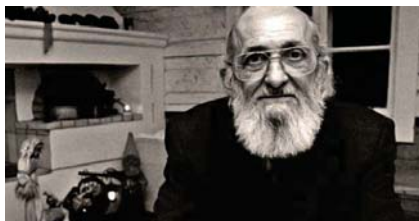


# Critical Consciousness in Pre-Adolescents: An Initial Exploration

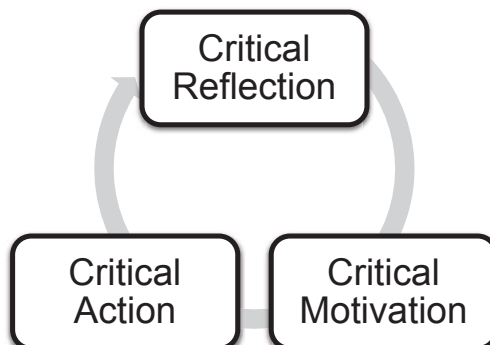
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**Critical Consciousness:** critical analysis of social inequities and the motivation and action taken to promote change.

Freire, 2000; Watts, Diemer, & Voight, 2011



## (Some) Background



# 1

Examine the extent to which pre-adolescent youth exhibit critical reflection and critical motivation

# 2

Explore how student perceptions of the teacher & classroom relate to students' emerging levels of CC



## Study 1 Sample

- 4<sup>th</sup> & 5<sup>th</sup> graders attending two elementary schools in the Southeastern U.S. ( $N = 139$ )
  - 77.2% ( $n = 105$ ) were in 4<sup>th</sup> grade ( $M_{age} = 10.16$ ,  $SD = .66$ )
  - 45.3% ( $n = 63$ ) identified as Black or African American
  - 35.3% ( $n = 48$ ) identified as White
  - 17.6% ( $n = 24$ ) identified as Two or more races
  - 46.7% ( $n = 63$ ) identified as girls



## Study 1 Measures

- Critical Consciousness
  - Critical Reflection
    - Perceived Inequality
    - Egalitarianism
  - Critical Motivation

Diemer, Rapa, Park, & Perry, 2017; Rapa, Diemer, & Roseth, under review



## Study 1 Measures

- Critical Consciousness
  - Critical Reflection
    - Perceived Inequality
    - Egalitarianism
  - Critical Motivation

## Study 1 Analysis

- Examine scale reliabilities
- Conduct confirmatory factor analysis (CFA) to examine fit of data to expected factor structure

Diemer, Rapa, Park, & Perry, 2017; Rapa, Diemer, & Roseth, under review



# Study 1 Results

### *Scale Means and Reliabilities*

	<i>M (SD)</i>	Scale Reliabilities (Cronbach's alpha)					
		<u>Full Sample</u>	<u>Full Sample</u>	<u>4<sup>th</sup> grade</u>	<u>5<sup>th</sup> grade</u>		
CR: PI (8 items)	23.53 (11.02)	.88		.87	.92		
CR: E (5 items)	23.60 (5.24)	.65	.76 <sup>†</sup>	.61	.71 <sup>†</sup>	.78	
CM (10 items)	43.38 (8.09)	.67	.79 <sup>†</sup>	.64	.77 <sup>†</sup>	.72	.86 <sup>†</sup>

<sup>†</sup>Indicates scale reliability with reverse-coded items removed (one item removed for CE, two items removed for CM)



# Study 1 Results

## *Fit Indices and Information Criteria for Measurement Model: Original and Revised Scales*

	Original Scales	Revised Scales*
CFI	.82	.90
TLI	.80	.89
RMSEA	.07	.06
AIC	10551.94	8968.81
BIC	10769.28	9165.86

\*The Revised Scales measurement model is composed of the original items, less the reverse-coded items. One reverse-coded item was removed from the *Critical Reflection: Egalitarianism* sub-scale and two items were removed from the *Critical Motivation* sub-scale.



