

The Relationship Between Race, Family Dynamics, and Discrimination on Black and
White Individuals' Self-Esteem and Occupational Performance

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Abstract

Existing literature highlights family dynamics and discrimination and its association to self-esteem and occupational performance among African American and Caucasian populations single handedly. However, this study considers how these factors are interconnected. Two quantitative cross-sectional design studies were conducted through the survey-based software called Qualtrics. Study 1 involved a White population sample of 172 participants from the Texas Christian University SONA Psychology pool. Study 2 included a population sample of 178 Black participants from Amazon MTurk and existing data from Study 1. The mediation models in both studies indicated that discrimination causes individuals to exhibit lower levels of self-esteem. Furthermore, self-esteem was positively related to greater occupational performance. Through changes in self-esteem, familial relationships are attributed to higher levels of self-esteem and occupational performance. These findings emphasize the important role of family relationships as a protective factor against adversity through discrimination and success in occupational performance as self-esteem changes.

The Relationship Between Race, Family Dynamics, and Discrimination on Self-Esteem and Occupational Performance

One of the key impacts on a child's health is the way they are socialized into society through socializing influences like family (Lansford, French, & Gauvain, 2021, p. 126). Underlying factors (social, political, economic, cultural etc.) including family that contribute to the way a person may act, think, or speak in the manner they do. These factors coming from external influences in their life can be negative or positive. In particular, some of the negative influences on an individual can come from discrimination. According to Williams et al. (1997), various forms of discrimination are based on race, ethnicity, gender, age, religion, physical appearance, sexual orientation, or other characteristics that encompass an individual's identity. Harmful effects of discrimination have been shown to lead to not only mental levels of stress but physiological levels that become detrimental to the physiological health of an individual facing discrimination (Pascoe & Smart Richman, 2009). The type of discrimination occurring can be emphasized more than another depending on the way an individual magnifies the lens and the way they feel when being discriminated against. This can look like being racially discriminated against.

Race based discrimination has had a significant rise over the years causing even more individuals from ethnic backgrounds to become aware of ways they may be racially discriminated against (Malhorta, 2023). This has been found in previous research to have negative impact on the health of African Americans that translates into occupational work like academics and professions/careers. Priest et al. (2019) conducted a study looking at the levels of racial discrimination examined in 121 studies revealing that racial discrimination has statistically significant associations to mental health outcomes including physical wellbeing. Many studies

have also found very similar findings emphasizing the parallel effects of stress that stem from discrimination on the human anatomy (Nastaskin & Fiocco, 2015; Barajas et al., 2019; Pascoe & Smart Richman, 2009; Hackett et al., 2020). Depending on the strength of family health in terms of having a good relationship and togetherness, strong familial health can become a protective factor against the effect of discrimination (Kim et al., 2021).

Familial health can also exacerbate the effects of discrimination leading to socio-environmental risks for emerging adults disallowing them to perform well in their occupation also (Kim et al., 2021; Kim et al., 2019; Washington et al., 2020). Findings in literature show that both family health and discrimination have been associated towards occupational performance pertaining to resilience and self-efficacy (Washington et al., 2020; Romero et al., 2014). This can be applied in the context of the comparison to White and Black populations as both parties who are different in race may cope with discrimination stressors differently due to racial disparities (Williams, 2018).

This research explores how self-esteem acts as a mediating factor in relation to family relationships and discrimination and its effects on occupational performance between Black and White individuals. In the following review, the gaps of literature will be addressed by looking at previous studies discussion of these topics including the themes of self-esteem as a mediating factor between family relationships and discrimination for this study.

Family Dynamics

Understanding group dynamics and individuals allow for strengthened social competence within an individual. Family dynamics can be defined as the patterns of interactions among relatives, their roles and relationships, and the various factors that shape their interactions (Jabbari and Rousteri, 2022). Families are one of the main contributing associations with social

support and social competence for children within the family (Washington et al., 2020; Lansford, French, & Gauvain, 2021). Parents help children begin to socialize within the culture that they are brought up in which is essential for survival (Lansford, French, & Gauvain, 2021). Research has shown that unhealthy family dynamics can lead to poor physical and mental health conditions while positive family dynamics can promote the well-being of an individual (Jabbari and Rousteri, 2022). In order to understand the concept of families and the influences it has on individuals; a theoretical foundation called the Family Health Maternal Child Health Measurement Resource Network and Denham's Family Health Framework has been built to further explain family dynamics in conjunction with health (Crandall et al., 2020). These were built by experts to understand the contextual environments that can improve the understanding of familial health (Crandall et al., 2020).

Familial Health Framework

The Family Health Maternal Child Health Measurement Resource Network (Family Health MRN) and Denham's Family Health Framework are models based off each other looking at the importance of family complexities and external influences in reference to familial health (Crandall et al., 2020). The Family Health MRN looks at the complexity of family types and is a component of Denham's Family Health which looks at the functional, contextual, and structural aspects of family health (Crandall et al., 2020). Its purpose is to provide a sustainable, interdisciplinary platform to inspire, support and coordinate efforts related to measurements and improve the outcomes and systems performance on behalf of the nation's children, youth, and families (CAHMI., 2023). It is supported by the Maternal and Child Health Bureau of the U.S. Health and Human Services Administration in order to bring awareness in terms of public health. This framework ensures that the underlying factors that contribute to health are highlighted to

recognize familial supports and lifestyles. Cultural differences can cause these factors to look different depending on the ethnic background of a family.

