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ACCULTURATION AMONG A HISPANIC POPULATION
IN SAN BERNARDINO COUNTY

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

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

by
Jennifer Marie Costa
Maria Lorena Ochoa

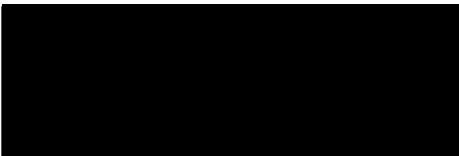
June 2004

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Approved by:



Dr. Tom Davis, Faculty Supervisor
Social Work

5/25/04
Date



Dr. Rosemary McCaslin,
M.S.W. Research Coordinator

ABSTRACT

The purpose of this study was to examine the relationship between Hispanics and their levels of acculturation. This study's intent was to incorporate variables in order to identify generation and language as defining factors for acculturation. A Likert-type Bidimensional Acculturation Scale for Hispanics (BAS) was used to test six hypotheses (Marin & Gamba, 1996).

The sample was composed of 59 Hispanic respondents. A survey was performed at Our Lady of Mount Carmel Church, Rancho Cucamonga, CA in February 2004 in an attempt to determine and measure acculturation among a Hispanic population. The researchers anticipated that there would be a low level of acculturation among this Hispanic population. Correlations, t-test and Cross-tabulations were computed and statistical significance was found for these predictions. The researchers found through their analysis that five of the six hypotheses were supported by the results.

ACKNOWLEDGMENTS

First and foremost, we would like to give thanks to Jesus Christ our Lord and Savior, for giving us the wisdom and strength to succeed in the MSW program as well as the daily blessings He bestows upon us as His children.

I would like to thank my mom for her love, support, and understanding as I have continued my education. Thanks for putting up with my neglect of household duties while I finished school. I LOVE YOU MOM YOU'RE THE BEST!

Mi mas profundo agradecimiento a mi mama a mis hermanas (Rosa, Gris, Mary, Ticha, y Yesy) y hermanos (Tony y Herminio) por el gran apoyo incondicional que me brindaron durante este gran éxito en mi vida. Gracias por su comprensión, cariño y admiración en mi perseverancia por mis estudios.

We thank all of our wonderful family and friends who prayerfully supported us every single step of the way. Without all of you, it would not have been possible.

We would like to acknowledge the spirited contribution of our research advisor Dr. Tom Davis. You took the fear out of research and made it seem possible! My most sincere appreciation and thanks to my dear research buddy for her daily inspiration, enthusiasm and friendship. I could not have done it without you!

DEDICATION

We would like to dedicate this to ALL of our Nieces and Nephews. Remember, the road to higher education is met with many detours and roadblocks but the final destination is a prize well worth all your hard work and stress. Did we mention no social life, headaches, back pains, butt pains (of sitting for hours on end), nervous breakdowns, locked jaws, etc. Just remember that when you are going through these same things know that you have someone who knows what you are going through and if we did it so can you! SO YOU BETTER DO IT AND DON'T GIVE UP!!!

To my dear old dad,

Thank you for all of your prayers and confidence in me along this road. You have been an inspiration for me to continue in my educational goals. "I LOVE YOU SO MUCH." God Bless you Dad.

With love, Jennifer Marie Costa

A mi papa,

Le doy gracias por estar siempre presente en mi vida. Se que siempre ha estado ahí especialmente en los momentos mas difíciles y en la soledad, nunca me ha abandonado. A el le debo quien soy y por cual terminé mis estudios. "MIL Gracias." Lo quiero y extraño mucho APA!

Con Amor, LOLY

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CHAPTER ONE

INTRODUCTION

Problem Statement

This project explored acculturation among a Hispanic population in San Bernardino County. The Social Science Research Council (SSRC) defined acculturation and its dynamics as: "Cultural change that is initiated by the conjunction of two or more autonomous cultural systems. Its dynamics can be seen as the selective adaptation of value systems, the processes of integration and differentiation, the generation of developmental sequences, and the operation of role determinants and personality factors" (2002, p. 6).

Acculturation can be best understood as the process of change and adaptation that a person overtakes when entering into a new cultural system with different norms and values than their own. Acculturation can promote either positive change or bring about negative change. This study attempted to incorporate both positive and negative adjustments that occurred through the process of acculturation. For example, focusing on an individual's lack of adaptation into the mainstream cultural norms and values can be seen as a negative form of acculturation. In

a positive light, acculturation can also be demonstrated as the mainstream ethnic group tries to facilitate language friendly displays, such as signs translated into Spanish for an immigrant population. These simple illustrations do not even scratch the surface of how acculturation is displayed in every day interactions.

Identifying the extent of acculturation among Hispanics allowed us to assess for areas of growth and strength within the Hispanic population. Higher acculturation among individuals affirmed higher sensitivity of other cultures within one's environment. An additional strength of high levels of acculturation is that it increased cultural awareness of the dominant culture. On the other hand, when Hispanic individuals were not acculturated it created a drift between their levels of functioning within their cultural society. As a result of low levels of acculturation, process within an individual's family system was negatively affected (Fuentes & Westbrook, 1996).

Anthropologists and sociologists have long examined the field of acculturation. In December of 1998, the University of San Francisco held a conference that brought together leading scholars in the field of acculturation. The conference was dedicated to the discussion of future

theoretical development, applied research, and amplifying the magnitude, that acculturation played among Hispanics, African Americans, Asian Americans and American Indians (2002, p. xxiv). Specifically, this project explored acculturation among a Hispanic population in San Bernardino County.

The federal government recognized the need for a more inclusive term for the various descriptors for "Hispanics." The term Hispanic was created by the U.S. federal government in the early 1970's and is the current and most widely used term. The term Hispanics provides a connection to the Spanish language, or culture. The term is meant to be all inclusive of anyone with linguist or cultural backgrounds in the regions of Latin America and Spain. Therefore, the all-inclusive term Hispanics includes: Mexicans, Puerto Ricans, Colombians, Cubans, Central and South Americans, and other Hispanics (Pacheco, 2000).

Purpose of the Study

The purpose of the study was to explore acculturation among a Hispanic population in San Bernardino County. Specifically, this study examined six hypotheses; which

offered population views of Hispanics and why it is important to social work.

Hypothesis 1: The study expected to find a statistical difference between generation and language. Our assumption was that Hispanics living in the U.S. for more than one generation reflected less linguistic proficiency in Spanish.

Hypothesis 2: The study expected to find a statistical difference between level of acculturation and language. Our assumption was that the more Spanish spoken by an individual presumed he or she was less acculturated.

Hypothesis 3: The study expected to find a statistical difference between generations and level of acculturation. Our assumption was that first generation Hispanics would be less acculturated than third generation Hispanics.

Hypothesis 4: The study expected to find a statistical difference between economic status and generation. It was our assumption that the longer an individual has lived in the United States the greater their income would be.

Hypothesis 5: The study expected to find a statistical difference between language and the amount of years

residing in the United States. It was our assumption that the longer an individual resided in the U.S. the more English was to be spoken by them.

Hypothesis 6: The study expected to find a statistical difference between the level of education and generation. Our assumption was that individuals with higher levels of education would be more acculturated.

We used a standardized instrument entitled the Bidimensional Acculturation Scale for Hispanics (BAS). This instrument had a good to excellent internal consistency. It also had a good concurrent validity rate. The applicability of this scale was proven excellent among Mexican Americans and Central Americans (Marín & Gamba, 1996).

A dependent variable for our proposed study was the issue of acculturation. We looked at correlations between the independent variables of the ethnic identity, language usage, economic status, educational attainment, generational status, and years of residency in the U.S. among our Hispanic respondents. We measured these variables by putting the respondent's answers into the SPSS program and followed by correlating, charting, cross-tabs, frequencies, descriptive statistics, T-tests

and other statistical analysis that were necessary. Overall, we measured the level of acculturation with the standardized instrument using methods, techniques, and approaches that we learned in our social work research course work.

Significance of the Project for Social Work

The significance of this project for the social work profession was that the process of acculturation directly impacted Hispanics. There is a growing need to make the general public aware of the importance of acculturation and its impact among Hispanics. A better understanding of acculturation will set the ground work for improving interpersonal relationships, creating a sense of awareness within an individual, not to mention the fact that acculturation has been reported to be associated with such vital variables as suicide, alcohol or drug use, and levels of social support (1987, Marín, G. et al.).

Increasingly, local and state governments have been given the responsibilities to deal with issues surrounding the growing Hispanic population. However, Hispanics have become too large a population nationally to refer their issues, concerns and opportunities to local agencies. This concern has major implications on a macro level, by

increasing the necessary services allotted to the growing Hispanic population. While recent budget cuts in local areas are demanding many agencies to provide more services while dealing with less financial resources. At a macro and micro level the range of individual cultures within the Hispanic population are affected by policy changes and budget cuts which greatly impact at a higher scale. Nevertheless, it also impacts how and why individual social workers look at this phenomenon as a major problem to be addressed at a micro level (Pacheco, 2000).

