2: It was this, something different at the time. I think that's what made him become famous because he did it.
- Speaker 1: So what was it about him that you saw that made you want to go into this? How did that inspire you?
- Speaker 2: I don't know to be honest. I've always played games that I can freely build in so when I got a chance, my teacher had recommended that I get that.
- Speaker 1: Was that your first time being exposed to that or were you familiar with that field prior?
- Speaker 2: No because before that I wanted to be a fireman.
- Speaker 1: So did your teacher notice you were good? What made your teacher...
- Speaker 2: I used to play with blocks a lot and build structures and she got these bid blocks in the corner of the room. I used to make a chair out of it or anything, stuff like that. I liked to make houses and stuff and she said you should do a project on Frank Lloyd Wright. She said we can do a project but it can be on anyone. That's basically how I got into it.
- Speaker 1: That's very interesting. So you're interested in designing things, like working with your hands?
- Speaker 2: Yes.
- Speaker 1: Gotcha. How would you describe your personality?
- Speaker 2: I don't know. I lose my temper really fast for some reason, I don't know why. I have a really bad temper but it's never affected me in school. I've never gotten in trouble. I've never gotten into a throw or suspended.
- Speaker 1: With something that might set you off?
- Speaker 2: Yeah.
- Speaker 1: What would be something? Give me an example of something that could set you off.
- Speaker 2: If I get in trouble for something I didn't do but the teacher would think I was lying about something I didn't do.
- Speaker 1: Did that happen a lot to you?
- Speaker 2: With my parents.
- Speaker 1: Okay/
- Speaker 2: Because my brothers and sisters would tell on me. Yeah. But I like to be creative and I like music.
- Speaker 1: You like music okay. Favorite genre?

- Speaker 2: I like all types of music, except country, heavy metal, and rock. I don't like -- but everything else I like.
- Speaker 1: So would you say you are an outgoing person? Do you tend to keep to yourself more?
- Speaker 2: I tend to keep to myself.
- Speaker 1: Okay. So what - like I mentioned earlier I'm interested in looking at students' academic self-confidence, so one of the things I want to know is more about your experiences in education. So we're going to go back a bit. Let's talk about elementary school; how would you describe your experience in elementary school?
- Speaker 2: I was really good in elementary school, I did good in everything. Especially spelling, that was my strong suit in elementary school.
- Speaker 1: Did you compete in the spelling bee?
- Speaker 2: No I didn't compete in the spelling bee; I was really quite in elementary school.
- Speaker 1: any particular reason?
- Speaker 2: I think I was shy then, really shy.
- Speaker 1: But you would say it was a pretty positive experience in elementary school?
- Speaker 2: Yes.
- Speaker 1: anything that sticks out to you in elementary school?
- Speaker 2: My 4th grade class. I don't know if it I was elementary school because it was called intermediate so my 4th grade class I had just transferred to Weston branch and they were like who are you. I used to get sad because I got bullied really bad. The teacher switched me seats with someone and if I was to switch seats with that person they would sit at the very edge of the seat I sat in.
- Speaker 1: What do you mean? So you would be in a seat and they would sit in your seat?
- Speaker 2: Yeah and sit at the very edge and the teacher would ask them why they were sitting like that and they would say because he sat there.
- Speaker 1: Wow. What types of things - like how would they bully you? Give me an example of some things they made you do.
- Speaker 2: I don't remember them now but they would always - I would always hear someone talking to their friends about me in a very negative way. Once middle school hit I didn't hear about it anymore.
- Speaker 1: Did it still happen in middle school?
- Speaker 2: I didn't get messed around with in middle school.
- Speaker 1: Why did you think - what was the change? Can you think of what happened in middle school?
- Speaker 2: I think everyone was more mature.
- Speaker 1: So how would you describe your middle school experience?
- Speaker 2: Middle school was really fun. That's when I started not liking homework. I hated it, the teacher started giving weekend homework, and I hated that. But middle school was mostly fun and I met a lot of new friends.
- Speaker 1: Any experiences that stuck out in your mind from middle school?
- Speaker 2: My 8th grade English teacher, she made us - she was different. So she made us study our vocabulary words by acting them out and that's the only thing that sticks out for me in middle school.
- Speaker 1: Interesting. All right let's talk about high school, how was that?

- Speaker 2: First year I went to Weston branch and I loved it because I joined marching band and the band was big. Then I moved and it was like on the border of Portsmouth and Chesapeake and they weren't having it so I had to move to [00:08:52.17] and I was really sad. I was not happy. They told me everything [00:08:58.00] and it was like oh don't get them too mad over there. They will fight. It turned out to be true because church land there's this one incident there where I was at breakfast coming back to class and a student threw something and next thing I knew everyone was running down the main hall to their classes because someone had gotten tased or something.
- Speaker 1: Did a student tase another student?
- Speaker 2: Yeah. This was 11th grade. 10th grade was when I moved there. There was some gang related fight after school at the bus ramp and it carried on straight to the middle school. So that next week they added police officers and stuff to be on campus. It was bad.
- Speaker 1: It was a bad school period.
- Speaker 2: But the teachers were nice. The students are genuinely nice but they like it fight there.
- Speaker 1: So how did that -- did you feel unsafe?
- Speaker 2: No I didn't feel unsafe. I didn't feel like anyone was going to mess with me or anything it was gang related things happening in the school.
- Speaker 1: Did that affect how you interacted in school?
- Speaker 2: I didn't really pay attention to it except that one time I got caught in it. Walking back minding my business and everyone was just running.
- Speaker 1: Everyone was running.
- Speaker 2: I just started looking like, what's going on.
- Speaker 1: Wow. So at first it was pretty good when you were at Western branch.
- Speaker 2: Once I transferred it was pretty chill the first year.
- Speaker 1: Just a lot of fights?
- Speaker 2: Yeah.
- Speaker 1: Okay.
- Speaker 2: Especially in the cafeteria was really bad.
- Speaker 1: So I would imagine, my high school experience was somewhat similar so sometimes when you see, it's weird. In middle school if students were fighting it's not a big deal but once I got to high school and I kept seeing it all the time or people getting jumped it's like, all right this is a bit much and you try to stay clear of certain areas. Did you notice yourself doing the same thing?
- Speaker 2: No. I usually stayed with the band and stuff. And if you were to get in trouble and you were with the band he would kick you out. I stayed away from that stuff.
- Speaker 1: Gotcha, that's very interesting. How has college been so far?
- Speaker 2: Different. I like the freedom. The freedom to do not necessarily going to class whenever you want because you kind of have to go at a certain time but you have more freedom to pick your classes and stuff like that. You have a [00:12:19.15] with all this stuff, it's weird to me.
- Speaker 1: Like all the activities?
- Speaker 2: You guys have a lot of activities to do on campus and this is the first year I've ever seen this campus. I thought TCCC was really old.

- Speaker 1: So you'd never taken a tour here?
- Speaker 2: No I'd never seen this campus until this year so I thought it was new, but then some people were like no it's not new.
- Speaker 1: Don't they take you on tours in high school to the campus? I thought they did. I didn't know that.
- Speaker 2: I was going to do DE but I don't know what happened with that.
- Speaker 1: so you said they have a lot of activities in the student center which is weird. Why weird?
- Speaker 2: I don't think school needs a game room but it is cool that you can just - you have a place to just chill from your classes but then the library is really big. I like the library too because they have a lot of computers and I can get my work done there if I need to.
- Speaker 1: Do you participate a lot in activities outside of school? Do you go to the student center and do?
- Speaker 2: My friends like to play Mario cart so I just go with them if I don't have any work to do.
- Speaker 1: Let me ask you a question. How would you describe your self-confidence in general on a scale of 1 to 10? How confident would you say you were in life? Life how confident are you, so 1 being not confident at all 10 being very confident.
- Speaker 2: 7.
- Speaker 1: Okay. Tell me why you chose a 7.
- Speaker 2: Because if I keep doing what I'm doing I'll eventually probably go to UVA and go for their school or architecture.
- Speaker 1: Why do you think? I'm not saying you couldn't I'm just curious as to why.
- Speaker 2: Because I'm taking the classes needed to go there and possible I could get a scholarship if I - I believe you can get scholarships there too.
- Speaker 1: So you're really confident in your academic abilities?
- Speaker 2: Yes.
- Speaker 1: You think you are, okay got cha that's good. What do you think may have influenced that confidence? A lot of students may not be as confident as that so what do you think has influenced your confidence in academic abilities?
- Speaker 2: The shift over from high school to college. I just knew that I have to change how I - in high school, the teacher counts really... I mean here they can't do anything about it but slacking in high school that's going to be affecting your diploma. But here you slack here that's your life and money that you're wasting.
- Speaker 1: So you've kind of made up in your mind that hey I'm going to do what I need to do.
- Speaker 2: Yeah.
- Speaker 1: To be successful.
- Speaker 2: And to get my goal.
- Speaker 1: And because of that you don't think anything can kind of stop you?
- Speaker 2: No.
- Speaker 1: That's very good. Where do you think that confidence came from?
- Speaker 2: because I've always wanted to be that one person in my family, because my uncle did this, that builds their own house accustom to their family.
- Speaker 1: Okay.

- Speaker 2: His house is like, exactly accustom to his family. My cousins room is, has his names in everything all over the wall it's really cool.
- Speaker 1: So he designed the house/
- Speaker 2: He got -- I don't even know, I just know that, I don't know how he did that because I'm sure he did not design it. He's not an architect I mean...
- Speaker 1: I gotcha.
- Speaker 2: But I don't even know what the neighborhood is called but it's really nice.
- Speaker 1: So is your uncle someone who has inspired you would you say?
- Speaker 2: Yeah.
- Speaker 1: Or watching him do that.
- Speaker 2: Watching him do that.
- Speaker 1: Inspired you?
- Speaker 2: Yes.
- Speaker 1: What do you think has been the biggest impact? Whether it's a single person or experience, on your academic confidence levels. Let's talk positively; what's been the biggest thing that has influenced your academic confidence levels in a positive way. Like I said it can be a person or particular experience. What do you think that could be?
- Speaker 2: Well I looked up the - I like architecture and designing things. Then I looked up the income of architects and I was like I could make this much money doing something that I like. So that's basically what made me do it.
- Speaker 1: Gotcha. You mentioned earlier that you had a teacher that kind of told you why don't you look up this architect and that's how you got interested in that?
- Speaker 2: Yeah. It was a history teacher and I forgot her name.
- Speaker 1: So she kind of saw something in you, do you think that positively impacted you?
- Speaker 2: Yes that too.
- Speaker 1: Okay. What did you feel like I don't know if you can - you may not remember but how do you think that may have impacted you?
- Speaker 2: How do I think that?
- Speaker 1: Just her encouraging you to look that person up and that may be a path you might want to go down.
- Speaker 2: That was just a project. I don't know.
- Speaker 1: Can you think of any experiences that may have negatively impacted your self-confidence?
- Speaker 2: Math
- Speaker 1: Okay. Tell me about that.
- Speaker 2: High school, I struggled with math. I like math when I understand it but when I don't understand I quickly just hate it. Architecture uses a lot of math.
- Speaker 1: Sure.
- Speaker 2: So that's a negative impact.
- Speaker 1: so by struggling in math does it make you think you can't succeed or what does it make you feel like?
- Speaker 2: It makes me feel like after sometime, architecture like, if I get high enough in architecture that after some time it's going to get really hard and there's going to be a point where I'm going to quit but I don't want to quit.
- Speaker 1: Gotcha. What do you think will keep you from quitting?

- Speaker 2: How fun it is to design.
- Speaker 1: So the joy of actually doing it?
- Speaker 2: Yes.
- Speaker 1: Okay. Would you say you have a pretty strong support system, like people in your corner?
- Speaker 2: Oh yes lots of people support the fact that I'm doing architecture. even random people because I'm the first young man that actually wants to do something that can make a lot of money instead of rapping or doing some sport.
- Speaker 1: So people kind of, give me an example of a particular person or something that was said that was particularly encouraging to you.
- Speaker 2: A particular person?
- Speaker 1: Like can you think of anybody specifically that...
- Speaker 2: My mom, my dad, my grandma.
- Speaker 1: Okay, so what are some things they have told you to keep you encouraged?
- Speaker 2: My grandma says, that's really good money! My mom said, you should go for it. She even gets mad at me because I'm on a computer doing this as soon as I get home. My dad especially because he gets mad too. Even people at my job like just, I tell them because [00:21:22.26] when you get an interview date, they ask you tell them about yourself and Yeah.
- Speaker 1: Gotcha. So you said parents get mad but they also encourage you.
- Speaker 2: Yeah it's really contradicting. They want me to architecture because I show them what I make on the computer all the time but they don't like how I'm on the computer all the time.
- Speaker 1: They really want you doing other things?
- Speaker 2: But that's another thing I get mad about. My brother can be on the Xbox all day and I so much as touch the computer and they get mad at me. They still like the fact that I'm doing it.
- Speaker 1: Are they worried that you're on the computer all the time? Why do you think they're concerned?
- Speaker 2: Because my sisters, they get angry. My sisters don't like to share the computer. We all share [00:22:28.03] the desktop.
- Speaker 1: So everyone is mad that you're hogging the computer to do your stuff?
- Speaker 2: Yeah.
- Speaker 1: Okay that makes sense. Is there anything you would change about your levels of confidence, your academic self-confidence levels?
- Speaker 2: On a scale of one to ten?
- Speaker 1: Yeah do you ever wish you were more or less self-confident. Is there anything you would change I guess?
- Speaker 2: Yes, I would change my work ethic because after a while of working I just go brain dead and don't feel like doing anything.
- Speaker 1: Okay so let's imagine you woke up tomorrow. So right now you tell me your self-confidence levels are about a 7. Let's imagine tomorrow you woke up and they are a 10. Would I notice anything different as far as your behavior in school? Like would I be able to notice this in how you interact in class or anything?
- Speaker 2: I would probably be more focused.
- Speaker 1: Okay.

- Speaker 2: Not rushed. My teacher says he likes my enthusiasm but he doesn't want me to rush my [00:23:43.23].
- Speaker 1: you tend to rush through things?
- Speaker 2: Yeah.
- Speaker 1: Okay. Gotcha. Any questions you thought I might ask that I did not ask?
- Speaker 2: I didn't even think about questions.
- Speaker 1: Okay. Any questions for mew about anything?
- Speaker 2: No.
- Speaker 1: All right cool. Thank you for sharing. I appreciate it. It wasn't too bad was it?
- Speaker 2: No.

Interview Transcript #10 (Russell)

- Speaker 1: Like I said I'm just interested in finding out more about your academic confidence and what may have influenced that. So I'm going to ask you a few questions, nothing too major. Anything you don't understand feel free to stop me at any time. Also understand that I'm not looking for any particular answers so there's no right or wrong answer, so whatever you want to share feel free to share.
- Speaker 2: Okay.
- Speaker 1: All right so the first thing I want you to do is tell me a little bit about yourself.
- Speaker 2: Well my name is _____, I'm 18 years old. I'm a graduate from [00:00:58.27] high school. I graduated with a 2.9 GPA. Almost a 3.0. The highest grade I've gotten in school was an A and it was in -- well I've gotten A's all throughout high school. I think the lowest grade I had was in a C + and it was in a really hard class in English. English is not hard but then again when you start going through the process it can get hard. So I'm happy I got through that. I love basketball, like I told you before. I'm very athletic. I didn't play any sports in high school just because you know how coaches are, they like to specifically choose who they play, so... I didn't play any sports in high school. I've also seen since I've been here for a while now, that they have an organization called African American Brotherhood. I'm going to join that organization so just community, because I love the community too and I've done plenty of community service.
- Speaker 1: Why do you think that organization might be a good fit for you?>
- Speaker 2: Now I haven't done any research on it but you know - I haven't met anyone from the brotherhood or not but I feel like if I join an organization hats going to continue to help the community grow.
- Speaker 1: That's excellent. Have you enjoyed your time here so far in college?
- Speaker 2: Yes, you know I've met a lot of friends. I have a lot of high school friends I've seen here and a lot new people that I've met here. I've made friends like in all of my lasses already so far.
- Speaker 1: Are you a really social person?
- Speaker 2: Yeah I'm a very social person.
- Speaker 1: Gotcha. So you don't have any difficulties making friends?
- Speaker 2: No.
- Speaker 1: That's good. How would you - so let's talk a little bit about school in general. How would you describe your experience in elementary?

- Speaker 2: I went to a couple, about 4 elementary schools. The reason was because I lived in a certain area at the time. I went to Mack Ben, North Shore, and Florence Bowser and then I went to Creekside. Creekside was the last one so I went to Creekside starting in third grade but I think Macklin was the first and then there was North Shores.
- Speaker 1: These are all in Suffolk?
- Speaker 2: Yeah. It was all in Suffolk. Mackben is downtown. Northern Shores is in Barbers Grant, so by Chesapeake. Creekside is literally in the middle of Suffolk. In front of everything, houses, dentists. I actually liked elementary school even though my mom thought, because when I first started in Kindergarten and MackBen at first she thought that I was slow. She thought my skills weren't the potential so she made me, well not her but the school made me take like a certain test to see if I was slow or not to just see. So I ended up passing out of that so when she found that out she said oh okay then he's good. So I went there first...
- Speaker 1: Did the school tell her that or why do you think she thought that?
- Speaker 2: No she never told me. Me and my, because I have 2 sisters. My oldest sister and I just had a recent conversation about me growing up in general and like, you know she told me that it was hard for her to take in that her younger brother which is me, was getting, not even... It's not even retaliated but told, not even told but was getting known that he may be slow because in high school... I'm not trying to refer back to high school but even in high school like I had random people like, out of the blue say I'm slow and that type of stuff., I wasn't letting it get to me because that's not the type of person I am. If you're going to talk bad about me then just say it to my face. I'm not going to do anything I'm not that type of person. No I can get defensive when I feel like getting defensive but like if you talking behind me and you trying to fight me and you hit me first then I'm going to be defensive, but you just talk about me that's really not going to affected me.
- Speaker 1: Now when you say random people, were these students or teachers?
- Speaker 2: It was students.
- Speaker 1: that happened in high school?
- Speaker 2: Yeah it happened in high school as well, it basically happened all through school.
- Speaker 1: Wow. So elementary would you say that was a good experience for you?
- Speaker 2: I'm going to say at Creekside it was a good experience because I had a teacher that always kept me going and all 3 of my teachers they kept me going. They would check on me because my mom like liked to help out with the teachers in elementary and middle. She liked to help out.
- Speaker 1: If you don't mind me asking you went to 4 different schools; why did you switch schools?
- Speaker 2: I don't think it was me, I believe that I think it was either the area we were in or just because my mom just didn't like that school in general for whatever reason she could think of. I don't think it was a real significant reason I think it was the area.
- Speaker 1: So y'all moved or she didn't like the school you were in?
- Speaker 2: No I think - I believe it was because she didn't like that school, didn't like the atmosphere.

