



Walden University  
**ScholarWorks**

---

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies  
Collection

---

2016

# The Effect of Acculturative in the Psychological Adjustment of Immigrant Hispanic Parents

Estela Garcia  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Clinical Psychology Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Estela Garcia

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

## Review Committee

Dr. Nina Nabors, Committee Chairperson, Psychology Faculty  
Dr. Susana Verdinelli, Committee Member, Psychology Faculty  
Dr. Tracy Mallett, University Reviewer, Psychology Faculty

Chief Academic Officer  
Eric Riedel, Ph.D.

Walden University  
2016

Abstract

The Role of Acculturative Stress in the Psychological Adjustment of

Immigrant Hispanic Parents

by

Estela Garcia

MS, City College of The City University Of New York, 1995

BA, The City College of The City University of New York, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

December of 2016

## Abstract

Hispanic immigrant parents are a growing yet understudied population. Few studies have addressed the relationship between Hispanic immigrant parents and the acculturation process. The purpose of this study was to determine how acculturative stress, racism, language proficiency, poor coping style, and low levels of social support affect the psychological adjustment of Hispanic immigrant parents. Using the framework of acculturation theory, this quantitative study examined 92 immigrant Hispanic parents from an urban northeast school in the United States. Several established instruments that measured racism, coping style, language proficiency, social support, and psychological distress were used. The results of the multiple regression analysis showed that as Spanish competencies pressure increased, depressive symptoms increased. In addition, as interpersonal support increased, depressive symptoms decreased. Contrary to recent literature, racism, coping style, and language proficiency were not predictive of psychological distress. This study contributes to positive social change by understanding how Spanish competencies pressure can cause psychological distress, thereby giving therapists the sapience to better treat this population with effective therapies such as social support, and thus improving the quality of life of this population.

The Role of Acculturative Stress in the Psychological Adjustment of

Immigrant Hispanic Parents

by

Estela Garcia

MS, City College of The City University Of New York, 1995

BA, The City College of The City University of New York, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

December of 2016

## Dedication

To my children and to my mom, who is one of those immigrant Hispanic parents.

## Acknowledgments

This project would not have been possible without the support of many people. Many thanks to my Committee Chair Dr. Nabors, who took me onboard when she was maxed out, read my numerous revisions, and helped me stay focused and motivated throughout the process. Also thanks to my committee member Dr. Verdinelli, who offered guidance and support. I must also mention my dear friend, now Dr. Trine Pless-Rasmussen, for believing that I can do this, providing her support, and motivating me every step of the way. Thanks to my husband JC, who gave me the head start and his unconditional love in this ultimate educational goal. Thanks to my children, Shania and Alveris Molina AKA Gordis, for their understanding and patience: they inspired me to become a better version of myself through education. And last but not least, thanks to my mother Estela Benitez, who has always inspired me to reach higher levels in my education and spirituality, stayed with my children when I needed to travel for school, and always supported my dreams. She is portrayed in this study that unveils the difficulties of being immigrant Hispanic parents: trying not only to survive but to give our children a better life, the “American Dream,” without losing the essence of who we are and never forgetting where we come from. I am grateful to everyone who endured this long process with me, always offering support and love, and always believing in me.

## Table of Contents

List of Tables .....	v
List of Figures.....	vi
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background.....	4
Statement of the Problem.....	7
Purpose of the Research Study .....	9
Research Question and Hypotheses .....	9
Nature of the Research Study .....	10
Theoretical Foundation.....	10
Definition of Terms.....	11
Limitations and Assumptions .....	12
Delimitations.....	12
Significance of the Study .....	13
Summary and Overview of the Study.....	14
Chapter 2: Literature Review.....	16
Introduction.....	16
Literature Search Strategy.....	16
Theoretical Framework.....	17
The Acculturation Stages.....	17



The Acculturation Process and its Implications.....	20
The Hispanic Community in the United States.....	23
Acculturative Stress in the Hispanic Community.....	26
Familial and Parental Influence on Children’s Life Goals .....	31
Hispanic Parent-Child Relationships and Educational Attainment .....	35
Mental Health and Adjustment Among Hispanics .....	40
Summary.....	45
Chapter 3: Research Method.....	47
Introduction.....	47
Research Design and Rationale .....	47
Methodology.....	48
Population and Sample .....	48
Sample and Sampling Procedures.....	49
Procedures.....	50
Recruitment.....	50
Data Collection .....	50
Instruments and Measures.....	51
Multidimensional Acculturation Stress Index (MASI).....	52
Center for Epidemiologic Studies Depression Scale .....	54
The Brief COPE.....	55
The Interpersonal Support Evaluation List (ISEL).....	55

The Perceived Racism Scale for Latinos (PRSL).....	56
Research Question and Hypotheses .....	56
Data Storage and Analysis .....	58
Setting	59
Threats to Validity .....	59
Summary .....	61
Chapter 4: Results.....	63
Introduction.....	63
Data Collection .....	63
Participants.....	64
Preliminary Analysis.....	67
Descriptive Statistics for the IVs and DV.....	67
Reliability.....	68
Assumptions.....	69
Pearson Correlations .....	74
Main Analysis .....	76
Summary .....	78
Chapter 5: Discussion, Conclusions, and Recommendations.....	80
Introduction.....	80
Summary of the Findings.....	80
Interpretation of the Findings.....	81

Limitations of the Study.....	83
Recommendations.....	84
Implications.....	85
Conclusion .....	86
References.....	87
Appendix A: Demographics Survey.....	106
Appendix B: English and Spanish Versions of Perceived Racism Scale for Latinos (PRSL) .....	108
Appendix C: Brief COPE in English and Spanish.....	119
Appendix D: Bidimensional Acculturation Scale (BAS/LP) in English and Spanish.....	121
Appendix E: Center for Epidemiologic Studies Depression Scale (CES-D) in English and Spanish.....	123
Appendix F: Multidimensional Acculturation Scale Index (MASI) in English and Spanish.....	126
Appendix G: Interpersonal Support Evaluation List (ISEL), General Population, in English and Spanish.....	134
Appendix H: Scatter Plots.....	144
Appendix I: Letter from MASI developer to use the instrument.....	149

## List of Tables

Table 1. Descriptive Statistics for Participant Characteristics.....	65
Table 2. Frequency and Percentages of Participant Characteristics .....	66
Table 3. Descriptive Statistics for the Key Variables .....	67
Table 4. Cronbach's Alpha for all Scales and Subscales.....	68
Table 5. Descriptive Statistics for the Variables After Deletion of Three Outliers .....	70
Table 6. Collinearity Statistics.....	72
Table 7. Tests of Normality .....	73
Table 8. Two-Tailed Pearson Correlations .....	75
Table 9. Regression Coefficients for the Relationship between the Independent Variables and the CESD.....	78

## List of Figures

Figure 1. Boxplots for key variables to identify outliers .....	69
Figure 2. Normal Q-plot of the standardized residual .....	73

## Chapter 1: Introduction to the Study

### **Introduction**

According to the Centers for Disease Control and Prevention (Centers for Disease Control and Prevention [CDC], 2013), there were 53 million Hispanics residing in the United States in mid-2012. This constituted 17% of the U.S. population and represented an increase of 1.1 million (2.2%) from the previous year. Sixty-five percent of them were of Mexican origin, 9.4% of Puerto Rican origin, 3.8% of Salvadoran origin, 3.6% of Cuban origin, 3.0% of Dominican origin, 2.3% of Guatemalan origin, and the remaining 12.9% were from other Central and South American countries (CDC, 2013). Many Hispanics in the United States experience discrimination in the form of lower wages, low-prestige employment, and higher rates of depression (Dawson, 2009; Polo & Lopez, 2009). This has been attributed, in part, to their entering a new environment with a different culture and language. When people move into a new area, they may experience problems in terms of culture, race, religion, values, and language. This requires that they undergo an adjustment process, or acculturation, which allows them to operate with less difficulty in the new environment (Ward, Bochner, & Furnham, 2001).

Acculturative stress is a combination of somatic, social, and psychological difficulties experienced by people when they try to assimilate into a community that is ethnically or culturally dissimilar to their own. The individual may be an immigrant and an ethnic minority in the new community, and as such is forced to adjust to the new environment to be comfortable (Ward et al., 2001). A number of psychological researchers have suggested that acculturative stress is a problem in adjustment, while a considerable number of studies made the opposite claim and found that acculturation was

not stressful (Balls, Chun, & Marin, 1998). Interestingly, Berry et al. (2006) claimed that acculturation actually reinforces mental health.

Acculturation refers to the process of immigrants changing their attitudes and behaviors to more resemble those of individuals in the host society (Rogler, Cortes, & Malgady, 1991). It thus forms a significant or fundamental portion of migration-induced adaptations to novel sociocultural surroundings or environments. Acculturative stress is the psychological influence or impact of such adaptations (Smart & Smart, 1995). Both acculturation and acculturative stress have been associated with a number of risks, including anxiety, compromised mental development, and language conflicts.

In this study, I examined the role of acculturative stress in the psychological adjustment of immigrant Hispanic parents to their new environment. Crocket et al. (2007) identified links or associations between acculturative stress and several factors, among them adjustment, a critical element of this study, and acculturation. Padilla and Borrero (2006) placed special emphasis on the need to get used to a new and strange environment, claiming that that is responsible for much of the stress experienced by Hispanic families, particularly immigrant Hispanic parents.

Suarez-Morales and Lopez (2009) noted that daily hassles and acculturative stress played a significant role in the psychological adjustment of immigrants. Similarly, Alexander, Rosenheck, Alegria, and Desai (2000) examined the link between acculturative stress and substance use, which appears to be a psychiatric risk for Hispanic immigrants; it also affects the mental functioning of Hispanic parents and as such is an important topic for the present study. Smart and Smart (1995) examined the experiences of Hispanic immigrants with acculturative stress, and provided a comprehensive

overview of the various aspects of acculturative stress, many of which this study explored. These aspects include insecurity about the future, stress, isolation, loss, fear of deportation, and racism. According to Smart and Smart, counselors must learn about the reality that Hispanic immigrants experience in order to assist them in coping with their stressors. Acculturation can be linked to a number of stressors, including discrimination and familism. Discrimination appears to be the major stressor for Hispanic parents undergoing acculturation: How an individual is received in a foreign culture can be welcoming or stigmatizing and is a predictor of how difficult and stressful the acculturation process will turn out to be (Balls et al., 1998). Hispanic parents in particular face a cultural context in which race and ethnicity are often threats to positive development.

In contrast to Hispanic families who have been in the United States for generations, newly immigrating Hispanic parents are often unprepared for the discriminatory attitudes they encounter in the host community, given that their own communities are more homogenous in nature. Stress related to discrimination has been associated with ill health (Harrell, 2000). Most immigrants cope with the stress of discrimination by joining support groups that mentor them and model how to cope with the discrimination. Those immigrating into communities where their ethnic enclaves are not established find it more difficult to cope because support groups are often not available (Harrell, 2000). Low self-esteem, predicted by depressive symptoms, is another stressor that closely accompanies discrimination (Romero & Robert, 2003). Undocumented immigrants have additional stressors to cope with such as fear of



deportation, difficulty in finding a job due to the lack of documentation, and lack of medical insurance.

Familism is the deeply ingrained sense of being rooted in a family. Most Hispanic parents come from families that are close-knit with well-defined structures. They have a strong sense of orientation, feel obligated to their families, and are cohesive in the family unit. Familism acts as a protective quality when an individual is in close proximity to family members, but is a stressor when the individual is separated from family, as is the case with immigrants. It actually acts as a strong deterrent to maltreatment. The acculturation experience is antagonistic to familism, which shows itself in the fact that individuals who are highly acculturated have low family pride (Cooley, 2001; Cortes, 1995; Gil, Vega, & Dimas, 1994).

Gil and Vega (1996) examined acculturation among Nicaraguan and Cuban adolescent males and their parents, and found that different subgroups experienced different acculturation stresses. Among recent immigrants, the adolescent group tended to experience acute language conflicts, whereas their parents would undergo prolonged language-related difficulties. For Hispanics who happen to migrate to the United States, numerous significant stressors such as inability to speak the language, racism, stress, and fear of deportation will probably be intense, pervasive, and lifelong.

### **Background**

In the United States, acculturative stress is believed to exert a negative impact on the education of children in immigrant communities such as Hispanic communities (Castro, 2003). One observed result of this impact is the disparity between the large number of Hispanic immigrants enrolled in various colleges and universities in the

United States and the small number of those who actually graduate from these institutions (Dvorak, 2009). This disparity has raised considerable concerns (Donovan, 2011).

Murillo (2010) found that children of Hispanic immigrants are half as likely to graduate compared to children born and raised in the United States. Since the contribution of immigrant Hispanics to the economy of the United States is immense (Donovan, 2011), it is imperative to examine all the immigration-related hindrances to these students' and their families' ability to learn. It is also necessary to shed more light on the challenges faced by immigrant Hispanics while enrolled in U.S. institutions of higher learning.

The need for research into the effects of acculturative stress on Hispanics' potential and coping and adjustment abilities cannot be overemphasized. There has been a veritable explosion in the number of Hispanics in the United States in the recent past (Barrientos, 2011). According to Dvorak (2009), the U.S. Department of Health and Human Services predicted in 2001 that the U.S. population could be composed of 25% Hispanics by the year 2050. Even more important is the fact that Hispanic immigrants make up a large proportion of students in the United States (Barrientos, 2011). In the decade from 1991 to 2001, the American Council on Education estimated that there was a 75% increase in the number of Hispanic students in the United States (Barrientos, 2011). With such a large number of students from the Hispanic community, it seems ever more pressing to understand how their educational attainment may be affected by acculturative stress.

Educational agencies have reported that Hispanic students in the United States face very peculiar migration challenges, which are believed to have far-reaching impacts on the students' educational attainment capability (Ennis, Ríos-Vargas, & Albert, 2011).

It appears that Hispanics, by virtue of being in the United States, have not been able to study normally like native students. In spite of the growth in population, Hispanics face difficulties in acquiring a secondary education (Ennis et al., 2011). According to Santiago (2011), about 37% of Hispanics who actually complete high school between the ages of 18 and 24 are matriculated in a college, in comparison to 40% of black and 49% of whites who complete high school. Santiago (2011) further revealed that during the 2007-2008 academic year, about 50% of all Hispanic college students had parents who barely finished high school or had less than a high school education. Various challenges that could be linked to these students' status in the United States could impede their ability to learn effectively. For instance, Hispanic students belong to a minority in the United States and are sometimes faced with financial challenges common to all migrant communities in the United States (García, 2011).

These two main factors, identity issues and issues concerning the condition of integration and assimilation among others, could predispose Hispanic students to higher than usual stress levels. These higher stress levels could, in turn, play a role in the students' ability to adjust to their new schooling and living environment in the United States. Generally, the higher stress levels could take their toll on the students and limit their educational attainment potential (García, 2011). The students' inability to adjust well and quickly enough to the new environment could also hinder effective learning. Although the challenges that Hispanic students face in the United States are well-known (García, 2011), studies into the effects of various stressors on the educational attainment potential of these students have been scant.

Arbona et al. (2010) measured the difference between documented and undocumented Hispanic acculturation and found that undocumented Hispanic immigrants experienced higher levels of difficulty in language and greater difficulties with being separated from their family and culture than their documented counterparts. Nevertheless, both groups reported fear of deportation. The findings of the study will be applied in planning for change by addressing the immigration difficulties, which are specifically associated with extrafamilial acculturative stress but not with intrafamilial acculturative stress.

Immigrant Hispanic parents face significant challenges of their own, which must be overcome if they are to raise their children well enough and enable them to cope with the challenges of the new environment. For parents, critical stresses that have the potential of impeding their children's learning include communication problems with teachers and school administrators, translation issues (especially in cases where the parents are not fluent in English), and concerns about exposure in cases where the parents are undocumented (García, 2011). The present study narrowed this gap in the literature by examining the role played by acculturative stress in the psychological adjustment of immigrant Hispanic parents in the United States.

### **Statement of the Problem**

The research problem addressed in this study is the role that acculturative stress plays in the psychological adjustment of immigrant Hispanic parents based on the perceptions of the study's participants. While Hispanic parents emigrate to provide better opportunities for their dependents, their efforts and the changes involved are invariably stressful. As psychologists strive to understand and mitigate this problem, their efforts are

not divorced from challenges. Efforts to understand the problem and disseminate relevant knowledge suffer frequent setbacks. Taking all the aforementioned factors into account, understanding the role that acculturative stress plays in the adjustment of Hispanic parents will enable psychologists to use better approaches to acculturative-stress cases.

Acculturation is also important in understanding research regarding the Hispanic family. Alexander et al. (2000) argued that Hispanic immigrants usually become acculturated to American society, and most of those who are exposed to the acculturative stressors display an increased risk of mental illness. With regard to acculturation-associated stress and perceived discrimination, limited published reports are extant; most of the available literature appears to be focused on the effects and types of acculturative stress experienced by Hispanics (Padilla & Borrero, 2006; Smart & Smart, 1995).

Acculturative stress is related to a number of factors, among them psychological functioning, adjustment, the role of social support, and the coping styles individuals may adopt. Among these factors, adjustment to acculturative stress remains critically important, given that it affects the mental health and development of both immigrants and their children (Alarcon, Brooks, Fessler, & Bastian, 2001; Crocket et al., 2007).

Adjustment to the novel culture is impacted by factors such as language proficiency, racism, social support, and coping style. These effects are further aggravated when the individuals involved are Hispanic parents who, in addition to the overall stress that immigration implies, are also shouldering the stresses contributed by language difference and family responsibilities. They additionally experience stressors that include a power imbalance in the relationship between spouses, the loss of the roles and status of parents to which they were accustomed, and the feeling of being increasingly inadequate (Padilla

& Borrero, 2006). Within the educational system, the stressors that the parents experience include a feeling of being overwhelmed, difficulty adjusting to a novel culture, language difficulty, marital stress, financial problems, and a feeling of isolation. In this study, I examined the role of acculturative stress in the adjustment of immigrant Hispanic parents, both because acculturative stress is a social problem and to fill a gap in the literature about Hispanic immigrant parents.

### **Purpose of the Research Study**

This study examined the relationship between acculturative stress and psychological adjustment and between acculturative stress and the variables that affect psychological adjustment such as language proficiency, racism, social support, and coping style. The research identified psychological adjustment as the dependent variable, while acculturative stress, language proficiency, social support, racism, and coping style functioned as the independent variables.

### **Research Question and Hypotheses**

RQ: Do acculturative stress, racism, low levels of social support, poor coping skills, and lack of language proficiency predict levels of psychological adjustment in immigrant Hispanic parents?

*H*<sub>0</sub>: Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping

style as measured by the Brief COPE will not predict the psychological adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) scale.

$H_a$ : Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping style as measured by the Brief COPE will predict the psychological adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) scale.

### **Nature of the Research Study**

In this quantitative correlational study, I examined the relationship between acculturative stress and psychological adjustment. The study included 92 immigrant Hispanic parents as the target group. Psychological adjustment is the dependent variable; acculturative stress, language proficiency, racism, social support, and coping style are the independent variables.

### **Theoretical Foundation**

The theoretical framework applied in this study pertains to acculturation. For this study, *acculturation* refers to the ability of individuals to function in a predominantly foreign environment and culture while retaining their values, beliefs, culture, and language. It results from contact between two autonomous and culturally independent groups, with one group identified as dominant and the other group as nondominant

(Suarez-Orozco & Suarez-Orozco, 2001). Acculturation has been applied in this research owing to the immigrants' need to be assimilated into the new culture. This model or framework fits the problem statement and is informed by the study's purpose, which is to investigate the role of acculturative stress in the adjustment of immigrant Hispanic parents. The theoretical foundation and conceptual framework are discussed in greater detail in Chapter 2.

### **Definition of Terms**

*Acculturation:* The capability of individuals to function within the dominant host culture while retaining the values, beliefs, and language of their original heritage and culture. Acculturation results from contact between two autonomous and culturally independent groups, in which one group is identified as dominant (Flaskerud, 2007; Schwartz & Zamboanga, 2008).

*Acculturative stress:* Discomfort experienced by individuals when they encounter a foreign culture to which they must adjust. It often manifests as fatalistic thinking, decreased self-efficacy, decreased career self-efficacy, depression, suicidal ideation, and low social interest (Polo & Lopez, 2009).

*Acculturative stress theory:* This theory states that an individual will experience discomfort associated with acquiring the capability to function in a dominant culture while trying to retain the values, beliefs, and language of his or her original culture (Berry, 2006). The acculturative stress theory is based on two principles: the contact participation principle and the cultural maintenance principle (Berry, 1980).

*Coping:* A process of regulation used to reduce the feelings of negativity brought about by events that are stressful (Ibezin, 2008).



*Hispanics:* As applied in this study, the term *Hispanics* refers to individuals of Spanish descent. Regardless of race, the individual must have some historical and cultural relationship with Spain (Pohl & Reimitz, 1998).

*Language proficiency:* The ability to communicate eloquently in a language and apply the correct intonations. It is an individual's ability to understand and use a language with a variety of discourse strategies (Canul, 2004).

*Racism:* The doctrine or belief that differences among races imply distinctions in cultural achievement that translate to individual achievement. Racism is the inference that certain races are superior to others by default (United Nations, 2012).

### **Limitations and Assumptions**

A number of limitations apply to this study. One of the limitations is social desirability bias, which was difficult to monitor or prevent; hence, the assumption was made that respondents answered honestly and truthfully. It was further assumed that the measures used to assess language proficiency, racism, coping style, social support, and acculturative stress reliably measured their respective variables.

### **Delimitations**

This study was delimited to Hispanic parents who experienced acculturative stress. This limits the generalizability of the results to other ethnic groups and even to nonparents among Hispanic immigrants. The statement of delimitation framed the scope of the study and provided an understanding of the purpose of the research, the problem statement, and the significance of the findings, as well as acknowledging what the study did not cover (Leedy & Ormrod, 2010).

### **Significance of the Study**

What distinguishes this study from any found in the literature review is the population from which the sample was drawn: immigrant Hispanic parents. This is a unique choice because there is a distinct gap in the literature regarding the difficulties faced by immigrant parents, especially those from nonEnglish speaking countries. Not only do they experience the usual stresses of immigration, but they must shoulder the stressors involving a family that is plunged into a different culture with a different language and the need to cope with raising their children in an environment that is most likely fraught with racism. As noted by Padilla and Borrero (2006), Hispanic women and men experience numerous but similar stressors, just like every other individual irrespective of race or ethnicity. Still, there exists a class or category of stressors, related to acculturation and immigration that needs to be considered when studying the Hispanic family, and it centers on immigrant Hispanic parents. This critically important area has not been fully covered in the literature, which makes this study both necessary and timely.

This study makes an original contribution by adding to the existing body of literature regarding acculturative stress, with emphasis on the experience of Hispanic parents. The findings of this research generated new and necessary insights into both the lived experiences of Hispanic parents and what other research has to say about these unique experiences. With regard to professional practice, the revelations obtained through this study will provide counselors with new knowledge regarding the truth of the Hispanic immigrant experience, and the need to understand this group in order to assist them to adapt to their new life, which includes responding to acculturation and

acculturative stressors. Psychologists will also benefit in the sense that they will obtain additional information regarding counseling of immigrant Hispanic parents.

Hispanic parents and youth (notably college students) usually find it difficult to adjust both emotionally and psychologically after experiencing acculturative stress (Crocket et al., 2007). Hispanic parents will benefit from the results of this study in that the findings will help them in their psychological adjustment as Hispanic immigrant parents. With better understanding of the role acculturative stress plays in immigrant Hispanic families and the acquisition of better coping mechanisms and positive adjustment strategies, benefit will accrue to the children of these immigrant families. To date, the literature on acculturation among different ethnic groups has been based mostly on the experiences of college students, but very little scholarly inquiry has been directed toward the acculturative experience of Hispanic parents. The findings of this study are expected not only to enrich the professional literature but also to promote positive social change for immigrant parents, their children, and their extended families.

### **Summary and Overview of the Study**

Hispanic parents who immigrate to the United States are under tremendous stress to adjust to their new surroundings and culture. Given that Hispanic immigrants account for 17% of the U.S. population, understanding the stresses experienced by this group, notably Hispanic parents, would facilitate better adjustment and less stress in a sizable part of the population. In this chapter, I presented the background of the problem, the research question and hypotheses posed for the study, and its theoretical foundation. I also explained the purpose and the nature of the study, as well as its limitations, assumptions, and delimitations. I provided definitions of key terms as used in this study

and ended by highlighting the study's significance and contribution to the professional literature and positive social change.

In Chapter 2, I review pertinent literature, starting with an explanation of the literature search strategy and proceeding to a review of the theoretical framework of the acculturation process and its implications. I further review studies relevant to the Hispanic family, the Hispanic community in the United States, and challenges faced by immigrant Hispanic parents. In Chapter 3, I review the research methods proposed for the study, including the research design and rationale, population and sampling, research instruments and measures, and data collection and data analysis procedures. Results are reported in Chapter 4 in conjunction with the participants' demographics. Chapter 5 includes conclusions drawn based on the findings as well as recommendations for practical applications and further research.

## Chapter 2: Literature Review

### Introduction

The process of acculturation is generally accompanied by acculturative stress, and acculturation is an inevitable process for immigrants (Arbona et al., 2010). Acculturative stress is therefore a major challenge to the adjustment process of immigrant Hispanic parents, just as it is a challenge to virtually all immigrants (Adams & Kirova, 2007) .

The overall purpose of this study is to examine the role acculturative stress plays in the adjustment of immigrant Hispanic parents to their new cultural environment in the United States. In this chapter, I critically analyze and integrate the literature on the general subject of acculturative stress, particularly as it affects Hispanic parents. This chapter begins with an explanation of the literature search strategy and key input terms used. This is followed by an explanation of the theoretical framework upon which the review is founded. Last, I present an analysis of various scholarly studies and other writings related to the subject matter of acculturative stress among immigrant Hispanic parents.