In an effort to increase the knowledge that acculturation was a serious social phenomenon, we needed to increase awareness of the social impact that acculturation has on families and especially on our nation's children. The U.S. Census Bureau reported that over the last decade the Hispanic population had experienced an increase among its population. An increase from 22 million to 35.2 million had occurred from 1990 to 2000 (Grieco, 2003).

Growth of Hispanics was significantly evident in major parts of the U.S., especially in the state of California. In California, 32.4 percent are of Hispanic origin. On a local level, the County of San Bernardino represented a multicultural population. The Hispanic

population encompassed 39.2 percent of all residents in San Bernardino County (U.S. Census, 2000). Due to the high percentage of Hispanics within the county, we saw that the study of acculturation was critical. As social work students, we felt an ethical obligation to study and understand the issue of acculturation.

Social workers need to understand the importance of acculturation among their Hispanic clients. Acculturation will become a bridge of communication between clients and social workers. Expertise and training on diversity is desperately needed to better assist in the service of Hispanic clients in the social work profession. Cultural sensitivity among social workers is necessary to build effective client rapport and maintain a healthy professional relationship.

Due to the extensive Hispanic population that receives services from social workers, the findings from the study were relevant to the field of social work. On a larger scale, the greater comprehension we have as practicing social workers about acculturation, the better equipped we will become to challenge the social injustice that occurs to our client's due to their lack of acculturation. Findings of this project facilitated a deeper insight of the positive gains that arose from

acculturation as well as highlight the negative impact that acculturation can bring in other areas. Language barriers and lack of acculturation created difficulties for Hispanics clients to get their needs met through a social service agency. Consequently, higher levels of acculturation among Hispanics may lead to better understanding of services and positive relations with social workers.

For our research project, we sought to reveal the extent that acculturation had occurred among our selected Hispanic respondents. We have clearly defined our core research question as follows: "What is the extent of acculturation among the Hispanic population in San Bernardino County"? The role of independent variables, such as language factors, generational status, economic status, and years of residency in the U.S. among Hispanics was integrated to assess for correlations between the variables. In an effort to understand the issue of acculturation more succinctly, we analyzed the effects of the independent variables upon our dependent variable of acculturation. In addition, we utilized the respondents' demographic indicators as an essential component of our analysis of the surveyed data.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter Two consisted of a discussion of the relevant literature, specifically, related to acculturation. Acculturation studies that comprised the variables, which, were analyzed for the research project, are included in the literature review. The chapter is divided in three major categories: Acculturation, Hispanics and Demographics. Measurements, theories, ethnic identity, social problems, social change, language, stressors, population, religion, generation, education, and trends are areas we researched and reviewed to compose and enrich our three major categories.

Acculturation

Acculturation was described as the process by which change and adaptation took place as a person entered into a new cultural system with different norms and values than their own. The level of acculturation was measured by how that person incorporated these new rituals and beliefs into their own cultural practices. According to Dana (1996), acculturation occurred on a voluntary and involuntary level between both migrant and sediment

individuals. Dana (1996) further described the process of acculturation by the ethnic group as represented through assimilation and adaptation to the values, beliefs, customs, habits, and rituals of the dominant culture.

Measurements

Acculturation was one of the most important elements to consider when assessing immigrant populations. Major approaches to measuring acculturation have been operationalized in an effort to assess the levels of acculturation in ethnic minorities (Zane & Mak, 2002). Zane and Mak (2002) analyzed many of the leading approaches of measuring acculturation. They determined that these major approaches of measurements emphasized many of the following presumptions of the population to be assessed. Psychosocial functioning domains such as language used and socialization practices were common areas investigated by researchers of acculturation. Assumptions were made about the patterns of change and adaptation by the ethnic group. Another variation existed as some measurements assumed that the more identified an ethnic culture became to the dominant culture the less attached they became to their culture of origin. In contrast, other measurements assumed that retention of one's cultural customs could vary widely (Zane & Mak,

2002). These different approaches to measuring acculturation often required researchers to utilize a combination of different measurement tools in an effort to gain an objective assessment of acculturation in relation to their target population.

Marín and Gamba (1996) attested that the Bidimensional Acculturation Scale (BAS) measured the generalized experiences of all Hispanics instead of limiting the assessment to one sub-group within the Hispanic population. This was a major strength for the new measurement of acculturation. Furthermore, the BAS represented the new generation of advancements in measurements on a bi-directional and multidimensional level (Marín & Gamba, 1996).

According to Marín, G. et al. (1987), a common problem associated with acculturation scales was that socio-demographic characteristics are often used as a means of measurement rather than a correlation of acculturation. Socio-demographics such as generation, education, and age can be used in greater capacity as correlation criteria. In the research article by Marín, G. et al. (1987) the authors developed and presented the findings from the Short Acculturation Scale for Hispanics

(SASH) in an effort to circumvent the problems of past measurement tools of acculturation.

Dana (1996) conducted research on the variation of the measurement tools available to study the levels of acculturation. The research examined the Acculturation Rating Scale for Mexican Americans - Revised (ARSMA-II). Dana emphasized that the ARSMA-II has the possibility to add a relevant cultural dimension that was regularly omitted from other measurement tools (1996).

The concept that acculturation was a multidimensional process required that not only that multiple dimensions of acculturation be measured but also that the inter-relationships between these dimensions be explicitly analyzed. It was our assumption that a combination of the Bidimensional Acculturation Scale (BAS), Short Acculturation Scale for Hispanics (SASH), and Acculturation Rating Scale for Mexican Americans - Revised (ARSMA-II) provided a balanced portrait of the population we surveyed for the research project. These three measurement tools for acculturation are discussed in more depth in chapter Three.

Theories Guiding Conceptualization

In our literature review, we found that there were three main theories or models regarding acculturation. The

first model we discussed was developed by Buriel in 1975. These were *acculturation to the majority* model versus the *acculturation to the barrio* model. The first model implies that the Hispanic generations would progressively replicate their ideals and conduct after the host culture (Negy & Woods, 1992). On the contrary, the second model entailed that the Hispanic generations would gradually model the norms of the barrio where some of the cultural values and customs remain intact (Negy & Woods, 1992).

According to the second theory developed by Berry in 1980, acculturation was a three-stage process. The three steps included *contact*, *conflict*, and *adaptation* (Negy & Woods, 1992). Once *contact* with the dominant culture was established, the *conflict* quickly followed. The *conflict* was exposed as the minority culture sought to maintain their identity while *adaptation* into the host culture became increasingly eminent (Negy & Woods, 1992). This theory focused on the negative factors associated with acculturation while dismissing the positive affects of acculturation on the minority and dominant culture.

The third theory that we discussed for this literature review was the concept that "the acquisition of new cultural traits or customs and the relinquishing of traditional traits or customs vary from trait to trait"

(Negy & Woods, 1992). This theory was described as a multidimensional theory that recognized that acculturation was a selective process that occurred over time on an individual and social level. This theory allowed an individual to adapt to the customs and values that they were bombarded with while retaining their selected cultural beliefs and traditions (Negy & Woods, 1992).

Negy and Woods (1992) declared that despite the abundant amounts of literature and research conducted on acculturation. There were a limited number of theories and models that have been developed to further understand the intricacy of acculturation. One negative concern that Negy and Woods had about the models presented in the literature review was that, the three models and theories of acculturation did not give consideration that acculturation was bi-directional (Negy & Woods, 1992). The Hispanic population made significant contributions to the host culture. This was also demonstrated by the adaptations that were made by the dominant culture to adjust to the minority culture. The simple adjustments were apparent by the Hispanic concepts such as food, music, and language variations that were incorporated into the American mainstream typologies (Negy & Woods, 1992).

Ethnic Identity

Phinney (2002) focused on ethnic identity and its relationship to acculturation. Ethnic identity "referred to one's identity or sense of self as a member of an ethnic group" (Phinney, 2002). The article revealed that the association between acculturation and ethnic identity was very blurred because the two subjects shared similar indicators (2002). The primary measurement of acculturation and ethnic identity was based upon generational status (Phinney, 2002). The construct of acculturation was thereby greatly influenced by ethnic identity. Conversely, the article emphasized the necessity of incorporating changes in values, attitudes, and behaviors within the immigrant population to clarify affects that ethnic identity had upon acculturation (2002).

Social Problems

In the research study by Fuertes (1996), he asserted that acculturation among Hispanics often involved leaving one's family and friends behind in their country of origin, lack of support from new culture, inability to maintain employment, learning a new language, and institutional and personal discrimination. The social problems complied upon one another may negatively

correlate with acculturation and make adjustment into the dominant culture difficult for Hispanics. While considering the affects of acculturation the empirical research conducted in the article showed that acculturation pressure was significantly higher among immigrants who had been in the new country longer than those immigrants who had recently arrived to the new country. The information helped us to be more aware that the population that we surveyed may have high levels of acculturation anxiety because most of them may be late immigrants (Fuentes, 1996).

