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SKILLS AND STRENGTHS GAINED FROM BEING A FIRST-BORN DAUGHTER IN A LATINO HOUSEHOLD

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SKILLS AND STRENGTHS GAINED FROM BEING A FIRST-BORN
DAUGHTER IN A LATINO HOUSEHOLD

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Astrid Luque
Leesly Angeles Rosas
May 2025

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Approved by:

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ABSTRACT

This research proposal aims to analyze the perspective first-born daughters in Latino households experience throughout their lives and looks to fill a gap in the literature about what this population faces due to being in the eldest daughter position in the household. The existing literature revealed that first-born daughters in Latino households experience a significantly higher amount of stress due to the role they take on in their households. Some of the responsibilities placed on them included financial burden, caregiving responsibilities, and a general higher expectation compared to their younger siblings. To obtain more knowledge on this topic, an exploratory, qualitative study is proposed in order to interview participants. The interview will consist of demographic questions to ensure information is gathered from the correct population of interest. Then a series of questions will follow which seek to understand what first-born daughters experienced coming from that birth position in their household and how that has impacted their current living situation. Our expected findings for this proposal aim to answer if first-born daughters in Latino households gained strengths and skills from being in that birth position in their family. The findings from this proposed study would help to fill the gap in the literature regarding first-born daughters in Latino households and provide a strengths-based perspective to their responsibilities. For the purpose of this paper the terms “first-born” and “eldest” are used interchangeably.

ACKNOWLEDGEMENTS

I would like to acknowledge my little sisters, Maggie and Tori, for making me the eldest daughter, a role that inspired this paper's research question. Being their older sister has been the best gift my parents have given me. I also would like to acknowledge my research partner and friend Leesly for being the best research partner I could've asked for. I also want to acknowledge Leesly and my friend Alleena for both making my time in the master's program a fun experience filled with laughter.

- Astrid Luque

I would like to acknowledge my parents, Nancy and Ysidro, for supporting me in various ways to ensure I could make it through school, my younger sisters, Andrea and Jasmine, who always keep me company and use their sense of humor to make each day amusing, and my two dogs and three cats who are the best emotional support animals.

I would like to acknowledge my friend and research partner Astrid, as well as my friend Alleena, who made the master's program enjoyable due to their humorous and fun personalities.

- Leesly Angeles Rosas

Lastly, we would both like to thank Dr. McAllister for her guidance throughout our research project.

DEDICATION

We would like to dedicate this paper to all the first-born daughters in every cultural household. We would like to put a spotlight on all of your sacrifices.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
CHAPTER ONE: PROBLEM FORMULATION	1
Description of the Problem.....	1
Micro Issues.....	2
Mezzo and Macro Issues	3
Policy	4
Theoretical Perspectives.....	4
Finding Contributions and Research Question.....	5
CHAPTER TWO: LITERATURE REVIEW.....	7
Introduction.....	7
Birth Order	7
Studies and Impacts on First-borns.....	10
Latino Culture.....	12
First-born Women	13
First-born Women Across other Cultures.....	14
Summary	15
CHAPTER THREE: METHODS	17
Introduction.....	17
Study Design	17
Sampling.....	18
Data Collection and Instrument.....	19

Procedures	20
Protection of Human Subjects	21
Data Analysis.....	22
Summary	23
APPENDIX A: INFORMED CONSENT	24
APPENDIX B: INTERVIEW GUIDE	26
REFERENCES.....	28
ASSIGNED RESPONSIBILITIES	34

CHAPTER ONE: PROBLEM FORMULATION

Description of the Problem

Eldest daughters in Latino households carry an extra burden compared to their younger siblings. They often tack on extra responsibilities and become a parental figure for their siblings. This is a role that they are put into by their parents through socialization (McDermott & Mendez-Luck, 2018). Socialization is what teaches them the values and expectations placed on them to play a caregiver role by their cultural community (McDermott & Mendez-Luck, 2018). Latino eldest daughters play a variety of roles including, primary caregivers, translators, medication managers, and informants (Longoria et al., 2020). These roles actively demonstrate some of the extra responsibilities performed by eldest daughters in Latino families.