The Denham's Family Health Framework Research has also found links with family dynamics and its protection from the effects of racism revealing the ties they have when it comes to race (Landor et al., 2013). The purpose of this model is to act as a guide for family focused care that addresses nursing practice and family health outcomes which is being used in this case (Denham, 2003). This framework looks at families in the same household which has a greater effect on an individual in terms of the primary influences (Crandall et al., 2020, Lansford, French, & Gauvain, 2021). Both frameworks built the foundations of the family health and have similar concepts that allow for variation within complex family types.

The quality of family can look different for different groups because of cultural influences that create differences. Race is a social construct and not biologically associated (Morning, 2007). This is a rigid belief that has created discourse surrounding the topic for years but has been conceptualized even within family dynamics when looking at its inequalities. In comparison to the Caucasian family system, African American family systems use various protective factors in order to combat the pressures of life within the families as well as reliance on each other when facing adversity (Pollock et al., 2015; Park et al., 2019; Thomas et al., 2017). Black families are noted as "stress absorbing systems" because of the social support they receive from their family instead of seeking external support from sources that won't understand their unique stresses (McAdoo, 1982). With adversities pertaining to racial discrimination not being prevalent with Caucasian individuals, these racial differences can play a part in the relationship of families and their well-being (Crandall et al., 2020). It is important to discuss familial health when talking about stressors because of the social support that comes from families has been

recognized as a psychological resource that can reduce the negative effects of stress life experiences on health (Williams, 2018).

Discrimination and Health

Perceived Discrimination (PD) specifically is what people themselves perceive and describe as discrimination regardless of the consequences (Andriessen et al., 2014). This can come from peers, institutions, and society based on characteristics like age, gender, and race (Williams et al. 1997). The ability to define an encounter to be discriminatory or not based on an emotional reaction whether visible or not can translate into triggers linked to stress.

Forms of discrimination in the way of racism has been prevalent for generations and still is a growing issue especially for members from ethnic backgrounds. Stress that comes from discrimination begins during adolescent years which can further accumulate when not brought attention to (Fisher et al., 2000). Both overt and subtle forms of discrimination create a heightened stress response leading to the usage of adaptive or maladaptive coping mechanisms promoting either positive or creating negative influences on well-being (Pascoe & Smart Richman, 2009). One of the positive methods in terms of an adaptive coping mechanisms used is support that comes from family or friend support (Williams, 2018). The negative methods can lead to long-term health issues such as substance abuse and poor diet exacerbating the systemic racial disparities (Nastaskin & Fiocco, 2015). Regardless of what type of discrimination is occurring, the effects are very similar in its impact and effects on the person who is facing it.

Discrimination can come with social exclusion which can evoke strong feelings like pain and anger that is associated with being treated unfairly and ostracized (Fleming et al., 2012). Studies have found that repeated exposure to discrimination can lead to an increase of depressive symptoms as well as an increased risk to diseases like cancer, cardiovascular disease, and

diabetes (Pascoe & Smart Richman, 2009; Hackett et al., 2020; Williams, 2018). Discrimination and its links to health reveals how discrimination can decrease the overall quality of life in an individual. Though the kind of discrimination is not uniform in terms of characteristics, marginalized and minority groups are susceptible to higher levels of discrimination overall. Racial disparities can be explained when taking account of the intersectionality of other demographic factors that may contribute to understanding discrimination.

Self Esteem

Self-esteem is the complex mental state pertaining to how one views themselves (Bailey, 2003). When viewed positively, it is noted as “good” or “high” self-esteem and when it is the opposite of that it is translated as “low” self-esteem (Bailey, 2003). One of the concepts that explain the nature and function of self-esteem is called the sociometer theory.

The sociometer theory was proposed by Mark Leary and his colleague to argue that self-esteem monitors the degree of social acceptance that one enjoys from one’s social circle and alerts to belonging that may arise (Cameron & Stinson, 2017; Leary & Downs, 1995). According to the theory, popularity would cause self-esteem to rise, and ostracism would cause it to drop (Baumeister et al., 2003). Discrimination can cause social rejection and further lead to self-esteem to drop as a result of stress that comes with it. Nevertheless, positive feelings that come from higher-self-esteem can be used as a protective factor against stressors in life (Mann, 2004). A higher self-esteem would improve the quality of interpersonal interactions whether that be friends or even family. This research affirms the sociometer theory as we look at how discrimination can cause interactions with people to feel the need to get along with one another to be included.

In the study conducted by Ji et al. (2019), 210 people of Chinese ethnicity with physical disabilities were recruited to explore whether self-esteem and perceived discrimination played a mediating role in the relationship between social support and subjective well-being (SWB). The researchers found that self-esteem significantly mediated the relationship between social support and SWB, and perceived discrimination in people with physical disability (Ji et al., 2019). The findings indicate that self-esteem is a significant variable in the relationship between not only social support but perceived discrimination as well. However, this study does not look at multiple ethnic backgrounds and racial discrimination which can be important when understanding the reason why there are significant relationships. Research has also found that with adequate social support from family, a moderate self-esteem is fostered. Interesting findings the data revealed was that not enough social support comes from school faculty which can negatively impact levels of academic performance (Triana et al., 2019). The implications in this study reveal that protective factors like social support stemming from familial health may not be adequate in terms of occupational performance which has been further explored as well.

