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A Cultural Analysis of Ethnic Identity, Socialization, and Familism from the Perspective of Latino CSUMB Students

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Abstract

This capstone aims to study the gender differences within Latino communities from the perspective of California State University, Monterey Bay students and whether these gender differences affect their ethnic identity/pride. This research intends on exploring two questions 1) Are there gender differences among college-going students and the way they are socialized to understand their ethnic identity? 2) If so, Are the respondents' ethnic identity index score and Familism index scores influenced based on their gender? These research questions will be tested by a convenience sample survey by two replicated survey scales. The first replicated study involved surveying 127 Latino adults about four cultural Familism subtopics (Familial support, honor, connection, and obedience to family rules). The other replicated survey scale was designed to measure participants' ethnic identity index scores. The purpose of this research is to understand how influential gender differences and other factors such as cultural and racial-ethnic socialization messages affect ethnic identity/pride within Latino communities.

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Introduction

Within the Latino community, many issues have a huge impact on us as we grow. This includes topics such as gender differences and inequalities. The issue of gender inequality has a huge effect on many Latino countries. Traditionally, the head of the household and breadwinner of the family is the man (husband), and the caregiver is the woman (wife). These traditional family values get passed on from generation to generation and kids develop an understanding of these values. As we grow up, we become aware of this dynamic, which also gets seen within sibling relationships. The daughters in the household learn at a young age to keep up with the house, whereas the sons in the home are not held to the same standards. If we are growing up around these types of family relationships and values, many will carry these types of ideologies into their adult lives.

There are different terms associated with this type of traditional family values but one that connects well to this idea of men being the head of the household can be seen as a form of Machismo. Machismo can be defined as men expressing aggressive dominant masculine behavior, including wanting respect from everyone in the household, and control of their children and their wife. Many Latin American cultures follow these types of traditions and they greatly influence the community as we develop and grow. Another value within the Latino culture is the concept of familism. Familism can be defined as a cultural set of ideas about the family, "...that dictates norms, expectations, and beliefs about the family" (Stein, et al., 2013, p.1256). These cultural values like Machismo and Familism can be seen within family relationships. As machismo is focused on the male-dominated family dynamic, familism is focused on the expectations and norms that come from beliefs like machismo. More specifically, familism can be seen as the core principle of the Latino family dynamic whereas Machismo is a set of beliefs

and/or norms under Familism. With these traditional values in mind, I chose this topic to see if gender inequalities impact our ethnic pride/identity in the current day. Ethnic Identity and Pride within the Latino Community connect to the idea of how we self-identify and how we take pride in our Latino ethnic background. I decided to examine the Latino groups within higher education (California State University, Monterey Bay) and whether this issue impacts them. The main focus of this capstone project is to understand if there are gender differences within Latino communities and the impact of cultural and gender socialization within these same communities. This project will focus on understanding the gender differences within this selected demographic and determine if these gender differences influence ethnic identity/pride. One research question I propose is 1) Are there gender differences among college-going students and the way they are socialized to understand their ethnic identity? And if so, is their ethnic-identity index score influenced based on the respondents' gender?

This project intends to test the following hypotheses, H1) Based on Racial-Ethnic Socialization, cultural socialization, and the gender of the respondent, the respondents' ethnic-identity index score will be impacted. More specifically, I hypothesize that gender is a statistically significant predictor of respondents' ethnic-identity index score and will expect to find that (H_a) Latino Males are likely to have higher ethnic identity scores than Latino Females. This research intends to understand the gender differences within Latino communities and whether these gender differences influence college students' ethnic identity and ethnic pride.

Literature Review

Previous research has focused on gender differences within Latino communities, but the majority of this literature focuses on how these gender differences influence adolescents. There hasn't been much information about college-going adults and whether these gender differences and other surrounding influences impact ethnic identity. These surrounding influences are the

main focus of this literature review which includes 1) The theory of the self and Racial/Ethnic socialization, 2) Relationship between Cultural socialization within Latino families, 3) Gender socialization within Latino families resulting in gender differences, and 4) The development of ethnic identity/pride.

