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Career Choice Satisfaction of Black Students in School Psychology Programs: Investigating Socio-Cognitive Factors, Hope, and Sense of Belongingness

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Santa Barbara

Career Choice Satisfaction of Black Students in School Psychology Programs: Investigating

Socio-Cognitive Factors, Hope, and Sense of Belongingness

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Philosophy

in Counseling, Clinical, and School Psychology

by

Tameisha Shantel Hinton

Committee in charge:

Professor Erin Dowdy, Chair

Professor Miriam Thompson

Professor Jon Goodwin

Professor Shane Jimerson

September 2023

The dissertation of Tameisha Shantel Hinton is approved.

_____

Miriam Thompson


_____

Jon Goodwin


_____

Shane Jimerson


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Erin Dowdy, Committee Chair


June 2022

Career Choice Satisfaction of Black Students in School Psychology Programs: Investigating

Socio-Cognitive Factors, Hope, and Sense of Belongingness

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By

Tameisha Shantel Hinton

# ACKNOWLEDGEMENTS

I am so thankful to have the opportunity to share a work that was so well-received by my participants and authentic to my interests as a budding researcher. I have learned and grown tremendously through this process. I am hopeful that I might continue to expand upon this work to make an even greater impact on the field. With that stated, I must thank so many who have uplifted me through my academic journey.

I must first thank each one of my participants. They were so gracious in offering their time and insights while making evident that this work was valuable in some way. The road to progress and change within the education system and mental health field begin with small moments like this that contribute to a much larger picture. So, I am grateful for every second they took to be involved and every encouraging email received. Along with the students who chose to participate in the study, I must express my gratitude to my dissertation committee.

The results gained from having access to such brilliant and supportive faculty have been amazing, to say the least. Dr. Miriam Thompson was so enthusiastic and caring in learning more about my project, which was uplifting. Dr. Jon Goodwin provided great perspective and honesty that was incredibly motivating. Dr. Shane Jimerson asked thought-provoking questions and his resourcefulness was a true gift. Dr. Erin Dowdy, my wonderful advisor and committee chair, has seen me transition in many ways *to* and *through* my academic journey. She has been so spirited in offering her support at every step and in exemplifying the structure and dedication necessary to excel in the world of academia. For each of you, I am so thankful and happy that you have been a part of this process with me. However, if not for my family and friends, I may not have shown the fortitude necessary to achieve this major milestone.

Along my academic journey, I have lost two pivotal figures in my life, my grandmothers – Mimi and Granny. I wish I could call each of you and talk about all of this. I know you'd both have lots to say and would be so proud. Yet, I've felt you with me every step of the way. You are undeniably my angels. To my parents Myron and Varonda, I have needed both of you. You offer comfort and truth, respectively. I cannot believe how lucky I am to have the best of both worlds in you as my mother and father but also my closest confidantes in the roughest hours. To my aunt Cheryl, thank you for your early influences and sharing knowledge when I was bright-eyed and just starting college. It made a difference. Also, Alexandria, thank you for being an ear and for grounding me at times. The list could go on, but I love all my family and friends. This moment is such a privilege to share, and I appreciate each of you being a part of my life.

I could not complete this without thanking my beloved FAMUly for empowering me to succeed at the highest level. To be unapologetic and hard-working while uplifting others around me. I hope to inspire and mentor other students at every age or at any level to know that they can achieve every goal they aspire to. It takes a village, and my village has been my greatest inspiration.

## CURRICULUM VITA OF TAMEISHA SHANTEL HINTON
### June 2022

## Education

| | |
|---|---|
| 2018–present | **Doctoral Candidate in Counseling, Clinical, and School Psychology – School Psychology Specialization** |
| | **University of California, Santa Barbara,** Santa Barbara, CA |
| | Dissertation: "Career choice satisfaction of black graduate students in school psychology programs: investigating socio-cognitive factors, hope, and sense of belongingness" |
| | <u>Chair:</u> Erin Dowdy, Ph.D. |
| | <u>Status:</u> Dissertation successfully proposed on 9/29/2021 |
| | |
| 2019 | **Master of Education in Counseling, Clinical, and School Psychology – School Psychology Specialization** |
| | **University of California, Santa Barbara,** Santa Barbara, CA |
| | |
| 2017 | **Master of Science in Community Psychology** |
| | **Florida Agricultural and Mechanical University,** Tallahassee, FL |
| | Thesis: "Mindfulness, cultural identity and spending behaviors of African American college students: Implications for stress and depression experienced by students at a historically Black university" |
| | |
| 2015 | **Bachelor of Science in Psychology (Minor in Biology)** |
| | **Florida Agricultural and Mechanical University,** Tallahassee, FL |
| | Graduated *Cum Laude* |

## Honors and Awards

| | |
|---|---|
| 2020 | Kennedy/Graves Award Recipient |
| 2018-2022 | UC-HBCU Initiative Fellowship Recipient |
| 2016 | Imhotep Interdisciplinary Student Research-Graduate Student First Place Winner, Florida Agricultural and Mechanical University |
| 2015-present | Minority and Retirement Security Grant Fellowship, Florida Agricultural and Mechanical University |
| 2015 | UCSB-FAMU Student Fellowship, University of California-Santa Barbara |
| 2012-2014 | Honor Roll, Florida Agricultural and Mechanical University |
| 2010-2013 | Dean's List, Florida Agricultural and Mechanical University |
| 2009-2012 | Florida Bright Futures Scholarship, Florida Agricultural and Mechanical University |

## Areas of Clinical Interest

Adolescent and young adult mental health
Children and family counseling and supportive services
Ethnic identity and multicultural issues
Culturally responsive practices
Preventive interventions and mental health promotion
Social justice, community outreach, and advocacy

## Professional Experience

| | |
|---|---|
| Mountain View Elementary School January 2021-April 2021 | **Substitute School Psychologist** **Assessment** Presented assessment results in coordination with student support team to families regarding the educational, social, emotional, and behavioral functioning of students. **Data Collection and Analysis** Completed observations, progress monitoring, and intervention planning strategies. **Consultation and Collaboration** Coordinated school-based and recommended services for children and families through join efforts of speech pathologist, occupational therapist, nurse and teachers among other staff. <u>Supervisors</u>: Cherilyn Lew, Ph.D.; Shane Jimerson, Ph.D. |
| Maple High School August 2019- April 2020 | **School Psychology Practicum Student** **Individual and Group Counseling** Conducted focused counseling sessions with students to improve psychological, social, and emotional well-being utilizing cognitive behavioral therapy, psychoeducation, and other techniques. **Data Collection and Analysis** Completed functional behavior assessments via observations, progress monitoring, and intervention planning strategies. **Consultation and Collaboration** Coordinated school-based and referred services for children and families through join efforts of speech pathologist, occupational therapist, nurse and teachers among other staff. <u>Supervisors:</u> Ulla Lorenz, Ph.D.; Shane Jimerson, Ph.D. |
| Kellogg Elementary School | **School Psychology Practicum Student** **Individual and Group Counseling** Conducted focused counseling sessions with students to improve |

| | |
|---|---|
| August 2018-June 2019 | psychological, social, and emotional well-being utilizing cognitive behavioral therapy, psychoeducation, and other techniques. |

**Data Collection and Analysis**
Completed functional behavior assessments via observations, progress monitoring, and intervention planning strategies.

**Consultation and Collaboration**
Coordinated school-based and referred services for children and families through join efforts of speech pathologist, occupational therapist, nurse and teachers among other staff.
<u>Supervisors:</u> Misty Clarke, NCSP; Jill Sharkey, Ph.D., NCSP

| | |
|---|---|
| Human Services Center January 2018-May 2018 | **Counseling Practicum Student** **Individual and Family Therapy** Provided evidence-based counseling services to individual clients and families seeking mental health services. |

**Assessments**
Administered mental health screeners and assessments following intake session to gauge client functioning and develop treatment plan.

**Reporting**
Development of treatment plans and client progress notes preceding client termination of treatment requiring report of client functioning upon termination of services.
<u>Supervisors:</u> Kathleen Krach, Ph.D, NCSP; Deborah Ebener, Ph.D.

| | |
|---|---|
| WFSU Public Media March 2018-August 2018 | **Counselor** **Program Instructor** Facilitated communication between the staff, maintain inventory lists and executed educational engagement programs for teachers, parents, and students. |

**Assessments**
Organized and arranged materials for educational summer camps to assess children's learning curve based on pilot PBS programs.

| | |
|---|---|
| Florida Therapy Services July 2017-August 2018 | **Case Manager** **Care Coordination** Developed and implemented client treatment plan based on assessments and evaluation of comprehensive health needs. |

**Advocacy**
Assisted clients in planning and facilitating care needs as necessary through educating, coaching, linking, and monitoring progress.
<u>Supervisor:</u> Drake Gunn

| Florida A&M University Counseling Center January 2017-April 2017 | **Master Level Intern** |
| --- | --- |
| | **Assessments** |
| | Observed and completed intake assessments and became adept in administering assessments based on client needs. |
| | **Individual Counseling** |
| | Utilized cognitive behavioral therapy, mindfulness, and person-centered approaches to provide effective therapy to college students seeking treatment for various situations and symptoms. |
| | <u>Supervisors</u>: Dougla-Khan Stancil, LMHC; Anika Fields, Ph.D.; Jackie Robinson, Ph.D. |

| Apalachee Center August 2014- February 2017 | **Mental Health Assistant** |
| --- | --- |
| | **Client Care** |
| | Provided housing support, emotional support, and some case management for adults and minors who are affected by chronic mental illness. Assist clients with medication, transportation, and crises while assessing safety and monitoring vital signs. |
| | **Group Facilitation** |
| | Encouraged client participation in group activities aimed at improving their social skills and mental health by discussing life skills, health and wellness tips, and engaging in stress-reducing techniques. |
| | **Reporting** |
| | Completed reports and documentation of client admissions, progress, and discharge from facility. Communicated client status to lead nurse and nurse practitioner. |

| DRT Behavioral Services, LLC. May 2015-August 2015 | **Temporary Office Clerk** |
| --- | --- |
| | **Customer Service** |
| | Welcomed mental health patients and directed to the appropriate psychiatrist. Scheduled appointments and accepted payments via electronic system. |
| | **Record Keeping** |
| | Operated office database utilized to file, sort, and scan information to maintain patient records. |

<u>Specialized Training</u>

**Cognitive Behavioral Intervention Provider for Trauma in Schools** (CBITS Provider) certified by the National Board for Certified Counselors

**Mandated Reporter for Mental Health and Social Workers** certified by the California Department of Social Services

**Differential Diagnosis and Trauma-informed** Assessment certified by the National Board

of Certified Counselors

**Addressing Trauma and Disproportionate Ethnic Minority Contact in Juvenile Justice through Empowerment** certified by the National Board for Certified Counselors

**PIE Teaching Training Recognition** certified by the Program of Instructional Excellence at Florida State University

**Mental Health First Aider** certified by the National Council for Behavioral Health

**Crisis Prevention Provider** certified by the Crisis Prevention Institute

Research Experience

| | |
|---|---|
| 2018-2020 | **Graduate Student Researcher**, Dr. Erin Dowdy, Clinical, Counseling, and School Psychology Department, University of California, Santa Barbara<br>-Data entry via SPSS<br>-Develop reports for participating schools<br>-Review of literature |
| 2017-2018 | **Graduate Research Assistant**, Dr. Shengli Dong, Department of Education, Florida State University<br>-Liaison among student participants in Cultural Partner Program<br>-Organizing control group<br>-Structuring data files of study using SPSS |
| 2015-2017 | **Graduate Research Assistant**, Dr. Huijun Li, Department of Psychology, Florida Agricultural and Mechanical University<br>-Researching, reading articles, creating summaries, source compilation<br>-Editing of papers for publication in preparation "Mindfulness in Spending Training Workshop"<br>-Writing proposals and abstracts for submission to conferences<br>-Facilitating workshops under the Minority and Retirement Security grant for data collection |
| 2015 | **Graduate Assistantship**, Dr. Jackie Robinson, Department of Psychology, Florida Agricultural and Mechanical University<br>-Grading papers and proctoring undergraduate student exams<br>-Organizing forms and resources for internship coordination |

Presentations

| | |
|---|---|
| 2021 | **School mental health training in intersectionality, social determinants of health, and healing.** Annual Conference on Advancing School Mental Health, Virtual Presentation. (October). |
| 2021 | **Engaging men in reducing dating violence, domestic violence, sexual assault and stalking on HBCU campuses**. HBCU Culture Conference, Washington, District of Columbia. (May) |

| | |
|---|---|
| 2021 | **Are we effectively improving student outcomes? Examining MTSS implementation fidelity and student achievement.** International School Psychology 42$^{nd}$ Annual Conference, Nicosia, Cyprus. (July) |
| 2020 | **Implications of active vs. passive consent in schools.** National Association of School Psychologists Annual Convention, Baltimore, MD. (February) |
| 2020 | **Implementing universal mental health screening: Understanding teacher and parent beliefs.** National Association of School Psychologists Annual Convention, Baltimore, MD. (February) |
| 2020 | **Considerations for mental health screening with Latinx Dual Language Learners.** National Association of School Psychologists Annual Convention, Baltimore, MD. (February) |
| 2020 | **Convergent validity of the Spanish BESS-Parent Preschool Form.** National Association of School Psychologists Annual Convention, Baltimore, MD. (February) |
| 2017 | **Cultural partner program (CPP): Enhancing intercultural competence and transition for international graduate students**. Department of Measures and Statistics Colloquium. (October) |
| 2016 | **The cultural relevance of the Myers-Briggs Type Indicator for non-White groups**. 7$^{th}$ Annual National African/Black Psychology Conference, Tallahassee, FL. (November) |
| 2016 | **Mindfulness in spending of students at a historically Black university**. 124th American Psychological Association Convention, Denver, CO. (August) |
| 2016 | **Mindfulness of financial stress management and spending**. 24th Annual Imhotep Interdisciplinary Student Research Conference, Tallahassee, FL. (April) |
| 2016 | **Mindfulness in spending psychoeducational workshop**. Minority and Retirement Security Program Symposium, Washington, D.C. (March) |
| 2015 | **Multicultural education: Are White teachers meeting the needs of Black students?** UC-HBCU Summer Initiative Program, University of California, Santa Barbara. (July-August) |

Teaching Experience
_____

**Teaching Assistant**

| | |
|---|---|
| Winter 2020-<br>Spring 2020 | *Introduction to Helping Skills*, Department of Clinical, Counseling, and School Psychology, University of California Santa Barbara |
| Fall 2019 | *Introduction to Educational and Vocational Guidance*, Department of Clinical, Counseling, and School Psychology, University of California Santa Barbara |
| Fall 2018-<br>Spring 2019 | *Check, Connect, and Respect Co-Supervisor*, Department of Clinical, Counseling, and School Psychology, University of California Santa Barbara |

| Fall 2018 | *Trauma and Crisis Intervention,* Department of Education, Florida State University |
| Fall 2017 | *Communications and Human Relations*, Department of Education, Florida State University (**Instructor of Record**) |
| Spring 2016 | *Research Methods*, Department of Psychology, Florida Agricultural and Mechanical University |
| Spring 2016 | *Introduction to Psychology*, Department of Psychology, Florida Agricultural and Mechanical University |

Publications

Edyburn, K. L., Bertone, A., Raines, T. C., **Hinton, T.,** Twyford, J., & Dowdy, D. (Manuscript submitted) *Integrating intersectionality, social determinants of health, and healing: A new training framework for school-based mental health.* Manuscript submitted for publication.

**Hinton, T.,** Dowdy, E., Furlong, M., Nylund-Gibson, K., Carter, D., Wagle, R. (2021). Examining the Social Emotional Health Survey-Secondary for use with Latinx youth. *Journal of Psychoeducational Assessment*, *39*(2), 242-246. https://doi.org/10.1177/0734282920953236

Furlong, M. J., Dowdy, E., Nylund-Gibson, K., Wagle, R., Carter, D., & **Hinton, T.** (2021, in press). Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths. *Journal of Well-Being Assessment.*

Wagle, R., Dowdy, E., Furlong, M. J, Nylund-Gibson, K., Carter, D., **Hinton, T.** (2020, in press). Anonymous vs. self-identified response formats: Implications for mental health screening in schools. *Assessment for Effective Intervention.*

Moore, S., Dowdy, E., **Hinton, T**., DiStefano, C., Greer, F. (2020, in press). Moving toward implementation of universal mental health screening by examining attitudes toward school-based practices. *Behavioral Disorders.*

Dong, S., Geyer, P., **Hinton, T.,** & Chin, A. (2020). Accommodation request strategies among employees with disabilities: Impacts and associated factors. *Rehabilitation Counseling Bulletin, 63*(3), 168-178. https://doi.org/10.1177/0034355219834630

Furlong, M. J., Nylund-Gibson, K., Dowdy, E., Wagle, R., **Hinton, T**., & Carter, D. (2020). Modification and standardization of Social Emotional Health Survey-Secondary— 2020 edition (V1.0). Santa Barbara, CA, University of California Santa Barbara, International Center for School Based Youth Development.

**Hinton, T.,** Bogan, Y., & Li, H. (2018). Spending behaviors, cultural identity, and mindfulness of African American college students: Implications for financial stress and depression. *Psychotherapy Bulletin, 53*(3), 36-41.

Paz, J., Kim, E., Dowdy, E., Furlong, M. J., **Hinton, T**., Piqueras, J. M., Rodriguez-Jimenez, T., Marzon, J.C., & Coates, S. (2019). Contemporary assessment of youth comprehensive psychosocial assets: School-based approaches and applications In W. Ruch, A. B. Bakker, L. Tay, & F. Gander (Eds.), Handbook of positive psychology assessment: Science and practice. Springer.

