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EXPLORING ACCULTURATION STRESS ON
MEXICAN AMERICANS

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
Daniel Anthony Lopez

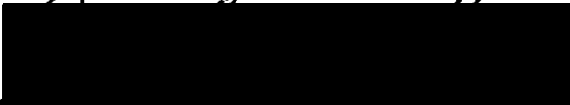
June 2010

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ABSTRACT

The focus of this study was how common acculturation stress is among Mexican Americans, what the demographics of this demonstrate, and how this is related to mental health services. Acculturation is the process of adapting to the social norms, customs, and values of another culture. When a Mexican American reaches his limit of what he is able to cope with, then that person is in danger of being afflicted with acculturation stress. Even when faced with this prospect, few Mexican Americans seek out mental health services.

The data was collected from 55 respondents in San Bernardino. This research was a quantitative and a correlational study, utilizing a questionnaire.

The strongest finding, in the acculturation stress inventory, was related to pressures to acculturate. The study suggests that educational level, number of years in the United States, along with generational status, also contribute to the problem of acculturation stress.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF TABLES	vi
CHAPTER ONE: INTRODUCTION	
Problem Statement	1
Purpose of the Study	6
Significance of the Project for Social Work	9
CHAPTER TWO: LITERATURE REVIEW	
Introduction	11
Acculturation and Acculturation Stress	11
Theories behind Acculturation	11
Acculturation Stress	13
Mental Health and Acculturation Stress	13
Language Difficulties	18
Measurements	23
Social Problems	25
Summary	25
CHAPTER THREE: METHODS	
Introduction	26
Study Design	26
Sampling	27
Data Collection and Instruments	29
Procedures	30
Protection of Human Subjects	31

Data Analysis	32
Summary	32
CHAPTER FOUR: RESULTS	
Introduction	33
Data Analysis	34
Summary	43
CHAPTER FIVE: DISCUSSION	
Introduction	45
Discussion	45
Limitations	48
Recommendations for Social Work Practice, Policy and Research	48
Conclusions	50
APPENDIX A: QUESTIONNAIRE	52
APPENDIX B: INFORMED CONSENT	61
APPENDIX C: DEBRIEFING STATEMENT	64
REFERENCES	67

LIST OF TABLES

Table 1. Demographic Characteristics of the Respondents	36
Table 2. Mean and Standard Deviation	40
Table 3. Pearson's Correlation Coefficients	43

CHAPTER ONE

INTRODUCTION

This chapter provides an overview of the current problem of acculturation stress facing Mexican Americans in the US. This section then goes on to look at the process of acculturation and the subsequent connection to acculturation stress this has. There was also an explanation of the purpose of the study and the significance of this project for social work practice. Lastly, the specific research question this study addresses is presented.

Problem Statement

At the present time, the most numerous ethnic group in the United States, is Hispanic or Latino, with a population of approximately 35 million and about 20 million, of these are of Mexican origin (US Census Bureau, 2000). The term Latino is generally used to denote people who have ancestors that come from the Spanish-speaking countries. By this definition through many groups can be classified as Latinos in the United States of America. But of all these groups, the largest of them are from Mexico. Being such a large population,

the problems that arise, from acculturation stress, may play a significant role in their mental health. As the population continues to grow, it is important to gain a better understanding of this problem before it worsens.

Listed are those categories identified throughout the relevant literature as having the largest affect on acculturation stress. They are language issues, cultural incompatibilities and cultural self consciousness (Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez et al, 2002).

The importance of language cannot be emphasized enough. Being able to communicate in a society, allows one to be able to navigate the various. Systems such as mental health, government aide, applying for licenses or preparing income tax returns, can prove difficult, due to a language barrier. In recent years many organizations have begun translating their various forms into Spanish for those that are non-English speaking. Not being able to navigate these systems on a frequent basis creates compounding stress on individuals, especially when they are not fully fluent in the English language.

Along with the importance of language, an individual, perceiving that they have cultural

incompatibilities with other members of the society, can be made to feel marginalized and alienated. An example of this is the segregation of education in schools in the 1940's. In Orange County, 80% of the Mexican children were in segregate schools (Gonzalez, 1990).

Looking at cultural self-consciousness there is evidence that Mexican Americans are highly self-conscious and are impacted by how others view them. They perceive themselves as social objects (Lalwani, Shrum, & Chiu, 2009). They can be further affected if they feel that others are rejecting of them (Lalwani, Shrum, & Chiu, 2009).

Although acculturation does not, on its own, affect someone's mental health, distress may result when the person's ability to cope has reached its limit (Castro, 1969). This psychological distress can include "anxiety, depression, feelings of marginality, and alienation, heightened psychosomatic symptoms, and identity confusion" (Williams & Berry, 1991, p. 634). These psychological distresses are affecting a large number of Mexican Americans making it a social problem. The various ways these are affecting the larger population will be broken down into more details later in the paper.

In order to understand acculturation stress, it is important to have an understanding of the situation from which it comes. It stems from the concept of the process of acculturation. In the next few paragraphs the four varieties of acculturation will be discussed and a brief introduction to the directions that the acculturation can go in will be touched upon.

The four varieties of acculturation are assimilation, integration, rejection, or deculturation (Berry, 1980). In these categories the acculturation process can take place in a specific direction, either unidimensional, two-dimensional, or two-dimensional within the context of a bicultural community (Szapocnik & Kurtines, 1980). These last three categories will be matched up with the varieties of acculturation and will be later discussed in more detail in the literature review section of the paper.

One can assimilate, which means the person can let go of their original cultural identity and take on the larger society's identity (Berry, 1980). This is considered a unilinear dimensional process of acculturation (Szapocnik & Kurtines, 1980).

The group or individual experiencing acculturation could move toward integration of their cultural identity into mainstream societies (Berry, 1980). What this means is that the group will become more integrated into every facet of the society including businesses, organizations, while at the same time preserving the group's cultural identity and traditions (Berry, 1980). This would be a two-dimensional direction within a bicultural context. This is the most favorable one in terms of mental health. But it also has the potential to create a lot of uncertainty as well (Szapocnik & Kurtines, 1980).

When a group chooses to separate itself from the larger societies, it is called rejection (Berry, 1980). But if the cultural groups' separation is due to a rejection imposed by the dominant group then you end up with segregation in the classical sense of the word (Berry, 1980). This one is neither unilinear nor two-dimensional because there is a disconnected in the acculturation process.

Lastly the group could be faced with deculturation. This is where a group has neither fully accepted their own traditions and norms, nor denied them, but at the same time have not accepted nor denied the traditions and

norms of the dominant group. This can leave them feeling alienated as well as with an ill defined sense of self identity, and lead to increased marginalization (Berry, 1980). This marginalizing adds further to feelings of being unappreciated, unaccepted, distanced, and even more alienated from all areas of society and thus increases acculturation stress. This one would be considered a two-dimensional direction of acculturation except, given the uncertainty and ambiguity, this can add to acculturation stress.

Purpose of the Study

The purpose of this study was to explore the number of Mexican Americans who report suffering from acculturation stress and to analyze some of their demographic characteristics. The reason for this was to get a better idea of how many Mexican Americans generally, are affected by this phenomenon and to determine how many seek out mental health services. Further, through use of this knowledge, how could we provide mental health services that more culturally appropriate? Programs such as ;Consiguiendo Ayuda!: A mental health outreach program for Latino college

students by Lopez (2010), which helps by providing opportunities for Mexican Americans in the college setting to gain access to much needed mental health care would be a start.

