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TYPE OF IMMIGRANT DISCRIMINATION AND THEIR COPYING STRATEGIES

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TYPE OF IMMIGRANT DISCRIMINATION AND THEIR COPYING
STRATEGIES

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
Sarabjit Gill
May 2021

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ABSTRACT

The purpose of this study is to shed some light on the different types of discrimination that Hispanic and Latinx individuals experience in the United States. Does education level play a role in the kind of discrimination the Hispanic/Latinx population experiences? Further studies must be conducted to determine the role of education level and immigrant status in Hispanic/Latinx discrimination. The researcher used the Quantitative method for this study by designing a Qualtrics survey sent to all the participants. A Qualtrics survey was also sent to students in the School of Social, via email by the Administrative Support Coordinator. The study's finding showed that individuals with higher education perceived more discrimination based on of Major Experiences with Discrimination Scale. Future studies could focus more on whether perceived discrimination becomes a barrier to accomplishing Hispanic/Latinx individuals set life goals.

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I would like to thank a few people who supported me, stood by my side throughout my school journey, and helped with my project. First, I would like to thank my parents, who believed in me and motivated me to do whatever I wanted to do with my career and school. I want to thank my best friend, who gave me a shoulder to cry whenever I felt like giving up. I would also like to thank him for his support, grace, and optimistic attitude throughout my school journey.

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DEDICATION

Firstly, I would like to attribute this thesis to all Hispanic and Latinx communities. I would also like to thank my family and my best friend for the patience, understanding, and sacrifices you all had to make for all these years, especially the year 2020. I want to thank you for always forgiving me for not making enough time for you guys. Especially, I would like to thank my one and my friend and my best friend. I could not have done this if I did not have you on my side. You were always there for me when I needed someone.

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CHAPTER ONE

INTRODUCTION

Chapter one highlighted the focus of the research. The literature review provides an overview of the research study that explored the discrimination that Hispanic/or Latinx individuals face in everyday life. The study also focuses on the chosen theoretical orientation of the study, and the chapter concluded by providing an explanation of social work practice on the micro and macro level.

Problem Statement

According to the U.S. census, Latinx is 17.8% of the American population, and by 2060 it will increase to 28.6% (U.S. Census Bureau, 2017). Hispanic and Latinx populations experience discrimination in every setting, including workplace discrimination, school discrimination, healthcare discrimination, and much more. Hispanic and Latinx are the fastest-growing population in the United States, thus understanding how discrimination impacts these individuals and how they cope with their stress is important.

Minority groups, Such as Hispanic/ Latinx individuals' experience a lot of discrimination on a daily basis due to their cultural background and ethnic background (Wei et al., 2010). The Hispanic population also experiences discrimination in colleges, schools, and other educational institutes in many different ways (Wei et al., 2010). For example, Some Hispanic and Latinx school and college students' families have higher expectations from them to achieve more rewards and better grades in schools, and perceived discrimination can

impact their mental health. Discrimination and Stressor among Hispanic communities may include education, health, and immigration status. These different discrimination and stressors are related to the well-being of mental health in the Hispanic population (Vermeesch et al., 2013)

After a discrimination act, any individual can experience a downturn in many ways, such as their ability to socialize and manage everyday tasks (Szaflarski & Bauldry, 2019). Individuals who experience discrimination may find it more challenging to get along with other people and may feel negative about their decision to leave their own country (Szaflarski & Bauldry, 2019).

The United States has a high percentage of immigrants, including the Hispanic/Latinx population than any other country. In 2015, more than 156 million immigrants in the U.S. many immigrants came to the United States seeking new opportunities (Pew Research, 2019). Hispanic and Latinx face stress related to their minority status, including workplace discrimination, discrimination at school, discrimination against religious beliefs, and discrimination based on skin color (Szaflarski, Bauldry, 2019). Many Hispanic and Latinx express feeling isolated after they encounter stress because of racism. Hispanic and Latinx often get discriminated against in housing, education, health, and work (Ayon, 2015). Hispanic and Latinx also face discrimination based on their personality (Birkelund et al., 2019). These types of discrimination often happen at school or colleges and often discourage students from attending school. According to the study, discrimination tends to impact Hispanic and Latinx well-being and physiological

outcomes, such as tremendous stress and a higher incidence of cardio diseases (Williams & Mohammed, 2009; Krieger et al., 2005).

Workplace discrimination is also a type of discrimination that most Hispanic and Latinx individuals experience in the United States. Racial harassment or microaggression is one of the workplace discriminations forms. These types of discrimination experience show a negative impact on the mental health of Hispanics and Latinx. Most people who have been through some discrimination experience depression, abandonment, loneliness, grief, and loss. This study has explored if Latinx or Hispanics perceived any discrimination at their workplace due to their race or ethnicity.

This study has a significant impact on both micro and macro levels at the micro level. This study is essential for social work practice because it allows social workers to understand discrimination's effects on immigrants' mental health. By understanding the impact of discrimination against immigrants, the social worker will apply the different therapy models to help the immigrants. Some of the therapists' models are the strength-based perspective, empowerment model, and intervention.

Purpose of the Study

This study focused on the minority population of Hispanics/ Latinx. This study addressed the discrimination perceived by the minority population at school, work, or in public. The study used a quantitative methodology. The researcher used a survey questionnaire that consisted of demographic questions

such as gender, age, annual income, and education level. The survey also included questions about the different types of discrimination events that may have occurred in participants' lives. Due to the current worldwide pandemic of COVID-19, the researcher decided to do the quantitative study, including an online Qualtrics survey to allow participants to take the survey conveniently. Also, online survey protects individuals' privacy since discrimination is a very sensitive topic, and some individuals might not feel comfortable discussing those events with face-to-face interviews.