Speaker 1: Any experiences that stick out in your mind from elementary that you can think of? Could have been positive or negative?

Speaker 2: I would probably say 2nd grade when I was at North Shores, I had a specific principal that like, I was an honor roll student in elementary school so like my principal liked me and my family so much that she would sometimes on certain holidays she would come by to the house without telling anyone and that would be amazing. I would never think a whole principal would come to your house just to talk to you.

Speaker 1: That doesn't happen.

Speaker 2: It doesn't happen as often as you think it would.

Speaker 1: do you still keep in contact with that principal?

Speaker 2: I still keep in contact with her. She's not even a principal there anymore she retired. She's been here for about 15 years. I think about 15 years now.

Speaker 1: How was middle school?

Speaker 2: You know I was only at one middle school it was John Yates, you know it was a little bit better than elementary. I wasn't getting as bullied as I was in elementary.

Speaker 1: So you got bullied a lot?

Speaker 2: Yeah I got bullied a lot in elementary just because of how I looked. Like your body, in elementary, that's what I getting joked on. In middle school I was growing up, I was still getting bullied but it wasn't that bad. They would say you ugly and that type of stuff. But I had friends that would back me up and be like you listen don't worry about that. I was already saying that in my head, it's just I had a group of friends that would be there and tell me not to worry. You don't have a temper, don't even worry about it it's not worth it. Same thing in high school. I had a bit of a temper in high school, just a little bit. But like I said I had friends that would keep me focused and... See that's the benefits of having friends, not saying you have to have friends but if you know friends who completely know you like out the box, everything, they can - they know what to do, well most of them know what to do if they are in the same situation.

Speaker 1: Okay.

Speaker 2: I enjoyed middle school I will admit. The craziest thing is when I got out of middle school and in high school, I had two principals in high school so from 9th to 11th grade I had Mr. Macklemore, and he retired the end of 11th grade for me. Then my middle school principal became the principal of the school I graduated from. So I actually had my middle and high school principal graduate, which was very interesting. He loved me and my family, he loved all of us.

Speaker 1: It seems like your principals have always been close to you and your family.

Speaker 2: Yes.

Speaker 1: that doesn't happen often. Is your mom really involved with the schools?

Speaker 2: Yeah my mom was really involved with John Yates and like [00:11:09.15] she was very involved too. So whenever I need community service hours, I need like 50 - they made - I don't know if every school made this requirement but in Suffolk at their last year they made a requirement you need 50 community service hours, so like at least half of that or 75% of that was to my principal. You know how principals are, they are real busy, and papers to shred and Yeah like reference

letters. So he needed me to shred papers for him and you know basically be his little help buddy.

Speaker 1: So you liked that?

Speaker 2: Yeah I like helping people. I'm very involved in the community; I'm with a couple organizations right now. I don't know if you heard of this organization but it's called Glam and Gown, so basically this organization that I've been in since 2013, they give back to the community. They throw all times of parties, Halloween costume parties for the kids, adult parties; they just had one two days ago. They had a quick Halloween party. they have one two days ago anybody go on the cruise and when they come back there's going to be a whole other Halloween party so they had 2 Halloween parties in the whole month.

Speaker 1: You said you've been participating with that since 2013? Awesome. So we said middle school was better than elementary to you. What about high school?

Speaker 2: high school was a little different I will definitely say that. In the beginning of high school you don't know many people there and then you have to learn and take the grades serious. Especially when 11th grade came, I was already taking it serious before but 11th grade is when I had to for real take it serious. classes you had to take, economics, personal finance, those were also requirements that I had to take but the good thing I already took it in 10th grade so I didn't have to worry about taking that class over again.

Speaker 1: so you found it a little harder?

Speaker 2: It was a little bit harder in 11th grade. 9th grade was a very easy year. The bullying - bullying is never going to go away. I would believe because bullying is just them trying to make you not who you are. Bullying is never going to change I would say from my experience.

Speaker 1: Let me ask you this, how would bullying affect you on a daily basis?

Speaker 2: I would say bullying actually helped me become the person that I am. All the people, all the haters I had in 9th and 10th grade actually made me the person I am today because all that bullying just made me just stay more focused. I was already focused on going to college even in 10th grade so I was getting my grades together and doing the best I could in all my classes. Even in 9th and 10th grade all the teachers I had, well not all but probably 95% of the teachers I had liked me. I was a very good student, did what I was supposed to do, I had friends who called me specific nicknames I would enjoy. It made me feel good. This last senior year, I would say from my experience senior year was probably the best year I would say. Junior years a little bit difficult but as long as you get through it you should be fine. It's nothing you can do to help get your grades do - there's nothing you can't do. All you can do is ask questions and ask for resources that's really it. That's what TCC has. You ask questions and you have resources.

Speaker 1: so you take advantage of that?

Speaker 2: I take advantage of them right now.

Speaker 1: That's very good. So how has college been for you so far?

Speaker 2: It's been really good. My professors keep in contact with me, I keep in contact with them, and they reply back. I'm enjoying it. I have friends that help me out with classwork. Not literally helping but they give me some advice that I can use to it so I can get a passing grade. I have a lot of friends here that graduated from

[00:16:35.20] or went to western branch or any other high school and graduated from there.

Speaker 1: they were already here?

Speaker 2: Yeah they were already here and graduated from whichever school they graduated from. So they basically put me on the path that you know, I could be very successful here. Get the associates and I can go right into the job force if I wanted to or just get my bachelors. My plan is to get my bachelors, that's the plan. Right after TCC, you know I want to try to go to college for free, get as many scholarships as possibly, basically like that. In high school I tried, I filled out at least 200 scholarships at least. I tried my best and I think I won less than 10 probably. It doesn't seem like a really good number. It's still good on my part because I filled out for it. I do get financial aid and that's helping out. So as long as I keep the grades right I'm good. There's nothing else you can do but keep them up and use all your resources.

Speaker 1: True. That's very true. Why'd o you think you will be successful in college?

Speaker 2: You know because everything I've done for these past 2 months I've been keeping my grades right, I always turn my work in on time; now if I don't turn it in on time I would already email my teacher I'm not going to get it in on time if something happened. For example, last week I had a 3-page paper to do and it was for communications. I couldn't turn it in on time because you remember when the hurricane came by, I already had it done but you know sometimes when you're about to turn it in and then your computer blacks out and doesn't come back on. That's what happened to me. Luckily I was already able to send the email before the email came through here and let her know I can't turn it in on time because of the hurricane and the computer blacked out. What eventually happened is because you know Christmas is on the way and you know thanksgiving is on the way so thanksgiving everyone about to be eating good and I'm going to get myself a few items for Christmas that I've been working for. Get to treat myself and treat my mama for especially all the things she's done for me. Especially without a father in my life, it's been hard enough for me. I've basically been doubted my whole. Life. Some people this is given to them. See I'm very different from other people. I wasn't given the life that I have, I had to work hard for it and now that I'm here, I'm just working real hard for it and do what I gotta do to live. My plan is right after I leave h ere and right after I live my 4-year institution to either be in an apartment or a house, not one of those 200,000.00 houses. I'm going to get myself a townhouse, a little easy like townhouse and then when I save enough money then I can get the bigger house that I want. Then that's basically it.

Speaker 1: Gotcha. Let me ask you a question in thinking about your academic confidence so how confident you are in your academic abilities. If you had to rate yourself on a scale of 1 to 10, one being lowest, 10 being highest, what would you rate yourself?

Speaker 2: I'm not going to say 10 because I'm not perfect. It's a little bit of ups and downs for me I would say, I study like I study like I'm supposed to. Sometimes other things might get in the way like kids - and that type stuff, that might throw you off like it does me all the time. So I would rate myself at an 8.

- Speaker 1: What do you think is - what's had the greatest impact on your academic confidence levels? Like why do you think it's as high as it is?
- Speaker 2: I'm going to say high because like, you know I study a lot. I study like I'm supposed to. I always keep my grades up; if I don't keep my grades up you know that's going to affect financial aid and I don't want it to affect that. I always strive to do my best. I always strive to be the greatest person I can be because you can only be great if you know ... I mean you can only be great if you want to be great. You can't be great just because someone else is great. You have to think for yourself. Tis not their life, it's your life.
- Speaker 1: So you're kind of confident because you said, you put in the work, you study, stuff like that. Gotcha. Can you think of any person or event that may have directly impacted your confidence levels?
- Speaker 2: I'm not going to say a specific event. I would say my pastor and the reason why is because I've known him for about 3 years now so I've known him a while and he always throws -- especially around this time he throws community events like we just had one at Chesapeake city park and we had a little cookout and everyone was talking and enjoying time together. I would say I got it directly from my pastor and my mother.
- Speaker 1: So pastor - how do you think he may have affected that?
- Speaker 2: I say you know I say his words. in college like ever since I've been in college and since I've been in his church you know he's just, because he's like a role model to me. I would say he's like the actual pastor role model that some people don't have I would say because whenever I would need him for anything he would be there. From day to night he will always be there for me. Whenever I call him he always picks up the phone. When I need anything he's always there.
- Speaker 1: That's really good. You said mom as well, tell me how mom impacted your confidence levels.
- Speaker 2: You know, she's always -- it's hard especially for a parent on her own. Tis really hard to help build up a man because you can't really learn from a woman like you can learn from a man, so I can also put my brother in law to that. My brother in law has been teaching me about everything like grilling and finances and [00:24:06.15] all that type of stuff.
- Speaker 1: That's really good.
- Speaker 2: I came a long way and I'm not letting anything come down my path.
- Speaker 1: Wonderful man. Can you think of anything that may have negatively impacted your confidence levels, so something that brought it down?
- Speaker 2: I would probably you know, this probably going to be downfall for real I would say. I'm going to say my donor - I'm not going to say father fora reason - I'm going to say my donor. The reason why you know not that I'm owed anything. I can understand where he's coming from but I'm not going to respect it because there's certain reasons why a father is supposed to be... like I've already seen your father right there of course. I'm pretty sure you have some type of plan for your kids when they get older like they want to go to college or you know anything like that. It's different how kids are - like kids like to learn. I have a niece and nephew and they are learning everything. I already have them learning about music at the age of 5. It's crazy how kids learn like, you know I didn't even start learning or

listening to music until I was like 9. It's just crazy kids are these days. Some kids don't have a father, some kids have both, but like I said I had to work my way to who I am today.

Speaker 1: So by him not being there did that make you feel down? How did that affect you?

Speaker 2: I would say like when I was younger it made me feel like, I'm not going to say depression, but it made me feel a type of way. I didn't talk to anyone but like, ever since like you know my mom's like be having talks with me about it. She just tells me don't worry about him he ain't do nothing for you just worry about yourself. Worry about your family because family always comes first.

Speaker 1: How do you think the bullying may have impacted your confidence levels?

Speaker 2: I think I already said this before I would say the bullying helped me. I wouldn't say it really negatively affected me like it may have affected me a little but it didn't like, it didn't make me change my mind all the way.

Speaker 1: Do you think it ever stopped you? So let's imagine you were in class and didn't understand something and had a question, would that have ever stopped you from asking the questions?

Speaker 2: I'm still going to ask the question because especially like, let's just say I was in class right now and I had a question to ask the teacher and the teacher would answer it for me, you know? How you going to do an assignment without knowing what you're doing it on. It doesn't make any sense.

Speaker 1: That's very strong o you though because a lot of students would get intimidated by that but it seems like you have not so that's really good. IS there anything you would change about your confidence levels?

Speaker 2: Maybe a little bit. I would say, I like to be very hard on myself. I would say just to be more confident like you know because I'm not going to say I'm perfect at time management because I'm not. But like I said everyone is not perfect. So maybe for confidence I would say continue to try to make my time a little bit better than how I do it.

Speaker 1: Gotcha. Let's imagine that you woke up tomorrow and were more confident. What would that look like? How would I notice that if I were watching you in classroom?

Speaker 2: you would probably notice it by my demeanor. I'm a very social when it comes to asking a teacher a question if I really don't understand what you're saying. I'm going to ask because I'm not shy. Some adults still know they're very shy. I'm not shy at all because I can refer to sports because if I'm not afraid to say this person snot good or this person is doing really good and they deserve to win M.V.P that's obviously showing that I'm not shy to day what I want to say. You have freedom of speech for that reason.

Speaker 1: That's good.

Speaker 2: I would say my demeanor.

Speaker 1: Is there any question you thought I might ask that I did not ask at all?

Speaker 2: No.

Speaker 1: That's all I've got for you. Thank you man I appreciate you sharing.

Interview Transcript #11 (Jayden)

- Speaker 1: All right so we'll go ahead and get started. So like I said just getting more information about students' academic confidence levels and what have influenced that so I guess my first question is going to be tell me a little bit about yourself and how would you describe yourself?
- Speaker 2: I would say I'm very ambitious person among all things. I used to not be so actually ambitious, I used to kind of go through life. Mid high school, definitely middle school not really trying at anything I want to say. I want to go into chemical engineering at VCU. That's something I'm very passionate about; I have always been very passionate about regarding genetics. Let me see, I really had a wakeup call probably junior year. My GPA Was kind of fine, 3.0 ish you know, freshman and sophomore year I didn't really care. Then I saw, I actually woke up to what I wanted to be and I actually wanted to inspire people; to follow these wild aspirations I always had. I saw that I actually needed to start trying. I had 2 years to do it, junior and senior year brought it up to like a 3.4 but still you know, wasn't enough to get a free ride anywhere. I didn't want to go into debt so I applied here and they gave me a full ride.
- Speaker 1: That's awesome. How would you describe your personality?
- Speaker 2: Let me see... I would probably say very prideful, Intuitive, Logical, and innovative I want to say. Like I said earlier there are a lot of wild ideas I want to accomplish. As I told you earlier I'm starting my own business but before that I didn't really feel like I was doing anything in life or really making a difference. So I would say I'm a very wild, out there person. That doesn't really enjoy unless I'm creating something new.
- Speaker 1: Okay. So you mentioned earlier that you in elementary and middle school you weren't really motivated. Let's go back to that, let's talk about elementary school first. Describe your experience for me.
- Speaker 2: Well in elementary school it was pretty fun you know, gifted and talented program. There was an art program I was a part of but none of that seemed to make a difference to me. It just felt like I was always following a path that someone laid out for me. It was always just do these, follow this, I went along that line and I didn't really learn for myself. Or discover who I am.
- Speaker 1: And in this you're talking primarily your teacher's kind of just assigning you different assignments?
- Speaker 2: Yeah but it wasn't just my teachers; I'd say maybe my parents. I wouldn't say it was their fault. That's their job to kind of - they get a syllabus, you have to follow it, they have to teach you certain things. You're only a child so they don't have that much of a chance to cultivate your intelligence if that's who you are.
- Speaker 1: So did you find elementary school not really challenging enough for you?
- Speaker 2: I would say that's how it's been always until I want to say junior year in high school. If you look at my high school transcript it's like regular classes, 3.0 - regular classes 3.0 then all the sudden junior year it's AP Classes, 3.5. Then senior year, AP classes 4.0.
- Speaker 1: Gotcha.
- Speaker 2: You can definitely see what happened there is strange.
- Speaker 1: so you feel the more you were challenged the more effort you decided to put in?

- Speaker 2: Yeah and that's always how it is in my classes. The more challenging they are the more my mind kind of scales to that difficulty.
- Speaker 1: Okay.
- Speaker 2: I think I had like a B in algebra 2 and then I got to AP Calculous and had an A in it.
- Speaker 1: Wow okay.
- Speaker 2: So it's always been I put in some effort or decide it's interesting and I excel in it.
- Speaker 1: Is there a time you've noticed that you were I don't know if punished is the right word but we'll use it. punished a result of that, maybe teachers or family members saying I see you have this much potential but you're only using not really using it. Tell me about that.
- Speaker 2: Let me see... Well, I feel like the only ones who's ever really pushed me until recently was myself. I saw that inside myself and your parents always think you're smart, teachers might think you're smart but there's no one that really kind of pushed me reach that full potential or take full advantage of what I could do. I just kind of looked at my future and saw that a couple years from now I could just be sitting in an office or doing research, but I felt that was boring.
- Speaker 1: Gotcha. And when you say they didn't push you, they didn't present opportunities to you?
- Speaker 2: Yeah there weren't really any opportunities for me to go ahead and go into these incredible classes or having these good opportunities to kind of explore my own intelligence until there was physics and AP calculus. That's why I took those classes in the first place because I thought it's kind of - maybe it's going to be a challenge to actually excel.
- Speaker 1: And you would say not even attending a gifted school or involved in a gift program, that wasn't?
- Speaker 2: I didn't really enjoy the art one a lot, but the gifted and talent program I don't know. I just I don't think so. Even then they kind of had like a path laid out for us.
- Speaker 1: Okay.
- Speaker 2: For all the kids in there. I feel like I was still just going through the motions.
- Speaker 1: Interesting. How was middle school? How would you describe that experience?
- Speaker 2: Extremely boring, I think around middle school is when I actually came to Suffolk because I was at Brighton elementary in Portsmouth for elementary school. Went to John Yates and it was just really boring for me. Nothing really motivated me I just went through the motions there.
- Speaker 1: Was that once again because you weren't being challenged?
- Speaker 2: Yeah.
- Speaker 1: Do you feel like thinking about elementary and middle school, did teachers recognize your abilities?
- Speaker 2: There were definitely a few that saw what I could do and praised me for it or said I should be doing this or this. But its I don't think it was really praised I was looking for so much as opportunity to do something more. There were a couple honors classes here and there and stuff like that but there's nothing - I was never thrown out by myself if that makes sense to kind of finds something to do. My hand was always just kind of held.
- Speaker 1: Okay.