Despite a lack of research studies on the topic, the extra burden put on the eldest daughters is a problem well-known across social media outlets like X, formerly known as Twitter, Instagram, and TikTok with the hashtag #eldestdaughtersyndrome trending. Posts with the hashtag involve eldest daughters across North America sharing their stress or poking fun at their situations as the eldest daughter. This topic is also popular among blogs and college student papers where Latinas share their own experiences as first-born daughters or attempt to research the effects of being the first-born daughter. For example, an article on the blog page Medium shared a story from a first-born

Latina. In her article, she talked about how her mother's high expectations in school at a young age helped her excel academically all throughout her schooling (Magana, 2023). She also shared how she held many more household responsibilities compared to her younger sisters; however, she credits her responsibilities for teaching her valuable lessons and skills that will help her when she is on her own (Magana, 2023).

Although being the eldest daughter in a Latino family adds extra responsibilities and expectations, there are also a lot of strengths gained and positive outcomes that arise from it. One positive that comes from being the eldest daughter is having high educational expectations so that they can set a good example for their younger siblings and help their family out financially in the future. A study shows that educational expectations are key predictors of socioeconomic attainment, especially among minorities (Feliciano & Rumbaut, 2007). Further, the same study found that their educational expectations also help them attain high-status occupations (Feliciano & Rumbaut, 2007). These findings showcase how high expectations placed on first-born Latino daughters help them excel in the future.

Micro Issues

Although being the eldest daughter in a Latino household can come with great skills, it can also come with negative consequences. In a study that was conducted to see how COVID-19 impacted eldest daughters in the home, every participant in the first-born group reported having responsibilities in relation to

their siblings, simply because they were the oldest (Valenzuela, n.d.).

Participants also reported experiencing additional stressors of watching over their siblings and ensuring their siblings were keeping up with schoolwork while simultaneously getting their own schoolwork completed (Valenzuela, n.d.). In their article, Booth and Kee (2009) state that in some cases, the eldest daughters may be encouraged by their families to leave school early to assist in providing for the rest of the family. By taking on these responsibilities in the family, eldest Latino daughters take a large impact on their mental health as well as their future careers.

Mezzo and Macro Issues

Carrying the weight of being the eldest daughter does not only impact them as individuals, but also their families and the Latino community. This is a social issue that primarily impacts Latino households because of their strong belief that family comes first. Familismo in Latino culture signifies that family relationships should be prioritized above all else (Ruiz, 2005). Because of this strong belief, the eldest daughters in Latino households are influenced to make choices for the benefit of their families. As previously mentioned, eldest daughters are sometimes encouraged to leave school to tend to their families. This can impact the Latino community, since Latinos will be underrepresented in higher or leadership positions in the workforce. Montas-Hunter (2012) states that although the opportunities are present, it is rare to find Latina women in high positions.

Policy

A current policy in place that aims to protect minors from the responsibilities of adulthood are school attendance policies. The California Education Code states that there are penalties for parents or guardians who fail to take their children to school, the penalties getting more severe with each instance of truancy (California Department of Education, 2023). Keeping children in school longer keeps them out of the responsibilities their parents plan to place on them in the home. An intervention in place for truant students is the School Attendance Review Board (SARB). These interventions are in place to provide resources for families and find the root of the problem to prevent the student from missing school on a regular basis (California Department of Education, 2023). Apart from this, there are no other policies in place that focus specifically on the struggles eldest Latina daughters face in their household.

Theoretical Perspectives

One theory that can explain why these family dynamics occur is Birth Order Theory, also known as Adlerian Theory. This theory states that it is not just about the child's number in the order of successive births, but the situation a child is born into that influences their life choices (Greene & Clark, 1970). First-borns are normally entrusted with power and responsibility and have the opportunity to tutor their younger siblings (Morales, 1994). Table 1 in Groessl's (2022) article shows traits associated with being the first-born, some being: natural leader, high achiever, and self-motivated while some traits associated

with being the last born are: gullible, manipulative, and attention-seeking. Having assumed such responsibilities in their families can be a great benefit but can also impact the success of the first-borns.

Another theory that examines family dynamics is Family Systems Theory. The purpose of this theory is to explain that families are an emotional unit and are interdependent of each other (Family Systems Approach, 2022). Family Systems Theory states that members in a family each have their own roles and unspoken relationship agreements which provide a balance in the household (Family Systems Approach, 2022). One of the 8 principles of Family Systems Theory includes sibling position, meaning that each child in the family assumes different roles based on their parental expectations (Family Systems Approach, 2022). Since caregiving is engrained in Latina women's roles, the responsibility of taking on a problem goes without question (Longoria et al., 2020). As a result of this theory, if a problem in the family arises, for it to be addressed, everyone in the family must be a part of the solution.