Significance of the Project for Social Work Practice

This issue is important to study because discrimination against the Latinx or Hispanic population continues to increase. This study allows social workers to understand the effects of discrimination among the Latinx or Hispanic population. It will help social workers handle the psychological, emotional turmoil that often accompanies discrimination against immigrants.

When working with the minority population, a social worker must be aware of different barriers/or discriminations that these minority populations may face in their daily lives. It is also important for the social worker to understand the Micro and Macro perspectives of this problem. As for micro, it might be hard for the individual to engage with people after perceiving discrimination, which may further impact their mental health. Although this might only happen to one individual, that can lead them to share their experience with other people about the Americans spreading hate/ or discrimination among the minority population.

As for the Macro setting, we need to implement some policies that can stop or decrease discrimination in the United States.

This study will help improve policies that are currently in place for discrimination against Latinx or Hispanic individuals. This study will assist clinical social workers in being able to provide adequate support and counseling. This study will also help social workers develop support groups to help Latinx and Hispanic people support themselves after being discriminated against because of their immigration status, race, or ethnicity.

By promoting support groups for immigrants will help to reduce mental health problems. Also, educating people about different countries and religions will help the social worker. It will help prevent discrimination against immigrants by creating educational programs in schools to address other nations and religions. Providing one course about immigrants in high school can protect many crises in our country (e.g., school shootings). With that said, this research question is, What types of discrimination have adults of Latinx or Hispanic backgrounds experienced in the United States, how have they coped with these types of discrimination?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter describes the different types of discrimination that adults of Latinx or Hispanic background experience in the United States. The last subsection will include the theories applicable to this study, including ecological system theories.

The number of immigrants living in the U.S. accounted for 13.4% of the U.S. population in 2015. The majority of immigrants are in the U.S. legally, meaning that they possess residency documentation, while a quarter of this population is unauthorized (Pew Research Center, 2015). In 2015, 56.5 million Latinos in the U.S. comprised 17.6% of the total population, with the top two countries being Mexico and El Salvador (Pew Research Center, 2015). Of the 56.5 million, 34.4%, or 19.4 million, were foreign-born. Work and income are essential factors within the lives of Latino immigrants.

According to the Pew Research center 2019, 4 in 10 Latino experienced discrimination in the past 12 months. 24% of Latinos report that they get discriminated against based on their immigration background, and 22% got discriminated against based on their language in public and experienced discrimination because of their race (Pew Research, 2019). According to the Pew Research Center 2019, 20% of Latino reported that they had been told to go back to their countries. There are many other discrimination factors faced by

Hispanic and Latinx, such as discrimination in schools, health, and the workplace.

Impact of Discrimination on Hispanic and Latinx

According to a study, when a Hispanic and Latinx parent experiences discrimination at the workplace and in housing, it also impacts immigrant children's well-being (Lassetter & Calliste, 2009). Hispanic and Latinx often worry about job loss, unemployment, and undocumented. An Hispanic and Latinx individual's mental health is impacted by the fear of losing one's job and being undocumented, which leads to fluctuations in their socioeconomic status. Their socioeconomic status is affected by wage theft, leading to health deteriorating and mental health is concerned.

According to past research studies, discrimination can negatively affect the psychological well-being of minority groups (Kaiser, Major, & McCoy, 2004). Perceived discrimination can also have additional stressors in minority groups. Additionally, a research study examines that experienced discrimination is correlated to a higher level of depression (Hyun et al., 2012)

Discrimination in Education System

The families in the United States face significant difficulties, including economic, social, and linguistic. Immigrants, families, and immigrant children often take little time to adjust to the new environment. Attending school helps Hispanic and Latinx immigrant children become immersed in modern culture and

helps them learn a new language. The new Hispanic and Latinx immigrant children often face discrimination due to language problems and ethnicity (Jennifer, Adair, 2015). According to a previous research study, teachers often make negative assumptions about immigrants due to the lack of information. Some teachers forget that not all the students are the same, and they try the "colorblind" approach by assuming that all students have the same learning style and needs (Jennifer, Adair, 2015).

Health

Mostly, Hispanics and Latinx tend to be in good shape regarding their health (David, 2012). Previous research shows that stress-related to acculturation to the U.S and the fear of deportation tend to increase mental health illness (Franzini et al. 2001; Mitchell & Lassiter 2006). In terms of health care, undocumented Hispanic and Latinx often ignore their mild health issues to prevent themselves from accessing public benefits such as Medicaid (Fortuny & Chaudry, 2011). According to a study, Hispanic and Latinx are less likely to have usual care resources, such as mental health services and regular physical checkup visits in an outpatient setting (Derosse et al., 2009). Hispanic and Latinx Immigrants also face problems obtaining their Medicaid, even when entitled to resettlement support due to gaps in follow-up, cultural barriers, and long waits for distribution in benefits (McNeely, 2016). The Hispanic and Latinx immigrants who do not speak English and foreign-born also report more discrimination and are less satisfied with their health (Derosse et al., 2009).

Hispanic and Latinx face many challenges in terms of the healthcare system, including complexity and lack of information about the healthcare system (Raymond et al. 2014) 30% of Latinos have reported discrimination in healthcare than other minority group populations (Perez, 2008). According to a study, Latino immigrants have been facing discrimination in health access (Edward, 2014). Undocumented Hispanic and Latinx cannot access health services due to identification form (Edward, 2014).

