

5-2012

## The Relation Between Gender Role Socialization, Work-School-Family Conflict And Mexican-American College Students' Academic Performance

Alma D. Trevino  
*University of Texas-Pan American*

Follow this and additional works at: [https://scholarworks.utrgv.edu/leg\\_etd](https://scholarworks.utrgv.edu/leg_etd)



Part of the [Psychology Commons](#)

---

### Recommended Citation

Trevino, Alma D., "The Relation Between Gender Role Socialization, Work-School-Family Conflict And Mexican-American College Students' Academic Performance" (2012). *Theses and Dissertations - UTB/UTPA*. 478.

[https://scholarworks.utrgv.edu/leg\\_etd/478](https://scholarworks.utrgv.edu/leg_etd/478)

This Thesis is brought to you for free and open access by ScholarWorks @ UTRGV. It has been accepted for inclusion in Theses and Dissertations - UTB/UTPA by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).

THE RELATION BETWEEN GENDER ROLE SOCIALIZATION, WORK-SCHOOL-  
FAMILY CONFLICT AND MEXICAN-AMERICAN COLLEGE STUDENTS'  
ACADEMIC PERFORMANCE

A Thesis

by

ALMA D. TREVINO GARZA

Submitted to the Graduate School of the  
University of Texas-Pan American  
In partial fulfillment of the requirements of the degree of

MASTER OF ARTS

May 2012

Major Subject: Experimental Psychology



THE RELATION BETWEEN GENDER ROLE SOCIALIZATION, WORK-SCHOOL-  
FAMILY CONFLICT AND MEXICAN-AMERICAN COLLEGE STUDENTS'  
ACADEMIC PERFORMANCE

A Thesis  
by  
ALMA D. TREVINO GARZA

COMMITTEE MEMBERS

Dr. Edna C. Alfaro  
Chair of Committee

Dr. Gary Montgomery  
Committee Member

Dr. Darrin Rogers  
Committee Member

May 2012



Copyright 2012 Alma D. Trevino Garza

All Rights Reserved



## ABSTRACT

Trevino Garza, Alma D., The Relation Between Gender Role Socialization, Work-School Family Conflict and Mexican-American College Students' Academic Performance. Master of Arts (MA), May, 2012, 25 pp., 6 tables, references, 12 titles.

The present study investigated the relation between gender role socialization, work-school-family conflict and Mexican-American college students' academic performance. Gender role socialization was measured with the gender role socialization scale (Raffaelli & Ontai, 2004). Work-Family Conflict was measured with the Work-School Family Conflict Scale (WFC) and Family-Work Conflict Scale (FWC) (Netemeyer, Boles, & McMurrin, 1996), School-Work Conflict Scale (SWC) and Work-School-Conflict Scale (WSC), Family-School Conflict Scale (FSC) and School-Family Conflict Scale (SFC) were modified versions of Netemeyer et al (1996). Academic performance was measured using participants disclosed GPA (Grade point average).

Regression analyses were used to establish predictions between each variable. The hypotheses were: (1) there will be significant positive correlation between gender role socialization and work-school-family conflict, and (2) there will be a significant negative correlation between work-school-family conflict and academic performance (GPA) in Mexican-American College students. Hypotheses were not supported; results were not statistically significant ( $p > .05$ ).





## DEDICATION

The completion of my Master of Arts degree in Experimental Psychology has been possible with the love and support of my family and special friends. Their motivation and inspiration to persevere have made it possible to reach this milestone. Thank you for your understanding and fortitude.



## ACKNOWLEDGMENTS

I will always be grateful to Dr. Edna C. Alfaro, chair of my thesis committee, for all her mentoring and advice. She encouraged me to complete this process through her infinite patience and guidance, from delimiting my research topic, to developing research design, and interpreting the data. My thanks go to my thesis committee members: Dr. Gary Montgomery, and Dr. Darrin Rogers. Their advice, input, and encouraging comments on my thesis helped to ensure the quality of my research work.



## TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
CHAPTER I. INTRODUCTION.....	1
CHAPTER II. LITERATURE REVIEW.....	3
Gender Role Socialization.....	3
Work-School-Family Conflict.....	5
CHAPTER III. METHODOLOGY.....	8
Participants.....	8
Procedures.....	8
Measures.....	9
Gender Role Socialization.....	9
Work-School-Family Conflict.....	9
Academic Performance.....	10
Analysis Plan.....	10
CHAPTER IV. RESULTS.....	11
CHAPTER V. DISCUSSION.....	17
Limitations and Future Directions.....	19
REFERENCES.....	20