Finding Contributions and Research Question

Our findings will contribute to social work practice because they will bring light to an issue occurring in Latino families. This is relevant to social work practice because as of 2022, the U.S. Bureau of Labor Statistics (2023) reports that 17.3% of social workers are Hispanic or Latino. Another way our findings will contribute to social work practice is by familiarizing social workers with Latino family dynamics. A study found that, "mental health professionals agreed that

Mexican-American older adults who did seek out services were generally accompanied by someone in the family, and more often than not, it was a daughter” (Longoria et al., 2020, para. 8). This finding demonstrates it is important for social workers in the mental health field to be aware of the role eldest Latinx daughters play in families when it comes to behavioral health care.

Our research hopes not to dramatically shift the family dynamic of Latino households, but to advocate for a balance of responsibilities. This balance of responsibilities will better help families as a whole because the eldest daughters will no longer feel overly burdened, and the younger siblings will also gain life skills they can take with them in the future. A lot of people, even the eldest daughters themselves, have a glass half-empty look at the eldest daughter’s role. However, being the eldest daughter and having those extra responsibilities allows them to gain many skills and better prepares them to run a home in the future. Therefore, our research question is as follows: What are the skills and strengths first-born daughters gain coming from a Latino household?

CHAPTER TWO: LITERATURE REVIEW

Introduction

In this chapter, we examine the relevant literature and prior research that has been conducted as they relate to our research question. To do this, we broke down our research question to look at related concepts. Due to the lack of research on first-born Latinas, we examine research conducted on related topics. The related topics are birth order, first-borns, and first-born women. Other related topics, we examined just the literature on due to lack of research were first-born women's experiences across cultures and Latino culture.

Birth Order

According to an article written by Eckstein and Kaufman (2012), birth order studies have been around since 1874 and are of interest because everybody has a birth order, and it is something that can be easily observed and talked about. In other words, everyone with siblings can relate to birth order, and the topic isn't too complex to research. The authors also stated that older siblings tend to have qualities like power, nurturance, and similarity to the observer that younger siblings want to imitate since older siblings are in a role model position (Eckstein & Kaufman, 2012). Similarly, another quality used to describe first-borns is socialization agents. This description is due to children spending most of their time with their siblings, especially among first-born siblings who often play caregiver roles (Eckstein & Kaufman, 2012).

First-borns' power quality can be observed in a study that was done to test birth order's effect on teaching styles. This study examined the difference in teaching styles in sibling dyads (first-born vs second-born) by having half of their first-born and half of their second-born siblings play the teacher role while the other half of the participants were in the learner role (Recchia et al., 2009). The researchers from this study concluded with their results that first-born siblings had less of a learner-centered approach to teaching (Recchia et al., 2009). In other words, they didn't involve their younger sibling in the learning process and merely demonstrated how to build the tractor from a construction toy instead of walking them through the steps and involving them. They believe this is due to the first-borns viewing their younger sibling as less competent (Recchia et al., 2009). On the contrary, when the younger, second-born siblings were in the teacher role, they took a more collaborative teaching style (Recchia et al., 2009). The researchers believe these results mean sibling roles may have still been in play, thus they still viewed their older sibling as having more authority, hence the collaboration (Recchia et al., 2009). Similarly, they also believe another explanation is that older siblings insert themselves more in the learning process due to the existing sibling hierarchy (Recchia et al., 2009).

Knowing that many studies have been done on birth order, Eckstein et al. (2010) did an article that reviewed two hundred birth order studies and highlighted the lifestyle characteristics each sibling in the birth order position was commonly said to have. Thus, they provided a list of the most mentioned

personality characteristics for first-born, middle, youngest, and only children. Each birth order position had a table with a list of “statistically significant personality factors”, with each characteristic that was listed having been mentioned in at least two articles (Eckstein et al. 2010, p. 414). The top three characteristics of first-born children were highest academic/intellectual success, high achievers, highly motivated, and most likely a leader/dominant tying for third (Eckstein et al. 2010). For only children, achievements/intelligence, most needs for achievement, and lowest need for affiliation were some of the top characteristics found (Eckstein et al. 2010). Middle children were commonly characterized as having feelings of not belonging, being sociable, and having the fewest “acting out” problems (Eckstein et al. 2010). Lastly, the top three characteristics of the youngest children were the highest social interest/agreeableness, the most rebellious, and the most empathic (Eckstein et al. 2010). All in all, this article showcases how there are many “norms” and expectations of how a person should act associated with each birth order position.