- Speaker 2: Once they saw I was above average kid. I didn't have that opportunity to create what I wanted.
- Speaker 1: so it sounds like you wanted a little more autonomy?
- Speaker 2: Yeah.
- Speaker 1: So what would that have looked like, you being bored in elementary or middle school? How would someone have noticed that if they were observing you in a classroom?
- Speaker 2: Let me see. I want to say there was my science class in 8th grade, she brought a bunch of chemicals in to show us a few cool things but she just kind of did it all herself and we watched as class in awe of what she was doing with the chemicals. However, I had this chemistry book I would read from time to time as a kid so once that was over and she kind of you know went off to back to her desk. I went up and did some things with the hydrochloric acid and salts. I got written up for it but...
- Speaker 1: Wow. Okay Gotcha. Interesting. They were more concerned about your safety - did you explain that, hey I was doing it because I was interested?
- Speaker 2: Yeah but she said you can't do this. These aren't safe for kids to play with. Probably doubted just how much I knew about it at the time. I understood but it seemed fun to play with at the time.
- Speaker 1: I Gotcha. How would you describe your confidence levels in elementary school on a scale of 1 to 10 on your academic abilities?
- Speaker 2: I didn't really know I mean as a kid I was told I was smart and all that but I didn't really think I was that smart. Maybe it's because I never really explored how intelligent I was. People said that I was and it just, I just didn't feel that confident in my ability to do much. It wasn't until like, junior year that I started being the top of these classes. These AP classes that I understood that I actually have above average intelligence.
- Speaker 1: Interesting. Did you feel academically inferior to your peers?
- Speaker 2: I did a lot actually but I just didn't really care that much to go that extra mile. It wasn't academically inferior to the point of everyone doing better than me, it was just I wasn't at the top. I saw those guys at the top and I was like whatever.
- Speaker 1: So you didn't necessarily have a desire to get to the top but you, did you feel a little insecure?
- Speaker 2: Yeah.
- Speaker 1: All right so that was elementary and middle school. So you said 9th and 10th still above average but not I guess where you necessarily wanted to be. Then 11th grade changed everything. What happened?
- Speaker 2: I just kind of, that's when really my aspirations started to develop. I wanted to start my genetic engineering company. I wanted to be someone that my race, as an African American, they can look up to and say this guy is incredible and we can be incredible. I've seen, there was a lot of things that I experienced around that time that you know I guess a lot of social tension I saw and people didn't really think someone like me could be great or at the top. So that's why I wanted to prove people wrong and that's why I developed my dreams of owning my own genetic engineering company, gene Therapy Company and all that. And I saw the only way to do that is to be a truly brilliant person.

- Speaker 1: Okay. So tell me a little bit about the tensions you may have encountered or witnessed?
- Speaker 2: I think a lot of it was online, some things in the streets where there wasn't really - a lot of putting African American males down or us putting ourselves down because there weren't too many idols for us to look up to as African American males. A lot of people that kind of thought we wouldn't live up to anything., so to prove everyone wrong about that I thought maybe I can achieve something.
- Speaker 1: Did you experience these directly or just got these messages through media?
- Speaker 2: Just kind of got it indirectly.
- Speaker 1: Gotcha. So you think you started to kind of notice this a little more in 11th grade?
- Speaker 2: I think that was consciousness I developed in like 10th grade but I turned around 11th grade because that's when I started to think I won't be anything special unless I start excelling now.
- Speaker 1: Can you think of anything that may have occurred in 10th grade that may have prompted or helped your conscious levels kind of rise a little bit?
- Speaker 2: I can't think of anything off the bat. I would say there was kind of a bud of creativity of wanting to create something because of some -- well... The confidence thing didn't really start until 11th grade when I kind of developed all that. Kind of that social awareness of what I need to be. 10th grade there was kind of a creative awakening I want to say. There were a couple shows I watched, with some cool things and I want to create this and that. So I kind of boosted my interest in science and then 11th grade was that social awareness and then the mix of 2 started to make that change.
- Speaker 1: So you feel like in 11th grade that's when your confidence levels - your academic confidences began to go up.
- Speaker 2: Yeah.
- Speaker 1: So what did that look like? How would I have noticed a difference between 10th and 11th grader?
- Speaker 2: I think in 10th grade - well freshman year I had like a 3.2. Sophomore year it went down to a 2.8 and all the sudden in junior year it was a 3.5.
- Speaker 1: That's with tougher classes?
- Speaker 2: Yeah tougher class. I would just really start excelling in them really, studying sometimes but it was - I guess being interested I guess.
- Speaker 1: How did you get enrolled in the tougher classes for 11th grade?
- Speaker 2: Let's see, I think I just signed up for them. There was a counselor that advised against it but still let me. So I just did it and Yeah...
- Speaker 1: Gotcha. If you had to identify one thing that may have had the biggest influence on your confidence levels, positive influence on your academic confidence levels, what might that or who might that be?
- Speaker 2: Let me see...
- Speaker 1: Let me take that back, if you had to identify things, I can be multiple things.
- Speaker 2: It was a lot about where I saw my future self-being. I figured if I was doing nothing now then I wouldn't be doing anything in the future or if I'm at least not working towards it now then I wouldn't be doing anything in the future I felt like a loser. This guys just going through the emotions, college oh he has a career now and that's it. There was also in that aspect of once I had that creative awakening I

kind of saw where I was as a person and once I figured out that I was a truly smart person in like 11th grade, I just kind of looked toward the geniuses of Einstein and Newton. You know, Einstein mastered calculus by 14 so I was like wow. If I ever want to be as smart as one of them then I'm way behind already.

Speaker 1: Gotcha. So part of it was kind of looking at other people and seeing their successes?

Speaker 2: Yeah the greats and what they accomplished at my age.

Speaker 1: so by seeing those people, if they can do it then I can definitely do it?

Speaker 2: Yeah. I kind of run that through my head a lot. Sure these guys are great, there's something special about them but I always saw myself my intelligence as very adaptable. So I feel like anything any other human being could do with a little bit of time I could train myself to do it too.

Speaker 1: That's awesome. That's very interesting. Was there maybe specific person that you observed accomplishing something that may have sparked this change?

Speaker 2: Not a specific person that I've seen in reality that I've actually met. It was just those great genius and I read about them and what they did and kind of compared that to what I was doing and it was nothing.

Speaker 1: Gotcha.

Speaker 2: I don't think I've ever met someone in reality that I looked to and thought wow how can I reach those heights.

Speaker 1: Well so let me ask you this, you mentioned earlier about trying to be a role model for young men of color I'm assuming, was there anybody you could observe that could serve as a role model of you? A person of color you can think of/

Speaker 2: Not anyone in the field I wanted to go into and that's actually what triggered that I need to become that person because I didn't really see anyone in that field that accomplished something incredibly great. There was never a genius on the levels of Einstein and Newton that was an African American male. I thought I need to become that so they can look into those history books and see that they can become someone great.

Speaker 1: that's awesome. So it didn't discourage you at all, if anything it motivated you to want to become that. That's excellent. How would you describe your college experience thus far?

Speaker 2: It's pretty good at TCC. I like it, I'm definitely excelling now that I know what I need to do. There are some things I kind of have to balance out between being a student ambassador, trying to volunteer over here. There was a job, and now there's my company but it's not too hard I want to say. In fact, I want to say I'm actually not trying my hardest which is something I always struggle with.

Speaker 1: Do you feel like you're being challenged here?

Speaker 2: Yeah definitely with the balance of everything I need to do I feel like I'm being challenged. It's not like an exponentially hard challenge and those the things that I really respond to. I need to learn to bring that out whenever but it is challenging me.

Speaker 1: Okay. How have your interactions with faculty or even teachers, like back in high school? How would you describe those experiences?

Speaker 2: I never really liked any of the teachers except, well there was a few but it didn't really have anything to do with their teaching just more so what kind of person

they were. Just overly passionate and caring teachers like my Spanish teacher Ms. Ellis, who genuinely cared about who she was teaching and everything. It was just the kind of person she was that I really liked as a teacher. Other than that nothing really motivated me until calculus and biology and even then it wasn't really the teachers per say. I learned that material by myself kind of, I was kind of ahead of those classes at the time. It was the material that challenged me, not the teachers really did it. Here there are a few like my calculus teacher. My chemistry, Mr. Frampton. They're pretty smart guys.

Speaker 1: Could you identify any experiences that negatively impacted your academic confidence levels?

Speaker 2: oh well there was my SAT scores actually, I only got like 1150 on it and that's okay, it's kind of below average I want to say. Its definitely not what I was expecting because at that time I was excelling in all the higher up classes. I didn't really know how to explain it. I want to say it was probably just the effect of not having accumulative knowledge or all the knowledge before those years I kind of disregarded. I can do calculus but some pre-calculus or some algebra I was like I don't really care about it. Some English, some history stuff - I never really paid attention to that I just kind of read some books. I got fine grades but Yeah. When it came to the SAT, accumulative, all that knowledge you're supposed to learn I only had that advanced stuff that wasn't on the test and was kind an average ether.

Speaker 1: You got 1150? Why would you say that's below average thetas good score?

Speaker 2: I want to say what people have at like VCU and very thing, they only - they have 1260 and some classmates I had were getting like 1460 you know. That just kind of discouraged me there.

Speaker 1: I Gotcha. So did it make you doubt your abilities?

Speaker 2: It didn't make me doubt myself because I knew that I was smart because of I was the top of those advanced classes so I kind of rationalized it as I probably missed all of the basic knowledge because that was when I didn't care. So I got an average score instead of an incredible score based off what I was doing then.

Speaker 1: So because your confidence levels were already high because you had been challenged and succeeded in those class this didn't really affect it? Let's imagine you'd never taking that AP calculus and some of those advanced classes and you still go that score, do you think it might have had the same impact on you?

Speaker 2: Yeah I think if that was the case I probably would have continued going through thinking I was an average person, average guy that wasn't going to really do anything great ore had that potential. What really solidified that was challenging myself. But if I never had that I would have just been an average guy.

Speaker 1: Do you think your elementary and middle school experiences may have been different had you, say had a teacher that really challenged you? Or number one noticed your talents and abilities and then challenged you based off that?

Speaker 2: Yeah I feel like back then if someone actually challenged me I would have gone into high school or middle school knowing what I needed to do or what I was capable of. That probably would have drastically increased my scores on everything. I don't know where I would be honestly if I had had the knowledge I had now of what I could do back then.

- Speaker 1: Gotcha. Can you think of any reason as to why they may not have attempted or tried to challenge you as much?
- Speaker 2: I can't really think of anything probably they didn't see that I was doing or maybe they just a bunch of kids what could they possibly do. Other than that they just always some student average student.
- Speaker 1: You said you were in a gifted program for most of elementary?
- Speaker 2: Yeah, I think all of elementary school and then the art program was also in elementary school and then I moved to Suffolk and it was just so-so middle school.
- Speaker 1: When you were in elementary school in the gifted program were you the only and you may not remember this, but the only African American boy in your class?
- Speaker 2: I remember distinctly I think 4 people from there. There were 2 males I think one was mixed and the other was white. Yeah there was me and Ms. Shaw who was mixed heritage...
- Speaker 1: Gotcha. Has that been, thinking about even in high school with some of the AP classes? Has it been similar to that?
- Speaker 2: I was, in my pre-calculus and calculus there was me and another black male that were succeeding. Everyone else was - they were Caucasian and then there was biology I think I was the only black male there. Let me see, well it was government, AP government. I was one of 3 black males there and it was a relatively big class. It definitely shows in upper parts.
- Speaker 1: do you think or can you think of how that may have impacted just your educational experiences in general?
- Speaker 2: Not really, just like kind of how I never saw a genius of my race and gender. I just kind of saw that and I thought they probably look down on me and don't see people like me often so I'll become the top of my class and be that person.
- Speaker 1: Did you ever feel a burden associated with that? Like you have to perform well.
- Speaker 2: Yeah there were actually a lot of times I have to perform well because I'm supposed to be the representative of black males succeeding in science. So that happens a lot.
- Speaker 1: What does that - how does that make you feel?
- Speaker 2: It does add some challenge and challenge kind of pushes me. I mean I had some stress but I'm relatively good at dealing with a lot of stress. It's pushed me and stressed me out.
- Speaker 1: Has it ever been to the point that it's actually --
- Speaker 2: Overbearing?
- Speaker 1: Yeah.
- Speaker 2: I don't think so. I don't think I've ever experienced anything that was too much for me. Even now, with the company, I think I can do this honestly. Nothing has stressed me out to the point that I just stopped. In fact, I think the more stress I experience the more it motivates me.
- Speaker 1: Would you say you have a strong support system? What happens when you do feel stressed? Is there someone you can talk to?
- Speaker 2: Not generally. I just kind of [00:33:42.16] to my own imagination of if I can't handle this how am I supposed to become a genius or be acknowledge as one of

those incredible people and I just reassure myself of you can do this because you're supposed to be something great.

Speaker 1:

Gotcha.

Speaker 2:

So I'm kind of my own support system in a way.

Speaker 1:

Lets imagine you were struggling with a specific subject, how likely would you be to contact a faculty member or seek support outside of class?

Speaker 2:

Not every likely. I don't think I've ever had a tutor. I've been a tutor and I've tutored others. I've never really reached out to anyone for extra help or anything like that. I just go to the book and that's what I do.

Speaker 1:

Just try to figure it out. Why haven't you ever gone to tutoring?

Speaker 2:

There is actually a specific reason. I feel like the greats they didn't really - they really figured it out themselves what they could and I feel like if I'm reaching to someone else that that's kind of admitting an absolution within myself, that I'm not as good as this person who figured it out by themselves. Even if it was a faculty member they might have age but you know, so will I and sometime I'm supposed to be someone that is supposed to have that knowledge already. I just feel like I'm supposed to be greater than anyone is and I have to do that by myself. However, it's never really been a detriment to me at least I don't think so.

Speaker 1:

How engaged are you in class? Do you attempt to participate in discussions?

Speaker 2:

sometimes when I just kind of feel like it. But it's never really to learn anything it's just to engage for the fun of it. Most of my time, I don't think I get anything from the lectures. most of the things I learn is just by myself, I'll just read up on every text book and if I'm not having fun, to engage in class I'll just be sitting on my computer doing what I need to do at the moment.

Speaker 1:

Okay. So if you had to measure your academic confidence levels now on a scale of 1 to 10.

Speaker 2:

I'd probably say an 8 or a 9. The only thing that restrains me really is like I said; I don't always push myself all the time. It really just scales what the difficult or stress I'm experiencing. If I could bring that out all of the time then I'm sure I would be just, incredible. But I just kind of do whatever I need to do at the moment or I extract whatever skill is needed at the time. Which is fine, I'm probably going to end up with a 3.8 I'm going to say, maybe a 3.6. I'm shooting for that 4.0 but Yeah. It's relatively kind of easy classes it's just the balancing of it all pushes me.

Speaker 1:

Gotcha. Is there anything you would change about your confidence levels?

Speaker 2:

I don't think so. I think now I recognize the potential I have and I also recognize that I need to bring it out to become like incredible. I really know what I can do now I just need to learn to cultivate it.

Speaker 1:

Would you say these confidence levels expand outside of academics? So in life in general would you say you're relatively confident?

Speaker 2:

I would say I'm pretty confident. If I could - if I was just looking for a normal life or even looking to be just an engineer, basically, I know I could do it. It's not - I don't think it's that hard for me to get bachelors in engineering and go to engineering firm and get a job. The thing is that's not what I'm doing, I'm getting this degree just to gain the knowledge and just then kind of get the experience really. or its mores a degree is something you need to get to have any change but

after that I just want to go onto create myself and follow my own aspirations of building my genetic engineering company.

Speaker 1: Is this this business? IS that going to change your aspirations?

Speaker 2: The one I'm currently building?

Speaker 1: Yeah.

Speaker 2: No actually this business is just so I can get to VCU. If it gets popular then I would prefer to sell it off or I could keep up with it for the money really but just having a normal life isn't something - or having a wealthy life isn't something I want to do. I know I could do that if I just got like an engineering degree or something like that but it's not about having a comfortable normal life because that just seems boring.

Speaker 1: Gotcha.

Speaker 2: That's why I looked at in middle school when I saw my future; I looked into my future, just a boring normal life. It might have been comfortable but it just seemed boring. SO I kind of just being an engineer I feel this is a track someone already set out for me. I would - no matter what I would keep following those aspirations of building something myself.

Speaker 1: Gotcha. So if you had to come up with a guide to making students more confident in their academic abilities what do you think are important things that would need to be done in order to accomplish that. I know that's a lot to throw on you.

Speaker 2: Let me see, I would say one thing that people have a huge difficulty with comprehending is that they can become smarter I want to say. One thing that saved me from falling into a rig of I'm just this normal person that won't accomplish much was that I felt that my intelligence was extremely adaptable. That was what was special about how I was but then I saw some of my classmates would see me excelling and think oh he's just naturally smart. He's just born that way. I don't know how much of that was natural talent and how much was working hard, it might be that the person you look at might have natural talent but I feel you can also change the smarter you are. That your own knowledge is adaptable, that you can really gain that intelligence you're looking up to. It's not just a fixed thing that he's just born smart and will always be smarter than I am. It doesn't have to be that way.

Speaker 1: Do you have siblings?

Speaker 2: I do. I'm the oldest. I have a younger brother Taylen who's in 10th grade and I have a younger brother, Taj who I think is in 8th grade right now and I have a new little sister whose name is Tiana, she's 5 years old. I do want to see them succeed especially Taj, I see a lot inside of him. I feel like he could really accomplish something which why I thought that if this business succeeds then I want to give it to him and see him succeed in life and not waste his potential.

Speaker 1: do they excel academically as well?

Speaker 2: My sisters in pre-kl but she's pretty smart. my brother taylen is an average student ish I want to say but I don't know if he's just like me or if he just doesn't try or ... I'm not sure. Taj has always been different. Hess just a genuinely smart kid. I feel like we have a lot in common. I don't want to pick favorites but...

Speaker 1: I Gotcha. Is there any question you thought I might ask that I did not ask?

Speaker 2: No I think you covered everything.

- Speaker 1: Okay. All right well...
- Speaker 2: Now I'm remember my SAT score it was 1050 I want to say, not...
- Speaker 1: That's still above average I would imagine but I Gotcha. I Gotcha. Well thank you though I appreciate you sharing this information. You gave me a lot of great insights. Definitely appreciate you sharing this.