BIOGRAPHICAL SKETCH.....25





## LIST OF TABLES

	Page
Table 1: Regression Analysis Model Predicting Work-School-Family Conflict.....	12
Table 2: Regression Analysis Model Predicting Academic Performance.....	13
Table 3: Descriptive Correlations among Dependent and Independent Variables For Gender Socialization (Gfem).....	14
Table 4: Descriptive Correlations among Dependent and Independent Variables For Gender Socialization (Bmas).....	14
Table 5: Descriptive Correlations among Dependent and Independent Variables For Females Academic Performance.....	15
Table 6: Descriptive Correlations among Dependent and Independent Variables For Males Academic Performance.....	15



## CHAPTER I

### INTRODUCTION

Even though the enrollment of Hispanic students in higher education has moderately increased in the past decade, it is still low compared to other groups (Castillo, Conoley, Pearson, Archuleta, Phoummarath, & Landingham, 2006). The percentage of Hispanics obtaining a bachelor degree is lower than any other sociopolitical group at 12% (U. S. Census Bureau, 2010); in addition, only 6% of Mexican-American college students will be successful in attaining a college degree (Aguayo, Herman, & Ojeda, 2011). Mexican-Americans are considered to be “well established” in the United States, especially around the southwest region, that status is not an indication of a successful academic outcome (Gasquoine, 2008, p. 27). It would be important to examine if gender role socialization in addition to work-school-family conflicts are negatively related to academic performance in Mexican-American college students, particularly because it is predicted that by the year 2050 Hispanics will make up 25% of the total population in the United States, making the investigation of the college drop-out rate factors of great importance (Crockett et al., 2007).

Researchers have found that factors derived from gender socialization processes might be related to conflicts in work, school, and family relations, in addition the inclusion of the Hispanic population on this type of research has been limited (O'Neil, 2008). The purpose

for this study is to investigate if there is a relation between gender role socialization, work-school- family conflict, and Mexican-American college students' academic performance.

## CHAPTER II

### LITERATURE REVIEW

#### **Gender Role Socialization**

Gender role socialization has been defined as how much each parent has encouraged specific behaviors traditionally considered “masculine” or “feminine” while the respondent was growing up (Raffaelli & Ontai, 2004). For the purpose of this study, gender socialization is defined as how much parents or care-givers encourage their children to meet traditional gender-related behaviors. Cultural beliefs are displayed when assigning stereotyped gender roles which encourage a particular behavior. For example, when playing sports girls are encouraged to play softball, while boys are supported and persuaded to play football and hardball (Hardin & Greer, n.d.). Also, stereotypical encouragement is obvious when boys are given toys that depict aggressiveness and masculinity (i.e. cars, trucks, toy soldiers), encouraged to play outside, and encouraged to dress up in superhero costumes. Girls, on the other hand, are encouraged to stay indoors, play with dolls, and engage in housekeeping and cooking activities (Helgeson, 2009).

Conflict and feminist theories derived from the ideas of Marx and Engels (Spade & Valentine, 2008) explain how conflict arises due to oppressions at the societal (i.e., working class) or at a group level (i.e., women), and it is difficult for these groups to understand the

intent of Durkheim's ideas of reaching social stability. According to Durkheim, social stability is reached through functionalism, the balanced combinations of family, education, and economy institutions (Spade & Valentine, 2008). The task to balance family, education, and economy issues, seems like an enormous challenge in itself, particularly if gender role socialization processes combined with conflicts derived from work, school, and family, encumber Mexican-American college students' academic achievement. For instance, a study found that older high school aged boys experienced more conflict between school or work and family responsibilities, than younger boys, possibly due to limited time to socialize with friends, while an increase in homework (Watts & Borders, 2005).

Through the lifespan, males build up their confidence by exercising learned behaviors such as the power of competition (Holt-Lunstad, Clayton, & Uchino, 2001). In western societies it is acceptable for males to display the power of competition at work or at play, while females display nurturing and submissive tendencies toward family (Helgeson, 2009; Cox, Mezulis, & Hyde, 2010). Even if women are employed, they are expected to continue practicing their assigned domestic responsibilities (Cox, et al., 2010). In some instances, the gender socialization process becomes stressful to Hispanic females. Overlapping responsibilities such as the pressure to achieve academically while balancing the moral duties to attend to family commitments, becomes overwhelming (Castillo, Conoley, & Brossart, 2004). Stress could also result when contradictions to woman's assigned role (i.e., nurturing mother) occurs by the challenge of the woman's pursuit of her own personal ambitions (Earle & Harris, n.d.).

