The Content and Frequency of School Racial Socialization in a Predominantly Black School

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Overview

• Background
  • School Racial Climate
  • School Racial Socialization

• Method
• Results
• Conclusions
School racial climate refers to norms, values and interactions around race and culture.

Byrd, in press
School racial socialization focuses on messages related to race and culture in school.
The current study is the first to present a framework of potential messages.
Research Questions

• How often are the 7 racial socialization messages heard?
• What is the relationship between perceptions of racial socialization and general school climate?
• Are there differences in perception by social location (gender, bi-racial status, and school level)
Participants

• 92 Black students (81.5% monoracial)
• Predominantly Black school in urban area in Michigan
• Age 11-18
• Grades 7-12
• 54% female
• 64% White teachers
<table>
<thead>
<tr>
<th>Scale</th>
<th>$\alpha$</th>
<th># items</th>
<th>Scale</th>
<th>Example Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for positive</td>
<td>.79</td>
<td>4</td>
<td>1 to 5</td>
<td>The principal here likes students to have friends of different races</td>
</tr>
<tr>
<td>interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of cultural</td>
<td>.57</td>
<td>3</td>
<td>1 to 5</td>
<td>In school you get to do things that help you learn about people of different races and cultures</td>
</tr>
<tr>
<td>competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stereotyping</td>
<td>.85</td>
<td>6</td>
<td>1 to 5</td>
<td>Other students think Black students aren’t as smart as other students</td>
</tr>
<tr>
<td>Cultural socialization</td>
<td>.82</td>
<td>4</td>
<td>1 to 3</td>
<td>Encouraged you to learn about the history of your culture</td>
</tr>
<tr>
<td>Colorblindness</td>
<td>.66</td>
<td>3</td>
<td>1 to 3</td>
<td>Told you that race doesn’t matter</td>
</tr>
<tr>
<td>Individualism</td>
<td>.65</td>
<td>3</td>
<td>1 to 3</td>
<td>Told you that everyone who works hard can be successful, regardless of race</td>
</tr>
<tr>
<td>Critical consciousness</td>
<td>.81</td>
<td>5</td>
<td>1 to 3</td>
<td>Told you that society is not fair for people who are not White</td>
</tr>
</tbody>
</table>
General School Climate

• Brand et al. (2003)
• Teacher support (α = .74)
• Consistency (α = .69)
• Student commitment (α = .85)
• Negative peer interactions (α = .88)
• Positive peer interactions (α = .71)
• Disciplinary harshness (α = .78)
• Student involvement in decision-making (α = .80)
• Innovation (α = .80)
• Lack of safety (α = .54)
Results

<table>
<thead>
<tr>
<th>Factor</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural socialization</td>
<td>2.27</td>
</tr>
<tr>
<td>Colorblindness</td>
<td>2.01</td>
</tr>
<tr>
<td>Individualism</td>
<td>2.64</td>
</tr>
<tr>
<td>Critical consciousness</td>
<td>1.71</td>
</tr>
<tr>
<td>Support for positive</td>
<td>3.59</td>
</tr>
<tr>
<td>interactions</td>
<td></td>
</tr>
<tr>
<td>Promotion of cultural</td>
<td>3.37</td>
</tr>
<tr>
<td>competence</td>
<td></td>
</tr>
<tr>
<td>Stereotyping</td>
<td>1.36</td>
</tr>
<tr>
<td></td>
<td>Teacher Support</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Support for positive interactions</td>
<td>.41***</td>
</tr>
<tr>
<td>Promotion of cultural competence</td>
<td>.32**</td>
</tr>
<tr>
<td>Cultural socialization</td>
<td>.28**</td>
</tr>
<tr>
<td>Critical consciousness</td>
<td>-.19†</td>
</tr>
<tr>
<td>Individualism</td>
<td>.21*</td>
</tr>
<tr>
<td>Colorblindness</td>
<td>.01</td>
</tr>
<tr>
<td>Stereotyping</td>
<td>-.33**</td>
</tr>
</tbody>
</table>
Group Differences

Support for positive interactions

Male  Female
3.1  3.8
3.2
3.3
3.4
3.5
3.6
3.7
3.8

Stereotyping

Bi-racial  Mono-racial
1.6
1.4
1.2
1.0
0.8
0.6
0.4
0.2
0.0
Different messages are present even in a predominantly one-race school
Perceptions of racial climate are associated with perceptions of general school climate
Future Directions

• Qualitative data
• Different types of schools
Acknowledgements

• Tabbye Chavous
• Stephanie Rowley
• Robert Sellers
• Percy Bates
• Elan McCollum
• Monica Foust
• Sheretta Barnes
• Ford Foundation
• National Science Foundation
Thank You!
Acad. self-concept

Belong.

Intrinsic mot.

School Racial Socialization

Support

Crit.

Cons.

-24*

-21†

-25*

-21†

.29*

.23*

.25*

.25*

†p<.10, *p<.05, **p<.01, ***p<.001

χ²(10, N=92) = 13.52, ns; RMSEA = .06; CFI = .96