### Literature Search Strategy

The literature search strategy entailed the use of the following databases: PsychInfo, Emerald, JSTOR, Google Books, and Google Scholar. Key search terms used were *acculturative stress*, *Hispanics*, *acculturation*, *immigration*, *adjustment*, *immigrant Hispanic parents*, *acculturative stress theories*, and *immigrants' adjustment to new environments*. The initial searches yielded an enormous number of results, but most were too general to be of use for the proposed study. The scope of the search had to be narrowed and, to that end, the search terms were changed to *acculturative stress and*

*Hispanics, acculturative stress and Hispanic immigrants, acculturative stress and undocumented immigrants, and acculturative stress and Hispanic parents.* The search was also limited to studies published within the last 5 years. Older sources, those not considered to be of sufficient scholarly quality, and those that were not peer-reviewed were all excluded. As a result, only peer-reviewed journal articles and scholarly books were included, and most were published within the last 5 years. A few sources are, however, older than 5 years because their content was judged to be indispensable for the topic under study. These are chiefly articles and books that provided critical foundational theories.

### **Theoretical Framework**

The current study is grounded in the theoretical framework of acculturation. The definition applied here emphasizes the ability of individuals to function in a predominantly foreign environment and culture while retaining their values, beliefs, cultural heritage, and language. Acculturation becomes an issue when two autonomous and culturally independent groups meet and share living space, and one group is identified as dominant while the other group is nondominant (Suarez-Orozco & Suarez-Orozco, 2001). Acculturation is the theoretical framework for this research owing to immigrants' need to be assimilated into the new culture. This model or framework fits the problem statement and is informed by the study's purpose, which is to investigate the role of acculturative stress in the adjustment of Hispanic parents.

### **The Acculturation Stages**

Acculturation generally describes the process of adjusting to a new culture. It can be positive or negative in its impact on the individual. The acculturation process goes

through four main stages: the honeymoon stage, the hostility stage, the humor stage, and the naturalization stage (when immigrants adopt the cultural traits of the dominant culture). Since acculturation is a process rather than a static variable, it depends much on social interaction and can, in fact, be achieved only through social interaction.

**Honeymoon stage.** According to Slonim-Nevo, Mirsky, Rubinstein, and Nauck (2009), immigrants pass through various stages of acculturation as they adjust to their new surroundings. The first stage is referred to as the honeymoon stage. This stage is characterized by extreme happiness or euphoria. It is prevalent among those who have arrived safely (Slonim-Nevo et al., 2009).

**Hostility stage.** The second stage is the hostility stage. Here, immigrants have become conversant with the realities they are facing (Sam & Berry, 2010). These include difficulties in procuring food and other necessities of life. It is during the hostility stage that immigrants feel hate for the host country and wish they could go back to their home countries (Slonim-Nevo et al., 2009). The hostility stage is characterized by complaining, segregation (exhibited through tendencies to associate only with people who understand the immigrant's language), rejection of anything that belongs to the new culture (e.g., new kinds of food), and bouts of depression and anger (Slonim-Nevo et al., 2009).

**Humor stage.** The third stage is the humor stage. Here, immigrants gradually begin to get comfortable with their new homeland (Sam & Berry, 2010). They also gradually find new friends, discover the good things in their surroundings, and make adjustments to their lives (Sandoval, 2011).

**Acculturation stage.** The fourth and final stage occurs when the immigrants become like natives. This happens when they accept the fact that they are in the new

country to stay (Sandoval, 2011). This last stage, however, may take many years to be realized. In fact, some people may never experience it at all. If the immigrants are students, Slonim-Nevo et al. (2009) argued, then whatever happens in their hearts and minds due to the drastic changes in their lives will directly influence their coping ability and success in school.

Acculturation thus denotes the process of coping with new ways of living as adopted by the people concerned. Analyzing the process of acculturation requires taking a look at the acculturative stress theory, which was proposed by Berry in 1980. In this theory, acculturative stress is defined as the stress that occurs due to the process of acculturation, a process that takes place whenever people of two or more cultures come into contact with each other and share living space. Similarly, acculturation stress describes the psychocultural stress that results from cultural differences between the incoming and the host culture. This psychocultural stress is marked by a decrease in the mental and physical status of groups or individuals who undergo acculturation (Berry, 1980). The acculturative stress theory is based on two principles: the contact participation principle and the cultural maintenance principle (Berry, 1980).

The choice to undergird this research with acculturative stress theory was informed by the fact that it best explains the relationship between acculturative stress and the complex process of acculturation. More specifically, acculturative stress theory best explains the variations in and the intensity of the stress, which usually rest squarely on the similarities and dissimilarities between the incoming and the host culture (Alarcon et al., 2001). Likewise, acculturative stress theory is best-suited for explaining the problem



statement. The theory also informs the study's purpose, which is to investigate the role of acculturative stress in the adjustment of Hispanic parents (Alarcon et al., 2001).

### **The Acculturation Process and its Implications**

Whenever people migrate from one place to another, they inevitably come into contact with persons of a different culture. The natives' behavior is generally quite different from the behavior exhibited by the immigrants. As the two groups meet each other and interact, a reciprocal influence is played out; that is, each group exerts its influence upon the other in some way. The extent of the influence varies depending on the composition and size of each group. Chun, Organista, and Marin (2009) argued that it is usually the local or host group that will exert a dominant influence over the immigrant group. According to Berry (2006), acculturation is the process of adjusting to a nonnative culture. During this process, changes will occur in the identities, cognition, values, attitudes, and behaviors of the individuals concerned. These changes frequently engender a type of distress that is unique: acculturative stress (Berry, 2006).

According to Alarcon et al. (2001), both acculturation and acculturative stress have been associated with a number of risks. These risks include increased anxiety, decreased mental development, and language conflicts. Apart from these risks, Alarcon et al. noted that acculturative stress factors such as psychological adjustment, the expected protective social-support role, and the coping style adopted by individuals are commonly found among immigrant Hispanic parents. These factors make the coping of Hispanic immigrant parents exceptionally challenging given the role they play in providing shelter and education for their children. According to Dow (2011), the process of acculturation can be positive or negative. It is positive if it improves the chances of life and mental

health of an individual or of the dominant culture. However, it is negative when the change is challenging and the cultural adaptation and social expectations are difficult to meet.

According to Chun et al. (2009), acculturation is visible not only as a process but also as an outcome of that process. Past researchers have examined the association that exists between acculturation and various psychological outcomes (Chun et al., 2009). These researchers have come to the conclusion that there are two key areas that need addressing: ethnic identity and the acculturation of adolescents. Chun et al. (2009) argued that very few researchers are paying attention to the issue of ethnic identity and how it impacts acculturation. Although ethnic identity relates to cultural heritage practices, it is possible for a person to feel a sense of solidarity in the midst of his or her cultural group without necessarily speaking the language of that group.

The second key area is the acculturation of adolescents, which itself impacts several psychological processes. According to Crocket et al. (2007), ethnic identity is in most cases associated with positive outcomes. These include self-esteem and success in academics for adolescents from minority ethnic groups. However, limited research is available on the negative relationships that could potentially exist between ethnic identity and problematic behaviors. This comment, as well as others, shows that the acculturation and psychosocial-adjustment literature has noticeable gaps.

Nakamura, Tummala, and Michael (2013) argued that greater acculturation to cultural practices in the United States is linked to negative outcomes such as behavioral problems and substance abuse. However, other studies have demonstrated the value of acculturative practices in the United States, as they can lead to positive outcomes such as

academic success (Myers-Walls, Frias, Kwon, Ko, & Lu, 2011; Nakamura et al., 2013; Venegas, 2009). Ethnic identity and acculturation can thus relate to psychological adjustment positively or negatively through different mechanisms. Examining these mechanisms may provide much stronger evidence to support discriminative practices among culturally diverse groups. McCaffrey (2009), Ngo (2008), and Sam and Berry (2010) showed that ethnic identity could have a bearing on academic achievement, psychosocial behavior, and symptoms that are externalizing through self-esteem. Acculturation could also relate to outcomes that are similar through acculturative stress (Smokowski & Bacallao, 2011). If this is the case, then it follows that ethnic identity and acculturation operate independently.

According to Chun et al. (2009), acculturation can also be evaluated at the group, or macro, level. However, the acculturation field generally focuses on the individual, involving personality changes as reflected in identity, behavior, values, and language. Strug, Mason, and Auerbach (2009) argued that acculturation focuses on the adjustment and adaptation made by the individual immigrant. They added that the whole process of acculturation occurs over time, as there are changes in attitudes, customs, values, behaviors, and beliefs towards the foreign culture. Acculturation is a process rather than a static variable, and it depends on social interaction (Strug et al., 2009). In fact, acculturation can only take place where and when there is social interaction.

According to Wyer, Chiu, and Hong (2009), acculturation is operationally indicated by factors that are related in many ways. These include language proficiency, use of language, status of nativity, related preferences of cultural behavior, and ethnic identity. The complexity of the definition and operation has resulted in the variability of

acculturation strategy measurement in the literature (Berry, 1980). Joseph, Muakkassa, Quijano, Wolff, & Francois (2009) found that in spite of inconsistencies in the findings and the complexity of the definition, greater acculturation levels among Hispanics have regularly been linked to substance abuse and health disorders. Joseph et al. noted that even when one controls for age, education, income, nativity status in the United States, and preference of the English language, there is still the risk of substance abuse among Hispanics.

### **The Hispanic Community in the United States**

The Hispanic community in the United States is quite diverse; thus, a brief examination of the differences among Hispanic subgroups is advisable. The various subgroups in the Hispanic community in the United States include Mexicans, Puerto Ricans, Costa Ricans, Nicaraguans, Cubans, Spaniards, Salvadorans, and Dominicans, among others (Fraga & Garcia, 2010). In 2012, Hispanics accounted for 16.88% of the US population, or approximately 52,961,017 individuals, and Mexicans currently account for over 64.6% of the Hispanic population in the United States. The high school graduation rate among Hispanics in the United States stood at 62.2%, in 2010 (Fraga & Garcia, 2010). No clear statistics are available regarding the number of legal and illegal (i.e., undocumented) immigrants in the United States. However, the Pew Hispanic Center estimates indicated that approximately 500,000 Mexican immigrants have entered the United States illegally, every year, since 2006 (Fraga & Garcia, 2010).

According to López (2011), the values of the Mexican ethnic group have been slowly eroded through the influence of their new environment. Finch, Frank, and Vega (2004) undertook a study to gauge the impact of acculturation on this ethnic group.

Participants included 1,001 adult immigrant farm workers. The researchers concluded that acculturation not only affected the adjustment of the Mexican immigrants, but also had deleterious effects on their mental and physical health. Acculturation impacts on Puerto Ricans were highlighted in a longitudinal study that combined Puerto Ricans and Cubans (Gordon-Larsen, Harris, Ward, & Popkin, 2003). Following multivariate analysis in a study evaluating over 20,000 adolescent participants, the researchers concluded that Cubans and Puerto Ricans were equally affected by acculturation in terms of their physical health. Specifically, these immigrants suffered significant weight loss and were more prone to illness than other adolescents.

According to Combs et al. (2010), Cubans are considered the fastest-growing Hispanic group in the United States. The main difference that sets Cubans apart from other Hispanic groups is that they are refugees and not permitted to leave Cuba voluntarily. In spite of this circumstance, as Combs et al. pointed out, many Cubans have risked death to come to the United States. Such immigrants leave behind family members whom they might never see again. Their culture is tremendously family-oriented, even to the extent of creating ethnic communities or societies consisting of the extended family (Combs et al., 2010). The impact of acculturation requires that they protect their traditions and their culture, which are vital to their lifestyle. It also requires of them that they assist other refugees who are new arrivals and need basic necessities such as food, shelter, clothing, and employment (Combs et al., 2010). Yet the acculturation process has also led them to embrace the lifestyle of their host country, which appears to be pleasing to the younger generation (Combs et al., 2010).

A study by Gordon-Larsen et al. (2003) highlights the impact of acculturation on another ethnic group: Costa Ricans. Costa Ricans are just starting to move to the United States. Although many feel the need to learn English, Spanish is their first language. English has, however, become the principal foreign language in their home country. Their travels to the United States serve mainly to improve their economic status (Gordon-Larsen et al., 2003). Both Sandoval (2011) and Ennis, Ríos-Vargas, and Albert (2011) noted that the Costa Rican culture used to entail living in large families, but that this custom has changed in recent years. Today, most Costa Ricans, who are primarily Roman Catholics, seem to embrace the contemporary family unit (Ennis et al., 2011). Acculturation has exposed this group to a different kind of lifestyle in a new environment. This happened primarily as they were trying to cope with difficult conditions (Sandoval, 2011). No specific study has investigated the impact of acculturation on Costa Ricans. Their recent migrations have, however, been recorded in a number of books (Sandoval, 2011).

One could argue that virtually all Hispanic communities in the United States show cultural similarities (Sandoval, 2011). Furthermore, one might argue that all Hispanics have a more conservative, religious, and family-oriented culture than the dominant group in the United States. This contrasts Hispanics with their US counterparts, who tend to embrace secular values (Sandoval, 2011). These similarities make it possible for them to be grouped together and studied as a unit (Sandoval, 2011). Based on the cultural similarities among various Hispanic communities in the United States, I chose to study the Hispanic community as a unit, rather than to examine specific cultural subgroups. The

next section of this chapter thus reviews past studies regarding how Hispanics are affected by acculturative stress.

### **Acculturative Stress in the Hispanic Community**

According to Arbona et al. (2010), the formulation of acculturative stress theories tended to imply, in the past, that psychologically negative acculturating consequences (e.g., emotional distress, anxiety, and shock) could not be avoided. However, the authors noted, current scholarly commentary has not placed much emphasis on the inevitability of such negative consequences. Instead, contemporary scholarly literature, as well as popular opinion, generally recognizes the ameliorating effects realized through familial, environmental, demographic, and other acculturation outcome factors (Arbona et al., 2010).

To underscore the argument of Berry (1980), who was an inventive researcher to rely on a framework concerning stress coping, Arbona et al. (2010) placed emphasis on the buffering importance of stress-coping resources vis-à-vis the negative acculturation effects. In discussing acculturative resilience, Berry (1980) stressed that acculturation leads to dysfunctional and psychopathological consequences when the coping resources are inadequate. In Berry's view, this is in line with the stress-coping comprehensive model. Matheny, Canella, Aycock, and Curlette (1986) constructed this model to analyze the effectiveness of treatments for stress-related disorders. In the model, stress is a consequence of the perceived imbalance between demands and available resources. This model in turn draws on the process of appraisal, as conceptualized by Lazarus and Folkman (1984). Consequently, argued Arbona et al. (2010), the first appraisal of people is on the basis of the seriousness encountered. It is also based on the adequacy of their

coping resources. When the judgment of perceived resources shows a deficit, the stress response is automatically triggered irrespective of the origin of the demand (Arbona et al., 2010).

Pérez (2010) argued that Hispanics, apart from facing the normal challenges associated with immigration, also face certain conditions that are different from those of other immigrants. For instance, Hispanic parents tend to have little formal education. Furthermore, their English language skills are usually inadequate. These predicaments have generally limited their access to good jobs and impeded the upward mobility of their children (Pérez, 2010). According to Venegas (2009), higher learning as well as daily activities pose a challenge to immigrant Hispanic parents. This includes navigating the health care system and participating in civic life. Their children often fail to complete high school, leaving them ill-equipped to compete in the technology- and information-driven economy that currently characterizes the United States (Venegas, 2009). Such children are then unable to compete for and acquire jobs that pay well and cover health care, education, economic needs, and other aspects of life. In Venegas's view, the only way to improve the standard of living among Hispanics is by facilitating their access to education. Education would secure a better life for them.

Smart and Smart (1995) expressed a similar a view to Venegas (2009) with respect to the unique challenges faced by Hispanic parents. They highlighted several negative experiences, including bad treatment resulting from their poor English expressions, guilt from leaving their family and friends behind in their home country, and generally low self-esteem. Much of their analysis emphasizes the effects of low self-esteem. According to Smart and Smart (1995), low self-esteem results primarily from



negative thoughts, specifically from thinking that it is impossible for Hispanic immigrants to regain the status and respect they enjoyed in their home countries. However, low self-esteem among Hispanics has also been attributed to rejection by other Americans due to their different culture. It has also been attributed to general discrimination as a result of their race and background. Therefore, they argued, counselors needed to become familiar with the realities of Hispanic immigrants' lives in order to assist them in coping with their stressors.

Regarding the issue of racism, McCaffrey (2009) believed that it would be worth bringing to the fore the recent increase in both legal and illegal immigration of Hispanics to the United States. This trend, he argued, has spurred an anti-Hispanic sentiment. The debate on immigration has generated negative feelings. As a result, racist claims such as the likelihood of Hispanic-American people taking over the white Anglo-American society have arisen and multiplied (McCaffrey, 2009). According to MacDonald and Sampson (2012), a 2010 poll by the Associated Press revealed that about 61% of Americans claimed that Hispanics faced significant discrimination. Furthermore, the backlash against illegal immigration has created a divide between Hispanics in the United States and the rest of the population (Matheny et al., 1986). This is causing deep concerns, especially regarding discrimination against Hispanics.

Jagers (2012) revealed that most Hispanics in the United States also lack financial stability. The author also pointed out that, while it is likely that their economic fortunes in the United States are far better than they were in their native countries, Hispanics in the United States are lagging behind their Anglo-American counterparts when it comes to income. Goodkind, Gonzales, Malcoe, and Espinosa (2008) foreshadowed these findings,

and also those of MacDonald et al. (2012), regarding the unique challenges of Hispanic migrants. In most cases, Goodkind et al. noted, the pressure to acculturate has had the effect of setting various stressors into motion. These stressors are associated with changes in language, gender roles, and traditional values of the family. Unless checked in a timely manner, such stressors tend to cause family problems in general and marital conflicts in particular. This is why divorce rates have been higher among Hispanics compared to other ethnic groups in the United States (Goodkind et al., 2008).

Research by Altschul and Lee (2011) showed that the acculturation differential effects and acculturative stress on Hispanics have caused a greater proportion of women to become dissatisfied with their marriages, compared to men. According to Altschul and Lee, Hispanic women seem to have realized that divorce is one coping response accessible to them. Acculturative stress, noted Goodkind et al. (2008), has also caused many Hispanic family break-ups. Naturally, this problem is more pronounced among families that are already prone to marital discord. Hispanics are also acculturating to the family norms that are dominant in the American culture, norms that they generally regard as hostile to the family unit (Goodkind et al., 2008).

Angel and Angel (2009) argued that latter-generation Hispanics in the United States is at a greater risk of experiencing extended psychological hardships as they acculturate. According to Angel and Angel, this risk comes as a result of acculturative stress and the fact that the latter generation is much less acculturated. The authors also noted that there has been one major challenge for this latter Hispanic generation. This challenge is that the latter generation, instead of acquiring some protective aspects necessary for coping with the difficulties of life, has been shedding them. Hispanic

women are the most affected because they come from a culture where women are prone to stress due to negative socioeconomic challenges, like real poverty. According to Angel and Angel, these socioeconomic challenges disproportionately affect women of color. Also severely affected are women with minimal or no political influence, those living in substandard housing, and those with minimal education.

Later echoed by Angel and Angel (2009), Goodkind et al. (2008) explained that Hispanic women sometimes find themselves trapped between two worlds. On one side, they are required to preserve and abide by the customs of their tradition. On the other side, they are required to adapt to the customs, traditions, and practices of the culture of their host nation. Padilla and Borrero (2006) noted that the Hispanic culture calls for women to be self-sacrificing, loyal, generous, accommodating, and helpful. By contrast, the American culture emphasizes self-focus, competitiveness, entitlement, independence, and success. This means that these women, upon coming to the United States, find themselves caught between two cultures with opposing preferences and expectations. This, naturally, exposes them to great acculturative stress. Padilla and Borrero (2006) observed that awareness of cultural values among Hispanics seems to decline from generation to generation, up to the fourth generation. This appears to be the result of immigration that compelled the immigrants to adopt the new culture at the expense of the old one.

To summarize, the Hispanic community is unique when it comes to acculturation. This is because of a unique cultural orientation that places much emphasis on family and community life (Goodkind et al., 2008). When Hispanics migrate to the United States, they tend to suffer a great deal through acculturative stress due to being separated from

their families and communities (Altschul & Lee, 2011). Out of this painful separation grow issues of low self-esteem. Low self-esteem seems to result primarily from negative thoughts, particularly thinking that it is impossible for Hispanic immigrants to regain the status and respect they enjoyed in their home countries. This has contributed to higher levels of acculturative stress (Altschul & Lee, 2011).

Lastly, it is notable that contemporary scholarly literature, as well as popular opinion, generally recognizes the ameliorating effects realized through familial, environmental, demographic, and other acculturation outcome factors (Arbona et al., 2010). However, it is also known that awareness of cultural values among Hispanics seems to decline from generation to generation up to the fourth generation, which contributes to higher levels of acculturative stress among Hispanic immigrants (Angel & Angel, 2009). The next section explores the manner in which children's life goals are influenced by their families, notably by their parents (Padilla & Borrero, 2006).

### **Familial and Parental Influence on Children's Life Goals**

It is important to examine Hispanics' parent-child relationships to gain a better understanding of the manner in which acculturative stress may affect educational attainment among this group of immigrants. Education, in the opinion of some researchers, holds the key to successful acculturation and a satisfactory quality of life for Hispanic immigrants and their children (Venegas, 2009; Wilkins, 2009). According to Wilkins (2009), parents and other family members have great influence on the outcomes of their children's life goals. In a longitudinal study that made use of a cultural ecological-transactional perspective, Wilkins examined the impact of parental involvement and familism on the process and achievement among Latino youth.

Wilkins's (2009) findings revealed that the involvement of parents in the lives of young people helps to motivate them toward greater achievement in later life. In other words, parental involvement predicts higher future-oriented motivation as well as higher present-oriented motivation. Furthermore, according to Wilkins, familism predicts higher present-oriented motivation even more than parental involvement does. As the findings show, future-oriented motivation predicted higher perceived school competence, whereas present-oriented motivation predicted lower perceived school competence. Over time, Wilkins noted a greater increase in both future-oriented and present-oriented motivation among recent immigrant youths than among US-born youths.

Wilkins's (2009) findings seem to emphasize the importance of parental involvement in children's educational achievement. An even more important role in shaping the educational outcomes of Hispanic immigrant youth seems to fall to the family unit. The more parents and family members take an active part in the life of a young person, the better the chances are of that young person succeeding in school (Wilkins, 2009). As these results show, it is highly desirable for Hispanics parents to adjust quickly to the new environment in the country to which they have immigrated, in order to bestow on their children all of the necessary involvement that leads to high academic achievement and, eventually, to a satisfying life.

Wilkins (2009) also confirmed Padilla and Borrero's (2006) findings that immigration, by its very nature, is a risky and stressful undertaking. It is unpredictable and as such may require considerable flexibility on the part of immigrants in order to cope with the demands of their situation. Unfortunately, most Hispanic immigrants are not able to achieve the level of flexibility necessary for a quick and sustainable

adjustment to the new cultural environment in the United States (Padilla & Borrero, 2006). In a study to gauge the effects of acculturative stress on the Hispanic family, Padilla and Borrero (2006) noted that their lifestyles in the United States often stood in sharp contrast to those led by Hispanics in their native countries. The authors provided a common example by describing the role of women in the family: while women in the United States are freer to engage in activities of their choice, Hispanic women are more restricted. They have specific roles they are expected to play in the family. When such women end up in the United States, they find it extremely difficult to cope.

According to Padilla and Borrero's findings (2006), acculturation stress levels are so high that they soon take their toll on the immigrants. This leaves the immigrants unable to stand up and successfully face the challenges that confront them, which makes the acculturation process an enormous struggle. Unfortunately, wrote Padilla and Borrero, this failure of the parents to adjust fast enough has serious consequences for the children of immigrants. The children tend to perform poorly in school because they are no longer getting the usual and necessary parental support to which they were accustomed. For instance, an immigrant Hispanic woman might be forced to take up a full-time job to fend for the family. This might leave her with very little time to tend to her children. The children may thus become less able and motivated to achieve their academic goals (Padilla & Borrero, 2006).

Padilla and Borrero (2006) were quick to point out that the US immigration system makes it hard for all immigrants to adjust quickly and to acculturate successfully. They added, however, that certain stressors afflict only certain groups of immigrants and not others. Hispanics have some unique stressors to contend with, which may not trouble

other groups of migrants to the United States. These stressors primarily have to do with the structure of Hispanic families and their way of life. The authors argued further that the American culture, with its Western inclination, has often had a rather negative impact on the more conservative Hispanic culture of the immigrants. Both acculturative stress and the exposure to the foreign American culture resulted in the loss of traditional values. These values are often associated with marriage and family life, not just among Hispanics and their descendants, but among other groups as well. When families are impacted in this way, the tendency among the children is to withdraw and suffer in silence (Padilla & Borrero, 2006). As parents have an important role to play as guides in these traditional families, their conflicted lives will weigh heavily on the fortunes of their children. Many of these children will never accomplish what they could and would have accomplished if the family had not been experiencing the conflicts of acculturation.

In summary, it should be noted that achievement motivation among Hispanic youths is determined to a large extent by their parents and extended families (Padilla & Borrero, 2006). This is not necessarily the case with other ethnic groups. Hispanics are a predominantly communal people where family unions are valued. This is unlike most Western communities where individual effort and individualism tend to be emphasized. One important aspect that emerged from Wilkins's (2009) research was the notion of future-oriented motivation and present-oriented motivation, and the different effects these motivations exert on young people's lives. Usually, how a child is motivated to do something in the present differs from how he or she is motivated to do things with a view to the future. While some children can be motivated to achieve and gain rewards in the present, others can also be motivated to delay gratification and keep their eye on the

future (Padilla & Borrero, 2006). Considering the important role played by families and parents in influencing their children's life goals, it is important to examine how the parent-child relationship impacts educational attainment among children of Hispanic immigrants, the topic of the next section.