Social Change

According to Trimble (2002), "acculturation was a salient form of social change." Trimble (2002) described social change in four categories. The first type of social change was *individual change*, which included differences in one's personality. The second type of social change was *incremental change*; these included the ongoing changes within the society's composition. The third type of social change as stated by Trimble was called *radical change*. This type of change took place when a social system began to reorganize their structure. The final type of social change was *cultural change*, which was described as the attitudes, values, and behavioral changes (Trimble, 2002).

Trimble (2002) stated that social change characterized the changes that minority populations such as Hispanics partake in once they enter into the dominant culture. Acculturation in the context of social change had gained increased interest to social workers that serve minority populations due to the far-reaching implications that social change affected individuals.

Hispanics

The Hispanic population within the United States had increased significantly due to foreign-born individuals who choose to migrate to America. Due to the significant population growth within the Hispanic ethnic group, we believed that the study of acculturation among this group was essential to the professional field of social work. Social workers played a vital role by providing a host of services to their Hispanics clients. Hispanics became a significant portion of the cliental of many social service agencies therefore we believed that our sample population furthered the knowledge base of Hispanics for social work practice.

Language

A review of the pertinent literature indicated findings regarding the Spanish Language. We reviewed the

literature concerning language as we conceptualized that language reshaped culture. Language was a key and essential in any culture. It developed the appropriate signs and symbols through which the culture was communicated and achieved. Marin and Gamba (1996) explained language as more likely than most symbols of ethnicity to become the symbol of ethnicity.

Kalantziz, Cope, and Slade (1989) stated that the lack of language in a dominant culture lead to deny people services relevant to their specific needs and pedagogical stance which, in effect, counted against access to social goods for high proportions of people from minority language background. Language cannot be reduced as tangible reality because language was more complex than understanding the meaning of the words or repeating the sounds. Language implied the ability to interpret people's feelings and attitudes in the actual speech situation, interpreting underlying social relationships and norms of interactions that were not observable. Language was only one of the many variables to measure acculturation.

Additionally, Julie and David Smart (1995) made a valuable commentary in their article about how the Hispanic immigrant population had a great loyalty and love for their Spanish language. The article attested to the

importance of considering language when measuring the extent of acculturation among Hispanics (1995). We considered that and used a standardized instrument that was translated in both English and Spanish. The article exemplified our primary concerns that cultural identity and language issues were inevitability factors to bear in mind when assessing for acculturation among the Hispanic population.

Stress/Adaptation

According to Julie and David Smart (1995), their article on Acculturative stress of Hispanics distinguished the loss of social support and cultural identity as the most significant stressors associated with acculturation. The strong family ties and love for their culture values by this population also created a considerable loss for the Hispanic immigrants who tried to adjust to their new environment. The article continued to enforce that the mainstream European culture which the Hispanic immigrants found themselves enveloped in; emphasized the separation from family ties and a sense of ethnocentrism to a point that destroyed one's ability to cope with the challenges that awaited them in the new culture (1995).

A study by Hurtado, Gurin and Peng (1994) agreed with Smart's findings that Hispanics generally had difficulties

with acculturation and adjusting within the mainstream culture in the United States. The respondents in the study focused on four dimensions of cultural adaptation: familism, positive attitudes toward Spanish/English language, Spanish-mediated cultural preferences, and importance placed on conveying cultural traditions to children. Findings in this study showed that Hispanics had consistently showed a strong commitment to family, especially extended kin.

Population

To study the relevance of acculturation and the Hispanic Population Hazuda, Stern, and Haffner (1988) pointed out its immense growth in the United States which made them the second largest ethnic minority group of 14.6 million Hispanics in the United States (U.S. Bureau of the Census, 1985). Though, still of predominantly lower socioeconomic status, they were becoming an increasingly diverse group both socio-economically and culturally.

In 1997, acculturation and socioeconomic status was studied in research conducted by Khan, Sobal and Martrell. Social factors were to be considered as among the most important, if not the most important influence in their study. Cultural patterns and beliefs were found to play an important role that determined human obesity. Localized

studies of United States Hispanics suggested that those who were more acculturated were heavier than those less acculturated. However, socioeconomic status was the rank or position of an individual in society, and was often measured by education and income. A review of over 140 studies found that higher socioeconomic status men and women were fatter in poor societies, whereas in rich societies, higher socioeconomic status women were thinner irrespective of race or ethnicity. Whether acculturation influenced body weight independently of socioeconomic status was an issue that remained unclear. Their analyses of large samples of three Hispanic ethnic groups found that the two conventional socioeconomic indicators, income and education, were not consistent or strong predictors for obesity.

In another study Cuellar, Arnold and Maldonado (1995) also conducted research on the socioeconomic status. They revealed how it was found that socioeconomic status correlated with acculturation and how it continued to remain a complex, controversial area requiring further research. The extent to which socioeconomic status, culture, and acculturation were a part of the same phenomena was not well understood. The data reported in the study indicated that although socioeconomic status was

highly correlated with acculturation processes, one had to be careful not to substitute socioeconomic status for acculturation, as this lead to erroneous conclusions, particularly in certain Hispanic populations.

Religion

Religiosity was certainly a key cultural issue that played a vital role among many minority populations. Unfortunately, few research studies examined religiosity and its affects on acculturation (Gong, et al., 2002). Therefore, we did not believe that this research project would add to the much-needed literature on religiosity and its affects on acculturation. Gong, et al. (2002) stated that religious involvement was associated with greater life satisfaction. The article also indicated that immigrants whose English language ability was substantially high reported to be more comfortable when religious services were attended (Gong, et al., 2002).

Sodowsky, G. R., et al. (1991), found within the research sample population of Hispanics that the majority of the group was of a Catholic religious affiliation. Sodowsky, G. R., et al. (1991), uncovered some surprising results on religiosity in their research. The results of the measurements found that respondents of a Catholic religious preference were found to be less acculturated

than Protestants (Sodowsky, G. R., et al., 1991). In a similar comparison, Catholics seemed to be less associated with American culture ideologies (Sodowsky, G. R., et al., 1991). However, Sodowsky, G. R., et al. (1991) found that Hispanics that were less acculturated allied with Catholic ideologies. Hispanics with higher levels of acculturation were most likely to be of a Protestant religious preference (Sodowsky, G. R., et al. 1991). This confirmed the view that being more acculturated would indeed align an individual to the dominant cultures beliefs and morals. As in America, the host culture, Protestantism was the dominant religious affiliation of the society.

Demographics

Valentine (2001) indicated that acculturation was affected by a number of factors. The variable age, generation status, birthplace, years of U.S. residency were among the most frequently cited moderators of acculturation in the professional literature. Language usage seemed to be the variable most commonly connected to acculturation. Acculturation was considered a prominent step toward assimilation, which can involve advanced adoption of mainstream behaviors, and acceptance of societal attitudes of Hispanics and host populations. The

society by distancing the former culture and accepting a host country's mainstream beliefs and customs.

Generation and Education

The acculturation of the majority model suggested that successive generations of Hispanics adopted Anglo values and behaviors. It was implied in the study by Valentine (2001) that English language, English institutions, and English-oriented cultural patterns were kept dominant. English language, English media adoption, and the tendency to have American friends were commonly associated with higher levels of Hispanic acculturation.

Generation level and education achievement on the other hand were negatively impacted by traditional ideas about gender among Hispanics who lived in the United States. Research in Valentine (2001) also suggested that Hispanic American acculturation increased as their identification with their former culture decreased. In the study, it was found that acculturation was related to decrease traditionalism and familism among Hispanics. In addition, Hispanics tended to embrace somewhat traditional gender-role ideas, but the attitudes changed because of their higher identification with mainstream culture. Consequently, generation status and acculturation were most likely to be positively related. Results in the study

implied that Hispanic acculturation increased across generation level and that Hispanics' identification with their parent culture negatively influenced acculturation. This supported the idea that both Hispanic immigrants and later generation Hispanic Americans sacrificed their ethnic identity to increase social connectedness with American host culture.

Chapa and Valencia (1993) also conducted research on generation and immigration. The results indicated that 21 percent of the school age Hispanic children in 1988 were first-generation immigrants, 47 percent were second-generation children of immigrants or of one immigrant parent and 32 percent were third or third-plus generation U.S. born children of U.S. born parents. In addition to all social and economic factors that impede Hispanic education, first and second generation children also had the challenge to deal with the differences between the language and culture of the United States and a foreign country.

Trends

Given the rapid change of ethnic nature in the United States, it was fundamental to deepen our knowledge of the progressively more diverse nature of the U.S. The clear increase in the proportion of ethnic minority populations

had a vivid impact on the configuration of education in the decade's ahead (Chapa and Valencia 1993). Population counts from the 1990 Census indicated that the Hispanic population grew by more than 50 percent since 1980 compared to 9 percent increase for the total population. According to Chapa and Valencia (1993), the current Hispanic population numbers continued to grow at very rapid rates. Latino population growth is the future.

