

2024-05-01

Academic And Ethnic Identity's Moderating Effects On Intergenerational Conflict, Academic Motivation And Alcohol Outcomes Relationship Within First-Year Hispanic College Students

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ACADEMIC AND ETHNIC IDENTITY'S MODERATING EFFECTS ON
INTERGENERATIONAL CONFLICT, ACADEMIC MOTIVATION AND ALCOHOL
OUTCOMES RELATIONSHIP WITHIN FIRST-YEAR HISPANIC COLLEGE STUDENTS'

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Dedication

To the most important people in my life: First, to my beloved mother, Stacy, and grandmother, Dorothea who have always been my foundation and guiding light. Your boundless love, unwavering dedication, and inspiring leadership have shaped me into the woman I am today. Next, to my children, Richard and Dorothea, who are the twin pillars that lift me up, motivate me, and fill my life with purpose. Your presence is a constant reminder of what truly matters in life. Last but certainly not least, to my loving husband, Richie, you have been my greatest source of support and my safe haven during life's most challenging storms. Your unconditional love has been my rock, and because of you all, my dreams and goals have become a reality.

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OUTCOMES RELATIONSHIP WITHIN FIRST-YEAR HISPANIC COLLEGE STUDENTS'

by

ASHLEY MARIE LINDQUIST, B.S.

THESIS

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

MASTER OF ARTS

Department of Psychology

THE UNIVERSITY OF TEXAS AT EL PASO

May 2024

Acknowledgements

First, I would like to thank my mentor, Dr. Craig Field, for his support and guidance throughout my research journey. Your mentorship has been instrumental in shaping my understanding of research and has enriched my academic and personal growth. Thank you for always creating a great learning environment to promote my research skills and goals.

To my committee, Dr. Theodore Cooper, Dr. Julia Lechuga, and Dr. Osvaldo Morera, for all your suggestions and encouragement. Your collective wisdom and mentorship have been instrumental in shaping the direction of my work.

I would like to express my appreciation to my colleagues who have played pivotal roles in my academic and research journey. Dr. Carlos Portillo Jr., thank you for your mentorship. Your approach of not providing ready-made answers but rather teaching me how to think critically has been instrumental in my development. I'd also like to acknowledge Erin Portillo for your unwavering support and encouragement. It has been an honor to bear the challenges and triumphs as we explore uncharted territories within our respective research domains. Additionally, I'd like to offer my thanks to Miguel "Mickey" A. Garcia for your continuous positivity, invaluable advice, and warm-heartedness. Our numerous conversations, where we discussed research and the connections we've forged will forever be cherished.

I would also like to thank my research lab, the Latino Alcohol Health Disparities and Training Center, and my undergraduate students, Cassandra Trumpet and Crystal Ramirez, for your support during the project's recruitment efforts. As well as, the Graduate School, at the University of Texas at El Paso for awarding me the Dodson Research grant which funded this thesis.

Abstract

While alcohol use is a public health concern for all college students, first-year college students are at higher risk for drinking and experiencing alcohol consequences. The increased risk may be attributed to the stress of transitioning from high school to college. For many of these students, this is their first-time gaining independence and trying to find out how they fit into society. Family conflict commonly occurs when students start college because they develop their values and beliefs, especially Hispanic college students. Intergenerational conflict (IGC) is a subtype of parent-child conflict that arises when the child deviates from traditional Hispanic values, attitudes, and beliefs. Little research examines how IGC, specifically conflict within domains of family expectations (FE), education and career (EC), and dating and marriage (DM), affects alcohol use and academic motivation among first-year college students. Despite this knowledge gap, studies have shown that Hispanic college students who experience IGC are likely to have more alcohol-related problems and consume more alcohol. Further, limited research has examined potential protective factors that could buffer the adverse effects associated with IGC. Ethnic identity has been found to decrease drinking and family conflict and increase academic achievement among Hispanic college students. Additionally, academic identity fosters motivation for academic achievement among college students. The current study is among the first to examine IGC and academic identity among first-year Hispanic college students. Further, the study is among the first to investigate if academic identity could be a protective factor regarding IGC. This study aims to explore the influence of identity, including ethnic and academic identity (e.g., achieved, moratorium, foreclosed, and diffused) on the relationship of intergenerational conflict (e.g., family expectations, education/career, and dating/marriage) to academic motivation (e.g., amotivation, intrinsic, and extrinsic motivation) and alcohol (e.g., use

and consequences). Participants (n=268, 78.2% female) completed a two-timepoint survey to assess intergenerational conflict, alcohol use, consequences, academic motivation, and ethnic and academic identity. Five path analysis models were used to investigate the relationships between our time point 1 predictor variables, IGC (i.e., FE, EC, and DM) and identity, as well as our time point two outcome variables, alcohol outcomes, and academic motivation. Results indicated that IGC-DM had a direct effect on alcohol use. Moreover, results suggest that when ethnic and academic identities were introduced, all aspects of IGC had relationships with alcohol use or consequences. In contrast, IGC had no direct effect on the three aspects of academic motivation (i.e., motivation, intrinsic, and extrinsic motivation). Like our alcohol outcome, academic identity had a moderating effect on motivation and intrinsic motivation. Our results show that identity and IGC are complex and that different combinations can be protective or risky toward alcohol outcomes and academic motivation. Future research should focus on developing culturally informed interventions to support Hispanic college students and other ethnic minority students navigating and balancing culture and academics.

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Chapter 1: Introduction

For first-year college students, the transition to college poses many changes and challenges. Many are taking their first steps into adulthood and trying to find their place in society (Erickson, 1968). Research has found that family conflict may occur once a student begins college. One reason to contribute to the discord is that the student may start to replace their family's commonly shared values and attitudes with their own (Lee & Liu, 2001). Within Hispanics, this type of conflict is called intergenerational conflict (IGC; Choi et al., 2007). Family conflict can also create negative consequences such as risky health behaviors and poor academic outcomes (Bahrassa et al., 2011; Ohannessian et al., 2016). For example, Lindquist and colleagues (2022) found that college students experiencing IGC reported more alcohol-related problems. Limited research is available on potential protective factors that can buffer the adverse effects IGC can create for college students.

Two potential protective factors may be identity, specifically ethnic and academic identity. Those with strong ethnic identity have lower alcohol use, family conflict, and greater academic achievement among Hispanic students (Carlson et al., [2000](#); Fuligni, et al., [2005](#); Schwartz et al., [2007](#)). Additionally, academic identity is known to help students navigate school environments, sustain academic motivation, and promote goal attainment (Rouland, 2017). This study aims to bridge the current gap in the literature regarding IGC, academic identity, and ethnic identity. These constructs will be examined in first-year Hispanic college students. This study, to our knowledge, will be the first to examine IGC and academic identity in Hispanic college students and their association/relationship to ethnic identity and alcohol-related outcomes.

Chapter 2: Literature Review

Transition to College

The National Center for Education Statistics (NCES) projects that in 2022 over 20 million students will be enrolled in colleges throughout the United States (NCES, 2022). As of 2020, post-secondary education enrollment is at its highest (40%; NCES, 2022). The University of Texas at El Paso (UTEP) has seen a 22% increase in first-year student enrollment for the Fall 2022 semester, resulting in a record-breaking freshmen cohort (3,600 students; UTEP, 2022). Additionally, the NCES reported 63% of students who completed high school immediately enrolled in college for Fall 2020 (NCES, 2022). As it stands, college is a stressful time for first-time students. They must quickly develop time management and prioritization skills, create new social networks, adjust to academic expectations, and navigate new cultures (Oldfield, 2007; Sarici, 2018).

A national survey (N=6,263) found that 37% of first-time students reported it challenging to adjust to college and 36% found it difficult to manage their time and studies (HERI, 2020). The transitional stress often leads students to dropout with rates being highest during the first academic year (Del Bonifro et al., 2020). During the 2019-2020 academic year, 24% of first-time students attending full-time withdrew from universities (NCES, 2022). New college students endure a stressful time during their adjustment and transition into college life, making students more prone to heavy drinking and lower academic achievement (Broman, 2007; Chemers et al., 2001; Chen & Feeley, 2016; Kenny et al., 2013).

College Drinking

Alcohol consumption on college campuses has been an ongoing public health concern for the last decade (Ham & Hope, 2003). College students consume more alcohol and drink more

frequently than their non-college counterparts (Carter et al., 2010). In 2019, the Substance Abuse Mental Health Service Administration (SAMHSA; 2020) reported that 53% of full-time students (18-22 years old) drank within 30-days. In addition to these findings, 33% reported a binge drinking episode (five or more drinks consumed in one sitting for men and four or more drinks for women; SAMSHA, 2018; SAMHSA, 2020), and 8% reported heavy drinking (includes a binge drinking episode for five or more consecutive days within 30-days; SAMHSA, 2019; SAMHSA, 2020).

Though drinking is a national concern for all students, first-year college students are at higher risk for heavy drinking and alcohol-related problems (Institute on Alcohol Abuse and Alcoholism [NIAAA], 2022). White and colleagues (2016) analyzed drinking trends among first-year students' alcohol consumption and observed a steady increase in usage over the first year. College drinking can lead to a cascade of adverse effects. White and Hingson (2013) reported that 25% of students either missed class, had lower GPAs, or could not meet academic demands due to drinking. Some propose that the increased risk for these students is due to the normalization of drinking within campuses and/or feeling a societal pressure of fitting in (Borsari et al., 2007; NIAAA, 2020). Research by McCabe and colleagues (2019) examined ethnicity as a potential predictor for college drinking.

The United States Census Bureau estimates more than 62 million Hispanics live within the U.S. and has grown by 23% since 2010 (Jones, 2022). Like the increase of Hispanics within the U.S. population, colleges across the country are seeing a similar trend. The Department of Education reported Hispanic undergraduate enrollment has increased by 48% and rose from 2.4 million to 3.5 million total students since 2009 (Digest of Education Statistics, 2020). Previous studies identified that 50% of Hispanic college students experience weekly heavy drinking

episodes (Venegas et al., 2012). Additionally, Hispanic college students are at higher risk for binge drinking and alcohol problems when their cultural views, traditions, or beliefs differ from their families, creating family conflict (Cano et al., 2015; Lindquist et al., 2022). Given these points, understanding the drinking prevalence and risk factors associated with Hispanic populations allows researchers to better Hispanic college students.

Previous literature states Hispanics have higher rates of alcohol use. Almost 55% of Hispanics had at least one drink in the past year and 31.8% consume at least one drink a day (SAMHSA, 2019). Moreover, Hispanics start drinking alcohol much earlier compared to other ethnic age groups (Johnston et al., 2010). Additionally, 26% of Hispanics reported they have engaged in 12 or more binge drinking episodes within one year (CDC, 2012). According to NIAAA, binge drinking is defined as men drinking 5 or more drinks and women drinking 4 or more drinking in one sitting. Also, Hispanic are more likely to report alcohol-related consequences like lifetime alcohol dependence, drinking and driving, and health problems (Chartier & Centano, 2010).

Framework of Academic Motivation

A function of motivation is to energize and direct someone's behavior (Ryan & Deci, 2017). Researchers Deci and Ryan (2008) created a theory of motivation known as Self-Determination Theory (SDT) to explain human motivation. SDT categorizes motivation into three types: intrinsic, extrinsic, and amotivation. Moreover, the various motivations lie on a motivational continuum based on behavior, motivation, and regulatory style (Ryan & Deci, 2000; Ryan & Deci, 2017; Figure 1). The continuum begins with amotivation, which includes no regulatory status or autonomous motivation. Moreover, amotivation exists when a person feels

no motivation for the task or goal at hand and is "non-determined" (Ryan & Deci, 2000). Next, extrinsic motivation makes up the middle of the continuum.

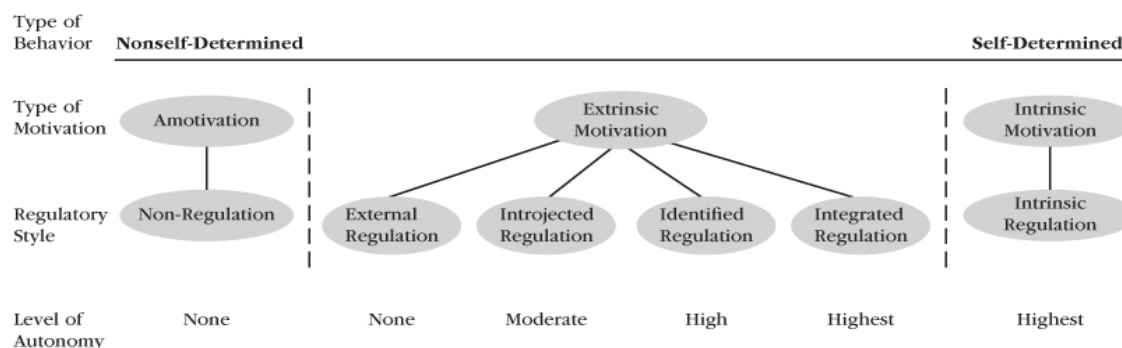


Figure 1: Self-Determination Theory Continuum of Motivation

Research has shown that extrinsic motivation is driven by external incentives or consequences (Ryan & Deci, 2002). Further, extrinsic motivation is categorized into four regulatory styles based on motivational drive. First, external regulation has similarities to amotivation as they both have no autonomous motivation. However, external regulation differs as a person engages in behaviors to obtain a reward and avoid punishment (Ryan & Deci, 2017). Next, introjected regulation contains a small amount of autonomous motivation and is considered more of a controlled motivation (Ryan & Deci, 2008). Within this regulatory style, a person does not place value on their behaviors; they behave to avoid a consequence. Next, identified regulation is the second highest endorsement of autonomous motivation and refers to a person's internalization and integration of their values and beliefs (Ryan & Deci, 2017). Lastly, integrated regulation has the highest endorsement of autonomous motivation and ensues when a person feels the task or goal aligns with their values and beliefs (Ryan & Deci, 2017). At the end of the continuum lies intrinsic motivation, the most "determined" or "autonomous" type of behavior a person can endorse (Ryan & Deci, 2000). Intrinsically motivated people will actively seek out

challenges to develop and enhance their knowledge driven by internal rewards such as a person's satisfaction (Ryan & Deci, 2017).

Within education, academic motivation is denoted by a person's desire, effort, and engagement in performing well in an educational setting (Clary & Schroth, 2010; Fulmer & Frijters, 2009; Frontier et al., 1995). When an individual values their academics, it fuels their motivation and gives them the effort and persistence to meet their achievements (Usher & Morris, 2012). The motivational continuum of SDT examines how the student's self-determination impacts their academic achievement. Vallerand and colleagues (1992) found that extrinsically motivated students attending college had lower retention rates. Moreover, Vallerand and colleagues (1992) believed intrinsic motivation may be different when applied to an individual's academics. They believed intrinsic motivation is multifaceted and categorized into three types: intrinsic motivation to know (finding pleasure and satisfaction in learning), intrinsic motivation to accomplish (finding pleasure and satisfaction in mastering material), and intrinsic motivation to experience simulation (finding pleasure and satisfaction in experiencing excitement from class materials; Figure 2). The breakdown of intrinsic motivation gives us a better understanding of why students are determined to do well in their studies. For example, Black and Deci (2000) conducted a semester-long study to compare autonomous motivation levels and academic performance of college students attending an organic chemistry course. At the end of the semester, they found that intrinsically motivated students had higher achievement and academic adjustment.

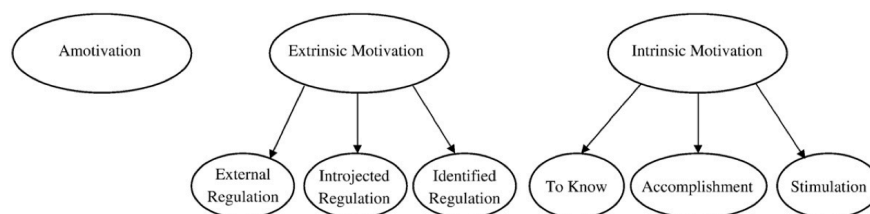


Figure 2: Motivational Structure of Academic Motivation (Clark & Shroth, 2010).

Research has found that academic motivation is essential for a student's achievement (Wigfield et al., 2016). Researchers have tried to expand the area of academic motivation by examining different cultural groups. However, Hispanic college students have been understudied, leaving gaps in knowledge. Jones and colleagues (2021) found that family can protect a student's academic motivation from decreasing. Students report more academic motivation when they feel they have positive relationships with their families (Jones et al., 2021). Within the Hispanic culture, family (familism) represents commitment, loyalty, and dedication to one's family (Trevino & DeFretias, 2014). Próspero and colleagues (2012) found that those who reported high levels of familism were more intrinsically motivated to do well academically compared to those with low levels of familism. Familism can be seen as a collectivistic value that expects individuals to put their family's needs before their own. For Hispanics, when an individual starts to have different feelings about their culture or values, conflict can arise and affect academic motivation (Fuligni, 2001; Zeiders et al., 2016). Limited research tries to examine additional protective factors that can buffer against family conflict to help students preserve their academic motivation, specifically family conflict that may stem from cultural differences in traditions and values (Wormington et al, 2011).

Family Conflict Within Hispanics

For college students, family conflict is prevalent when they begin college; this may result from the student developing their own beliefs, values, goals, and independence (Szapocznik & Williams, 2000; Lee & Liu, 2001; Zayas et al., 2005). Intergenerational conflict creates academic consequences such as a student's inability to adjust to college, lower career indecision and aspirations, and lower academic achievement (Bahrassa et al., 2011; Constatine & Flores, 2006).

Additionally, the University Professional and Continuing Education Association (UPCEA) found that family conflict was the primary reason for students dropping out of college (Nelson, 2021). Researchers also investigated IGC among first-year students and found that those who experienced IGC before their first semester reported lower GPAs (Bahrassa et al., 2011). However, some college students may be more susceptible to family conflict due to their culture. Castillo and colleagues (2006) believe that the navigation of balancing Hispanic cultural values and college puts them at higher risk for family conflict. The Higher Education Research Institution found that first-year Hispanic college students had the second-highest need for family support to succeed in college (63.8%) than other ethnic counterparts. Moreover, they had the highest percentage of academic difficulty when having family responsibilities like needing to contribute (18.6%; Stolzenburg et al., 2020) financially. The stress from family conflict and starting college may lead the student to cope in negative ways which may contribute to academic failure.

Intergenerational conflict (IGC) is a form of family conflict that occurs when a parent and child's views on values, beliefs, and attitudes differ due to generational differences (Choi et al., 2007; Laursen & Collins, 1994). Lee (2004) thought of IGC in two distinct ways. First, conflict can originate from dissimilarities in culturally based values, beliefs, and attitudes. Hispanics follow a collectivistic culture that focuses on family needs over the individuals, and parents expect their children to adopt these values (Triandis et al., 1984; Zeiders et al., 2016). Familism, for instance, is a core Hispanic value that refers to closeness and commitment to the family (Segal et al., 2011; Schwartz et al., 2010). In this case, conflict can arise when a child does not fully adopt the family values of responsibility (Zhou, 1997). In contrast, IGC can also be an "age-appropriate" conflict congruent with the individual's current developmental stage (Lee,

2004; Steinburg, 2001). For example, during adolescence (ages 14-24), the "storm and stress" theory marks a transitional period from childhood to adulthood (Hall, 1904). Mood disruptions and conflict with authoritative figures during this developmental period are at their highest, especially with parents (Buchanan & Holmbeck, 1998). Buchanan and Hughes (2011) believe that most parental conflict during this time is due to stereotypes that portray adolescents as untrustworthy, risk-takers, and spontaneous. Persistent family conflict has contributed to increased risk-taking (Guassi Moreira & Tezler, 2017), psychological distress (Aazami et al., 2015), and alcohol use (Ohannessian et al., 2016).

