3-2014

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

Nick R. Abel
Butler University, nabel@butler.edu

Follow this and additional works at: http://digitalcommons.butler.edu/coe_papers

Part of the Student Counseling and Personnel Services Commons

Recommended Citation
http://digitalcommons.butler.edu/coe_papers/26

This Presentation is brought to you for free and open access by the College of Education at Digital Commons @ Butler University. It has been accepted for inclusion in Scholarship and Professional Work – Education by an authorized administrator of Digital Commons @ Butler University. For more information, please contact omacisa@butler.edu.
**ACADEMIC RESILIENCE IN AFRICAN AMERICAN & LATINA/O ADOLESCENTS: A STUDY OF EMOTIONAL INTELLIGENCE, DISCRIMINATION, & GPA**

*Dr. Nick Abel, Assistant Professor of Counselor Education*

### Literature Review

**Academic Resilience:**
- Academic success despite statistical unlikelihood (Morales & Trotman, 2010)
- Studies of successful students to better understand traits and factors that contribute to success.

**Discrimination:**
- 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

**Trait Emotional Intelligence:**
- "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:
  - Ford, Kokjie, and Lewis (1996): EI contributed 5.5% of variance to academic resilience
  - Morales (2008; 2010) qualitative research, assigned EI key place in Resilience Cycle

### Current Study

**Methods:**
- 79 Afr Amer & Latina/o HS students (38% response)
- EI measure: TEIQue—ASF (Petrides et al., 2006)
- Disc measure: School Disc Scale (MADICS Study; Eccles, et al.)

**Question 1:** To what extent do EI & discrimination predict GPA in Afr Amer & Latina/o HS students?
- 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

**Question 2:** Does EI moderate the relationship between discrimination and GPA?
- No relationship in sample: ($p = .827$)

**Question 3:** Is there a difference by gender in perceptions of discrimination at school?
- No significant difference ($t(45) = .79, p = .434$)

**Question 4:** Does gender moderate the relationship between discrimination and GPA in the sample?
- No relationship in sample: ($p = .057$), BUT:

### Implications

**Gender Matters:**
- Contributed to GPA in 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)

**Discrimination:**
- Contributed to GPA in males, but not females. Why?
- Counselors/educators must work to reduce disc
- School wide: cultural awareness and competency of school staff (Hollie, 2011; Singleton, 2005), anti-racism with students (Insley, 2010; West Metro Education Program, 2013)
- Individuals: Increased ethnic identity 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)

**Emotional Intelligence:**
- Contributed to GPA in males, but not females. Why?
- Findings conflict with those of qualitative researchers (Morales, 2010). Why?

**More Research Needed:**
- 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.)