Extracurricular and Volunteer Experience
_____

2019-present        **Western Regional Representative** of the Association of Black
                    Psychologists Student Circle
2018-present        **Member** of the National Association of School Psychologists
2018-present        **Member** of the California Association of School Psychologists
2018-2019           **Strategic Planning Chair** of the Association of Black Psychologists
                    Student Circle
2016-2017           **President** of the Association of Black Psychologists Student Circle
2015-2016           **Director of Programming** of the Association of Black Psychologists
                    Student Circle
2015-2016           **Intake Advisor** of Sigma Lambda Gamma National Sorority,
                    Incorporated
2015-2016           **Member** of Sakhu
2015                **Volunteer** for the Mental Health Fair of North Miami, Florida
2014-present        **Member** of Psi Chi International Honor Society in Psychology
2014-2015           **Vice President** of Psi Chi International Honor Society in Psychology
2014-2015           **President** of Sigma Lambda Gamma National Sorority, Incorporated
2013-2014           **Social Chair** of Sigma Lambda Gamma National Sorority,
                    Incorporated
2009-present        **Member** of the National Council of Negro Women

Special Skills/Assessments Administered
_____

**Evidence-Based Psychotherapeutic Interventions and Social Skills Curriculums**
Cognitive Behavioral Intervention for Trauma in Schools (CBITS) – Certified
Trauma-Focused Cognitive Behavioral Therapy (TFCBT) – Certified
Second Step Program, Grades K-6th
Solution-Focused Brief Counseling
Zones of Regulation Program, Grades K-6th

**Cognitive and Processing Assessments**
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
Differential Abilities Scale, Second Edition (DAS-2)
Kaufman Assessment Battery for Children, Second Edition (KABC-2)
Universal Nonverbal Intelligence Test, Second Edition (UNIT-2)
Woodcock Johnson IV-Tests of Cognitive Abilities
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

**Academic/Achievement Assessments**
Wechsler Individual Achievement Test, Third Edition (WIAT-III)
Woodcock Johnson IV-Tests of Academic Achievement

**Visual-Motor Assessment**

Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition

**Social Emotional & Adaptive Behavior Assessments**

Autism Spectrum Rating Scale

Behavioral Assessment System for Children, Second Edition (BASC-2; Student Form, Teacher Form, Progress Monitoring)

Childhood Autism Rating Scale, 2nd edition (CARS-2)

Conner's Rating Scales, Third Edition (Conners-3)

Conners Early Childhood (Conners-EC)

Social Emotional Health Survey – Primary and Secondary (SEHS-P, SEHS-S)

ABSTRACT

Career Choice Satisfaction of Black Students in School Psychology Programs: Investigating

Socio-Cognitive Factors, Hope, and Sense of Belongingness

by

Tameisha Shantel Hinton

There is a critical need to diversify the field of school psychology to better serve the

educational and mental health needs of ethnically and racially minoritized youth and their

families. This dissertation study focuses specifically on increasing the representation of

Black school psychologists. Previous literature shows that Black youth have been historically

marginalized and discriminated against in the U.S. system of education. Therefore,

increasing representation of Black school psychologists is critically important to better serve

Black youth. In striving to increase the recruitment and retention of Black school

psychologists, this study aims to provide an understanding about the reasons why Black

students choose school psychology and whether they are satisfied with their training. Using

multiple regression analysis, this study examined self-efficacy, outcome expectations, and

task value as variables predicting career satisfaction among Black graduate school

psychology students. Results indicated that outcome expectations and task value were

significant predictors of career choice satisfaction. Hope and belongingness did not mediate

the relation between self-efficacy, task value outcome expectations, and career choice

satisfaction. Exploratory analyses were also conducted on alignment with NASP Domains

and observed across doctoral, masters, and specialist students. Implications for research and

practice within the field of school psychology are discussed.

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**Chapter 1**

**Introduction**

The effective recruitment and retention of ethnically and racially minoritized people has been a long-standing challenge within the field of school psychology (Esquivel et al., 2007). The challenges with recruiting students from underrepresented backgrounds has contributed to a severe lack of representation among school psychologists that is not reflective of the ethnically, racially, and linguistically diverse children and families receiving services today (National Association of School Psychologists, 2009). Despite over 50% of students in U.S. schools being from historically marginalized backgrounds, under 15% of school psychologist are from historically marginalized backgrounds (Goforth et al., 2021). Although the number of racially and ethnically professionals in school psychology has increased over the years, it remains "persistently low" (Fagan, 2004, p. 427). Prior to 1990, non-White school psychologists represented less than 6% of school psychologists (Curtis et al., 1999). From 1990 to 2015, the percentage of minoritized school psychologists only increased from 6% to 7% (Goforth et al. 2021; Castillo et al., 2014). However, by the year 2050, it is expected that 62% of youth will be children of color (U.S. Census Bureau, 2010). Therefore, there is a critical need to increase the number of school psychologists of color in the field to serve youth of color and their families. This starts with addressing the underrepresentation of graduate students of color in school psychology programs. This dissertation study aims to examine self-efficacy, outcome expectations, task value, hope, and belongingness among Black students who are currently enrolled in graduate school psychology programs to further inform efforts to recruit and retain Black school psychology graduate students. This dissertation study also aims to explore the degree to which the school

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psychology training domains as set forth by the National Association of School Psychology (NASP) align with Black students' perceived task value in their role as aspiring school psychologists with the ultimate goal of further aligning the profession in ways to enhance recruitment and retention efforts.

**Rationale for the Study**

As the number of school psychologists from underrepresented racial and ethnic backgrounds are among the lowest and slowest changing characteristics in comparison to other branches of psychology (Curtis et al., 2012; Goforth et al., 2016; Fagan, 2004; Proctor et al., 2014), it is critical to expand the literature base that raises awareness of this issue. Recently observed demographics highlight the underrepresentation of both practitioners and faculty from ethnically and racially backgrounds within the school psychology workforce, which is predominantly White and female (Walcott & Hyson, 2018). The most recent American Psychological Association Center for Workforce Study found that ethnically and racially minoritized individuals comprised 26.4% and 16.7% of full-time faculty in counseling and clinical psychology programs, respectively, whereas there were only 11.8% in school psychology programs (Curtis et al., 2012). When considering the role of school psychologists as key providers of educational and mental health services for increasingly diverse youth, there are compelling advantages to diversifying the workforce. Blake et al. (2016) explained that "having a diverse workforce in school psychology…offers educational benefits to psychologists in training and society as a whole in terms of improving the quality of culturally sensitive mental health service delivery made available to children from disenfranchised groups" (p. 307). Further, Chandler (2011) stated that the shortage of school psychologists from historically underrepresented backgrounds – particularly African

American faculty – is a "public health concern" due to the increasing demand to provide quality mental health services to diverse populations (p. 104).

In regard to training, research indicates that diversity in communities of higher education broadens students' perception of diversity and promotes positive learning outcomes (Chang, 2002; Pike et al., 2007). Further, students who are enrolled in graduate programs with people from different cultural backgrounds gain a better understanding of the unique experiences of others, which heightens their level of cultural awareness (Newell et al. 2010). Therefore, increasing the number of students from historically marginalized backgrounds in school psychology programs could contribute to a more profound and purposeful experience for school psychology trainees who may potentially become the faculty in school psychology programs. The school psychology students from ethnically and racially minoritized backgrounds may also become the service providers for diverse youth and families.

School psychologists play a key role in providing educational and mental health services to all youth (NASP, 2021; Chandler, 2011). Training in culturally sensitive practices helps school psychologists provide more effective services to minoritized youth (Jones, 2014). However, there is also value in increasing the accessibility of service providers who are racially, ethnically, culturally, and linguistically similar to the students being served. A growing body of literature on the potential benefits of racial ethnic match and greater diversity of school-based service providers indicates that having a racial ethnic match is associated with fewer behavior problems among youth (Downer et al., 2016); enriched therapeutic relationships (Bernal et al., 2009; Cabral & Smith, 2011); and increased parent participation in prevention trainings (Bates & Glick, 2013). These potential benefits suggest

that effective recruitment of school psychologists from underrepresented backgrounds can cultivate a profession that better serves students and their families. The experiences, knowledge, understanding, and worldviews of school psychologists from diverse populations can improve overall "sensitivity, awareness to advocate for, conduct research relevant to, and effectively provide mental health services to children from racial and ethnic minority communities" (Blake et al., 2016, p. 306). This study will specifically focus on considerations for recruiting and retaining Black school psychologists in the field.

**Importance of the Topic**

It is important that the views of Black individuals within school psychology be given more attention through research, especially as it pertains to diversifying the profession. There is a troublesome history of the use of discriminatory assessments, evaluations, and practices that raise concern about the experiences of Black students in the U.S. education system. One example is the *Larry P. v. Riles* case that was filed successfully against the state of California in the late 1970's. The case ensued that the administration of culturally biased standardized intelligence tests (e.g., intellectual quotient tests or IQ tests) resulted in disproportionate numbers of African American children being identified and inappropriately placed in special education classes for the educable mentally retarded (EMR)[1] (*Larry P. v. Riles, 1979*). More recently, research indicates that Black students continue to be disproportionately categorized with Emotional Disturbance (Aud et al., 2010; Bal et al., 2019; Sullivan & Bal, 2013), and are subjected to segregated special education placements and harsher disciplinary action in schools (Fisher et al., 2020; Skiba et al., 2006; Skiba et al., 2014). Considering that Black students represent 16% of the student population yet comprise 32-42% of the students who

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[1] The term "educable mentally retarded" is a pejorative and outdated classification of students who were placed in these special education classes.

are suspended or expelled in school (U.S. Department of Education Office for Civil Rights, 2014), the need to increase the number of Black school psychologists is a clear social justice and advocacy issue.

The literature centered around Black psychologists implies that Black school psychologists are inclined to build meaningful connections with, and advocate for, youth and families of color (Givens, 2020; Proctor & Romano, 2016; Truscott et al., 2014). Black psychologists consistently express a commitment to addressing racial biases, challenging anti-Blackness, and encouraging help-seeking in the Black community to diminish stigmatization (Givens, 2020; Proctor & Romano, 2016; Truscott et al., 2014). Given these findings, it may be beneficial to have a larger workforce of Black school psychologists to engage in the work needed to address racial biases impacting the disproportionate number of suspensions among Black youth, among other racist practices that occurs in schools. Thus, there is promise in working to increase Black students' presence in school psychology programs especially since graduate students are likely to share similar sentiments around advocacy and diversity.

There is research that shows prospective students were more likely to enroll in graduate programs where they would be granted opportunities to work directly with diverse clientele, especially clientele who share similar cultural backgrounds (Maton et al., 2011; Rogers & Molina, 2006). Studies focused on Black school psychology students indicate that they believed the field would be increasingly appealing to Black students if it was conveyed that school psychologists of color could contribute directly to their respective cultural communities through psychological service delivery (Chandler, 2011; Proctor & Truscott, 2012; Proctor et al., 2014). These findings suggest that Black community-centered work is a

primary goal for Black students in both their training and in their professional careers, which should be considered by persons leading recruitment efforts in school psychology.

NASP has drafted strategic goals that include expanding the number of quality, diverse school psychologists (Walcott & Hyson, 2018). Efforts to recruit Black school psychologists should be informed by literature that offers strategies of recruitment and retention of Black students from the viewpoint of Black students. Otherwise, the profession runs the risk of perpetuating the status quo by promoting school psychology as a field based solely in data-driven assessment and service in lieu of promoting a more progressive, collaborative profession committed to equity and systemic change (Edyburn et al., 2021). Leaders in school psychology need to take major strides toward modeling progressive behavior in working to diversify the field by developing well-informed and targeted recruitment and retention strategies. This dissertation study aims to advance the profession by investigating the perceived experiences of Black graduate school psychology students.

Based on social cognitive career theory (SCCT, Lent et al., 1994), socio-cognitive factors such as self-efficacy, outcome expectations, and task value are posited to predict and explain career choice. Therefore, these factors will be explored in this study to help understand Black graduate students' choice to enter and persist in the field of school psychology (Lent et al., 1994). Other factors, including hope and belonginess, will also be assessed to provide a more critical lens for assessing how race and ethnicity may present unique challenges (Byars & McCubbin, 2001; Fouad & Brown, 2000) and opportunities in Black students' pursuit of school psychology. Another component of this study is assessing Black students perceived task value in alignment with NASP training domains, especially since Black students have expressed that lack of retention relates to misalignment of the field

with their professional goals (Proctor & Truscott, 2012). The findings of this study can expand the current knowledge about students' intentions in pursuing school psychology, which may serve to enrich not only recruitment, but retention efforts as well.

**Statement of the Problem**

Given that the school psychology workforce is predominantly White and female, it is imperative that efforts to increase diversity be emphasized *and* exercised. Among American Psychological Association (APA)-accredited and NASP-approved programs, a national survey of enrolled students revealed that Black students comprised only 5% of the population compared to the 6% who identified as Hispanic/Latinx and the 87% who identified as White (McFarland et al., 2019). The numerous calls-to-action by NASP to diversify the field have resulted in the development of work groups (e.g., Minority Recruitment Task Force) and the publishing of statements citing that the diversification of school psychologists is a critical issue (NASP, 2009). Yet, the persistently low percentages of African Americans, which have risen less than 1% in the last two decades (Curtis et al., 2012; Fagan, 2004), in the field depict a discrepancy in NASP's stated goals (Fagan, 2004; Highly & Carlson, 2012; NASP, 2015; NASP, 2009) and NASP's realized outcomes.

Research exists supporting the creation of partnerships (Brady-Amoon et al., 2012; Toporek & Vaughn, 2010), pipeline programs (Pham et al., 2021; Stinnett & Solomon, 2014), and personal relationships (Miller, 2008; Wadenya, et al., 2003), especially with minority-serving institutions to help recruitment efforts (Rogers & Molina, 2006). More specifically, increased knowledge and exposure about the field of school psychology for undergraduate students increases their likelihood of pursuing the profession (Proctor & Romano, 2016; Bocanegra et al., 2015). With there being 101 Historically Black Colleges

and Universities (HBCUs; National Center for Education Statistics, 2021) in the nation that educate successful, high-performing Black undergraduate students in the U.S., it is questionable as to why more recruitment partnerships have not been established with these institutions. Because of school psychology's history of failing to adequately address the discriminatory educational practices and policies inflicted upon Black students (Aud et al., 2010; Bal et al., 2019; Sullivan & Bal, 2013; Fisher et al., 2020; Skiba et al., 2006; Skiba et al., 2014), the failure to inform and recruit students through available resources further such complicities. For these reasons, it is necessary to evaluate the factors that might prevent Black students from continuing in their program as well as the aspects of the work they value most. This study will gather information from Black graduate students attending HBCUs to potentially provide additional information. Given that there are unique barriers that Black students may perceive as obstructive to their career goals, it is critical that these barriers be examined as they may provide context for Black students' experiences. Additionally, motivating factors, such as the potential to work with Black children and serve as a social justice advocate for Black youth and families, are important to investigate as these may have significant implications for recruitment and retention.

### *Barriers to Pursuit of Black Students' Graduate Study in School Psychology*

In order to understand why there is inadequate representation of Black students in school psychology programs, barriers that exist for this particular group should be examined. The following barriers have been identified.

**Exposure to the profession.** Undergraduate psychology students are more likely to have exposure to counseling and clinical psychology when compared to school psychology (Graves & Wright, 2009; Bocanegra et. al., 2015). One of the studies related to this topic

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assessed the degree to which introductory psychology textbooks covered a range of applied psychology fields accurately (Haselhuln & Clopton, 2008). In comparison to counseling, clinical, and industrial/organizational psychology, school psychology was covered the least. Bocanegra and colleagues (2015) provided further evidence of students' limited knowledge of and exposure to school psychology by administering an exposure scale and a knowledge scale to 55 juniors and seniors across several universities. The researchers administered a choice intention scale to see whether knowledge and exposure to the field of school psychology influenced students' decision to apply to school psychology programs in the future. The knowledge scale assessed the degree of information known by students about distinguishing characteristics of subfields of psychology. Similarly, the exposure scale gauged the information acquired by students from textbooks, professors, contact with practitioners, and psychological organizations about counseling, clinical, and school psychology. It was discovered that undergraduates were significantly less knowledgeable and less likely to be exposed to school psychology than counseling and clinical psychology. There were no differences found in the levels of exposure and knowledge between ethnic and non-ethnic undergraduates, indicating that there is a general need to advertise the field of school psychology more broadly (Bocanegra et al., 2015).

Interestingly, a study by Graves and Wright (2009) assessed interest, perspectives, and knowledge held by 14 faculty members and 165 undergraduates across three HBCUs via surveys. Although 93% of the students reported an interest in graduate studies, students expressed the least interest in pursuing graduate school psychology programs compared to clinical and counseling. The knowledge students did obtain about the subfields were from faculty and undergraduate advisors as opposed to being taught in classes and textbooks. Yet,

faculty are just as uninformed about school psychology as the students. Among the small sample of faculty members who participated, 78% expressed that organizations such as NASP and Division 16 of APA neglected to provide information about school psychology to HBCUs (Graves & Wright, 2009). Also, 64% of the faculty from the HBCU's who completed the survey reported that there is no active recruitment from school psychology programs and these faculty also believe that there are limited opportunities for Black students in school psychology compared to other subfields of psychology (Graves & Wright, 2009). The disconnect expressed by leaders of the HBCU community toward the field of school psychology is concerning, especially if they do not perceive school psychology as a viable career choice for the students on their campus who are primarily Black. Therefore, it is worthwhile to examine the experiences of Black graduate school psychology students who *have* chosen to pursue the field as it may have implications for future recruitment efforts.

**Limited school psychology faculty.** The percentage of counseling and clinical psychologists in faculty positions are 17% and 14%, respectively (APA, 2019). Based on data acquired from NASP, under eight percent of school psychologists are employed in university settings while over 80% are employed in school settings (Walcott & Hyson, 2018). However, as school psychology faculty continue to retire and few graduate students report a desire to pursue academic positions, shortages of school psychologists are projected to increase over the next decade (Goforth et al., 2020; Castillo et al., 2014; Clopton & Haselhun, 2009). More specifically, it is predicted that there will be 1,055 unfilled school psychologist positions by 2025 (Castillo et al., 2014). Additionally, only 20% of school psychology programs report having a graduating class of, at minimum, ten students (AAEE, 2020). With there being too few school psychology programs to meet the growing demand

for school psychologists, a trickle-down effect is observed. Given that graduate-level courses tend to be smaller, even if more students were recruited, there may not be enough faculty to accommodate more students. Consequently, there remains a low number of school psychology faculty that are homogenous in terms of ethnic background, especially given the lack of recruitment from minority-serving institutions such as HBCUs (Graves & Wright, 2009). Thus, continued lack of school psychology faculty plays an integral role in minimizing undergraduate students' exposure to the field, which contributes to the underrepresentation of Black school psychology faculty.

