New Directions in School Racial Climate:

Associations with Academic Achievement, Civic Engagement, and Psychological Well-being

Authentic Math Instruction and Teacher Discrimination in African American Students' Math Self-Concept, Task Value, and Achievement
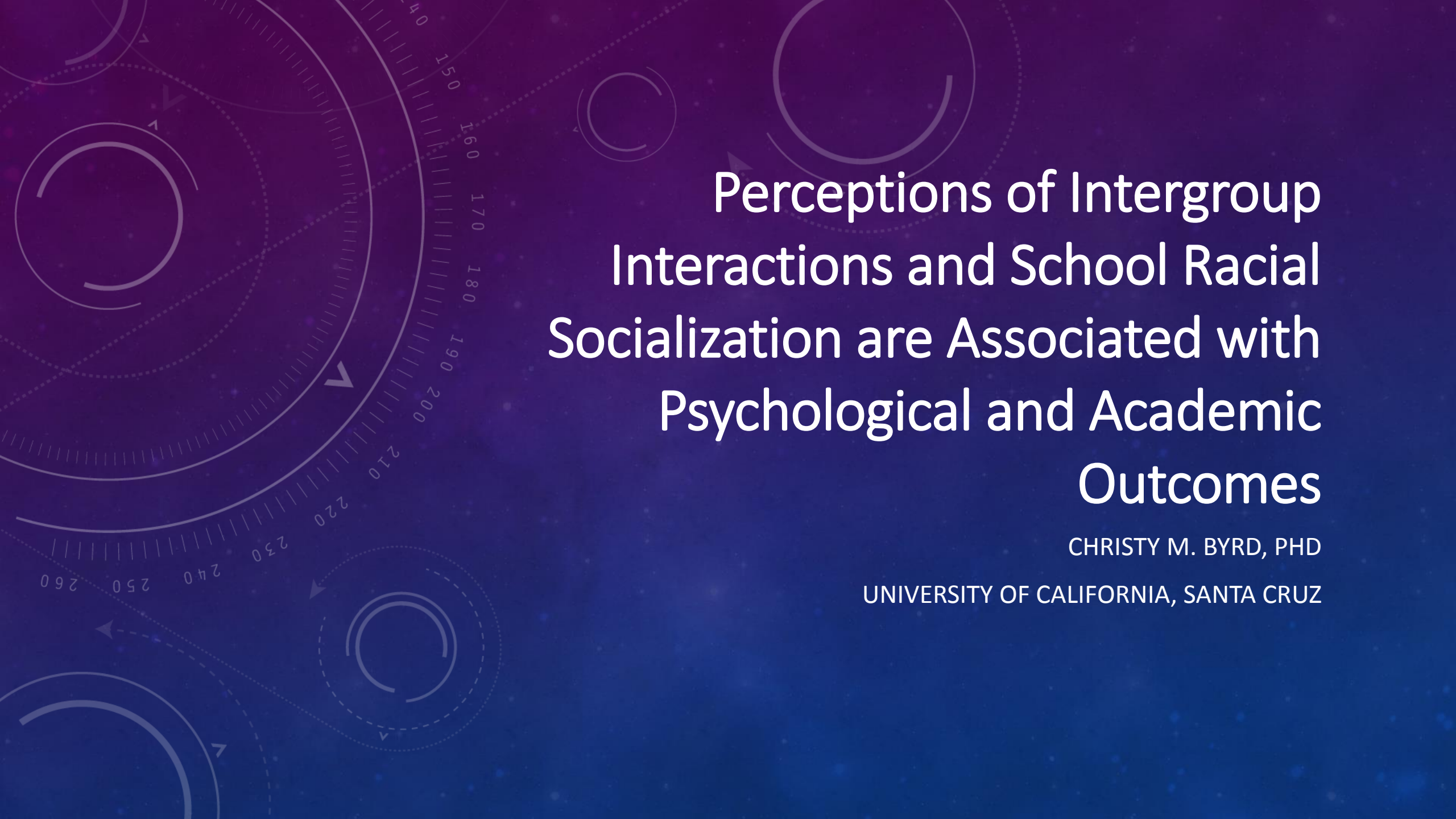
Aixa Marchand, Sarah E. McKellar, Matthew Diemer, & Oksana Malanchuk

Sociopolitical Development in Schools: Associations between Racism Awareness, School Climate, Youth Agency, and Civic Engagement

Adriana Aldana

Perceptions of Intergroup Interactions and School Racial Socialization are Associated with Psychological and Academic Outcomes