Limited research examines IGC's effect on alcohol use among Hispanics. However, a study by Lee and Liu (2001) found that Hispanic college students had a positive relationship between the IGC and indirect coping ($p=.012$). These results suggest that Hispanic student who experiences IGC in their family may cope by using indirect coping skills, including alcohol consumption (Lee & Liu, 2001). Moreover, research conducted by Lindquist and colleagues (2022) found that Hispanic students who reported experiencing IGC were more likely to experience alcohol-related problems. Thus far, risk-taking like drunk driving (Schwartz et al., 2012), unsafe sex, and binge drinking (Bourdeau et al., 2007) are known problems for Hispanic students. However, limited research is available on how IGC exacerbates alcohol-related problems and drinking outcomes within Hispanic students who are entering the developmental period of emerging adulthood (18-25 years; Arnett, 2000).

Identity Among Hispanic College Students

Conceptualization of identity was first developed by developmental psychologist Erik Erickson; his theory was then later extended by James Marcia. Erickson believed a person must experience and resolve eight stages of "psychosocial crises" to reach "full development"

(Carducci, 2020). Erickson's adolescent stage (12-18 years old) is a time of identity development (Ego identity vs. Ego diffusion) where a person begins to discover their individual beliefs, values, and interests and learns their place in life and society (Erickson, 1968; Erickson, 1980). During this stage, Erickson believed the development of autonomy and support of freedom from parents was essential. Once these crises are "resolved," they can form and commit to an identity (Hoare, 2002; Phinney, 1990). In 1966, James Marcia extended Erikson's theory by creating the Identity Status Theory. The theory defines four different identities that categorize the amount of "exploration" and "commitment" the person did to reach their identity (see Figure 3; Marcia, 1980). Those in the "diffusion" status have not yet "explored" nor "committed" to identifying who they are. Individuals in the "foreclosed" status have "committed" to an identity without any exploration. The "moratorium" status represents those who are currently in the process of finding an identity but have yet to commit. Finally, the "achieved" status has gone through a period of exploration and has committed to an identity (Marcia, 1980). Thus, Marcia extended Erickson's theory by adding the role of exploration and commitment to one's identity.

| | | Individual has committed to identity | |
|--|-----|--------------------------------------|--------------------|
| | | Yes | No |
| Individual has explored identity options | Yes | Identity Achievement | Moratorium |
| | No | Foreclosure | Identity Diffusion |

Figure 3: James Marcia's Four Identity Statuses (Feldman et al., 2015).

Since the creation of Erickson's theory, many developmental researchers like Jeffrey Arnett have identified pitfalls of the theory and believe a person's identity is not established

during adolescents (Arnett, 2000). Arnett (2000) expanded on Erickson's theory by creating a different stage named "emerging adulthood" that occurs during ages 18-25. Emerging adulthood is presumed to be a time where identity formation primarily takes place as they must navigate life decisions in love, work, college, and worldviews (Arnett, 2000; Schwartz, 2001). However, identity exploration is not linear, and many researchers argue that Erickson's theory lacks cultural consideration (Arnett, 2000; Lewis, 2003). In the context of emerging adulthood and college enrollment, minority students may have to successfully navigate both their ethnic identity and academic identity to optimize academic success.

Ethnic Identity. The formation and commitment to an ethnic group commonly occur during college and can be a protective factor (Phinney, 1992; Zohu, 2019). Ethnic identity refers to a person's commitment to their ethnic group membership and their ethnicity's interests and customs (Phinney, 1989; Phinney, 1992; Phinney, 2003). Students with a strong ethnic identity are more likely to experience positive well-being, such as lower depression and higher life satisfaction (Braby et al., 2020; Hernández & Villodas, 2020). Additionally, ethnic identity has also been tied to positive academic outcomes such as higher academic motivation, adjustment, retention, and achievement (Chavous et al., 2003; Phinney, 1992; Wong et al., 2003). Ethnic identity has also been researched within risky alcohol consumption and reduced negative alcohol consequences and risky behaviors within college samples (Banks et al., 2019; Rivas-Drake et al., 2014; Unger, 2011). A study conducted by Portillo and colleagues (2022) found those who endorse a strong sense of Hispanic identity, were less likely to engage in binge drinking, less severe alcohol use, and less alcohol-related problems. Ethnic identity is one of many identities' college students will explore, however, limited research has examined academic identity and its protective effects on college students.

Academic Identity. A person's identity is a key predictor for success in education, specifically college. Many researchers like Berzonsky, have tried to understand the process of identity formation and try to extend Marcia's work. Researchers Was and Issacson developed a measure named the Academic Identity Status (AIM) to assess students' identity: academic foreclose, academic diffused, academic moratorium, and academic achieved. These identities contain meanings of situations college students would face (i.e., choosing a college, reasons for college, classroom attention, priorities, educational goals, responsibility, interest and motivation, discipline and violation, response to failure, and persistence in the face of failure; Was & Issacson, 2008). Academic foreclosed measures a student's educational values (i.e., family). Academic moratorium measures students' ambivalence regarding their values and goals towards academics, meaning they toggle back and forth between attending school. Academic diffusion measures students who have a latent attitude regarding coursework and school, and finally, academic achievement refers to those committed to their educational goals and values (Was & Issacson, 2008).

Little research has examined academic identity's relationship to alcohol use and its consequences. However, Bishop and colleagues (1997) used the Identity status theory to investigate first-year college students' differences in alcohol consumption based on their current identity status (Bishop et al., 1997). Participants were surveyed at the end of their first academic year, and results indicated that those who strongly endorsed their identity drank less. Those who drank the most endorsed a diffused or foreclosed identity (Bishop et al., 1997). Less than a decade later, Bishop and colleagues (2005) replicated their study using a longitudinal design with both time points occurring at the end of their first academic year. At the first time point, students were asked about their current identity endorsement and drinking behaviors. Two weeks later,

students were retested and asked the same questions retrospectively in their junior year of high school. For the students' current drinking, Bishop and colleagues (2005) findings were consistent with their previous study in that those who endorsed a foreclosed or diffused identity drank in heavier volumes than individuals who achieved an identity. Thus, these studies show some support that an individual's identity status influences alcohol use.

First-year college students face many changes during their transition from high school to college (Oldfield, 2007; Sarici, 2018). Past research has shown that first-year college students are at higher risk for drinking more frequently and in larger quantities, having academic consequences, and experiencing family conflict (Broman, 2007; Chemers et al., 2001; Chen & Feeley, 2016; Kenney et al., 2013). Extensive research has been conducted to shed light on ethnic identities' protective effects regarding alcohol outcomes and family conflict. However, to our knowledge, no study exists to understand how a student's commitment or exploration of a college identity can moderate alcohol use or academic motivation. In addition, during literature searches, no studies were found trying to explore the possibility of academic identity being a potentially protective factor against alcohol outcomes for those experiencing intergenerational conflict.

Research examining IGC effects on alcohol use in Hispanic college students is minimal, and academic identity's relationship with alcohol outcomes and academic motivation has yet to be explored. The proposed study has two purposes; first, it seeks to examine the relationships between IGC, alcohol (i.e., use and consequences), identity, and motivation within a first-year collegiate sample. Second, to extend knowledge within two areas of research, IGC and academic identity, that have not been examined within a college sample. By understanding the relationships, the study's findings could provide vital information to universities and create

interventions for first-time Hispanic college students. To our knowledge, this is the first study to examine academic motivational changes, IGC, and academic motivation in a longitudinal study.

Present Study

The current study is a half longitudinal design and has two purposes; first, it seeks to examine whether IGC leads to alcohol (i.e., use, problems, and consequences) and it affects academic motivation within a first-year collegiate sample. Second, it seeks to examine the moderating effects of ethnic identity and academic identity has on the relationship between IGC, alcohol (i.e., use, problems, and consequences) and academic motivation. By understanding these relationships, the study's findings could provide vital information to universities and create interventions for first-time Hispanic college students.

Aims

This study aims to explore the influence of identity, including ethnic and academic identity (e.g., academic, foreclosed, moratorium, and diffused) on the relationship of intergenerational conflict (e.g., family expectations, academic/career, and dating/marriage) to academic motivation (e.g., amotivation, extrinsic, and intrinsic motivation) and alcohol (e.g., use and consequences). Based on our prior research, we hypothesize:

HYP 1: Intergenerational conflict will have a positive relationship with alcohol use and alcohol related consequences.

HYP 2: Ethnic identity will moderate the relationship between intergenerational conflict and alcohol outcomes by reducing alcohol use and alcohol-related consequences.

HYP 3: Academic identities, achieved and moratorium, will moderate the relationship between intergenerational conflict and alcohol outcomes by reducing alcohol use and alcohol-related consequences. Where diffused and foreclosed identities may increase an individual's alcohol use.

HYP 4: Intergenerational conflict will have a negative relationship with intrinsic and extrinsic motivation and a positive relationship with amotivation.

HYP 5: Ethnic identity will moderate the relationship between intergenerational conflict and academic motivation by maintaining or increasing a person's motivation.

HYP 6: Academic identity achieved and moratorium will moderate the relationship between intergenerational conflict and academic motivation by maintaining or increasing a person's motivation. Where identities diffused and foreclosed will lead to less motivation.

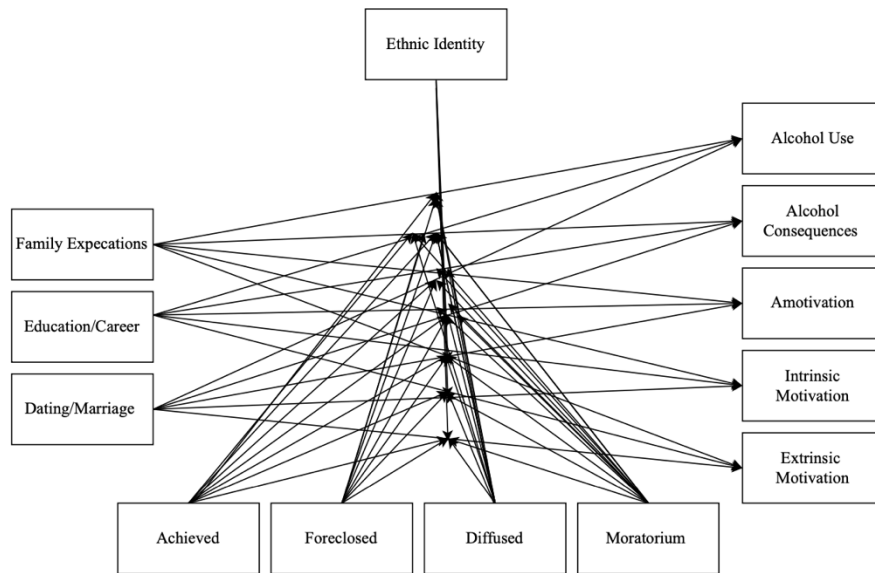


Figure 4: Conceptualization of the study's overall model.

Note. Timepoint 1 data is utilized for the subtypes of intergenerational conflict (e.g., Family expectations, education/career, and dating/marriage) and moderating variables, academic and ethnic identity. Timepoint 2 data is utilized for all outcome variables, alcohol outcomes (e.g., alcohol use and consequences) and academic motivation (amotivation, intrinsic, and extrinsic motivation).

Chapter 3: Methodology

Participants

Participants were recruited from a predominantly Hispanic-serving institution near the United States/Mexico border. 284 first-year college students completed an online survey for timepoint one (Fall 2022 semester; Figure 4). However, our sample was further reduced to meet the current aims of the study which examines students who self-identify as Hispanic. The study's final sample consisted of 268 Hispanic college students. At follow-up, 221 students did not respond, yielding a response rate of 22.18%. Participant characteristics from timepoint one included mean age of 19.25 years ($SD = 3.52$), predominantly female (78.2%) and a 100% Hispanic (Table 2).

Procedures

All participants electronically consented, showed study details, procedures, and compensation at both timepoints. Students who met study criteria were prompted to share their student ID number, their student and personal email address. The personal information collected was utilized for compensation, tracking, and identification (e.g., last four of the student ID number). Strict inclusion criteria were set in place to obtain a collegiate sample that was experiencing the same transitional and adjustment period. As a result, participants had to be 18 years or older, registered for the Fall 2022 semester, never attend an early college high school, and did not transfer from another college institution. To ensure fidelity of the study, eligibility was same across all timepoints. Additionally, to reach as many students as possible participants were recruited in three ways: 1) in-person, 2) email, and 3) SONA research system.

Recruitment Methods

- 1) **In-person recruitment:** In-person recruitment started at new student orientation and included posting of the study's advertisement (See Appendix A) around the university campus and attending campus events (e.g., First-Year Student experience and university welcome events). Students who are recruited in person will be asked to scan a QR code generated by the survey platform Qualtrics to be directed to the eligibility survey (see Appendix A). Eligible students were invited to participate in the larger study during the Fall semester.
- 2) **Email recruitment:** For email recruitment, a list of incoming freshmen students was requested from the university's Center for Institutional Evaluation, Research, and Planning (CRIEP) department for approval. Emails from this list were then put into Qualtrics to receive a Institute Review Board approved recruitment email containing information about the study, compensation, and a direct link to the eligibility survey (see Appendix B). Eligible students were invited to participate in the larger study during the Fall semester.
- 3) **SONA research system:** Lastly, another method was utilizing the universities SONA system by posting the study with a brief description. Students who sign-up for the study were given the eligibility survey, and those that qualified were automatically rerouted to the main survey.

Data collection and Compensation.

Timepoint 1. Participants recruited in-person and through email, received an email thanking them for completing the survey and entered to win 1 of 25 20\$ gift cards (see Appendix D). Further, those who completed the survey on SONA were able to choose from two different

compensations: 1) be entered into the same prize drawing of an e-gift card or 2) receive one research course credit. Winners for the e-gift cards were randomly selected using a randomization MACROS in Microsoft Excel and were notified using their UTEP email address with steps to redeem their e-gift card via Rewards Genius.

Timepoint 2. Participants who completed the first timepoint survey were invited to complete the follow-up survey during the Spring 2023 semester. Students recruited by e-mail and in-person received a study email with a brief overview of the study's information and the survey's hyperlink (see Appendix D). Participants were reconsented before taking the survey and thanked by email for their participation. Students were also notified on their entry into a prize drawing to win 1 of 25 20\$ gift cards and received a 10\$ e-gift card for completing the survey (see Appendix E). Those who completed the survey on SONA were able to choose from two different compensations: 1) be entered into the same prize drawing and receive a 10\$ e-gift card or 2) receive one research course credit. Winners for the e-gift cards were randomly selected using a randomization MACROS in Microsoft Excel and were notified using their UTEP email address with steps to redeem their e-gift card via Rewards Genius.

Participant Retention Plan

With the current study having multiple timepoints, a participant retention plan was developed to obtain the highest retention rate possible. Participants were sent two weekly reminder emails (one mid-week, one-end of the week) through Qualtrics. Emails were sent to student's university and personal emails with a brief overview of the study's information and the survey's hyperlink over a 7-week period. Moreover, one day of the weekly reminders was scheduled to be sent at 9:30 am and 6:30pm to maximize the number of potential follow-up responses.

Measures

Demographics. Participants will be asked a series of demographic questions (29-items) such as age, gender, ethnicity, education, and place of residence (see Appendix F).

Generational Conflict. Intergenerational conflict was assessed using the Intergenerational Conflict Inventory scale's (Chung, 2001). The 24-item scale is divided into three subscales; family expectations (FE; $\alpha=.86$), education and career (EC; $\alpha=.87$) and dating and marriage (DM; $\alpha=.84$). The measure showed consistent reliability at a 7-week re-test (FE $\alpha=.81$; EC $\alpha=.87$, DM $\alpha=.84$). Responses are scored on a 6-point Likert scale and are scored by creating an average score for each subscale where higher scores indicate high conflict. Sample items "Your desire for greater independence and autonomy" and "Which career to pursue.". For the current study, timepoint one data will be utilized, also the measure shows adequate reliability ($\alpha=.88 - .93$).

Academic Identity. A student's academic identity will be measured using Academic Identity Status (AIM) developed by Was and Issacson (2008; see Appendix H). The AIM was designed to be congruent with James Marcias identity status theory (1966) and an extension of Erickson's developmental theory by integrating identity formation in an academic context. The scale comprises of 40-items using a 5-point Likert scale (1- not like me; 5-very much like me). This scale includes four subscales with strong internal consistency: academic identity foreclosure ($\alpha=.77$), academic identity moratorium ($\alpha=.85$), academic identity diffusion ($\alpha=.76$), and academic identity achievement ($\alpha=.76$). Each subscale is summed and divided by the number of items to compute an average score, where higher scores indicate the endorsement of that identity. Additionally, the measure shows strong discriminant when compared to Berzonsky's (2001) Identity Strategies inventory (ISI; $r=.74-.79$). Sample questions from this measure are "Good

grades have always been important for me because I like to make my parents proud" and "I don't have clear proprieties for school and life. I usually just go with the flow." For the current study, the AIM shows acceptable internal consistency ($\alpha=.75 - .84$), and timepoint data will be utilized in the study analyses. For the study analyses each identity will be examines an continuous variable.

Ethnic Identity. An individual's ethnic identity is measured using the Multigroup Measure of Ethnic Identity (MEIM; Roberts et al., 1999; $\alpha= .90$; see Appendix I). This scale consists of 12 questions that cover sense of belongingness, and identity achievement. The scale uses a 4-point Likert scale (4- strongly agree; 1- strongly disagree), scoring consists of summing subscale items and dividing the number of items for an average score. The MEIM has demonstrated strong internal consistency among all ethnicities it has been tested in ($\alpha=.81-.89$) Example items from this measure are "I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs." And "I think a lot about how my life will be affected by my ethnic group membership." The MEIM data collected from timepoint one will be used and the measure shows the same strong internal consistency within the present study ($\alpha=.90$).

Drinking Patterns and Problems. The Alcohol Use Disorder Identification Test (AUDIT; SAMSHA, 2001; $\alpha=.86$; see Appendix J) will assess an individual's drinking patterns and problems. The measure comprises of 10-items and asks how often the individual drinks (0- never; 6-daily), how many drinks a day (0- 1 drink; 6- 10 or more), and questions about alcohol-related problems (0-never; 6- daily or almost daily). Items are summed to create a total score, and higher scores indicate possible alcohol use disorder and problematic drinking. The AUDIT has been validated within multiple ethnicities and is commonly used across alcohol related

research (WHO, 2001) Sample items from this measure are "How often during the last year have you failed to do what was normally expected of you because of drinking?" and "How often do you have six or more drinks on one occasion?" For the current study, the AUDIT shows strong reliability ($\alpha=.84$), two further timepoint data will be used within the analyses.

Drinking Severity and Problems. Brief-Young Adult Alcohol Consequences Questionnaire (B-YAACQ; $\alpha= .82$; see Appendix K), developed by Kahler et al. (2005), will be used to measure the individual's drinking severity and problems involving alcohol. The B-YAACQ will identify negative alcohol consequences among college students. The B-YAACQ is an adapted version from the Young Adult Alcohol Consequences (YAACQ; 48-items). Kahler et al. (2005) used Rasch model infit and outfit indices to eliminate items. The Rasch model showed strong reliability ($\alpha= .82$) and resulted in a 24-item measure. B-YAACQ statements express different drinking consequence scenarios. For example, "While drinking, I have said or done embarrassing things." Further, participants are asked to reflect on the last month and respond yes (1) or no (2) to each statement. Scoring consists of summing the items, where higher scores are indicative of the participant experiencing more consequences due to their drinking. Similarly, to the AUDIT, two timepoint data will be used to examine alcohol consequences, and the B-YAACQ exhibits adequate reliability within current study ($\alpha=.91$).

