5. *Latinx First-Generation College Students' Career Decision Self-Efficacy: The Role of Social Support, Cultural Identity, and Cultural Values Gap*

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What drives or hinders college students from pursuing their desired career? How do students' family, friends, teachers, and the students themselves influence this desire for a career? Deciding on a career, along with navigating the higher education system, learning to manage time, negotiating workload and parental demands, and networking and making new friends, is a major stressor for university students (Robotham & Julian, 2006). Although these stressors are ubiquitous, first-generation college students (FGCS) (defined as students whose parents did not earn a college degree) encounter unique challenges that pervade academic, career, interpersonal, and psychological domains (Chen, 2005; Pascarella, Pierson, Wolniak, & Terenzini, 2004; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Demographically, most FGCS are Latinxs (Terenzini et al., 1996), one of the largest ethnic minority groups in universities. Academically, Latinx students typically fall behind their European-American counterparts (Fry & Lopez, 2012); feel less prepared and have more doubt about their academic abilities (Smedley, Myers, & Harrell, 1993); and are less likely to explore career options (Leal-Muniz & Constantine, 2005; Lent, Brown, & Hackett, 2000). Moreover, compared to European-American non-FGCS, students with intersecting Latinx and FGCS identities have a lower sense of belonging in college and are more likely to experience race-related ste-

reotypes and discrimination (Gloria & Castellanos, 2012). This chapter examines social support and cultural identity as predictors of career decision self-efficacy (CDSE) for Latinx FGCS, and the role that cultural values gap plays in the model.

Ideally, a bachelor's degree should enable university graduates to have more prestigious and financially lucrative careers than those without bachelor's degrees. However, this depends on whether university students opt to pursue such careers. The belief in one's ability to choose a career, or CDSE (Hackett & Betz, 1981), is especially important for marginalized and oppressed groups, such as racial and ethnic minorities and those from lower socioeconomic backgrounds (Betz, Hammond, & Multon, 2005; Gloria & Hird, 1999). Having high CDSE encourages students to engage in activities that actually allow them to acquire their desired careers (Lent, Brown, & Hackett, 1994). Conversely, low CDSE may impede academic performance and college persistence, preventing students from advancing towards their career goals (Betz, Klein, & Taylor, 1996). Therefore, low CDSE may negate the bachelor's degree potential to lead to upward social mobility (Arbona, 1995; Lent, Brown, & Larkin, 1984).

This study examined two variables that may predict CDSE: social support and cultural identity. Social support refers to the actions that create feelings of love, esteem, and sense of belonging from a network of individuals, including parents, peers, and siblings (Cobb, 1976; Gushue, 2006). For Latinxs, social support from close family acts as a buffer against stressors and promotes better well being (Gomez et al., 2001; Rodriguez, Mira, Myers, Morris, & Cardoza, 2003), as well as higher CDSE (Metheny & McWhirter, 2013; Whiston & Keller, 2004). Sibling support, specifically, is also linked to positive outcomes such as higher academic competence and higher self-esteem (Cicirelli, 1989; Conger & Little, 2010; Connidis, 1992; Volling, 2003). Furthermore, siblings may provide a different type of social support (with regard to career aspirations) compared to other family members (Schultheiss, Palma, Predragovich, & Glasscock, 2002).

For any research on Latinx, it would be remiss to not include cultural identity; therefore, we examine cultural identity as a potential predictor of CDSE. Cultural identity is a type of social identity, which is a person's self-concept stemming from membership in social groups (Tajfel & Turner, 1979). Latinxs in the United States have three cultural identities: ethnic, national, and bicultural identities. First, ethnic identity, which includes feelings of ethnic belonging and pride, and positive attitudes toward one's ethnic group (Phinney, 1990), has been linked to higher CDSE (Arbona, 1995; Gushue, 2006). Second, national identity, which refers to the commit-

ment to, exploration of, and attachment to the norms and traditions of the U.S. (Schwartz et al., 2012; Schwartz, Unger, Zamboanga, & Szapocznik, 2010), is related to higher self-esteem (Kiang, Yip, & Fuligni, 2008), which may relate to higher CDSE. Third, bicultural identity involves simultaneously maintaining ethnic and national identities (Nguyen & Benet-Martínez, 2007), and has been linked to greater CDSE (Mejia-Smith & Gushue, 2017). Despite Latinxs' being multicultural, previous studies (Arbona, 1995; Gushue, 2006) on CDSE tend to focus on only one type of cultural identity, failing to recognize Latinxs' cultural complexity. Furthermore, these previous studies (Mejia-Smith & Gushue, 2017) only examined cultural identity at the neglect of other social identities, failing to recognize Latinx FGCS' multiple identities and the intersection of those identities. Beyond including multiple types of cultural identity (ethnic, national, and bicultural), the current study also focuses on the intersection of cultural identity with another social identity: FGCS.