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Perceptions of Intergroup Interactions and School Racial Socialization are Associated with Psychological and Academic Outcomes

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Schools can address racial/ethnic diversity by promoting a positive racial climate

- School racial climate: perceptions of school norms, values, relationships, and interactions around race and culture

School racial climate consists of two domains (Byrd, 2015)

Intergroup Interactions

- Quality of Interaction
- Frequency of Interaction
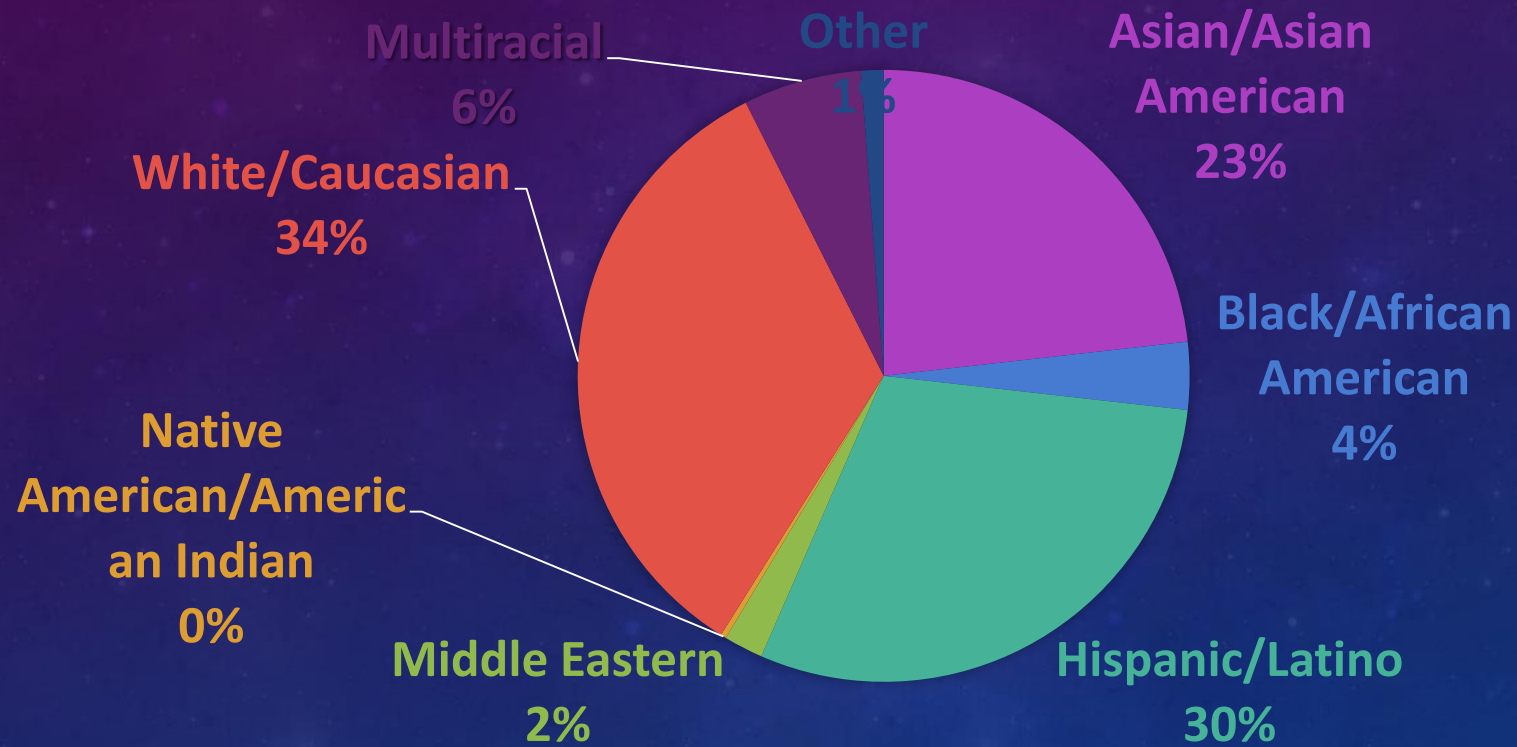- Equal Status
- Support for Positive Interaction

School Racial Socialization

- Cultural Socialization
- Promotion of Cultural Competence
- Promotion of Critical Consciousness
- Stereotyping
- Colorblind Socialization
- Mainstream Socialization

I'm interested in veryifying the importance of school climate and seeing if minority status is a moderator

- Differences in climate perceptions by race (Ancis, Sedlacek, & Mohr, 2000; Berryhill & Bee, 2007; Museus, Nichols, & Lambert, 2008; Park, 2009)

- Different relations by race (Johnson, Wasserman, Yildirim, & Yonai, 2014) or not (Armstrong, Carty, & Heidi, 2001; Broadhurst & Martin, 2014; Cabrera et al., 1999)?