First, the stress behaviors previously mentioned, that can stem from or be influenced by, acculturation stress, "...anxiety disorders, depression, feelings of marginality, and alienation, and identity confusion," (William & Berry, 1991, p. 634) can bring with them a plethora of possible mental health issues.

The problem of anxiety disorders, for instance, is that it is one of the most common mental illnesses in the US, with about 40 million adults suffering from this in a given year, according to Kessler, Chiu, Demler, & Walters (2005). There is a similar number of Anglo Americans suffering from anxiety disorders as Mexican Americans.

A disparity was found between Mexican American immigrants and native-born Mexican Americans. In a study conducted by Vega, Kolody, Aguilar-Gaxiola, Aldrete, Catalana, & Caraveo-Anduaga, (1998) reported 18% of female and 9% of male Mexican American immigrants were found to have anxiety disorders, whereas native born Mexican American females had 27% and males had 20%.

The problem of depression is widespread in the United States as well. In a study conducted by Vernon and Robertson (1982), Latinos were found to have higher rates of depression than Whites. Additionally, Mexican Americans that were born in the United States and had to undergo higher levels of acculturation to adapt tended to have higher instances of depressive disorders than immigrant Mexican Americans who were not yet integrated into the many societal systems (Burnam, Hough, Karno, Escobar, & Telles, 1987).

Feelings of marginality and alienation decreases general well-being at the very least. Ecke (2005) describes it best by saying how acculturation stress adds to feeling marginal and alienated due to a, "loss of familiar ways, sounds and faces, coupled with a sense of not knowing quite how to belong, connect, and get support" (p. 472). From this point of observation it can be grasped that acculturation stress can then spiral downward significantly increasing this sense of being marginalized and alienated.

Through the whole acculturative process, identity confusion may ensue as well. Going back and forth from one cultural expectation to the next, takes the little

stability that a person strives to achieve for order in their lives and a healthy self-perception, and makes it more chaotic (Castro, 2003).

The general rationale used to explore these issues relating to acculturation stress, and its affect on Mexican Americans, will be addressed using quantitative research.

Significance of the Project for Social Work

This study was needed to enhance the body of knowledge of acculturation stress facing Mexican Americans. It also helps in expanding our understanding regarding acculturation stress as related to mental health services.

By better understanding and recognizing that Mexican Americans are affected by acculturation stress, we can help reduce instances of it worsening the stress behaviors mentioned previously, and help clients to obtain services that are provided in a culturally competent manner, including having bilingual therapists.

Having a better understanding of acculturation stress may save billions of dollars a year worth of possible costs, for mental health treatment that tends to

be misdiagnosed for the worse in ethnic groups.

Understanding that a client's anxieties may be associated with acculturation stress would be beneficial for the mental health service provider to know in designing a treatment plan. This way, the mental health social worker can better explain to the client, that some of the stresses he may be experiencing are due to acculturation, and so teach them some coping skills to better handle that transition.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter two consists of a more detailed discussion of acculturation stress as it is related to providing mental health services to Mexican Americans. Both acculturation and acculturation stress were analyzed and are included in the literature review. This chapter is divided into several sections: theories behind acculturation, acculturation stress, and mental health services, related to the ethnic identity, and language difficulties. The last section discusses the varying measurements and why one was best suited for this study.

Acculturation and Acculturation Stress

Theories behind Acculturation

Three of the main theories behind acculturation can be broken down into the traditional views, two-dimensional views, and bicultural-involvement model of adjustment, (Szapocznik & Kurtines, 1980).

According to the traditional view of acculturation, the process of acculturation goes in one single direction, called a unilinear and unidimensional process,

where one group is expected to adapt and adjust to another groups culture as well as letting go of their own culture of origin (Miller, 2007). The emphasis here being on one group accommodating themselves to the other group, and placing all the stress on the migrant culture or in this case, Mexican Americans of various generational statuses.

Within the two-dimensional model of acculturation comes biculturalism, which takes place in two parts. In this perspective one cultural group takes on the characteristics from one or multiple cultures they are living amongst, (Miller, 2007). In this model, a person does not have to lose their entire culture. They may have to give up some parts, but not necessarily in its totality. This would cause less acculturation stress on the individual.

The last theory is a combination of acculturation, biculturation, and adjustment phase, called the bicultural-involvement model of adjustment. According to Szapocznik and Kurtines (1980) the bicultural-involvement model of adjustment, proposes that individuals living in a bicultural environment have a difficult time adjusting to a monoculture context. The bicultural process itself

becomes a negotiation between accommodating to the host culture while simultaneously embracing the native culture (Szapocznik & Kurtines, 1980).

Acculturation Stress

The first part of understanding acculturation stress is to break it down into its prospective components. The first part being acculturation and the second part being the stress that comes about from the acculturation process. As previously mentioned, its when cultures have come together thus creating cultural changes. But through this complex dance of shared cultures, stress can be created, and this is what is called acculturation stress. Stress itself is described as any event that requires more then one can handle psychologically in this case (Monat & Lazarus, 1977). When you combine the various stresses, along with the accompanying characteristics of the process of acculturation, according to Berry (1980), they may become mildly pathological.

Mental Health and Acculturation Stress

In this section we will consider the various ways that acculturation stress can impact the mental health of Mexican Americans, by influencing various aspects of

their lives. The three aspects that will be focused on, will be how ethnic identity, language difficulties, and how members of a specific generational status can be affected by acculturation stress.

In considering ethnic identity I am looking at how it is defined, its relationship with acculturation stress, and how acculturation stress impacts several of the most significant traditional values, within the Mexican-American culture.

Ethnic identification is defined according to Tajfel (1981) as not just those items that constitute the knowledge base of the groups' social norms and values but also all those traits that have emotional attachments to them. For example, how someone from a cultural group would see themselves in the role of parent, friend, or member of the community.

Ethnic identity can be detrimental to ones mental health or a factor by which to improve it. Smart and Smart (1995) proposed that the lack of social support and decreased ethnic identification, along with increased acculturation stress, takes away those tools that would have otherwise empowered a person to deal with life's hardships.

A way of coping with acculturation stress is through the support of the family. The family helps in coping through the three following ways; the role of the family in traditional Mexican culture, the values of the family, and the necessity for family cohesion.

The concept of the family, a value called *la familia* by Mexican Americans, is the very foundation at the center of the culture. It is here that you go to when you are in need of anything. It is here that people gain their primary source of support to deal with psychological or emotional problems (Hancock, 2005).

In normal circumstances, the family would be the main source of support in coping with issues that arise. When the issue is acculturation though, not just one but possibly many of the members of the family maybe experiencing acculturative stress to some degree. If it becomes overwhelming, then ideally the person or whole family may need to seek mental health services. This does not happen much because for one, it goes against this value as discussed next.

The family is not only a place to go to when you are in need. A person in the family also has to earn that place by being respectful and not bringing dishonor to

the family. Exposing familial issues to someone not considered a family member is contradictory to, *familismo*, another term denoting the importance of the family (Ramos-Sanchez & Atkinson, 2009). The problem with this is that not all problems can be dealt with by the family. Some may need specialized mental health services.

