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Campus Ministry and Spiritual Self-Efficacy: A Phenomenological Study of Academic Achievement among Black Male Students at an Historically Black College and University

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CAMPUS MINISTRY AND SPIRITUAL SELF-EFFICACY: A PHENOMENOLOGICAL

STUDY OF ACADEMIC ACHIEVEMENT AMONG BLACK MALE STUDENTS AT

AN HISTORICALLY BLACK COLLEGE AND UNIVERSITY

By

MITCHELL J. STEVENS

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CERTIFICATE OF APPROVAL

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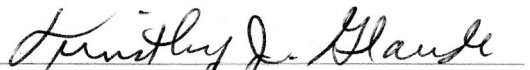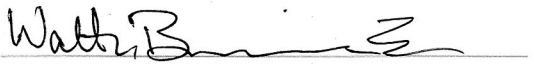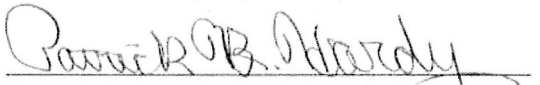This is to certify that the Doctoral Dissertation of

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has been approved by the examining committee for the dissertation requirements for the Doctoral
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"The Lord will perfect that which concerneth me: thy mercy, O Lord, endureth forever: forsake not the works of thine own hands." Psalm 138:8

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Dedication

I dedicate my dissertation to my family, church families, and friends, without whom I would not have attempted, continued, and finally achieved this challenging endeavor.

I also dedicate this dissertation to those who inspired this work:

The staff and students in the Office of Campus Ministry at Xavier University of LA,

Alpha Phi Alpha Fraternity, Inc., Beta Tau Chapter, The Visionary Chapter of Collegiate 100, and the Men of Xavier.

Abstract

Bandura's *self-efficacy theory*, which emphasizes the importance of self-efficacy in motivation and achievement (Bandura, 1994), provided a lens through which to analyze the influence of Historically Black Colleges and University's (HBCUs) campus ministry on the development of spiritual self-efficacy and academic achievement among Black males. Historically Black colleges and universities (HBCUs) have a long history of providing higher education opportunities to Black students, and they have been instrumental in fostering academic, personal, and social growth (Smith & Allen, 2014). However, little is known about the specific impact of campus ministry programs on the development of Black males' spiritual self-efficacy, and academic success at HBCUs. In response to this gap in knowledge, this phenomenological study explored the role of Historical Black Colleges and University's (HBCU) campus ministry in the development of spiritual self-efficacy and academic achievement among its Black male students. Comprehensive data on the experiences of Black males engaged in HBCU campus ministry programs were collected using surveys and semi-structured interviews. The study participants were 14 Black male students enrolled at Brotherhood University, a historically Black college or university located in the Southeast United States. These participants, aged 19 to 26 years, were actively involved in the campus ministry, and ranged from sophomores to seniors in their academic standing. Previous studies concluded that campus ministry programs create supportive environments that foster self-belief, resilience, and a sense of purpose through a combination of mentorship, spiritual guidance, community engagement, and personal development opportunities (Palmer et al., 2011). Similarly, this study's findings suggested that campus ministry at HBCUs played a pivotal role in fostering a sense of community and belonging and significantly enhanced the spiritual self-efficacy and academic performance of

Black male students. By offering targeted mentorship, spiritual guidance, and opportunities for personal development and community engagement, these programs were instrumental in supporting students' journeys toward academic success and personal growth, illustrating the critical intersection of spirituality and education at HBCUs. Based on this study's findings, future research should include longitudinal studies that explore the long-term effects of campus ministry engagement, comparative analyses across different types of higher education institutions, and intersectional examinations of factors like gender, socioeconomic status, and sexual orientation with spirituality and campus ministry engagement among Black male students.

Keywords: campus ministry, self-efficacy, spirituality, phenomenological, academic, achievement, success

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Chapter 1

Introduction

Since its inception, the Black Church has served as an oasis for African Americans. The Church protected the members from the grip of the tyranny of their oppressors. It acted as a haven of hope, spiritual guidance, and social support for the Black communities. The Church offered comfort and fortitude to its members in the face of hardship (Jeremie-Brink, 2018). Historically, the Black Church has emerged as a mighty bastion against injustice. Notably, the Church played a significant role during slavery and the Civil Rights Movement by offering support to overcome the systematic struggles of African Americans. Jeremie-Brink (2018) asserted that the Church played a crucial role in the abolitionist struggle by developing leaders and organizing communities for freedom; the Church was a focal point for inspiration and strategy during the Civil Rights Movement. By doing this, the Black Church enhanced its reputation as a pillar of determination and justice.

Black churches have cultivated intellectual and moral growth in higher education, merging spiritual wisdom with academic pursuit. According to Brewer & Williams (2019), the Black church guides students toward educational excellence, instills values of community and social responsibility, acts as beacons of purpose, and provides direction in navigating the complexities of college life. The Black Church bolstered diversity and inclusivity in colleges, nurturing a rich tapestry of religious expressions and cultural identities. Its historical legacy fostered an atmosphere where students confidently explored and expressed their spirituality, cultivating an environment where inclusivity and communal support flourished in the educational landscape (Richardson, 2018).

The Black Church's teachings have cultivated social awareness and responsibility in college students, nurturing minds attuned to justice, community service, and moral integrity (Brewer & Williams, 2019). According to Richardson (2018), these teachings encouraged students to align academic pursuits with visions of societal betterment, fostering critical and empathetic engagement with societal challenges and promoting a holistic approach to education and community involvement. The Black Church and its ministers have significantly influenced the role of the HBCUs in college religion, shaping spiritually grounded and socially responsible students. The Black ministers enduring teachings and principles continue to nurture minds, fostering a harmonious integration of academic pursuits with ethical mindfulness and social awareness, ensuring their relevance in the evolving landscapes of higher education and societal engagement (Hawkins, 2012).

HBCUs have long been significant institutions in the development of the landscape of American higher education. These institutions emerged in the face of widespread racial segregation and discrimination, providing Black students with access to higher education and, in many cases, offering a supportive and nurturing environment that was often lacking at White institutions (PWIs); (Campbell, 2017; Rhinehardt, 2018). This foundation of support and resilience not only countered the challenges of segregation but also set the stage for remarkable strides in the academic and professional achievements of Black males, a testament to the enduring legacy and impact of HBCUs.

The academic achievement of Black males in higher education, particularly at HBCUs, stands as a profound testament to their resilience and excellence. Despite facing systemic barriers and historical challenges, Black male students have consistently demonstrated remarkable academic and extracurricular successes (Brooms, 2019; Palmer et al., 2011). HBCUs have

played a pivotal role in this success by fostering environments that promote academic rigor, cultural affirmation, and leadership development, all which contribute significantly to the positive educational outcomes of these students (Fidler et al., 1999; Saunders & Nagle, 2018). The nurturing atmosphere of HBCUs, coupled with a strong emphasis on community and identity, equips Black male students with the tools necessary for academic achievement and empowers them to navigate and overcome the obstacles they face in higher education.

Campus ministry has been an integral part of the HBCU experience, offering students a space to explore and deepen their faith, spirituality, and religious identity (Dancy, 2010; Phillips, 2000). It has provided a sense of belonging and support in navigating the challenges of higher education for Black students, particularly those who may be grappling with the legacies of discrimination and social injustices (Brooms, 2019; Nance, 2006). As HBCUs strive to offer holistic education, campus ministry has emerged as a crucial component in the development of students' spirituality and faith (Chuku, 2014; Smith, 2013). The focus on Brotherhood University, a distinguished HBCU, highlighted the crucial role of campus ministry in blending student achievements with spiritual growth, thereby further amplifying the success and development of its Black male students. The researcher used Brotherhood University (BU) as a pseudonym for the study site to protect the anonymity of the institution.

The blending of student achievement and campus ministry at Brotherhood University represented a unique model of how spiritual guidance can enhance the educational journey of Black male students. Brotherhood, known for its commitment to academic excellence and spiritual growth, offers a holistic approach to education that integrates the intellectual, social, and spiritual dimensions of student life (Rhinehardt, 2018; Richardson, 2018). This integration is

particularly significant for Black males, who often navigate complex social and academic landscapes.

Campus ministry at Brotherhood does not operate in isolation but is interwoven with the academic and social fabric of the university. It provides a support system that reinforces the values of resilience, community engagement, and moral integrity, all of which are crucial for academic and personal success (Brewer & Williams, 2019; Capeheart-Meningall, 2005). This support system is manifested through various programs and initiatives designed to meet the spiritual, emotional, and intellectual needs of students.

The impact of campus ministry on student achievement at Brotherhood was evident. Research indicates that students who engage in campus ministry report higher levels of spiritual self-efficacy, are more resilient in the face of challenges, and tend to have higher academic performance (Constantine et al., 2006; Herndon, 2003). The sense of belonging and community fostered by campus ministry activities contributes to these positive outcomes, as students feel supported not just academically but also in their spiritual development. Furthermore, the role of campus ministry in promoting spiritual self-efficacy among Black male students at Brotherhood cannot be overstated. This emphasis on spiritual self-efficacy aligns with Brotherhood's mission to "promote a more just and humane society" by producing graduates who are not only academically accomplished but also morally and spiritually grounded.

Brotherhood's commitment to blending student achievement with campus ministry serves as a beacon to other educational institutions, demonstrating the profound impact that such an integrated approach can have on student success. The researcher identified academic success as acquiring enough credits to matriculate to the next level of academic classification by the conclusion of one academic year. Consequently, the Office of Student Success (SASO) at

Brotherhood University states that "Retention is the Outcome. … Graduation is the Goal." The mission of the Office of Student Success (SASO) is to improve retention and graduation rates of Brotherhood students, particularly by addressing new first-year students and students who are academically at risk. According to SASO, the 2023–2024 catalog states that an undergraduate student will need to have obtained 29 credit hours to be considered a sophomore and passed ENGL 1010 and 1020, 62 credit hours to be considered a junior, 95 credit hours to be considered a senior, and usually it takes 120 hours to graduate but those hours vary depending on the major. It also underscores the importance of addressing the spiritual needs of students as part of their educational journey.

Problem Statement

Black men's dismal college enrollments, disengagement and underachievement, and low rates of baccalaureate degree completion are among the most pressing and complex issues in American higher education. Perhaps more troubling than the problems themselves is how they are continually mishandled by educators, policymakers, and concerned others. Amplifying the troubled status of Black male students at all levels of education has, unfortunately, yielded few solutions (Harper, 2012). According to McGowan (2017), Black men have the lowest undergraduate degree completion rates as compared to all other genders and racial or ethnic groups. The latest data from the National Center for Education Statistics indicates that the six-year college completion rate for Black men is about half of the overall national average. It must be noted that among students enrolled in four-year public institutions, 45.9% of Black students complete their degrees in six years—the lowest rate compared to other races and ethnicities. Black men have the lowest completion rate at 40% (Gurin, Dey, Hurtado & Gurin, 2012). Historically, HBCUs have provided Black students with invaluable higher education

opportunities, promoting intellectual, social, and personal development as they transition from high school to college (Campbell, 2017). These institutions have played a pivotal role in offering a supportive and nurturing environment, fostering the growth and empowerment of Black students. At HBCUs, campus ministry programs have emerged as significant catalysts for holistic student development (Smith, 2013).

At Brotherhood University, the relationship between the academic achievement of Black male students and the influence of campus ministry remains unclear. It is important to note that according to the Brotherhood University Profile 2022–2023, there is a total enrollment of 3419, with 2693 undergraduates enrolled. The executive summary stated that 79.6% of the overall student population is Black or African American, with 77.2% female and 22.7% male students. It is important to emphasize that the male population at Brotherhood is considered a vast minority. In 2021, 301 more women than men received degrees from Brotherhood University. In the same year, 46 degrees were awarded to men at Brotherhood in Pharmacy, which is 0.465 times less than the 99 female recipients with that same degree.

Despite the critical role these elements play in shaping student experiences, there was a lack of comprehensive understanding of how the university's spiritual environment contributes to or intersects with the academic success of its Black male population (Douglas, 2012; Richardson, 2018). Identifying and understanding this relationship was crucial for effectively addressing the unique needs of Black male students and optimizing the role of campus ministry in fostering their academic and spiritual growth.

Purpose Of the Study

The purpose of this qualitative phenomenological study was to examine and analyze the influence of campus ministry programs on spiritual self-efficacy and academic success among

Black male students at Brotherhood University, a specific historically Black college and university (HBCU) in the southeast of the US (Rhinehardt, 2018; Richardson, 2018). This institution was pivotal for understanding the specific dynamics of these factors within an HBCU context. The study aimed to address the significant research gap related to understanding the impact of campus ministry on the spiritual self-efficacy and academic achievements of its Black male students (Brooms, 2019). The research investigated the role of campus ministry in enhancing self-efficacy, deepening spirituality, and fostering academic achievement among these students (Campbell, 2017). It provides a detailed understanding of how these components contribute to the overall spiritual self-efficacy and academic success of Black male students at Brotherhood University.

By focusing specifically on Brotherhood University, this study aimed to provide a comprehensive understanding of how campus ministry contributes to the academic and spiritual development of Black male students, offering insights that may enhance the educational experiences and outcomes of this demographic at HBCUs. It systematically identified the unique support structures and spiritual practices inherent in Brotherhood's campus ministry that correlate with student success and resilience. Additionally, the research examined the broader implications of these findings, seeking to inform policy and program development aimed at bolstering the performance and wellbeing of Black male students at HBCUs across the nation.

Research Questions

The primary aim of this research was to meticulously examine and clarify the nuanced relationship between spiritual self-efficacy, the role of campus ministry, and academic success among Black male students at Brotherhood University, a specific historically Black college and university (HBCU) in the southeast of the US. This study is intended to dissect the contributing

factors to the participants' spiritual self-efficacy and academic success, emphasizing the influence of campus ministry at this institution. The research questions crafted for this study established the structural framework for the inquiry:

Research Question 1 (RQ1): What roles does campus ministry have in supporting Black male students in their spiritual self-efficacy to achieve academic success at an HBCU?

Research Question 2 (RQ2): How do Black male students perceive the influence of their spiritual self-efficacy on achieving academic success at an HBCU?

RQ1 focused on the role of HBCUs' robust campus ministry programs in bolstering the confidence of Black male students' spiritual self-efficacy in their academic achievement and spiritual growth as Black male college students. Recognizing the pivotal importance of campus ministry in students' lives within these institutions (Campbell, 2017), this question aimed to investigate how these programs enhance students' self-assurance in their academic pursuits and spiritual growth. The examination of the campus ministry's influence on students' academic success was an essential aspect of this study, shedding light on the multifaceted ways spirituality is interwoven with educational pursuits at HBCUs. As identified in the literature, Black students, particularly those engaged in campus ministry, exhibit higher levels of resilience, self-identity, and academic success (Reed & Neville, 2014).

RQ2 inquiries into the profound influence of spiritual self-efficacy on the academic success of Black male students at HBCUs. By delving into this question, the study aimed to elucidate how an individual's spiritual identity, rooted in their personal beliefs, values, and faith traditions, can significantly shape their perceptions of spiritual self-efficacy and their academic success potential. Existing literature, as previously discussed, has underscored the importance of spirituality in the lives of Black students, particularly at HBCUs (Brown, 2020; Phillips, 2000).

This research question sought to reveal the specific dynamics of this relationship and its impact on the holistic development of Black male students.

When considered together, the research questions formed the comprehensive framework for this study, serving as guiding beacons in the exploration of the intricate relationships between spiritual self-efficacy, campus ministry involvement, and academic achievement among Black male students at HBCUs. Through a rigorous examination of these questions, this research endeavored to contribute to the existing body of knowledge, deepen the understanding of these critical dynamics, and offer valuable insights that can inform and enhance the support and development of Black male students in the higher education landscape.

Overview of Theoretical Framework

This study was guided by Bandura's Self-Efficacy Theory. Perceived Self-efficacy is "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 1). Bandura postulates that there are four different sources that influence an individual's efficacy: mastery experiences, vicarious experiences provided by social models, social persuasion, and reducing people's stress reactions, and altering negative proclivities (Bandura, 1994). Bandura postulates that there are four different sources that influence an individual's efficacy: mastery experiences, vicarious experiences provided by social models, social persuasion, and reducing people's stress reactions, and altering negative proclivities (Bandura, 1994). As an individual begins to experience success and failures in life, their self-efficacy will increase unless they only experience success and no failures (Bandura, 1994). By enduring difficulties, they will learn the importance of effort and, as a result, improve their self-efficacy. The second way that self-efficacy is enhanced is through vicarious experiences through social models. When a person can see someone else like them

become successful, it gives them hope that they, too, can succeed (Bandura, 1994). Thirdly, social persuasion is a way to help build self-efficacy. Social persuasion emphasizes that individuals are persuaded by what other people say about them and therefore encouraged to improve their behaviors because of the positive feedback (Bandura, 1994). Lastly, by reducing stress reactions and altering negative proclivities. Stress is known to decrease performance and how people view themselves (Bandura, 1994).

Significance of the Study

This research was critical within the higher education framework at Brotherhood University, underlined by an extensive body of scholarly literature. It brought to the forefront the essential yet often overlooked role of campus ministry in student academic achievement. Earlier studies have recognized campus ministry's significant contributions to fostering spiritual growth, ethical values, and a sense of community among students (Palmer et al., 2011). This study focused on the experiences of Black male students at Brotherhood University involved in campus ministry programs, aiming to unearth their unique perspectives and challenges to inform and enhance student success in higher education (Pew Research Center, 2015).

The study also sought to fill a noticeable gap in the literature regarding the involvement of Black male students in campus ministries at HBCUs. A considerable deficiency in focused research in this area has created a knowledge void, hindering the formulation of precise support strategies (Rhinehardt, 2018). By investigating the specific impacts of campus ministry on the all-around development of Black male students at Brotherhood University, this research aspired to bridge this gap and advance academic comprehension of this overlooked area.

In addition, this study contributed to the broader discussion on campus ministry's impact by examining its potential effects on students' spiritual development, self-perception, and

leadership abilities (Phillips, 2000; Dancy, 2010). By scrutinizing these dimensions through Brotherhood's campus ministry programs, the research intended to expand the current understanding of the varied benefits of such engagement, extending beyond religious participation. This aligns with a growing scholarly emphasis on the role of spirituality in influencing students' academic success and achievement (Chuku, 2014; Paredes-Collins, 2011).

This investigation conducted a thorough examination of the distinct contributions of campus ministry programs at Brotherhood University. The study also delved into the complex ways these campus ministries serve as vital spaces for spiritual exploration, offering guidance and encouraging diverse forms of religious expression that resonate with the Black student community; focusing on both the campus ministry programs and the lived experiences of Black male participants.

Overview of Methodology

This research sought to provide a comprehensive understanding of the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at Brotherhood University, a distinct historically Black college and university (HBCU). A qualitative approach was adopted to facilitate this exploration. Qualitative research involves the collection and analysis of non-numerical data to thoroughly comprehend concepts, opinions, or experiences (Creswell & Creswell, 2017). It is used to gain deep insights into a problem or generate new ideas for research. The qualitative research design aimed to answer the whys and how of the phenomenon, focusing on the subjective experiences of participants (Creswell & Plano Clark, 2011). This approach was particularly beneficial for this study as it allowed respondents to openly share their experiences, thoughts, and feelings about campus ministry at Brotherhood University without restrictions (Palmer et al., 2011).

The study used a phenomenological research design (Creswell & Creswell, 2017). This design entailed a plan for the methods and procedures the researcher used to collect and analyze data, aiming to understand and describe the universal essence of the research topic (Creswell & Plano Clark, 2011). The research involved administering semi-structured interviews and surveys to a sample of Black male students at Brotherhood University, gathering data on their participation in campus ministry, spiritual self-efficacy, and academic achievement (Palmer et al., 2011). The research then delved deeper into the experiences and perspectives of select participants, elucidating the distinctions between their engagement in campus ministry and its effects on their holistic development (Dancy, 2010).

Upon obtaining approval through the Institutional Review Board (IRB) process at Brotherhood University, the researcher sought participants for the study. A purposive and convenience sampling strategy was employed to ensure a diverse representation of experiences and perspectives (Creswell & Creswell, 2017). The research was convenience sampling because the researcher is employed at Brotherhood University in the office of campus ministry. Furthermore, the research involved purposive sampling because the researcher selected a specific group of participants for the study based on the following criteria:

- The participants were Black males currently enrolled at Brotherhood University.
- The participants were either a current sophomore, junior, or senior.
- The participants had to be active members of the office of campus ministry.
- The participants must have matriculated successfully from one classification to the next level in one academic year for each year that they have attended as a full-time student.

The researcher verified the eligibility of participation by asking the potential participants to present to the researcher to verify if the students were on track to matriculate into the next academic classification.

The qualitative data from the interviews then underwent thematic analysis, a systematic approach to identifying, analyzing, and reporting patterns (themes) within the data (Braun & Clarke, 2006). This method allowed for a detailed interpretation of the data, providing an understanding of the participants' lived experiences and the impact of campus ministry on their spiritual self-efficacy and academic achievement. The emergent themes reflected the core aspects of the participants' experiences, aligning with the study's phenomenological objectives.

In summary, the qualitative approach adopted in this research provided a comprehensive and multifaceted examination of the impact of campus ministry on Black male students' spiritual self-efficacy and academic achievement within Brotherhood University. By analyzing non-probability qualitative data, the study endeavored to offer a holistic understanding of this complex phenomenon, addressing the research questions, and contributing to the existing body of knowledge on the subject.

Delimitations and Assumptions

This research was defined by specific delimitations and assumptions that established the scope and foundational premises of the study. Recognizing these parameters was crucial to providing a transparent understanding of the study's context and the extent of its applicability. Clarifying these aspects was also helpful in accurately interpreting the findings and understanding their relevance within the broader academic and practical landscapes.

Delimitations

The geographic scope of this study was intentionally limited to Brotherhood University, an HBCU in the southeast of the US. It concentrated solely on Black male students within this specific educational context, omitting the experiences of Black male students in different settings, including PWIs or international institutions (Brown, 2020).

This research was specifically centered on examining the impact of campus ministry on the spiritual self-efficacy and academic achievement of Black male students at Brotherhood University. While the study focused on campus ministry within this HBCU, it did not extensively investigate other religious or spiritual experiences that Black male students may engage in outside the university setting (Reed & Neville, 2014). Due to logistical constraints and the focused nature of the study, the qualitative research involved a select group of Black male students from Brotherhood University. Although measures were taken to capture a range of experiences, it is recognized that the results may not encapsulate the entire spectrum of experiences of all Black male students at HBCUs (Creswell & Creswell, 2017).

Assumptions

This study assumed that participants would provide truthful and accurate responses during the Bandura-aligned self-efficacy scale surveys and interviews, reflecting their authentic experiences and perspectives within campus ministry programs at Brotherhood University (Creswell & Creswell, 2017). It was also premised on the belief that campus ministry programs within this HBCU significantly contribute to Black male students' spiritual and academic development, as supported by existing research (Campbell, 2017). Furthermore, the study relied on the assumption that the Bandura-aligned self-efficacy scale, employed for data collection,

possesses the necessary validity and reliability, adhering to recognized research standards and methodologies (Creswell & Creswell, 2017).

While the primary focus was on Black male students at Brotherhood University, it was assumed that the findings may have broader implications for understanding the impact of campus ministry on students in similar educational contexts beyond the immediate scope of this study (Creswell & Plano Clark, 2011). In sum, this study acknowledges its inherent delimitations and operates under specific assumptions that guide its scope, method, and interpretation of findings. These considerations offer transparency and context for the study's objectives and limitations.

Definition of Key Terms

These definitions served as a foundation for the precise understanding of key concepts within this research study. They were derived from established literature and sources pertinent to this study's emphasis on the impact of campus ministry, spiritual self-efficacy, and academic achievement among Black male students at Brotherhood University. To ensure clarity and precision in the terminology used throughout this study, the following key terms were defined as follows:

- *Black male students*: male individuals of African American or Black ethnicity pursuing higher education at HBCUs (Chavous et al., 2008).