The sample is 339 college students (80% female) at a West Coast university

Multiracial 6%

Other 1%

Asian/Asian American 23%

White/Caucasian 34%

Black/African American 4%

Native American/American Indian 0%

Middle Eastern 2%

Hispanic/Latino 30%

The School Climate for Diversity Scale-College shows evidence of reliability and validity

- **Sample 1:** $\chi^2 = 728.143$ (N = 312, df = 427), $p < .001$; CFI = .93; RMSEA = .048

- **Sample 2:** $\chi^2 =$ (N = 294, df = 648) 1102.09, $p < .001$; CFI = .90; RMSEA = .049

- Interpersonal Interactions
  - Quality of Interaction (.76)
  - Frequency of Interaction (.83)
  - Equal Status (.86)
  - Support for Positive Interaction (.76)

- School Racial Socialization
  - Cultural Socialization (.73)
  - Promotion of Cultural Competence (.86)
  - Critical Consciousness Socialization (.79)
  - Stereotyping (.64)
  - Colorblind Socialization (.68)
  - Mainstream Socialization

The analysis consisted of partial correlations and hierarchical regressions with two steps
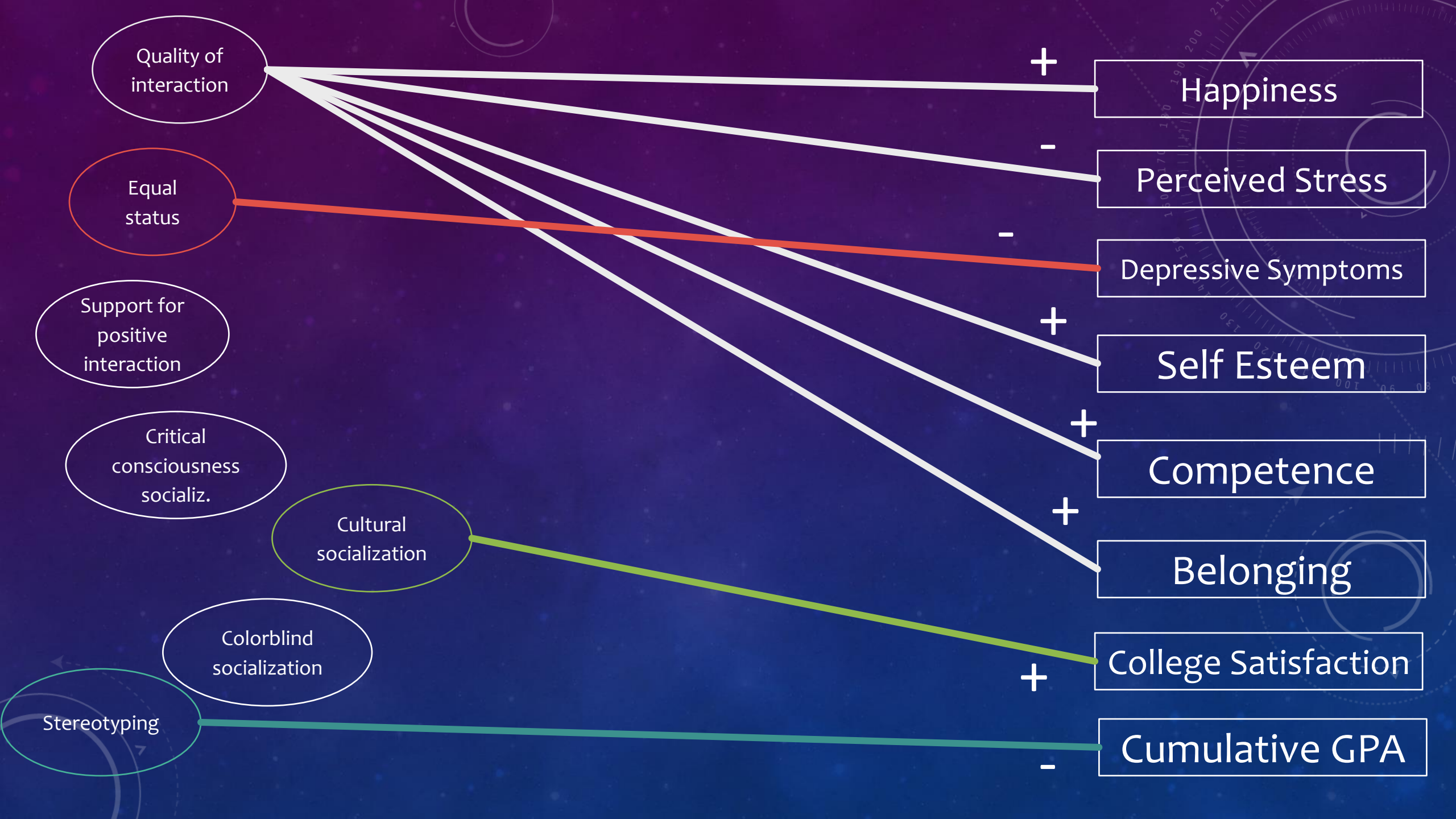
Academic Outcomes