Role of Discrimination, Family, and Self-Esteem in Occupational Performance

Occupational performance is one of the changing variables that can be affected by other factors in an individual's life. Occupational performance is the result of interaction and interdependence between person, environment, and occupation (Jeon et al., 2021). We will be considering both academic and work performance that links to discrimination, role of family, and self-esteem interchangeably. O'Brien et al. (2016) study looked at the effects of discrimination on stress, health, and performance on academicians and found that perceived interpersonal discrimination and stress further caused a decline in performance outcomes. High levels of discrimination in educational contexts does not only lower self-esteem but it bears the question

of the threats to academic success with a student (Fisher et al., 2000). Not only can stress that comes from discrimination effect occupational negatively but poor familial health as well. In Washington et al. (2020) study, the three family-level factors: low parental stress, family social support, and family socioeconomic status (SES) were related to the average level of academic competence within students. When mothers experienced lower levels of stress while parenting, there were higher levels of academic competence within the children influencing them to perform better in their area of expertise within academia (Washington et al., 2020). When children are supported by their family socially, they contributed to positive outcomes in their occupational performance. Having an established familial health foundation can make a lasting impact in future success. Familial support is important even at the college level and as students progress toward into the workforce (Walker & Satterwhite, 2002). Individuals with higher self-esteem improve academic performance which further leads to occupational success (Baumeister et al., 2003). People who feel more better about themselves overall perform better whether it is in job or school performance (Baumeister et al., 2003). Different research has looked at how occupational performance can be affected by either discrimination, family, and self-esteem but none has looked at the interconnectedness of it. Considering the level in which individuals will be able to perform in the best of abilities within their various domains, it is important to highlight the variables that may shape the outcomes.

Present Study

Previous research has found links between discrimination, familial health, self-esteem, and occupational performance. However, research looking at both African American and Caucasian populations that fit themes related to family dynamics and occupational performance is lacking. Learning more about familial factors is important to gain understanding on how

external factors that are based on the environment can affect self-esteem and occupational performance. This can be said for perceived daily discrimination and its effect on self-esteem and occupational performance as well. Factors such as social and emotional health processes, healthy familial lifestyle, resources, and social support can be adverse along with discrimination which can cause negative effects. Understanding these connections allows for support in the strong effects of discrimination even with protective factors in place.

To explore these themes further and extend on previous research, I investigated the impact of each family dynamics and discrimination on Black and White students' self-esteem and occupational performance. We will also examine the relationship between changes in self-esteem in response to each perceived discrimination and family dynamics and changes in occupational performance. I hypothesize that Black students' self-esteem will be lower than that of White students because of their greater experiences with racial discrimination and family stress. Furthermore, I expect these differences in self-esteem will predict lower occupational performance with the Black population compared to the White population.

Study 1: The Relationship Between Each Perceived Discrimination and Family Dynamics on White Students' Academic Resiliency and Self-Efficacy Through Changes in Self-Esteem

Study 1 was designed to provide an initial test of the relationship between each perceived discrimination and family dynamics on White students' academic resiliency and self-efficacy through changes in self-esteem.

Method

Participants

In this study, Caucasian participants (148 women, 24 men) with an average age of 19.60 were recruited from Texas Christian University (TCU) located in Fort Worth, Texas through the Department of Psychology Research Participant System (SONA) survey pool in exchange for 0.25 credits towards a Psychology course.

Design

The study is a cross-sectional self-report design with a within-subjects design conducted via Qualtrics research software. Participants were asked questions pertaining to demographics such as ethnicity (Black or African American, White or Caucasian, American Indian or Alaska Native, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, and Other), age (self-reported), gender (male, female, non-binary/third gender), and language (English, Spanish, Portuguese, French, Mandarin, Arabic, and other). Data collection was anonymous to ensure the validity of the responses. The Institutional Research Board (IRB) approved the study.

Materials and Measures

Self-esteem was measured using the *Rosenberg Self-Esteem Scale* (1965). This is a 10-item scale used to measure self-esteem of a variety of groups of people. The 10-item scale (1= *Strongly Agree*, 4 = *Strongly Disagree*) was originally designed to measure self-esteem of high school students but now it is available for groups including adults (Rosenberg, 1965). The reliability of the scale is demonstrated by the Guttman scale coefficient of reproducibility of 0.92 indicating excellent internal consistency. One of the sample items is (e.g., “On the whole, I am satisfied with myself”) and some items were reversed coded to indicate higher scores mean higher self-esteem (Rosenberg, 1965).

Family well-being was measured using the *Family Health Scale* (2020). This is a 32 item, 4-factor long form scale used to assess trends in family health and the well-being of families.

The four factors include (1) family social and emotional health processes; (2) family healthy lifestyle; (3) family health resources; and (4) family external social supports (Crandall et al., 2020). On a 5-point Likert scale ranging from *Disagree* to *Strongly Agree* sample statements like “We rarely express affection to each other” was presented to participants. The Cronbach alphas were high across all four factors in Crandall et al.’s assessments (Family Social and Emotional Health Processes: $\alpha = 0.92$; Family Healthy Lifestyle: $\alpha = 0.87$; Family Health Resources: $\alpha = 0.82$; Family External Social Support: $\alpha = 0.85$).

Participants’ perceptions of the degree to which they experience discrimination was measured using the *Perceived Discrimination Scale* (1997). This is a 20-item scale with two subscales which are the 11-item Lifetime Discrimination Scale and the 9-item Daily Discrimination Scale. The scale is used to measure how often people feel that others treat them differently than others based upon their race, ethnicity, gender, age, religion, physical appearance, sexual orientation, or other characteristics (e.g., “You are treated with less respect than other people”) (Williams, 1997). For both scales combined, higher scores indicated more experiences of lifetime discrimination along with more frequent experiences of discrimination.

Academic resilience was measured using the *Academic Resilience Scale* (Cassidy, 2015), which is a 30-item scale that was developed to measure student response to academic adversity. Participants rate the scale along a 5-point Likert scale after being exposed to a personal vignette: *Personal Vignette*: You have received your mark for a recent assignment, and it is a “fail.” The marks for two other recent assignments were also poorer than you would want as you are aiming to get as good a degree as you can because you have clear career goals in mind and don’t want to disappoint your family. The feedback from the tutor for the assignment is quite critical, including reference to “lack of understanding” and “poor writing and expression,” but it also includes ways

that the work could be improved. Similar comments were made by the tutors who marked your other two assignments (Cassidy, 2015). The Cronbach's alpha for the responses to the personalized vignette ($\alpha = 0.88$, $n = 224$) reached acceptable levels in terms of internal reliability and construct validity. A high ARS-30 score indicated greater academic resilience when positive items were reverse coded (Cassidy, 2015).