- *Campus Ministry*: programs, services, and activities organized by religious or spiritual groups at HBCUs to foster students' spiritual growth, moral development, and sense of community (Brooms, 2019; Brown, 2020).

- *Historically Black colleges and universities (HBCUs)*: higher-education institutions in the US that were established primarily to serve Black students and have historically played a

vital role in advancing educational opportunities for Black communities (Gasman &

Tudico, 2008).

- *Self-Efficacy*: the belief in one's ability to successfully accomplish specific tasks, meet challenges, and achieve desired outcomes, particularly in an academic or leadership context (Bandura, 1977).

- *Spirituality*: the personal and subjective experience of transcendent or divine connections, values, and meanings that provide a sense of purpose, inner peace, and fulfillment (Piedmont, 2001).

Organization of The Document

The organization of this study was structured to provide a detailed exploration of the research questions and contribute to a nuanced understanding of the central theme—the impact of campus ministry on the self-efficacy, spirituality, and academic achievement of Black male students at Brotherhood University.

Chapter 1 introduces the study by detailing the research background, rationale, significance, and purpose. This chapter laid the groundwork, presenting the context and outlining the research questions driving the investigation. Chapter 2, the literature review, critically examines relevant research and scholarly work, focusing on the unique context of Brotherhood University, the role of campus ministry, and the influence of spirituality on academic success and personal development. This chapter synthesized existing literature to construct a theoretical framework for the study.

Chapter 3 describes the method used in this study. It covers the research design, data collection methods, data analysis techniques, ethical considerations, participant recruitment, and

the development of research instruments, particularly the Bandura-aligned self-efficacy scale. This chapter provides a transparent and rigorous account of the research process.

Chapter 4 presents the empirical findings based on data collected from Black male students at Brotherhood University involved in campus ministry. It analyzes their experiences and perspectives in relation to the research questions, offering insights into the complex effects of spiritual identity and campus ministry on their spiritual self-efficacy and academic success. Finally, Chapter 5 concludes the study by discussing the findings within the broader literature. It explores the implications of the research for theory, practice, and policy, particularly in student affairs and campus ministry at Brotherhood University. This chapter also addresses the study's limitations, proposes future research directions, and reflects on the broader significance of campus ministry in fostering the holistic development of Black male students.

Throughout the study, an academic approach was maintained, emphasizing the synthesis of knowledge, the presentation of empirical data, and the facilitation of meaningful discussions. This organizational structure ensured a coherent and examination of the research questions, contributing to a comprehensive understanding of the complex dynamics influencing Black male students at Brotherhood University.

Summary

This chapter established the foundation for an examination of the impact of campus ministry on the spiritual self-efficacy and academic achievement of Black male students at Brotherhood University. The historical context of this specific HBCU, as informed by relevant literature, highlighted the critical role of such institutions in offering educational opportunities to Black students, who have faced persistent racial challenges. Campus ministry at Brotherhood University, as influenced by the work of scholars like Palmer et al. (2011), is recognized for its

integral role in nurturing the holistic development of students, providing spiritual guidance, and building a strong community.

The extensive literature underscores the vital importance of spirituality and faith in the lives of Black individuals (Phillips, 2000) and their correlation with academic achievement (Dancy, 2010). Campus ministry at Brotherhood University stands out as a pivotal element in promoting these aspects, giving students a space for spiritual engagement and personal development (Fidler et al., 1999). However, despite extensive research on campus ministry's role at HBCUs, there remains a noticeable gap in understanding the specific experiences and perspectives of Black male students at Brotherhood University in this context.

This study aimed to fill this gap by exploring the impacts of campus ministry on Black male students' spiritual self-efficacy, spirituality, and academic achievement at Brotherhood University. Employing a qualitative research design as detailed in Chapter 3, this study was set to provide valuable insights into the complex relationship between spirituality, campus ministry, and the academic success of Black male students at Brotherhood University. The research questions were designed to illuminate these connections and deepen the understanding of the factors. This research journey was anticipated to reveal the multifaceted role of spirituality in the lives of Black college students at Brotherhood University, thereby enhancing our knowledge of their self-efficacy and academic development.

Chapter 2

Literature Review

HBCUs have long held a distinctive and vital role in American higher education. These institutions were established predominantly during the post-Civil War period to provide African American students access to higher education in a segregated society (Gasman, 2007). HBCUs continue to serve as critical educational anchors for students of various racial backgrounds, focusing on academic excellence, cultural enrichment, and nurturing personal development (Gasman & Commodore, 2011). Within the HBCU ecosystem, campus ministry organizations play a fundamental role, offering students opportunities to connect faith, spirituality, and intellectual growth (Barefield, 2018).

College students at both public and private HBCUs (HBCU) across the country are involved in campus ministry organizations within their institutions (Saunders & Nable, 2018). Campus ministry at colleges and universities gives students many opportunities to grow in faith and truth as they develop intellectually. The office of campus ministry is open and inclusive to students of all ages, races, backgrounds, ethnicities, and faith traditions. However, more information was needed to know how much involvement and engagement translate into the students' faith and spiritual development. This engagement may be necessary for providing students with a path to academic success. This literature review sought to better understand how students can develop a stronger relationship with their faith and spiritual development and how students are generally impacted by campus ministry organization involvement. This involvement allows students to use their faith to impact other organizations and individuals on campus, especially their academic success as they matriculate in college.

Additionally, this chapter covered extant literature on the influence of campus ministry experiences on learning outcomes and positive student development. Finally, it established supporting evidence of how spirituality and academics work together to make ministry a feasible vehicle for holistic education. The campus ministers allow college or university students to explore their spiritual faith and search for spiritual guidance, which helps them throughout their college period and beyond. Therefore, this research provided a literature review on the roles of campus ministry in the spiritual efficacy and academic achievement of Black male students.

The History of the Black Church

The Black Church has played a central and enduring role in the lives of African Americans throughout the history of the US. Rooted in the experiences of slavery and the quest for spiritual freedom, the Black Church has served as a sanctuary, a source of community, and a driving force for social and political change (Cone, 1970). The history of the Black Church is inseparable from the history of African Americans in the US. The institution of slavery profoundly shaped the early development of the Black Church, as it provided enslaved Africans with a space where they could express their faith, culture, and collective identity (McKinney, 1971). The religious practices brought from Africa blended with Christianity to create a unique and syncretic form of spirituality.

An earliest and most significant religious gatherings for enslaved Africans was the "hush harbors" or "praise houses." These were clandestine meetings where slaves gathered in secret to worship, sing spirituals, and express their spirituality away from the watchful eyes of slaveowners. These gatherings served as a form of resistance and a means of preserving their cultural and spiritual heritage (Raboteau, 2005).

With the emergence of independent Black churches as slavery gave way to emancipation, African Americans began to establish their own independent churches. The first independent Black churches were founded in the late 18th and early 19th centuries, reflecting the desire for self-determination in matters of faith and spirituality. Richard Allen, a former slave, founded the African Methodist Episcopal (AME) Church in 1816, and it became one of the first major Black denominations in the US.

These independent Black churches provided a space for worship and became hubs of community life. They were crucial in promoting education, providing social services, and advocating for civil rights. Like the AME Church, other independent Black churches played pivotal roles in the abolitionist movement and the fight for equal rights and social justice (Campbell, 1995).

Theological and Cultural Significance

The Black Church holds profound theological and cultural significance within the African American community. It represents a unique theological perspective that emphasizes liberation, justice, and a God who identifies with the oppressed. This theological stance has served as a source of strength and empowerment for African Americans, particularly during times of adversity. The Black Church's theological foundations are rooted in historical experiences, cultural expressions, and a commitment to social justice (Wright, 2014).

The Black Church's theological framework places a strong emphasis on liberation and justice. This perspective draws from the Bible's narratives of liberation, such as the Exodus story, where the Israelites were delivered from slavery. African American Christians have seen parallels between their own experiences of slavery and oppression and these biblical stories. This theological focus has motivated social activism and a commitment to challenging systemic

injustice (Cone, 1970). Central to the Black Church's theological perspective is the belief in a God who identifies with the oppressed. This understanding of God as being on the side of the marginalized has been a source of hope and resilience for African Americans throughout their history. It has provided a spiritual foundation for enduring the challenges of slavery, segregation, and ongoing racial discrimination (Cone, 1970).

The Black Church has contributed to the development of liberation theology, which emerged as a theological response to the injustices faced by marginalized communities. Liberation theology emphasizes the transformative power of faith and social action in addressing issues of poverty, racism, and oppression. Prominent theologians like James Cone have played a pivotal role in shaping this theological perspective (Cone, 1970).

The Black Church has made a significant cultural contribution through the development of gospel music. Gospel music is a genre rooted in spirituality, and its themes often reflect the theological emphasis on liberation and justice. Gospel music is characterized by its emotional intensity, call-and-response patterns, and using music to expressing faith and hope. Gospel music has had a profound influence on American music. Its stylistic elements, such as powerful vocal delivery, emotional expression, and using choir arrangements, have been adopted by various musical genres, including soul, R&B, and rock. This influence is evident in the work of iconic artists like Aretha Franklin, Mahalia Jackson, and Sam Cooke, who all had roots in gospel music (Boyce-Tillman, 2020).

The Black Church has played a crucial role in preserving and passing on African American culture. Through gospel music, spirituals, and religious traditions, it has maintained a connection to African cultural elements and provided a sense of cultural continuity for African

Americans (Warnock, 2013). These cultural expressions serve as a testament to the resilience and creativity of the African American community.

Role in the Civil Rights Movement

The Black Church played a central and transformative role in the Civil Rights Movement of the 1950s and 1960s. This pivotal period in American history was characterized by significant social and political change, and the Black Church, with its strong theological and moral foundations, became a beacon of hope and a catalyst for justice (Ghose, 2019). Prominent figures like Martin Luther King Jr., who was a civil rights leader and a Baptist minister, embodied the fusion of faith and activism. The Black clergy, including Dr. King, provided moral leadership and played a critical role in the organization of mass protests, demonstrations, and acts of civil disobedience. These leaders used their pulpits to address racial injustice, inequality, and segregation issues, urging congregants to join the struggle for civil rights (Branch, 2007).

The Black Church served as more than a place of worship during this turbulent time; it was a safe haven for organizing, strategizing, and finding spiritual sustenance. Meetings and discussions occurred within the sanctuary's walls, where activists and community members could plan and coordinate their efforts without fear of persecution. This sanctuary aspect of the Black Church was especially crucial given the threats and violence that many activists faced in their pursuit of civil rights (Branch, 2007).

One of the most profound aspects of the Black Church's involvement in the Civil Rights Movement was its embodiment of the principles of nonviolence. Dr. King, drawing from his Christian faith and theology, championed the philosophy of nonviolence to achieve social and political change. This nonviolent approach was rooted in the belief that love and compassion could overcome hatred and oppression. The Black Church, through its ministers and congregants,

embraced this theology of nonviolence and actively put it into practice. The Civil Rights Movement's commitment to nonviolence was instrumental in shaping the movement's strategies and tactics, influencing not only African Americans but also broader American society (Branch, 2007).

The involvement of the Black Church in the Civil Rights Movement marked a turning point in the fight for racial equality and social justice in the US. The moral authority, organizational strength, and theological foundations of the Black Church were instrumental in bringing about legislative and societal changes that dismantled the structures of segregation and discrimination. The movement's legacy endures, and the Black Church's contribution to this pivotal moment in history is a testament to the enduring power of faith and activism in the pursuit of justice and equality (Ghose, 2019).

The Black Church maintains its enduring significance and relevance in the lives of African Americans in contemporary society. It serves as a multifaceted institution that encompasses worship, community engagement, and political activism, all of which contribute to its ongoing importance.

The Black Church remains a central place for worship, spiritual nourishment, and communal gatherings. It provides a space for African Americans to express their faith, connect with their spiritual roots, and find solace in the face of life's challenges. The spiritual and religious teachings offered within the Black Church remain a source of guidance and inspiration for congregants, nurturing their individual and collective faith (Lincoln & Mamiya, 1990).

The Black Church plays a pivotal role in fostering a sense of community and social cohesion. It serves as a hub for various community activities, including educational programs, social services, and support networks. Through its community outreach efforts, the Black Church

addresses issues such as poverty, education, and healthcare disparities, working to uplift and empower the African American community (Lincoln & Mamiya, 1990).

The Black Church's legacy of political activism and social justice advocacy endures. It remains a platform for addressing contemporary issues, including economic inequality, mass incarceration, and racial discrimination. Religious leaders within the Black Church often take on the role of community activists, using their moral authority and platforms to advocate for policy changes and social reform. This activism is rooted in the theological perspective of the Black Church, which emphasizes justice and the care of the marginalized (Lincoln & Mamiya, 1990).

In recent years, there has been a renewed interest in the Black Church and its role in shaping the African American experience. Scholars, activists, and religious leaders are revisiting and reevaluating the historical and contemporary significance of the Black Church. They recognize its enduring impact on the spiritual, social, and political identities of African Americans. This resurgence of interest has led to a deeper understanding of the Black Church's multifaceted role in both past and present struggles for justice and equality (Lincoln & Mamiya, 1990).

The Black Church's contemporary relevance is a testament to its ability to adapt to the evolving needs of the African American community while remaining steadfast in its core values and principles. The Church continues to serve as a source of strength, resilience, and empowerment for African Americans, providing a space where faith, community, and activism intersect to address the challenges of today's society.

In general, the history of the Black Church is a testament to the enduring strength and resilience of African Americans in the face of slavery, oppression, and discrimination. It has provided a space for spiritual expression, community building, and social change. The Black

Church's influence on the development of African American culture, spirituality, and social identity cannot be overstated. As the struggles for racial equality and social justice continue, the Black Church remains a cornerstone of support and empowerment for African Americans in their quest for a more just and equitable society.

The Office of Campus Ministry

The Office of Campus Ministry is a cornerstone in the holistic development of students at HBCUs. Extensive research in the field highlighted the multifaceted role of campus ministry, emphasizing that it not only provided spiritual guidance but also cultivated a profound sense of belonging, resilience, and academic achievement among African American students. This section explores the significant functions and impact of the office of campus ministry at HBCUs, drawing from the insights of scholars who have delved into this realm.

HBCUs have had a storied tradition of addressing the distinctive needs of African American students, including their spiritual wellbeing. As illuminated by Brooms (2019), these institutions extend their mission beyond academia to encompass pastoral support through campus ministry. This commitment is particularly noteworthy, considering the central role that religion plays in the lives of many African Americans. HBCUs understand that campus ministry provides a sanctuary for spiritual and faith development, serving as a platform for students to explore and fortify their connections with their faith.

The Campus Ministry offices at HBCUs serve as a sanctuary for students to explore their spirituality. Dancy (2010) underscored the significance of spirituality in the identity and personal growth of African American students. It exerts a positive influence on their academic performance and overall wellbeing. The Office of Campus Ministry at HBCUs functions as a nucleus where students can engage with their faith, values, and spiritual convictions.

Scholarly research underscores the close interrelation between spirituality, religiosity, and African American students' academic and personal achievements. As Constantine et al. (2006) expounded, religion and spirituality significantly shape the career development of African American college students. Campus ministry provides a structured environment for students to navigate their spiritual journey while concurrently pursuing their educational objectives. It offers a supportive milieu for students to confront intricate existential questions and challenges, ultimately contributing to their academic and personal maturation. Extensive studies by Chuku (2014) and Paredes-Collins (2011) underscored the affirmative influence of spirituality on academic performance and resilience among African American college students. Campus ministry at HBCUs empowers students to cope with the stressors they encounter, such as racial discrimination, financial constraints, and academic obstacles, by imparting spiritual guidance and fostering a profound sense of community.

The convergence of faith and academics is a fundamental theme in the services dispensed by the office of campus ministry at HBCUs. As Chickering and Gamson (1987) articulated, the best undergraduate education practices encompass stimulating student engagement and endorsing active learning. Campus ministry aligns seamlessly with these principles by motivating students to actively engage with their faith and values in an academic setting. Moreover, spirituality is rooted in African American history, as Phillips (2000) emphasized. It has served as an enduring source of strength and resilience in the face of adversity. Campus ministry provides a conduit for students to scrutinize how their faith can inform their scholastic pursuits, empowering them to adeptly navigate the challenges of higher education.

The campus ministry office at HBCUs plays a pivotal role in nurturing African American students' spiritual and faith development. It provides a safe and supportive environment where

students can connect with their spirituality, seek guidance, and build resilience. The extensive body of research by scholars in this field substantiates the positive impact of campus ministry on academic success and personal growth among African American students. As HBCUs remain instrumental in the education of African American students, the Office of Campus Ministry remains a vital component of their comprehensive support system.

The pursuit of higher education by African American students, especially in PWIs, has been fraught with numerous challenges and injustices, including racial disparities, microaggressions, and racial discrimination. These challenges often result in a higher dropout rate and a reduced likelihood of completing a college education. This complex educational landscape has not escaped scholarly examination. Leading researchers and advocates for multicultural competence, Drs. Madonna Constantine and Derald Wing Sue, meticulously dissected the multifaceted ways racism permeates professional and educational settings, particularly mental health and schools (Constantine et al., 2006). Their work underscored the imperative need to confront the pervasive issue of racism in these contexts.

In response to these challenges, HBCUs have strategically embraced campus ministry as a significant resource for their students. Placenti (2012) underscored the profound impact of religious values and beliefs on individuals, a perspective that informs the ethos of HBCUs. These institutions, cognizant of the historical reliance of African American students on spirituality to confront the injustices they face, have established campus ministry offices with the express purpose of nurturing faith development and resilience, highlighting the significance of spiritual strength in the face of adversity (Phillips, 2000).

This perspective finds validation in extensive research and data. For instance, the religious landscape study of 2015 revealed that over 94% of respondents affirmed a belief in a

universal spirit, with 89% deeming spiritual beliefs essential in their daily lives (Pew Research

Center, 2015). Moreover, the meta-analysis by Reed and Neville (2014) accentuated the

affirmative impact of religion and spirituality on individuals' mental wellbeing, including

enhancing resilience and self-identity. Further validation for the role of campus ministry at

HBCUs emerges from research by Nye (2019), which revealed higher levels of religious

involvement among African Americans compared to their White counterparts.

Campus ministry, particularly at HBCUs, plays an instrumental role in nurturing spiritual

freedom, personal dignity, self-worth, autonomy, and sanctity among African American students,

particularly within environments marked by discrimination and oppression. Brown (2020)

astutely observed that African American spirituality and campus ministry impart fearlessness,

unwavering personal strength, and the ability to overcome adversity. This aligned with the

insights of Hornor (2017) that, in a societal environment where social, political, and economic

freedoms have often been withheld, as is frequently the case in PWIs, the attainment of spiritual

freedom to cultivate wholeness, spiritual vitality, and the development of unique virtues is of

paramount significance.

Moreover, campus ministry is intricately linked to academic success. Phillips (2000)

contended that campus ministry serves as a catalyst for academic achievement in colleges and

universities. African American students who actively engage in spiritual matters tend to exhibit

superior academic performance, fewer academic suspensions, and fewer disciplinary incidents.

This reinforces the connection between faith, spirituality, and the academic prowess necessary

for the personal development of these students.

In summation, campus ministry at HBCUs is a powerful response to the injustices and

challenges faced by African American students in higher education. It offers a sanctuary for

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spiritual growth, resilience, and academic accomplishment. The empirical insights and scholarly citations presented herein underscored the profound connection between faith, spirituality, and the fortitude needed to overcome the adversities and injustices encountered by these students. Through its role in cultivating personal strength and unwavering faith, campus ministry at HBCUs stands as an indispensable element in the development of resilience and wellbeing among African American students.

African American Students in College

The pursuit of a college education is a transformative journey, marked by new opportunities and discoveries, especially for incoming students embarking on this academic sojourn. However, this pursuit is often fraught with unique challenges, particularly for African American students, as they navigate their educational pathways in two distinct environments: HBCUs and PWIs.

Concerns about maintaining a harmonious balance of body, mind, and spirit among college-aged students are common, and this balance is particularly vital for those pursuing undergraduate education. McPhillips (2023) aptly observed that the challenge of striking this balance has long preoccupied campus ministries in the US. It's worth noting that James H. Cones, a respected theologian in the Black church experience, posits that the African American student's journey must encompass an understanding of Black theology. For these students, this theology serves as both an invitation and a model that exemplifies the practical and prophetic nature of the gospel. In campus ministry, faith and spirituality emerge as redemptive and sustaining forces, fortifying African American students pursuing higher education. As highlighted by Brooms (2019), African Americans have historically held spirituality as a deeply cherished value. Consequently, campus ministers have been instrumental in seamlessly

integrating African American students into the nurturing environment of spiritual and faith development in colleges.

In PWIs, the academic journey of African American students is often marked by formidable challenges, especially during the first year (Nance, 2006). These students encounter a multifaceted array of obstacles, including discrimination, financial constraints, academic under-preparedness, and a learning environment that may be perceived as hostile (Nance, 2006). African American students who transition from public schools, which often lack the flexibility of college curricula, may find themselves overwhelmed by the academic demands of PWIs. This transition can be particularly intimidating, compounded by a sense of not belonging or having a social group with which to identify (Nance, 2006). The lack of belonging can significantly impact self-esteem and, consequently, academic performance. Nance's (2006) research underscored the critical need for creating a supportive community for African American students to facilitate their adaptation and integration into the PWI environment.

Conversely, HBCUs have long been heralded for offering a more supportive and nurturing environment for African American students (Brooms, 2019). These institutions play a pivotal role in providing a sense of belonging and a strong support system for students of color. They offer spiritual, cultural, and role model-specific programs, such as Black male mentorship, aimed at enhancing the college experience (Brooms, 2019). Consequently, African American students often report greater satisfaction with their college experiences while on HBCU campuses compared to their counterparts in PWIs.

Historically, the limited opportunities for higher education available to African Americans in the US were largely a result of racial disparities. To address these inequities, HBCUs were established, which not only offered academic opportunities but also served as

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vehicles for strengthening faith, providing encouragement, and bolstering self-worth through the avenue of campus ministry. Campus ministry at HBCUs often functions as a sympathetic listener for African American students who are often far from their families. It offers academic assistance and facilitates spiritual growth through guidance and teachings, as noted by Campbell (2017).

African American students typically enter the college environment socially, economically, and academically ill-prepared, as observed by Brown (2020). In response, HBCUs have introduced various support programs, including campus ministries, to equip students with resilience, values, self-worth, discipline, and identity. Campus ministry plays a pivotal role in guiding students through their experiences in college and nurturing their spiritual, emotional, and academic wellbeing. The significance of these programs is further underscored by the findings of a survey, which indicated that Black students involved in groups or organizations supported by campus ministry reported more positive college experiences compared to those with little or no spiritual beliefs or faith (Brown, 2020).

The African American Male Student

The persistent decline in the number of African American college graduates, particularly among males, over the past two decades has become a matter of serious concern in the US (Harper & Gasman, 2008). This demographic shift has captured the attention of both scholars and policymakers due to its profound and far-reaching implications. Harper and Gasman (2008) emphasized the critical importance of acknowledging the longstanding issue of racial and gender disparities faced by African Americans, especially males, within the national context. The graduation rates of African American males significantly lag behind those of their Hispanic and White counterparts, as demonstrated by data from the 2015 to 2016 college years, where only 8.5% of African American males graduated, in stark contrast to the 11% of Hispanic males and

64% of White males (National Center for Education Statistics, 2018). This substantial disparity has been associated with a range of adverse outcomes, including lower incomes, increased suicide rates, higher incarceration rates, and elevated substance abuse instances. These distressing consequences are often intertwined with a perceived hostile or unsupportive environment prevailing within colleges and universities (Harper & Gasman, 2008).

While there is a notable increase in the enrollment of African American students in higher education institutions, the data paints a concerning picture of a persistent trend where relatively few students successfully complete their degree programs, with the majority opting to discontinue their studies prematurely (Brooms, 2019). It became evident that the challenge lies not only in increasing the enrollment of Black students in colleges and universities but also in providing the necessary support and resources essential for ensuring their successful academic journey leading to graduation. The implications of this issue extend beyond the scope of higher education, extending to broader societal concerns.