In order for the family to continue to be a strong source of support in coping with the acculturation stress, there has to be family cohesion. Family cohesion is that simultaneous process by family members of connecting with each other on a genuine level, while trusting each other, and having their support, but also being able to have their own individuality at the same time (Olson, Sprenkle, & Russell, 1979). When faced with acculturation stress, though, there can be less family cohesion. Previously mentioned was how it may be inappropriate to discuss problems outside the home. It follows that when things are not in accord, it can directly affect the cohesion of the family. There is evidence to support that there is a significant association between less cohesion in a family being connected to heightened psychological stress (Rivera, Guarnaccia, Mulvaney-Day, Lin, Torres, & Alegria, 2008).

Another thing to consider when dealing with Mexican American values is that one way they cope with acculturation stress is through their religious values.

Many Mexican Americans participate in some form of organized religion. For these people their beliefs act not only as a buffer against any problems but also as a moral code and spiritual guide assisting them to cope in their daily lives, all the while, the church provides for a conducive locale for them to share this experience with others (Ellison, Finch, Ryan, & Salinas, 2009)

Personalismo is a term which represents a value that Paniagua (2005), describes how Mexican Americans expect their interactions with others, including interactions with mental health professionals, to have. It is described as a sense of comradery where the sharing of personal information is necessary while the distancing by something such as a handshake without a hug might be misconstrued as negative. In a mental health setting a Mexican American, may be may inclined towards a therapist because of that therapist's openness about their own lives and friendly demeanor, rather than how qualified they are or not (Paniagua, 2005).

In a community setting, when this expressed value of *personalismo* is not accepted or otherwise misunderstood by the dominant cultures' values, it further increases the acculturation stress on the Mexican American individual.

Language Difficulties

In this section we will discuss issues associated with acculturation stress connected to language as part of one's identity; how it impacts mental health services, and how Mexican Americans, who speak only Spanish, and those that speak English are both impacted.

First, learning to speak the language spoken by the larger society is one of the most fundamental phases of acculturation (Rodriguez et al., 2002). Besides the stress related to the difficulties of having to learn a new language is the issue of trying hard to adapt, and acculturate. If a person tries to adapt and acculturate too fast, they are at risk of losing some of their own values and this then can increase the chances for more psychological distress and is even associated with drug use (Hancock, 2005).

Another study by Hollerman and Waller (as cited by Hancock, 2005), indicates that it would be healthier on

the individual to practice a bicultural framework where you can still possess your cultural norms and traditions, but at the same time include those of other groups.

Speaking the language is not wholly used for communicating ideas through words. Inherent in a language are nonverbal cues as well as overt expressions and mannerism that are specific to that culture. In this way they communicate their identity and association with that group (Oh & Fuligni, 2009). This makes it easier to comprehend that having to speak English can lead to acculturation stress because their speech may lack that quality shared by the other group. In addition to this, they are expected to learn English, meanwhile the larger society is not necessarily expected to meet them on even grounds by learning Spanish.

The opposite issue of dealing with pressures to speak English are the pressures to speak Spanish. The later generation Mexican American, might experience acculturation stress not by their ability to speak English, but by pressures placed on them by their own culture to speak Spanish and practice Mexican traditions (Rodriguez et al., 2002). Although one does not usually identify the source of acculturation stress stemming from

one's own ethnic group, this is the case for the non-Spanish speaker.

Another issue with language is being able to access mental health services. It can be understood that accessing mental health services can be an item of great stress when you do not speak the language. One reason for this is that there is an inadequate number of Spanish speaking mental health therapists to provide those services (Vega, Kolody, Aguilar-Gaxiola, & Catalano, 1999). An example of this is of the Mexican Americans in Vega et al. (1999) study where those already diagnosed with a mental disorder, only one-fourth of them had used at least one service in the previous 12 months. Worsening that situation, Mexican immigrants have an even lower rate of seeking out mental health services at about two-fifths that of native-born Mexican Americans (Vega et al., 1999).

Lastly, of those that did utilize services, few came steadily and some left before treatment was over (Ramos-Sanchez & Atkinson, 2009).

The next item that will be discussed are the implications that generation status have on Mexican Americans regarding their mental health being effected

because of the acculturation stress. Although all generations are impacted by acculturation it is to different degrees and it is at these higher levels of acculturation that acculturation stress is formed. In a study of acculturation level and generational status Manning (2004) states the longer an immigrant has been in the United States, the less acculturation stress they are impacted by. In comparison to later generations, it is the earlier ones that show the highest levels of acculturation stress (Mena, Padilla, & Maldonado, 1987). For this reason, the focus will be on those facing the highest levels of acculturation stress. They are the first, second, and third generation Mexican Americans.

First generation were those born in Mexico but who immigrated to the U.S. Both of their parents and grandparents were also born in Mexico. They may suffer from acculturation stress because of their limited capacity to navigate through American customs and their inability to communicate through use of the English language (Rodriguez et al., 2002). On the other hand to counter this argument Burnam et al (1987) says that those people that do choose to leave their country of origin

are basically those that have the inner strength and courage to leave the known and move toward the unknown.

Second generation Mexican Americans are those that were born in the US but either parent was born in another country. After a Mexican American has been living in the United States for some time, they may have expectations similar to those of the larger society but may find themselves disillusioned if they are not able to reach their goals and expectations and become considerably more dissatisfied (Burnam et al., 1987).

The contrast to this is if the Mexican American has a higher education, then they are more likely to be acculturated and suffer from less acculturative stress (Sanchez & Fernandez, 1993).

Third generation Mexican Americans, are those who were born in the United States, as were both of their parents. These Mexican Americans also feel acculturation stress. It is at this grey area, of being neither fully immersed within the Mexican culture nor fully accepting of the Americans', that they are being acutely pulled to opposite extremes (Rodriguez et al., 2002).

Mexican American at all generational levels are being affected by the process of acculturation, but some

experience acculturation stress more than others. Although one would typically think that the first generation would be dealing with acculturation stress the most, we forget the positive feelings they have that are conducive to healthier psychological functioning, such as having more opportunities in the new land. For those second generation Mexican Americans who have been born here, they are right in the middle of two powerful sets of traditions, norms, and values. A great deal of research supports the belief that this generation has the highest level of acculturation stress. Third generation Mexican Americans have over come some of these issues, but have a new set of issues; acculturation stress to learn their culture of origin.

Measurements

In measuring acculturation stress you first have to be in agreement with what acculturation stress is. Several factors separate the measuring tools. Those factors were minority status, socioeconomic position, and English competency.

In a study conducted by Mena, Padilla, and Maldonado (1987), they factor in minority status to their

measurement of acculturation stress. However, another study conducted by Rodriguez et al. (2002) proposes that acculturation stress and minority status, though similar, have their own unique factors that separate them and are taxing on Mexican Americans.

Other instruments previously used have included within them the consideration that socioeconomic position and the stress that comes about. But socioeconomic position itself is not part of the process of acculturation. Socioeconomic position is outside acculturation stress. It is a part of its own type of stress.

