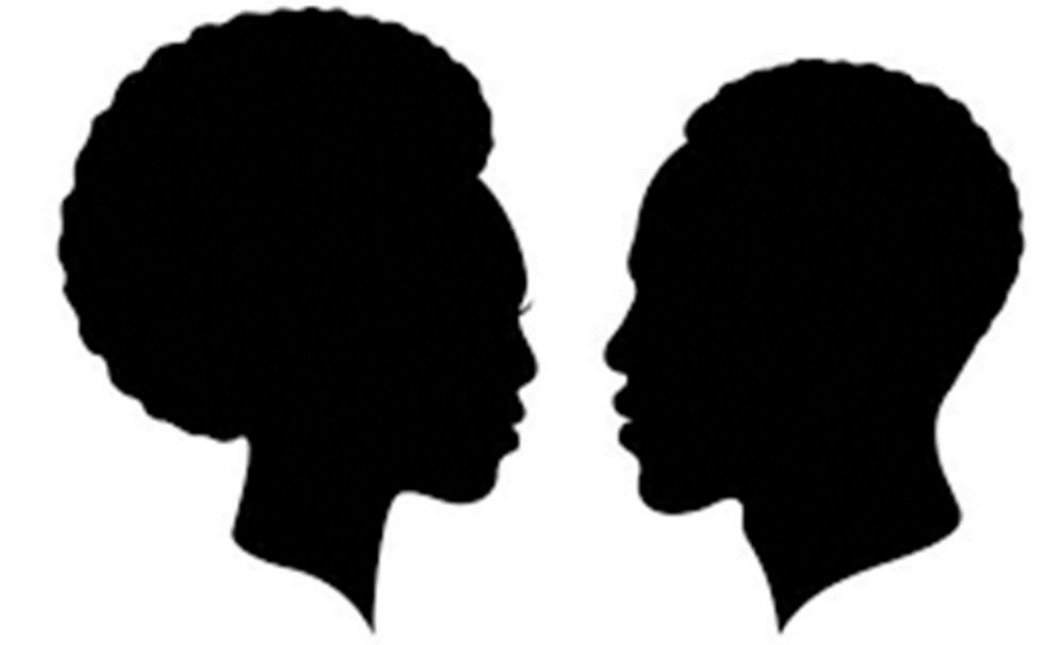




“To Be Young, Gifted, and Black”:

Does ethnic identity, parental nurturance and internal locus of control predict Black undergraduates’ academic achievement?



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Background

Substantial evidence documents the role of ethnic identity and parental support for Black undergraduate academic achievement (Anglin & Wade, 2007; Freeman et al., 2021; Negga et al., 2007).

Ethnic identity has been shown to increase academic achievement for Black undergraduates (Sellers et al., 1998).

Parental support leads to increased self-esteem and academic engagement for Black undergraduates (Causey et al., 2015)

There is a gap in literature exploring high SES Black undergraduates.

Analytic Plan

Control variables: age, gender, SES, sexual orientation, college status, and religious preference.