Because most Latinx students come from immigrant families (Fry, 2002), it is necessary to include cultural values gap as a possible predictor of CDSE. Cultural values gap is a difference in cultural values (American and Latinx cultures) between parents (immigrants) and children (reared in the U.S.), which may create distance in the parent-child relationship (Hwang, 2006). Theoretically, cultural values gap is a component of acculturative family distancing, and acculturative family distancing is a form of acculturation gap, which is the discrepancy between parents and children in their adaptation to American culture and the maintenance of their Latinx cultures (Hwang & Wood, 2009). This cultural values gap may impact vocational tasks, such as deciding on a career (Constantine, Kindaichi, & Miville, 2007; Hwang, 2006). It may also influence the two predictors of interest in this study (social support and cultural identity) and their relationships with CDSE. For example, Latinxs who do not share their parents' values may experience less family cohesion (Dennis, Basañez, & Farahmand, 2010), which in turn, may lead to less family support (Rivera et al., 2008). Furthermore, Latinxs who are in conflict with their parents (or their primary representatives or models of their ethnic culture) (Padilla, 2006) may have low identification to their ethnic group as a whole. Therefore, we proposed that cultural values gap would moderate the relationship between social support and CDSE, and the relationship between cultural identity and CDSE. In other words, whether and how social support and cultural identity predict CDSE depends on the size of Latinx FGCS' cultural values gap with their parents.

For this study, we take an interdisciplinary and intersectionality perspective. Social cognitive career theory (from the field of counseling and career

development) proposes that high self-efficacy (e.g., CDSE) predicts positive outcome expectations and career interests or goals (Lent et al., 1994). However, this model fails to include variables such as cultural identity that are related to ethnicity or race. Therefore, we turned to Lewin's (1951) person-environment model (from social psychology) as a supplement. According to Lewin (1951), behavior is a product of the interaction between the person (for example, mental states, traits, and attitudes) and the environment (ecological or social variables). For Latinx FGCS, person factors may include cultural identity, whereas environmental factors may refer to social support. Together, these person and environmental variables may predict students' career decisions and their CDSE.

We conduct the current study from an intersectionality perspective (Crenshaw, 1989), in that we acknowledge the unique experience of being both Latinx and FGCS. Intersectionality theory highlights the distinct experiences of those with multiple social identities (Cole, 2009; Settles & Buchanan, 2014); therefore, predictors of CDSE may be different for Latinxs, FGCS, and Latinx FGCS. In addition, intersectionality theory emphasizes the importance of studying these identities in context (Warner, 2008). For example, the saliency of Latinx FGCS' identities may differ depending on whether s/he is enrolled at a Hispanic Serving Institution (HSI) versus a Predominantly White Institution (PWI). By using an intersectionality perspective, we contribute to the literature by extending psychology research beyond the over-studied groups, such as White and middle-class individuals (Cole, 2009).

Current Study

This chapter examines the role of cultural values gap in a person-environment model of CDSE for Latinx FGCS. We hypothesized that overall, Latinx FGCS with greater social support (both family support and sibling support) would have higher CDSE. Furthermore, we hypothesized that overall, Latinx FGCS with stronger cultural identities (ethnic, national, and bicultural identities) would have higher CDSE. However, we hypothesized that the strength of these relationships would depend on the extent to which Latinx FGCS experience a cultural values gap with their parents. More specifically, the relationship between social support and CDSE would be stronger for those who hold similar cultural values to their parents (small cultural values gap) than for those who subscribe to values that conflict with their parents. Similarly, the relationship between cultural identity and CDSE would be stronger for

Latinx FGCS with smaller cultural values gap than those with larger cultural values gap.

The current study contributes to the field in several ways. First of all, it examines the CDSE of students with intersecting identities: Latinx FGCS. Secondly, it investigates cultural identity and social support in a single study in order to understand both person and environmental correlates of CDSE. Third, this study includes sibling support and bicultural identity, potentially relevant aspects of social support and cultural identity, respectively, for Latinx FGCS that have been thus far neglected in research.