Academic self-efficacy was measured using the *Academic Self-Efficacy* scale (2018). This is a 5-item context-specific scale measuring student academic self-efficacy (Nielsen et al., 2018) This is a 5-item Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). An example of items on the scale includes "I know I can stick to my aims and accomplish my goals in my field of study." The reported acceptable levels in terms of internal consistency with Cronbach's alpha is 0.81 according to Akanni and Oduran's research (2018).

Data Analysis

We tested the relationship between each perceived discrimination and family dynamics on academic resilience and self-efficacy via changes in self-esteem. Data analysis was conducted using the SPSS statistical software (Version 27.0). We looked at correlations and created mediation models using the PROCESS bootstrapping macro (Model6; 5000 iterations). The mean values and psychometrics were reported for each scale used along with participants demographics focusing on ethnic background. In this study, a Simple Pearson R correlational analysis was conducted to test for the relationship.

Results

Self-Esteem Mediating the Perceived Daily Discrimination and Academic Resilience

Relationship

The results (Figure 1) of this analysis revealed a significant indirect effect of perceived daily discrimination on academic resilience through changes in self-esteem, $b = -0.269$, $SE = 0.112$, 95% confidence interval (CI) $[-0.508, -0.080]$. Specifically, the model revealed that greater perceived daily discrimination was associated with lower levels of self-esteem, $b = -.240$, $SE = 0.080$, $p \leq .001$ (*a*-path), which was in turn associated with academic resilience, $b = 1.130$, $SE = 0.290$, $p \leq .001$ (*b*-path). Additionally, the results indicated that the direct effect of perceived daily discrimination on academic resilience, $b = -0.951$, $SE = 0.256$, $p \leq .001$, remains significant when including self-esteem in the model, $b = -0.681$, $SE = 0.252$, $p = .008$ (*c'*-path), suggesting a partial-mediating effect of self-esteem. Overall, these results suggest that the more individuals perceive that they are being discriminated against, the worse their self-esteem, and consequently the worse their academic resilience.

Self-Esteem Mediating the Perceived Daily Discrimination and Academic Self-Efficacy

Relationship

The results (Figure 2) of this analysis revealed a significant negative indirect effect of perceived daily discrimination on academic self-efficacy through changes in self-esteem, $b = -0.012$, $SE = 0.005$, 95% CI $[-0.024, -0.003]$. Specifically, the model revealed that greater perceived daily discrimination is associated with lower levels of self-esteem, $b = -0.233$, $SE = 0.082$, $p = .005$ (*a*-path), which was in turn associated with academic self-efficacy positively, $b = 0.052$, $SE = 0.014$, $p \leq .001$ (*b*-path). Additionally, the results indicated that the direct effect of perceived daily discrimination on academic self-efficacy, $b = -0.026$, $SE = 0.013$, $p = .041$, is non-significant when including self-esteem in the model, $b = -0.014$, $SE = 0.012$, $p = 0.263$ (*c'*-

path), suggesting a partial mediation of self-esteem. The results indicate that perceived daily discrimination is associated with lower self-esteem and further influences academic self-efficacy negatively.

Self-Esteem Mediating the Family Relationship and Academic Resilience Relationship

The results (Figure 3) of this analysis revealed a positive significant indirect effect of family relationship on academic resilience through changes in self-esteem, $b = 3.658$, $SE = 1.252$, 95% CI [1.448, 6.341]. Specifically, the model revealed that family relationship was associated with higher levels of self-esteem, $b = 3.503$, $SE = 0.829$, $p \leq .001$ (a -path), which was in turn associated with academic resilience, $b = 1.044$, $SE = 0.284$, $p \leq .001$ (b -path).

Additionally, the results indicated that the direct effect of family relationship on academic resilience, $b = 9.422$, $SE = 2.722$, $p \leq .001$, remained significant when adding self-esteem in the model, $b = 5.765$, $SE = 2.776$, $p = .040$ (c' -path), suggesting a partial-mediating effect of self-esteem. These results indicate that a positive family relationship contributes to higher levels of self-esteem and positively contributes to academic resilience.

Self-Esteem Mediating the Family Relationship and Academic Self-Efficacy Relationship

The results (Figure 4) of this analysis revealed a positive indirect effect of family relationship on academic self-efficacy through changes in self-esteem, $b = 0.162$, $SE = 0.075$, 95% CI [0.032, 0.323]. Specifically, the model revealed that greater family health was associated with higher levels of self-esteem, $b = 3.394$, $SE = 0.882$, $p \leq .001$ (a -path), which was in turn associated with academic self-efficacy, $b = 0.048$, $SE = 0.014$, $p = .001$ (b -path). Additionally, the results indicated that the direct effect of family health on academic self-efficacy, $b = 0.359$, $SE = 0.134$, $p = .009$, does not remain significant when including self-esteem in the model, $b =$

0.196, $SE = 0.137$, $p = .155$ (c' -path), suggesting partial effect of self-esteem. These results reveal that a better familial relationship contributes to higher level of self-esteem also influencing academic self-efficacy positively.

