



HBCU Education and Racial Socialization



Rayshan Hampton, Behavioral Sciences & Human Services Department
Charla McKinzie Bishop, Ph.D., M.Sed., Behavioral Sciences & Human Services Department

ABSTRACT

The role and function of culture during early adulthood is important to overall identity (Tatum, 2003). Attending Historically Black Colleges and Universities (HBCU) can provide students with a culturally inclusive education that will support their sense of self and identity development. However, the research on the quality and quantity of culturally directed lectures and experiences of students attending an HBCU has been sparsely studied. This study explored the role of HBCU professors in the racial socialization of their students. Results reveal that aspects of racial socialization in the classroom are related to ethnic identity.

INTRODUCTION

Current events suggest that conservative voices seek to quiet projects such as the 1619 Project to their attempt to record a well rounded and more culturally appropriate version of American history citing that discussions of genocide of Native Americans and enslavement of Africans might make some feel uncomfortable. However, HBCUs have always been beacons of racial socialization or cultural enlightenment to educate students on more culturally accurate accounts of history and how to navigate discrimination in the American climate today. This study explores the impact of racial socialization in the classroom on how students feel about their culture.

METHODS

Participants (N= 103)



- Gender: 85 Women; 15 Men; 3 Unreported
- Race: 95 African American; 2 Asian, 1 Latino, 1 Middle Eastern, 3 Other
- Ethnicity: 77 African American, 7 Jamaican, 6 Nigerian, 1 Filipino, 1 El Salvadorian, 1 Trinidadian, 1 Chinese, 2 Other
- Majors: 31 Child and Adolescent Studies, 27 Criminal Justice, 9 Sociology, 1 Psychology, 1 Education, 7 Other, 1 Unreported

Measures



- Multi-Group Ethnic Identity Measure (Phinney, 1992, 20-items) -- "I am happy that I am a member of the ethnic group I belong to."
- The Cultural and Racial Socialization Self-Efficacy Scale (CRSES; Berbery & O'Brien, 2011) -- "How confident are you that your professors encouraged you to speak out against any racially or ethnically biased remarks."

Quantitative cross-section survey design during the Spring and Summer 2021 semesters.

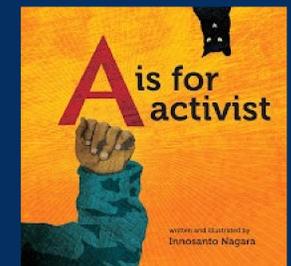
RESULTS

Ethnic Identity was unrelated to Classroom Racial Socialization $r(100) = .096, p = .346$

However...

Ethnic Identity was related to learning to speak out against social injustice (RS1); $r(101) = .207, p = .039$
Ethnic Identity Exploration (EI3) was related to a classroom focused social justice activities aimed at ending racism (RS2); $r(101) = .200, p = .045$.

CONCLUSION



- Aspects of teachings in the classroom at an HBCU positively impact cultural identity
- More specifically, students tend to become more active in causes aimed at social activism.

DISCUSSION

Classroom teachings do positively impact ethnic identity, so it would be good to have more specialized classes on cultural topics and have more activities that allow students to engage in social activism.