The measurement that seemed most appropriate to measuring acculturation stress was designed by Rodriguez et al. (2002), called the Multidimensional Acculturative Stress Inventory (MASI) for adults of Mexican origin, be them immigrant Mexicans or native-born. The other measurements were eliminated because their questions focused on minority status and socioeconomic position whereas the questionnaire utilized in this study focused more on English competency and pressures, which both have been directly associated with the acculturation process.

Social Problems

In terms of the social problem, the existing literature emphasizes the many various ways that Mexican Americans can be faced with acculturation stress. The problems may come in the form of serious mental health issues that come with any psychological loss or a major change in your environment or they may come in a less agitating psychological form.

Summary

In this chapter we looked at some of the different parts that make up acculturation stress. We also looked at how acculturation and acculturation stress were similar and yet different, depending the level of acculturation. The higher the acculturation, the higher the levels of acculturation stress were. Then we looked at Mexican Americans and their ethnic identity, language, and religion, as factors relating to acculturation stress and coping mechanisms. Lastly we looked at some of the demographics and details of those specifically affected by acculturation stress.

CHAPTER THREE

METHODS

Introduction

This chapter describes the study design chosen for this research project and the rationale behind it. Then a clearer description of the sample participants that were selected for this study presented. Additionally, a description of the data collection method that was utilized and the instrument that was used to collect the data is described here. Included is information on how the human subjects were protected in the process from any harm. Lastly, the quantitative procedures that were utilized to answer the thesis question.

Study Design

The specific purpose of the study is to explore how many Mexican Americans are dealing with acculturation stress and what some of the ramifications it has toward mental health services by looking at the demographics of this group. In order to explore this question a quantitative research method will be utilized. The reason for this was to get an overview of the number of Mexican Americans who are being affected by acculturation stress

and from this, how many actually seek out mental health services for assistance. By using the quantitative research method it allows us to look broadly into the problem of acculturation stress and how respondents are effected by it. If it was looked at through a qualitative approach alone, you might get a deeper, albeit less representative, perception of it. In the future quantitative approach may be expanded to a larger portion of the population.

The reason the correlational design was used was to simply get a broader understanding of what some of the general correlations between acculturation stress, Mexican American demographics, and mental health services. The limitations of the study, comes about from using a snow-balling sampling which does not give itself easily to generalizing it to the larger Mexican American populations.

Sampling

In this section who the sample group was is explained, how that group was chosen, and how it was narrowed down even further. The last two items that were

discussed, are what probability sampling was taken, and what the goal range of the sample was.

One of the major difficulties in selecting a sample group, was whether to divide the group according to the generic Hispanic or Latino labels, or to be more specific. Mexican Americans were chosen by the clearly larger numbers that reside in the US. The growing number of Mexican Americans brings with them a host of issues mentioned in the previous chapter.

It was decided that a nonprobability availability sample selection procedure would work best because in this particular area, the Mexican American population is easily found. This research was trying to get a better sense of the extent of acculturation stress in the general Mexican American population.

The main criteria for the selection of this sampling was that the individual identified himself or herself as being of Mexican-origin. That is, they were either Mexican, Mexican-American, or Chicano. The goal number of the sample participants was from fifty to seventy-five participants. There were fifty-five, in all, that filled out the questionnaire, but only forty-nine of them were it the criteria. Only adults were approached.

Data Collection and Instruments

Using the quantitative data collection method in this correlational study, specific variables were collected. The dependent variable in the research study is acculturation stress. The independent variables include ethnic identity, language usage, economic status, educational attainment, generational status, gender, age, number of children, and marital status. The level of measurement, being utilized for the independent variables will be nominal, and for the dependent variable, it will be ordinal.

There were several different instruments that could have been used as previously explained for acculturation stress, but for this study the MASI was used (Rodriguez et al., 2002). The validity was concurrent with other correlations found in the literature. All four portions of the inventory were used. The first one focused on Spanish competency pressures. The second one focused on English competency pressures. The third one focused on pressures to acculturate. Lastly, pressures against acculturation. The measurement was tested for reliability and shown to be reliable and the "correlation coefficients were significant and ranged from .53 to .84,

demonstrating acceptable test-retest reliability” (Rodríguez, 2002, p. 456). Additionally, a question was added to the survey. It was, *Have you sought out mental health services regarding any stress you have related to adapting to American culture?*

Procedures

First, the central public library in San Bernardino (city), Norman Feldheim Central Library, was selected to conduct the survey. The reason for this is because it was at the center of a city where one of the largest groups of city residents were Mexican Americans with 71,891 in comparison with one of the other largest groups in the area, Whites, who had 83,849, according to the US Census Bureau (2000).

To start the selection process, the prospective clients were approached by a researcher, as the person walked towards the entrance of the library. To solicit participation a five-dollar gift card was offered and given to participants who completed the process.

The perspective participant was then taken to a study room. Once at the location, the participants were told what the purpose of the study was in more detail and

what the study was trying to determine. The participants were then asked if they were interested in receiving the results of the study, for themselves. They were also informed that they had the right to leave at any time, should they choose to discontinue participation. They were given all appropriate information, so they can make an informed decision regarding their consent.

The testing process took approximately twenty to thirty minutes, per participant. The testing of all of the participants, took several weeks. The researcher was available Fridays, Saturdays, and Sundays.

Protection of Human Subjects

Participants were told that everything they said was confidential and their anonymity would be protected. This was done by having the participant write an x in the box that gave the researcher consent to use the information for the study. Each copy of the survey went with a consent form and debriefing statement attached to it. After the information was collected it was then locked in a lock box and kept in the researcher's care.

Data Analysis

Quantitative procedures were utilized to answer the research questions. For example, what the relationship was between the variables through the use of the Pearson correlation association, and different variables, including acculturation stress indicators and demographic variables. The demographic variables being the level of education, number of years in the US, and what generation applies to the respondents.

Summary

In chapter three the study design was described for this research study as being quantitative. The rationale behind choosing it was because of the large population of Mexican origin adults. A description of the sample participants and how it was taken using the nonprobability availability selection approach, was shown for this study. A description of the procedure of how the data was collected and how the information was analyzed and described. Lastly, included was information on how the human subjects were protected from harm in the process.

CHAPTER FOUR

RESULTS

Introduction

In this chapter an overview of the data collected will be presented. To make the findings more understandable, several tables will be utilized in that presentation and explained in more detail. The first table contains the basic demographic characteristics. The second table contains the mean and the standard deviation of the questions from the questionnaire. The third one looks at the frequencies.

The items assessed in the demographic portion of the questionnaire, Table 1, were: age, gender, marital status, whether they had children or not, number of children, race or ethnicity, level of education completed, employment status, number of adults living in home, source of household income, annual income, whether they rent or own their home, number of years in the US, respondent's country of origin, family's country of origin, and lastly, what generation does the respondent identify himself as.

Table 2 shows the results of the acculturation stress scale asked in the questionnaire in terms of the mean and standard deviation of their answers.

Table 3 breaks downs the specific questions into frequency, and the percentage to which each of the answers were selected and lastly will be a summary of those items presented in the chapter.

Data Analysis

In Table 1 the demographic characteristics are presented. The race or ethnicity of the respondent was 89.1% Mexican, Mexican-American, or Chicano. Other races, such as White and African American were not included in the analysis, due to the focus on Mexican Americans.

