

## Abstract

- Systemic barriers facilitate poor educational adjustment
- Took a strength-based approach
- Identified cultural factors that support educational adjustment among Latinx adolescents
- Direct links between ERI and academic self-efficacy were found
- Public regard directly related to educational values
- Academic self-efficacy mediated the relationship between private regard and educational values.
- Academic self-efficacy mediated the relationship between centrality and both indicators of educational adjustment

## Literature Review

- Grounded in Situated expectancy-value theory of achievement (Eccles & Wigfield, 2020)
  - Culture -> self-schemata -> educational adjustment
- Questions remain
  - Generalize to Latinx adolescents
  - ERI domains = changes in educational values and academic performance
- Past work
  - Self-efficacy's indirect association between ethnic identity dimensions and academic performance
  - Not examined public and private regard dimensions
- Latinx boys and girls are socialized differently
  - Link between ERI and educational adjustment may vary by gender (García Coll et al., 1996)

### Study Goals

- **Goal 1:** Direct links between ERI and academic self-efficacy, educational values, and academic performance across a three-year period
- **Goal 2:** Academic self-efficacy function as a conduit through which ERI is related to educational values and academic performance
- **Goal 3:** Within-group variability, we explored whether these associations differed by gender

## Method

### Participants and Procedures

- 288 families with middle school students (*Mage* = 13.69, *SD* = .56; 53% female; 86% U.S.-born)

### Measures

- *Demographics*
  - Adolescent gender, Parent reports of their highest educational degree, nativity
- *Ethnic Identity (T1)*
  - 12 items (Kiang, Yip, & Fuligni, 2008)
  - 4 items each measures; public regard ( $\alpha = .81$ ), private regard ( $\alpha = .87$ ), centrality ( $\alpha = .78$ )
- *Academic Self-Efficacy (T2)*
  - 7 item scale (Arunkumar, Midgley, & Urdan, 1999;  $\alpha = .78$ )
- *Educational values (T1, T3)*
  - 5 items,  $\alpha_{T1} = .86$ ,  $\alpha_{T3} = .91$
- *Academic performance (T1, T3)*
  - "What grades do you earn in school?"
  - Response options included "mostly As," "about half As and half Bs," "mostly Bs," "about half Bs and half Cs," "mostly Cs," "about half Cs and half Ds," "mostly Ds," and "mostly below Ds."

## Results

### Goal 1: Links from ERI to Academic Self-Efficacy and Educational adjustment

- High levels of public regard (T1)
  - Higher academic self-efficacy (T2)
  - Increased educational values (T3)
  - No associations with academic performance (T3)
- High levels of private regard (T1)
  - Higher academic self-efficacy (T2)
  - Not relate to educational values (T3)
  - Not related to academic performance (T3)
- High levels of centrality (T1)
  - Higher academic self-efficacy (T2)
  - Not relate to educational values
  - Not related to academic performance (T3)

### Goal 2. Mediation Link of Academic Self-Efficacy

- For public regard (T1), there was no evidence of mediation
  - Educational value,  $ab = .06$ , 95% *CI* [- .008, .146]
  - Academic performance,  $ab = .05$ , 95% *CI* [- .010, .176]
- For private regard (T1), there was evidence of mediation for educational values (T3)
  - Educational value,  $ab = .10$ , 95% *CI* [.027, .219]
  - Academic performance,  $ab = .05$ , 95% *CI* [- .002, .205]
- Centrality (T1) there was evidence of mediation for educational values (T3) and Academic performance (T3)
  - Educational value,  $ab = .09$ , 95% *CI* [.020, .223]
  - Academic performance,  $ab = .06$ , 95% *CI* [.004, .250]

### Results from SEM for Links between Ethnic Identity, Academic Self-Efficacy, and Educational adjustment

Parameters	Academic Self-Efficacy (T2)				Educational Values (T3)				Academic performance (T3)			
	b	SE	$\beta$	95% CI (b)	b	SE	$\beta$	95% CI (b)	b	SE	$\beta$	95% CI (b)
<b>Model 1</b>												
Gender					.28*	.10	.21	.094, .495	.00	.08	.00	-.158, .161
Nativity					.33*	.15	.17	.076, .627	-.04	.09	-.04	-.220, .148
Family education					-.01	.02	-.03	-.045, .019	.01	.01	.05	-.018, .034
Educational adjustment <sup>1</sup>					.45*	.15	.36	.181, .775	.46*	.17	.72	.185, .842
<b>Ethnic centrality</b>	.33*	.12	.34	.133, .633	.08	.11	.07	-.151, .304	-.08	.08	-.12	-.250, .066
R <sup>2</sup>	.12 <sup>†</sup>	.07	-	-	.22*	.07	-	-	.50*	.15	-	-
<b>Model 2</b>												
Gender					.28*	.10	.22	.105, .503	.02	.09	.02	-.146, .189
Nativity					.32*	.14	.17	.069, .607	-.05	.09	-.04	-.216, .145
Family education					-.01	.02	-.03	-.044, .020	.01	.01	.07	-.012, .039
Educational adjustment <sup>1</sup>					.48*	.15	.39	.195, .814	.41*	.15	.59	.167, .768
<b>Private regard</b>	.32*	.10	.36	.158, .560	-.03	.10	-.03	-.233, .132	.09	.09	.14	-.038, .326
R <sup>2</sup>	.13 <sup>†</sup>	.07	-	-	.21*	.07	-	-	.48*	.14	-	-
<b>Model 3</b>												
Gender					.29*	.10	.22	.100, .509	.01	.08	.01	-.157, .176
Nativity					.33*	.14	.17	.074, .622	-.05	.09	-.04	-.221, .121
Family education					-.00	.02	-.01	-.040, .028	.01	.01	.07	-.016, .035
Educational adjustment <sup>1</sup>					.40*	.16	.32	.090, .731	.42*	.17	.64	.134, .829
<b>Public regard</b>	.28*	.09	.39	.118, .479	.17 <sup>†</sup>	.09	.19	.012, .355	.04	.06	.07	-.069, .181
R <sup>2</sup>	.15 <sup>†</sup>	.08	-	-	.25*	.07	-	-	.48*	.14	-	-

### Goal 3: Moderating Role of Gender

- There was no evidence of gender moderation on any of the associations

## Discussion

- **Expands past work**
  - Highlights differential links from domains of ERI to academic self-efficacy, academic performance, and educational values
  - The longitudinal design captures transition from middle-to-high school
- **Links between ERI and Educational Adjustment**
  - Educational value
    - Sensitive to socially evaluative factors such as public regard (Eccles & Wigfield, 2020)
  - Academic performance
    - Proximally related to an individual's academic self-efficacy
    - ERI scaffold for academic skills to be built
  - Academic self-efficacy
    - Adolescents' perceptions of their competence relate to better academic performance than ERI
- **Mediation Link of Academic Self-Efficacy**
  - Centrality
    - Motivates them to pursue educational accomplishments (Eccles & Wigfield, 2020)
  - Private regard
    - Cultivates aspects of self-esteem rather than academic self-efficacy
  - There is distinctions between the domains of ERI
- **Moderating Role of Gender**
  - No gender differences found
    - Academic self-efficacy is a salient factor for both adolescent girls and boys
    - Past, gender variability in different domains such as ERI affirmation (Umaña-Taylor et al., 2012)

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