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Acculturative Stress and Adaptability Levels Between Documented versus Undocumented Hispanic College Students

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Walden University
2019

Abstract

Acculturative Stress and Adaptability Levels

Between Documented versus Undocumented Hispanic College Students

by

Philippe Charles

MST, Saint Francis Seminary, 2007

MA, Mercy College, 2009

MSOL, Mercy College, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirement for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

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Abstract

Hispanic students often suffer from acculturative stress as they adapt to U.S. college environments; however, few scholars have examined the acculturative stress relationship among undocumented versus documented Hispanic college students. In this quantitative, correlational study design, adaptation levels related to acculturative stress between both statuses were examined. The theoretical foundations of this study are based on the social cognitive career theory. This investigation focused on determining how adaptation levels predict Hispanic college students' acculturative stress and whether this realtionship differ between documented and undocumented college students. The I-Adapt measure was used to measure participants' level of adaptability and the social, attitudinal, familial and educational or the Social, Attitudinal, Familial and Educational (S.A.F.E) measurement was used to measure their acculturative stress levels. The sample consisted of 165 Hispanic college students recruited from a private northeastern university. Contrarily to the main hypothesis, Regression analysis revealed that higher levels of cultural and crisis adaptability predicted lower levels of acculturative stress while higher levels of work stress adaptability predicted higher levels of acculturative stress. Future research should focus on further examination differences in adaptation toward acculturative stress and the aftermath of acculturative stress adaptation methods between documented and undocumented college students. The findings of this study can contribute to social change by informing immigration laws to adopt in order to protect college educated, skilled and productive immigrants.

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Dedication

This doctoral dissertation is dedicated to the beloved memory of my Kindergarten teacher Ms. Ogive Jasmin Saint Jean who had taught me the French alphabet, which is the primary academic language I learned to read and write as a little boy. I also dedicate this dissertation to the beloved memory of my aunt, Euphaïnette Louis Saint Jean, who paid for my elementary school, as she was my guardian even before my biological mother and father. Beyond that, I specifically wish to dedicate this dissertation to my adoptive mother, Lisette Abraham, who introduced me to a northeastern university in New York in New York. Lisette Abraham is a retired registered nurse who had dedicated more than 35 years of service to the sick, specifically at the Terrence Cardinal Cook Hospital on Fifth Avenue in New York. I also want to dedicate this dissertation to my unforgettable Professor and editor, Barbara Benjamin. She is the Founding Director of the Center for Christ Conscious Leadership, where I have spiritually learned so much. Ms. Benjamin is also a well-known author, with more than a dozen published articles and books, including two poetry books nominated for the Pulitzer Prize. This dissertation is also dedicated to Professor Eileen McMahon, who has tutored me in the English language over my years at Mercy College.

Above all, it is my great pleasure to also dedicate this dissertation to all the sincere and gifted undocumented Hispanic college students who have come to this country in the quest for better opportunity. May this study serve as a facilitator to advance dialog between them and those in government who shape immigration policy.

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Table of Contents

List of Tables

Chapter 1: Introduction

Overview

In recent years, Hispanic college students in the United States have demonstrated an increase in acculturation (Bhattacharya & Schoppelrey, 2014). One area of neglect that was especially evident concerns the relationship between acculturation and adaptive functioning. There is a pressing need to understand how adaptive functioning affects the acculturation process of Hispanic college students immigrating to the United States, because difficulties with acculturation carries a large number of psychological challenges, and the negative impact on their acculturative stress levels. A large body of literature documents the negative effects acculturative stress has on the mental health of the undocumented Hispanic population in general (Rogler, L. H., Cortes, D. E., & Malgady, R. G. , 2014), and some literature has emphasized the effects of such challenges on acculturative stress levels of undocumented Hispanic college students.

The diversity of the college population in the United States varies greatly in terms of not only the country of origin but also race, ethnicity, educational status, and age of migration (Gonzalez, Tarraf, Whitfield, & Vega, 2012). As a group, undocumented Hispanic college students are often overlooked within the broader immigrant community and omitted from studies on students' mental health (Currie & Mark, 2012). The term acculturative stress mainly applies to people who move from their culture of origin toward another culture (Berry, Kim, Minde, & Mok, 2013). Berry et al. (2013) also described acculturative stress for undocumented Hispanic college students as the degree to which ethnic-cultural minorities contribute to their cultural backgrounds, way of

living, attitudes, and practices of their own culture versus those of the governing culture. Acculturative stress levels are likely to increase during the adjustment progression (Gee, Ro, Gavin, & Takeuchi, 2013). Otherwise, acculturative stress refers to the disturbing response triggered by a person's judgment of specific conditions or situation occurring in the course of their lives (Gee, Ro, Gavin, & Takeuchi, 2013). These circumstances, usually called life-challenges, may evoke different levels of acculturative stress based on how the person evaluates them (Dhont, Van Hiel, Christ, Asbrock, & Onraet, 2014).

Undocumented Hispanic college students face barriers to participation in all aspects of society due to their legal status. Thus, they may be denied integration into middle or upper social strata, as well as opportunities to socially, economically, and politically mobilize and organize (Jackson, Knight, & Rafferty, 2014). In addition, undocumented Hispanic college students may be regularly reminded of their legal status when engaged in the regular tasks of daily life. This drawback may affect them socially and emotionally, as they feel unwelcome, rejected, hopeless, and without control of their situation (Van Acker & Vanbeselaere, 2013).

The rising number of Hispanic college students in the United States over the past several decades has resulted in a need to better understand the factors that contribute to acculturative stress. A survey by the Center for Disease Control (CDC;2013) reported that undocumented Hispanic college students were more likely to feel sad and hopeless (36.3 %), to seriously consider suicide (15.9%), and to attempt suicide (10.2%) than white (26.2%, 14.0%, and 5.6%, respectively) and African-American students (29.2%, 13.2%, and 7.7%).

Adapting to life in the United States involves but is not limited to learning a new language, experiencing discrimination, adjusting to social norms, struggling with ethnic identity and culture, and the feeling of alienation (Shook & Clay, 2013). Undocumented Hispanic college students may be at risk of developing acculturative stress because of the added burden of having to navigate between and adapt to different cultures (Falcon & Tucker, 2013). This pattern, termed the immigrant paradox, suggests that, for undocumented Hispanic college students, spending more time in the United States is associated with acculturative stress (Falcon & Tucker, 2013).

Coping strategies are needed, since acculturative stress has the potential to impact one's life and one's unique way of living (Falcon & Tucker, 2013). In addition, it is important to discuss the future implications of acculturative stress and adaptation levels and how to effectively develop strategic plans reducing acculturative stress and improving adaptation. Consequently, Watson, D., & Naragon-Gainey, K. (2010) explained how levels of adaptability with documented versus undocumented Hispanic college students can be explained with factors, such as (a) working well with diverse others; (b) becoming frustrated when things are unpredictable; (c) H enjoying learning about cultures other than their own; and (d) believing it is important to be flexible when dealing with others in an emergency situation (p. 58).

This study is necessary to clarify how undocumented Hispanic college students could be better integrated into the academic and social domains of their college campuses. The development of Hispanic college student empowerment through the establishment of student-initiated retention projects and the support of institutional agents

have been proposed as a more meaningful goal to increase the integration of undocumented Hispanic college students into the higher educational system and to give them a sense of belonging (Rogler, 2013). The issue is all the more significant because Hispanics are the largest and fastest growing immigrant group in the United States. As of the 2010 Census, Hispanics comprised nearly 14% of U.S. illegal residents (Marrota & Garcia, 2013). Moreover, since 2009, one in every two individuals added to the population has been Hispanic (Huntington, 2012). Hispanic college students are also a young population, with nearly 40% under the age of 20 (Ramirez, 2012). As a result, predictors and indices of acculturative stress among undocumented Hispanic college students are important to study.

However, policy changes resulting from the 2016 U.S. presidential election continued to affect undocumented Hispanic college students. An extract from the Human Rights Watch (2017) explained how Trump's new immigration policy seemed to worsen acculturative stress issue for undocumented immigrants. In addition, concerns about documentation status, sexual orientation, lodging, employment, health coverage, and unlawful prosecution amplify the chances of burnout on the part of these undocumented college students (Human Rights Watch 2017, p. 27). The deportation of undocumented immigrants—in particular Mexican and other Central and South American individuals— has also become prevalent. In light of this, Ward, C., Fox, S., Wilson, J., Stuart, J., & Kus, L. (2014). have warned that many undocumented Hispanic college students do not feel safe enough, or adequately equipped, to express their needs and desires. Independently or in concert, these situations may create additional acculturative stress.

McDermott (2017) explained how the Trump administration is preparing for nation-wide deportation efforts, and people entering the country—even in some cases American citizens—have already been subjected to greater scrutiny. Both undocumented and documented foreign nationals must be more cautious in their daily lives than they have had to be for many years McDermott (2017). The author continues, despite the president's many assurances that he was only interested in deporting immigrants with criminal records, it was reported that roughly half of all immigrants taken into custody since the presidential inauguration had committed only traffic offences or had no criminal record at all (p. 4).

Clearly, there are reasons for undocumented Hispanic college students to experience acculturative stress; despite the gains made since the civil rights movement, anti-immigrant sentiment continues to be prevalent on college campuses, albeit, in more subtle forms (Jessor et al., 2013). Undocumented Hispanic college students are aware of, and may be negatively influenced by, the stigma placed on their intellectual abilities by others (Vela et al., 2014), and prejudice is a stressor with negative psychological effects on undocumented Hispanic college students (Lent, R. W., Lopez, A. M., Lopez, F. G., & Sheu, H. B. ,2014). Against this backdrop, it is not surprising that undocumented Hispanic college students would experience higher level of acculturative stress compared to their documented counterparts. However, due to the likelihood of undocumented Hispanic college students being more vulnerable to experience acculturative stressors, it is important to understand which form of adaptive behaviors is present and available for them when experiencing these stressors.