Method

Participants

Participants were 130 Latinx FGCS recruited from the psychology subject pool at a large, public, comprehensive HSI on the West coast. The sample consisted of 84% women with an age range of 17 to 62 years ($M = 19.71$, $SD = 4.27$). Approximately half of the participants (51%) were freshmen, and 25% were psychology majors. A majority (90%) were born in the U.S. Most participants were from lower-middle-class (35%) and middle-class (42%) backgrounds. Participants self-identified as Mexican (68%), Hispanic (unspecified; 17%), Salvadoran (6%), Latinx (unspecified; 3%), Guatemalan (2%), American (2%), and Other (2%). The eligibility criteria for this study were (a) having parents who did not graduate from college, and (b) having ancestors from Mexico, Central America, or South America. Compensation for participation was research credit to partially fulfill requirements for the introduction to psychology course.

Measures

The Career Decision Self-Efficacy Short Form scale (Betz et al., 1996) assesses the level of confidence in completing tasks related to career decisions, such as self-appraisal, planning, problem solving, gathering information, and selecting goals. This 25-item questionnaire used Betz et al.'s (2005) modified 5-point Likert-type scale ranging from 1 (*no confidence at all*) to 5 (*complete confidence*). We computed a mean score with higher scores indicating greater CDSE. The internal-consistency reliability for this sample was excellent: $\alpha = .94$.

We measured social support using the Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet, & Farley, 1988). We used the family subscale to measure perceived social support from family. For ex-

ample, questions on the family subscale included items such as, "I get the emotional help and support I need from my family (in general)." The sibling subscale was adapted from the family and peer subscales by replacing "family" or "peers" with "siblings" like in the item "I can talk about my problems with my siblings." Participants rated responses on this 12-item questionnaire (6 items per subscale) using a 7-point Likert-type scale ranging from 1 (*very strongly disagree*) to 7 (*very strongly agree*). We computed the mean, with higher scores indicating greater social support. Both family and sibling subscales demonstrated excellent internal-consistency reliability in this sample, α = .90 and α = .92, respectively.

We measured cultural identity using two corresponding scales, the Revised Multigroup Ethnic Identity Measure (MEIM) (Roberts et al., 1999) and the American Identity Measure (AIM) (Schwartz et al., 2012). First, the 12-item MEIM assesses ethnic identity, and includes items such as "I have a strong sense of belonging to my own ethnic group." The original MEIM is rated on a 4-point Likert type scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). However, to match the rating scale of the AIM (see below), it was modified to a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). We computed the mean, with higher scores indicating stronger ethnic identity. The MEIM scores demonstrated excellent internal-consistency reliability in this sample: α = .91. Second, the 12-item AIM assesses national identity, and includes items such as "I feel good about being American." We rated items on a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). We computed a mean score, with higher scores indicating stronger American identity. The AIM scores demonstrated excellent internal-consistency reliability in this sample: α = .90. Third, we computed bicultural identity by multiplying the mean MEIM and AIM scores. Low scores on bicultural identity refer to weak ethnic and national identities, while high scores signify strong ethnic and national identities. Scores near the center indicate average values for both identities, or that one cultural identity is strong while the other is weak.

Finally, we used the 22-item Acculturative Family Distancing Youth Report (Hwang, 2006) to assess cultural values gap with items like "My parent(s) and I share the same values" (reverse-coded). Items were rated on a 7-point Likert-type scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). We computed the mean, with higher scores indicating larger cultural values gap (or fewer shared cultural values between participants and their parents). There was good internal-consistency reliability for this sample: α = .84.

Procedure

Participants completed an online Qualtrics questionnaire through SONA systems. After giving informed consent, participants spent approximately 45 to 60 minutes completing the measures above and responding to demographic questions regarding gender, age, year in school, academic major, number of siblings, generation status, socioeconomic background, ethnic background, and parents' education. For confidentiality of responses, participants were only identified with an identification number in order to compensate them for their participation.

Results

In the initial sample, 21 participants were not FGCS or did not specify FGCS status, 7 participants did not have siblings. Therefore, these participants were removed from the dataset, yielding a final sample size of 130 participants. It is important to note that the sample consisted of mostly women. Table 5.1 contains descriptive statistics for study variables and correlations among those variables. As indicated in Table 5.1, there were significant correlations between social support and cultural identity, specifically between national identity and family support, and between ethnic identity and sibling support.