Documentation

Documentation also has a significant impact on many immigrant individuals to work in the United States. There are four categories of immigrants: permanent residents, legal, Naturalized Citizens, Undocumented immigrants, and Refugees; each of these statuses has its benefit entitlements and legal rights. According to a research study, there are about 6.6 million families in the United States with mixed immigration status, which means children hold the citizenship of the United States, and parents have chances to get deported to their country of origin, which can affect the family system (Torrico, 2010). Immigration status and other stress related to migration are critical social determinants of mental health problems, impacting the family system (Alegria &Green, 2015). Immigration status, stressors affect the youth and family's ability to be flexible in the work system, which results in workplace discrimination (Lincroft & Resner, 2006)

Workplace Discrimination

Workplace discrimination can present in various ways, such as racial harassment or microaggressions (Sue, Capodilupo, Torino, Bucceri, & Holder, 2007). Discrimination experiences harm mental health outcomes within the Hispanic and Latinx population. According to a research study, after being discriminated against due to their racial identity, Hispanic and Latinx tend to internalize discrimination as their failure, leading to mental health problems among immigrants and mental health problems, including depression and anxiety (Alegría et al. 2008). Due to current U.S. policies, such as an absence of legal protections and monitoring agencies, which creates an environment for discriminatory and oppressive work practices to thrive (Buckley, 2010), the individual may not feel like they can advocate or leave (Yakushko et al. 2008). For example, the National Relations Labor Act (NRLA) prohibits employers from blocking the formation of unions or other groups of advocacies but excludes any provisions for agricultural and domestic workers (Buckley, 2010; National Labor Relations Board, 2018). Also, U.S. immigration policy plays a vital role in indirectly supporting discriminatory labor practices (Canada, 2019). The law dictates that undocumented domestic workers, or those with a work permit, must remain with their original employer or risk imminent deportation. This requirement then acts as a discourager in reporting abuse and creates an unfair power differential between the employer and employee (Buckley, 2010)

Generally, the work environment is challenging for Hispanics and Latinx, mainly because Hispanics and Latinx may feel that they do not have any option

other than suffering to provide their families with necessities. Hispanic and Latinx with limited English proficiency expect clarification or feedback (Bacallo & Samokowski, 2013). According to a research study, Latino encounter workplace discrimination, which negatively impacts job satisfaction (Sanchez, Brock, 1996). Workplace discrimination within minorities adds additional stress, even trauma-level layers (Valdivia, et al., 2008).

Discrimination within the workplace can harm Hispanic and Latinx families and their well-being. When Hispanic and Latinx parents do not earn enough money to fulfill their child's basic needs, their child is most likely to be raised in poverty than the U.S.-born population (Ayon, 2015).

According to a research study, Hispanic and Latinx experience limited workplace promotion opportunities (Ayón, 2014). Another research study shows undocumented immigrants do not get many salaries (Bacallo & Samokowski, 2013).

Theories Guiding Conceptualization

According to the study, the ecological perspective focuses on the surroundings and the person's coping capacity, known as the social work profession's central task (Lesser & Pope, 2007, p. 21-30). The view is value-based in nature improvement in an individual's adapting and critical thinking abilities, and an expansion in a person's confidence and feeling of capability (Lesser & Pope, 2007, p. 21-30).

The ecological theory explains the effects of how individual coping behaviors relate to their social environment. When a person is experiencing a crisis, such as facing discrimination, then they experience trauma. Experiencing discrimination can cause the person to have a difficult time transitioning and adjusting to their environment. After experiencing trauma, this can change their behavior and affect future behavior and how they adapt and interact in their environments. It can lead the individual to withdraw from family and friends, experience abandonment, and feel depressed. The result is that they may have to seek mental health resources in their community to deal with their crisis.

Social workers will work with clients who have difficulty transitioning due to trauma caused by discrimination or financial hardship. The social worker will work with the client to build on their strengths to obtain financial employment, which will allow them to be financially independent and create a feeling of empowerment by building the client's self-esteem.

Summary

This chapter discussed different types of the area where Hispanics and Latinx populations tend to experience more discrimination. This section discussed workplace discrimination, school discrimination, health services discrimination, documentation (legal/illegal status). This section also examines the support these individuals can get to heal from their trauma.

CHAPTER THREE

METHODS

Introduction

This chapter presents the methodology used within this study to explore discrimination and coping within the Hispanic/Latinx population. This section will focus on study design, sampling process, data collection and instruments, procedures, and how human subjects will be protected. This study will also discuss the limitation of the study research study.

Study Design

This study aimed to explore the types of discrimination that adults of Latinx or Hispanic backgrounds have experienced in the United States and the types of strategies they have used to cope with these experiences. This study examined various sociodemographic variables of the sample, such as age, level of education, gender, income, and religious background. The researcher used the quantitative methodology to understand the areas where immigrants perceived the most discrimination.

The researcher used quantitative methodology because it is easier to analyze the data collected from a large population. The SPSS software also helped the researcher in analyzing the collected data. Another advantage of the quantitative method is that it is less time-consuming, allows participants to

respond at their convenient time, and allows the researcher to finish the study by the institution's given deadline.