It is important to study Hispanic college students' level of adaptation in order to determine how they enjoy the variety of learning experiences that come from working with people of different backgrounds; whether or not one can make excellent decisions in times of crisis; whether or not one can think clearly in times of urgency; whether or not one is an innovative person (Cordova & Cervantes, 2012).

In terms of social change, the results of this study provide information to support future research and intervention programs increase graduation rates and decrease academic problems among undocumented students, and can support encouraging students in learning academic resilience, how to seek help, how to develop peer relationships, how to manage academic stressors how to participate in multiple social groups, and how to overcome environmental stressors. It is also beneficial to both undocumented and documented Hispanic college students, as well as helping the people working with them to understand their problems and address them.

Following this introduction, the first chapter contains background information on the study. Chapter 2 will include a literature review of current scholarship on acculturative stress; the effect adaptation has on acculturative stress among Hispanic populations and Hispanic college students in the United States.

Background

Since 2000, the United States has accepted approximately 1 million legal immigrants per year; thus, this country is a most opportune place to study certain migratory processes as well as the psychological effects of immigration (Harris, Firestone, & Vega, 2012). More specifically, the experience of migrants moving to a

sociocultural system different from their own provides researchers with the opportunity of studying fundamental processes of adaptation. Since 2011, Hispanics have been the largest ethnic minority in the United States, accounting for 53.3 million people, or 17% of the population (U.S. Census Bureau, 2013). Of Hispanics in the United States, an estimated 8 million are undocumented residents (Harris et al., 2012). Although they account for a significant portion of the immigrant population in the United States, little is known about the acculturative stress of undocumented Hispanic college students. It is important to evaluate the levels of acculturative stress of undocumented Hispanic college students compared with their documented counterparts.

Undocumented college students in the United States face concerns over deportation and immigration status. Over the past decade, the United States has been aggressive in the deportation of undocumented immigrants (Salgado de Snyder, Cervantes, & Padilla, 2013). A deportation for undocumented Hispanic college students could create family separation or compel deported college students to leave other relatives and peers (Barrett & Turner, 2015). These forced separations are associated with mental health problems, including acculturative stress for the displaced undocumented college students (Iwamoto & Liu, 2014).

Because some of the Hispanic undocumented college students feel compelled to remain undetected, these students may be limited in their opportunities for upward mobility (Abrego & Roberto, 2012). These opportunities include reduced access to medical benefits, poor mental health, and housing disadvantages in neighborhoods with less adequate schooling systems (Mena, Padilla, & Maldonado, 2012).

Moreover, given their fear of deportation, undocumented college students may avoid any contact with the justice system (Guarnaccia, Canino, Rubio-Stipec, & Bravo, 2013). Undocumented students who commit a legal offense are accountable for their actions under the regulations of the U.S. Government Accountability Office (GAO), as well as the federal task force designated to review U.S. Immigration and Customs.

Another important factor that is likely to affect undocumented Hispanic college students' acculturative stress and level of adaptation is the limited Deferred Action for Childhood Arrivals (DACA) deal. Undocumented Hispanic college students are facing serious challenges when it comes to the DACA deal (Verbruggen, 2017). Verbruggen (2017) explained how the DACA policy allowed some individuals who entered the country as minors, and had either entered or remained in the country illegally, to receive a renewable 2-year period of deferred action from deportation and to be eligible for a work permit (p. 13). However, recently, President Trump seemed to be determined to terminate the DACA program. While the government tends to still respect the current DACA deal, expired work permits prior to March 5, 2018 will be able to renew for the very last time (Verbruggen 2017) . From then on, permits will come to an end unless U.S. Congress makes another decision (Verbruggen 2017).

On the other hand, DACA's relationship with adapting to acculturative stressors stems from those who are born in the country from undocumented parents. This study provides information that could be used to develop tools to successfully adapt and succeed in academic and social settings. Removing DACA may just add on to the external and internal stressors related to acculturative stress (Verbruggen 2017) .

Consequently, ' David (2016) explained how the new DACA deal introduced unanticipated challenges, including greater impacts of policy changes on college educated students. Those with work permits will not have them renewed and their parents will not be made eligible for green cards (David 2016) .

There is a gap in academic knowledge regarding acculturative stress among undocumented Hispanic college students. There is a gap in academic knowledge regarding acculturative stress among undocumented Hispanic college students. The gap mainly pertains to the lack of research exploring the role adaptation has on acculturative stress and well being (Kou, 2014). Little to no research has been conducted on the effect of different domains of adaptive function on acculturative stress among documented and undocumented college students. This study is necessary to clarify how undocumented Hispanic college students could be better integrated into the academic and social domains of their college campuses. It also helps determining if differences in acculturative stress between both groups are due to differences in adaptive functioning. Information from this investigation can be used to further support undocumented college students by promoting different venues of adaptation, which may result in more positive outcomes in dealing with acculturative stress and all the psychological symptoms associated with high levels of acculturative stress.

According to a recent report, 72% of Hispanic college students in the United States are considered legal immigrants; this number includes naturalized citizens (37%), legal permanent resident aliens, including refugees and those granted asylum (31%), and legal temporary migrants (4%) (Constantine, Okazaki, & Utsey, 2014). The remaining

28% of U.S. college students are *unauthorized aliens*, a group largely made up of individuals who entered the country without legal documents or who did not depart in accordance with authorized limits (Constantine, Okazaki, & Utsey, 2014).. In this study, the terms unauthorized, undocumented, without documentation, and without authorization are used interchangeably.

Hispanic college students are considered undocumented when they have no proof that they are U.S. citizens, (for example, a birth certificate), no proof that they are legal permanent residents, or lack even a temporary visa (Constantine, Okazaki, & Utsey, 2014). Mental health issues of undocumented Hispanic college students are a topic of concern, debate, and vitriol in U.S. educational and political arenas (Dawson, 2012). Yamada, Valle, Barrio, and Jeste (2014) argued that, from a multicultural standpoint, emigrating from another country is likely to involve some sort of adaptation process for those emigrating. This process may generate constant worries when immigrants are presented with both pressure and opportunities related to educational and personal characteristics in the new country (Dawson, 2012). Acculturative stress is not necessarily negative; it may also be a positive force that enhances an undocumented Hispanic college student's psychological functioning (Dawson, 2012). The outcome depends on a number of factors influencing the relation between acculturation and mental health, including acculturation attitudes, cultural maintenance, acculturative experience, and values (Bourhis, Moise, Perreault, & Senecal, 2015).

In any case, the previous government seems to have given more latitude to undocumented Hispanic college students. It is indicated that in November 2014,

President Obama announced his intention to expand DACA to cover additional undocumented Hispanic college students (David, 2016. But multiple states immediately sued to prevent the expansion, which was ultimately blocked by the courts (David, 2016). In addition, the DACA policy was rescinded by the Trump administration on September 5, 2017, but full implementation of the rescission was delayed 6 months to give Congress time to decide how to deal with the population that was previously eligible under the policy (David, 2016, p. 127).

Acculturated undocumented Hispanic college students who interact with both their ethnic community and the dominant group tend to show lower levels of acculturative stress (Cervantes, Padilla, & Salgado de Snyver, 1991). Cathy and Gabriel (2012) acknowledged a relationship between personal values and acculturative stress levels; individuals migrating to the United States and holding individualistic values showed a lower level of acculturative stress.

Acculturative stress among undocumented Hispanic college students has multiple contributors and cannot be attributed to the state of acculturation alone. Finch, Hummer, Kolody, and Vega (2012) suggested that, beyond the effects of acculturation, cultural heritage, ethnic pride and identity, and interethnic interaction influenced acculturative stress among undocumented Hispanic college students. Overall, undocumented immigrants arriving in the United States participate in the American educational system, but they often face greater barriers to their educational achievement and vocational success than their documented counterparts Finch, Hummer, Kolody, and Vega (2012). Despite these daunting challenges, some undocumented Hispanic college students

succeed in their studies. Moreover, students who receive a temporary reprieve from deportation are likely to remain in the United States beyond college graduation (Ojeda, Castillo, Rosales Meza, & Piña-Watson, 2014).

Undocumented Hispanic college students may experience significant acculturative stress levels caused by racial profiling and other factors related to their life style. Acculturative stress of Hispanic college students comprises a risk factor for the symptoms of several mental disorders at rates similar to those of other immigrants to the United States (Boardman & Alexander, 2012). The outcome of acculturative stress depends on a number of factors which affect the relationship between acculturation attitudes, cultural maintenance, acculturative experience, and values (Currie & Mark, 2012). A study developed by Berzin and DeMarco (2013) found that the undocumented status of Hispanic college students could create a lifetime of hardship and a permanent underclass in a nation where education and social mobility are so highly interconnected that a college degree is considered to be the ticket to the middle class.

Another major obstacle affecting undocumented Hispanic college students is a lack of official identification. Having an identification card or a driver's license affords college students social opportunities, such as getting into a bar or ordering an alcoholic drink at a restaurant. Bhattacharya and Schoppelrey (2014). The simple fact of going out with friends can be nerve-wracking and stressful when Hispanic students cannot join their friends without worries, and most of these young college students often opt to remain at home, becoming increasingly socially isolated. Bhattacharya and Schoppelrey (2014).

Subsequently, the same authors conducted an interview study that demonstrated the effects of acculturative stress and the feelings of isolation experienced by undocumented Hispanic college students. One participant stated, "A lot of your friends want you to go out with them when you are in college, but you can't. You end up isolating yourself" (Bhattacharya & Schoppelrey, 2014, p. 6). Lacking identification also affects other aspects of daily life, including limited access to jobs, social services, loans, and lines of credit, which significantly limit upward social mobility (Gonzales, 2013).

