

Combating Racial and Ethnic Microaggression Experiences with Parent Involvement

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Abstract

- Although research has indicated that racial and ethnic microaggressions (REM) occur frequently in adults, there is a growing body of studies reflecting its occurrence and resulting negative outcomes during adolescence and secondary school.
- This research examined the interaction between parental involvement, racial and ethnic microaggressions, and adolescent well-being.
- The study utilized online surveys from 142 adolescents to gain quantitative data measuring observations of microaggressions, experiences of microaggressions, and adolescent well-being.
- Findings indicate a relationship between observing and/or experiencing microaggressions and adolescent well-being. The principal findings suggest that parental involvement moderated the association between both experiencing and observing microaggressions and well-being.
- The results contribute to the understanding of how schools can help create a healthy learning environment that supports adolescent well-being, student engagement, and a positive school climate.

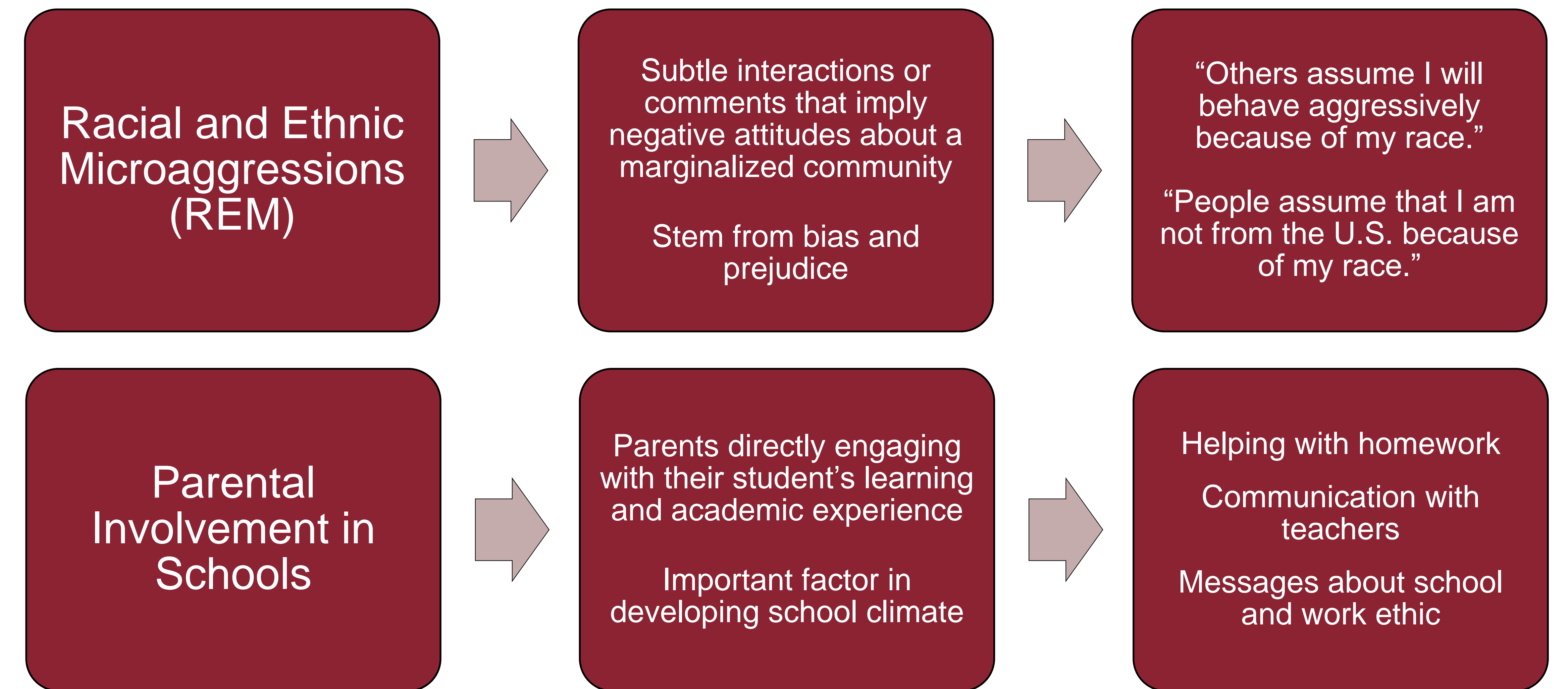
Research Questions

What is the **frequency** of experienced or witnessed racial and ethnic microaggressions in the secondary school setting?

What is the impact of experienced or witnessed racial and ethnic microaggressions on **well-being and school engagement**?

What is the level of impact of **perceived parental involvement** on the relationship between experiencing or witnessing REM and student engagement and student well-being?

Microaggression Experiences, Correlates, & Outcomes



Adolescent Well-being

- Well-being is correlated with students' academic, social, and behavioral outcomes.
- It also plays a role in school climate.
- Microaggression experiences negatively impact physical, social, and emotional well-being.
- Increased parental involvement is linked to better well-being and higher school engagement.

School Climate

- School climate refers to the relationships between the school, students, parents, and the community, along with perceptions of the school.
- Microaggression experiences create a negative school climate.
- A more positive school climate is associated with higher student engagement and better socioemotional outcomes for students.