Mexican-American males might feel distressed possibly related to learned behaviors passed on by a parents or caregivers. For instance, research has found that some males in their

attempt to cooperate with modern male norms, feel pressured to commit, take care of children, and help out with domestic chores (Levant, 1996). It is possible that Mexican-American male college students might feel pressured to keep up with academic expectations, while continuing to commit to family responsibilities. In addition, Mexican-American female college students might also feel pressured to succeed academically, while continuing to cooperate with assigned gender role concepts, such as domestic and child responsibilities. Thus, gender role socialization may be related to Mexican-American college students' reports of conflict between work, school, and family relations.

### **Work-School-Family Conflict**

Investigating work-school family conflict affecting Mexican-American college students is important in order to better understand some of the factors interfering with academic performance. For the purpose of this study, work-school-family conflict is being defined as “restrictions in balancing work, school, family relations, which could result in overwork and stress” (O'Neil, 2008, p. 367). Even though, the investigation of this variable affecting Mexican-American college students is imperative, literature in this area has been extremely narrow as the majority of studies have been conducted primarily with participants of White-European descent (Grzywacz, et al., 2007). Furthermore, commitments to family or community can become barriers to obtaining career goals and vice-versa, commitments to career can become a barrier towards attaining family and community goals (Perrone, Civiletto, Webb, & Fitch, 2004).

Therefore, the conflict arising from attempting to reach two competing goals can become overwhelming when the roles are in competition with each other (Adams & Jex, 1999; Kossek & C., 1998). For example, females are expected to be dependent, passive,

emotional, and be a nurturing mother (Cobb, et al., 2009; Miller & Stark, 2002); often times women place higher values on parenting and work, than some men do (Cinamon & Rich, 2002) and it is common for women to feel oppressed by role conflicts due to role overloads from employment and parenting (Chrisler, 2008; Nomaguchi, 2009). Surprisingly, research has found that in retrospective studies, college students whose mothers were employed full time when they were children, also anticipated work-family-conflicts because they remembered how their mothers coped with work and family pressures (Weer, Greenhaus, Colakoglu, & Foley, 2006).

In reference to the number of hours invested at work, research suggests that the longer the hours invested at work, the more detrimental it becomes to academic performance. For example, even working through school programs, with benefits to learn a job related to the field of study, the student might be conflicted by the inability to balance properly work and school activities (Butler, 2007). It is possible that Mexican- American college students that have jobs might work longer number of hours to help support their families; distress could develop from conflicts between work and family and little time left to study. Studies suggest that distress has been positively related to conflicts between work and family (Major, Klein, & Ehrhart, 2002), and very commonly impacts the adult college student (Giancola, Grawitch, & Borchert, 2009). Even when social support could help an individual cope with work-family conflict by alleviating some of the psychological distress, certain individuals are reluctant to ask for help (Wester, Christianson, Vogel, & Wei, 2007). It is possible that Mexican- American college students might be overwhelmed with work-school-family responsibilities, reluctant to ask for help, resulting in poor academic performance.



To summarize, the research to be reported examined if gender role socialization and work-school-family conflict had a direct effect on Mexican-American college students' academic performance. The hypotheses were: (1) there will be significant positive correlation between gender role socialization and work-school-family conflict, and (2) there will be a significant negative correlation between work-school-family conflict and academic performance (GPA) in Mexican American College students.

## CHAPTER III

### METHODOLOGY

#### **Participants**

The participants were 317 UTPA college students; males ( $n = 86$ ) and females ( $n = 233$ ) over the age of 18. The majority of participants were single (69.6%), full time (90%) students who worked either part time or full time (55%). Participants were freshmen ( $n = 28$ ), sophomores ( $n = 63$ ), juniors ( $n = 122$ ), and seniors ( $n = 104$ ) who represented a number of majors (e.g., Biology [ $n = 41$ ], Communication Disorders [ $n = 18$ ], Criminal Justice [ $n = 21$ ], Nursing [ $n = 38$ ], Psychology [ $n = 119$ ], and Rehabilitation Services [ $n = 19$ ]) and Social Work [ $n = 22$ ]. The majority of students were born in the United States ( $n = 257$ ; 80.6%), had mothers (58.6%) and fathers (55.5%) who were born in Mexico, and self identified as Hispanic (80%) or Mexican-American (13.77%).

#### **Procedures**

The researcher asked professors/instructors for permission to recruit students from the various Psychology classes. A flyer containing the information about the dates and times for the participation was e-mailed to professors/instructors. Only the participants who self identified as Hispanic, or Mexican-American were included in the study.

At the beginning of each session, and prior to issuing the questionnaires, general information was discussed (i.e. informed consent, duration of the session, etc.). Surveys took

approximately 30 minutes to complete. Certificate of participation was issued to each participant to present to their instructor for credit to their selected course. At the end of each data collection session, the questionnaires were collected and placed at a secured location.