Figure 1

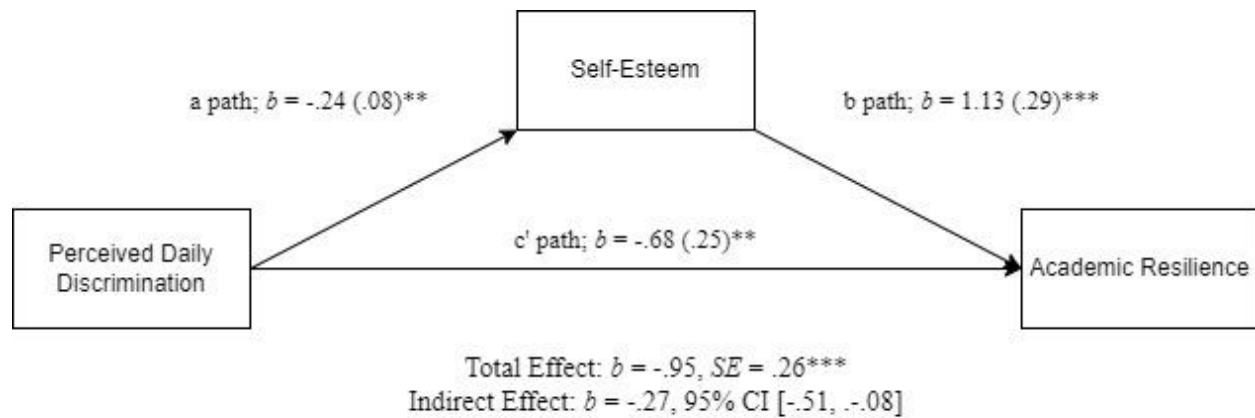


Figure 2

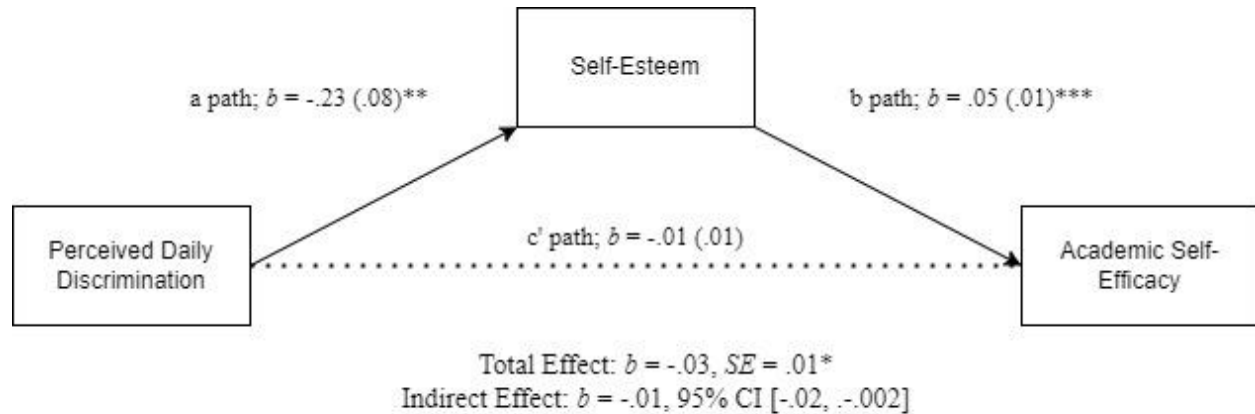


Figure 3

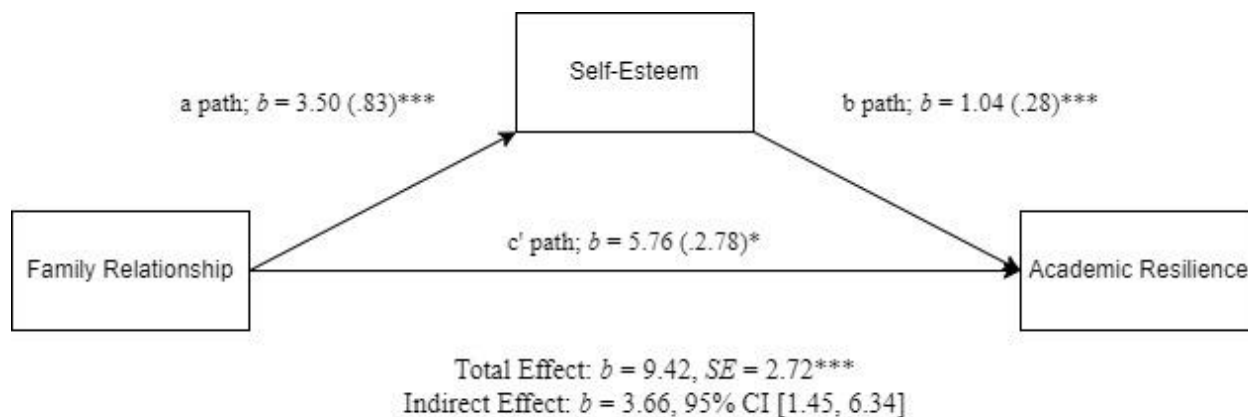
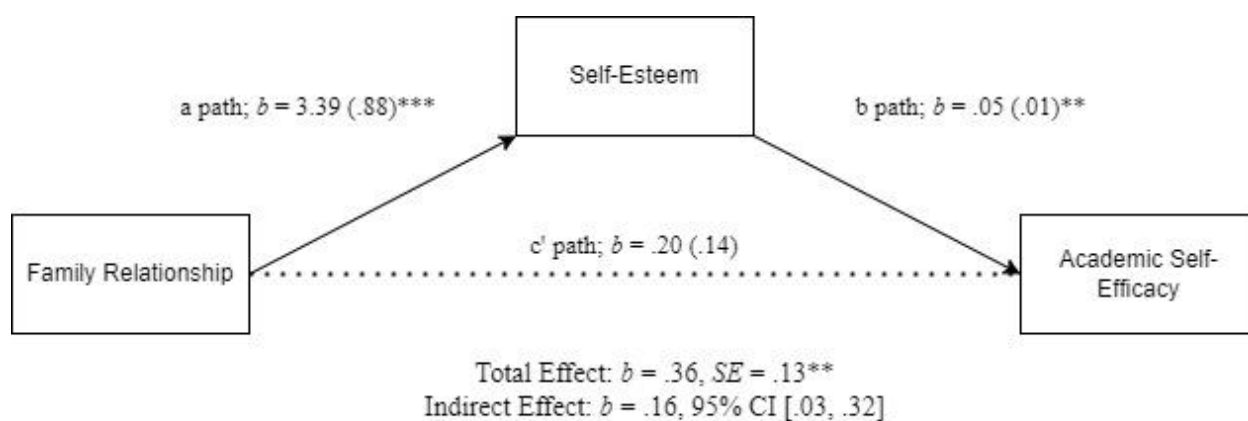