Previous studies recognized the pivotal role of factors like faith and spirituality in influencing African American students to pursue and successfully attain college or university degrees, especially within PWIs (Harper & Gasman, 2008; Brooms, 2019). This recognition is grounded in the premise that the values and beliefs deeply embedded within the African American community are intricately interwoven with their spiritual and religious traditions, which bear historical significance and contemporary relevance (Phillips, 2000). These traditions, rooted in faith and spirituality, have played a multifaceted role in providing support, resilience, and a profound sense of community, particularly during times of adversity.

Faith and spirituality have historically served as instrumental components in the African American community's struggles for justice, equality, and freedom, with a profound connection

to collective identity and survival mechanisms during periods of racial injustice, such as slavery and the civil rights movement (Phillips, 2000). This historical context highlighted the profound significance of spirituality as a fundamental aspect of African American culture and underscored its relevance within higher education. Research suggests that faith and spirituality can serve as powerful motivational forces guiding African American students toward the realization of their educational aspirations within PWIs (Harper & Gasman, 2008; Brooms, 2019). Within these institutions, where Black students may encounter challenges and obstacles related to cultural, social, and academic integration, there is a significant opportunity to provide support that recognizes the role of faith and spirituality in the lives of African American students (Phillips, 2000). This recognition is particularly pertinent given the existing disparities in degree attainment rates.

Understanding the role of faith and spirituality in the educational journey of African American students, particularly at HBCUs, is critical for institutions striving to address degree completion among this demographic (Brooms, 2019). This recognition offered an opportunity to develop strategies and programs that effectively engage with the cultural and spiritual aspects of Black students' lives, ultimately supporting their academic success. Consequently, it was imperative to delve deeper into this aspect and explore how faith and spirituality can be leveraged to enhance the educational experiences and degree attainment of African American students in historical Black colleges and universities (Brooms, 2019; Harper & Gasman, 2008).

Theoretical Framework

Bandura's Self-Efficacy Theory

Perceived self-efficacy is "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994,

p.1). Albert Bandura was among the vital social psychologists who attempted to explain the role of the social setting of the environment in shaping people's behavior. Bandura proposed the Self-efficacy Theory, arguing that self-efficacy can affect a person's choice of activities, effort, and persistence. He contended that self-efficacy relates to a person's ideation on their potential to undertake behaviors relevant to producing given objectives or results (Bhati & Sethy, 2022). Self-efficacy mirrors the belief that people have in their potential to assert control over their motivation, behavior, and social setting. According to the theory, individuals having low self-efficacy for executing a given task are more likely to evade the task. Contrarily, individuals who believe they can complete the task are more likely to undertake it.

Equally important, Bandura's theory maintains that those individuals depend on four critical information sources to examine their efficacy beliefs. Notably, active mastery experience, vicarious experience, forms of social persuasion, and physiological and affective states are the four primary sources of information (Bhati & Sethy, 2022). Evidence shows that active mastery experiences are the most critical efficacy information source due to their ability to provide direct and reliable proof for collecting mandatory personal resources to excel (Hampel et al., 2023). It is worth noting that people can raise their efficacy beliefs based on their past successes and lower their beliefs if they have had a series of past failures.

Finally, recent research has shown increased use of the self-efficacy theory in learner motivation and success in school settings. Students who showcase better academic results develop the courage to perform even better academically since they have the resilience and motivation to improve their academic results (Hayat et al., 2020). It is worth noting that self-efficacy theory has received wide usage in research, education, and clinical settings. Health

psychology uses self-efficacy to help control behaviors like smoking cessation and self-management of hazardous diseases.

The Black Male's Self-Efficacy, Spiritual Identity, and Academic Success

The Black Male's Self-Efficacy

The pursuit of higher education by African American males has long been a subject of extensive research, with a particular emphasis on the unique experiences offered by HBCUs. These institutions have historically played a pivotal role in the academic and personal development of African American males (Franklin et al., 2023). However, the value of HBCUs extends beyond the academic realm and delves into the realm of fostering self-efficacy among their students.

To embark on this exploration, it was crucial to clarify self-efficacy. According to Albert Bandura (1994), self-efficacy is an individual's belief in their capability to execute the actions necessary to achieve their goals. This psychological construct serves as a driving force behind human motivation, performance accomplishments, resilience, and perseverance. In higher education, self-efficacy determines a student's belief in their ability to master academic challenges, engage in productive academic behaviors, and overcome hurdles that may impede their academic journey.

HBCUs are particularly adept at nurturing this essential self-belief. Research by McCluskey-Titus (2012) highlighted that HBCUs create a conducive environment for the development of students' self-efficacy through mentorship and the provision of role models. Such mentorship offers students the opportunity to witness the success of others who share their experiences and backgrounds, thus reinforcing the belief that they too can succeed.

Consequently, African American male students at HBCUs are more likely to develop a sense of self-efficacy, which bolsters their confidence in navigating the academic challenges ahead.

HBCUs emphasize the importance of community and belonging (Pryor & Hurtado, 2007). These institutions significantly influence the self-efficacy of African American males by imparting a profound sense of self-confidence and identity. This sense of belonging becomes an essential component of self-efficacy. Participation in campus activities and leadership roles at HBCUs serves as another pillar of self-efficacy development (Smith & Allen, 2014). Involvement in extracurricular activities and leadership positions offers students the opportunity to actively engage with their peers, assert themselves in meaningful roles, and witness the impact of their actions on their immediate community. This direct experience reinforces their belief in their ability to effect change, make responsible choices, and meaningfully impact various aspects of their lives.

Moreover, it is important to acknowledge the substantial role that leadership skills play in the academic and personal development of African American male students at HBCUs. The leadership opportunities provided by these institutions extend beyond the realm of student organizations (Harper, 2018). Students have the chance to take on roles within their academic departments, student government, or other entities, honing their leadership skills. As they develop leadership abilities, they simultaneously enhance their self-efficacy, which often directly correlates with leadership effectiveness (Bynum et al., 2017).

HBCUs often provide a rich cultural and historical context that underscores the significance of academic achievement in the broader context of African American history and achievement (Gee, 2013). This cultural underpinning is instrumental in boosting the self-efficacy of African American male students as it highlights their vital role within the broader African

American community. Students are exposed to the rich tapestry of African American history, including stories of resilience, triumph over adversity, and significant achievements. They gain a deep appreciation for their heritage and recognize the profound impact of education on the broader African American experience. As a result, their academic pursuits are imbued with a deep sense of purpose and an understanding of their role within the continuum of African American achievement.

HBCUs have established themselves as nurturing and empowering environments for African American males. The comprehensive support, culturally enriched setting, and myriad opportunities for engagement work cohesively to foster the confidence and motivation essential for academic and personal success (Brown, 2020). The nurturing environment in these institutions is not only conducive to the development of self-efficacy but also to the cultivation of leadership skills and a strong sense of identity.

The academic journey of African American male students at HBCUs is enriched with experiences that extend beyond self-efficacy and leadership development. Central to their empowerment is the cultivation of a strong sense of identity—a profound understanding of who they are, where they come from, and where they aspire to go. This section delves into the vital role that HBCUs play in fostering a robust sense of identity among their students. HBCUs are steeped in historical significance and a legacy of resilience that dates to the era of slavery (Harper & Gasman, 2008). These institutions have historically provided African American communities with opportunities for education when access to PWIs was limited or prohibited (Harper & Gasman, 2008). Understanding this historical context is pivotal in shaping the identity of African American male students at HBCUs.

Students at these institutions are continually reminded of the substantial achievements of those who came before them. They are exposed to stories of individuals who overcame immense adversity to obtain an education and, in doing so, improved the lives of African Americans and contributed to society at large (Gee, 2013). This emphasis on historical accomplishments instills a profound sense of responsibility and motivation to continue the legacy of progress and empowerment.

HBCUs provide a unique cultural connection that is vital to the identity development of African American male students (Brown, 2017). The campuses are vibrant hubs of African American culture and heritage, from the curriculum to extracurricular activities. The celebration of Black history, art, literature, and music is embedded in the fabric of these institutions (Smith, 2015). Students can immerse themselves in a rich cultural tapestry that reaffirms their place within the African American community and broader society. Faculty and staff at HBCUs often share the same cultural background, providing students with relatable role models who have successfully navigated the challenges of higher education and beyond. These mentors serve as living examples of African American achievement and contribute significantly to students' self-perception and aspirations (Harper & Harris, 2010).

One of the most impactful aspects of identity development at HBCUs is the representation of African American males in various roles, both historical and contemporary (Brown, 2020). From esteemed alumni to current professors and student leaders, African American male students are consistently surrounded by individuals who mirror their aspirations. This representation is instrumental in building a sense of self-worth and instills the belief that they, too, can reach the heights of success achieved by those who have walked the same path (Palmer, 2006).

HBCUs promote an atmosphere of inclusivity and acceptance that fosters a multifaceted sense of identity (Brown, 2017). African American male students often juggle multiple aspects of their identity, such as race, gender, and socioeconomic background. At HBCUs, they find an environment that not only acknowledges but also celebrates these intersecting identities (Franklin et al., 2023). This acknowledgement enables students to explore the complex layers of their identity and navigate the challenges associated with being African American males in contemporary society.

The Black Male's Spiritual Identity

To comprehend the importance of spirituality in the development of college students, one must consider the struggles that African Americans have faced in obtaining a 4–year degree (Rhinehardt, 2018). Extensive research has explored the challenges these students encounter, and a key element in this struggle pertains to their faith identity. Studies indicate that spirituality plays a positive role in the lives of African American students during their college years. Recognizing the challenges faced by students and the positive impact of spirituality, it becomes imperative to establish centers where students can connect with their spirituality (Walker & Dixon, 2002). This is where campus ministry becomes a crucial component in the development of college students in educational institutions throughout the US.

Moreover, according to Kazanjian (2013), faith and spirituality have been closely associated with and identified as critical resilience factors. According to Brown (2020), it forms one of the supportive agents and participates in the wellbeing of students and their academic learning. Furthermore, Phillips (2000) stated that influential African Americans' identity is deeply entrenched in the spirituality derived from the African legacy. Spirituality during this period was mainly used to connect with other African Americans for survival during the slavery

period. Phillips (2000) provided two key facets that make the spirituality of African Americans significant. "One, faith and spirituality in African Americans are rooted in the pursuit of liberty from injustice during colonialism. The spirit continues to penetrate Black, even in the current world. Second, it reflects spirituality in every area of their life" (p. 221).

Furthermore, faith and spirituality are critical factors for resilience (Kazanjian, 2013). These aspects actively contribute to the wellbeing of students and their academic learning (Brown, 2020). Phillips (2000) highlighted the deep connection between influential African Americans' identity and spirituality rooted in the African legacy.

Historically, spirituality served as a means for African Americans to connect with one another for survival during the challenging period of slavery. This spirituality is multifaceted, with two key facets: first, faith and spirituality in African Americans have their roots in the pursuit of liberation from colonial injustice, and second, it permeates every aspect of their lives. (Phillips, 2000, p. 221)

Spirituality and religion remain crucial in the lives of most Black men. Dancy (2010) and Herndon (2003) defined spirituality as the process humans use to discover direction, meaning, and purpose with links to a supernatural God and establish a personal relationship with him as their creator. Herndon (2003) defined religion as organizational and institutional practices and rituals marked by attending worship places, reading a sacred text, and affiliation to a particular place of worship, such as a church, temple, or mosque. According to Dancy (2010), most Black men and women filter decisions through solid religious and spiritual convictions. In addition, the spirituality and religiosity among African Americans remain highly influenced by the shared perceptions held since the early days. Such perceptions include communalism, balance, harmony, cooperation, authenticity, and creativity. However, such perceptions constantly change over time.

According to Douglas (2012), change remains inevitable and a vital sign of progress. Religiosity and spirituality have stayed at the core of African Americans' social, economic, and political growth and development in the history of the US.

Moreover, religion and spirituality gave African Americans solace and distraction from the harsh and volatile society that hated, discriminated against, and prejudiced them based on color, origin, and culture. According to Herndon (2003), African Americans embrace religious values, the liberating power they offer, their dependence on a higher power, and the practical implementation of spiritual principles in their everyday activities. Various scholars have investigated the association between religiosity and spirituality with individuals from the African American community. Some authors, such as Patton and McClure (2009), noted the differences between religiosity and spirituality between Black American women and men. The study posits that spirituality remains crucial in helping women effortlessly fare through college life compared to men. Another survey by Herndon (2003) indicated that Black Americans are generally more inclined toward religion than their White colleagues. The study by Dancy (2010) claimed that spirituality and religiosity remain crucial to academic and professional outcomes, coping and persistence, and identity construction. These three highlighted benefits and life elements are essential to African American men who face challenges that may hinder their efforts to become socially, politically, and economically fulfilled.

Campus ministries and ministers remain crucial resources that help African Americans realize their spiritual connections with different religions. Fidler, Poster, and Strickland (1999) addressed the shortage of ministers on campuses and its impact on student development. Student ministers are highly encouraged to collaborate with students' affairs to address various issues associated with student developmental needs. First-year students remain at high risk of

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experiencing situations and exposure to the outside world away from their homes and communities, which may become hazardous to their development and educational outcomes. According to Fidler, Poster, and Strickland (1999), religion remains a significant influence on African American campus life since most colleges and universities were initiated to prepare young men for the ministry. Phillips (2018) claimed that spirituality has affected every facet of life since the African American founding fathers established a nation based on spiritual core values. In addition, colleges and universities had to roll out programs that would produce men who were spiritual, intellectual, and well-educated. In addition, the campus ministry must provide educational opportunities for these men since intellectual skills remain crucial in understanding scriptures, social problems, and student developmental needs.

Spirituality and religiosity remain crucial to academic and professional outcomes, coping and persistence, and identity construction (Chuku, 2014). However, students must become educated, persistent, and work to achieve identity to become spiritual. Spirituality thrives on a mutual relationship with academic and professional outcomes, coping and persistence, and identity construction. According to Chuku (2014), African American students face several stressors, such as harassment, racial discrimination, poor academic preparation, poor finance, a lack of higher education history in the family, and family troubles. Such stressors limit the student's ability to complete school. In addition, Chuku (2014) claimed that it leads to "low graduation rates, high dropout rates, longer stay in school" (Chuku, 2014, p. 34). Spiritually fulfilled students can become creative and devise ways to persevere through such issues. Christian schools are associated with virtues that young men attain when they study and spend a part of their lives there. According to Smith (2013), Catholic schools have achieved success in fostering discipline by creating a safe environment, curricular rigor, high moral standards, and a

spiritual atmosphere. In addition, the schools have nurtured students through study, prayer, and practices guided by the Church. The information from Smith (2013) supports the idea that schools can help students achieve deep spirituality when they become intellectual and prayerful. The Church and its ministries remain crucial in guiding male students to gain education and spirituality.

Campus ministries provide Black American males with academic and professional training that contributes toward achieving spirituality. According to Dancy (2010), "African American college students with higher levels of spiritual beliefs also had higher grade point averages (GPAs) and earned more academic honors." (Dancy, 2010, p. 341). Education has become a collection of methods, principles, educational templates, vocabulary, and practical skills. Paying attention to the spiritual dimension has become crucial among faculty and learners. They can learn and effectively interpret moral importance and educational self-efficacy in educational institutions. Spirituality has become an essential element in teaching that uses managerial and technical skills, argument, knowledge, values, and emotions. Achieving such skills requires individuals to accomplish a set of cognitions, skills, and tendencies that allow tutors to promote students' intellectual, social, emotional, physical, and spiritual growth. University professors and ministers with excellent spiritual development give a more comprehension of man and his aftermath in life. In addition, education remains crucial in developing spirituality when students understand educational concepts taught by spiritual professors and reinforce the analytical and argumentation methods of thought among learners. As a result, understanding various life experiences and outcomes allows students to focus on achieving spiritual satisfaction and sharing it with other students through school ministries (Dancy, 2010).

Learning the skills of coping and persistence contributes to achieving spiritual fulfillment. According to Dancy (2010), African Americans' coping strategies and problem-solving methods are highly correlated. Paredes-Collins (2011) associated spirituality with positive mental health and wellness effects. In addition, students with high college engagement, leadership, service involvement, and purposeful lives are linked to greater spirituality. Paredes-Collins (2011) asserted that results from previous research indicate that the educational aspect of schools has placed a placed a precluded focus on student development and spirituality. Such a preclusion can lead to adverse effects on a student's life. Schools should create an environment that promotes authenticity, identity, integrity, and spiritual growth. Campus ministries are essential in encouraging the school to continuously provide a quality education that enlightens students from a broader perspective. As a result, campus ministries act as mediators between the students and the school management (Paredes-Collins, 2011). They can relay information on the needs and improvements observed by students to ministers. Schools liaise with the ministers to develop policies contributing to educational and spiritual outcomes. Students become more aware of their mental and physical wellness, thus identifying their strengths and weaknesses. Such students can deal with issues through copying and persistence based on their problems. In addition, students can access ministries and ministers when they need guidance and counseling (Newman, 1995). According to Newman (1995), college education impacts a student's life's intellectual, social, and physical aspects. As a result, students solve pre-existing challenges while developing the solid spirituality needed to solve future issues.

College education enables students to identify and develop their identities. According to Newman (1995), students are faced with the challenge of deciding who they are and what they desire to become, searching for the inner meaning of their lives, and understanding life. As a

result, students suddenly face a life crisis that hinders their efforts to achieve projected academic outcomes. Campus ministries and ministers become crucial in helping students navigate past a life crisis that has consumed many dreams, resulting in high dropout rates. Campus ministries educate and enlighten the youth on ways to deal with challenges that may contribute to facing a life crisis during the first years. In addition, churches hold sessions that enable students to discover their identity, desires, and inner life meaning and answer difficult life questions. Students who join the ministries become key members who help others identify their identities and purpose in life. As a result, students become more conversant with their spiritual wellness, reducing dropouts and extended stays on campus. In addition, students become aware of the direction they desire to follow. They become more responsible and fulfilled, gaining confidence that boosts their academic and professional lives (Newman, 1995).

The Black Male's Academic Success

HBCUs have long contributed to increasing the number of people getting advanced education among African Americans. Historically, many HBCUs have been important institutions; academic achievement for Black male students at these schools has long been of concern. This discussion considers what factors have allowed Black male students to succeed academically.

For this reason, the historical and cultural context of this phenomenon must first be considered to understand why Black male students thrived at HBCUs. HBCUs rose when opportunities were not plentiful for African Americans to advance their education (Smith, 2023). This is a longstanding tradition among such institutions, providing an environment where Black male students can succeed academically and culturally (Brathwaite et al., 2021).

According to research, mentorship and student services are very important for Black male students' academic performance at HBCUs. Guiding, encouraging, and helping students feel like part of a community can help improve their studies (Johnson, 2020). HBCUs sometimes make mentoring programs, such as programming in campus ministry, a priority. In this way, Black male students can relate to faculty or older graduate alumni to create a network conducive to academic success. In addition, a cultural curriculum is another essential element in encouraging the academic achievement of Black males at HBCUs (Brathwaite et al., 2021). Because educational materials have always considered the life experiences and worldviews of Black males, students have thus been able to identify with them, therefore becoming more involved in their studies.

Success at HBCUs is due to numerous historical, cultural, and educational factors under healthy learning climates, where mentorship programs and culturally responsive curricula will raise the academic performance of Black males at HBCUs. As long as HBCUs return, these factors will remain vital to the successful education of Black male students from elementary school through college.

Summary

This chapter provided a comprehensive exploration of the empowerment of African American male college students at HBCUs. The multifaceted discussion delved into several interconnected aspects, highlighting the central role of HBCUs in nurturing the spiritual self-efficacy of these students. The chapter was organized around five main topics: the history of the Black Church, the office of campus ministry at HBCUs, African American students in college, the Black male college student, and the Black male's spiritual identity, self-efficacy, and student success at an HBCU.

The Office of Campus Ministry at HBCUs emerged as a critical aspect, providing a nurturing environment for African American male students. The literature revealed how campus ministries play a pivotal role in guiding students through their college experiences while fostering their spiritual, emotional, and academic wellbeing (Dancy, 2010). It emphasized the role of spirituality and faith in supporting academic achievements and the overall development of African American students, particularly at HBCUs.

African American students in higher education—whether at HBCUs or PWIs—encounter unique challenges and obstacles. The literature underlines the unique challenges and obstacles faced by these students in their academic journeys, underscoring the importance of acknowledging these disparities, and examines how HBCUs have traditionally offered more supportive and nurturing environments for African American students (Brooms, 2019; Nance, 2006).

This chapter provided a thorough examination of the unique challenges confronted by African American male students in higher education. Extensive results underscored substantial disparities in graduation rates when comparing African American males to their Hispanic and White peers. These disparities were closely scrutinized within the chapter, revealing a constellation of contributing factors, including diminished earning potential, higher susceptibility to incarceration, and a prevailing sense of a learning environment characterized by hostility (Harper & Harris, 2010).

The chapter also described the intricate dimensions of spiritual identity and its profound impact on the academic success of African American male students. It underscored the significance of spiritual self-efficacy, the students' belief in their capacity to succeed, as a pivotal factor in their educational journey (Harper & Harris, 2010). Moreover, the development of

leadership skills was recognized as an essential component that equips these students for success in both their academic and professional lives. It also addressed the profound impact of spiritual identity on African American male students' overall wellbeing and academic achievement (Harper & Harris, 2010).

This chapter culminated in a thorough understanding of the multifaceted dimensions essential to empowering African American male students at HBCUs. The chapter recognized the challenges they face in higher education, acknowledged the supportive role of HBCUs and underscored the significance of spiritual self-efficacy and success in their academic achievement. Addressing these dimensions was fundamental to promoting equitable opportunities and success for African American male students in higher education, fostering their empowerment and long-term achievements.

Chapter 3

Methodology

This chapter is a critical component of this research endeavor, as it delineates the systematic approach employed to investigate the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at Brotherhood University. The chapter describes the study's design, data-collection methods, and analysis procedures, ensuring a rigorous exploration of the research questions within the unique context of HBCUs. The study aimed to address the following research questions:

- RQ1: What roles does campus ministry have in supporting Black male students in their spiritual self-efficacy to achieve academic success at an HBCU?

- RQ2: How do Black male students perceive the influence of their spiritual self-efficacy on achieving academic success at an HBCU?

In line with the research questions guiding this investigation, the study employed a qualitative research design, specifically adopting a phenomenological approach. Phenomenology understands and describes the universal essence of a phenomenon (Creswell & Creswell, 2017). A phenomenological study focuses on examining the shared lived experiences of the target population. In this case, the phenomenon under scrutiny was the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at HBCUs.

To comprehensively explore the complex dimensions of campus ministry, the study used a combination of semi-structured interviews and surveys (Adeoye-Olatunde & Olenik, 2021). These instruments were designed to collect data on participants' engagement in campus ministry, spiritual identity, self-efficacy, and academic achievement. By employing qualitative data, the study sought a nuanced understanding of the intricate relationships between spirituality, self-

efficacy, campus ministry participation, academic success, and personal growth among Black male students.

This chapter unfolds in a structured manner to facilitate a clear understanding of the method. It begins by providing an explanation of the chosen research design, emphasizing the rationale behind adopting a phenomenological approach. The chapter then delineates the procedures for data collection, shedding light on the structured interviews and surveys administered to Black male students at HBCUs. Following the discussion on data collection, the chapter turns to data analysis methods. Braun and Clarke's (2006) thematic analysis approach was employed to identify recurrent themes and patterns within participants' narratives. This approach ensured a systematic exploration of the qualitative data, aligning with the study's exploratory objectives (Byrne, 2022). Ethical considerations were paramount in this research, and the chapter addresses these by detailing the measures taken to safeguard participants' rights and wellbeing. Informed consent was obtained from all the participants, and ethical approval was sought from the relevant institutional review board (IRB) or ethics committee. In summary, this chapter serves as a comprehensive guide to the method employed in this study. By providing transparency in the research process, it laid the groundwork for the subsequent chapters, where empirical findings were presented and discussed in existing literature.

