PODIUM PRESENTATION A:

Disease Management and Disparities through Interprofessional Relationships
Podium Presenter

Heather B. Scriven
THE IMPACT OF RACIAL IDENTITY, PARENTAL SUPPORT, SELF-ESTEEM, MASTERY, AND TEACHER DISCRIMINATION ON MODERATE AND HIGH ACHIEVING BLACK ADOLESCENTS

Heather Scriven, Cleopatra Caldwell, Ph.D., Janette Norrington
Gender

Academic Self-Concept (Cokley, 2002)

Teacher Discrimination (Wang & Huguley, 2012)

Racial Socialization (Wang & Huguley, 2012)

Parental Support (Kerpelman, Eryigit & Stephens, 2007)
Racial Stereotypes and the Stereotype threat (Cokley, 2002)

Dissociation Theory (Cokley, 2002)

Self-Esteem (Bean, Bush, McKenry, & Wilson, 2003)

Dimensions of Parenting Behavior (Bean, et. al., 2003)
Achievement
Background Research
Parental Support

• Supportive adults serve as key protective factors (Zimmerman, Stoddard, Eisman, Caldwell, Aiyer & Miller, 2013).

• It is extremely important for parents to make sure they are supporting their children (Kerpelman, Eryigit & Stephens, 2007).

• Parental support is positively associated with higher confidence and career outcomes (Gushue & Whitson, 2006).
“’No One Ever Asked Me’: Urban African American Students’ Perceptions of Educational Resilience”
Joseph M. Williams and Tarrell Awe Agahe Portman (2014)

“’Parents need to talk with their children about school, which shows students they value education and keeps parents aware of what’s going on in their lives.’”
Racial Identity

- African Americans need a strong racial identity to know that they can be African American and successful despite the negative messages they receive from the world and the school system (Thomas, et al., 2009).

- Aside from the negative stereotypes generally experienced by blacks, black adolescents who are high achievers face additional discrimination from their own racial group (Grantham & Ford, 2003).

- Racial Identity becomes extremely important in this instance so that black adolescents do not stifle their achievement by trying to fit themselves into the narrowed categorization of what the world believes black is (Grantham & Ford, 2003).
Self-concept

Racial identity is a specific form of a self-concept, but it is important to reinforce overall self-concepts as well as specific aspects of race (Neblett, Chavous, Nguyen & Sellers, 2009).

Self-esteem is significantly and positively associated with academic achievement (Bean, et. al., 2003).

As adolescents matriculate through the school system the relationship between their self-concepts and academic achievement changes (Cokley, 2002).
Teacher Discrimination

• Teacher support is significantly and positively correlated with academic achievement (Gushue & Whitson, 2006).
• The experience of discrimination in the classroom is significantly negatively correlated with academic achievement (Neblett, et. al., 2009).
• Techniques are needed to assist black adolescents in overcoming the negative stereotypes placed upon them in the educational system (Zimmerman, et. al., 2013).
Current Study

Emotional Support
Anticipated Support
Tangible Support

“Racial identity is defined as the significance and qualitative meaning that individuals attribute to being Black in the conceptualizations of self” (Thomas, Caldwell, Faison & Jackson, 2009).

Self-Esteem
Mastery

Racial Centrality
Racial Private Regard
Racial Public Regard

Teacher Discrimination
Current Study

Racial Centrality
• How important race is to individuals self-concept.

Racial Public Regard
• How individuals feel other’s view their race

Racial Private Regard
• How individual views their own race

Anticipated Support
• Individuals assurance that they have someone they can depend on for comfort

Tangible Support
• Individuals assurance that they have someone who shows their support through actions

Emotional Support
• Individuals assurance that their feelings will be responded to appropriately

Self-Esteem
• How individuals overall feels about themselves

Mastery
• How in control individuals feels of their environment

Teacher Discrimination
• Individuals feelings of being treated unfairly by their teacher
Current Study

I hypothesize that parental support will have a more significant relationship with academic achievement for black Above Average Achievers.

I hypothesize that racial identity will have a more significant impact on academic achievement for black Average and Below Achievers.

I hypothesize that both mastery and self-esteem will have a more significant impact on academic achievement for black Above Average Achievers.

