

Do Predominant Measures Encompass Black and Latina Students' Task Values?

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VCU

INTRO

- Recent special issues emphasized the importance of race, ethnicity, and culture (REC) for motivation research (Matthews & López, 2020; Zusho & Kumar, 2018).
 - Additionally, the experience of subjective task values (STV; i.e., qualities of tasks that alter the probability of task selection and a key aspect of expectancy value theory [Eccles et al., 1983]) has “culturally-nuanced elements” (Matthews & López, 2020 p. 2).
- However, motivation research has utilized largely White samples (Usher, 2018) and rarely use race-focused and race-reimagined approaches (DeCuir-Gunby & Schutz, 2014).
- Thus, scales likely do not consider students' distinct experiences connected to REC despite the importance of doing so.
- Study Objective:** In response to the need to center and better understand racially understudied students' motivational experiences, the purpose of this study was to explore the alignment between Black and Latina students' experiences and two STV subscales (Conley, 2012; Eccles & Wigfield, 1995).

METHOD

- Purposeful sampling: Two Black women and a Latina woman, who are all doctoral students.
- Semi-structured individual interviews (see Appendix A for protocol).
- Thematic analysis of transcripts (Maxwell, 2013).
 - Deductive (based upon Eccles et al., 1983 and Eccles & Wigfield, 2020) and inductive coding (see Appendix B for codebook).
- Assessed trustworthiness, specifically credibility and confirmability (Guba, 1981).
 - Memos
 - Calibration
 - Member checking