Figure 4



Discussion

In this study, we examined the relationship between family health and perceived daily discrimination and its influence on White participants' self-esteem and occupational performance via changes in self-esteem. The results revealed significant differences in these various factors. Our findings revealed that there is a significant indirect effect of perceived daily discrimination on academic resilience and self-efficacy through changes in self-esteem. This same pattern was observed for family relationships. With changes in self-esteem, this can contribute to the outcome of occupational performance. We decided to continue this study and add Black

participants in order for us to identify whether there would be any correlational relationship between findings. In study 2, we tested the hypothesis that Black individuals may experience higher levels of discrimination causing their self-esteem and occupational performance to decline as well as a poor familial health.

Study 2

Method

Participants

In Study 2, we used the same participants from Study 1 but added a group of African American participants (105 women, 73 men), and their average age is 32.9006 who were recruited through Amazon Mechanical Turk (mTurk) and compensated \$1.50 USD for completing the survey. Participants were redirected to the same Qualtrics link used in Study 1 to complete the self-reported questionnaire.

Design

The design of Study 2 was the same as that of Study 1. The study is a cross-sectional self-report design with a within-subjects design conducted via Qualtrics research software. Participants were asked questions pertaining to demographics such as ethnicity (Black or African American, White or Caucasian, American Indian or Alaska Native, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, and Other), age (self-reported), gender (male, female, non-binary/third gender), and language (English, Spanish, Portuguese, French, Mandarin, Arabic, and other). Data collection was anonymous to ensure the validity of the responses. The Institutional Review Board (IRB) approved the study.

Materials

All measures and materials used in Study 2 were the same as those used in Study 1.

Statistical Analysis

Data analysis was similar to that of Study 1. Data analysis was conducted using the SPSS statistical software (Version 27.0). We looked at correlations and created mediation models using the PROCESS bootstrapping macro (Model4; 5000 iterations). The mean values and psychometrics were reported for each scale used along with participants' demographics focusing on ethnic background. In this study, similarly a correlational analysis was conducted and an independent t-test comparing the 5 variables by race to test for the relationships with findings from Study 1. When separated by race, the outcome results do not change.

Results

Moderated Mediation

Self-Esteem Mediating the Perceived Daily Discrimination and Academic Resilience

Relationship

The results of this analysis (Figure 5) revealed a negative significant indirect effect of perceived daily discrimination on academic resilience through changes in self-esteem, $b = -0.276$, $SE = 0.094$, 95% CI [-0.474, -0.099]. Specifically, the model revealed that greater perceived daily discrimination was associated with lower levels of self-esteem, $b = -0.206$, $SE = 0.067$, $p = .003$ (*a*-path), which was in turn positively associated with academic resilience, $b = 1.342$, $SE = 0.176$, $p \leq .001$ (*b*-path). Additionally, the results indicated that the direct negative effect of perceived daily discrimination on academic resilience, $b = -0.459$, $SE = 0.182$, $p = .013$,

remained non-significant when including self-esteem in the model, $b = -0.182$, $SE = 0.163$, $p = .264$ (c' -path), suggesting a partial mediating effect of self-esteem.

Self-Esteem Mediating the Perceived Daily Discrimination and Academic Self-Efficacy Relationship

The results (Figure 6) of this analysis revealed a significant negative indirect effect of perceived daily discrimination on academic self-efficacy through changes in self-esteem, $b = -0.012$, $SE = 0.004$, 95% CI [-0.021, -0.004]. Specifically, the model revealed that greater perceived daily discrimination was associated with lower levels of self-esteem, $b = -0.206$, $SE = 0.067$, $p = .003$ (a -path), which was in turn associated with academic self-efficacy, $b = 0.060$, $SE = 0.007$, $p \leq .001$ (b -path). Additionally, the results indicated that the direct effect of perceived daily discrimination on academic self-efficacy, $b = -0.006$, $SE = 0.007$, $p = .426$, did not remain significant when including self-esteem in the model, $b = 0.007$, $SE = 0.006$, $p = .284$ (c' -path), suggesting a partial mediation effect of self-esteem.

Self-Esteem Mediating the Family Relationship and Academic Resilience Relationship

The results (Figure 7) of this analysis revealed a significant positive indirect effect of family relationship on academic resilience through changes in self-esteem, $b = 5.015$, $SE = 1.292$, 95% CI [2.753, 7.873]. Specifically, the model revealed that greater family relationship was associated with higher levels of self-esteem, $b = 4.179$, $SE = 0.740$, $p \leq .001$ (a -path), which was in turn positively associated with academic resilience, $b = 1.200$, $SE = 0.183$, $p \leq .001$ (b -path). Additionally, the results indicated that the direct effect of family relationship on academic resilience, $b = 10.139$, $SE = 2.016$, $p \leq .001$, remained significant when including self-esteem in the model, $b = 5.124$, $SE = 1.970$, $p = .010$ (c' -path), suggesting a partial-mediating effect of self-esteem.