Some researchers, interested in the idea of value adaptation as a function of acculturation among ethnic minorities, had conducted several studies. Chapa and Valencia (1993), described how the distributions of Hispanic origin subgroups in the Census regions showed a marked variation from group to group. The different Hispanic groups were concentrated in different regions of the country. Mexican-origin Hispanics were the predominant Hispanic group in the Southwest (California, Arizona, New Mexico, etc.) and Midwest (Illinois) of the country. Puerto Ricans were concentrated in the Northeast (New York, New Jersey, etc.) Cubans were concentrated in the Southeast (Florida, Texas, etc.) Hispanics were more highly urbanized than non-Hispanics. Sixteen metropolitan areas had more than two-thirds of all U.S. Hispanics. The high concentration of Hispanics in a few states and cities

was an important issue for both research and policy considerations. The study stated that almost five million Hispanics lived in the Los Angeles, Anaheim and Riverside area. In 1990, the state of California reported to have the highest number of Hispanic population with a thirty-four percent.

In conclusion, recent Census data as well as several reports on Hispanic population projections informed us that Hispanics would continue to grow at very high rates and would continue to comprise larger portions of the preschool, school age, college-age, and general populations.

Summary

The literature important to the project was presented in Chapter Two. We were confident that the articles, presented provided substantial details on acculturation among Hispanics. Acculturation was an essential component for social workers to understand when serving clients because reports showed that the level of acculturation affected the effectiveness of counseling (Sodowsky, G. R., et al., 1991).

CHAPTER THREE

METHODS

Introduction

The chapter described the study design that we focused on as the primary rationale for the research study. Clarification of the participants was discussed in detail as it directly related to our sample population. An explanation was given for our intent and chosen standardized instrument for our data collection. The detailed procedure for collecting the raw data was described. Provision was made to discuss our measures for protecting the participants. In closing, we gave the hypothesized constructs that we hoped to report after the analysis of the data.

Study Design

An overview of our specific purpose of the study was to explore acculturation among the Hispanic population in San Bernardino County. It offered population views of Hispanics and why it was important to social work with the following six hypotheses:

Hypothesis 1: The study expected to find a statistical difference between generation and language. Our assumption was that Hispanics living in the U.S. for

more than one generation reflected less linguistic proficiency in Spanish.

Hypothesis 2: The study expected to find a statistical difference between level of acculturation and language. Our assumption was that the more Spanish spoken by an individual presumed he or she was less acculturated.

Hypothesis 3: The study expected to find a statistical difference between generations and level of acculturation. Our assumption was that first generation Hispanics would be less acculturated than third generation Hispanics.

Hypothesis 4: The study expected to find a statistical difference between economic status and generation. It was our assumption that the longer an individual has lived in the United States the greater their income would be.

Hypothesis 5: The study expected to find a statistical difference between language and the amount of years residing in the United States. It was our assumption that the longer an individual resided in the U.S. the more English was to be spoken by them.

Hypothesis 6: The study expected to find a statistical difference between the level of education and

Sampling

At a practical level, a major concern in selecting a problem to study was the availability of data or a sample sufficient in quality and quantity to fulfill the requirements of the proposed study. We determined that access could be gained through the church administrator, which allowed us to draw our data from the current church attendees. The best data source we considered was the Hispanic population among parishioners from a Catholic church in the county of San Bernardino. We contacted the church administrator of Our Lady of Mount Carmel Catholic Church located in the City of Rancho Cucamonga in the County of San Bernardino. It was a small multicultural parish of mostly Hispanic, Filipino, and Chicano population; there were a few numbers of African American and Caucasian people. The parish had an overall participation of about 1,300 Hispanic parishioners, which attended one of the three weekly Spanish masses.

We had access to a large Hispanic population in the local Church. Therefore, we did not encounter any problems with feasibility during the project. We looked at additional options and Our Lady of Mount Carmel Catholic Church was found to be the most feasible population for our study. We had access to the entire Hispanic

population, which was over 1,300 people (Hispanics), which provided a wide sufficient sample size.

An important question that helped us refine our plans was to identify the sample size needed. There was a large turn out of respondents who were willing to fill out the questionnaires. Our desired goal of completed surveys was at least 40-50. We solicited our respondents to be adults over the age of 18 years old.

Data Collection and Instruments

The researchers did a quantitative analysis of the data collected from the participants. The dependent variable in the research study was acculturation. The independent variables included ethnic identity, language usage, economic status, educational attainment, generational status, and years of residency in the U.S. We investigated the correlations among the variables by using T-test, correlation analysis, and cross-tabs.

After researching the different standardized instruments to measure acculturation, we decided to use the Bidimensional Acculturation Scale for Hispanics (BAS) by Marín and Gamba (1996). Correlating them with research variables conducted by previous researchers, the instrument was found to have a very good concurrent

validity, which was validated by the overall scores. The alpha range for the combined scores on all subscales was found to be .81 to .97. This verified that the standardized measurement also had a good to excellent internal consistency. The researchers enriched the instrument by incorporating the use of specific questions and demographics related to the topic of acculturation that was derived from two other reliable instruments.

We provided the respondents with identical standardized questionnaire in both English and Spanish versions in order to collect our data as accurately as possible. Surveys were collected from the church on the same day they were administered. To ensure anonymity among participants, they were asked to place their completed survey in a closed box as they went out. The two researchers controlled the data from that point on by taking the raw data to an enclosed area, coded each survey with a number, and refer to them as a case number. Subsequently, they entered the data into the SPSS program and the raw data was secured in a safe place. After the raw data was inputted into SPSS, it was properly destroyed in a shredder.

Procedures

The parish secretary was contacted and a meeting was arranged with the church administrator. We asked for the consent to allow us to carry out the study among their parishioners. We were positive that they were interested in the study and its outcomes. We planned to present the results to them once the study was completed. We arranged a visit to the community (Parish) a week before the data was gathered and made an announcement in the weekly Hispanic masses as well as inserted a flyer into the weekly church bulletin the week prior. A flyer was inserted into the bulletin on the day of the data collection as an immediate reminder for the participants.

In view of the fact that it was a small church building where we carried out our study, there was some concern for limited seating available for our respondents to complete the surveys. We were not forced to divide the respondents into groups and did not need clipboards for people to fill out the surveys. We looked into the possibility of having some tables and chairs outside in case the issue arose. In order to avoid any of the issues we kept in mind these questions and addressed them in our meeting with the church administrator. We asked to have more than one room available or tables and chairs outside

the church to prevent any disruptions of our plans or weather permitting we could arrange outside seating.

On the day of the data collection, we asked the parishioners that were interested in the study to meet in the specified area previously assigned to us by church administrator. We facilitated a comfortable environment for the respondents. Once in the assigned area, the respondents were greeted with all the materials necessary to complete the survey. We gave a brief explanation of what they were asked to do and clarified any questions they had throughout the day. Most importantly, we informed the participants that their participation was completely voluntary and if at any point chose not to complete the study that was their personal right. We explained the informed consent form and assured anonymity to each participant. Thereafter, we distributed the surveys to each participant.

In order to motivate our respondents to come and fill out our surveys, we provided numerical tickets and conducted several raffles at each mass among the respondents. Our plan was to give away free baskets full of enjoyable products for twelve respondents who were picked at random by other parishioners. In an effort to keep confidentiality among respondents, we stated that the

recipient of the gift basket must be present to win. Of course, some concerns regarding this matter were that we needed to find out among our family and friends if anyone was willing to donate anything for the raffle. We had to consider what products and how many were sufficient then in the worst case scenario where we would get the money for the basket if no one donated anything. Fortunately, we did have one contact in the family who is a sales director and has her own business. We have knowledge of her donating products to others when there is a good cause. We also planned to purchase items that were desirable by the male participants.

Subsequently, respondents were treated to various refreshments in appreciation for their time and concern in this matter. These refreshments included juices, milk, coffee, water, Mexican bread, cookies, donuts, and fresh fruit. During the refreshments, we then proceeded with the raffle.

Protection of Human Subjects

All participants were informed that their involvement in the research study was completely voluntary and that each person could withdraw from carrying out the survey at any given moment. The researchers informed the

participants that all the information that they provided in the research study was strictly confidential. This was enforced by the explanation of the process of the data collection; from inputting of the information collected to the destruction of the completed surveys. Each copy of our survey distributed to our participants included an informed consent and debriefing statement forms. The researcher guaranteed the anonymity of each participant by asking that each participant to not provide their name on the completed survey, but rather instructed the participants to place an "X" and date the survey if they willingly agree to take part in this study.

Data Analysis

We used the quantitative analysis and followed its procedure, which was utilized to test the hypotheses presented. We examined the relationship among variables through correlation association as well as conducting cross-tabs and T-tests. Our intended variables included the following: levels of acculturation, ethnic identity, language, economic status, educational attainment, generational status and years of residency in the U.S.

Summary

In Chapter Three the materials covered were an overview of our study design and the purpose of our study. The section described the research methods that we used and clarified the rationale for choosing it. We also provided information about our data collection and instruments that were used as well as identified our dependent and independent variables. Consequently, we followed by describing the appropriate procedures that were used in order to collect our data. Next, we provided our human subjects information about confidentiality and anonymity. Finally, we identified the variables that were examined in our quantitative analysis.