### **Hispanic Parent-Child Relationships and Educational Attainment**

In this section, the focus is on the manner in which parent-child relationships impact educational attainment, which is the underlying reason for this study of acculturative stress in the adjustment of Hispanic parents. Numerous studies have documented that one-fifth of the children growing up in the United States live in immigrant homes (Angel & Angel, 2009; Sher & Vilens, 2010; Slonim-Nevo et al., 2009; Smart & Smart, 1995; Suarez-Morales & Lopez, 2009). In the migration process, Angel and Angel (2009) argued, families go through profound transformations. According to Angel and Angel (2009), these transformations due to immigration are further complicated by extended periods of disconnection from loved ones. The loved ones are drawn not just from an immigrant's extended family, but from his or her nuclear family as well. While agreeing in principle, Swanson, Edwards, and Spencer (2010) noted that the concept of *familia* is central in the day-to-day lives of Hispanic people. The authors added that this provides Hispanics with a sense of independence and belonging, and also helps them to be loyal and obligated.

Echoed by Swanson et al. (2010), Padilla and Borrero (2006) emphasized that *la familia* includes parents, children, and the extended family. It is a system that provides resources, information, and support to the family as well as to individuals within the family. The Hispanic *familia*, therefore, shares the responsibility for the success or failure



of all the children involved (Padilla & Borrero, 2006). In schooling, noted Swanson et al. (2010), educators understand that the extended family is a partner in the education of each child, alongside the parents of the child. Therefore, it is critical that educators learn about the culture of different parents and their perspectives on involvement in their children's education (Swanson et al., 2010).

The aforementioned studies by Angel and Angel (2009), Sher and Vilens (2010), Slonim-Nevo et al. (2009), Smart and Smart (1995), and Suarez-Morales and Lopez (2009) have also shown that families migrate step by step. In most cases, it is the male head of the family who leaves home first. Later on, when conditions are favorable, the rest of the family will join him. This, however, may take several years. In some instances, it may never happen at all (Suarez-Morales & Lopez, 2009). Ferrer (2011) argued that when children live apart from their parent(s), they normally feel abandoned and may resolve to detach themselves from the parent who has left them behind. In the event that there is a reunification with this parent, the children tend to miss the extended family members who have stayed by their side during the absence of the biological parent. This results in complicated family relations.

A study by Swanson et al. (2010) established that ruptures in the parental relationship can lead to major challenges. Given secure parental relationships, children grow up to become secure adults in their own right. The Swanson et al. study with approximately 50 Hispanic families confirmed the pivotal role played by early relationships for the self-sense of the child and the later relationships the child forms with other people. Berger's (2009) earlier findings support the results reported by Swanson et al. (2010). According to Berger, when the parents are close to their children, they are able

to interact with them and impart their values, behavior patterns, and knowledge. This enables the children to understand the world around them better, and it teaches them how to face cultural challenges (Berger, 2009).

In the literature on Hispanics, the Hispanic family is generally treated as a unit (Padilla & Borrero, 2006). However, very little information is available regarding Hispanic parents specifically. This means that the research findings available through studies of other cultures or groups must be relied upon to offer insights into parents' lives in general and Hispanic parents by extrapolation. Myers-Walls et al. (2011) conducted a qualitative study to examine the experiences of Asian international graduate students and their spouses and children at a US-based university. The study examined 31 participants drawn from Korea, Taiwan, China, and the Philippines. It relied on interviews to gauge the perceptions of the participants about their stressors while in the United States. Among these stressors were feeling overwhelmed by the adjustment to a novel culture, language difficulties, marital stress, financial problems, and feelings of isolation. The researchers concluded that the stressors particularly to the nonstudent spouse (almost all were also parents) included power imbalance in the spousal relationship, loss of familiar roles and status of the parents, and feelings of inadequacy.

Another study on Hispanic parents by Crocket et al. (2007) examined the relationship between acculturative stress and psychological functioning. This was in addition to investigating the role that social support plays and the coping style adopted as a result. The study used 148 Mexican-American students to assess the effects of these interactions. Crocket et al. found that active coping and parental support were vital elements in buffering the effects of high acculturative stress with depressive and anxiety

symptoms. Nakamura et al. (2013), after researching a special journal issue on the subject of immigration, revealed the existence of a critical difference affecting the Hispanic group which had previously been overlooked. The authors argued that the expectations of the learning institution frequently seemed to conflict with those of the parents regarding the parents' role and responsibility in the education of their children. Similar to Nakamura et al., Wilkins (2009) contended that parental education, familiarity with the educational system, and language ability were critical educational resources for children. Wilkins noted that despite the parents' efforts to support the education of their children, most Hispanic families were, time and again, frustrated by their inability and inadequacy to assist their children with their schoolwork. Although most of these parents were willing and eager to help their children, they believed that their own lack of ability would most likely prevent them from furthering their children's achievement (Wilkins, 2009).

Wilkins (2009) argued that while Hispanic immigrant parents may not be seen as doing much in the school setting due to their inadequate English language skills, these parents nevertheless highly value the education of their children and attempt to involve themselves as much as possible. This reality stands in sharp contrast to the presumption that they do not value education, wrote Wilkins. According to Koppelman and Goodhart (2011), these parents support the education of their children in culturally specific ways, which include encouraging good behavior, respect for teachers, and hard work. Venegas (2009) offered a similar opinion and touted as a well-known fact that immigrant parents care deeply for their children and have the ability to contribute meaningfully to their education if the school community recognizes and embraces them.

The family plays a critical role in the attainment of children's educational achievement. Murillo (2010) reported that children whose parents have been separated and those whose families include a stepparent generally record less favorable educational outcomes compared to children who live with both biological parents. Koppelman and Goodhart (2011) agreed with Murillo's views. He also noted other factors that tend to hinder the educational attainment of children: reduced attention from the parents, poverty, and incapability of the parent to assist the child with schoolwork. Lack of English language proficiency also limited the extent to which parents could assist in the schooling of their children. The authors believed that language proficiency or inadequacy lies at the basis of Murillo's (2010) argument and the positive correlation between the English language proficiency of parents and the school success of children in immigrant families.

According to Berger (2009), the length of time that the immigrant parent has spent in the new country (in this case the United States) is another important factor affecting educational outcomes for their children. As a rule, the longer an immigrant stays in a foreign country, the better the chances that this immigrant's child will perform well in school. This is so, argued Murillo (2010), because these children will get enough time to acculturate. Supporting Berger's (2009) and Murillo's (2010) arguments, Wasik (2012) contended that the transition of children from being novices in the U.S. educational system to being experienced and proactive participants requires drastic changes, both socially and culturally. The transition process encompasses knowledge of the new culture, language, and values. All these are largely dependent on the socioeconomic, educational, and political opportunities of the family. Therefore, argued

Wasik, in order for children to make these transitions successfully, they need motivation and rewards. Unfortunately, this might not be possible for most immigrant families due to their environmental challenges, and this will negatively impact the educational attainment of these children (Wasik, 2012).

To summarize, it should be noted that a large number of Hispanics live and study in the United States. Hispanic children's transition from novices in the US educational system to more experienced and proactive participants requires significant social and cultural changes (Wasik, 2012). Facilitating this transition also requires a large measure of input from their parents, including motivation and rewards. To justify the need for the proposed research, the role of parents in shaping the educational outcomes of their children has been underscored. When parents cannot cope with their own stressors due to acculturation, negative impacts tend to result for the children's educational attainment and, ultimately, their life goals.

The importance of parents' direct influence on their children's education has been abundantly demonstrated. It has also been shown that immigrant parents face numerous and momentous challenges in trying to educate their children and assist the schools in their formal efforts. In view of these challenges, it is important to examine, in the next section, how these parents deal with the issues described and arrive at a healthy mental adjustment to the host culture.

### **Mental Health and Adjustment Among Hispanics**

According to Houben (2011), many older Hispanic-Americans find the acculturation strain overwhelming. Their traditional beliefs and values are in most cases at odds with the culture of the host country. Researchers indicated that mental health

programs aimed at reaching Hispanics have not been successful (Bridges, De, Rheingold, Danielson, & Silcott, 2010; Houben, 2011; McCaffrey, 2009; Sher & Vilens, 2010). This has been attributed in part to the Hispanics' reliance on traditional healers, churches, and their extended family for help whenever they were faced with ill health. Lack of access to mental health services continues to be a problem for the Hispanic community (Bridges et al., 2010; Houben, 2011; McCaffrey, 2009; Sher & Vilens, 2010).

Bridges et al. (2010) argued that Hispanic youth are also at risk of high emotional distress levels due to several factors: pressure to adapt rapidly to the host culture's values, inequality, discrimination, and poverty. Houben (2011) stated that high stress levels can explain the high suicide rate and suicide attempts recorded for this age group. To underscore the gravity and extent of this problem, Sher and Vilens (2010) noted that suicide rates among Hispanics rank highest among the ethnic groups present in the United States. In addition to high suicide rates, Hispanics are also at high risk for substance abuse. More recently, Hispanic youths have become increasingly involved in juvenile delinquency (Houben, 2011).

Sher and Vilens (2010) showed that Hispanic youths suffered from emotional problems brought about largely by marginalization and discrimination. The problems were also partially the result of lack of secure traditional values and loss of identity of their parents. Bridges et al. (2010) agreed with this view and asserted that more than 90% of Hispanics suffering from mental disorders did not seek the right medical attention. This has compounded the problem of adjustment by these people to their new environment. To appreciate fully the challenges faced by immigrants in adjusting to their new conditions, it is imperative to consider the reasons why they chose to leave their

homeland in the first place. Arcury and Quandt (2009) argued that for most immigrants (including those from Hispanic communities) the need to live better lives by accessing better jobs in foreign nations is the main cause of emigration. Most of these emigrants are poor and willing to move to any part of the world, as long as they can escape their extreme poverty.

Bridges et al. (2010) believed that it is the very work they so much desire that in some instances hinders immigrants' successful acculturation and adjustment to the new environment. Most immigrants will work long hours, sometimes in isolation. This intensive work often takes its toll on their mental health. When the destination is the United States, chances are that the stress levels will even be higher. This, Bridges et al. argued, goes to the very nature of the working conditions of immigrants in the United States, which tend to be generally unfavorable for foreigners. According to Sher and Vilens (2010), when immigrant workers face work-related challenges, which are very common in the United States, their risk of mental illness more than doubles in addition to their normal family problems. Bridges et al. (2010) also held this view. The authors argued that there needs to be an increased understanding of the acculturative stressors and their impact on various immigrant groups. With the current study, I seek to bring about such increased understanding. According to Basurto-Dávila and Pardee Rand (2009), acculturation taking place within large communities also raises the risk of mounting health disorders and substance abuse. Promoting acculturation and eventual adaptation, therefore, requires that the host society promote easy access to health care, housing, and educational facilities (Kanellos, 2011).

Other critical issues regarding mental health among Hispanics in the United States are the causal factors and possible remedial measures. Thus, if the adjustment of Hispanic immigrant parents to their new environment is to be fast-tracked, or expedited, then it is of the utmost important that the causes of their lagging adjustment be known (Kanellos, 2011). This is an issue that I will be investigating in this study. Coffman and Norton (2010) argued that previous investigations of immigrants' mental health were built on the premise that mental problems were caused by the difficulties encountered by the immigrants as they tried to adjust to a new environment. Notable difficulties of this nature included getting quality jobs with favorable working conditions. Later, researchers found, however, that even long after the immigrants had settled in, mental health problems continued to persist. For some Hispanic immigrants, the state of their mental health actually got worse as they acculturated (Coffman and Norton, 2010).

Owing to this new development, a clear need exists to conduct a study to explore the continued existence of mental illness among immigrant parents long after they have become integrated into their new cultural settings. It has generally been taken for granted that the major factors contributing to the persistence of mental health issues included disorders such as loss of cultural identity, low self-esteem, poverty, and linguistics-related barriers. This view, however, remains mere speculation, noted Coffman and Norton (2010). The need exists for an empirical study into the causes of mental disorders among Hispanic parents, not just in the initial stages of their entry into a new environment, but long after they have settled in (Coffman & Norton, 2010). With this study, I narrow the knowledge gap in this area.



Immigration is a stressful event. Among adults, this experience has been associated with very high psychological distress rates. According to Barrientos (2011), basic parenting models in North America would predict that children from immigrant families, just like their adult relatives, would be prone to risks due to adjustment problems. This would happen both directly, as a result of immigration stress, and indirectly, by having their parents being highly distressed (Barrientos, 2011). Barrientos (2011) argued vigorously that only a limited number of such models are available due to lack of empirical evidence. Even the few studies that have been conducted fail to account accurately for differences in acculturative stress between immigrant and non-immigrant children. The present study provides a useful source of information through its findings.

Barrientos (2011) also argued that the Hispanic culture places much emphasis on close family ties and strong feelings of attachment, shared identity, and loyalty to family members. This kind of culture would protect its members against external stressors. Furthermore, better functioning and emotional support from family members assist in lowering the level of depressive symptoms among teenagers and adults (Kanellos, 2011). Peer support, in addition to family closeness, is also important in fostering social adjustment, argued Kanellos (2011). Friends can provide emotional support that is instrumental for coping with changes in the environment. Friends are also more likely to make themselves available immediately and with the needed information relevant for coping with the new environment. Thus, emotional support from peers allows for better social adjustment (García, 2011).

Ibezin (2008) agreed with Garcia's (2011) claim by arguing that coping strategies play an important role in stress adjustment. These strategies include cognitive behavioral

efforts in the management of situations determined to be taxing or exceeding the resources of an individual. Ibezin (2008) defined coping as a process of regulation used to reduce the feelings of negativity brought about by events that are stressful. Active coping generally mitigates the debilitating effects of stress. By contrast, avoidance coping is less effective (Strug et al., 2009). It's likely, therefore, that active coping plays a vital and beneficial role in acculturative stress buffering. Avoidant coping may not only be ineffective but could actually exacerbate the negative effects of acculturative stress (Strug et al., 2009). With the present study, I bring more clarity to this issue.

According to Knox, Guerra, Williams, and Toro (2011), parental support is vital in the adjustment of immigrant children to a culture that is foreign to them. Additionally, peer support will speed up children's adjustment process, since children can easily relate to their peers. However, the effects of the support received from peers are highly dependent on who these peers are and what quality of support they can provide (Knox et al., 2011). It is therefore important to examine how peer influence will facilitate or hinder the immigrant child's adjustment to the new culture, as I do in this study.

### **Summary**

In this chapter, I presented a review of the literature related to the acculturative stress experienced by Hispanic parents in adjusting to their new environment, and the differing conclusions reached by different researchers. An abundance of literature is available on the general subject of acculturation necessitated by immigration. Many empirical studies on the acculturation of Hispanic communities are available. One of the conclusions reached was that coping strategies differed from one ethnic community to another. Even within the same ethnic community, different age groups adjusted

differently to their new environment. Having examined the literature in a critical capacity, I have determined that gaps exist in the body of knowledge, which I will endeavor to narrow or fill with the findings of the present study. First and foremost, no empirical studies were found during the literature search that addressed the relationship between Hispanic immigrant parents and the educational attainment of their children. This study is intended to provide some insights into the effects of the parents' acculturative stress and their children's educational success. Education is considered the key to future success in life, yet the children of Hispanic immigrants have an extremely high drop-out rate from US educational institutions. This study will contribute to positive social change by contributing to the current body of knowledge regarding Hispanic immigrant parents. It will also potentially help their children to greater educational attainment and more personal and professional success in life, thereby enriching society at large.

## Chapter 3: Research Method

### **Introduction**

Numerous variables affect the psychological adjustment of immigrants, including language proficiency, racism, social support, and coping style (Johnson, 1975). For this study, these variables were grouped into two categories: psychological adjustment is the dependent variable, while acculturative stress, language proficiency, racism, social support, and coping style are the independent variables. In this quantitative correlational study, I examined the extent to which acculturative stress relates to psychological adjustment, using a target population of 92 immigrant Hispanic parents from an urban bilingual school in the northeastern United States as the sampling frame.

### **Research Design and Rationale**

I used existing surveys concerning acculturation and acculturative stress to assess the psychological ability of immigrant Hispanic parents to adjust to a new environment in what is for them a foreign country: the United States of America. The focus is on the measures of overall levels of depression, as the participants struggle to adjust to their new surroundings (Fu, Yingli, Xuesong, & Qiaobing, 2010). The research design used a quantitative analysis of the surveys and highlighted the overall role of acculturative stress in the adjustment of Hispanic parents to their new environment and culture. A quantitative approach was the best option to answer my research question because it offered a numerical description of attitudes, opinions, and trends among a sample of a particular population (Creswell, 2009). The surveys presented the sample of 92 Hispanic parents with a set of questions to explore how they feel and what they are enduring.

Creswell (2003) explained that a research design often determines the technique used in the analysis phase. Because I collected numerical data from participants who provided information at different levels of experience and understanding, using different surveys to measure the variables under scrutiny, the data analysis requires multiple regression. For example, if the number of participants who speak Spanish often is higher than those who speak English during their normal activities, this would show that the determining factor of the research is the quantity of people providing certain information. If 80 out of 100 participants speak Spanish during their normal daily activities, then the determining factor is the quantity of individuals who either prove or disprove the accuracy of the null hypothesis, based on a predetermined level of confidence. This is supported by Babbie (2001), who wrote, “analysis is the process of putting questions to and getting answers from your data” (p. 396).

## **Methodology**

### **Population and Sample**

This study surveyed 92 Hispanic parents residing in an urban area of the northeastern United States from which the study sample was drawn. The term *Hispanic parents* was applied to parents of Mexican, South American, Central American, and Caribbean (here, only Cuban or Dominican) descent (Christerson, Edwards, & Flory, 2010). The acquired sample of 92 participants is sufficient for the purposes of this study, based on calculations made by a power analysis computed using G\* Power 3.1.9.2 (Cohen, 1988). Multiple linear regression was used to examine the hypotheses. More specifically, the regression model examined whether acculturative stress (as measured by the Multidimensional Acculturative Stress Index), racism (as measured by the Perceived

Racism Scale for Latinos), language proficiency (as measured by the Bidimensional Acculturation Scale Language Proficiency), social support (as measured by the Interpersonal Support Evaluation List), and coping style (as measured by the Brief COPE) predict the adjustment of immigrant Hispanic parents (as measured by the Center for the Epidemiologic Studies Depression Scale). The  $\alpha$  for the test of this model was set at .05. To achieve a power of .80 and a medium effect size ( $f^2=.15$ ), a minimum total sample size of 92 is required to detect a significant model ( $F(5,86) = 2.32$ ).

### **Sample and Sampling Procedures**

I used convenience sampling to recruit participants. The population of 92 parents who consented to be prospective participants in this study were used as the sampling frame to obtain the needed sample of  $N = 92$  participants. The confidence level was set at 95% with a confidence interval of .05, (Creswell, 2003). The participants in this study were immigrant Hispanic parents from an urban bilingual elementary school. The school uses practical, hands-on lessons to educate children in the English language. The parents of students in this school were in a good position to participate in this study because they were immigrant Hispanic parents faced with all the aforementioned variables this research explores. The inclusion criteria for the participants was that they were 18 years of age or older, had at least one child in school, and were immigrants from Central America, South America, Cuba, or the Dominican Republic. Puerto Rican parents were excluded from my study, for although they do migrate to the States they are not considered immigrants.

## **Procedures**

### **Recruitment**

Participant recruitment for this study was done at an urban school in the northeastern region of the United States. The principal of the school hosts a monthly event known as “Coffee with the Parents.” At this event, the principal aims at connecting with the parents to help them with issues they might be experiencing with their children. The main purpose of this meeting is to provide support to the parents and help them with their concerns, as well as to announce important meetings in which the parents’ participation is essential in order for the students to succeed. During one of these meetings, the parents were informed about the proposed research. All the parents were Spanish-dominant; therefore, the briefing and the survey were done in Spanish. The parents were, however, given the choice to complete the assessments in English or Spanish.

### **Data Collection**

The parents completed the survey packets at another meeting hosted by the principal of the school. On the day of the data collection the parents first signed the informed consent forms after I reiterated the aim of the study and the importance of their participation. I was present while the survey packets were completed in case the parents needed clarification about any questions they did not fully understand. No names were required on the surveys to encourage participants to answer all questions completely and honestly and to maintain confidentiality. My role in the school is that I am a part-time independent contractor working with one autistic child in a regular education classroom. The mother of the child is Puerto Rican and did not participate in the study.

## **Instruments and Measures**

**Bidimensional Acculturation Scale Language Proficiency Scale (BAS/LP).** In this study, I use the Bidimensional Acculturation Scale for Hispanics' Language Proficiency (BAS/LP: Marín & Gamba, 1996a) to assess the participants' language proficiency. The BAS/LP is reproduced in Appendix D. This instrument was completed in written English, and determined the respondents' language proficiency within the acculturation process. Because some Hispanics do not use English as their first language, it was important to assess their English fluency. Their overall scores showed the participants' levels of language competency in an English-dominant culture. First, the results showed that they speak better Spanish than English. Second, the participants related mostly with their fellow Hispanics as their closest friends and relatives. Additionally, they preferred to speak Spanish when they are among their friends and intimates, showing that it is more natural for them than conversing in English.

The BAS is composed of 24 items, which form a four point Likert type format, and the response scale varies by item. The items from the three subscales should be presented randomly. The final scale needs to have 24 items from the different cultural domains. The respondents had the choice to answer to the BAS in English or Spanish, so the BAS was printed in both languages. The BAS looks at two cultural domains, Hispanic and nonHispanic, and is scored by averaging the scores across both categories. Items 4 through 6, 13 through 18, and 22 through 24 compose the Hispanic domain, while Items 1 through 3, 7 through 12, and 19 through 21 compose the nonHispanic domain. The possible total scores range from 1 to 4 for both cultural domains. The two scores must be used together to determine the respondent's level of acculturation. However, for the



purpose of this study, only the BAS/LP, which is the subscale of the BAS that measures language proficiency, was used to measure language proficiency (Marín & Gamba, 1996a). A score of 2.5 is used as the cut-off score to show low or high levels of adherence to either cultural domain; however, scores above 2.5 in both cultural domains can indicate biculturalism. Marín and Gamba (1996b) found that "all of the language-based subscales showed high correlations with the various validated correlates with the exception of the correlations in the Electronic Media subscale" (p. 304). The authors also found, after testing reliability and concurrent validity, that the BAS's language-based items demonstrated good psychometric properties and high internal consistency with Mexican Americans with an alpha of .93 for the Hispanic and .97 for the Anglo domain for the three language-related subscales. The BAS was translated into Spanish by its original authors.

### **Multidimensional Acculturation Stress Index (MASI)**

The Multidimensional Acculturation Stress Index (MASI; Rodríguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002) is a 36-item measure that assesses acculturative stress. The MASI (Appendix F) is a bidimensional measure that evaluates acculturative stress, which comes from European American and Hispanic foundations. The subjects respond by rating items according to the perceived degree of acculturative stress experienced during the prior three months, using a six-point scale that spans from 0, which translates into "does not apply," to 5, which translates into "extremely stressful." Higher scores suggest a higher degree of acculturative stress. According to Rodríguez et al. (2002) and Torres, Driscoll and Voell (2010), individual or overall subscale scores of acculturative stress can be used.

The MASI shows good test reliability in internal consistency with regard to the general scale and the corresponding subscales; Cronbach's alpha ranges from .77 to .90. Schwartz and Zamboanga (2008) further confirmed the MASI's reliability for all subscales in a sample of Hispanics living in Miami, with a Cronbach's alpha above .79 in all the subscales. In addition, the MASI has excellent internal consistency at T1 and T2, with Cronbach's alphas of .89 and .88. Rodríguez et al. (2002) also stated that as to criterion validity, the Pressure to Acculturate subscale considerably foretells greater psychological distress and lesser well-being above and beyond sociodemographic variables.

The MASI was originally developed in English and was successively translated into Spanish by Loretta Garcia-Hernandez (Rodríguez et al., 2002). The Spanish version was translated again by a group of three English-Spanish bilingual individuals experienced in psychological research, and inconsistencies between the English and Spanish versions of the instrument were clarified, thereby "decentering" the original English version (Brislin, 1993). The process of decentering entails eliminating any culture-specific concepts from the original language, producing a translated measure that is comparable to the original version (Rodríguez et al., 2002). Both the English and Spanish MASI were pretested on 6 individuals, and slight changes were made to further improve the clarity and comprehensibility of the MASI. The Spanish version of the MASI yielded a Cronbach's alpha that ranged from .74 to .91. For the purpose of this study the MASI was available in both Spanish and English so the participants could choose which language they preferred.

### **Center for Epidemiologic Studies Depression Scale**

The Center for Epidemiologic Studies Depression Scale (CES-D) is used for assessing depression indications in the overall population and to identify people who may be at extreme risk of becoming depressed. The scale is a 20-item questionnaire that allows participants to illustrate how frequently they have felt either negative or positive moods during the past few days (Zorlu, 2011). Scores range from 0 – 60, with a score of 16 and above showing a diagnosis of despair. The discriminant soundness of the CES-D was propped up using associations with the State-Trait Anxiety Inventory ([mindgarden.com/products/staisad.htm](http://mindgarden.com/products/staisad.htm)) and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). An association between the Beck Depression Inventory (Beck, Ward, Mock, Mendelson, & Erbaugh, 1961) and the CES-D scale propped up simultaneous soundness. Construct validity, on the other hand, was supported by an assenting factor analysis (see Appendix E).

Padilla and Borrero (2006) reported dependability coefficients of 0.84-0.90 for the CES-D scale, and Suarez-Morales and Lopez (2009) realized a reliability coefficient of 0.87 when employing the CES-D with a Hispanic sample. Padilla and Borrero (2006) translated the CES-D into Spanish in the mid-1980s; after conducting a direct comparison with the original English version, content validity was evidenced. Formation and simultaneous validity of the Spanish CES-D was developed through association scrutinized with the Symptom Checklist 90 (Padilla & Borrero, 2006) and the Beck Depression Inventory. The Spanish version of the CES-D had a reliability coefficient of 0.89, with the test-retest dependability at 0.68. The CES-D scale had great importance for determining the validity coefficient and indications of depression in participants. These

measures are also of importance in the proposed study, because they will help to determine the research objectives and attain the required results.