The Theory of Self and Racial/Ethnic Socialization

The theory of self refers to George Herbert Mead's idea that our self develops in stages and individuals develop a self through interactions with significant others. With the interactions we have with our significant others, we develop our behaviors, attitudes, beliefs, etc. Racial Ethnic Socialization (RE/S) is a process under the theory of self and is defined by various literature as a process in which parents of color spread messages and introduce their ideas, values, and other behaviors down to their children, who may have to deal with topics about race and their ethnic identity (Bentley-Edwards & Stevenson, 2015; Brown et al., 2009; Christophe et al., 2022).

The theory of the self and Racial Ethnic Socialization are interrelated. As the messages these parents pass down to their children shape their norms and beliefs (Peck et al., 2014), they then develop a self, an identity, based on the messages passed down from their parents.

As found in research done by Umaña-Taylor et al. (2013), parents influence their child's identity (more specifically, ethnic identity). Similarly, research by Steidel & Contreras (2003) explored the idea of Familism, a cultural value in which parents influence children's ideas about the family, in this study they surveyed 127 Latino adults that asked eighteen Likert scale questions regarding four cultural Familism subtopics (familial support, connection, morals, and obedience to family rules).

This theory will explain how influential parents' RE/S messages and other Familism statements are during the developing stages of the self (Bentley-Edwards & Stevenson, 2015;

Steideal & Contreras, 2003). As reflected by the literature, understanding the theory of self allows me to gain insight into the different avenues of socialization, such as gender and cultural socialization, as they influence and are related to the developing stages of the self. Many previous studies focus on current adolescent groups of color and their parents and they explore the current RE/S messages their parents are giving them. As this theory suggests, the developing stages of the self occur during our adolescent years but an interesting direction for this capstone project is exploring the Racial Ethnic Socialization messages given to undergraduate (Latino) students during their adolescent years and how they are influenced today.

Relationship between cultural socialization and Latino groups

Cultural socialization refers to the process in which a parent's culture, along with the way they understand and decide to teach their culture, influences the ideas about race, heritage, and ethnic identity of their children (Ayon et al., 2020). Familism is a cultural value that can be understood as a norm or belief that instills family values within the Latino family dynamic, through the socialization process Familism is a concept in which parents teach their children about family ideals (Stein, et al., 2013; Stiedel & Conteras, 2003). Through various literature, it has been found that cultural socialization and the way parents instill their heritage can be beneficial to their children as they can recognize differences between ethnic groups and themselves (Ayon et al., 2020; Huynh & Fuligni, 2008). Cultural socialization, in other words, allows parents to introduce values of their ethnicity into their children and therefore allows these children to develop a further understanding of their ethnicity and develop ethnic pride (Ayon et al., 2020).

Huynh and Fuligni (2008) research explored different ethnic groups and their ways of cultural socialization. Understanding this literature from Huynh and Fuligni (2008) provides

insight into cultural socialization from the perspective of different ethnic groups and compares them to my focus group, which consists of Latino undergraduate students. Being able to explore this area further will give better insight into any differences between the cultural messages other cultures receive and the messages Latino undergraduate students receive from their families.

In a study done by Tang, Mcloyd, and Hallman (2015) it was found that the families that were more communicative with their children had higher levels of cultural understanding because they were being exposed to different cultural ideas. As other literature suggests, some children with more communicative families were more prepared and able to incorporate cultural values into their daily life (Park et al., 2019). This literature will give a better understanding of the benefits that cultural socialization and the influence it has on Latino undergraduate students.

Gender socialization within Latino groups resulting in gender differences

Gender socialization is generally defined by past literature as a process in which parents teach certain roles, attitudes, and behaviors based on the gender of their child. This results in boys and girls being socialized differently. It has been found that there are gender differences between boys and girls and how they behave as a result of gender socialization (Hughes et al., 2009).