Dramatic population increases among Latin American immigrants, the 2001 bombing of the World Trade Center, intense partisan disagreement regarding immigration reforms, anti-immigrant legislation in numerous states, the economic recession beginning in 2008, and an increased health-disparity burden have all affected numerous individuals and families and have significantly altered the nature, frequency, and intensity of culturally-based acculturation and acculturative stress events among undocumented Hispanic college students (APA Presidential Task Force on Immigration, 2012). Researchers have proposed that the everyday challenges related to being undocumented are likely to exacerbate immigration-based issues, resulting in the rise of the level of acculturative stress among undocumented Hispanic college students compared to students with a legal or documented status (Ward, Fox, Wilson, Stuart, & Kus, 2014).

Acculturative stress has been defined as a set of emotional distresses and internal conflicts experienced when an individual attempts to meet the demands of the host culture while retaining the values of the native culture (Lerner et al., 2015). Despite the

importance of understanding immigration status and acculturative stress levels among Hispanic college students, the current literature has not analyzed certain parameters such as, ethnic loyalty, suicidal thought, and/or anger (Cano, Castillo, Castro, de Dios, & Roncancio 2015). But this research focuses on the difference in acculturative stress between undocumented and undocumented Hispanic college students and how adaptation affects acculturative stress among Hispanic college students, not on mental health differences. Conjointly, Schwartz, Unger, Zamboanga, and Szapocznik (2013) expressed how acculturative stress was not relegated to the mental health issues findings (p. 65). Thus, this investigation was needed in order to provide competence in exploring how undocumented Hispanic college students adapt when they are experiencing acculturative stress while being a part of a college environment.

This investigation demonstrates the intensity and chronicity of acculturative stress events that can affect the lives of undocumented Hispanic college students. Specific to undocumented Hispanic college students, immigration-related stress and other life events, it is hypothesized that they are more likely to be predictive of higher acculturative stress levels (Dwight-Johnson, Ell, & Lee, 2014). Minorities report more exposure to chronic and acute stress than do non-Hispanic Whites (Dona & Berry, 2014). The effects of acculturative stress on undocumented Hispanic college students are multifaceted and not well understood. In any case, it represents a controversial position on this issue and should be framed as such. Stress from acculturation can lead to poor health and behavior and negative perceptions (Cordova & Cervantes, 2012).

Due to the numerous barriers undocumented Hispanic individuals have to face compared to their documented counterparts and based on research showing that acculturative stress has been associated with negative mental health symptoms among Hispanic populations. There is also a need to focus on levels of adaptability in order to determine Hispanic college students' skills, ability and/or motivation to adjustment. Despite the extensive literature on the association between acculturative stress and mental health, there has not been much literature focusing on how the effect of acculturative stress on Hispanic populations can change or the variety of changes possible with different forms of adaptive functioning

Focusing on adaptation to acculturative stress helps better explain the phenomena between acculturative stress and mental health. Adaptability can be defined as an individual's ability, skill, disposition, willingness, and/or motivation to change or adjust to different tasks and environments (Ployhart & Bliese, 2006). Adaptability has been shown to result in better outcomes when dealing with problems and is positively associated with psychological well being (Maggior, Johnston, Kringss, Massoudi, & Rossier, 2013).

Adaptability is important when looking into acculturative stress since acculturative stress can be caused from poorly adapting to different cultures and social settings different from one's native background (Shook & Clay, 2013). Research has shown that high active coping can weaken the effect acculturative stress has on negative mental health symptoms, such as anxiety and depression among Hispanic adults (Crokett et al., 2007; Driscoll & Torres, 2013, Toress, 2010). Adapting to acculturative stressors

such as English language comprehension and assimilating into American culture using high active coping resulted in experiencing fewer negative mental health symptoms due to the acculturative stressors (Toress, 2010). However, possessing low active coping skills has been shown to increase the effect acculturative stress has on mental health symptoms among Hispanic adults (Driscoll & Torress, 2013). Despite research focusing on active coping as a medium toward adapting to acculturative stressors among the Hispanic population, there is little to no research on the effect on different types of adaptive behaviors on acculturative stress among documented and undocumented Hispanic college students. There has also been a lack of research determining if there is a difference in adaptation among the Hispanic population based on documentation status (documented vs. undocumented students). This investigation focused on determining if there is a difference in the various types of adaptive functioning between documented and undocumented Hispanic college students in order to better explain the difference in acculturative stress between both groups.

Problem Statement

The United States Department of Health and Human Services (2013) estimated that by 2050, one quarter of the U.S. population will be Hispanic (. The number of Hispanic college students in college has greatly risen from 867, 000 in 2001 to 1.4 million in 2011, an increase of 75% (American Council of Education, 2009). It is deemed appropriate to study acculturative stress conjointly to adaptability. Consequently, Mena et al., (2015) explained how acculturation is an adaptive process of cultural adjustment that takes undocumented Hispanic college students through several different phases changing

his/her conditions of life. Conflict often arises for undocumented Hispanic college students in their efforts to resolve or minimize their cultural differences (p. 207). An important aspect that is likely to influence Hispanic college students' graduation rates is acculturative stress. Based on their level of adaptation, acculturative stress may impair undocumented Hispanic college students' academic performance (Gil & Vega, 2013), resulting in higher withdrawal rates. A study revealed that undocumented Hispanic college students experience substantial levels of acculturative stress, reporting higher levels of academic, financial, and personal stress than their documented counterparts (Schwartz et al., 2013). Although much of the acculturative stress burden relates to financial problems and insufficient academic preparation, undocumented Hispanic college students often experience acculturative stress and stressors related to their minority status (Sanchez, Medeiros, & Sanchez-Yougman, 2012). Indeed, a deeper understanding of the factors contributing to the low retention and completion rates among Hispanic students would help institutions of higher education to better serve and support this population. Despite the likely psychological toll of acculturative stress, few studies examine the acculturative stress adaptation function among undocumented versus documented Hispanic college students.

Purpose of the Study

The purpose of this quantitative research study using an ex post fact/ correlational design study was to look at the levels of acculturative stress and adaptability among undocumented Hispanic college students compared to their counterparts with legal status. One of the empirical studies on acculturative stress among Hispanic college students has

shown that acculturative stress among Hispanic college students is worthy of

consideration, as it differs from stressors encountered by other groups of college students.

Undocumented Hispanic college students possibly experience unique stressors, for

instance, pressure related to their ethnic background and their specific life style. For

undocumented Hispanic college students'salient stressors comprise risk factors for the

symptoms of several mental disorders at rates similar to other immigrants (Currie &

Mark, 2012). Furthermore, Anduaga (2014) argued that although many undocumented

Hispanic college studentshave adapted to American traditions, the levels of this

adaptation vary greatly for different students. Previous researchers have claimed that

acculturative stress levels are also exacerbated by the absence of general public support

and the decline in church support that sequentially may be seen as the cost of

undocumented Hispanic college students' acculturative stress (Berry et al., 2013).

Despite the potential importance of assessing undocumented Hispanic college students

for acculturative stress levels, they have not been methodically evaluated with

corresponding consideration of some vital factors including general construct validity.

The purpose of this investigation, therefore, is to correct this breach by using a sample of

undocumented and documented Hispanic college students. The predictor variables in this

study will be the different domains of adaptation among undocumented versus

documented Hispanic college students. The criterion variables were the level of

acculturative stress as measured by the social, attitudinal, familial and educational or the

SAFE assessment and adaptive functioning measured by the Individual Adaptability

Measure (I-Adapt-M).

Research Questions and Hypotheses

This investigation focuses on two principal research questions:

RQ1: To what extent do the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) predict the levels of acculturative stress among documented and undocumented college students?

$H_0$1: No domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) individually or in combination significantly predict levels of acculturative stress among documented and undocumented college students.

H_a1: At least one domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) significantly predicts acculturative stress among documented and undocumented college students.

RQ2: To what extent do the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) predict immigration status among Hispanic college students?"

$H_0$2: None of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

H_a2: At least one of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

In order to assess documentation status, I used a demographic questionnaire surveys identifying participants via confidential subject numbers. Participants were asked to provide information on race, gender, country of origin, age, and documentation status. A self-administered questionnaire containing the most recent version of the SAFE scale has been used to determine the acculturative stress among Latino college students. The questionnaire contains 21 items in Likert scale 5-point response format. The (I-Adapt-M is a 55-item self-administered questionnaire which measures eight domains of adaptive functioning among Hispanic college students.

As per the G*Power analysis results (see Faul, Erdfelder, Buchner, & Lang, 2007), all statistical tests for this study has been conducted at an alpha of significance at .05 and a power of .80. For a logistic regression, the minimal sample size needed is 149 participants at the .05 level of significance and the power of .80. For the multiple linear regressions with eight predictors, the minimal sample size needed at an effect size of .15 is 109 participants at the .05 level of significance and the power of .80. The minimal sample size for the study is at least 150 participants. This study used 75 documented Hispanic college students and 75 undocumented Hispanic college students. The data analysis report is attached in Appendix C.

Theoretical and Conceptual Framework

Acculturative stress for undocumented Hispanic college students concerns the degree to which race and cultural background contribute to the values, way of thinking, and practices of the home culture compared to the one they are currently experiencing and trying to adapt (Zick et al., 2012). All the problems that take place during this time of

adjustment represent the rise of acculturative stress (Carter, 2014). Currently, acculturative stress is characterized by the emotions generated by an immigrant's particular experience of incidents and situations in his or her life. Everyday life circumstances, called stressors, can elevate unusual acculturative stress levels, depending on how undocumented Hispanic college students experience them (Broadman, Erdmann, Lorge, Gershenson, & Wolf, 2013).