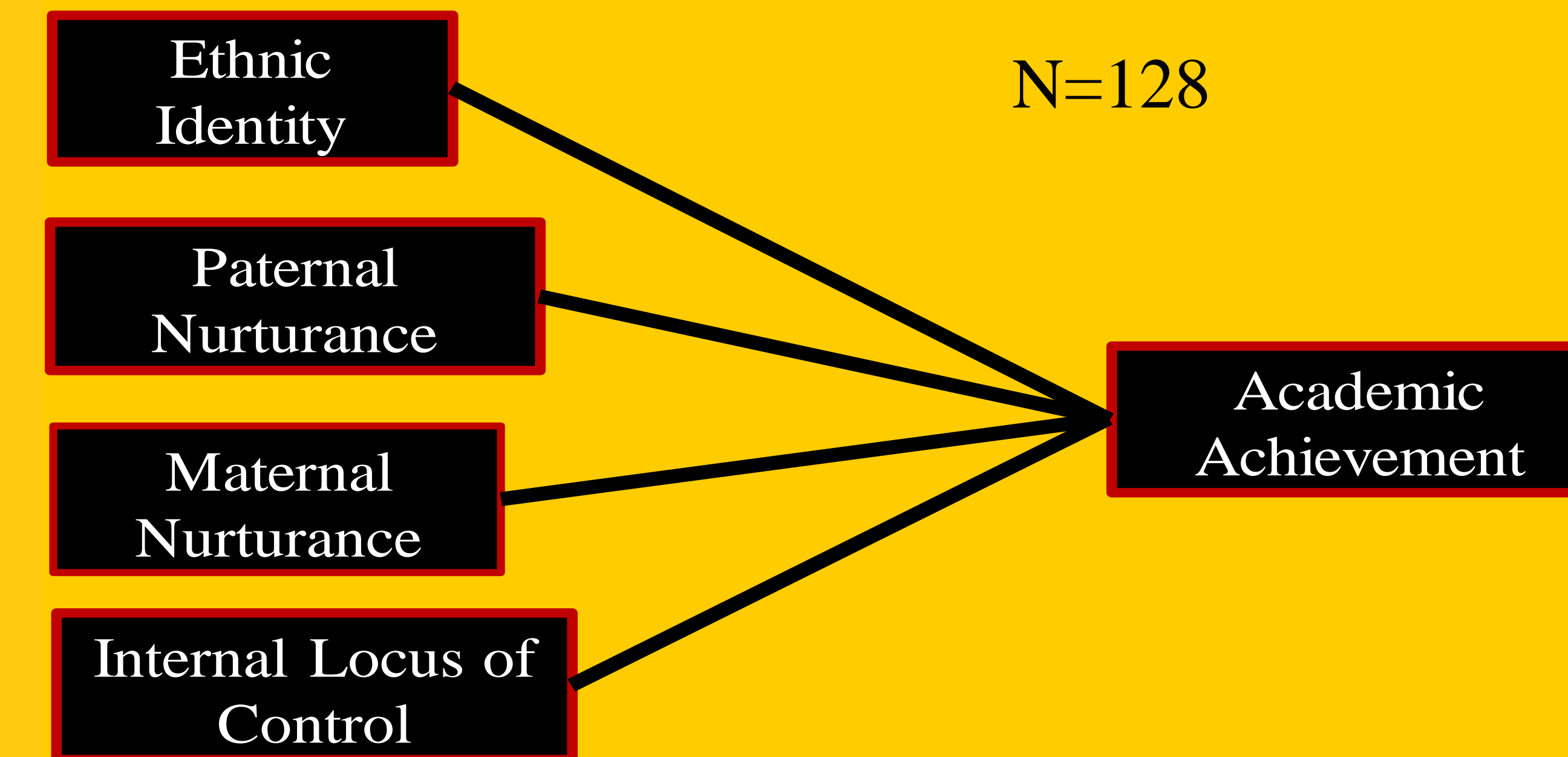
Follow-up analysis: SES groups.

