

Academic Outcomes of Traditional Gender Role Beliefs for Mexican American Adolescents

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Introduction

- On average, males in the U.S. have lower grades and graduation rates compared to females. (Buchman et al. 2008)
- 47% of Latinas and 41% of Latinos over the age of 25 **do not have a high school education** (U.S. Census Bureau, 2007).
- For Latina female adolescents higher spiritual pillar and family pillar beliefs are related to higher levels of academic motivation (Rodriguez et al., 2013)
- If Mexican American males value a sense of dignity for their family, they may experience pressure to demonstrate academically. This pressure along with familial responsibilities may act as a distraction from school work. (Ojeda et al., 2011).

LITERATURE GAPS

- Small sample size in previous studies that relate gender role values to academic outcomes (Rodriguez et al., 2013; Ojeda et al., 2011)
- Limited empirical evidence of relation of gender roles to academic outcomes
- Looks at both male and female gender roles with an acknowledgement that various dimensions may have differential outcomes

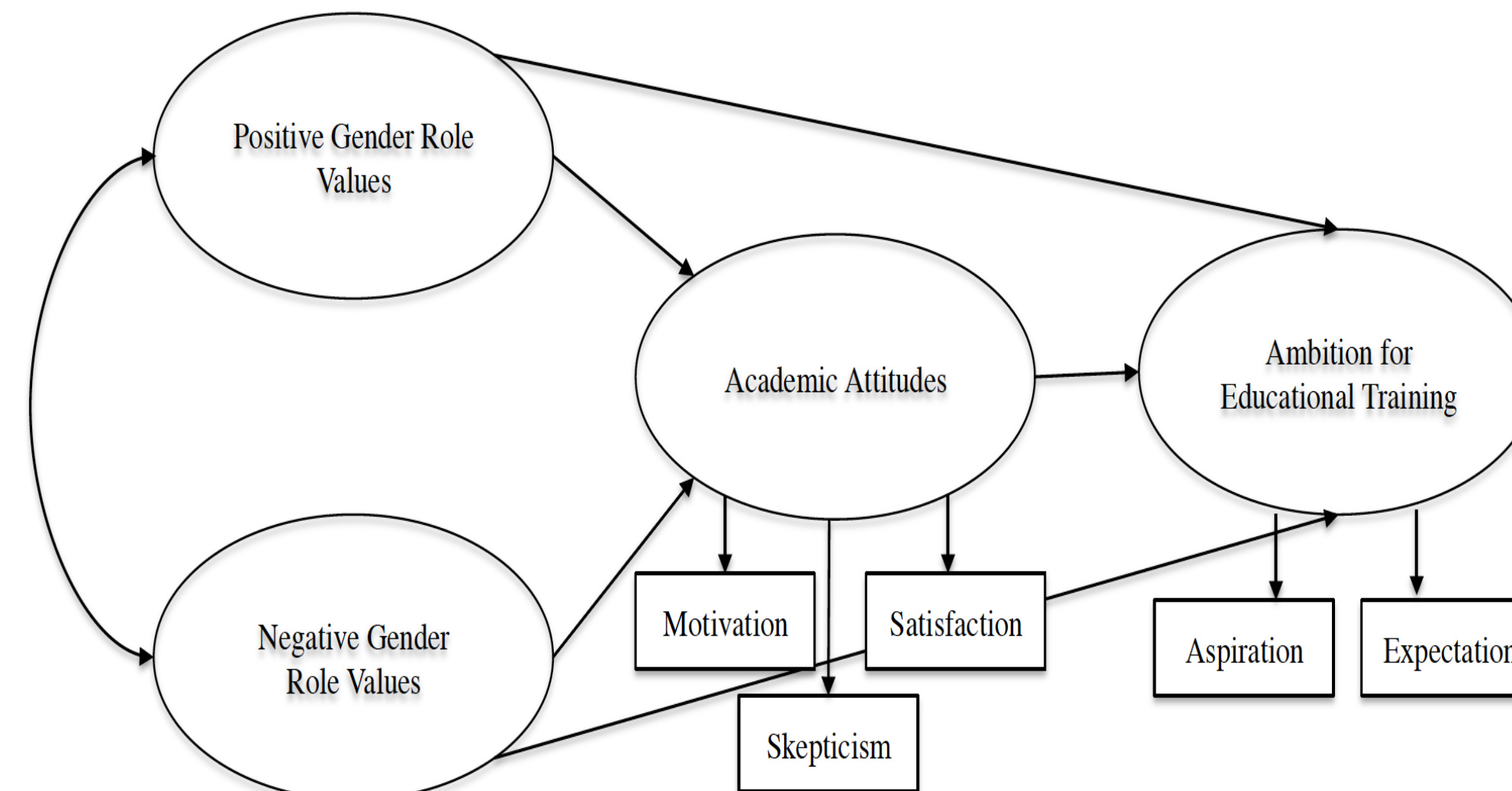
Purpose & Hypotheses

HYPOTHESES: Correlations

- Machismo:** Lower academic motivation, expectations, and aspirations; Higher academic skepticism.