The social cognitive career theory (SCCT) has three components that are closely interrelated: self-efficacy beliefs, outcome expectations, and goals (Gil & Vega, 2013). Self-efficacy specifically refers to a person's own values and beliefs and the ability to take action and to execute specific tasks based on his/her aptitude (Gil & Vega, 2013). In contrast to overall self-esteem or confidence, a self-efficacy perspective is relatively dynamic (i.e., interchangeable) and is explicit to specific action areas. Individuals are different in their self-efficacy with respect to the performance necessary in dissimilar work-related fields (Gil & Vega, 2013). In the light of this, Albert and Luzzo (2012) also clarified the relationship between acculturative stress levels and SCCT's environmental hypotheses. It was determined that, through the process of inner and peripheral features, an undocumented immigrant may control his/her frustrations based on a mixture of both cognitive methods and environmental function (Swanson & Daniel, 2013). From a therapeutic standpoint, SCCT opens doors to more opportunity for treatment while leading an immigrant to complete healing from acculturative stress. For undocumented Hispanic college students who are aware of their own potentials, it gives them optimism and the guarantee that in the course of life their situation may have

changed at any moment and they will become healthier and happier (Swanson & Daniel, 2013). This theory specifically was used in a previous study as a framework to address the career goals of immigrants. For example, undocumented Hispanic college students may be exposed to monetary problems or discrimination that they had not anticipated when setting the goal to attend college (Swanson & Daniel, 2013). SCCT represents a relatively new effort to understand the processes through which undocumented immigrants form interests, make choices, and achieve varying levels of success in educational and occupational pursuits (Lent, Lopez, Lopez, & Sheu 2014). Anchored in Bandura's (2012) general social cognitive career theory, SCCT focuses on several cognitive-person variables (e.g., self-efficacy, outcome expectations, and goals). SCCT also highlights how these variables interact with other aspects of an undocumented Hispanic college student and his or her environment, for instance, gender, ethnicity, social supports, and barriers to helping to shape the course of career development. Consequently, Bandura (2014) warned on how social cognitive career theory (SCCT) must be taken in account when it comes to examining interaction between acculturative stress and undocumented status. SCCT is an important tool for undocumented Hispanic college students to improve enthusiasm to perform and set greater ambitions for themselves (Bandura 2014). Its relevance can be explained with the clarification of interdependencies between the different variables at play Bandura (2014). Social cognitive theory help understand how undocumented Hispanic college students think, feel, and operate. This is a major tool to for understanding optimistic versus pessimistic view about academic performance, competences, and accomplishments Bandura (2014).

.   The relation between SCCT and adaptation stems from college students'
academic self-efficacy and interest in their academic discipline were positively associated
with coping and adapting towards barriers related to their academic discipline (Lent et al.,
2008). Mejia-Smith and Gushue (2017) found that Latino college students with higher
believe towards one's own ability in completing career-decision making task possessed
higher confidence in dealing with obstacles related to their academic and career
development and perceived academic and career barriers as less difficult obstacles.
However, this finding does not explain how Hispanic college student's self-efficacy and
coping ability applies to other domains outside of academics and careers. The current
investigation explored how different forms of adaptive functioning affects acculturative
between both documented and undocumented college students.

Nature of the Study

The nature of the study is quantitative with an ex-post facto/ correlational design
using survey methodology to categorize Hispanic college students based on their
immigration status. Subsequently, the study's predictor variables were the domains of
adaptation of Hispanic college students. A logistic regression, when the independent
variable is a binary, was conducted to determine if immigration status can predict
adaptation levels. Then, a multiple linear regression was conducted to determine if the
different domains of adaptation can predict acculturative stress among the Hispanic
college students. The students' level of acculturative stress was measured to determine if
there is a significant difference in the acculturative stress level between documented and
undocumented Latino college students. Adaptive functioning has been measured to

determine the effective or the severity in which Hispanic college students experience acculturative stress. Finch, Hummer, Kolody, and Vega (2012), noted that, given Hispanics were predicted to become the largest minority group in the United States by the year 2050, this population would continue to confront serious obstacles as they attempt to participate in economic and educational opportunities offered by the dominant culture. Today, there are many sources of information regarding experimental researches investigating acculturative stress within the Hispanic population, highlighting the complexity of acculturative stress for undocumented Hispanic college students (Boardman & Alexander, 2012). The level of acculturative stress among undocumented Hispanic college students has also been measured using the SAFE, a 24-items Likert-scale test applied in prior studies. The SAFE evaluates acculturative stress in social, attitudinal, familial, and environmental perspectives, as well as alleged discrimination (Tran, Lee, & Burgess, 2014).

Participants in this study have completed a self-administered questionnaire containing the short version of the psychometric properties of the SAFE acculturative stress scale (see Boardman & Alexander, 2012) and the I-Adapt-M (see Ployhart & Bliese, 2006). The SAFE assessment has been used to determine the acculturative stress among Hispanic college students. The SAFE measures four aspects of acculturative stress: social, attitudinal, family, and environment. The questionnaire surveys contain 24 items in Likert 5-point response format. The I-ADAPT-M questionnaire surveys have been used to determine the different domains of adaptive functioning among Hispanic

college students. This questionnaire contains 55 items. I used the sample size calculation method developed by Faul et al. (2009).

I performed a series of multiple linear regressions to determine the predictive nature different domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) has on instrumental/environmental, social/interpersonal, and societal sources of acculturative stress. Then, a binary logistic regression was used to determine if different adaptation levels can predict a student's documentation status. An α of .05 level of significance has been used throughout to conduct analyses to determine whether the null hypothesis will be rejected. The study's participants were chosen from three campuses at a university in the northeastern areas in the Bronx, New York , chosen due to the significant number of Hispanic college students in these areas.

Data have been collected from three campuses at a northeast university. It was clearly stated to the participants that I am a doctoral student at Walden, and this investigation had minimal anticipated risks so that revealing their documentation status did not place them at risk of deportation. Indeed, data have been presented collectively, and participants have remained anonymous and could not be identified from the results. Overall, there were minimal risks, no compensation, or benefits to the study's participants.

Participants were provided a cover letter with a consent letter with a clear explanation on the aims of the study, and they were free to participate or not to participate in the study. Filling out and returning the questionnaires constituted consent.

Since the questionnaire surveys did not contain any identifying information, in order for participants to exit the study, they have been asked to keep the cover letter previously given with the questionnaire surveys. This cover letter contains all the necessary instructions on who to contact if participants have any questions or concerns that arise after completing the study. All data analysis have been conducted using IBM SPSS 23.

Definitions of Key Terms

Acculturation: The consequences of the acculturation process which can be psychological (internal adjustment, well being) and behavioral (external adjustment, doing well) (citation). From this current perspective, acculturative stress is presumed to be part of psychological adjustment and is believed to be affected by acculturation conditions and orientations (Salgado, 2007).

Acculturation Attitudes: Refers to acculturation preferences that are believed to be mostly related to acculturation orientations (Martin, 2007).

Acculturation Conditions: The resources behind the acculturation process (Ward, 2004). Antecedent conditions can include factors such as perceived discrimination, personality, and situational context (Ward, 2004).

Acculturation Orientations: Acculturation strategies and styles Mediators in the acculturation process, such as cultural maintenance vs. cultural adaptation, or integration, marginalization, separation, and assimilation (Ward, 2004).

Acculturative Stress: Stress associated with shifting from the culture of origin towards a new culture (Joiner & Walker, 2002).

Adaptability: An individual's ability, skill, disposition, willingness, and/or motivation to change or adjust to different tasks and environments (Ployhart & Bliese, 2006).

Assimilation Mode: This theory sees immigrants becoming more similar over time in norms, values, behaviors, and characteristics (Julius, 2006).This theory also expects those immigrants residing the longest in the host population, as well as the members of later generations, to show greater similarities with the majority group than immigrants who have spent less time in the host society (Julius, 2006).

Buffer Effects: The observation that people who feel supported by others feel less stress (Hohen & Hoberman, 2002). For instance, if a person knows there is someone to support them and there is someone with whom they can talk things through, stressful situations are more tolerable (Hohen & Hoberman, 2002).

Documentation Status: When the U.S. Department of Homeland Security allows those who have applied or petitioned for an immigration benefit to check the status of their case online (Salgado, 2007).

Dimensionality: The unidimensional (individual either maintains the ethnic culture or adopts the dominant culture) and/or bidimensional (individual may, both maintain the ethnic culture and adopt the dominant culture, depending on the context) conceptual models (Salgado, 2007).

Documented College Students Status: The citizens and permanent residents called green card holders of the United Sates through the family-based Green Card process

(Salgado, 2007). Eligible family members include spouses, parents, children, and siblings (Salgado, 2007).

Hispanic Immigrants: A term used in the United States for people who were born in Central or South America or who are descendants of people born in those regions. Hispanic immigrants come from many countries, including Mexico, Guatemala, El Salvador, Honduras, Puerto Rico, Peru, Argentina, Colombia, Brazil and Venezuela (Sciarra, 2001).

Legal Status: Possessing a legal status means a person is authorized to enter and remain in a country as a temporary or permanent resident under the Immigration and Refugee Protection Act (Salgado, 2002).

Marginalization Mode: The process by which people adjust to contact with a culture other than their own (Berry, 2011).

SAFE: An instrument measuring acculturative stress in four contexts: Social, attitudinal, and environmental acculturative stress (Hovey & King, 1996). The SAFE scale is a reliable and valid measure of the acculturation stress of Hispanic college students (Hovey & King, 1996). The original scale contains 36 items addressing stress-related themes, such as fear, perceived discrimination, culture shock, guilt, and homesickness (Hovey & King, 1996).

