



ABSTRACT

The purpose of this study will be to explore that relationship between familismo (or family cohesion and honor) and well-being and academic outcomes first-generation Latino students with a sample of African American students for comparison. Latino college students often find themselves navigating the fine line between family responsibilities and academic achievement. While familismo can be a protective factor, family responsibilities can challenge the academic progress of Latino students. The purpose of the study is to evaluate the relationships between major outcome variables for both racial/ethnic groups separately:

1. Greater familismo is associated with increased positive mood, decreased negative mood, decreased stress, and higher GPA.
2. Greater family stress/responsibilities is associated with decreased positive mood, increased negative mood, increased overall stress, and lower GPAs.
3. Increased familismo and increased stress will be associated with delays in time to graduation.

METHODS

PROCEDURES

- All data is being collected from students enrolled in undergraduate courses at a Historically Black University from Spring of 2019 to Present.
- Latinx students were obtained through snowball sampling and through the campus student organization (Hispanic Student Association; HSA).
 - Arrangements have been made with HSA and the Sigma Lambda Gamma Sorority Inc to collect data this fall and in the spring.
- African American students were obtained through random sampling.

CURRENT RESEARCH FINDINGS

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



METHODS (CON'T)

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.”
- The Positive and Negative Affect Schedule – Expanded Form (Watson & Clark, 1994; 42 items) –(i.e. happy, mad, excited, scared)
- Ethnic Identity Scale (Umaña-Taylor et al., 2004; 17 items) – 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.”
 - Subscores for Subjugation of self (self-sacrifice); Family Support (support for family); Family Connectedness (cohesion); Family Honor (protection of family social hierarchy and standing)



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 ^a	-.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	-.17	.11
GPA	.05	-.31	-.14	-.19
Positive Affect	-.07	-.33	.06	-.003
Negative Affect	-.30	.22	-.04	.22 ^a
Perceived Stress	-.03	.52 ^b	-.08	.48 ^c
Ethnic Identity (affirmation)	.14	-.11	.02	-.28 ^a
Ethnic Identity (exploration)	.30	.07	.04	.10
Ethnic Identity (resolve)	.12	.17	.12	-.03
Familismo (Support)	.25	-.22	.24 ^a	.15
Familismo (Subjugation of Self)	.22	-.36	.08	.003
Familismo (Connection)	.08	.15	.17	-.07
Familismo (Honor)	.35	-.42 ^a	.09	-.03
Total Familismo	.28	-.34	.17	.02
Family Stress	.08	--	.21 ^a	--

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



- Survey both the HSA members and Sigma Lambda Gamma Sorority Incorporated
- Rerun the data with the larger sample
- Send abstract to the American Psychological Association for presentation in August 2026
- Update manuscript for submission to the Journal of Latino Psychology.

- 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.