The age range of the respondents, having the highest percentage, was (45.5%) in the 26 to 35 range. The second group was (23.6%) in the 18 to 25 range. The third group was (12.7%) in the 36 to 45 range. The average age of the respondent was 33 years old, with a standard deviation of .79.

The highest level of education by percentage was 40.0% reporting they had some college. The second group was 21.8% reporting they were high school graduates. The

third group was 10.9% reporting they had only some high school.

The table then shows the number of years the respondent has lived in the US. The highest reported percentage of respondents were in the range of 16 to 19+ years. The second and third groups tied, with 7.3%. One of these groups was in the range of 4 to 7 years and the other group was in the range of 12 to 15 years.

The last two parts of the table articulate the generational status of the respondent and whether or not the respondent would utilize mental health services. The highest two percentages, tied at 43.6%, for both first generation respondents (defined as a person being born outside the US) and second generation (defined as a person being born in the US and either parent being born in another country). The vast majority of participants fell within these two categories. The third and fourth groups were 5.5%. These were either 4th generation (meaning the respondent and their parents were born in the US, and at least one grandparent was born in another country) or the 5th generation (meaning the respondent, respondent's parents, and grandparents were all born in the US).

There were 40 of the 49 respondents that said they would utilize mental health services. The other nine indicated they would not utilize mental health services if they were having acculturation stress.

Table 1. Demographic Characteristics of the Respondents

Sample Size was 49

Variables	Frequency (N)	Percentage (%)
Race/Ethnicity		
Mexican		
Mexican-American	49	89.1
Chicano		
Puerto Rican	2	3.6
Other	4	7.3
Age (N = 55)	Mean = 2.34 (1.20)	
18-25	13	23.6
26-35	25	45.5
36-45	7	12.7
46-55	5	9.1
56+	5	9.1
Gender (N = 55)	Mean = 1.45 (SD = .502)	
Male	30	54.5
Female	25	25
Marital status (N = 55)		
Single	19	34.5
Divorced	4	7.3
Married	28	50.9
Widowed	1	1.8
Separated	3	5.5
Children (N = 55)		
Yes	31	56.4
No	24	43.6
Number of children		
None	25	45.5
1 to 2	19	34.5
3 to 4	9	16.4
5 to 6	2	3.6

Variables	Frequency (N)	Percentage (%)
Employed		
Yes	41	74.5
No	14	25.5
Education		
Less than 3rd grade	3	5.5
Elementary (4-6th)	3	5.5
Some high school	6	10.9
High school graduate	12	21.8
Some college	22	40
College graduate	5	9.1
Post graduate	4	7.3
Additional adults in home		
None	9	16.4
1 to 2	42	76.4
3 or more	4	7.3
Source of income		
Employment	44	80
Public assistance programs	1	1.8
TANF	1	1.8
Worker's compensation	1	1.8
Unemployment insurance	2	3.6
Other	6	10.9
Income		
Under \$9,999	7	12.7
\$10,000 - \$14,999	1	1.8
\$15,000 - \$19,999	4	7.3
\$20,000 - \$29,999	10	18.2
\$30,000 - \$39,999	8	14.5
\$40,000 - \$49,999	5	9.1
\$50,000 - \$59,999	5	9.1
Over \$60,000	15	27.3
Rent or own		
Rent	36	65.5
Own	14	25.5
Other	5	9.1
Time in US		
12 months to 3 years	1	1.8
4 to 7 years	4	7.3
8 to 11 years	1	1.8
12 to 15 years	4	7.3
16 to 19+ years	45	81.8

Variables	Frequency (N)	Percentage (%)
Generation		
1st	24	43.6
2nd	24	43.6
3rd	1	1.8
4th	3	5.5
5th	3	5.5
Would use mental health services		
Yes	40	
No	9	

In table 2 the mean and standard deviation is examined in the multidimensional acculturative stress inventory. In looking at the frequency distribution of how stressful the respondents felt we look at the scale where 0 means that it does not apply, 1 being not stressful at all, 2 being slightly stressful, 3 being somewhat stressful, 4 being moderately stressful, and 5 being extremely stressful (Rodriguez et al., 2002).

There are twenty-five items I have italicized here that appear on table 2 which derive from MASI (Rodriguez et al., 2002). The highest on the table has a mean of 2.20 with a standard deviation of 1.70. The item says *It bothers me when people don't respect my Mexican/Latino values (e.g. familism)*. The second highest on the table was 1.45 and had a standard deviation of 1.28. The item

was *I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things*. The next one also had a mean of 1.45 with a standard of 1.45. The item was, *Because of my cultural background, I have a hard time fitting in with Whites*. The three lowest on the table were, *I have been discriminated against because I have difficulty speaking Spanish*, with a mean of .77 and a standard deviation of 1.29, *Since I don't speak Spanish well, people have treated me rudely or unfairly*, with a mean of .69 and a standard deviation of 1.06, and lastly, *It bothers me when people assume that I speak Spanish*, with a mean of .54 and a standard deviation of .95.

The top three questions that impacted respondents were, *It bothers me when people don't respect my Mexican/Latino values (e.g. familism)*, next *Because of my cultural background, I have a hard time fitting in with Whites*, and lastly, *I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things*. This illustrates how showing respect for Mexican Americans, difficulties in the differences in cultural background, and having to choose between cultural values all create the most acculturation stress.

Table 2. Mean and Standard Deviation

Item	Mean	Standard Deviation
1. It bothers me when people don't respect my Mexican/Latino values (e.g. familism).	2.2	1.70403
2. Because of my cultural background, I have a hard time fitting in with Whites.	1.4545	1.21439
3. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things.	1.4545	1.28838
4. It bothers me when people pressure me to assimilate to the American ways of doing things.	1.4364	1.39793
5. I don't feel accepted by Whites.	1.2727	1.26863
6. I feel uncomfortable when others expect me to know American ways of doing things.	1.2727	1.19342
7. People look down upon me if I practice Mexican/Latino ways of doing things.	1.2545	0.98542
8. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things.	1.1273	1.17149
9. I have been discriminated against because I have a difficulty speaking English.	1.0545	1.41968
10. I don't speak Spanish or don't speak it well.	1	1.46566
11. I have had conflicts with others because I prefer American customs over Mexican/Latino ones.	1	0.92296
12. It bothers me that I speak English with an accent.	0.963	1.30258
13. I feel uncomfortable being around people who only speak Spanish.	0.9455	1.22351
14. I don't speak English or don't speak it well.	0.9455	1.28262
15. Since I don't speak English well, people have treated me rudely or unfairly.	0.9455	1.28262
16. I feel pressure to learn English.	0.8909	1.35637
17. I have a hard time understanding others when they speak English.	0.8909	1.24235
18. I feel pressure to learn Spanish.	0.8727	1.36157
19. I feel uncomfortable because my family members do not know Mexican/Latino ways of doing things.	0.8727	1.12307
20. People look down upon me if I practice American customs.	0.8364	0.81112

Item	Mean	Standard Deviation
21. I feel uncomfortable being around people who only speak English.	0.8	1.0435
22. I have a hard time understanding others when they speak Spanish.	0.7818	1.16573
23. I have been discriminated against because I have difficulty speaking Spanish.	0.7778	1.29828
24. Since I don't speak Spanish well, people have treated me rudely or unfairly.	0.6909	1.06931
25. It bothers me when people assume that I speak Spanish.	0.5455	0.95874

In table 3, I present Pearson's correlation coefficients looking at the demographic variables and acculturation stress items. The main variables considered were race/ethnicity, age, level of education, number of years in the US, and what generation applies most to the respondents. These demographic variables and ten of the acculturative stress items were conducted. Again several of the following twenty-five items have italicized here are from MASI (Rodriguez et al., 2002).

