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## Academic Resilience in African American and Latina/o Adolescents: A Study of Emotional Intelligence, Discrimination, and GPA

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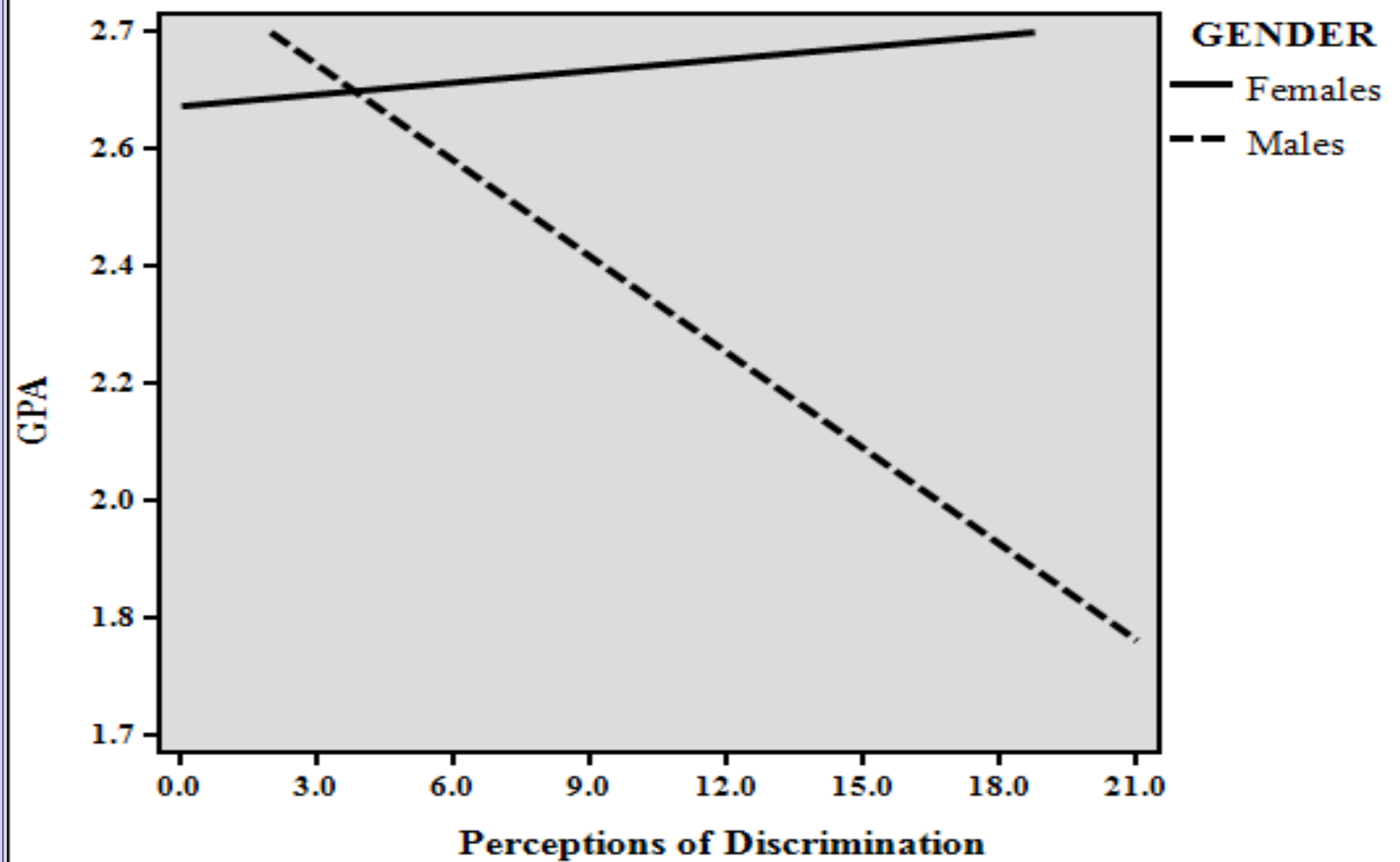
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# ACADEMIC RESILIENCE IN AFRICAN AMERICAN & LATINA/O ADOLESCENTS: A STUDY OF EMOTIONAL INTELLIGENCE, DISCRIMINATION, & GPA

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Literature Review	Current Study	Implications
<p><b>Academic Resilience:</b></p> <ul style="list-style-type: none"> <li>•Academic success despite statistical unlikelihood (Morales &amp; Trotman, 2010)</li> <li>•Studies of successful students to better understand traits and factors that contribute to success.</li> </ul> <p><b>Discrimination:</b></p> <ul style="list-style-type: none"> <li>•Discrimination is a regular and significant part of life for many students of color in the U.S. (Greene, Way, &amp; Pahl, 2006; Rosenbloom &amp; Way, 2004)</li> <li>•Ability to recognize discrimination begins developing around 5 or 6, and is well-developed by age 10 (Brown &amp; Bigler, 2005)</li> <li>•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</li> </ul> <p><b>Trait Emotional Intelligence:</b></p> <ul style="list-style-type: none"> <li>•“self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information” (Petrides et al., 2004, p. 278)</li> <li>•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, &amp; Nettelbeck, 2005; Mavroveli &amp; Sánchez-Ruiz, 2011; Newsome, Day, &amp; Catano, 2000; O’ Connor &amp; Little, 2003)</li> <li>•EI &amp; academics with diverse samples:             <ul style="list-style-type: none"> <li>• Ford, Kokjie, and Lewis (1996): EI contributed 5.5% of variance to academic resilience</li> <li>• Morales (2008; 2010) qualitative research, assigned EI key place in <i>Resilience Cycle</i></li> </ul> </li> </ul>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>•79 Afr Amer &amp; Latina/o HS students (38% response)</li> <li>•EI measure: <i>TEIQue—ASF</i> (Petrides et al., 2006)</li> <li>•Disc measure: <i>School Disc Scale</i> (MADICS Study; Eccles, et al.)</li> </ul> <p><b>Question 1: To what extent do EI &amp; discrimination predict GPA in Afr Amer &amp; Latina/o HS students?