Sampling

The sample consisted of hundred individuals who identify themselves as Hispanic/Latinx who participated in the study on coping styles. The data was collected from individuals who identify themselves as Hispanic /or Latinx. The participants are recruited by using official affiliation and online websites like Facebook, Instagram. The goal of this study was to recruit over a hundred participants. Considering the current worldwide pandemic of COVID-19 researcher decided to reduce the number of participants for this study. To protect participants confidentially, they were not required to provide their names or any contact information to the research personnel. The participants were provided with an informed consent form before they participated in this research study. The participant's selection criteria included that they must be Latinx or Hispanic and be over the age of 18.

Data Collection and Instrument

The quantitative data was collected from January 2021 to February 2021 using a questionnaire tool. The instructions were provided to the participants for all survey questions. The questionnaire tool had 43 statements; the first nine statements wanted the respondent to type in the number of times that they experienced discrimination in each given situation. In the next twenty-three

statements, respondents were given the option (often, sometimes, rarely, or never) to select how they responded to the discrimination experiences. The last part is made up of demographic questions. The questions include current participant gender, age, education level, total annual income, and religion.

Procedures

The data for this study investigates the social experiences, coping among the Hispanic/ or Latinx population. The researcher collected survey data for this research through Qualtrics. The survey was administered through social media apps like Instagram, Snapchat, GroupMe, and Facebook. The researcher also utilized professional contact through the School of Social Work to recruit participants. The researcher requested the survey participants recruit other individuals to complete the online survey. The participants were instructed to contact the research personnel if they had any questions or concerns. The research personnel ensured that participants met the eligibility requirement criteria. Prospective participants were sent a flyer which included eligibility criteria: 1) self-identified as Hispanic/ or Latinx; 2) were at least 18 years old. The research personnel included the link and scan code to the Qualtrics survey with the flyer.

Protection of Human Subjects

The Institutional Review Board approved this study in 2021. The researcher made the protection of human subjects the centerpiece of this

research. The survey was solicited by Instagram post, email to BASW, and MSW student from the School of Social work, which included the research link. The researcher stored all completed surveys on a password-protected computer file. The data will be destroyed after one year of the completion of the study.

Data Analysis

For the purpose of this study, the researcher analyzed the data through IBM SPSS 26.0. The researcher ran univariate statistics for a variable like the level of education, sex, household income, and religion. A correlation test was conducted to analyze the relationship between age, major discrimination with discrimination scale, everyday discrimination scale, and coping with discrimination scale.

Summary

This study explored the coping strategies of individuals who have faced discrimination based on their immigrant status. This chapter explored the study design, data collection, study design, sampling, data collection procedures, and human rights issues, including confidentiality. This chapter also gives a detailed explanation of the interview process to collect the needed information from participants.

CHAPTER FOUR

RESULTS

Introduction

This chapter presents the finding of the research study from the collected data from the participants. A total of 97 participants participated in this research study by completing the online Qualtrics survey in about twenty days in January 2021 and February 2021. Firstly, the researcher will review the demographic characteristics of the study. Secondly, the researcher will review the data analyzed. Lastly, the researcher will discuss the results of the study.

Demographic Characteristics

In this study, there was a total of 97 participants—table 1. Show the demographic characteristics of all the participants in the study. Of 97 participants, there were 73.7% identified as females, 24.7% were identified as males. 82.8% of participants consider themselves heterosexual or straight, 17.2% of participants consider themselves part of the LGBTQ community.

Table 1: Sociodemographic Characteristics of the Sample: Gender

	n	%
Female	70	73.7
Male	25	24.7
Heterosexual or straight	82	82.8
LGBTQ	17	17.2

Table 2. From the collected sample, 18.2% of participants were between the age of 18-24 years old, 55.7% of the participants were between the age of 25-34 years old, 8% of participants were the age of 35-44 years old, 14% of participants were between age of 45-54 years old, 2% of participants were between age of 55-64 years old, and 2% participants were age of 65 or older.

Table 2: Sociodemographic Characteristics of the Sample: Age

	n	%
18-24	18	18.2
25-34	55	55.7
35-44	8	8
45-54	14	14
55-64	2	2
65 and older	2	8

Table 3. When asked about their religion, 74.4% of participants responded that they are Christian (Catholic, Protestant, or any Christian denomination), and 25.6 of participants had no religion or no religious preference.

Table 3: Sociodemographic Characteristics of the Sample: Religious Affiliation

	n	%
Christian, (Catholic, Protestant, or any Christian denomination)	58	74.4
No religion or no religious Preference	20	25.6

Additionally, the participants were asked about their highest level of education (Table 4). 20.2% of the participants reported high school or less than high school, 23.2% of the participant reported having some college, Tech, vocational education, 41.4% of participants reported having some college degree, and 15.2% of the participants reported having a graduate or professional degree.

Table 4: Sociodemographic Characteristics of the Sample: Education

	n	%
High School or Less than High School	20	20.2
Some College, Tech, Vocational	23	23.2
College Degreed	41	41.4
Graduate or Professional Degree	15	15.2

When participants were asked about their household income (Table 5), participants reported, 20.2% had an income ranging from less than \$25,000, 20.2% had an income ranging from \$25,000 to \$34,999, 15.2% had an income ranging from \$35,000 to 49,999, 15.2% participants had an income ranging from 50,000 to 74,999, and 25.3% had an income ranging from \$75,000 and higher.