Academic Motivation. A student's academic motivation is measured by Vallerand and colleagues (1992) Academic Motivation Scale College Version (AMS-C 28; see Appendix M). This scale has been adapted to our target population of college students. There are 28-items and have a 7-point Likert scale (1-Does not correspond at all; 7- corresponds exactly). The items refer to if the individual is intrinsically, extrinsically, or amotivated towards their education and life goals and the scale has 7 different domains': intrinsic motivation (to know; $\alpha=.79$, toward

accomplishment; $\alpha=.83$, to experience stimulation; $\alpha=.80$), extrinsic motivation (identified $\alpha=.71$, introjected; $\alpha=.73$, external regulation; $\alpha=.83$), and amotivation ($\alpha=.83$). For this measure scoring consists of summing items together that relate to each motivation and dividing them by the number of items. Some sample items are “Because with only a high-school degree I would not find a high-paying job later on” and “For the pleasure that I experience in broadening my knowledge about subjects which appeal to me”. For the present study, data collected from the second timepoint will be used, moreover the AMS-C 28 shows great reliability ($\alpha=.86 - .95$).

Approach to Analyses

Power analysis

To address the complexity of the study’s hypotheses, we utilized a structural equation modeling (SEM) approach to examine all model paths (see Figure 3). For SEM, it is important to consider two different components for power, model parameters and model fit indices by using the root mean square error of approximation (RMSEA; Hoyle, 2023). An a priori power analysis was conducted in Quantpsy (www.Quantpsy.org; Preacher & Coffman, 2006) to find a minimum sample size ($\alpha=.05$, $df=0$, $power=.80$, $H_0=.05$, $H_1=.08$) resulting in a minimum sample of 80 participants.

Missing Data Procedures

Due to the study being longitudinal, there was a higher chance of experiencing missing data due to multiple timepoints. After data collection was completed, our second timepoint had a follow-up rate of 22.18% ($n=60$), resulting in 78% of missing data. Due to the large number of incomplete follow-up cases, multiple imputation (MI) is the most appropriate method for handling missing data. First, we assess the pattern of missing data and found our timepoint two outcome variables are missing a large amount of data (78% to 79%; Figure 5), a mechanism of

conditional missing at random pattern. This assumption implies that the missingness of data is unrelated to the missingness mechanism once we account for the participants observed data (Enders et al., 2022). It is likely we had a small follow-up rate due to participants not needing research course credit in the Spring semester or due to the continuation of acclimating to college demands. To handle the large amount of missing data we used a multiple imputations (MI) technique with auxiliary variables to help produce similar results if the analyses were from a “complete dataset” (Enders et al, 2022; Lee & Shin, 2021).

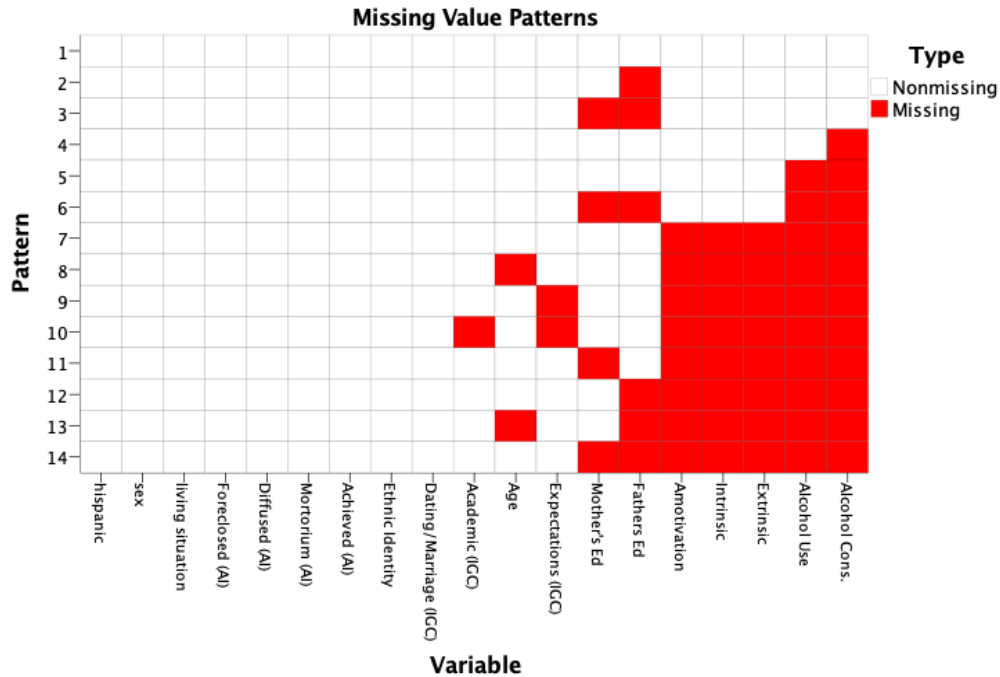


Figure 5: Missing Data Patterns of Model Variables to Determine the Missing Data Mechanisms.

Note. Depicts missing data patterns for all model variables to determine the pattern of missing data mechanism, and is consistent with conditional MAR.

Auxiliary Variables. The inclusion of auxiliary variables allowed us to use information from variables that are not included in the study’s model, reduce biases, and help the imputed data be more precise (Enders et al., 2023). For a variable to be selected as an auxiliary variable it

must be correlated with the missingness indicator (Enders et al., 2022). Thus, bivariate correlations were conducted in IBM: Statistical Package for Social Science (SPSS; 2020; Table 2) Version 27.0.1., between our outcome variables (e.g., alcohol outcomes and academic motivation) with variables not included in our model. Mindsets, drinking volume per week, and heavy episodic drinking episodes had the highest correlation and semi-partial correlations ($\pm.30$) with our outcomes (see Table 3) and were used as auxiliary variables.

Multiple Imputation. 33 imputations were conducted in SPSS (2020) to obtain a final dataset for the study's analyses. After selections of auxiliary variables (e.g., mindsets, volume per week, and heavy drinking episodes), the utilization of multiple imputations (MI) was used to closely replicate parameter estimates, variability of estimates within sampling, and model fit indices. von Hippel's (2018; see Figure 6) equation was used to determine the number of imputations needed. The formula considers the fraction of missing data (78%; FMI) and the variation in the standard error (5%; von Hippel, 2018). Data was imputed for our timepoint two outcome variables alcohol use, alcohol-related consequences, and academic motivation. All other variables in the model did not have imputed data since it did not have more than 5% of missing data.

$$M = 1 + \frac{1}{2} \left(\frac{FMI}{CV(SE)} \right)^2$$

Figure 6: vonHippel's Multiple Imputation Formula.

Note. Formula to determine the minimum number of imputations needed.

Analyses. Intercorrelations were conducted in Mplus (Version 8.10; Muthén & Muthén, 2021) between age, sex, mother's education level, fathers' education level, student's living situation, academic identity (e.g., achieved, moratorium, foreclosed, and diffused), ethnic identity, IGC (FE, EC, and DM), academic motivation (e.g., amotivation, intrinsic motivation,

and extrinsic motivation) as well as alcohol use and alcohol-related consequences (e.g., use and alcohol-related consequences). Additionally, five models of path analyses were also conducted in Mplus (Version 8.10; Muthén & Muthén, 2021) to examine the direct effects between the three aspects of IGC (e.g., family expectations (FE), education/career (EC), dating/marriage (DM), alcohol use, alcohol-related consequences and academic motivation (e.g., amotivation, intrinsic motivation, and extrinsic motivation) as well as the moderating effects of academic identity (e.g., achieved, moratorium foreclosed, and diffused) and ethnic identity. Further, all significant interactions were probed using the Johnson-Neyman technique (J-N). Timepoint 1 data is utilized for the subtypes of intergenerational conflict and moderating variables, academic and ethnic identity. Timepoint 2 data is utilized for all outcome variables, alcohol outcomes and academic motivation.

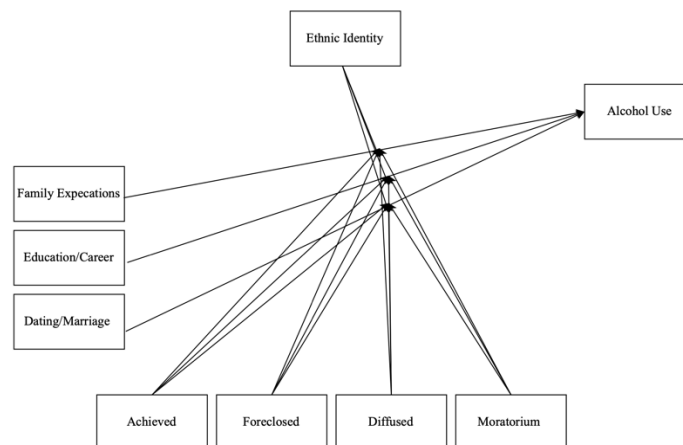


Figure 7. Model 1a: The effects of Integrational Conflict on Alcohol Use.

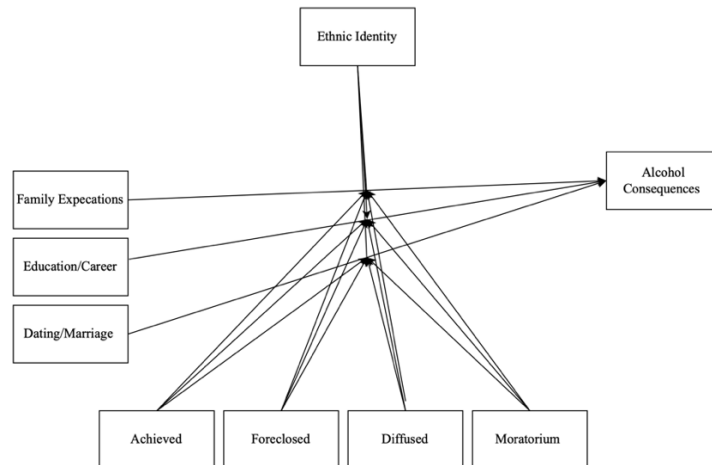


Figure 8. Model 2a: The effects of Integrational Conflict on Alcohol Consequences.

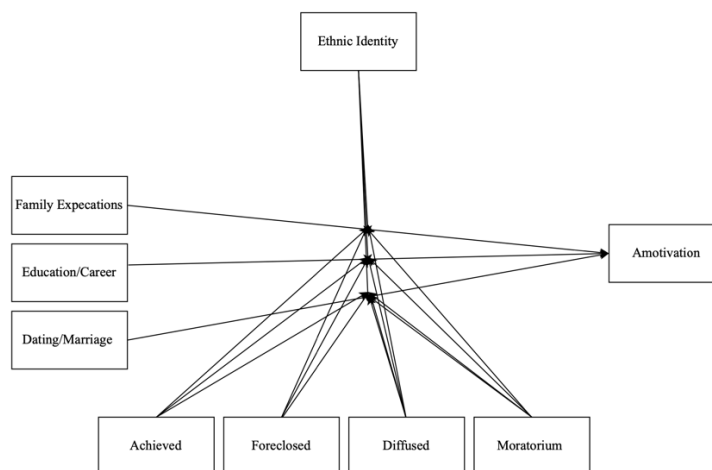


Figure 9. Model 3a: The effects of Integrational Conflict on Amotivation.

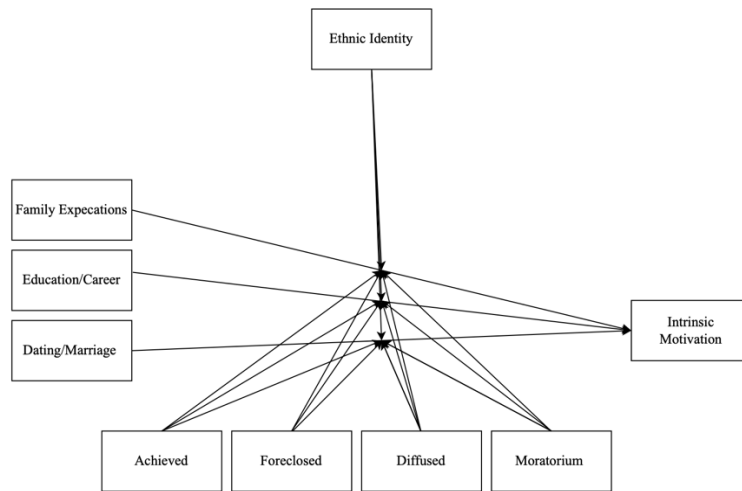


Figure 10. Model 4a: The effects of Integrational Conflict on Intrinsic Motivation.

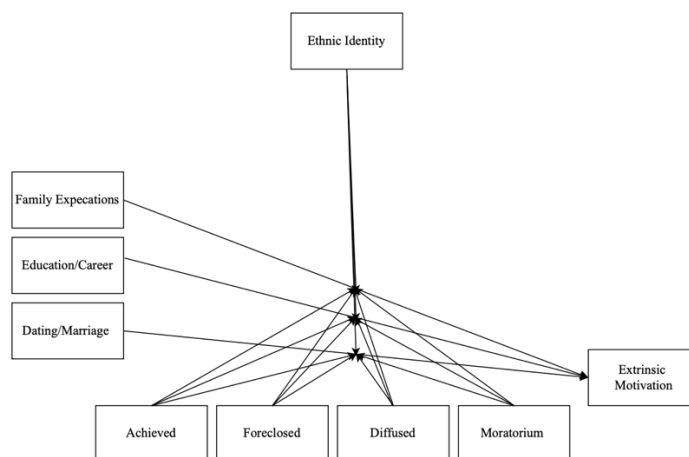


Figure 11. Model 5a: The effects of Integrational Conflict on Extrinsic Motivation.

Table 1. Identifying Potential Auxiliary Candidates Using Bivariate Correlations Between Analysis Variables with Missingness

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------|--------------|----------------|--------|----------------|--------------|----------------|---------------|
| Gender Identity | -- | | | | | | |
| Student Status | 0.026 | -- | | | | | |
| First-Generation | 0 | -0.028 | -- | | | | |
| Mindset | 0.062 | 0.011 | 0.05 | -- | | | |
| Grit | -0.006 | 0.025 | -0.087 | -0.072 | -- | | |
| Heavy Drinking Episode | -0.006 | 0.016 | -0.088 | -0.052 | -0.005 | -- | |
| Volume Per Week | -0.003 | -.226** | 0.043 | -0.063 | 0.019 | -0.012 | -- |
| Intrinsic Motivation | .138* | 0.095 | -0.06 | .254** | 0.03 | -0.015 | -0.056 |
| Extrinsic Motivation | 0.101 | .127* | -0.035 | .261** | 0.017 | -0.039 | -0.074 |
| Amotivation | 0.047 | -0.096 | -0.052 | -.365** | .123* | -0.031* | .207** |
| Alcohol Use | 0.003 | -.157** | -0.017 | -.150* | .135* | -0.027 | .717** |
| Alcohol Consequences | -0.009 | 0.022 | 0.034 | -0.072 | -0.004 | -0.008 | 0.047 |

Note. * < 0.05, ** < .001

Table 2. Semi-partial Correlations Between Focal Variables and Candidate Auxiliary Variables

| Variable | Est. | SE | z | p |
|--|-------|------|-------|------|
| B-YAACQ AUDIT, and AMS-C | | | | |
| Gender Identity | -0.03 | 0.06 | -0.58 | 0.56 |
| Student Status | -0.18 | 0.06 | -3.11 | 0 |
| First Generation | -0.02 | 0.06 | -0.35 | 0.73 |
| Grit | -0.03 | 0.06 | -0.48 | 0.63 |
| Mindsets | -0.03 | 0.05 | -0.51 | 0.61 |
| Volume Per Week | 0.16 | 0.04 | 3.99 | 0 |
| Heavy Drinking | 0.13 | 0.04 | 2.95 | 0 |
| AUDIT B-YAACQ, and AMS-C | | | | |
| Gender Identity | -0.06 | 0.06 | -0.98 | 0.32 |
| Student Status | 0.04 | 0.06 | 0.73 | 0.47 |
| First Generation | 0 | 0.06 | 0.06 | 0.96 |
| Grit | 0.01 | 0.06 | 0.09 | 0.93 |
| Mindsets | -0.01 | 0.06 | -0.15 | 0.88 |
| Volume Week | 0.32 | 0.04 | 7.98 | 0 |
| Heavy Drinking | 0.34 | 0.04 | 8.03 | 0 |
| Amotivation (AMS-C) AUDIT, and B-YAACQ | | | | |
| Gender Identity | 0.02 | 0.06 | -0.41 | 0.68 |
| Student Status | -0.03 | 0.06 | -0.54 | 0.59 |
| First Generation | -0.05 | 0.06 | -0.83 | 0.4 |
| Grit | -0.02 | 0.06 | -0.39 | 0.69 |
| Mindsets | -0.31 | 0.05 | -5.96 | 0 |
| Volume Week | -0.02 | 0.04 | -0.49 | 0.63 |
| Heavy Drinking | 0.03 | 0.04 | 0.71 | 0.47 |
| Extrinsic (AMS-C) AUDIT and B-YAACQ | | | | |
| Gender Identity | 0.14 | 0.06 | 2.42 | 0.02 |
| Student Status | 0.08 | 0.06 | 1.4 | 0.16 |
| First Generation | 0.01 | 0.06 | 0.2 | 0.85 |
| Grit | 0.03 | 0.06 | 0.6 | 0.57 |
| Mindsets | 0.07 | 0.05 | 1.38 | 0.12 |
| Volume Week | -0.03 | 0.04 | -0.84 | 0.4 |
| Heavy Drinking | 0 | 0.04 | -0.1 | 0.92 |
| Intrinsic (AMS-C) AUDIT, and B-YAACQ | | | | |
| Gender Identity | -0.06 | 0.06 | -1.1 | 0.01 |

| | | | | |
|------------------|-------|------|-------|------|
| Student Status | 0 | 0.06 | 0.09 | 0.01 |
| First Generation | -0.07 | 0.06 | -1.13 | 0.57 |
| Grit | 0.1 | 0.06 | -0.08 | 0.56 |
| Mindsets | 0 | 0.06 | 1.87 | 0.01 |
| Volume Per Week | -0.01 | 0.03 | 0.05 | 0 |
| Heavy Drinking | -0.01 | 0.03 | -0.32 | 0 |

Note. Variables that have a medium effect of $\pm .30$. Thus, alcohol variables of volume per week, heavy drinking, and mindsets are acceptable candidates. Variables are labeled by the constructs measure name and are all standardized. AMC-28 in the first two logistic regression models denotes all three aspects of academic motivation.

Chapter 4: Results

Participants

About half of the current studies sample was recruited through the universities SONA research system ($n=322$; 55%; see Table 3). A total of 584 first-year college students were screened for eligibility during the Fall 2022 semester. 201 students did not meet eligibility criteria due to 4% ($n=8$) being younger than 18. Additionally, about 60% ($n=118$) indicated they were not enrolled for the Fall semester, 9% reported they transferred from another college or university, and about 28% ($n=56$) attended an early college high school. After ineligible students were excluded, the remaining 383 students were invited to take part in the larger study and were asked to complete the first timepoint survey (see Figure 12; Table 2).

Participants who completed the first timepoint survey had a mean age of 19.26 ($SD = 3.54$, range of 18 – 51) and were predominantly female ($n=208$; 77.6%). Most of our participants reported they were full-time status (12+ credit hours; $n=271$; 92.8%) and lived at home or off-campus ($n=250$; 93.9%). Interestingly, our sample was evenly distributed between those who reported being a first-generation college student ($n=134$; 50%) and not first-generation college student ($n=134$, 50%; see Table 2). Participants who participated in the timepoint 2 survey had a similar mean age of 19.37 ($SD= 4.36$; range 18 – 51). Additionally, our follow-up sample was also primarily female ($n= 45$; 78.9%), full-time status ($n= 55$; 91.4%) and live off campus ($n= 54$; 94.7%). Also, the sample was close to being evenly distributed between first-generation college students ($n=31$; 54.4%) and not first-generation college students ($n=26$; 45.6%; See Table 2).