We conducted a series of hierarchical regression analyses to examine the predictors of CDSE for Latinx FGCS and cultural values gap as a possible moderator of these relationships. For each regression analysis, we centered the predictor variables (social support or cultural identity) and the moderator variable (cultural values gap), such that the mean was subtracted from each variable. We entered the predictor variables in the first step and the moderator variable in the second step. Then, to determine the moderating effect of cultural values gap, we multiplied the centered variables to compute the interaction terms, and entered these terms in the third step.

First, we hypothesized that social support, including family and sibling support, would predict CDSE, but that the magnitude of these relationships would depend on participants' level of cultural values gap. Social support did not predict greater CDSE [R^2 = .04, $F(2, 127)$ = 2.89, p = .06], with neither family nor sibling support predicting greater CDSE [family: ß = .14, $t(127)$ = 1.36, p = .18; sibling: ß = .09, $t(127)$ = 0.87, p = .39]. Further, cultural values gap did not moderate the relationship between family support and CDSE, ß = -.18, $t(124)$ = -1.55, p = .12. However, partially supporting our hypothesis, cultural values gap was a significant moderator of the relationship between sibling support and CDSE, ß = .33, $t(124)$ = 2.88, p = .005.

Table 5.1 Correlations, Means, and Standard Deviations (N = 130)

Variable	1	2	3	4	5	6	7
1. CDSE	—						
2. SS-F	.19*	—					
3. SS-S	.17*	.57***	—				
4. ETHID	.13	.15	.28***	—			
5. NATID	.15	.18*	.15	.23**	—		
6. BICULTID	-.12	.02	.00	-.15	.13	—	
7. CVG	-.26**	-.51***	-.25**	-.13	-.27**	-.03	—
M	3.52	5.40	4.99	3.85	3.73	0.11	3.41
SD	0.63	1.25	1.49	0.69	0.67	0.51	0.79

Note. CDSE = Career Decision Self-Efficacy, SS-F = Social Support Family, SS-S = Social Support Siblings, ETHID = Ethnic Identity, NATID = National Identity, BICULTID = Bicultural Identity, CVG = Cultural Values Gap; *p < .05; **p < .01; ***p < .001.

To better understand the nature of the moderating effect of cultural values gap on the sibling support-CDSE relationship, we conducted a test of simple slopes. When cultural values gap is large, sibling support significantly predicted CDSE, $t(126)$ = 2.64, p = .01. However, at average or small levels of cultural values gap, sibling support did not significantly predict CDSE [average cultural values gap: $t(126)$ = 1.21, p = .23; small cultural values gap: $t(126)$ = -0.80, p = .42]. Therefore, sibling support was predictive of greater CDSE only for participants who had a larger gap in their cultural values (fewer shared cultural values between participants and parents). Note that the nature of this moderating effect is the opposite of what we hypothesized because we focused our rationale on family social support, especially participants' closeness with their parents.

Furthermore, we also predicted that ethnic, national, and bicultural identity would predict CDSE, but the strength of these relationships would depend on the extent to which participants experience a cultural values gap with their parents. Contrary to our hypothesis, cultural identity did not predict greater CDSE, R^2 = .05, $F(3, 126)$ = 2.03, p = .11. Stronger ethnic, national, and bicultural identities did not predict greater CDSE [ethnic: ß = .08, $t(126)$ = 0.88, p = .38; national: ß = .14, $t(126)$ = 1.57, p = .12; bicultural: ß = -.13, $t(126)$ = -1.40, p = .16]. Additionally, cultural values gap did not moderate the relationship between ethnic identity and CDSE [ß = .15, $t(122)$ = 1.57, p = .12], the relationship between national identity and CDSE [ß = -.06, $t(122)$ = -0.71 p = .48], or the relationship between bicultural identity and CDSE, ß = .09, $t(122)$ = 1.00, p = .32.

Discussion

We used survey data to determine whether social support and cultural identity predicted Latinx FGCS' CDSE, and whether the magnitude of the predictive relationships above depends on cultural values gap. Contrary to expectations, neither social support (family, siblings) nor cultural identity (ethnic, national, bicultural) predicted greater CDSE. Although cultural values gap did not moderate the family support-CDSE relationship or any of the cultural identity-CDSE relationships, it did moderate the relationship between sibling support and CDSE. Specifically, sibling support was a significant predictor of CDSE only for Latinx FGCS who had a large cultural values gap.