Interview Transcript #12 (Brad)

- Speaker 1: All right. You want some candy or anything like that? All right so I guess we'll start off just go ahead and describe yourself for me. How would you describe your personality and things like that?
- Speaker 2: All right well, I guess the best way to describe myself is a rapper name [00:00:26.21] he said, introverted when I'm done being extroverted. So I guess I'm both. I'm hard working because everyone in my family is hard working. I'd often be - me and my brothers would be the only kids in the neighborhood mowing grass or shoveling drive ways in the snow so that's all I really know. I joined the army at 17 and I'm coming here to get general studies. I plan on transferring to ODU and hopefully join the ROTC program.
- Speaker 1: wonderful. So your hard work, is that something you all chose to do or were your parents like you all need to go out and do something.
- Speaker 2: I mean they didn't really make us but my dad would always talk about how that's what he and his brothers would do, so we felt he pressure.
- Speaker 1: Gotcha. And Dad was in the military as well?
- Speaker 2: No my mom was and my grandpa.
- Speaker 1: Are you a Joe Button Fan?
- Speaker 2: I just like real rap, so I like some of his music.
- Speaker 1: You a chance the rapper fan?
- Speaker 2: I like his music Yeah.
- Speaker 1: Okay, seeming like they are having a bit of an issue.
- Speaker 2: Yeah.
- Speaker 1: Okay. Joe button seems a little old for your aged.
- Speaker 2: I mean he's like, his pen his deadly. He got balls so I like him.
- Speaker 1: Who's your favorite rapper? Do you have a favorite rapper?
- Speaker 2: Definitely Kendrick Lamar.
- Speaker 1: Okay Gotcha. I thought you would say like Drake. No I'm just joking. That's cool, I appreciate that. So you would say your introverted at times, your extroverted when need be and then go back to being an introvert. So that's probably more your natural state?
- Speaker 2: Yeah.
- Speaker 1: Gotcha. So what I'm doing is I'm interested in finding out more about the academic confidence levels of students. Particularly community college students and also what may have impacted their academic confidence levels. So there are a lot of things that can impact someone's confidence levels. So one thing can be the more you practice something the more confident you become in that area. So you mentioned favorite basketball player as Kobe. I would imagine the more jump

shots that he shoots the more confident he gets in his ability to shoot the jump shot, so that could be one thing. Another thing that could influence someone's confidence levels is just people encouraging them verbally, so the more they hear encouraging words that could work to affect their confidence levels. Another thing could be watching someone successful accomplish a task you're interested in. So if your goal is to become a general in the army, and you had an uncle or grandfather who achieved that status. Then by watching them you could feel like well if they're able to do it then I'm also able to do it. Then something else that could affect someone's confidence levels is just the how can I describe this - their physical state. So for example if you're in a situation that makes you feel anxious or nervous that could potentially lower your confidence levels. So those are some different areas so once again I'm not looking for any specific answers I'm just trying to find out more information about you. So what I'm looking at specifically is within the context of education. So I want to learn more about your educational experiences. I want us to go back to elementary school. So if you can describe for me - how would you describe elementary school?

Speaker 2:

Easy.

Speaker 1:

It was easy? All right. Was it a positive experience for you?

Speaker 2:

Yes sir.

Speaker 1:

Okay what did you like most about elementary school?

Speaker 2:

Well elementary and middle I was in private school. I think in private school they focus more on you as an individual vs. public school in my opinion is more babysitting and keeping the class in order. So elementary and middle was always easy for me, I had straight A's.

Speaker 1:

So you did really well in elementary and middle school as well?

Speaker 2:

Yes sir.

Speaker 1:

That's wonderful. Did you ever find it challenging at all?

Speaker 2:

Private school never, it wasn't until I switched to public school.

Speaker 1:

Okay so the work was easier in private school as well?

Speaker 2:

I'm not going to say the work was easier even though I believe it was but I think it was more they spent more time if you were struggling in an area vs. public school its we need to move on that way we can be done in time.

Speaker 1:

Okay. How big was your school, the private school you attended?

Speaker 2:

The graduating class was 12 people.

Speaker 1:

Okay all right. So like in a simple class maybe 20 students?

Speaker 2:

Maybe 13.

Speaker 1:

13, okay so you really got more 1 on 1 attention I would imagine. Gotcha. So you transitioned to public school in high school. 9th grade?

Speaker 2:

It was more like the end of middle school into high school but Yeah.

Speaker 1:

How was that transition?

Speaker 2:

It was a little harder.

Speaker 1:

Tell me why.

Speaker 2:

I was still that kid that would pray before food and kids would look at you like, oh he's praying. Little things like that.

Speaker 1:

so people looked at you like you were weird for praying and stuff like that. That's interesting. I went to private school from 1st to 9th grade and then public school

in 10th grade. The first class I took the teacher was cussing like crazy and I'm like what in the world is this! So that was a big adjustment. So I can see that. Was it your choice to go to public school?

Speaker 2: No sir it was my parents.

Speaker 1: so you would have preferred?

Speaker 2: No I always asked to go to public school.

Speaker 1: Gotcha. So you got there, besides people looking at you a little weird for praying, any other things you remember about the transition from private to public school?

Speaker 2: It's like you're more of an adult in a public school because in private school there are people in place around you to make sure you don't get into trouble and into certain things. Whereas a public school in my opinion it was a lot of freedom. I could get away with doing things and no one would care.

Speaker 1: Gotcha. So what do you mean there were more people in place? Give me an example.

Speaker 2: Like if you cut class in private school it doesn't matter who the teacher is, if they see you like they are going to pester you vs. public school more often than not they are going to give you the benefit of the doubt that you know what you're doing and where you're going.

Speaker 1: So you're saying if you cut class in private school even if it's not your teacher they would see you and say something to you?

Speaker 2: Yeah like even if you're just going to bathroom, they're strict over there.

Speaker 1: And public school you can kind of walk freely?

Speaker 2: Yeah.

Speaker 1: Interesting. What did you notice as far as the difference in the work you were assigned and assignments and such?

Speaker 2: I found public school to be faster paced and also more responsibility on you to teach yourself and learn. I feel there were less programs to help you get ahead academically.

Speaker 1: Interesting. So when you say it was more fast paced and you kind of mentioned this before, at the private school they offered more support if you were struggling or? Okay but public school you're on your own, have to move to the next thing?

Speaker 2: Yeah.

Speaker 1: Interesting. Did your grades - did you struggle at all academically?

Speaker 2: Oh Yeah I struggled at public school.

Speaker 1: so you said you transitioned there the end of middle school. That was 8th grade I'm assuming?

Speaker 2: Yeah 7th-8th grade.

Speaker 1: So tell me what that was like as far as academics?

Speaker 2: In private school I was always a straight A student. In public school I was a B and C student.

Speaker 1: did that continue on in high school?

Speaker 2: Yeah.

Speaker 1: Did it ever change? Did you ever adjust?

Speaker 2: End of my junior year and senior year that's when I got back on track but I think it's more of a maturity thing for me.

Speaker 1: tell me how so.

- Speaker 2: I've always been childish but like in private school it's like, I don't know I feel like after school there were programs in place to make sure you're doing your work and make sure you're studying. At public school I feel there were less programs. It might have also been that we were higher, higher up in grades and there's not really afterschool programs like that. So it was more me starting to slack.
- Speaker 1: So in private school they had study halls after school?
- Speaker 2: After school they had programs you could study until 5 or 6 and there were people there that could help you with each class or each thing.
- Speaker 1: Wow. Were these teachers?
- Speaker 2: Yeah they were teachers that would stay back.
- Speaker 1: Wow. And at public school there wasn't any?
- Speaker 2: Not really.
- Speaker 1: So if you were struggling in a class in public school what would you do?
- Speaker 2: There was a study hall every Tuesday. When I was at [00:09:29.25] study hall every Tuesday and that's what I would go to.
- Speaker 1: But that was the only thing?
- Speaker 2: Yeah only every Tuesday.
- Speaker 1: But at your private school every day for hours basically wow. What did your parents say while all this was going on?
- Speaker 2: About what?
- Speaker 1: I'm assuming they noticed your grades were dipping.
- Speaker 2: Yeah.
- Speaker 1: So what was their response to that?
- Speaker 2: I guess the perspective changed. They always told me I was going to be a doctor and when I started going to public school that kind of changed because like look at these grades.
- Speaker 1: Did they ask you what was going on?
- Speaker 2: I mean Yeah they asked but it was more like they told me to go to study hall and I was doing the things I could do, but most of it was on me. I can't even blame the school. It was on me.
- Speaker 1: Why do you think it was one?
- Speaker 2: Because I started slacking because I don't know. I felt it was less strict so I didn't feel I had to try as much.
- Speaker 1: Oh okay. So what would that slacking look like in class?
- Speaker 2: It wasn't slacking in class I just didn't put the study time in to get A grades.
- Speaker 1: Okay. Why do you think that was?
- Speaker 2: Motivation. I don't think I had as much motivation to study in general.
- Speaker 1: Why so? I'm just curious as to why it may have changed.
- Speaker 2: I don't know, there was never really someone to say hey you need to get on your stuff and study. that's why I think my junior and senior year started going up - it's because around my junior year I had joined the military and went off to training. I was like that's when I really learned. You're on your own, so when I got back to school I was like okay you're an adult now. No one is going to push you, you have to push yourself.

- Speaker 1: Okay that makes sense. So elementary middle school you had someone pushing you - more so hand holding, supporting you, saying you need to do this. Once you transitioned to public school that support was left basically.
- Speaker 2: Yeah.
- Speaker 1: but then once you got to 11th grade and you were like this is what I wanna do for a career, you're like well I gotta be the one to motivate myself.
- Speaker 2: Yeah.
- Speaker 1: that makes sense. If you had it your way, and could do it all over again would you prefer to just stay in private school that entire time?
- Speaker 2: No ifeel the transition is necessary just to have a balance.
- Speaker 1: Gotcha. So you think it helped you mature?
- Speaker 2: OI think private school gave me the moral - not just religiously or spiritually a strong person but just known right from wrong and I think public school gave me more maturity because there's no one holding your hand. It's more of like you're an adult now so I think I needed both.
- Speaker 1: That's very interesting. How has your college experience been so far?
- Speaker 2: It's actually been a lot better. So far I don't think there's a class I have less than an A in. So I'm doing better and I actually like it.
- Speaker 1: Do you find that - how would you describe the level of support you get in college?
- Speaker 2: It's good because like, well I think it's more the facilities that are offered. the library is open forever and its more of me coming, like I'll have class at 8 or sometimes at 10 but I might show up at 7:30 just to knock out homework and force myself to study.
- Speaker 1: That's awesome that's great. So let's talk about your confidence levels. If you had to measure yourself on a scale of 1 to 10 how confident would you say you are in your academic abilities when you were in elementary school?
- Speaker 2: 10.
- Speaker 1: Okay. What about middle school?
- Speaker 2: About a 5 or 6 -- oh I'm talking about public school when I started transferring.
- Speaker 1: Okay, well you would say 6th grade is still a 10?
- Speaker 2: Yeah.
- Speaker 1: But once you transitioned?
- Speaker 2: It's a 5 or 6.
- Speaker 1: What about high school?
- Speaker 2: Like a 5 or 6.
- Speaker 1: What would you say it is now in college?
- Speaker 2: It's about an 8 or 9.
- Speaker 1: So it went back up. Tell me what if you had to identify one thing that had the greatest impact on your academic confidence levels what would that be?
- Speaker 2: My confidence levels?
- Speaker 1: Yeah your academic confidence levels. You mentioned before it was 10 and then it dropped to a 5 or 6, and then it went back up. So what had the greatest positive impact on your confidence levels?
- Speaker 2: I think more of just seeing your first A for me because it's like oh I can really do this.

- Speaker 1: So once you were able to succeed?
- Speaker 2: It's like yeah I can really do this.
- Speaker 1: What had the most negative impact on your confidence levels?
- Speaker 2: Once I saw my grades going down and it's like, I always asking my teachers things I could do and more of the answers they were giving me were based on what I could do. Although that answer was right that's not what I needed at the time I still needed that push.
- Speaker 1: That makes sense. So when your grades started to suffer a little bit you kind of started assuming you didn't have as much confidence, not believing yourself as much. So you also mentioned before your career interests changed. Before you said you want to be a physician. What happened?
- Speaker 2: Well I was always the kid reading no matter where we went and all our family and friends would always call me like A genius or whatever. But then when my grades started dropping I didn't hear that anymore so it was like, I don't really think I can be a doctor anymore.
- Speaker 1: So did you start to believe when your grades started dropping that maybe I'm not as smart as I thought I was?
- Speaker 2: Yeah definitely.
- Speaker 1: Gotcha. Interesting. You said that you didn't hear that verbal support as much?
- Speaker 2: Yeah.
- Speaker 1: Gotcha. So when did you make the decision you know what this being a doctor I'm probably not going to do that?
- Speaker 2: Probably 7th or 8th grade year I was like dang I'm struggling. Let me pick something more practical.
- Speaker 1: Is that when you chose -- what did you decide at that point? Did you choose a career?
- Speaker 2: No I just decided that doctor is probably not going to happen.
- Speaker 1: But then you said the grades started to improve in 11th grade.
- Speaker 2: yes sir.
- Speaker 1: Did you ever think well maybe I can become a doctor?
- Speaker 2: At that point I had joined the army and my whole focus was on advancing in my career. So I think when I finally do get my degree I'm going to pick something transportation wise because that's my MOS that's my job there. I basically want to make my resume as best as possible so I can become as high a rank as possible.
- Speaker 1: So what would be an example of something transportation wise that you could potentially do as a career?
- Speaker 2: I'm still looking. I honestly don't know much about the transportation degrees yet. I'm going to look; I want something like that that way when it's time for promotion I can say I do this on the civilian side as well.
- Speaker 1: Gotcha. Interesting. Is there anything you would change about your academic confidence levels?
- Speaker 2: As far as what?
- Speaker 1: Do you ever wish you were more confident or anything like that in your academic abilities?
- Speaker 2: Yes.

- Speaker 1: Okay. So let's imagine that you woke up tomorrow and were more confident in your academic abilities. How would I notice that? What would that look like within the classroom, outside of the classroom?
- Speaker 2: It would probably lead to more participation. I already participate more, but the more confident I am in my grades and academic abilities improves how much I participate in class because if I'm not doing well I don't want to raise my hand and get something wrong because it's just like I don't want people in class to think I'm dumb. So I go back to being introverted if I'm not confident in that class.
- Speaker 1: Gotcha. So many people say that exact same thing. Has there been a time where you raised your hand to answer a question and you've been wrong and people said you were dumb?
- Speaker 2: not really but like people will look around or sometimes you'll hear laughter if it's something they think is easy. Or an algebra course or something.
- Speaker 1: Gotcha. So you kind of find it - so you don't want to feel like you're dumb.
- Speaker 2: No.
- Speaker 1: Do you think you're academically inferior to your peers?
- Speaker 2: No I never felt that way because every time there was an IQ test I always scored above average. It's just my grades never reflected.
- Speaker 1: Gotcha. So you said right now you're somewhat engaged in class but its only if you feel you know the answer?
- Speaker 2: I'm engaged in every class.
- Speaker 1: You are, that's good. So you tend to ask questions? Do you seek support - well I guess you do but do you seek support outside of class if you're struggling with something? Since you've been in college I should say?
- Speaker 2: Yes sir I definitely go to the writing center for every paper just because they are really nice over there and they help me with my paper a lot.
- Speaker 1: That's awesome. So you said if you could, you wish your confidence levels were a little higher - why do you think you'll be successful in college?
- Speaker 2: Because to me, in my opinion, I don't have an option to be successful. I feel the only way to get where I'm going is to be successful so for me I'm not giving myself an option to fail. It's either I do it or I fail.
- Speaker 1: Gotcha. So do you have a strong support system outside of school?
- Speaker 2: Not really as far as, I mean my mom will ask how I'm doing but she's not going to heckle on me and be like make sure you're doing your stuff. It's more on me.
- Speaker 1: Okay gotcha. Has it always been like that really been on you?
- Speaker 2: When I transitioned to public school that's how it was.
- Speaker 1: So it's like everything changed once you got there, everything was on you at that moment.
- Speaker 2: Yeah.
- Speaker 1: Wow interesting. Do you have any siblings?
- Speaker 2: Yes sir.
- Speaker 1: They go to public? Private?
- Speaker 2: My little brother goes to public.
- Speaker 1: Has he ever gone to private school or has he always gone?
- Speaker 2: Yeah I have 3 brothers, we all went to private school together, and we all transitioned to public as well.

- Speaker 1: How is he doing?
- Speaker 2: He's doing better than both of us. My brother ended up dropping out shortly after we went to public school.
- Speaker 1: So this is an older brother?
- Speaker 2: Yeah he dropped out his sophomore year. He was struggling too once we transitioned over. My little brother started struggling a little bit but he picked it up just because I think everybody gathered around him and made sure he did better.
- Speaker 1: Your older brother, did he have any issues with school when he was in private school?
- Speaker 2: No he was good in private school, but when he went to public he started wilding out.
- Speaker 1: Gotcha. So you said he dropped, like his grades suffered?
- Speaker 2: Yeah his grades suffered and he stopped going to class and ended up dropping out.
- Speaker 1: You said wilding out? Was he getting in trouble?
- Speaker 2: Yeah.
- Speaker 1: So public school hasn't been the best experience for you all?
- Speaker 2: Yeah I guess.
- Speaker 1: I mean for you, you were able to come out of it but it seems like everybody initially, that initial transition was a bit shocking I guess. Interesting. But now you think you will be successful in college because it's all on you and you know what it takes I'm assuming.
- Speaker 2: Yes sir.
- Speaker 1: Gotcha. Is there any question you thought I might ask but I did not ask?
- Speaker 2: No.
- Speaker 1: Okay all right. Well I think that is all I have for you. SO I appreciate it. Thank you.

Interview Transcript #13 (Robert)

- Speaker 1: This is my back up just in case. All right so we'll go ahead and get started. I guess we'll start off with you telling me a bit about yourself. How would you describe yourself?
- Speaker 2: Well I try my hardest to be the best that I can be in different aspects of course. Whether it be you know being funny, or trying to be a gentleman to the ladies. Trying to do good in school, trying to work, those types of aspects. I think I pride myself in basketball, definitely an NBA Fan. Checked out the Cavs fan last night, it was great.
- Speaker 1: You're a Cavs fan?
- Speaker 2: I'm a LeBron fan so it's kind of just wherever he goes.
- Speaker 1: Gotcha okay.
- Speaker 2: So I definitely like to revolve my life around basketball. Then of course with that being said, 2k is not a boring game for me. Love playing on the Xbox its cool. That's pretty much my day-to-day thing.
- Speaker 1: You said you like to be funny, are you class clown? How would you describe yourself?