Separation Mode: A data element in the National Hospital Morbidity Database that categorizes separations in terms of either death or destination of patients after discharge from hospital (Weinheim, 2015).

Social Identity: A person's sense of who they are based on their group membership(s) (Tajfel, 2008).

Undocumented College Student Status: The status of a foreign-born college student who lacks the right to be in the United States, having both entered without inspection (and not subsequently obtained any right to remain) and stayed beyond the expiration date of a visa or other status (Weaver, 2003).

Assumptions

This study is based on the following assumptions:

- SAFE represents a valid instrument for determining the level of acculturative stress among undocumented Hispanic college students when compared to their documented counterparts (Ortega, Rosenheck, Alegria, & Desai, 2012).

- Undocumented Hispanic college students' exposure to prejudice is understood as being treated unjustly because of their ethnic or cultural backgrounds. Therefore, exposure to discrimination may depend on their own core beliefs and interpretations of each situation. For instance, the occurrence of gender role divergence indicates that men from the principal cultural group are likely to be less emotional than women and may handle situations with more self-control. The concept of masculinity in the United States ascribes to men the ownership of specific characteristics, such as assertiveness, authority, management, objectivity, and self-control (O'Neil, 2015).

- Acculturative stress measures are systematically reviewed based on three criteria: scale descriptors (name of the scale, authors, year, target group, age group,

subscales, and number of items), psychometric properties (reliabilities), and conceptual and theoretical structure (O'Neil, 2015). Regarding the psychometric properties, most measures are assumed to have an adequate internal consistency (O'Neil, 2015). The chosen stress scale is assumed to be consistently reliable for use with our Hispanic college students' population sample.

- Data have been collected from both documented and undocumented college students. It is assumed that the information collected is authentic and accurate.

Scope and Delimitations

Scope

The scope of this investigation was to understand the difference between general stress, adaptability, and acculturative stress between documented versus undocumented Hispanic college students. While typically focusing on Hispanic college students, I also sought to understand how the effect is different based on cultural particularity because Hispanic college students are coming from different areas, such as Central or South America. In addition, they are coming from various countries, including Mexico, Cuba, El Salvador, Guatemala, Honduras, Puerto-Rico, Peru, Argentina, Columbia, Brazil, Venezuela, and others. This variety reveals itself based on the fact that survey respondents may not have same opinions about the concerns being addressed. Information collected from documented and undocumented Hispanic college students may differ in regard to each participant's point of view, so the information may produce different outcomes. For this investigation, I recruited 165 Hispanic college students who were invited to participate in a cover letter, followed by questionnaire surveys. College

students who are not of Hispanic descent were not incorporated in this investigation as statistical resources. There was no effort to measure the time frame for administering the survey to determine whether or not it has any effect on the responses received. Cultural differences were not assessed. Additionally, consideration was not given to extrafamilial and intrafamilial acculturative stress. Lastly, stress related to moving from the culture of origin to a new culture has not been explicitly evaluated.

Delimitations

In contrast to previous studies concerning undocumented Hispanic college students, the research design implemented for this study had no control over what may be called generational disparity among undocumented Hispanic college students. Largely, my goal was to assess acculturative stress and adaptation levels through questionnaire surveys. Based on the limited literature accessible, problems related to being undocumented possibly will deepen immigration connected challenges, such as language barriers, cultural differences, and separation from family, which may, in turn, result in increased levels of acculturative stress among undocumented Hispanic college students in comparison to their documented counterparts (Ortega, Rosenheck, Alegria, & Desai, 2012). In addition, in most cases it is complicated to request that Hispanic college students speak about their documentation status, which would be likely to provoke trust issues and affect their participation rates.

<div align="center">

Limitations

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Since this project used an ex-post facto, cross sectional design, students may have been inclined to lie about their documentation status due to fear of not wanting to be

ousted as undocumented immigrants. Though their information was kept confidential, they may have been lead by fear due to the anti-immigrant atmosphere of intolerance created by Trump. There may also have been a language barrier for some undocumented Hispanic college students as they read the questionnaire surveys. This second factor may be the primary cause of errors. In light of this error, the questionnaire surveys were also adapted into Spanish so participation can be accessible to individuals with English language barriers. In addition, using data solely from Hispanic college students in the Bronx area of New York may also limit the generalizability of findings. Many other factors obstruct the generalizibility of this investigation and get in the way with the detailed explanation of the results. For instance, those from Cuba are not under the same immigration laws. As per the status of political refugee, Cubans are automatically qualified for legal status upon their arrival to the United States (Sciarra, 2001). This is to say, the sampling is probably not as perfect as to reveal the acculturative stress and adaptability levels of the Hispanic college students across the country. In addition, research of such magnitude may require a larger sample

In order to address the limitations posed by these internal, external, construct validity, and confounding variables, this project has selected a convenient sample and information has been kept anonymous to avoid conflicts of interest. The sample consists of Hispanic college students from the Bronx, New York. However, it cannot be fully assumed that this sample has represented Hispanic college students all over the country. Study instruments and informed consent forms have also been provided in Spanish to reduce issues relating to language barriers among Hispanic populations.

Issues of External Validity

- A full study of acculturative and general stress on Hispanic college students includes a retrospective baseline assessment of the college students' level of psychological distress while in their home country. This baseline provides a helpful projection of the students' acculturative stress adjustment pattern. This study may also assess both the students' prearrival coping dispositions as well as the post-arrival perceived usefulness of their specific adaptation strategies. All of these factors may limit the generalizability of the results.

- This investigation depends on information collected from a wide variety of Hispanic college students, from diverse cultural backgrounds, since the term Hispanic immigrant is used in the United States to refer to people who were born in Central or South America, or who are descendants of people born in those regions. Hispanic immigrants come from many countries, including Mexico, Guatemala, El Salvador, Honduras, Puerto Rico, Peru, Argentina, Colombia, Brazil, and Venezuela (Sciarra, 2001). This diversity means that participants may not have consistent opinions about the situation. Information collected from documented and undocumented Hispanic college students may differ in regards to each participant's point of view, so the data may generate different outcomes.

Significance of the Study

The comparison of acculturative stress between undocumented and documented Hispanic college students has become a subject of attention and investigation, since there is a lack of understanding regarding the struggles experienced by Hispanic college

students and immigrants. This study promotes awareness of the everyday struggles and social challenges faced by undocumented Hispanic college students and how they manage to adapt or cope with acculturative stressors. The study may also be helpful in determining which specific coping and adaptive measures are most successful when dealing with acculturative stressors. This information is especially apparent for Hispanic college students. On a practical level, the results of this study may be helpful for government agencies to find better ways of integrating undocumented Hispanic college students into society as productive members. If they do not have a criminal history, they can be part of our educational and technological systems. Many of them have become proud members of this society, and are now Supreme Court judges, Senators, Governors, members of Congress, and more.

Implications for Social Change

This research provides an acceptable foundation for other studies relevant to acculturative stress and undocumented college students. I anticipated that this study may serve as a facilitator for advancing dialog and research about college students' immigration status and stress issues. In terms of social change, the findings from this study, clearly, provides some knowledge and understanding of the sources of stress among undocumented Hispanic college students, which are crucial for implementing stress reduction strategies, because stress may reduce motivation and decrease academic performance.

Summary

The experience of migrant Hispanics moving from a sociocultural system different from their own provides researchers with the opportunity of studying fundamental processes of acculturative stress. The contemporary growth of undocumented Hispanic college students has expanded such opportunities. Current research focuses on undocumented Hispanic college students from a variety of host Hispanic countries, such as Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish-speaking cultures, including Spain (Alegria et al., 2014). This project will serve as a resource for researchers seeking directions for further research on acculturative stress and for practitioners interested in enhancing services by understanding factors mediating acculturative stress and undocumented status.

Chapter 2 presents a review of the aforementioned literature and a comprehensive debate of acculturative stress and its effects among undocumented Hispanic college students. Chapter 3 presents the research methods proposed for this investigation, including research design and approach, setting and sample, instrumentation and materials, data collection and analysis procedures, and measures taken to protect the participants' rights.

Chapter 2: Literature Review

Research on undocumented Hispanic college students has increased substantially in recent years. Yet, these studies have neglected to integrate findings on or explore the relationship between acculturative stress and undocumented status (Bhui et al., 2015). Current statistics confirm there are approximately 47 million Hispanics in the United States and that undocumented Hispanics constitute about one-fifth (19%) of the Hispanic residents in the nation (Pew Hispanic Center, 2013). Social science studies have assessed the political and financial status of many undocumented Hispanic college students' population in the United States. However, the psychological implications of the experience of being undocumented as college students have received limited research consideration (Ojeda et al. 2014).

The process of adapting to the unfamiliar customs of a new culture often involves changes in values, behaviors, identity, and knowledge. Socioeconomic status, length of time in the host country, availability of parents and peer support, and the sociopolitical context of the receiving community have a significant effect on the acculturation experience of immigrants (Bloch, Neelman, & Aleomoni, 2014). Researchers showed a direct correlation between acculturative stress and poor mental health outcomes, such as depression and anxiety (Zick et al., 2012). The interplay of race and ethnicity with legal status presents additional and unique challenges for undocumented college students in their education pursuits. For instance, according to Thoman and Suris (2013), participants in their study reported that their past experiences of prejudice and discrimination

complicated their campus life, resulting in their unwillingness to seek advisement or

support for academic and financial issues (Thoman & Suris, 2013).