Rationale for Design and Method

The selection of an appropriate research design and method was a critical decision that significantly shaped the trajectory of the academic investigation. In this study, a qualitative phenomenological research design was chosen to delve into the intricate dynamics of the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at Brotherhood University, an HBCU in the southeast of the US (Englander & Morley, 2023). This

section expounds on the rationale behind the adoption of this method, weaving in insights from relevant scholarly literature.

The adoption of a qualitative phenomenological approach was grounded in the research questions' inherent nature, which aimed to investigate the lived experiences, perceptions, and distinctive perspectives of Black male students actively participating in campus ministry programs. As articulated by Creswell and Creswell (2017), phenomenology excels in revealing the essence of human experiences, facilitating a detailed exploration of the phenomenon under scrutiny. Phenomenology offered a means for an examination of individuals' experiences, a crucial aspect for comprehending the intricate interplay between spirituality, self-efficacy, and academic success among Black male students (Byrne, 2022; Creswell & Creswell, 2017). The qualitative nature of phenomenology ensured an unrestricted disclosure of respondents' experiences, thoughts, and feelings, preserving the richness and individuality of their responses (Braun et al., 2022). This approach aligned with the study's aim to capture the contextual nuances of campus ministry experiences within the specific educational setting of HBCUs in the southeast of the US (Campbell, 2017; Creswell & Creswell, 2017).

Qualitative research methods, including phenomenology, provided a robust framework for organizing and interpreting data, aligning with the study's objective of unraveling intricate connections between spirituality, campus ministry involvement, and academic achievement among Black male students (Braun & Clarke, 2006; Creswell & Creswell, 2017). The interpretive nature of qualitative research allowed for a distinct understanding of the contextualized insights that emerged from the narratives of Black male students engaged in campus ministry (Campbell, 2017; Creswell & Creswell, 2017). The contextual specificity of Brotherhood University and HBCUs in the southeast of the US was especially relevant, making

the qualitative phenomenological approach a fitting choice. This aligned with the call for research acknowledging the unique characteristics of educational environments (Campbell, 2017; Creswell & Creswell, 2017). Phenomenology, as a qualitative approach, facilitated the exploration of diverse experiences within the specific context of the HBCU in the southeast of the US, recognizing potential variations in campus-ministry impacts on Black male students across different institutions (Braun et al., 2022; Creswell & Creswell, 2017).

In conclusion, the selection of the qualitative phenomenological approach was underpinned by its aptitude for providing a methodological lens that facilitated a systematic and thorough exploration of the intricate dynamics inherent in the phenomenon under investigation. This methodological choice was meticulously aligned with the specific research questions and objectives, ensuring a comprehensive and insightful examination of the lived experiences of the participants. The qualitative phenomenological approach, with its emphasis on revealing the essence of human experiences and preserving the richness of individual responses, was the most suitable framework for unraveling the multifaceted impact of campus ministry on the self-efficacy, spirituality, and academic success of Black male students at HBCUs in the southeast of the US.

Participants

Upon obtaining approval through the Institutional Review Board (IRB) process at Brotherhood University, the researcher sought participants for the study. A purposive and convenience sampling strategy was employed to ensure a diverse representation of experiences and perspectives (Creswell & Creswell, 2017). The research was convenience sampling because the researcher is employed at Brotherhood University in the office of campus ministry. Furthermore, the research involved purposive sampling because the researcher selected a specific

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group of participants for the study. Ten participants were selected based on the following characteristics:

- The participants were Black males currently enrolled at Brotherhood University.

- The participants were either current sophomores, juniors, or seniors.

- The participants were active members of the office of campus ministry.

- The participants had matriculated successfully from one classification to the next level in one academic year.

The researcher verified the eligibility of participation by asking the potential participants to present an unofficial transcript to the researcher to verify if the students were on track to matriculate to the next academic classification. All verified participants were asked to sign an informed consent form indicating their agreement to participate in the study. The participants were also informed that their participation was voluntary and that they had the right to withdraw from the study at any time without reprisals. The identity of all the participants was protected through using pseudonyms.

Assumptions and Biases

This research was underpinned by several assumptions that guided the study's scope, design, and interpretation of findings. Firstly, in alignment with the work of Creswell and Creswell (2017), it was assumed that participants would provide truthful and accurate responses during surveys and interviews, reflecting their genuine experiences and perspectives within campus ministry programs. This assumption was foundational to the qualitative phenomenological approach employed, which relied on the authenticity of participants' narratives to reveal the essence of their experiences (Sebele-Mpofu, 2020). Furthermore, an underlying assumption of this research was grounded in the belief that campus ministry

programs at HBCUs play a substantial role in the spiritual and academic development of Black male students. This assumption was critical in framing the study's focus on the impact of these programs on spiritual self-efficacy and academic success among Black male students. The study also operated under the assumption that the survey instrument employed for data collection possessed the required validity and reliability, conforming to established research principles and practices (Liu, 2022). This assumption was crucial for ensuring the trustworthiness of the collected data, contributing to the overall rigor of the research.

While the primary focus was on Black male students at Brotherhood University, it was assumed that the findings may have broader implications for understanding the impact of campus ministry on students in similar educational contexts beyond the immediate scope of this study, aligning with the sentiments of Campbell (2017) and Braun and Clarke (2006). Additionally, ethical guidelines and procedures, including informed consent and participant confidentiality, were assumed to be strictly followed throughout the research, safeguarding the wellbeing and rights of all the participants, in accordance with the principles outlined by Braun and Clarke (2006).

Despite these assumptions, it was essential to acknowledge the potential biases inherent in the research. Biases may emerge from the researcher's background, experiences, and perspectives. To mitigate biases, the study endeavored to adopt an open and reflexive stance, acknowledging the potential influence of the researcher on the research process. This approach aligned with the principles of transparency and self-awareness advocated by Braun and Clarke (2006) and Creswell and Creswell (2017), ensuring a rigorous and unbiased exploration of the impact of campus ministry on Black male students at HBCUs.

Site Selection

  The geographic scope of this study was intentionally limited to Brotherhood University, an HBCU in the southeast of the US. This deliberate selection aligned with the study's focus on the impact of campus ministry on Black male students within a specific regional and educational context. The choice of Brotherhood University as the research site was informed by the historical and cultural significance of this institution in providing educational opportunities for Black students (Gasman & Tudico, 2008).

  The selection of a university in the southeast of the US as the study area was influenced by the need to capture the contextual distinctions of campus ministry experiences within a distinct geographical region. This HBCU in this locale contributed to the rich tapestry of educational and cultural factors that shape the experiences of Black male students. This geographical specificity acknowledged the potential variations in campus-ministry impacts on students across different institutions, aligning with the call for research that recognizes the unique characteristics of educational environments (Campbell, 2017; Creswell & Creswell, 2017). A purposive sampling strategy was employed to ensure representation from Brotherhood University, thereby enhancing the study's external validity. This strategic approach to site selection allowed for a targeted exploration of campus-ministry impacts within the chosen geographic and educational context.

  It was essential to acknowledge the limitations of this site selection, as the findings may not be fully generalizable to Black male students at HBCUs in other regions or to students in types of institutions. However, the focused approach enabled an examination of the experiences within the defined parameters, contributing valuable insights to the specific context of the southeast US HBCUs. This site selection aligned with the study's overarching objective of

providing a nuanced understanding of the impact of campus ministry on the self-efficacy,

spirituality, and academic achievement of Black male students within the chosen geographic and

educational boundaries.

Interview Guide

The interview guide (Appendix B) for this study was meticulously crafted to serve as a

robust tool for exploring the profound impact of campus ministry on the spiritual self-efficacy

and academic success of Black male students enrolled at Brotherhood University, an HBCU in

the southeast of the US. Aligned with the qualitative phenomenological research design selected

for this investigation (Creswell & Creswell, 2017), the guide unfolded systematically to ensure

that the topics covered resonated with the study's objectives and research questions. Beginning

with a warm introduction to establish rapport, the interview guide emphasized the importance of

obtaining informed consent, emphasizing the voluntary nature of participation and the

confidentiality of responses. Demographic details were then collected to provide a contextual

backdrop to participants' narratives, including age, academic major, and year in school. This

introductory phase was informed by the need to create a comfortable environment and aligned

with ethical considerations outlined in the research design (Braun et al., 2022). Moving into the

substantive content, the participants were prompted to share their experiences with campus

ministry, exploring the nature and extent of their engagement and any specific activities or events

in which they have participated.

The method included one individual interview and one focus group session to collect data

from the participants. Each interview was conducted virtually via Zoom, lasting between 45 and

60 min, to accommodate participants' schedules and preferences. Given the potential for biases

resulting from the researcher's proximity to the participants, the interviews were facilitated by a third-party interviewer who was independent of the research team.

The individual interview provided a confidential space for participants to freely express their thoughts and experiences. Prior to the interview, the participants were provided with informed consent forms detailing the purpose of the study, confidentiality measures, and their rights as participants. The interview protocol (see Appendix B) was structured around Bandura's Self-efficacy Scale, encompassing four key categories identified by Bandura (2006): Mastery Experience, Vicarious Learning, Verbal Persuasion, and Emotional and Physiological States.

Drawing upon Bandura's framework, the participants were prompted to reflect on their experiences within campus ministry engagement. The interview questions (see Appendix B) were designed to elicit rich narratives and insights into participants' self-efficacy beliefs, exploring how their experiences in campus ministry have influenced their perceptions of their own abilities and the factors contributing to their self-efficacy. For instance, questions related to mastery experience inquired about specific instances where participants had overcome challenges or achieved success within their involvement in campus ministry activities. Vicarious learning questions focused on the role models or mentors they have encountered within the ministry and how observing their behaviors has influenced their own beliefs and behaviors. Verbal persuasion inquiries delved into the types of encouragement or feedback participants have received from others within the ministry and how those interactions have impacted their self-efficacy. Finally, questions regarding emotional and physiological states explored the emotional and physical responses participants have experienced in relation to their engagement in campus ministry and how those experiences have shaped their self-perceptions.

A third party conducted the interviews to prevent bias, as participants might have been too close with the researcher and may not have been honest in their responses. During these sessions, facilitated by an impartial third-party not affiliated with Brotherhood University's campus ministry or the researcher's work, participants were given the opportunity to share their thoughts and experiences. Throughout the interview, the third-party interviewer maintained a neutral stance, ensuring that participants felt comfortable expressing their thoughts and experiences without fear of judgment or repercussion. The interviewer employed active-listening techniques and probed for deeper insights when necessary, fostering a supportive and open dialog with the participants.

The data collected from the individual interviews was transcribed and analyzed using thematic analysis techniques informed by the methodologies outlined by Creswell and Creswell (2017) and Braun and Clarke (2006). This approach aimed to identify recurring patterns and themes related to participants' self-efficacy perceptions within campus ministry engagement.

Data Collection

The selection of data collection procedures in this study was drawn on the strengths of qualitative methods, which aimed to provide a comprehensive understanding of the impact of campus ministry on Black male students at Brotherhood University, an HBCU in the southeast of the US. Interviews, as outlined by Braun and Clark (2006), and Seidman (2013) offered a qualitative depth that allowed for an exploration of individual experiences, perceptions, and the intricate dynamics of spiritual self-efficacy and academic achievement. (Braun et al., 2022). The interview guide, meticulously developed and pilot-tested, aligned with the recommendations of Creswell and Creswell (2017), ensuring optimal clarity and effectiveness in eliciting nuanced

narratives from participants. Additionally, the interview guide was influenced by Bandura's self-efficacy instrument.

Bandura's self-efficacy instrument refers to a questionnaire or survey developed by Albert Bandura; a psychologist known for his work in social cognitive theory. Self-efficacy is the belief in one's ability to succeed in specific situations or accomplish a task. Bandura's self-efficacy instrument is designed to measure an individual's perceived self-efficacy across different domains (Beale, 2023). The instrument typically includes a set of statements or items related to various activities or situations, and individuals rate their confidence in their ability to perform those tasks on a scale. The responses are then analyzed to assess the individual's level of self-efficacy in different areas. The instrument has been widely used in research and clinical settings to assess and understand self-efficacy beliefs in individuals across different contexts. In this study, the instrument assessed the participants perceived spiritual self-efficacy and academic success (Beale, 2023). The researcher used the Bandura self-efficacy scale as the foundation to create the interview questions.

Complementing the qualitative insights from interviews, surveys were administered electronically to a broader sample of participants, adding a qualitative dimension to the study (Creswell & Creswell, 2017). This approach enabled the efficient collection of data on overarching trends and patterns related to spiritual self-efficacy and academic success among Black male students engaged in campus ministry. The use of validated scales in the survey instrument enhanced the reliability and validity of the quantitative data, adhering to established research principles (Alam, 2021).

The use of qualitative data collection methods aligned with the complexity of the research questions and the multifaceted nature of the phenomenon under investigation. This

methodological triangulation, as advocated by Braun and Clarke (2006), ensured a more robust and vigorous exploration of the impact of campus ministry on Black male students' spiritual self-efficacy and academic achievement at HBCUs. By employing this comprehensive approach, the study aimed to contribute a more complete understanding of the experiences and perspectives of Black male students engaged in campus ministry programs, ultimately enriching the existing body of knowledge on this subject.

Data Analysis

The data analysis procedures for this qualitative study on the impact of campus ministry on Black male students at Brotherhood University, an HBCU in the southeast of the US, involved a non-probability analysis, specifically using thematic analysis. Thematic analysis, as outlined by Braun and Clarke (2006), is a systematic method for identifying, analyzing, and reporting patterns (themes) within the data. This approach aligned with the phenomenological research design, which aimed to reveal the essence of the lived experiences and perspectives of Black male students engaged in campus ministry.

To facilitate the data analysis process, NVivo software was employed as a valuable tool. NVivo offers advanced capabilities for organizing, coding, and analyzing qualitative data, providing a systematic and efficient means of identifying recurring themes and patterns within the dataset (Alam, 2021). Using NVivo enhanced the rigor and transparency of the analysis, allowing for a more comprehensive exploration of the multifaceted impacts of campus ministry on self-efficacy, spirituality, and academic success. The tools and materials required for this data analysis process included a computer equipped with NVivo software. Using technology was integral to handling and interpreting the large volumes of qualitative data collected through interviews and surveys. Additionally, a Zoom account was used for virtual interviews, ensuring a

flexible and accessible platform for engaging with participants remotely, which was particularly

pertinent considering potential geographical constraints and the diverse locations of participants

within the southeast of the US.

Through the application of non-probability analysis and leveraging advanced qualitative

analysis tools such as NVivo, this research endeavored to unveil intricate patterns and themes

embedded within the collected data. This methodological approach was intricately designed to

provide a distinctive and comprehensive comprehension of how campus ministry influences the

spiritual self-efficacy and academic achievement of Black male students at Brotherhood

University, an HBCU in the southeast of the US. The deliberate combination of systematic

analysis procedures and using appropriate tools served as a robust strategy, enhancing the

reliability and validity of the study's findings. This alignment ensured that the research design

adhered to rigorous standards, fortifying the scholarly contribution of the investigation to the

broader discourse on campus ministry and its impact on student spiritual development.

Trustworthiness

To ensure the credibility of this qualitative study, purposive sampling was employed,

aligning with Creswell and Creswell's (2017) recommendation for enriching data depth. This

intentional participant selection focused on capturing diverse experiences within campus

ministry, contributing to the robustness of the findings. Additionally, member checking was

implemented to bolster credibility (Motulsky, 2021). By involving participants in the validation

of interpretations, this iterative process enhanced the accuracy and authenticity of the study's

outcomes.

The dependability of findings, addressing their stability over time, was safeguarded

through the establishment of a meticulous audit trail. This comprehensive documentation

transparently outlines decisions made at each stage of the research, facilitating not only a thorough understanding of the process but also potential replication, as advocated by Braun and Clarke (2006). This approach ensured a reliable foundation for the study's outcomes.

To address transferability and enhance the applicability of findings to other contexts, the study provides a detailed description of its context, the participants, and procedures. This transparency, following Creswell and Creswell's (2017) guidance, allows readers to assess the relevance of the study's findings to similar settings. By explicitly detailing the research context, the study aimed to contribute to a broader understanding of campus-ministry impacts on Black male students beyond a specific HBCU in the southeast of the US.

The practice of reflexivity was embedded in the research process to acknowledge and manage potential biases. Researchers maintained reflexive journals, documenting their perspectives, assumptions, and potential biases throughout the study. This self-awareness contributed to transparency and enables readers to consider the researchers' influence on the study outcomes, following Creswell and Creswell's (2017) guidance. This reflexive practice ensured that the researchers' subjectivity was recognized and considered in the interpretation of the study's findings.

To safeguard the data, the identifiers, keys, and collected materials were placed in password-protected or encrypted files, and each file was stored in a secure location. The data was kept for one year in the password-protected file and thereafter discarded. Only the researcher had knowledge of the password.

Limitations and Delimitations

This study, by design, incorporated specific delimitations and acknowledged inherent limitations that shaped the scope and generalizability of the research. Delimitations included the

intentional focus on HBCUs in the southeast of the US, a geographic boundary that provides a specific lens into the experiences of Black male students engaged in campus ministry (Brown, 2020). The deliberate exclusion of other educational settings, such as PWIs or international institutions, narrowed the study's context to HBCUs, emphasizing a targeted exploration of campus-ministry impacts within this unique environment (Brown, 2020).

The researcher's primary concentration on campus ministry programs at HBCUs served as a key delimitation. This deliberate choice, while central to the study's objectives, limited the exploration of alternative religious or spiritual avenues outside the confines of HBCUs, thus offering a focused yet bounded perspective on spirituality and leadership development (Reed & Neville, 2014). The study acknowledged this limitation, recognizing that the experiences of Black male students may be influenced by various spiritual or religious contexts beyond the scope of the investigation (Reed & Neville, 2014).

Practical constraints and resource limitations inherently affected the study's sample size of Black male students, introducing a limitation that may impact the generalizability of findings (Creswell & Creswell, 2017). Despite efforts to ensure diversity within the sample, it was acknowledged that the research outcomes may not fully represent the entire population of Black male students at HBCUs (Creswell & Creswell, 2017). The adoption of a cross-sectional research design introduced a temporal limitation. While capturing data at a single point in time facilitated efficient data collection, it restricted the study's ability to establish causality or observe long-term developmental trajectories (Motulsky, 2021). This limitation is inherent to the chosen design and was recognized as a constraint in the interpretation of the study's outcomes.

Summary

This chapter has laid the foundation for a thorough exploration of the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at Brotherhood University. The selection of a qualitative phenomenological research design was grounded in the need to reveal the essence of human experiences, which allowed for a rich and detailed exploration of the phenomenon under investigation (Creswell & Creswell, 2017). This approach aligned with the study's objective of understanding the complex interplay between spirituality, self-efficacy, and academic achievement among Black male students engaged in campus ministry programs (Braun & Clarke, 2006; Creswell & Creswell, 2017).

The qualitative phenomenological approach facilitated an exploration of individual experiences, preserving the richness and individuality of responses (Braun & Clarke, 2006; Creswell & Creswell, 2017). This depth was crucial for unraveling the nuanced connections between spirituality, campus ministry involvement, and personal development. The interpretive nature of qualitative research methods, including phenomenology, was expected to yield contextualized insights that contribute to a nuanced understanding of the impacts of campus ministry (Campbell, 2017; Creswell & Creswell, 2017).

The choice of this method was particularly relevant given the study's focus on Brotherhood University, which allowed for a context-specific exploration and acknowledged potential variations in campus-ministry impacts on Black male students across different institutions (Braun & Clarke, 2006; Creswell & Creswell, 2017). This research design aligned with the study's overarching goal of providing a comprehensive and insightful exploration of the lived experiences of Black male students, which ensured a methodologically sound and consistent investigation into the impact of campus ministry. The subsequent chapters build upon

this foundation, delving into the empirical findings and contributing to the existing body of

knowledge on campus ministry, spirituality, and student development.

Chapter 4

Findings

This chapter constitutes a pivotal phase in the qualitative research endeavor, underscored by the adoption of a phenomenological framework to highlight the influence of campus ministry on the spiritual self-efficacy and academic trajectories of Black male students at HBCUs. Rooted in the seminal works of Creswell and Creswell (2017), phenomenology emerged as a fitting methodological choice that sought to unearth the universal essence of the phenomenon by delving into the shared lived experiences of the target population. In this investigation, the intricate interplay between campus ministry involvement and the spiritual and academic dimensions of Black male student life within the unique environment of HBCUs was explored.

This chapter begins with a detailed description of the site, aiming to provide a nuanced exposition of the HBCU selected for scrutiny. By offering insights into its historical antecedents, institutional ethos, and socio-cultural contexts, a robust groundwork is laid for understanding the distinctive ecosystem where participants navigate their educational journeys. Following this contextual immersion, it assumes prominence, focusing on the individuals who are the focus of the inquiry. Here, comprehensive portraits of the participants are meticulously delineated, covering demographic particulars such as age, ethnicity or racial background, classification, major or area of study, extracurricular activities or organizations, living arrangements, first-generation college student status, region of origin, and religious denomination affiliation. Simultaneously, an exploration into their spiritual beliefs, practices, and experiences offers valuable insights into the interplay between cultural identities and academic pursuits. The next step involves discussing the findings. Through rigorous qualitative analysis, key themes and patterns are distilled from the narratives provided by participants. This allows for the unraveling

of the impact of campus ministry on the spiritual and academic spheres of Black male students at HBCUs. Finally, the chapter concludes with a reflective synthesis.

Site Description

The site selected for this study is Brotherhood University (BU), in southeastern Louisiana. Founded in the early twentieth century, Brotherhood University has a rich history of providing quality education primarily to African American students. As one of the nation's HBCUs, BU holds a prestigious position in higher education, offering a range of undergraduate and graduate programs across various disciplines.

Brotherhood University is known for its commitment to academic excellence, social justice, and community engagement. The university's mission emphasizes the development of future leaders who are equipped with the knowledge, skills, and values necessary to make positive contributions to society. With a diverse student body and faculty, BU fosters an inclusive and supportive learning environment where students can thrive academically, socially, and spiritually.

Situated in a vibrant city in southeastern Louisiana, Brotherhood University provides students with unique opportunities for cultural enrichment, community service, and professional development. The university's campus reflects the rich cultural heritage of the city, and students benefit from access to many cultural, artistic, and recreational activities. BU's commitment to holistic education extends beyond the classroom, with a strong emphasis on spiritual development and personal growth. The university's campus ministry plays a vital role in nurturing students' spiritual wellbeing and providing opportunities for worship, fellowship, and service. Consequently, Brotherhood University embodies the values and traditions of HBCUs,

offering a transformative educational experience rooted in academic excellence, social responsibility, and spiritual enrichment.

Collective Description of the Participants

The sample demographic includes a diverse cohort of 14 participants out of an initial 24, all of whom are actively enrolled at Brotherhood University. The age range of participants spans from 19 to 26 years, reflecting a sample primarily consisting of young adults in the early to mid-stages of their college years. Notably, the distribution of ages reveals a concentration in the younger segment, with a significant portion of the respondents aged 20 (29.2%) and 22 (20.8%), and a notable representation at ages 19 (25%) and 23 (4.2%; see Figure 1).

Figure 1

Participant Ages
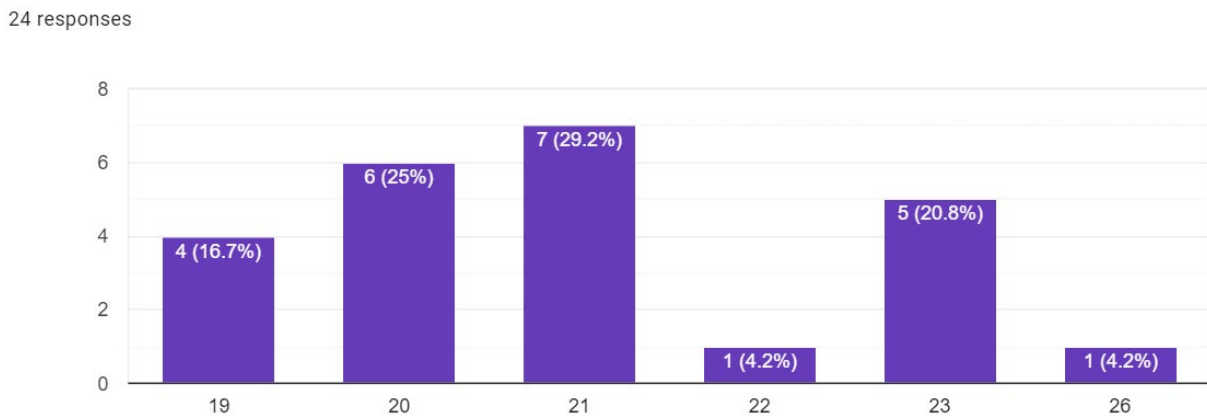
The study presents a homogeneous ethnic composition, with all the participants identifying as Black or African American, offering a detailed exploration of the experiences and viewpoints specific to this demographic within the distinctive environment of an HBCU.