A recent study on birth order was done to see if it had any relation to a child’s mental health (Fukuya et al., 2021). This study tested children from the ages of nine to ten in Japan and used the parent-rated Strengths and Difficulties Questionnaire (SDQ) and had the children self-rate their resilience, happiness, and self-esteem as a means to assess their mental health (Fukuya et al., 2021). Their results found that last-borns were in the birth order position with the least

risk of mental health issues due to their resilience and prosocial behaviors (Fukuya et al., 2021). Middle-borns resulted in having the lowest levels of happiness (Fukuya et al., 2021). Finally, the study concluded that first-borns had the highest score for conduct problems, a category they used to measure mental health problems within the SDQ (Fukuya et al., 2021). In sum, firstborns seem to be more at risk for mental health issues than their later-born siblings.

Studies and Impacts on First-borns

A study was conducted in Spain to test how family context and sociodemographic factors impact a child's cognitive development (Barreto et al., 2017). The researchers tested children's cognitive development by comparing their results from an assessment when the children were 2 years old and a neuropsychological assessment two years later when they were 4 years old (Barreto et al., 2017). The results concluded that first-born children had better cognitive development in the span of two years when compared to children who were not first-born (Barreto et al., 2017). This study also found that child exposure to a bilingual environment had a positive impact on the child's cognitive development (Barreto et al., 2017). Thus, this study reveals that there seems to be a cognitive advantage to being the first-born, especially if brought up in a home with two languages.

Another study performed similar research by examining first-born vs later-born children's cognitive skills at age two and school readiness at age four (Luo et al., 2022). The study found no difference in cognitive skills between first-borns

and later-borns at age two (Luo et al., 2022). However, at age 4, first-borns demonstrated an advantage in cognitive skills, literacy skills, and math skills over last-borns (Luo et al., 2022). An important note in the results of this study is that first-born advantage applied more when the children came from English-speaking families. On the contrary, first-borns were at a disadvantage compared to last-borns if they lived in a house that spoke a minority language (Luo et al., 2022). Further, first-borns' cognitive and educational advantages are determined by the risk level of their family.

Research was conducted that demonstrated first-borns have an advantage when it comes to educational outcomes. In her study, Bu (2015) found that first-borns had notably higher educational aspirations than their younger siblings. Her findings also showcased that first-borns are more likely to complete the qualifications needed to receive a higher education when compared to later-borns (Bu, 2015). Something important to note in her findings upon breaking their results down by sex was that girls were more likely to attain the qualifications needed for higher education (Bu, 2015). Thus, first-borns' educational aspirations are a key influence on their advantage of educational outcomes from their later-born siblings, especially if they are female first-borns.

A recent study set out to answer the question: are CEOs most likely to be first-borns? The researchers sampled 150 CEOs exclusively in a survey (Custódio & Siegel, 2020). Their results found that CEOs were more often first-borns, and they found no gender difference (Custódio & Siegel, 2020). The

participants themselves even believed in the results with 56% of them believing them being first-borns was a contributing factor to them becoming CEOs (Custódio & Siegel, 2020). All in all, Custódio and Siegel (2020) believe that their findings align with the existing literature that first-borns possess the personal qualities to become chief executives.

Latino Culture

Among Latino culture, there are three core values that will often times be seen in traditional Latino households setting them apart from other cultures. Familismo has been identified as one of those values and signifies that family relationships should be prioritized above all else (Ruiz, 2005). Latinos build stronger family relationships, spend more time with family, and rely on each other for support (Calzada et al., 2013). Familismo can influence an individual in two different ways. One way can be seen as a protective factor, in which having a strong family dynamic can help an individual be better prepared to handle obstacles in their life such as poverty and discrimination (Calzada et al., 2013). On the other hand, familismo can be seen as a risk factor due to the strong hold that family has on an individual leading to negative impacts on academic success and other additional stressors (Calzada et al., 2013).

Another value that is highly recognized in Latino culture is Machismo. Machismo allows men to express their masculinity, their dominance over women, and power over the household (Ingoldsby, 1985). Because traditions are valued in a Latino household, gender roles are assumed meaning that men will assert

dominance over the women in the home (Chaidez, 2022). By assuming gender roles, women are expected to keep the household together, show obedience to their family, and keep confrontation to a minimum (Chaidez, 2022). Due to these standards held in a traditional Latino household, Latinas are once again challenged when it comes to making decisions in balancing their family and their personal lives.