- Speaker 2: Not a class clown but I mean if something is funny I can kind of expand upon it and make everyone laugh about it.
- Speaker 1: Have you ever thought about trying to become a comedian?
- Speaker 2: No I don't think I've reached a Kevin Heart, I think just I'm one of those people that pride myself on the statement of, a day without laughter is a day wasted.
- Speaker 1: Okay Gotcha. How would you describe your personality? Would you say you're pretty out going?
- Speaker 2: I'm pretty laid back.
- Speaker 1: Okay. Why do you think you will be successful in college?
- Speaker 2: Well first off I saw a movie one time that had a statement; you have nothing if not belief. So I try to take that very day to say that if you don't believe you will be successful then you most likely will not be. with that being said, it took after understanding that statement that I came to the conclusion to make my own quote, that I take day to day which is, Success is an honorary sacrifice. Which means there's a lot of honor in sacrificing for your success. In the end it will pay out. So honestly with being successful in college I think that trying your best, will kind of give you that hope or the hope will -- because you hope or because you would like to hope that you would do better or that you would succeed in college you're going to try your best I think is what I'm trying to say.
- Speaker 1: You seem to have a lot of wisdom.
- Speaker 2: I try.
- Speaker 1: Do you like public speaking?
- Speaker 2: ITs actually quite interesting to me.
- Speaker 1: Has anyone ever told you, you seem like you would be a motivational speaker?
- Speaker 2: I've heard that before.
- Speaker 1: So what I'm looking at, as I mentioned earlier is the confidence levels of students in thinking specifically within the context of education. So let's start off with confidence in general. If you had to rate your confidence levels on a scale of 1 to 10, how confident would you say you are? Just in life.
- Speaker 2: In life as a whole I would probably say a 7. I would say I think I try to be confident in just about anything id o. the other 3 out of 10 on that scale comes from 1 either failing at something before and of course to an average person that would decrease the confidence in failing but that doesn't mean I wouldn't try it again but it definitely will take off some of the confidence as far as say someone failing MTE. Failing an MTE the first time, and having to retake it, would decrease the amount of confidence you have because you've already failed the class one time. So you think kits possible you could fail a second time. That doesn't necessarily for me personally say that I'm going to stop at it because I look at it as the aspect to say if you have passed it then... I try not to compare people on the aspect but I definitely try to say it gives me motivation. I try to draw motivation from various people, so if I see one person that has an A, and one that has an F, for me that averages out to have a C. But at least it says that you're my motivation. The person who has the F, you're the motivation for me not to fail. You're my motivation to pass. So I try to combine those and that averages out most likely to the grade. It's shown to happen that like.

- Speaker 1: Gotcha. Let's measure your academic confidence in your abilities. If you had to rate that on a scale of 1 to 10 what would that be'?
- Speaker 2: Well, honestly it depends on the field and the academics. I like writing more than anything I pride myself on writing. I tend to do a lot better in an English class than I would in a math class. Unless I of course get lazy and that seems to happen, but I generally pride myself on writing. I like to write poetry, I like to do different hinges for writing, aniline writing, creative thinking. Anything that involved writing whether it is writing speeches, papers, power points, anything like that. If it involves anything with context or informative writing is kind of my inspiration with that. As a whole it varies and depends. I don't think one person can say as a whole in their academics because you could have an A in math and an F in English. So as a whole standpoint you necessarily can't put a limit on your academics because you might be higher in one subject than the other.
- Speaker 1: So you feel more confident in specific subject areas, so typically Neligh's or anything that involves writing I would imagine? So let's think about what may have influenced your confidence levels. Let's think about your experiences in education. So how would you describe your experience in elementary school?
- Speaker 2: My experience in elementary school I would have to say at that current moment in elementary school I was really only thing about - I started out I moved here from Georgia so in elementary I was solely think about was basketball. Of course in Atlanta, if you didn't know that their C is considered an F here. So your grades really had to be top notch not to mention we have a started grade point average here in the state of VA. Usually most likely coaches will say 2.0 you know generally for high school sports. Generally, they might say a 2.7 in college but standard scores for VA is usually 2.0, which is a C average. But there if you were to compare those, your GPA would most likely be a 3.0 to play sports in the city of Atlanta.
- Speaker 1: Gotcha.
- Speaker 2: I think starting off in elementary getting that discipline, getting that enthusiasm about school or not even enthusiasm but the fact that you can do it will show you and give you the discipline to carry on to your middle school and high school and eventually your college.
- Speaker 1: SO when did you move here from GA?
- Speaker 2: I would say around maybe 10? Maybe a little younger than that. I'll say around 8.
- Speaker 1: So you feel being in GA gave you a strong foundation?
- Speaker 2: It definitely gave me a lot of discipline academically. Of course because I was born in GA I can't necessarily say that VA has - because I think this is a more relaxed state to me as far as... It gives an academic break so to speak whereas going back to the example of Atlanta Georgia, you know if you had to have a 2.5 to play basketball, here only a 2.0, that's telling an average person that came from Atlanta, that we might not pride ourselves so much on the grades as long as you can shoot the basketball and score. We're not really concerned about our academics as much.
- Speaker 1: So you feel like in elementary in GA they cared more about academics?
- Speaker 2: I think the expectation is a lot higher with - for me to have a higher GPA in elementary, so think about it me being around 7 having ah higher GPA than

someone in college I think is a tremendous... Even if I take myself for instance, having say less than a 2.0 and maybe having a 3.0 in elementary school, having less than a 2.0 I college I think varies out how - what it is the expectation of different states and their levels of academic expectations.

Speaker 1: So how would you describe your experience when you moved up here to VA - you mention the expectations. Anything you noticed different like in a classroom or with teachers or anything like that?

Speaker 2: The teaching I think they kind of, I like how they really go in depth as far as the classroom setting. Where it's a little bit more to be face-to-face time. you have a little bit more - they really try to work with you as far as, in the aspect of necessarily being able to come to them say for in college, you know you go to them during their office hours. Of course you know sometimes it's kind of hard to go to elementary and you know middle, maybe high school for help when in elementary you probably asked your parents for help because they would understand the basic math and science and things like that. Middle school your parents would tend to start saying, okay we haven't necessarily done this in a few years so you might want to sit with your teacher. I think around my 7th grade year going to Giants middle school in Suffolk I think I started - that's when I think I started staying back, taking time out of my gym class to sit down with I think I was taking pre-algebra and I started staying back with him. You know after your daily exercises you go and instead of playing the fun activity I took it upon myself to have enough discipline to care about my grade more than playing a game of dodge BALL.

Speaker 1: Gotcha.

Speaker 2: So it's necessarily, the discipline factor is different upon any person. of course it's always going to be difference, but giving the confidence with academic success it varies upon every person and for me I try to pride myself in that and at times, everyone has a lazy streak. Whether it comes at the right or wrong time, it's going to happen. I think it makes you a lot stronger to have that streak because somebody who has gone through your 4 years of high school you turn around and have 4 years of college, would tell me that going upon the statement that its going to happen eventually you don't want it to happen in your career. So I would rather have 2 or 3 bad years in high school and get it together in college or if I had 4 good years in high school, a bad year in college and have 3 good years out of 4, have 2 good years out of 4, get myself together whether I have to stay in an extra year or semester, what have you, not to have it dictate what happens in my career because at that point in your career you're supposed to be the best in your field, the expectations are a lot higher. if you come to TCC to be an architect and you take all your courses here you go to Hampton for architecture and maybe engineering, when you get time for your career and you had 8 great years of academic success in high school combined with college and you go and you build a building that is 1 dimension off or you're missing a brick or not enough clay where it can hold and the fact that one brick could fall out of the foundation, could bring the whole building down. So that being said I think I would rather have someone who is already taken upon the or I can acknowledge they have had

that so to speak lazy streak in their academic career vs. having it in their career as a whole.

Speaker 1: Okay. So let me ask you this if you had to rate your confidence in your academic abilities in elementary on a scale of 1 to 10 what would you say?

Speaker 2: I would say a 9 or 10. You still had people that had higher grades than I did but I would say going along with the expectation and your confidence would say it was definitely a 9.

Speaker 1: What about middle school?

Speaker 2: middle school I think is when most people have the struggles start. You start to get a feel of your GPA starts mattering, starts to count and things like that. So I think middle school I would probably have to say from a 9 to a 7.

Speaker 1: Why do you think it went down? Because you struggled a bit academically?

Speaker 2: Academic struggle will bring academic confidence down regardless of who you are.

Speaker 1: Definitely.

Speaker 2: So I think it definitely - about a 7. I think I did rather well in middle school. I played football there. Of course you know you had to be an average student, have a 2.0 GPA. I had of course a little bit higher than a 2.0, studies weren't hard. I took classes with great teachers that really wanted to work with you especially with you being an athlete. when you went out on the field you not only supported yourself, your family of course, you supported the school and upon doing that you supported what I think people tend to forget is that you also support the academic - your academic career and success of that school. Having someone on the court that can score 60 points, I would rather have someone who scores 2 points and has a 3.0 rather than someone who's going to take me to the championship like LeBron. I would rather have a Patrick Beverly who maybe only scores 2 points a game and vs. having LeBron who can get off every night for about 20--25 points take me to the championship 7 straight years, yet only have a 1.5. You have to have some education behind you just being able to shoot the basketball. Not everyone is going to make it to the NBA yet I do want-- that's from even if I was a coach from a coaching standpoint. I feel every coach should want to have that expectation to say I would rather have some brains behind the ball vs you know because you should be able to analyze. When I put you on the court you should be able to analyze not just being a point guard. You should be able to analyze your schoolwork academically also. So if I sit you in a classroom you should be able to be confident. or I should be confident enough to where you're not going to goof off in class, when you come back to me and I pull up your grades I should see a 2.5 instead of a 1.5

Speaker 1: How would you describe your experiences in high school?

Speaker 2: I would say high school I think going to [00:19:36.22] I think first of all was the average - probably the best high school experience overall. Whether it is the high school gossip, whether it is the sports, the fun, and the girls, all of that stuff. You [00:19:51.15] at that school and I think overall I had a pretty good high school career. As far as grades though they weren't the best, I think as an average high school student we did enough to get by. I mean enough to where I made the basketball team and whether we played. I mean, it was to the point I was good

enough that every time I tried out for basketball I made the team but when he made final cuts right before the season started, we'd be 4 weeks in for practice he would have already made his rotation but when it came time for actually playing for the game and did the final cuts and said all right if you don't have a 2.5 I'm sorry I gotta let you go, I had to be in that cut as far as not having a 2.5. I fell in that, I might have had a time I could have had a 2.0 or a 2.3 but he, coach young, had something I was just talking about. He really had a foundation and prided himself on academic success. I think him more than anything he always told us it's not really about the skill. he wouldn't care if you were the most suck person at the high school the fact that you -- he would rather if you scored no points and you didn't even know how to put on your jersey and you had a 3.0, he would rather have you on his team than have somebody who like I said can score 60 points and not know how to solve the problem 1+1.

Speaker 1: that makes sense. You strike me as a very intelligent guy, why do you think you struggled a bit in high school academically?

Speaker 2: I would have to say it was laziness. The reason I can make that statement is freshman year going in I think I had a 2.0. I think I started out, tried to go out strong. You're just getting into college, so that was expected. Not to mention I looked at some of my friends and peers graded around me and I think I did rather well. 2.0-sophomore year I almost flunked out of every class. So that wasn't a good year. I think my average grade for that if I had to say grade term wise I would probably say freshman was C, C+, sophomore year I had about a d, d-. Junior year was probably the worst year of my life, understanding that was your make it or break year.

Speaker 1: what happened sophomore and junior year?

Speaker 2: Sophomore year I was solely focused on basketball and I lost sight of academic success. junior year along with continuing to lose sight of it I still understood that was your make it or break it year, but at that point it was laziness kicked in to the point of saying that was a time when you wanted to hang out in the hallways all the time. Whether you wanted to be the class clown all the time, whether you wanted to do everything that doesn't involve being academically correct so to speak. I didn't have the will power necessarily like I do now to be - to have that academic success. So I think which brings me to my senior year. I think I left with like a 2.5 GPA which tell some that I took some rather, I had educational for employment, computer information systems, I took you know various courses and the fact that I understood at that moment, you know you had your English 12. The fact I took all of that and I still understood that I could do -- I realized I could have done that the whole time. If I had a 2.5 every single year, of course it would have averaged out to a 2.5 but at least I would have still come to TCC because it's cheaper and of course obviously I needed help in my math remedial courses. But like I said the teachers here are great with the remedial courses and math. Definitely I would have to say that understanding that, I felt I could have done that the whole way. I thought about -- also what played a big factor is I didn't know what I was going to do out of high school. So I think that aspect, procrastination definitely kicked in which gave me the motivation. Actually I thought about this whole conversation, I thought about this maybe e about the

beginning of this semester. When professor sweeper, we were in English class and she asked us to write a paper with a visual argument. Of course you had to take your own picture and in that assignment you had to take your own picture, write a slogan for it. I went outside walking around campus thinking about what I was going to write about. I got to the front and I'm just walking around the whole campus and I took a picture of that sign at the front where it says TCC Welcome. At the time of course it said welcome. I took a picture of that and I think my slogan eventually wound up being, there's no such thing as a next year hand. I put a little clock inside of it to represent the procrastination. The title of my paper was procrastination with college students. I think with that, thinking about my high school thing, the subject was the transition from your high school - the though process of a high school graduate and thinking about whether you thought college was the right step of you to go academically. You know you have people who just want to work, people who don't want to do anything, and the people who would love to go to college and make something of them. So I think at that point, I think that paper -- even me writing the paper gave me a lot of insight and motivation just writing it to say that if I could put enough thought process into thinking like an average high school student who made it to college. Who has enough motivation to carry on in college, then I think I can do well in my academic career.

Speaker 1: how would you rate your academic confidence in college now then?

Speaker 2: I would have to say it's probably about an 8. I think a couple of failures in a couple of courses, definitely as I said decrease your confidence. that's not for me to say I wouldn't take the course again but of course me understanding that I think I'm at the point now if I took the class of the past and I don't need it for my major then I'm definitely not going to take it again. Definitely if it's something I have to have to graduate either from TCC alone or pre-requisites for my major, I would of course take it and definitely tackle it the second time. Of course I've been exposed to the content, exposed to the pace of the class. All of that really plays a factor in student development thinking.

Speaker 1: What do you think has contributed the most to your academic confidence levels?

Speaker 2: Motivational talks.

Speaker 1: Tell me about that.

Speaker 2: I think you know having whether it be from a peer, I have actually got a lot of motivation from talking to people who were doing a lot worse than me in my worst semester here at TCC I've gotten a lot of motivation, they were talking about like man I'm doing so bad in some of my classes I'm just this is crazy. I just wish I was doing better. That gave me the motivation to say number 1 I wasn't alone, because obviously no one likes feeling like they're alone. 2, it gave me the motivation to say that nobody wants to be at the bottom of that class. So it gave me the motivation to say I can do better. I think that's more than anything motivational talks definitely helps.

Speaker 1: Do you ever have conversations with peers or people that might be doing well that try to encourage you like hey you can get through this?

Speaker 2: I definitely have motivational talks with those peers who are doing a lot better than me but I think I find more motivation in motivating others. I give myself

motivations or I find motivation for myself by giving motivation to someone doing a lot worse than me.

Speaker 1: What specific event or person whatever the case may be, what has had a negative impact on your academic confidence?

Speaker 2: Well, something that would have negatively impacted my academic - I would have to say going off the standpoint last semester here at TCC, probably my worst semester here. A lot of that had to do with not having my priorities right and in line. I found myself on every single day, like I said I pride myself on basketball I found myself shooting hoops instead of writing papers. I found myself playing in the game room and shooting pool instead of doing math problems. so I think I'm not using the student center, because it's a great tool and whether it be learning or just an escape from your academic -- it's an escape for an hour or so to give yourself a break and I think that's a really great way to keep college students... is to have them understand that you can take a break. It's all right to take a break. You're human so it's all right - people are going to make mistakes, we're going to fail at some things. But the most important thing is that I try to motivate people to do what I didn't do. What that was instead of realizing I was there, grabbed a pool sticks set up the balls and waited for the first person to come in here and challenge me on the table. I was the first person to check my bag in every morning you know what I mean and stayed there until they closed in the afternoon and then once that closed I was in the gym shooting hoops. So the thing is I managed to make every single class and I just did poor. That was because of procrastination with schoolwork. College really I think started to sit in where it gave me -- that was the perfect example to me of how if you're not careful those college distractions can get in your way. So I think that was the best way. And it disguises itself by basketball, something I really love doing. It disguised itself yet still I understood that even though I love it it's still distraction. whether it be playing the Xbox there, like I said I love playing Xbox, I love playing 2k but if it's a distraction you have to make up in your mind you're going to have to cut something and it obviously can't be your academic career.

Speaker 1: is there anything you would change about your academic confidence levels?

Speaker 2: When I hear people who are a little older than me say, they always give you that speech of if I could go back... I think honestly starting at, I don't know if I would change anything in middle school I think it was honestly the best years of Scholl I've had, but I would definitely say if I could go back to my freshman year and understand what I did in my senior year and just redo my first 3 years of high school I think I could have gotten a full ride scholarship to anywhere I wanted to go. I think understanding that you know, as an average college student now you hate that it took so long for you understand these things but I'm happy that I understand them now. Then traveling on 9 more years, you know what I mean, in college, doing something - trying to complete something I should have completed my first year of college. So I'm happy that I got a little bit success from college under my belt and now that understand the difficulty of college, the pace of college, organization in college, procrastination with a college mind - understanding all these things I'm happy that I understand them now rather than

having to do them later on and you know costing more money. All that stuff is not really necessary.

Speaker 1: I appreciate you sharing all this information with me. Are there any questions you thought I might ask that I did not ask?

Speaker 2: Off the top of my head I can't think of anything.

Speaker 1: cool, well that's all I have for you. I appreciate it man, thank you really you gave me a lot of good insight.

Interview Transcript #14 (Traevon)

Speaker 1: Let's start off with you just telling me a little bit about yourself. How would you describe your personality?

Speaker 2: My personality would be fun loving, caring, sometimes you know I could have an "I don't care" attitude with some stuff.

Speaker 1: What's something you might have an "I don't care" attitude with?

Speaker 2: If it's something I don't want to deal with, not like stuff I can't handle but stuff like if it's not helping me graduate college or make me money then it's like I don't really need to hear it.

Speaker 1: Okay Gotcha. You said you're fun loving, are you really social or tend to keep to yourself?

Speaker 2: It's kind of weird because if you ask people they would tell you I seem quite, don't talk a lot. Have my headphones in just going to class and doing my thing. But if you see me out with my friends somewhere I'm mostly the loudest person in the group.

Speaker 1: Okay so you might be a little different when you're with your friends?

Speaker 2: When I'm with my friends and people I know I'm a totally different person than what you might see on campus when they are not around me.

Speaker 1: If I were to ask one of your professors how would they describe you?

Speaker 2: I think my professor would say I work hard, get my work done. Might be that one time I look like I'm slacking or I'm not paying attention but for the most part I'm doing my work. I turn in my stuff.

Speaker 1: Gotcha.

Speaker 2: If something happens I'll let them know what's going on.

Speaker 1: How has your college experience been so far?