Our finding that social support did not predict CDSE is inconsistent with previous studies that found that support from family members (in general) was an important part of Latinas' career process and success (Gomez et al., 2001), and college students' CDSE (Metheny & McWhirter, 2013), and that sibling support is important for making a career decision (Gomez et al., 2001; Schultheiss, Kress, Manzi, & Glasscock, 2001; Schultheiss et al., 2002). One possible explanation for this incongruence in findings is that "family (in general)" (as stated in the family support subscale) is too vague, not referring to specific family members. Also, asking about "family (in general)" and "sibling(s)" may be confusing to participants because the two sources of support are not mutually exclusive. Perhaps if "family (in general)" were changed to "parent(s)," then results may be different. Parental support, though potentially influential, may be less available for Latinxs FGCS. Or, other family members, such as grandparents and aunts/uncles, may supplement parental support. In addition, the nature of the sibling relationship (e.g., warmth, conflict) or sibling closeness may influence the perception and availability of sibling support (Conger & Little, 2010; Schultheiss et al., 2001).

Our study was the first to explore the role of cultural values gap in the relationship between social support and CDSE. Related to the discussion above regarding family versus parental support, cultural values gap (our hypothesized moderator variable) may be more relevant to the relationship between *parental* support and CDSE, rather than *family* support and CDSE. For example, participants with a large cultural values gap may be less inclined to turn to their parents (as opposed to consulting with family members in general) when deciding on a career. Interestingly, cultural values gap significantly moderated the degree of the sibling support to CDSE relationship. Specifically, sibling support predicted greater CDSE, but only for those who had a large cultural values gap (fewer shared cultural values with parents). This finding is not surprising because distancing from parents

may contribute to a decrease in the perception and acceptance of parental emotional support, and with a lack of parental support, participants may turn to siblings as a compensatory source of support (Milevsky, 2005). That is, Latinx FGCS with a large cultural values gap may rely on sibling support because they may not have parental support. On the other hand, for participants with small or average cultural values gap, sibling support may not be as important to their CDSE because they have parental support. These findings lend insight into the role of sibling support for CDSE in the presence of acculturation gaps.

Our finding that cultural identity did not predict CDSE is incongruent with prior research. Ethnic identity has been found to predict CDSE for Latinxs (Gushue, 2006; Gushue & Whitson, 2006; Mejia-Smith & Gushue, 2017) and for ethnic minorities in general (Gloria & Hird, 1999). Moreover, national identity has been linked to better academic adjustment and higher self-esteem (Kiang et al., 2008; Phinney, Horenczyk, Liebkind, & Vedder, 2001), and biculturalism is positively associated with career self-efficacy (Gomez et al., 2001) and sociocultural adjustment (Nguyen & Benet-Martínez, 2013). One possible explanation for this discrepancy is that our Latinx FGCS attended a HSI; therefore, for these students, social identities other than cultural identity may be more salient and more predictive of CDSE. At a PWI, Latinxs may be more likely to experience isolation, discrimination, or lack of belonging because of their ethnic background. In comparison, Latinxs may be more likely to fit in at a HSI, where they are with students from a similar cultural background. Therefore, at a HSI, other social identities (e.g., gender, sexual orientation, religious) may be more important. Additionally, cultural values gap did not modify the strength of the relationship between cultural identity and CDSE. It is possible that a gap between parents and children on another acculturation dimension (behavior or identity, instead of values) (Schwartz et al., 2010) may be more relevant to the relationship between cultural identity and CDSE.

Limitations and Future Research

This study broadens our understanding of CDSE, social support, and cultural identity, but there are a few limitations to consider. One limitation is the assessment of both social support from family in general and from siblings in particular. As discussed earlier, there may be similarities between "family" (family in general) support and sibling support because siblings are encompassed in "family." Future research should differentiate among support provided by different family members (for example, parents, aunts/uncles,

cousins). Because cultural values gap concerns the parent-child relationship, it is necessary to directly assess parental support. Therefore, future studies should measure parental support and whether cultural values gap moderates the parental support-CDSE relationship.