According to the National Center for Education Statistics (2020), 4% of full-time professors and 5% of full-time assistant professors are Black. Also, only 5% of school psychology faculty are Black (Walcott et al., 2018). Moreover, data from NASP indicate that only 3% its members identify as Black or African American (Walcott et al., 2018). However, in a study where researchers aimed to explore the roles and practices of school psychologists working in urban schools, 30% of participants identified as Black or African American (Graves et al., 2014). These notable demographic differences may imply that there are career preferences among Black school psychologists and that a substantial number of Black or African American school psychologist may not be affiliated with NASP. Truscott et al. (2014) found that Black school psychologists perceived their fundamental roles as advocating for youth of color and being positive representations of people of color. As a result, they may be more likely to seek employment as practitioners to work more closely and deliberately with youth of color than to pursue academia. There may also be challenges associated with availability, access, and perceived value of pursuing a doctorate, which is the

requisite entry-level degree for academia, whereas a master's or specialist degree is sufficient for practice.

**Social and economic factors.** Racial and ethnic disparities in the context of education have been consistently observed and evidenced over centuries (Albee, 1969; Aud et al., 2010; Bal et al., 2019; Sullivan & Bal, 2013). According to APA (2012), educational disparities (or more appropriately, limited opportunities in education), result from differences in social class, biased treatment, and the varied responses to adverse experiences that disproportionately impact racial and ethnic youth. Some of the indicators of social class documented in education include parental socioeconomic status, school demographics, and neighborhood demographics (Aud et al., 2010). Therefore, it could be deduced that lack of equity in education directly affect students of color in terms of limiting their access and exposure to quality educational resources and opportunities (Edyburn et al., 2021). Given that systemic inequities contribute to a lower quality of education, lack of educational opportunity, and lack of employment opportunity (Quintana & Mahgoub, 2016, p. 96), these issues should be considered in the recruitment and retention of students from underrepresented backgrounds.

The U.S. Department of Education (2020) indicates that the average cost to attend graduate school is about $10,000 for in-state students and $30,000 for out-of-state students. The average income for Black families is the lowest at $44,000 compared to the $56,000 for Latino/Hispanic families, $76,000 for White families, and $98,000 for Asian families (U.S. Bureau Labor of Statistics, 2020); this could serve as a barrier to attending graduate school. Black students from low-income families are twice as likely to have education debt due to borrowing loans to pay for graduate school (Grinstein-Weiss et al., 2016). Considering that

the median salary of school psychologists is $74,000 (Goforth et al., 2021), Black students may elect to go into careers where they might expect more pay in entry-level positions such as medical, science, technology, engineering, mathematics or even business (Ruder & Van Noy, 2018), to ensure they can repay student loans. Given these looming barriers, it may be difficult for Black students to consider school psychology as a viable career option without proper funding support to be successfully complete their program.

**Microaggressions and bias.** Before Black and Brown students ever think about attending college, they may face disparate treatment in school. For example, in a meta-analysis by Tennebaum and Ruck (2007), teachers were found to hold higher academic expectations for Asian American and White students than Black and Latino students. They were also found to be more supportive and encouraging toward Asian American and White students than Black and Latino students. However, educator bias toward student capabilities of success based on race and ethnicity is also prominent at the university-level. Lott and Rogers (2011) engaged in a study evaluating the beliefs and experiences of White and ethnically, racially diverse undergraduate psychology majors and they found that although both groups reported similar reasons for selecting psychology as a major, their perceived challenges were different. Students from historically marginalized backgrounds were significantly more likely to report their challenges as being a lack of encouragement or respect from professors and finding inaccurate representations of their ethnic group in textbooks and lectures (Lott & Rogers, 2011).

Microaggressions are defined as "brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group" (Sue et al., 2007, p. 273).  With microaggressions being a real and pervasive problem experienced among

graduate students of color (Sue et al., 2007; Sue, 2010), the success or retention of Black students in school psychology programs are of concern. For example, Clark et al. (2012) found negative race-related experiences, lower perceptions of belongingness, and lower perceptions of autonomy to be barriers to underrepresented student's pursuits in graduate school psychology programs. Proctor and Truscott (2012) also found that Black students who exited their school psychology programs reported cultural incongruity, misalignment with professional goals, and negative relations with faculty. Unfortunately, these findings underscore the educational disparities, which act as a microcosm of the systemic and institutional racism that Black and Brown people are forced to endure. Therefore, efforts to progress the field must be intentional in challenging the existing systems and ideologies.

### *Motivating Factors of Ethnically and Racially Minoritized Students to Pursue School Psychology*

In addition to considering barriers that may impact Black students desire to attend school psychology graduate programs, it is also important to highlight potential motivating factors to pursuing an advanced degree in school psychology. Despite there being a dearth of literature regarding the motivations for graduate students' pursuits of careers in school psychology, one of the studies found that the desire to work with children was one of the more common reasons endorsed (Graves & Wright, 2007). Using a mixed-methodological approach, the researchers surveyed 307 school psychology graduate students about their goals in obtaining a degree in school psychology. Based on a Likert scale, the graduate students rated the various aspects of school psychology that impacted their decision to receive an advanced degree in the field. The qualitative part of the study also asked participants open-ended questions pertaining to their reasons for applying to school

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psychology training programs. The results showed that 92% of the respondents indicated that "working with children" was important or very important in their decision to pursue school psychology. Similarly, the open-ended questions yielded a majority of responses indicating that working with children greatly influenced their decision to apply to school psychology graduate programs. Other studies in which the reasons for wanting to work as a school psychologist were assessed further demonstrated that many individuals in the field enjoy helping students, individually and collectively (Graces & Wright, 2007). However, the demographics of students included in the studies are unknown. As a result, much less is known about motivating factors for Black students to pursue school psychology.

The challenges for Black students that were previously discussed include a lack of exposure to the field of school psychology, concerns regarding socioeconomic factors, and microaggressions. It is possible that, if some of these barriers were addressed, Black students might be further motivated to pursue school psychology. For example, bridge or pathway programs have been designed by some colleges and universities to expand the pool of successful applicants to specific programs (Pham et al., 2021). Many of the bridge programs focus primarily on diversifying that field of study. Therefore, the creation of a bridge program that provides early and increased exposure of Black undergraduates to school psychology could be a means of motivating them to pursue graduate training programs. As an exemplar, Florida International University, which is a Hispanic-Serving Institution (HSI), actively recruits over 75% of students from historically marginalized backgrounds into their school psychology program despite their students reporting being unfamiliar with school psychology in their undergraduate studies (Pham et al., 2021). In regard to socioeconomic factors, increased opportunities for teaching assistantships, departmental grants, or paid

practicum experiences could help alleviate some of these financial stressors (Washington et al., 2020). However, the inclusion of social justice and advocacy on behalf of the Black community have been found to be an important consideration among Black graduate students (Miranda et al., 2014; Truscott et al., 2014). Thus, providing information and opportunities for Black students to learn ways they might be able to improve the lives of youth and families in their communities can be strong motivating factors. Yet, because much less is known about the reasons that Black students choose careers in school psychology, this study aims to fill this gap. Through investigating the socio-cognitive factors and alignment of Black students' perception of NASP domains, this study will expand the literature seeking to improve the recruitment and retention of Black students in school psychology graduate training programs.

**Major Research Questions and Hypotheses**

The major aim of this dissertation study is to better understand perceived experiences of Black graduate school psychology students. The overall goal is to better understand the social and cognitive factors that are related to Black graduate students' perception of their academic pursuits in school psychology. Specifically, this study will explore self-efficacy, outcome expectations, task value, hope, and belonginess in Black graduate school psychology students to better understand how to improve recruitment strategies for Black school psychologists. These socio-cognitive factors will be examined for their ability to predict career satisfaction and will also provide a critical lens for evaluating the unique barriers faced by Black students in the field. Prior research indicates that there exists a correlation between self-efficacy, outcome expectations, task value and career satisfaction (Lent et al., 1994). Belongingness has also been found to have a positive correlation with

self-efficacy (Goodneow & Grady, 1993). However, the effect of hope and belongingness on self-efficacy, outcome expectations, and task value have not been explored. Comparatively, the evaluation of Black graduate school psychology students' perceived alignment with NASP training domains has not been directly explored and can provide valuable information about how to improve retention. Therefore, it is useful to use the NASP training domains as a measure of whether Black graduate school psychology students perceive the field's goals align with their own professional goals. The specific research questions and hypotheses of this study are:

**RQ1:** Are self-efficacy, outcome expectations, task value, hope, and belongingness significant predictors of Black graduate school psychology students' career choice satisfaction?

> *H₁*: Self-efficacy, outcome expectations, task value, hope, and belongingness are significant predictors of Black graduate school psychology students' career choice satisfaction.
>
> *H₀*: Self-efficacy, outcome expectations, task value, hope and belongingness are not significant predictors of Black graduate school psychology students' career choice satisfaction.

**RQ2:** Do hope and belonginess mediate the relation between self-efficacy, outcome expectations, task value, and Black graduate school psychology students' career choice satisfaction?

> *H₂*: Hope and belongingness mediate the relation between self-efficacy, outcome expectations, task value, and Black graduate school psychology students' career choice satisfaction.

*Ho***:** Hope and belongingness do not mediate the relation between self-efficacy,

outcome expectations, task value, and Black graduate school psychology students'

career choice satisfaction.

# Chapter 2

## Review of the Literature

**Theoretical Foundations**

The proposed study will offer a better understanding of the social and cognitive factors that contribute to Black students' satisfaction within their school psychology programs. Thus, there are important theoretical and practical considerations to be explored. Theoretically, this dissertation will draw upon the social cognitive career theory (SCCT) to bring relevance to the experiences of Black school psychology trainees. With there being few studies that specifically address career choice among Black students, more attention to the diversification of the profession of school psychology is required. The scant empirical research that exists, while offering some implications for the recruitment of underrepresented students in school psychology (Bocanegra et al., 2015), is limited in its focus on how socio-cognitive factors influence students' satisfaction with career choice. SCCT is viewed as a theoretical framework that highlights the significance of internal and external mechanisms present during professional development (Tang et al., 2008). Additionally, SCCT makes relevant the reasons individuals choose and remain in their respective careers (Brown & Brooks, 1990).

SCCT was developed to understand the interplay of between vocational and academic interests with an individual's choice and performance (Lent et al., 1994). These components include the role of outcome expectations, the importance of learning experiences and the influence that individual characteristics (e.g., race) play in career decision-making. More specifically, the conceptual model of SCCT illustrates that self-efficacy motivates career interests, goals, and actions, such as persistence. Following self-efficacy is the proposition

that outcome expectations further inspire career interests, goals, and persistence. Another assumption of SCCT is that learning experiences largely contribute to one's sense of self-efficacy and outcome expectations. Then, learning experiences are seen as being impacted by the educational opportunities (or lack thereof) provided, which also relates to personal characteristics such as race. Importantly, SCCT acknowledges that there are differentiating barriers and supports that modify an individual's motivations. This study offers a theory-driven framework for investigating social and cognitive factors that influence Black school psychology students' persistence and satisfaction with their pursuit in doctoral school psychology programs. In the following sections, relevant research related to the SCCT concepts, and the additional concepts considered in this dissertation study are presented.

**Concept of Self-Efficacy**

The social cognitive theory introduced by Bandura (1997) refers to self-efficacy beliefs as being an individual's ability to structure and execute the actions needed to produce attainments. Moreover, self-efficacy beliefs are proposed to be the catalyst driving behavior, effort, and persistence when barriers impede one's progress toward goals (Gore Jr. et al., 2005). In SCCT, self-efficacy is considered to play the most critical, fundamental role in motivating one to achieve the actions and goals necessary to be successful in their career pursuits (Betz & Hackett, 1981; Gainor, 2006; Hackett, 1995; Hackett & Betz, 1981; Lent, 2005; Lent et al., 1984, 1986, 1987). It is described as the way in which a person evaluates and interprets their competencies and skills to fulfill a desired task (Lent, 2005). These evaluations and interpretations then shape a person's self-beliefs and modify their actions.

SCCT has served as the foundation for research investigating the psychological factors and constructs associated with students' academic pursuits, especially in higher

education. For example, Peterson and Delmas (2001) found significant relations between career decision-making, self-efficacy, utility, and persistence that provided evidence that the theories associated with social cognition, career development, and student retention have some intertwining ideas. Therefore, it is hypothesized in this dissertation study that Black graduate school psychology students who show a greater sense of self-efficacy are more likely to be satisfied with their career choice. Previous studies have also indicated that self-efficacy beliefs are strongly correlated with academic achievement and persistence (Bandura, 1997; Hagedorn et al., 2002; Multon et al., 1991; Nakajima et al., 2012; Silver et al., 2004). Other studies have even demonstrated that self-efficacy beliefs can be related to certain academic subjects (Lent et al., 1984, 1987), which underscores the importance of investigating self-efficacy as it relates to Black students in the domain of school psychology. Hence, it is important to explore self-efficacy as it may be connected to the retention of students of color in the profession. Given the context-specific nature of self-efficacy, however, it is vital that self-efficacy be simultaneously explored with outcome expectations.

**The Interplay Between Outcome Expectations and Self-Efficacy**

In making strides to connect social cognitive theory of career and academic interest, Lent et al. (1994) referred to outcome expectations as the beliefs held about the likely outcome of taking certain actions or engaging in certain behaviors. Although SCCT primarily highlights the mediating effect of outcome expectations on self-efficacy, there is evidence that there is more to be observed between these two concepts. According to expectancy-value theory (EVT), self-efficacy beliefs and expectance of success have a strong correlation (Eccles & Wigfield, 1995), yet there are important differences to note between the two. Simply put, self-efficacy is thought to relate to an individual's capabilities in the present time

while outcome expectations are thought to relate to the future possibilities based on persisting towards a goal (Wigfield & Eccles, 2000). Therefore, it is essential that the role of outcome expectancies be discussed as a complementary component with self-efficacy in the larger SCCT. The exploration of self-efficacy and outcome expectations are crucial as it relate to Black graduate students' career satisfaction. For example, Black graduate school psychology students who have higher outcome expectations are more likely to be satisfied with their career choice. They may also be more likely to complete their program and remain in the field upon graduating as they see value and potential in their profession.

In support of this hypothesis, the literature that exists regarding EVT has consistently shown that outcome expectancies help to explain the attitudes, behaviors, and motivations individuals hold as it relates to achievement (Ajzen, 1991; Fishbein & Ajzen, 1975; Lawler, 1994). Research has demonstrated that observing both self-efficacy and outcome expectancies of individuals within certain professional settings, such as healthcare and education, help understand their behaviors and motivations to continue the work (e.g., Ajzen, 1991; Fishbein & Ajzen, 1975; Lawler, 1994). As such, it is expected that similar understandings about why Black graduate students choose to pursue and remain in school psychology will be gained through exploring their self-efficacy and outcome expectations within the field. Overall, the choices that an individual makes about the sustainable behaviors and efforts they will engage in to meet their goals warrant some perceived outcomes. For instance, individuals are more likely to be proactive when engaging in tasks that bring forth a sense of self-value, tangible results, and satisfaction (Fouad & Guillen, 2006). Thus, shaping the major concepts of social cognitive theory and EVT into a more expansive SCCT framework is valuable. SCCT brings forth the significance of self-efficacy and outcome

expectations in determining how or if a person will be diligent in maintaining the persistence needed to achieve a goal. More importantly, however, it expands SCCT to be encompassing of contextual and cultural factors set in the reality of social issues, such as microaggressions. The reason contextual and cultural factors are highlighted is to increase attention, not only to the intrinsic factors of the cognitive proponents of these theories, but also to the extrinsic sociocultural factors that may create unique challenges for Black students in school psychology graduate programs.

**Role of Task Value in Relation to Self-Efficacy of Black Graduate Students in School Psychology**

In effort to broaden the SCCT framework that defines self-efficacy as the most central tenet, this dissertation includes concepts from the expectancy-value theory (EVT), which includes both outcome expectancies and task-value. Although EVT is the foundational theoretical framework that was used to build up SCCT, SCCT inflates the role of self-efficacy (e.g., Bandura, 1997; Lent et al., 1994) when compared to EVT. Atkinson (1957, 1966), who proposed the traditional EVT, suggested that motivation and persistence depend on an individual's expectancies *and* value for achievement. For example, Black school psychology students may be more apt to stay in the field if they have positive outcome expectations and if they see value in their chosen profession. The literature related to EVT in social psychology indicates that various other socio-cognitive factors, other than self-efficacy, play a role in explaining motivation and persistence (Bowman, 1977; Eccles & Wigfield, 2002; Feather, 1982). Specifically, Eccles's (1983) EVT model places a major emphasis on the significance of intrinsic task value and outcome expectancies as driving forces for one's motivation toward their goals. Within Eccles's (1983) model, the construct

of task value is divided into four types which are attainment value (importance to one's identity), intrinsic value (interest, enjoyment), utility value (usefulness toward one's future goals), and perceived costs (perceived drawbacks; Eccles, 2009; Perez et al., 2014). Interestingly, attainment value and intrinsic value have strong correlations (Deci et al., 1999) and have been found to be associated with motivation and persistence (Simons et al., 2004).

The relevancy of task value in this study is that Eccles' (1983) model has often been applied in studies related to career choices. Given that the model suggests that outcome expectations and intrinsic value are predictors of vocational decisions, researchers such as Battle and Wigfield (2003) have used this framework to investigate college women's intention to pursue graduate level education. In another study, the model was also used to explore the relation between outcome expectancies and value across genders of first-year engineering students (Jones et al., 2010). In both studies, the values were found to be a major predictor of women's decision to attend graduate school and of both genders' career intentions. In this study, it is hypothesized that if Black school psychology students see value in their role in terms of their learnings and experiences in the field, they may endorse greater satisfaction within their programs. This may explain some of their reasons for persisting in their programs and could be a critical component in the recruitment of other Black students. Although the foundational EVT model has been gradually adapted across various fields, including social psychology, educational, and science, technology, engineering, and mathematics (STEM) (Bowman, 1977; Fishbein & Ajzen, 1975; Lawler, 1994), with differing descriptions and implications, the basic tenet remains unchanged – an individual's outcome expectations and their values or beliefs are highly predictive of their actions and motivations toward various task especially as it relates to career decisions. Thus, it is

important not to exclude the task-value construct from this study considering that context-specific barriers may impede the professional development or immersion of Black graduate students into the field of school psychology.

