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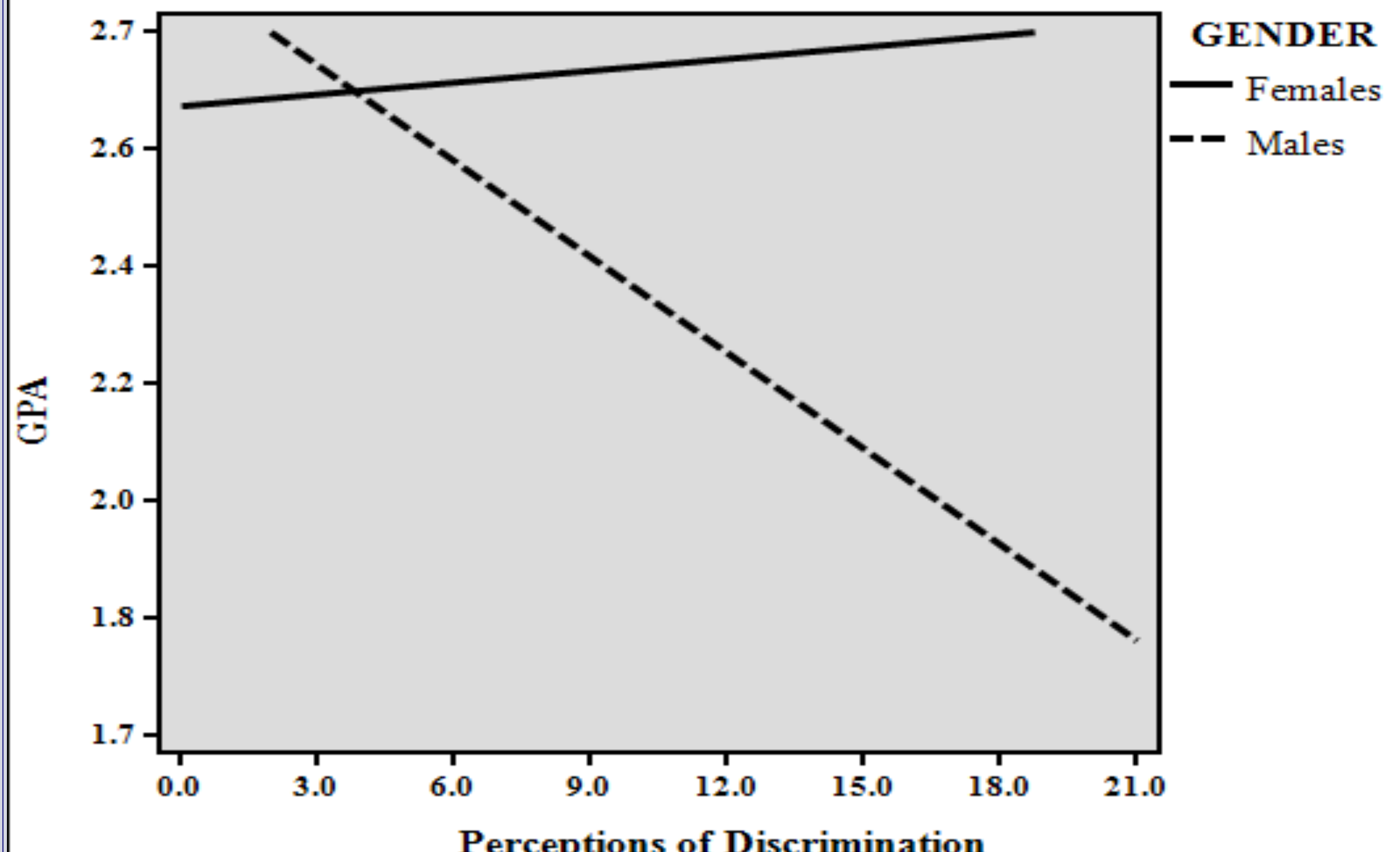
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ACADEMIC RESILIENCE IN AFRICAN AMERICAN & LATINA/O ADOLESCENTS: A STUDY OF EMOTIONAL INTELLIGENCE, DISCRIMINATION, & GPA

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Literature Review	Current Study	Implications
<p>Academic Resilience:</p> <ul style="list-style-type: none"> •Academic success despite statistical unlikelihood (Morales & Trotman, 2010) •Studies of successful students to better understand traits and factors that contribute to success. <p>Discrimination:</p> <ul style="list-style-type: none"> •Discrimination is a regular and significant part of life for many students of color in the U.S. (Greene, Way, & Pahl, 2006; Rosenbloom & Way, 2004) •Ability to recognize discrimination begins developing around 5 or 6, and is well-developed by age 10 (Brown & Bigler, 2005) •Neblett et al. (2006) found that student perceptions of discrimination negatively predicted three academic outcomes (self-reported GPA, academic curiosity, and academic persistence) among 548 African American students in grades 7 to 10 <p>Trait Emotional Intelligence:</p> <ul style="list-style-type: none"> •“self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information” (Petrides et al., 2004, p. 278) •Studies have linked EI and academic achievement in high school and college students (Parker, Creque, et al., 2004; Parker, Summerfeldt et al., 2004; Schutte et al., 1998), although this is not universally supported (see Bastian, Burns, & Nettelbeck, 2005; Mavroveli & Sánchez-Ruiz, 2011; Newsome, Day, & Catano, 2000; O’ Connor & Little, 2003) •EI & academics with diverse samples: <ul style="list-style-type: none"> • Ford, Kokjie, and Lewis (1996): EI contributed 5.5% of variance to academic resilience • Morales (2008; 2010) qualitative research, assigned EI key place in <i>Resilience Cycle</i> 	<p>Methods:</p> <ul style="list-style-type: none"> •79 Afr Amer & Latina/o HS students (38% response) •EI measure: <i>TEIQue—ASF</i> (Petrides et al., 2006) •Disc measure: <i>School Disc Scale</i> (MADICS Study; Eccles, et al.) <p>Question 1: To what extent do EI & discrimination predict GPA in Afr Amer & Latina/o HS students?