Speaker 2: It's been really good. Different than high school which I expected.

Speaker 1: How so?

Speaker 2: Just the work, the homework I can tell it's different because in high school I could wait till - I could come home and do my work in an hour like all of my homework then I'm good and go to work and stay as long as I want to. Now I have to change my whole schedule around based on my classes. One class I can do the work in an hour or two, then the other class it takes the whole day.

Speaker 1: Okay I Gotcha. All right so what I'm interested in looking at is students' academic confidence levels and what may have influenced that. I want to look at it within the context of education. I want to talk to you about your experiences in school in general. So let's go back to elementary how would you describe that experience?

- Speaker 2: I feel like I was kind of, I followed what people did a little bit. If someone was like hey _____ do this, do that, I would just do it. I thought at the time that if I did what they were doing then it's cool or something. So a lot of times with people... Then I felt a little bit like people were like he's little he's not going to do anything so we can just tell him what to do.
- Speaker 1: So you were smaller?
- Speaker 2: Yeah making him do everything for us.
- Speaker 1: Would you say you were bullied?
- Speaker 2: I wouldn't say bullied to the point where they would beat me up, it's nothing crazy like I would do something to get me in trouble. It was like, hey man can you grab me this or do this.
- Speaker 1: These were people in your class or older?
- Speaker 2: Class.
- Speaker 1: Okay.
- Speaker 2: And people I rode the bus with so some were older.
- Speaker 1: How did you do in school? What kind of grades did you get?
- Speaker 2: I was getting A's and B's it was all good then.
- Speaker 1: Okay. So you liked it, a pretty positive experience for you?
- Speaker 2: Yeah it was pretty good. I think 8th grade is when I moved to Suffolk so.
- Speaker 1: So where were you prior?
- Speaker 2: Portsmouth, I was here.
- Speaker 1: So elementary was good. How would you describe middle school?
- Speaker 2: Things started to change. Now this is when I could say I got bullied a little bit. Grades were going down a little bit and I think that was just because in my mind I was just like the work was harder, which it really wasn't it was just me being lazy.
- Speaker 1: Why would you say that though?
- Speaker 2: I don't know, I just got lazy. You know how you get older you start acting like that one person in your family. That was me I started to become more like my youngest uncle.
- Speaker 1: Oh okay, are you close in age?
- Speaker 2: He's 31 now. 31-32. but I started acting like him, my grades went down, and I think that's because I started playing my sports. I just wanted to go home and watch TV or play a game and no one bothering me. I would do my homework early in the morning before class or in class.
- Speaker 1: Okay so your grades went down a bit in middle school. So middle school wasn't the best experience?
- Speaker 2: It was good to the point where I wasn't getting cussed out for not having... But it was like okay he's not getting Ds but he's getting C's. We're talking about 78-79's. Come home; bring it up to like an 81.
- Speaker 1: Gotcha and you mentioned it was more, bullying might have occurred in middle school?
- Speaker 2: Yeah.
- Speaker 1: Tell me a little about that.
- Speaker 2: I didn't think it was bullying until I really thought about it later on and was like okay Yeah I did get bullied. I was on the bus a lot, I didn't, -- that's when people were saying do this or I'll beat you up. Then I got pushed around a lot and I was

just as if, I was just thinking that's how people are. I got bullied. I think it's because I never stood up for myself anyway. I was just like if he's going to keep letting it happen, then he's gonna do it.

Speaker 1: So you blamed yourself for that?

Speaker 2: Yeah it was on me. I look at stuff and that was on me.

Speaker 1: Okay tell me, you said you switched from Portsmouth to Suffolk.

Speaker 2: After 3 months that's when I went to, middle school 7th or 8th grade, I moved to Suffolk and when I got to the new school.

Speaker 1: Was it better in Portsmouth or Suffolk?

Speaker 2: I feel like it was the same. Probably different people I had to get used to how they talked in Suffolk than Portsmouth. How people dress and act out there than here.

Speaker 1: How was high school?

Speaker 2: It was different through each year. Freshman year I kind of went back to the quiet person who never talked. I mean all through high school I never talked, unless you were one of my friends then you know that he's not like that. That's when I really started getting in trouble for my grades because I really didn't care then. That's when I really started running track and you know in high school you go on trips and you're in practice until 7 or 8, because school ended at 3 and I'm at practice for 3 or 4 hours. So when I get home I eat, I take a shower, I eat so by the time that happened my parents were asleep and I didn't hear them talking so I just went and played a game. It wasn't as they were awake and they were like what are you doing? Are you doing your homework? They were asleep so I was like; I'm going to play the game. I would stay up until 2 in the morning sometimes.

Speaker 1: Just playing games.

Speaker 2: And watching TV, on the phone, people go to -- I would be [00:08:23.06]. Just doing that and I'd have to wake up at 6 or 7 o'clock. It got to the point that my grades were so bad that my junior year my mom took me off the track team.

Speaker 1: did you ever get back on it?

Speaker 2: Well it was just indoor she took me off. Outdoor I came back and I thought just because well I have a high metabolism. I just ate a lot of food so you know most people would get fat over time but I didn't because I have a high metabolism so I ate the same the whole time and I'm thinking I can just come back and I never dd. then my coach left the year before, the coach who helped me become one of the best distance runners on the team so I was like do I really want to do this anymore so that's when I just stopped.

Speaker 1: So you stopped completely?

Speaker 2: Yeah.

Speaker 1: Okay.

Speaker 2: My mom was okay with it but my step dad had a problem with it.

Speaker 1: He wanted you to run track?

Speaker 2: He felt like I was quitting. It wasn't like me saying I couldn't do it, I feel like if I actually ate right and I worked with my old coach again I feel like I could still be running. It's not cockiness. I feel like I could still beat a lot of these people now just because I felt like I was that good when he was coaching me.

Speaker 1: Okay Gotcha. So after you stopped running track that was 11th grade?

Speaker 2: Yeah that means 12th grade I didn't do track at all.

- Speaker 1: How were your grades in 12th grade?
- Speaker 2: That was the best I ever had throughout -- I had all A's and B's, I was good. Plus, I only took 5 classes and I would say they were pretty easy to me. I had this teacher that kind for let things slide a lot of times so I could turn this in 2 weeks late and still get a 90.
- Speaker 1: So you mentioned like the beginning of high school I just did not care. What was going on?
- Speaker 2: I don't know it's just, I didn't... I came in and I was like I'm getting older, I'm thinking they're probably not going to say as much stuff as they used to because you know when you get older your parents are like okay this is all him. Then I still kind of had that thing where I was like, still looking at other people and what they were doing. I had a lot of - I had problems with myself a lot of times.
- Speaker 1: what do you mean?
- Speaker 2: I would look at everyone else and see what they were doing and I would try to do that instead of just being me. So a lot of times I'd look at people and be like, damn why can't I be like that person or like that person because they have this and they have that. My senior year came and that's when I was like, you know? This is me. If I want to do this, I'm going to have to start doing this. Forget what they have. I can still look just as good without having all the stuff they have.
- Speaker 1: What - did something click for your senior year because it seems like you changed your mindset and then you obviously started doing well in school. Can you think of anything specifically that may have happened?
- Speaker 2: Nothing really major like someone sat me down and had a real conversation. It's just like that summer I was thinking I don't know - at first I was thinking I'm just going to do my senior year. My dad always was like well just graduate and then we can figure out what you're going to do afterwards. So that's always had so I was lazy. I was like as long as I graduate I'll be fine. My mom and my step dad they always wanted me to be like, they wanted me to be something I kind of wasn't. I guess, my mom went to ODU and got her masters and all that. So she felt like well you're my son so you should be doing things I'm doing and it's like mom we're two different people.
- Speaker 1: So she really values education?
- Speaker 2: Yeah, that wasn't the problem. She just kept looking at things she did and thinking I was supposed to do it and it was like we're two different people. You're going to be good at something and I'm not, or I'm going to be good at something and you're not. She was always like well I'm smarter than this, how you failing that? I was like, mom we're not the same person. If we were the same person we wouldn't be having this conversation right now.
- Speaker 1: I Gotcha.
- Speaker 2: Then my step dad was always telling me, I would get mad because he was always saying something about school and I was always like dude you didn't even go to college why are you telling me this? One time I actually said it to him and I got kicked out of the house. At that point I was like how is someone going to tell me something about school when you didn't even go. Then I realized that was wrong and I realized that he just cares.
- Speaker 1: So they were both pushing you to go to college.

- Speaker 2: I didn't care about that just the whole thinking I was something else.
- Speaker 1: Okay what do you think, did they see potential in you that you weren't living up to?
- Speaker 2: Yeah. Yeah I think that was it more or less. I think that was the whole like I have potential and I wasn't all the way showing it or giving it all.
- Speaker 1: So they used to be on you but dad wasn't on you as much?
- Speaker 2: No because my dad kind of understood where I was coming from. My dad didn't like school but he was just like, I want you to graduate but I don't want you to be like me and just graduate high school and then because you know, he's living a good life. He's a manager of a restaurant but he was like I don't want you to live that life. I want you to graduate and still do something to where it's better for you to be living where you don't have to be worrying about like dang I don't have enough money for this or that.
- Speaker 1: Gotcha. So how did that work out with you coming to college, was that your decision?
- Speaker 2: Yeah it was my decision because I was just like, at first people were trying to tell me you can do - you can have your career without going to college. I was like, yeah it is possible, but I mean, it's probably going to take years to really do that. You're going to have to be on your game. I might as well just go to college. I feel I can do it I just have to do what I gotta do.
- Speaker 1: Why do you think you'll be successful in college?
- Speaker 2: I think my mindset changed a lot. I was just like you know if I want to get to what I want to get to I have to go through all this stuff. I can't just be like well I don't wanna go to college so I'm gonna find another way to get there. It might not be the same route or it might take longer to get there. You might as well go through the pain now and do all that stuff. Then once you finish and you get that call from someone saying hey we want you here, it's like okay I know it hurt and it took 4 years and I was tired but I got to where I wanted to be at. Instead of going 20 30 years on not going to college and then finally getting a call. Then you're 50/60 years old or something like that and you got this young guy coming up and they're like well we'll just take the young guy.
- Speaker 1: That makes sense. What do you want to do when you're finish with college?
- Speaker 2: Sports analyst.
- Speaker 1: Cool. Like for football, basketball?
- Speaker 2: All sports.
- Speaker 1: Do you have anyone who's an analyst now that you look up to? Where you say I wanna do something like that.
- Speaker 2: Yeah I always tell people one day you're going to see me on TV arguing with Stephan A. Smith.
- Speaker 1: Gotcha. You watch First take?
- Speaker 2: Yeah.
- Speaker 1: you like, what's the other show? With Shannon and [00:16:59.15]?
- Speaker 2: Undisputed.
- Speaker 1: You watch that one?
- Speaker 2: I pretty much watch every sports show if I'm home at the time.

- Speaker 1: Okay. All right so if you had to, let's think before college if you had to rate your confidence in academic abilities on a scale of 1 to 10 what would you say they were prior to college?
- Speaker 2: Probably a 7 or 8.
- Speaker 1: Are they about the same now?
- Speaker 2: Nah I would say a 9 now.
- Speaker 1: What's the change why'd you think it increased?
- Speaker 2: Then I was like okay I'm not, I was like well if I'm not good at this then I'm not good at it. I've never been good at math so I always thought I'm not good at math I'm not good at math. I'll just do what I gotta do to pass the class and that's that. I never really did that and I was like well I'm good at English so I'm gonna do this. Then I was just like well if I actually sit down with a teacher and talk about it and look over it I can actually understand it. Sometimes I even put it in the - sometimes because I'm just so into sports and football, now I just started looking at it from a sports standpoint. I started looking at problems and I'm like let me look at this from a football standpoint. I automatically get it.
- Speaker 1: Gotcha that's a unique way of looking at it. So if you don't understand something you go to a teacher and try to get help with that?
- Speaker 2: Yeah a lot of times I don't go to a teacher I just think about the football or baseball aspect of it and it's like oh I got it.
- Speaker 1: So it makes you apply it to something else.
- Speaker 2: I had a teacher one-time look at me like what's all this inches stuff? I'm like and I explained it to him and he was like, all right I'll make sure you to give you two pieces of paper next time.
- Speaker 1: That's good. So what do you think has contributed the most to your confidence level? Let me give you an example. For some people they become more confident in something the more they practice it. Let's think about football player, the more you throw or catch passes the more confident you are in your ability to do it. For other people it's by people encouraging them by their words. Another person may be like, lets imagine your uncle played in the NFL. That was someone you knew direct, by watching him succeed you might think oh well if he was able to do it then I can do it. What do you think influenced your confidence level? It doesn't have to be one for those but if you had to identify something.
- Speaker 2: I would probably say I read a lot quotes every day. I can't remember what it specifically said but it was just a quote that got to me, and it was talking about well you know you and your friend can have the same dreams and you know you can have the same dreams to go somewhere so if we both play quarter back and we're both like top 10 quarter backs in the nation and we both want to go to the same school but they can only pick one. I can be as talented as Michael Vick, have that running and throwing, and he might not have the same abilities but if he works harder than me and has a better work ethic and goes out there and practiced every day and does what he has to do, most likely, I might get to that school but he might have a better career than me as far as going to the NFL and succeeding. that person can have more knowledge than me in sports and do this but if I work harder than him and I do what I gotta do, at the end of the day I know I'm going to do better than him anyway.

- Speaker 1: I want out to think about a time when your academic confidence was the lowest. What contributed to that? Why was it the lowest at that point, can you think of that instance?
- Speaker 2: probably junior year with the whole track thing. I didn't feel like my graded were I mean they were C's and maybe 1 or 2 were D's. I was like, okay I see that I have bad grades but I'm going to keep trying and do what I need to do. But when my mom took me off the track team and kept yelling and taking stuff away from me. It put more pressure on me. I wasn't just going to school and studying and doing the work. I was just thinking man if I don't get a good grade on this she's going to take this away. so I wasn't even thinking about the grades I was just thinking about if I don't do this she's going to do this.
- Speaker 1: So you were kind of stressed?
- Speaker 2: Yeah. You know it wasn't like I couldn't focus because I knew I had the right answer but I was like, oh it might be wrong. I might get a ... it was that bad. I kept thinking about her doing something and I couldn't even focus on doing the work because I'm so focused on if I don't get it right that lowers my grade, she's gonna be more pissed. I was just like man...
- Speaker 1: Interesting. IS there anything you would change about your confidence levels, your academic confidence levels?
- Speaker 2: Just believe in myself. If I don't know it go get help but I usually ask the teacher. I ask the teacher more now than I did before. now it's just I ask the teacher but I either go back and read the story or go back and look at my notes or I ask the teacher and say okay how do I do this. What part of the story was saying this? So I just ask my teacher now.
- Speaker 1: Gotcha.
- Speaker 2: It's just more asking and looking back and reviewing instead of saying okay forgets it I'm just gonna take a break.
- Speaker 1: Okay do you ask - lets imagine you're in math class and the teachers working out a problem but you don't understand it. Would your raise your hand at that moment or do you wait until after class? How does that typically work for you?
- Speaker 2: I think it depends on the type of problem. If I understand it but I'm confused on one small part, I'll raise my hand and say hey how do you get this or where did you move the X here or there. But if it's the whole thing and I just don't get it you know, I just wait till the end of class because I don't want the other students to be like... not like, oh like I don't want them to think I'm slow or anything because I could care less about them.
- Speaker 1: I've heard a lot of people say that though that they don't want to ask questions because they are worried about what people are thinking about them.
- Speaker 2: I don't know why because we're all in the same class we're all at the same level of intelligence. You can't laugh because you're in here too.
- Speaker 1: Has that happened to you before? Where you've asked and someone said you're dumb?
- Speaker 2: I actually someone said to someone else and I just stood up for them, I was like but you're in here too so you're just as dumb. I said a couple cuss words in there too.
- Speaker 1: Was that in college?

- Speaker 2: No that was in high school and he just looked at me and the whole class laughed at him. Is true, you can't really call someone dumb if you're in the same class with them. The only reason I added the extras stuff in there was to just hurt him even more. I knew the first part was going to hurt him anyway but like, I was like yo. I didn't even know the guy to be honest. I think he just moved there anyway. It had been a couple weeks into class but he was in the back of the class and didn't really say anything. So when he said it after class I was walking out and he came up behind me and he was like yo thanks man. I was like no problem. Next time just stand up. It doesn't matter. I was like... the teacher isn't going to kick you out for standing up for yourself.
- Speaker 1: That's interesting because I knew you said before you felt like you didn't stand up for yourself enough.
- Speaker 2: Now it's kind of like, it gets to a point where I might say stuff I probably shouldn't say but it's like I don't care because don't be disrespectful.
- Speaker 1: What changed to cause you to go from this person to that person?
- Speaker 2: I don't really know it just changed. I think when a lot of stuff happened to me and I was getting upset, I had attitude. I never really said anything I was like you know what I'm just going to let people hear what I have to say and I don't care what you think or what she thinks. I'm going to let it out. now some people is like with some people I'll say what I mean but I change my tone or say it a different way. If it's a situation like that I'll be like yo. You can't... dang... you can't say that. It's like, that's not - you can't say something when you're in the same situation too. Now if it's something with my parents I'll say it differently or a different tone. Or if it's a teacher, or just a regular situation. But if it's something else like that it's like goddamn! Oh my god.
- Speaker 1: Okay. We are actually at the end anyway. Was there any question you thought I might ask that I did not ask?
- Speaker 2: No. I think that was good.
- Speaker 1: Okay cool. I appreciate you're sharing. That's it man, I appreciate it. That was really insightful you gave me a lot of good information.

Interview Transcript #15 (Reginald)

- Speaker 1: So first off all let's start off with you telling me a bit about yourself. Just describe your personality to me.
- Speaker 2: My personality, I'm very down to earth. Goofy. Very playful, that's just me. Well, school my current major is human services. I plan on graduating or maybe transferring...
- Speaker 1: To a 4-year school?
- Speaker 2: Maybe yes, but I don't know if that's going to happen because I front know about the apprenticeship program. So if I start in November or April that's what's going to tell me what I'm going to do with myself basically.
- Speaker 1: What was your goal when you first started school?
- Speaker 2: To try to be the best individual I can be and to basically achieve higher goals that I never thought I could.
- Speaker 1: Did you want to get a bachelor degree? Has that always been your goal?

