



Rooted in Support: The Effect of Familial Support on the Relationship Between Cultural Congruity and Stress



Hanna de la Rosa Rosales^{1,2}, Natalie Velázquez¹, & Guadalupe A. Bacio, Ph.D.^{1,2}

¹Department of Psychological Science, Pomona College, Claremont, CA, ²Intercollegiate Department of Chicana/o-Latina/o Studies, Pomona College, Claremont, CA

INTRODUCTION

- Minority stress refers to the negative experiences in a campus environment that students perceive to be linked to social, physical, or cultural attributes salient to the specific minority groups with whom individuals identify¹.
- Cultural congruity is a match between students’ cultural/personal values with those of their college campus. Cultural incongruence can be challenging for students of color in predominantly white institutions, who may feel the need to suppress or mask their cultural identity and cultural self-expression³.
- Familial support is tied to a higher likelihood of staying enrolled in college and possibly buffering or protecting against negative outcomes and stressors².

Study Aims

- To understand how familial support moderates the association between cultural congruity and minority status stress and perceived stress experienced by Latine college students at predominantly white institutions (PWIs).

Hypotheses

- Latine students with greater familial support, with any level of cultural congruity, will experience lower levels of perceived stress and minority status stress.
- Latine students with less familial support and less cultural congruence will experience higher levels of perceived stress and minority status stress.

METHODS

- This was an exploratory analysis conducted on a sample of 207 Latine college students enrolled at private PWIs in Southern California.

Measures

- Cultural Congruity Scale (CCS):** This 13-item scale measured sense of cultural fit within the college environment ($\alpha = .77$).
- Minority Status Stress (MSS):** This 33-item scale ($\alpha = .93$) measured 3 dimensions of minority stress: racism and discrimination, social climate, achievement, interracial, and within-group stressors.
- Perceived Stress Scale (PSS):** This six-item scale assessed perceptions of recent stress ($\alpha = .85$).
- Multidimensional Scale of Perceived Social Support (MSPSS) Family Adapted:** This four-item scale measured perceived adequacy of social support from family ($\alpha = .86$).

Analysis

- We utilized R to conduct analyses.

Table 1.

Participants

Variable	n (%)
Gender Identity	
Cisgender Women	128 (61.84)
Cisgender Men	54 (26.09)
Transgender Women	0 (0)
Transgender Men	3 (0.01)
Non-Binary/Fluid	10 (0.05)
Two-spirit	1 (0.004)
Gender Queer	8 (0.04)
Not Listed	3 (0.01)
Class Year	
First Year	67 (32.37)
Second Year	50 (24.15)
Third Year	54 (26.09)
Fourth Year	35 (16.91)
Not Listed	1 (0.005)
First Generation College Student	143 (69.1)

RESULTS

Table 2.

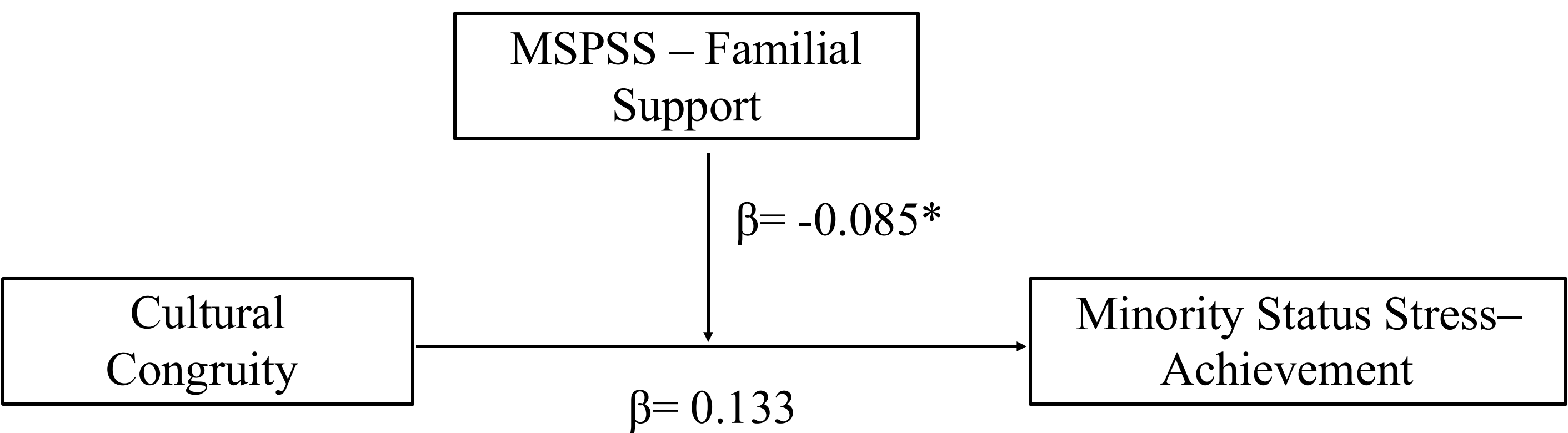
Means, standard deviations, and correlations