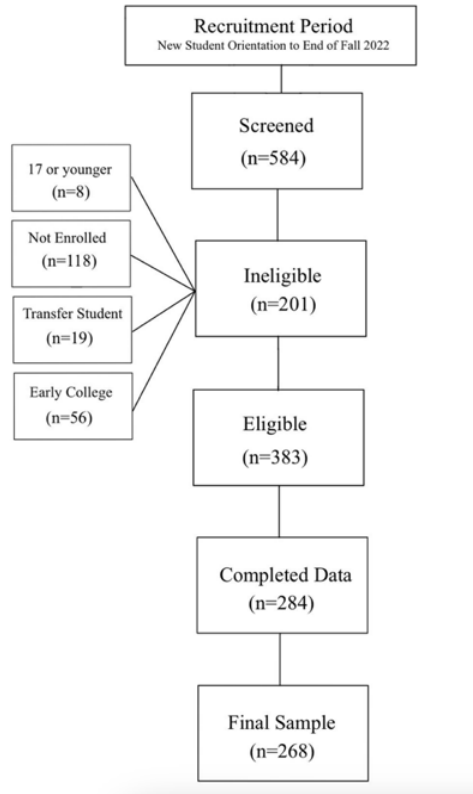


Figure 12: Overview of Participants Eligibility and Ineligible for Study Participation.

Note. Overview of participants who were eligible and in-eligible for study participation. Final sample represents participants who self-identified as Hispanic.

Table 3. Screening and Eligibility Descriptions

| Screening Information | Recruitment Method | |
|-----------------------|--|--|
| | In-Person/CREIP Total Screened (n=262) | SONA System Total Screened (n=322) |
| | n (%) | n (%) |
| Eligible | 210 (66.45) | 223 (75%) |
| Not Eligible | 52 (21.9%) | 98 44.3% |
| 17 or Younger | 6 (13%) | 2 (2%) |
| Not Enrolled | 8 (17.4%) | 59 (59.6%) |
| Transfer Student | 4 (8.7%) | 15 (15.2%) |
| Early College | 34 (73.9%) | 22 (22.2%) |
| Completed Data | 69 (30.94%) | 215 (X%) |

Note. Table provides eligibility information across all recruitment efforts.

Table 4. Participant Characteristic by Timepoint

| Variable | Timepoint 1 (n=268) | | Timepoint 2 (n=60) | |
|-------------------------------|------------------------|---------------|-----------------------|---------------|
| | n (%) | M / (SD) | n (%) | M / (SD) |
| Age | | 19.26 (3.543) | | 19.34 (4.357) |
| Sex | | 1.78 (0.418) | | 1.79 (.411) |
| Male | 60 (22.4%) | | 12 (21.1%) | |
| Female | 208 (77.6%) | | 45 (78.9%) | |
| Ethnicity/Race | | 3.20 (.786) | | 3.30 (1.085) |
| Hispanic/Latino | 268 (100%) | | | |
| Student Status | | 1.93 (.263) | | 1.91 (.283) |
| Part-time (1-11 credit hours) | 21 (7.2%) | | 5 (8.6) | |
| Full-time (12+ credit hours) | 247 (92.8%) | | 55 (91.4) | |
| First-Generation | | 1.50 (.501) | | 1.41 (.497) |
| Yes | 134 (50%) | | 31 (54.4%) | |
| No | 134 (50%) | | 26 (45.6%) | |
| Living Situation | | 2.87 (.502) | | 1.89 (.310) |
| Residence Halls/Dorms | 18 (6.7%) | | 3 (5.3%) | |
| Off-Campus/House/Apartment | 250 (93.9%) | | 54 (94.7%) | 1.46 (.503) |
| Parent Education | | | | |
| Mother | | 3.45 (2.097) | | 3.45 (2.09) |
| High School Diploma | 78 (29.1%) | | 19 (33.3%) | |
| GED | 20 (7.5%) | | 3 (5.3%) | |
| Associate's degree | 33 (12.3%) | | 8 (14%) | |
| Bachelor's Degree | 63 (23.58%) | | 17 (29.8%) | |
| Master's Degree | 36 (13.4%) | | 5 (8.8%) | |
| PhD | 1 (.4%) | | 3 (5.3%) | |
| Other | 9 (3.4%) | | 2 (3.5%) | |
| None of the Above | 29 (3.4%) | | - | |
| Father | | 3.31 (2.318) | | 3.31 (2.31) |
| High School Diploma | 98 (36.6%) | | 20 (35.1%) | |
| GED | 24 (9%) | | 4 (7%) | |
| Associate's degree | 25 (9.3%) | | 9 (15.8%) | |
| Bachelor's Degree | 45 (16.8%) | | 11 (19.3%) | |
| Master's Degree | 27 (10.1%) | | 8 (14%) | 3.07 (1.963) |
| PhD | 1 (.4%) | | - | |
| Other | 14 (5.2%) | | 1 (1.8%) | |
| None of the Above | 33 (12.3%) | | 4 (7%) | |

Note. Participant demographics is representing the final sample of Hispanic participants from timepoint 1 (n=268) and timepoint two (n=60).

Intercorrelations Among Variables of Interest

Overall, a foreclosed identity was positively correlated with IGC- FE ($r = .24$), EC ($r = .34$), and DM ($r = .21$). A diffused identity was positively correlated with IGC-FE ($r = .15$), EC ($r = .21$), and DM ($r = .09$). A moratorium identity was positively correlated with IGC- FE ($r = .14$), EC ($r = .20$), and DM ($r = .15$). Interestingly, an achieved identity was negatively correlated with IGC- FE ($r = -.01$), and positively correlated with EC ($r = .08$), and DM ($r = .07$). Moreover, ethnic identity was not correlated ($r = .00$) and had a weak positive correlation with EC ($r = .01$), and DM ($r = .06$). Academic amotivation was positively correlated with IGC- FE ($r = .11$), and negatively correlated with EC ($r = -.09$) and DM ($r = -.04$). Intrinsic motivation was positively correlated with IGC- FE ($r = .16$), EC ($r = .03$), and DM ($r = .01$). Extrinsic motivation was negatively correlated with IGC- FE ($r = -.09$), EC ($r = -.25$), and DM ($r = -.24$). Alcohol use was positively correlated with both IGC-FE ($r = .23$) and EC ($r = .11$), and negatively correlated with DM ($r = -.14$). Lastly, alcohol-related consequences was positively correlated with FE ($r = .15$), and negatively correlated with ($r = -.02$) and ($r = -.16$; see Table 5).

Table 5. Correlation Matrix of Study Variables

| Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|-----------|--------------|-------------|--------------|------|------|--------------|--------------|-------------|-------------|------|-------------|--------------|------|------|-------------|------|--------------|----|
| Age | - | | | | | | | | | | | | | | | | | |
| Sex | -.18* | - | | | | | | | | | | | | | | | | |
| MED | -.17* | -.03 | - | | | | | | | | | | | | | | | |
| FED | -.03 | .02 | .41* | - | | | | | | | | | | | | | | |
| Liv Sit | .06 | .04 | .01 | .11 | - | | | | | | | | | | | | | |
| AI-Fore | -.15* | .12* | .00 | -.01 | -.10 | - | | | | | | | | | | | | |
| AI- Diff | -.05 | -.09 | .00 | .01 | -.10 | .36** | - | | | | | | | | | | | |
| AI-Mora | -.02 | .06 | -.01 | .04 | -.10 | .48** | .69* | - | | | | | | | | | | |
| AI-Ach | .04 | .06 | -.09 | -.00 | .00 | .31** | -.28* | -.07 | - | | | | | | | | | |
| EI | .05 | .18* | .04 | .02 | .03 | .15* | -.00 | .15* | .15* | - | | | | | | | | |
| IGC- FE | .02 | .04 | -.10 | .01 | -.10 | .24** | .15* | .14* | -.01 | -.00 | - | | | | | | | |
| IGC-EC | .08 | .00 | -.13* | .04 | -.10 | .34** | .21** | .20* | .08 | .01 | .76* | - | | | | | | |
| IGC-DM | -.00 | .06 | -.12 | -.01 | -.10 | .21** | .09 | .15* | .07 | -.06 | .53* | .61* | - | | | | | |
| AM | -.24 | .08 | .05 | -.11 | -.20 | -.08 | .08 | .03 | -.04 | .07 | .11 | -.09 | -.04 | - | | | | |
| IM | .03 | -.21 | .12 | .12 | -.20 | .18 | .19 | .26* | .04 | .03 | .16 | .03 | .01 | -.17 | - | | | |
| EM | -.23 | -.11 | .10 | .06 | .06 | -.03 | .02 | .06 | -.03 | .00 | -.09 | -.25* | -.24 | -.12 | .63* | - | | |
| Alc- Use | -.03 | -.02 | -.04 | -.17 | .02 | .07 | .02 | -.01 | .15 | .05 | .23 | .11 | -.14 | .18 | -.12 | -.04 | - | |
| Alc- Cons | -.26 | .07 | .04 | -.09 | .02 | .26* | .07 | .04 | .11 | -.01 | .15 | -.02 | -.16 | .16 | -.08 | .01 | 0.76* | - |

Note. * = $p < .05$; ** = $p < .001$; MED= Mother's Education, FED= Father's Education, Liv Sit= Living Situation, AI- Fore= Academic Identity – Foreclosed, AI- Diff= Diffused, AI- Mora= Moratorium, AI-Ach= Achieve, EI= Ethnic Identity, IGC-FE= Intergenerational Conflict- Family Expectations, IGC-EC= Education/Career, IGC- DM= Dating/Marriage, AM=Amotivation, IM= Intrinsic Motivation, EM= Extrinsic Motivation, Alc-Use= Alcohol Use, Alc-Cons= Alcohol Consequences

Path Analyses

Alcohol Outcomes.

Alcohol Use. Results for the model examining alcohol use as an outcome variable meet the thresholds for a strong fitting model ($X^2(0, N = 268) = 0.00$, RMSEA = 0, 90% CI [.046, .162], CFI = 1.00, SRMR = .0). The model indicates there was a direct and significant effect between IGC (dating/marriage) and alcohol use ($\beta = 14.68$, $p = .04$; see Figure 13). Further, academic identity had four significant moderating effects across all two aspects of IGC, FE and DM. The relationship between family expectations and alcohol use was moderated by an achieved academic identity ($\beta = 7.92$, $p = .00$; see Figure 14). Additionally, academic identities diffused ($\beta = -3.47$, $p = .04$; see Figure 15), and moratorium ($\beta = 3.32$, $p = .04$; see Figure 16) all significantly moderated IGC's (dating/marriage) relationship to alcohol. Similarly, ethnic identity also had a moderating effect on the relationship between IGC (dating/marriage) and alcohol use ($\beta = 3.10$, $p = .02$; see Figure 17).

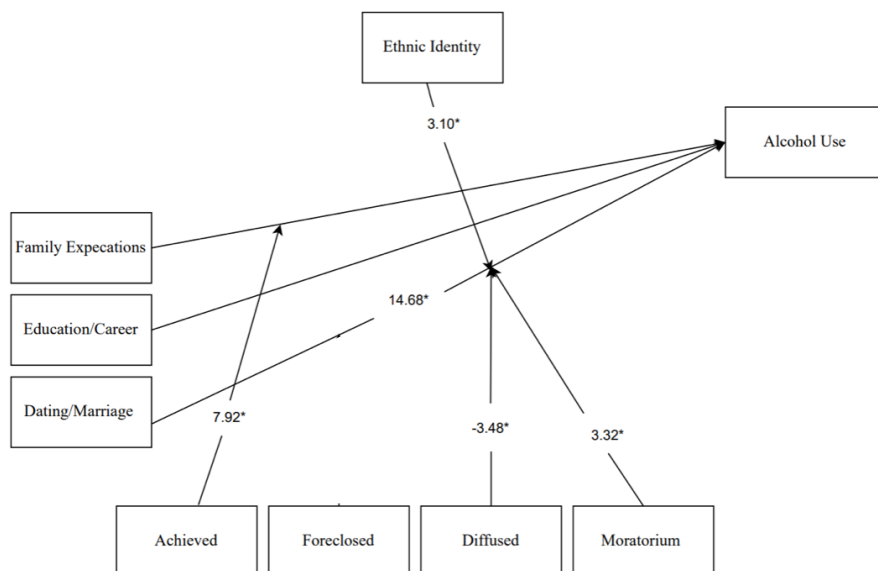


Figure 13. Model 1b: The effects of Integrational Conflict on Alcohol Use

Note. Depicts significant pathways for the study's outcome variable alcohol use.

* = $p < .05$; ** = $p < .01$

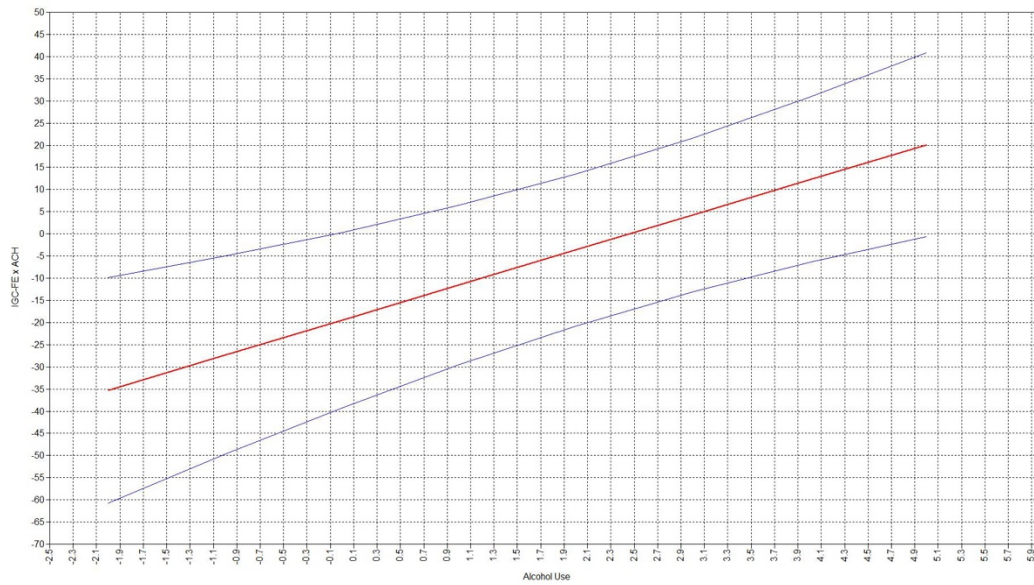


Figure 14: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and achieved academic identity as a function of alcohol use.

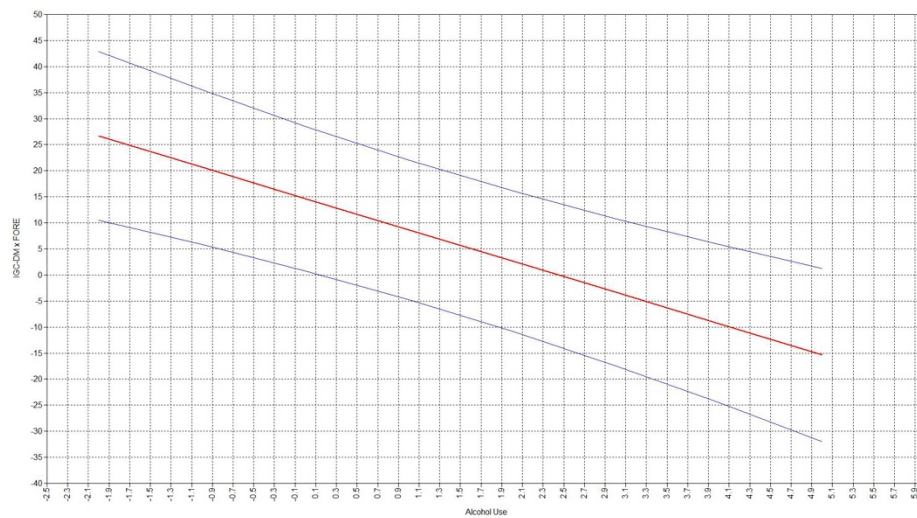


Figure 15: J-N interaction plot using Mplus for the conditional relationship between IGC-DM and foreclosed academic identity as a function of alcohol use.

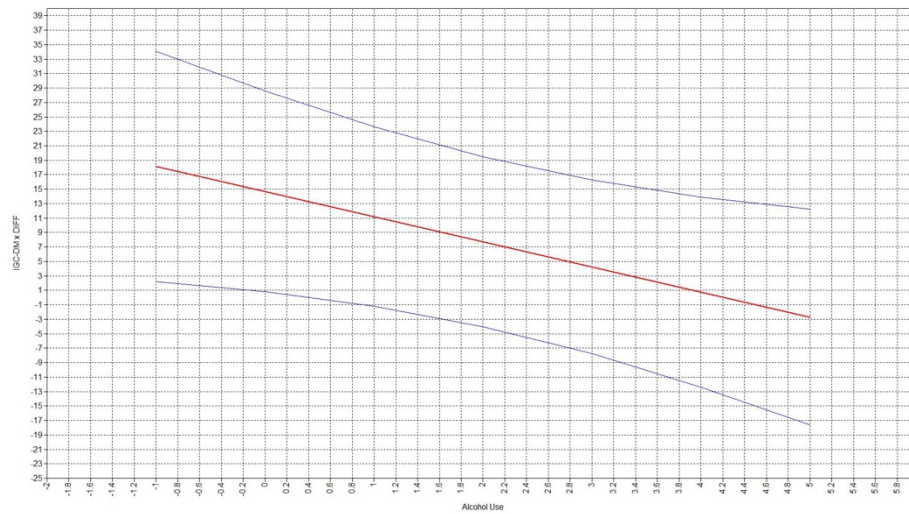


Figure 16: J-N interaction plot using Mplus for the conditional relationship between IGC-DM and diffused academic identity as a function of alcohol use.

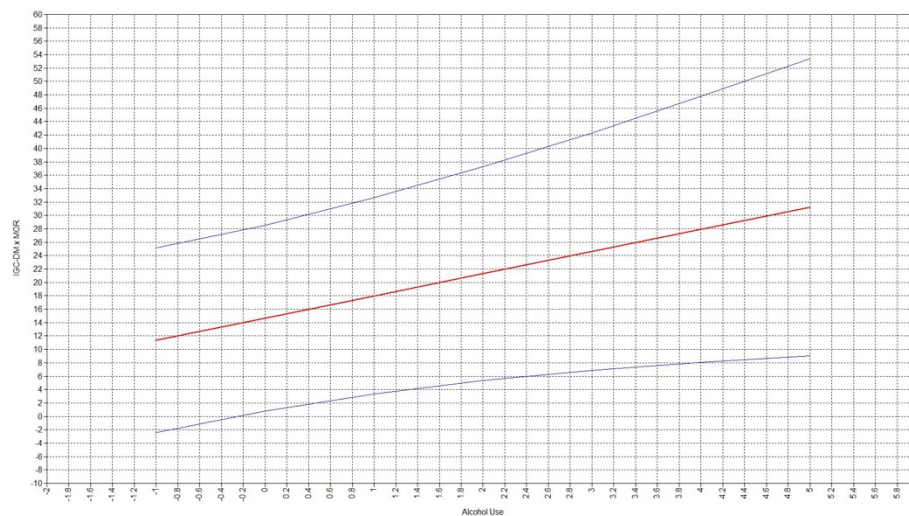


Figure 17: J-N interaction plot using Mplus for the conditional relationship between IGC-DM and moratorium academic identity as a function of alcohol use.