The literature review is divided into the following sections: (a) theoretical

framework on relevant acculturative stress theories, including the Acculturative Stress

Theory and the Social Cognitive Career Theory (SCCT), (b) review of acculturation and

psychological symptoms condition history with Hispanics, (c) and a study of the

dependent variable, that is to say the level of acculturative stress as a result of societal

challenges (d) research examining the effect adaptation has on acculturative stress among

Hispanic populations.

<div align="center">**Literature Search Strategy Review**</div>

The sources on the topic of student acculturation were accessed through the

Walden University library database, including PsychArticles, PsychInfo, EBSCO host,

ProQuest with Full Text, and SocINDEX with full text. The following key search words

were used: *active coping, acculturation attitudes, acculturation conditions, acculturation*

orientations, acculturation outcomes, acculturative stress adaption, assimilation mode,

AST (Acculturative Stress Theory), SCCT (Social Cognitive Career Theory), coping

strategies HaPI (Health and Psychosocial Instruments, PsycTESTS, marginalization

mode, buffer effects, college students, dimensionality, Hispanic college students,

Hispanic undocumented college students, Hispanic immigrants, legal status, SAFE

(Social Attitudinal Familial and Environmental), separation mode, undocumented status,

self-efficacy beliefs, outcome expectations, personal goals, and combinations thereof.

Articles were selected from the past 5 to 10 years.

The majority of scholarship focusing on acculturative stress in Hispanic college students was published after 2006. Many of these studies examine the topic in light of or in relation to mental health services, depression inventory, depression intervention, psychosocial impact of detention and deportation, gender and identity, psychological distress and help seeking, spirituality, work, health and discrimination, and challenges of immigration.

One assumption of recent scholarship is that acculturative stress lessens as the level of acculturation augments (Heeringa et al., 2014). Fundamental to this statement is the assumption that undocumented Hispanic college students experience greater levels of acculturative stress as they begin changing to another way of life in a new society and culture. As they become more integrated in that new society, their acculturative stress lessened. These studies connected issues such as speaking with a Spanish inflection or being incapable of conversing efficiently in English to heightened acculturative stress in the initial stages of living in the United States.

Other scholars suggested that acculturation is a continuing development which involves not only new undocumented Hispanic college students, but also subsequent generations (Masood, Okazaki, & Takeuchi, 2013), that is, both younger undocumented Hispanic college students and those from other generations, however, in a completely different manner. Otherwise, with undocumented Hispanic college students, acculturative stress is likely to occur, since they have little familiarity with the English language and the American way of living. Students may also feel pressure from the Hispanic community to maintain their cultural heritage (Perez, Voelz, Pettit, & Joiner, 2012).

Scholars noted that recent undocumented Hispanic college students tend to have the most stress and expectations from the Hispanic Community, which wants them to preserve and learn their own cultural traditions.

Derogatis et al. (2014) conducted a study of Hispanic college students at Los Angeles University. People who participated had the option of filling out the survey in English or Spanish. Forty-four (25.3%) participants preferred to fill out the questionnaire in Spanish and 130 (74.7%) in English Derogatis et al. (2014) Meanwhile, efforts were made to engage the same numbers of English and Spanish respondents; the majority of the individuals who were engaged by the researchers saw themselves as bilingual, and most decided to fill out the survey in English. Among the English-speaking Hispanic college students which have been recruited, 8.0% (n=11) refused to participate in the survey.

Research about acculturative stress on Hispanic college students has become a topic of great interest. Most of the publications on the topic came out after 2006. Despite the emergence of many societal expectations, it is perceivable that cultural assimilation may decrease acculturative stress. Therefore, undocumented Hispanic individuals still face many barriers triggering acculturative stress. The current study will expand on the current literature surrounding acculturative stress by examining the difference in adaptation behaviors between documented and undocumented Hispanic college students. Study results can further expand on acculturative stress difficulties and behaviors associated with managing these episodes of acculturative stress among documented versus undocumented Hispanic college students.

Theoretical Foundation

SCCT and the I-ADAPT are two important tools of measurements in the field of behavioral sciences. The first theory has grown out of Bandura's social cognitive theory, which attempts to address issues of culture, gender, genetic, social context and unexpected life events that may interact with and supersede the effects of career-related choices (Ployhart & Bliese, 2006; Wang et al., 2011). This theory is also believed to be based on the fact that people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles (Ployhart & Bliese, 2006). The I-ADAPT has grown out of Holland's (2006) theory which is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction (Ployhart & Bliese, 2006). Furthermore, it is indicated that immigrants usually face considerable environmental pressures requiring adaptive change. Several forces have contributed to this need for great adaptation. The inclusion of a dimension oriented to the interpersonal would balance the individualistic focus of the measure, in order to make it become a more representative measure of intercultural perspectives (Ployhart & Bliese, 2006).

Acculturative Stress Theory (AST)

Berry et al. (2012) described acculturative stress for undocumented Hispanic college students as the degree to which ethnic-cultural minorities contribute to the

cultural traditions, values, beliefs, and practices of their own culture versus those of the prevailing culture. Students developed psychological issues as a component of this adjustment development, representing acculturative stress (Berry et al., 2012). Currently, acculturative stress can be recognized in the poignant responses of undocumented students generated by the evaluation of specific events and situations in their lives. These situations, usually called life-challenges or stressors, may elicit different levels of acculturative stress, depending on how the individual evaluates them (Bhui et al., 2015).

Van Acker and Vanbeselaere (2013) found that the undocumented status of Hispanic college students could create a lifetime of hardship and a permanent underclass in a nation where education and social mobility are so highly interconnected. Vega et al. (2012) conducted an interview study that helps to illustrate the effects of acculturative stress and the feelings of isolation experienced by undocumented Hispanic college students. One participant explained, "A lot of your friends want you to go out with them when you are in college, but you can't. You end up isolating yourself" (Vega et al., 2012, p. 18). Lack of identification and status also prevents students from being able to politically mobilize and organize (Jang, Chiriboga, Kim, & Rhew 2012).

Social Cognitive Career Theory (SCCT)

SCCT was developed by Robert et al. (1994) and is based on Bandura's (2014) general social cognitive theory, an influential theory of cognitive and motivational process that has been extended to the study of many years of psychological functioning, such as academic performance, health behavior, and organizational development (Vega et al., 2012).

Cognitive theory of stress and coping suggests that undocumented college students are likely to experience stress as soon as they come across situations that they assume are unfavorable to their interests and which they do not have the tools to manage. (Haro et al., 2015). Guarnaccia et al. (2013) argued that individuals who have a secure sense of themselves as members of a particular group should be better able to withstand potential threats that are culturally based, such as discrimination and pressure to assimilate (Guarnaccia et al., 2013). Undocumented college students encounter acculturative stress when they witness documented classmates pursuing endeavors that are unavailable to them as an undocumented member of the university community (Wei, Ku, Russell, Mallinckrodt, & Liao, 2013).

One study found that undocumented Hispanic college students are more likely than students born in the United States to believe success is possible through hard work. Second-generation undocumented Hispanic college students perceived that success in the United States is possible through both education and hard work (Laura et al., 2014). Undocumented Hispanic college students experience mental and physical illness due to acculturative stress (Laura et al., 2014). Moving to another country may generate various psychological issues, as it includes factors such as staying away from relatives, learning the language of the new place, and adapting to a new way of living (Laura et al., 2014). Besides these numerous factors stressing them out, a number of Hispanic immigrants in the United States face great difficulties related to unwanted and unsteady functioning and living conditions (Mehta et al., 2012). Alva and de los Reyes (2013) noted that college students not born in the United States experienced less stress and a more positive sense of

well-being compared to Hispanic college students born in the United States who share

their racial/ethnic background and socioeconomic status (Alva & de los Reyes, 2013).

Despite the difficulties and challenges face by undocumented Hispanic college

students when adjusting to a non-native environment, they still seem to generate higher

and more positive attitudes in the presence of adversity and better capable at handling life

difficulties than their documented counterparts. Based on social cognitive career theory,

undocumented Hispanic immigrants may be more equipped to handle acculturative

stressors due to being a part of a group where social discrimination and hardship are

common knowledge. The current study can further explain the behavior while facing

acculturative stressors by examining the relationship between acculturative stress and

adaptation between both documented and undocumented college students.

Self-efficacy beliefs derive from four primary sources: personal performance

accomplishments, vicarious experiences, social influence, and physiological and

emotional states (Alva & de los Reyes, 2013). Personal accomplishments (successes and

failures with specific tasks) are assumed to offer a predominantly strong source of

efficacy, but the nature of the societal representation and supportive messages to which

one is exposed, and the nature of physiological states one experiences while engaged in

particular tasks (e.g., low levels of anxiety), may have an effect on one's self-efficacy in

different performance areas (Robert et al., 1994).

Outcome expectations refer to a person's cultural values in relation to the

consequences or results of sustaining specific behaviors (e.g., the consequences of

making a specific decision). People's choices regarding their behaviors in which they

take on with their attempt and determination of these actions, require considerations of the conclusion with self-efficacy beliefs (Robert et al., 1994). For instance, people are more likely to choose and perform if they perceive their contribution as relevant to valued, positive outcomes (e.g., social and self-approval, concrete rewards, or attractive work conditions). Based on the SCCT and the better social cognitive theory, an individual's engagement in actions, attempts, and determination (Robert et al., 1994). Personal goals refer to a person's intentions to continue with specific actions (e.g., to majoring in a specific discipline) or to achieve a certain level of performance (e.g., to get an A in a specific class). In SCCT, the two kinds of goals are correspondingly referred to as choice goals and performance goals (Robert et al., 1994). By setting goals, a person may arrange and direct his/her own behavior (Robert et al., 1994). Social cognitive theory illustrates the connection between self-efficacy and outcome expectations (Robert et al., 1994). A person is inclined to set goals in a way that reflects his/her own vision of individual competence and anticipated conclusion. Achievement or disappointments in attainment of individual goals, in fact, turn out to be vital information (Robert et al., 1994).