# Study 1 Results

## *Measurement Model: Factor Loadings for Latent Variables*

Latent Variable and Indicators	Unstandardized Estimate	S.E.	Unstandardized Estimate/S.E.	Standardized Estimate
<i>Critical Reflection: Perceived Inequality</i>				
(1) Certain racial groups have fewer chances to get a good education	1.16*	0.16	7.37	0.61*
(2) Poor children have fewer chances to get a good education	1.36*	0.13	10.53	0.74*
(3) Certain racial groups have fewer chances to get good jobs	1.14*	0.16	7.15	0.64*
(4) Women have fewer chances to get good jobs	1.19*	0.16	7.67	0.62*
(5) Poor people have fewer chances to get good jobs	1.41*	0.12	12.04	0.77*
(6) Certain racial groups have fewer chances to get ahead in life	1.15*	0.16	7.23	0.62*
(7) Woman have fewer chances to get ahead in life	1.32*	0.15	8.69	0.70*
(8) Poor people have fewer chances to get ahead in life	1.34*	0.13	10.38	0.76*
<i>Critical Reflection: Egalitarianism</i>				
(1) It would be good if groups could be	1.25*	0.16	7.63	0.84*



## Study 2 Sample

- Subset of 4<sup>th</sup> & 5<sup>th</sup> graders attending two elementary schools in the Southeastern U.S., within four classrooms ( $N = 51$ ); three teachers
- Teachers
  - Each identified as a woman
  - One identified as White
  - Years teaching ranged from 3 to 23 ( $M = 12.67$ )



## Study 2 Student Measures

- Critical Consciousness
  - Critical Reflection
    - Perceived Inequality
    - Egalitarianism
  - Critical Motivation
- Open Classroom Climate

## Study 2 Teacher Measures

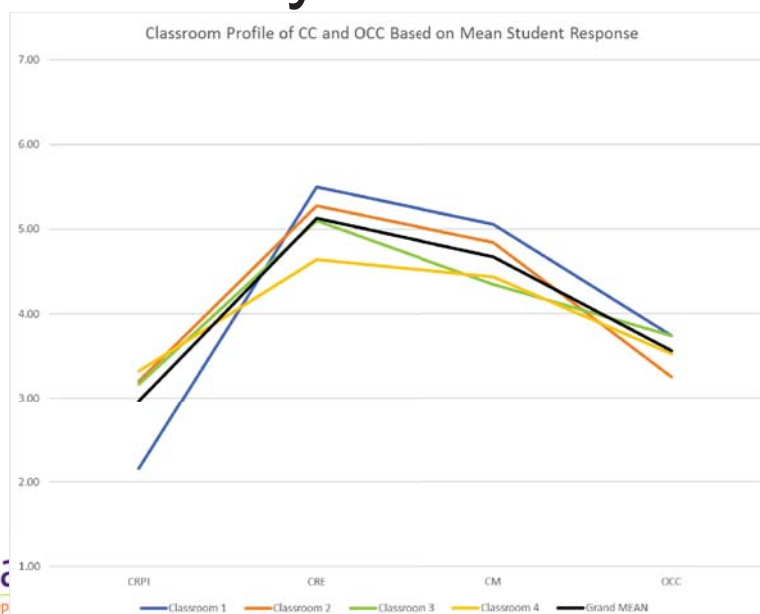
- Critical Consciousness
  - Critical Reflection
    - Perceived Inequality
    - Egalitarianism
  - Critical Motivation
- Open Classroom Climate



