



# Racial Socialization: Relationship Between Black Identity, Perceptions of Discrimination and Academic Outcomes

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# What is Ethnic/Racial Socialization?

The messages that Black parents transmit to their children that provides a cultural orientation to what it means to be Black in America.

A practice that can be utilized by any underrepresented group

Two pronged approach:

- I. Cultural Socialization
- II. Preparation for bias

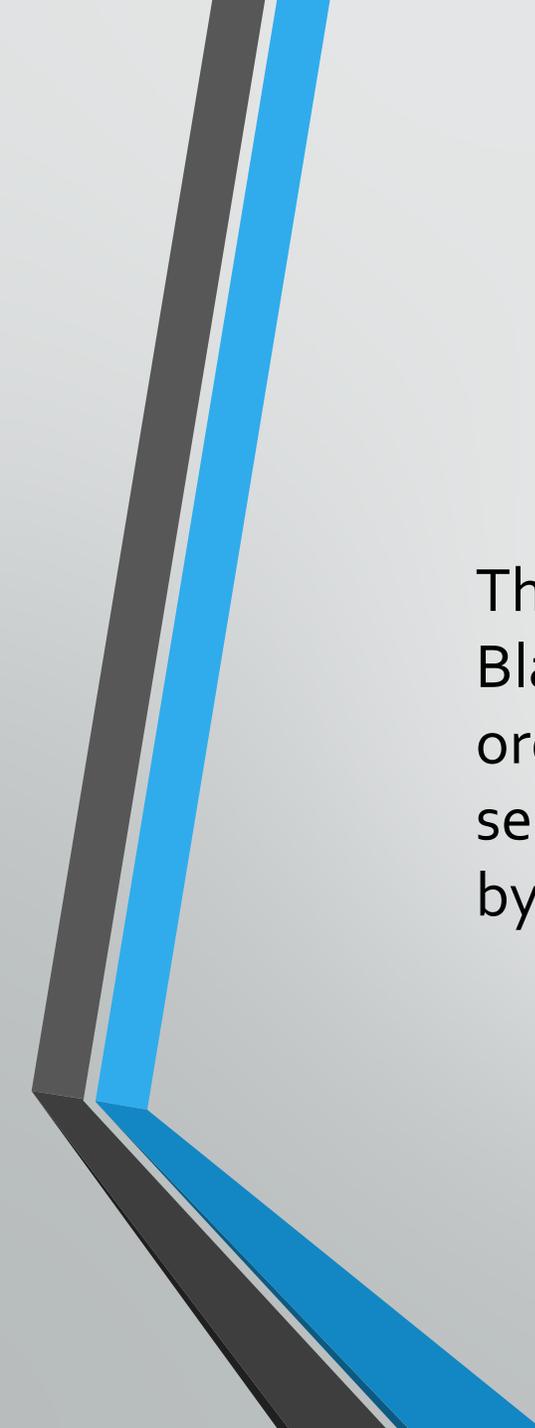
# Problem Statement

The Black/White academic achievement gap is a pervasive issue in the United States system of education (Jencks & Phillips, 1998)

In addressing the issue, the development of curriculum standards and academic rigor has been the primary focus of policymakers and administrators with minimal gains in narrowing the gap (Stevenson et al, 2006).

Less focus given to the tension surrounding the cultural differences in schools.

The cultural ecological challenges that are exclusive to Black American students in the learning environment hold implications for psychological well-being and academic outcomes (Ogbu, 1981)



# Purpose Statement

This purpose of this study was to discover the relationship between Black identity, perceptions of discrimination, and academic outcomes in order to determine how Black students make meaning of their racial selves and academic achievement in a learning environment dominated by the White cultural frame of reference.

# Research Questions

1. What is the relationship between racial socialization experiences, perceptions of discrimination, and academic outcomes?
2. What is the relationship between student perceptions of discrimination and academic outcome indicators such as school attachment and academic engagement?
3. What is the relationship between racial socialization experiences and perceptions of discrimination for participants as a group and by gender?