- Self-reported GPA
- Satisfaction (.78)
- Autonomy (.74)
- Competence (.79)
- Relatedness (.79)

Psychological Outcomes

- Perceived Stress (.85)
- Self-Esteem (.91)
- Depressive Symptoms (.77)
- Happiness (.79)

The partial correlations generally show expected relations

Variable	GPA	Autonomy	Competence	Belonging	College Satisfaction	Perceived Stress	Self-Esteem	Depressive Symptoms	Happiness
Cultural Socialization	-0.07	0.16	0.15	0.13	0.33	-0.12	0.11	-0.03	0.08
Promotion of Cultural Competence	-0.04	0.04	0.08	0.03	0.26	-0.05	0.02	0.06	0.03
Colorblind Socialization	-0.08	0.05	0.10	0.06	0.08	-0.05	0.10	-0.03	0.06
Critical Consciousness Socialization	0.01	0.08	0.07	0.07	0.21	-0.01	-0.03	0.07	-0.06
Stereotyping	-0.10	-0.13	-0.04	-0.04	-0.11	0.08	-0.07	0.14	-0.09
Quality of interaction	0.02	0.20	0.20	0.22	0.27	-0.18	0.18	-0.11	0.15
Equal status	0.08	0.08	0.05	0.06	0.17	-0.17	0.09	-0.18	0.05
Support for Positive Interaction	-0.05	0.07	0.10	0.07	0.15	-0.06	0.12	-0.07	0.12

Minority/majority status was not a moderator for any of the outcomes

Conclusions

- Race works in complex ways on campus, and research needs to consider them all

- Racial socialization is just as important to understand in emerging adulthood as in earlier adolescence

- College is a unique time to shape racial understanding and to promote positive outcomes for all

Thank you!

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Variable	Students of color (n = 223)		White students (n = 113)		Total		T (df)
	Mean	SD	Mean	SD	Mean	SD	
Cultural Socialization	3.17	0.96	3.19	1.06	3.17	0.99	-0.173(334)
Promotion of Cultural Competence	3.54	0.82	4.03	0.75	3.70	0.83	-5.295(334)***
Colorblind Socialization	2.79	0.89	2.70	0.92	2.76	0.90	0.884(333)
Critical Consciousness Socialization	3.45	0.92	4.00	0.82	3.64	0.92	-5.283(334)***
Stereotyping	2.78	1.07	2.61	1.16	2.73	1.10	1.358(333)
Quality of Interaction	3.54	0.78	3.78	0.73	3.62	0.77	-2.748(334)**
Equal Status	3.56	0.97	3.95	0.76	3.69	0.92	-4.050(278.882)***
Support for Positive Interaction	3.14	0.85	3.48	0.76	3.26	0.84	-3.560(333)***
GPA	2.98	0.52	3.31	0.45	3.09	0.52	-5.680(325)***
College Satisfaction	3.67	0.54	3.83	0.48	3.72	0.53	-2.779(333)**
Autonomy	4.79	1.03	4.97	0.90	4.85	0.99	-1.533(331)
Competence	4.86	1.15	5.06	0.99	4.93	1.10	-1.517(330)
Relatedness	5.45	0.89	5.55	0.84	5.48	0.88	-0.945(331)
Perceived Stress	2.49	0.55	2.45	0.51	2.47	0.54	0.576(331)
Self-Esteem	2.99	0.59	2.98	0.59	2.99	0.59	0.199(329)
Depressive Symptoms	39.89	8.27	40.78	6.69	40.19	7.77	-0.992(331)
Happiness	33.75	6.76	33.68	6.52	33.72	6.67	0.086(330)