**Role of Hope in Relation to Self-Efficacy of Black Graduate Students in School Psychology**

With the focus of this study being on Black graduate students, it is important to explore a construct that has more specific cultural implications. Despite the U.S. being one of the most diverse countries nationwide, power and privilege rooted in Eurocentrism and White supremacy remain challenges for underrepresented groups (Calder-Dawe, 2015). According to Snyder (2000) factors such as age, culture, and race "shape the way individuals view the world and their goals, and these personal characteristics may determine accessibility of goals" (p. 229). Hence, race has been (and can be) laden with challenges such as discrimination and stereotyping when it comes to achieving one's goals or advancing one's career. This is certainly the case for Black people who have experienced generations of trauma and systemic racism (Hirsch et al., 2012). Though these adverse experiences can foster a sense of hopelessness, it is quite possible that hopefulness can serve as a protective factor for individuals from marginalized groups (Hirsch et al., 2012). Moreover, there exists research demonstrating that racial and ethnic minorities tend to endorse higher levels of hope compared to their White counterparts despite barriers to achievement (Lopez et al., 2000).

In this dissertation study, hope is defined as a positive motivational state that is "reciprocally derived [from a] sense of successful (a) agency (goal-directed determination) and (b) pathways (planning of ways to meet goals)" (Snyder et al., 1991, p. 571). Because hope theory emphasizes that a person's sense of hope is connected to their sense of self-

efficacy or agency (Snyder, 2000), this might explain how Black graduate students pursuing school psychology may be able to matriculate despite barriers, such as microaggressions. The literature shows that hope helps graduate students persist in overcoming difficult academic tasks (Alexander & Onwuegbuzie, 2007; Onwuegbuzie & Snyder, 2000), navigating physical and psychological stressors (Zusevics & Johnson, 2014), and adopting healthy coping strategies (Kennedy et al., 2009; Snyder, 1994; Snyder et al., 1991). Yet, few studies specifically focus on hope in racial and ethnic individuals (Chang & Banks, 2007; Snyder, 2000). Moreover, there have not been any studies that focus specifically on hope in students enrolled in graduate school psychology programs. The inclusion of hope in this study broadens the sociocultural element that is crucial to address as it relates to traditional SCCT. This study is enriched by exploring the role of hope among Black school psychology graduate students who may face unique barriers given their race and the historical underrepresentation of Black people in the field of psychology overall.

**Role of Belongingness in Relation to Black Graduate Students' Persistence in School Psychology**

The literature on motivation related to academic pursuits has consistently demonstrated that belongingness plays a role in students experiences (Freeman et al., 2007; O'Meara et al., 2017). Generally, belongingness is described as a feeling of connectedness and a belief that they matter to other people that they encounter including family, friends, or colleagues (Hausmann et al., 2007). However, school belonging, which is defined as a student's perception of acceptance, inclusion, respect, and support in the context of education (Goodenow & Grady, 1993), adds a more nuanced layer that has implications for diverse learners. Race and ethnicity have been shown to have an impact on how students perceive

their sense of belonging and how they come to understand their experiences (Ong et al., 2011). Further, despite extensive research around students of color and achievement gaps, these statistics are more of a reflection of gaps in opportunity in addition to economic, systemic, and institutionalized racism, discrimination, and prejudice (Quintana & Mahgoub, 2016). These factors can potentially lead to a lower sense of belonging for Black students in today's educational system. With belongingness having been found to be linked to self-efficacy, intrinsic motivation, and persistence (Freeman et al., 2007; Hausmann et al., 2007; Ostrove et al., 2011; Strayhorn, 2012), it is an important construct to be examined in this study with Black students in higher education. As much of the research on belongingness and higher education has focused on undergraduate students, there is also a need to focus on graduate level learners as it may provide implications for retention. For example, several studies have shown belongingness to positively contribute to undergraduate students' retention and persistence in academic programs (Freeman et al., 2007; Hausmann et al., 2007; Strayhorn, 2012). Yet, the scarcity of research related to graduate students' sense of belongingness offers less insight about how belonginess affects their perceived experiences especially considering the differences between undergraduate and graduate-level education.

The nature of graduate level studies warrants a deeper focus on career goals and outcomes especially since graduate students tend to be connected to specific programs or departments. Graduate students are also more likely to have social expectations or to be socialized within their disciplines, rather than their institutions (Gardner & Barker, 2015). Given these distinctions, it is crucial to recognize that graduate students may experience more isolation in their departments and a lower sense of belongingness (O'Meara et al., 2017). The reason graduate students may feel a lower sense of belongingness is that they are

not necessarily immersed into various organizations, events, or extracurriculars activities outside of their department on campus compared to undergraduates. Since graduate students rely mostly on their department, if there is lack of cultural congruity regarding their peers, mentors, or curriculum, for example, they may have the propensity to feel more isolated than undergraduate students.

Similar to the research showing belongingness as a significant factor related to undergraduate retention and program completion, belonging is shown to be related to graduate student retention and successful program completion (Strayhorn, 2012). Because retention of Black students in school psychology programs has been a consistent problem (Proctor & Truscott, 2012), exploring the belongingness of Black students in these programs may be helpful in diversifying the field. With there being very few Black students pursing research and faculty careers in academia (Ostrove et al., 2011), assessing belongingness in conjunction with SCCT related constructs and hope adds another layer of sociocultural issues that need to be addressed in understanding how the field of school psychology is viewed by racial and ethnic minorities, especially Black students.

**Remaining Gaps in the Literature and Research Needs**

Although Bocanegra and colleagues (2015) have utilized SCCT to investigate factors related to racial and ethnic undergraduate students' decisions to choose or not choose school psychology, there is still a gap in the literature regarding the experiences of students of color in graduate school psychology programs. In evaluating SCCT and studies related to career choice widely, studies specifically centered around the experiences of Black students are even more scarce. Another reason it is crucial to dedicate attention toward researching the experiences of Black graduate students –especially as it relates to diversifying the field of

school psychology– is due to the malignant history of the field of psychology. The insidious racist and oppressive acts, including discriminatory practices and policies in the U.S. education system, that have been committed against Black people must be highlighted. Considering that these offenses have, historically, served to further marginalize and disenfranchise Black people, it is critical to be inclusive of the viewpoints of Black school psychologists. The field of school psychology has not attracted many Black students at the doctoral level, nor has it prioritized the development of programs that cater to recruitment of Black students from HBCUs where many students are education and psychology majors (Chandler, 2011; Graves & Wright, 2009). In an effort to improve recruitment and retention strategies for Black students in school psychology, this study explores factors that have been shown to increase the willingness of students to remain in their academic programs.

Given the shortage of school psychologists and lack of diversity, SCCT provides important theoretical framing to fill in gaps in the literature. Although some students may persist through their school psychology programs, this does not necessarily mean that they remain in the field after graduating from their program. It is particularly important to assess the reasons Black students choose school psychology and their perception of their experiences in their training programs. In evaluating self-efficacy, outcome expectations, task value, hope, belonginess, and satisfaction of Black students who are in school psychology programs, there may be implications for recruitment and retention strategies tailored specifically for Black school psychology students. Further, researchers employing SCCT assert that contextual supports and barriers such as hope and belonginess can impact an individual's progression toward their career goals through factors such as self-efficacy, outcome expectations, and task value (Byars-Winston et al., 2010; Byars-Winston & Fouad,

2008). Thus, exploring self-efficacy, outcome expectations, task value, hope, and

belongingness in this study generates further value in considering both social and cognitive

factors that impact the experiences of Black graduate students in school psychology

programs.

# Chapter 3

## Methodology

### Research Questions and Hypothesis

The purpose of this study was to investigate the hypothesized relations between self-efficacy, outcome expectations, task value, hope, belongingness, and career choice satisfaction among Black graduate students in school psychology programs. The methodology section outlines the methods that were used to examine the research questions including a description of the research design, participants, sampling procedures, instruments, and research procedures used to investigate the following research questions:

**RQ1:** Are self-efficacy, outcome expectations, task value, hope, and belongingness significant predictors of Black graduate school psychology students' career choice satisfaction?

> $H_1$: Self-efficacy, outcome expectations, task value, hope, and belongingness are significant predictors of Black graduate school psychology students' career choice satisfaction.

> $H_0$: Self-efficacy, outcome expectations, task value, hope, and belongingness are not significant predictors of Black graduate school psychology students' career choice satisfaction.

**RQ2:** Do hope and belonginess mediate the relation between self-efficacy, outcome expectations, task value, and Black graduate school psychology students' career choice satisfaction?

*H2*: Hope and belongingness mediate the relation between self-efficacy, outcome

expectations, task value, and Black graduate school psychology students' career

choice satisfaction.

*H0*: Hope and belongingness do not mediate the relation between self-efficacy,

outcome expectations, task value, and Black graduate school psychology students'

career choice satisfaction.

**Research Design and Variables**

In this study a quantitative approach using a non-experimental, cross-sectional

design was applied. A review of relevant literature revealed that quantitative studies

focusing on Black students in graduate school psychology programs were limited and could

be relevant in expanding recruitment efforts (Chandler, 2011; Pham et al., 2021; Proctor &

Truscott, 2012). Non-experimental research is an approach that neither relies on the

manipulation of variables nor assigns participants to treatment conditions (Bonds-Raacke &

Raacke, 2014). This type of research examines how the variables in the study are related to

one another, explores phenomena in real life situations, and studies the variables in the study

as they exist (Bonds-Raacke & Raacke, 2014). This design was appropriate for this study

because there was no intent to manipulate the variables, as with experimental research

(Bonds-Raacke & Raacke, 2014). The focus was to examine the relations between self-

efficacy, outcome expectations, and task value among Black graduate students in school

psychology programs. Cross-sectional research is an approach where researchers explore the

factors within a particular population at a given point in time (Bethlehem, 1999). This design

was also appropriate for this study as the focus is to collect and examine data surrounding the

experiences of the participants.

**Participants**

*Recruitment*

In this study, eligible participants were students who self-identified as Black or African American (or endorsed Caribbean or African heritage) currently enrolled in graduate school psychology programs. Participants should also be actively matriculating in their school psychology training program.

*Sample Size*

A power analysis was performed using G*Power software to determine the target sample size for the analysis. The power analysis was conducted for a multiple linear regression with five predictors and assumed a medium effect size ($f^2 = 0.15$), a significance level of .05, and a power level of .80. The results of the power analysis showed that the target sample size for this analysis was 92 participants.

*Description of Study Participants*

Participants consisted of 112 self-identifying Black students currently enrolled in school psychology programs. Among the participants, 45.5% ($n=51$) reported their age being between 25 to 29, 25.9% ($n=29$) were between 18 to 24, 22.4% ($n=25$) were between 30 to 34, 3.5% ($n=4$) were between 35 to 39, and 2.7% ($n=3$) were 40 and over. Most of the sample identified as African American or Black ($n=74$, 66%). Some participants also identified as other Mixed Race or nationalities such as Haitian American and Middle Eastern ($n=25$, 22.4%). The remaining participants identified as Afro-Caribbean or West Indian ($n=4$, 3.5%), Multiethnic ($n=4$, 3.5%), African ($n=3$, 2.7%), and Afro-Latino/a/x ($n=1$, 0.9%) with one participant missing this data. For the participants' highest degree earned, 50.9% ($n=57$) had earned a master's degree, 45.5% ($n=51$) had earned a bachelor's degree, 1.8% ($n=2$) had

earned a doctorate, and the remaining 1.8% either earned an associate degree (*n*=1) or endorsed earning some degree (*n*=1) other than those listed. Most of the participants self-identified as female (e.g., woman, female, cis-gender female) at 90.0% (*n*=100) whereas only 9.1% (*n*=11) self-identified as male. As it relates to marital status, 83.0% (*n*=93) of participants were single, 14.3% (*n*=16) were married or in a domestic partnership, and 2.7% (*n*=3) were divorced. Of the participants who reported their family's household income, 31.3% (*n*=35) made less than $25,000, 20.5% (*n*=23) made between $25,000 to $34,999, 20.5% (*n*=23) made between $35,000 to $59,999, 14.3% (*n*=16) made between $60,000 to $99,999 and 4.5% (*n*=5) made between $100,000 to $149,000, and 3.6% (*n*=4) made over $150,000. 5.4% (*n*=6) of the participants did not know or preferred not to respond to this question. See Table 1.

Table 1

*Demographic data regarding age, racial, ethnic, or cultural background, highest degree earned, gender, marital status, and family household income*

|  | N | % |
|---|---|---|
| **Gender** | | |
| Male | 11 | 9.1 |
| Female | 100 | 90.0 |
| Missing | 1 | 0.9 |
| **Age** | | |
| 18 - 24 | 29 | 25.9 |
| 25 - 29 | 51 | 45.5 |
| 30 - 34 | 25 | 22.4 |
| 35 - 39 | 4 | 3.5 |
| 40 and over | 3 | 2.7 |
| **Racial, ethnic, cultural identity** | | |
| African American/Black | 74 | 66.1 |
| African | 3 | 2.7 |
| Afro-Caribbean/West Indian | 4 | 3.5 |
| Afro-Latino/a/x | 1 | 0.9 |
| Other identified (e.g., Mixed | 25 | 22.4 |
| Race, Haitian, American, etc. | | |
| Multiethnic | 4 | 3.5 |
| Missing | 1 | 0.9 |
| **Highest degree earned** | | |
| Associates | 1 | 0.9 |
| Bachelors | 51 | 45.5 |
| Masters | 57 | 50.9 |
| Doctorate | 2 | 1.8 |
| Other | 1 | 0.9 |
| **Marital status** | | |
| Single, never married | 93 | 83.0 |
| Married or domestic | 16 | 14.3 |
| partnership | | |
| Divorced | 3 | 2.7 |
| **Family's household income** | | |
| Less than $25,000 | 35 | 31.3 |
| $25,000 to $34,999 | 23 | 20.5 |
| $35,000 to $59,999 | 23 | 20.5 |
| $60,000 to $99,999 | 16 | 14.3 |
| $100,000 to $149,999 | 5 | 4.5 |
| Over $150,000 | 4 | 3.6 |
| I don't know | 3 | 2.7 |
| I prefer not to answer | 3 | 2.7 |
| **Total** | 112 | 100.0 |

Additional demographic data shows that most of the of participants 65.2% ($n = 73$) endorsed that they use loans to fund their current education program. Regarding assistantships and fellowships, 50% ($n = 56$) of the participants endorsed receiving this type of funding. Of the participants who endorsed receiving scholarships or grants to fund their program, 41.1% ($n = 46$) endorsed this type of funding. Most of the participants in the study were enrolled in doctoral programs (45.5%, $n = 51$), 33% ($n = 37$) were enrolled in specialist programs, and 18.8% ($n = 21$) were enrolled in masters' programs. of the participants who endorsed being in "Other" types of programs each filled in that they were enrolled in hybrid masters and specialist programs. The majority of participants' school psychology programs were accredited by both NASP and APA (57.1%, $n = 64$) with 34.8% ($n = 39$) being accredited by NASP only[2]. Also, only 16.1% ($n=18$) of participants attended HBCUs for their undergraduate degree and 8.9% ($n=10$) currently attend an HBCU. See Table 2.

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[2] It is important to clarify that APA accredits while NASP approves. However, the term "accreditation" is used interchangeably with "approval" in this paper as it relates to these organizations.

Table 2

*Demographic data regarding education funding, type of school psychology program,*

*program accreditation, and attendance of an HBCU*

|  | N | % |
|---|---|---|
| **Types of funding received** | | |
| Loans | | |
| Yes | 73 | 65.2 |
| No | 39 | 34.8 |
| Scholarships or grants | | |
| Yes | 46 | 41.1 |
| No | 66 | 58.9 |
| Financial support from family, partner etc. | | |
| Yes | 23 | 20.5 |
| No | 89 | 79.5 |
| Assistantship or fellowship | | |
| Yes | 56 | 50.0 |
| No | 56 | 50.0 |
| Job | | |
| Yes | 34 | 30.4 |
| No | 78 | 69.6 |
| Other funding (i.e., odd jobs, externship) | | |
| Yes | 3 | 2.7 |
| No | 109 | 97.3 |
| **Type of school psychology program** | | |
| Doctoral | 51 | 45.5 |
| Masters | 21 | 18.8 |
| Specialist | 37 | 33.0 |
| Other (i.e., Hybrid Masters and Specialist) | 3 | 2.7 |
| **Program accreditation** | | |
| NASP | 39 | 34.8 |
| APA | 2 | 1.8 |
| NASP and APA | 64 | 57.1 |
| Other | 6 | 5.4 |
| Missing | 1 | 0.9 |
| **Undergraduate HBCU Attendee** | | |
| Yes | 18 | 16.1 |
| No | 94 | 83.9 |
| **Current HBCU Attendee** | | |
| Yes | 10 | 8.9 |
| No | 102 | 91.9 |
| **Total** | 112 | 100.0 |

**Procedure**

The researcher obtained approval from the Institutional Review Board (IRB) prior to requesting participation in the proposed dissertation study. The researcher recruited participants by posting announcements on the Black School Psychologists Facebook Group and the School Psych Sistahs Facebook Group with permission and approval from the moderators of both group pages. The recruitment flyer was also posted on Twitter, emailed to school psychology program departmental chairs, and submitted for approval to be posted on the Trainers of School Psychologists (TSP) Listerv by the TSP Research Committee. The researcher utilized the National Association of School Psychologists (NASP) website to identify school psychology programs that have been approved or nationally recognized by NASP to contact their IRB and school psychology departments to request permission to recruit from their campuses. Efforts to recruit participants specifically from HBCUs were also made. Additionally, the researcher printed recruitment flyer stickers to be distributed at the NASP 2022 Annual Convention in Boston, Massachusetts. The announcements, emails, recruitment flyers, and stickers posted contained information about the study, a link to the study, a QR code, and asked individuals to share with other eligible participants.