The literature done by Thomas and King (2007) discusses gender socialization among African American mothers and daughters, and, as a result of this study, comparing the differences between African American gender socialization and Latino gender socialization would be beneficial to understand this study. As seen in the literature done by Hughes et al., (2009) there are clear differences in gender socialization between the Latino community and other ethnic groups. Understanding gender differences that are the product of gender socialization will give insight into whether boys and girls receive different messages about their

race and heritage. Although it was found that boys and girls are socialized to behave differently it will be beneficial to understand if gender plays a part in ethnic identity.

In a study by Raffaelli and Ontai (2004), it was found that there is a gender role difference within Latino groups, and discovered that boys in a family had more freedom than girls in the family. This study also understood that there are traditional solid gender values within Latino families being established during their early childhood. This discovery will better understand whether these gender differences shape ethnic identity.

The Development of Ethnic Identity/Pride

Ethnic identity/ pride is a term directly under the idea of Racial Ethnic Socialization. During this socialization process, children understand and form their thoughts about their ethnic identity and take pride in their ethnicity (Umaña-Taylor et al., 2013). Different factors can shape ethnic identity, but it was found that one important influence in shaping youth's ethnic identity was the family, stating that the family is one key socialization agent (Juang & Syed, 2009; Umaña-Taylor et al., 2013).

It was understood that throughout the development of the self and socialization with significant others, children develop an identity as they grow. Still, with cultural socialization and other factors, there are different ways children develop ethnic identity. As stated by Hernandez et al. (2013), ethnic identity/pride is an important resource the family can provide during the developing stages of the self. This was found true within middle school adolescent children transitioning from 5th to 7th grade.

Various studies included different ways a child would develop ethnic pride. Hughes et al. (2006) found that teaching children about the positives of their ethnic background and history resulted in favorable attitudes toward their ethnicity and the development of ethnic pride. As

found in a study created by Umaña-Taylor et al. (2004), in which they created a 17 (four-point) scale questionnaire regarding respondents' attitudes toward their ethnicity. The study divided the questionnaire into three subcategories which included exploration (of their ethnicity), resolution (understanding their feelings about their ethnicity), and affirmation (understanding the issues within their ethnicity). In the study conducted, it was found that the respondents that had been socialized to understand their ethnicity resulted in high levels of Ethnic identity index scores in two subcategories, exploration and resolution (Umaña-Taylor et al., 2004).

Summary

This literature review summarizes aspects of Familism and ethnic identity and how they are influenced by different socialization processes like gender socialization and cultural socialization. As previously mentioned, most of the literature on this subject consists of research done solely on adolescents (e.g., Bentley-Edwards & Stevenson, 2015; Brown et al., 2009; Hernandez et al., 2013; Hughes et al., 2006; Huynh & Fuligni, 2008; Park et al., 2019; Tang et al., 2015; Umaña-Taylor et al., 2013). This research project involves Latino college students and considers how these different socialization processes, as well as gender, influence the respondents' ethnic identity index score.

Through the literature review, it was found that there are gender differences within different ethnic groups during adolescent years, because of gender socialization (Thomas & King, 2007; Hughes et al., 2009). Another area to consider when thinking about gender differences is how cultures influence specific gender messages. Found in various parts of the literature review, based on the culture one is a part of cultural messages differ, including gender-specific communication between the family and child (Juang & Syed, 2009). Generally, this literature review explores different avenues of how one develops an ethnic identity. With

this, I will understand if gender plays a role in the development of ethnic identity within my sample population, and whether Latino male college students are likely to have a higher ethnic identity score than Latino females.