### **The Brief COPE**

The Brief COPE (Carver, 1997) is a 28-item scale which measures several elements of coping. The response options span from *I haven't been doing this at all* (1) to *I've been doing this a lot* (4). There are also 14 subscales with 2 items each, which are in addition to the overall score. The original study shows satisfactory levels of reliability ( $\alpha = .50$  to  $.82$ ). The shorter version is ideal to reduce the time demand on study participants (Carver, 1997). The Brief COPE leaves out two scales of the original COPE and decreases two items per scale in the others, as well as adding one scale. The Spanish version of the Brief COPE was translated by the psychology department of the University of Miami, in collaboration with native Spanish speakers from several countries and cultures, to create as neutral a Spanish translation as possible. This process is detailed by Perczek, Carver, Price, and Pozo-Kaderman (2000). According to the authors, COPE has an acceptable alpha in the Spanish version that ranges from  $.73$  to  $.95$  (see Appendix C).

### **The Interpersonal Support Evaluation List (ISEL)**

ISEL (Cohen & Hoberman, 1983) is a 40-item scale which measures social support. The options to the responses range from *definitely false* (0) to *definitely true* (3); higher scores indicate more social support. There are also four subscales along the overall score. The appraisal subscale measures the perceived availability of a person to talk to about the individual's problems. The belonging subscale measures the perceived availability of someone with whom an individual can do things. The self-esteem subscale measures the perceived availability of a positive comparison when the individual

compares himself/herself with others. The tangible subscale measures the perceived availability of substantial help. The ISEL has been shown to have adequate reliability as seen in the original study ( $\alpha = .77$ ) (Appendix G).

### **The Perceived Racism Scale for Latinos (PRSL)**

The PRSL(Collado-Proctor, 1999) evaluated participants' awareness of the regularity with which they had been targets of discrimination, whether ethnically or racially driven. The PRSL was marginally modified from its original form by Morady & Risco (2006). The PRSL is composed of 62 items, divided into the following categories: 1) racism on the job, 2) racism in academic settings, 3) racism in public settings, 4) racism in health care settings, 5) racism in general settings, 6) emotional responses to racism, and 7) coping responses to racism. Participants reported how frequently they had experienced discrimination within the past year by evaluating the PRSL items on a Likert scale that ranges from 1 (never) to 5 (several times a day). The PRSL also has the choice of "not applicable," which is scored as a 1 (never) because it means the respondent had not experienced this kind of discrimination. The items in the PRSL are averaged to produce a general frequency of frequency. The internal consistency coefficients for the PRSL with Latino subjects have been reported at .93 and .92 (Collado-Proctor, 1999; Moradi & Risco, 2006).

### **Research Question and Hypotheses**

The broad hypothesis for this study is that acculturative stress plays a momentous role in the psychological adjustment of immigrant Hispanic parents. However, this broad

hypothesis was not easy to test given the inestimable demographic variability of individuals adjusting to a new environment (Fraga & Garcia, 2010; Johnson, 1975).

RQ: Does experiencing acculturative stress, racism, low levels of social support, poor coping skills, and lack of language proficiency predict levels of psychological adjustment in immigrant Hispanic parents?

*H<sub>0</sub>*: Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping style as measured by the Brief COPE will not predict the adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) Scale.

*H<sub>a</sub>*: Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping style as measured by the Brief COPE will predict the adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) Scale, to a statistically significant degree.

Psychological adjustment is the dependent variable; acculturative stress, language proficiency, racism, social support, and coping style are the independent variables. In this

correlational study, I tested the aforementioned null hypothesis with the correlations. Multiple regression was used as a statistical measure, as it is the most effective and reliable method to measure the diverse variables in this study.

### **Data Storage and Analysis**

The collected data was taken to the researcher's home for analysis, and stored in a locked box when not in use. A multiple regression analysis was employed to approximate the multiple influences of the demographic variables on acculturation stress and psychological adjustment, and the relationship between acculturation stress and psychological adjustment (Miller & Kerlow-Myers, 2009). This study used regression analysis as the main statistical tool. Linear regression is a statistical tool that allows the researcher to elaborate the association between a dependent and an independent variable. A series of steps led up to the analysis proper. First, the null hypotheses and alternate hypotheses were put forth. The next step is the data collection process, which in the proposed study entailed the following procedures.

After the researcher fulfilled every requirement for research with human subjects and the data was collected, the linear regression analysis was conducted. To make this form of analysis effective, the key assumption is that both the dependent and independent variable Y and X have to be calculated at ratio point, respectively. The association between the two variables has to be linear in order for the results to be accurate. It should be noted that the independent variable in the hypothesis is acculturative stress and the dependent variable is Hispanic parents' adjustment, and that the hypothesis can be tested using this form of analysis.

**Setting**

The surveys had been used prior to the adjustment of the Hispanic parents to acculturative stress, during the adjustment process, and continue to be in use during finalization of this study (Rivera, 2008). In addition to providing an opportunity for the researcher to assess the role of acculturative stress on immigrant Hispanic parents, these surveys are also used to evaluate overall hindrances to adjustment to American culture. Some of the identified variables include language proficiency, racism, social support, acculturative stress, coping style, and psychological adjustment.

**Threats to Validity**

While these findings will be important, they are subject to certain threats to validity. First, the findings are controlled by low power, which reduces the ability to undertake more focused structural approximations within subgroups (Miller & Kerlow-Myers, 2009). For instance, it would be valuable to administer these models directly and distinctively to Hispanic parents and participants born in the United States versus those who are foreign-born, to delineate the precise effects of nativity status rather than just controlling for it (Perez, Voelz, Pettit, & Joiner, 2002). Hispanics born in the United States do not actually experience high levels of acculturative stress because they are born into the Western culture and grow up within it. In fact, these people may find it difficult to go back to the country where their parents originally came from, because they would be facing a totally different environment from what they had experienced. Their view of the Western culture is different from the views expressed by Hispanics who were born and raised in their respective native countries.



Second, despite the fact that findings of this study are decidedly pertinent, the relatively small sample size points to the need for additional replication of the structural equation modeling (SEM) findings in more complicated models engrossing latent constructs, given the gap in the literature regarding rising Hispanic populations. Third, the study is partial because acculturation was gauged as a fixed variable rather than as a process (or altering) variable. This is a widespread challenge in the available literature, and more studies will be required to assess the manipulation of acculturation alterations on family adjustment over a certain period, and with families at distinct stages in the process of acculturation. The problem with using a static acculturation measure is that the results reflect the same thing over time (Meeske et al., 2013). It is difficult to note significant changes in acculturation stress experienced by Hispanic individuals when using a static acculturation measure.

Moreover, the measure of acculturation in this case stresses the process of incorporation into the dominant culture of the United States, which is merely one aspect of the acculturation process. As noted by Wilkins (2009) and several other authors, the acculturation process can also lead to high points of reference to the custom culture alone (separation), lessened points of reference to either culture (marginalization), or high pointing to both cultural outlines (incorporation or biculturalism). Each of these results probably relays parenting practices, family stress, and youth results in distinctive ways. This implies that supplementary studies that entirely illustrate the upshots of these assorted acculturation processes are necessary.

Lastly, the generalization of these results to other parts of the nation needs careful consideration. Social framework traits of the geographical regions in which Hispanic

families dwell affect the nature, magnitude, and complexity of latent cultural adaptation problems. Venegas (2009) termed the process through which social framework distinctions shape the acculturation incident *segmented integration*. Hispanic social, political, cultural, and business cooperatives already exist (e.g., in the southwestern United States and southern Florida), where continuation of one's language and civilization of derivation is possible and operational. Nevertheless, some of the Hispanic communities in the United States do not have such infrastructure to prop up a dually edifying society (Perez et al., 2002). Such concepts need to be cautiously considered when assessing the ecological soundness of the findings presented in this study.

As precautionary intervention attempts keep on moving toward tackling the culturally precise risk and defensive factors involved in youth behavioral health, the hypothetical foundation of these interventions have to progress (Updegraff et al., 2012). This is done through using a purposeful loom to assessing conceptual connections between parenting practices and family discrepancy acculturation within Hispanic subgroups.

### **Summary**

Overall, older Hispanics find the acculturation process more overwhelming than younger ones. However, research has shown that the young population is also at risk, due to pressures to adapt and function. This has yielded high levels of stress due to marginalization and discrimination. Mental health services are not commonly used by Hispanics in spite of the many efforts to reach them. The Hispanic community relies mostly on support from their extended family, friends and community. 92 Hispanic immigrant parents from the northeastern region of the USA were recruited for the present

study. Several variables that can affect psychological adjustment of Hispanic immigrant parents, such as acculturative stress, language proficiency, racism, social support, and coping style, were analyzed via a multiple regression statistical measure. The psychological instruments used in this study are the MASI, CES-D, Brief COPE, PRSL, BAS/LP and the ISEL. Their measures were employed to prove or disprove the hypothesis in question. This chapter also discussed procedures for recruitment, data storage, and threats to validity.

## Chapter 4: Results

### **Introduction**

This chapter presents the statistical findings in relation to the research problem addressed in this study, namely the role that acculturative stress plays in the psychological adjustment of immigrant Hispanic parents. The purpose of this study was to determine whether there is a relationship between the independent variables (acculturative stress, coping skills, language proficiency, social support, and racism) and the dependent variable (psychological adjustment), and whether the independent variables could account for the psychological adjustment of a group of immigrant Hispanic parents

The first section summarizes the data collection process. Next, the frequency and percentages of the participants' characteristics are presented, followed by descriptive statistics for the IV and DV Cronbach's alpha values for all scales and subscales. The descriptive statistics for the variables after deletion of three outliers are presented next. Then, the normality of the data is explained, as well as linearity and multicollinearity. Statistical collinearity is addressed, followed by the tests of normality and Pearson's correlation. Lastly, regression coefficients for the relationship between the independent variables and the CESD are shown.

### **Data Collection**

Data collection took significantly longer than expected. Some of the participants from the original source found the surveys too long, and many of them refused to complete the surveys at all. Out of the 100 surveys that were distributed, only 15 came

back fully completed. The response rate improved through the snowball technique, although a great deal of time had passed trying to collect data from the original site. Initially, two hundred flyers inviting parents to participate were distributed during an open house at the school held the first week of classes. Qualifying parents were asked to come back to a second meeting in which the study would be explained and informed consent forms would be distributed to those interested in participating. They could also start the surveys during that meeting or they could take them home. During this first meeting about 20 parents attended and 12 of them participated in the study. The school continued having meetings with the parents on other occasions, and many of them took the surveys. During these other meetings 3 more parents participated. Therefore, the snowball technique was used to collect the rest of the data when participation at the original site proved insufficient. This technique worked best, and overall, the data was collected within a year. Ultimately, 92 participants completed the entire survey. The sample was representative of the general population under study.

### **Participants**

As seen in Table 1, the ages of the 92 participants ranged from 21 to 78 with a mean age of 45.41 ( $SD = 11.01$ ). Participants' years in the United States ranged from 1 to 58 years with an average of 22.25 years ( $SD = 13.87$ ). They had an average of 1.60 children ( $SD = 0.87$ ) in elementary school, an average of 1.31 children ( $SD = 0.85$ ) in high school, and an average of 1.39 children ( $SD = 0.78$ ) in college. The total number of children the participants had was 131. The sample was representative of the population under study.

Table 1

*Descriptive Statistics for Participant Characteristics*

Characteristic	<i>N</i>	Min	Max	Mean	<i>SD</i>
Age	92	21	78	45.41	11.01
Years in the US	73	1	58	22.25	13.87
Number of children in elementary school	62	1	4	1.60	0.87
Number of children in high school	36	1	5	1.31	0.85
Number of children in college	33	1	4	1.39	0.78

As seen in Table 2, the majority of the participants were women ( $n = 68, 73.9\%$ ), and nearly all participants spoke Spanish ( $n = 84, 92.3\%$ ). The participants were from a variety of countries; the largest numbers were from the Dominican Republic ( $n = 37, 40.2\%$ ), Ecuador ( $n = 19, 20.7\%$ ), and Mexico ( $n = 12, 13.1\%$ ). Most participants had a high school diploma or GED ( $n = 15, 16.9\%$ ), some college but no degree ( $n = 12, 13.5\%$ ), a bachelor's degree ( $n = 12, 13.5\%$ ), or a professional degree ( $n = 12, 13.5\%$ ). More than half were married ( $n = 53, 58.2\%$ )

Table 2

*Frequency and Percentages of Participant Characteristics*

Characteristic	<i>N</i>	%
Gender		
Male	24	26.1
Female	68	73.9
Language		
Spanish	84	92.3
English	7	7.7
Region		
North America	12	13.1
South America	34	37
Caribbean	38	41.3
Central America	8	8.6
Education		
Less than high school diploma	20	22.5
High school diploma	15	16.9
Some college/tech/voc training	16	18.0
Associate's/bachelor's degree	20	22.5
Graduate/professional degree	18	20.1
Marital Status		
Single, never married	16	17.6
Married	53	58.2
Widowed	14	15.4
Divorced	7	7.7
Separated	1	1.1

### Preliminary Analysis

The data were analyzed using SPSS, version 22. Multiple linear regression was used to test the hypotheses.

#### Descriptive Statistics for the IVs and DV

The descriptive statistics for the key variables can be found in Table 3.

Table 3

#### *Descriptive Statistics for the Key Variables*

Variable	<i>N</i>	Min	Max	<i>M</i>	<i>SD</i>
CESD	91	.00	47.00	15.31	10.25
PRSL	92	1.28	7.11	3.30	0.96
ISEL	92	21.00	116.00	82.17	20.49
Brief Cope	92	24.00	96.00	52.46	14.96
BAS/LP					
Non-Hispanic Cultural Domain	92	1.00	4.00	2.81	0.82
Hispanic Cultural Domain	92	1.00	4.00	3.56	0.71
MASI					
Spanish Competency Pressures	92	.00	4.14	0.77	0.85
English Competency Pressures	92	.00	5.00	1.26	1.18
Pressure to Acculturate	92	.00	4.71	1.17	1.05
Pressure Against Acculturation	92	.00	4.00	0.97	1.05

*Note.* CESD = Center for Epidemiologic Studies Depression Scale; PRSL = Perceived Racism Scale for Latinos; ISEL = Interpersonal Support Evaluation List; BAS/LP = Bidimensional Acculturation Scale; MASI = Multidimensional Acculturation Scale Index



## Reliability

The reliability for each scale and subscale was assessed with Cronbach's alpha, as shown in Table 4. A measure is reliable if its Cronbach's alpha is above .70 (per Nunnally & Bernstein, 1994). All the scales and subscales had good internal reliability.

Table 4

### *Cronbach's Alpha for all Scales and Subscales*

Scale	# of Items	Cronbach's alpha
CESD	20	.88
PRSL	64	.94
ISEL	40	.92
Brief Cope	24	.90
BAS/LP		
Non-Hispanic Cultural Domain	6	.96
Hispanic Cultural Domain	6	.98
MASI		
Spanish Competency Pressures	7	.88
English Competency Pressures	7	.92
Pressure to Acculturate	7	.89
Pressure Against Acculturation	4	.88

*Note.* CESD = Center for Epidemiologic Studies Depression Scale; PRSL = Perceived Racism Scale for Latinos; ISEL = Interpersonal Support Evaluation List; BAS/LP = Bidimensional Acculturation Scale; MASI = Multidimensional Acculturation Scale Index

## Assumptions

**Outliers.** Because of their extreme values that may largely influence statistical analysis (Dawson, 2011), observations 92 (PRSL  $z$  score = 3.96), 10 (Spanish Competency Pressures  $z$  score = 3.92), and 53 (Spanish Competency Pressures  $z$  score = 3.42) were removed before proceeding with the analysis (see Figure 1).

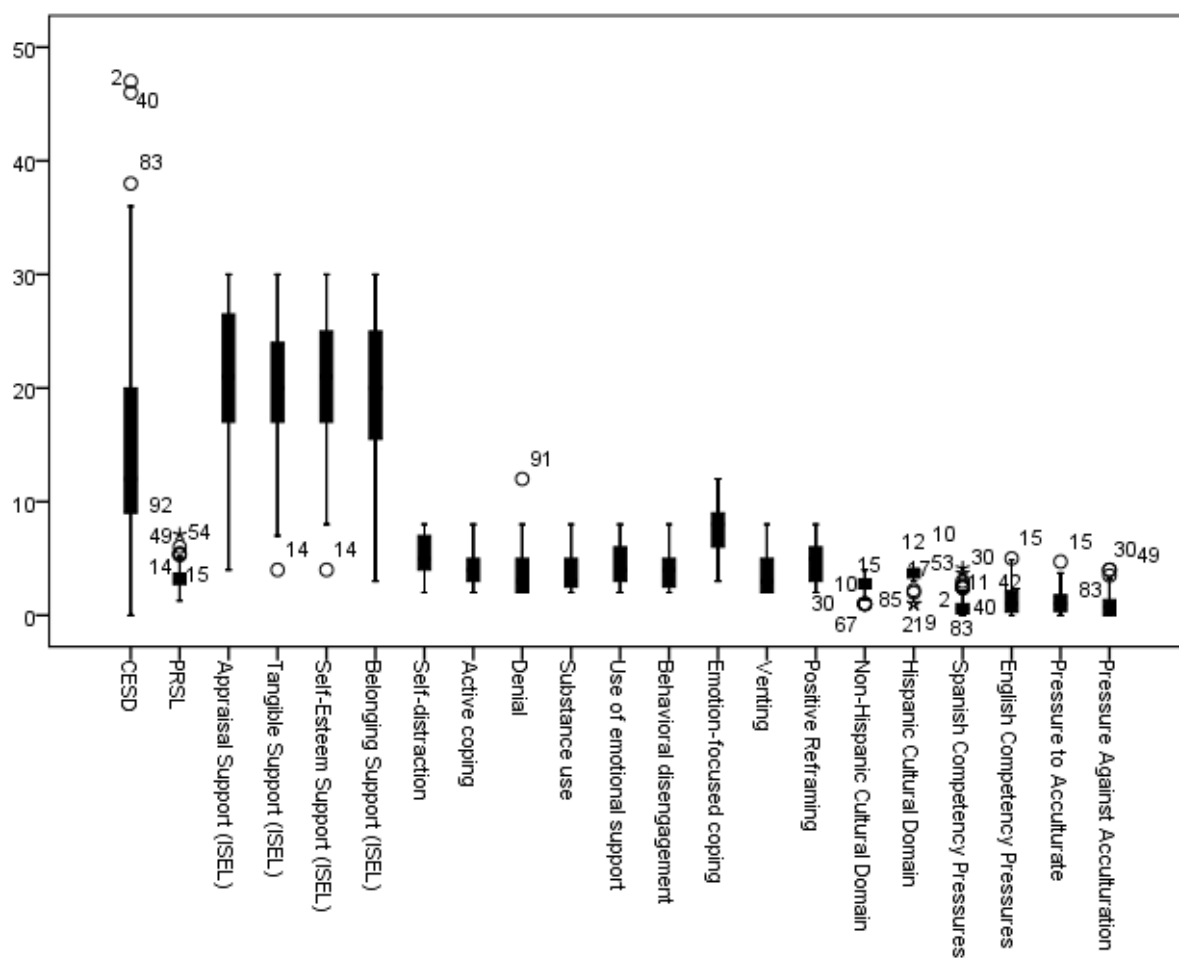


Figure 1. Boxplots for key variables to identify outliers.

The descriptive statistics for the sample with the three outliers excluded can be found in Table 5.

Table 5

*Descriptive Statistics for the Variables After Deletion of Three Outliers*

Variable	<i>N</i>	Min	Max	<i>M</i>	<i>SD</i>
CESD	88	.00	47.00	15.04	10.09
PRSL	89	1.28	6.02	3.26	0.88
ISEL	89	21.00	116.00	82.52	20.60
Brief Cope	89	24.00	96.00	52.47	15.08
BAS/LP					
Non-Hispanic Cultural Domain	89	1.00	4.00	2.84	0.80
Hispanic Cultural Domain	89	1.00	4.00	3.56	0.72
MASI					
Spanish Competency Pressures	89	.00	3.00	0.70	0.72
English Competency Pressures	89	.00	5.00	1.21	1.14
Pressure to Acculturate	89	.00	4.71	1.15	1.04
Pressure Against Acculturation	89	.00	4.00	0.94	1.03

**Normality of Data.** The normality of the continuous variables was assessed with the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test (K-S) and Shapiro-Wilk (S-W) test are established tests for normality that take both skewness and kurtosis into account simultaneously. These tests are designed to test normality by comparing the gathered data to a normal distribution with the same mean and standard deviation as the sample. If the test is not significant, then the data are normal, so any value above .05

indicates normality. If the test is significant ( $<.05$ ), then the data are nonnormal. Since all of the  $p$  values are less than .05, I reject the null hypothesis that the variables follow a normal distribution. There is sufficient evidence to believe that all continuous independent variables are nonnormal. However, there is no assumption in any linear model about the distribution of the independent variables, as they do not need to be normally distributed. The important thing to check is the normality of the residuals.

**Linearity.** To determine if there was a linear relationship between the independent variables and the dependent variable in the multiple linear regression model, scatter plots were examined. The scatter plots indicate a good linear relationship between the variables (see Appendix H). Specifically, they indicate a good linear relationship between CESD and PRSL, Behavioral Disengagement, Emotion-focused coping, and Venting. The scatter plots also indicate a good linear relationship between CESD and Positive reframing, Non-Hispanic cultural domain & Spanish Competency Pressures, and only weak relationships between CESD and Hispanic cultural domain.

Conversely, the scatter plots indicate a weak linear relationship between CESD and English Competency Pressures, Pressure to Acculturate, and Pressure against Acculturation. The scatter plots also indicate a weak linear relationship between CESD and Tangible Support, Appraisal Support, Self-Esteem Support, and Belonging Support. Finally, they indicate a weak linear relationship between CESD and Self-distraction, Active coping, Denial, Substance use, and Use of emotional support.

**Multicollinearity.** Prior to interpreting the regression model tolerance, the Variance Inflation Factor (VIF) was examined (see Table 6). Per Aiken and West (1991)

and Cohen, Aiken, and West (2004), the results indicated that multicollinearity was not an issue given that VIF values were less than 10.

Table 6

*Collinearity Statistics*

Variables	Tolerance	VIF
PRSL	.59	1.68
ISEL	.70	1.42
Brief Cope	.91	1.09
BAS/LP		
Non-Hispanic Cultural Domain	.61	1.61
Hispanic Cultural Domain	.64	1.54
MASI		
Spanish Competency Pressures	.34	2.92
English Competency Pressures	.24	4.16
Pressure to Acculturate	.15	6.36
Pressure Against Acculturation	.20	4.92

**Normality of Residuals.** The standardized residual follows a normal distribution. Since the  $p$  value for the Shapiro-Wilk statistic is greater than .05 (.225), we accept the null hypothesis (see Table 7 and Figure 2). There is sufficient evidence to conclude that the residuals are normally distributed.

Table 7

*Tests of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	<i>df</i>	Sig.	Statistic	<i>df</i>	Sig.
Standardized	.080	88	.200*	.981	88	.225
Residual						

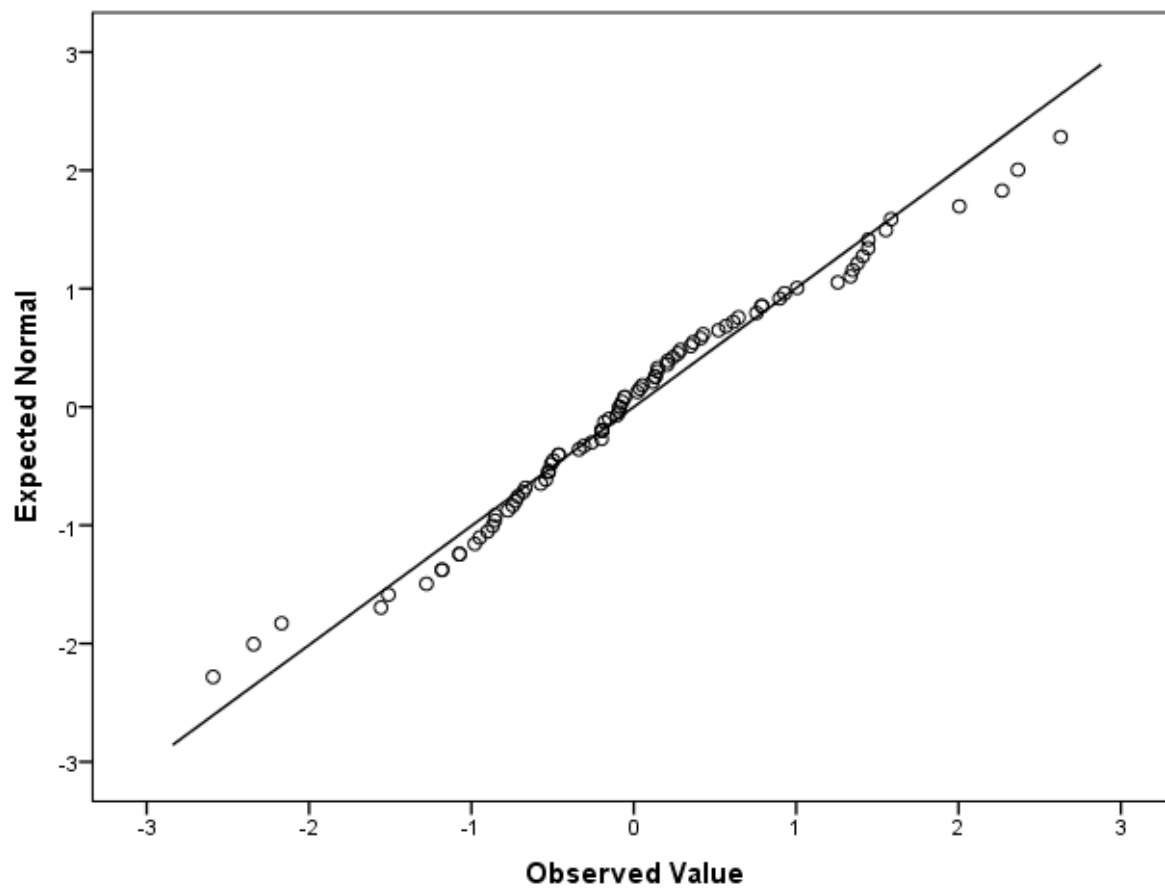


Figure 2. Normal Q-plot of the standardized residual.