- Caballerismo:** Higher academic motivation, expectations and aspirations; Lower academic skepticism
- Positive Marianismo:** Higher academic motivation, expectations, and aspirations; Lower academic skepticism
- Negative Marianismo:** Lower academic motivation, expectations, and aspirations.

Hypotheses, cont.

HYPOTHESES: Conceptual Path Model



Note: Model will be tested separately for male and female participant with their respective gender role values.

Methods

PARTICIPANTS

- 524 Mexican American Adolescents
- Ages:** 14-20 years (M = 16.23, SD = 1.10)
- Gender:** 46.9% male, 53.1% female
- Generation:** Majority 2nd generation (40.7%)

INSTRUMENTS

- Marianismo** (Marianismo Beliefs Scale-Adolescent; Piña-Watson et al., 2014)
- Machismo and Caballerismo** (Machismo Measure; Arciniega et al., 2008)
- School Satisfaction** (Brief Multidimensional Students' Life Satisfaction Scale; Seligson et al., 2003)
- Academic Motivation** (Academic Motivation Scale; Plunkett et al., 2003)
- Academic Skepticism** (Skepticism About the Relevance of School for Future Success Scale; Midgley et al., 2000)

PROCEDURE

- Incentives given to return consent forms and to participate
- Paper-and-pencil self-report questionnaire.
- 30 minutes to complete