Participants in the study that completed all required forms (i.e., informed consent, demographic questionnaire, New General Self-Efficacy Scale, Outcome Expectations Scale, Subjective Task Value Questionnaire, Alignment with NASP Domains, Adult Trait Hope Scale, Sense of Belonging Survey, and Career Choice Satisfaction Questionnaire) were redirected to a separate link for them to enter their e-mail address so that they could be rewarded with a $15 Amazon gift card as an incentive. The $15 Amazon gift card incentive

was made available to the first 100 participants who completed the forms. This monetary incentive was made possible thanks to awards from the Kennedy/Graves Research Fund.

**Instruments**

*Demographic Questionnaire*

The demographic questionnaire was used to collect basic demographic data about participants. This included questions about the participants' age, racial, ethnic, or cultural background, gender, highest degree earned, marital status, family household income, and how they fund their current education program. Participants were also asked about the type of school psychology program they were enrolled in, their programs accrediting organization, and whether they attended an HBCU as an undergraduate or are currently enrolled at an HBCU.

*Self-efficacy Scale*

The *New General Self-Efficacy Scale* assesses the extent to which an individual believes they can achieve their goals despite challenges. The scale has eight items with responses being on a 5-point Likert scale indicating 1 = "strongly disagree", 2 = "disagree", 3 = "neither agree nor disagree", 4 = "agree", or 5 = "strongly agree". Some examples of the items on the scale are "I will be able to achieve most of the goals that I set for myself" and "When facing difficult tasks, I am certain I will accomplish them". There exist several measures of self-efficacy. However, the New General Self-Efficacy Scale developed by Chen et al. (2001) demonstrates greater reliability and validity than other measures of self-efficacy (Scherbaum et al., 2006).

In prior studies, the internal consistency reliability was found to be high for the New General Self-Efficacy Scale with alpha = .86 and .90 when administrated subsequently. In the current study, Cronbach's alpha = .83, indicating good reliability. The overall score is calculated by taking the average of participants' ratings with higher score being interpreted as endorsing a higher sense of general self-efficacy. The mean score on the scale was 4.36 (*SD*=0.49), indicating that, on average, participants agreed with the items. Table C.1 (Appendix C) summarizes the descriptive statistics for the eight items on the New General Self-Efficacy Scale.

***Outcome Expectations Scale***

The outcome expectations scale used in this study indicates whether students have positive outcome expectations for graduating with a degree in school psychology and is a slightly modified version of Lent et al.'s (2008) version. The scale was modified to focus specifically on school psychology as opposed to the computing sciences. The question on this scale reads as "Graduating with a degree in school psychology will likely allow me to…". The outcome expectations scale has ten items with responses being on a 5-point Likert scale ranging from 1 = "strongly disagree", 2 = "disagree", 3 = "neither agree nor disagree", 4 = "agree", or 5 = "strongly agree". The scale scores were created by calculating the mean of the scale with higher values being interpreted as greater positive outcome expectations for graduating with a degree in school psychology. An example of questions included in the scale are, "Graduating with a degree in school psychology will likely allow me to earn an attractive salary" and "Graduating with a degree in school psychology will likely allow me to do work that can make a difference in people's lives".

Lent et al. reported a coefficient alpha of .90 for their instrument. Bocanegra et. al (2016) adapted the scale to specifically evaluate participants outcome expectations for graduating from a school psychology program. Bocanegra et al. also reported a coefficient alpha of .90. In the current study, Cronbach's alpha was = .76 indicating acceptable reliability. The overall outcome expectations score was calculated and used to predict Black graduate school psychology students' career choice satisfaction. The mean score on this scale was 4.19 (*SD*=0.45). Table C.2 (Appendix C) displays descriptive statistics for the Outcome Expectations Scale.

### *Subjective Task Value Questionnaire*

The six-item *Subjective Task Value Questionnaire* evaluates a person's judgment of how interesting, useful, and important course contents or specific activities are to that individual. The responses of participants were based on their level of agreement with the following statements using a 7-point Likert scale ranging from 1 = "strongly disagree", 2 = "moderately disagree", 3 = "disagree", 4 = "neither agree nor disagree", 5 = "agree", 6 = "moderately agree", and 7 = "strongly agree". Examples of items included on the questionnaire are "I think I will be able to use what I learn in this degree program in my life" and "I am very interested in the content area of my degree program". The Subjective Task Value Questionnaire is a tool that was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991).

Pintrich et al. (1991) reported a coefficient alpha of .87 for the six-item task value subscale that measures the beliefs of students regarding task value to them. In the current study, Cronbach's alpha was found to = .89 indicating good reliability. The overall subjective task value score wase calculated and used to predict Black graduate school psychology

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students' degree of satisfaction with their career choice. The mean score on this scale was 6.25 (*SD*=0.86). Table C.5 (Appendix C) summarizes descriptive statistics for the six items on the Subjective Task Value Questionnaire.

       ***Alignment with NASP Domains.*** NASP (2021) has recently revised the ten domains within its comprehensive and integrated services model which guide school psychologists to best meet the needs of students, families, and communities. The ten domains are listed as follows:

- Domain 1 – Data-Based Decision-Making

- Domain 2 – Consultation and Collaboration

- Domain 3 – Academic Interventions and Instructional Supports

- Domain 4 – Mental and Behavioral Health Services and Interventions,

- Domain 5 – School-Wide Practices to Promote Learning

- Domain 6 – Services to Promote Safe and Supportive Schools

- Domain 7 – Family, School, and Community Collaboration

- Domain 8 – Equitable Practices for Diverse Student Populations

- Domain 9 – Research and Evidence-Based Practice

- Domain 10 – Legal, Ethical, and Professional Practice

       For each domain, participants were asked to rate the degree to which they felt aligned with the domain on a scale of 1 = "No Alignment", 2 = "Poor Alignment", 3 = "Moderate Alignment", 4 = "Strong Alignment", or 5 = "Full Alignment". The inclusion of this brief questionnaire helps to understand which aspects of the work Black school psychology student's value most or least in their training. These responses will be beneficial in further development of recruitment strategies that may be specifically aimed at increasing

representation of Black students in school psychology. The mean for this questionnaire was 4.34 (*SD*=0.59). Table C.6 (Appendix C) displays descriptive statistics for the ten item NASP Domain Alignment questionnaire.

### *Adult (Trait) Hope Scale*

The *Adult (Trait) Hope Scale* (AHS; Snyder et al., 1991) is a 12-item, self-report inventory that measures dispositional hope in individuals ages 15 and older (Snyder, 2000). The scale is comprised of: (1) four items measuring agency, (2) four items measuring pathways, and (3) four distracter (filler) items. The four agency items focus on one's sense of successful determination in relation to their goals, while the four pathways' items focus on one's cognitive appraisals of their ability to produce means for both overcoming goal-related obstacles and reaching their goals. The four distracter items were omitted in this study to reduce the number of items participants were required to respond to. Participants respond to an 8-point, Likert scale ranging from 1 = "definitely false" 2 = "mostly false", 3 = somewhat false", 4 = "slightly false", 5 = "slightly true", 6 = "somewhat true", 7 = "mostly true", and 8 = "definitely true".

The Cronbach's alpha for the scale in the current study indicated good reliability alpha = .88. The overall hope score was calculated and used to predict Black graduate school psychology students' satisfaction with their career choice. The mean score for this scale was 6.63 (*SD*=0.99). Descriptive statistics for the Adult Trait Hope Scale are summarized in Table C.7 (Appendix C).

### *Sense of Belonging Survey*

The Sense of Belonging Survey used in this study measures the degree to which students feel they belong on their campuses and was adapted by O'Meara et al. (2017) from

the sense of belonging construct and items that are included in the multi-institutional study of leadership (MSL). The MSL (2017) is a multi-year study that focuses on evaluating student needs in higher education. There are seven survey items with responses based on a 5-point Likert scale ranging from 1 = "strongly disagree", 2 = "disagree", 3 = "neither agree nor disagree", 4 = "agree", and 5 = "strongly agree". Some examples of the items include "The sense of fit between my values and those of my department/unit" and "I feel valued as a person in my department/unit". In previous studies, the coefficient alpha for the sense of belonginess items was .86. In the current study, alpha was .81.

The overall sense of belongingness score was calculated and used to predict Black graduate school psychology students' career satisfaction. The mean for this survey was 3.74 (*SD*=0.71). Descriptive statistics for the Sense of Belongingness Survey are summarized in Table C.3 (Appendix C).

### *Career Choice Satisfaction Questionnaire*

The Career Choice Satisfaction items used in this study was modified from Kovach Clark et al.'s (2009) study which predicted burnout and career choice satisfaction among counseling psychology graduate students. The modified scale focused on the field of school psychology rather than counseling psychology. The seven items included to assess career choice satisfaction required respondents to rate each item on a 5-point Likert-type scale ranging from 1 = "very dissatisfied or very unlikely", 2 = "moderately dissatisfied or moderately unlikely disagree", 3 = neither dissatisfied nor satisfied", 4 = "moderately satisfied or moderately likely", and 5 "very satisfied or very likely". Some examples of the item on the questionnaire are "How satisfied are you with your choice of school psychology as a career?" and "How likely is it that you will make a career change outside of school

psychology?". One item ("How likely is it that someday you will make a career change outside of school psychology?") was reverse scored so that higher numbers indicated less likelihood of career change. In the current study, Cronbach's alpha was equal to .79, indicating good reliability. The mean score for this questionnaire was 4.12 (*SD*=0.62). Descriptive statistics for the Career Choice Satisfaction Questionnaire are summarized in Table C.4 (Appendix C).

**Data Analyses**

The data were downloaded as an electronic spreadsheet file from Qualtrics and imported into SPSS for analysis. Composite scores were computed for each research variable (self-efficacy, outcome expectations, task value, hope, belongingness, and career choice satisfaction) according to the instrument authors' instructions. Descriptive statistics were calculated for each of the research variables and demographic variables. Means and standard deviations were computed for continuous variables, and frequencies and percentages were computed for categorical variables.

The research questions were addressed using multiple regression analysis via the Hayes (2017) PROCESS macro in SPSS. Multiple regression was an appropriate statistical analysis to determine if multiple predictor variables were related to the dependent variable and if any variables mediated those relationships (Baron & Kenny, 1986). In this analysis, the predictor variables are self-efficacy, outcome expectations, and task value; the dependent variable is career choice satisfaction; and the mediating variables are hope and belongingness.

The analysis was conducted using a series of regressions. In the first regression, self-efficacy, outcome expectations, and task value were entered simultaneously as predictor

variables with career choice satisfaction as the dependent variable. In a second set of regressions, self-efficacy, outcome expectations, and task value were entered as predictor variables with hope as a mediator variable and career choice satisfaction as the dependent variable. In the third part of the analysis, self-efficacy, outcome expectations, and task value were entered as predictor variables in a regression with belongingness as a mediator variable and career choice satisfaction as the dependent variable. If the interaction effect of hope and belongingness in the second and third regression were to be significant at a level of .05, the null hypothesis for Research Question 1B would have been rejected.

Prior to creating the interaction terms to test the hypothesis for Research Question 1B, the independent variables (self-efficacy, outcome expectations, and task value) and the mediators (hope and belongingness) were centered by subtracting the variable's mean from each participant's score on that variable. This procedure was used to reduce the risk of multicollinearity and simplify the interpretation of the interaction term coefficients. Subsequently, each of the interaction terms were computed as the product of hope scores, belongingness scores, and scores for the independent variables (self-efficacy, outcome expectations, and task value). If the interaction were significant, then evidence of mediation would have been supported.

The statistical assumptions of normality, homoscedasticity, and absence of multicollinearity were tested for the regression analyses. Normality was also tested by inspection of normal P-P plots of the regression residuals. Homoscedasticity was tested by inspection of scatterplots of residuals and predicted values.

# Chapter 4

## Results

### Summary of Results of Multiple Regression

Prior to running the statistical analyses, the assumptions for multiple linear regression were checked. The statistical assumptions of normality, homoscedasticity, and absence of multicollinearity were met. Subsequently, a series of three multiple linear regression analyses were conducted to evaluate the research questions. First, a multiple linear regression was conducted to assess whether self-efficacy, outcome expectations, and were significant predictors of Black graduate school psychology students' career choice satisfaction. The results of the first multiple linear regression show that 42.4% of the variance in career choice satisfaction can be accounted for by the five predictors, collectively, $F(5,106)=17.348)$, $p<.001$ (See Table 3). In observing the unique contributions of each of the predictor variables, the results show that outcome expectations ($\beta=.384$, $t=4.375$, $p=<.001$) and task value ($\beta= .350$, $t=3.756$, $p=<.001$) positively predict career choice satisfaction. However, self-efficacy, hope, and belongingness are not shown to be significant predictors to the model ($p > .05$). This suggests that students who have high outcome expectations and a greater perceived value of tasks assigned while pursuing a degree in school psychology have increased satisfaction with their career choice. It also shows that, unlike previously hypothesized, self-efficacy, hope, and belongingness do not contribute to students' satisfaction with their career choice.

Table 3

*Model Summary, ANOVA, and Coefficients of Regression with Self-Efficacy, Task Value,*
*Outcome Expectations, Hope, and Belongingness as Predictor Variables and Career Choice*
*Satisfaction as the Dependent Variable*

Model Summary

| Model | $R$ | $R^2$ | $Adj\ R^2$ | RMSE |
|---|---|---|---|---|
| 1 | .671 | .450 | .424 | .741 |

ANOVA

| Model | | SS | df | MS | F | p |
|---|---|---|---|---|---|---|
| 1 | Regression | 18.987 | 5 | 3.797 | 17.348 | <.001 |
| | Residual | 23.203 | 106 | .219 | | |
| | Total | 42.190 | 111 | | | |

Coefficients

| Model | | B | SE | $\beta$ | t | p |
|---|---|---|---|---|---|---|
| 1 | (Intercept) | .389 | .505 | | .771 | .443 |
| | Task Value | .252 | .067 | .350 | 3.756 | <.001 |
| | Efficacy | -.123 | .122 | -.098 | -1.005 | .317 |
| | Outcome | .527 | .120 | .384 | 4.375 | <.001 |
| | Belonging | .126 | .068 | .144 | 1.860 | .066 |
| | Hope | .002 | .063 | .003 | .028 | .978 |

A second multiple linear regression model was conducted to evaluate whether self-efficacy, outcome expectations, and task value predicted hope or belongingness, respectively. The results show that 48.1% (Adjusted R-Square) of the variance in hope can be accounted for by the three predictors collectively, $F(3,108)=35.284$), $p<.001$. In observing the unique contributions of each of the predictor variables for this regression, self-efficacy ($\beta=.559$, $t=7.399$, $p=<.001$) and task value ($\beta=.300$, $t=3.686$, $p=<.001$) positively predict hope (See Table 4). However, outcome expectation is not shown to be a significant predictor ($p>.05$) (See Table 5). This finding suggests that students who have a higher sense of self-efficacy and a greater perceived value of tasks assigned while pursuing a degree in school psychology endorse a higher degree of hope. As it relates to belongingness, neither self-efficacy, outcome expectations, nor task value were shown to be significant predictors of belongingness (p>.05).

Table 4

*Model Summary, ANOVA, and Coefficients of Regression with Self-Efficacy, Task Value, and Outcome Expectations as the Predictor Variables and Hope as the Dependent Variable*

Model Summary

| Model | $R$ | $R^2$ | $Adj\ R^2$ | $RMSE$ |
|---|---|---|---|---|
| 1 | .704 | .495 | .481 | .711 |

ANOVA

| Model | | $SS$ | $df$ | $MS$ | $F$ | $p$ |
|---|---|---|---|---|---|---|
| 1 | Regression | 53.679 | 3 | 17.893 | 35.284 | <.001 |
| | Residual | 54.768 | 108 | .507 | | |
| | Total | 108.447 | 111 | | | |

Coefficients

| Model | | $B$ | $SE$ | $\beta$ | $t$ | $p$ |
|---|---|---|---|---|---|---|
| 1 | (Intercept) | -.040 | .753 | | -.054 | .957 |
| | Task Value | .347 | .094 | .300 | 3.686 | <.001 |
| | Efficacy | 1.120 | .151 | .559 | 7.399 | <.001 |
| | Outcome | -.090 | .181 | -.041 | -.498 | .620 |

Table 5

*Model Summary, ANOVA, and Coefficients of Regression with Self-Efficacy, Task Value, and Outcome Expectations as the Predictor Variables and Belongingness as the Dependent Variable*

Model Summary

| Model | $R$ | $R^2$ | $Adj\ R^2$ | RMSE |
|---|---|---|---|---|
| 1 | .372 | .138 | .114 | .928 |

ANOVA

| Model | | SS | df | MS | F | p |
|---|---|---|---|---|---|---|
| 1 | Regression | 7.665 | 3 | 2.555 | 5.776 | .001 |
| | Residual | 47.774 | 108 | .442 | | |
| | Total | 55.439 | 111 | | | |

Coefficients

| Model | | B | SE | $\beta$ | t | p |
|---|---|---|---|---|---|---|
| 1 | (Intercept) | 1.479 | .703 | | 2.104 | .038 |
| | Task Value | .225 | .088 | .273 | 2.562 | .012 |
| | Efficacy | -.059 | .141 | -.041 | -.417 | .678 |
| | Outcome | .265 | .169 | .169 | 1.570 | .119 |

In the third part of the statistical analysis, self-efficacy, outcome expectations, and task value were each entered as predictor variables in a series of regressions with hope and belongingness as mediator variables and career choice satisfaction as the dependent variable. It was hypothesized that self-efficacy, outcome expectations and task value would predict career choice satisfaction. Additionally, it was hypothesized that hope would mediate these relations. Analyzing the indirect effects, the results show that hope does not mediate self-

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efficacy and career choice satisfaction ($B$=.188, SE=.098, p>.05 (95% Confidence Interval, -.008 to .385), outcome expectations and career choice satisfaction B=.036, SE=.046, p>.05 (95% Confidence Interval, -.043 to .140), or task value and career choice satisfaction (B=-.005, SE=.039, p>.05 (95% Confidence Interval, -.091 to .066).

The effect size of each mediation analysis was calculated. It was found that the proportion of the total effect of self-efficacy on career choice satisfaction that operates indirectly through hope is only about 4%. In the first regression, self-efficacy was not shown to be a predictor of career choice satisfaction. Therefore, these findings further suggest that self-efficacy does not directly or indirectly predict career choice satisfaction among students in school psychology programs.