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Academically, the participants range from sophomores to seniors, with seniors forming the slight majority (41.7%), followed by sophomores (33.3%), and juniors (25%; see Figure 2). This variety in academic standing provides valuable insights into the different stages of the collegiate journey, from the initial adaptation to college life through to the final preparations for graduation and future endeavors.

Figure 2

Class Rank Classification

24 responses
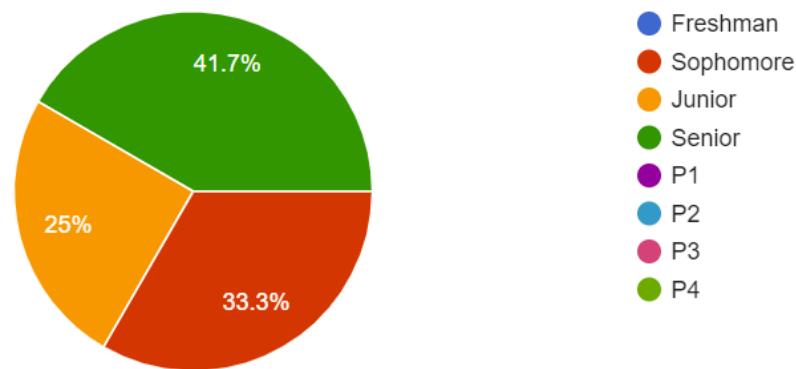
The academic pursuits of the participants showcase a broad spectrum of majors, with a significant leaning toward STEM (science, technology, engineering, and math) fields, which account for 45.8% of the chosen disciplines. Additionally, the study body engages in many other fields, including business (16.7%), political science (12.5%), and mass communication (8.3%), as well as areas like sociology, language, music, and liberal arts, each receiving comparatively less focus (see Figure 3). This wide-ranging selection of majors mirrors the diverse interests and

future career goals harbored by the participants. Beyond their academic endeavors, the participants display a rich involvement in extracurricular activities and organizations, highlighting a dynamic participation in campus life that extends well beyond the academic curriculum. Their interests span a diverse array, from participating in sports teams such as baseball, and track and field to engaging in academic and community service groups like history clubs and various service initiatives.

Figure 3

Area of Study

24 responses
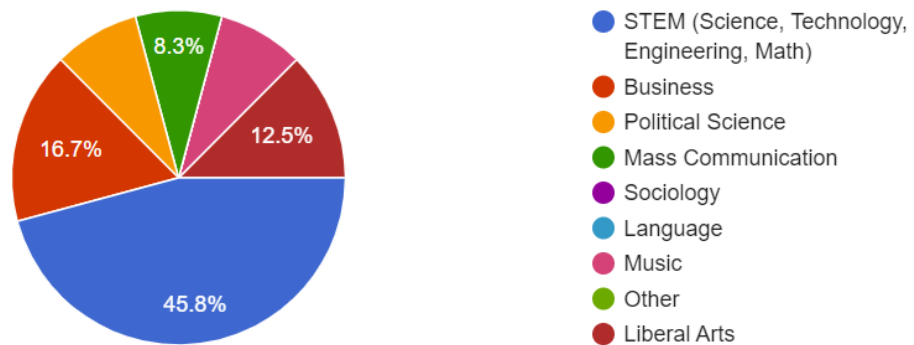
The living arrangements of the participants show a predominant trend toward residing off-campus without family, which encompasses 45.8% of the group, followed by those living on-campus (25%) and those living off-campus with a family member (16.7%). These living situations likely play a significant role in shaping the participants' daily routines, social interactions, and overall experience of college life, providing varied lenses through which independence, community involvement, and familial support are viewed. Moreover, a substantial

79.2% of the sample identify as first-generation college students, an important factor that highlights the distinct challenges and triumphs that accompany the journey through higher education without a familial precedent. This aspect of their identity not only underscores the resilience and determination they embody but also the obstacles they may encounter along their academic paths.

The participants in this study hail from a broad array of geographic locations, with a significant proportion originating from the South (45.8%), including distinct regions such as Louisiana, Mississippi, Missouri, and Texas. This wide-ranging geographic diversity contributes substantial depth to the analysis, bringing into play diverse cultural, social, and economic backgrounds that greatly enhance comprehension of the myriad experiences and viewpoints these students introduce into their college setting. In terms of religious denomination, a majority of the participants identify as Protestant (58.3%) and Non-Denominational (16.7%), while a smaller fraction is affiliated with other specific or unspecified religious denominations (see Figure 4). This diversity in religious beliefs and practices introduces an extra dimension of identity and engagement within their community, highlighting the complex layers that shape participants' interactions and experiences within their academic and social environments.

Figure 4

Religious Denomination Affiliation

24 responses
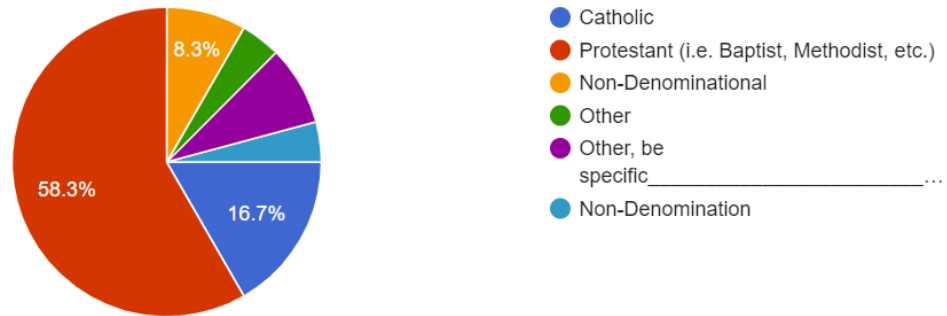
When prompted to evaluate their overall college experience on a scale from 1 to 10, most participants (58.3%) rendered high ratings, indicating a prevailing satisfaction with their educational journey to date. This positive feedback underscores the notion that, notwithstanding the variety of challenges and experiences encountered, the participants perceive significant value and fulfillment in their collegiate endeavors. Despite the modest size of the sample, consisting of 14 participants, it presents a substantial opportunity to delve into the complex experiences that define the academic paths of Black students at an HBCU, as detailed by Vasileiou et al. (2018). This exploration contributes to a deeper understanding of the factors that influence satisfaction and success within this unique educational context.

Participant Demographics

In this section, detailed profiles of individual participants involved in the study are provided, each representing a unique perspective and experience at HBCUs. These profiles offer insights into the diverse backgrounds, interests, and campus involvements of the participants,

highlighting the multifaceted nature of their engagement with campus ministry and its

intersection with their academic journeys. Each participant was assigned a pseudonym to protect

anonymity (see Table 1).

Table 1

Participant Demographics

Participant	Age	Class	Location	Religious Affiliation	Major	Campus Ministry Involvement
Dexter	20	Sophomore	DMV	Catholic	STEM	Knights of Peter Claver, Fraternity, Retreat Team, Gospel Choir
Bruno	21	Junior	South	Catholic	Business	Student Athlete (Cross Country), Lector, Eucharistic Minister, Coffee and Conversations, Collegiate 100
Felix	21	Senior	South	Protestant Baptist	Music	Finals Prayer Service Planning Team, Musician for Sunday Night ALIVE, Coffee and Conversations
Milo	19	Sophomore	Midwest	Protestant	Political Science	SAPHE, Coffee and Conversations, Office Assistant, Men of Xavier
Theo	21	Senior	South	Non-Denominational	Political Science	Collegiate 100, Coffee and Conversations
Leo	21	Senior	South	Protestant	STEM	Coffee and Conversations, Collegiate 100, Finals Prayer Service
Oscar	19	Sophomore	Midwest	Protestant	STEM	Collegiate 100, Coffee and Conversations, Finals Prayer Service, Sunday Night ALIVE

Max	21	Junior	South	Non-Denominational	Mass Communication	Coffee and Conversations, Student Athlete (Baseball), Magnificent Male
Finn	20	Junior	South	Protestant	Business	Student Athlete (Basketball), Sunday Night ALIVE, Final Prayer Service
Jasper	23	Senior	South	Protestant	STEM	Collegiate 100, Psychology Club, Sunday Night ALIVE, Gospel Choir
Hugo	23	Senior	South	Apostolic	STEM	Collegiate 100, Bible Study, Student Athlete (Baseball), Finals Prayer Service, Sunday Night ALIVE
Gus	22	Junior	South	Protestant	STEM	Collegiate 100, Pre-dental Club, Coffee and Conversations, Final Prayer Service, Sunday Night ALIVE

Results

The examination of findings in this study employed a multifaceted approach, incorporating individual interviews and a focus group discussion (Vasileiou et al., 2018). Through these qualitative methods, a rich tapestry of insights and experiences emerged, providing a nuanced understanding of the impact of campus ministry on the spiritual self-efficacy and academic dimensions of Black male students at an HBCU. Individual interviews served as a platform for participants to share personal narratives and perspectives, facilitating an exploration of their lived experiences (Creswell & Creswell, 2017). Additionally, the focus group discussion fostered collective dialog and elucidated shared themes and experiences among participants (Vasileiou et al., 2018). Thematic analysis was employed as the primary

methodological framework to analyze the data collected from interviews and the focus group (Braun & Clarke, 2006). This involved systematically coding and categorizing the data to identify recurring patterns, themes, and concepts using NVivo software (Braun & Clarke, 2006). Thematic analysis facilitated the organization and interpretation of the qualitative data, enabling the identification of key insights and findings relevant to the research questions posed in this study. Through this rigorous analytical process, the study aimed to reveal meaningful insights into the intersection of campus ministry, spiritual self-efficacy, and academic success among Black male students at HBCUs.

Transitioning to the discussion of the main themes identified in the interviews, it is crucial to delve into the findings derived from the data collected. These findings illuminate various aspects of the participants' experiences and highlight the transformative impact of campus ministry on the spiritual development and wellbeing of Black male students at Brotherhood University. Through the narratives shared in individual interviews, all the participants articulated enigmatic experiences of spiritual growth and self-discovery catalyzed by their engagement with campus ministry initiatives.

In examining the roles of campus ministry in supporting Black male students at HBCUs and their perceptions of spiritual self-efficacy's influence on academic success (encompassing both RQ_1 and RQ_2), the interviews reveal multifaceted themes (see Appendix D) illustrating the boundless impact of campus ministry. This chapter dissects these themes, drawing upon participants' narratives and reflections on their engagement with campus ministry initiatives. Moving forward, each of these themes will be explored in depth to gain a comprehensive understanding of the roles and impact of campus ministry on the lives of Black male students at HBCUs.

Emergent Themes

The study was framed by two primary research inquiries: RQ_1 seeks to discern the

contributions of campus ministry in bolstering the spiritual self-efficacy of Black male students

toward attaining academic success within an HBCU context, while RQ_2 endeavors to explore the

subjective perceptions of Black male students regarding the impact of their spiritual self-efficacy

on academic achievement within the same setting. Through a thematic analysis of the collected

data, a comprehensive understanding of the intricate interplay among campus ministry

engagement, spiritual self-efficacy, and academic success among Black male students emerged.

Regarding RQ_1, themes such as "Engagement with Campus Ministry" and "Safe Space and

Mentorship" illuminate the pivotal role played by campus ministry in fostering a nurturing

environment conducive to spiritual growth and mentorship, thereby facilitating holistic

development among students. Furthermore, themes such as "Spiritual Self-Efficacy Definition

and Impact" and "Impact on Academic Success" are directly pertinent to RQ_2, elucidating the

nuanced perspectives of students regarding the significance of spiritual self-efficacy in shaping

their academic trajectories. These identified themes collectively underscore the multifaceted

nature of the relationship between campus ministry engagement, spiritual self-efficacy, and

academic attainment among Black male students within the HBCU setting.

Emergent Themes Aligned with RQ₁

RQ_1: What roles do campus ministry have in supporting Black male students in their

spiritual self-efficacy to achieve academic success at an HBCU?

Engagement with Campus Ministry. Engagement with campus ministry emerged as a

prominent theme in the interviews, reflecting the multifaceted ways Black male students at

Brotherhood University actively participate in these organizations. This theme resonates with

existing literature on the role of campus ministry in fostering spiritual development and community engagement among college students (Astin & Astin, 2016). The participants showcased varying levels of involvement, from assuming leadership positions to participating in regular activities. Max's remark about his increasing involvement echoes the findings of Astin and Astin (2016), who suggest that increased participation in campus ministry activities can positively impact students' spiritual growth and wellbeing. Milo's upcoming role as an usher for a prayer service underscores the participatory nature of campus ministry, providing students with opportunities to contribute meaningfully to spiritual events and gatherings. Dexter's engagement as treasurer for both the Gospel choir and the Knights of Peter Claver highlights the diverse range of activities encompassed within campus ministry, catering to students' interests and talents. Theo's leadership role in the Collegiate 100, an organization focused on mentorship and leadership development for African American college students, aligns with the literature highlighting campus ministry as a platform for leadership development and mentorship (Cress & Donahue, 2011). Furthermore, Felix's mention of "coffee and conversation" sessions underscores the supportive and communal nature of campus ministry activities, providing students with a space for both academic and spiritual growth (Park & Bowman, 2014). These quotes not only illustrate the diverse array of activities and roles within campus ministry but also highlight their potential to contribute to students' holistic development, in line with the literature on the subject (see Table 2).

Table 2

Engagement with Campus Ministry

Participant	Quote
Max	I'm starting to get more involved…
Milo	I will actually be the usher for our final prayer service…
Dexter	I serve as the treasurer for the gospel choir…
Theo	I like to call myself a campus ministry assistant…
Bruno	Participation in 'coffee and conversation' provides academic and spiritual support.
Finn	I try to stay involved in campus ministry activities…
Jasper	Discussed scriptures with the pastor…

Note: This table presents examples of participant engagement with campus ministry activities. Students described various levels of engagement and personal benefits from campus ministry activities.

Safe Space and Mentorship. Campus ministry emerged as a pivotal source of mentorship and a haven for spiritual growth and personal development among Black male students at Brotherhood University. The participants consistently emphasized the supportive and nurturing environment fostered by campus ministry initiatives, echoing these spaces as sanctuaries within the college landscape. This finding resonates with existing literature highlighting the role of campus ministry in providing mentorship and guidance to students navigating the challenges of higher education (Brown, 2019). For instance, Max articulated, "It always feels like a place of mentorship for everybody," underscoring the inclusive and supportive nature of campus ministry. Leo echoed this sentiment, acknowledging the guidance received from the campus interfaith chaplain and indicating the significant impact of mentorship within these religious communities (McKinney, 2017). Additionally, Jasper described campus

ministry as "providing a safe space for exploration," aligning with research suggesting that such

spaces encourage students to explore and develop their spiritual identities (Yancey, 2020). These

findings highlight the critical role of campus ministry in providing mentorship and fostering a

sense of belonging and support among Black male students, contributing to their spiritual self-

efficacy and academic success (see Table 3).

Table 3

Safe Space and Mentorship

Participant	Quote
Max	It always feels like a place of mentorship for everybody.
Leo	Interfaith Chaplain…has given me advice along my career at BU.
Jasper	Discussed scriptures with the pastor…providing a safe space for exploration.
Felix	Campus ministry…helped him to realize that he needed to restructure his life.
Oscar	Campus ministry provided a safe space for Black male students to grow.

Note: Campus ministry is highlighted as a mentorship source and a safe space for spiritual

growth.

Emergent Themes Aligned with RQ$_2$

RQ$_2$: How do Black male students perceive the influence of their spiritual self-efficacy on

achieving academic success at an HBCU?

Spiritual Self-Efficacy: Definition and Impact. The exploration of spiritual self-

efficacy revealed a sense of empowerment and agency among Black male students at

Brotherhood University. The participants articulated their understanding of spiritual self-efficacy

as the ability to cultivate a deep and meaningful relationship with a higher power, which serves as a guiding force in their lives. This concept aligns with Bandura's (2006) theory of self-efficacy, which posits that individuals' beliefs in their ability to control their outcomes play a crucial role in shaping their behaviors and experiences. Max expressed, "Being in tune with a higher power…gives you a sense of direction," highlighting the transformative role of spirituality in providing clarity and purpose. Similarly, Theo described spiritual self-efficacy as "how you view your relationship with God," emphasizing the personal nature of this construct and its significance in shaping individuals' perceptions and behaviors (Walker, 2019). Oscar further underscored the impact of spiritual self-efficacy on academic performance, stating, "Prayer positively impacted my academic performance." This sentiment is consistent with research suggesting that spiritual beliefs and practices contribute to students' academic success by instilling a sense of purpose and motivation (Kubicek, 2018). Overall, the findings underscore the importance of spiritual self-efficacy in fostering resilience, wellbeing, and academic achievement among Black male students at HBCUs (see Table 4)

Table 4

Spiritual Self-Efficacy: Definition and Impact

Participant	Quote
Max	I feel like is being in tune with a higher power…
Theo	Spiritual self-efficacy is how you view your relationship with God…
Dexter	It's about being able to put your pride aside and actually motivating yourself to have a relationship with God.
Oscar	Spiritual self-efficacy is crucial for academic success as it helps students hold themselves to a higher standard…

Note: Exploring spiritual self-efficacy's meaning and its influence on life and academics.

Common Beliefs and Patterns. The theme of *Common Beliefs and Patterns* emerged in understanding the intersection of spirituality and academic success within campus ministry. The participants' narratives revealed prevalent spiritual practices and academic strategies that underscore the significance of spiritual self-efficacy in shaping their educational journeys. Max's reflection on the centrality of prayer and personal responsibility resonates with findings from previous research, which suggests that prayer serves as a coping mechanism and source of resilience for Black students in higher education (Pryce et al., 2017). Gus's observation regarding the tendency of Black men to tackle challenges independently aligns with literature highlighting the importance of self-reliance and self-determination in navigating academic obstacles among minority students (Harper, 2010). Moreover, Dexter's insight into the positive correlation between engagement in spiritual activities and academic performance corroborates studies indicating that students who prioritize spiritual beliefs tend to exhibit higher levels of academic motivation and achievement (Coleman, 2016). Theo's acknowledgment of the disconnect between academic success and spiritual engagement underscores the need for further exploration into how Black male students reconcile these domains to foster holistic development and success (Smith et al., 2018). Through the lens of the literature review, it becomes evident that the common beliefs and patterns identified among participants align with broader trends observed in the academic literature on Black students' experiences in higher education (see Table 5).

Table 5

Common Beliefs and Patterns

Participant	Quote
Max	Prayer is big…dealing with stuff [ourselves] is a pattern.
Gus	Many Black men…deal with things by themselves.
Theo	They don't correlate being good in school with their relationship with God.
Dexter	Students engaged in spiritual activities…tend to perform better academically.

Note: Highlights common spiritual practices and academic strategies among students.

Impact on Academic Success. The theme of *Impact on Academic Success* relates to the multifaceted relationship between spiritual self-efficacy and students' academic achievements. The participants' reflections underscore the influence of spiritual beliefs and practices on their educational pursuits. Max's assertion that alignment with a higher power leads to righteous conduct and, consequently, academic success resonates with research suggesting that spirituality provides students with a sense of purpose and direction, positively impacting their academic outcomes (Pryce et al., 2017). Milo's recognition of prayer services as instrumental in his academic journey echoes findings indicating that engagement in religious activities fosters resilience and coping mechanisms, ultimately enhancing students' academic performance (Coleman, 2016). Bruno's emphasis on prioritizing spiritual beliefs aligns with studies highlighting the role of spirituality in promoting academic motivation and goal attainment among college students (Yoon et al., 2018). Moreover, Oscar's acknowledgment of the positive impact of spiritual self-efficacy, such as prayer, on his academic performance corroborates literature suggesting that students who perceive themselves as spiritually efficacious are more likely to

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demonstrate higher levels of academic engagement and persistence (Smith et al., 2018; see Table 6).

Table 6

Impact on Academic Success

Participant	Quote
Max	When you're with God, you're going to start doing things the right way.
Milo	Prayer services are key supports for academic success.
Bruno	Prioritizing spiritual beliefs and practices can positively impact academic success.
Oscar	Spiritual self-efficacy such as prayer positively impacted my academic performance.

Note: Spiritual self-efficacy's role in enhancing academic performance.

Challenges and Temptations. The theme of *Challenges and Temptations* highlights the obstacles and pressures that Black male students face in their spiritual and academic journeys. The participants' narratives highlight the pervasive influence of external factors and societal expectations on their experiences. Max's acknowledgment of the prevalent temptations to deviate from moral principles resonates with research emphasizing the impact of environmental factors on students' decision-making processes and moral development (Jones & Abelman, 2019). Dexter's recognition of the challenge of surrounding oneself with the right influences reflects findings indicating the significance of peer support and social networks in fostering resilience and positive outcomes among college students (Santor et al., 2015). Felix's articulation of the pressure to constantly prove oneself academically and spiritually underscores the intersectionality of race and gender dynamics, which contribute to heightened stress and

performance expectations among Black male students in higher education (Harper, 2012). These

insights align with existing literature highlighting the unique challenges faced by Black male

students in navigating their academic and spiritual identities within the collegiate context (see

Table 7).

Table 7

Challenges and Temptations

Participant	Quote
Max	There's many temptations to do things that you know we're not supposed to do.
Dexter	Choosing to surround yourself with the correct people is a big challenge.
Felix	Black male students often feel pressure to constantly prove themselves academically and spiritually.
Jasper	Black male students face challenges due to stereotypes.

Note: Discusses the challenges and temptations detracting students from their paths.

In the interviews, the participants imparted diverse perspectives and narratives,

illuminating the multifaceted nature of their collegiate experiences. A discernible array of

overarching themes emerged, offering deep insights into the intricate interplay of spirituality,

academic achievement, and campus ministry engagement at HBCUs.

A pivotal theme that permeated these discussions was the transformative influence

wielded by campus ministry upon students' spiritual maturation and overall wellbeing. The

participants delineated varying degrees of involvement in campus ministry endeavors,

emphasizing the manifold roles and initiatives contributing to their spiritual development.

Whether assuming positions within choirs or taking up leadership roles, the participants

underscored the pivotal role of campus ministry as a haven for mentorship and communal support, facilitating the exploration of faith and the receipt of guidance from peers and clerical figures alike. This thematic strand underscores the infinite significance of campus ministry in fostering a sense of belonging and communal cohesion among Black male students, serving as a conduit for personal, academic, and spiritual enrichment.

Associated with the infinite impact of campus ministry, the participants expounded upon the salience of spiritual self-efficacy in influencing academic attainment. Through practices such as prayer, introspection, and scriptural engagement, students articulate how their spiritual beliefs engender motivation, guidance, and a sense of purpose within their academic pursuits. This theme underscores the interconnected nature of spirituality and scholastic accomplishment, suggesting that a robust spiritual foundation exerts a positive influence on students' attitudes, behaviors, and academic outcomes.

However, juxtaposed against the enriching experiences facilitated by campus ministry and the affirmative influence of spiritual self-efficacy, the participants navigated a gamut of challenges and temptations throughout their journeys. From contending with societal expectations to confronting stereotypes and academic pressures, the participants delineated the intricate realities of reconciling their spiritual and academic identities within the academic setting. This theme accentuates the exigency for culturally attuned support mechanisms and interventions to redress the systemic impediments impeding the holistic development and triumph of Black male students. Consequently, the collective elucidation of these themes underscores the pivotal role of campus ministry as a catalyzing force for spiritual and academic maturation among Black male students at HBCUs. Figure 5 provides a visual representation of

the themes identified in the study through individual interviews, illustrating the percentage

weight of each theme as derived from the qualitative analysis.