Table 5: Sociodemographic Characteristics of the Sample: Household Income

	n	%
Less than \$25,000	20	20.2
\$25,000 to \$34,999	20	20.2
\$35,000 to 49,999	15	15.2
\$50,000 to 74,999	19	19.2
\$75,000 and higher	25	25.3

Presentation of the Findings

The three scales used for this study included the Major Experiences with Discrimination Scale (Ronald C. Kessler, Kristin D. Mickelson, & David R. Williams, 1999), the Everyday Discrimination Scale (Ronald C. Kessler, Kristin D. Mickelson, & David R. Williams, 1999), and the Coping with Discrimination Scale (Ronald C. Kessler, Kristin D. Mickelson, & David R. Williams, 1999). The first two scales, although similar, asked about different types of perceived discrimination, and so both were included in this study. The Major Experiences with Discrimination Scale is an eleven-item measure that asked respondents about a

variety of types of discrimination that they may have experienced over their lifetimes and how many times they believe they experienced each. These included statements such as "You were discouraged by a teacher or advisor from seeking higher education," "You were prevented from renting or buying a home in the neighborhood you wanted," and "You were hassled by the police. The Everyday Discrimination Scale is a nine-item scale that also asked respondents about a variety of types of discrimination that they may have experienced over their lifetimes, and answer options included "often," "sometimes," "rarely," and "never." It included such statements as "You were treated with less courtesy than other people," "People act as if they are afraid of you," and "You are called names or insulted." The Coping with Discrimination Scale is a fifteen-item scale that asked respondents how they have coped overall with the types of discrimination asked about in the previous two scales. Some items described an externalized coping style, such as "Tried to do something about it," "Worked harder to prove them wrong," and "Expressed anger to the person who caused the problem."

In contrast, other items may be described as a more internalized coping style, such as "Accepted it as a fact of life," "Didn't let it get to you; refused to think about it too much," and "Tried to keep your feelings to yourself." However, a few items involved what could be described as self-blame, such as "Felt that you brought it on yourself," "Criticized or lectured yourself." Lastly, an additional item is often added to this measure but stands on its own: "How well do you feel you have dealt up to now with this experience and any changes or problems which

may have resulted from it?" Its answer options included "Very well," "Quite Well," "Somewhat well," and "Not too well."

Univariate statistics were generated, including respondents' current age, sex, gender identity, sexual orientation, current highest level of income, religion/religious preference, and total household income level.

A total of four independent t-tests were run for sex, gender identity, sexual preference, and religion/religious preference. Due to small representations in some cells, gender identity and sexual orientation, which were originally coded as having five answer options, were recoded as dichotomous variables: "man" and "woman", and "hetero" and "LGBT," respectively. Table 6 shows that there was no significant difference recorded between above mentioned independent variables.

A total of four One-Way ANOVAs were run that included "How well do you feel you have dealt up to now with this experience and any changes or problems which may have resulted from it?", "What is your current highest level of education?" and "What is your total household income?" The researcher used omega squared to calculate an effect size for a one-way ANOVA. The data presented shows no significant difference between How individuals dealt with discrimination, their highest level of education, and their total household income.

Table 6: One-Way ANOVAs

ANOVA

		Sum of		Mean		
		Squares	df	Square	F	Sig.
Major Experiences	Between	222.833	3	74.278	3.088	.031
with Discrimination	Groups					
Scale	Within Groups	2212.907	92	24.053		
	Total	2435.740	95			
Everyday	Between	132.228	3	44.076	1.338	.267
Discrimination Scale	Groups					
	Within Groups	2965.389	90	32.949		
	Total	3097.617	93			
Coping with	Between	28.456	3	9.485	.142	.934
Discrimination Scale	Groups					
	Within Groups	5938.856	89	66.729		
	Total	5967.312	92			

All bivariate analyses for the above variables were conducted with each of the three scales to test for linearity and statistically significant group differences. Some variables' answer options were collapsed into a smaller number of answer options to increase the number of respondents in some answer option cells for statistical analyses.

A Pearson r correlation coefficient was run for age and each of the three scales. The Pearson r correlation coefficient resulted in one significant linear relationship between age and each of the three scales: a strong linear relationship (.525) is present between Everyday Discrimination Scale scores and Coping with Discrimination Scale scores ($p \leq .001$). There was a moderate positive correlation between the Everyday Discrimination Scale and Coping with Discrimination Scale because the size of the correlation is between 0.50 to 0.70. data indicate a significant positive relationship between everyday discrimination scale and coping with discrimination scale as indicated by $p = .525$. As indicated by there was no significant relationship between age and participants' Major Experience with Discrimination Scale.

Table 7: Pearson r Correlation

Correlations

			Major Experiences with Everyday Coping with		
		37. What is your current age in years? (Please type in a number)	Discrimination Scale	Discrimination Scale	Discrimination Scale
37. What is your current age in years? (Please type in a number)	Pearson Correlation	1	.050	.008	-.079
	Sig. (2-tailed)		.632	.936	.453
	N	99	96	94	93
Major Experiences with Discrimination Scale	Pearson Correlation	.050	1	.206	.071
	Sig. (2-tailed)	.632		.050	.505
	N	96	96	91	90
Everyday Discrimination Scale	Pearson Correlation	.008	.206	1	.525**
	Sig. (2-tailed)	.936	.050		.000
	N	94	91	94	89
Coping with Discrimination Scale	Pearson Correlation	-.079	.071	.525**	1
	Sig. (2-tailed)	.453	.505	.000	
	N	93	90	89	93

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

There were no statistically significant differences between the groups in the three independent samples t-tests run for sex, gender identity, sexual preference, and religion/religious preference.