The effect size calculated after assessing the mediation analysis indicated that the proportion of the total effect of outcome expectation on career choice satisfaction that operates indirectly through hope is only 3%. The initial regression showed that outcome expectation was a significant predictor of career choice satisfaction. As such, these findings suggest that outcome expectations directly impact career choice satisfaction. Similarly, the total effect of task value on career choice satisfaction that operates indirectly through hope was found to be less than 1%, which indicates that nearly 99% of the relation operates directly.

It was also hypothesized that belongingness would mediate the relation between self-efficacy, outcome expectations, task value, and career choice satisfaction. Analyzing the indirect effects, the results show that belongingness does not mediate self-efficacy and career choice satisfaction (B=.052, SE=.047, p>.05 (95% Confidence Interval, -.033 to .159), outcome expectations and career choice satisfaction (B=.087, SE=.051, p>.05 (95%

Confidence Interval, -.007 to .206), or task value and career choice satisfaction (B=-.048, SE=.029, p>.05 (95% Confidence Interval, .003 to .119).

The proportion of the total effect of self-efficacy on career choice satisfaction that operates indirectly through belongingness is only about 1%. The effect size off belonginess observed indirectly in between outcome expectations and task value with career choice satisfaction were equally low at about 2% and 1% respectively.

**Exploratory Analyses of NASP Domains**

In this study, participants were asked about the degree to which they perceived alignment with the ten NASP Domains. The ten domains include the following: Data-Based Decision-Making, Consultation and Collaboration, Academic Interventions and Instructional Supports, Mental and Behavioral Health Services and Interventions, School-Wide Practices to Promote Learning, Services to Promote Safe and Supportive Schools, Family, School, and Community Collaboration, Equitable Practices for Diverse Student Populations, Research and Evidence-Based Practice, and Legal, Ethical, and Professional Practice. The domain that 71.4% of participants endorsed the full alignment with was Equitable Practices for Diverse Student Populations. Further analysis showed that there were some differences in degrees of alignment with NASP domains among doctoral, masters, and specialist school psychology students.

Table 6 shows that the students in specialist school psychology programs generally endorsed higher alignment across each of the ten NASP Domains when compared to doctoral students. However, specialist and doctoral students similarly endorsed alignment with Domain 4 – Mental and Behavioral Health Services and Interventions, Domain 5 – School Wide Practices to Promote Learning, and Domain 6 -Services to Promote Safe and

Supportive Schools. Doctoral school psychology students endorsed the highest degree of alignment with Domain 3 – Academic Interventions and Instructional Supports. Overall, the descriptive statistics of alignment with the NASP domains show master's students as having the lower scores than specialist and doctoral students. Further, descriptive statistics show that specialist school psychology students highly endorsed career choice satisfaction with school psychology.

Table 6

*Descriptive Statistics for NASP Domain Alignment Across Doctoral, Masters, and Specialist*

*Students*

| NASP Domains | M | SD | %Max* |
|---|---|---|---|
| **Data-Based Decision-Making** | | | |
| Doctoral | 4.27 | .750 | .854 |
| Masters | 4.05 | .805 | .810 |
| Specialist | 4.57 | .647 | .914 |
| **Consultation and Collaboration** | | | |
| Doctoral | 4.43 | .755 | .886 |
| Masters | 3.86 | 1.195 | .772 |
| Specialist | 4.57 | .728 | .914 |
| **Academic Interventions and Instructional Supports** | | | |
| Doctoral | 4.20 | .917 | .840 |
| Masters | 4.05 | .973 | .810 |
| Specialist | 4.03 | 1.013 | .806 |
| **Mental and Behavioral Health Services and Interventions** | | | |
| Doctoral | 4.57 | .700 | .914 |
| Masters | 4.10 | 1.136 | .820 |
| Specialist | 4.59 | .725 | .918 |
| **School-Wide Practices to Promote Learning** | | | |
| Doctoral | 4.33 | .739 | .866 |
| Masters | 3.76 | .995 | .752 |
| Specialist | 4.38 | .758 | .876 |
| **Services to Promote Safe and Supportive Schools** | | | |
| Doctoral | 4.37 | .848 | .874 |
| Masters | 4.10 | .768 | .820 |
| Specialist | 4.41 | .865 | .882 |
| **Family, School, and Community Collaboration** | | | |
| Doctoral | 4.50 | .789 | .900 |
| Masters | 3.95 | 1.161 | .790 |
| Specialist | 4.57 | .765 | .914 |
| **Equitable Practices for Diverse Student Populations** | | | |
| Doctoral | 4.57 | .855 | .914 |
| Masters | 4.33 | .913 | .866 |
| Specialist | 4.62 | .681 | .924 |
| **Research and Evidence-Based Practice** | | | |
| Doctoral | 4.08 | .913 | .816 |
| Masters | 3.95 | .921 | .790 |
| Specialist | 4.49 | .651 | .898 |
| **Legal, Ethical, and Professional Practice** | | | |
| Doctoral | 4.27 | .874 | .854 |
| Masters | 3.76 | .995 | .752 |
| Specialist | 4.59 | .644 | .918 |

## Chapter 5

## Discussion

**Overview of the Study**

School psychologists have a unique role in providing academic, behavioral, social, and emotional support services to youth in schools. With over 50% of youth and families being of diverse backgrounds, there is a need to increase the number of schools psychologists of color. The current study specifically focused on considerations for increasing representation of Black school psychologists in the field. The SCCT and EVT framework informed the variables to be measured in this study, which were self-efficacy, outcome expectations, task value, and career choice satisfaction. Hope and belongingness were also included as variables to be measured to provide a more critical sociocultural lens for assessing Black graduate school psychology students' perspectives. A quantitative approach using a non-experimental, cross-sectional design was used to examine the relations between self-efficacy, outcome expectations, and task value among study participants.

**Major Findings of the Study**

A series of multiple linear regression analyses were conducted using survey data from 112 Black graduate school psychology students. Based on the SCCT, the following hypotheses were tested:

> $H_1$**:** Self-efficacy, outcome expectations, task value, hope, and belongingness are significant predictors of Black graduate school psychology students' career choice satisfaction.

*H₂*: Hope and belongingness mediate the relation between self-efficacy, outcome

expectations, task value, and Black graduate school psychology students' career

choice satisfaction.

Findings indicate that outcome expectations and task value were significant predictors of

career choice satisfaction among the students. Surprisingly, self-efficacy, hope, and

belongingness were not significant predictors of career choice satisfaction. Hope and

belongingness also did not mediate the relation between the other predictor variables (i.e.,

self-efficacy, outcome expectations, task value) and the dependent variable (i.e., career

choice satisfaction). The major findings are discussed further in the next sections.

***Outcome Expectations and Task Value Significantly Predicted Career Choice Satisfaction***

Research Question 1 explored the relation between self-efficacy, outcome

expectations, task value, hope, and belonginess with career choice satisfaction among black

graduate school psychology students. A multiple linear regression was utilized to test the

relationship between self-efficacy, outcome expectations, task value, hope, and belonginess,

while controlling for career choice satisfaction. Results indicated a significant positive

relationship between the variables which means that the model holds a good level of

prediction. However, outcome expectations and task value showed a significant positive

relation to career choice satisfaction. Self-efficacy, hope, and belongingness did not emerge

as significant predictors to the model. Given the significant contribution of the outcome

expectations and task value as predictor variables, the hypothesis for Research Question 1 is

only partially supported. These results suggest that the higher the outcome expectation score

and subjective task value score, the more likely participants are to be satisfied with their

decision to pursue school psychology.

Previous research findings corroborate the results of outcome expectations and task value being predictive of higher career satisfaction (Lent et al., 2006). The literature related to outcome expectations has consistently shown that it helps to explain one's attitude, behavior, and motivation in general achievement efforts (Ajzen, 1991; Fishbein & Ajzen, 1975; Lawler, 1994). Similarly, task value has been shown to motivate students to pursue and persist in their college education and careers (Muwonge et al., 2017). Based on prior research and the social cognitive career theory (SCCT), it was anticipated that self-efficacy would predict career satisfaction in this study. However, self-efficacy was shown to be inversely related to career choice satisfaction. It is possible that SCCT inflates the role of self-efficacy (e.g., Bandura, 1997; Lent et al., 1994) especially as it relates to career choice whereas the expectancy-value theory (EVT) centralizes outcome expectations and career choice satisfaction. The inclusion of hope and belonginess in this study aimed to broaden the scope of sociocultural influences that may potentially impact career choice. Yet, these factors were not shown to have a significant relation to career choice satisfaction.

The results of this study add to the existing body of literature by simultaneously analyzing the impact of social, cognitive, and cultural factors on career satisfaction. Furthermore, this study focuses on Black students within the field of school psychology which addresses a gap in the literature. This study is enriched by exploring a multitude of factors that may contribute to the perceived experiences of Black school psychology graduate students. Thus, it is posited that more direct evaluation of career goals and probing questions that are directly related to students' aspirations, such as outcome expectations and task value, are highly significant.

Prior to proceeding with the mediation analysis, a secondary multiple linear regression model was conducted to evaluate whether self-efficacy, outcome expectations, and task value predicted hope or belongingness, respectively. The results show that 48.1% of the variance in hope can be accounted for by the three predictors collectively. Yet, self-efficacy and task value were significant positive predictors of hope, while outcome expectation was not a significant a significant predictor. Further, self-efficacy, task value, and outcome expectations were not significant predictors of belongingness. Previous research shows that self-efficacy and hope account for significant variance in academic performance (Adelabu, 2008). As such, the results of this regression indicate that individuals with a higher sense of self-efficacy also endorse a higher degree of hope.

Belongingness did not have any relation to self-efficacy, task value, and outcome expectations. Although previous studies have shown belonging to play a role in career interest among underrepresented students, it remains unclear how sense of belonging impacts career choice satisfaction. There is also limited evidence related to understanding how sense of belonging operates to affect cognitive factors, such as task value and outcome expectations, that influence career choice among students in school psychology. It was expected that self-efficacy might influence sense of belonginess given that belonging is considered to be an important contributor to achievement and motivation (Finn & Frone, 2004). Nevertheless, these insignificant findings have implications that may help researchers craft more meaningful contextual questions, which will be discussed further in the implications.

*Hope and Belonginess Show No Evidence of Mediation Between Self-Efficacy, Task*

*Value, Outcome Expectations and Career Choices*

Research Question 1B explored whether hope or belongingness mediated the relation between self-efficacy, outcome expectations, and task value with career choice satisfaction among Black graduate school psychology students. The findings yielded that hope accounted for no more than 4% of the indirect effect observed between self-efficacy, outcome expectations, task value, and career choice satisfaction. Further, sense of belonging accounted for no more than 1% of the indirect effect observed between self-efficacy, outcome expectations, task value, and career choice satisfaction. These results indicate that despite self-efficacy and task value being predictors of hope, hope as a mediating variable did not show any significant link between these predictor variables and the dependent variable, career choice satisfaction. Additionally, task value and outcome expectations were found to significantly predict career choice satisfaction independent of hope. Belongingness also showed no significant link between the independent variables and the outcome variables. Given these findings, hypothesis 1B is not supported.

Previous studies have found hope to act as a protective factor for students from marginalized backgrounds (Hirsch et al., 2012). The literature that specifically targets graduate students provides further evidence that hope may assist in helping graduate students to overcome the demands of higher education and coping with its challenges (Alexander & Onwuegbuzie, 2007; Kennedy et al., 2009). The current study aimed to understand the role of hope in relation to career choice satisfaction and expand the literature in this regard, which is not typical in research related to career and vocational interests. Similarly, the context of belonginess in this study may function differently from previous studies where it is shown to

play a role in students' academic experiences. Therefore, although the results were not significant, it helps understand future directions needed within research, especially in the realm of recruitment and retention of students in school psychology. As such, future research may focus on the degree of support students perceive from faculty in their program to meet their goals. This would be more relevant to exploring reasons students may choice to remain in the field of school psychology.

***Black Graduate School Psychology Students' Perceived Alignment with NASP Domains of Practice***

In this study, participants were asked about the degree to which they perceived alignment with the ten NASP Domains. To explore Black graduate school psychology students' responses to this survey, descriptive statistics were analyzed for each item on the survey. The findings showed that the highest perceived alignment is with Domain 8 - Equitable Practices for Diverse Student Populations across participants. Previous research has focused on alignment with actual and desired roles across the NASP Domains among practicing school psychologists (Petereit, 2020). It was found that most school psychologists desired to spend most of their time with Domain 4 – Mental and Behavioral Health Services and Interventions. However, the current study makes a unique contribution to the scant literature based in the field of school psychology by focusing on graduate students and on Black graduate students who are underrepresented in the profession. These findings are important to understand the values of Black students in school psychology and may help direct the types of supports these students may need or find helpful as they matriculate in their program.

Students in specialist school psychology programs generally endorsed full alignment across each of the ten NASP Domains. However, specialist and doctoral students alike, endorsed the full alignment, specifically, with Domain 4 – Mental and Behavioral Health Services and Interventions, Domain 5 – School Wide Practices to Promote Learning, and Domain 6 -Services to Promote Safe and Supportive Schools. Doctoral school psychology students endorsed a high degree of alignment with Domain 3 – Academic Interventions and Instructional Supports. Overall, the descriptive statistics of alignment with the NASP domains show master's students as having the low means, indicating poor to moderate alignment. Further, descriptive statistics show that specialist school psychology students endorsed high levels of career choice satisfaction with school psychology.

Overall, participants in this study endorsed the highest level of alignment with Domain 8 – Equitable Practices for Diverse Student Populations. However, further exploration revealed that aside from Domain 8, doctoral students endorsed the highest levels of alignment with Domain 4 – Mental and Behavioral Health Services and Interventions, whereas master's students endorsed the highest levels of alignment with both Domain 4 – Mental and Behavioral Health Services and Interventions and Domain 6 – Services Promote Safe and Supportive Schools. Therefore, doctoral programs seeking to recruit and retain Black students may need to make concerted efforts to highlight the work being done in Domain 8 and Domain 4. Although it is pertinent to recruit more students at the doctorate level to contribute to diversification of faculty, similar efforts should also be made to diversify recruitment within masters school psychology programs.

These findings contribute to the literature on graduate school psychology students and their views on NASP standards. Also, studies have not differentiated between program types

of school psychology students. Given that there are some differences in the training that students receive in these programs, these findings are crucial to program recruitment. Based on NASP (2017), entry level into the profession of school psychology requires a specialist degree, which suggests that although one may have a master's degree in school psychology, they still may not be eligible to practice without a credential in their state. There may be noteworthy experiential or educational differences among school psychology students that are important considerations for recruitment in the field.

**Limitations**

Although this study contributes to the literature on Black graduate students in school psychology programs, there are some limitations to be discussed. These limitations include the research design, study, sample size, bias, and participant demographics.

*Research Design*

The methodological approach used in this study was quantitative in nature. Although items related to demographics allowed the submission of open-ended responses, a mixed-method approach could have strengthened the results of this study. The research that has focused on graduate school psychology students use quantitative approaches and some have primarily utilized qualitative methods. The benefits of quantitative research are noted to be its objectivity as it relates to making observations, measurements, and quantifiable steps to replicate studies that generate important empirical information (Creswell, 2014). Because larger sample sizes are typically essential for quantitative methods, there is also an inclination to deem this research more reliable, valid, and rigorous than qualitative methods (Hanzel, 2011). Yet, there may lack depth in terms of gaining a deeper understanding of individual experiences or social phenomena (Rahman, 2017).

Conversely, qualitative research allows participants to share their experiences and enables researchers the opportunity to clarify their shared experiences to produce findings (Creswell, 2007; Rahman, 2017). The data collection and analysis using qualitative methods are centered around a holistic approach to explore human behavior, social interactions, and human choice (Choy, 2014). However, the generalizability of findings is concerning. A mixed-method approach to this type of research would mitigate the weaknesses of either methodological approach to provide a more detailed contextualized insights while maintaining some degree of external validity (Creswell, 2014).

Another limitation that is important to point out is that the theoretical bases of this study may not be applicable considering the selected sample. More specifically, SCCT may not be as relevant to graduate students who have, *presumably*, already decided to pursue school psychology as a career. The study completed by Bocanegra et al. (2016) focused on applying SCCT to the experiences of minority undergraduate students and their exposure, or lack thereof, to the field of school psychology as viable career choice. Other studies that have utilized SCCT as a theoretical foundation have focused on undergraduate students (Byars-Winston & Rogers, 2019; Bocanegra et al., 2016; Muwonge et al., 2017) or those who were still exploring their options for their studies at the college level career (Carrico & Tendhar, 2012). Therefore, it may be important to consider developing surveys specifically for graduate students in particular fields of study, such as school psychology. As previously mentioned, using qualitative methods could also be advantageous to capture more nuanced or contextual information about these students' experiences.

*Sample Size*

One of the limitations of the study is the relatively small sample size of the participants. As outlined in the methods section, data were collected online via a self-report survey. Out of the 150 respondents who agreed to participate in the study by selecting "Agree" on the consent form page, 38 did not complete one or more of the instruments in the study. Upon completing a listwise deletion of these cases from the dataset, a final sample of 112 participants remained. Although the power analysis indicated that a sample size of 92 would be sufficient to power to detect medium effects, and 112 participants were included in the study, this remains a small number considering the quantitative analyses conducted. Although the study sample allowed the experiences of self-identified Black school psychology students from across the African diaspora to be evaluated, the sample does not allow for subgroup differences or similarities to be examined. It is possible that in a larger sample size, variance could have been increased, measurement invariance could have been tested across subgroups, and more significance could have been found among the variables.

Additionally, despite persistent recruitment efforts over nearly four months that were allocated for data collection, the study still resulted in a smaller sample size. The smaller sample size, however, could be attributed to the small number of Black-identifying students enrolled in school psychology programs. The number of items within the study could have also shaped the rate of participants' responses to the survey. The Qualtrics (2022) system estimated that it took about 22 minutes for participants to complete the survey and surveys that take any longer than nine minutes show substantial levels of respondent break-off especially on mobile devices. Considering that there were demographic questions and seven

measures embedded in the survey, the length of time it might take to complete the survey could have served as a barrier for some participants (Podsakoff et al., 2003).