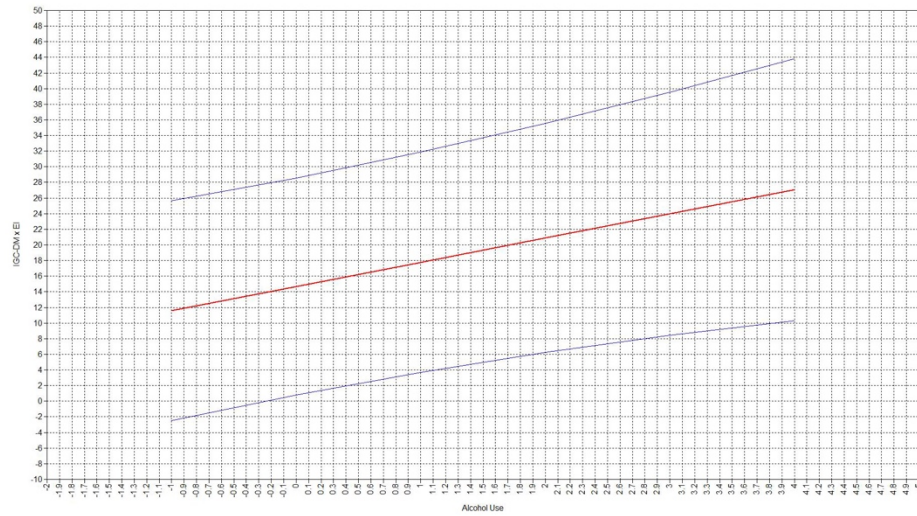


Figure 18: J-N interaction plot using Mplus for the conditional relationship between IGC-DM and ethnic identity as a function of alcohol use.

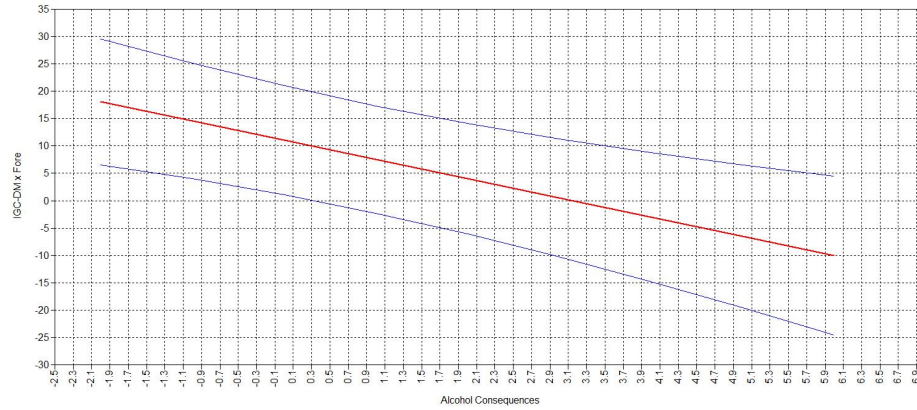


Figure 20: J-N interaction plot using Mplus for the conditional relationship between IGC-DM and foreclosed academic identity as a function of alcohol consequences.

Academic Motivation

Amotivation. The first aspect of academic motivation, amotivation, also had a strong fitting model ($\chi^2 (0, N = 268) = 0.00$, RMSEA = .00, 90% CI [.00, .093], CFI = 1.00, SRMR = .0). IGC had no direct effects on amotivation, however both academic and ethnic identity significantly moderated the relationship (see Figure 20). Ethnic identity ($\beta = -1.102$, $p = .04$; see Figure 22) negatively moderated the relationship between IGC (family expectations) and amotivation. Also, academic identity diffused ($\beta = 3.07$, $p = .003$; see Figure 23) had a positive moderating effect moderating effect between IGC (education/career) and amotivation. Whereas a moratorium identity ($\beta = -2.018$, $p = .02$; see Figure 24) had a negative moderating effect between IGC (education/career) and amotivation.

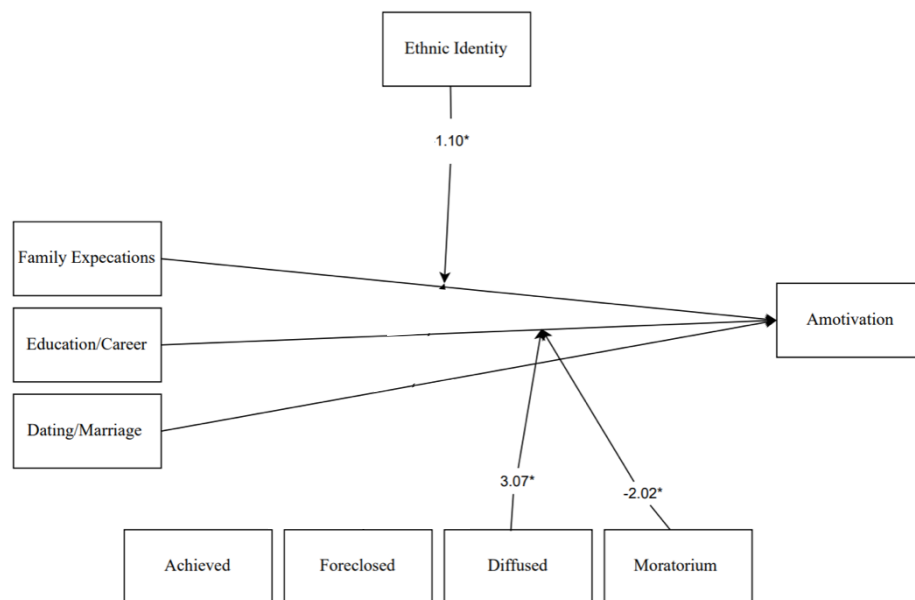


Figure 21. Model 3b: The effects of Integrational Conflict on Amotivation.
Note. Depicts significant pathways for the study's outcome variable amotivation.
* = $p < .05$; ** = $p < .01$

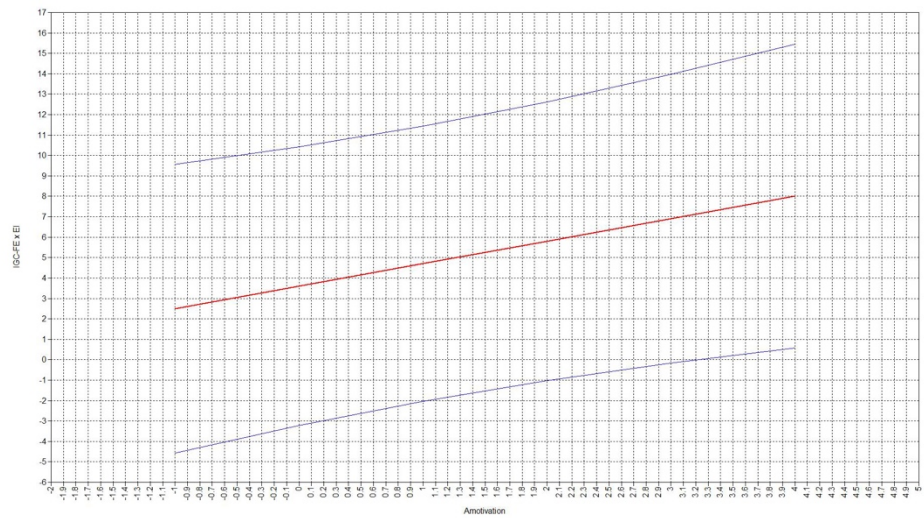


Figure 22: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and ethnic identity as a function of amotivation.

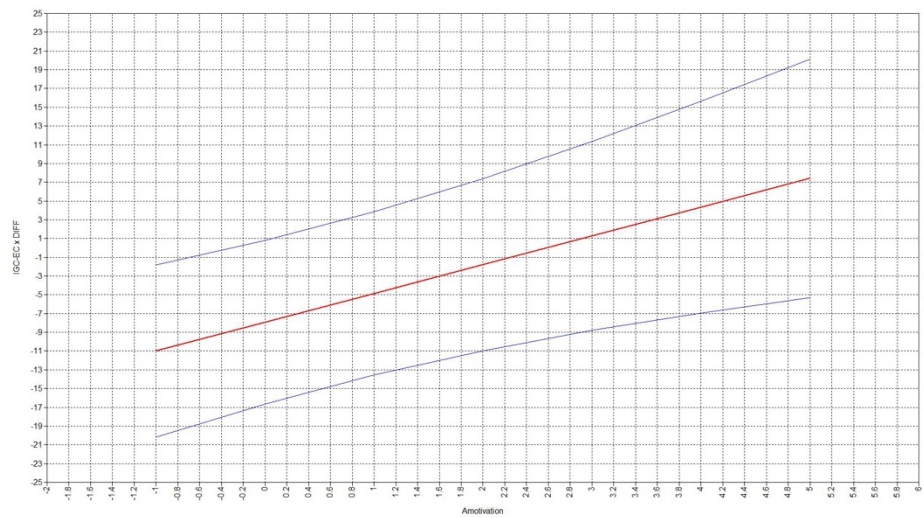


Figure 23: J-N interaction plot using Mplus for the conditional relationship between IGC-EC and diffused academic identity as a function of amotivation.

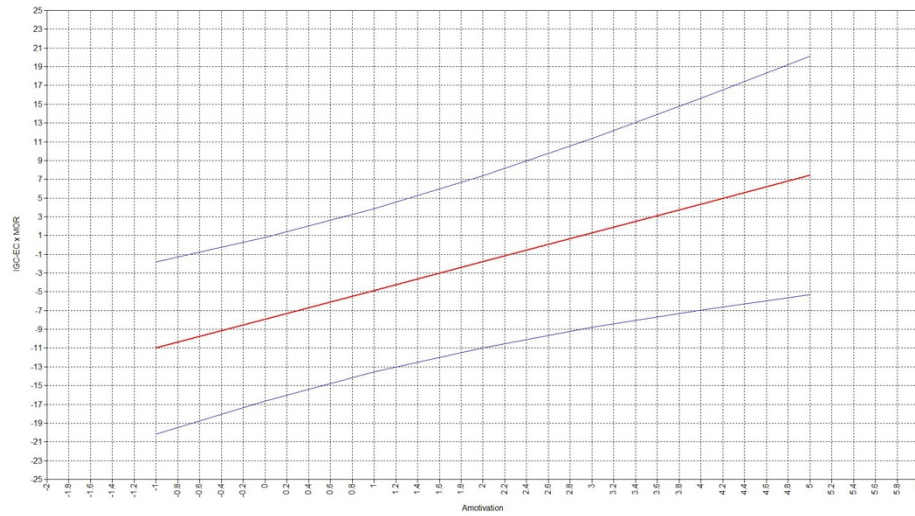


Figure 24: J-N interaction plot using Mplus for the conditional relationship between IGC-EC and moratorium academic identity as a function of amotivation.

Intrinsic Motivation. The second aspect of academic motivation, intrinsic motivation, also had a strong fitting model ($\chi^2 (0, N = 268) = 0.00$, RMSEA = 0.00, 90% CI [.038, .138], CFI = 1.00, SRMR = 0.00). Results indicated that IGC (education/career) had a negative and direct relationship to intrinsic motivation ($\beta = -11.13$, $p = .014$); see Figure 25). Academic identity was the only moderating variable to affect the relationship between IGC and intrinsic motivation. Academic identity achieved ($\beta = -2.05$, $p = .002$; see Figure 26) and moratorium ($\beta = -2.06$, $p = .002$; see Figure 27) had a negative moderating effect between IGC (family expectations) and intrinsic motivation, where a diffused identity ($\beta = 2.94$, $p = .005$; see Figure 28) positively moderated the relationship between IGC (family expectations) and intrinsic motivation. Interestingly, an achieved identity ($\beta = 2.84$, $p = .004$; see Figure 29) and a moratorium ($\beta = 1.92$, $p = .03$; see Figure 30) had a positive moderating effect on the relationship between IGC (education/career) and intrinsic motivation.

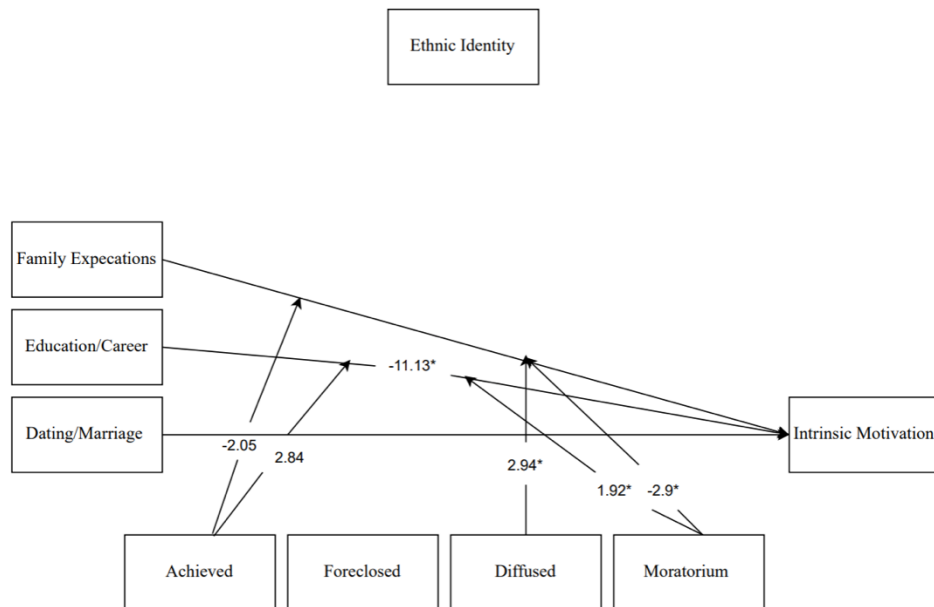


Figure 25. Model 4b: The effects of Integrational Conflict on Intrinsic Motivation.

Note. Depicts significant pathways for the study's outcome variable intrinsic motivation.

* = $p < .05$; ** = $p < .01$

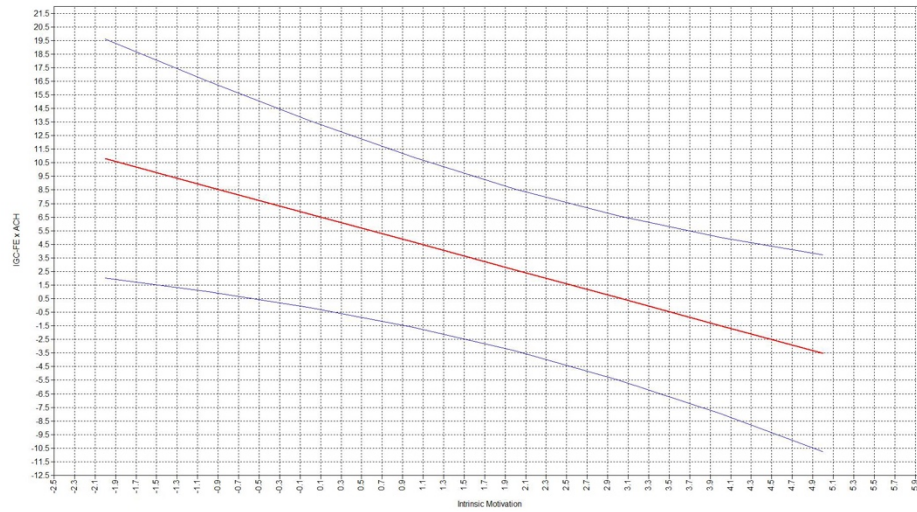


Figure 26: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and achieved academic identity as a function of intrinsic motivation.

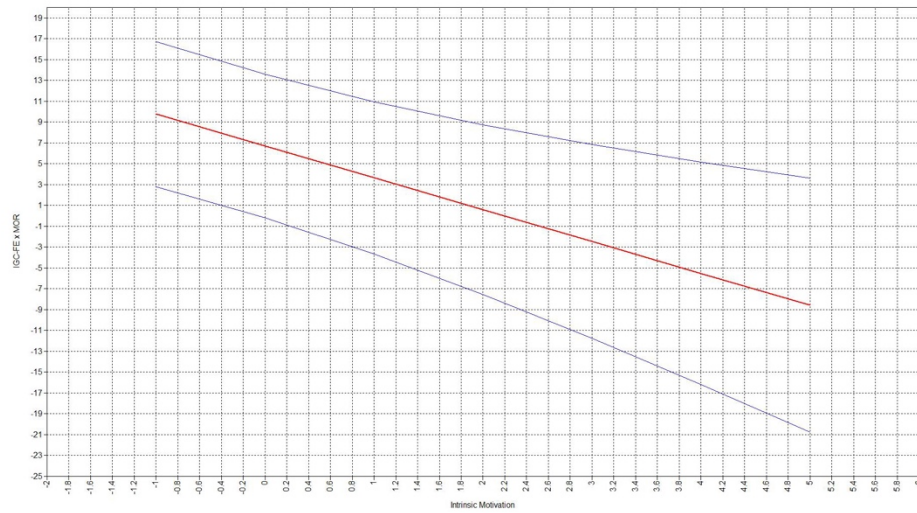


Figure 27: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and moratorium academic identity as a function of intrinsic motivation.

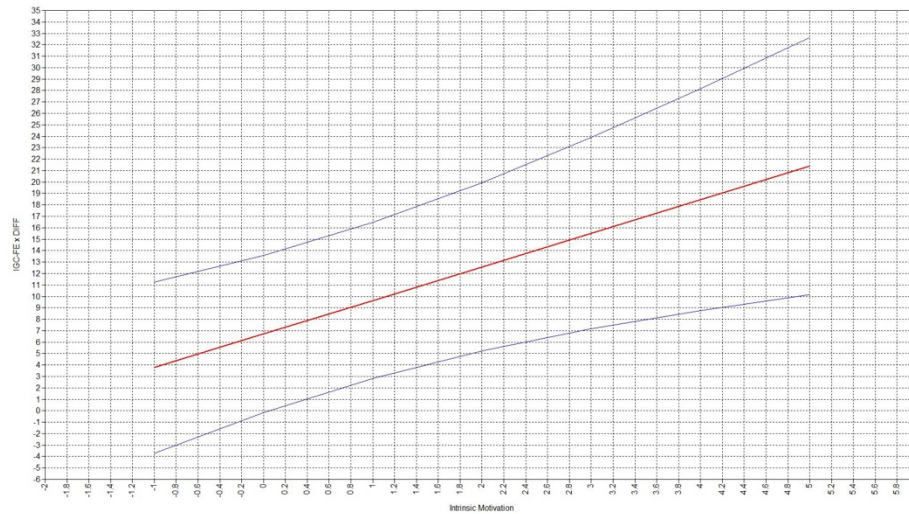


Figure 28: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and diffused academic identity as a function of intrinsic motivation.

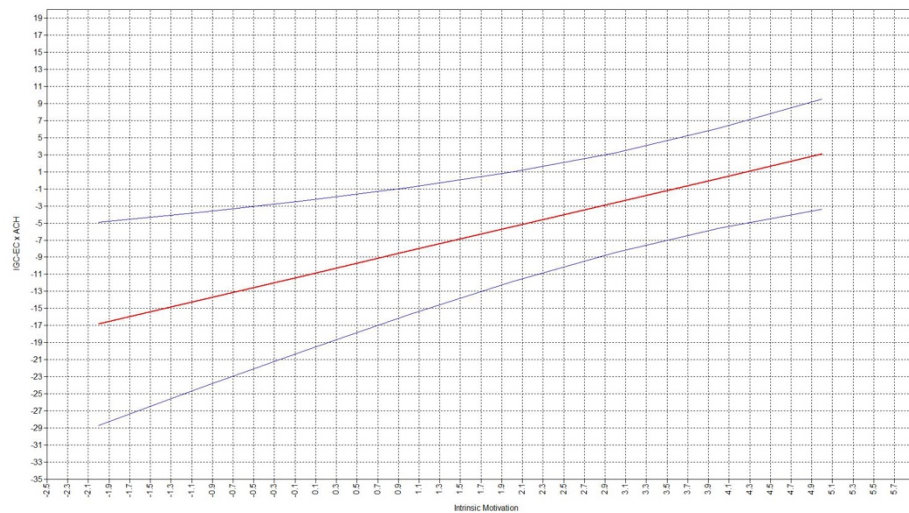


Figure 29: J-N interaction plot using Mplus for the conditional relationship between IGC-EC and achieved academic identity as a function of intrinsic motivation.