For the four One-Way ANOVAs, one statistically significant finding emerged. The participants were classified into four groups: High school or Less Than High School (n=20) Some college, Tech, Vocational (n=23), College degree (n= 39), Graduate or Professional Degree (n=14). It was on the Major Experiences with Discrimination Scale by Level of Education. In the figure it shows that individuals who have Graduate Degree or Professional Degree are significantly different from individuals with High School or Less than High School, Some College, Tech, vocational and College degree. The figure also shows that individuals with high school or less than high school are significantly different from the individuals with some college, Tech, vocational, college degree and graduate or Professional Degree. Research data also shows that individual with some college, Tech Vocational or College Degree does not differ from High School or less Than High School and Graduate or professional Degree.

Table 8: Major Experiences with Discrimination Scale

Tukey HSD^{a,b}

41. What is your current		Subset for alpha = 0.05	
highest level of education?	N	1	2
High School or Less Than	20	2.0500	
High School			
Some College, Tech,	23	3.7391	3.7391
Vocational			
College Degreed	39	5.3077	5.3077
Graduate or Professional	14		6.6429
Degree			
Sig.		.145	.228

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20.992.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

A Tukey HSD post-hoc test was then performed to determine between which pairwise comparisons this statistically significant result was found, and it was revealed that this occurred between respondents with "High School or Less Education" and those who held a "Graduate or Professional Degree" ($p \leq .05$). The data indicates a significant difference in mean score between participants who had a Major Experience Discrimination at High School and Graduate or Professional Degree as indicated by $p=0.42$. Which indicates that participants experiences discrimination.

Table 9: Multi Comparisons

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) 41. What is your current highest level of education?	(J) 41. What is your current highest level of education?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Major Experiences with High School or Less Discrimination Scale	High School or Less Than High School	Some College, Tech, Vocational	-1.68913	1.49949	.674	-5.6127	2.2345	
		College Degreed	-3.25769	1.34886	.081	-6.7871	.2718	
		Graduate or Professional Degree	-4.59286*	1.70902	.042	-9.0647	-.1210	
	Some College, Tech, Vocational	High School or Less Than High School	1.68913	1.49949	.674	-2.2345	5.6127	
		College Degreed	-1.56856	1.28940	.618	-4.9424	1.8053	
		Graduate or Professional Degree	-2.90373	1.66250	.306	-7.2538	1.4464	
	College Degreed	High School or Less Than High School	3.25769	1.34886	.081	-.2718	6.7871	
		Some College, Tech, Vocational	1.56856	1.28940	.618	-1.8053	4.9424	
		Graduate or Professional Degree	-1.33516	1.52802	.818	-5.3334	2.6631	
	Graduate or Professional Degree	High School or Less Than High School	4.59286*	1.70902	.042	.1210	9.0647	
		Some College, Tech, Vocational	2.90373	1.66250	.306	-1.4464	7.2538	
		College Degreed	1.33516	1.52802	.818	-2.6631	5.3334	
		Some College, Tech, Vocational	-1.72381	2.76155	.924			
			College Degreed	-1.05000	2.47322	.974		

*. The mean difference is significant at the 0.05 level.

Conclusion

This chapter discusses the finding to the research question. This chapter also includes the demographics of participants which includes their age, sex, household income, higher level of education and their religious preference. This chapter concluded by addressing the researcher's question and provided data to

support the evidence. participated in the Qualtrics survey, and the significant finding from the collected data.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter aims to examine and discuss the finding within the data gathered to address the research question. As well as this chapter will discuss whether the results support the literature review or not. This chapter will also acknowledge the limitation of this study and make suggestions for further research. Lastly, the researcher will make recommendations for social work practice, policy, and research.

Discussion

This study's literature shows the type of discrimination faced by the Hispanic /or Latinx population. The study also focused on different techniques individuals used to cope with discrimination. In this study, the research question seeks to address: What types of discrimination have adults of Latinx or Hispanic backgrounds experienced in the United States? How have they coped with these types of discrimination? The literature highlights six factors: Impact of Discrimination in Immigrants, Child Immigrant Adaption and School Adjustment, Health, documentation, and Workplace Discrimination.

The One-Way ANOVAs, test grouped for three the Major Experiences with Discrimination Scale by Level of Education. The finding of this study shows that there is a significant difference between an individual with a high school

education and a professional degree when it comes to discrimination. The Individuals with higher education perceived more discrimination in Major experiences with Discrimination Scale. As states in the literature review, the data support the literature review that immigrant experience discrimination in schools and data indicates Major Experience Discrimination faced in school, which includes students discouraged by teachers or advisors from seeking higher education and getting denied scholarship.

The collected data did not provide any significant relationship between jobs and discrimination. The researcher failed to collect data if being legally or illegally in the United States has a role in discrimination that immigrants perceived in daily routine life. The data does not provide any significant relationship between the Hispanic/ Latinx population's health and three discrimination scales.

Discrimination can have long-term and short-term consequences to individuals' mental health. Experiencing discrimination in your dream country can be a heartbreaking and disappointing experience. The research answered the question through the data. However, some of the literature information cannot be supported with the collected data. However, the collected data does not address if the participants were born or raised in the United States.

Limitation

There were quite a few limitations that were encountered while completing this study. Due to the worldwide pandemic COVID-19, it was challenging to get

participants for the study because the researcher could not contact or gain participants in person. The limitation of the study was that it was unable to encompass the entire Hispanic or Latinx community. The researcher was not able to go out in the community to recruit participants. The worldwide pandemic has also affected people's willingness to participate in research. Due to the small sample size of participants, this study could not be a valid representation of the overall population of Hispanic /or Latinx individuals who perceived discrimination in different sectors.