**Pearson Correlations**

The correlations can be found in Table 8.

Table 8

*Two-Tailed Pearson Correlations*

		PRSL	ISEL	Cope	NHCD	HCD	SCP	ECP	PA	PAA	CESD
PRSL	<i>r</i>	1									
	<i>p</i>										
ISEL	<i>r</i>	-.121	1								
	<i>p</i>	.263									
Brief Cope	<i>r</i>	.235*	-.021	1							
	<i>p</i>	.028	.843								
NHCD	<i>r</i>	-.274**	.183	-.067	1						
	<i>p</i>	.010	.088	.537							
HCD	<i>r</i>	.312**	.275**	.099	.063	1					
	<i>p</i>	.003	.010	.359	.563						
SCP	<i>r</i>	.197	-.440**	.152	-.317**	-.234*	1				
	<i>p</i>	.066	.000	.158	.003	.028					
ECP	<i>r</i>	.480**	-.292**	.191	-.573**	-.067	.655**	1			
	<i>p</i>	.000	.006	.074	.000	.537	.000				
PA	<i>r</i>	.351**	-.344**	.197	-.303**	-.300**	.723**	.753**	1		
	<i>p</i>	.001	.001	.066	.004	.004	.000	.000			
PAA	<i>r</i>	.205	-.467**	.177	-.210	-.340**	.753**	.577**	.845**	1	
	<i>p</i>	.056	.000	.099	.050	.001	.000	.000	.000		
CESD	<i>r</i>	-.053	-.420**	.138	-.141	-.165	.435**	.264*	.264*	.313**	1
	<i>p</i>	.626	.000	.198	.190	.125	.000	.013	.013	.003	

Note. ( $N = 88$ ) \*. Correlation is significant at the .05 level (2-tailed). \*\*. Correlation is significant at the .01 level (2-tailed).

**NHCD = Non-Hispanic Cultural Domain**

**HCD = Hispanic Cultural Domain**

**SCP = Spanish Competency Pressures**

**ECP = English Competency Pressures**

**PA = Pressure to Acculturate**



### **Main Analysis**

The research question examined whether experiencing acculturative stress, racism, low levels of social support, poor coping skills, and lack of language proficiency predicted levels of psychological adjustment in immigrant Hispanic parents. The hypotheses were:

*H*<sub>0</sub>: Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping style as measured by the Brief COPE will not predict the adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) Scale.

*H*<sub>a</sub>: Acculturative stress, as measured by the Multidimensional Acculturative Stress Index (MASI), racism as measured by the Perceived Racism Scale for Latinos (PRSL), language proficiency as measured by the Bidimensional Acculturation Scale Language Proficiency (BAS/LP), social support as measured by the Interpersonal Support Evaluation List (ISEL), and coping style as measured by the Brief COPE will predict the adjustment of immigrant Hispanic parents, as measured by the Center for the Epidemiologic Studies Depression (CES-D) Scale, to a statistically significant degree.

To test the multivariate relationships, a multiple linear regression was used. The model as a whole was statistically significant ( $F(9, 78) = 3.75, p = .001$ ) and accounted for 30.2% of the variance in CSED ( $R^2 = .302$ ).

There were only two variables out of 5 of the variables tested in the regression model that correlated with scores on psychological adjustment, at a significance level of less than .05. These included Spanish competency pressures, which is a component of the Multidimensional Acculturative Stress Index (MASI) and Interpersonal Support Evaluation List, which measured social support.

The test of the regression model indicated that the Interpersonal Support Evaluation List (ISEL) ( $B = -0.15, p = .0051$ ) was significantly and negatively associated with depressive symptoms (see Table 9). Thus, a one-unit increase in ISEL scores was associated with a 0.15 decrease in CESD when all other variables were held constant. In addition, the test of the regression model indicated that Spanish Competency Pressures ( $B = 5.02, p = .02$ ) was significantly and positively associated with depressive symptoms (see Table 9). Thus, a one-unit increase in ISEL scores was associated with a 5.02 increase in CESD when all other variables were held constant.

Table 9

*Regression Coefficients for the Relationship between the Independent Variables and the CESD*

Model	<i>B</i>	Std. Error	<i>B</i>	<i>t</i>	<i>p</i>
PRSL	-2.43	1.40	-.21	-1.73	.08
*ISEL	-0.15	.05	-.32	-2.87	.005
Brief Cope	0.08	.06	.13	1.33	.18
Non-Hispanic Cultural Domain	0.12	1.50	.01	0.08	.93
Hispanic Cultural Domain	.266	1.63	.01	0.16	.87
**Spanish Competency Pressures	5.02	2.23	.36	2.24	.02
English Competency Pressures	0.98	1.69	.11	0.57	.56
Pressure to Acculturate	-0.42	2.28	-.04	-0.18	.85
Pressure Against Acculturation	-1.06	2.04	-.10	-0.52	.60

Significantly negatively associated with depressive symptoms  $P < .01^*$

Significantly positively associated with depressive symptoms  $P < .05^{**}$

### Summary

Chapter 4 presented the statistical findings of the linear regression analysis of the research question posed in this study. Given these results, the researcher's hypothesis was partially supported. An increase in social support was associated with decreased depressive symptoms. The test of the regression model indicated that the Interpersonal

Support Evaluation List (ISEL) ( $B = -0.15, p = .0051$ ) was significantly and negatively associated with depressive symptom. Alternatively, an increase in Spanish Competency Pressures, (which is a subscale of the MASI) ( $B = 5.02, p = .02$ ) was significantly and positively associated with an increase in depressive symptoms. However, the following variables were not significant in the regression model: Perceived Racism Scale for Latinos (PRSL), Brief Cope, Bidimensional Acculturative Stress Language Proficiency (BAS/LP ) (composed of a non-Hispanic cultural domain and a Hispanic cultural domain), and three components of the Multidimensional Acculturative Stress Index (MASI) : English Competency Pressures, Pressure to Acculturate, and Pressure Against Acculturation. These results are further discussed in the next chapter. Chapter 5 will be composed of a discussion about the findings, possible explanations for the atypical results of three of the variables, nonetheless thought provoking, recommendations for future research and conclusion.

## Chapter 5: Discussion, Conclusions, and Recommendations

### **Introduction**

This study investigated how acculturative stress could predict the psychological adjustment of immigrant Hispanic parents by looking at how specific variables such as racism, coping skills, social support, and language proficiency could play a role in its onset. Put another way, the purpose of this study was to determine whether there is a relationship between the independent variables (acculturative stress, coping skills, language proficiency, social support, and racism) and the dependent variable (psychological adjustment), and whether the independent variables could account for the psychological adjustment of a group of immigrant Hispanic parents. It was hypothesized that the independent variables would predict psychological adjustment in the group under study. The study was quantitative, nonexperimental, and utilized six surveys, which 92 immigrant Hispanic parents from different Latin American countries completed. This chapter will interpret and summarize the findings, in addition to discussing social change implications, a course of action for future research, and recommendations.

### **Summary of the Findings**

This study partially confirmed the hypothesis posed at the outset of this research. While the MASI uses several subscales to assess acculturative stress, only one of its subscales predicted depressive symptoms in this group of immigrant Hispanic parents. This study showed that as Spanish Competency Pressure increased so did the depressive symptoms, which were used as the measure of psychological adjustment. This study also

showed a significant relationship between depressive symptoms and the ISEL, which assessed interpersonal support. As interpersonal personal support increased, depressive symptoms decreased. There was no predictive relationship between racism, lack of coping skills, or language proficiency and psychological adjustment.

### **Interpretation of the Findings**

The results of the study supported the hypothesis partially, but not in its entirety. This study proposed that acculturative stress provoked by racism, lack of social support, poor coping skills, and lack of language proficiency would influence psychological adjustment in this group of immigrant Hispanic parents. What the study showed was that Spanish Competency Pressures had a significant and positive association with depressive symptoms: as participants' pressures to stay competent in their native language increased, so did their depressive symptoms. The acculturative stress theory is based on two principles: the contact participation principle and the cultural maintenance principle (Berry, 1980). In addition, Chun et al., (2009) concluded that there are two key areas that need addressing. One is ethnic identity, and the researchers argued that very few researchers are paying attention to the issue of ethnic identity and how it impacts acculturation. Although ethnic identity relates to cultural heritage practices, it also has to do with cultural maintenance, which seems to play a very important role in acculturative stress in this group of Hispanic parents. However, it is also known that awareness of cultural values among Hispanics seems to decline from generation to generation up to the fourth generation, which contributes to higher levels of acculturative stress among Hispanic immigrants (Angel & Angel, 2009).

It seems from the outcome of this study that for this group of immigrant Hispanic parents Spanish competency pressure was the only element that triggered depressive symptoms. The mean average of years in the United States for the participants in this study was 22.25 years. According to Rodríguez et al. (2000), Spanish competency pressures had a strong correlation between the level of generation and comparative length of stay in the United State. This suggests that participants who reported higher levels of acculturative stress due to restricted Spanish fluency were of a later generation and had resided longer in the United States. The results of the present study correlate with these findings. The present study also showed that there was a negative correlation between depressive symptoms and the ISEL, which measures interpersonal support. As the interpersonal support increased, the depressive symptoms decreased. Many studies confirm that social support offers a shielding effect against psychological distress (e.g., Cohen, Mermelstein, Kamarck, & Hoberman, 1985). The present study correlates with those findings as well. Racism, lack of language proficiency, and coping style did not yield significant results in this study. This must be because contemporary scholarly literature, as well as popular opinion, generally recognizes the ameliorating effects realized through familial, environmental, demographic, and other acculturation outcome factors (Arbona et al., 2010). I presume that this explains why there were nonsignificant results with those three variables. Perhaps after being in the United States for so many years, which was the case of the majority of these parents, it seems that they have overcome those stressors through acculturation. Once almost acculturated and living in a neighborhood that speaks their language, and since Spanish is a particularly popular

language in the United States, people can essentially get by without having the need to actually speak English, eliminating the stress caused by not being proficient.

Furthermore, after living in the United States for so many years, the experiences of racism could very well be something of the past that were overcome with familial and community support as the years went by. In addition, familial and community support could help these parents maintain appearances and not show signs of distress despite having poor coping skills. Lastly, the majority of these parents have been living in the same place for many years, finding a position in society where they feel accepted and have a sense of belonging, which in return ameliorates any feelings of discrimination and solitude.

### **Limitations of the Study**

A number of limitations were recognized in this study. One of the limitations was social desirability bias, which was difficult to monitor or prevent; hence, the assumption was made that respondents answered honestly and truthfully. It is further assumed that the measures used to assess language proficiency, racism, coping style, social support and acculturative stress, respectively, reliably measured all the variables. However, due to the lack of significant results from some of the variables, it is possible that the measure used to assess acculturative stress (MASI) is a better predictor of acculturative stress among new immigrants who have been in the USA for fewer years than for those who have been in the USA for more than 20, as was the case of the majority of the participants in this study. Perhaps a new measure can be created for older immigrants, particularly those who have been in the United States for 15 years or more. Also this study was limited to



parents in one school that, due to lack of participation, required that the data collection be replaced by the snow ball technique, which brought a bigger selection of parents from different places and a marked amount of years in the United States. This study was delimited to immigrant Hispanic parents and their experiences of acculturative stress. This will limit the generalizability of the results to other ethnic groups and even to nonparents among Hispanic immigrants. In addition, it is possible that due to the many variables in the study, perhaps a larger number of participants should have been considered to increase the chance of more significant findings among all the variables.

### **Recommendations**

Because the number of years in the United States was not tracked as a variable in this study, further research should compare recently arrived immigrants (i.e. those who have been in the United States less than five years) to those who have been in the United States more than seven years. On average, the present participants had lived in the US for 22.25 years, which is a long enough time to acculturate and overcome the acculturative stress that accompanies the acculturation process (Smart & Smart 1995). This may explain why the participants were not affected by all the variables accounted for in this study. The way a 19 year old who had just arrived in the United States would handle acculturative stress would be different than when that individual had already been in the United States for 22 years. The measure used to evaluate acculturative stress in this study could perhaps be adjusted to better assess long term immigrants after 20 plus years. It is possible that after all those years in the United States this population might have become more tolerant of acculturative stress. The outcome of this study with this particular

population tells us how we can improve the instruments for long-term study of older immigrants and adjust the expectations in the outcome of the measures. However, the results of this study showed that there was one area that was still affecting this group's psychological well-being and that is Spanish competency pressures, one of the four subscales of MASI that together measure acculturative stress. Perhaps examining parents at different stages of their acculturation process would provide a better understanding of when acculturative stress is triggered and which particular triggers linger long after others have been overcome. For instance, the outcome of this study showed that Spanish competency pressures could remain after a person has been immersed and acculturated in the United States. Future research can include a qualitative component wherein the participants would be interviewed and asked questions such as "How do you feel when your children speak English more than Spanish?" This question could tap the stressor of Spanish competency pressures and would give a better understanding why this has become a major contributor of depressive symptoms in this group. The participants could also be asked questions that address the nonsignificant findings in this study such as racism, coping style, and language proficiency, and researchers could determine why racism, lack of coping skills, and lack of language proficiency no longer affected their psychological well-being.

### **Implications**

It is important for therapists, psychologists, social workers and anyone in the mental health field to understand the importance of this outcome. These results show that long-term immigrants have overcome many stressors but there is one that continues to

affect their psychological well-being. It is important to know that while the literature points heavily towards acculturative stress and how it affects the psychological adjustment of many immigrant groups, this study identified only one significant subscale of the MASI. This suggests that even though the participants no longer feel affected by other triggers that lead to acculturative stress, Spanish competency pressures seem to have a great effect on their psychological well being. This study can help practitioners in the mental health field better understand the issues that affect the psychological functioning of this group. The outcome of this study can be used to consider intervention as well as prevention, since in this particular group of immigrant Hispanic parents, an increase in social support showed a decrease in depressive symptoms, thereby emphasizing the need for increasing interpersonal social support as a preventive measure.

### **Conclusion**

In conclusion it can be said that even though the focus of this study was to show how acculturative stress could affect the psychological adjustment of immigrant Hispanic parents, only one of the MASI subscales (Spanish competency pressure) was significantly correlated with depressive symptoms. Also, the study showed that as parents acculturate, Spanish competency pressures continue to cause great stress in their lives, even after living in the United States for many years. It seems that these pressures take a significant toll on the psychological adjustment of this population. This fact should not be overlooked or undermined and should be further researched. Finally, this study confirmed that having social support can ameliorate depressive symptoms, and in this particular study it worked as a buffer.

## References

- Adams, L., & Kirova, A. (2007). *Global migration and education: School, children, and families*. Mahway, NJ: Lawrence Erlbaum.
- Alarcon, G. S., Brooks, K., Fessler, B. J., & Bastian, H. (2001). Sociocultural issues in clinical research. *Arthritis Care & Research*, 45(2), 203–207. Retrieved from: [http://onlinelibrary.wiley.com/doi/10.1002/1529-0131\(200104\)45:2%3C109::AID-ANR161%3E3.0.CO;2-V/full](http://onlinelibrary.wiley.com/doi/10.1002/1529-0131(200104)45:2%3C109::AID-ANR161%3E3.0.CO;2-V/full)
- Alexander, O. N., Rosenheck, R., Alegría, M., & Desai, R. A. (2000). Acculturation and the lifetime risk of psychiatric and substance use disorders among Hispanics. *Journal of Nervous & Mental Disease*, 188(11), 728–735. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/11093374>.
- Altschul, I., & Lee, S. (2011). Direct and mediated effects of nativity and other indicators of acculturation on Hispanic mothers' use of physical aggression. *Child Maltreatment*, 16(4), 262–274. Retrieved from: <https://deepblue.lib.umich.edu/handle/2027.42/106168>
- Angel, R., & Angel, J. L. (2009). *Hispanic families at risk: The new economy, work, and the welfare state*. Dordrecht, NY: Springer.
- Arbona, C., Olvera, N., Rodriguez, N., Hagan, J., Linares, A., & Wiener, M. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362–384. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4254683/>

- Arcury, T. A., & Quandt, S. A. (2009). *Latino farmworkers in the Eastern United States: Health, safety and justice*. New York, NY: Springer.
- Babbie, E. (2001). *The practice of social research* (9th ed.). Belmont, CA: Wadsworth.
- Balls, P., Chun, K. M., & Marin, G. (Eds.; 1998). *Readings in ethnic psychology*. New York, NY: Routledge.
- Barrientos, L. (2011). *Perspectives of Hispanic immigrant students on their social adjustment and academic experiences: A phenomenological study*. (Doctoral dissertation). Retrieved from Proquest.  
[http://www.rand.org/content/dam/rand/pubs/rgs\\_dissertations/2009/RAND\\_RGS\\_D244](http://www.rand.org/content/dam/rand/pubs/rgs_dissertations/2009/RAND_RGS_D244)
- Basurto-Dávila, R. (2009). *Selection, wear, and tear: The health of Hispanics and Hispanic immigrants in the United States*. Santa Monica, CA: Pardee Rand Graduate School.
- Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4, 561–571.  
doi:10.1001/archpsyc.1961.01710120031004
- Belizaire, L. S., & Fuertes, J. N. (2012, March 7). Attachment, coping, acculturative stress, and quality of life among Haitian immigrants. *Journal of Counseling & Development*, 89(1), 89–97. Retrieved form:  
<http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6678.2011.tb00064.x/abstract>
- Berger, E. H. (2009). *Parents as partners in education: Families and schools working together*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

- Berry, J. (2006). Acculturative stress. In P. T. P. Wong & L. C. J. Wong *Handbook of multicultural perspectives on stress and coping* (pp. 287-296). Cham, Switzerland: Springer International Publishing.
- Berry, J. W. (1980). Acculturation as varieties of adaptation. In A. M. Padilla (Ed.), *Acculturation: Theory, models and some new findings* (pp. 9–25). Boulder, CO: Westview. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1464-0597.1997.tb01087.x/full>
- Berry, W., Phinney, J., Sam, D., & Vedder, P. (2006). *Immigrant youth in cultural transition: Acculturation, identity and adaptation across national contexts*. Hillsdale, NJ: Lawrence Erlbaum.
- Bridges, A. J., De, A. M. A., Rheingold, A. A., Danielson, C. K., & Silcott, L. (2010). Trauma exposure, mental health, and service utilization rates among immigrant and US-born Hispanic youth: Results from the Hispanic family study. Retrieved from: <http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2010-05837-006>
- Psychological Trauma: Theory, Research, Practice, and Policy*, 2(1), 40–48.
- Brislin, R. (1993). *Understanding culture's influence on behavior*. San Diego, CA: Harcourt Brace Jovanovich.
- Brondolo, E., Kelly, K. P., Coakley, V., Gordon, T., Thompson, S., Levy, E., . . . Contrada, R. (2005). The perceived ethnic discrimination questionnaire: Development and preliminary validation of a community version. *Journal of Applied Social Psychology*, 35(2), 335–365. Retrieved from:

[http://www.rci.rutgers.edu/~contrada/Brondolo%20\(2005\)%20PEDQ%20Community%20](http://www.rci.rutgers.edu/~contrada/Brondolo%20(2005)%20PEDQ%20Community%20)

- Canul, Y. (2004). *Michigan English language proficiency standards for K–12 schools*. Michigan State Board of Education.
- Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider The Brief COPE. *International Journal of Behavioral Medicine*, 4(1), 92–100.
- Castro, V. S. (2003). *Acculturation and psychological adaptation*. Westport, CN: Greenwood.
- Centers for Disease Control and Prevention. (2013). *Hispanic or Latino populations*. Retrieved from <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>.
- Cheung, M. Y. L. (1999). *Impact of gender and culture: Contributing factors to satisfactory long-term marriages*. Waterloo, Ontario: Wilfrid Laurier University.
- Choi, H., & Dancy, B. L. (2009, November 1). Korean-American adolescents' and their parents' perceptions of acculturative stress. *Journal of Child and Adolescent Psychiatric Nursing*, 22(4), 203–210. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3272356/>
- Christerson, B., Edwards, K. L., & Flory, R. W. (2010). *Growing up in America: The power of race in the lives of teens*. Redwood City, CA: Stanford University Press.
- Chun, K. M., Organista, P. B., & Marin, G. (2009). *Acculturation: Advances in theory, measurement, and applied research*. Washington, DC: American Psychological Association.

- Coffman, M., & Norton, C. (2010). Demands of immigration, health literacy, and depression in recent Latino immigrants. *Home Health Care Management and Practice, 22*(2), 116–122. Retrieved from:  
<http://hhc.sagepub.com/content/22/2/116.short?rss=1&ssource=mfc>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.
- Cohen, S., & Hoberman, H. (1983). Positive events and social supports as buffers of life change stress. *Journal of Applied Social Psychology, 13*, 99–125. Retrieved from:  
<http://repository.cmu.edu/cgi/viewcontent.cgi?article=1264&context=psychology>
- Cohen, S., Mermelstein, R., Kamarck, T., & Hoberman, H. (1985). Measuring the functional components of social support. In I. G. Sarason & B. R. Sarason (Eds.), *Social support: Theory, research, and application*. The Hague, Holland: Martinus Nijhoff.
- Combs, J. B., MacCoy, J. L., & Sweig, J. (2010). *The Cubans*. Santa Fe, NM: Documentary Photography Press.
- Contreras, J. M., Kerns, K. A., & Neal-Barnett, A. M. (2002). *Latino children and families in the United States: Current research and future directions*. Westport, CT: Praeger.
- Cooley, C. (2001). The relationship between familism and child maltreatment in Latino and Anglo families. *Child Maltreatment, 6*(2), 130–142. Retrieved from  
<http://cssr.berkeley.edu/cwscmsreports/LatinoPracticeAdvisory/The%20Relationship%20between%20Familism%20and%20Child%20Maltreatment%20in%20Latino%20and%20Anglo%20Families>



- Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 7(2), 249–256. Retrieved from: <http://hjb.sagepub.com/content/17/2/249.abstract>
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Crockett, L., Iturbide, M., Torres Stone, R. A., McGinley, M., & Raffaelli, M. (2007). Acculturative stress, social support, and coping: Relations to psychological adjustment among Mexican-American college students. *Cultural Diversity and Ethnic Minority Psychology*, 13(4), 347–355. Retrieved form: <tps://www.ncbi.nlm.nih.gov/pubmed/17967103>
- David, M., & George, M. (2005). *Introduction to the practice of statistics* (5th ed.). New York, NY: W. H. Freeman.
- Dawson, A. (2009). Discrimination, stress, and acculturation among Dominican immigrant women. *Hispanic Journal of Behavioral Sciences*, 31(1), 96–111. Retrieved from: <http://hjb.sagepub.com/content/31/1/96.abstract>
- Dawson, R. (2011). How significant is a boxplot outlier? *Journal of Statistics Education*, 19(2), 1–13. Retrieved from <http://www.amstat.org/publications/jse/v19n2/dawson.pdf>.
- Desrosieres, A. (2004). *The politics of large numbers: A history of statistical reasoning*. Cambridge, MA: Harvard University Press.