Figure 5

Identified Interview Themes, Weighted by Prevalence

Emphasis on Themes from Interview Analysis
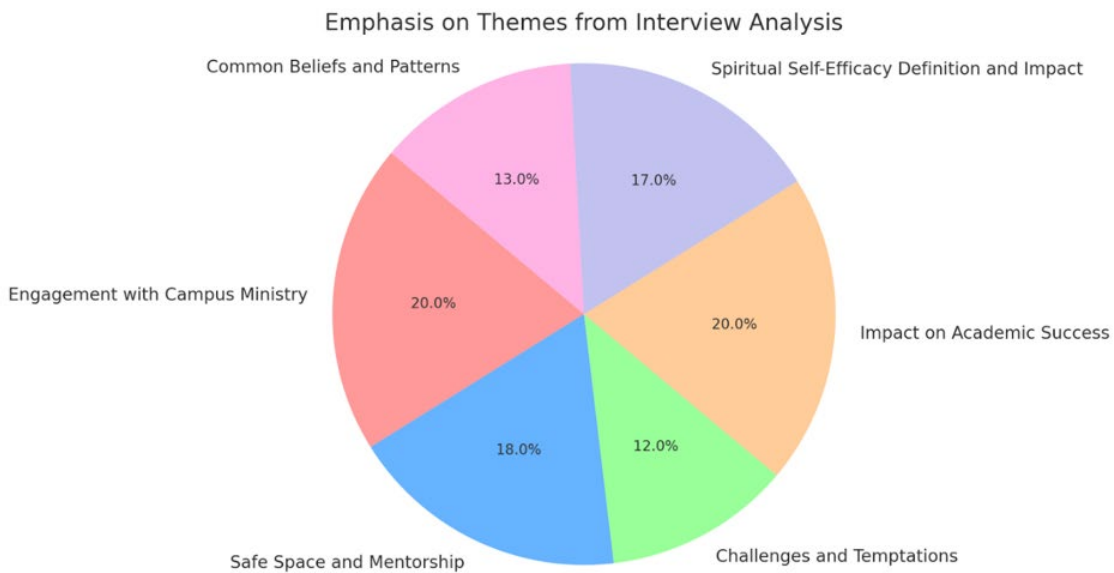
Emergent Themes from Focus Group

　　　Transitioning from the elucidation of themes gleaned from individual interviews, the

present analysis focuses on delving into the insights gathered from the focus group discussion. In

this forum, respondents could discuss, exchange, and answer questions given to them while

deliberating and expounding on discussed themes and different discussions. This focus group

brought out more themes and expanded the subtlety resident in the experiences of Black male

students within the HBCU. These themes will now be discussed in detail. Figure 6 provides a

visual representation of each theme's prevalence among the narratives and perceptions of participants, highlighting the relative importance and frequency of themes related to the spiritual and academic trajectory of Black males.

Figure 6

Identified Focus Themes, Weighted by Prevalence
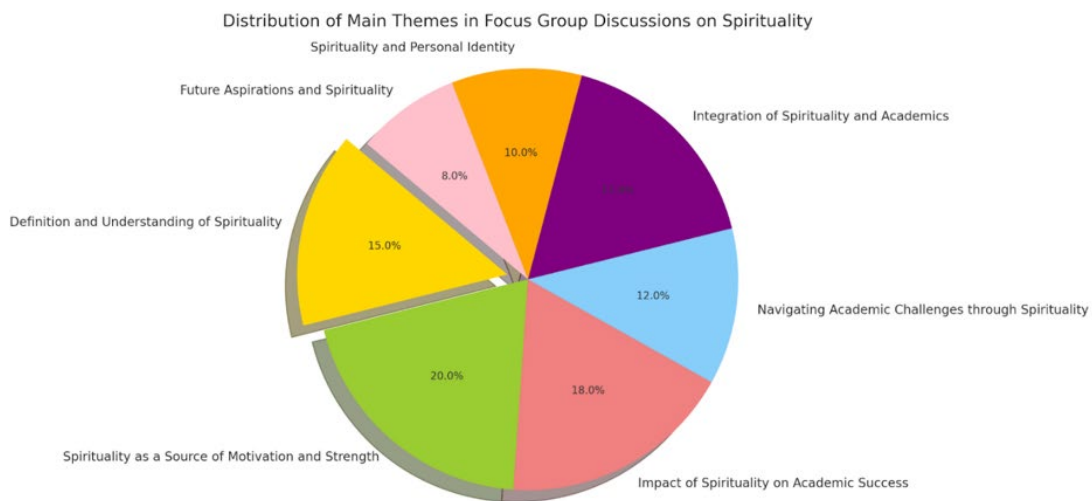
Definition and Understanding of Spirituality. The theme of *Definition and Understanding of Spirituality* delves into how Black male students at the HBCU conceptualize and articulate spirituality in their lives. This theme encapsulates various sub-themes that illuminate participants' perceptions of spirituality, its connection to a higher power, and its significance in shaping their identities and worldview. The participants commonly described spirituality as a deeply personal relationship with Jesus or a higher power, underscoring its deep influence on all aspects of their lives. This understanding aligns with existing literature

highlighting spirituality as a central aspect of identity and meaning making among Black

individuals (Levin, Chatters & Taylor, 2005).

One sub-theme, *Connection to Higher Power*, emphasizes participants' belief in the

transcendent nature of spirituality and its embodiment in their relationship with God. Through

quotes such as "Describing spirituality…is really describing your connection to Jesus" and "God

is Spirit…to know spirit is to know the manifest image of Jesus Christ," participants articulate a

deep-seated connection with the divine that shapes their sense of purpose and direction. This

resonates with literature highlighting spirituality as a source of transcendence and guidance,

providing individuals with a framework for understanding their place in the world (Pargament,

2007).

Another sub-theme, *Identity and Spirituality*, underscores the integral role of spirituality

in shaping participants' sense of self and identity. The participants expressed how their spiritual

beliefs inform their understanding of themselves and their place in the world. Quotes such as

"We were formed in an image and likeness of God…everything about us goes back to him" and

"It all starts in a place of identity" highlight the foundational nature of spirituality in shaping

personal identity. This aligns with literature emphasizing spirituality as a core component of

identity formation among Black individuals, influencing how they perceive themselves and

interact with others (Mattis & Jagers, 2001).

Overall, the theme of *Definition and Understanding of Spirituality* highlights the nuanced

ways Black male students at the HBCU conceptualize and engage with spirituality. Their

perspectives underscore the deeply personal and transformative nature of spirituality,

highlighting its role as a guiding force in navigating life's challenges and shaping their academic

and personal journeys. These findings contribute to the existing literature on spirituality among

Black individuals, providing valuable insights into the multifaceted ways spirituality intersects

with identity, meaning making, and wellbeing (see Table 8).

Table 8

Definition and Understanding of Spirituality

Sub-Themes	Description	Quotes
Connection to Higher Power	Spirituality is defined by a personal relationship with Jesus or a higher power, influencing all life aspects.	Describing spirituality…is really describing your connection to Jesus.
		God is Spirit…to know spirit is to know the manifest image of Jesus Christ.
Identity and Spirituality	The participants see their spiritual identity as foundational to navigating life and academic pursuits.	We were formed in an image and likeness of God…everything about us goes back to him.
		It all starts in a place of identity.

Spirituality as a Source of Motivation and Strength. The theme *Spirituality as a*

Source of Motivation and Strength highlights the impact of spiritual beliefs on the academic and

personal lives of Black male students at the HBCU. This theme encompasses various sub-themes

that elucidate how the participants draw strength and motivation from their spiritual convictions

to navigate challenges and pursue their goals. The participants frequently highlighted how their

spiritual beliefs provide them with the resilience and determination needed to overcome

obstacles and persevere in the face of adversity.

One prominent sub-theme is *Motivation from Spiritual Beliefs*, which underscores how

the participants derive motivation and courage from their spiritual convictions. Quotes such as

"It just gives you the strength and the courage to constantly go on" and "Spirituality helps me strive to be a better person every day" highlight the empowering nature of spirituality in instilling a sense of purpose and direction. This aligns with literature emphasizing spirituality as a source of intrinsic motivation, providing individuals with a sense of meaning and purpose that fuels their endeavors (Ryan & Deci, 2000).

Another sub-theme, *Renewed Confidence*, emphasizes the role of spirituality in fostering a renewed sense of confidence and self-assurance among participants. Quotes such as "Just having a relationship with God gives you a renewed sense of confidence" and "Having that connection…can really be beneficial in all aspects of your life" underscore how the participants' spiritual beliefs bolster their self-esteem and belief in their capabilities. This resonates with literature highlighting spirituality as a source of self-affirmation and confidence, enabling individuals to face challenges with greater resilience and determination (Emmons & Paloutzian, 2003).

Overall, this theme highlights the transformative power of spiritual beliefs in empowering Black male students to overcome obstacles and pursue their academic and personal aspirations. By drawing on their spiritual convictions, the participants found the inner strength and resilience needed to navigate life's challenges and strive for excellence. These findings contribute to the existing literature on spirituality and wellbeing, underscoring the importance of spiritual resources in promoting resilience and thriving among Black individuals in educational settings (see Table 9).

Table 9

Spirituality as a Source of Motivation and Strength

Sub-Themes	Description	Quotes
Motivation from Spiritual Beliefs	Spiritual beliefs provide motivation and courage to face life and academic challenges.	It just gives you the strength and the courage to constantly go on.
		Spirituality helps me strive to be a better person every day.
Renewed Confidence	A connection with a higher power instills a renewed sense of confidence in academic abilities.	Just having a relationship with God gives you a renewed sense of confidence.
		Having that connection…can really be beneficial in all aspects of your life.

Impact of Spirituality on Academic Success. Within the focus group discussions, the participants provided insights into the influence of spirituality on their academic performance, emphasizing its significance in shaping their educational experiences at HBCUs. One aspect highlighted was the perception of spirituality as a motivating force in academic pursuits. The participants described how their spiritual beliefs and practices instilled a sense of purpose and drive, encouraging them to strive for excellence in their studies. For instance, one participant remarked, "Spirituality helps me strive to be a better person every day," indicating a direct link between their spiritual convictions and their academic aspirations.

Furthermore, the participants discussed the role of spirituality in providing resilience amid academic challenges. They shared experiences of turning to prayer and spiritual practices during times of academic stress, finding solace and strength in their faith. This resilience, fostered by spirituality, enabled them to navigate academic setbacks with a sense of assurance

and determination. As one participant articulated, "God wouldn't put me in a situation that I'm not prepared for," reflecting a belief in divine guidance and support during academic trials. Additionally, the sense of community and support offered by spiritual practices emerged as a significant factor contributing to academic success. The participants spoke of finding a supportive network within campus ministry settings where they could seek encouragement and assistance in their academic endeavors. This communal support served as a source of motivation and empowerment, bolstering their confidence and commitment to academic excellence.

These insights align with existing literature emphasizing the positive impact of spirituality on academic outcomes among college students (Astuto et al., 2002). The findings from the focus group underscore the multifaceted ways spirituality influences academic success, including motivation, resilience, and community support. By acknowledging the integral role of spirituality in their educational journeys, the participants highlighted the holistic nature of student development within HBCU settings (see Table 10).

Table 10

Impact of Spirituality and Academic Success

Sub-Themes	Description	Quotes
Positive Influence on Academic Performance	Spirituality, through practices like prayer and attending spiritual services, positively impacts academic performance.	My spiritual connection influenced my academic performance…making me feel more intentional.
		Prayer and Bible helped with…academic success.
Community Support	Spiritual practices offer a sense of community that supports academic endeavors.	I always feel a sense of community…it's like I've found my village.
		Finals prayer service…always feel a sense of community.

Navigating Academic Challenges through Spirituality. In the focus group discussions, the participants elaborated on how spirituality serves as a guiding framework for navigating academic challenges encountered during their college journey at HBCUs. This theme encompasses various sub-themes that highlight how spirituality influences their approach to academic difficulties. Firstly, the participants described the role of prayer and spiritual connection as essential tools for overcoming academic challenges. Prayer was cited to seeking guidance and clarity before exams or when facing academic hurdles. For example, one participant shared, "Before every exam, I pray. … I ask Him to give me a clear mind," indicating a reliance on prayer as a source of support during academic assessments.

The participants also highlighted spiritual resilience, emphasizing their belief in divine providence and their ability to endure academic setbacks through their faith. They expressed confidence in their capacity to overcome challenges, trusting in the belief that their struggles were part of a larger plan orchestrated by a higher power. As one participant articulated, "Even though the situation is looking really difficult…I'm not in any situation that I'm not already ready for," reflecting a sense of spiritual fortitude in the face of adversity.

The integration of spiritual practices into academic routines emerged as another key aspect of navigating academic challenges through spirituality. The participants discussed incorporating prayer, meditation, and other spiritual disciplines into their study habits, viewing these practices as integral to maintaining balance and focus amid academic pressures. By integrating spirituality into their academic routines, the participants found a sense of grounding and purpose, which facilitated their ability to navigate academic difficulties with resilience and determination.

These findings resonate with existing literature highlighting the role of spirituality in coping with stress and adversity among college students (Seybold, 2007). The focus group data aligns with previous research, illustrating how spiritual practices such as prayer and meditation provide students with coping mechanisms to navigate academic challenges effectively. By drawing on their spiritual beliefs and practices, the participants demonstrated a holistic approach to academic success that integrates faith with learning, resilience, and personal growth (see Table 11).

Table 11

Navigating Academic Challenges through Spirituality

Sub-Themes	Description	Quotes
Prayer and Academic Challenges	Prayer and spiritual connection are tools for navigating academic difficulties.	Before every exam, I pray…I ask Him to give me a clear mind.
		I pray for…the strength to stay focused in school.
Spiritual Resilience	Spirituality fosters resilience in facing academic setbacks or challenges.	God wouldn't put me in a situation that I'm not prepared for.
		Even though the situation is looking really difficult…I'm not in any situation that I'm not already ready for.

Integration of Spirituality and Academics. The participants articulated the significance of integrating spirituality into their academic pursuits, emphasizing how spiritual practices enhance their academic performance and overall wellbeing. This theme encompasses several sub-themes that elucidate how spirituality informs and enriches their academic experiences. Firstly, the participants shared insights into how they incorporate spiritual practices such as

prayer, meditation, and scripture study into their daily academic routines. These practices serve not only as tools for academic success but also as sources of comfort and inspiration. For instance, one participant mentioned, "Integrating prayer into my study habits…helps maintain balance," highlighting the role of prayer in fostering a sense of equilibrium amid academic demands.

The participants also discussed the alignment of their spiritual values and beliefs with their academic goals, emphasizing the importance of pursuing academic endeavors in harmony with their faith. By aligning their academic aspirations with their spiritual principles, the participants found increased motivation and purpose in their studies. As one participant stated, "Aligning my spiritual values with academic goals has improved motivation," underscoring the interconnectedness of spirituality and academic pursuits.

The integration of spirituality and academics also extends to participants' approaches to problem-solving and decision-making. The participants described seeking guidance and wisdom from their spiritual beliefs when faced with academic challenges or dilemmas. By drawing on their faith, the participants felt empowered to make ethical and purpose-driven choices in their academic endeavors. One participant expressed, "Asking God for strength…to get through whatever battles," highlighting the reliance on spiritual resources for navigating academic obstacles.

These findings resonate with existing literature emphasizing the positive impact of spiritual integration on academic success and personal development (Astin et al., 2002). The focus group data aligns with previous research, illustrating how the integration of spirituality into academic life fosters resilience, motivation, and a sense of purpose among college students. By embracing spirituality as an integral aspect of their academic journey, the participants

demonstrate a holistic approach to learning that encompasses intellectual, emotional, and spiritual dimensions (see Table 12).

Table 12

Integration of Spirituality with Academics

Sub-Themes	Description	Quotes
Spiritual Practices in Academic Routines	Integrating prayer, meditation, and other spiritual practices into study routines enhances academic performance and maintains balance.	Integrating prayer into my study habits…helps maintain balance.
		Asking God for strength…to get through whatever battles.
Alignment of Spiritual and Academic Goals	Aligning spiritual values with academic aspirations enhances motivation and perseverance.	Aligning my spiritual values with academic goals has improved motivation.
		Spiritual goals and academic goals…line up.

Spirituality and Personal Identity. Within discussions, the participants offered insights into the intersection of spirituality and personal identity, highlighting how their spiritual beliefs and practices shape their sense of self and influence their academic pursuits. This theme encompasses various sub-themes that illuminate how spirituality informs participants' understanding of themselves and their place in the world. The participants shared perspectives on how their spiritual beliefs contribute to their sense of purpose and accountability, emphasizing the foundational role of spirituality in shaping their identities. For instance, one participant remarked, "Our spiritual beliefs contribute…by providing a sense of purpose and accountability," underscoring the boundless impact of spirituality on personal growth and development.

Moreover, the participants discussed how their spiritual beliefs serve as guiding principles that inform their decisions and actions in academic and personal spheres. By grounding themselves in their faith, the participants felt empowered to navigate life's challenges and pursue their academic goals with confidence and conviction. As one participant articulated, "When we live our lives for our own pleasures…we begin to fall into patterns that don't lead us to salvation," highlighting the transformative power of spirituality in guiding ethical and purposeful behavior.

This data aligns with existing literature that emphasizes the role of spirituality in shaping personal identity and fostering a sense of meaning and belonging (Park, 2005). The participants' reflections echo results indicating that spirituality provides individuals with a framework for understanding their place in the world and navigating life's complexities (Pargament, 2002). By integrating spiritual principles into their self-concept, the participants demonstrate a holistic approach to identity formation that encompasses spiritual, moral, and existential dimensions.

The participants also discussed their future aspirations and how their spiritual beliefs serve as guiding forces in shaping their academic and career pursuits. By anchoring their aspirations in their faith, the participants expressed a sense of confidence and purpose in pursuing their academic and professional goals. As one participant expressed, "He will lead me on the path that leads to him, and I will follow…no matter how much it costs me," highlighting the deep influence of spirituality on future aspirations and life trajectories.

Overall, the group discussions underscore the interconnectedness of spirituality and personal identity, highlighting how spiritual beliefs and practices shape individuals' understanding of themselves and their aspirations. These findings contribute to a deeper understanding of the role of spirituality in fostering personal growth, resilience, and purpose

among college students, aligning with existing literature on spirituality and identity development (see Table 13).

Table 13

Spirituality and Personal Identity

Sub-Themes	Description	Quotes
Purpose and Accountability	Spirituality provides a sense of purpose and accountability, influencing personal and academic growth.	Our spiritual beliefs contribute…by providing a sense of purpose and accountability.
		When we live our lives for our own pleasures…we begin to fall into patterns that don't lead us to salvation.

Future Aspirations and Spirituality. The participants shared insights into how spirituality serves as a guiding force in shaping their future aspirations and endeavors. This singular subtheme underscores the pivotal role of spiritual beliefs in providing direction and purpose in participants' academic and career pursuits. The participants expressed a deep conviction that their spiritual beliefs serve as guiding principles that direct their path toward their desired futures. For instance, one participant articulated, "He will lead me on the path that leads to him, and I will follow…no matter the cost," highlighting their unwavering trust and faith in a higher power to navigate their journey ahead. Another participant emphasized their rootedness in Jesus, stating, "I know I am rooted in Jesus…seeking His faith daily," underscoring the foundational role of spirituality in shaping their identity and values as they strive toward their goals.

This subtheme resonates with existing literature on spirituality and future orientation, which suggests that individuals who are spiritually engaged tend to exhibit greater clarity, purpose, and resilience in pursuing their aspirations (Kim & Esquivel, 2011). The participants' reflections underscore the transformative power of spirituality in providing a sense of meaning, direction, and guidance in life (Emmons & Paloutzian, 2003). Overall, this subtheme alludes to how spirituality informs participants' future aspirations and trajectories. It highlights the significant role of spiritual beliefs in providing individuals with a sense of purpose, direction, and faith as they navigate their academic and career pathways. These insights contribute to a deeper understanding of the interplay between spirituality and future orientation among college students, enriching the discourse on spirituality's influence on personal and professional development (see Table 14).

Table 14

Future Aspirations and Spirituality

Sub-Themes	Description	Quotes
Guiding Force for the Future	The participants envision their spiritual beliefs as a guiding force in their future academic and career pursuits.	He will lead me on the path that leads to him, and I will follow…no matter how much it costs me.
		I know I am rooted in Jesus…seeking His faith daily.

The thematic analysis of the focus group discussions has provided valuable insights into the intricate relationship between spirituality and the academic and personal lives of Black male students at HBCUs. Through rich and nuanced conversations, the participants articulated the multifaceted ways spirituality shapes their identities, motivations, and aspirations. The themes

identified underscored the profound impact of spirituality as a source of strength, resilience, and guidance, particularly in navigating academic challenges and shaping future aspirations. The participants emphasized the integral role of spirituality in fostering a sense of purpose, belonging, and accountability, contributing to their holistic development as individuals. These findings align with existing literature on the positive influence of spirituality on wellbeing, resilience, and future orientation among college students. Overall, the thematic analysis of the focus group discussions highlights the significance of spirituality in the lives of Black male students at HBCUs, emphasizing its pivotal role in shaping their academic journeys and future trajectories.

Figure 7

Interconnectedness of Themes and Research Questions
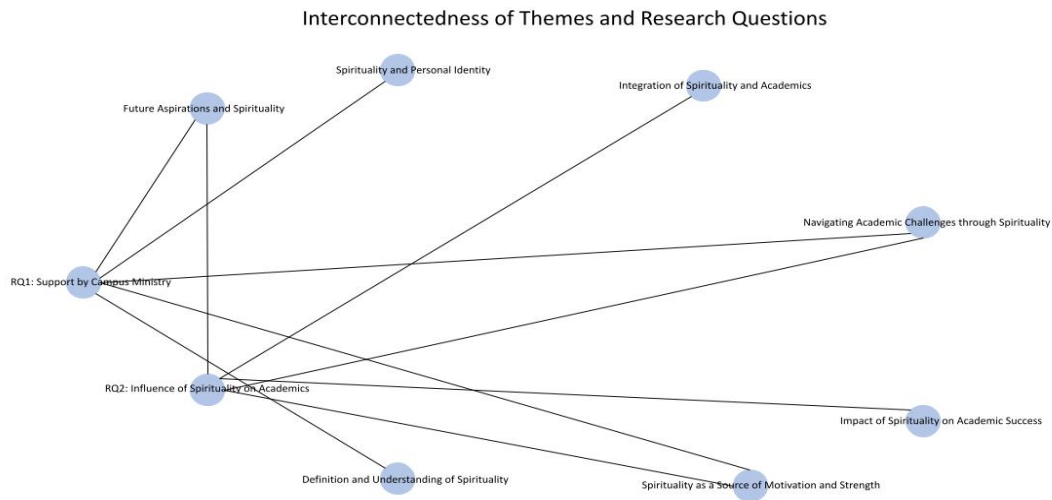
Summary

The analysis presented in this chapter has systematically explored the spiritual self-efficacy and academic trajectories of Black male students at HBCUs, grounded in a qualitative

phenomenological approach. The findings draw from a rich dataset comprising individual interviews and focus group discussions, revealing critical themes that underscore the intricate relationship between spirituality, campus ministry engagement, and academic outcomes.

Key themes emerged from the data, demonstrating the pivotal role of spirituality and campus ministry in providing motivation, strength, community support, and resilience against academic challenges. The data illustrates how engagement with campus ministry activities not only fosters spiritual growth and identity formation but also supports academic success through the creation of a supportive community and mentorship environment. This environment acts as a buffer against the challenges and temptations that Black male students face, enabling them to navigate their academic and spiritual journeys more effectively.

The integration of spirituality into academics is a recurrent theme, highlighting how spiritual practices are woven into the fabric of students' academic routines, enhancing their performance, and providing a balanced approach to their studies. Spirituality emerges as a foundational element that influences students' personal identity, guiding their academic aspirations and future goals. It serves as a source of intrinsic motivation, resilience in the face of adversity, and a guiding force for future aspirations, underscoring its significance in shaping both the academic and personal dimensions of students' lives.