- Speaker 2: Yes it would make me feel like a better person if I get that?
- Speaker 1: How has your experience been in education in general? Let's go back to elementary school - how was that experience for you?
- Speaker 2: Like kindergarten and stuff?
- Speaker 1: Kindergarten through let's say the 5th grade.
- Speaker 2: It was kind of good because I see myself changing as the years went past. Me progressing and getting smarter as the years go on, but learning different material.
- Speaker 1: So were things rough for you when you started?
- Speaker 2: Yeah they were rough because I didn't know the material or the information.
- Speaker 1: So you struggled in class?
- Speaker 2: Just with math probably.
- Speaker 1: Okay so how did you feel early on when you were struggling, what were you thinking?
- Speaker 2: That I'd never get through it.
- Speaker 1: Okay. So I'm assuming you did not like school early on?
- Speaker 2: Early on I didn't.
- Speaker 1: And that's elementary school?
- Speaker 2: Elementary, but middle school I loved.
- Speaker 1: so what changed in middle school that made you start liking it more so?
- Speaker 2: I started to adapt to middle school because the teachers were more on you so I had to be on my schoolwork.
- Speaker 1: So the teachers weren't on you in elementary school?
- Speaker 2: Not necessarily for real. They were but not as much as middle school because every grade you bump up they toughen up on you even more.
- Speaker 1: Okay so when you say they weren't on you in elementary school they would let you do whatever you wanted to do?
- Speaker 2: No not necessarily but they were like, they didn't let you do what you wanted to do but it was like you're young; you have to grow and still do your work. In middle school it was, if you don't do this you're going to get suspended or if you don't do your work then you're just going to fail. Then high school it was like, you gotta pass the SOL. Yeah basically that.
- Speaker 1: So how would you compare high school to middle?
- Speaker 2: If you didn't pass your SOL you wouldn't graduate. In middle school you didn't have SOL's. Yes you do 0 yes you did. Middle school you can fail them but they'd be like boy if you still fail you still go. So it's like that.
- Speaker 1: Did you like high school?
- Speaker 2: I loved high school.
- Speaker 1: Which one was your favorite out of the 3?
- Speaker 2: High school.
- Speaker 1: Why did you love high school?
- Speaker 2: It was fun all the way around, noncom was just fun. The teachers, sports, you now like getting to know different people every day. I was just loving the atmosphere especially at the games.
- Speaker 1: So you liked the social aspect?
- Speaker 2: Yes very social.
- Speaker 1: Oaky/

- Speaker 2: I was a very social person.
- Speaker 1: Okay. Did you play any sports?
- Speaker 2: I ran track and played football.
- Speaker 1: So high school was good because of the social aspect. How was it academically for you? How did you do in your classes?
- Speaker 2: Well, I did okay because I graduated with honors a 3.1 barely. That's still 0- I feel if I had put more effort into high school like I did middle school and elementary than I would have come out like the top, but I was just into the social, social people - but I still did my work. So that's what made me you know what I mean, better as an individual but I could have been better if I wasn't into the whole [00:04:45.11]. Studying harder, working harder, but Yeah.
- Speaker 1: So you feel there were a lot of distractions in high school?
- Speaker 2: there were but I could have gotten over them if I focused. I focused but not as hard as I could have.
- Speaker 1: Okay. So then how has college been for you so far?
- Speaker 2: College has changed me mentally, physically, spiritually and emotionally. College like I never really thought I was going to attend college but this one person made me attend college. I don't even want to say her, but she did. She changed the way I am.
- Speaker 1: Was this a friend, relative?
- Speaker 2: Yes, well used to be my girl but she changed me. I'll never forget this girl ever.
- Speaker 1: So...
- Speaker 2: she was smart, her name was _____.
- Speaker 1: So you were never thinking about going to college?
- Speaker 2: never.
- Speaker 1: So what did she do?
- Speaker 2: She taught me how to be - how can I put this... she helped me grow as a person. I was really playful but like trying to be into [00:05:54.11] and sports, but she knew I had potential. Therefore, she was the type that did her schoolwork and did all this so it made me be like let me tighten up. I'm sure you would know a _____. Her dad owns the church, the big church on greenway right across from family dollar. She changed me in every form and if I ever get higher in life, I would never forget her in life.
- Speaker 1: So was it the words?
- Speaker 2: the words.
- Speaker 1: Give me an example of something she would say to you.
- Speaker 2: you can do better all you gotta do is try. You can achieve higher goals you just have to change your mentality.
- Speaker 1: Had no one ever told you that before?
- Speaker 2: No I was at the stage of too playful. I didn't know, I was just like I'm running track, I'm playing football. But that one right there, her name is Naomi, she changed me. That's why, you know how you have that playfulness, but you have that education on top of you, so like she kind of boosted it up. She lifted me up like boom even before anything. Everyone noticed that. If it wasn't for her then to be honest, her and the [00:07:09.16], I would have never made it this far and that's just me being honest.

- Speaker 1: so did she tell you she was going to college and you like, did she ask you what you were going to do or did she just say you should go?
- Speaker 2: basically she influenced me to be like, you should go because if you go these will be your rewards.
- Speaker 1: Okay.
- Speaker 2: She set a whole path, she was just so smart. She was like, she just made me have a lot of ambition like I was strong. Before any of this - that girl really helped me. The biggest influence on my life. She goes to _____ University.
- Speaker 1: Do y'all still keep in touch?
- Speaker 2: Yes and she runs track.
- Speaker 1: Does she still encourage you?>
- Speaker 2: Yes still to this day. Still to this day. That girl helped me in every form and every way.
- Speaker 1: Wow.
- Speaker 2: Freshman to sophomore year.
- Speaker 1: Okay.
- Speaker 2: After that that's what happened.
- Speaker 1: so let's go back a bit, when you were in elementary school how confident were you in your academic abilities?
- Speaker 2: Not as - I was confident but not as confident as I am now.
- Speaker 1: Okay. What do you think you are as confident now as compared to before? Why are you more confident now?
- Speaker 2: Because I know more than I did- that I didn't know back then.
- Speaker 1: give me an example.
- Speaker 2: Like education wise - trying to think of one.
- Speaker 1: Well let's think of it like this. When you did the survey the survey was to measure your confidence in completing certain academic tasks or taking a test, using computers, talking to professors, things like that. You're trying to say in elementary school you weren't really confident in some of these areas. Now you're just way more confident?
- Speaker 2: Now I'm confident but humble with it. See what I mean? I know I can't do this without the more time, even though I'm not perfect, that's how I look at it. You stay humble, you stay focused, then stuff just comes your way.
- Speaker 1: Gotcha.
- Speaker 2: But you still have to go through your struggles and problems before you can get to your real success. That's how I look at it.
- Speaker 1: Gotcha. So if you try to think of something that may have influenced your confidence levels. So for example, you said you played football.
- Speaker 2: And I ran track.
- Speaker 1: You have a favorite team?
- Speaker 2: the Eagles.
- Speaker 1: The Eagles. Okay so let's imagine that Carson Wentz, he like the more he practices throwing the ball the more confident he might get in that area. So for some people the more they do something the more confident they are. Other people it may be someone talking to them - so like how Naomi spoke to you. That could help build up your confidence and abilities. For other people it's watching

someone. So let's imagine you have an uncle who worked in human services and he was successful so after watching I'm you were like you know what if he can do it I can do it. If you could think of anything specifically and it doesn't have to be one of those things, but if you can think of something specifically that might have helped boost up your confidence levels can you think of anything?

Speaker 2: As in sports figure wise?

Speaker 1: Just academics.

Speaker 2: Anything that helped me boost my confidence in an academic level, like even classes?

Speaker 1: Yeah.

Speaker 2: I wanna say a teacher. Mr. Davis.

Speaker 1: so what did Mr. Davis do?

Speaker 2: He influenced me - he pushed me basically you can do better all you must do is put your mind to it basically, like one of those.

Speaker 1: Would he help you out if you were struggling?

Speaker 2: In math.

Speaker 1: Mr. Davis, okay. So if you were struggling in math he would help you out but he would also --

Speaker 2: He would help me out but not help me out to the point where he helped me out so I wouldn't get it. He helped me to the point of like, I'll help you, but I won't give you the whole foot. He's very helpful.

Speaker 1: Gotcha. All right so let's think in the opposite. What is something that may have negatively affected your academic confidence levels?

Speaker 2: My father.

Speaker 1: Okay tell me about that. You're the second person I've heard say that.

Speaker 2: I never met my real father, ever. But I know his name is Mr. ___ but I never saw him. What motivates me every day, every single day no matter how bad I want to give up is the most I got in my mom. But other than that, me not seeing my dad, it makes me look at like life like if I have a child I want to be there for mine. But everyone has a story to tell but you never know if they keep a smile.

Speaker 1: So you not knowing your dad made you feel down?

Speaker 2: It made me feel down but it made me into the man I am today.

Speaker 1: Okay so you were able to overcome that?

Speaker 2: I'm going to overcome that.

Speaker 1: You are. So something you're still dealing with now I would imagine?

Speaker 2: Kind of yes, I have a step farther. he's been there for me since I was a baby so I classify as my dad, but I'm still missing a part of me but at the same time that's not going to make or break me. That's how I look at it. I'm not going to let it make or break me so I gotta be strong. If I'm not strong at a young age that means when I get older I never be strong.

Speaker 1: So you said your mom - your faith is something really important to you?

Speaker 2: Faith is strong; I'm working on that now. That's strong in me.

Speaker 1: How does that help you out, when you feel as a man you're struggling.

Speaker 2: Yeah.

Speaker 1: how does your faith help out with that?

- Speaker 2: I talk to the most high god every day, I don't miss a day. I say the name, I say the prayer, which is our father, even though no one is perfect, but I say that prayer every day. I feel as though to me like since I'm real, I'm a spiritual guy, that's just it. When you have faith in something you speak it to existent because your tongue is the most powerful thing ever. It's very powerful. So if you speak it it's going to happen. Whether you think it's not, whatever you think is positive it's going to happen but if you're speaking like negative, like sometimes which I do. Some things you wish would happen to you is going to happen to you. If you say boy this not going to happen, this never happen it's going to happen because most high is very powerful and people don't know that. Some people know that but some of them don't.
- Speaker 1: That's true. Gotcha. Then you said mom was a big influence tells me how so.
- Speaker 2: My mom is a motivation to me because she raised 7 kids. 7! 2 sets of twins and the rest.
- Speaker 1: Where are you at in that set?
- Speaker 2: I'm the 3rd oldest.
- Speaker 1: Do you have a twin?
- Speaker 2: Yes I have a twin. His name is _____, I'm _____.
- Speaker 1: Seriously?
- Speaker 2: But we don't look at like.
- Speaker 1: Does he go to TCC?
- Speaker 2: No he just works.
- Speaker 1: Wow I had no idea you had a twin. And you say y'all don't look alike at all?
- Speaker 2: No. I thought I had a picture on my phone but I don't.
- Speaker 1: So he's not into school?
- Speaker 2: You know the twins, one twin is like and the other twin is like...
- Speaker 1: Gotcha, so you were motivated by her because she was able to raise 7 kids.
- Speaker 2: Yeah my mom is a strong woman, very strong. She couldn't have done it without maybe some things she was struggling with but she did it. That's what makes it better. Everyone has a story to tell but you never know till you come to that person. Some people hide their pain through a smile and you would never know. You would never know. Some people strong but when they get along they break.
- Speaker 1: That's true. Why do you think you'll be successful in college?
- Speaker 2: Because I have the most high on my side, regardless of anything. Whether I'm right or wrong, because I'm not perfect. We're all human. But I feel like with the most high on my side, everything will take care of itself.
- Speaker 1: Is there anything you would change about your confidence levels?
- Speaker 2: No. No. Well I would sort of but not really.
- Speaker 1: What do you mean?
- Speaker 2: I mean I'm confident but not too confident and be cocky but confident to be humble. if you're not humble then the stuff that you get you're not going to know how you got it. So being humble it means a lot. That's the key to me, humble. You just have to be humble. humble is just there, it's okay to speak and do this but your achievements you make if you kind of keep them to yourself, and you like kind of well like I know I got it but I don't need to be so... Like cocky and be like I can do this because I got this or I got this. No that's not going to work. But

if you humble yourself to the point of like, I know I got this with the most high on my side I feel like boy anything is possible. Being humble is important. Very important.

Speaker 1: Is there a question you thought I might ask that I did not ask you.

Speaker 2: No sir you did perfectly fine to me.

Speaker 1: I appreciate that. All right well that wasn't bad, that's all I got for you.

Speaker 2: Thank you.

Interview Transcript #16 (Chris)

Speaker 1: All right so first question I have for you is just tell me a little bit about yourself.

How would you describe yourself, how would you describe your personality - things like that?

Speaker 2: Well I would describe me as funny, shy, and there's a word I'm looking for but I really care about people.

Speaker 1: Considerate?

Speaker 2: Yes.

Speaker 1: Okay. Gotcha. How are you typically in class? You said you're shy, does that mean if I were to observe you in class what would I notice about you?

Speaker 2: You would notice that I'm quiet and I stick to myself.

Speaker 1: so you don't talk a lot if there's other students in the class?

Speaker 2: No.

Speaker 1: what about to your professors?

Speaker 2: Maybe in a private discussion but not in front of class.

Speaker 1: So if you were struggling with something, let's imagine you're in math class and the professor was working something on the board and you didn't understand it what would you do at that moment?

Speaker 2: Well, with that' would speak out in class because I might not be the only one who doesn't understand it.

Speaker 1: That's good, so you would raise your hand and say hey I don't understand this?

Speaker 2: Yeah.

Speaker 1: That's very good. Let's talk about; I just want to learn more about your experiences in education in general. So let's go back to elementary school. How would you describe your experience in elementary school?

Speaker 2: Elementary I had an IEP and it got mixed up so I was in A&R classes for most of my time being there.

Speaker 1: You said it got mixed up, what do you mean?

Speaker 2: Yeah. They put me down as mentally challenged and that wasn't the case.

Speaker 1: Wow okay. How so - so how long did this occur?

Speaker 2: It was most of the time I was at elementary school so.

Speaker 1: How did they discover they had mixed something up?

Speaker 2: It actually took a few people to figure it out and then this one lady figured it out from jump so she got me all settled and put me in regular classes.

Speaker 1: I don't know if you remember this but what grade did they switch you to the regular classes?

Speaker 2: Well, I'm not from this state so I can't remember before 5th grade. I was living in Springfield during my 5th grade year and there were - they had me in regular classes there.

Speaker 1: Oh okay.

Speaker 2: So when I came over here that's when stuff got mixed up, and I had to repeat 5th grade and then I went to 6th grade and 6th grade that's when they noticed I was in the wrong classes. So like the last month of the year was when I transferred into regular classes.

Speaker 1: Wow, so how was it being in those - in the other classes?

Speaker 2: Actually wasn't bad. I had a lot of fun there and I felt like I learned a lot in those classes better than the regular classes.

Speaker 1: Seriously, okay why? What was different about them?

Speaker 2: The way the teachers taught and the way they handled things like if I had a wrong answer they would tell me correctly and if I had repeatedly a wrong answer they took their time with me and - what am I trying to say here. They had patience with me until I could figure it out.

Speaker 1: But once you got to the regular classes they didn't do that at all?

Speaker 2: I mean they did but it was just in a different way. To me I felt they were being very impatient and they got an attitude but I wasn't sure.

Speaker 1: Interesting. So how was your middle school experience then?

Speaker 2: My middle school experience, I went to Churchland and the worst school I ever went to. I did not like the system, there were only 2 good teachers there, and the kids were terrible.

Speaker 1: Wow.

Speaker 2: I didn't represent them at all. They had ever Friday you wear the colors which are orange and black, I wore blue and red.

Speaker 1: Just to be in defiance?

Speaker 2: Yeah.

Speaker 1: Wow. Now you said you didn't like the system. What was it about the system you didn't like about it?

Speaker 2: I would get bullied a lot there and they would call us both down but to me there was a lot of hard on me when I was the victim instead of the other person.

Speaker 1: How so what do you mean? Give me an example if you can think of anything.

Speaker 2: Like, I may get 10 days and come back no harm done. He'll get like in school suspension and they act like it never happened. At least that's how I felt - I don't know if that's true or not but to me that's how I felt.

Speaker 1: Was it a physical fight?

Speaker 2: Yeah.

Speaker 1: So I'm assuming you're talking about a particular incident. Was this someone that was picking on you and then you all ended up fighting? But you got out school suspension and that person only got in school suspension?

Speaker 2: Yeah.

Speaker 1: Did they feel like you were the one that caused it or did they...?

Speaker 2: I don't know. I guess I just felt like it wasn't fair.

Speaker 1: I Gotcha and this person was bullying you?

Speaker 2: Yeah.

Speaker 1: Was this a onetime thing or did it happen repeatedly?

Speaker 2: It happened repeatedly but it was by different people.

Speaker 1: Wow. So what happened - so if you were being bullied what would you do? Would you tell the teacher?

Speaker 2: No I would handle it by myself first because it's happening right there in front of the teacher. All of this was happening in class while the teacher was going over stuff and they were throwing stuff at me and calling me names.

Speaker 1: And the teacher didn't do anything?

Speaker 2: Nope not until she saw us fighting and stuff and she kicked the other two out and I sat back down in class.

Speaker 1: So you would be sitting in class and someone would start calling you names, throwing things at you right in front of the teacher and you were like if the teacher sn't going to do anything I'll deal with it myself. So you just got in a fight with them?

Speaker 2: Yeah.

Speaker 1: How many fights do you think you got into in middle school because of bullying?

Speaker 2: In middle school probably one physical fight and then I would just skip class. Then this actually happened in elementary, got in 2 fights, both physical. I lost one and I guess the other one was a tie but I feel like I got more hits.

Speaker 1: Okay. Now you said you would skip class, that's because you didn't feel like dealing with the bullying?

Speaker 2: Right.

Speaker 1: so how did that make you feel about school in general?

Speaker 2: It didn't affect how I learned but it didn't help that the teachers don't know how to teach or they don't know how to teach students like me.

Speaker 1: When you say teach students like you, what do you mean by that?

Speaker 2: Like, going over the stuff in different ways because every student doesn't learn the same way.

Speaker 1: Gotcha. So now let's talk about high school... how was that experience for you?

Speaker 2: The bullying didn't stop until half of my junior year and then into my senior year. I still got into fights, lost most and then I was afraid to get into fights because I would be afraid to lose. So that was that and I would still skip class because of the bullying.

Speaker 1: Wow. So in high school did anything change? Teachers, principals, did they not notice this was occurring?

Speaker 2: I mean it noticed and the kids got punished for it but to me that didn't do anything because they just kept continuing. SO I wasn't into that class and this one time I got so mad that I just didn't want to be in there. Then I wouldn't skip class, I didn't want to skip class there because of the amount of class I had been skipping. So I would act out and make the teacher kick me out.