CHAPTER FOUR

RESULTS

Introduction

Included in Chapter Four was a presentation of the results. In order to summarize the characteristics of the sample, frequencies and descriptive statistics were run for all demographic variables. Correlation analyses were run for specific variable and significance levels were reported. Subsequently, cross-tabulation tables were run to validate our hypothesis. T-tests were also run for two specific groups to analyze and compare means. Last, the Chapter concludes with a summary of the results.

Presentation of the Findings

Table 1. Demographics

Social Characteristic	Number	Percentage
Number in Sample	61	100.0
Language		
Survey answered in Spanish	46	75.4
Survey answered in English	15	24.6
Gender		
Male	25	41.0
Female	36	59.0
Age		
18-30 years old	16	27.1
31-43 years old	23	39.0
44-56 years old	15	25.4
57-70 years old	5	8.5

Social Characteristic	Number	Percentage
Marital Status		
Single	17	27.9
Divorced	2	3.3
Married	36	59.0
Widowed	3	4.9
Separated	1	1.6
Co-Habiting	2	3.3
Respondents with children		
Yes	40	65.6
No	21	34.4
Ethnic Identity		
Caucasian	1	1.6
Hispanic	59	96.7
Other	1	1.6
Education		
Less than 3rd grade	2	3.3
Elementary 4th-6th	13	21.3
Some High School	11	18.0
High School Graduate	12	19.7
Some College	10	16.4
College Graduate	10	16.4
Post Graduate	3	4.9
Employed		
Yes	36	59.0
No	25	41.0
Adults Employed in Home		
None	7	11.5
1-2	36	59.0
3 or More	18	29.5
Annual Household Income		
Under \$9,999	12	19.7
\$10,000-\$14,999	7	11.5
\$15,000-\$19,999	3	4.9
\$20,000-\$29,999	8	13.1
\$30,000-\$39,999	9	14.8
\$40,000-\$49,999	8	13.1
\$50,000-\$59,999	2	3.3
Over \$60,000	9	14.8
Rent or Own Home		
Rent	23	37.7
Own	32	52.5
Other	6	9.8
Residency in U.S.		
Less than 3 Months	1	1.6
4 to 7 Months	1	1.6
8 to 11 Months	3	4.9
12 Months to 3 Years	2	3.3
8 to 11 Years	2	3.3
12 to 15 Years	7	11.5
16 to 19 Years	7	11.5
More than 20 Years	38	62.3

Social Characteristic	Number	Percentage
Generations		
First Generation	41	67.2
Second Generation	16	26.2
Third Generation	3	4.9

The mean age of the entire sample of sixty-one adults was 38.6 years of age. The ages of the entire sample range from eighteen to seventy years old. More than half of the Hispanic respondents were born outside of the United States. Results showed that 24.6 percent of our respondents only had some elementary education or less than 3rd grade education.

Table 2. Correlation Matrix of Variables Affecting
Acculturation among Hispanics

		1 How often do you speak Spanish?	2 How well do you understand TV programs in Spanish?	3 How often do you think Spanish?	4 How well do you write in Spanish?	5 How well do you write in English?	6 How well do you understand Television programs in English?
1 How often do you think English?	Pearson Correlation Sig. (2-tailed) N	-.551** .000 57					
2 How often do you speak English with friends?	Pearson Correlation Sig. (2-tailed) N		-.420** .001 60				
3 How well do you speak English?	Pearson Correlation Sig. (2-tailed) N			-.543** .000 59			
4 How well do you write in English?	Pearson Correlation Sig. (2-tailed) N				-.273* .037 59		
5 How well do you read in English?	Pearson Correlation Sig. (2-tailed) N					.899** .000 60	
6 How well do you understand radio programs in English?	Pearson Correlation Sig. (2-tailed) N						.968** .000 57

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

A Pearson correlation was used to specify the direction and the magnitude of the association between two interval variables. Results indicated a negative correlation, at significance .000 level between how often do you speak Spanish and how often do you think in English. A negative correlation existed at a significant level of .001 between how well you understand television programs in Spanish and how often you speak English with friends. The interval variables how often do you think Spanish and how well do you speak English were negatively correlated at the highly significance level of .000. Results showed a negative correlation at the .037 significant level between how well do you write in Spanish and how well do you write in English.

Results indicated a positive correlation, at significance .000 level between how well do you write in English and how well do you read in English. Furthermore, how well do you understand television programs in English were also highly correlated at a significant level of .000 with how well do you understand radio programs in English.

Table 3. Cross-tabulation of Generation and Income

		What is your annual income?							Total	
		Under \$9,999	\$10,000-\$14,999	\$15,000-\$19,999	\$20,000-\$29,999	\$30,000-\$39,999	\$40,000-\$49,999	\$50,000-\$59,999		Over \$60,000
You were born outside the United States										
1st	% within You were born outside the United States	18.4%	10.5%	5.3%	13.2%	13.2%	15.8%	5.3%	18.4%	100.0%
	% within What is your annual income?	63.6%	57.1%	66.7%	62.5%	55.6%	75.0%	100.0%	77.8%	66.7%
	% of Total	12.3%	7.0%	3.5%	8.8%	8.8%	10.5%	3.5%	12.3%	66.7%
2nd	% within You were born outside the United States	18.8%	18.8%	6.3%	18.8%	12.5%	12.5%		12.5%	100.0%
	% within What is your annual income?	27.3%	42.9%	33.3%	37.5%	22.2%	25.0%		22.2%	28.1%
	% of Total	5.3%	5.3%	1.8%	5.3%	3.5%	3.5%		3.5%	28.1%
3rd	% within You were born outside the United States	33.3%				66.7%				100.0%
	% within What is your annual income?	9.1%				22.2%				5.3%
	% of Total	1.8%				3.5%				5.3%
Total	% within You were born outside the United States	19.3%	12.3%	5.3%	14.0%	15.8%	14.0%	3.5%	15.8%	100.0%
	% within What is your annual income?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	19.3%	12.3%	5.3%	14.0%	15.8%	14.0%	3.5%	15.8%	100.0%

Cross-tabulations were performed between the variables of generation and income. Results indicated that 66.7 percent of third generation respondent's annual income was between \$30,000 to \$39,999 whereas, 13.2 percent of first generation respondent's annual income was reported to be at the same level.

Table 4. Cross-tabulation of Generation and Education

		Highest level of education completed?						Total	
		less than 3rd Grade	Elementary (4-6th)	Some High School	High School Graduate	Some College	College Graduate		Post Graduate
You were born outside the United States									
1st	% within You were born outside the United States	4.9%	24.4%	19.5%	17.1%	14.6%	17.1%	2.4%	100.0%
	% within Highest level of education completed?	100.0%	83.3%	72.7%	58.3%	60.0%	70.0%	33.3%	68.3%
	% of Total	3.3%	16.7%	13.3%	11.7%	10.0%	11.7%	1.7%	68.3%
2nd	% within You were born outside the United States		6.3%	12.5%	31.3%	25.0%	18.8%	6.3%	100.0%
	% within Highest level of education completed?		8.3%	18.2%	41.7%	40.0%	30.0%	33.3%	26.7%
	% of Total		1.7%	3.3%	8.3%	6.7%	5.0%	1.7%	26.7%
3rd	% within You were born outside the United States		33.3%	33.3%				33.3%	100.0%
	% within Highest level of education completed?		8.3%	9.1%				33.3%	5.0%
	% of Total		1.7%	1.7%				1.7%	5.0%
Total	% within You were born outside the United States	3.3%	20.0%	18.3%	20.0%	16.7%	16.7%	5.0%	100.0%
	% within Highest level of education completed?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	3.3%	20.0%	18.3%	20.0%	16.7%	16.7%	5.0%	100.0%

The results were compared between the variables of generation and education through a cross-tabulation. Results specified that only 2.4 percent of first generation Hispanic respondents completed a postgraduate degree. On the other hand, 33.3 percent of third generation Hispanic respondents completed a postgraduate degree.

Table 5. T-test with Residency and Language

Group Statistics										
		How long have you lived in the United States		N	Mean	Std. Deviation	Std. Error	Mean		
How often do you speak Spanish?		12 months to 3 years		2	4.00	.000		.000		
		More than 20 years		37	3.24	.796		.131		
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference	
									Lower	Upper
How often do you speak Spanish?	Equal variances assumed	2.976	.093	1.328	37	.192	.76	.570	-.398	1.912
	Equal variances not assumed			5.783	36.000	.000	.76	.131	.491	1.022

The independent t-test sample between how often do you speak Spanish and how long you have lived in the United States indicated a statistically significant difference in the mean scores for the two groups.

Table 6. T-test with Generation and Language

Group Statistics										
		You were born outside the United States		N	Mean	Std. Deviation	Std. Error Mean			
How well do you speak Spanish?	First Generation			40	3.88	.404	.064			
	Third Generation			3	2.33	1.528	.882			
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference	
									Lower	Upper
How well do you speak Spanish?	Equal variances assumed	16.910	.000	4.963	41	.000	1.54	.311	.914	2.169
	Equal variances not assumed			1.744	2.021	.222	1.54	.884	-2.225	5.308

The independent t-test sample between how well do you speak Spanish and first and third generation Hispanics indicated a statistically significant difference in the mean scores for the two groups.