</p> <ul style="list-style-type: none"> •No relationship in sample : $F(2, 71) = 2.098, p = .13$ •Sig model for males: $F(2, 26) = 3.921, p = .032$ •17.3% of the variance in GPA <p>Question 2: Does EI moderate the relationship between discrimination and GPA?</p> <ul style="list-style-type: none"> •No relationship in sample: ($p = .827$) <p>Question 3: Is there a difference by gender in perceptions of discrimination at school?</p> <ul style="list-style-type: none"> •No significant difference ($t(45) = .79, p = .434$) <p>Question 4: Does gender moderate the relationship between discrimination and GPA in the sample?</p> <ul style="list-style-type: none"> •No relationship in sample: ($p = .057$), BUT: 	<p>Gender Matters:</p> <ul style="list-style-type: none"> •Sig model for males, but not females •Supports previous research: (Alfaro et al., 2009; Chavous et al., 2008; Cogburn et al., 2011) •Reasons are unclear, but socialization may play a role (Azmitia & Brown, 2000; Valenzuela, 1999) <p>Discrimination:</p> <ul style="list-style-type: none"> •Contributed to GPA in males, but not females. Why? •Counselors/educators must work to reduce disc •<u>School wide:</u> cultural awareness and competency of school staff (Hollie, 2011; Singleton, 2005), anti-racism with students (Insley, 2010; West Metro Education Program, 2013) •<u>Individuals:</u> Increased ethnic identify may mitigate the impact of disc on Latina/o students (Umana-Taylor, Vargas-Chanes, Garcia, & Gonzales-Backen, 2008); strong group connectedness (O’ Connor, 1999; Sanders, 1997; Ward, 1990) and a positive group identity (Wong et al., 2003) can shield students; Sample group in school: “The Brotherhood” (Wyatt, 2009) <p>Emotional Intelligence:</p> <ul style="list-style-type: none"> •Contributed to GPA in males, but not females. Why? •Findings conflict with those of qualitative researchers (Morales, 2010). Why? <p>More Research Needed:</p> <ul style="list-style-type: none"> •Role of gender in academic resilience •Role of EI •Role of discrimination—especially in males •Other factors contributing to academic success •Longitudinal studies •Advanced quantitative methods (SEM, etc.)