Furthermore, the data reflects the nuanced understanding of spirituality among participants, defining it as a deeply personal relationship with a higher power that influences all aspects of life, including academic pursuits. Spirituality is articulated as a key component of personal identity and a motivational force that propels students toward academic achievement and personal growth.

In synthesizing these themes, the chapter highlights the profound impact of spirituality and campus ministry on the educational experiences of Black male students at HBCUs. The findings highlight the multifaceted ways spiritual self-efficacy, supported by campus ministry activities, contributes to academic success and personal development. This study provides valuable insights into the supportive mechanisms that underpin the holistic educational experience of Black male students, emphasizing the need for educational institutions to recognize and support the spiritual dimensions of student life as integral to their overall success and wellbeing.

Chapter 5

Discussion

This final chapter synthesizes the investigation focused on understanding the impact of campus ministry on the spiritual self-efficacy and academic success of Black male students at HBCUs, directly aligning with the formulated research questions. The study sought to explore the role campus ministry plays in supporting these students in their spiritual self-efficacy to achieve academic success at an HBCU (RQ1), and how Black male students perceive the influence of their spiritual self-efficacy on achieving academic success at an HBCU (RQ2). The study was grounded in a qualitative phenomenological framework that aimed to understand and interpret students' experiences and outcomes within the unique context of HBCUs.

The results, derived from interviews and a focus group discussion, provided rich insights into how spiritual self-efficacy and campus ministry serve as pivotal elements in supporting academic success among Black male students. These elements are not only crucial for the students' immediate academic achievements but also play a significant role in their overall wellbeing and future aspirations.

This chapter is designed to provide a comprehensive conclusion to the study, simultaneously paving the way for future research and practical applications. It revisits the key findings of the study and connects them with existing literature to either confirm or challenge prior understandings, aiming to place the study's results within the broader academic discourse on spirituality, campus ministry, and the experiences of Black male students at HBCUs. Following this analysis, the chapter proposes practical recommendations for HBCU policymakers, administrators, and educators to bolster support for students' spiritual and academic pathways based on the outcomes of the study. It also outlines potential directions for

future research to further examine and expand upon the findings presented. Additionally, this section probes into the implications of the study, discussing how its insights and recommendations could inform policy and practice at HBCUs and in broader educational contexts. The study's limitations are acknowledged, and future areas of research are identified, aiming to build a foundation for further exploration and application of the findings in the field of higher education. The chapter culminates in a summary of the study's contributions to understanding the significance of spirituality and campus ministry in the lives of Black male students at HBCUs, reflecting on the wider implications of these findings for improving the spiritual self-efficacy, educational experiences, and academic outcomes of these students. Overall, this chapter seeks to encapsulate the essence of the study's contributions, offering actionable insights and promoting ongoing dialog on the pivotal roles of spirituality and campus ministry in higher education.

Discussion of Results

The findings from this study provide insights into the roles of campus ministry in supporting Black male students at HBCUs (RQ_1) and how these students perceive the influence of their spiritual self-efficacy on their academic success (RQ_2). Through qualitative analysis, several key themes were identified, offering a well-defined understanding of the intersection between spiritual self-efficacy, campus ministry engagement, and academic achievement.

The themes expounded upon in Chapter 4, delineating campus ministry as a supportive framework, underscore the pivotal role that campus ministry assumes in fostering an environment conducive to both spiritual growth and academic attainment among Black male students at HBCUs. This observation is substantiated by a comprehensive understanding of the profound impact of spiritual development on students' overall wellbeing and scholastic success.

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These findings resonate with prior scholarship, particularly Gasman (2007) and Gasman and Commodore (2011), which accentuate the indispensable role of HBCUs in nurturing the academic, personal, and social advancement of Black students through campus ministry initiatives.

Furthermore, campus ministry initiatives at HBCUs, typified by institutions such as Brotherhood University, are posited as indispensable for cultivating a robust sense of community and belonging among students. This communal ethos assumes paramount significance for the holistic development of Black male students, thus reinforcing the broader academic narrative concerning the positive correlation between spiritual engagement and student outcomes. The communal aspect of campus ministry, as delineated in the study, echoes the significance of such engagement in assuaging feelings of isolation and fostering a positive collegiate experience, essential for sustaining academic motivation and perseverance, which resonates with extant research, including Palmer et al. (2011).

The study accentuates the integrative role of campus ministry in academic achievement, suggesting that these initiatives not only fulfill students' spiritual needs but also closely align with their academic aspirations and challenges. This assertion finds consonance in the emphasis placed on the positive impact of spiritual self-efficacy on academic performance, wherein engagement in campus ministry correlates with heightened levels of resilience and academic success. Moreover, the imperative of recognizing and investing in campus ministry as a comprehensive support system at HBCUs, as underscored by seminal works such as Constantine et al. (2006) and Herndon (2003), is underscored by the findings. These findings underscore the multifaceted benefits of spiritual engagement in academic contexts, suggesting that campus

ministry initiatives constitute a potent model for enhancing student engagement, retention, and success in higher education settings, particularly for Black male students at HBCUs.

In exploring spiritual self-efficacy and academic success, the study reveals a distinct relationship between students' spiritual beliefs, their self-perception of these beliefs as sources of strength, and the consequent impact on their academic performance. This dynamic is particularly pronounced among Black male students at HBCUs, where spiritual self-efficacy transcends being a mere personal attribute to emerge as a pivotal element in their academic and personal development journey. This theme, intricately interwoven with the insights gleaned from the literature review, underscores the complex role of spirituality in enhancing educational outcomes for Black male students within the distinctive environment of HBCUs.

The historical and cultural significance of the Black Church, as elucidated in the literature review, situates spirituality at the core of the African American educational experience, particularly within the HBCU setting. The scholarship of Dancy (2010) and Herndon (2003) accentuates the profound role of spirituality in shaping the identities and fortifying the resilience of African American students. This spiritual foundation serves as a compass to navigate academic pressures and broader life challenges, echoing the emphasis on spiritual self-efficacy evident in this research. The seamless integration of spirituality into the fabric of HBCUs mirrors the insights into how spiritual self-efficacy fuels academic motivation and perseverance, highlighting the organic fusion of spirituality with the academic and social fabric of these institutions.

Additionally, the application of Bandura's self-efficacy theory offers a theoretical lens to further scrutinize the results. Bandura (1994) posits that self-efficacy influences an individual's motivation, effort, and persistence in overcoming challenges. When applied to spiritual self-

efficacy, it becomes evident that a belief in one's spiritual capabilities significantly enhances a student's academic resilience and success. It's crucial to recognize the intersectionality of identities and experiences. Bandura's theory allows for the consideration of multiple sources of self-efficacy, including spiritual self-efficacy, alongside other factors such as racial identity, socioeconomic status, and educational experiences. Understanding how these intersecting factors influence Black male college students' self-efficacy can inform interventions and support mechanisms tailored to their unique needs. This theoretical perspective bolsters the conclusion that spiritual self-efficacy is a pivotal determinant of academic achievement among Black male students at HBCUs. The literature review also corroborates the assertion that spiritual self-efficacy, nurtured within the supportive and culturally affirming environment of HBCUs, plays a pivotal role in empowering students to navigate and surmount academic challenges.

The intricate interplay between spirituality, self-efficacy, and academic performance among Black male students at HBCUs underscores the indispensable role of spiritual beliefs in fostering academic motivation, resilience, and success. This comprehensive exploration advocates for the acknowledgment and nurturing of the spiritual dimensions of students' lives as integral to their academic and personal development at HBCUs. Furthermore, the convergence of these findings with existing literature reaffirms the dynamic synergy between spirituality and education, thereby validating the theoretical and practical significance of this study in informing future research and educational practice.

Expanding upon this theoretical framework, it is essential to recognize the ways spiritual self-efficacy interacts with various dimensions of students' lives, including their academic pursuits, personal development, and social integration. Bandura's Self-Efficacy Theory provides a robust framework for understanding how individuals' beliefs in their spiritual capabilities

influence their motivation, persistence, and ultimately, their success in academic endeavors. Moreover, integrating concepts from the Black Church tradition and African American spirituality offers a culturally relevant lens through which to examine the unique experiences of Black male students at HBCUs and the role of spirituality in their academic journey. By embracing a holistic approach that acknowledges the interconnectedness of spiritual, academic, and social domains, educators and policymakers can better support the holistic development and success of Black male students at HBCUs.

Recommendations for Policy, Practice, and Future Research

Given the findings and discussions presented in this study, several recommendations can be proposed for policy, practice, and future research to enhance the support and wellbeing of Black male students at HBCUs. Firstly, policymakers should recognize and prioritize the role of campus ministry in supporting the academic success and personal development of Black male students at HBCUs (Gasman, 2007; Gasman & Commodore, 2011). Formal acknowledgment of campus ministry's significance can be reflected in institutional policies that allocate resources and institutional support to strengthen and expand campus ministry initiatives. Moreover, educational policies at HBCUs should integrate spiritual support into institutional frameworks for student success, formalizing partnerships between academic departments and campus ministry programs to ensure holistic student development.

In terms of practice, HBCUs should invest in enhancing the quality and scope of campus ministry programs to address the diverse spiritual and developmental needs of Black male students (Saunders & Nable, 2018). This investment should include initiatives aimed at bolstering students' self-efficacy beliefs, particularly in the spiritual domain, as research suggests that individuals with higher levels of self-efficacy are more likely to engage actively in spiritual

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activities and derive greater benefits from them (Bandura, 1994). This may involve expanding mentorship opportunities, offering tailored counseling services, and organizing spiritual retreats and workshops. Additionally, HBCUs should foster inclusive campus environments that celebrate diverse spiritual traditions and beliefs, ensuring that campus ministry programs are accessible and welcoming to students of all backgrounds (Brown, 2019; Jeremie-Brink, 2018). Cultivating such inclusive environments is crucial for promoting a sense of belonging and community among Black male students.

In terms of future research directions, longitudinal studies are needed to explore the long-term effects of campus ministry engagement on Black male students' academic achievement and post-graduation outcomes (Constantine et al., 2006). Comparative analyses across types of institutions can elucidate the unique contributions of campus ministry to Black male students' success and wellbeing. Moreover, intersectional approaches should be adopted to examine how factors such as gender, socioeconomic status, and sexual orientation intersect with spirituality and campus ministry engagement among Black male students. By implementing these recommendations, stakeholders can contribute to the continued enhancement of campus ministry programs and support systems at HBCUs, thereby fostering holistic student development and success.

Implications for Policy, Practice, and Future Research

The implications drawn from this study hold significant relevance for informing policy, practice, and future research endeavors within higher education, particularly concerning HBCUs. First and foremost, the findings underscore the critical importance of integrating spiritual support mechanisms within the institutional frameworks of HBCUs to enhance the spiritual self-efficacy and academic success of Black male students. Policymakers and administrators at HBCUs

should prioritize the establishment of dedicated offices or departments for spiritual and pastoral care, alongside existing student support services, to cater specifically to the spiritual needs of Black male students. Additionally, there is a pressing need for collaborative efforts among campus ministries, academic departments, and student affairs offices to ensure a holistic approach to student support, fostering an environment conducive to both spiritual growth and academic attainment.

Moreover, practitioners and administrators at HBCUs should recognize the multifaceted benefits of spiritual engagement in academic contexts and strive to incorporate spiritual elements into existing student programs and initiatives. This may involve organizing workshops, seminars, and peer support groups focused on promoting spiritual self-efficacy, resilience, and academic success among Black male students. Furthermore, ongoing assessment and evaluation of these programs are essential to gauge their effectiveness and make necessary adjustments to meet the evolving needs of students.

However, it is crucial to acknowledge the limitations of this study, which may inform future research endeavors. Firstly, the study's findings are based on qualitative analysis and may not be generalizable to all HBCUs or other demographic groups. Future research should employ quantitative methods to corroborate these findings across a broader sample population. Additionally, the study primarily focuses on Black male students' perspectives, thus limiting the exploration of other demographic groups' experiences at HBCUs. Future studies should adopt an intersectional approach to examine how spiritual support mechanisms intersect with race, gender, and other identity factors to shape students' experiences and outcomes at HBCUs. Overall, by addressing these limitations and building upon the insights gleaned from this study, future

research can further contribute to enhancing the support systems and educational experiences of Black male students at HBCUs.

Conclusion

In conclusion, this study has investigated the intricate relationship between campus ministry, spiritual self-efficacy, and the academic success of Black male students at HBCUs. Through qualitative inquiry and analysis, the research has revealed rich insights into how campus ministry initiatives serve as vital support systems, fostering spiritual growth and self-efficacy, academic achievement, and personal development among these students. The findings reaffirm the profound influence of spirituality on educational outcomes, echoing the historical and cultural significance of the Black church within the African American community.

By examining the roles of campus ministry in supporting spiritual self-efficacy and academic success, this study has contributed to a deeper understanding of the holistic experiences of Black male students at HBCUs. The integration of theoretical frameworks such as Bandura's Self-Efficacy Theory has provided valuable insights into the mechanisms through which spirituality influences academic motivation and resilience. Moreover, the study's alignment with existing literature underscores the consistency of findings across different contexts and highlights the transferability of these outcomes to other HBCUs and similar demographic groups.

The implications drawn from this research hold significant implications for policy, practice, and future research within higher education, particularly at HBCUs. Recommendations for policymakers, administrators, and practitioners emphasize the need to prioritize and integrate spiritual support mechanisms within institutional frameworks, ensuring holistic student development and success. Furthermore, future research directions underscore the importance of

longitudinal studies and intersectional approaches to further explore the long-term effects of campus ministry engagement and the intersection of spirituality with other identity factors.

Overall, this study serves as a testament to the transformative power of spirituality and campus ministry in enhancing the educational experiences and outcomes of Black male students at HBCUs. By recognizing and nurturing the spiritual dimensions of students' lives, institutions can strive toward fostering inclusive and supportive environments that empower students to thrive academically, personally, and spiritually. Through continued collaboration, research, and practice, stakeholders can work toward realizing the full potential of HBCUs as beacons of academic excellence, community engagement, and spiritual growth for generations to come.

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Campus Ministry and Spiritual Self-efficacy: A Phenomenological Study of Academic

Achievement Among Black Male Students at an HBCU

PURPOSE OF THE STUDY

The purpose of this qualitative phenomenological study is to examine and analyze the influence

of campus ministry programs on spiritual self-efficacy and academic success among Black male

students at an HBCU. This study will investigate the role of campus ministry in enhancing

spiritual self-efficacy and fostering academic achievement among Black male students at an

HBCU. This study will involve the collection of research materials, the outcome of which will be

used toward the completion of a doctoral degree for Mitchell Jerome Stevens in educational

leadership from Xavier University of Louisiana.

STUDY PROCEDURES

This study will employ qualitative methods, specifically one semi-structured open-ended

interview per participant and one follow-up focus group session, to obtain an understanding of

the experiences of Black male student's spiritual self-efficacy in achieving academic success at a specific HBCU in southeastern Louisiana.

1. Each participant will review and sign the Informed Consent Form agreement document to participate in this research study.
2. Each participant will submit an unofficial transcript to determine if the student is on track to matriculate to the next academic level.
3. Each participant will be provided with a list of the interview questions for review.
4. One 45–60-minute zoom interview session will be scheduled with each participant.
5. Each participant will complete Demographic Profile via Google Form Link.
6. Each participant will provide oral permission to be recorded during the Zoom interview session.
7. Each participant will provide oral permission to be recorded during the focus group session.
8. All participants will participate in one follow-up 45–60-minute focus group session, at a mutually agreed upon time.
9. End of participation by participants.

BENEFITS

We hope the results obtained from this study will increase awareness of campus ministry's role in impacting Black male student's spiritual self-efficacy and academic success while attending an HBCU.

CONFIDENTIALITY

To ensure the privacy and confidentiality of participant responses, all recordings and transcriptions will be stored on a password-protected laptop accessible only by the researcher. Participant's names will not be used in the study. Instead, pseudonyms will be assigned to each participant. However, quotes from the interviews may be used to support general themes.

RISKS

There is no foreseeable risk or financial benefit to the participants.

VOLUNTARY PARTICIPATION

Your participation is voluntary, and if you decide to participate in the study, you may withdraw consent and terminate participation at any time.

CONTACT INFORMATION

If you have questions at any time about this study or if you experience adverse effects as a result of participating in it, you may contact the researcher, whose contact information is provided on the first page. If you have questions about your rights as a human participating in research, you can contact the Xavier University of Louisiana's Institutional Review Board at irb@xula.edu.

CONSENT

Your signature acknowledges that you have read the information and have willingly signed this consent form. By signing this form, you agree to participate in the study described above and acknowledge the researcher's obligation to provide me with a copy of this consent form if it is signed by me.

_____

Participant Name (Printed)

_____   _____

Participant Signature   **Date**

_____

Participant Phone Number

Appendix B: Interview Questions

R1: What role does campus ministry have in supporting Black male students in their spiritual self-efficacy to achieve academic success at an HBCU?

Interview questions based on research Question 1:

1. Can you describe your role or area of participation within the campus ministry at our HBCU?

2. From your perspective, how do you believe campus ministry supports Black male students in their spiritual self-efficacy?

3. What specific programs or initiatives does the campus ministry offer to support Black male students in achieving academic success through spiritual self-efficacy?

4. What challenges have you observed that Black male students face in developing their spiritual self-efficacy and achieving academic success? How does the campus ministry address these challenges?

5. Can you provide examples of success stories or instances where you've seen the impact of campus ministry on the academic success of Black male students through enhancing their spiritual self-efficacy? If so, please share the success stories.

R2: How do Black male students perceive the influence of their spiritual self-efficacy on achieving academic success at an HBCU?

Interview questions based on research Question 2:

1. How would you define spiritual self-efficacy? (spirituality)

2. In your opinion, how does spiritual self-efficacy influence academic success for Black male students?

3. Please share any personal experiences or anecdotes where you've felt your spiritual beliefs or practices positively impacted your academic performance?

4. What patterns or common beliefs among Black male students have you seen or experienced regarding the relationship between their spiritual self-efficacy and academic success?

5. How do you think the perception of spiritual self-efficacy's influence on academic success differs among Black male students compared to other demographic groups on campus?

Welcome to our blind focus group session on campus ministry's influence on Black male student's spiritual self-efficacy and academic achievement. In this discussion, the participants will join via Zoom while maintaining confidentiality through anonymity. The purpose of this format is to encourage open and honest dialog.

Confidentiality measures

1. **Participant Numbers:**

   Each participant will be assigned a unique participant number upon joining the session. This number will be used to refer to individuals throughout the discussion, ensuring anonymity.

2. **Camera Off:**

   Participants are kindly requested to keep their cameras turned off during the session. This will further protect identities and allow for blind discussion.

Participation is voluntary:

Participation in this blind focus group is entirely voluntary. If at any point you feel uncomfortable or wish to withdraw, you are free to do so without any consequences.

Focus Group Questions

I am going to expound on some of the questions that were asked in the one-on-one interviews.

- Can you describe your personal understanding of spirituality and how it influences your daily life, particularly in relation to your academic pursuits?
- Reflecting on your past academic experiences, can you share any instances where you felt spiritually empowered or connected? How did this influence your academic performance or approach to learning?
- In what ways do you perceive your spiritual beliefs or practices impacting your confidence in your academic abilities and overall academic success?
- Think about a challenging academic situation you've encountered. How did your spiritual beliefs or practices help you navigate through it? Can you describe any specific strategies or insights gained?

- How do you define academic success personally? To what extent do you believe your spiritual beliefs or practices contribute to this definition?
- Have there been moments where you've doubted your academic abilities or faced setbacks? How has your spiritual self-efficacy influenced your response to these challenges?
- Can you recall any significant experiences where you felt a strong sense of alignment between your spiritual values and your academic goals? How did this alignment impact your motivation and perseverance?
- Reflecting on your academic journey, are there any specific rituals, prayers, or spiritual practices that you engage in to enhance your academic performance or maintain a sense of balance?
- How do you integrate your spiritual beliefs into your study habits or academic routines? Are there any specific ways this integration enhances your learning experience?
- Looking toward the future, how do you envision your spiritual beliefs continuing to intersect with your academic aspirations and achievements?

Thank you for your commitment to contributing to this insightful and confidential discussion.

Appendix D: Thematic Analysis

Interview Thematic Analysis

Max Interview

Themes	Sub-Themes	Description	Quotes/Examples
Engagement with Campus Ministry	Starting to Get More Involved	Cam is beginning to participate more in campus ministry through relationships and events, finding personal benefits.	"I'm starting to get more involved just [due to] relationship with Pastor Stevens over the past month…it's definitely been helping me personally." (CF)
Safe Space and Mentorship	Place of Mentorship	Campus ministry is seen as a safe space for spiritual connection and mentorship among Black male students.	"It always feels like a place of mentorship for everybody…Good guy, you know. He just wants to give back." (CF)
Challenges and Temptations	Temptations as Black Men in College	Acknowledges the temptations and challenges that stray Black male students from their academic and	"There's many temptation…A challenge would just be really just [straying] away from…things that we are supposed to do as men of God."

		spiritual paths.	(CF)
Impact on Academic Success	Alignment with Academic Success	Emphasizes that spiritual alignment and campus ministry involvement contribute to academic success.	"When you're with God, you're gonna start doing things the right way, and that is taking care of the things that you're supposed to do, which is, you know, your school work." (CF)
Spiritual Self-Efficacy Definition and Impact	Sense of Direction	Defines spiritual self-efficacy as being in tune with a higher power and discusses its directional impact on life and academics.	"I feel like [spirituality] is being in tune with a higher power…It gives you a sense of direction." (CF)
Common Beliefs and Patterns	Importance of Prayer and Independence	Highlights the importance of prayer among Black male students and a tendency	"A lot of the Black men I'm around, prayer is big…A bad pattern would be dealing with stuff [ourselves]." (CF)

		to handle challenges independently.	
Perceptions of Spiritual Self-Efficacy	Differences Among Demographic Groups	Notes a perceived difference in spiritual engagement between male and female students, with women being more open.	"I feel like we're less in tune with our spirituality…the ladies are more open

Milo Interview

Themes	Sub-Themes	Description	Quotes/Examples
Role in Campus Ministry	Usher Duties	Milo's involvement in campus ministry is centered around his role as an usher during final prayer services, facilitating a smooth experience for attendees.	"I will actually be the usher for our final prayer service…" (M)

Support for Black Male Students	Guidance and Advice	Campus ministry, through figures like Reverend Stevens, provides mentorship and support, crucial for navigating university life.	"…Reverend Stevens, he, he says, giving me advice along my career at his Xavier." (M)
Academic Success and Spiritual Self-Efficacy	Prayer Services	Prayer services and other spiritual events are highlighted as key supports for academic success among Black male students.	"They offer the prayer service, the finals, prayer service…" (M)
Challenges in Academic and Spiritual Growth	Expectation vs. Reality	Milo discusses the challenge of delayed academic gratification despite immediate effort and the role of spirituality in managing these expectations.	"I may not see the A until the next [test]. So it just kind of throws me off…" (M)

		A personal testament to the tangible benefits of campus ministry's support, showcasing its impact beyond spiritual guidance.	"…Reverend Stevens could write that letter on behalf of campus ministry to help me get my internship." (M)
Personal Impact of Campus Ministry	Internship Recommendation		
Definition and Role of Spirituality	Belief and Faith	Spirituality is defined through the lens of belief in a higher power and its guiding presence in life's endeavors, including academics.	"Do I believe that there is one [Creator]?" (M)
Perception of Spiritual Practices Among Black Male Students	Lack of Engagement	Milo perceives a shortfall in engagement with spiritual practices among his peers, suggesting an area for growth.	"I don't see enough Black male students taking part in prayer for their exams…" (M)

Themes	Sub-Themes	Description	Quotes/Examples
Comparison Across Demographics	Interfaith Observations	Observations on the diversity of religious beliefs at his HBCU, and reflections on the differences between Christian and Muslim students' beliefs.	"I have some Muslims in my class, and they say, they don't believe in God, because this is not how they were raised…" (M)

Dexter Interview

Themes	Sub-Themes	Description	Quotes/Examples
Role and Involvement in Campus Ministry	Active Participation	Dexter details his involvement in campus ministry, emphasizing his roles in fostering community and spirituality.	"I found my home with the Gospel choir, which I serve as the treasurer for, I also serve as the grand knight of the Knights of Peter Claver Organization, Unit 403…"
Campus Ministry as a Support System	Guidance and Exploration	Campus ministry is highlighted as essential for guiding Black male students in their spiritual	"Campus ministry is a way in which you can talk to Pastor Stevens. … It's a way where they can guide you…"

		journey and self-exploration during college.	
Specific Programs and Initiatives	Retreats and Organizations	Describes programs like retreats and the Knights of Peter Claver that provide spiritual support and community building.	"Yeah, like I said, you know, KPC, but also like the retreats, I feel like it's a way for you to get away from campus…"
Challenges in Spiritual Development	Importance of Like-minded Community	Discusses the challenges related to finding a supportive community and the impact of mental health on spiritual and academic life.	"The big challenge that Black men face…they don't really surround themselves with other people who can help their relationship with God."

