

Modern Day Latinos in College: How the Dynamics of Familismo, Cultural Identity, and Society Affect Levels of Stress

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ABSTRACT & LITERATURE REVIEW

The study will exhibit the experiences of Latinx college students placed in HBCU. That will give a better understanding the role of family and ethnic identity in relation to stress, mood, and grades.

- Individuals of Latin or Hispanic make up 17% of the American population (Flores, 2017).
- Legal discrimination and environment risk are only two of the stressors that Latinx youth experience. At the personal and family levels, Latinx individuals may experience acculturation stress and family stress (Berry, 1997; Lee & Liu, 2001).
- The transition to college can be challenging for any student as they navigate greater independence and adulthood particular for first-generation Latinx college students (Santiago & Cunningham, 2005).
- However, both familismo and ethnic identity buffer feelings of stress for Latinx college students (Ayon, Marsiglia & Bermudez-Parsai, 2010; Holleran & Waller, 2003).

PROCEDURES

- All data is being collected from students enrolled in undergraduate courses at a Historically Black University from Spring of 2019 to Spring 2020.
- Latinx students were obtained through snowball sampling and through the campus student organization (Raices).
- African American students were obtained through random sampling.

SURVEY ITEMS

Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983; 10 items) – “Have you felt that you were unable to control the important things in your life.”

- 5-point Likert scale; higher scores mean higher stress.

The Positive and Negative Affect Schedule – Expanded Form (Watson & Clark, 1994; 42 items) –(i.e. happy, mad, excited, scared)

- 7-point Likert scale; higher scores mean higher emotional experience

Ethnic Identity Scale (Umaña-Taylor et al., 2004; 17 items) – “I am clear about what my ethnicity means to me.”

- 4-point Likert scale; higher scores mean greater connection to ethnicity
- Subscores for ethnic identity exploration; ethnic identity resolution (firm sense of ethnic identity); ethnic identity affirmation (positive feeling of ethnic group)

Attitudinal Familism Scale (Steidel & Contreras, 2003; 18 items) -- “A person should live near his or her parents and spend time with them on a regular basis.”

- 10-point Likert scale; higher scores means greater importance of family connection in daily life
- Subscores for Subjugation of self (self-sacrifice); Family Support (support for family); Family Connectedness (cohesion); Family Honor (protection of family social hierarchy and standing)

Sample Description	
Latinx N=29	African American N=94
Gender: 65% Female; 24% Male	Gender: 78.7% Female; 20.2% Male
Ethnicity: 27.6% El Salvadorian; 24.1% Puerto Rican; 20.7% Mexican; 5% Dominican; 2% Honduran	Ethnicity: 53% African American; 7.4% Jamaican; 5.3% Nigerian; 3.2% Sierra Leonean
Nationality: 13.8% first generation; 55.2% second generation; 31% third generation or more	Nationality: 7.4% first generation; 17% second generation; 74.5% third generation or more
College Generational Status: 51.7% first generation	College Generational Status: 17% first generation
Work: 65.5% work at least part-time	Work: 80.8% work at least part-time
Average Age: 21.63	Average Age: 21.43
Average GPA: 3.21	Average GPA: 3.06

SAMPLE DESCRIPTION & RESULTS

Table 1: Correlation Matrix for Major Outcome Variables by Race

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. GPA		.18	.12	-.25	-.14	-.19	-.16	-.09	.15	.05	.05	.03
2. Positive Affect	.14		.09	-.29	.04	.12	.47 ^a	.13	.39	.14	.05	.20
3. Negative Affect	-.03	.06		.59 ^b	-.32	-.23	-.06	-.21	-.07	.01	-.24	-.17
4. Perceived Stress	-.21	.01	.45 ^c		-.12	-.29	-.23	-.44 ^a	-.29	-.29	-.32	-.42 ^a
5. Ethnic Identity (affirmation)	-.06	-.09	-.07	-.18		.07	.17	.10	-.25	-.11	-.02	.06
6. Ethnic Identity (exploration)	-.03	.04	-.07	-.11	-.08		.75 ^c	.22	.11	.03	.15	.17
7. Ethnic Identity (resolution)	-.11	-.01	-.03	.08	.03	.54 ^c		.18	.02	.02	-.04	.11
8. Familismo (Support)	-.08	.27 ^a	-.01	-.12	.04	.17	-.02		.67 ^c	.73 ^c	.64 ^c	.93 ^c
9. Familismo (Subjugation of Self)	-.03	.32 ^b	-.16	-.08	.03	.03	-.01	.70 ^c		.69 ^c	.47 ^a	.83 ^c
10. Familismo (Connection)	.30 ^b	.20	-.14	-.23 ^a	-.01	.04	-.06	.70 ^c	.69 ^c		.45 ^a	.83 ^c
11. Familismo (Honor)	-.10	.21	-.20	-.15	.01	.05	-.02	.59 ^c	.58 ^c	.41 ^c		.78 ^c
12. Familismo (Total)	.04	.30 ^b	-.14	-.15	-.05	.09	-.03	.91 ^c	.88 ^c	.83 ^c	.71 ^c	

Note: Coefficients above the diagonal represent the Latinx sample and score below represent African Americans students

Table 2: Correlation Matrix for Major Outcome Variables and Support Provided by Race

	Latinx		African American	
	Family Support Provided	Family Stress	Family Support Provided	Family Stress
Age		-.19		.002
GPA		.05		-.31
Positive Affect		-.07		-.33
Negative Affect		-.30		.22
Perceived Stress		-.03		.52 ^b
Ethnic Identity (affirmation)		.14		-.11
Ethnic Identity (exploration)		.30		.07
Ethnic Identity (resolve)		.12		.17
Familismo (Support)		.25		-.22
Familismo (Subjugation of Self)		.22		-.36
Familismo (Connection)		.08		.15
Familismo (Honor)		.35		-.42 ^a
Total Familismo		.28		-.34
Family Stress		.08		--

Note: ^ap<.05, ^bp<.01, ^cp<.001

Table 3: Predictors of Perceived Stress by Race

	t	p	B	F	df
Latinx					
Step 1: ($\Delta R^2 = .14$)					
Familismo (Support)	-2.07	.05	-.42	4.30	1, 20
Step 2: ($\Delta R^2 = .58$)					
Familismo (Support)	-1.67	.11	-.24	10.75 ^c	3, 18
Family Stress	3.41	.003	.39		
Negative Affect	2.68	.015	.50		
African American					
Step 1: ($\Delta R^2 = .04$)					
Familismo (Connection)	-2.05	.04	-.24	4.19 ^a	1, 69
Step 2: ($\Delta R^2 = .30$)					
Familismo (Connection)	-1.36	.18	-.14	11.21 ^c	3, 67
Family Stress	3.53	.001	.35		
Negative Affect	3.40	.001	.36		

Note: ^ap<.05, ^bp<.01, ^cp<.001

DISCUSSION

- A connection with the family is helpful in reducing stress for African American and Latinx students.
- Lower ethnic identity affirmation was associated with increased stress.
- The buffering effects of familismo are decreased by family stress for both Latinx and African American students.

IMPLICATIONS

- Family weekends may be helpful in supporting increased familismo and decreased stress for all students.
- Cultural events on campus can serve to help students learn more about culture and reduce cultural stressors students experience.