Methodology

To collect data for this research project I took a quantitative sample approach and used an online survey software called Qualtrics, an online program designed for conducting surveys. This research survey was distributed among California State University, Monterey Bay (CSUMB) college students. CSUMB is a public university located in Monterey County and is a campus within the California State University system (CSU). Of these CSUMB students, I received 162 undergraduate student responses, consisting of 112 Females and 50 Males students. These students' responses include my focus group, 103 Latino Students, and my control group, 59 non-Latino students. The respondents were reached in various ways, including utilizing the cross-cultural center services, asking professors in different departments to present my survey in their classes, and posting my survey on MyRaft, an online social media page intended for CSUMB students. This survey was designated for CSUMB students and includes a total of 11 questions, including demographics (*Appendix A*), family cultural value statements regarding four subscale topics from the Familism survey scale questionnaire created by Steidel & Contreras (*Appendix B*), as well as statements of the Ethnic Identity Scale (*Appendix C*) made by Umaña-Taylor, Yazedjian, & Bámaca-Gómez (EIScore, 2004). This survey was designed to collect data to understand the gender differences regarding ethnic identity between Latino males and Latino females. I organized the data by using an Excel spreadsheet. By inputting the survey data into Excel I was able to export this data into Rstudio, which is a statistical computer software program intended for data analysis. In my analysis, I compared Latino male students'

average ethnic identity index scores and Familism index scores by using Rstudio and the multiple linear regression model analysis, as well as, analyzed other demographic variables that may influence the respondent ethnic identity/Familism index scores. With the analytics generated through Rstudio, I was able to understand the relationship between gender and ethnic identity within my sample population, and further analyze any gender differences among these college students and the way they've been socialized to understand their ethnic identity.

Results and Discussion

Table 1. Descriptive Statistics

<i>Demographic Variable</i>	<i>N</i>	<i>Mean (SD) or %</i>
Male	50	0.31
Female	112	0.69
Latino Student		
Yes	103	0.63
No	59	0.37
First Generation		
Yes	108	0.66
No	54	0.33
Age		
18-21	83	0.52 (0.50)
22+	78	0.48 (0.50)
CSUMB Year		
First Year	35	0.21
Second Year	21	0.12
Third Year	52	0.31

Fourth Year	50	0.29
Fifth Year +	12	0.7
Number of Siblings		
0-1	49	0.30 (0.46)
2+	113	0.70 (0.46)
Parents Highest Education		
Neither of them finishes high school	40	0.23
At least one of them finish high school	42	0.25
At least one of them goes to college	22	0.13
At least one of them got a college degree	37	0.22
At least one or both of them receive an advanced degree	29	0.12
Family Attitudes From		
Both Parents	104	0.68
Other Family Members	49	0.32
Familism Index Scale	162	2.57 (0.39)
Ethnic Identity Index Scale	162	2.10 (0.40)

The sample collected for this research includes 162 CSUMB student responses. *Table 1* summarizes each demographic variable of the respondent and the characteristics of the dataset within my sample population. For this research, two index scales from different research studies were chosen (Steidel & Contreras, 2003; Umaña-Taylor et. al., 2004). Index scales are used as a type of measurement tool that integrates multiple variables into a score. In this capstone research, there are two index scores being measured, one being the Familism index score which

encompasses statements regarding attitudes about the family dynamic (*Appendix B*). The second index score being measured is the Ethnic identity index, and within this study, there are statements pertaining to the respondent's ethnicity (*Appendix C*). The index scales chosen for this capstone research encompass multiple variables in order to address my research question and hypothesis, which states that gender and other factors affect ethnic identity and Familism index scores.

Table 2. Multiple Linear Regression Model One: Familism Scale Index

familismscaleindex			
<i>Predictors</i>	<i>Estimates std. Beta</i>		<i>p</i>
(Intercept)	2.19 (0.17)	-0.00 (0.08)	<0.001
EI Sindex	0.15 (0.08)	0.16 (0.08)	0.068
male	0.04 (0.07)	0.05 (0.08)	0.556
firstgen	0.09 (0.10)	0.11 (0.12)	0.338
latino	0.12 (0.08)	0.15 (0.10)	0.114
lowparenteduc	-0.17 (0.08)	-0.22 (0.11)	0.045
Observations	151		
R ² / R ² adjusted	0.075 / 0.043		

This multiple linear regression model was generated through Rstudio (*Table 2*) and was designed to analyze the relationship between the dependent variable (Familism index scale) and

the multiple independent variables that may impact the dependent variable. These independent variables include EIS index, being a first-generation student, and low-parent education, and these were chosen based on the sample size and average of each response variable. The two independent variables that I decided to examine closely to better understand my research hypothesis were Male and Latino variables, as my alternative hypothesis states there is a correlation between gender and index scores resulting in Latino Males having higher rates of Familism index scores.