		Shares personal experiences and observations on how spiritual self-efficacy influences academic achievements among Black male students.	"I truly think that if you have no spiritual, a spiritual self-efficacy, you cannot succeed academically."
Impact of Spiritual Self-Efficacy on Academic Success	Personal Growth and Observations	Shares personal experiences and observations on how spiritual self-efficacy influences academic achievements among Black male students.	"I truly think that if you have no spiritual, a spiritual self-efficacy, you cannot succeed academically."
Lack of Black Spiritual Father Figures	Need for Representation	Highlights the lack of Black spiritual father figures in the Catholic Church and its impact on Black male students' spiritual engagement.	"There's no Black father figures who push them to be the Black man of God that they can be."
Community and Vulnerability	Expressing Struggles	Campus ministry provides a safe space for Black men to be vulnerable, share struggles, and support each other's growth.	"Campus ministry has showed me that, you know, being vulnerable with other Black men…that is very valid, and it helps us academically."

Theo Interview

Themes	Sub-Themes	Description	Quotes/Examples
Role in Campus Ministry and Collegian 100	Active Leadership	Theo describes his significant involvement in campus ministry and his leadership role in the Collegian 100.	"I like to call myself a campus ministry assistant. … And also, I am president of the Collegian 100…"
Support from Campus Ministry	Mentorship and Guidance	Highlights how campus ministry offers mentorship and becomes a source of guidance for Black male students.	"They really provide the right source of guidance…many Black men on the campus feel like they can go and talk to these relatable figures about problems."
Programs and Initiatives for Spiritual and Academic Growth	Retreats and Mentoring Events	Discusses the retreats and mentoring events that foster spiritual growth and academic success among students.	"They have like regular retreats. … And also, I know with Collegian 100…it's just a way to…offer guidance to the student body."

Challenges in Spiritual Development	Balancing College and Spirituality	Theo shares the challenges students face in balancing their academic commitments with their spiritual practices.	"The particular challenges…is really trying to balance the college life and spiritual life."
Success Stories of Spiritual Impact	Positive Influence on Students	Shares stories demonstrating the positive impact of campus ministry on students' spiritual growth and academic success.	"Campus ministry really helped him to realize that he needed to restructure his life to put priorities first…"
Definition of Spiritual Self-Efficacy	Relationship with God and Practice	Defines spiritual self-efficacy in terms of one's relationship with God and the active practice of faith.	"Spiritual self-efficacy is how you view your relationship with God…and based on your perceived relationship with God how active are you in practicing your spiritual rights."

Influence of Spiritual Self-Efficacy on Academic Success	Motivation and Strength	Believes that spiritual self-efficacy provides the motivation and strength necessary for academic achievement.	"If you have a relationship with God…it can really help you to have motivation to just plow through and do what you must do."
Personal Experiences of Spirituality and Academics	Overcoming Challenges	Theo shares his own experience where spirituality played a key role in overcoming academic challenges.	"Somehow someway I could make an A…He made sure I could get a tutor…"
Patterns Among Black Male Students	Integration of Spirituality and Academics	Notes the lack of integration between spirituality and academics among Black male students.	"Many times they feel like they're good in school. … They don't really correlate that with their relationship with God."
Comparison Across Demographics	Spiritual Engagement	Discusses the differences in spiritual engagement between Black male students and other demographic groups.	"Black women might be more in touch with their spirituality, whereas Black men have to work on it."

Bruno Interview

Themes	Sub-Themes	Description	Quotes/Examples
Role and Involvement in Campus Ministry	Personal Involvement	Bruno describes his active role within campus ministry, contributing to its support system for Black male students.	"Bruno…describes role in campus ministry at HBCU."
Support Mechanisms for Black Male Students	Programs for Engagement	The importance of programs like "coffee and conversation" for providing academic and spiritual support to Black male students is highlighted.	"Programs like 'coffee and conversation' that provide a space for academic discussion and self-reflection."
Addressing Challenges through Campus Ministry	Challenges and Solutions	Discusses how campus ministry addresses challenges Black male students face in developing spiritual self-efficacy and academic success.	"Campus ministry addresses these challenges by hosting events, providing resources, and fostering student involvement."

Impact of Campus Ministry on Spiritual Growth	Retreats and Spiritual Development	Emphasizes the role of retreats in supporting Black male students' spiritual self-efficacy and their impact on personal growth.	"Retreats provide a different environment for growth and development."
Definition and Importance of Spiritual Self-Efficacy	Growth through Faith	Spiritual self-efficacy is defined in terms of personal growth through faith practices and life interpretation.	"Growth through reading scripture, exercising it and interpreting life in a better way."
Spiritual Beliefs Inspiring Academic Success	Faith and Academic Motivation	Reflects on how spiritual beliefs and campus ministry involvement inspire academic success among Black male students.	"Spiritual beliefs can inspire academic success through faith and work ethic."
Spiritual Growth and Purpose	Finding Purpose through Faith	Highlights how attendance at Mass and involvement in LGBTQ + advocacy through faith practices lead to academic success.	"Attending Mass with them leading to a routine and structure in their daily activities."

Themes	Sub-Themes	Description	Quotes/Examples
Diverse Religious Approaches to Academic Motivation	Islam and Catholicism	Discusses how Muslim and Catholic students approach their faith and its impact on academic focus and motivation.	"Differences in how Muslims and Catholics approach religion during Ramadan and Lent…"

Leo Interview

Themes	Sub-Themes	Description	Quotes/Examples
Integration and Role in Campus Ministry	Full-Fledged Membership	Leo describes his active participation and integration into the campus ministry as a faith-based organization member.	"Leo…describes his role in campus ministry at Xavier University as integrating himself as a full-fledged member…"
Mentorship and Leadership Development	Learning from Mentors	Highlights the significance of mentorship in developing leadership skills within the campus ministry space.	"Leo highlights the importance of having mentors like Pastor Steven, Susanne to understand how to properly lead and revolutionize the space on campus."

Personal Growth and Identity	Support in Identity Struggle	Discusses how campus ministry provides support and growth opportunities for Black male students facing identity struggles.	"Leo shares their personal experience of feeling lost and struggling with identity as a Black male but finds support and growth through campus ministry."
Emotional Support and Community	Genuine Connection and Learning	Values events that offer a judgment-free space for genuine connection, emotional support, and learning from peers and mentors.	"Leo values coffee and conversation as a space where he can be himself and connect with others without fear of judgment or expectation."
Challenges in Spiritual Self-Efficacy and Academic Success	Pride and Seeking Help	Identifies pride as a barrier to seeking help and emphasizes campus ministry's role in encouraging openness and humility.	"Leo highlights pride as a common challenge faced by Black male students in developing their spiritual self-efficacy and academic success."

		Shares personal stories of overcoming academic and mental health challenges through faith and the support of campus ministry.	"Leo shares how connecting with Campus Ministry helped them overcome struggles in academia by providing a supportive community and accountability."
Impact of Spirituality on Mental Health and Academics	Overcoming Through Faith	Shares personal stories of overcoming academic and mental health challenges through faith and the support of campus ministry.	"Leo shares how connecting with Campus Ministry helped them overcome struggles in academia by providing a supportive community and accountability."
Definition and Importance of Spiritual Self-Efficacy	Mindfulness and Perseverance	Defines spiritual self-efficacy as maintaining mindfulness and perseverance essential for academic success among Black male students.	"Leo defines spiritual self-efficacy as the ability to keep going and maintain spiritual mindfulness…"
Journaling and Intentionality in Spiritual Practice	Focused and Intentional Practice	Discusses journaling as a spiritual practice to stay focused, intentional, and accountable in spiritual and academic pursuits.	"The speaker found that writing down their hopes, dreams, and goals in a journal…helped them become more intentional and connected."

Themes	Sub-Themes	Description	Quotes/Examples
Spirituality as a Foundation for Academic Success	Role in Personal Growth	Reflects on the foundational role of spirituality in personal growth, resilience, and academic success.	"Speaker reflects on their academic journey, recognizing the importance of self-awareness, spiritual growth, and resilience in overcoming challenges."

Felix Interview

Themes	Sub-Themes	Description	Quotes/Examples
Campus Ministry as a Vital Space for Worship and Engagement	Worship and Dialogue Spaces	Emphasizes the importance of campus ministry in providing safe spaces for worship and discussion among Black male students.	"Campus ministry provides a vital space for Black male students to worship and work off their energy."
Significance of Spiritual Self-Efficacy in Academic	Confidence and Overcoming Challenges	Highlights how spiritual self-efficacy aids in overcoming personal challenges	"Felix…highlights the significance of spiritual self-efficacy in the academic success of Black male

Success		like shyness, contributing to academic success.	students…”
Building Community and Leadership through Campus Ministry	Community, Sharing, and Leadership	Discusses campus ministry's role in fostering community, offering platforms for leadership, and sharing personal experiences.	“By fostering a sense of community…campus ministry can play a critical role in promoting academic success…”
Personal Experience with Campus Ministry	Mental Break and Academic Pressures	Felix shares his involvement in the campus ministry's music team and the mental reprieve it offers from academic stress.	“Felix shares their personal experience with Campus Ministry mentioning how it provides a mental break from school pressures…”

| Academic Success and Spiritual Guidance | Goal Achievement and Spiritual Support | Outlines the positive impact of campus ministry and spiritual practices on academic goals, including aiming for a high GPA. | "Felix highlights the impact of Campus Ministry on their academic success mentioning they've found a place to talk about their challenges…" |
| Influence of Spirituality on Confidence and Leadership | Confidence Building and Open Communication | Explores how spirituality and active campus ministry participation boost confidence and leadership abilities. | "Black male students' spiritual self-efficacy influences academic success with campus ministry helping build confidence and leadership skills." |

Gus Interview

Themes	Sub-Themes	Description	Quotes/Examples
Involvement in Campus Ministry	Participation in Activities	Gus details his engagement with campus ministry through activities like "Coffee and	"Gus…shared that he tries to stay involved in campus ministry activities such as coffee and conversations and

		Conversations" and Sunday services.	attends Sunday services."
Support for Black Male Students	Promoting Mental Health and Expression	Highlights the support campus ministry offers to Black male students, focusing on mental health and providing platforms for expression.	"Gus shared his personal experiences and emphasized the role of campus ministry in promoting mental health and providing a platform for expression."
Challenges in Spiritual Self-Efficacy	Understanding and Integrating Faith	Discusses challenges related to understanding spiritual selves and integrating faith into daily life, sharing a success story of overcoming depression with ministry support.	"He mentioned programs such as 'Coffee and Conversations' and a recent retreat that were instrumental in his personal growth."
Spiritual Self-Efficacy and Its Impact	Belief in Higher Power and Daily Integration	Defines spiritual self-efficacy and discusses its continuous impact on daily	"Gus defined it as one's belief in a higher power and its integration into daily life."

Themes	Sub-Themes	Description	Quotes/Examples
		life, beyond just moments of prayer.	
Academic Performance and Mental Health	Positive Impact of Spirituality	Notes how spirituality has positively influenced his academic performance and mental health, providing a safe space for Black male students to discuss their problems.	"Gus also highlighted the isolation often felt by Black males on a predominantly female campus and how campus ministry has provided a safe space for them to discuss their problems."

Finn Interview

Themes	Sub-Themes	Description	Quotes/Examples
Campus Ministry Involvement and Personal Growth	Participation and Impact	Finn discusses his role and the personal impact of participating in campus ministry activities.	"Finn describes their role in campus ministry and HBCU shares personal experience during service."

Support for Black Male Students	Challenges and Needs	Highlights the specific challenges Black male students face and the support campus ministry provides.	"Black male students face challenges in developing spiritual self-efficacy and academic success including lack of mentorship and misconstrued paths."
Impact of Campus Ministry on Academic Success	Overcoming Complacency	Reflects on how campus ministry helps Black male students stay focused and enhance their spiritual efficacy to combat academic complacency.	"Speaker reflects on challenges of complacency among Black male students citing campus ministry's role in keeping them on track and enhancing spiritual efficacy."
Spiritual Self-Efficacy and Academic Success	Personal Connection and Motivation	Describes how a personal connection with a higher power through spiritual self-efficacy motivates Black male students toward academic success.	"Spiritual self-efficacy is a personal connection with something that encourages and motivates influencing academic success for Black male students."

Positive Impact of Spiritual Beliefs on Academic Performance	Freshman Year Improvement	Shares how spiritual beliefs have positively influenced academic performance, particularly in the first year.	"Student shares personal experience of spiritual beliefs positively impacting academic performance specifically in freshman year of college."
Pressure and Misconstrued Belief in Success	External Validation vs. Self-Efficacy	Discusses the external pressure Black male students face and the misconstrued belief that success is based on external validation rather than self-efficacy.	"Black male students often feel pressure to constantly prove themselves academically and spiritually leading to a misconstrued belief that success is based on external validation."
Perceptions of Spiritual Self-Efficacy Among Demographics	Academic Success and Leadership	Explores how Black male students perceive their role and the perceptions of other demographics toward them in terms of academic success and leadership.	"Black male students perceive other demographics on campus as observers while they are seen as the majority and leaders in academic success."

Jasper Interview

Themes	Sub-Themes	Description	Quotes/Examples
Black Male Students and Spirituality	Role of Collegiate 100	Discusses the spirituality of Black male students and his involvement in Collegiate 100, emphasizing community and faith.	"Jasper…shared his experiences…and mentioned his involvement with Collegiate 100 where he serves as the co-education chair."
Campus Ministry's Supportive Role	Safe Space and Scripture Discussion	Describes campus ministry as providing a safe space for spiritual exploration and support through prayer and scripture discussions.	"Jasper described his involvement with the campus ministry…where he occasionally sang with a ministry team and discussed scriptures with the pastor."
Challenges in Spiritual Self-Efficacy	Stereotypes and Spiritual Growth	Highlights stereotypes as significant barriers to developing spiritual self-efficacy among Black male students.	"Jasper discussed the challenges that Black male students often face in developing their spiritual self-efficacy and achieving academic success due to

			stereotypes."
Impact of Spiritual Self-Efficacy on Academic Success	Personal Experience	Shares a personal story where faith played a critical role in overcoming academic challenges and achieving success.	"He shared his personal experience of turning to his faith during a difficult time which helped him persevere and succeed in his exams."
Spiritual Self-Efficacy and Black Male Students' Success	Neglecting Spiritual-Academic Relationship	Discusses the neglect of nurturing the relationship between spiritual self-efficacy and academic success among Black male students.	"Jasper noted that many Black male students neglect or do not nurture the relationship between the two which often leads to moderate economic success…"
Perceptions Among Demographics	Differences in Spiritual Self-Efficacy	Explores how perceptions of spiritual self-efficacy and its impact on academic success differ	"Jasper suggested that the relationship between the two is slightly lower among Black males compared to other

		among Black male students and other demographics.	demographics…"

Hugo Interview

Themes	Sub-Themes	Description	Quotes/Examples
Campus Ministry Support for Black Male Students	Engagement and Support Needs	Hugo discusses the critical support campus ministry provides to Black male students and the challenges in engaging them effectively.	"Hugo shares his perspective on campus ministry supporting Black male students highlighting the hunger for spiritual support but also the challenge of engagement."
Programs and Initiatives for Spiritual and Academic Success	Specific Support Programs	Highlights campus ministry's efforts in offering programs and initiatives aimed at enhancing Black male students' spiritual self-efficacy and academic	"The campus ministry offers specific programs and initiatives to support Black male students in achieving academic success through spiritual self-efficacy."

		success.	
Relationship Between Spiritual Self-Efficacy and Academic Success	Supportive Community and Guidance	Details how campus ministry fosters a supportive community and provides spiritual guidance, essential for academic excellence among Black male students.	"Campus ministry helps Black male students by providing a supportive community and spiritual guidance."
Importance of Spiritual Self-Efficacy in Academic Pursuits	Motivation and Divine Assistance	Emphasizes spiritual self-efficacy as crucial for academic success, motivating students to uphold higher standards and seek divine support in their studies.	"Spiritual self-efficacy is crucial for academic success as it helps students hold themselves to a higher standard and seek God's help in their studies."

		Shares personal experiences demonstrating how prioritizing spiritual beliefs and practices positively influences academic performance.	"Personal experiences have shown that prioritizing spiritual beliefs and practices can positively impact academic success even in the face of challenges and setbacks."
Impact of Spiritual Practices on Academic Performance	Positive Outcomes from Spiritual Prioritization	Shares personal experiences demonstrating how prioritizing spiritual beliefs and practices positively influences academic performance.	"Personal experiences have shown that prioritizing spiritual beliefs and practices can positively impact academic success even in the face of challenges and setbacks."

Oscar Interview

Themes	Sub-Themes	Description	Quotes/Examples
Introduction and Background	Personal Introduction	Oscar introduces himself and his academic background, setting the stage for discussing his experiences with campus ministry.	"Oscar shared that he is a sophomore at Xavier University majoring in biology."

Role of Campus Ministry in Supporting Black Male Students	Safe Space for Growth	Oscar highlights the role of campus ministry in providing a supportive environment for spiritual and academic growth among Black male students.	"Oscar…discussed the role of campus ministry in providing a safe space for Black male students to grow spiritually and academically."
Impact of Spiritual Self-Efficacy on Academic Performance	Positive Academic Influence	Discusses how engaging in spiritual practices has positively influenced his academic performance, emphasizing the importance of spiritual self-efficacy.	"Oscar shared his personal experiences of how spiritual self-efficacy such as prayer and participating in church services positively impacted his academic performance."
The Importance of Supportive Community	Necessity for Black Male Students	Oscar underscores the importance of having a supportive community, particularly for Black male students, and its contribution to academic success.	"Oscar also noted the importance of finding a supportive community particularly for Black male stud

Overall Common Themes

Themes	Description	Expanded Quotes/Examples from Participants
Engagement with Campus Ministry	Reflects diverse levels of participation and benefits from campus ministry.	Max: "I'm starting to get more involved…" Milo: "I will actually be the usher…" Gus: "I serve as the treasurer for the Gospel choir…" Theo: "I am president of the Collegian 100…" Bruno: "Participation in 'coffee and conversation' provides academic and spiritual support." Jasper: "Discussed scriptures with the pastor…" Felix: "Campus Ministry…provides a mental break from school pressures."

Safe Space and Mentorship	The mentorship role of campus ministry and its safe space for growth.	Max: "It always feels like a place of mentorship for everybody." Milo: "…Reverend Stevens has given me advice along my career at Xavier." Jasper: "…providing a safe space for exploration." Felix: "Campus ministry…helped him to realize that he needed to restructure his life." Oscar: "Campus ministry provided a safe space for Black male students to grow."
Challenges and Temptations	Discusses the challenges and temptations detracting from students' paths.	Max: "There's many temptations to do things that you know we're not supposed to do." Gus: "Choosing to surround yourself with the correct people is a big challenge." Felix: "Black male students often feel pressure to constantly prove themselves academically and spiritually." Jasper: "Black male students face challenges due to stereotypes."

Impact on Academic Success	Spiritual self-efficacy's role in enhancing academic performance.	Max: "When you're with God you're gonna start doing things the right way." Milo: "Prayer services are key supports for academic success." Bruno: "Prioritizing spiritual beliefs and practices can positively impact academic success." Oscar: "Spiritual self-efficacy such as prayer positively impacted my academic performance."
Spiritual Self-Efficacy Definition and Impact	Exploring spiritual self-efficacy's meaning and its influence on life and academics.	Theo: "Spiritual self-efficacy is how you view your relationship with God." Jasper: "Spiritual self-efficacy helps students hold themselves to a higher standard." Gus: "Motivating yourself to have a relationship with God is crucial." Max: "Being in tune with a higher power…gives you a sense of direction."

| Common Beliefs and Patterns | | Highlights common spiritual practices and academic strategies among students. | Max: "Prayer is big…dealing with stuff [ourselves] is a pattern." Milo: "A lot of Black men…deal with things by themselves." Gus: "Students engaged in spiritual activities…tend to perform better academically." Theo: "They don't correlate being good in school with their relationship with God." |

NVivo Thematic Analysis Focus Group

Themes	Sub-Themes	Description	Quotes/Examples
Definition and Understanding of Spirituality	Connection to Higher Power	Spirituality is defined by a personal relationship with Jesus or a higher power, influencing all life aspects.	"Describing spirituality…is really describing your connection to Jesus." "God is Spirit…to know spirit is to know the manifest image of Jesus Christ."

	Identity and Spirituality	Participants see their spiritual identity as foundational to navigating life and academic pursuits.	"We were formed in an image and likeness of God…everything about us goes back to him." "It all starts in a place of identity."
Spirituality as a Source of Motivation and Strength	Motivation from Spiritual Beliefs	Spiritual beliefs provide motivation and courage to face life and academic challenges.	"It just gives you the strength and the courage to constantly go on." "Spirituality helps me strive to be a better person every day."
	Renewed Confidence	A connection with a higher power instills a renewed sense of confidence in academic abilities.	"Just having a relationship with God gives you a renewed sense of confidence." "Having that connection…can really be beneficial in all aspects of your life."

		Spirituality, through practices like prayer and attending spiritual services, positively impacts academic performance.	"My spiritual connection influenced my academic performance…making me feel more intentional."
Impact of Spirituality on Academic Success	Positive Influence on Academic Performance		
			"Prayer and Bible helped with…academic success."
	Community Support	Spiritual practices offer a sense of community that supports academic endeavors.	"I always feel a sense of community…it's like I've found my village."
			"Finals prayer service…always feel a sense of community."
Navigating Academic Challenges through Spirituality	Prayer and Academic Challenges	Prayer and spiritual connection are tools for navigating academic difficulties.	"Before every exam, I pray…I ask Him to give me a clear mind."
			"I pray for…the strength to stay focused in school."

	Spiritual Resilience	Spirituality fosters resilience in facing academic setbacks or challenges.	"God wouldn't put me in a situation that I'm not prepared for." "Even though the situation is looking really difficult…I'm not in any situation that I'm not already ready for."
Integration of Spirituality and Academics	Spiritual Practices in Academic Routines	Integrating prayer, meditation, and other spiritual practices into study routines enhances academic performance and maintains balance.	"Integrating prayer into my study habits…helps maintain balance." "Asking God for strength…to get through whatever battles."
	Alignment of Spiritual and Academic Goals	Aligning spiritual values with academic aspirations enhances motivation and perseverance.	"Aligning my spiritual values with academic goals has improved motivation." "Spiritual goals and academic goals…line up."

Spirituality and Personal Identity	Purpose and Accountability	Spirituality provides a sense of purpose and accountability, influencing personal and academic growth.	"Our spiritual beliefs contribute…by providing a sense of purpose and accountability." "When we live our lives for our own pleasures…we begin to fall into patterns that don't lead us to salvation."
Future Aspirations and Spirituality	Guiding Force for the Future	Participants envision their spiritual beliefs as a guiding force in their future academic and career pursuits.	"He will lead me on the path that leads to him, and I will follow…no matter how much it costs me." "I know I am rooted in Jesus…seeking His faith daily."