Measurement of Acculturation

The scale had three language related factors: the language use subscale (items 16-21); the linguistic proficiency subscale (items 22-33), and the electronic media sub scale (items 34-39). There were twelve items for each cultural domain, (Hispanic and Non-Hispanic), with response scales varying across items. The answers to the twelve items measured each cultural domain averaged across each item. The scores for each item are on a Likert-type

scale ranging from 1-4, for each cultural domain. When a mean score of 2.5 or higher was indicated among both Hispanic and non-Hispanic domains a high level of acculturation was noted.

Table 7. Hispanic Domain

	How often do you speak Spanish?	How often do you speak Spanish with friends?	How often do you think Spanish?	How well do you speak Spanish?	How well do you read in Spanish?	How well do you understand TV programs in Spanish?	How well do you understand radio programs in Spanish?	How well do your write in Spanish?	How well do you understand music in Spanish?	How often do you watch TV programs in Spanish?	How often do you listen to radio programs in Spanish?	How often do you listen to music in Spanish?
N Valid	60	60	59	60	59	60	60	59	60	60	61	61
Missing	1	1	2	1	2	1	1	2	1	1	0	0
Mean	3.43	3.28	3.24	3.68	3.61	3.68	3.72	3.44	3.68	3.17	3.10	3.13
Med	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00
Min	1	1	1	1	1	1	1	1	1	1	1	1
Max	4	4	4	4	4	4	4	4	4	4	4	4

Table 8. Non-Hispanic Domains

	How often do you speak English?	How often do you speak English with friends?	How often do you think English?	How well do you speak English?	How well do you read in English?	How well do you understand television programs in English?	How well do you understand radio programs in English?	How well do you write in English?	How well do you understand music in English?	How often do you watch TV programs in English?	How often do you listen to radio programs in English?	How often do you listen to music in English?
N Valid	61	61	58	60	60	58	59	60	60	61	61	61
Missing	0	0	3	1	1	3	2	1	1	0	0	0
Mean	2.70	2.59	2.78	2.78	2.88	2.98	2.95	2.70	2.70	2.70	2.59	2.59
Med	3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Min	1	1	1	1	1	1	1	1	1	1	1	1
Max	4	4	4	4	4	4	4	4	4	4	4	4

Summary

This study used a quantitative approach to analyze the data. The acculturation questionnaire collected information about the language most frequently used by participants (English and/or Spanish). An evaluation of the responses was conducted noting the areas where participants used their primary language in different settings such as reading, writing, thinking, with friends, media, etc. Chapter Four reviewed the results of the project using several types of data analysis.

CHAPTER FIVE

DISCUSSION

Introduction

Included in Chapter Five is a presentation of the conclusions gleaned as a result of completing the project. Furthermore, limitations encountered by the researchers are discussed. Recommendations for the field of social work are extracted from the project and presented. Last, the Chapter concludes with a summary of the projects findings.

Discussion

The purpose of the study was to explore acculturation among a Hispanic population in San Bernardino County. Specifically, the study examined six hypotheses; which offered population views of Hispanics and why it was important to social work. The conclusions of the project follow.

For the first hypothesis, the study expected to find a statistical difference between generation and language. Our assumption was that Hispanics living in the U.S. for more than one generation reflected less linguistic proficiency in Spanish. Results in Table six indicated a statistically significant difference confirming our

assumption. Researchers found that third generation lacks a linguistic proficiency in Spanish.

For the second hypothesis, the study expected to find a statistical difference between level of acculturation and language. Our assumption was that the more Spanish spoken by an individual presumed he or she was less acculturated. Results in Table seven indicated a statistically significant difference disproving our assumption. Researchers found that the overall mean score for the respondents proved that they were well acculturated even when Spanish was their primary language.

For the third hypothesis, this study expected to find a statistical difference between generations and level of acculturation. Our assumption was that first generation Hispanics would be less acculturated than third generation Hispanics. Results in Table six indicated a statistically significant difference disproving our assumption. Researchers found that later generations of Hispanics were equally acculturated, as were earlier generations.

For the fourth hypothesis, the study expected to find a statistical difference between economic status and generation. It was our assumption that the longer an individual has lived in the United States the greater their income would be. Results in Table three indicated a

statistically significant difference confirming our assumption. Researchers found a high indication that higher income existed among respondents from third generation than first or second generation.

For the fifth hypothesis, the study expected to find a statistical difference between language and the amount of years residing in the United States. It was our assumption that the longer an individual resided in the U.S. the more English was to be spoken by them. Results in table five showed that there was no significant level between the two variables. Researchers found that because an individual has lived in the United States for many years does not mean they will speak more English.

For the sixth hypothesis, the study expected to find a statistical difference between the level of education and generation. Our assumption was that individuals with higher levels of education would be more acculturated. Results in Table four indicated a statistically significant difference disproving our assumption. Researchers found overall the mean score for the respondents proved that they were well acculturated regardless of their level of education.

Previous researchers have conducted many studies on acculturation. With regards to acculturation, the

researchers assumed that generational status would be one of the primary variables for measuring acculturation. Other researchers have also considered this same variable as well as other functioning domains such as language used, income level, residency, education, age, employment, and socialization practices as common areas investigated by researchers of acculturation (Zane & Mak, 2002; Phinney, 2002; Marín & Gamba, 1996; Negy & Woods, 1992; Valentine, 2001).

As reported by Julie and David Smart (1995) the Hispanic population had a great love for their Spanish language. Many of the respondents remain loyal to the fluid usage of their Spanish language while they still spoke English in their daily lives. The researcher found that more than half of the respondents favored to answer the survey by using the Spanish version. Chapa and Valencia (1993), described the distribution of the Hispanic origin subgroups in specific regions of the United States. Researchers found that Mexican origin Hispanics were the predominant Hispanic group found in our sample population.

Limitations

Because of the limitations in researching acculturation many researchers have often used different approaches and a combination of measuring tools are used in an effort to gain an objective assessment of acculturation in relation to their target population. Socio-demographics can be used at a greater capacity as correlation criteria when conducting research on acculturation (Zane & Mak, 2002; Marín & Gamba, 1996).

To address the issue of a consistent measuring tool the researcher included questions from the acculturation rating scale for Mexican Maricans-II (ARSMA-II) to better assess for socialization among Hispanics. To the researchers surprise, these four questions (40-43) fail to provide statistically measurable data. Consequently, many of the respondents chose not to answer the questions and in fact they offended some because of their bias dimension (Cuellar, et al 1995).

Recommendations for Social Work Practice, Policy and Research

It is recommended that this study be expanded to include sample populations from various social constructs. Recommendations for further research on acculturation among Hispanics should include various sample groups of

different Hispanic populations. This may provide a wide variety in cultural backgrounds thereby contribute different results. It is further suggested that a sample of this type should to include more second generation adults as well as adolescents who may fall into the fourth or fifth generation Hispanics.

This research study has relevant implication for social work practice because it gives a much better understanding of acculturation. The findings from this research have created an awareness of the different levels of acculturation that exist among various generations of Hispanics

Our sample size was gathered from a predominant Hispanic Catholic Church. Therefore, the results cannot be generalized to all Hispanics that may or may not be religiously involved in a church. Researcher must be careful when assuming religious affiliation and level of acculturation among any Hispanic population.

The findings could contribute to the development of a relevant knowledge base on the level of acculturation among Hispanics and produce effective planning, utilization and delivery of social services to Hispanics. A clinical social worker might be more effective if he is

she was aware of a Hispanic's individual current level of acculturation.

In an effort to increase the knowledge that acculturation is a serious social phenomenon, we needed to increase awareness of the social impact that acculturation has on families and especially on our nation's children (Grieco, 2003). The need exist in the field of social work for State and federal policy changes which greatly affect the Hispanic population. Implementation of policy changes at the macro level should take place considering that Hispanic populations are affected by policy changes and budget cuts which greatly impacts society overall.

Conclusions

The conclusions extracted from the project follows. We had an overwhelming well-acculturated sample size across the different generations. After interpreting the data, we believe the high level of acculturation among our respondents was due to their length of residency in the United States. A sizeable majority of the respondants has resided in the United States for more than twenty years.

One of our primary conjectures for the research project was that acculturation was dependent upon the amount of English spoken by the Hispanic population.

However, through the course of this investigation we were content to find that it really does not matter how much of the dominant language you speak to determine your level of acculturation.