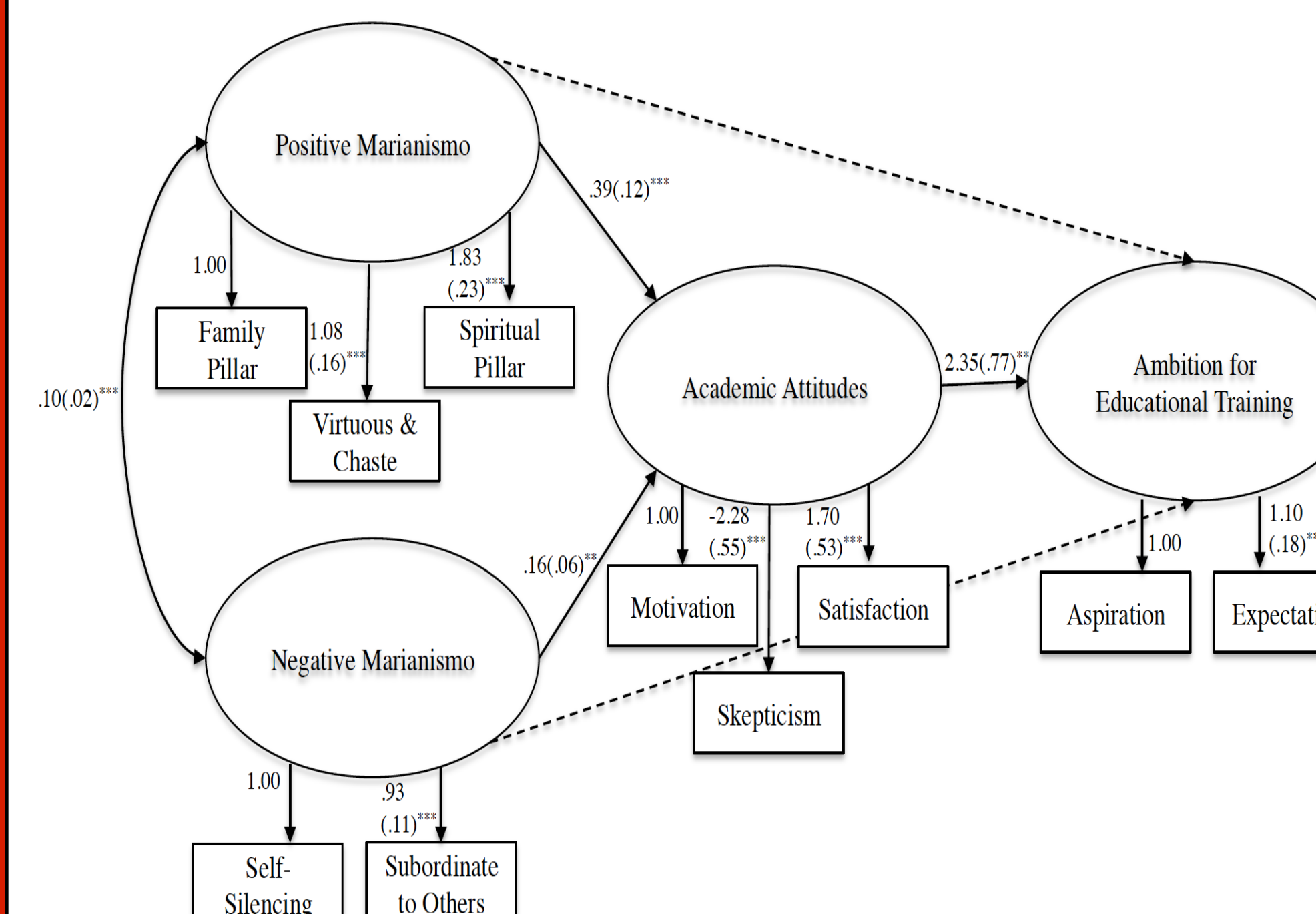
Results

SIGNIFICANT CORRELATIONS

Gender Role Value	Academic Correlates***
Marianismo-Family Pillar	Academic Motivation (+) Academic Skepticism (-) School Satisfaction (+)
Marianismo-Spiritual Pillar	School Satisfaction (+)
Marianismo-Virtuous & Chaste	Academic Motivation (+) Academic Skepticism (-) School Satisfaction (+)
Marianismo-Subordinate to Others	Academic Aspirations (-) Academic Expectations (-) Academic Motivation (-)
Marianismo-Self-Silencing	Academic Aspirations (-) Academic Expectations (-)
Caballerismo	Academic Aspirations (+) Academic Expectations (+) Academic Motivation (+) School Satisfaction (+)
Machismo	Academic Aspirations (-)

Note: Grey boxes denote those gender roles with more positive academic outcomes; white boxes denote those gender roles with more negative academic outcomes. *** $p < .001$

PATH MODEL: Girls



Model Fit

- Acceptable Model Fit (Kline, 2005)
- $\chi^2 (29, 278) = 68.11, p < .05; \chi^2/df = 2.35; CFI = .94; TLI = .90; \& RMSEA = .07$