Speaker 1: Just because you didn't want to deal with the bullying/?

Speaker 2: Right.

Speaker 1: Did you and your parent, you and your mom ever talk to the principal about what was going on??

Speaker 2: No. It was mainly because I didn't tell her. Then she'll find out I was skipping class and all that stuff. Then really I didn't see a point to tell her because then I would get a huge lecture and I wasn't trying to hear that.

Speaker 1: so she didn't know you were being bullied?

Speaker 2: She knew I was being bullied she just didn't know the amount of how much I was being bullied and the fact I was skipping class because of it.

Speaker 1: so I would imagine for the first part of high school you didn't like high school either?

Speaker 2: No. but I went to Norcum and their system is really good.

Speaker 1: how so, why?

Speaker 2: Because I learned a lot more there than all the other schools. The teachers there were amazing, even the teachers that teach the special kids. They were even great to me, so I had extra help with them and that got me to learn more and got me to do my homework. Teach better.

Speaker 1: I was going to ask you something else. You mentioned that 11th grade kind of changed. What changed? Why do you think the bullying stopped in 11th grade?

Speaker 2: I mean it just stopped, like no one was picking on me or calling me names. I was actually talking to people and having good conversations, laughing and all that stuff. I guess the reason behind that was that they grew up but I'm like, but why did you even do it to begin with.

Speaker 1: Were these the same kids from middle school that went with you to high school or a different group?

Speaker 2: It was half-and-half.

Speaker 1: Okay. If you don't want to share that's fine, but what were some things they would say to you? How would they bully you?

Speaker 2: They would start by throwing stuff at me and calling me names and jerking on my weight and stuff.

Speaker 1: Okay did you notice them doing this to other kids as well?

Speaker 2: No.

Speaker 1: Okay. Gotcha. So how has college been for you so far?

Speaker 2: College is good. I would not expect to be bullied in college.

Speaker 1: so you haven't had any experiences with bullying but you would not expect that. Why would you not expect that in college?

Speaker 2: because its college. If you're still bullying people while you're in college you don't deserve to be here because you're pretty much not going anywhere with your life. Really you shouldn't have a life if that's what you're doing in college.

Speaker 1: So let's talk about your confidence and your academic abilities. Let's talk about elementary school, how confident would you say you were in your academic abilities. If you had to measure it on a scale of 1 to 10. 1 being not confident and 10 being very confident. How confident would you say you were in your academic abilities?

Speaker 2: I would put it in a 5.

Speaker 1: Why a 5?

Speaker 2: Because I'm half-good and I'm half-terrible at the same time. So it's sort of like a mixture. I get half of something and then I don't understand the other half of something.

Speaker 1: Was that every subject?

Speaker 2: Yeah. It was pretty much every one.

Speaker 1: What about middle school if you had to rate your confident on a scale of 1 to 10.

Speaker 2: In middle school I would be a 10 of confidence in science. But that dropped once I got to high school.

Speaker 1: Okay what about other subjects in middle school?

Speaker 2: It would still be a 5.

Speaker 1: Okay. Then high school how would you rate your confidence levels?

Speaker 2: My first two years it would be a 5 but then it was raised up to a 7.

Speaker 1: Why what changed

Speaker 2: I learned more and I got the idea of most of my classes.

- Speaker 1: Was this in 11th grade as well?
- Speaker 2: Yeah.
- Speaker 1: You think the bullying might have impacted your confidence levels at all?
- Speaker 2: I don't think so.
- Speaker 1: How would you rate your confidence levels now in college?
- Speaker 2: I think it will be still be around a 7.
- Speaker 1: So still about the same. Let's imagine you woke up tomorrow, do you wish you could change your confidence levels?
- Speaker 2: I do Yeah.
- Speaker 1: You wish they were higher?
- Speaker 2: Yeah I wish they were higher and I kind of wish I was a stronger student but then I doing kind of wish that.
- Speaker 1: Why don't you wish that?
- Speaker 2: Because I'm afraid if I was a straight A student then I would be very cocky and I wouldn't like that about myself.
- Speaker 1: Gotcha. Do you tend to find people who get really good grades are cocky?
- Speaker 2: most them Yeah because they think since they are so smart they can do anything and everything. It's not bad to think that about yourself but just don't use it to your advantage.
- Speaker 1: So let's imagine you woke up tomorrow and you were more confident in your academic abilities. How would I know that if I were to watch you in class what would I notice different about you?
- Speaker 2: I'd be taking notes during lecture even though that stuff is in the book and she's just going over it.
- Speaker 1: Okay so you don't take notes now?
- Speaker 2: No.
- Speaker 1: HwY not? Just curious.
- Speaker 2: Pretty much in the book and I can read it by myself.
- Speaker 1: All right so if you were more academically confident why do you think you would want to take notes then?
- Speaker 2: I would probably think there's nothing wrong with doing that even though you still have the book and you can go over and look at it yourself.
- Speaker 1: Okay. So you don't - do you think there something wrong with taking notes now?
- Speaker 2: I just feel like there's no need, that you would be an overachiever to do that and I'm pretty much an under achiever.
- Speaker 1: Why?
- Speaker 2: I used to not do homework, I did not do homework. the only thing I would do is like, back in high school they would have an online thing similar now and we would take notes down from the power points so the teacher wouldn't have to wait for everyone to do it in class the next day.,
- Speaker 1: That's because -- so you say -- why do you think you're an underachiever I guess is a better question?
- Speaker 2: Because I'm just lazy. I'm really lazy academically. If I don't feel like it's necessary, then I just won't do it.
- Speaker 1: Do you see a problem with that?
- Speaker 2: No.

Speaker 1: so you don't want - so typically people associate laziness; they see that as something negative. You don't think that's anything, I mean you're describing yourself as lazy. You don't think that should change?

Speaker 2: No.

Speaker 1: Okay.

Speaker 2: Because I mean if I was working towards a doctor then I would not be lazy but I'm just working towards a nurse so.

Speaker 1: But that's a lot of work, nursing is hard. So in your mind, and correct me if I'm wrong but it sounds like you're saying that you just want to do enough to just get by and get to where you want to get to?

Speaker 2: Yeah.

Speaker 1: So do you have particular grades you're shooting for right now?

Speaker 2: Really I just want to learn all the material and just pass with a decent grade. So I don't really have any grade goals. My main goal is to just learn and keep it in my mind so when it comes down to it I can just be ready.

Speaker 1: Gotcha. What do you think has impacted your confidence levels the most? Thinking about confidence in your academic abilities what has contributed the most to the levels?

Speaker 2: I would say my mom says this a lot as well, I will say the fact that back in middle school and elementary I've been fighting with me and bringing myself to learn all these materials and working hard and studying and all that and now that I see that I'm here now I'm like really proud of myself.

Speaker 1: Okay. What do you think has - if you could think of anything that has negatively impacted your confidence levels? So maybe think about when your academic confidence was the lowest. What was the cause of that, what may have caused them to be lower?

Speaker 2: Because of the fact that I would try and put in hard work and I didn't see myself going anywhere. I didn't see myself teaching the subject more the harder I worked.

Speaker 1: So you put in the work but you didn't see the changes you wanted to see?

Speaker 2: Right.

Speaker 1: Gotcha. Okay. Why do you think you will be successful in college?

Speaker 2: Well, I think it's the fact that I am in college now and so I just need to put in more work to reach my goal.

Speaker 1: Of becoming a nurse? Do you think you're willing to put in that work?

Speaker 2: Yeah.

Speaker 1: Gotcha. Any question you thought I might ask you that I did not ask you?

Speaker 2: Nope.

Speaker 1: Okay Gotcha. All right well I appreciate you sharing. That's all I have for you.

Interview Transcript (17): Deshawn

Speaker 1: Speak freely; you don't have to let the tape recorder intimidate you.

Speaker 2: Okay.

Speaker 1: So let's start off; just tell me a little bit about yourself. How would you describe yourself? How would you describe your personality, things like that?

Speaker 2: I'm laid back, pretty just chill.

Speaker 1: Okay. How do you tend to be in school? Do you tend to ask questions? Would you sit in the back? How would you describe yourself?

Speaker 2: Oh Yeah I'm not going to ask any questions.

Speaker 1: Okay. Tell me why not.

Speaker 2: I'm just paying attention.

Speaker 1: What if you encountered something you didn't understand would you ask?

Speaker 2: I mean I would probably wait - most of the time 9 times out of 10 it's going to come back. I mean, if I don't get it now you can say something.

Speaker 1: So you don't like to ask questions?

Speaker 2: I'm not going to ask any questions.

Speaker 1: Any particular reason why?

Speaker 2: Nah I mean, I don't know. I don't know why.

Speaker 1: Okay. Would you say you're a shy person?

Speaker 2: No I'm not shy I just, I don't really like asking questions. I don't like talking - I mean I'm not going to say I don't like talking but...

Speaker 1: you don't like talking in class; outside of class is a different story.

Speaker 2: Yeah.

Speaker 1: Okay so let's talk about this. We're going back to elementary school. How would you describe your experiences in elementary school? Positive? Negative?

Speaker 2: Negative. I think I played a lot in elementary.

Speaker 1: did you get in trouble?

Speaker 2: Probably for joking around and laughing.

Speaker 1: Did you like elementary school?

Speaker 2: Yeah it was all right I was chilling in elementary.

Speaker 1: Were you a class clown?

Speaker 2: I don't want to say a class clown but I played a lot.

Speaker 1: Did you find yourself getting in trouble a lot in elementary school?

Speaker 2: Not a lot but I got in trouble my fair share.

Speaker 1: what about middle school?

Speaker 2: Oh Yeah I think It was worse than elementary school.

Speaker 1: Why do you think it was worse?

Speaker 2: Because we had a little more freedom from elementary to middle so I could get away with a lot more stuff.

Speaker 1: did you get in trouble more in middle school?

Speaker 2: Yeah, and then we could get suspended and stuff like that.

Speaker 1: All right. Do you remember ever getting suspended?

Speaker 2: I know I got suspended, I forget for what though. Probably not fighting or anything like because I wasn't fighting with anyone in the classroom or anything like that. Probably for joking on someone.

Speaker 1: What's probably the worst thing you did in middle school?

Speaker 2: Let me see. That I got caught for?

Speaker 1: Whatever you want to tell me.

Speaker 2: What was it -- probably dip from school that's probably the worst thing.

Speaker 1: Gotcha. Did you get caught?

Speaker 2: I got caught one time but Yeah I got caught one time, they bent me for that.

Speaker 1: did you like middle school?

Speaker 2: Yeah I liked it. It was fun.

Speaker 1: Okay let's talk about high school. How was that experience?

Speaker 2: High school, it was about the same. I was straight in high school because I knew a bunch of the older people so they always had me.

Speaker 1: Okay. What high school did you attend?

Speaker 2: Norcum.

Speaker 1: Okay.

Speaker 2: Then I went to Churchill my senior years. I went to Norcum my first 3 years and then I went to church land my last year.

Speaker 1: Gotcha. So you said they always had you. Why did you feel that was important that they had you?

Speaker 2: Because there were plenty of rumors. I mean the freshman coming in were like, oh we gonna die. Being like the people out on the street, I mean for real for real, so I ain't ever experienced that.

Speaker 1: What's some of the things they said they would do to freshman?

Speaker 2: I mean I went through a couple of things.

Speaker 1: Like what, give me an example of something that may have happened to a freshman.

Speaker 2: A whole bunch of little freshman running around, I don't know how to explain it.

Speaker 1: Like they were jumping freshman?

Speaker 2: No nothing crazy like that. Say we're in the locker room, it sounds weird now, but like they'd be doing some stuff to them.

Speaker 1: Like messing with them?

Speaker 2: Like all right, in the locker room I don't know why they would do it but it'd be funny, it wasn't me though but they would strip them.

Speaker 1: Okay.

Speaker 2: Then I mean like throwing their stuff out.

Speaker 1: So the person would have to run out naked?

Speaker 2: Not run out naked. They didn't give us [00:05:26.18].

Speaker 1: Okay. Dang okay.

Speaker 2: It was funny at the time.

Speaker 1: So you didn't have to worry about that?

Speaker 2: I didn't worry about that.

Speaker 1: How did you know older people? How did you make the connection with someone older?

Speaker 2: They lived in the same neighborhood.

Speaker 1: Okay.

Speaker 2: so I was around.

Speaker 1: So you would say high school, was that positive or negative?

Speaker 2: Norcum I was chilling through Norcum, then when I got to Churchland that's when - I was like, immature and stuff like that at Norcum so I wasn't worried about it but at Churchland when I went to Churchland I guess I matured. Everyone said you matured. The others I mean, Yeah.

Speaker 1: So you would say you were more focused when you got to Churchland?

Speaker 2: Yeah I had to get out of my community.

Speaker 1: Like you got kicked out?

Speaker 2: Nah.

Speaker 1: It just wasn't a good spot for you?

Speaker 2: Yeah. Everybody left and new people came in.

Speaker 1: So was it not safe>?

Speaker 2: No no. It was safe but I was better off at Churchland.

Speaker 1: Okay Gotcha. So you went to Churchland and kind of changed. What was the difference?

Speaker 2: I mean I still joked and stuff, but I don't run around joking and stuff like that anymore.

Speaker 1: Okay. So how has college been for you so far?

Speaker 2: I've been chillen. I haven't bothered anyone, none of that, chillen.

Speaker 1: How do you like it so far?

Speaker 2: I like it. I'm in and out for real, for real.

Speaker 1: Gotcha. Do you think you'll be successful here in college?

Speaker 2: Oh Yeah.

Speaker 1: Why is that?

Speaker 2: I just gotta focus a little more.

Speaker 1: You think you need to focus more?

Speaker 2: Yeah. If I could just remember stuff.

Speaker 1: Okay. Do you - we'll talk about that in a sec. Like I said earlier what I'm looking at is students like academic self-confidence. Let me ask you a question, if you had to measure your self-confidence how confident would you say you are in life in general? On a scale of 1 to 10.

Speaker 2: How confident I am? Like 10, right around there for real.

Speaker 1: Okay.

Speaker 2: Yeah a 9.

Speaker 1: About a 9?

Speaker 2: Yeah a 9, because no one is a 10.

Speaker 1: So you don't really stress too much you wouldn't say you're not a confident person?

Speaker 2: Yeah. I don't like stressing.

Speaker 1: Okay. What about academically. How confident are you in your academic abilities?

Speaker 2: Academics like work and stuff?

Speaker 1: Yeah so similar to some of the things you did on the survey. So looking at the results it seemed like in some areas you don't feel as confident. So if you had to talk about your academic self-confidence on a scale of 1 to 10, what do you think that would be?

Speaker 2: I mean I feel like I'm going to pass but it's still... I'm forgetting - I'm doing everything, I just forget and then I get to school and they'll be like this is due. I'm like damn.

Speaker 1: Why do you think you're more confident with things outside of school than things related to school?

Speaker 2: Because I feel like I don't have enough time for the stuff in school so I'm like I'll chill and do this real quick. Then by the time you get to do this I'll have forgotten about it already. I'll probably remember right before I go to sleep and I'll be dang I didn't do that. Wake up. Missed that assignment, need to turn this in, and forget all again.

Speaker 1: So sometimes it's too many things, too many distractions?

Speaker 2: Yeah that's it.

Speaker 1: Okay. Gotcha. What do you think if you had to identify one thing that positively impacted your academic self-confidence; it could be maybe a professor or teacher you came across that believed in you. Maybe you were really successful in a particular subject area. If you had to identify one thing that may have impacted your academic self-confidence what might that be?

Speaker 2: Like when I sit down and do the work and I realize how easy it is, I could have bended this. I mean, I sit down and do the work and see how easy it is and be like I didn't have to miss this. Or say I'm writing a paper or write something, and then I get home I been like, no I'm not writing that. But if I sit in front of the book I'm going to write it. So all I have to do is sit in front of the book and write it. I just have to do it.

Speaker 1: Can you think of anything that may have impacted your academic self-confidence negatively?

Speaker 2: You mean like, like what I'm thinking or something like that?

Speaker 1: So it can be, sometimes students I remember talking to one student and he used to be confident but then he took a class and he did awful in the class and had a bad experience with a teacher and that impacted him. Anything you can think of?

Speaker 2: I mean if I have a bad class I'm going to try and overcome it but... If I just don't get the work I'll be like, the end I'll feel like I'm behind. Catch up.

Speaker 1: Okay. Is there anything that, any classes you feel more confident in than other classes?

Speaker 2: Oh Yeah. I'm feeling this English class I'm in. Ms. Whitehorse.

Speaker 1: Whys that?

Speaker 2: It's English and I know I need that credit. That one's about 4 credits.

Speaker 1: Okay.

Speaker 2: My math class I'm not feeling, I mean I'm feeling it but I don't know. We have a test I'm like...

Speaker 1: So math you don't feel too confident?

Speaker 2: I forget everything. I've been out of school for like a year, I graduated 16.

Speaker 1: Okay. Is it, do you think it's the professor the material?

Speaker 2: I know he's a good teacher just... Everything already left. I'll be like dang, how do I do that? This that, this. He's a good teacher though.

Speaker 1: You mentioned you sat out for like a year, why was that? Did you think weren't going to go for a college?

Speaker 2: I was going to college; I mean my dude put me in this cooking school. She put me in this cooking school and I did that for a couple months and I wasn't really feeling it.

Speaker 1: Were you thinking about becoming a chef or something?

Speaker 2: Yeah

Appendix E

VITA

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Education

- | | |
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| Old Dominion University , Norfolk, Virginia
Doctor of Philosophy, Higher Education
<i>Dissertation: Silent No More: The formation of Academic Self-Efficacy Among Black Male Community College Students</i> | 12/2017 |
| University of South Florida , Tampa, Florida
Master of Arts, Counselor Education (<i>CACREP Accredited</i>) | 12/2011 |
| University of South Florida , Tampa, Florida
Bachelor of Arts, Mass Communications, Focus: Public Relations | 12/2003 |

Professional Experience

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| Tidewater Community College , Portsmouth, VA
Coordinator, Financial Aid Office | 2017-Present |
| Tidewater Community College , Portsmouth, VA
Assistant Coordinator, Open Door Project (Student Support Services) | 2016-2017 |
| Virginia Tidewater Consortium for Higher Education , Norfolk, VA
Counselor, Educational Opportunity Center | 2012-2016 |
| University of South Florida , Tampa, FL
Academic Advisor, Upward Bound Program | 2009-2012 |
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Intern, Career Center | 2011 |

Professional Service

Editorial and Reviewer Activities
Assistant Editor, *Academic Perspectives in Higher Education*, Fall 2015 - Present

Professional Affiliations

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