High SES – 50K+

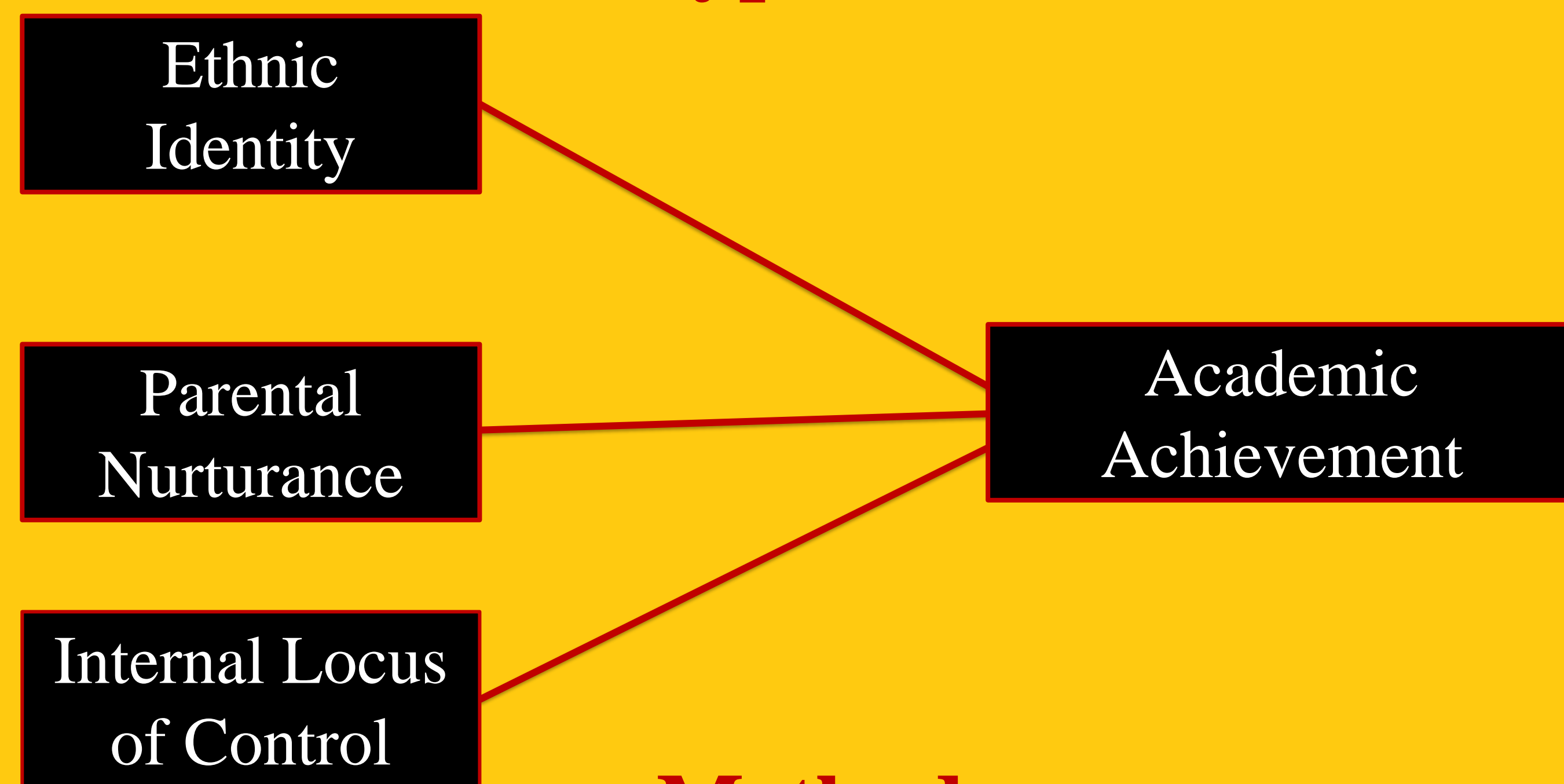
Middle SES-30K-50K

Low SES – below 30K

Regression Results – Low SES



Hypotheses



Method

Data: Multi-University Study of Identity and Culture

Participants: 422 Black undergraduates (m age = 19.88, 78.7% women, 21.3% male; 30.3% low SES, 31.3 middle SES, 38.4% high SES)

Measures:
 Multi-Group Ethnic Identity Scale (Phinney, 1992)
 Parental Nurturance Scale (Buri & Others, 1987)
 Internal Locus of Control Scale (Rotter, 1966)
 Self-reported GPA