### **Measures**

**Gender role socialization.** Gender role socialization was measured with a modified version of the manliness and femininity subscales of the gender role socialization scale (Raffaelli & Ontai, 2004). While the original subscales assessed how much *each* parent encouraged specific behaviors the current study did not specify specific parents. Respondents were asked how much their parents encouraged behaviors that are traditionally considered “masculine” or “feminine”. The subscale contained 10 items and the responses for each of the statements were on a 5 point scale (1 = not at all, 3 = somewhat, 5 = very much), a sample of a response was “Play indoors (vs. outdoors)”. Additionally, females were asked to answer 3 items in the femininity subscale, sample response was “Be ladylike”, and males were asked to answer 3 items in the manliness subscale, sample response was “Be “manly”/”macho”. The study by Raffaelli & Ontai (2004) found reliability in their subscales: Femininity (mothers  $\alpha = .73$ ; fathers  $\alpha = .77$ ) and manliness subscales (mothers  $\alpha = .64$ ; fathers  $\alpha = .67$ ). In the current study the femininity and manliness subscales were not found to be reliable (femininity:  $\alpha = .58$ ; manliness:  $\alpha = .48$ ).

**Work-School-Family Conflict.** Work-Family Conflict was measured with the Work-School Family Conflict Scale (WFC) and Family-Work Conflict Scale (FWC) (Netemeyer, Boles, & McMurrian, 1996), each contain 5 items with the following sample statements: “The demands of my work interfere with my home and family life” (WFC), and “The demands of my family or spouse/partner interfere with work-related activities (FWC). The construct of the

scales were reliable (WFC  $\alpha = .86$ ; FWC  $\alpha = .91$ ). The 5 item scales developed for our study were extended versions of Netemeyer et al (1996) and indicated high reliability for the Work-Family Conflict Scale (WFC;  $\alpha = .86$ ), Family-Work Conflict Scale (FWC;  $\alpha = .91$ ), School-Work Conflict Scale (SWC;  $\alpha = .90$ ) and Work-School-Conflict Scale (WSC;  $\alpha = .96$ ).

Sample statements were as follows: “The demands of my school interfere with my work-related activities” (SWC) and “The demands of my work interfere with my school-related activities” (WSC). “The demands of my family duties or spouse/partner interfere with school-related activities” (FSC), and “The demands of my school-related activities interfere with my family duties or my spouse/partner” (WFC). The responses to each of the statements asked were on a 7 point scale (1 = strongly disagree, 7 = strongly agree), respectively.

**Academic performance.** Academic performance was measured as per self-disclosed information from the participant related to GPA (Grade point average) with a 4.0 representing an A. The GPA range was from 1.5 to 4.0 ( $M = 3.14$ ).

### **Analysis plan**

Regression analyses were utilized to measure the 2 hypotheses. The hypotheses were: (1) there will be significant positive correlation between gender role socialization and work-school-family conflict, and (2) there will be a significant negative correlation between work-school-family conflict and academic performance (GPA) in Mexican-American College students.

## CHAPTER IV

### RESULTS

A multiple regression analysis was used to assess whether gender socialization factors could be used to predict work-school-family conflict. Separate analyses were conducted for males and females because items used to measure traditional gender socialization varied for males and females.

**Results for females.** Regression model 1 (see table 1) examined whether femininity predicted work-school-family conflict (i.e., WFC, FWC, WSC, SWC, FSC, and SFC). According to regression analyses gender role socialization was not related to WFC, FWC, WSC, SWC, FSC, or SFC.

**Results for males.** Regression analyses were utilized and examined whether manliness predicted work-school-family conflict (WFC, FWC, WSC, SWC, FSC, and SFC). Results indicated that gender role socialization was not related to males' reports of WFC, FWC, WSC, SWC, FSC, or SFC.

Hypothesis 2 stated that work-school-family conflict, factors would predict academic performance (there will be a significant negative correlation between work-school-family conflict and academic performance (GPA) in Mexican- American College students). The results failed to support hypothesis 2 (see Table 2).

Correlations for all factors were calculated using SPSS and are included in the regression analysis (see tables 3, 4, 5, and 6).