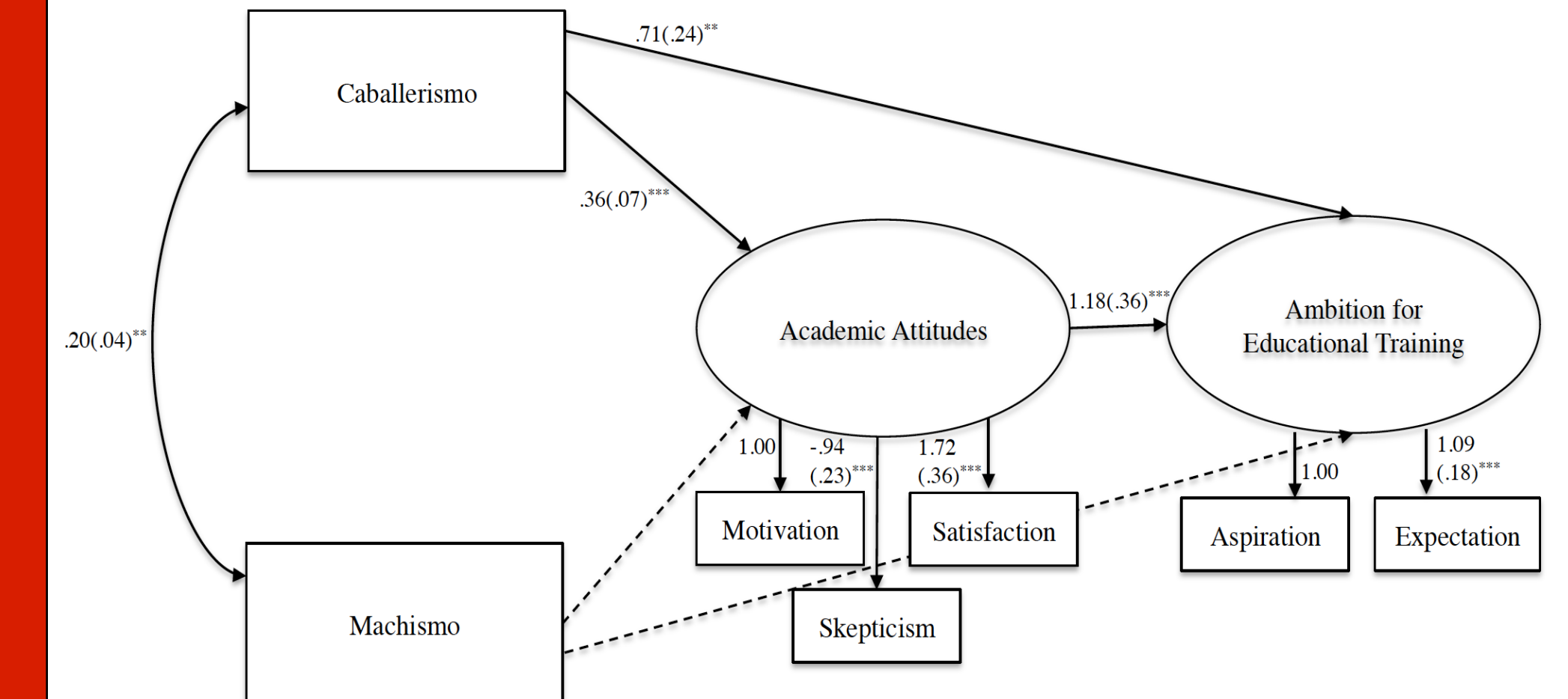
Indirect Effects

- Positive Marianismo \rightarrow Academic Attitudes \rightarrow Ambition for Educational Training (B = .92; SE = .37; $p < .01$)
- Negative Marianismo \rightarrow Academic Attitudes \rightarrow Ambition for Educational Training (B = -.37; SE = .17; $p < .05$)

Note: Solid lines denote statistically significant paths; dashed lines denote non-significant paths; * $p < .05$, ** $p < .01$, *** $p < .001$.

Results, cont.

PATH MODEL: Boys



Model Fit

- Acceptable Model Fit (Kline, 2005)
- $\chi^2 (10, 244) = 13.69, p > .05; \chi^2/df = 1.37; CFI = .98; TLI = .97; \& RMSEA = .04$

Indirect Effects

- Caballerismo \rightarrow Academic Attitudes \rightarrow Ambition for Educational Training (B = .42; SE = .15; $p < .05$).

Conclusions

- Both positive and negative dimensions of Latina/o gender role values were related to academic outcomes.
- Empirical evidence for the strengths and drawbacks of various dimensions of traditional female and male gender role values for Mexican American youth.
- Highlights the importance of avoiding pathologizing traditional gender role beliefs of Latina/o culture.
- Can use the knowledge of the protective processes (i.e., positive marianismo and caballerismo) in programming to improve academic outcomes for Latino youth.

FUTURE DIRECTIONS

- Investigate possible moderating and mediating processes between gender role beliefs and academic outcomes for further understanding (ex. possible moderating role of the perception of empowerment and disempowerment of values).



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