

Abstract

This study aims to examine how familism, bicultural stress, and achievement guilt are associated with academic achievement for Latinx youth. Guided by the Integrative Model for Developmental Competencies in Minority Children (Garcia Coll et al., 1996), this study discusses the unique pathways of Latino youth within multiple cultural contexts by placing social influences such as social stratification, effects of racism, and influence of segregation at the core of its framework. We hypothesize that better academic achievement (GPA, academic satisfaction, academic persistence, and academic aspirations) will be associated with lower rates of bicultural stress, lower achievement guilt, and higher familism.

Background

- Familism- the cultural emphasis on the importance of going to family for support, comfort, services, and of placing precedence on family before individual interests (Hernandez & Bámaca, 2016).
- Stein and colleagues (2015) found that familism was associated with greater feelings of school belonging among Latinx adolescents, and that it compensates for economic and other stressors.
- Bicultural stress is a subjective stress as they navigate two cultural contexts (Romero & Piña-Watson, 2017; Romero & Roberts, 2003).
- Achievement guilt is a feeling of guilt students may show as a result of succeeding in school while their family members may not (Covarrubias, Romero, & Trivelli, 2015).
- Achievement guilt is shown to be prevalent among Latinx youth, compared with White youth (Covarrubias, Romero, & Trivelli, 2015).

Methods

Participants

Latinx youth participants ($N = 133$) were recruited in a predominantly low income community in the Southwestern United States. Age ranged between 13-19 years old. In regard to sex, 55.2% were female.

Measures

Measures included freq. of **familism** behaviors, a 15-item scale (Romero & Ruiz, 2007; $\alpha = .76$), **bicultural stress**, using the Bicultural Stress Scale, a 17-item scale (Romero & Roberts, 2003; $\alpha = .92$), **achievement guilt**, a 3-item scale (Covarrubias, Romero, & Trivelli, 2015; $\alpha = .77$), **academic aspirations**, a 1-item question to examine future educational goals after high school, **academic satisfaction**, a 3-item scale to examine how participants are satisfied with their life and school performance ($\alpha = .79$), **academic persistence**, using the Academic Persistence scale, a 3-item scale, asking the lack of motivation in pursuing educational success (Guiffrida, Lynch, Wall, & Abel, 2013; $\alpha = .80$), and **grade point average** (GPA).

Results

Table 1: Pearson Product Moment Correlations

	1	2	3	4	5	6	7
1. Familism	-	--	--	--	--	--	--
2. Bicultural Stress	-0.18*	--	--	--	--	--	--
3. Achievement Guilt	0.03	0.17	--	--	--	--	--
4. Academic Aspirations	0.06	-0.12	-0.17*	--	--	--	--
5. Academic Satisfaction	0.44**	-0.21*	-0.12	0.19*	--	--	--
6. GPA	0.14	-0.15	-0.01	-0.49**	0.38**	--	--
7. Academic Persistence	-0.15	0.23**	0.09	-0.47**	-0.25**	-0.22*	--
<i>M</i>	3.43	1.93	2.18	4.20	3.11	3.30	1.60
<i>SD</i>	0.87	0.80	0.71	1.26	0.61	1.23	0.99
Actual Range	1-5	1-5	1-4	1-5	1-4	1-5	1-7

Note: * $p < .05$; ** $p < .01$;

Results

Table 2: Linear Regression Model

Variables	<i>B</i>	<i>SE B</i>	95% CI	β	R^2	<i>F</i>
Model 1: Academic Aspirations					0.05	1.99
Familism	0.06	0.13	-0.19 0.31	0.04	--	--
Bicultural Stress	-0.16	0.14	-0.44 0.13	-0.10	--	--
Achievement Guilt	-0.28	0.15	-0.59 0.02	-0.16	--	--
Model 2: Academic Satisfaction					0.24	12.91***
Familism	0.29	0.06	0.18 0.41	0.42***	--	--
Bicultural Stress	-0.13	0.06	-0.25 -0.00	-0.17*	--	--
Achievement Guilt	0.14	0.07	0.01 0.28	0.16*	--	--
Model 3: GPA					0.04	1.45
Familism	0.15	0.12	-0.09 0.38	0.11	--	--
Bicultural Stress	-0.19	0.13	-0.46 0.08	-0.13	--	--
Achievement Guilt	0.02	0.14	-0.26 0.30	0.01	--	--
Model 4: Academic Persistence					0.07	2.99*
Familism	-0.13	0.10	-0.33 0.07	-0.12	--	--
Bicultural Stress	0.24	0.11	0.02 0.46	0.19*	--	--
Achievement Guilt	0.09	0.12	-0.15 0.32	0.48	--	--

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Conclusions and Implications

- Academic persistence was significantly associated with more familism, less bicultural stress, and more achievement guilt.
- Academic persistence was significantly associated with more bicultural stress.
- This study sheds light on the benefits, as well as burdens, of obtaining academic success.
- It is important for individuals working with Latinx youth and families, especially those in the education field to acknowledge the benefits, as well as the sacrifices when in the process of obtaining an education while experiencing two cultures.

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