This survey was composed of a list of questions from a study created by Steidel & Contreras (2003), to test attitudinal Familism within Latino populations using a 10-point Likert scale questionnaire to measure four cultural subtopics (family obedience, support, honor, and family connection). The questions asked to my survey respondents were replicated from this study and were asked among various CSUMB students. As previously stated, this was slightly replicated by Steidel & Contreras (2003), but in this survey research, I used a 4-point Likert scale questionnaire (1-Strongly disagree to 4-Strongly agree) instead of the previous ten-point Likert scale questionnaire. The Familism scale index questions (*Appendix A*) reflect different attitudes toward the family dynamic. Based on the questions from the replicated study, the average Familism index score is 2.57 out of four with a standard deviation of 0.39 (*Table 1*).

The purpose of this regression model is to show the effects of other demographics and other socialization processes that may influence Familism attitudinal scores. As shown in the model (*Table 2*), some predictors affect the overall r-squared value of this model, which means that the adjusted R-square value indicates that 4.3% of the variation in Familism index scores can be explained by low parent education as this variable is the only significant predictor of change. A respondent that has a parent with lower educational attainment is likely to have a lower

Familism index score compared to respondents that don't, based on the standard deviation being negative. Based on the data, this influence affects attitudinal Familism scores as the p-value is less than .05. When one unit decreases in parents' education the lower the respondents' Familism index score will be by 0.17 points. As for being Latino, first generation, and male, these do not affect respondents' Familism index scores as their p-values are all above .05. Although the p-value for Ethnic identity scores (EIS) isn't a significant predictor of change within the dataset, this variable is something defined as marginally significant. Meaning that there is some evidence of a relationship between these variables and the possible effect on the overall Familism index score. For a variable to be considered marginally significant the p-value score must be between .05 and .10. For the EIS index variable in the data set, the p-value is .06, which means this variable is marginally significant and may show a possible relationship with the Familism index scores. Overall, the only significant predictor of Familism is low parent education, meaning that I would have to reject my original hypothesis, which suggested that gender and in this case being a Latino male would result in higher index scores. As my data suggests, I will reject the alternative hypothesis and accept the null hypothesis which states that there is no correlation between gender and overall index scores.

Table 3. Multiple Linear Regression Model Two: Ethnic Identity Index Score

<i>Predictors</i>	EI Sindex		
	<i>Estimates std. Beta</i>		<i>p</i>
(Intercept)	1.53 (0.21)	-0.00 (0.08)	<0.001
familismscaleindex	0.15 (0.08)	0.15 (0.08)	0.068
male	-0.06 (0.07)	-0.06 (0.08)	0.417
firstgen	0.22 (0.10)	0.26 (0.11)	0.023
latino	0.06 (0.08)	0.08 (0.09)	0.419
lowparenteduc	-0.00 (0.09)	-0.00 (0.11)	0.976
Observations	151		
R ² / R ² adjusted	0.131 / 0.101		

This multiple linear regression table (3) was created to analyze the relationship between the respondent's ethnic identity scores (EIScores) as well as other variables that may impact overall EIScores. The independent variables that were chosen to see the impact on EIScores include being a male, first-generation student, Latino, low parent education, and Familism index score. In order to have consistency between both regression model tables the same independent variables were used. Once again, to fully understand my hypothesis and research question I specifically analyzed Latino Male respondents. The survey questions my participants were asked came from a study by Umana-Taylor et al. (2003) in which they asked survey respondents questions regarding their ethnicity (*Appendix C*) on a 4-point Likert scale (1: Describes me not at all - 4: Describes me very well). Each statement asked in the published survey connects to three