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. CCS	45.02	7.89						
2. MSPSS	4.00	0.97	.51**					
3. MSS Social Climate	26.22	7.62	-.46**	-.23**				
4. MSS Racism & Discrimination	11.23	3.96	-.41**	-.21**	.73**			
5. MSS Achievement	17.36	4.96	-.40**	-.27**	.51**	.49**		
6. MSS	77.50	19.85	-.53**	-.28**	.90**	.82**	.72**	
7. PSS	28.46	6.73	-.31**	-.19**	.45**	.43**	.52**	.55**

Note. *M* and *SD* are used to represent mean and standard deviation, respectively. * $p < .05$;

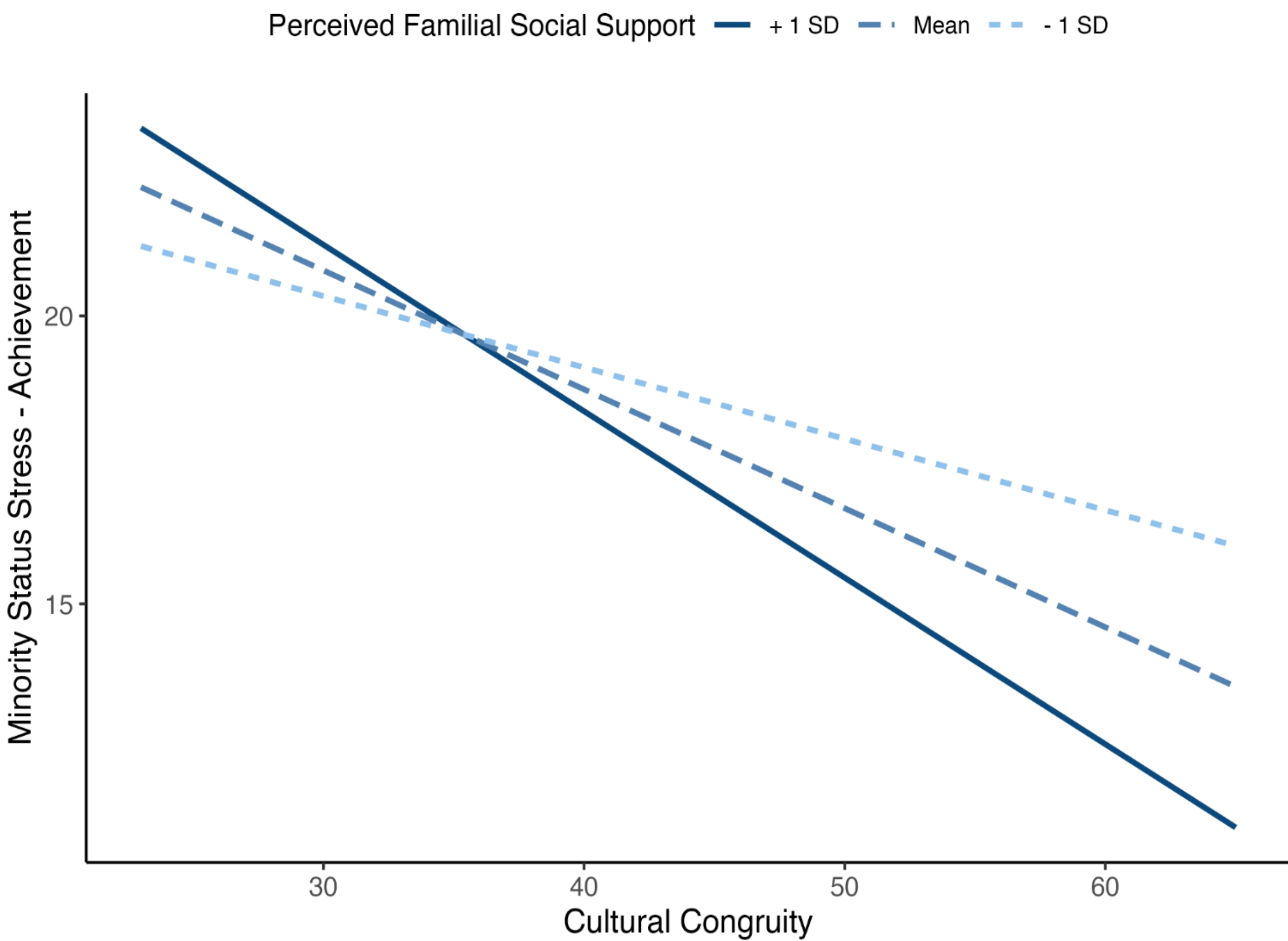
** $p < .01$.