- Dillman, D. (2000). *Mail and Internet surveys: The total design method* (2nd ed.). New York, NY: Wiley.
- Donovan, S. (2011). *The Hispanic-American experience*. Minneapolis, MN: Twenty-First Century Books.
- Dow, H. (2011). The acculturation processes: The strategies and factors affecting the degree of acculturation. *Home Health Care Management and Practice*, 23(3), 221–227. Retrieved from: [agepub.com/content/23/3/221.abstract](http://agepub.com/content/23/3/221.abstract)
- Dvorak, W. (2009). *Immigration in the United States*. New York, NY: H.W. Wilson.
- Dweck, C. S., & Leggett, E. L. (1988). A social–cognitive approach to motivation and personality. *Psychological Review*, 95(1), 256–273. Retrieved form: [http://www.unco.edu/cebs/psychology/kevinpugh/motivation\\_project/resources/dweck\\_leggett88.pdf](http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/dweck_leggett88.pdf)
- Ennis, S. R., Ríos-Vargas, M., & Albert, N. G. (2011). *The Hispanic population: 2010*. Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.
- Esses, V. M., Dovidio, J. F., & Dion, K. L. (2001). *Immigrants and immigration*. Malden, MA: Society for the Psychological Study of Social Issues.
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G\*Power 3: A flexible Statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39, 175–191. Retrieved from: <https://scholar.google.com/scholar?q=A+flexible+Statistical+power+analysis+program>

- Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power Analyses using G\*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, *41*, 1149–1160. Retrieved from:  
[https://scholar.google.com/scholar?q=Statistical+power+Analyses+using+G\\*Power](https://scholar.google.com/scholar?q=Statistical+power+Analyses+using+G*Power)
- Ferrer, L. (2011). *Hispanic parental involvement: Ten competencies schools need to teach Hispanic parents*. Houston, TX: Rick Hubbard Consulting.
- Finch, B., Frank, R., & Vega, W. (2004). Acculturation and acculturation stress: A social-epidemiological approach to Mexican migrant farmworkers' health. *International Migration Review*, *38*(1), 236–262. . Retrieved from:  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1747-7379.2004.tb00195.x/abstract>
- Flaskerud, H. (2007). Cultural competence column: Acculturation. *Issues in Mental Health Nursing*, *28*, 543–546. Retrieved from:  
<https://www.ncbi.nlm.nih.gov/pubmed/17613152>
- Fraga, L., & García, J. A. (2010). *Latino lives in America: Making it home*. Philadelphia, PA: Temple University Press.
- Fu, K. W. D., Yingli, C., Xuesong, H., & Qiaobing, W. (2010, January 1). The protective functions of relationships, social support and self-esteem in the life satisfaction of children of migrant workers in Shanghai, China. *International Journal of Social Psychiatry*, *56*(2), 143–157. Retrieved from:  
<https://www.ncbi.nlm.nih.gov/pubmed/20207677>

- Mind Garden (1983). State trait anxiety inventory for adults. Retrieved on July 18<sup>th</sup> from <http://www.mindgarden.com/products/staisad.htm>.
- García, J. A. (2011). *Latino politics in America: Community, culture, and interests*. Lanham, MD: Rowman & Littlefield.
- Gil, A. G., Vega, W. A., & Dimas, M. (1994). Acculturative stress and personal adjustment among Hispanic adolescent boys. *Journal of Community Psychology*, 22(1), 43–54. Retrieved from: [http://onlinelibrary.wiley.com/doi/10.1002/1520-6629\(199401\)22:1%3C43::AID-JCOP2290220106%3E3.0.CO;2-T/abstract](http://onlinelibrary.wiley.com/doi/10.1002/1520-6629(199401)22:1%3C43::AID-JCOP2290220106%3E3.0.CO;2-T/abstract)
- Gil, A. G., & Vega, W. A. (1996, August). Two different worlds: acculturation stress and adaptation among Cuban and Nicaraguan families. *Journal of Social and Personal Relationships*, 13(3), 435–456. Retrieved from: [https://www.researchgate.net/publication/249719344\\_Two\\_Different\\_Worlds\\_Acculturation\\_Stress\\_and\\_Adaptation\\_Among\\_Cuban\\_and\\_Nicaraguan\\_Families](https://www.researchgate.net/publication/249719344_Two_Different_Worlds_Acculturation_Stress_and_Adaptation_Among_Cuban_and_Nicaraguan_Families)
- Goodkind, J. R., Gonzales, M., Malcoe, L. H., & Espinosa, J. (2008). The Hispanic women's social stressor scale: Understanding the multiple social stressors of U.S.- and Mexico-born Hispanic women. *Hispanic Journal of Behavioral Sciences*, 30(2), 200–229. Retrieved from: <http://hjb.sagepub.com/content/30/2/200.abstract>
- Gordon-Larsen, P., Harris, K., Ward, D., & Popkin, B. (2003). Acculturation and overweight-related behaviors among Hispanic immigrants to the U.S.: The national longitudinal study of adolescent health. *Social Science & Medicine*, 57(2), 2023–2034. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/14512234>

- Gracia, J. J. E. (2011). *Forging people: Race, ethnicity, and nationality in Hispanic-American and Latino thought*. Notre Dame, IN: University of Notre Dame Press.
- Harrell, S. P. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry*, 70(1), 42–57. Retrieved from:  
<http://onlinelibrary.wiley.com/doi/10.1037/h0087722/abstract>
- Houben, L. M. (2011). *Counseling Hispanics through loss, grief, and bereavement: A guide for mental health professionals*. New York, NY: Springer.
- Huberman, M., & Miles, M. (2002). *The qualitative researcher's companion*. London: Sage Publications.
- Ibezin, E. F. (2008). Cultural conflicts and crises in marriages among the Igbo ethnic group of Nigerian-Americans living in metropolitan New York. (Doctoral dissertation). Retrieved from <http://gradworks.umi.com/32/97/3297540.html> .
- Jagers, J. W. (2012). *The influence of cultural adaptation on depressive symptoms among young Hispanic immigrants*. Tuscaloosa, AL: University of Alabama Libraries.
- Jeynes, W. (2010). *Family factors and the educational success of children*. London, UK: Routledge.
- Johnson, H. (1975). Hypothesis verification. *American Journal of Psychology*, 88(4), 25–28. Retrieved from:  
<http://homepages.inf.ed.ac.uk/rbf/BOOKS/FSTO/node76.html>

- Joppke, C., & Morawska, E. T. (2003). *Toward assimilation and citizenship: Immigrants in liberal nation-states*. New York, NY: Palgrave Macmillan.
- Joseph, N., Muakkassa, N., Quijano, S., Wolff, M. J., & Francois, F. (2009). The effect of acculturation on colorectal polyp prevalence among Hispanics. *Gastrointestinal Endoscopy*, *69*(5), AB105. Retrieved from:  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2036.2012.05119.x/full>
- Kanellos, N. (2011). *Hispanic immigrant literature: El sueño del retorno*. Austin, TX: University of Texas Press.
- Knox, L., Guerra, N. G., Williams, K. R., & Toro, R. (2011). Preventing children's aggression in immigrant Latino families: A mixed methods evaluation of the families and schools together program. *American Journal of Community Psychology*, *48*(3), 1–2. Retrieved from:  
<https://www.ncbi.nlm.nih.gov/pubmed/21253821>
- Koppelman, K. L., & Goodhart, R. L. (2011). *Understanding human differences: Multicultural education for a diverse America*. Boston, MA: Pearson/Allyn & Bacon.
- Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer.
- Leedy, D., & Ormrod, E. (2010). *Practical research: Planning and design* (9th ed.). New York, NY: Merrill.

- López, M. K. (2011). *Chicano nations: The hemispheric origins of Mexican-American literature*. New York, NY: New York University Press.
- MacDonald, J. M., & Sampson, R. J. (2012). *Immigration and the changing social fabric of American cities*. Thousand Oaks, CA: Sage Publications.
- Marcovitz, H. (2008). *Puerto Ricans*. Philadelphia, PA: Mason Crest.
- Marín, G., & Gamba, R. J. (1996b). A new measurement of acculturation for Hispanics: The bidimensional acculturation scale for Hispanics (BAS). *Hispanic Journal of Behavioral Sciences*, 18, 297–316. Retrieved from:  
<http://hjb.sagepub.com/content/18/3/297.short?rss=1&ssource=mfc>
- Marín, G., & Gamba, R.J. (1996a). Bidimensional acculturation scale for Hispanics [Database\_record]. Retrieved on October 10<sup>th</sup> 2014 from PsycTESTS. The Walden Library.
- Marín, G., Sabogal, F., Marin, B., Otero-Sabogal R., & Perez-Stable, E. (1987). Development of a short acculturation scale for Hispanics. *Hispanic Journal of Behavioral Sciences*, 9(2), 185-205. Doi: 10.1177/07399863870092005
- Matheny, B., Aycock, D., Canella, A.K., & Curlette, L. (1986). Stress coping: A qualitative and quantitative synthesis with implications for treatment. *The Counseling Psychologist*, 14(1), 499–549. Retrieved from:  
[https://www.researchgate.net/publication/247736665\\_Stress\\_Coping\\_A\\_Qualitative\\_and\\_Quantitative\\_Synthesis\\_with\\_Implications\\_for\\_Treatment](https://www.researchgate.net/publication/247736665_Stress_Coping_A_Qualitative_and_Quantitative_Synthesis_with_Implications_for_Treatment)
- McCaffrey, P. (2009). *Hispanic Americans*. Bronx, NY: H.W. Wilson.

- Meeske, K. A., Sherman-Bien, S., Hamilton, A. S., Olson, A. R., Slaughter, R., Kuperberg, A., & Milam, J. (2013, September 1). Mental health disparities between Hispanic and non-Hispanic parents of childhood cancer survivors. *Pediatric Blood & Cancer*, *60*(9), 1470–1477. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1002/pbc.24527/full>
- Miller, M., & Kerlow-Myers, A. (2009, January 1). A content analysis of acculturation research in the career development literature. *Journal of Career Development*, *35*(4), 352–384. Retrieved from: <http://jcd.sagepub.com/content/35/4/352.abstract>
- Miranda, A., Estrada, D., & Firpo, J. (2000). Differences in family cohesion, adaptability, and environment among Latino families in dissimilar stages of acculturation. *The Family Journal: Counseling and Therapy for Couples and Families*, *8*(4), 341–350. Retrieved from: <http://tfj.sagepub.com/content/8/4/341.short?rss=1&ssource=mfc>
- Murillo, E. G. (2010). *Handbook of Latinos and education: Theory, research and practice*. New York, NY: Routledge.
- Myers-Walls, J., Frias, L., Kwon, K., Ko, M., & Lu, T. (2011). Living life in two worlds: Acculturative stress among Asian international graduate students, parents and spouses. *Journal of Comparative Family Studies*, *42*(4), 455–478. Retrieved from: [https://www.jstor.org/stable/41604463?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/41604463?seq=1#page_scan_tab_contents)
- Nakamura, N., Tummala, N., & Michael, A. (2013). Expanding our borders: *Cultural Diversity and Ethnic Minority Psychology's* special issue on immigration.



- Cultural Diversity and Ethnic Minority Psychology*, 19(3), 233–235. Retrieved from: <http://psycnet.apa.org/journals/cdp/19/3/233/>
- Ngo, V. H. (2008). A critical examination of acculturation theories. *Critical social work*, 9(1). Retrieved from <http://www.uwindsor.ca/criticalsocialwork/a-critical-examination-of-acculturation-theories>.
- Nunnally, J.C. & Bernstein, I.H. (1994). *Psychometric theory*. New York, NY: McGraw-Hill.
- Ornstein, D. (1998). Survey research. *Current Sociology*, 46(4), 111–136.
- Padilla, A., & Borrero, N. (2006). The effects of acculturative stress on the Hispanic family. *International and Cultural Psychology*, 13(1), 299–317. Retrieved from: [http://link.springer.com/chapter/10.1007%2F0-387-26238-5\\_13#page-1](http://link.springer.com/chapter/10.1007%2F0-387-26238-5_13#page-1)
- Perez, M., Voelz, Z. R., Pettit, J. W., & Joiner, T. E. (2002, May 1). The role of acculturative stress and body dissatisfaction in predicting bulimic symptomatology across ethnic groups. *International Journal of Eating Disorders*, 31(4), 442–454. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/11948649>
- Pérez, R. V. (2010). *Hispanic Caribbean literature of migration: Narratives of displacement*. New York, NY: Palgrave Macmillan.
- Perczek, R., Carver, C. S., Price, A. A., & Pozo-Kaderman, C (2000). Coping, mood, and aspects of personality in Spanish translation and evidence of convergence with English versions. *Journal of Personality Assessment*, 74, 63–87. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/10779933>

- Pohl, W., & Reimitz, H. (1998). *Strategies of distinction: The construction of ethnic communities, 300-800*. Brill, NV: Lediden Koninklijke.
- Polo, J., & Lopez, R. (2009). Culture, context, and the internalizing distress of Mexican-American youth. *Journal of Clinical Child & Adolescent Psychology, 38*(2), 273–285. Retrieved from:  
<http://www.tandfonline.com/doi/abs/10.1080/15374410802698370>
- Psychology Dictionary. (n.d.). *Familism*. Retrieved on March 16<sup>th</sup> 2014 from  
<http://psychologydictionary.org/familism/>.
- Reason, P., & Bradbury, H. (2001). *Handbook of action research*. London, United Kingdom: Sage Publications.
- Rivera, G. (2008). *Hispanic: Why Americans fear Hispanics in the U.S*. New York, NY: Celebra.
- Rodríguez, N., Myers, H.F., Bingham Mira, C., Flores, T., & García-Hernández, L. (2002). Development of the multidimensional acculturative stress inventory for adults of Mexican origin. *Psychological Assessment, 14*(4), 451–461. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/12501570>
- Rogler, L. H., Cortes, D. E., & Malgady, R. G. (1991). Acculturation and mental health status among Hispanics: Convergence and new directions for research. *American Psychologist, 46*(6), 585–597. Retrieved from:  
<https://www.ncbi.nlm.nih.gov/pubmed/1952420>

- Romero, J., & Roberts, E. (2003). Stress within a bicultural context for adolescents of Mexican descent. *Cultural Diversity and Ethnic Minority Psychology, 9*(2), 171–184. Retrieved from: <http://psycnet.apa.org/journals/cdp/9/2/171/>
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rubin, M. (2013). 'It wasn't my idea to come here!': Ownership of the idea to immigrate as a function of gender, age, and culture. *International Journal of Intercultural Relations, 37*, 497–501. Retrieved from: [https://www.researchgate.net/publication/235754117\\_It\\_wasn't\\_my\\_idea\\_to\\_come](https://www.researchgate.net/publication/235754117_It_wasn't_my_idea_to_come)  
e\_
- Sam, D., & Berry, J. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science, 5*(4), 472–481. Retrieved from: <http://pps.sagepub.com/content/5/4/472.abstract>
- Sandoval, G. C. (2011). *Shattering myths on immigration and emigration in Costa Rica*. Lanham, MD: Lexington Books.
- Santiago, D. A. (2011). *Roadmap for ensuring America's future by increasing Latino college completion* (Research report). Retrieved from <http://www.edexcelencia.org/initiatives/EAF/Roadmap>.
- Schwartz, J., & Zamboanga, L. (2008). Testing Berry's model of acculturation: A confirmatory latent class approach. *Cultural Diversity and Ethnic Minority Psychology, 14*, 275–285. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/18954163>

- Sher, L., & Vilens, A. (2010). *Immigration and mental health: Stress, psychiatric disorders, and suicidal behavior among immigrants and refugees*. Hauppauge, NY: Nova Science.
- Slonim-Nevo, V., Mirsky, J., Rubinstein, L., & Nauck, B. (2009). The impact of familial and environmental factors on the adjustment of immigrants. *Journal of Family Issues*, 30(1), 92–123. Retrieved from:  
<http://jfi.sagepub.com/content/30/1/92.abstract>
- Smart, J. F., & Smart, D. W. (1995). Acculturative stress of Hispanics: Loss and challenge. *Journal of Counseling & Development*, 73(4), 390–396. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6676.1995.tb01770.x/abstract>
- Smokowski, P. R., & Bacallao, M. (2011). *Becoming bicultural: Risk, resilience, and Latino youth*. New York, NY: New York University Press.
- Strug, D. L., Mason, S. E., & Auerbach, C. (2009). How older Hispanic immigrants in New York City cope with current traumatic stressors: Practice implications. *Journal of Gerontological Social Work*, 52(5), 503–16. Retrieved from  
<https://www.ncbi.nlm.nih.gov/pubmed/19585325>
- Suarez-Morales, L., & Lopez, B. (2009). The impact of acculturative stress and daily hassles on pre-adolescent psychological adjustment: Examining anxiety symptoms. *Journal of Primary Prevention*, 30(3), 335–349. Retrieved from:  
<https://www.ncbi.nlm.nih.gov/pubmed/19408124>

- Suarez-Orozco, C., & Suarez-Orozco, M. (2001). *Children of immigrants*. Cambridge, MA: Harvard University Press.
- Swanson, D. P., Edwards, M. C., & Spencer, M. B. (2010). *Adolescence: Development during a global era*. Amsterdam, Netherlands: Elsevier Academic Press.
- Tashakorri, A., & Teddlie, C. (2002). *Handbook of mixed methods for the social and behavioral sciences*. Thousand Oaks, CA: Sage Publications.
- Thompson, A., Peteraf, M., & Gamble, J. (2010). *Crafting & executing strategy: The quest for competitive advantage, concepts and cases* (18th ed.). New York, NY: McGraw Hill.
- Torres, L., Driscoll, M.W., & Voell, M. (2010). Discrimination, acculturation, Acculturative stress and Latino psychological distress: A moderate meditational model. *Cultur Divers Ethnic Minor Psychol* 18(1), 17-25. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3340887/>
- United Nations. (2012). *World conference on racism—The United Nations*. Retrieved from <http://www.un.org/wcar>.
- Updegraff, K. A., Umaña-Taylor, A. J., Perez-Brena, N. J., & Pflieger, J. (2012, June 6). Mother-daughter conflict and adjustment in Mexican-origin families: Exploring the role of family and sociocultural context. *New Directions for Child and Adolescent Development*, 135, 59–81. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/22407882>

- Van Leeuwen, N., Rodgers, R., Régner, I., & Chabrol, H. (2010, January 1). The role of acculturation in suicidal ideation among second-generation immigrant adolescents in France. *Transcultural Psychiatry*, 47(5), 812–832. . Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/21088105>
- Venegas, M. G. (2009). *An insight into the Hispanic immigrant experience*. San Bernardino, CA: California State University Press.
- Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock*. London, UK: Routledge.
- Wasik, B. H. (2012). *Handbook of family literacy*. Hoboken, NJ: Taylor & Francis.
- Wilkins, N. J. (2009). *Family processes promoting achievement motivation and perceived school competence among Latino youth: A cultural ecological-transactional perspective* (Unpublished doctoral dissertation). Georgia State University.  
Retrieved from: [https://scholar.google.com/scholar?q=Family+processes+promoting+achievement+motivation+and+perceived+school+competence+among+Latino+youth&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholart&sa=X&ved=0ahUKEwiP5M6Kq-3QAhVLiVQKHZtkBzwQgQMIGDAA](https://scholar.google.com/scholar?q=Family+processes+promoting+achievement+motivation+and+perceived+school+competence+among+Latino+youth&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ved=0ahUKEwiP5M6Kq-3QAhVLiVQKHZtkBzwQgQMIGDAA)
- Wyer, R. S., Chiu, C., & Hong, Y. (2009). *Understanding culture: Theory, research, and application*. New York, NY: Psychology Press.
- Zorlu, A. (2011). *Occupational adjustment of immigrants*. Bonn, Germany: IZA.  
Retrieved from <http://www.surveysystem.com/sscalc.htm>.

## Appendix A: Demographics Survey

### Encuesta Demográfica

Q1. Age: What is your age?

Edad: Cuantos anos tiene?

Q2. Are you? ¿Es Ud. ?

.Male/ hombre

.Female/ Mujer

Q4. What country do you come from?

¿De que país vino?

Q5. Education: What is the highest degree or level of school you have completed? *If currently enrolled, indicate the highest degree received.*

*Educación: ¿Cual es su nivel mas alto d educación? Si esta matriculado en una escuela ¿cual es el grado mas alto que ha recibido?*

- No schooling completed/ No complete ninguno grado
- Nursery school to 8<sup>th</sup> grade/ Escuela primaria hasta el 8vo grado
- Some high school, no diploma/ Algo de escuela secundaria no me gradue
- High school graduate, diploma or the equivalent (for example: GED)/ Escuela secundaria con diploma o el equivalente GED
- Some college credit, no degree/ Algo de Universidad pero no me gradué
- Trade/technical/vocational training/ Entrenamiento técnico o vocacional
- Associate degree/ se graduó de asociado en la universidad
- Bachelor's degree/ Bachillerato Universitario
- Master's degree/ Maestría
- Professional degree/ Título profesional
- Doctorate degree/ Doctorado

Q6. Marital Status: What is your marital status?

Estado Marital

- Single, never married/ soltero/a , nunca casado
- Married or domestic partnership/ casado/a o en una relación domestica con alguien
- Widowed/ Viudo/a
- Divorced/ Divorciado/a
- Separated/ separado/a

Q6. Employment Status: Are you currently employed?

Esta Ud. Empleado/a?

- Employed for wages/ Empleado/a asalariado
- Self-employed/ Empleo propio
- Out of work and looking for work/ sin trabajo y buscando trabajo
- Out of work but not currently looking for work/ Desempleado/a pero no busca trabajo
- A homemaker/ Ama de casa
- A student/ Estudiante
- Military/ En la Milicia
- Retired/ Retirado/a
- Unable to work/ Inhabilitado/a para trabajar

Q8. How many years you have lived in the USA?  
¿Cuantos año tiene viviendo en lo Estados Unidos?

Q9. Number of children in  
Numero de niños en

Elementary School    1 2 3 4 5  
Escuela elemental

High School            1 2 3 4 5  
Escuela secundaria

College                1 2 3 4 5  
La universidad



## Appendix B: English and Spanish Versions of Perceived Racism Scale for Latinos

(PRSL)

**English Version of Perceived Racism Scale for Latinos (PRSL)**

Could you please tell us about your ethnic background? Circle the one that applies

US Hispanic      Latino/ Latina      Puerto Rican      Cuban  
 Mexican      Dominican      Cuban-American      Chicano/a  
 Mexican-American      Dominican-American

Other: \_\_\_\_\_

**Please think of your ethnic or cultural group (the one you indicated above) and tell us how often you experience each of the following situations. Please use the scale from 1 to 7 below, and notice that each number has a different meaning. Please circle only one number for each situation!**

- 1 – Not applicable
- 2 – Never
- 3 – Seldom
- 4 – Several times a year
- 5- Several times a month
- 6 – Several times a week
- 7 – Several times a day

Because I am a member of this group...

- . I have been discriminated, treated with disrespect,  
 or ignored in public settings.....1 2 3 4 5 6 7
- . I have been refused housing or turned down for loans..... 1 2 3 4 5 6 7
- . I have been treated unfairly by the police.....1 2 3 4 5 6 7
- . I have been suspected of shoplifting.....1 2 3 4 5 6 7
- . I have been discriminated against, made to feel

- uncomfortable, or ignored because of my Spanish accent  
 or because I don't speak English well..... 1 2 3 4 5 6 7
- . I have been called names or stereotyped. ....1 2 3 4 5 6 7
- . I have heard negative comments about my group..... 1 2 3 4 5 6 7
- . I have been treated with disrespect (e.g., talked  
 down to, treated rudely, stared at, laughed at, etc.).....1 2 3 4 5 6 7
- . I have witnessed racism towards loved ones and friends.... 1 2 3 4 5 6 7
- . I have been made to feel alienated or like an outcast  
 in the U.S. community. ....1 2 3 4 5 6 7
- . I have experienced that people who are not members of  
 my group feel threatened or angry when my group's  
 cultural pride is expressed (e.g., ethnic clothing, music,  
 political stickers, national flag, etc.).....1 2 3 4 5 6 7
- . I have experienced that my group is perceived as a threat  
 when we get together.....1 2 3 4 5 6 7
- . I have been blamed for U.S. problems or told to  
 go back to my country.....1 2 3 4 5 6 7
- . People assume that I do not have legal status in  
 this country .....1 2 3 4 5 6 7

**When you experience these situations, how do you generally feel? Please use the scale from 1 to 7 below, and notice that each number has a different meaning. Please circle only one number for each feeling!**

- 1 – Not at all
- 2 – Very slightly
- 3 – A little
- 4 – Moderately
- 5 – A bit
- 6 – Quite a bit
- 7 – Extremely

	Not at all			moderately			Extremely
. Angry or frustrated.....	1	2	3	4	5	6	7
. Depressed or sad .....	1	2	3	4	5	6	7
. Helpless or powerless.....	1	2	3	4	5	6	7
. My pride has been hurt.....	1	2	3	4	5	6	7
. Afraid or silenced .....	1	2	3	4	5	6	7
. Confused .....	1	2	3	4	5	6	7
. Lonely, alienated, invisible, unsupported.....	1	2	3	4	5	6	7
. Annoyed.....	1	2	3	4	5	6	7
. I felt others did not have warm feelings toward me .....	1	2	3	4	5	6	7
. Embarrassed.....	1	2	3	4	5	6	7
. Dishonored.....	1	2	3	4	5	6	7
. Rejected.....	1	2	3	4	5	6	7
. Hurt .....	1	2	3	4	5	6	7
. Paralyzed.....	1	2	3	4	5	6	7
. Shamed .....	1	2	3	4	5	6	7
. Disliked.....	1	2	3	4	5	6	7

- . Stressed.....1 2 3 4 5 6 7
- . A deep loss of my identity..... 1 2 3 4 5 6 7
- . Humiliated.....1 2 3 4 5 6 7
- . Disillusioned or disappointed.....1 2 3 4 5 6 7
- . Ashamed.....1 2 3 4 5 6 7
- . Irritated .....1 2 3 4 5 6 7

**And, how do you generally respond to these situations? Please use the scale from 1 to 7 below, and notice that each number has a different meaning. Please circle only one number for each response!**

- 1 –Not applicable
- 2 –Never
- 3 –Rarely
- 4 –Sometimes
- 5 –Frequently
- 6 –Quite Frequently
- 7 –Extremely frequently

- |                                  | Not<br>Applicable |       |            |           |   |   |   |
|----------------------------------|-------------------|-------|------------|-----------|---|---|---|
|                                  |                   | Never | frequently | Extremely |   |   |   |
| . I hold my emotions in .....    | 1                 | 2     | 3          | 4         | 5 | 6 | 7 |
| . I ignore it.....               | 1                 | 2     | 3          | 4         | 5 | 6 | 7 |
| . I speak up.....                | 1                 | 2     | 3          | 4         | 5 | 6 | 7 |
| . I hide my group identity ..... | 1                 | 2     | 3          | 4         | 5 | 6 | 7 |

- . I talk about it with someone.....1 2 3 4 5 6 7
- . I learn English..... 1 2 3 4 5 6 7
- . I try to prove my worth.....1 2 3 4 5 6 7
- . I alienate myself from people who are not from my group 1 2 3 4 5 6 7
- . I pray, have faith in God ..... 1 2 3 4 5 6 7
- . I remember my hopes and aspirations of the future .....1 2 3 4 5 6 7
- . I become physically aggressive..... 1 2 3 4 5 6 7
- . I try to adapt to both cultures (my ethnic culture and  
majority culture).....1 2 3 4 5 6 7
- . I learn about my rights and make a serious change (i.e.  
starting a work union or my own business).....1 2 3 4 5 6 7
- . I seek professional help (i.e., priest, counselor,  
physician, etc.)..... 1 2 3 4 5 6 7

### Spanish Version of Perceived Racism Scale for Latinos (PRSL)

¿Con qué grupo étnico se identifica usted? Circule el grupo

Hispano/a          Latino/Latina          Puertorriqueña/o          Cubano/a

Mexicano/a          Dominicano/a          Chicano/a

Suramericano/a, país: \_\_\_\_\_

Otro, por favor especifique: \_\_\_\_\_

**Le presentamos ahora unas frases sobre el grupo étnico que usted ha indicado. Díganos por favor hasta que punto usted está de acuerdo o en desacuerdo con cada una de las siguientes frases.**