Self-Esteem Mediating the Family Relationship and Academic Self-Efficacy

The results (Figure 8) of this analysis revealed a positive significant indirect effect of family relationships on academic self-efficacy through changes in self-esteem, $b = 0.223$, $SE = 0.054$, 95% CI [0.125, 0.338]. Specifically, the model revealed that family relationships was associated with higher levels of self-esteem, $b = 4.179$, $SE = 0.740$, $p \leq .001$ (*a*-path), which was in turn positively associated with academic self-efficacy, $b = 0.053$, $SE = 0.007$, $p \leq .001$ (*b*-path). Additionally, the results indicated that the direct positive effect of family relationships on academic self-efficacy, $b = 0.362$, $SE = 0.080$, $p \leq .001$, did not remain significant when including self-esteem in the model, $b = 0.139$, $SE = 0.075$, $p = .067$ (*c'*-path), suggesting a partial mediation effect of self-esteem.

Figure 5

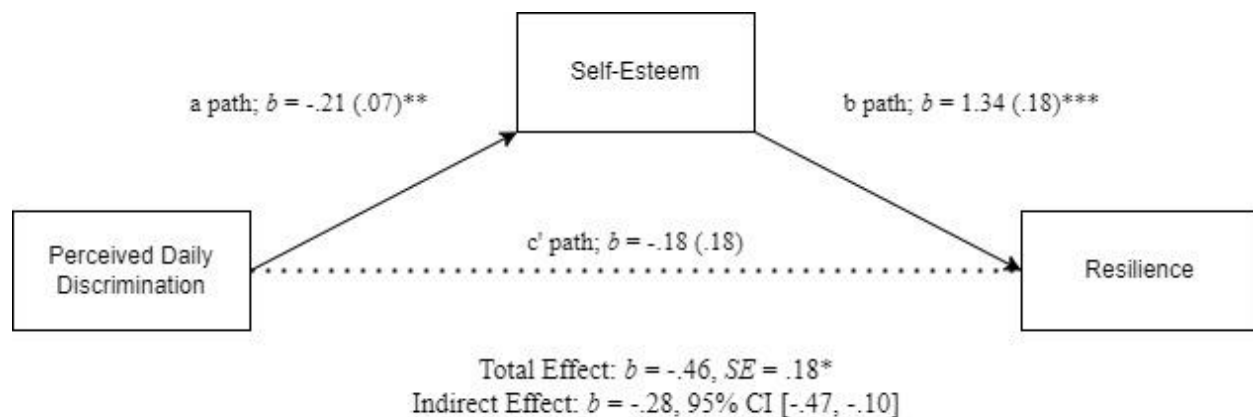


Figure 6

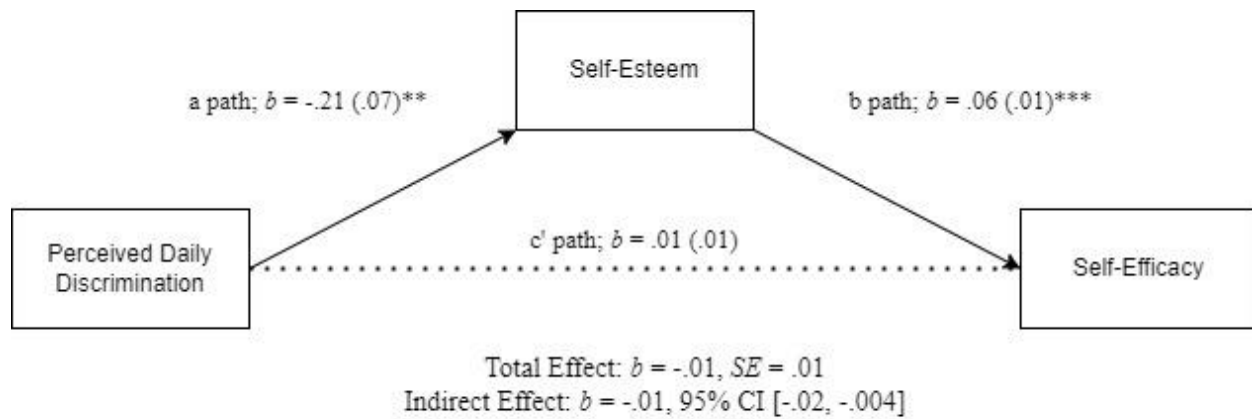


Figure 7

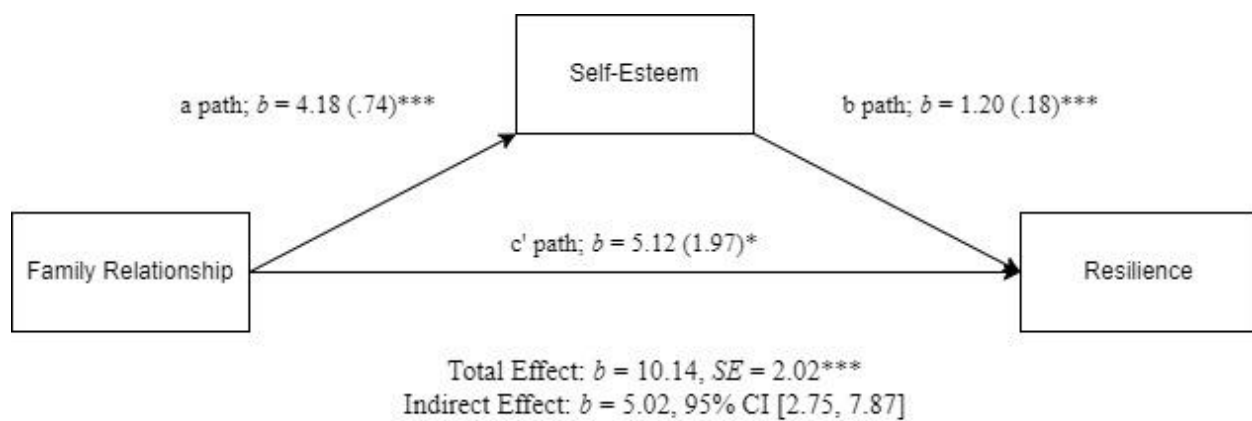
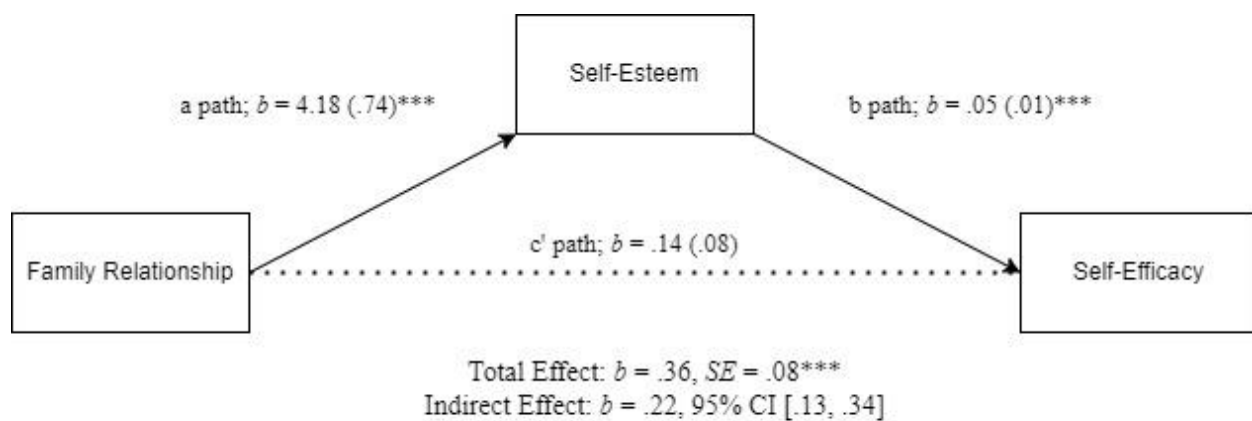


Figure 8



Discussion

In this study, we examined the relationship between family health and perceived daily discrimination, and its influence on Black participants' self-esteem and occupational performance. The results were very similar to the data found in study 1. Our findings revealed that there is a significant direct effect of perceived daily discrimination on both occupational resilience and self-efficacy. This is the same with family relationships. With changes in self-esteem, this can contribute to the outcome of occupational performance. Some of the limitations with this study centers around the age group for study 2 being older than that of the study 1 population.

General Discussion and Conclusion

This research supports and contributes to literature related to perceived discrimination and familial health on self-esteem and occupational performance by looking at self-esteem as the mediator. The aim of the study was to look at these relationships and what it looked like between White and Black racial groups. We found in both studies that higher levels of perceived daily discrimination were linked to lower levels of self-esteem which then effected occupational performance negatively while self-esteem was mediating in between the two variables. We also found that higher levels of family relationship led to higher levels of self-esteem which exhibited a positive relationship with occupational performance.

The literature review revealed that the relationships between family dynamics and discrimination on self-esteem and occupational performance relate to one another positively (Lansford, French, & Gauvain, 2021, p. 126, Williams et al. 1997, Nastaskin & Fiocco, 2015; Barajas et al., 2019; Pascoe & Smart Richman, 2009; Hackett et al., 2020). We investigated the