Figure 1. Moderation Analysis by Familial Support



Note: * $p < 0.05$

Figure 2. Cultural Congruity Predicting MSS-Achievement by Perceived Familial Social Support



RESULTS

- Familial support did not significantly moderate the relationship between cultural congruity and perceived stress or minority stress.
- However, the model testing familial support as the moderator (Fig. 1) between cultural congruity and minority status stress-achievement, was significant. The interaction effect between cultural congruity and familial support was significant ($\beta = -0.085$, $p = 0.045$). Cultural congruity did not have a significant direct effect on minority stress-achievement ($\beta = 0.133$, $p > 0.05$).
- Gender did not significantly predict achievement stress over and above cultural congruity and familial support, $F(203, 199) = 2.23$, $p = 0.067$.
- However, we found significant differences within individual regression coefficients, where cisgender women experienced higher achievement stress in comparison to cisgender men ($\beta = 1.952$, $p = 0.008$).

DISCUSSION

- Our hypotheses were partially supported, as perceived familial support significantly moderated the relationship between cultural congruity and minority achievement stress. Latine students with lower cultural congruity and higher familial support experience less achievement stress, making familial support act as a protective factor.
- While familial support did not moderate the relationship between cultural congruity and perceived stress, higher cultural congruity alone was consistently correlated with lower perceived stress and minority stress.
- Familial support emerged as a strong protective factor, predicting lower minority status stress over and above the effects of gender.
- Differences between specific gender identities were notable, as cisgender women experienced higher achievement stress, pointing at the importance of considering how stress operates in minoritized identities.

Implications

- Universities should acknowledge familial support as an essential part of students’ lives and promote collective and communal experiences on their campuses. By providing adequate resources, they can reaffirm Latine students of their belonging to the college community, and their ability to succeed in it and beyond.

Limitations

- Latines are comprised of varying immigration statuses, racial identities, and nationalities, that we could not analyze here and should be explored in the future.
- Familial support was the only form of social support examined but it is important to consider additional types of support, such as friend and mentor support.
- There was a small sample size of participants who identified as gender minorities, which restricts the generalizability of our results.

ACKNOWLEDGEMENTS

We would like to thank the CENTRO Lab Principal Investigator and RAs for their contributions to data collection, feedback, and support. Lastly, we are grateful for the Love and Peace, Joy and Trust Endowment Fund for funding our summer undergraduate research project (SURP).

***References provided upon request.



Rooted in Support: The Effect of Familial Support on the Relationship Between Cultural Congruity and Stress



Hanna de la Rosa Rosales^{1,2}, Natalie Velázquez¹, & Guadalupe A. Bacio, Ph.D.^{1,2}

¹Department of Psychological Science, Pomona College, Claremont, CA, ²Intercollegiate Department of Chicana/o-Latina/o Studies, Pomona College, Claremont, CA

REFERENCES

¹Arbona, C., & Jimenez, C. (2014). Minority stress, ethnic identity, and depression among Latino/a college students. *Journal of counseling psychology*, 61(1), 162–168. <https://doi.org/10.1037/a0034914>

²Fernandez, L. R., Girón, S. E., Killoren, S. E., & Campione-Barr, N. (2022). Latinx college students’ anxiety, academic stress, and future aspirations: the role of sibling relationship quality. *Journal of Child and Family Studies*, 1–10. <https://doi.org/10.1007/s10826-022-02474-z>

³Gloria, A. M., Hird, J. S., & Navarro, R. L. (2001). Relationships of cultural congruity and perceptions of the university environment to help-seeking attitudes by sociorace and gender. *Journal of College Student Development*, 42(6), 545–562.

Hlavac, Marek (2022). stargazer: Well-Formatted Regression and Summary Statistics Tables. R package version 5.2.3. <https://CRAN.R-project.org/package=stargazer>

Wickrama, K. A. S., Ralston, P. A., O’Neal, C. W., Ilich, J. Z., Harris, C. M., Coccia, C., Young-Clark, I., & Lemacks, J. (2013). Perceived Stress Scale--Revised [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t25065-000>

Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52, 30-41.