Another limitation the study lack is researcher overlooked to test how non-citizens Hispanic/Latinx respondents differed in their perceptions of experiencing discrimination and how they coped with it from those who were American citizens. Another limitation of this study is that the researcher overlooked collecting data from participants by asking how many years the respondents have lived in the United States if they are not U.S. citizens to explore possible differences in the types of discrimination experienced and coping strategies used. The research also noticed that this study lacked gender diversity. The majority of the participants in this study were male and female. The researcher was not able to get enough data from individuals who belong to the LGBTQ community.

A further limitation observed in this study was participants were only Hispanic or Latinx. The research chooses to work with only Hispanic or Latinx communities because it is more diverse and has more population than other ethnic groups.

Recommendations for Social Work Practice, Policy, and Research

In regard to the social work policy, there is a need to change. The Hispanic or Latinx community faces many barriers when it comes to discrimination, and this issue needs to be addressed. Hispanic or Latinx individuals might be vulnerable to depression from the discrimination they perceived it is very important for social workers to investigate possible ways to decrease the negative effects which might be affecting their mental health. Considering the Hispanic population growing rapidly in the United States, it is essential to control this population's discrimination because this may contribute to depressive symptoms in the Hispanic or Latinx population (Knight et al., 2009). Even though some programs help this population in school, there is a need to make changes for adults who work out in different fields to feel safe and comfortable by knowing that they are being cared for. The recommendation for social work practice is to increase awareness of self-care and support individuals to overcome the incident of discrimination by providing sufficient resources to individuals who may have perceived discrimination

Conclusion

As part of the NASW code of ethics and social work values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence, this research study aimed to provide understanding and insight into the discrimination that Hispanic or Latinx

individuals face on based of daily life routines. The researcher concluded the chapter by identifying limitations, recommendations for future research, and social work practice suggestions.

APPENDIX A
SURVEY QUESTIONNAIRE

Do you self-identify as either Hispanic or Latinx?

- a. Yes (Please continue the survey)
 - b. No (Please stop the survey: Thank you very much, but you are ineligible to complete this survey.)
-

Major Experiences of Discrimination: 9 item version from the MIDUS Study

- Adapted from the 1995 DAS
- See <http://www.midus.wisc.edu/> for more information
- Source: Kessler, R.C., Mickelson, K., and Williams, D.R. "The Prevalence, Distribution, and Mental Health Correlates of Perceived Discrimination in the United States." Journal of Health and Social Behavior. 1999 40(3):208-230.

How many times in your life have you been discriminated against in each of the following ways because of such things as your race, ethnicity, gender, age, religion, physical appearance, sexual orientation, or other characteristics?

Write the number of times each event has occurred to you next to each of the following statements.

1. You were discouraged by a teacher or advisor from seeking higher education. _____
2. You were denied a scholarship. _____
3. You were not hired for a job. _____
4. You were not given a promotion. _____
5. You were fired. _____
6. You were prevented from renting or buying a home in the neighborhood you wanted. _____
7. You were prevented from remaining in a neighborhood because neighbors made life so uncomfortable. _____

8. You were hassled by the police. _____

9. You were denied a bank loan. _____

10. You were denied or provided inferior medical care. _____

11. You were denied or provided inferior service by a plumber, care mechanic, or other service provider. _____

Everyday Discrimination Scale – we used different answer options (often, sometimes, rarely, never) instead of ...(almost everyday, at least once a week, a few times a month, a few times a year, less than once a year, never).

I. The Everyday Discrimination Scale

a. The Original and Still Recommended Scale

- Source: Williams, D.R., Yu, Y., Jackson, J.S., and Anderson, N.B. "Racial Differences in Physical and Mental Health: Socioeconomic Status, Stress, and Discrimination." *Journal of Health Psychology*. 1997; 2(3):335-351.
- Studies of Validity and Reliability
 - o Krieger N., Smith K., Naishadham D., Hartman C., Barbeau E.M. "Experiences of discrimination: validity and reliability of a self-report measure for population health research on racism and health." *Social Science & Medicine*. 2005; 61(7):1576-1596.
 - o Taylor T.R., Kamarck T.W., Shiffman S. "Validation of the Detroit area study discrimination scale in a community sample of older African American adults: the Pittsburgh healthy heart project." *International Journal of Behavioral Medicine*. 2004; 11:88–94.

Please choose the correct answer option for the following questions:

12. You are treated with less courtesy than other people.

Often Sometimes Rarely Never

13. You are treated with less respect than other people.

Often Sometimes Rarely Never

14. You receive poorer service than other people at restaurants or stores.

Often Sometimes Rarely Never

15. People act as if they think you are not smart.

Often Sometimes Rarely Never

16. People act as if they are afraid of you.

Often Sometimes Rarely Never

17. People act as if they think you are dishonest.

Often Sometimes Rarely Never

18. People act as if they think you are not as good as they are.

Often Sometimes Rarely Never

19. You are called names or insulted.

Often Sometimes Rarely Never

20. You are threatened or harassed.

Often Sometimes Rarely Never

Coping with Discrimination

- Used in the Yes Health Study
- Adapted from 2 sources:
 - o McNeilly, M.D., Anderson, N.B., Armstead, C.A., Clark, R., Corbett, M., Robinson, E.L., Pieper, C.F. & Lepisto, E.M. "The perceived racism scale: A multidimensional assessment of the experience of white racism among African Americans." *Ethnicity and Disease*. 1996; 6 (1,2), 154-166.
 - o Krieger, N. "Racial and gender discrimination: Risk factors for high blood pressure?" *Social Science and Medicine*. 1990; 30 (12), 1273-1281.