</b></p> <ul style="list-style-type: none"> <li>•No relationship in sample : <math>F(2, 71) = 2.098, p = .13</math></li> <li>•Sig model for males: <math>F(2, 26) = 3.921, p = .032</math></li> <li>•17.3% of the variance in GPA</li> </ul> <p><b>Question 2: Does EI moderate the relationship between discrimination and GPA?</b></p> <ul style="list-style-type: none"> <li>•No relationship in sample: (<math>p = .827</math>)</li> </ul> <p><b>Question 3: Is there a difference by gender in perceptions of discrimination at school?</b></p> <ul style="list-style-type: none"> <li>•No significant difference (<math>t(45) = .79, p = .434</math>)</li> </ul> <p><b>Question 4: Does gender moderate the relationship between discrimination and GPA in the sample?</b></p> <ul style="list-style-type: none"> <li>•No relationship in sample: (<math>p = .057</math>), BUT:</li> </ul> 	<p><b>Gender Matters:</b></p> <ul style="list-style-type: none"> <li>•Sig model for males, but not females</li> <li>•Supports previous research: (Alfaro et al., 2009; Chavous et al., 2008; Cogburn et al., 2011)</li> <li>•Reasons are unclear, but socialization may play a role (Azmitia &amp; Brown, 2000; Valenzuela, 1999)</li> </ul> <p><b>Discrimination:</b></p> <ul style="list-style-type: none"> <li>•Contributed to GPA in males, but not females. Why?</li> <li>•Counselors/educators must work to reduce disc</li> <li>•<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)</li> <li>•<u>Individuals:</u> Increased ethnic identify may mitigate the impact of disc on Latina/o students (Umana-Taylor, Vargas-Chanes, Garcia, &amp; 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)</li> </ul> <p><b>Emotional Intelligence:</b></p> <ul style="list-style-type: none"> <li>•Contributed to GPA in males, but not females. Why?</li> <li>•Findings conflict with those of qualitative researchers (Morales, 2010). Why?</li> </ul> <p><b>More Research Needed:</b></p> <ul style="list-style-type: none"> <li>•Role of gender in academic resilience</li> <li>•Role of EI</li> <li>•Role of discrimination—especially in males</li> <li>•Other factors contributing to academic success</li> <li>•Longitudinal studies</li> <li>•Advanced quantitative methods (SEM, etc.)</li> </ul>