Undocumented Hispanic college students often label themselves as AB 540 (Jackson et al., 2014) One student explains: "I don't want to say I don't have papers so I use it as a cover…they are not just seeing the day workers, not just housekeepers, but students like them, giving students a new sense of identity and social status" (Jackson et al., 2014, p.12). Many Hispanic immigrants arrive in the United States as young children and generally master the language, customs, and culture (Jackson et al., 2014). However,

these students reported they identify with both Hispanic and American culture while simultaneously feeling they have not fully integrated into either Jackson et al. (2014). The author continued, that undocumented Hispanic college students are, on one hand, criminalized for their status, on the other hand, legitimated for defying the odds and achieving success (Jackson et al. , 2014).

Undocumented Hispanic college students are constantly reminded of their illegal status when engaged in the regular tasks of daily life. Students report they often feel unwelcome, rejected, hopeless, and not in control of their situation (Amato, 2015). Thompson, Anderson, and Bakeman (2014), in their empirical study on the acculturative stress among Hispanic people, argued that acculturative stress among undocumented Hispanic college results from threats of deportation, separation of family, and questions of racial identity, culture-specific values, and patterns of living. Thoman, L.V., & Suris, A. (2013). One method undocumented Hispanic college students employ in order to avoid dealing with acculturative stress from their lack of status or identification is to pretend they are not interested in certain colleges or careers Thoman, L.V., & Suris, A. (2013). This distancing allows students to avoid discussing their immigration status and, thus, hopefully avoid rejection or discrimination (Thoman, L.V., & Suris, A. ,2013).

Undocumented Hispanic college students may be vulnerable towards developing issues with self-esteem due their documentation status. Societal reminders of their undocumented status may defer them from achieving their academic and/or personal goals This is especially apparent for undocumented Hispanic college students since they belong to a social environment designed for educational and professional development.

The current study can further elaborated on the societal difficulties can affect undocumented college students by examining both their acculturative stress levels and their ability to adapt to difficulties.

Laura et al. (2013) explained that the immigrant population in the United States varies greatly beyond country of origin with respect to, among others, race and ethnicity, educational status, and age of migration. As a group, undocumented Hispanic college students are often invisible within the broader immigrant community and overlooked within the mental health literature Thoman, L.V., & Suris, A. (2013). The term *undocumented college students* refers to immigrant youth who, without the benefit of legal documents, enter the United States with family members or with the intent to reunite with family members (Lauren et al., 2013). These youths, particularly if they arrive in the United States before completing high school, come into contact with American culture through participation in the public education system Thoman, L.V., & Suris, A. (2013). However, their undocumented status complicates their acculturation process. The population of undocumented Hispanic college students remains largely overlooked by scholars. Researchers face challenges in understanding the emotional and psychological effects of being undocumented, including a fear of confiding in others and the pain associated with the experience of living in the shadows (Laura et al., 2013). Additional obstacles in understanding the experience of undocumented Hispanic college students include language barriers to their education and variables such as country of

origin, class, education, occupation, and availability of support networks (Dona & Berry, 2014).

Perez (2009) described 20 undocumented immigrant Hispanic students' developmental and educational experiences in the U.S. education system. His portrayal of these undocumented college students is consistent with the central assumption of the SCCT (Lent et al., 2004). According to SCCT theorists, undocumented college students are confronted with actual and perceived barriers to their educational and career aspirations, and their assessment of their capacity to overcome such barriers leads to varying reactions and outcomes in the educational and career domains (Lent et al., 2004). Against in this social and political context, undocumented Hispanic college students face greater poverty than their counterparts, according to the Pew Hispanic Center (2013). Students face significant risk factors, such as crowded living conditions and limited access to health care or insurance. Other factors, such as legislation preventing undocumented Hispanic college students from applying for financial aid restrict vocational opportunities and, therefore, significantly limit their opportunities. (Alva & de los Reyes, 2013).

Literature Review Related to Key Variables and Concepts

Acculturative Stress

Subsequently, other researchers supported that, during adolescence and early childhood, undocumented Hispanic immigrants must navigate the identity formation stage of life-span development. As immigrants negotiate their acculturation process, they also face challenges to their ethnic identity. Ethnic identity refers to a dynamic and

multidimensional construct that includes the identification of oneself as a member of a particular ethnic group, positive evaluation of an involvement in the group, preference for the group, sense of belonging, and involvement in group activities (Ortega et al., 2012). Exposure to discrimination at this age can trigger the exploration of racial and ethnic identity. Undocumented Hispanic college students experience numerous discriminatory encounters as a group and individually. These students frequently have to reconcile their sense of belonging to their ethnic group with exclusionary and discriminatory messages from the greater community (Constantine et al., 2014). Students must navigate their connection to and identification with their ethnic group as well as the maintenance of a critical consciousness regarding discrimination (Hidalgo & Bankston, 2013).

Predictors of Acculturative Stress

Fortuna, Alegría, and Gao (2012) identified three major types of stressors among undocumented Hispanic college students: instrumental/environmental, social/interpersonal, and societal. Instrumental/environmental stressors include challenges to obtaining the goods and services needed for one's day-to-day existence, such as employment, access to health care, and language abilities. Social and interpersonal stressors refer to challenges related to the reestablishment of family and social support, changing gender roles and family, and intergenerational conflicts. Social stressors concern discrimination and difficulties associated with undocumented status, including fear of deportation.

Undocumented Hispanic college students are likely to experience acculturative stress to the extent to which they experience these stressors and appraise them as threatening their well-being and taxing their coping resources (Guarnacciam et al., 2013). Only some studies that assessed indicators of acculturative stress among undocumented Hispanic college students gave support to various aspects recognized by Jackson et al. (2014). For example, dysfunctional family, little earnings, and disconnection from relatives have been linked to higher acculturative stress among undocumented Hispanic college students who have been living in the US for about 11 years (range 18- 55 years old) (Hovey & King, 1996). Need for family unity, language barriers, and short time of residence in the US also surfaced as indicators of acculturative stress in an investigation that examined undocumented Hispanic college students from Mexico and Central and South America (Williams, Yu, Jackson, & Anderson, 2014). In both of these studies, researchers could not request the survey respondents to specify their immigration status, so one cannot infer the differences in the variables between documented and undocumented Hispanics in the study. The sample consisted of 253 Hispanic college students and workers of whom 58% were female and 41% were male. On average, participants had lived in these communities for 5 years (SD = 5.17) and in the United States for at least 11 years (SD = 7.29). Many participants were already married, (54.5%, n = 45), while a small percentage have been broken up or divorced (4%, n=10), widowed (0.8%, n = 2). Four participants (1.6%) did not report their relationship status. Hispanic college students ranged from 18 to 55 years old (M= 35.28 years, SD = 9.98).

Effects of Acculturative Stress on Undocumented Hispanic College Students

Acculturative stress occurs when undocumented Hispanic college students experience issues due the adjustment process (Dona & Berry, 2014). This situation may stem from different cultural values and practices, communication barriers, and prejudice (Cathy & Gabriel, 2012). Undocumented Hispanic college students tend to be more familiar with this kind of acculturative stress, although it is familiar to as well as perceived by other generations of Hispanic college students (Mena et al., 1986). Since the offspring of immigrants acculturate more rapidly than their parents, subsequent generations of Hispanic college students may feel trapped by the conflicting values of their older relatives and peers or conflicts may occur when they try to connect their personal values and those of their less acculturated parents (Alva & de los Reyes, 2013).

Characteristics of acculturative stress relevant to undocumented Hispanic college students perhaps stem less from their insufficient English-speaking skills and the non-familiarity with current cultural practices and more from cultural self-awareness and the incompatible value systems (Tran et al., 2014). Therefore, once the anxiety to learn takes place, the need for intercultural skills, or prejudice become greater than the students' ability to cope, this situation may lead to acculturative stress and depressing feelings. Numerous researchers have expressed a connection between acculturative stress and its negative consequences. Several studies have revealed a relationship between acculturative stress and negative effect. Although studies of acculturative stress are unusual to many extent that, acculturative stress among undocumented Hispanic college students expected a higher level and broader psychological distress, yet following the

control for more type of stress (Barrett & Turner, 2015). Other research also indicates that undocumented Hispanic college students are going through high levels of acculturative stress, including angst and hopelessness symptoms; furthermore, frequently those levels are greater than the levels expected accounted by documented Hispanic college students (Carter, 2014).

Testing the hypothesis of acculturative stress being a factor for a person's well-being, Mena et al. (2012) observed a connection between acculturative stress and mental functioning, with the buffering effects of public support and stress management. An investigation occurred in three different college environments: one in Texas and two in California. On three college campuses, volunteer participants completed questionnaire surveys used with small groups. The investigation was limited solely to Hispanic descent college students. The analytic sample consisted of 148 students 18-30-year old (675 female; mean age 23.05 years, SD = 3.33) (Mena et al., 2012). To measure the students' acculturative stress, researchers used the Social, Attitudinal, Familial, and Environmental Acculturative Stress Scale (Mena et al., 2012). On the basis of this empirical research, it has been determined that the association between social support, coping, and adjustment may vary by gender, and high levels of acculturative stress were associated with immigration status of the respondents (p. 53).

The function of acculturative stress among immigrants is rising fast. Numerous empirical studies have assessed acculturative stress levels for the college students' Hispanic population. Many conceptual treatments have also taken place, mainly relevant to the Hispanic college students' population (Bhattacharya & Schoppelrey, 2014).

Harris, Firestone, and Vega (2012) argued that, from a multicultural standpoint, emigrating from another country is likely to involve some sort of adaptation process for those emigrating. This process may generate constant worries when immigrants are presented with both pressures and opportunities related to educational and personal characteristics in the new country (p. 28).