	Totalmente en desacuerdo			Totalmente de acuerdo			
Estoy contento/a de ser parte de este grupo .....	1	2	3	4	5	6	7
. Ser parte de este grupo es importante para mí. ....	1	2	3	4	5	6	7
. Mi grupo tiene muchas razones para estar orgulloso.....	1	2	3	4	5	6	7
. Creo que, en general, otros no valoran a mi grupo.....	1	2	3	4	5	6	7
. La mayoría de las personas consideran mi grupo menos competente que otros grupos .....	1	2	3	4	5	6	7
. Me siento comprometido con este grupo.....	1	2	3	4	5	6	7
. Es agradable ser parte de este grupo.....	1	2	3	4	5	6	7
. En general, otros respetan a mi grupo. ....	1	2	3	4	5	6	7
. Ser miembro de este grupo es una parte importante de mi identidad. ....	1	2	3	4	5	6	7
. Siento solidaridad con este grupo.....	1	2	3	4	5	6	7

- . Pienso a menudo en el hecho de que formo parte de este grupo..... 1 2 3 4 5 6 7
- . Ser parte de este grupo me hace sentirme bien ..... 1 2 3 4 5 6 7
- . En general, mi grupo es considerado un buen grupo por otras personas.....1 2 3 4 5 6 7
- . Siento un vínculo afectivo con este grupo.. .....1 2 3 4 5 6 7

**Por favor piense de nuevo en el grupo étnico que usted indicó en la pregunta número 1. Díganos por favor con cuánta frecuencia usted experimenta las siguientes situaciones. Para dar su respuesta, use la escala del 1 al 7 que le presentamos a continuación. Fíjese que cada número tiene un significado distinto. Por favor elija solo un número por cada situación!**

- 1 – No aplica  
 2 – Nunca  
 3 – Casi nunca  
 4 – Varias veces al año  
 5- Varias veces al mes  
 6 – Varias veces por semana  
 7 – Varias veces al día

**Por ser miembro de este grupo...**

**He sido discriminado, me han faltado al respeto, o**

- ignorado/a en sitios públicos. ....1 2 3 4 5 6 7
- Me han negado vivienda o préstamos.....1 2 3 4 5 6 7
- . La policía me ha tratado injustamente.....1 2 3 4 5 6 7
- . Me han acusado de ratería.....1 2 3 4 5 6 7
- . Sentí discriminación, me sentí incómoda/o, o me sentí que no me hicieron caso a causa de mi acento o porque no

- hablo inglés. ....1 2 3 4 5 6 7
- . Me han llamado nombres despreciativos o hecho sentir  
como un estereotipo. ....1 2 3 4 5 6 7
- . He escuchado comentarios negativos sobre mi grupo.....1 2 3 4 5 6 7  
con rudeza, con mirada persistente, con burla, etc.). ....1 2 3 4 5 6 7
- . Puedo atestiguar de racismo hacia mis familiares y  
amistades..... 1 2 3 4 5 6 7
- . Me han hecho sentir enajenado/a en la comunidad  
estadounidense.....1 2 3 4 5 6 7
- . He sentido que personas que no son de mi grupo se sienten  
amenazadas o se enojan al ver las expresiones de orgullo de mi  
cultura (por ejemplo, ropa, música, bandera nacional, etc.).....1 2 3 4 5 6 7
- . He sentido que mi grupo es percibido como una amenaza  
cuando nos reunimos. ....1 2 3 4 5 6 7
- . Me han culpado a mí por problemas estadounidenses o  
me han dicho que regrese a mi país. ....1 2 3 4 5 6 7
- . Algunas personas suponen que no soy legal en este país.....1 2 3 4 5 6 7

**¿Cómo se ha sentido usted en las situaciones que acaba de leer? Para dar su respuesta, use la escala del 1 al 7 que le presentamos a continuación. Fíjese que cada número tiene un significado distinto. Por favor elija solo un número por cada situación!**

- 1 – Nada
- 2 – Muy poquito
- 3 – Un poco
- 4 – Moderadamente



5 –Bastante  
 6 –Mucho  
 7 –Muchísimo

. Enojado o frustrado.....	1	2	3	4	5	6	7
. Deprimido o triste.....	1	2	3	4	5	6	7
. Indefenso.....	1	2	3	4	5	6	7
. Herido/a en mi orgullo.....	1	2	3	4	5	6	7
. Temeroso o callado.....	1	2	3	4	5	6	7
. Confundido.....	1	2	3	4	5	6	7
. Solitario, enajenado, invisible, sin apoyo.....	1	2	3	4	5	6	7
. Molesto/a.....	1	2	3	4	5	6	7
. Sentí que otros no sentían simpatía por mí.....	1	2	3	4	5	6	7
. Abochornado .....	1	2	3	4	5	6	7
. Dishonrado .....	1	2	3	4	5	6	7
. Rechazado/a.....	1	2	3	4	5	6	7
. Herido/a .....	1	2	3	4	5	6	7
. Paralizado/a.....	1	2	3	4	5	6	7
. Sentí que otros me hacían sentir avergonzado/a.....	1	2	3	4	5	6	7
. Sentí que otros me miraban con malos ojos.....	1	2	3	4	5	6	7
. Estresado/a .....	1	2	3	4	5	6	7
. Una profunda pérdida de identidad.....	1	2	3	4	5	6	7
. Humillado/a.....	1	2	3	4	5	6	7

- . Desilusionado/a y decepcionado/a .....1 2 3 4 5 6 7
- . Avergonzado.....1 2 3 4 5 6 7
- . Irritado/a.....1 2 3 4 5 6 7

**¿Y cómo responde usted normalmente a estas situaciones? Para dar su respuesta, use la escala del 1 al 7 que le presentamos a continuación. Fíjese que cada número tiene un significado distinto. Por favor elija solo un número por cada situación!**

- 1 –No aplica  
 2 –Nunca  
 3 –Raramente  
 4 – Algunas veces  
 5 –Con frecuencia  
 6 – Con bastante frecuencia  
 7 – Con mucha frecuencia

- . Trato de retener mis emociones.....1 2 3 4 5 6 7
- . No hago caso .....1 2 3 4 5 6 7
- . Digo lo que pienso.....1 2 3 4 5 6 7
- . Escondo que soy de este grupo.....1 2 3 4 5 6 7
- . Hablo de lo que ha pasado con alguien.....1 2 3 4 5 6 7
- . Aprendo inglés.....1 2 3 4 5 6 7
- . Trato de demostrar mi valor como persona .....1 2 3 4 5 6 7
- . Me separo de personas que no son de mi grupo.....1 2 3 4 5 6 7
- . Rezo; tengo fe en Dios.....1 2 3 4 5 6 7
- . Recuerdo mis esperanzas y aspiraciones.....1 2 3 4 5 6 7

. Me pongo agresivo/a físicamente.....1 2 3 4 5 6 7

. Trato de adaptarme a las dos culturas (la cultura de mi grupo y la cultura de la mayoría).....1 2 3 4 5 6 7

. Me entero de mis derechos y hago un cambio serio (como comenzar un sindicato o un negocio propio).....1 2 3 4 5 6 7

. Busco ayuda profesional (por ejemplo, pastor, doctor, consejero).....1 2 3 4 5 6 7

¿En qué país nació? \_\_\_\_\_

¿cuántos años ha vivido en este país? \_\_\_\_\_

¿Qué idioma prefiere hablar en su hogar? \_\_\_ Español \_\_\_ Inglés

¿Qué idioma prefiere hablar fuera de su hogar? \_\_\_ Español \_\_\_ Inglés

¿Cuántos de sus amigos/as son Latino/as? (circule uno)

Casi todos La mitad Menos de la mitad Muy poquitos o ninguno

¿Podría indicar su salario anual?

Menos de \$10,000  Entre 10,000 y 30,000

Entre 30,000 y 65,000  \$65,000 o más

## Appendix C: Brief COPE in English and Spanish

### Brief COPE in English

There are several ways of coping with difficult situations. Think of a difficult situation you had to face during the past year. We want to know how you coped with that difficult situation.

- 1 = I didn't do this at all
- 2 = I did this a little bit
- 3 = I did this a medium amount
- 4 = I did this a lot

1. I turned to work or other activities to take my mind off things.
2. I concentrated my efforts on doing something about the situation I'm in.
3. I said to myself "this isn't real."
4. I used alcohol or other drugs to make myself feel better.
5. I got emotional support from others.
6. I gave up trying to deal with it.
7. I took action to try to make the situation better.
8. I refused to believe that it has happened.
9. I said things to let my unpleasant feelings escape.
10. I used alcohol or other drugs to help me get through it.
11. I tried to see it in a different light, to make it seem more positive.
12. I tried to come up with a strategy about what to do.
13. I got comfort and understanding from someone.
14. I gave up the attempt to cope.
15. I looked for something good in what is happening.
16. I made jokes about it.
17. I did something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
18. I accepted the reality of the fact that it has happened.
19. I expressed my negative feelings.
20. I tried to find comfort in my religion or spiritual beliefs.
21. I learned to live with it.
22. I thought hard about what steps to take.
23. I prayed or meditated.
24. I made fun of the situation.

### Brief COPE in Spanish

Las siguientes son algunas maneras de enfrentarse y adaptarse a situaciones difíciles. Piense en una situación difícil que Usted tuvo que enfrentar en el año pasado. Estamos interesados en saber como Usted se enfrentó y adaptó a esa situación difícil.

- 1 = No hice esto en lo absoluto
- 2 = Hice esto un poco
- 3 = Hice esto con cierta frecuencia
- 4 = Hice esto con mucha frecuencia

1. Yo me enfoqué en el trabajo u otras actividades para distraer mi mente.
2. Yo concentré mis esfuerzos para hacer algo acerca de la situación en la que estaba.
3. Yo me dije a mi mismo(a), esto no es real.
4. Yo usé alcohol u otras drogas para sentirme mejor.
5. Yo recibí apoyo emocional de otras personas.
6. Yo me di por vencido(a) de tratar de lidiar con esto.
7. Yo tomé acción para poder mejorar la situación.
8. Yo rehusé creer que esto hubiera pasado.
9. Yo dije cosas para dejar escapar mis sentimientos desagradables.
10. Yo usé alcohol u otras drogas para que me ayudaran a pasar por esto.
11. Yo traté de verlo con un enfoque distinto para que pareciera mas positivo.
12. Yo traté de crear una estrategia para saber que hacer.
13. Yo recibí apoyo y comprensión de alguien.
14. Yo dejé de hacerle frente a la situación en la que estaba.
15. Yo busqué algo bueno en lo que estaba pasando.
16. Yo hice bromas acerca de esto.
17. Yo hice algo para pensar menos en esto, como ir al cine, ver T.V., leer, soñar despierto(a), dormir, o ir de compras.
18. Yo acepté la realidad de que esto haya pasado.
19. Yo expresé mis pensamientos negativos.
20. Yo traté de encontrar apoyo en mi religión o mis creencias espirituales.
21. Yo aprendí a vivir con esto.
22. Yo pensé mucho cuales eran los pasos a tomar.
23. Yo recé o medité.
24. Yo hice gracia de la situación.

## Appendix D: Bidimensional Acculturation Scale (BAS/LP) in English and Spanish

**Bidimensional Acculturation Scale (BAS/LP) in English***English Version I**Linguistic Proficiency Subscale*

1= Very Poorly

2= Poorly

3=Well

4= Very well

7. How well do you speak English?

8. How well do you read in English?

9. How well do you understand television programs in English?

10. How well do you understand radio programs in English?

11. How well do you write in English?

12. How well do you understand music in English?

13. How well do you speak Spanish?

14. How well do you read in Spanish?

15. How well do you understand television programs in Spanish?

16. How well do you understand radio programs in Spanish?

17. How well do you write in Spanish?

18. How well do you understand music in Spanish?

## **Bidimensional Acculturation Scale (BAS/LP) in Spanish**

### ***BAS/LP Spanish versión***

1. Muy Mal
2. Mal
3. Bien
4. Muy Bien

### ***Linguistic Proficiency Subscales***

7. ¿Qué tan bien habla usted\_ inglés?\_
8. ¿Que tan bien lee usted en ingles?\_
9. ¿Que tan bien entiende usted los programas de televisión en ingles?\_
10. ¿Que tan bien entiende usted los programas de radio en ingles?\_
- 11.¿Que tan bien escribe usted en ingles?\_
12. ¿Que tan bien entiende usted música en ingles
- 13.¿Que tan bien habla usted en español?\_
14. ¿Qué \_tan bien lee usted en \_español?\_
15. ¿Qué \_tan bien entiende usted los programas de televisión en español?
- 
16. ¿Qué \_tan bien entiende usted los programas de radio en español?\_
17. ¿Qué \_tan bien escribe usted en español?\_

Appendix E: Center for Epidemiologic Studies Depression Scale (CES-D) in English and  
Spanish

**CES-D in English**

The following is a list of the ways you might have felt or behaved over the past week. Tell us how often you have felt this way during the past week. Use these response choices:

- 0 = Rarely or none of the time (less than 1 day)
- 1 = Some or a little of the time (1-2 days)
- 2 = Occasionally or moderate amount of time (3-4 days)
- 3 = Most or all of the time (5-7 days)

During the past week:

1. I was bothered by things that usually don't bother me.
2. I did not feel like eating; my appetite was poor.
3. I felt that I could not shake off the sad feelings even with help from my family or friends.
4. I felt that I was just as good as other people.
5. I had trouble keeping my mind on what I was doing.
6. I felt depressed.
7. I felt that everything I did was an effort.
8. I felt hopeful about the future.
9. I thought my life had been a failure.
10. I felt fearful.
11. My sleep was restless.
12. I was happy.
13. I talked less than usual.
14. I felt lonely.
15. People were unfriendly.
16. I enjoyed life.



17. I had crying spells.
18. I felt sad.
19. I felt that people dislike me.
20. I could not get "going."

### **CES-D in Spanish**

Las siguientes frases indican distintas maneras de sentirse. Por favor indique la frecuencia con que Usted se ha sentido de estas maneras en la semana pasada. Las respuestas posibles, son las siguientes:

- 0 = raramente o nunca (menos de un día)
- 1 = alguna o pocas veces (1-2 días)
- 2 = ocasionalmente o una cantidad moderada (3-4 días)
- 3 = la mayor parte o todo el tiempo (5-7 días)

durante la semana pasada:

1. Me molestaron cosas que usualmente no me molestan
2. No me sentía con ganas de comer - tenía mal apetito
3. Me sentía que no podía quitarme de encima la tristeza aun con la ayuda de mi familia o amigos
4. Sentía que yo era tan buena(o) como cualquier persona
5. Tenía dificultad en mantener mi mente en lo que estaba haciendo
6. Me sentía deprimida/deprimido
7. Sentía que todo lo que hacia era un esfuerzo
8. Me sentía optimista sobre el futuro
9. Pensé que mi vida había sido un fracaso
10. Me sentía con miedo
11. Mi sueño era inquieto
12. Estaba contenta/contento
13. Hablé menos de lo usual
14. Me sentí sola/solo
15. La gente no era amistosa

16. Disfruté de la vida
17. Pasé ratos llorando
18. Me sentí triste
19. Sentía que no le caía bien a la gente
20. No tenía ganas de hacer nada

## Appendix F: Multidimensional Acculturation Scale Index (MASI) in English and Spanish

**Multidimensional Acculturative Stress Index, English Version**

Below is a list of situations that as a Latino/Hispanic you may have experienced. Read each item carefully and determine if it has occurred in the PAST 3 MONTHS. If so, please rate how stressful that event was based on the provided scale. If not, please select the "0" in the options provided.

0=Does not apply

1=Not at all stressful

2=Slightly stressful

3=Somewhat stressful

4=Moderately stressful

5=Extremely stressful

1. I have a hard time understanding others when they speak

English. 0 1 2 3 4 5

2. I have a hard time understanding others when they speak

Spanish. 0 1 2 3 4 5

3. I feel pressure to learn Spanish. 0 1 2 3 4 5

4. It bothers me that I speak English with an accent. 0 1 2 3 4 5

5. It bothers me that I speak Spanish with an accent. 0 1 2 3 4 5

6. Since I don't speak English well, people have treated me rudely  
or unfairly. 0 1 2 3 4 5

7. I have been discriminated against because I have difficulty

- speaking English. 0 1 2 3 4 5
8. I don't speak English or don't speak it well. 0 1 2 3 4 5
9. I don't speak Spanish or don't speak it well. 0 1 2 3 4 5
10. I feel pressure to learn English. 0 1 2 3 4 5
11. I feel uncomfortable being around people who only speak English. 0 1 2 3 4 5
12. I feel uncomfortable being around people who only speak Spanish. 0 1 2 3 4 5
13. It bothers me when people assume that I speak English. 0 1 2 3 4 5
14. It bothers me when people assume that I speak Spanish. 0 1 2 3 4 5
15. Since I don't speak Spanish well, people have treated me rudely or unfairly. 0 1 2 3 4 5
16. I have been discriminated against because I have difficulty speaking Spanish. 0 1 2 3 4 5
17. It bothers me when people pressure me to assimilate to the American ways of doing things. 0 1 2 3 4 5
18. It bothers me when people don't respect my Latino values (e.g., family). 0 1 2 3 4 5
19. It bothers me when people don't respect my American values (e.g., independence). 0 1 2 3 4 5
20. I am self-conscious about my Latino background. 0 1 2 3 4 5
21. I am self-conscious about my American background. 0 1 2 3 4 5

22. Because of my cultural background, I have a hard time fitting in with Americans. 0 1 2 3 4 5
23. Because of my cultural background, I have a hard time fitting in with Latinos. 0 1 2 3 4 5
24. I don't feel accepted by Latinos. 0 1 2 3 4 5
25. I don't feel accepted by Americans. 0 1 2 3 4 5
26. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras). 0 1 2 3 4 5
27. I have had conflicts with others because I prefer Latino customs (e.g., celebrating Dia de los Muertos, Quinceañeras) over American ones (e.g., celebrating Halloween, Thanksgiving). 0 1 2 3 4 5
28. People look down upon me if I practice Latino customs. 0 1 2 3 4 5
29. People look down upon me if I practice American customs. 0 1 2 3 4 5
30. I feel uncomfortable when I have to choose between Latino and American ways of doing things. 0 1 2 3 4 5
31. I feel uncomfortable because my family does not know American ways of doing things. 0 1 2 3 4 5
32. I feel uncomfortable because my family does not know Latino ways of doing things. 0 1 2 3 4 5
33. I feel uncomfortable when others expect me to know American

ways of doing things. 0 1 2 3 4 5

34. I feel uncomfortable when others expect me to know Latino ways  
of doing things. 0 1 2 3 4 5

35. At times, I wish that I were more American. 0 1 2 3 4 5

36. At times, I wish that I were more Latino. 0 1 2 3 4 5

**Multidimensional Acculturative Stress Index, Spanish Version**

Abajo hay una lista de situaciones que como latino quizás usted haya experimentado. Lea cada frase cuidadosamente y primero decide si ha experimentado la situación EN LOS ULTIMOS 3 MESES. Si ha experimentado la situación en los últimos 3 meses ponga el numero que mejor representa CUÁNTO ESTRÉS ha tenido en esa situación. Si no ha experimentado la situación en los últimos 3 meses, ponga el numero 0 y sigue a la próxima frase.

0 1 2 3 4 5

0=No se aplica

1=Nada de estrés

2=Un poco de estrés

3=Algo de estrés

4=Mucho de estrés

5=Muchísimo estrés

1. Tengo dificultad entendiendo a la gente cuando hablan en

inglés. 0 1 2 3 4 5

2. Tengo dificultad entendiendo a la gente cuando hablan en

español. 0 1 2 3 4 5

3. Me siento presionado/a al aprender español. 0 1 2 3 4 5

4. Me molesta que hablo inglés con un acento. 0 1 2 3 4 5

5. Me molesta que hablo español con un acento. 0 1 2 3 4 5

6. Como no hablo bien el inglés, la gente me ha tratado rudamente o injustamente. 0 1 2 3 4 5
7. He sido discriminado porque tengo dificultad hablando inglés. 0 1 2 3 4 5
8. No hablo inglés o no lo hablo bien. 0 1 2 3 4 5
9. No hablo español o no lo hablo bien. 0 1 2 3 4 5
10. Me siento presionado/a al aprender ingles. 0 1 2 3 4 5
11. Me siento incómodo/a alrededor de gente que sólo habla inglés. 0 1 2 3 4 5
12. Me siento incómodo/a alrededor de gente que sólo habla español. 0 1 2 3 4 5
13. Me molesta cuando la gente asume que hablo inglés. 0 1 2 3 4 5
14. Me molesta cuando la gente asume que hablo español. 0 1 2 3 4 5
15. Como no hablo bien el español, la gente me ha tratado rudamente o injustamente. 0 1 2 3 4 5
16. He sido discriminado porque tengo dificultad hablando español. 0 1 2 3 4 5
17. Me molesta cuando la gente me presiona a asimilar al modo americano de hacer las cosas. 0 1 2 3 4 5
18. Me molesta cuando la gente no respeta mis valores latinos (por ejemplo, familia). 0 1 2 3 4 5 106
19. Me molesta cuando la gente no respeta mis valores americanos



- (por ejemplo, independencia). 0 1 2 3 4 5
20. Estoy consciente de mi mismo/a por mí fondo latino. 0 1 2 3 4 5
21. Estoy consciente de mi mismo/a por mí fondo americano. 0 1 2 3 4 5
22. Por mi origen cultural, tengo dificultad relacionando con americanos. 0 1 2 3 4 5
23. Por mi origen cultural, tengo dificultad relacionando con latinos. 0 1 2 3 4 5
24. No me siento aceptado/a por latinos. 0 1 2 3 4 5
25. No me siento aceptado/a por americanos. 0 1 2 3 4 5
26. He tenido conflictos con otros porque prefiero las costumbres americanos (por ejemplo, celebrando Halloween, Thanksgiving), sobre las costumbres Mexicanas/latinas (por ejemplo, celebrando Día de los Muertos, Quinceañeras). 0 1 2 3 4 5
27. He tenido conflictos con otros porque prefiero las costumbres latinas,(por ejemplo, celebrando Día de los Muertos, Quinceañeras), sobre las costumbres americanos(por ejemplo, celebrando Halloween, Thanksgiving). 0 1 2 3 4 5
28. La gente me mira mal si practico costumbres latinas. 0 1 2 3 4 5
29. La gente me mira mal si practico costumbres americanos. 0 1 2 3 4 5
30. Me siento incómodo/a cuando tengo que escoger entre los modos Mexicanos/latinos y los modos americanos de hacer las cosas. 0 1 2 3 4 5

31. Me siento incómodo/a porque mi familia no sabe los modos americanos de hacer las cosas. 0 1 2 3 4 5
32. Me siento incómodo/a porque mi familia no sabe los modos latinos de hacer cosas. 0 1 2 3 4 5
33. Me siento incómodo/a cuando otros esperan que yo sepa el modo americano de hacer las cosas. 0 1 2 3 4 5
34. Me siento incómodo/a cuando otros esperan que yo sepa el modo latino de hacer las cosas. 0 1 2 3 4 5
35. A veces, quisiera ser mas americano/a. 0 1 2 3 4 5
36. A veces, quisiera ser mas latino/a. 0 1 2 3 4 5

Appendix G: Interpersonal Support Evaluation List (ISEL), General Population, in  
English and Spanish

**Interpersonal Support Evaluation List (ISEL English)**

This scale is made up of a list of statements which may or may not be true about you. For each statement check “definitely true” if you are sure it is true about you and “probably true” if you think it is true but are not absolutely certain. Similarly, you should check “definitely false” if you are sure the statement is false and “probably false” if you think it is false but are not absolutely certain.

1. There are several people that I trust to help solve my problems.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
2. If I needed help fixing an appliance or repairing my car, there is someone who would help me.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
3. Most of my friends are more interesting than I am.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
4. There is someone who takes pride in my accomplishments.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
5. When I feel lonely, there are several people I can talk to.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
6. There is no one that I feel comfortable to talking about intimate personal problems.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)
  
7. I often meet or talk with family or friends.  
 definitely true (3)     definitely false (0)  
 probably true (2)     probably false (1)

8. Most people I know think highly of me.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

9. If I needed a ride to the airport very early in the morning, I would have a hard time finding someone to take me.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

10. I feel like I'm not always included by my circle of friends.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

11. There really is no one who can give me an objective view of how I'm handling my problems.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

12. There are several different people I enjoy spending time with.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

13. I think that my friends feel that I'm not very good at helping them solve their problems.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

14. If I were sick and needed someone (friend, family member, or acquaintance) to take me to the doctor, I would have trouble finding someone.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

15. If I wanted to go on a trip for a day (e.g., to the mountains, beach, or country), I would have a hard time finding someone to go with me.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

16. If I needed a place to stay for a week because of an emergency (for example, water or electricity out in my apartment or house), I could easily find someone who would put me up.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)  
\_\_\_ probably true (2) \_\_\_ probably false (1)

17. I feel that there is no one I can share my most private worries and fears with.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
18. If I were sick, I could easily find someone to help me with my daily chores.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
19. There is someone I can turn to for advice about handling problems with my family.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
20. I am as good at doing things as most other people are.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
21. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
22. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
23. If I needed an emergency loan of \$100, there is someone (friend, relative, or acquaintance) I could get it from.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
24. In general, people do not have much confidence in me.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
25. Most people I know do not enjoy the same things that I do.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)
26. There is someone I could turn to for advice about making career plans or changing my job.  
 definitely true (3)  definitely false (0)  
 probably true (2)  probably false (1)

27. I don't often get invited to do things with others.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
28. Most of my friends are more successful at making changes in their lives than I am.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
29. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
30. There really is no one I can trust to give me good financial advice.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
31. If I wanted to have lunch with someone, I could easily find someone to join me.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
32. I am more satisfied with my life than most people are with theirs.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
33. If I was stranded 10 miles from home, there is someone I could call who would come and get me.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
34. No one I know would throw a birthday party for me.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
35. It would be difficult to find someone who would lend me their car for a few hours.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)
36. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.  
\_\_\_\_ definitely true (3) \_\_\_\_ definitely false (0)  
\_\_\_\_ probably true (2) \_\_\_\_ probably false (1)

37. I am closer to my friends than most other people are to theirs.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)

\_\_\_ probably true (2) \_\_\_ probably false (1)

38. There is at least one person I know whose advice I really trust.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)

\_\_\_ probably true (2) \_\_\_ probably false (1)

39. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)

\_\_\_ probably true (2) \_\_\_ probably false (1)

40. I have a hard time keeping pace with my friends.

\_\_\_ definitely true (3) \_\_\_ definitely false (0)

\_\_\_ probably true (2) \_\_\_ probably false (1)

**Cuestionario para la Evaluación del Apoyo Interpersonal-Familiar/Cuidador (ISEL Spanish)**

**INSTRUCCIONES:**

Este cuestionario se compone de una lista de afirmaciones cada una de las cuales pueden o no ser verdad sobre usted. Para cada afirmación, conteste "definitivamente verdadero" si usted piensa efectivamente que es verdad sobre usted y "probablemente verdadero" si usted piensa que es verdad pero no es absolutamente cierto. De la misma forma, usted debería contestar "definitivamente falso" si usted está seguro de que la afirmación es falsa y "probablemente falso" si usted piensa que es falso pero no es completamente cierto.