subscale topics which include affirmation, exploration, and resolution (Umaña-Taylor et al., 2003). This capstone research reflects the replicated study and reveals the average EIScore as 2.10 out of four with a standard deviation of 0.40 (*Table 1*). The data collected demonstrates there is only one predictor that affects the overall r-squared value, which is first-generation respondents (*Table 3*). This means that the adjusted r-square value indicates that first-generation respondents can explain 10.1% of the variation in Ethnic identity scores, as this variable is the only significant predictor of change within the data set. As shown in the model (*Table 3*), first-generation students' EIScores will increase as the p-value is less than .05, meaning that being a first-generation respondent will result in their' EIScores increasing by 0.22 points. As for the other variables in the data set such as being Latino, male, and parents having low educational attainment these have no significance to respondents' overall ethnic identity scores, as their p-values are all above .05. While there are not any other indicators of change in this dataset, a marginally significant indicator within this model is Familism Index scores as the p-value is .06. As stated previously when a variable is between .05 and .10 this variable is labeled as marginally significant and this indicates a slight relationship between respondents overall Ethnic Identity index scores and this variable. Once again the only significant predictor as a result of this data is being first-generation. As mentioned above, I will accept the null hypothesis and reject the alternative hypothesis based on the data.

Conclusion

The survey research conducted for this capstone project was to understand whether gender and other surrounding influences affect Ethnic Identity and Familism index scores from the perspective of CSUMB Latino students. Previous research focused on adolescent children, their parents, and understanding family cultural values and ethnicity growing up. My contribution to this research included analyzing college-aged students regarding ethnicity and

their family cultural values during this time in their lives and focusing on Latino Males. This research was done to understand how one develops ethnic identity and whether the cultural statements students hear about that family affect their overall Ethnic Identity and Familism index scores. Based on the results found in this capstone, the only significant predictors of change within the regression models are low parent education (*Table 2*) and being a first-generation student (*Table 3*). Originally it was suggested that Latino males would present higher index scores as a result of previous studies but overall, the study concluded that the null hypothesis was accepted, and there was no correlation between gender and overall index scores. Throughout this process, one limitation that was noticed was not having enough male respondents, especially for my specified population (Latino Males). In the future, I hope to increase the number of male respondents polled in order to achieve a proportionate amount of student responses. An increase in male respondents will allow me to understand whether this imbalance was the cause of rejecting my alternative hypothesis. To develop this study further in the future, I believe there needs to be more dimensions and modifications within my questionnaire for my research to be true. To analyze and modify further I would like to include a mixed methods approach and use both quantitative and qualitative research methods. With this mixed methods approach, I feel as though adding more variables and asking open-ended questions would result in getting personal insights from my sample population which would be beneficial for the research overall, as I would get a better understanding of their attitudes towards their cultural family dynamic and ethnicity.

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Attachments

Appendix A- Measuring Demographics

This portion of the questionnaire will include questions about demographics such as age, grade, gender respondents identified with, parent/guardian Latino country of origin, parent/guardian highest level of education, first-generation, and number of siblings (if any).

Appendix B- Familism Scale (Steidel & Contreras, 2003)

This questionnaire is listed with statements regarding the family. This scale measures four cultural subtopics: family obedience, support, honor, and connection to your family.