Lastly, religion plays a major role in Latino culture and heavily influences the decision-making choices of a family. Gaston (2008) states that since the 1980s, about 70% of Latinos have identified as Catholic. Chaidez (2022) states that Latino parents support religious activities because they believe it enhances moral development in their children. More specifically, Latinas are expected to maintain their virginity until marriage further enhancing machismo beliefs; and in addition, become the spiritual leader for their family (Chaidez, 2022). Religion is another core value to Latino culture and once again influences the decisions of the women in the household.

First-born Women

For decades now, first-born women in general have been given a role to fulfill since the moment they are born. In her article, Korman (1983) states that first-born women are more likely to follow their traditional roles assigned by their family. In addition, first-born daughters assume the caregiving role for their siblings and evidently receive respect from their younger siblings due to having filled that role for them (Rosenblatt and Skoogberg, 1974). In a study that was

completed that analyzed birth order and anxiety levels, it was found that the first-born child, male or female, displayed higher levels of anxiety (Khan et al., 2023). MacDonald (1971) also reports that most first-borns are categorized to be introverted, as well as having a higher need for approval from others. This could be due to the number of responsibilities first-born women take on and the need to fulfill that role to keep up with their family's standards.

More specifically, first-born Latinas are held to higher standards than their siblings. In her blog post, Salais (2023) shares her experience about being an eldest daughter and how it affected her mental health; stating that she was expected to be a good role model for her siblings. Additionally, people pleasing was something that became the norm because it would keep balance within the family (Salais, 2023). In her article, Valenzuela (n.d.) states that even if the oldest child in the home is a male, the eldest daughter is still given more responsibilities. Those responsibilities being: caring for siblings, chores around the house, and placing other's needs before their own (Valenzuela, n.d.).

First-born Women Across other Cultures

Similar to first-born Latina women, first-born African American daughters report having similar experiences about the responsibilities they assumed in their household. In her blog post, White (2021) makes an emphasis that it is difficult to change family traditions when it is so deeply embedded in the culture. She also states that despite having so much responsibility, African culture can make eldest daughters feel powerless. In African culture, first-born daughters are taught

responsibility to make sure they can maintain the home as well as the needs of their family (Messie, n.d.). White (2021) also states that most don't even realize until they reach adulthood that most of their childhood was spent being a caregiver.

The weight of being the first-born daughter is also felt throughout Asian culture. In her blog post, Magtalas (2022) expresses that being the first-born in an Asian family means being a second parent to younger siblings and taking the fault in any arguments that arise. Most eldest daughters are between seven to eleven years old when they are taught adult-like duties such as cooking, cleaning, and caring for others (Shahid, 2023). It is common for first-born daughters to come home from school and be expected to cook for the family and clean before completing any schoolwork (Shahid, 2023). However, upon graduation first-borns feel the need to secure a stable, high-paying job to relieve their family of any financial burdens (Magtalas, 2022). Lastly, Shahid (2023) states that first-borns are responsible for the family's emotional burdens and are expected by their parents to offer advice or solutions to their problems.

Summary

To summarize, eldest Latino daughters and eldest daughters across other cultures, experience the effects and imbalance of responsibilities in their family due to the role they were born into. According to the literature, first-born children tend to inherit great qualities such as leadership skills, becoming a role model, and cognitive advantages but consequently, are also at higher risk of

experiencing mental health problems due to the stress of the role they were born into and because of the core beliefs embedded into Latino culture further influencing their life choices. Because there is a gap in the research on the topic of eldest Latina daughters, some of the research was limited to studies completed across several countries, blog posts, or magazine articles where the eldest share their experiences of what it's like in their culture. Again, the focus is not to shift the family dynamic completely, but to create a balance of responsibilities amongst all members in the household.

CHAPTER THREE:

METHODS

Introduction

The proposed study aims to discover the effects of being a first-born daughter in a Latino household, more specifically, the skills and strengths gained from being born into this role. This chapter will discuss the proposed study to answer the research question. The focus of this paper includes study design, sampling, data collection and instruments, procedures, protection of human subjects, and data analysis.