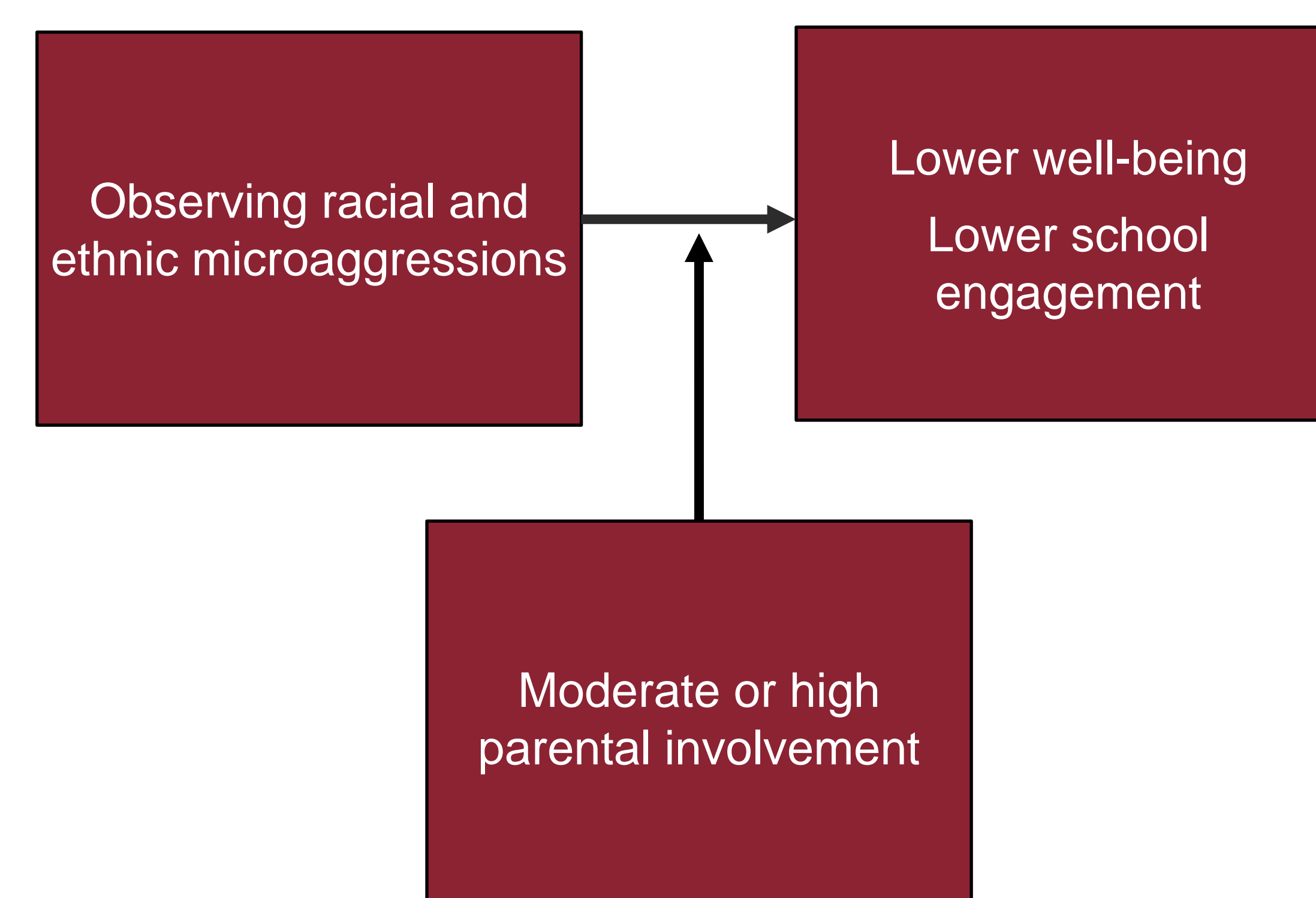
Participants & Research Design

Participants were 142 7th-12th grade students in the United States.

		Frequency	%
Gender	Female	43	30.3
	Male	96	67.6
Race/Ethnicity	American Indian/Alaskan Native	2	1.40
	Asian	2	1.40
	Black/African American	42	29.6
	White	91	64.1
	Hispanic/Latino	3	2.10
	Multiracial	1	0.70
Student Grade	7th	12	8.50
	8th	34	23.9
	9th	30	21.1
	10th	41	28.9
	11th	18	12.7
	12th	7	4.90

Results

- Parental involvement significantly moderated the relationship between:
 - Observing REM and well-being (unstandardized $\beta = .320, p = .004$)
 - Observing REM and student engagement
- Low parental involvement was associated with significantly worse well-being when observing REM ($\beta = -.233, p = .048$)
- Moderate or high parental involvement moderated the effects of REM on well-being



References

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Conclusions & Future Directions

- Parental involvement plays a significant role in moderating the harmful effects of racial and ethnic microaggressions (REM) on adolescent well-being and student engagement.
- Parental involvement can look different for parents of color, who may be affected by negative perceptions and REM from school staff and other barriers to engagement.
- Parent, school, and community partnerships are crucial for creating a more positive, trauma-informed school climate that supports racially and ethnically diverse students.
- Considering the racial demographics of the current sample, more research is needed on the effects of experiencing REM on students of color with the moderating factor of parental involvement.