Cultural identity was not predictive of CDSE, but it is possible that the intersecting Latinx FGCS identity may influence students' level of CDSE. However, in our study, we did not directly measure the centrality or saliency of the Latinx FGCS identity. Identity centrality is the importance of a social identity to the individual (Ashmore, Deaux, & McLaughlin-Volpe, 2004). Although we asked participants how strongly they identified as a Latinx and as a student, we did not ask participants about the intersection of those identities: their strength of identification with a "Latinx FGCS" identity. A previous study found that managing two central identities is linked to identity interference, which in turn is associated with poorer mental health (Settles, 2004). Future research is needed to determine the mental health correlates of identifying as a Latinx FGCS.

Whereas identity centrality concerns the enduring explicit importance of a social identity, identity salience refers to the implicit importance of a social identity based on the situation or context (Ashmore et al., 2004). It is possible that the current study's findings depend on the salience of participants' Latinx FGCS identity. For example, social support might be predictive of CDSE when the FGCS identity is made salient, such as when the participant is in a classroom with mostly non-FGCS. Similarly, cultural identity might be predictive of CDSE when the Latinx identity is made salient, such as when the participant is in a classroom with mostly European-American students.

Research should also explore other predictors of CDSE. For example, when controlling for background variables, such as income or type of high school, FGCS had outcomes (for example, high degree aspiration, high internal locus of attribution to academic success) similar to that of non-FGCS (Pascarella, Wolniak, Pierson, & Terenzini, 2003).

Finally, most of the participants in this study were female, U.S.-born, and Mexican American; therefore, we could not examine gender, generational, or ethnic group differences. Relatedly, generalizations to the Latinx FGCS population are limited because the sample did not represent other gender, generational, or ethnic groups. Future studies should collect data from a more representative sample to better assess gender, generational, or ethnic group differences in CDSE and the predictors of CDSE.

Implications

Our findings have implications for future research and practice in career development. This study presents a different perspective in the understanding of career development by including individuals with multiple social identities. Variables previously found to predict CDSE (family support, ethnic identity) were not significant for this sample of Latinxs who are also FGCS. Rather, CDSE for those with multiple identities may be predicted by other variables. Because Latinx FGCS are likely to manage various identities, which may include gender, generation status, or ethnic group identification, vocational research should continue to examine the management of multiple social identities.

Additionally, ours is the first study to include cultural values gap in research about CDSE. Although previous studies have examined acculturation, other researchers have not examined the contribution of acculturative gaps to CDSE. This study's findings suggest that acculturation gaps may significantly impact the sibling support and CDSE link. Finally, our study suggests that sibling support plays an important positive role in Latinx FGCS' CDSE, specifically for those who endorse drastically different cultural values from their parents.

Within the home, families should encourage supportive sibling relationships. To better assist students, career counselors and vocational researchers should continue to embrace students in their complexity (e.g., multiple social identities). They should recognize that these students are also influenced by the environment outside of the university, such as their home.

Recommendations for universities include organizing events that promote current or prospective students to attend events, such as new student orientation, with siblings. For example, "parent weekend," a popular university event, may be expanded to a sibling or family weekend for the specific cohort group, which many college universities already do for their general student population. This way, the sibling relationship is encouraged and supported by the university. In addition, faculty, staff, and administrators can encourage students to seek social support both inside and outside of the university (siblings). Finally, universities may benefit from training faculty, staff, and administrators to support diverse students and acknowledge their multiple social identities.

Conclusion

This study offers insight into the career development of Latinx FGCS, and whether cultural values gap plays a role in social support and cultural identity's ability to predict CDSE. Contrary to previous research suggesting that social support and ethnic identity should relate to CDSE (Mejia-Smith & Gushue, 2017; Metheny & McWhirter, 2013; Schultheiss et al., 2002), neither social support (family, siblings) nor cultural identities (ethnic, national, bicultural) were significant predictors of CDSE. However, sibling support predicted CDSE for Latinx FGCS who held very different cultural values from their parents. This finding stresses the importance of sibling support in the presence of a large parent-child gap in cultural values.

A limitation of previous studies is that they primarily studied either Latinxs or FGCS, but not both; therefore, this study contributes to the understanding of those with multiple marginalized identities. This study also addresses the gap in the literature by examining relatively neglected variables (for example, sibling support, national identity, and bicultural identity) as predictors of CDSE. Further, we also examined whether acculturation gaps may influence CDSE. Our findings suggest that there are positive factors, such as sibling support, that can assist Latinx FGCS and their CDSE. Based on our findings, universities can support Latinx FGCS and promote their CDSE by encouraging sibling relationships and social support, such as with events inclusive of siblings.

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