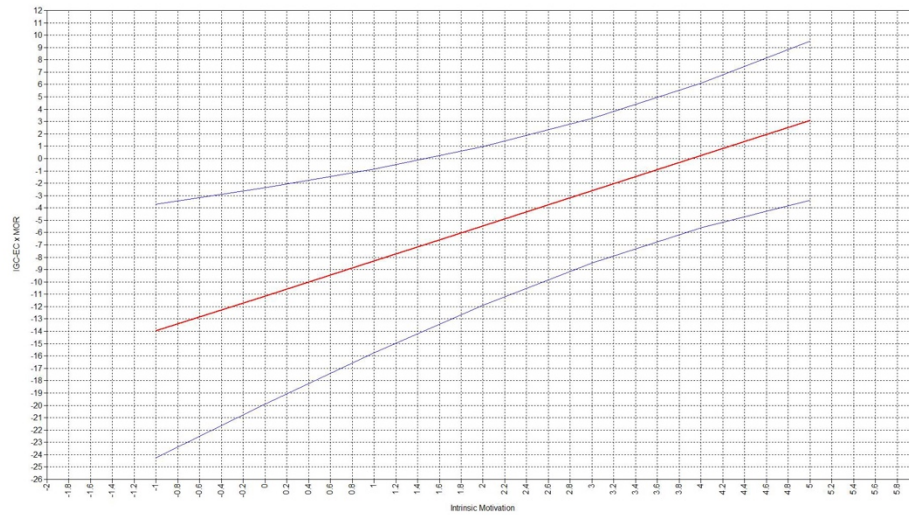


Figure 30: J-N interaction plot using Mplus for the conditional relationship between IGC-EC and moratorium academic identity as a function of intrinsic motivation.

Extrinsic Motivation. The last aspect of academic identity, extrinsic motivation, also has a strong fitting model ($\chi^2 (0, N = 268) = 0.00$, RMSEA = 0.00, 90% CI [.00, .138], CFI = 1.00, SRMR = 0.00). Our model results show that none of the three aspects of IGC had a direct effect on extrinsic motivation (see Figure 31). However, results indicated that an academic diffused identity had a positive moderating effect on the relationship between IGC (family expectations) and extrinsic motivation ($\beta = 3.89$, $p = .05$; see Figure 32). Further, moratorium academic identity had a negative moderating effect between IGC (family expectations) and extrinsic motivation ($\beta = -6.719$, $p = .005$; see Figure 33). Interestingly, a moratorium academic identity had a positive moderating effect on IGC (education/career) relationship to extrinsic motivation ($\beta = 5.62$, $p = .01$; see Figure 34).

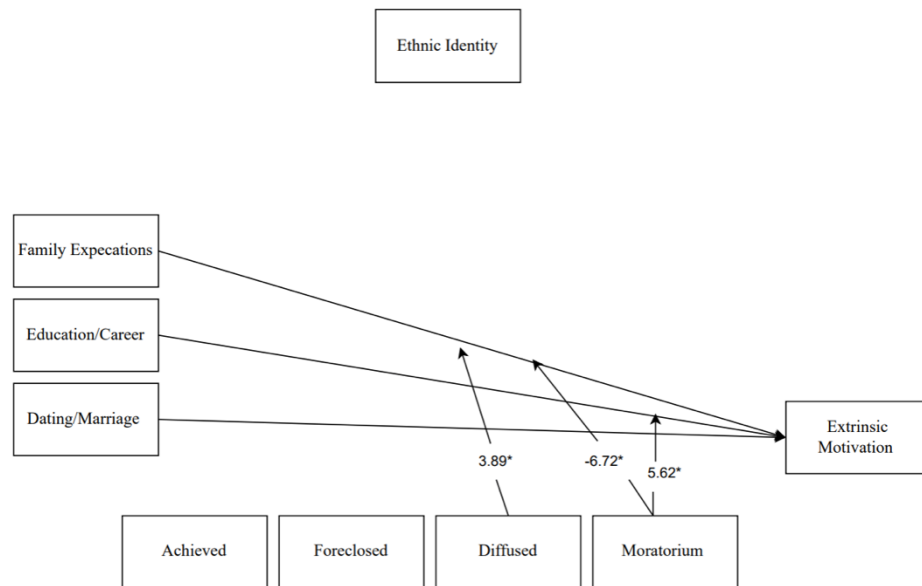


Figure 31. Model 4b: The effects of Integrational Conflict on Extrinsic Motivation.
Note. Depicts significant pathways for the study's outcome variable extrinsic motivation.
 * = $p < .05$; ** = $p < .01$

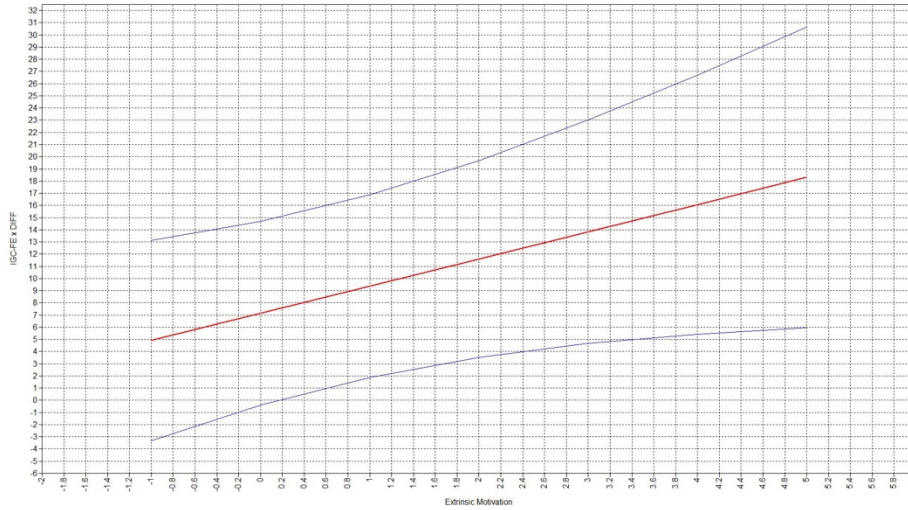


Figure 3: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and diffusion academic identity as a function of extrinsic motivation.

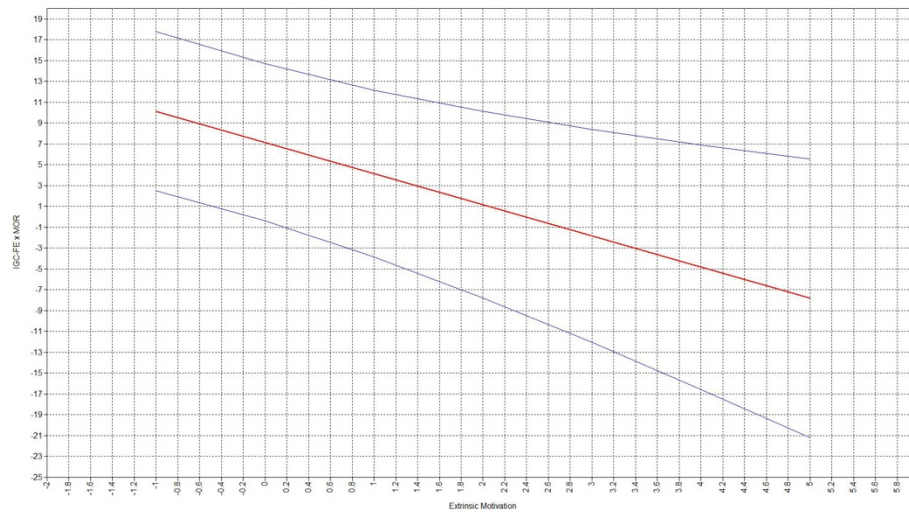


Figure 33: J-N interaction plot using Mplus for the conditional relationship between IGC-FE and moratorium academic identity as a function of extrinsic motivation.

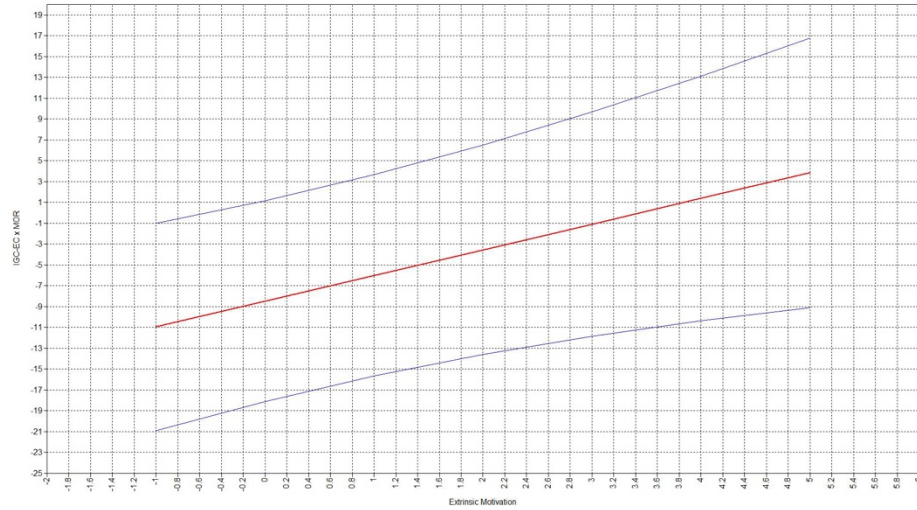


Figure 34: J-N interaction plot using Mplus for the conditional relationship between IGC-EC and moratorium academic identity as a function of extrinsic motivation.

Post-Hoc Analyses

Attrition Rates. Due to the study having a poor retention rate, a logistic regression analysis was performed using SPSS (2020) to help identify if any variables included in the study's model may have had any influence on the likelihood of student's not continuing the research study. Before conducting the regression analysis non-attritors, those who completed both time point assessments were coded as 1, whereas attritors, those who only completed time point 1, were coded as 0. The logistic regression model was not statistically significant, (X^2 (24, $N = 268$) = 24.213, $p = .449$, indicating that the variables included in our model were not a factor for our retention rates.

Chapter 5: Discussion

The current study aimed to assess the relationship between three aspects of intergenerational conflict (IGC; family expectations, education/career, dating/marriage), alcohol outcomes (use and consequences) and academic motivation (amotivation, intrinsic motivation, and extrinsic motivation). Our findings suggest that generational conflict about dating and marriage had a relationship with alcohol use and alcohol-related consequences. Additionally, it appears that academic identity has a more substantial influence than ethnic identity as moderators of the relationship between IGC and alcohol outcomes. Further, IGC was not associated with academic motivation until an individual's academic and ethnic identity was considered. Similar to the moderating effects seen with our alcohol outcomes, academic identity had more impact than ethnic identity on an individual's amotivation and intrinsic motivation. In general, our findings suggest that the interplay of identity among first-year Hispanic students can have different implications and are contingent upon the nature of generational conflict, and that the relationship between IGC, identity, alcohol use, alcohol consequences, amotivation, intrinsic and extrinsic motivation is not straightforward.

Intergenerational Conflict and Alcohol Outcomes

The study's first hypothesis examined IGC's relationship to alcohol use and alcohol-related consequences. We hypothesized that IGC would increase an individual's alcohol consumption and consequences. Our hypothesis was supported as the results suggest that students experiencing generational issues surrounding dating and marriage consume more alcohol and experience more alcohol-related problems. Research conducted by Heifetz et al. (2010) found that Hispanics tend to have conflict with their children regarding dating, specifically with Hispanic females. The current study sample consists of predominantly women

(78%). Hispanic women are expected to be obedient to their husbands, be their family's primary support, and abstain from sex until marriage (Castillo et al., 2010; Kosmicki, 2016). Moreover, for Hispanic females, the restriction on dating and the pressures of following traditional gender norms have contributed to more alcohol use and consequences (Archiniega et al., 2008; Perrotte et al., 2018). Thus, a potential explanation for our findings could be that our sample is experiencing pressure from their families to adhere to traditional gender Hispanic norms. As a result, the pressure is leading them to consume more alcohol. Additionally, the study's findings regarding alcohol consequences are congruent with past research, as Lindquist et al. (2022) found that Hispanic college students experiencing IGC reported more alcohol consequences.

Interestingly, Lindquist et al. (2022) used a measurement of IGC that examines the prevalence of generational conflict, whereas the current study's measurement examines the severity of IGC. Thus, it could be that the severity of conflict is leading to more alcohol use, and, eventually, over time, if the conflict continues to persist, it contributes to problematic drinking, warranting the need for additional studies to investigate how generational conflict may affect alcohol consumption and use over time. Thus, the results of the current study are supported by past findings, as Hispanic college students are at higher risk for more alcohol use and consequences when enduring generational conflict about dating and marriage. Thus, future research should consider the moderating effects of family cohesion on IGC with alcohol use and consequences. In continuation with our first hypothesis, the remaining two aspects of IGC, family expectations (FE) and education/career (EC) were not significantly associated with alcohol use or alcohol consequences. Our results suggest generational conflict pertaining to family expectations and education and career do not directly influence alcohol use or increase the probability of experiencing alcohol-related consequences. This finding was unexpected and

inconsistent with studies reporting Hispanic college students who start to stray from family values and expectations report more alcohol use (Cano et al., 2015), and over time, persistent conflict results in more consequences (Marsiglia et al., 2009). Additionally, Strutin et al. (2015) found that when Hispanic students challenged the facets of familism, especially family expectations, they reported more conflict and drinking. One reason the current study did not find a significant direct effect between FE and alcohol may have to do with the individual's perception of family cohesion. Meaning, even though individuals are experiencing conflict with their families about their expectations and responsibilities the negative consequences like alcohol use are negated due to the family being cohesive. Researchers have found that familism can be a protective factor against parent-child conflict and alcohol use (Bray et al., 2001; Kohlberg et al., 2010).

Studies have shown that strong family cohesion can reduce the risk of lifetime alcohol use and problem behaviors (Marsiglia et al., 2009). Thus, our findings may suggest that when an individual perceives strong family cohesion, it may negate the adverse effects like alcohol use and consequences of generational conflict about family expectations and education choices. Thus, future research should consider the moderating effects of family cohesion on IGC with alcohol use and consequences.

Effect of Ethnic Identity on Intergenerational Conflict and Alcohol Outcomes

Our second hypothesis examined the moderating role of ethnic identity. The current study hypothesized that having a high ethnic affiliation would be protective and reduce the amount of alcohol use and consequences when experiencing IGC. Our hypothesis was not supported as our results indicated that a firm ethnic affiliation positively moderated IGC-DM and alcohol use relationship, such that students with a high ethnic affiliation reported more alcohol use when

they were experiencing generational conflict about DM. We may be able to explain our findings by connecting back to the direct findings between IGC-DM and alcohol use. As a reminder, the current study's sample is predominantly female. Hispanic females have more restrictions on dating and experience a significant amount of pressure from family to adhere to the traditional Hispanic gendered norms. Specifically, Hispanic females are socialized at a young age to be the family's backbone and remain "pure" until marriage (Castillo et al., 2010). Researchers have defined the expectation of purity to be a "self-silencing" characteristic of gender norms and lead to more substance use (Castillo & Cano, 2007). However, limited research examines how self-silencing characteristics relate to ethnic identity and, in turn, affect substance use. Sanchez et al. (2017) are among the first to investigate these relationships, and their results indicated that Hispanic females who endorsed their families' expectations of being "pure" until marriage had a strong ethnic affiliation and reported less alcohol use. However, Sanchez et al. (2017) did not consider the intergenerational conflict surrounding DM. It may be that Hispanic college students with high ethnic identity may be more likely to endorse the expectation of purity or other aspects of traditional gender norms. As a result, in the context of high IGC related to DM, high ethnic identity may be more likely to lead to increased alcohol use as a coping strategy. Future studies may want to examine how IGC can influence different aspects of traditional gender norms, such as expectations of purity and how it can influence alcohol outcomes for Hispanic women.

Effect of Academic Identity on Intergenerational Conflict and Alcohol Outcomes

Our third hypothesis examined the moderating roles of the four academic identities on alcohol outcomes. The current study hypothesized that academic identities achieved and moratorium will be protective and reduce alcohol use and alcohol-related consequences. We also hypothesized that academic identities diffused and foreclosed would increase alcohol use and

consequences. Our findings for academic identity moderating effects were unexpected, and our hypotheses were not supported.

Achieved and Moratorium. Our results indicate that academic identities achieved and moratorium are potentially influential risk factors when it comes to the relationship between IGC and alcohol outcomes. Specifically, achieved identity positively moderated the relationship between FE and alcohol use and alcohol consequences. Our hypothesis was not supported, and our result suggests that those with an achieved identity were more likely to drink and have alcohol-related consequences when having parent-child conflict regarding FE. These results are interesting as there was a main effect between FE and alcohol when an achieved identity was considered. A potential explanation could be that those with an achieved academic identity are committed to obtaining higher education and, thus, the individual places more emphasis and focus on academics than their family expectations. This may lead to increased alcohol use and its consequences. Previous studies may support our findings. Cano et al. (2015) and Zamboanga et al. (2006) found that Hispanic college students report more alcohol use and consequences when they try to balance their cultural values and adjustment to college. Herein, we found that was the case when academic identity was achieved. Our findings suggest that generational conflict about family expectations has a relationship to alcohol use when an individual is committed to obtaining a higher education.

Additionally, the current study also hypothesized that an academic moratorium identity would decrease alcohol consumption and alcohol-related consequences when an individual is experiencing generational conflict attributed to dating and marriage. Our hypothesis was not supported as our results indicated that moratorium had a positive moderating effect on DM and alcohol use. These results suggest that students who are actively exploring an academic identity

but are non-committal to college are more likely to drink alcohol when having generational conflict about DM. To better understand these results, we can refer to our earlier explanation of the observed main effect between DM and alcohol use, considering the sample is predominantly Hispanic females. The pressures of following traditional gender norms have contributed to more alcohol use and consequences among Hispanic females (Archiniega et al., 2008; Perrotte et al., 2018). Consequently, these cultural pressures may make Hispanic female college students feel guilty and question if they should continue pursuing a college education (Perez, 2012). As mentioned, students with a moratorium identity are trying to figure out who they are academically and if they belong in college. Thus, the combination of cultural pressures from family to adhere to traditional norms coupled with exploring their academic identity may be intensifying the individual's maladaptive coping by increasing alcohol use and, thus, its consequences. Prior research indicates that Hispanic females are often expected to start a family at an early age, which aligns with the socialization of traditional gender norms (Bielma, 2018). For example, Hispanic women are expected to be obedient to their husbands, be their family's primary support, and abstain from sex until marriage (Castillo et al., 2010; Kosmicki, 2016). Though our finding is inconsistent with Bishop et al. (2015), who found that those who have a moratorium identity drink less, the difference in results may be attributed to our study considering Hispanic values and how these expectancies can influence academic identity and its relationship with generational conflict and alcohol use. Overall, it could be that Hispanic females' commitment to higher education, which is not in line with parental expectations of cultural norms, is exacerbating the relationship between generational conflict between DM and alcohol compared to DM and alcohol use alone.

Foreclosed and Diffusion. Continuing with our third hypothesis, we hypothesized that an academic foreclosed identity may increase alcohol use and alcohol-related consequences when an individual is experiencing IGC. Our hypothesis was not supported, as our results found that those with a foreclosed identity reported lower rates of alcohol-related problems when IGC-DM was present. As mentioned, those with a foreclosed identity are students who have committed to an identity without exploring any other identity, and their commitment to a decision is commonly influenced by their family (Was & Issacson, 2009), suggesting their parents' wishes may easily persuade these students and want to avoid conflict by pleasing them. Researchers believe foreclosed identities are more likely to conform to other individuals' influences, especially when adopting their values, attitudes, or beliefs (Berger, 1998). Moreover, past studies have found that Hispanics scored higher on the foreclosed identity compared to non-Hispanic whites (Chae, 2000; Spencer & Markstrom-Adams, 1990). Researchers concluded that the higher scores on the foreclosed identity could be attributed to Hispanics being collectivistic and committing to traditional cultural norms. In the context of alcohol, previous findings show that those with a foreclosed identity reported experiencing more consequences and use; however, these studies did not consider an academic identity (Bentrim-Tapio, 2004; Berger, 1998; Lewis & Gouker, 2007).

