

Ethnic-Racial Identity as a Mediator Between School Ethnic-Racial Socialization and Emotional Engagement



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INTRODUCTION

- School ethnic-racial socialization (school ERS) is an emerging field of research.
- School engagement (including emotional engagement) has been found to correlate with favorable academic outcomes.
- There is substantial literature on the interrelationship between ethnic-racial identity (ERI) and parental ERS, and emerging research on ERI and school ERS.

RESEARCH AIMS AND HYPOTHESIS

- Are immigrant youth of color who experience higher levels of school cultural socialization and/or school critical consciousness socialization more engaged in school?
- Hypothesis: school ethnic-racial socialization will be positively correlated with adolescents' school engagement, with the relationship being mediated by ethnic-racial identity.

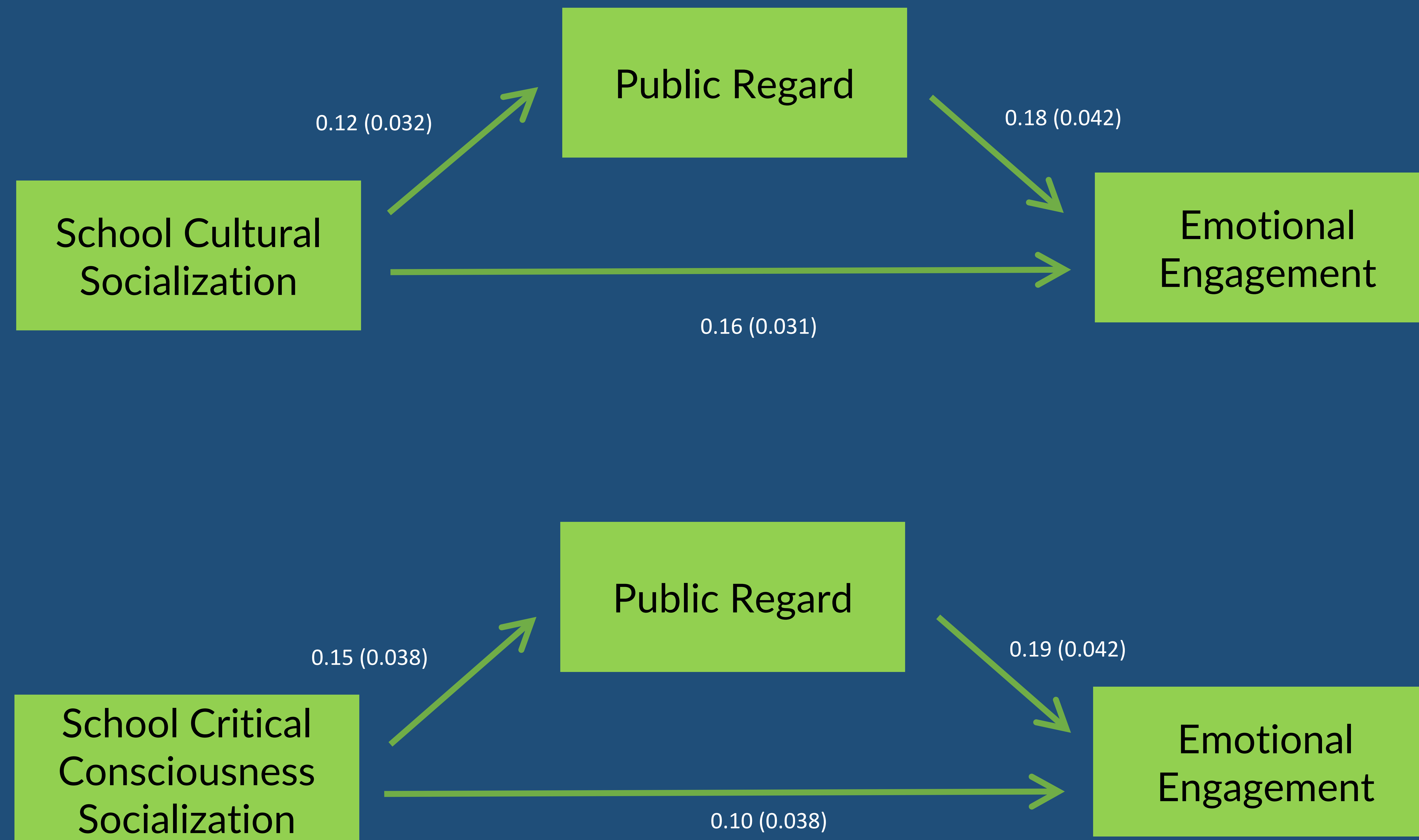
METHODS

- Data from spring 2021 Immigrant Youth Socialization and Identity Project survey
- 578 participants (ages 14-18)
- MIBI-T : ethnic-racial identity
- SCD-SS: school ethnic-racial socialization
- Self-report: emotional engagement

ANALYSIS

- Descriptive statistics, bivariate correlations
 - Simple mediation analysis (PROCESS Macro Model 4; Hayes, 2022)
 - o Predictors = School cultural socialization, school critical consciousness socialization
 - o Mediator = Public Regard
 - o Outcome = Emotional Engagement
 - o Covariate = Free/reduced price lunch status

School cultural and critical consciousness socialization is associated with greater school emotional engagement via public regard.



Note: These models accounted for free/reduced-price lunch status as a covariate

PARTICIPANT DEMOGRAPHICS

Variable	%
Gender	
Men	39.3
Women	48.4
Non-binary/gender non-conforming	6.1
Prefer to self-describe	2.1
Race	
American Indian or Alaska Native	0.5
Arab, Middle Eastern/North African	2.1
Asian/Asian-American	44.8
Black/African American	8.1
Hispanic/Latinx	37.2
Native Hawaiian or Other Pacific Islander	0.3
Bi-racial or Multiracial	6.2
Immigrant generation status	
First generation	20.9
Second generation	79.1
Free/Reduced Lunch Status	
Receives free/reduced lunch	67.8
Does not receive free/reduced lunch	27.9

DISCUSSION

- School cultural socialization may lead immigrant youth of color to feel more confident that their ethnic-racial group is perceived positively, leading to increased emotional engagement among other positive outcomes.
- School critical consciousness socialization may be related to a more positive school environment, which itself may lead to increased public regard and higher emotional engagement.

LIMITATIONS AND FUTURE DIRECTIONS

- Limitations: data is cross-sectional, cannot infer causation.
- Future research could investigate longitudinal impacts of ethnic-racial identity on the relationship between school ERS and engagement (Martinez-Fuentes et al, 2022)