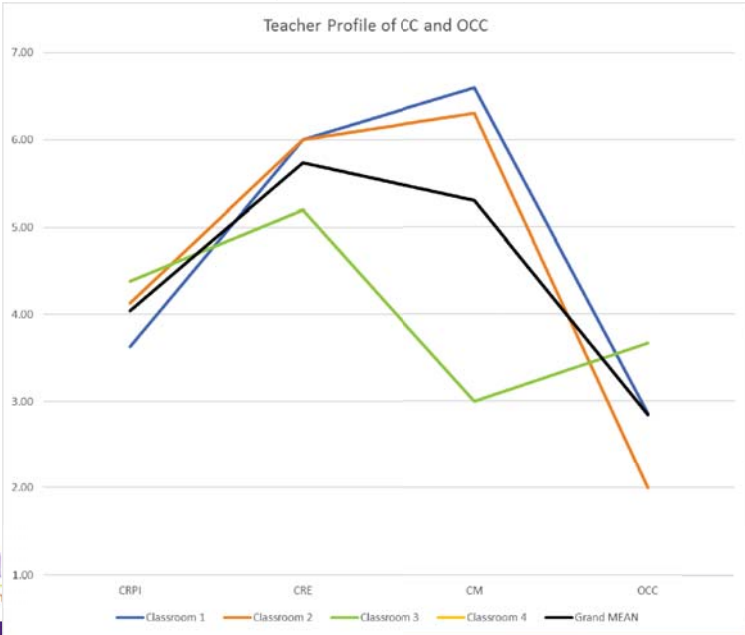
## Study 2 Analysis Plan

- Examine descriptive data to determine observable correspondence between student-level and teacher-level data