Variable	Statistic	GPA	Autonomy	Competence	Relatedness	College Satisfaction	Perceived Stress	Self-Esteem	Depressive Symptoms	Happiness
Cultural Socialization	r	-0.065	0.161	0.154	0.127	0.333	-0.122	0.114	-0.032	0.077
	95% CI	[-0.175, 0.047]	[0.051, 0.268]	[0.043, 0.261]	[0.016, 0.235]	[0.230, 0.429]	[-0.230, -0.011]	[0.003, 0.223]	[-0.143, 0.080]	[-0.035, 0.187]
	p	0.253	0.004	0.006	0.024	<.001	0.03	0.043	0.565	0.173
Promotion of Cultural Competence	r	-0.041	0.037	0.082	0.025	0.255	-0.050	0.022	0.064	0.028
	95% CI	[-0.152, 0.071]	[-0.075, 0.148]	[-0.03, 0.192]	[-0.087, 0.136]	[0.148, 0.356]	[-0.161, 0.062]	[-0.09, 0.133]	[-0.048, 0.174]	[-0.084, 0.139]
	p	0.473	0.510	0.143	0.654	<.001	0.373	0.696	0.255	0.614
Colorblind Socialization	r	-0.084	0.051	0.100	0.058	0.083	-0.048	0.101	-0.032	0.063
	95% CI	[-0.194, 0.028]	[-0.061, 0.161]	[-0.012, 0.209]	[-0.054, 0.168]	[-0.029, 0.193]	[-0.159, 0.064]	[-0.011, 0.210]	[-0.143, 0.080]	[-0.049, 0.173]
	p	0.135	0.366	0.076	0.306	0.139	0.394	0.072	0.572	0.264
Critical Consciousness Socialization	r	0.013	0.081	0.073	0.069	0.213	-0.012	-0.028	0.069	-0.059
	95% CI	[-0.099, 0.125]	[-0.031, 0.191]	[-0.039, 0.183]	[-0.043, 0.179]	[0.104, 0.317]	[-0.123, 0.100]	[-0.139, 0.084]	[-0.043, 0.179]	[-0.169, 0.053]
	p	0.825	0.149	0.197	0.221	<.001	0.829	0.619	0.218	0.295
Stereotyping	r	-0.104	-0.129	-0.043	-0.035	-0.112	0.082	-0.068	0.143	-0.085
	95% CI	[-0.213, 0.008]	[-0.237, -0.018]	[-0.154, 0.069]	[-0.146, 0.077]	[-0.221, -0.001]	[-0.030, 0.192]	[-0.178, 0.044]	[0.032, 0.250]	[-0.195, 0.027]
	p	0.066	0.022	0.447	0.535	0.047	0.147	0.229	0.011	0.129
Quality of interaction	r	0.016	0.198	0.195	0.220	0.266	-0.18	0.183	-0.11	0.145
	95% CI	[-0.096, 0.128]	[0.089, 0.303]	[0.085, 0.300]	[0.111, 0.323]	[0.159, 0.367]	[-0.286, -0.070]	[0.073, 0.289]	[-0.219, 0.001]	[0.034, 0.252]
	p	0.776	<.001	<.001	<.001	<.001	0.001	0.001	0.051	0.010
Equal status	r	0.076	0.075	0.052	0.063	0.165	-0.168	0.086	-0.177	0.054
	95% CI	[-0.036, 0.186]	[-0.037, 0.185]	[-0.06, 0.162]	[-0.049, 0.173]	[0.055, 0.271]	[-0.274, -0.058]	[-0.026, 0.196]	[-0.283, -0.067]	[-0.058, 0.164]
	p	0.181	0.183	0.356	0.261	0.003	0.003	0.126	0.002	0.339
Support for Positive Interaction	r	-0.045	0.070	0.104	0.066	0.153	-0.060	0.122	-0.070	0.119
	95% CI	[-0.156, 0.067]	[-0.042, 0.18]	[-0.007, 0.213]	[-0.046, 0.176]	[0.042, 0.26]	[-0.17, 0.052]	[0.011, 0.23]	[-0.18, 0.042]	[0.008, 0.227]
	p	0.427	0.213	0.064	0.241	0.006	0.286	0.03	0.217	0.035