# Literature Review

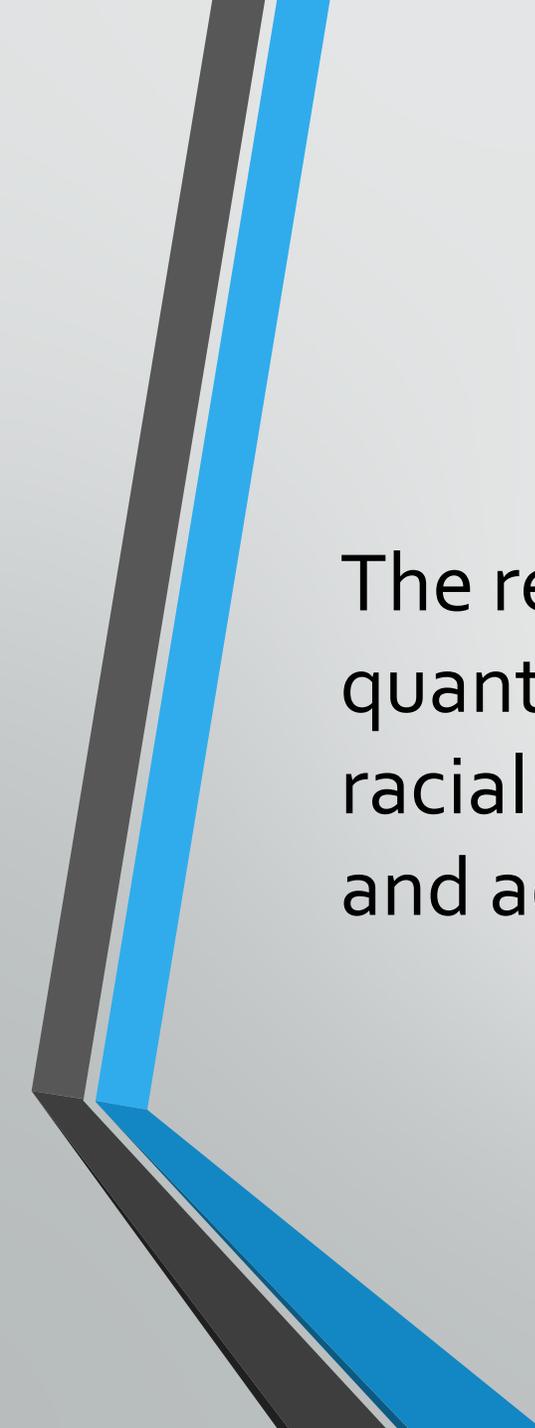
America has a deep seeded legacy of racism and discrimination that has influenced the quality of student/teacher relationships (Carter, 1992).

Many scholars have suggested that racial discrimination leads to institutional disparity in educational opportunity that works against Black Americans (Ferguson, 2007)

Empirical research on racial socialization is important because it illuminates the ways in which sociocultural factors manifest in the lives of Black American youth (Peters, 1985).

Perceptions of peer and teacher discrimination were found to be negatively related to achievement motivation, self-competency beliefs, anger, and psychological resiliency in Black American adolescents (Wong, 2003).

Students that have been racially socialized have shown higher levels of academic outcomes (Stevenson et al., 2006)



# Research Design

The researcher utilized a correlational design for this quantitative study to discover the relationship between racial socialization practices, perceptions of discrimination and academic outcomes.

# Participants

**Participants** were selected from a large, diverse, secondary institution of 2000 students. The institution was located 20 miles outside of a metropolitan city in the Midwest of the United States.

Adolescent male and female participants  $N=30$

- Males 19 (63%)
- Females 11 (37%)

Identified as Black/African American

Grade levels 10 through 12

- Sophomores 12 (40%)
- Juniors 11 (37%)
- Seniors 7 (23%)

# Instruments Utilized

Cultural and Racial Experiences of Socializations Beliefs measure (CARES-B; Bentley & Stevenson, 2016)

Perceived Discrimination Scale (Phinney, Madden & Santos, 1998; Verkuyten 1998)

Approach to Learning Measure (Greene, DeBacker, Ravindran & Nrows, 1999)

Liking for School Measure (Mak, 1990)

Power School (Person, 2013)

Racial Socialization and Educational Outcome Inventory (67 total items)

# Findings: Research Question 1

What is the relationship between **racial socialization** practices, **perceptions of discrimination**, and **academic outcomes**?

## Linear multiple regression

- There was **no statistical significance** between the three variables
- **Regression:**  $F(2, 27) = .67, p > .05, R^2 = .041$ .
- **ERS:** ( $\beta = -.23, t(27) = -1.1, p > .05$ )
- **Perceptions of Discrimination:** ( $\beta = .05, t(27) = .22, p > .05$ )

## Findings: Research Question 2

What is the relationship between **student perceptions of discrimination** and academic outcome indicators such as **school attachment** and **academic engagement**?