Results

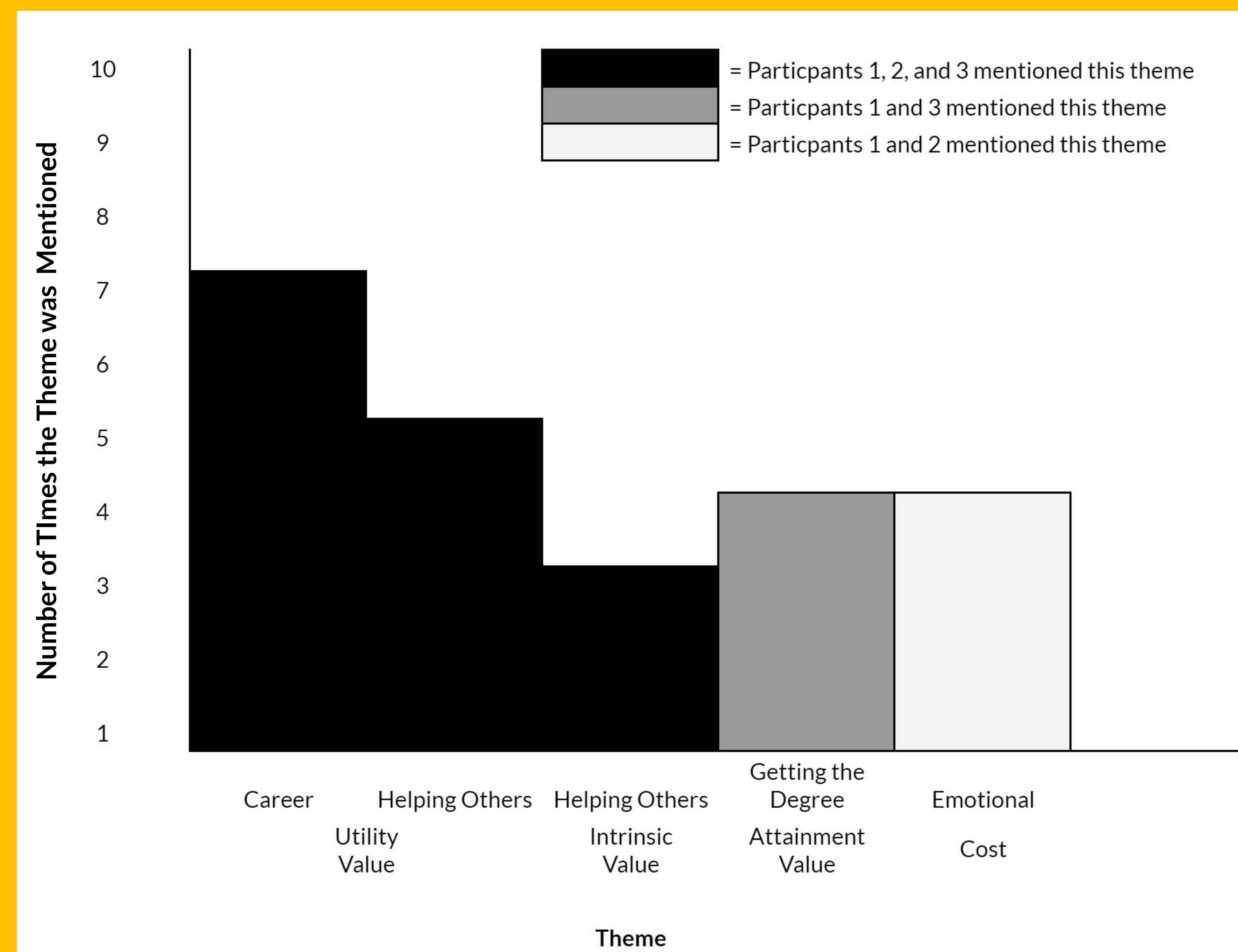
Table 1

STV Themes from Interviews

STV	Theme	Example Quote	Alignment with STV subscales
Utility Value	The usefulness of the degree for attaining a future job or advancing a career.	“In order to get where I want to be in my career as an educator, I need my Ph.D.”	Aligned
	The usefulness of the degree for helping others.	“I noticed that I could affect change with only so many kids. And I wanted to have a bigger impact and help other teachers be more effective in the classroom as well.”	Did not align
Intrinsic Value	Interested in helping others.	“I like the idea of being able to understand how people learn better and thinking about like, end goals about like truly bettering people in the future.”	Did not align
Attainment Value	Getting the degree was important to be themselves.	“I think that perusal of a doctorate somehow, it's always kind of been a goal of mine.”	Aligned
Cost	Emotional cost was associated with earning their degree.	“[I have] emotional guilt knowing that I am not in the classroom doing something that I was good at, especially in COVID times, like, knowing that I could be a teacher helping kids directly through this hard time.”	Both aligned and did not align

Figure 1

Frequencies of Themes and Participants Who Mentioned the Themes



STV experiences differed from the predominant STV subscales, specifically utility value, intrinsic value, and cost.

RESULTS (continued)

- See Appendix C for predominantly used SVT subscales (i.e., Conley, 2012; Eccles & Wigfield, 1995).

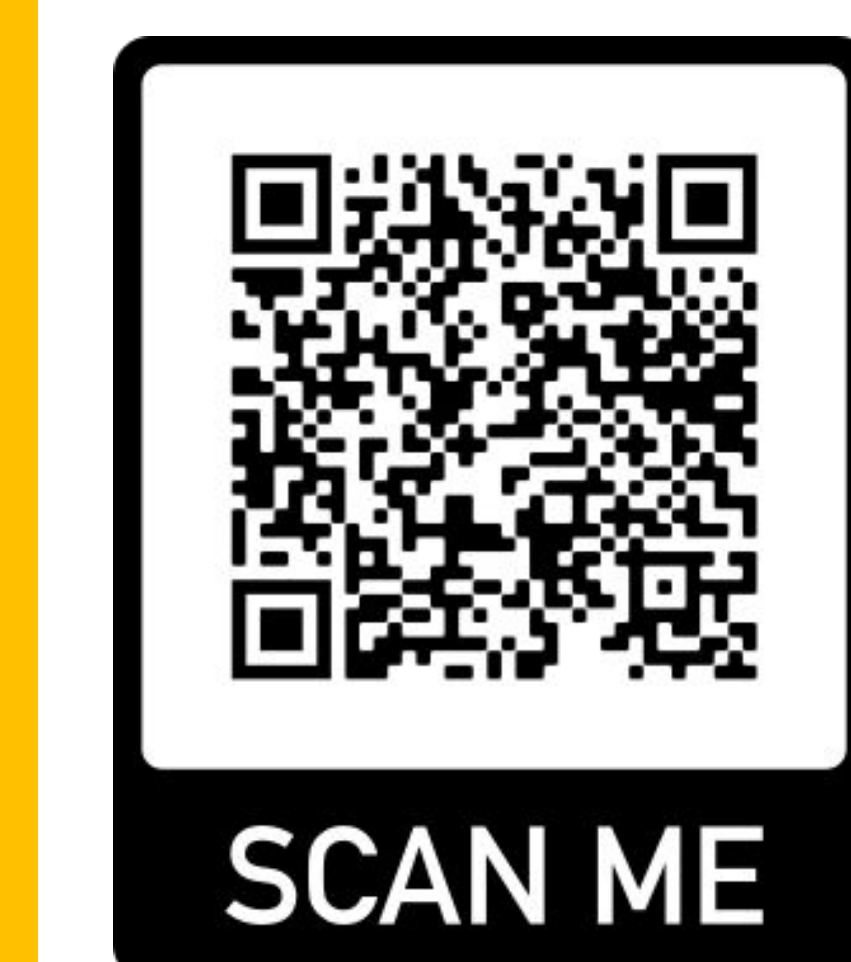
DISCUSSION

- This study was an essential step for (a) understanding STV for underrepresented REC students and (b) including their experiences in surveys.
- Specifically, measures of utility value and intrinsic value may need to be expanded to include helping others to accurately capture STV perceptions among historically underrepresented students, which aligns with recent race-reimagined work on utility value (Gray et al., 2020). Measures of cost may have more nuances.
- The current study calls for follow-up qualitative and mixed-methods work and a re-consideration of how STV are measured.

REFERENCES



APPENDICES



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