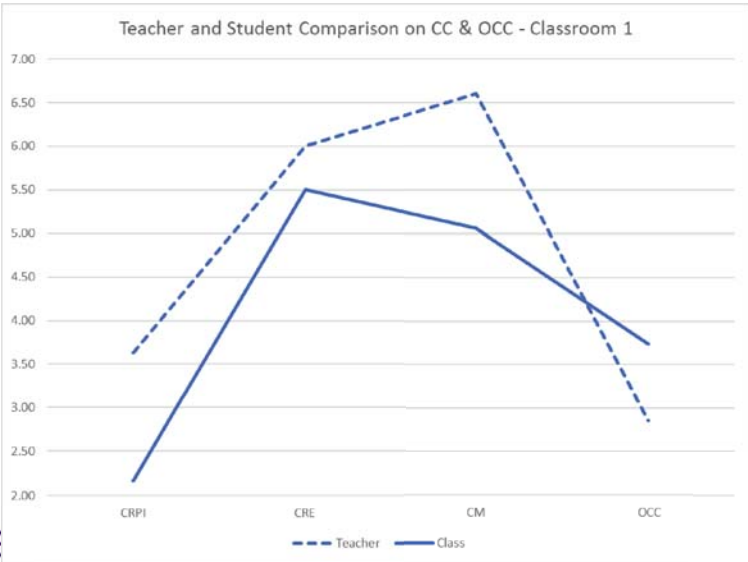
## Study 2 Results



# Study 2 Results

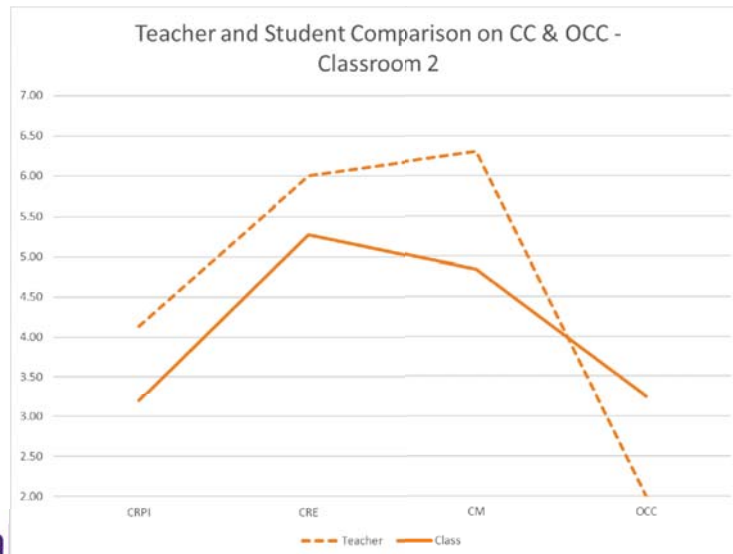


# Study 2 Results

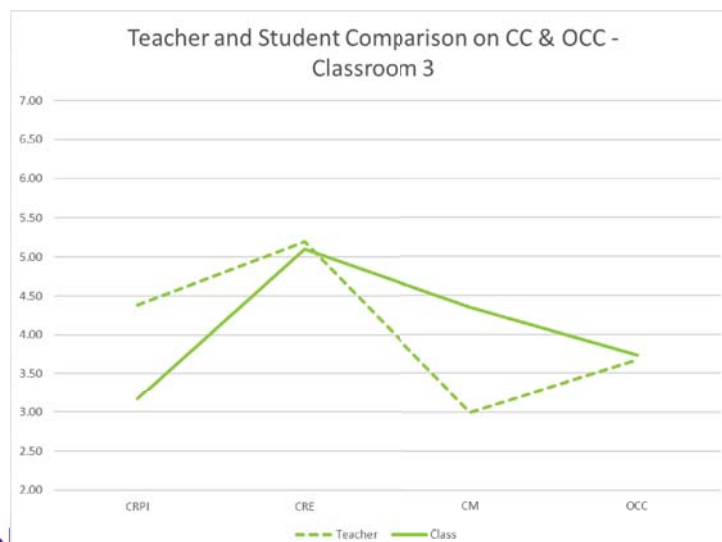




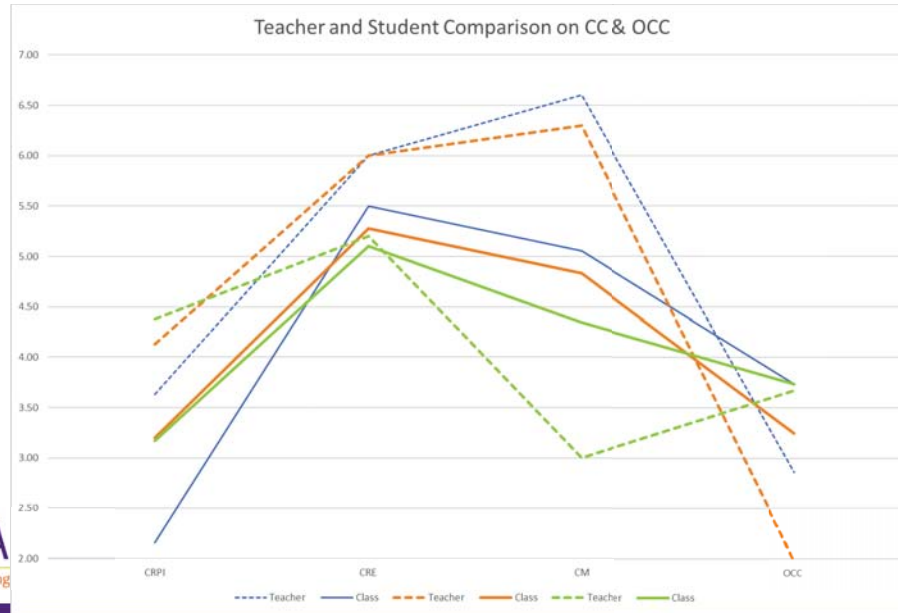
# Study 2 Results



# Study 2 Results



# Study 2 Results



## Discussion

- Pre-adolescent children are aware of race, class, and gender-based group differences and stereotypes from an early age  
Derlan, Umaña-Taylor, Updegraff, & Jahromi, 2016; Heberle & Carter, 2015; Heberle, Rapa, & Farago, in prep; Martin, Andrews, England, Zosuls & Ruble, 2017
- CC—which comprises (in this study) perceptions of inequality, egalitarianism, and critical motivation—appears to be measurable and manifest in pre-adolescents



# Discussion

- Teachers play an important role in creating an open classroom climate, which has been linked to CC Godfrey & Grayman, 2014
- Perceptions of a teacher's fairness and inclusivity can influence developing student beliefs in a fair and just society Flanagan et al., 2007
- Teachers may reinforce or disrupt experiences of broader societal inequities within the school setting, especially for marginalized youth McKown, 2013



# Discussion

- Now that we know that CC can be measured in pre-adolescent youth, more work is needed:
  - Further substantiate the relations between the CC of students and their classroom teachers
  - Explore how teachers and their classrooms are supportive of CC development



# Thank you

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