The level of education was significantly correlated with *It bothers me when people don't respect my Mexican/Latino values (e.g. familism)*, (Pearson's $r \leq -.522$, $p < .05$), *People look down upon me if I practice Mexican/Latino customs.* (Pearson's $r \leq -.413 < .05$), and *I have been*

discriminated against because I have difficulty speaking English, (Pearson's $r \leq -.641 < .05$).

Another set of significantly correlated variables were the number of years in the US correlated with, *It bothers me when people don't respect my Mexican/Latino values (e.g., familism) (Pearson's $r \leq -.442, p < .05$),* along with, *Because of my cultural background, I have a hard time fitting in with the Whites,* (Pearson's $r \leq -.360, p < .05$) also, *People look down upon me if I practice Mexican/Latino customs,* (Pearson's $r \leq -.432, p < .05$), and lastly, *I have been discriminated against because I have difficulty speaking English (Pearson's $r \leq -.453, p < .05$).*

The last statistically significant correlation was between the generation and three of the acculturation stress items. They were, *It bothers me when people don't respect my Mexican/Latino values (e.g. familism)* (Pearson's $r \leq -.467, p < .05$), *I have been discriminated against because I have difficulty speaking English* (Pearson's $r \leq -.406, p < .05$), and lastly *I don't speak Spanish or don't speak it well (Pearson's $r \leq -.433, p < .05$).* Other variables such as age, gender, marital status, or whether the person had children or not,

whether they were employed or not, their income, or whether they rented or owned their home, did not show significant correlation with acculturation stress in Mexican Americans.

Table 3. Pearson's Correlation Coefficients

Item	Level of education	Years in the US	Generation
It bothers me when people don't respect my Mexican/Latino values (e.g. familism).	-0.522**	-0.442**	-0.467**
Because of my cultural background, I have a hard time fitting in with Whites.	-0.278*	-0.360**	-0.302*
People look down upon me if I practice Mexican/Latino ways of doing things.	-0.413**	-0.432**	-0.261
I have been discriminated against because I have a difficulty speaking English.	-0.641**	-0.453**	-0.406**
I don't speak Spanish or don't speak it well.	0.122	0.143	0.433**

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

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

Summary

In this chapter the demographic characteristics of the respondents were presented in Table 1. In Table 2, the data consisting of the mean and standard deviation of the responses to the Multidimensional acculturation stress inventory were reviewed. Lastly, Table 3 was

assessed and the findings showed significant correlations utilizing Pearson's correlation coefficients.

The specific facts that were found out in the demographics were that the majority of the respondents were between the age range of 26 and 35 and reported their highest education as having some college. The majority of the respondents also reported living in the U.S. in the range between 16 and 19+ years. Most of the respondents also reported being either first or second generation Mexican Americans. The top three items that impacted Mexican Americans the most on the acculturation stress inventory were, when other's did not show respect for their Mexican American values, their own feelings that they were not fitting in with the mainstream, and lastly being asked to choose between their ways of doing things and larger societies.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter consists of a discussion of the significant results of this study. The chapter will next move to a review of the data and what it means in practical terms, and then there will be a brief section on how this information will be useful to the social work practice. Lastly the chapter will end with the conclusion focusing on what the larger implications of these findings are.

Discussion

In much of the literature as well as the article regarding the MASI shows that most of the acculturation stress was due to language difficulties at approximately 49% of the variance (Rodriguez et al., 2002).

This study found that there was more factor variance, having to do with pressures to acculturate. The three items of pressures to acculturate were *It bothers me when people don't respect my Mexican/Latino values*, *Because of my cultural background, I have a hard time fitting in with Whites*, and *People look down upon me if I*

practice Mexican/Latino customs. Each of these also had a strong correlation with three main factors. The first was the level of their education, the next was how long they have lived in the U.S., and lastly their generational status.

This study contradicts other studies by three main factors. In Table 1, the level of education shows that the majority of the respondents had some college. The next most frequent response was high school graduates. From this information, one could gather a degree of adjustment to the American system due to educational attainment. This could also be looked at as a point of socialization into American customs, traditions, and norms.

The next pressure to acculturate item was the time the respondent had lived in the US. The vast majority of the participants had already lived in the US from 16 to 19+ years. Over such a long period, of time, factors such as English and Spanish competency, may become diminished as a force of acculturation stress. One reason for this is Mexican Americans have adapted to the language barriers by interacting with others in areas of the community that are saturated with like minded

race/ethnicities. For this reason the need to acculturate through language is not as strong as it is in other areas of the US.

Another factor to consider is that almost half of the respondents were between the ages of 26 and 35, with most of these respondents having lived in the US from 16 to 19+ years. This would cause us to speculate that many of the respondents have lived in the US for a greater part of their lives; confirmed by the fact that the majority of participants being first and second generation Mexican Americans. Although the majority were either born outside of the US or born in the US States, but with either parent being born outside the country, it still showed that they had lived in the US most of their lives.

In Table 2, characteristics such as the belief that people don't respect Mexican/Latino values as being stressful, shows that when an item such as 'respect' is called into question for Mexican/Latinos, you are more likely to get a response indicating stress. This was the strongest correlations, of all the acculturation stress inventory questions. Although it had the strongest correlation, it is only one factor in the overall items

resulting in acculturation stress. Data supports this in the question of not having one's values respected with a mean of 2.20 indicating a slight level of stress.

Limitations

There were two main limitations to this study. The limitations were the use of the availability sampling method and the small sample size. The availability of Mexican American participants may not be representative of the population here on a consistent basis. There would be little confidence in generalizing this to a larger population.

Another limitation was the small sample size of the study. Only 49 of the 55 respondents fit the criteria of being Mexican American and completed the survey. Once again, it would be difficult to apply this information, to the larger population.

Recommendations for Social Work Practice, Policy and Research

One of the main purposes of this study was to enhance the body of knowledge pertaining to acculturation stress facing the Mexican American population. Data also showed that depending on certain demographic variables

acculturation stress items such as language competency (Spanish and English) is not always the dominant source of acculturation stress. It can also be the pressures to acculturate. This will help social workers in the mental health field with this client population to be better aware of the necessity of culturally appropriate services.

The significant correlations showed that there was only a slight stress, with pressures to acculturate. One, or a few items, might not be more than a person can cope with, but where three or even more instances were added, a person may feel overwhelmed with the stress, and not be able to cope with them. Some examples of this are when a Mexican American feels that their values are not being respected, they do not fit in, or even by being perceived negatively because of their different value system. Being faced with the acculturation process, is an ordeal in and of itself. When it pushes the person beyond what they are able to cope with, they may end up feeling acculturation stress. Hopefully, such individuals find some way of coping with that acculturation stress. If it worsens, then a list of other issues, associated with acculturation stress may come into play. Some issues

mentioned in the first chapter were anxiety, depression, feelings of marginality, and alienation, heightened psychosomatic symptoms, and identity confusion.