Familism Scale

1. Children should always help their parents with the support of younger brothers and sisters, for example, help them with homework, help the parents take care of the children, and so forth.
Los hijos siempre deben ayudar a sus padres con el sostén de sus hermanos menores, por ejemplo, ayudar con las tareas escolares, ayudar a cuidarlos, etc.
2. The family should control the behavior of children younger than 18.
La familia debe controlar el comportamiento de los miembros de la familia menores de 18 años.
3. A person should cherish the time spent with his or her relatives.
Una persona debe apreciar el tiempo que pasa con sus familiares.
4. A person should live near his or her parents and spend time with them on a regular basis.
Una persona debe vivir cerca de donde sus padres vivan y debe pasar tiempo con ellos regularmente.
5. A person should always support members of the extended family, for example, aunts, uncles, and in-laws, if they are in need even if it is a big sacrifice.
En caso de necesidad una persona siempre debe apoyar a otros miembros de su familia, (por ejemplo, tías, tíos y familiares políticos) aunque sea un gran sacrificio.
6. A person should rely on his or her family if the need arises.
Una persona debe contar con su familia en casos de necesidad.
7. A person should feel ashamed if something he or she does dishonors the family name.
Una persona debe sentirse avergonzada si deshonra a su familia.
8. Children should help out around the house without expecting an allowance.
Los hijos deben ayudar en las labores de la casa sin esperar pago.
9. Parents and grandparents should be treated with great respect regardless of their differences in views.
Los padres y los abuelos deben ser tratados con gran respeto a pesar de sus diferencias de opiniones.
10. A person should often do activities with his or her immediate and extended families, for example, eat meals, play games, or go somewhere together.
Una persona debe hacer actividades frecuentemente con su familia, por ejemplo comer, jugar y salir juntos.
11. Aging parents should live with their relatives.
Los padres de edad avanzada deben vivir con sus parientes.

12. A person should always be expected to defend his/her family's honor no matter what the cost.
Una persona siempre debe defender el honor de la familia sin importar el costo.
 13. Children younger than 18 should give almost all their earnings to their parents.
Los hijos menores de 18 años deben dar gran parte de sus ingresos económicos a sus padres.
 14. Children should live with their parents until they get married.
Los hijos deben vivir con sus padres hasta que se casen.
 15. Children should obey their parents without question even if they believe they are wrong.
Los hijos deben obedecer a sus padres aún cuando piensen que sus padres están equivocados.
 16. A person should help his or her elderly parents in times of need, for example, helping financially or sharing a house.
Una persona deben ayudar a sus padres de edad avanzada cuando están en necesidad, por ejemplo, ayudarlos economicamente o compartir una casa.
 17. A person should be a good person for the sake of his or her family.
Una persona debe ser buena por consideración a su familia.
 18. A person should respect his or her older brothers and sisters regardless of their differences in views.
Una persona debe respetar a sus hermanos mayores sin importar las diferencias de opiniones.
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Appendix C- Ethnic Identity Index Scale (Umaña-Taylor, Yazedjian, & Bámaca-Gómez 2004)

This scale is listed with attitudes toward their specified Latino ethnicity and how the respondents feel after hearing the R/E messages being said to them during the developing stages of the self. This scale measures ethnic identity.

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1. My feelings about my ethnicity are mostly negative (-A).
 2. I have not participated in any activities that would teach me about my ethnicity (-E).
 3. I am clear about what my ethnicity means to me (+R).
 4. I have experienced things that reflect my ethnicity, such as eating food, listening to music, and watching movies (+E).
 5. I have attended events that have helped me learn more about my ethnicity (+E).
 6. I have read books/magazines/newspapers or other materials that have taught me about my ethnicity (+E).
 7. I feel negatively about my ethnicity (-A).
 8. I have participated in activities that have exposed me to my ethnicity (+E).
 9. I wish I were of a different ethnicity (-A).
 10. I am not happy with my ethnicity (-A).
 11. I have learned about my ethnicity by doing things such as reading (books, magazines, newspapers), searching the internet, or keeping up with current events (+E).
 12. I understand how I feel about my ethnicity (+R).
 13. If I could choose, I would prefer to be of a different ethnicity (-A).
 14. I know what my ethnicity means to me (+R).
 15. I have participated in activities that have taught me about my ethnicity (+E).
 16. I dislike my ethnicity (-A).
 17. I have a clear sense of what my ethnicity means to me (+R).
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Note. Response options are: Does not describe me at all (1), Describes me a little (2), Describes me well (3), and Describes me very well (4). The notation after each item indicates the relevant subscale (i.e., A = affirmation, E = exploration, and R = resolution); + indicates a positively worded item; - indicates a negatively worded item. Negatively worded items should be reverse scored so that higher scores indicate higher levels of affirmation, exploration, and resolution.