## Follow up analyses

To better understand the differences between the groups in relation to work-school-family conflict, participants that reported being married, having children, and working, in comparison to the participants who reported being single, having no children and not working, respectively, independent samples t-tests using SPSS were utilized. Results indicated that married individuals reported more FWC [ $t(299) = 2.19, p < .05$ ] and FSC [ $t(302) = 2.10, p < .05$ ], but did not differ with regard to WFC [ $t(298) = 0.74, p = .46$ ], WSC [ $t(294) = 0.46, p = .64$ ], SWC [ $t(298) = 0.47, p = .64$ ], and SFC [ $t(302) = 0.75, p = .46$ ], when compared to individuals that were not married. Individuals having children reported more FSC [ $t(310) = 2.79, p < .05$ ], but did not differ with regard to FWC [ $t(307) = 1.64, p = .10$ ], WFC [ $t(306) = .58, p = .57$ ], WSC [ $t(301) = 0.38, p = .71$ ], SWC [ $t(306) = 0.30, p = .77$ ], and SFC [ $t(310) = 0.96, p = .34$ ], when compared to individuals that did not have children. Individuals working reported more WFC [ $t(311) = 2.86, p < .05$ ], FWC [ $t(312) = 2.00, p < .05$ ], WSC [ $t(306) = 2.97, p < .05$ ], SFC [ $t(315) = 2.25, p < .05$ ], and FSC [ $t(315) = 3.00, p < .05$ ], but did not differ with regard to SWC [ $t(311) = 1.20, p = .23$ ], when compared to individuals that did not work.

Table 1

<i>Gender Role Socialization and Work-School-Family Conflict</i>						
<i>Girls' model</i>						
Variables	<i>B</i>	<i>SE<sub>B</sub></i>	$\beta$	<i>R</i> <sup>2</sup>	Change in <i>R</i> <sup>2</sup>	<i>F</i> Change in <i>R</i> <sup>2</sup>
Femininity→WFC	0.23	0.15	0.10	0.01	0.01	2.38
Femininity→FWC	0.13	0.12	0.07	0.01	0.01	1.16
Femininity→WSC	0.22	0.14	0.10	0.01	0.01	2.23
Femininity→SWC	0.17	0.13	0.08	0.01	0.01	1.55
Femininity→SFC	0.14	0.14	0.07	0.00	0.00	0.97
Femininity→FSC	-0.02	0.15	-0.01	0.00	0.00	0.01
<i>Boys' model</i>						
Manliness→WFC	-0.19	0.23	-0.09	0.01	0.01	0.68
Manliness→FWC	-0.11	0.16	-0.07	0.01	0.01	0.41
Manliness→WSC	-0.17	0.24	-0.08	0.01	0.01	0.48
Manliness→SWC	0.05	0.22	0.02	0.00	0.00	0.05
Manliness→SFC	-0.30	0.24	-0.14	0.02	0.02	1.56
Manliness→FSC	-0.25	0.20	-0.13	0.02	0.02	1.53

Note: WFC = work-family conflict; FWC = family-work conflict; WSC = work-school-conflict; SWC = school-work conflict; SFC = school-family conflict; FSC = family-school conflict.

\* $p < .05$ . \*\*  $p < .01$ .

Table 2

*Regression analysis model summary predicting academic performance*

Predictor	Model 1 (females)			Model 2 (males)		
	<i>B</i>	<i>SE<sub>B</sub></i>	$\beta$	<i>B</i>	<i>SE<sub>B</sub></i>	$\beta$
WFC	0.05	0.03	0.16	0.05	0.05	0.16
FWC	0.01	0.04	0.03	-0.07	0.06	-0.16
WSC	-0.05	0.03	-0.18	-0.03	0.04	-0.12
SWC	-0.01	0.03	-0.04	-0.04	0.05	-0.13
SFC	0.06	0.03	0.21	0.02	0.04	0.08
FSC	-0.05	0.03	-0.16	0.07	0.05	0.22
<i>R</i> <sup>2</sup>			0.06			0.06
Change in <i>R</i> <sup>2</sup>			0.06			0.06
<i>F</i> Change in <i>R</i> <sup>2</sup>			2.00			0.73

Note: WFC = work-family conflict; FWC = family-work conflict; WSC = work-school-conflict; SWC = school-work conflict; SFC = school-family conflict; FSC = family-school conflict.

\**p* < .05. \*\* *p* < .01.



Table 3

*Descriptive Correlations Among Independent and Dependent Variables for Gender Socialization*

	M	SD	N	1	2	3	4	5	6	7
1. WFC	3.22	1.76	220	1						
2. FWC	2.31	1.43	220	0.55	1					
3. WSC	2.77	1.79	220	0.68	0.50	1				
4. SWC	2.98	1.64	220	0.55	0.54	0.52	1			
5. SFC	3.73	1.78	220	0.46	0.46	0.40	0.45	1		
6. FSC	2.94	1.81	220	0.39	0.60	0.40	0.39	0.53	1	
Femininity	3.57	0.84	220	0.00	0.06	0.08	0.11	0.10	0.13	1

\*  $p > .05$ . \*\*  $p > .01$ .

