HYPOTHESES: Conceptual Path Model

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

PARTICIPANTS
- 524 Mexican American Adolescents
- **Age**: 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

SIGNIFICANT CORRELATIONS

<table>
<thead>
<tr>
<th>Gender Role Value</th>
<th>Academic Correlations***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianismo-Family Pillar</td>
<td>Academic Motivation (+)</td>
</tr>
<tr>
<td>Marianismo-Spiritual Pillar</td>
<td>School Satisfaction (+)</td>
</tr>
<tr>
<td>Marianismo-Virtuous &amp; Chaste</td>
<td>Academic Motivation (+)</td>
</tr>
<tr>
<td>Marianismo-Submission to Others</td>
<td>Academic Motivations (+)</td>
</tr>
<tr>
<td>Marianismo-Self-Silencing</td>
<td>Academic Motivations (+)</td>
</tr>
<tr>
<td>Caballerismo</td>
<td>Academic Motivations (+)</td>
</tr>
<tr>
<td>Machismo</td>
<td>Academic Motivations (+)</td>
</tr>
</tbody>
</table>

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: 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)

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.

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).

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.

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

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

REFERENCES
- Buchman et al. (2008)
- Rodriguez et al. (2013)
- Ojeda et al., 2011
- Seligson et al., 2003