*Bias*

Given that the study utilized participants self-report data, it is important to consider that there may be some bias in their responses to items. Participants of this study not only had a specific or high interest in the topic of the study but had a genuine desire to share their experiences as well. The recruitment for this study was specifically targeted toward school psychology students so this is expected. Yet, it is important to note that responses may have been different if participants were recruited more broadly. For example, results may have differed if recruitment included students enrolled in any graduate program as opposed to solely school psychology programs. Given the survey-based nature of the study, the halo effect (i.e., a cognitive bias where there is a tendency to form a general impression based upon a single factor, Creswell, 2003) and social desirability bias (i.e., biased thoughts and opinions about subsequent items in a questionnaire that are based impressions from previous items, Lavrakas, 2008) both could have impacted the results. However, this is typically expected within the context of collecting self-report data.

*Participants*

Another limitation of the study includes demographic information from participants regarding the type of school psychology programs they were enrolled in. The response options for types of school psychology program were: "Doctoral (Psy.D., Ph.D., Ed.D.)", "Masters (M.A., M.S., M.Ed.)", "Specialist (Ed.S., M.A., M.S., CAS, CAGS, Psy.S.), or "Other (please specify)" which gave participants the option to provide an open-ended response. Three of the participants in the study selected "Other (please specify)" and input

the following, respectively: (1) M.Ed, Ed.S, (2) Masters and Specialist (M.A., Ed.S.), and (3) MSEd. Overall, about 45% selected doctoral programs, 33% selected specialist, 18% selected masters, and 2.7% selected other. Interestingly, one of the participants also selected "Doctoral" but also input in-text "Specialist". The response options to this demographic question were drafted by the researcher based on the outlined overview of differences among degrees in school psychology developed by NASP. However, it is acknowledged that a clearer distinction among participants program type could have been gained by making this an open-ended question or providing fewer response options. The reason this is important to note is because it is uncertain whether the participants who selected "Masters" are in strictly masters-level programs or specialist-level programs – there are differences between these types of programs. Appendix D displays a table that shows the differences across program types. As such, the exploratory findings as it relates to NASP domains are not able to accurately assess any differences among participants in either program type. This study also lacks representation of gendered differences as the majority of participants identified as "female", "cis-gender female" or "woman". This finding highlights a gap in understanding gender differences, especially as it relates to understanding why so few Black men are retained or recruited in school psychology. Thus, differences in experiences in this regard are unable to be assessed.

**Implications for Research and Future Directions**

One major aim of this study was to inform the profession by investigating the perceived experiences of Black graduate school psychology students. In the current study, important findings regarding the relation between self-efficacy, outcome expectations, task value, hope, belonginess and career choice satisfaction emerged. Outcome expectations and

task value were significant predictors of career choice satisfaction. Further research may seek to directly explore the career goals and aspirations of Black graduate school psychology students. It may also be poignant to pose questions about these students' perceived barriers in achieving stated career goals and aspirations.

Some of the potential barriers for Black graduate students' pursuit of school psychology include limited exposure to the field, limited school psychology faculty, social and economic factors, and microaggressions. The findings of this study indicate that Black graduate school psychology students generally endorsed high levels of hope, which align with prior research which show that hope is higher in minority students (Adelabu, 2008; Snyder, 2000). Considering the role of hope as a protective factor (Hirsch, et al., 2012), future research might aim to explore other protective factors that may act against barriers for Black school psychology graduate students. In positive psychology, it has been found that graduate students with growth mindsets take initiative and believe that hard work determine success more than intelligence alone (Hochanadel & Finamore, 2015). Therefore, it would be interesting to explore the mindsets of Black students in school psychology programs which might include investigating resilience or even imposter syndrome (Stone et al., 2018). However, it is equally important to add to the literature and explicitly evaluate barriers perceived by current Black graduate school psychology students.

A study conducted by Proctor and Truscott (2012) found that attrition of Black students in school psychology programs was linked to misalignment with students' career goals, perceived job role restraint as it relates to special education placement, and poor relationships with faculty. Another study found that Black students in school psychology often seek mentors outside of their school psychology program due to issues with

microaggressions or a color-blind ideology from mostly White faculty (Graves et al., 2019). The current study explored hope and belongingness as socio-cultural factors that may serve as barriers or have implications for career choice satisfaction. Yet, the concepts and items used were broader in scope. It may be beneficial to focus specifically on the types of experiences unique to underrepresented students who are enrolled in school psychology programs. Moreover, approaching future research using mixed methodologies that include interviewing, open-ended responses, *and* multiple-choice questions may provide deeper insights. Relevant questions might include, but not be limited to, the following:

- Can you recall when you were first exposed to the field of school psychology?

- Why did you decide to pursue school psychology?

- Was there a specific instance or person that inspired you to pursue this career path?

- If applicable, what continually motivates you toward completing your school psychology program aside from graduating?

- Have you ever experienced a microaggression(s) in your program, at your practicum sites, or during any professional event related to school psychology?

- How would you describe mentorship you've received as it relates to your career goals and aspirations as? Has this mentorship been from faculty in your program?

- What type of career/job might you pursue post-graduation? Or in what type of setting might you pursue a career/job?

- Based on NASP Domains, in what domain would you prefer to spend most of your time as a school psychologist? Please explain.

These types of questions demonstrate the increased specificity that may be necessary to adequately progress research on diversity and equity in the school psychology profession.

Researchers might also consider collecting longitudinal data to understand how students might experience the field at different stages of training, as the current study would have benefited from collecting this information.

The findings of the current study are unique in that it was able to differentiate responses from students at the doctoral, masters, and specialist level. However, future research should also differentiate between the year of training students are in. There may be some differences in the training that students receive across program types and the students at different stages of training may have different insights about their graduate experiences. For example, students in doctoral program typically engage in more research than masters level students. As such the areas emphasized in training of school psychology students are important considerations for recruitment in the field and even career pathways post-graduation. Future research may also benefit from exploring gendered differences and assessing Black male experiences in school psychology programs or in the field in general. With there being so few male-identifying students in this study, there is a need to explore what contributes to a lack of Black male representation. Along the same vein, literature could be expanded by evaluating student's journey post-graduation to assess early career decisions, opportunities, or even perceived preparedness for the field.

Another important future direction for research is to explore other factors that might impact career choice satisfaction among Black graduate school psychology students. The current study revealed that self-efficacy did not predict career choice satisfaction which may indicate that it is not a relevant concept in understanding career choice satisfaction and self-among Black graduate school psychology students. In lieu of exploring self-efficacy or other broad concepts, further studies may assess specific competency areas that graduate school

psychology students feel they have strengths or weaknesses and whether they perceive that there are supports in place to hone those skills. With prior studies indicating that underrepresented students in school psychology do not have adequate mentorship, it would be intriguing to explore the professional supports they seek out to successfully complete their training. In thinking about research that might be useful for the field as it relates to self-efficacy, it may be more informative to evaluate faculty's sense of self-efficacy when it comes to mentoring students of different racial, ethnic, cultural backgrounds or intersecting identities. Studies have shown faculty tend to feel most comfortable mentoring students of similar backgrounds (McCoy et al., 2015). Thus, further exploration of these findings is warranted but should be informed from critical and culturally responsive theoretical bases.

The current study used SCCT theory and explored other factors that were thought to add cultural context to understanding Black graduate school psychology students experience in pursing their degree. Future research may benefit from utilizing an alternative theoretical lens. Transformative potential, for example, is a theoretical framework expanded from Freire's (2000) critical consciousness pedagogy. It is a means of understanding, analyzing, and taking action toward facilitating systemic change at the individual and institutional level (Jemal, 2017). Similarly, critical race theory centralizes race while also sustaining the concept of intersectionality and critical consciousness transcending it beyond a theory into an interdisciplinary movement toward social change (Solórzano, 1998). In considering both critical consciousness and critical race theory as modes of social advocacy, these unique analytical and methodological premises might encourage scholars to go beyond broad and empirical conceptualizations of issues within the school psychology profession. Given that NASP (2020c) has taken a position to condone the misrepresentation of critical race theory in

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schools, this should also be reflected in research and practices. School psychologists as agents of change begin with ensuring the status quo is not perpetuated in its programs and trainings. Thus, it is important to address these issues to continue challenging and shifting the paradigm of the field.

**Implications for Practice and Future Directions**

Another broad aim of this study was to expand current knowledge about Black student's' intentions in pursuing school psychology to enrich both recruitment and retention. As previously discussed, more detailed insights from students currently in school psychology programs is needed to know what is particularly going "right" and what can be further developed in training programs. In the current study, Domain 8 – Equitable Practices for Diverse Student Populations emerged as one of the most important domains for Black graduate school psychology students. Considering that prior studies showed that it was important for Black students' to be able to serve their communities through their work, these findings have implications for recruitment. Recruitment efforts should include informational sessions and highlight opportunities for Black students to impact their community as school psychologists. Transparency and specificity about the current state of the field will be crucial which may include discussing the varying roles of school psychologists (e.g., role may differ between states), the roles of assessment, and administrative duties (i.e., report writing). Attrition of Black students in school psychology programs have found students citing that school psychology "was not what [they] thought it would be".  Some specifically explained being uncomfortable with being responsible for funneling students into special education and feeling unprepared to challenge other school professional on such issues (Graves et al., 2019; Chandler, 2011). Given the troublesome history of racist assessment and educational

practices, these concerns are warranted.  Hence the importance of shifting the paradigm of

the field through progressing training competencies and diversifying the profession. Yet,

tangible recruitment strategies remain lacking in this field.

Previous studies have shown that many undergraduates psychology majors and even

some faculty are not aware of school psychology as a viable career choice (Graves & Wright,

2007). Therefore, more information about the profession must be disseminated and targeted

recruitment needs to be reevaluated. The literature indicates that recruitment is mostly

focused on psychology departments. However, education departments might also be a great

source. It may be fruitful to develop interdisciplinary recruitment strategies where education

and psychology departments join forces to promote career pathways. Many school

psychology programs are housed in the educational departments across colleges and

universities (NASP, 2020). Additionally, education is one of the top ten majors of students at

HBCUs. Through such efforts, there is opportunity to increase recruitment overall and to

gain diverse recruits in school psychology.

These recruitment efforts should also become crystallized efforts to create bridge

programs and build relationships with HBCUs and HSI's. For example, the University of

California Office of the President launched a UC-HBCU Initiative after data showed that

Black graduate students were severely underrepresented in its graduate programs. To

increase the number of Black students pursuing doctoral degree, this program offers funding

to departments to sponsor summer learning programs and provides funding to accepted

students as well.  Of the 2021 awardees of the UC-HBCU Initiative, UC Merced received

funding to increase Black graduate student enrollment in the humanities, UC Riverside

received funding for a pathways program in the psychological sciences, and UC Merced

received funding to boost the representation of African Americans in the geosciences program. These are prototypes for what could be achieved in the field of school psychology especially from an interdisciplinary approach. Current Black school psychology students could also be provided paid opportunities to help facilitate recruitment and enhance leadership skills in this area of recruitment. The field must also remain cognizant of reducing attrition and increasing retention of diverse students that might be recruited to school psychology programs.

Based on the prior research, Black student attrition in school psychology has been linked to inability to work with diverse youth (Chandler, 2011). With there being a goal of Black students to directly serve Black communities (Graves & Wright, 2021) and highest alignment with Domain 8 – Equitable practices for Diverse Populations, it is important to leverage this knowledge. To be sure that Black graduate students, or any other students from underrepresented backgrounds, are acquiring their ideal training, programs might consider becoming more mindful of the settings students prefer to work in. This could be achieved through disseminating surveys in addition to having individual meetings with students to inquire about their training goals and noting their preferred populations. If feasible, some programs might consider offering distance learning or providing students the option to secure their own practicum experiences via structured support from program administrators and faculty. Programs may also consider implementing student program satisfaction surveys outside of the standards of APA, NASP, or any other accrediting boards. It may be beneficial to have such surveys be student-led to remove concerns about anonymity, promote transparency, and encourage student leadership and program improvement. Nevertheless, programs placing more emphasis on student experiences could help improve overlooked

areas that might play a role in increasing and diversifying the field – this work begins with programmatic change.

In furthering thoughts around programmatic change, retention might benefit from increased departmental professional development. The findings of prior studies and even in the current study demonstrate that many students in school psychology programs want to complete their degree. Yet, there can be uncertainty among students about all their options. Given that students, particularly Black students in school psychology, have challenges seeking mentorship, programs may help address this issue. By hosting seminars or lunch-bag series regularly to discuss research experience and/or career pathways, programs would have the opportunity to invite diverse speakers to share their multifaceted experiences with students. It may be particularly important to highlight how the careers of school psychologists can align with desired interests in Domain 3 – Academic Interventions and Instructional Supports, Domain 4 – Mental and Behavioral Health Services and Interventions, Domain 5 – School Wide Practices to Promote Learning, Domain 6 -Services to Promote Safe and Supportive Schools, and especially Domain 8 – Equitable Practices for Diverse Populations. This might promote more underrepresented students to pursue academic post-graduation and learn of the expansive roles offered within and outside of academia.

**Conclusion**

The recruitment and retention of ethnically and racially minoritized professionals in school psychology is an important topic. With the rising number of diverse student populations in the U.S. (Goforth et al., 2021), it is critical that continued research and practices in school psychology remain responsive to an inevitable need to increase representation among its service providers. The current study provides insights about the

perceptions of Black graduate school psychology students about career choice satisfaction, which is lacking in the literature. Future directions might further explore the socio-cognitive factors included in this study, such as self-efficacy, outcome expectations, and task value. However, it is necessary to continue to expand this branch of research to a more critical lens for understanding how to progress the field forward. Overall, there is a need to address the social, political, and systemic issues that may impede recruitment or shifts in the paradigm or practices in school psychology. Also, the types of tasks that underrepresented student's value and the types of outcomes they aspire toward post-graduation will be meaningful to advance these conversations toward action-oriented steps for improvement. Although the findings of this study can expand the current knowledge about students' intentions in pursuing school, there is certainly more work to be done in this regard.

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APPENDIX A

Recruitment Email and Flyer

Recruitment Email to Faculty and Listservs to Request Circulation for Student Participation

**UNIVERSITY OF CALIFORNIA, SANTA BARBARA**

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO    SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY          FAX (805) 893-7265
GEVIRTZ GRADUATE SCHOOL OF EDUCATION                             EMAIL: THINTON@UCSB.EDU
SANTA BARBARA, CA 93106-9490

Dear Colleagues,

Please see the research request below from Tameisha Hinton, a graduate student at the University of California Santa Barbara School Psychology Program working with Dr. Erin Dowdy. Note, *this research request has met all the required criteria and has been approved for posting.*

Greetings!

You are invited to take part in a research study which aims to explore Black graduate students' degree of satisfaction in choosing to pursue a career in school psychology. This study is being facilitated by Tameisha Hinton, M.S., a doctoral candidate and her faculty advisor Erin Dowdy, Ph.D., in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara.

Participation in this study involves completing a survey that will take about 15-30 minutes of your time. You must identify as Black or African American (or endorse Caribbean or African heritage), be currently enrolled in a graduate school psychology program, and be at least 18 years of age to proceed with completion of the survey. The aim of this research is to improve efforts to recruit and retain Black students in the field of school psychology as this is a stated strategic goal of the National Association of School Psychologists (NASP). There are no known risks associated with your participation in this research. A $15 Amazon gift card will be provided to the first 100 people who fully complete the survey as a thank you for your participation.

Please click the link below to begin the survey:

https://ucsb.co1.qualtrics.com/jfe/form/SV_0W0zADVQMiJEsyq

Also, please feel free to forward this link/email to any other graduate school psychology students who may be interested in participating in this study. Your assistance is greatly appreciated.

If you have any questions, please contact Tameisha Hinton thinton@ucsb.edu.
Thank you for your time and consideration!

Recruitment Flyer Attached to Recruitment Email, Posted Social Media, and Distributed at 2022 NASP Convention

Greetings!

You are invited to take part in a research study which aims to explore Black graduate students' degree of satisfaction in choosing to pursue a career in school psychology. This study is being facilitated by Tameisha Hinton, M.S., a doctoral candidate and her faculty advisor Erin Dowdy, Ph.D., in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara.

Participation in this study involves completing a survey that will take 15-30 minutes of your time. You must identify as Black or African American (or endorse Caribbean or African heritage), be currently enrolled in a graduate school psychology program, and at least 18 years of age to proceed with completion of the survey. The aim of this research is to improve efforts to recruit and retain Black students in the field of school psychology as this is a stated strategic goal of the National Association of School Psychologists (NASP). There are no known risks associated with your participation in this research. A $15 Amazon gift card will be provided to the first 100 people who fully complete the survey as a thank you for your participation.

**Please click the link below to begin the survey:**

https://ucsb.co1.qualtrics.com/jfe/form/SV_0W0zADVQMiJEsyq

Also, please feel free to forward this link/email to any other graduate school psychology students who may be interested in participating in this study. Your assistance is greatly appreciated. If you have any questions, please contact Tameisha Hinton thinton@ucsb.edu.
Thank you for your time and consideration!

APPENDIX B

Participant Consent Form and Measures

Participant Consent Form

**UNIVERSITY OF CALIFORNIA, SANTA BARBARA**

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO                    SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY                    PHONE (305) 494-6991
GEVIRTZ GRADUATE SCHOOL OF EDUCATION                                        FAX (805) 893-7265
SANTA BARBARA, CA 93106-9490                                                EMAIL: THINTON@UCSB.EDU

**Electronic Informed Consent**

**Title of Study:** Career Choice Satisfaction of Black Students in School Psychology Programs: Investigating Socio-Cognitive Factors, Hope, and Belongingness

**Introduction:** You are invited to participate in a research study being completed as part of a doctoral dissertation by Tameisha Hinton, a doctoral candidate in the Counseling, Clinical, and School Psychology program at the University of California, Santa Barbara.

**Purpose:** You are being asked to participate in a research study. The purpose of this study is to explore the relationship between self-efficacy, outcome expectations, task value, hope, and belonginess among Black graduate students in the field of school psychology.