Hispanic students may be encouraged to pursue higher education to continue supporting their families (Sy & Romero, 2008). Our findings may suggest that foreclosed students may have enrolled in college and delayed dating or marriage to appease their parents' wishes. Additionally, students may also be easily influenced by their parents to abstain from alcohol use, appeasing their parents. They may be less likely to experience conflict related to DM, leading to less alcohol use.

Additionally, we hypothesized that students with a diffused identity would report more alcohol use when IGC is occurring. Our hypothesis was not supported as students with a diffused identity reported lower alcohol consumption when experiencing generational conflict about DM. As a reminder, those with a diffused identity have not yet committed to an identity or explored to find an identity. Additionally, diffused individuals do not clearly understand who they are and how they fit into society and lack any life goals (Was & Issacson, 2009). Our findings suggest that students who feel diffused may depend on their families for guidance. Consequently, parents might pressure these individuals to go to college and participate in social activities, such as dating, believing that these actions will help them establish life goals.

Nevertheless, these students may also be experiencing diffused attitudes in other aspects of their lives, leading to conflicts with their parents. Surprisingly, this conflict does not influence their alcohol consumption. The current study's findings are different from previous studies, which found that diffused individuals report more alcohol use and experience more family conflict compared to the other three identity statuses (Bishop et al., 2005; Nasir et al., 2009). However, Bishop et al. (2005) and Nasir et al. (2009) studies did not consider an individual's academic identity and its effects on alcohol. Notably, within the current study, a diffused identity does not have a moderating effect on IGC-FE or IGC-EC relationship to alcohol use and consequences, and this could be due to the individual not exploring alcohol as well. Thus, it may be that students with a diffuse academic identity are not exploring other aspects of their lives, such as dating and marriage or alcohol use, as is typical at this age. Thus, due to a diffuse identity, students are meeting their family expectations regarding academic pursuits but not dating and marriage. Furthermore, this general lack of exploration may also translate into a less active social life or exposure to alcohol outside of the family context.

Overall, our findings show that one aspect of generational conflict (DM) had a direct influence on alcohol use. However, once an individual's academic and ethnic identity were considered, IGC, among all three aspects, had a direct influencing effect on alcohol use and/or consequences. Interestingly, academic identity had numerous moderating effects on IGC-DM's relationship to alcohol outcomes. Notably, students who are committed to their identity or are searching for an identity reported more alcohol use and consequences. In contrast, those who are not exploring or were influenced to commit to an identity reported less alcohol use and consequences. Overall, the current study's results suggest that students who may want to individualize from cultural norms or are finding where they belong in society are at higher risk for drinking compared to those who are mindlessly following their family's expectations.

Intergenerational Conflict and Academic Motivation

Our fourth hypothesis investigated the relationships between the three aspects of IGC and academic motivation (intrinsic, extrinsic, and amotivation). Specifically, we hypothesized that IGC would have a negative relationship with intrinsic and extrinsic motivation and a positive relationship with amotivation. Our hypothesis was partially supported as generational conflict pertaining to EC had a negative and significant relationship with intrinsic motivation. As a reminder, intrinsically motivated students to attend college actively seek challenges and want to extend their knowledge (Vallerand, 1992). Previous studies have found that parent-child conflict is a risk factor for lower academic achievement and is associated with adverse academic outcomes (Gong et al., 2015; Santiago et al., 2014). Additionally, Hispanic college students can experience many family factors that can affect their academic motivation, such as pressures to attend colleges close to home, financially contribute to their family, and prioritize family obligations and family functions over school responsibilities (Telzer & Fuligni, 2009; Vasquez-

Salgado et al., 2015). Overall, the results of the current study infer that generational conflict about EC has more of a decrease in a student's intrinsic motivation. In contrast, FE and DM do not directly affect any aspect of first-year Hispanic college students' academic motivation. While the study's findings were unexpected, the current study adds to an area of research that is limited among Hispanic college students and warrants the continuation of examining generational conflict and how it may relate to academic motivation.

Effect of Ethnic Identity on Intergenerational Conflict and Amotivation

Our fifth hypothesis examined if ethnic identity had any moderating effects on IGC and its relationship to academic motivation. Specifically, we hypothesized that ethnic identity would positively moderate a student's academic motivation. While our hypothesis was not supported, the results suggest that students with high ethnic affiliation are more likely to experience amotivation when experiencing generational conflict regarding FE. These results are interesting, as we previously found no direct relationship between FE and academic motivation until an individual's ethnic identity was considered. A possible explanation for our findings could be that students with a strong ethnic affiliation are going to college and are placing higher priority on their education than their family's expectations. Researchers suggest that high ethnic affiliation can negatively influence Hispanic college students' perceptions of conflict between them and their parents (Niemann et al., 1999). For example, Hispanic female college students could be experiencing conflict with their parents regarding prioritizing school responsibilities over their home obligations. The student may rationalize the conflict is occurring because she, as a Hispanic female, 's first role should be to help maintain the home. Keefe and Padilla (1987) believe that cultural awareness is one component of cultural orientation that contributes to an individual's ethnic identity. The defining characteristic of cultural awareness is cultural

knowledge of history and traditions (Keefe & Padilla, 1987). As mentioned, Hispanic females are generally socialized this is at a young age to be the backbone of the family, obedient, and refrain from sex until marriage (Castillo & Cano, 2007). For Hispanic female college students, strict gender expectations are associated with low desire to succeed academically (Guyll et al., 2010). Findings from past studies have mixed results regarding the effects of ethnic identity on academic motivation and educational attainment. For example, some researchers say ethnic identity fosters academic motivation and intrinsic academic behaviors, while other studies have found that ethnic identity has contributed to poor adjustment and negative college attitudes (Castillo et al., 2006; Fuligan et al., 2005; Schneider & Ward, 2003). However, these studies do not consider generational conflict and how ethnic identity moderates the relationship between IGC and academic motivation. Thus, the current study's findings add to a limited area of research by highlighting how ethnic identity may be a risk factor for first-year students to experience amotivation. The current study's results suggest that ethnic identity may contribute to an individual feeling amotivated towards college when generational conflict regarding family expectations occurs. Future research may want to examine traditional gender norms among Hispanics to understand better ethnic identities moderating effects on IGC and amotivation.

Effects of Academic Identity on Intergenerational Conflict and Amotivation

Our sixth hypothesis investigated if academic identity moderates the relationship between IGC and academic motivation. Specifically, we hypothesized that academic identity achieved and moratorium will moderate the relationship between intergenerational conflict and academic motivation by maintaining or increasing a person's motivation. In contrast, we hypothesized that diffused and foreclosed academic identities will lead to less motivation. As mentioned, we hypothesized that a diffused identity would decrease an individual's academic motivation when

experiencing IGC. Our hypothesis was supported as a diffused identity moderated the relationship between IGC-EC and amotivation. College students with a diffused academic identity and experiencing generational conflict about education or career choices are leading students to report feeling amotivated towards their academics. A potential explanation could be that the conflict regarding EC for diffused students may be attributed to the parent's desire for the child to pursue college to fulfill their family obligations. Diffused students have higher levels of procrastination and lower academic values and place low priority on school (Was et al., 2009). Cannard et al. (2016) conducted a study to explore the association between identity development and motivation. They found an association between lack of desire to explore or commitment to an identity and the absence of academic motivation. Overall, our findings suggest that students are experiencing generational conflict due to their inability to commit to college and their procrastination. At the same time, their families try to push them to get a job to help the family.

Effects of Academic Identity on Intergenerational Conflict and Intrinsic Motivation

In addition to our sixth hypothesis, we hypothesized that an achieved academic identity would be protective against the reduction of intrinsic motivation if IGC is present. The current study's findings were interesting as they suggest that for students who are highly committed to being successful in their education, the type of conflict they experience influences their levels of intrinsic motivation. Specifically, when a student with an achieved identity and experiencing conflict about family expectations has a negative moderating relationship with intrinsic motivation, achieved students reporting generational conflict regarding their education and career choices have a positive moderating relationship with intrinsic motivation.

A potential explanation for the differences in moderating effects for students with an achieved identity could be that they place a higher value and dedicate a significant amount of

time to success in their classes. In turn, their family may perceive the shift in time spent on their education as a problem since the student is distancing themselves from the family, and this distancing creates conflict. As a reminder, academically achieved students are known to have high academic values and place high importance on their education since they believe it is investing in their future (Matthews, 2014). Many Hispanic college students are pressured by their families to maintain their cultural values while going to college (Castillo et al., 2006). This is especially true for Hispanic female college students, whose parents expect them to continue with their roles of supporting their family and maintaining their obligations (Sy & Romero, 2008). College environments are seen to encourage students to adopt individualistic attitudes, such as prioritizing their academics to be successful (Vasquez-Salgado et al., 2015). Conflict commonly arises when Hispanic students try to assimilate into the demands and the individualistic culture of college while maintaining their Hispanic values (Lee & Lui, 2005). For Hispanic college students, perceived family support had been linked with higher academic motivation, achievement, and overall better adjustment into college life (Gloria & Robinson-Kurpius, 1996).

Despite past research, these studies have not considered how an achieved academic identity may affect the association between IGC and academic motivation. Given the current study's findings, it seems that even when a student is highly committed to college, it is not enough to buffer the adverse effects of IGC-EC, and it reduces their academic motivation, even though past research has found that achieved identities report higher levels of intrinsic motivation.

Effects of Academic Identity Moratorium on Intergenerational Conflict and Academic Motivation

Looking at all the studies interactions, one identity emerged an interesting pattern among all three types of academic motivation (i.e., amotivation, intrinsic motivation and extrinsic motivation) and two different types of IGC (FE and EC). Our results indicated that academic identity moratorium is a potential risk and protective factor for students depending on the type of motivation and generational conflict they are experiencing.

First, regarding EC, a moratorium identity positively moderated the relationship between IGC-EC and all three types of academic motivation. Referring to hypothesis six, we had anticipated that a moratorium identity would be protective against students experiencing amotivation and maintain intrinsic and extrinsic motivation. Our hypothesis was partially supported as our results suggest that students with a moratorium identity are more likely to experience an increase of amotivation, intrinsic, or extrinsic motivation, towards their education when experiencing generational conflict regarding EC. A potential explanation could be that moratorium students, while they are actively exploring an academic identity and trying to decide if college is for them, their parents may be unsupportive of school and encourage them to get a job to help provide for the family. The variations in motivation types may stem from the students' attitudes toward this conflict. For instance, a student struggling with this conflict may find it demotivating and subsequently experience a decrease in academic motivation, resulting in more amotivation. Conversely, another student might harness this conflict as a source of motivation to prove their parents wrong, thereby enhancing their drive to succeed academically.

Given our results, a fourth variable may affect the relationship between these variables. One construct that is commonly researched in incongruence with academic motivation is grit.

Grit is conceptualized as an individual's attitude and perseverance to achieve long-term goals (Duckworth, 2007). Educational researchers have found that students with grit are more likely to stay motivated and continue achieving their goals despite obstacles or difficult situations they may face (Hochanadel & Finamore, 2015; Kannangara et al., 2018). A study by Seo (2022) examined how grit related to academic motivation among Hispanic college students and found that students who reported lower perseverance also reported lower levels of academic motivation. Limited research examines how grit may moderate the relationship between IGC and academic motivation. Further, future educational studies regarding Hispanic college students within the scope of IGC and motivation should examine grit's effects.

We also found an interesting pattern regarding the moderating effects of academic moratorium identity on the relationship between IGC-FE and academic motivation. Specifically, moratorium identity negatively moderated family expectation conflict relationship to intrinsic and extrinsic motivation. Students who are motivated to do well in college, internally and externally driven to do well, are at higher risk of reporting lower levels of motivation when experiencing conflict regarding their family expectations. We can refer to our previous explanations of IGC-FE and academic identity's moderating effects. While trying to decide who they are academically, they may dedicate more time to their academics. In turn, their family sees the student dedicating less time to the household and their cultural obligations (Vasquez-Salgado et al., 2015). As mentioned, students with a moratorium identity are trying to discover who they are and what values they want to endorse (Marcia, 1980). In education, specifically college, they may try to decide what they want to do occupationally and if college is correct for them (Marcia, 1980). A study by Adams et al. (2006) found that family conflict positively correlated with moratorium identity. However, studies regarding academic identity effects on IGC and academic

motivation are limited, highlighting that future research should examine more in-depth constructs like Hispanic cultural values to help explain why academic identity's relationship to academic motivation may vary across levels.

The present study is among the first to dismantle IGC and investigate its association with alcohol use, alcohol-related consequences, and academic motivation. Further, the study extends its novelty by examining the moderating effects of academic and ethnic identity on the relationships between IGC, alcohol outcomes, and academic motivation among first-year Hispanic college students. Findings from the current study indicated that generational conflict about dating and marriage had an association with alcohol use and alcohol-related consequences, unlike conflict regarding EC and FE. However, once we considered an individual's academic and ethnic identity, we found associations among all aspects of IGC with alcohol use and consequences. Additionally, academic identity had the most influential moderating effect on IGC-DM's relationship to alcohol outcomes.

Interestingly, none of the three aspects of IGC was directly associated with academic motivation; however, once an individual's academic and ethnic identity was considered, we found associations among all three aspects of IGC and the three levels of academic motivation. Overall, the study's results bring essential insights on academic and ethnic identities moderating effects on the relationship between IGC, alcohol outcomes, and academic motivation but show how an individual's commitment and exploration can either be protective or a risk factor among our outcome variables. Further, it seems that those who are either committed or searching to commit to an academic identity are experiencing more negative consequences, such as more alcohol consumption and a reduction in academic motivation. In contrast, those who are not

exploring their academic identities or are committing to an identity due to familial influences are experiencing fewer negative consequences.

Limitations and Strengths

The present study is not without limitations. First, the study utilized a two-timepoint longitudinal design, limiting our ability to establish causation between the study variables. Researchers have suggested that half-longitudinal designs provide more insight than cross-sectional studies but are still limited in their ability to draw causal conclusions (Lance & Vandenberg, 2009). Thus, a three-timepoint design should be utilized. Moreover, it is essential to acknowledge the dynamic nature of academic identity and academic motivation as it may undergo significant changes within students' first year of college. Considering this, a three-timepoint study may be appropriate to help capture any potential shifts an individual may have within their academic identity and motivation (Singer & Willett, 2003). Second, the study had a substantial amount of missing data, approximately 80%. The study utilized data-imputing techniques and auxiliary variables to address missing data issues (Enders et al., 2023). A study by Madley-Dowd et al. (2019) tested the proportions of missing data (6% to 90%) and found that using multiple imputation and auxiliary variables together reduced biases even when large amounts of missing data were present. Future research for online longitudinal studies should consider additional strategies in addition to monetary compensation to enhance retention rates like tracing strategies. Lastly, the sample is from a predominantly Hispanic serving institution. Thus, the findings are limited and cannot be generalized to the larger population.

Despite these limitations, the study has several strengths. First, the study contributes to an understudied research area of IGC within Hispanics, particularly in alcohol and academic motivation. Second, only a few studies focus on academic identity and how it influences alcohol

and academic outcomes in a Hispanic sample collegiate. It is among the first to examine how cultural influences and generational conflict can shape a student's academic experiences and negatively impact them. Next, this study also pioneers academic identity and whether it plays a role in students' academics. It is among the first to assess academic identity as a potential protective factor concerning generational conflict, Hispanic college drinking, and motivation. Lastly, the study's population is another strength as it examines the unique influences of the Hispanic culture and how these first-year students navigate and overcome the transitional period into college. This is essential because Hispanics in their first year of college may have to navigate changes in their ethnic identity and academic identity. Additionally, the study's findings generally suggest that academic identity may be more influential among first-year Hispanic students in the context of alcohol use and alcohol problems.

Implications and Future Directions

The current study sheds light on an understudied area of IGC and how it is related to alcohol use and academic motivation among first-year Hispanic college students. Despite the study's limitations and unexpected results, the study establishes a foundation of research on IGC and academic identity among Hispanics. The study has the potential to raise awareness for secondary school institutions by informing them of generational and cultural challenges Hispanic college students may face. Thus, the findings could help introduce culturally informed interventions for Hispanic students by highlighting potential generational and cultural issues they face.

Future studies can build upon the current study in many ways. First, researchers should consider examining these relationships in a longitudinal design with at least three time points. In addition, future studies may consider tracing strategies to help maintain an acceptable retention

rate in conjunction with monetary compensation. Tracing strategies include collecting additional information outside of a person's basic information (e.g., name, phone number, email), such as collecting information like social media handles and alternative contact persons. Further, the current study utilized email information only to send email reminders to complete follow-up surveys; studies have shown that utilizing participants' phone numbers to send SMS reminders increased retention rates (Teague et al., 2018). Also, future researchers should consider adding a qualitative research component, such as group discussions or developing interventions targeting cultural conflict, to understand participants' perspectives on cultural struggles they may face while adjusting to college (Steckler et al., 1992).

Additionally, future studies may want to take these findings one step further in assessing gender differences and generational status regarding generational conflict and academic identity. As mentioned in the current studies discussion, Hispanic females face more pressure to adhere to traditional gender norms (Perrotte et al., 2018). Thus, generational conflict may be more relatable to Hispanic females. Also, studies have shown that first- and second-generation Hispanic college students experience more family conflict than third-generation college students (Dennis et al., 2009). However, the dynamic of IGC and generational status as a moderator regarding alcohol and academic motivation has yet to be examined. Lastly, future studies may consider multiple-campus surveys within different geographical regions. Specifically, predominantly Hispanic serving institutions versus predominantly Non-Hispanic White serving institutions. To our knowledge, studies have yet to examine if generational conflict is less prevalent in regions where Hispanics are the majority.

Conclusion

In conclusion, the current study suggests that generational conflict about dating and marriage leads to alcohol use and alcohol-related consequences among first-year Hispanic students. However, other areas of conflict, such as family expectations and education and career choices, do not directly influence academic motivation, alcohol use, or consequences. Furthermore, the study examined the potential moderating effects of academic and ethnic identity on generational conflict. The findings from the present study were unexpected and not straightforward, reinforcing the notion that identity is complex and can be influenced by many factors. Moreover, the study highlights how generational conflict and different types of identity may affect different aspects of a student's life and can contribute to negative drinking behaviors and academic attitudes. This study highlights the impact of generational conflict and its contribution to negative drinking behaviors and academic attitudes. Future research should focus on developing culturally informed interventions to support Hispanic college students and other ethnic minority students navigating and balancing culture and academics.

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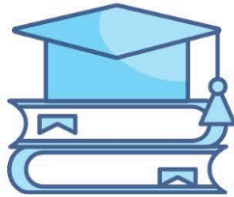
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Appendix

Appendix A: Advertisement Fly for Recruitment



ONLINE RESEARCH STUDY ON FIRST YEAR STUDENTS' COLLEGE EXPERIENCE

Researchers at UTEP's LAHDR Center is conducting a paid longitudinal research study examining freshmen college students' experience, academic goals, and attitudes during their first year of college. The study consist of three online surveys to be completed during the Fall 2022 and Spring 2023 academic year. Completion of surveys will take up to 60 minuets to complete.

EARN UP TO \$20 AND RAFFLE PRIZES FOR PARTICIPATION!

We are looking for students who are

- a first-year college student attending UTEP for Fall 2022
- is 18 years old
- not attended early college high school
- not attended college before

Questions?

Email Ashley Lindquist, study coordinator at amlindquist@utep.edu



INTERESTED?

TAKE A PICTURE OF THE QR CODE WITH YOUR
SMART PHONE AND COMPLETE THE SURVEY TO
SEE IF YOU ARE ELIGIBLE



Approved: 06/23/22
Expires: 06/22/24
Study Number: 1902734-1



Appendix B: Email Prompt for Recruitment

“Hello Incoming UTEP Freshmen Students,

You are invited to participate in a research study conducted by the Psychology Department in collaboration with the Latino Alcohol & Health Disparities Research Center. The primary aim of this study is to examine incoming freshmen college students’ goals, academic motivation, and obstacles they may face during their first year.