Study Design

The purpose of this proposed study is to gain an understanding of the experiences first-born daughters in a Latino household have faced due to the role they were born into. By taking on a strengths-based approach, the study aims to discover the benefits of being born into this role. The study design is an exploratory study that researches the effects of being a first-born daughter in a Latino household, a topic in which there is limited research. Through an interview session with the chosen participants, a qualitative study design is going to be used to examine the roles they have fulfilled.

With a qualitative, exploratory study design we can explore the gap in the literature to gain insight on this specific topic. A qualitative study will also allow for first-born Latino daughters to express themselves freely and feel heard.

Through the literature review, it was determined that eldest daughters face a particularly challenging role with the number of responsibilities they are given by their parents or caregivers regardless of their age. Although being the eldest daughter comes with great advantages, it can also cause for them to feel negative emotions due to the number of responsibilities they inherited without a choice. In this study, the participants identity would remain anonymous, allowing for the participants to express their true feelings without feeling guilt or judgement for wanting to put their needs first rather than the needs of their family.

A limitation of this study is that since non-random purposive sampling and snowball sampling are going to be utilized, there is a risk of systematic bias as the participants are specifically chosen due to the desired characteristics to complete this study and as a result, the results cannot be generalized towards the general population. In addition, we are unable to determine that birth order position in the family is the sole reason an individual in this position gains skills and strengths. There are a number of other factors that could have contributed to first-borns gaining these characteristics.

Sampling

This study will utilize non-random purposive sampling with a combination of snowball sampling of Latina women who were the first-born daughter in their household. The focus of our study is specific to this population, therefore, only people who are over the age of 18 and meet the criteria of being the first-born daughter in a Latino household will be allowed to participate. By allowing

participants of all ages over 18, we hope to obtain different perspectives on how being the eldest daughter affected them at different stages throughout their lives.

Data Collection and Instrument

For this research study, qualitative data will be collected through one-on-one interviews between the researchers and the participant. Interviews will be conducted virtually utilizing Zoom for convenient participation for the participants. The interview will first consist of informed consent, demographic questions such as their age, gender, birth order position in their family, and race/ethnicity. Once it is determined that the participant is an appropriate candidate for the study, the interview will advance to a few open-ended questions aiming to understand the experience of being the eldest daughter in a Latino household, such as what skills and strengths they feel they have gained from being born into this role.

For data collection, the interview process through Zoom will be audio and video recorded with permission from the participants. Although the interviews will be recorded, the researchers will have paper and pencils available should they wish to make additional comments while the interview is occurring. Once the interviews are completed, we will be utilizing Transcribe, a Microsoft 365 tool, for future analysis of the data. After transcription, all Zoom recordings will be deleted, and the transcriptions stored in a firewall-protected and password-protected computer. Only the researchers and the research supervisor will have access to the stored information upon analysis.

Procedures

Emails will be sent out to university students asking for participants willing to be interviewed for our study. The email will be sent from a faculty's email account in hopes of having more students open the email. The email will contain a brief description of our study, a description (Latina eldest daughters) of the participants we are looking to interview, and our contact information so that anyone interested can contact us to schedule an interview. Our target sample will also be sought via popular social media outlets like Instagram and X, previously known as Twitter. We also hope that the participants we get will be able to refer other Latina eldest daughters they know who may be interested in participating. Once a participant is found, we will schedule a time to have the interview.

The interviews will be conducted through zoom and will begin with an informed consent form. The informed consent form will go over confidentiality, participants' rights, what our interview will consist of, the risk of the participant experiencing negative emotions as a result of the questions, and the option for the participant to agree or deny being recorded during their interview. If a participant wishes to participate in our study but does not want to be recorded, we will jot down notes during their interview. After the consent form is signed, the interview will commence with demographic questions, then the interview questions will follow. The interviews will be held over Zoom and recorded along with the audio. To protect our participants' information, they will be asked to change their Zoom display name to their assigned alias before we begin

recording the interview. We will ask simple demographic questions at the start of the interview for the sole purpose of ensuring the participants meet the population we are researching. We will then ask a series of open-ended questions about their experience as the eldest daughter in a Latino household that we hope would allow us to gain insight and answer our research question. The duration of the interviews should be within 30 minutes to an hour. A copy of the interview guide that will be utilized is attached at the end of this document under Appendix B.