APPENDIX A
QUESTIONNAIRE

Questionnaire

1. What is your age? _____
2. What is your marital status? (Check one)
 1. () Single
 2. () Divorced
 3. () Married
 4. () Widowed
 5. () Separated
 6. () Co-Habiting
3. Do you have children?
 1. () Yes
 2. () No
4. How many children do you have?
 - () None
 - () 1-2
 - () 3-4
 - () 5-6
 - () more than 7
5. What is your ethnic identity? (Check one)
 1. () African American
 2. () Caucasian
 3. () Hispanic
 4. () Asian
 5. () Other: _____

6. What is the highest level of education you have completed? (**Check one**)
1. () Less than 3rd grade
 2. () Elementary (4-6th)
 3. () Some High School
 4. () High School Graduate
 5. () Some College
 6. () College Graduate
 7. () Post Graduate
7. Are you employed?
1. () Yes
 2. () No
8. How many employed adults live in your home?
1. () None
 2. () 1-2
 3. () 3 or more
9. What was the source of your household income?
(**Check all that apply**)
- () Employment
 - () Public Assistance Programs
 - () TANF
 - () Social Security
 - () Worker's Compensation
 - () Unemployment Insurance
 - () Food Stamps
 - () Other: _____

10. What is your annual household income? (**Check one**)
- 1. () Under \$9,999
 - 2. () \$10,000-14,999
 - 3. () \$15,000-19,999
 - 4. () \$20,000-29,999
 - 5. () \$30,000-39,999
 - 6. () \$40,000-49,999
 - 7. () \$50,000-59,999
 - 8. () Over \$60,000
11. Do you rent or own your home?
- 1. () Rent
 - 2. () Own
 - 3. () Other: _____
12. How long have you lived in the United States? (**Check one**)
- 1. () less than 3 months
 - 2. () 4 to 7 months
 - 3. () 8 to 11 months
 - 4. () 12 months to 3 years
 - 5. () 4 to 7 years
 - 6. () 8 to 11 years
 - 7. () 12 to 15 years
 - 8. () 16 to 19 years
 - 9. () More than 20 years
13. What is your country of origin? _____
14. What is your family's country of origin? _____

15. What GENERATION best applies to you? Check only one.

1. () 1st Generation = You were born outside the United States.
2. () 2nd Generation = You were born in the U.S.A and either was parent born in another country.
3. () 3rd Generation = You were born in the U.S.A, both parents were born in the U.S.A., and all your grandparents were born in another country.
4. () 4th Generation = You and your parents were born in the U.S.A. and at least one grandparent was born in another country.
5. () 5th Generation = You, your parents and grandparents were all born in the U.S.A.

Circle a number between 4 and 1 that best applies for each item.

	Almost Always	Often	Sometimes	Almost Never
16. How often do you speak English?	4	3	2	1
17. How often do you speak in English with your friends?	4	3	2	1
18. How often do you think in English?	4	3	2	1
19. How often do you speak Spanish?	4	3	2	1
20. How often do you speak in Spanish with your friends?	4	3	2	1
21. How often do you think in Spanish?	4	3	2	1

Circle a number between 4 and 1 that best applies for each item.

	Very Well	Well	Poorly	Very Poorly
22. How well do you speak English?	4	3	2	1
23. How well do you read in English?	4	3	2	1
24. How well do you understand television programs in English?	4	3	2	1
25. How well do you understand radio programs in English?	4	3	2	1
26. How well do you write in English?	4	3	2	1
27. How well do you understand music in English?	4	3	2	1
28. How well do you speak Spanish?	4	3	2	1
29. How well do you read in Spanish?	4	3	2	1
30. How well do you understand television programs in Spanish?	4	3	2	1
31. How well do you understand radio programs in Spanish?	4	3	2	1
32. How well do you write in Spanish?	4	3	2	1
33. How well do you understand music in Spanish?	4	3	2	1

Circle a number between 4 and 1 that best applies for each item.

	Almost Always	Often	Sometimes	Almost Never
34. How often do you watch television programs in English?	4	3	2	1
35. How often do you listen to radio programs in English?	4	3	2	1
36. How often do you listen to music in English?	4	3	2	1
37. How often do you watch television programs in Spanish?	4	3	2	1
38. How often do you listen to radio programs in Spanish?	4	3	2	1
39. How often do you listen to music in Spanish?	4	3	2	1

Circle a number between 1 and 5 that best applies for each item.

	All Hispanics	More Hispanics than Americans	About half and half	More Americans than Hispanics	All Americans
40. Your close friends are:	1	2	3	4	5
41. You prefer going to social gatherings/ parties at which the people are:	1	2	3	4	5
42. The persons you visit or who visit you are:	1	2	3	4	5
43. If you could choose your children's friends, you would want them to be:	1	2	3	4	5

Cuestionario

1. ¿Cuál es su edad? _____
2. ¿Cuál es su estado civil? (Solamente escoja una)
 1. () Soltero (a)
 2. () Divorciado (a)
 3. () Casado (a)
 4. () Viudo (a)
 5. () Separado (a)
 6. () Co-Habitando con su pareja
3. ¿Tiene hijos (as)?
 1. () Sí
 2. () No
4. ¿Cuántos hijos (as) tiene?
 - () Ninguno (a)
 - () 1-2
 - () 3-4
 - () 5-6
 - () mas de 7
5. ¿Cuál es su identidad Étnica? (Solamente escoja una)
 1. () Afro-Americano (a)
 2. () Anglosajón (a)
 3. () Hispano (a)
 4. () Asiático (a)
 5. () Otra: _____

6. ¿Cuál es el grado de educación mas alto que ha completado? **(Solamente escoja una)**
1. () Menos del 3er grado
 2. () Primaria (4-6th)
 3. () Secundaria
 4. () Graduado (a) de Preparatoria
 5. () Algo de Universidad
 6. () Graduado de Universidad
 7. () Post Graduado
7. ¿Esta usted empleado?
1. () Sí
 2. () No
8. ¿Cuantos adultos empleados viven en su casa?
1. () Ninguno (a)
 2. () 1-2
 3. () 3 o Más
9. ¿Cuál es su fuente de ingreso?
(Marque todos los que le apliquen)
- () Trabajo
 - () Programas de Asistencia
 - () Asistencia del Gobierno
 - () Seguro Social
 - () Compensación al Trabajador
 - () Desempleo
 - () Estampillas de comida
 - () Otro: _____

10. ¿Cuál es su ingreso anual? **(Solamente escoja una)**
1. () Menos de \$9,999
 2. () \$10,000-14,999
 3. () \$15,000-19,999
 4. () \$20,000-29,999
 5. () \$30,000-39,999
 6. () \$40,000-49,999
 7. () \$50,000-59,999
 8. () Más de \$60,000
11. ¿Vive en casa propia o renta?
1. () Renta
 2. () Dueño (a)
 3. () Otro: _____
12. ¿Por cuanto tiempo ha vivido en los Estados Unidos?
(Solamente escoja una)
1. () Menos de 3 meses
 2. () De 4 a 7 meses
 3. () De 8 a 11 meses
 4. () De 12 meses a 3 años
 5. () De 4 a 7 años
 6. () De 8 a 11 años
 7. () De 12 a 15 años
 8. () De 16 a 19 años
 9. () Mas de 20 años
13. ¿Cuál es su país de origen? _____
14. ¿Cuál es el país de origen de su familia? _____

15. Cual GENERACIÓN se aplica mejor a su persona.
Solamente escoja una.

1. () Primera Generación = Usted nació en otro país (no en los estados Unidos.)
2. () Segunda Generación = Usted nació en los Estados Unidos y uno de sus padres nació en otro país.
3. () Tercera Generación = Usted nació en los Estados Unidos y sus padres también, pero sus abuelos nacieron en otro país.
4. () Cuarta Generación = Usted sus padres y uno de sus abuelos nacieron en Estados Unidos.
5. () Quinta Generación = Usted, sus padres y todos sus abuelos nacieron en Estados Unidos.

Marque con un circulo él numero entre 1 y 4 a la respuesta que sea mas adecuada para usted.

	Casi Siempre	Frecuentemente	Algunas Veces	Casi Nunca
16. ¿Con qué frecuencia habla usted inglés?	4	3	2	1
17. ¿Con qué frecuencia habla usted en inglés con sus amigos?	4	3	2	1
18. ¿Con qué frecuencia piensa usted en inglés?	4	3	2	1
19. ¿Con qué frecuencia habla usted en español?	4	3	2	1
20. ¿Con qué frecuencia habla usted en español con sus amigos?	4	3	2	1
21. ¿Con qué frecuencia piensa usted en español?	4	3	2	1

Marque con un circulo el numero entre 1 y 4 a la respuesta que sea mas adecuada para usted.

	Muy Bien	Bien	No Muy Bien	Muy Mal
22. ¿Qué tan bien habla usted ingles?	4	3	2	1
23. ¿Qué tan bien lee usted en ingles?	4	3	2	1
24. ¿Qué tan bien entiende usted los programas de ustedción en ingles?	4	3	2	1
25. ¿Qué tan bien entiende usted los programas de radio en ingles?	4	3	2	1
26. ¿Qué tan bien escribe usted en ingles?	4	3	2	1
27. ¿Qué tan bien entiende usted música en ingles?	4	3	2	1
28. ¿Qué tan bien habla usted español?	4	3	2	1
29. ¿Qué tan bien lee usted español?	4	3	2	1
30. ¿Qué tan bien entiende usted los programas de ustedción en español?	4	3	2	1
31. ¿Qué tan bien entiende usted los programas de radio en español?	4	3	2	1
32. ¿Qué tan bien escribe usted en español?	4	3	2	1
33. ¿Qué tan bien entiende usted música en español?	4	3	2	1

Marque con un circulo el numero entre 1 y 4 a la respuesta que sea mas adecuada para usted.