I also expect these relationships to vary by sex, with associations in general being stronger for females than males.
Method

National Survey of American Life (Jackson, et. al., 2004)

N=1170
Table 1. Correlation Matrix of Key Study Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Achievement</td>
<td>1.00</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Racial Centrality</td>
<td>-0.080**</td>
<td>0.072**</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Racial Private Regard</td>
<td>0.459**</td>
<td>-0.062*</td>
<td>0.227**</td>
<td>0.292**</td>
<td></td>
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</tr>
<tr>
<td>4. Racial Public Regard</td>
<td>0.022</td>
<td>0.081**</td>
<td>0.109**</td>
<td>0.114**</td>
<td>0.362**</td>
<td>0.321**</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Emotional Support</td>
<td>0.093**</td>
<td>0.02</td>
<td>0.081**</td>
<td>0.109**</td>
<td>0.362**</td>
<td>0.321**</td>
<td>0.134**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Anticipated Support</td>
<td>0.080**</td>
<td>0.073*</td>
<td>0.121**</td>
<td>0.074*</td>
<td>0.505**</td>
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<tr>
<td>7. Tangible Support</td>
<td>0.086**</td>
<td>0.037</td>
<td>0.116**</td>
<td>0.114**</td>
<td>0.362**</td>
<td>0.321**</td>
<td>0.134**</td>
<td></td>
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</tr>
<tr>
<td>8. Mastery</td>
<td>0.163**</td>
<td>-0.037</td>
<td>0.154**</td>
<td>-0.014</td>
<td>0.231**</td>
<td>0.258**</td>
<td>0.134**</td>
<td></td>
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</tr>
<tr>
<td>9. Self-Esteem</td>
<td>0.156**</td>
<td>0.075*</td>
<td>0.184**</td>
<td>0.063*</td>
<td>0.254**</td>
<td>0.301**</td>
<td>0.113**</td>
<td>0.545**</td>
<td></td>
</tr>
<tr>
<td>10. Teacher Discrimination</td>
<td>-0.083**</td>
<td>0.015</td>
<td>-0.054</td>
<td>-0.098**</td>
<td>-0.152**</td>
<td>-0.105**</td>
<td>-0.099**</td>
<td>-0.147**</td>
<td>-0.198**</td>
</tr>
</tbody>
</table>

N=1170.  *p < .05, **p < .01
## Results

Table 2. Mean Differences Between Average/Below Achievers and Above Average Achievers on Study Variables Controlling for Gender

<table>
<thead>
<tr>
<th></th>
<th>Average and Below Achievers</th>
<th>Above Average Achievers</th>
<th>n</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Racial Identity</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Racial Centrality</td>
<td>3.426 (.59)</td>
<td>3.326 (.62)</td>
<td>1151</td>
<td>6.112*</td>
</tr>
<tr>
<td>Racial Private Regard</td>
<td>3.198 (1.07)</td>
<td>3.152 (1.03)</td>
<td>1154</td>
<td>0</td>
</tr>
<tr>
<td>Racial Public Regard</td>
<td>2.926 (.66)</td>
<td>2.844 (.63)</td>
<td>1146</td>
<td>1.945</td>
</tr>
<tr>
<td><strong>Parental Support</strong></td>
<td></td>
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</tr>
<tr>
<td>Emotional Support</td>
<td>3.118 (1.50)</td>
<td>3.402 (1.46)</td>
<td>1162</td>
<td>10.481**</td>
</tr>
<tr>
<td>Anticipated Support</td>
<td>3.301 (1.04)</td>
<td>3.462 (.94)</td>
<td>1162</td>
<td>8.190**</td>
</tr>
<tr>
<td>Tangible Support</td>
<td>3.391 (.70)</td>
<td>3.51 (.66)</td>
<td>1159</td>
<td>6.137*</td>
</tr>
<tr>
<td><strong>Self-Concepts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastery</td>
<td>3.03 (.56)</td>
<td>3.22 (.53)</td>
<td>1162</td>
<td>37.677***</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>3.471 (.45)</td>
<td>3.603 (3.79)</td>
<td>1162</td>
<td>29.078***</td>
</tr>
<tr>
<td><strong>Teacher Discrimination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Discrimination</td>
<td>1.731 (1.03)</td>
<td>1.562 (.96)</td>
<td>1155</td>
<td>6.028**</td>
</tr>
</tbody>
</table>

Note: No significant interaction in two way ANOVA. *p < .05, **p < .01, ***p < .001.
Results

Figure 1. Mean Differences Between Average/Below Achievers and Above Average Achievers on Study Variables

Note: Two-way ANOVA controlling for sex. *p < .05, **p < .01, ***p < .001
Discussion

I hypothesize that parental support will have a more significant relationship with academic achievement for black Above Above Average Achievers.

I hypothesize that racial identity will have a more significant impact on academic achievement for black Average and Below Achievers.

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Limitations

CAUSALITY

Ethnic Composition

S.E.S.
Future Directions

- Determine Causality
- Compare Achievement Groups in Regards to Gender
- Control for Additional Confounding Variables
Acknowledgements

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