Table 4

*Descriptive Correlations Among Independent and Dependent Variables for Gender Socialization*

	M	SD	N	1	2	3	4	5	6	7
1. WFC	3.07	1.69	84	1						
2. FWC	2.15	1.23	84	0.40	1					
3. WSC	2.84	1.80	84	0.59	0.41	1				
4. SWC	3.04	1.69	84	0.48	0.47	0.53	1			
5. SFC	3.27	1.80	84	0.39	0.41	0.40	0.55	1		
6. FSC	2.37	1.54	84	0.05	0.56	0.23	0.32	0.44	1	
Manliness	3.96	0.82	84	-0.09	-0.07	-0.07	0.03	-0.13	-0.12	1

\*  $p > .05$ . \*\*  $p > .01$ .

Table 5

*Descriptive Correlations Among Independent and Dependent Variables for females academic performance*

	M	SD	N	1	2	3	4	5	6	7
1. WFC	3.25	1.76	215	1						
2. FWC	2.32	1.43	215	0.55	1					
3. WSC	2.79	1.80	215	0.68	0.49	1				
4. SWC	3.01	1.63	215	0.54	0.53	0.53	1			
5. SFC	3.76	1.77	215	0.44	0.45	0.45	0.44	1		
6. FSC	2.94	2.94	215	0.38	0.61	0.61	0.38	0.54	1	
7. GPA	3.12	0.53	215	0.07	0.01	-0.06	0.00	0.12	-0.06	1

Note: GPA = grade point average

\*  $p > .05$ . \*\*  $p > 01$ .

Table 6

*Descriptive Correlations Among Independent and Dependent Variables for males academic performance.*

	M	SD	N	1	2	3	4	5	6	7
1. WFC	3.15	1.68	80	1						
2. FWC	2.15	1.21	80	0.39	1					
3. WSC	2.83	1.78	80	0.62	0.42	1				
4. SWC	3.07	1.71	80	0.47	0.47	0.55	1			
5. SFC	3.32	1.80	80	0.37	0.40	0.43	0.54	1		
6. FSC	2.39	1.53	80	0.01	0.54	0.22	0.31	0.43	1	
7. GPA	3.21	0.50	80	0.00	-0.06	-0.08	-0.08	0.05	0.11	1

Note: GPA = grade point average

\*  $p > .05$ . \*\*  $p > 01$ .

## CHAPTER V

### DISCUSSION

The results of the present study were that gender socialization and work-school-family-conflict were not associated with the academic performance of Mexican-American college students. Hypothesis 1, which stated that a significant positive correlation between gender role socialization and work-school-family conflict would be significant, was not supported by our findings. The gender socialization scale showed a low reliability, as opposed to previous research where reliability alpha was overall moderate and an association between family correlates and gender related socialization was found (Raffaelli & Ontai, 2004). The contradicting finding might be related to the nature of the development of our factor loading gender socialization subscales, the limited multi-dimensionality of our work-school-family conflict scales, or the nature of the sample used.

The gender socialization subscales were not specific in asking the participants about how much each parent (i.e., father; mother) encouraged specific behaviors. The work-school-family conflict scale did not use a multi-dimensional approach for the measurements (i.e., attitudes and behaviors), and only assessed a general demand and time-strained based conceptualization. Using a multi-dimensional approach can possibly separate the various dimensions of general

demand, time, and strain, and offer a better evidence of correlation (Netemeyer, Boles, & McMurrian, 1996).

The sample was composed by the majority of students being born in the United States. The majority of the participants reported being single, full-time students. In addition, the majority of the participants indicated having no children, the responsibility of caring for other members of their family, or having been encouraged by parents to act gender appropriately (i.e., feminine or masculine). Gender role socialization is encouraged by parents through their cultural beliefs to instill stereotypical gender roles such as cooking or playing outdoors (Helgeson, 2009). Researchers have suggested that females face pressures to achieve academically while attempting to balance family commitments (Castillo, Cononley, & Brossart, 2004), and males also feel pressured to take care of children and help with chores (Levant, 1996), perhaps since our sample was composed of the majority being single with no children, and not encouraged to follow certain gender stereotypical behaviors, might have contributed to the lack of statistical significant findings between gender socialization and work-school-family conflict.