In dealing with Mexican Americans afflicted with acculturation stress, it would be important to keep in mind the factors mentioned earlier, such as their level of educational attainment, their time in the US, and what generation applies to them, to see if the main issue has to do with acculturation stress. The question that needs to be asked is whether these factors are actually, pressures to acculturate, or are they deficiencies with language and other language barriers. Depending on this mental health clinicians can better assess and treat them more accurately.

Conclusions

Acculturation stress experienced by Mexican American adults, comes from many different directions. In this study, the strongest significance in the acculturation stress inventory was from the category of pressures to acculturate.

In summary the participants in this study were mostly of first and second generation whose main

acculturation stress came about from issues dealing with not feeling that their values, traditions, and norms are being respected, not fitting in, and feeling pressured to choose between their traditions and those of the larger society.

This study also suggests that depending on educational levels completed, number of years in the US, and what generation they are here in the US, contributes to the issue of acculturation stress.

APPENDIX A
QUESTIONNAIRE

Exploring Acculturation Stress on Mexican Americans

QUESTIONNAIRE

Please select only one where indicated for the following questions 1 through 14.

1. What is your age? ()18-25 ()26-35 ()36-45 ()46-55 ()56+
2. What is your sex? () Male () Female
3. What is your marital status?
 1. () Single
 2. () Divorced
 3. () Married
 4. () Widowed
 5. () Separated
4. Do you have children?
 1. () Yes
 2. () No
5. How many children do you have? (Check one)
 1. () None
 2. () 1-2
 3. () 3-4
 4. () 5-6
 5. () more than 7
6. What is your ethnic identity?
 1. () White
 2. () Black, African American
 3. () Asian
 4. () Mexican, Mexican-American, Chicano
 5. () Puerto Rican
 6. () Cuban
 7. () Other: _____
7. 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

8. Are you employed?
1. ☐ Yes
 2. ☐ No
9. How many employed adults live in your home?
1. ☐ None
 2. ☐ 1-2
 3. ☐ 3 or more
10. What was the main source of your household income? (Check one)
1. ☐ Employment
 2. ☐ Public Assistance Programs
 3. ☐ TANF
 4. ☐ Social Security
 5. ☐ Worker's Compensation
 6. ☐ Unemployment Insurance
 7. ☐ Food Stamps
 8. ☐ Other: _____
11. 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
12. Do you rent or own your home?
1. ☐ Rent
 2. ☐ Own
 3. ☐ Other: _____
13. 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
14. What is your country of origin? _____
15. What is your family's country of origin? _____

16. 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 parent was 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.

Please describe your level of stress by putting a 1 to 5, with 1 be not stressful at all to 5 being the most stressful. Put a 0 if it does not apply to you.

5	4	3	2	1	0
extremely stressful	moderately stressful	somewhat stressful	Slightly stressful	Not stressful at all	does not apply

17. I don't speak Spanish or don't speak it well. _____
18. I feel uncomfortable being around people who only speak Spanish. _____
19. I feel pressure to learn Spanish. _____
20. I have a hard time understanding others when they speak Spanish. _____
21. Since I don't speak Spanish well, people have treated me rudely or unfairly.

22. It bothers me when people assume that I speak Spanish. _____
23. I have been discriminated against because I have difficulty speaking Spanish.

24. I don't speak English or don't speak it well. _____
25. I have been discriminated against because I have a difficulty speaking English.

26. Since I don't speak English well, people have treated me rudely or unfairly.

27. I feel pressure to learn English. _____
28. It bothers me that I speak English with an accent. _____
29. I have a hard time understanding others when they speak English. _____
30. I feel uncomfortable being around people who only speak English. _____
31. It bothers me when people pressure me to assimilate to the American ways of doing things. _____

32. It bothers me when people don't respect my Mexican/Latino values (e.g. familism). _____
33. Because of my cultural background, I have a hard time fitting in with Whites. _____
34. I feel uncomfortable when others expect me to know American ways of doing things. _____
35. I don't feel accepted by Whites. _____
36. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things. _____
37. People look down upon me if I practice Mexican/Latino customs. _____
38. I have had conflicts with others because I prefer American customs over Mexican/Latino ones. _____
39. People look down upon me if I practice American customs. _____
40. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things. _____
41. I feel uncomfortable because my family members do not know Mexican/Latino ways of doing things. _____

Multidimensional acculturation stress inventory (MASI). Rodriguez, N., Myers, H., Mira, C., Flores, T., and Garcia-Hernandez, L.

Additional question with questionnaire:

Have you sought out mental health services regarding any stress you have, related to adapting to American culture?

CUESTIONARIO

Por favor seleccione solamente una para las siguientes preguntas 1 a 14.

1. ¿Cual es su edad? () 18-25 () 26-35 () 36-45 () 46-55 () 56+
2. ¿Cual es su sexo? () Hombre () Mujer
3. ¿Cual es su estado civil? (Seleccione uno)
 1. () Soltero
 2. () Divorciado
 3. () Casado
 4. () Viuda/o
 5. () Separado
4. ¿Tiene usted hijos?
 1. () Si
 2. () No
5. ¿Cuantos hijos tiene? (Seleccione uno)
 1. () Ninguno
 2. () 1-2
 3. () 3-4
 4. () 5-6
 5. () Mas de 7
6. ¿Cual es su etnicidad?
 1. () No, no soy Español/Hispanico/Latino
 2. () Mexicano, Mexicano Americano, Chicano
 3. () Puerto Ricano
 4. () Cubano
 5. () Otro: _____
7. ¿Cual es el grado escolar mas alto que usted completo? (Seleccione uno)
 1. () Menos de tercer grado
 2. () Escuela elementaria
 3. () Un poco de escuela preparatoria
 4. () Completo escuela preparatoria
 5. () Un poco de colegio
 6. () Matriculado de colegio
 7. () Pos matriculado
8. ¿Esta empleado en este momento?
 1. () Si
 2. () No

9. ¿Cuanta gente esta empleada en su hogar?
1. ☐ Ninguna
 2. ☐ 1-2
 3. ☐ 3 o mas
10. ¿Cual es su recursos económico? (Seleccione todo que aplique)
1. ☐ Empleado
 2. ☐ Asistencia Publica
 3. ☐ TANF
 4. ☐ Seguro social
 5. ☐ Compensación del trabajador
 6. ☐ Seguro de desempleo
 7. ☐ Estampillas de comida
 8. ☐ Otro: _____
11. ¿Cual es son sus ingresos anuales? (Seleccione uno)
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. ☐ Mas de \$60,000
12. ¿Renta o es dueño de su Casa?
1. ☐ Rento
 2. ☐ Dueño
 3. ☐ Otro: _____
13. ¿Cuanto tiempo tiene viviendo en los Estados Unidos? (Seleccione uno)
1. ☐ Menos de 3 meses
 2. ☐ 4 a 7 meses
 3. ☐ 8 a 12 meses
 4. ☐ 12 meses a 3 años
 5. ☐ 4 a 7 años
 6. ☐ 8 a 11 años
 7. ☐ 12 a 15 años
 8. ☐ 16 a 19+ años
14. ¿Cual es su Estado de origen? _____
15. ¿Cual es el Estado de origen de su familia? _____

16. ¿Cual generación lo describen mejor a usted ? (Seleccione uno)
1. () 1st Generación= Nació afuera de Los Estados Unidos.
 2. () 2nd Generación= Nació en los Estados Unidos y sus padres nacieron en otro país.
 3. () 3rd Generación= Usted y sus padres nacieron en los Estados Unidos y sus abuelos nacieron en otro país?
 4. () 4th Generación= Usted y sus padres nacieron en los Estados Unidos y tan siquiera uno de sus abuelos nacieron afuera de los Estados Unidos?
 5. () 5th Generación= Usted y toda su familia nacieron en los Estados Unidos,

Por favor describa del 1 al 5 cual es su nivel de estrés, 1 siendo poco y 5 siendo el máximo nivel de estrés y 0 si no aplica a usted.