Two Spearman's Rho correlation coefficient

I. **Statistically significant medium negative relationship**

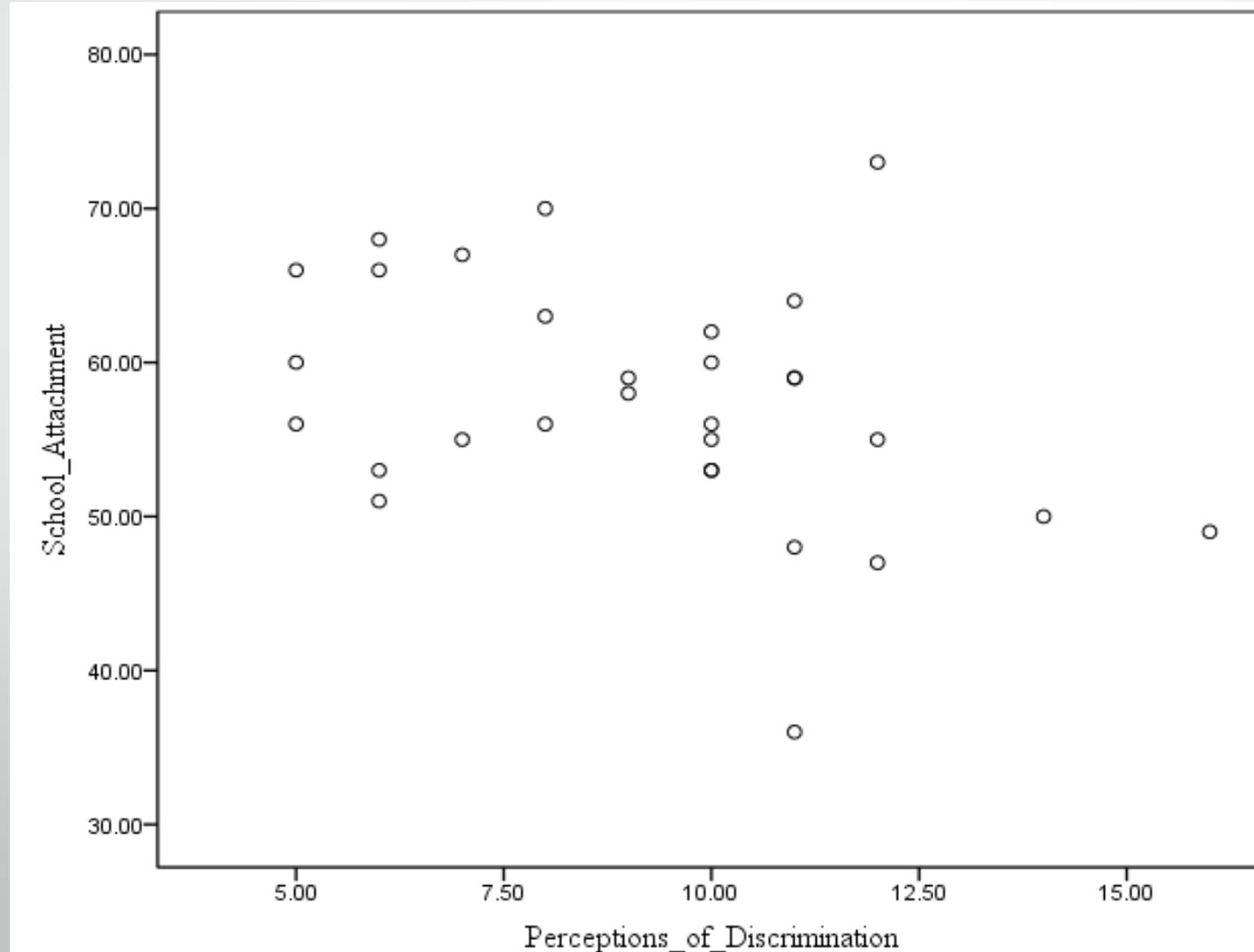
$$r_s(28) = -.38, p < .05.$$

**perceptions of discrimination** and **school attachment**

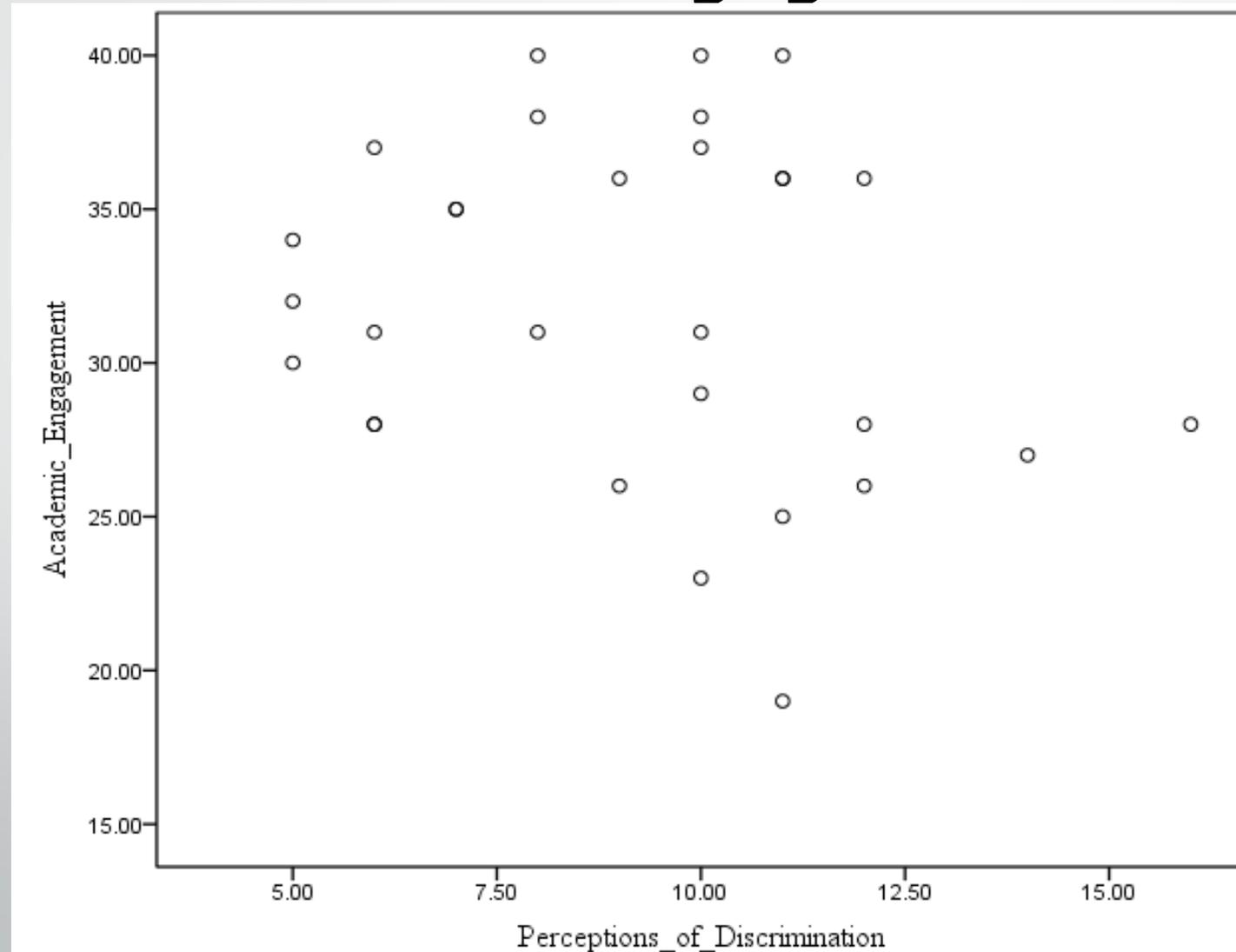
II. **Not statistically significant**  $r_s(28) = -.18, p > .05$

**perceptions of discrimination** and **academic engagement**

# Findings: Perceptions of Discrimination and School Attachment



# Findings: Perceptions of Discrimination and Academic Engagement



## Findings: Research Question 3

What is the relationship between **racial socialization** experiences and **perceptions of discrimination** for participants as a **group** and by **gender**?