Approximately 300 students will be enrolled in this study. To be fully eligible to participate in the study you must be:

- 1) 18 years or older.
- 2) A freshmen enrolled at UTEP for the Fall 2022 semester.
- 3) Not a transfer student from another college (Example, attended a community college or another university).
- 4) Never attended an early college high school. (Example, attended a high school and earned college credit).

If you are eligible and decide to enroll in this study, you will be asked to take two 45-minute online survey at three different timepoints: 1) Fall 2022 and 2) Spring 2023.

Compensation will differ at each timepoint:

Timepoint 1: Fall 2022: you will be entered to win 1 of 25 20\$ e-gift cards once the survey is completed.

Timepoint 2: Spring 2023: you will receive a digital 10\$ e-gift card once the survey is completed and be entered in a raffle to win 1 of 25 20\$ e-gift cards.

If you are interested in participating, please click the link below to determine eligibility.

[Study Link]

We appreciate your willingness to consider participating in this study. If you have any questions, please email Ashley Lindquist at amlindquist@miners.utep.edu.”

Appendix C: Survey Invitation Timepoint 1

“Hello,

You are invited to participate in a longitudinal research study conducted by the Psychology Department in collaboration with the Latino Alcohol & Health Disparities Research Center. The primary aim of this study is to examine incoming freshmen college students’ goals, academic motivation, and obstacles they may face during their first year.

You are eligible to enroll in this study. During this study you will be asked to take two 45-minute online survey at three different timepoints: 1) Fall 2022 and 2) Spring 2023.

The survey link below is a 45-minute online survey for Timepoint 1.

The survey must be completed in one sitting, you cannot exit the survey and continue where you left off. Please make sure you have enough time to complete the survey. All questions must be completed for compensation.

Once you have completed the survey you will receive an email informing you about compensation.

Compensation for Timepoint 1: Fall 2022: you will be entered to win 1 of 25 20\$ e-gift cards once the survey is completed.

Please click the link below to complete timepoint 1 survey.

[Study link]

We appreciate your participation in our study. If you have any questions, please email Ashley Lindquist at amlindquist@miners.utep.edu.”

Best, Ashley

Appendix D: Survey Completion Email for Timepoint 1

Hello,

Thank you for completing the first study survey. You will now be entered for a chance to win 1 of 25 20\$ e-gift cards. Winners of the gift card raffle will be contacted through their UTEP student email account. We will send a follow-up email to all participants stating all winners have been notified. Additionally, you will receive the second survey link for the next timepoint during the Spring semester.

Thank you again for your participation. If you have any questions or concerns please email me at amlidquist@miners.utep.edu

Appendix D: Survey Invitation Email for Timepoint 2

“Hello,

You are invited to participate in a longitudinal research study conducted by the Psychology Department in collaboration with the Latino Alcohol & Health Disparities Research Center. The primary aim of this study is to examine incoming freshmen college students’ goals, academic motivation, and obstacles they may face during their first year.

You are eligible to enroll in this study. During this study you will be asked to take three 45-minute online survey at two different timepoints: 1) Fall 2022 and 2) Spring 2023.

The survey link below is a 45-minute online survey for Timepoint 2.

The survey must be completed in one sitting, you cannot exit the survey and continue where you left off. Please make sure you have enough time to complete the survey. All questions must be completed for compensation.

Once you have completed the survey you will receive an email informing you about compensation.

Compensation for Timepoint 1: Spring 2023: Upon completion you will receive a \$10 e-gift card and you will be entered to win 1 of 25 20\$ e-gift cards once the survey is completed.

Please click the link below to complete timepoint 2 survey.

[Survey link]

We appreciate your participation in our study. If you have any questions, please email Ashley Lindquist at amlindquist@miners.utep.edu.”

Best, Ashley

Appendix E: Survey Completion Email for Timepoint 2

Hello,

Thank you for completing the final study survey. Your e-gift card is ready to be claimed.

Your \$10 e-gift card will be sent to your UTEP email address from my UTEP email address within 24 hours. Please check your UTEP email regularly during those days.

You also be entered for a chance to win 1 of 25 20\$ e-gift cards. Winners of the gift card raffle will be contacted through their UTEP student email account at the end of the Spring semester.

Thank you again for your participation. If you have any questions or concerns, please email me at amlidquist@miners.utep.edu.

Appendix F: Demographics

Instructions: Please read each question carefully and select the most accurate response.

1. How old are you? _____
2. What sex were you assigned at birth?
 - a. _____ Male
 - b. _____ Female
3. Your Gender Identity:

NOTE: Cis Gender terms Cis Man and Cis Woman denote individuals whose gender identity corresponds with the sex assigned to them at birth {Choose one}

- a. ☐ Cis Man
 - b. ☐ Cis Woman
 - c. ☐ Trans Man
 - d. ☐ Trans Woman
 - e. ☐ Another Identity _____
4. What is your highest level of education?
 - a. _____ High school diploma/GED or equivalent
 - b. _____ Some college
 - c. _____ College graduate (e.g., B.A., B.S.)
 - d. _____ Graduate coursework
5. What is your mother's highest level of education?
 - a. HS Diploma
 - b. GED
 - c. Associate degree
 - d. Bachelor's Degree
 - e. Master's degree
 - f. PhD
 - g. Other
6. What is your father's highest level of education?
 - a. HS Diploma
 - b. GED
 - c. Associates Degree
 - d. Bachelor's Degree
 - e. Master's degree
 - f. PhD
 - g. Other
7. Class Standing:
 - a. ___ Freshman
 - b. ___ Sophomore
 - c. ___ Junior

- d. ☐ Senior
8. Student Status:
- a. ☐ Part-time (1-11 credits)
- b. ☐ Full-time (12+ credits)
9. Are you a veteran?
- a. Yes
- b. No
10. Are you a first-generation college student?
- a. Yes
- b. No
11. Where you are living this semester:
- a. ☐ Residence Halls/Dorm Room
- b. ☐ Fraternity/Sorority House
- c. ☐ Off-Campus Housing/Apartment/House
12. Are you currently a Fraternity or Sorority Member?
- a. ☐ Yes
- b. ☐ No
13. Are you currently a student athlete or represent the University in any sports competition?
- a. ☐ Yes
- b. ☐ No
14. I am:
- a. ☐ Single (never married)
- b. ☐ Engaged
- c. ☐ Married
- d. ☐ Divorced
- e. ☐ Widow/Widower
- f. ☐ Living with significant other
- g. ☐ Separated
15. Do you consider yourself Hispanic or Latino or a person of Spanish origin?
- a. Yes
- b. No
16. If yes, how would you describe yourself?
- a. a. Puerto Rican
- b. b. Cuban
- c. c. Mexican
- d. d. Central American
- e. e. South American
- f. f. Other, please specify _____
17. Which racial category best describes you?
- a. ☐ White
- b. ☐ Black or African American
- c. ☐ Asian or Asian American
- d. ☐ Native American / Alaskan Native
- e. ☐ Native Hawaiian / other Pacific Islander

- f. ☐ More than one race, please specify _____
- g. ☐ Don't know
- h. ☐ Other (please specify) _____

Appendix G: Intergenerational Conflict Inventory

Instructions: For each of the items below, use the following scale to indicate how much conflict each item causes between you and your parents. If you have different level of conflict with each parent, answer according to the most conflict you experience regardless of which parent.

| No conflict over this issue | | Some conflict over this issue | | A lot of conflict over this issue | |
|--------------------------------|---|----------------------------------|---|--------------------------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Lack of communication with your parent | | | | |
| 2. | Your desire for greater independence and autonomy | | | | |
| 3. | Following cultural traditions | | | | |
| 4. | Pressure to learn one's own Asian language | | | | |
| 5. | Expectations based on being male or female | | | | |
| 6. | Expectations based on birth order | | | | |
| 7. | Family relationships being too close | | | | |
| 8. | Family relationships being too distant | | | | |
| 9. | How much time to spend with the family | | | | |
| 10. | How much to help around the house | | | | |
| 11. | How much time to help out in the family business | | | | |
| 12. | How much time to spend on studying | | | | |
| 13. | How much time to spend on recreation | | | | |
| 14. | How much time to spend on sports | | | | |
| 15. | How much time to spend on practicing music | | | | |
| 16. | Importance of academic achievement | | | | |
| 17. | Emphasis on success and materialism | | | | |
| 18. | Which school to attend | | | | |
| 19. | What to major in college | | | | |
| 20. | Which career to pursue | | | | |
| 21. | Being compared to others | | | | |
| 22. | Whom to date | | | | |
| 23. | When to marry | | | | |
| 24. | Whom to marry | | | | |

Appendix H: Academic Identity Status (AIM)

Instructions: Read each sentence below and determine how much the statement is like or not like you. 5-point scale 1- not like me at all, 5- very much like me

1. Good grades have always been important for me because I like to make my parents proud.
2. Sometimes I think the reason I'm in college is because I have nothing better to do.
3. I'm not sure what occupations I want after college and I'm not really concerned about it yet.
4. A college education is high priority for me and I'm willing to make the sacrifices.
5. I've considered a number of college majors and have decided which one is best for me.
6. I always knew my college major mainly for the guidance I have received from my family.
7. I want a college education but sometimes I'm not sure if I can make the commitment.
8. I don't worry about grades very often and rarely set academic goals for myself.
9. How I do in school is important to me because others are counting on me to do well
10. I've never decided on my own about college. I just did what friends and family expected of me.
11. My priorities for school come from my early experiences. I usually just accept what is expected of me.
12. My views of grades and studying fluctuates; sometimes I am conscientious, other times I am lazy.
13. If I had to pay for my own education I probably wouldn't be in school even if I had the money.
14. Sometimes I feel responsible for my learning but other times I feel it is out of my hands.
15. In class my mind often wanders, and I often wish I were someplace else.
16. An important reason I decided to go to college was my family wanted me to go.
17. If a class is important I can concentrate even if the teacher or topic is boring.
18. I feel comfortable being responsible for my education and learning.
19. Of all the reasons to be in college one of my most important reasons is social and friendships.
20. I feel I have to attend every college class, otherwise my parents would be upset.
21. Some days I am enthusiastic about learning but other days I don't really care.
22. I try to write down everything the professor says but I seldom think about applications.
23. If a class is very difficult I buckle down, I will usually give up and blow it off.
24. My priorities in school are in transitions. Some days I am serious, other days I have other priorities.
25. When I do poorly on a test I think of what I did wrong and try to solve the problem.
26. I don't have clear priorities for school and life. I usually just go with the flow.
27. I want to complete my schoolwork but I often look back and realize I didn't set aside the time.
28. I find most class topics at least somewhat interesting- I'm seldom bored in class.
29. If a class is very difficult I buckle down and study more so I don't disappoint other people.
30. Although I have many priorities. Learning in school is always one of my most important goals.

31. Sometimes I feel confident I know what I want from my education but other days I'm not so sure.
32. I know why I am in college and have clear goals I want to achieve.
33. When I do poorly on a test I get upset and worry about what friends and family might think of me.
34. Sometimes I get upset when I do poorly on a test and other times I just let it slide.
35. Finding time to study often takes a back seat to social and recreational activities.
36. When a course is demanding my first reaction is to work harder, but sometimes I give up.
37. Sometimes I am interested in what is being discussed in class but other days I am bored.
38. When school is challenging I find way to learn even if I have to try new ways to study.
39. Most of the material I am asked to learn in my classes is boring.
40. Finding time to study maybe difficult so I set aside time to complete my school work.

Appendix I: Multigroup Measure of Ethnic Identity (MEIM)

In this country, people come from many different countries and cultures, and there are many different words to describe the different backgrounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, American Indian, Mexican American, Caucasian or White, Italian American, and many others. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Please fill in: In terms of ethnic group, I consider myself to be _____

Instructions: Use the numbers below to indicate how much you agree or disagree with each statement. (4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree

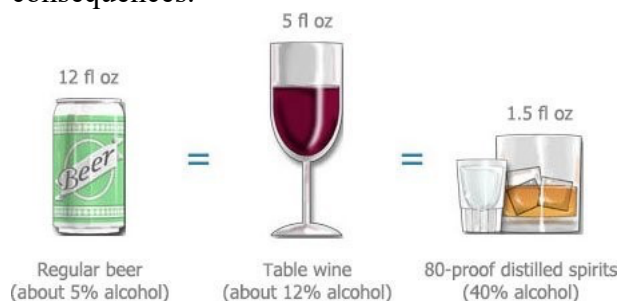
1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly members of my own ethnic group.
3. I have a clear sense of my ethnic background and what it means for me.
4. I think a lot about how my life will be affected by my ethnic group membership.
5. I am happy that I am a member of the group I belong to.
6. I have a strong sense of belonging to my own ethnic group.
7. I understand pretty well what my ethnic group membership means to me.
8. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
9. I have a lot of pride in my ethnic group.
10. I participate in cultural practices of my own group, such as special food, music, or customs.
11. I feel a strong attachment towards my own ethnic group.
12. I feel good about my cultural or ethnic background.
13. My ethnicity is

- (1) Asian or Asian American, including Chinese, Japanese, and others
- (2) Black or African American
- (3) Hispanic or Latino, including Mexican American, Central American, and others
- (4) White, Caucasian, Anglo, European American; not Hispanic
- (5) American Indian/Native American
- (6) Mixed; Parents are from two different groups
- (7) Other (write in): _____

14. My father's ethnicity is (use numbers above)
15. My mother's ethnicity is (use numbers above)

Appendix J: Alcohol Use Disorder Identification Test (AUDIT-US)

Instructions: Please answer the following questions regarding your alcohol use and consequences.



1. How often do you have a drink containing alcohol?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) 2-3 times a week
- f. (5) 4-6 times a week
- g. (6) Daily

2. How many drinks containing alcohol do you have on a typical day when you are drinking?

- a. (0) 1
- b. (1) 2
- c. (2) 3
- d. (3) 4
- e. (4) 5-6
- f. (5) 7-9
- g. (6) 10 or more

3. How often do you have six or more drinks on one occasion?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) 2-3 times a week
- f. (5) 4-6 times a week
- g. (6) Daily

4. How often during the last year have you found that you were not able to stop drinking once you had started?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly

- d. (3) Weekly
- e. (4) Daily or almost daily

5. How often during the last year have you failed to do what was normally expected of you because of drinking?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) Daily or almost daily

6. How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) Daily or almost daily

7. How often during the last year have you had a feeling of guilt or remorse after drinking?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) Daily or almost daily

8. How often during the last year have you been unable to remember what happened the night before because of your drinking?

- a. (0) Never
- b. (1) Less than monthly
- c. (2) Monthly
- d. (3) Weekly
- e. (4) Daily or almost daily

9. Have you or someone else been injured because of your drinking?

- a. (0) No
- b. (1) Yes, but not in the last year
- c. (2) Yes, during the last year

10. Has a relative, friend, doctor, or other health care worker been concerned about your drinking or suggested you cut down?

- a. (0) No
- b. (1) Yes, but not in the last year
- c. (2) Yes, during the last year

Appendix K: Brief-Young Adult Alcohol Consequences Questionnaire (BYAACQ)

Instructions: Below is a list of things that sometimes happen to people either during, or after they have been drinking alcohol. Next to each item below, please select either the YES or NO choice to indicate whether that item describes something that has happened to you IN THE PAST THREE MONTHS.

In the three past month...

1. While drinking, I have said or done embarrassing things.
2. I have had a hangover (headache, sick stomach) the morning after I had been drinking.
3. I have felt very sick to my stomach or thrown up after drinking.
4. I often have ended up drinking on nights when I had planned not to drink.
5. I have taken foolish risks when I have been drinking.
6. I have passed out from drinking.
7. I have found that I needed larger amounts of alcohol to feel any effect, or that I could no longer get high or drunk on the amount that used to get me high or drunk.
8. When drinking, I have done impulsive things that I regretted later.
9. I've not been able to remember large stretches of time while drinking heavily.
10. I have driven a car when I knew I had too much to drink to drive safely.
11. I have not gone to work or missed classes at school because of drinking, a hangover, or illness caused by drinking.
12. My drinking has gotten me into sexual situations I later regretted.
13. I have often found it difficult to limit how much I drink.
14. I have become very rude, obnoxious or insulting after drinking.
15. I have woken up in an unexpected place after heavy drinking.
16. I have felt badly about myself because of my drinking.
17. I have had less energy or felt tired because of my drinking.
18. The quality of my work or schoolwork has suffered because of my drinking.
19. I have spent too much time drinking.
20. I have neglected my obligations to family, work, or school because of drinking.
21. My drinking has created problems between myself and my boyfriend/girlfriend/spouse, parents, or other near relatives.
22. I have been overweight because of drinking.
23. My physical appearance has been harmed by my drinking.
24. I have felt like I needed a drink after I'd gotten up (that is, before breakfast).

Appendix L: Academic Motivation Scale College Version (AMS-C)

Instructions: Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college. (1= Does not correspond at all; 7= corresponds exactly)

1. Because with only a high-school degree I would not find a high-paying job later on.
2. Because I experience pleasure and satisfaction while learning new things.
3. Because I think that a college education will help me better prepare for the career I have chosen.
4. For the intense feelings I experience when I am communicating my own ideas to others.
5. Honestly, I don't know; I really feel that I am wasting my time in school.
6. For the pleasure I experience while surpassing myself in my studies.
7. To prove to myself that I am capable of completing my college degree.
8. In order to obtain a more prestigious job later on.
9. For the pleasure I experience when I discover new things never seen before.
10. Because eventually it will enable me to enter the job market in a field that I like.
11. For the pleasure that I experience when I read interesting authors.
12. I once had good reasons for going to college; however, now I wonder whether I should continue.
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.
14. Because of the fact that when I succeed in college I feel important.
15. Because I want to have "the good life" later on.
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.
17. Because this will help me make a better choice regarding my career orientation.
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.
19. I can't see why I go to college and frankly, I couldn't care less.
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.
21. To show myself that I am an intelligent person.
22. In order to have a better salary later on.
23. Because my studies allow me to continue to learn about many things that interest me.
24. Because I believe that a few additional years of education will improve my competence as a worker.
25. For the "high" feeling that I experience while reading about various interesting subjects.
26. I don't know; I can't understand what I am doing in school.
27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.
28. Because I want to show myself that I can succeed in my studies.

Vita

Ashley Marie Lindquist was born and raised in San Dimas, California, to Stacy A. Waissman and Eric M. Waissman. She has four siblings, Erik M. Waissman, Wyatt J. Waissman, Alessandra M. Waissman, and Nicole R. Waissman; her husband, Richard W. Lindquist; and two children, Richard S. Lindquist and Dorothea A. Lindquist. Ashley is a first-generation college student and U.S. Army Veteran, that graduated from the University of Texas at El Paso (UTEP) with a Bachelor of Science in Psychology and a minor in Biological Science. While completing her undergraduate degree, she completed an honors thesis under the mentorship of Dr. April Gile-Thomas. She also volunteered as a research assistant under several mentors, Dr. James “Jim” Wood, Dr. April Gile-Thomas, and Dr. Craig Field. In Fall of 2021, she enrolled in the Clinical Psychology Master’s program at UTEP under the mentorship of Dr. Craig Field in the Latino Alcohol Health Disparities Research & Training Center (LAHDR). Her first graduate project investigated how intergenerational conflict is associated with alcohol use and problems among Hispanic college students. Ashley currently has multiple manuscripts in preparation/under review under the mentorship of Dr. Craig Field. She presents at national conferences such as the Research Society on Alcoholism and the National Hispanic Science Network. She also conducts program evaluations within LAHDR for a non-profit within the El Paso community and serves as a graduate research assistant under Dr. Craig Field on a federally funded grant by the National Institute on Alcohol Abuse and Alcoholism. Ashley plans to continue her graduate career at UTEP under the mentorship of Dr. Craig Field to pursue her doctoral degree in Health Psychology.

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This Master’s Thesis was typed by Ashley Marie Lindquist