Hypothesis 2 stated that after accounting for the effects of gender socialization on work-school-family conflict, these factors would predict academic performance (GPA) in Mexican-American College students. The results suggested that academic performance (GPA) was not affected by the predicting factors of work-school-family conflict, therefore suggesting that demands of work or family were not negatively affecting academic performance (GPA). Researchers have found that the longer the hours at work, the more it affects academic performance (Butler, 2007), in addition working longer number of hours to help support their families can create conflict between work, family and study (Major, Klein, & Ehrhart, 2002) very commonly impacting adult college students (Giancola, Grawitch, & Borchert, 2009). The

nature of the sample might be related to hypothesis 2 not being supported. It is possible since the majority of respondents were single, had no children, did not work full-time, had no responsibility to help support a family, and had no pressures with school demands, might be a possible explanation for the lack of findings. Another possibility might be related to the timing of the survey in relation to the participants that do work either part-time or full-time and also have families to support. The survey was conducted at the beginning of the spring school semester, and data was collected only during three days in February, possibly too early where the pressures of work, family and school responsibilities have not yet mounted to cause conflicts. A similar study collected data for three months at the end of the school year (April, May, June), to allow participants to have time to adequately experience school-work conflict, and found a negative association between school-work conflict and school readiness (Markel & Frone, 1998).

### **Limitations and Future Directions**

The current study in a non-experimental study, and correlations in the study were not established between the variables. It is probable that persons perceiving effect of gender role socialization through the encouragement of parents (Raffaelli & Ontai, 2004), and high demands in work, family and school, might be minimally conceptualizing their self-reporting based on limited dimensionality, for example, restricted number of items on each scale (Netemeyer, Boles, & McMurrian, 1996). It is also probable that other factors such as participants having ample length of time to experience work-school conflict (Markel & Frone, 1998) might show a correlation between work-school-family conflict and academic performance. In addition future researchers might assess gender socialization and work-school-family conflict using a multidimensional approach to avoid a limited conceptualization of factor effects.

## REFERENCES

- Adams, G. A., & Jex, S. M. (1999). Relationships between time management, control, work-family conflict, and strain. *Journal of Occupational Health Psychology, 4* (1), 72-77.
- Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist, 58*(1), 5-14.
- Aguayo, D., Herman, K., & Ojeda, L. (2011). Culture predicts Mexican American's college self-efficacy and college performance. *Journal of Diversity in Higher Education, 4* (2), 79-89.
- Alfaro, E. C., Umaña-Taylor, A. J., Gonzales-Becken, M. A., Bamaca, M. Y., & Zeiders, K. H. (2009). Latino adolescents' academic success: The role of discrimination, academic motivation, and gender. *Journal of Adolescence, 32*, 941-962.
- Butler, A. B. (2007). Job characteristics and college performance and attitudes: A model of work-school conflict and facilitation. *Journal of Applied Psychology, 92* (2), 500-510.
- Castillo, L. G., Conoley, C. W., Pearson, C. C., Archuleta, D. J., Phoummarath, M. J., & Landingham, A. V. (2006). University environment as a mediator of Latino ethnic identity and persistence attitudes. *Journal of Counseling Psychology, 53* (2), 267-271.

- Castillo, L. G., Cononley, C. W., & Brossart, D. F. (2004). Acculturation, white marginalization and family support as predictors of perceived distress in Mexican-American female college students. *Journal of Counseling Psychology, 51* (2), 151-157.
- Chrisler, J. C. (2008). 2007 Presidential address: Fear of losing control: power, perfectionism, and the psychology of women. *Psychology of Women Quarterly, 1*-12.
- Cinamon, R., & Rich, Y. (2002). Gender differences in the importance of work and family roles: Implications for work-family conflict. *Sex Roles, 47*, 531-541.
- Cobb, R., Walsh, C., & Priest, J. (2009). The Cognitive-active gender role identification continuum. *Journal of Feminist Family Therapy, 21*:77-97.
- Cox, S. J., Mezulis, A. H., & Hyde, J. S. (2010). The Influence of child gender role and maternal feedback to child stress on the emergence of the gender difference in depressive rumination in adolescence. *Developmental Psychology, 46*(4), 842-852.
- Crockett, L. J., Iturbide, M. I., Torres Stone, R. A., McGinley, M., Raffaelli, M., & Carlo, G. (2007). Acculturative stress, social support, and coping: Relations to psychological adjustment among Mexican American college students. *Cultural Diversity and Ethnic Minority Psychology, 13* (4), 347-355.
- Earle, J., & Harris, C. (n.d.). Modern women and the dynamics of social psychological ambivalence. *Cambridge University Press*, 65-80.
- Gasquoine, P. G. (2008). *Psychology of multicultural competence: Critical issues*. Deer Park, NY: Linus Publications, Inc.

