Abstract

Participants • The total number of participants involved in both waves of the study totaled 314 (182 females, 132 males) and had a mean age of 13.0 years. The participants of this study came from 14 urban middle schools (with a mean of 69% African American students) in the Southeastern region of the United States.

Method

Variables Predicting Self-Esteem at Time 1 and Time 2

Results

Discussion

References


Cultural socialization messages were positively related, and preparation for bias was negatively related to later self-esteem.

Parent-reported racial socialization messages, was also significant F(5, 233) = 0.93, p < .001, explaining 19.0% of the overall variance. However, neither parent-reported cultural socialization messages nor preparation for bias messages were significant predictors of children’s Grade 7 self-esteem.

Introduction

• Research indicates that African American children face several challenges, including countering institutionalized racism, negative race-based stereotypes, and discrimination, among others. In this context, scholars have turned their attention to identifying protective factors that promote resilience. Racial socialization has been argued to ease the difficulty of adolescence for African Americans by instilling pride and imparting race-related coping strategies. Racial discrimination negatively influences self-esteem, but optimal racial socialization reduces these negative effects (Harris-Britt, Valrie, Kurtz-Costes, & Rowley, 2008). The current study examines changes in self-esteem due to received parental racial socialization messages from fifth to seventh grade.

Hypotheses

• The authors expect a positive relationship with received cultural socialization messages at Time 1 and self-esteem at Time 2.

• The relationship between preparation for bias messages and self-esteem is uncertain:
  - Preparation for bias messages may lead to an increase in self-esteem across time due to advanced preparation and the transmission of coping mechanisms.
  - Or it might be that preparation for bias may have a negative relationship with self-esteem across time by making a child more sensitive to perceiving situations as discriminatory.

• Lastly, the relationship between preparation for bias messages and self-esteem may be dependent on the amount received. Too much or too little preparation for bias may lead to a decrease in self-esteem, however a moderate amount may lead to an increase in self-esteem.

Racial Socialization Messages Influence Later Self-Esteem in African American Youth

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