Protection of Human Subjects

To protect our participants, they will not be asked to disclose their personal information during the interview. Thus, our participants will not be asked for any identifying information and their interviews will be stored under aliases. We also plan on using their aliases throughout the rest of our research paper where there is any mention of a participant. All data will be stored in a password-protected computer that only the researcher and research supervisor have access to. The school account that will be used to email and store data will need two-factor authentication to log in and the password will be changed weekly to minimize the risk of being hacked. The only people who will be looking at the data will be us as the researchers and our researcher supervisor. If data ever needs to be sent it will be done through an encrypted email.

The Zoom interviews will be held in a private Zoom room where participants must be manually let in by the host of the meeting to join. The

location of the Zoom meetings on our end will be held in a private, confidential space where no one else can hear. For extra safety, we will wear headphones during the interviews. For our transcription process, the data will be safe using Transcribe by Microsoft 365 as they note that all uploaded audio and transcription results are not stored by their service (Microsoft, 2024). All the data and any information stored about participants will be deleted after the study is completed.

Data Analysis

Our data analysis was orchestrated using a qualitative approach due to us collecting qualitative data. We will utilize content analysis when analyzing the qualitative data. With content analysis, we will look for pre-hypothesized phrases, notions, and themes in our interview transcripts. This method of data analysis will allow us to note any recurring words or themes and explore the meaning behind them (Columbia University Irving Medical Center, n.d.). Further, the type of content analysis we will use is conceptual analysis. A step of conceptual analysis is to make categories from the text of our transcripts (Columbia University Irving Medical Center, n.d.). These categories will allow us to look for those terms when we are analyzing the data. All in all, the breakdowns that are involved in the conceptual content analysis of our data will make it easier for us to comb through the data and manage all the information. Transcribe, a Microsoft 365 tool, will be utilized to transcribe the recorded audio, making it easier to analyze the data.

Other Microsoft 365 tools like Excel and Word will also be used to organize the data and the written analysis.

Summary

In this chapter, we covered the study design, sampling, data collection, instrument, procedures, protection of our participants, and data analysis that will be done for our study. As researchers, we wanted to hear personally from women who are first-born daughters in Latino households to gain insight into an understudied topic. We hope that our participants will be able to reflect on their experience and any adversity that may have come from it can be a strength, skill, or both. Collecting data via interviews with open-ended questions will allow us to bring to light the positive that comes with being a first-born Latina daughter.

APPENDIX A:
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate is designed to examine the skills and strengths gained from being a first-born daughter in a Latino household. The study is being conducted by Astrid Luque and Leesly Angeles Rosas, graduate students, under the supervision of Dr. Carolyn McAllister, Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to examine the skills and strengths gained from being a first-born daughter in a Latino household.

DESCRIPTION: Participants will be asked to complete an interview with the primary researchers which consists of a few questions regarding their experience as a first-born in their household as well as some demographics.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY: Your responses will remain confidential and any personally identifiable information will be anonymized. Individual responses will be revised to protect any personally identifiable information.

DURATION: It will take 30 minutes to an hour to complete the interview.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants.

CONTACT: If you have any questions about this study, please feel free to contact Dr. McAllister at cmcallis@csusb.edu.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2025.

I agree to have this interview be audio recorded: YES NO

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

Place an X mark here

Date

APPENDIX B:
INTERVIEW GUIDE

DEMOGRAPHICS

What is your age? _____

What race/ethnicity do you identify as? _____

What gender do you identify as? _____

Are you a first-born daughter in your household? _____

What is your household size? _____

What is your highest education level? _____

What languages do you speak? _____

INTERVIEW GUIDE

1. Please describe the responsibilities you and your siblings have/had in the household.
2. Did you ever experience financial burden or stress due to being the eldest daughter in your household? (ex. Working more to help with financial responsibilities, unable to work due to having other responsibilities)
3. Were you ever expected to provide caregiving needs to someone else? (ex. taking care of siblings, taking someone to a doctor appointment, cooking for others)
4. Have you ever had to put your needs aside to ensure other people's needs were met? If so, provide examples.
5. Have you felt you had to be a role-model to your siblings, if yes, in what way?
6. What skills or strengths have you gained from being the first-born daughter in your household? (ex. In your personal life, in school, at work, how you interact with others)

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ASSIGNED RESPONSIBILITIES

All the chapters in this paper were equally written and researched on by both researched partners, Astrid Luque and Leesly Angeles Rosas. The research partners also collaborated in making the informed consent form and interview guide.