**Procedures:** If you decide to participate, we will ask you to complete a survey that will take about 15-20 minutes. In the survey we will ask questions about your beliefs in your ability to achieve goals, the expected outcome of earning your degree in school psychology, and your perceived usefulness of the tasks that are required to earn your degree in school psychology. You will be asked about how aligned you feel with ten training domains, which are reflected in the training experiences of your program. The other remaining questions will ask about your sense of hope and competency in meeting your goals, the degree of acceptance you feel as a Black student in your program, and your satisfaction with your choice in choosing school psychology as a career. We will also collect basic demographic and background information.

**Benefits:** Your participation may help us better understand the experiences and perceptions of Black students enrolled in school psychology programs.

**Risks:** There is a small chance that some of the questions may make you feel uncomfortable depending on your experience as a graduate school psychology student. If there are questions you do not feel comfortable answering, you may select "Prefer not to answer".

**Confidentiality:** At the end of the study, if you are among the first 100 participants, you will be asked to provide an email address to receive a $15 Amazon gift card as appreciation for your participation. The data we collect will not be linked to your identity in any way.

After this research is completed, we may want to present some of the data at conferences and share data collected as part of this research with other universities or researchers for future research purposes. Your consent will indicate that you give permission for the uses of your de-identifiable data for future research purposes.

**Payments:** The first 100 participants who fully complete the survey will receive a $15 Amazon gift card.

**Right to Refuse or Withdraw:** You can refuse to take part in this project, and you can stop participating at any time. You can skip questions or refuse to complete any items in the questionnaire. You have the right to receive a copy of this consent form.

**Contact Information:**

If you have questions about the research, you may contact Tameisha Hinton via email at thinton@ucsb.edu or Erin Dowdy, Ph.D. at edowdy@ucsb.edu.

Measures

| Instruments |
| --- |
| *General Self Efficacy Scale*<br><br>Please indicate the extent to which you agree or disagree with each of the following statements.<br><br>(1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) Agree (5) Strongly Agree<br><br>1. I will be able to achieve most of the goals that I set for myself.<br>2. When facing difficult tasks, I am certain that I will accomplish them.<br>3. In general, I think that I can obtain outcomes that are important to me.<br>4. I believe I can succeed at most any endeavor to which I set my mind.<br>5. I will be able to successfully overcome many challenges.<br>6. I am confident that I can perform effectively on many different tasks.<br>7. Compared to other people, I can do most tasks very well.<br>8. Even when things are tough, I can perform quite well. |
| *Outcome Expectations Scale*<br><br>Please indicate the extent to which you agree or disagree with each of the following statements.<br><br>(2) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) Agree (5) Strongly Agree<br><br>Graduating with a degree in school psychology will likely allow me to...<br>1. receive a good job offer.<br>2. earn an attractive salary.<br>3. get respect from other people.<br>4. do work that I would find satisfying.<br>5. increase my sense of self-worth.<br>6. have a career that is valued by my family.<br>7. do work that can "make a difference" in people's lives.<br>8. go into a field with high employment demand.<br>9. do exciting work.<br>10. have the right type and amount of contact with other people (i.e., "right" for me). |
| *Subjective Task Value Questionnaire*<br><br>Please respond to each item honestly and frankly by selecting the choice that reflects your own experience.<br><br>(1) Strongly Disagree (2) Moderately Disagree (3) Disagree |

(4) Neither Agree nor Disagree (5) Agree (6) Moderately Agree (7) Strongly Agree

1. I think I will be able to use what I learn in this degree program in my life.
2. It is important for me to learn the course material in this degree program.
3. I am very interested in the content area of my degree program.
4. I think the course material in this degree program is useful for me to learn.
5. I like the subject matter of this degree program.
6. Understanding the subject matter of this degree program is very important to me.

### NASP Domains

Please indicate the extent to which you feel each NASP Domain aligns with your desired professional role or goals:

(3) No Alignment (2) Poor Alignment (3) Moderate Alignment (4) Strong Alignment (5) Full Alignment

1. Domain 1 – Data-Based Decision-Making
2. Domain 2 – Consultation and Collaboration
3. Domain 3 – Academic Interventions and Instructional Supports
4. Domain 4 – Mental and Behavioral Health Services and Interventions,
5. Domain 5 – School-Wide Practices to Promote Learning
6. Domain 6 – Services to Promote Safe and Supportive Schools
7. Domain 7 – Family, School, and Community Collaboration
8. Domain 8 – Equitable Practices for Diverse Student Populations
9. Domain 9 – Research and Evidence-Based Practice
10. Domain 10 – Legal, Ethical, and Professional Practice

### Adult Hope Trait Scale

Please indicate the extent to which each statement is true or false from your own personal experiences.

(4) Definitely False (2) Mostly False (3) Somewhat False (4) Slightly False (5) Slightly True (6) Somewhat True (7) Mostly True (8) Definitely True

1. I can think of many ways to get out of a jam. (Pathway subscale score)
2. I energetically pursue my goals. (Agency subscale score)
3. I feel tired most of the time.
4. There are lots of ways around any problem. (Pathway subscale score)
5. I am easily downed in an argument.
6. I can think of many ways to get the things in life that are important to me. (Pathway subscale score)
7. I worry about my health.
8. Even when others get discouraged, I know I can find a way to solve the problem. (Pathway subscale score)
9. My past experiences have prepared me well for my future. (Agency subscale score)

10. I've been pretty successful in life. (Agency subscale score)
11. I usually find myself worrying about something.
12. I meet the goals that I set for myself. (Agency subscale score)

## *Sense of Belonging Survey*

Please respond to each item honestly and frankly by selecting the choice that reflects your own experience.

(5) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) Agree (5) Strongly Agree

1. There is sense of fit between my values and those of my unit.
2. Faculty in my program care about my personal well-being.
3. Graduate students in my program care about my personal well-being
4. I feel valued as a person in my program.
5. I feel I belong on this campus.
6. Support I have received from faculty members in my program.
7. Support I have received from graduate students in my program.

## *Career Choice Satisfaction Questionnaire*

Please respond to the following questions using the answer choices below that best reflect your experience in choosing to pursue school psychology.

1) Very Dissatisfied or Very Unlikely Strongly Disagree (2) Moderately Dissatisfied or Moderately Unlikely Disagree
(3) Neither Dissatisfied nor Satisfied (4) Moderately Satisfied or Moderately Likely (5) Very Satisfied or Very Likely

1. How satisfied are you with your choice of school psychology as a career?
2. How likely is it that someday you will make a career change outside of school psychology?
3. If you were to start over again knowing what you know now, how likely would you be to choose school psychology as a career?
4. How satisfied are you with the purpose and function of school psychology?
5. How likely is it that you would recommend the field of school psychology to others?
6. How likely is it that you will obtain a job in school psychology after you graduate?
7. How likely is it that you will identify yourself as a school psychologist after you graduate?

APPENDIX C

SUMMARY OF DESCRIPTIVE STATISTICS

Table C.1

Summary of the Descriptive Statistics for Each Item for the New General Self-Efficacy Scale (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1. I will be able to achieve most of the goals that I set for myself. | 4.54 | .583 | .90 |
| 2. When facing difficult tasks, I am certain that I will accomplish them. | 4.27 | .805 | .85 |
| 3. In general, I think that I can obtain outcomes that are important to me. | 4.56 | .641 | .91 |
| 4. I believe I can succeed at most any endeavor to which I set my mind. | 4.45 | .781 | .89 |
| 5. I will be able to successfully overcome many challenges. | 4.49 | .644 | .89 |
| 6. I am confident that I can perform effectively on many different tasks. | 4.37 | .771 | .87 |
| 7. Compared to other people, I can do most tasks very well. | 4.04 | .787 | .80 |
| 8. Even when things are tough, I can perform quite well. | 4.16 | .800 | .83 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each New General Self-Efficacy item has a maximum score of five. Response values were 1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.

Table C.2

Summary of Descriptive Statistics for Each Item for the Outcome Expectations Scale (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| Graduating with a degree in school psychology will likely allow me to... | | | |
| 1.  receive a good job offer. | 4.54 | .670 | .90 |
| 2.  earn an attractive salary. | 4.13 | .875 | .83 |
| 3.  get respect from other people. | 3.80 | .858 | .76 |
| 4. do work that I would find satisfying. | 4.43 | .756 | .89 |
| 5. increase my sense of self-worth. | 3.70 | .985 | .74 |
| 6.  have a career that is valued by my family. | 3.95 | .909 | .79 |
| 7.  do work that can "make a difference" in people's lives. | 4.68 | .542 | .94 |
| 8.  go into a field with high employment demand. | 4.58 | .706 | .92 |
| 9.  do exciting work. | 4.16 | .781 | .83 |
| 10. have the right type and amount of contact with other people (i.e., "right" for me). | 3.96 | .797 | .79 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each Outcome Expectation Scale item has a maximum score of five. Response values were 1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.

Table C.3

Summary of Descriptive Statistics for Each Item for the Sense of Belonging Survey (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1. The sense of fit between my values and those of my unit. | 3.70 | .985 | .74 |
| 2. Faculty in my unit care about my personal well-being. | 3.72 | 1.15 | .74 |
| 3. Graduate students in my unit care about my personal well-being. | 3.83 | 1.06 | .77 |
| 4. I feel valued as a person in my department/unit. | 3.63 | 1.04 | .73 |
| 5. I feel I belong on this campus. | 3.16 | 1.14 | .63 |
| 6. Support I have received from faculty members in my unit. | 4.01 | .935 | .80 |
| 7. Support I have received from graduate students in my unit. | 4.16 | .926 | .83 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each Sense of Belonging Survey item has a maximum score of five. Response values were 1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.

Table C.4

Summary of Descriptive Statistics for Each Item for the Career Choice Satisfaction Scale
(*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1. How satisfied are you with your choice of school psychology as a career? | 4.34 | .757 | .87 |
| 2. How likely is it that someday you will make a career change outside of school psychology? | 2.85 | 1.30 | .57 |
| 3.  If you were to start over again knowing what you know now, how likely would you be to choose school psychology as a career? | 4.00 | 1.03 | .80 |
| 4. How satisfied are you with the purpose and function of counseling psychology? | 4.17 | .909 | .83 |
| 5. How likely is it that you would recommend the field of counseling psychology to others? | 4.21 | .882 | .84 |
| 6. How likely is it that you will obtain a job in counseling psychology after you graduate? | 4.63 | .712 | .93 |
| 7. How likely is it that you will identify yourself as a counseling psychologist after you graduate? | 4.67 | .740 | .93 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each item on the Career Choice Satisfaction Questionnaire has a maximum score of five. Response values were 1= Very Dissatisfied or Very Unlikely, 2=Moderately Dissatisfied or Moderately Unlikely, 3=Neither Dissatisfied nor Satisfied, 4=Moderately Satisfied or Moderately Likely, and 5=Very Satisfied or Very Likely. Note that item 2 was reverse coded such that lower scores indicated that participants were very unlikely to make a career change whereas higher scores indicated that they were very likely to make a career change.

Table C.5

Summary of Descriptive Statistics for Each Item for the Subjective Task Value Questionnaire (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1. I think I will be able to use what I learn in this degree program in my life. | 6.42 | .974 | .92 |
| 2. It is important for me to learn the course material in this degree program. | 6.44 | .947 | .92 |
| 3. I am very interested in the content area of my degree program. | 6.15 | 1.15 | .88 |
| 4. I think the course material in this degree program is useful for me to learn. | 6.12 | 1.08 | .87 |
| 5. I like the subject matter of this degree program. | 6.08 | 1.14 | .86 |
| 6. Understanding the subject matter of this degree program is very important to me. | 6.32 | 1.10 | .90 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each item on the Subjective Task Value Questionnaire maximum score of seven. Response values were 1= Strongly Disagree, 2=Moderately Disagree, 3=Disagree, 4=Neither Agree nor Disagree, 5=Agree, 6=Moderately Agree, and 7=Strongly Agree.

Table C.6

Summary of Descriptive Statistics for Each item for the ten item NASP Domain Alignment Survey (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1.  Domain 1 – Data-Based Decision-Making | 4.34 | .742 | .87 |
| 2.  Domain 2 – Consultation and Collaboration | 4.38 | .872 | .88 |
| 3.  Domain 3 – Academic Interventions and Instructional Supports | 4.12 | .950 | .82 |
| 4.  Domain 4 – Mental and Behavioral Health Services and Interventions, | 4.50 | .816 | .90 |
| 5.  Domain 5 – School-Wide Practices to Promote Learning | 4.25 | .822 | .85 |
| 6.  Domain 6 – Services to Promote Safe and Supportive Schools | 4.34 | .833 | .87 |
| 7.  Domain 7 – Family, School, and Community Collaboration | 4.43 | .880 | .89 |
| 8.  Domain 8 – Equitable Practices for Diverse Student Populations | 4.55 | .804 | .91 |
| 9.  Domain 9 – Research and Evidence-Based Practice | 4.20 | .858 | .84 |
| 10. Domain 10 – Legal, Ethical, and Professional Practice | 4.30 | .868 | .86 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each item on the NASP Domain Survey has a maximum score of five. Response values were 1= No Alignment, 2=Poor Alignment, 3=Moderate Alignment, 4=Strong Alignment, and 5=Full Alignment.

Table C.7

Summary of Descriptive Statistic for Each Item for the Adult Trait Hope Scale (*N*=112)

| Item | M | SD | %Max* |
|---|---|---|---|
| 1.  I can think of many ways to get out of a jam. (Pathway subscale score) | 6.69 | 1.12 | .84 |
| 2.  I energetically pursue my goals. (Agency subscale score) | 6.61 | 1.39 | .83 |
| 3.  There are lots of ways around any problem. (Pathway subscale score) | 6.64 | 1.18 | .83 |
| 4.  I can think of many ways to get the things in life that are important to me. (Pathway subscale score) | 6.62 | 1.34 | .82 |
| 5.  Even when others get discouraged, I know I can find a way to solve the problem. (Pathway subscale score) | 6.40 | 1.13 | .80 |
| 6.  My past experiences have prepared me well for my future. (Agency subscale score) | 6.75 | 1.56 | .84 |
| 7.  I've been pretty successful in life. (Agency subscale score) | 6.70 | 1.41 | .84 |
| 8.  I meet the goals that I set for myself. (Agency subscale score) | 6.68 | 1.32 | .84 |

*Percentage of maximum is calculated by dividing the item mean score by the maximum possible score for the item. Each item on the Adult Trait Hope Scale has a maximum score of eight. Response values were 1= Definitely False, 2=Mostly False, 3=Somewhat False, 4=Slightly False, 5=Slightly True, 6=Somewhat True, 7=Mostly True, and 8= Definitely True.

APPENDIX D

NASP Overview of Differences Among Degrees in School Psychology

|  | Masters-Level | Specialist-Level | Doctoral-Level |
|---|---|---|---|
| **Degree Titles** (Examples) | • M.A. (Master of Arts)<br>• M.S. (Master of Science)<br>• MEd (Master of Education) | • EdS (Education Specialist)<br>• MA (Master of Arts)<br>• MS (Master of Science)<br>• CAS (Certificate of Advanced Study) or CAGS (Certificate of Advanced Graduate Study), often awarded in conjunction with a Master's degree<br>• PsyS (Specialist in Psychology) | • PhD (Doctor of Philosophy)<br>• PsyD (Doctor of Psychology)<br>• EdD (Doctor of Education) |
| **Credit Hours** | Less than 60 graduate semester hours; typically around 36 hours | A minimum of 60 graduate semester hours (or 90 quarter hours) | A minimum of 90 graduate semester hours |
| **Time to Graduation** | Typically requires 2 years of full time study at the graduate level | Typically requires a minimum of 3 years of full-time study at the graduate level, including internship | Typically 5 to 6 years of full-time study at the graduate level, including internship |
| **Internship Required** | None | 1200 hour full-time internship completed on a full-time basis over one year or at least a half-time basis over two consecutive years. At least 600 hours of the internship must be completed in a school setting.[1] | Typically a 1200-1500 hour full-time internship completed on a full-time basis over one year or at least a half-time basis over two consecutive years. At least 600 hours of the internship must be completed in a school setting.[2] Some doctoral internships in school psychology provide up to 2000 hours. |

[1] A "school setting" is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.

[2] Programs may allow doctoral candidates who have met the internship requirement of at least 600 hours in a school setting through a prior, appropriately supervised, specialist-level internship or equivalent experience in school psychology to complete the entire 1500+ hour doctoral school psychology internship in another internship setting that includes appropriately supervised and relevant school psychology activities in other educational contexts, as consistent with the school psychology program's goals and policies.

| | Masters-Level | Specialist-Level | Doctoral-Level |
|---|---|---|---|
| **Career Options in School Psychology** | Limited to none. May qualify for related credentials (e.g., educational diagnostician or psychometrist), or a school psychology credential in one or two states. | The specialist-level degree is considered the entry-level degree in school psychology. No state or territory requires more than a specialist-level degree. A specialist-level degree in school psychology is generally accepted for certification or licensure to provide full professional practice within schools or related educational settings.<br><br>May qualify for private or independent practice opportunities in some states. | The doctoral degree allows for a broader range of career options in schools, private or independent practice, clinics, hospitals, or research/academia.<br><br>Individuals with a doctoral degree may experience greater eligibility for various credentials. |
| **School Psychology Program Approval or Accreditation** | No approval or accreditation is granted for Masters-level school psychology programs | Specialist-level programs are eligible for NASP Approval/Accreditation | Doctoral-level programs are eligible for NASP Approval/Accreditation *and* APA Accreditation. |
| **Eligibility for the Nationally Certified School Psychologist (NCSP) Credential** | No. | Yes. | Yes. |
| **Standards for graduate preparation** | No general or national model for Masters-level study in school psychology | The school psychology program ensures that all candidates demonstrate basic professional competencies, *including both knowledge and skills*, in the 10 domains of school psychology contained within the National Association of School Psychologist's Practice Model. The 10 domains include:<br>• Data-Based Decision Making and Accountability<br>• Consultation and Collaboration<br>• Interventions and Instructional Support to Develop Academic Skills<br>• Interventions and Mental Health Services to Develop Social and Life Skills<br>• School-Wide Practices to Promote Learning<br>• Preventive and Responsive Services<br>• Family–School Collaboration Services<br>• Diversity in Development and Learning<br>• Research and Program Evaluation<br>• Legal, Ethical, and Professional Practice | |