**Recuerde que esto no es una prueba y no existen respuestas correctas ni erróneas. Por favor, marque la opción que mejor represente lo que usted piensa.**

**1. Hay varias personas en las que confío para ayudarme a resolver mis problemas.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**2. Si necesitara ayuda para arreglar algo en mi casa o para reparar mi automóvil, hay alguien que me ayudaría.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**3. La mayoría de mis amigos son más interesantes que yo.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**4. Hay quien que se enorgullece de mis logros.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**5. Cuando me siento solo, hay varias personas a quienes podría llamar y hablar.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**6. No tengo a nadie con quien me sienta cómodo para hablar sobre mis problemas personales e íntimos.**  
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)



**7. Yo me reúno o hablo a menudo con mi familia o amigos.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**8. La mayoría de las personas que conozco me tienen en alta consideración.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**9. Si necesitara ir al aeropuerto muy temprano por la mañana, tendría dificultades en encontrar a alguien que me llevara.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**10. Siento que no siempre soy incluido en mi círculo de amigos.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**11. Realmente no hay nadie que pueda darme una opinión objetiva de cómo estoy manejando mis problemas.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**12. Hay varias personas diferentes, con las que disfruto pasando el tiempo con ellos.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**13. Creo que mis amigos piensan que no soy muy hábil para ayudarles a resolver sus problemas.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**14. Si estuviera enfermo y necesitara a alguien (amigo, familiar, o conocido) para llevarme al médico, tendría problemas en encontrar quien lo hiciera.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**15. Si quisiera hacer una excursión de un día (por ejemplo, a las montañas, playa o al campo), tendría dificultades para encontrar a alguien que fuera conmigo.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**16. Si necesitara un lugar para quedarme durante una semana debido a una emergencia (por ejemplo, por un problema con el agua o la electricidad en mi casa),**

**podría fácilmente encontrar a alguien que me acogiera.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**17. Siento que no hay nadie con quien pueda compartir mis preocupaciones o miedos más íntimos.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**18. Si yo estuviera enfermo, podría fácilmente encontrar a alguien para ayudarme con mis quehaceres diarios.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**19. Hay alguien con quien puedo contar para pedir consejo sobre cómo manejar los problemas con mi familia.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**20. Soy tan bueno haciendo las cosas en general, como lo son la mayoría de las personas.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**21. Si decido una tarde que me gustaría ir al cine esa noche, podría fácilmente encontrar a alguien para ir conmigo.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**22. Cuando necesito sugerencias sobre cómo afrontar un problema personal, sé a quien puedo acudir.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**23. Si yo necesitara un préstamo de \$100 por una emergencia, hay alguien (amigo, pariente, o conocido) que me lo dejaría.\***

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**24. En general, las personas no tienen mucha confianza en mí.**

\_\_\_ definitivamente verdadero (3) \_\_\_ probablemente verdadero (2) \_\_\_ probablemente falso (1) \_\_\_ definitivamente falso (0)

**25. La mayoría de las personas que conozco no disfruta con las mismas cosas que yo.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**26. Hay alguien a quien puedo acudir para pedir consejo sobre qué hacer con mi carrera o sobre si cambiar de trabajo.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**27. No recibo a menudo invitaciones para hacer cosas con otros.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**28. La mayoría de mis amigos tienen más éxito al hacer cambios en sus vidas que yo.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**29. Si tuviera que salir de la ciudad durante unas semanas, sería difícil encontrar a alguien que cuidara de mi casa (las plantas, animales domésticos, jardín, etc.)**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**30. No hay nadie realmente en quien yo pueda confiar para darme un buen consejo sobre mi situación económica.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**31. Si quisiera almorzar con alguien, podría encontrar fácilmente a alguien con quien hacerlo.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**32. Estoy más satisfecho con mi vida de lo que la mayoría de las personas lo está con la suya.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**33. Si yo me encontrara a 10 millas de casa, hay alguien a quien yo podría llamar para que me recogiera.\***

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**34. Nadie que yo conozca me organizaría una fiesta de cumpleaños.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**35. Sería difícil encontrar a alguien que me prestase su automóvil durante unas horas.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**36. Si estuviera pasando por una crisis, sería difícil encontrar a alguien que me pudiera aconsejarme bien sobre cómo manejarlo.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**37. Soy más cercano a mis amigos de lo que la mayoría de la gente son de los suyos.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

**38. Conozco por lo menos una persona en quien realmente confío para aconsejarme.**

\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

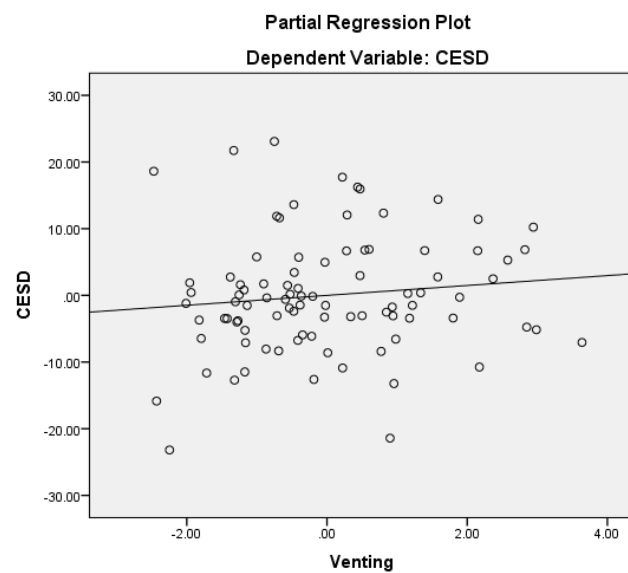
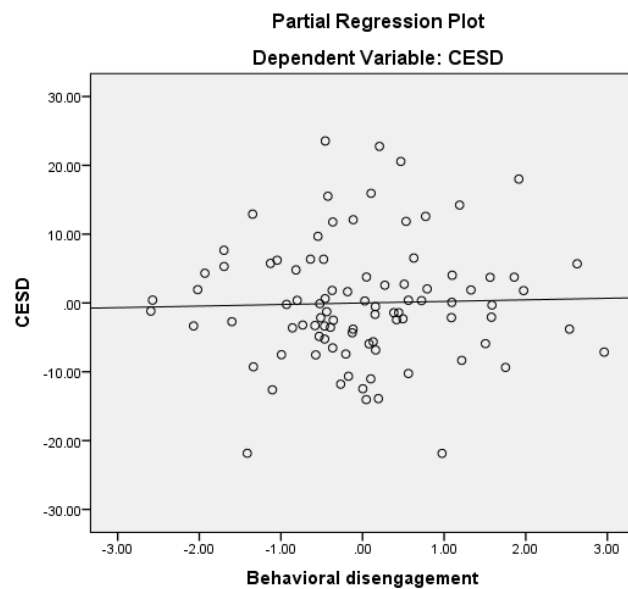
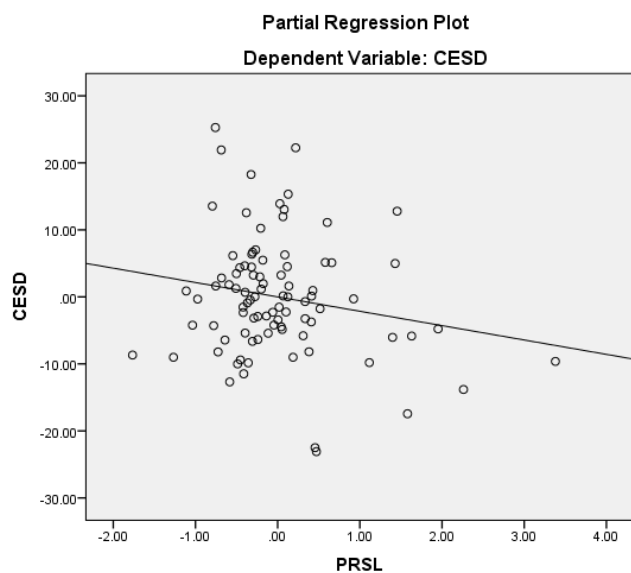
**39. Si necesitara ayuda para trasladarme a una nueva casa, tendría dificultades en encontrar a alguien que me ayudara.**

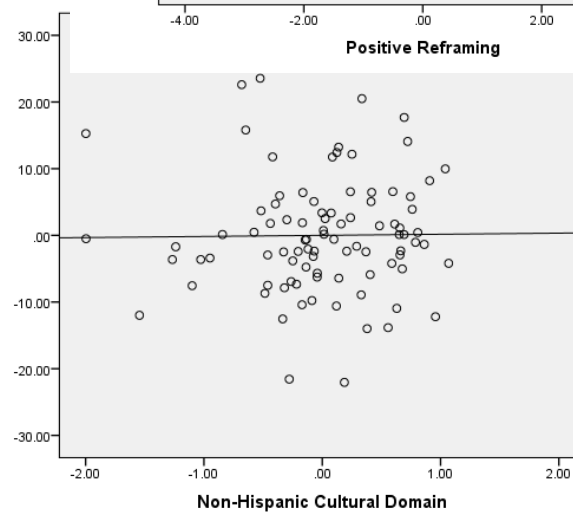
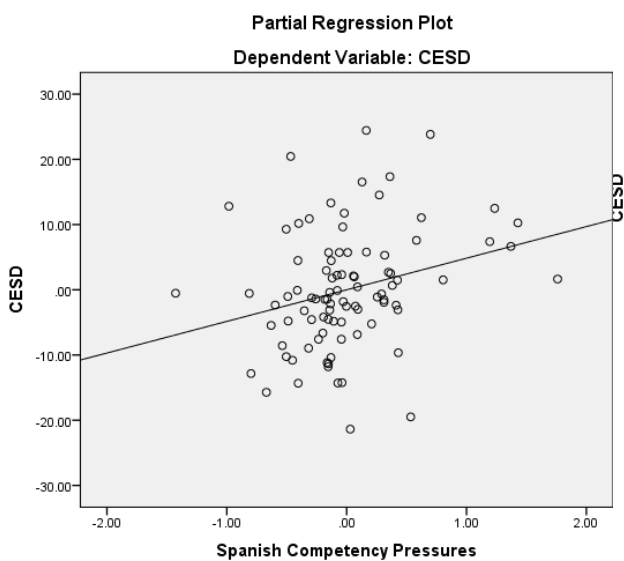
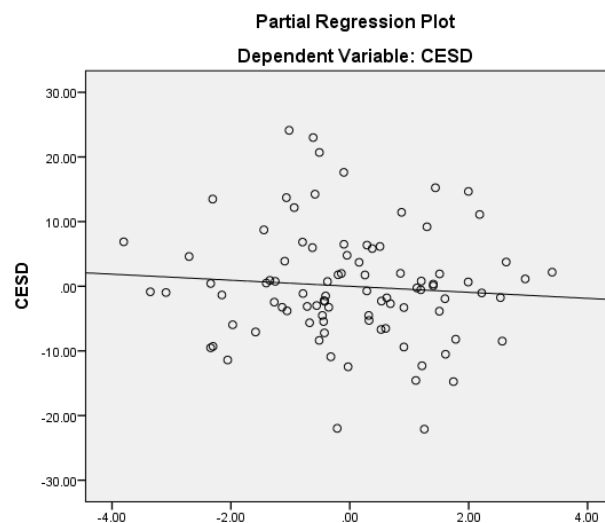
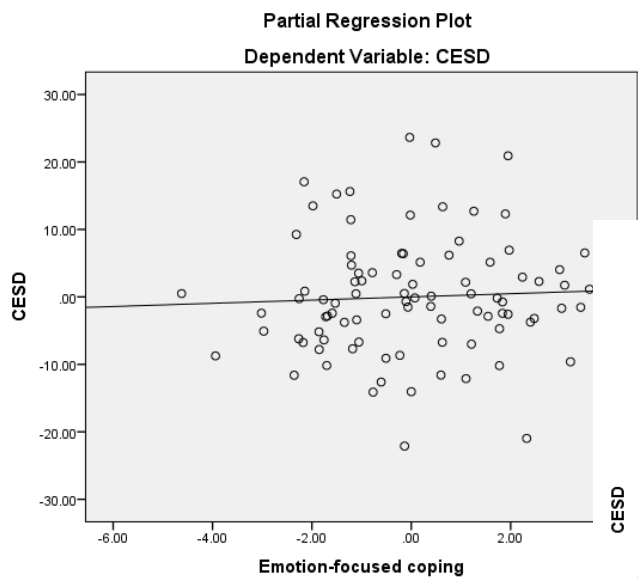
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

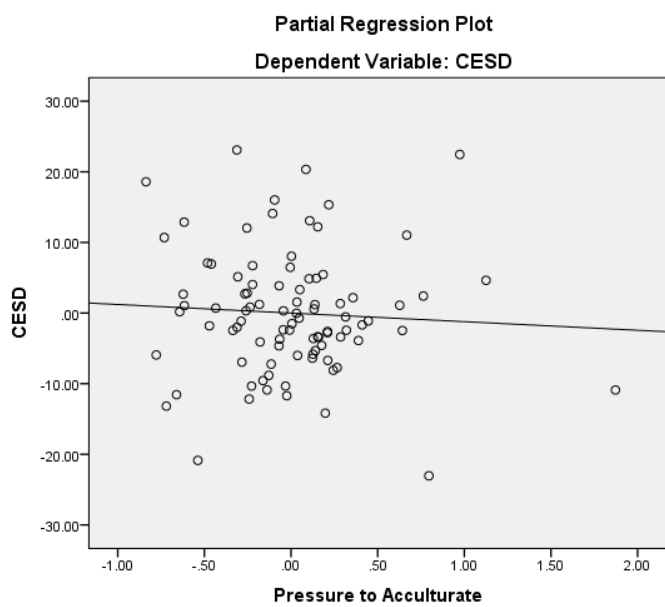
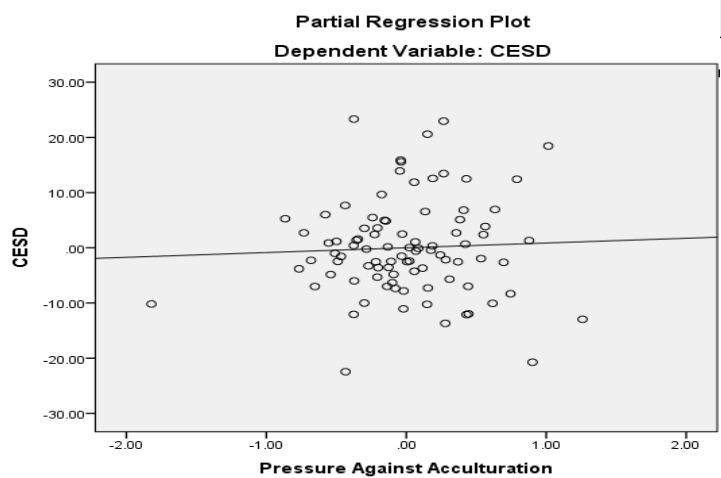
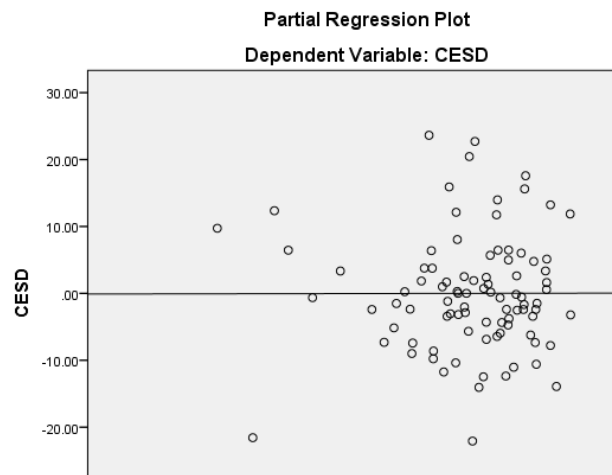
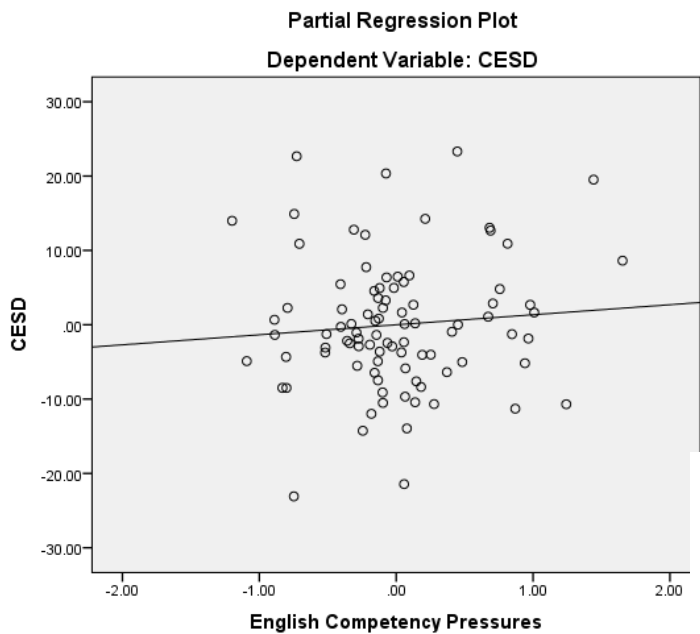
**40. Tengo dificultades para mantener el ritmo de mis amigos.**

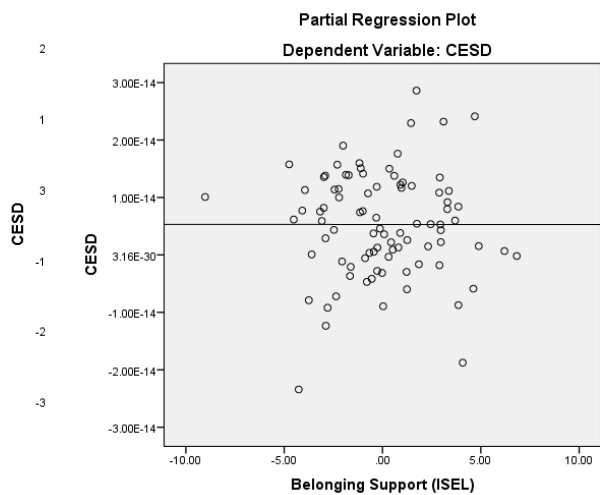
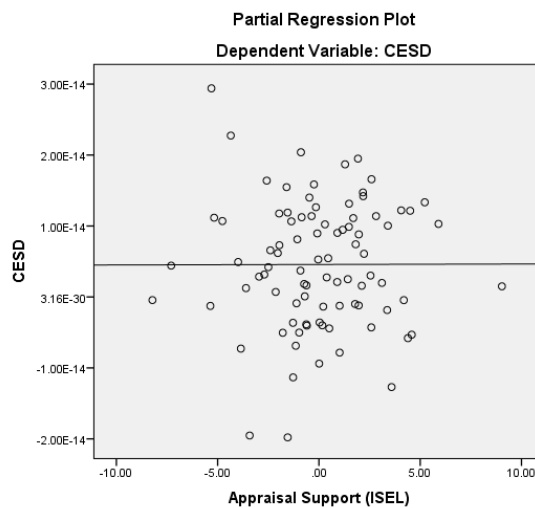
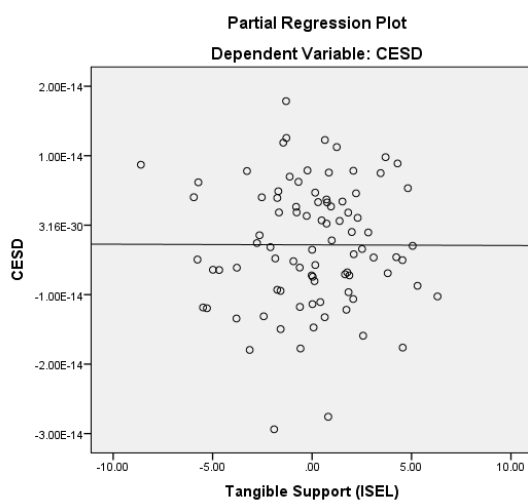
\_\_\_definitivamente verdadero (3) \_\_\_probablemente verdadero (2) \_\_\_probablemente falso (1) \_\_\_definitivamente falso (0)

## Appendix H: Scatter Plots

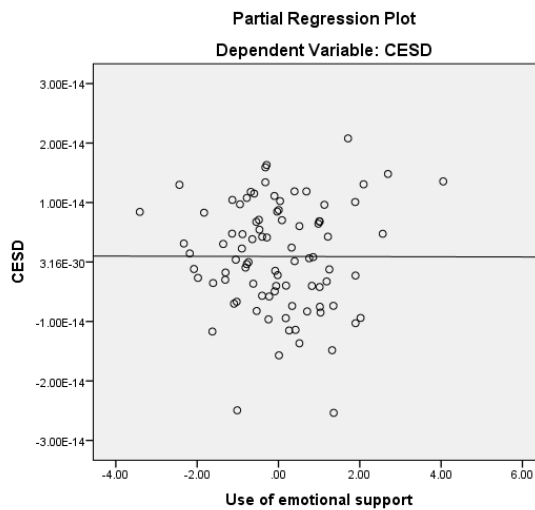
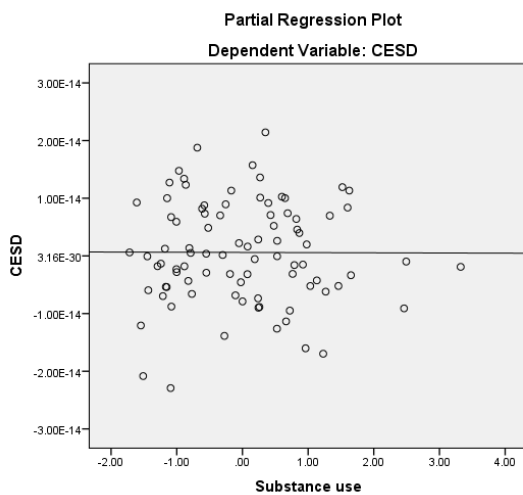
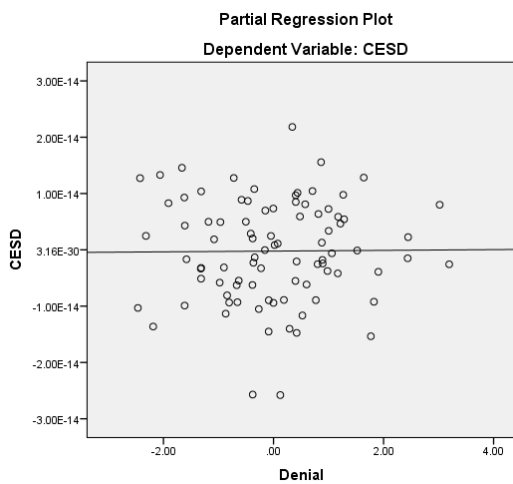
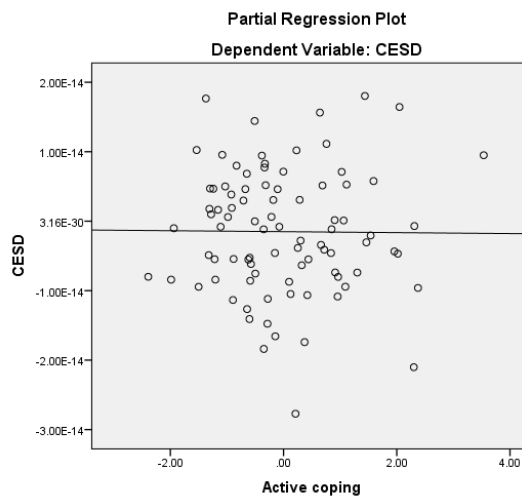
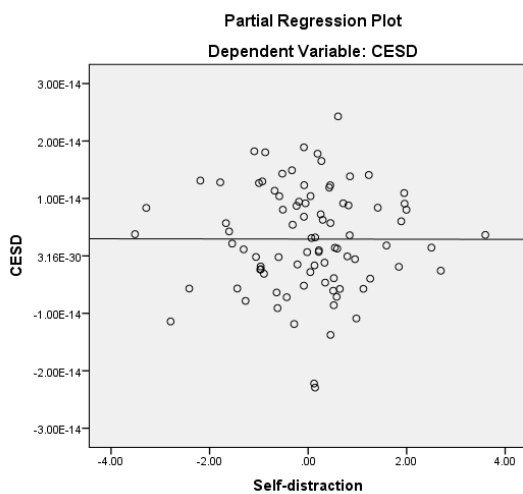












## Appendix I: Letter from MASI developer to use the instrument

Thank you for your interest in our measure, the Multidimensional Acculturative Stress Inventory (MASI). As noted in our manuscript that appeared in *Psychological Assessment* in December 2002, this instrument was developed and pilot tested among a community sample of English and Spanish speaking people of Mexican origin. You should be aware that this measure, in its present form, is designed to assess levels of acculturative stress among community respondents, and is not designed to assess the clinical significance of acculturative stress and how it manifests itself in a clinical sample. We continue to examine the concept of acculturative stress and since the publication of this article; we have made minor linguistic modifications to a few of the items of the MASI to make the measure more user-friendly. You have our permission to use this instrument, and we welcome your on-going communication regarding your use of this measure and any findings and/or suggestions that would assist us to improve the MASI.

Sincerely,

Norma Rodriguez, Ph.D.  
Professor of Psychology