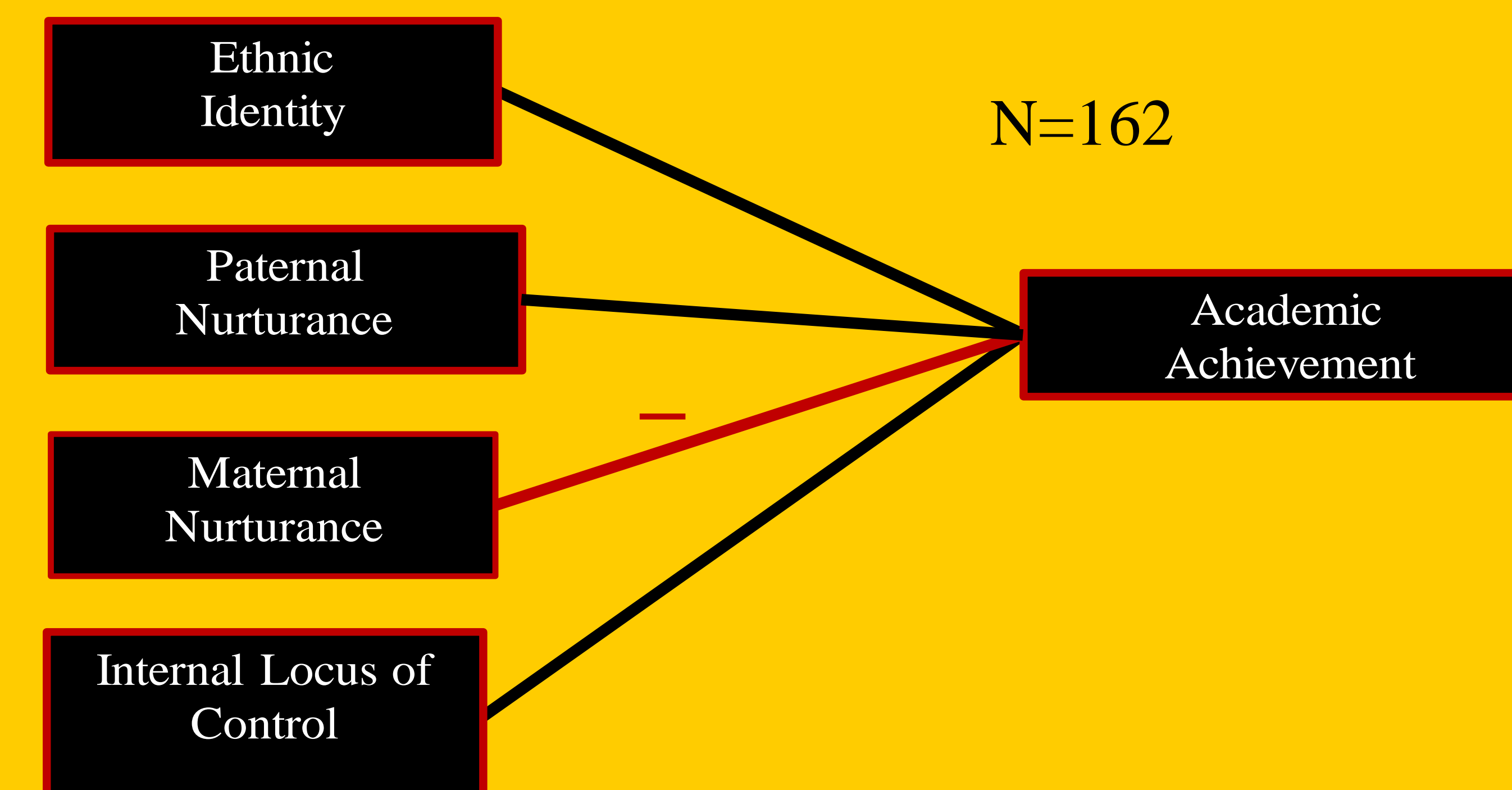
Bivariate Correlations

Table 1
Means, standard deviations, and bivariate correlations

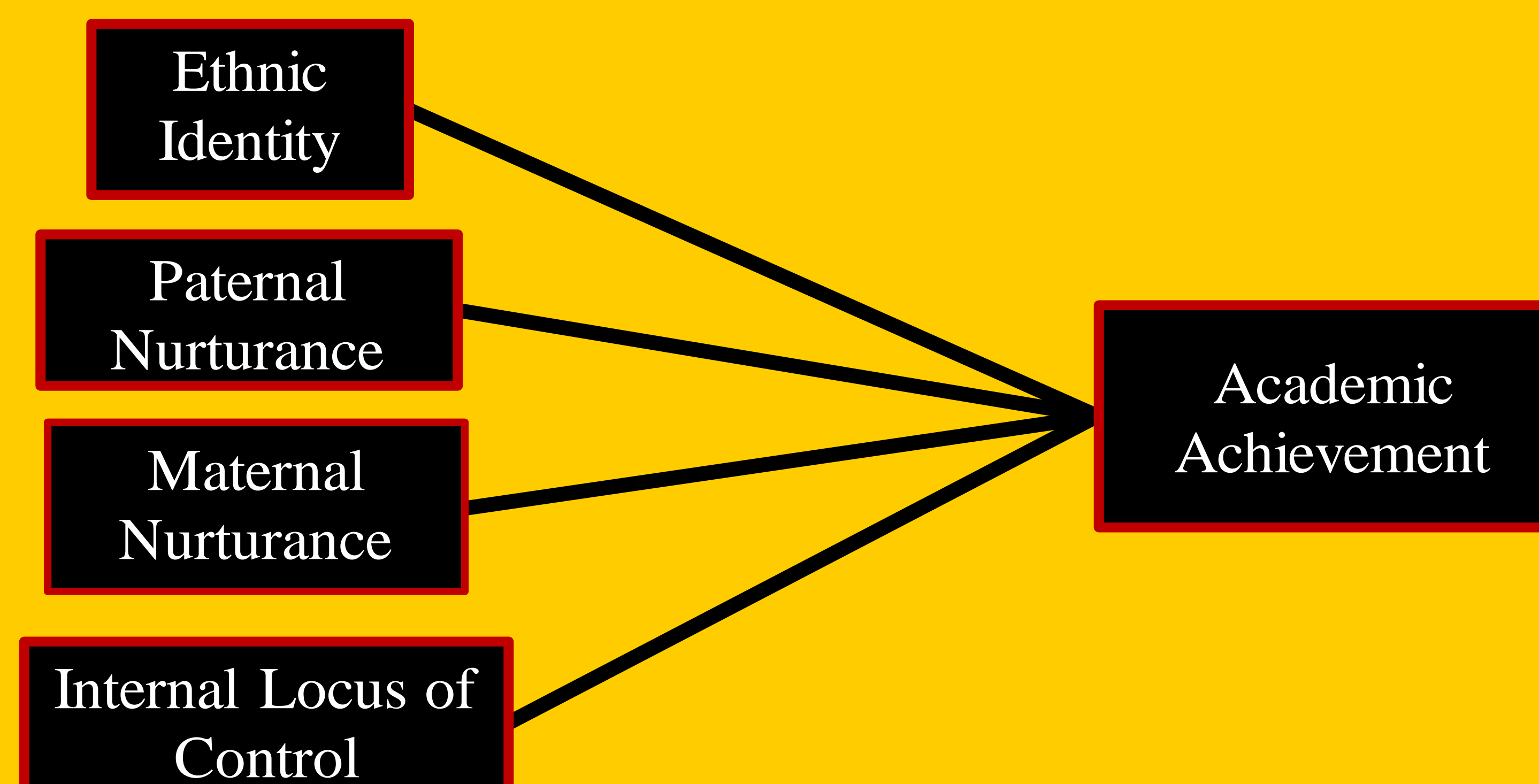
Variable	1	2	3	4	5
1. Grades	--				
2. Paternal Nurturance	0.014	--			
3. Maternal Nurturance	0.018	.223**	--		
4. Ethnic Identity	0.046	.097*	.213**	--	
5. Internal Locus of Control	0.055	0.093	.214**	.248**	--

* $p < .05$. ** $p < .01$.

Regression Results – High SES



Regression Results – Full Sample



Limitations

1. Cross-sectional research design
2. Retrospective items for parental nurturance.
3. Self-reported grades

Implications

1. Strengthening parental support of Black undergraduates.
2. Tailoring counseling and campus resources to promote positive campus adjustment for Black undergraduates.
3. Generating more information about Black undergraduates from high-SES households.