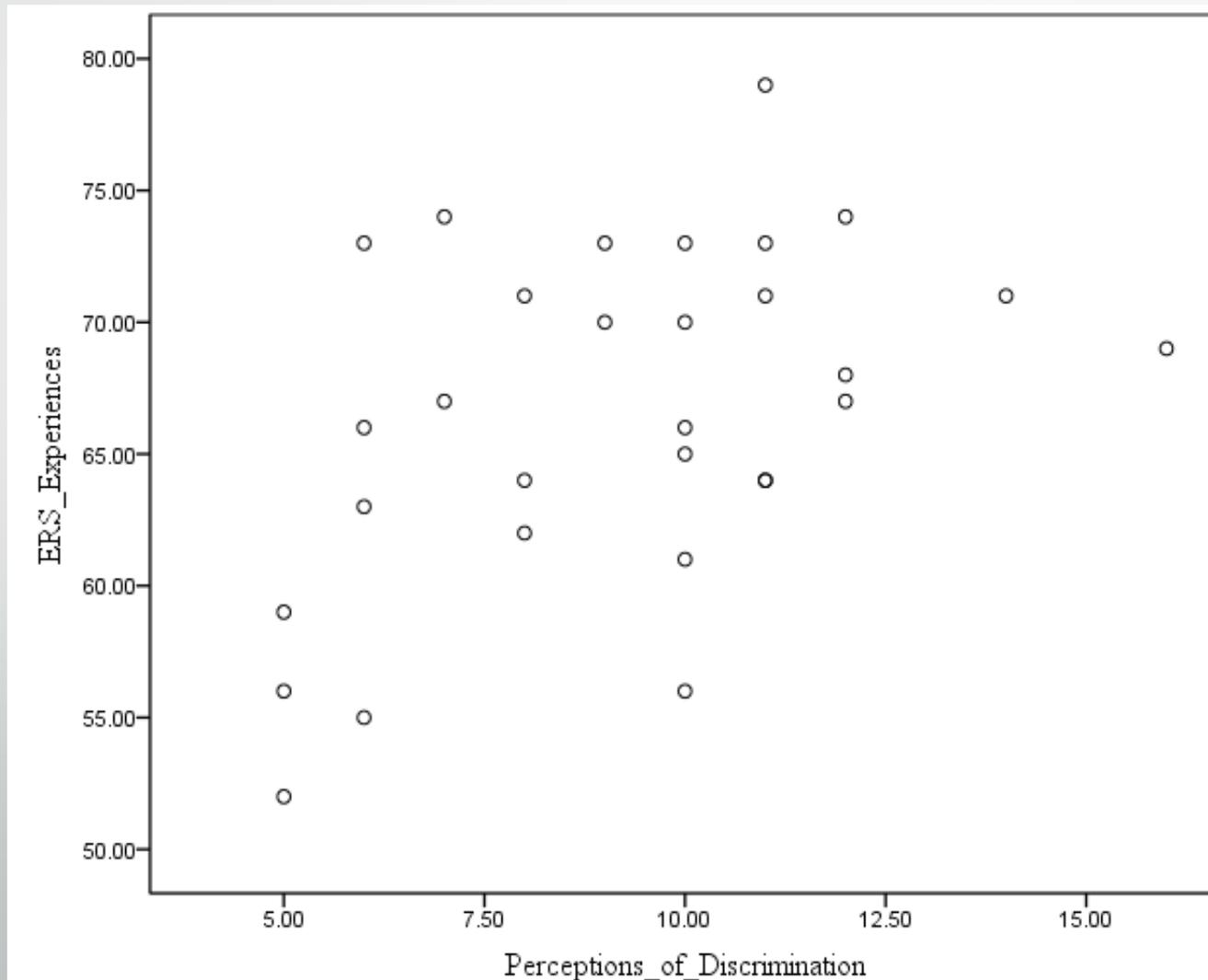
### **Spearman's Rho correlation coefficient**

- **Significant medium positive relationship**  
( $r_s(28) = .43, p < .05$ )

### **Critical Ratio** between males and females

- **No significant difference**

# Findings: E/RS Experiences and Perceptions of Discrimination



# Conclusions

## **Racial Socialization**

- Develops Positive Racial Identity
- Racial Coping Literacy
- Better Navigate Perceived Discrimination

## **Educational Leadership**

- Value Culturally Responsive Teaching
- Student Perception Dictates Response to Environment

# Implications

- The need for educators to be mindful of the relationships they have with Black American students.
- It is critical for parents to better understand racial socialization practices exclusive to Black American adolescents
- Utilizing Student Services departments in secondary institutions to socially develop Black American adolescents.

# Limitations

Grade Point Average as the only barometer of academic achievement

Small sample size of  $n=30$

Presented internal consistency issues for the CARES-B and PDS scales

Study was conducted in only one institution

Time deficit to complete the study

Lack of data on teacher internal racial belief systems

# Recommendations

Limit Grade Point Average to core academic courses of English, Math, Science, and Social Studies

Increase the sample size of the population

Conduct study in urban and rural institutions in addition to suburban schools

Conduct a longitudinal mixed methods study

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