	Casi Siempre	Frecuentemente	Algunas Veces	Casi Nunca
34. ¿Con qué frecuencia ve usted programas de televisión en ingles?	4	3	2	1
35. ¿Con qué frecuencia escucha usted programas de radio en ingles?	4	3	2	1
36. ¿Con qué frecuencia escucha usted música en ingles?	4	3	2	1
37. ¿Con qué frecuencia ve usted programas de televisión en español?	4	3	2	1
38. ¿Con qué frecuencia escucha usted programas de radio en español?	4	3	2	1
39. ¿Con qué frecuencia escucha usted música en español?	4	3	2	1

Marque con un circulo el numero entre 1 y 5 a la respuesta que sea mas adecuada para usted.

	Solo Hispanos (as)	Más Hispanos (as) que Americanos (as)	Casi mitad y mitad	Más Americanos (as) que Hispanos (as)	Solo Americanos (as)
40. Sus amigos y amigas más cercanos son:	1	2	3	4	5
41. Usted prefiere ir a reuniones sociales/fiestas en las cuales las personas son:	1	2	3	4	5
42. Las personas que usted visita o que la visitan son:	1	2	3	4	5
43. Si usted pudiera escoger los amigos(as) de sus hijos (as), quisiera que ellos(as) fueran:	1	2	3	4	5

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate in is designed to investigate acculturation processes among Hispanics in San Bernardino. This study is being conducted by Jennifer Marie Costa and Maria Lorena Ochoa under the supervision of Dr./Professor Tom Davis, PROFESSOR OF Social Work department. The purpose of this study is to explore acculturation among a Hispanic Population in San Bernardino County. This study has been approved by the Department of Social Work Subcommittee of Institutional Review Board, California State University, San Bernardino.

In this study, you will be asked to respond to questions about acculturation. The Acculturation Survey should take about 20 to 30 minutes to complete. All of your response will be held in the strictest of confidence by the researchers. Your name will not be reported with your responses. All data will be reported in group form only. You may receive the group results of this study upon completion in the Spring Quarter of 2004 at the following location John M. Pfau Library at California State University of San Bernardino.

Your participation in this study is totally voluntary. You are free not to answer any questions and withdraw at any time during this study without penalty. When you have completed the Acculturation Survey, you will receive a debriefing statement describing the study in more detail. In order to ensure the validity of the study, we ask that you not discuss this study with other participants.

If you have any questions or concerns about this study, please feel free to contact Dr. Tom Davis at (909) 880-3085.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

Today's Date: _____

INFORMACION DE CONSENTIMIENTO PARA LOS PARTICIPANTES

En la siguiente investigación le estamos pidiendo su participación con el objetivo de explorar la relación entre la adquisición del lenguaje Inglés y la aculturación en una área del Condado de San Bernardino. Esta investigación es conducida por las dos estudiantes Jennifer Marie Costa y Maria Lorena Ochoa, las dos estudiantes del programa de la Maestría en Trabajo Social en la Universidad Estatal de California en San Bernardino. Esta investigación esta bajo la supervisión del Profesor Tom Davis, PROFESOR del Departamento de Trabajo Social. El propósito de esta investigación es para explorar el tema de aculturación entre los Hispanos en una población de San Bernardino. La investigación ha sido aprobada y respaldada por el subcomité Institucional de Revisión de la Universidad Estatal de California, San Bernardino CSUSB.

En la presente investigación, le pedimos que complete el cuestionario en Español sobre lenguaje y aculturación. Este cuestionario sobre aculturación le tomara aproximadamente 20 o 30 minutos para completarlo. Todas sus respuestas serán estrictamente confidenciales y solo será discutida entre los investigadores. En ningún momento su nombre será reportado ni aparecerá con sus respuestas. Toda la información recolectada será representada en grupo solamente. Usted podrá recibir los resultados de grupo sobre esta investigación al finalizar la investigación a finales del mes de Diciembre 2004. La información estará disponible en la Librería de la Universidad a partir de Diciembre 2004.

Le reiteramos que su participación en esta investigación es totalmente voluntaria. También, siéntase en plena libertad de retirarse de esta investigación si no se siente conforme y no será penalizado por ello. Toda la información recolectada será analizada con el único propósito de aumentar el conocimiento sobre cuestiones de aculturación. Cuando haya completado el cuestionario sobre aculturación, recibirá una hoja con la aclaración para los participantes donde se le informara mas sobre la investigación. Le pedimos que para mantener la validez de esta investigación no comente sus respuestas con ningún otro participante.

Si tiene cualquier pregunta o preocupación sobre esta investigación, siéntase con la confianza de contactar al Dr. Tom Davis al numero (909) 880-3085.

Marcando una X en la caja siguiente, YO estoy reconociendo que fui informado de, y entiendo la naturaleza y propósito de esta investigación, dando mi consentimiento libremente. También, atestiguo que por lo menos tengo 18 años de edad.

Ponga una X aquí

La Fecha de Hoy: _____

APPENDIX C
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

Thank you for your participation in this study. Jennifer Marie Costa and Maria Lorena Ochoa, both Social Work Students at California State University, San Bernardino, conducted this research study. The primary goal of this study is to test the correlation between the use of the English language and the acculturation process to host culture among Hispanics. The purpose is to find out the levels of acculturation among Hispanics. We will be measuring our hypotheses by using an acculturation scale and demographics.

Should you have any questions or concerns regarding the study, please feel free to contact Professor Tom Davis at his office SB 411 or by telephone (909) 880-3839 at the end of Spring Quarter of 2004. In the event that you feel any distress by filling out this survey, please feel free to contact Bilingual Family Counseling Services (909) 986-7111. If you would like to obtain a copy of the group results of this study, please visit our campus library in December 2004.

ACLARACION PARA LOS PARTICIPANTES

Muchas gracias por su participación en esta investigación. Jennifer Marie Costa y Maria Lorena Ochoa, las dos estudiantes del programa de la Maestría en Trabajo Social en la Universidad Estatal del estado de California en San Bernardino, condujeron esta investigación. La meta principal de esta investigación será de probar la relación entre el uso del lenguaje Ingles y el proceso de aculturación entre los Hispanos en una area del Condado de San Bernardino. La intención es probar la hipotesis que el uso del lenguaje Ingles no constituye necesariamente la aculturación en la cultura Hispana.

Si alguna pregunta o preocupación surge con relación a los resultados de esta investigación, por favor sientase con la libertad de contactar al Profesor Tom Davis en su oficina SB 411 o via telefonica al (909) 880-3839 a finales del mes de Diciembre del 2004. Si por algun motivo al llenar este cuestionario le ha traído problemas emocionales por favor sientase con la libertad de conseguir ayuda en la agencia de consejeria bilingue para familias "Bilingual Family Counseling Services" comunicandose al numero (909) 986-7111. Si le gustaria obtener una copia de los resultados de esta investigacion, podra obtenerlos visitando nuestra libreria en la Universidad o en la oficina parroquial a finales de este año.

APPENDIX D

LETTER OF APPROVAL OUR LADY
OF MOUNT CARMEL CHURCH



Mission Statement

"We, a community of faith of our Lady of Mount Carmel, are committed to be a living sign of God's love through our discipleship and service, using our talents to fulfill the spiritual needs of our families and parish community for the glory of God."

January 29, 2004

California State University of San Bernardino (CSUSB)
Social Work Department
Institutional Review Board (Subcommittee)
5500 University Parkway
San Bernardino CA 92407

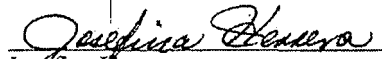
To whom it may concern:

RE: Church approval to conduct MSW Research Project

I, Josefina Herrera, the Pastoral Administrator of Our Lady of Mt Carmel, Rancho Cucamonga, California, hereby give Maria Lorena Ochoa and Jennifer Marie Costa permission to conduct their Master of Social Work Research Project at Our Lady of Mount Carmel Church.

These two MSW Students from CSUSB may solicit church members participation in completing their survey's by respecting the confidentiality and their privacy. Our Lady of Mount Carmel Church will provide a room or facility on church grounds where the MSW Students may have church members complete their surveys.

Sincerely,


Josefina Herrera
Pastoral Administrator

10079 8th Street Rancho Cucamonga, CA 91730 • Tel: (909) 987-2717 • Fax: (909) 987-3818

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ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:
Assigned Leader: Maria Lorena Ochoa
Assisted By: Jennifer Marie Costa
2. Data Entry and Analysis:
Team Effort: Jennifer and Maria
3. Writing Report and Presentation of Findings:
 - a. Introduction and Literature
Team Effort: Jennifer and Maria
 - b. Methods
Team Effort: Jennifer and Maria
 - c. Results
Team Effort: Jennifer and Maria
 - d. Discussion
Team Effort: Jennifer and Maria