Although you may have experienced more than one type of discrimination over your lifetime, overall, how did you respond to these experiences? Please tell me if you did each of the following things Often, Sometimes, Rarely, or Never.

21. Tried to do something about it.

Often Sometimes Rarely Never

22. Accepted it as a fact of life.

Often Sometimes Rarely Never

23. Worked harder to prove them wrong.

Often Sometimes Rarely Never

24. Talked to someone about what to do about the situation.
- Often Sometimes Rarely Never
25. Didn't let it get to you; refused to think about it too much.
- Often Sometimes Rarely Never
26. Felt that you brought it on yourself.
- Often Sometimes Rarely Never
27. Talked to someone about how you were feeling.
- Often Sometimes Rarely Never
28. Tried to keep your feelings to yourself.
- Often Sometimes Rarely Never
29. Criticized or lectured yourself.
- Often Sometimes Rarely Never
30. Increased your efforts to make things work.
- Often Sometimes Rarely Never
31. Talked to someone who could do something concrete about the situation.
- Often Sometimes Rarely Never

32. Went on as if nothing had happened.

Often

Sometimes

Rarely

Never

33. Expressed anger to the person who caused the problem.

Often

Sometimes

Rarely

Never

34. Tried to forget that it had happened.

Often

Sometimes

Rarely

Never

35. Sought or found spiritual comfort and support.

Often

Sometimes

Rarely

Never

36. How well do you feel you have dealt up to now with this experience and any changes or problems which may have resulted from it?

a. Very Well

b. Quite Well

c. Somewhat Well

d. Not Too Well

37. What is your current age in years? (Please type in a number) _____

38. What sex were you assigned at birth, on your original birth certificate?

a. Male

b. Female

39. What is your current gender identity?

- a. Man
- b. Woman
- c. Transgender
- d. Non-binary/non-conforming
- e. Prefer not to respond

40. Do you consider yourself to be:

- a. Heterosexual or straight
- b. Gay
- c. Lesbian
- d. Bisexual
- e. Prefer not to respond

41. What is your current highest level of education?

- a. Less than high school degree
- b. High school degree/diploma or equivalent (for example, GED)
- c. Some college credit, no degree
- d. Trade/technical/vocational training
- e. Associate of Arts (A.A.) degree
- f. Some college
- g. College/Bachelor's Degree
- h. Master's Degree
- i. Ph.D. or other doctoral Degree such as DSW, PsyD, EdD, etc.

- j. Professional Degree such as M.D., DDS, PharmD, DPT, O.D., J.D., DVM, etc.

42. What is your religion / religious preference?

- a. Christian (Catholic, Protestant, or any Christian denomination)
- b. Buddhist
- c. Hindu
- d. Muslim
- e. Jewish
- f. Sikh
- g. No religion or no religious preference

43. What is your total household income?

- a. Less than \$25,000
- b. \$25,000 to \$34,999
- c. \$35,000 to \$49,999
- d. \$50,000 to \$74,999
- e. \$75,000 to \$99,999
- f. \$100,000 to \$149,999
- g. \$150,000 or more

APPENDIX B
INFORMED CONSENT

Informed Consent

The study in which you are asked to participate is designed to examine how an individual's mental, and physical health is affected after being discriminated because of immigration status. Sarabjit Gill is conducting this study, a graduate student under the supervision of Dr. Herb Shon, Assistant Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The Institutional Review Board has approved this study at CSUSB.

PURPOSE: The purpose of the study is to examine how discrimination impacts the mental health of immigrants. The purpose of this study is to explore the support system of individuals who face discrimination. Second, the study will examine how individuals who have perceived discrimination can help themselves.

DESCRIPTION: The survey will collect quantitative as well as qualitative from immigrants who have perceived discrimination in the United States based on their immigration status. The participants will be asked how they have used their family or friends to heal from discrimination discomfort.

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

CONFIDENTIALITY: Participant's information will stay anonymous. Participants will sign the informed consent form indicating their willingness to participate in this study.

DURATION: It will take no longer than 15 minutes to complete the questionnaire.

RISK: Although not anticipated risk, there may be some discomfort in answering some of the questions. However, you can always skip the question or end your participation.

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

CONTACT: If you have any questions about this study, please feel free to contact Dr. Shon at (909) 537- 5532 or herb.shon@csusb.edu

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2021.

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

Place an X mark here

Date

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document, and agree to participate in your research study. Place an X mark here D

APPENDIX C
IRB APPROVAL LETTER



January 26, 2021

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2021-59

Herbert Shon Sarabjit Gill
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
[San Bernardino, California 92407](https://www.csusb.edu)

Dear Herbert Shon Sarabjit Gill:

Your application to use human subjects, titled "Immigrants and Their Coping Tools to Deal with Discrimination" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study to ensure the protection of human participants. Important Note: This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses due to the COVID-19 pandemic. Visit the Office of Academic Research website for more information at <https://www.csusb.edu/academic-research>.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.
Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.
Submit a study closure through the Cayuse IRB submission system once your study has ended.
If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2021-59 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

1/2

2/15/2021

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

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