mediation of self-esteem in relation to family relationships, perceived daily discrimination and further on academic resilience and self-efficacy. Our findings showed that discrimination has harmful effects on occupational performance for both population in both studies. We also found that positive familial health contributed to higher levels of self-esteem and occupational performance which supports previous research in that families allow for social support and competence (Lansford, French, & Gauvain, 2021, p. 126). Positive familial relationship causes positive effects on occupational performance, and familial relationships are beneficial for both the majority and minority groups. Overall, discrimination is detrimental in the livelihood of individuals and higher levels of familial relationships is very important in order to act as a protective factor and not translate in the performance in academics, work, and etc.

The limitations of this study were that because it was a self-reported study, there may have been biases when respondents answer the questions. Another limitation was the age differences between the populations. Our White participants were younger college students (Mean age: 19.60) in comparison to our Black participants who were older (Mean age: 32.9006). This could've caused the results to be skewed because the younger population comes from a university campus with similar socioeconomic status background. This is also a cross-sectional analysis since data was collected data at one point of time so the data cannot be used to infer causality. Lastly, our sample size may have not been representative of each race in terms of the results that were obtained from our findings. Understanding these limitations and varying factors that played a part in these findings can help better future research centering the topics of family dynamics and discrimination on self-esteem and occupational performance.

The future direction of this study is instead of simply doing a casual survey-based study, doing an in-person study with participants in the lab to highlight the ways in which

discrimination stress that stems from ostracism can affect physical, emotional, and mental well-being. Other future directions for this study are to look at familial health singlehandedly within the different race groups and how that may contribute to academic performance with students. Being able to buffer against the detrimental effects of discrimination is important in order to produce better outcomes in whatever occupation an individual is in. Promoting familial health as a positive way to help cope with and overcome adversity and challenges in terms of discrimination can allow people to perform in a way that will set them up for success.

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