5	4	3	2	1	0
extremadamente estresado	Medianamente estresado	Algún poco estresado	Un poco estresado	Sin ningún estrés	No aplica

17. No hablo español o no lo hablo bien. _____
18. Me siento inconfortable alrededor de gente que solo habla español. _____
19. Siento presión en aprender español. _____
20. Es difícil entender a otras personas cuando solamente hablan español. _____
21. Como no hablo español la gente me a tratado rudamente o injustamente. _____
22. Me molesta cuando la gente piensa que hablo español. _____
23. He sido discriminado porque tengo dificultad hablando español. _____
24. No hablo ingles o no lo hablo bien. _____
25. He sido discriminado porque tengo dificultad hablando ingles. _____
26. Como no hablo ingles la gente me a tratado rudamente o injustamente _____
27. Siento presión en aprender ingles. _____
28. Me molesta hablar ingles con acento. _____
29. Es difícil entender a otras personas cuando solamente hablan ingles. _____
30. Me siento inconfortable alrededor de gente que solo habla ingles. _____
31. Me molesta cuando la gente me presiona a asimilar mis modos a los modos Americanos. _____
32. Me molesta cuando la gente no respeta mis valores Mexicanos/Latinos (e.g. familismo). _____

33. Por mis modos culturales me causa dificultad estar alrededor de Anglosajones. _____
34. Me siento inconfortable cuando otros esperan que yo sepa los modos Americanos. _____
35. No me siento aceptado por Anglosajones. _____
36. Me siento inconfortable cuando tengo que escoger entre modos Mexicanos/Latinos y modos Americanos. _____
37. La gente me miran mal cuando practico mis costumbres Mexicanas/Latinas. _____
38. He tenido conflictos con otros por que prefiero las costumbres Americanas sobre las costumbres Mexicanas/Latinas. _____
39. La gente me miran mal cuando practico mis costumbres americanas. _____
40. Me siento inconfortable cuando otros esperan que yo sepa los modos Mexicanos/Latinos. _____
41. Me siento inconfortable porque mi familia no saben las costumbres Mexicanas/latinas. _____

Multidimensional acculturation stress inventory (MASI). Rodriguez, N., Myers, H., Mira, C., Flores, T., and Garcia-Hernandez, L.

Preguntas adicionales del cuestionario:

Usted a adquirido servicios de conserjería relacionados al stress sobre su adaptación a la cultura Americana?

APPENDIX B
INFORMED CONSENT

Exploring Acculturation Stress on Mexican Americans

INFORMED CONSENT

The study in which you are being asked to participate is designed to explore acculturation stress among adults of Mexican-origin. This study is being conducted by Daniel Lopez under the supervision of Dr. Stanley Taylor, ASSISTANT PROFESSOR of the School of Social Work. This study has been approved by the Department of Social Work Subcommittee of the Institutional Review Board, California State University, San Bernardino.

In this study you will be asked to respond to questions regarding acculturation stress. The acculturation stress survey should take about 20 to 30 minutes to complete. All of your responses will be held in the strictest of confidence by the researcher. 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 after December, 2010 at the Pfau Library, California State University, 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 students or participants. There are no foreseeable risks in participating in this survey. For your participation you will receive a gift card from a local restaurant.

If you have any questions or concerns about this study, please feel free to contact Dr. Stanley Taylor, at 909-537-5584.

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: _____

Explorando el estrés de la aculturación en México-Americanos

Consentimiento informado

El estudio al cual usted esta participando a sido creado para explorar el estrés a causa de la aculturación entre gente de origen Mexicano. El estudio va ser conducido por Daniel López, bajo la supervisión de Dr. Stanley Taylor profesor asistente de la escuela de trabajo social en la Universidad Estatal de California, San Bernardino.

En este estudio se le preguntara sobre el estrés cultural. La encuesta tomara de 20 a 30 minutos para completar. Todas sus respuestas serán completamente confidenciales. Su nombre no será reportado con sus respuestas. Los resultados serán reportados en forma de grupo solamente. Usted puede recibir los resultados de la encuesta en grupo después de su término en diciembre 2010 en la librería Pfau de la Universidad Estatal de California, San Bernardino.

Su participación en este estudio es completamente voluntaria. Usted tiene el derecho de no contestar cualquier pregunta o retirarse del estudio cuando usted quiera, sin ninguna consecuencia. Cuando usted complete la encuesta cultural usted recibirá una declaración interrogatorio, describiendo el estudio en más detalle. Para asegurar la validación de este estudio le pedimos que no hable sobre el estudio con otros participantes o estudiantes. No hay ningún riesgo en su participación en cuanto la encuesta. Por su participación le daremos una tarjeta de regalo para un restaurante local.

Si tiene alguna pregunta o preocupación por favor llámé al Dr. Stanley Taylor al 909-537-5584

Al poner una marca en la caja seleccionada, Yo reconozco que e sido informado de la razón del estudio, y que entiendo la naturaleza de este estudio, y deseo participar por mi propio derecho. También reconozco que soy mayor de 18 anos de edad.

Poner una marca aquí: ☐

Fecha: _____

APPENDIX C
DEBRIEFING STATEMENT

Exploring Acculturation Stress on Mexican Americans

DEBRIEFING STATEMENT

This study you have just completed was designed to explore acculturation stress, which includes difficulties having to do with language differences, cultural incompatibilities, and cultural self-consciousness. In this study the item explored was how adjustment to the American value systems could be connected to acculturation stress.

Thank you for your participation and for not discussing the contents of this study with other participants. If you have any questions about the study, please feel free to contact Professor Taylor at 909-537-5584. If you would like to obtain a copy of the group results, of this study, please contact the Pfau Library at California State University, San Bernardino, after December, 2010.

Explorando el estrés de la aculturación en México-Americanos

Declaración Sustantivo

El estudio que acaba de completar ha sido creado para explorar el estrés a causa de la aculturación que también incluye las dificultades relacionadas con la diferencia de lenguaje, incompatibilidad cultural y la auto-conciencia cultural. En este estudio el punto explorado es como el ajuste a los sistemas y valores Americanos pueden ser conectados al estrés de aculturación.

Gracias por su participación y por no discutir el contenido de este estudio con otros estudiantes. Si tiene alguna pregunta sobre el estudio, por favor contacte a el profesor Taylor al numero 909 5375584. Si necesita una copia de los resultados de este estudio por favor póngase en contacto con la librería Pfau de la Universidad Estatal de California, San Bernardino después de diciembre 2010.

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