- Giancola, J. K., Grawitch, M. J., & Borchert, D. (2009). Dealing with the stress of college. *Adult Education Quarterly*, 59 (3), 246-263.
- Good, G. E., O'Neil, J. M., Stevens, M., Robertson, J. M., Fitzgerald, L. F., A, D. K., et al. (1995). Male gender conflict: Psychometric Issues and Relations to psychological distress. *Journal of Counseling Psychology*, 42 (1), 3-10.
- Grzywacz, J. G., Arcury, T. A., Marin, A., Carrillo, L., Burke, B., Coates, M. L., et al. (2007). Work-family conflict: Experiences and health implications among immigrant latinos. *Journal of Applied Psychology*, 92 (4), 1119-1130.
- Hardin, M., & Greer, J. (n.d.). The Influence of gender-role socialization, media use and sports participation on perceptions of gender-appropriate sports. *Journal of Sport Behavior*, 32, (2), 207-226.
- Helgeson, V. S. (2009). *The Psychology of Gender* (3rd Edition ed.). Upper Saddle River, New Jersey 07458: Pearson Prentice Hall.
- Holt-Lunstad, J., Clayton, C. J., & Uchino, B. N. (2001). Gender differences in cardiovascular reactivity to competitive stress: The impact of gender of competitor and competition outcome. *International Journal of Behavioral Medicine*, 8 (2), 91-102.
- Kossek, E., & Ozeki, C. (1998). Work-family conflict, policies, and the job-life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology*, 83 (2), 139-149.



- Levant, R. F. (1996). The new psychology of men. *Professional Psychology: Research and Practice*, 27 (3), 259-265.
- Major, V. S., Klein, K. J., & Ehrhart, M. G. (2002). Work time, work interference with family, and psychological distress. *Journal of Applied Psychology*, 87 (3), 427-436.
- Markel, K. S., & Frone, M. R. (1998). Job characteristics, work-school conflict, and school outcomes among adolescents: Testing a structural model. *Journal of Applied Psychology*, 83 (2), 277-287.
- Netemeyer, R. G., Boles, J. S., & McMurrin, R. (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology*, 81, 400-410.
- Nomaguchi, K. M. (2009). Change in work-family conflict among employed parents between 1977 and 1997. *Journal of Marriage and Family*, 71 (1), 15-32.
- Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college student's academic and life satisfaction. *Journal of Counseling Psychology*, 58 (1), 61-71.
- O'Neil, J. M. (1981). Patterns of gender role conflict and strain: Sexism and fear of femininity in men's lives. *Personnel & Guidance Journal*, 60 (4), 203-210.
- O'Neil, J. M. (2008). Summarizing 25 years of research on men's gender role conflict using the gender role conflict scale: New research paradigms and clinical implications. *The Counseling Psychologist*, 36 (3), 358-445.

- O'Neil, J. M., Helms, B. J., Gable, R. K., David, L., & Wrightsman, L. S. (1986). Gender role conflict scale: College men's fear of femininity. *Sex Roles, 14*, 335-350.
- Perrone, K. M., Civiletto, C. L., Webb, L. K., & Fitch, J. C. (2004). Perceived barriers to and supports of the attainment of career and family goals among academically talented individuals. *International Journal of Stress Management, 11* (2), 114-131.
- Raffaelli, M., & Ontai, L. (2004). Gender socialization in Latino/a families: Results from two retrospective studies. *Sex Roles, 287-299*.
- Spade, Z. S., & Valentine, C. G. (2008). *The kaleidoscope of gender prisms, patterns, and possibilities* (2nd ed. ed.). Thousand Oaks, California: Pine Forge Press.
- Watts, J. R., & Borders, D. L. (2005). Boy's perceptions of the male role; Understanding gender role conflict in adolescent males. *The Journal of Men's Studies, 13* (2), 267-280.
- Weer, C. H., Greenhaus, J. H., Colakoglu, S. N., & Foley, S. (2006). The role of maternal employment, role-altering strategies, and gender in college students' expectations of work-family conflict. *Sex Roles, 55* (1), 535-544.
- Wester, S. R., Christianson, H. F., Vogel, D. L., & Wei, M. (2007). Gender role conflict and psychological distress: The role of social support. *Psychology of Men & Masculinity, 8* (4), 215-224.

## BIOGRAPHICAL SKETCH

Alma D. Trevino Garza received an Associates of Arts in Psychology from South Texas College; Bachelor of Science degree in Psychology from the University of Texas-Pan American in 2010; Master of Arts degree in Experimental Psychology in 2012 from the University of Texas-Pan American. She is an official member of the International Honor Society in Psychology (Psi-Chi), Southwestern Psychological Association, Golden Key International Honor Society, Phi Theta Kappa International Honor Society. Her areas of interest include, gender socialization, personality, social and cognitive development. Her experience includes undergraduate research under the supervision of Dr. Grant Benham and instructor assistantship in social research statistics, under the supervision of Dr. Darrin Rogers and Dr. Valerie Aldridge from the University of Texas-Pan American.

Alma's mailing address is 4051 La Floresta, Mercedes, Texas 78570. Alma's email address is AlmaTG10@aol.com.