Albrego and Roberto (2012) argued that mental health issues for undocumented Hispanic college students are undeniable. These problems are likely to generate numerous harmful stressors. Subsequently, the authors also added how discrimination, even by college admissions offices, often discouraged undocumented Hispanic college students and diminished their motivation. Many of these students reported frustration, helplessness, and shame as the result of their undocumented status (p. 149). These problems seem to be attributed to inequality in the treatment of those Hispanic college students who are undocumented.

There have been various arguments for a link between level of stress and college students' undocumented status. Researchers also show there are generational differences among Hispanic college students regarding how they experience life in the United States. Undocumented Hispanic college students have come to the US with great expectations. With the stigma attached to being illegal immigrants, many of them are likely to experience mental and physical illness, and these sicknesses are likely to take a lasting toll (Laura et al., 2014, p. 149). To demonstrate the disparity between legal residents, college students, and the undocumented, Cordova and Cervantes (2012) have shown that, overall, foreign-born college students of all immigrants from all world regions

experienced less stress and a more positive sense of well-being than U.S. born Hispanic college students who share their racial/ethnic background and socioeconomic status (p. 3).

The proportion of the immigrant Hispanic population is expected to grow in the United States, and many of these students will be classified as English Language Learners (ELLs). In fact, over two thirds (68%) of Hispanic children enrolled in public schools reported speaking Spanish at home (Cohen, 2013).

Hispanic ELLs face many educational challenges. The National Center for Education Statistics (NCES) reported that ELLs are more likely to score below basic levels on state achievement tests and drop out of school at much higher rates than do students of other ethnic groups (NCES, 2006). ELLs are at higher risk for academic and social-emotional difficulties. Given the current size of the Hispanic ELL population and its projected rapid growth, addressing the educational needs of these children may be the most critical educational challenge that this nation will face in the coming decades (Cordova & Cervantes, 2012).

Studies show Hispanic ELLs face various psychosocial stressors that may be alleviated or aggravated in school settings (Barrett & Turner, 2015). Some of these stressors include language barriers, perceived discrimination, lower socioeconomic status, a low sense of school belonging, familial acculturative gaps, and acculturative stress. Due to these stressors, school personnel face many challenges in meeting the varying mental health needs of these students as they adapt to and learn to navigate mainstream American culture. The literature suggests that acculturative stress is an

imperative issue to think about while assessing these students and when planning for appropriate culturally responsive mental health for this population (Abrego & Roberto, 2012).

Interest in the role of acculturative stress among immigrants is growing rapidly. To date, there have been several empirical studies examining acculturative stress in people of Hispanic descent and conceptual treatments for this stress (Anderson, Landrine, & Klonoff, 2012). One approach is to use the SAFE scale to evaluate alleged prejudice, alleged obstructions to adjustment, harmful feedback from relatives based on a person's aspiration to be adjusted, mind-set about seclusion, and difficulty to properly communicate in English (Ortega et al., 2012).

Acculturative stress measures are systematically reviewed based on three criteria: scale descriptors (name of the scale, authors, year, target group, age group, subscales and number of items), psychometric properties (reliabilities), and conceptual and theoretical structure. Regarding the psychometric properties, most measures have an adequate internal consistency. To avoid dealing with these realities, undocumented Hispanic college students pretend they are not interested in certain colleges or going after certain jobs, and they avoid discussing their immigration status for fear of not being accepted or being discriminated against. They also remain aware of the threats of deportation and having their family separated (Laura et al., 2013).

William and Berry (2011) argued that, from a multicultural standpoint, emigrating from another country is likely to involve a process of adaptation. This process may generate concern over the educational and personal characteristics of the new country

(Van Acker & Vanbeselaere, 2013). Despite the challenges facing immigrants, thousands of individuals immigrate to the United States each year. Each year, 65,000 undocumented students graduate from high school in the United States. To date, there are 11 million undocumented immigrants living in the United States. 1.7 million of these immigrants are children (Gleeson & Gonzales, 2013). While the U.S. Census Bureau report indicates that the median household income for all families was U.S. $50,000, the poverty rate for Latinos was 22.2%, compared to 2.4% for Whites and 12.4% for the total population (Aguirre & Turner, 2012; U.S. Census Bureau).

The immigration status of undocumented Hispanic college students makes them ineligible for any type of federal aid. In addition, in most states, they are not eligible for state aid and must pay out-of-state tuition rates. Although some scholarships are available to undocumented college students, they are hard to find and not numerous enough for the existing need.

Yamada, Valle, Barrio, and Jeste (2014) argued that mental health issues for undocumented Hispanic college students are undeniable. These problems are likely to have particularly negative impacts on generating harmful stressors. Discrimination, sometimes by college admissions offices, may discourage undocumented Hispanic college students and diminish their motivation to apply to a university. Many students reported frustrations, helplessness, and shame as the result of their undocumented status (Yamada et al., 2014). These problems seem to be attributed to inequality in the treatment of those Hispanic college students who are in this country illegally and are undocumented.

Documentation Status

Few studies have examined the vocational literature on immigrants' career development. Cathy and Gabriel (2012) noted the need for research with immigrant communities to inform career counseling practice (Cathy & Gabriel, 2012). This study aims to study acculturative stress of Hispanic college students in order to better aid career counselors in universities in meeting the needs of this unique population.

The migration patterns of Hispanics have changed dramatically in the 2000s, with immigrants moving from large metropolitan areas to small rural towns (Harris et al., 2012). Important economic factors in this movement were the labor demands of manufacturing and processing companies that settled in the main beef, pork, and poultry producing counties of the south and Midwest regions as a result of tax incentives provided by local governments (Abrego & Roberto, 2012). Economic, political, or social conditions can attract people to a place or force them to leave. Job opportunities, higher wages, education, and the opportunity to reunite with families are some of the forces that attract newcomers to certain communities (Anduaga, 2014). A large proportion of Hispanic undocumented college students are going through serious stresses based on unattractive and unworthy functioning or mode of existence (Salgado de Snyder et al., 2013).

Levels of Acculturative Stress and Adaptability

Hidalgo and Bankston (2013) hypothesized that Hispanic college students' undocumented condition is an importunate and menacing psycho-environmental stressor that enhances undocumented Hispanic college students' exposure to acculturative stress

in addition to other socioemotional harm. Nevertheless, in their investigation of undocumented Hispanic college students, Hidalgo and Bankston could not ask respondents to talk about undocumented status directly. As an alternative, they indirectly surmised the legal status from a question that invited respondent to state (agree or disagree) whether or not they believed that calling a public or legislative organization to ask for help could lead to extradition (Hidalgo & Bankston, 2013). Results showed that undocumented Hispanic college students who showed apprehension about expulsion from the country also revealed a superior level of extra familial acculturative stress or stress associated with financial and work-related challenges compared to Hispanic college students with legal status. The latter did not convey any deportation fears. Moreover, results from a recent investigation (Pew Hispanic Center, 2012) showed that the majority of undocumented Hispanics in the US are concerned a lot or some (57%) about deportation for themselves, their relatives, and friends. A large percent of foreign-born (72%) and native-born Hispanics (35%) in Pew's national survey expressed apprehension about expulsion from the country. These results suggest that, although apprehensions about deportation are evident among undocumented Hispanics, such a preoccupation is not necessarily a high-quality measure to assess undocumented status, thus undermining Hidalgo and Bankston's study.

One case study found that being undocumented as such imposed no significant financial burden on Hispanic college students; however, undocumented status could easily lead to a lifetime of hardship and being a permanent underclass in a nation where education and social mobility are so highly interconnected that a college degree is

considered the ticket to the middle class (Iwamoto & Liu, 2014). Another major source of

acculturative stress affecting undocumented college students is the lack of identification

documents which significantly narrows the possibility of social experiences. Loneliness

and social anxiety were higher among undocumented Hispanic college students than

among their counterparts with legal status (Thoman & Suris, 2013). Lacking

identification affects many other aspects of daily life as well, including limited access to

jobs, social services, loans, and lines of credit, which significantly limit upward social

mobility (Berzin & DeMarco, 2012). Undocumented Hispanic college students are unable

to participate in the mainstream professional society due to continued barriers to

resolution of their legal status; thus, they are denied integration into middle and upper

social stratum as well as opportunities to socially, economically, and politically mobilize

and organize (Green, 2005).

Adaptation

Due the adverse psychological implications associated with acculturative stress

among Hispanic populations, numerous studies have focused on adaptation towards

acculturative stress to better explain the relationship of acculturative stress-mental health

related issues. Using active coping skills as a form of adaptation has shown to be

associated with having less issue towards acculturative stressors such as English language

proficiency and use among Hispanic adults (Crockett, Iturbide, Torres Stone, McGinley,

Raffaelli, & Carlo, 2016). Research has shown that active coping as a form of adaptation

towards acculturative stressors can decrease the effect of negative mental health

symptoms such as depression associated with acculturative stress for Hispanic

populations by acting as a mediating factor between the acculturative stress-mental health relationship (Crockett et al., 2007; Torres, 2010: Driscoll & Torres 2013; Capielo, Delgado-Romero & Stewart, 2015). However, Hispanic individual who possess poor active coping skills or maladaptive coping behaviors only served to increase depressive symptoms associated with acculturative stress (Torres, 2010; Capielo, Delgado-Romero & Stewart, 2015). Specifically, more frequent use of maladaptive coping behaviors was shown to increase the risk of depressive symptoms among Hispanic adults (Capielo, Delgado-Romero & Stewart, 2015). Driscoll and Torres (2013) found that active coping was significantly positively associated with their general self-efficacy towards handling challenges. In-spite of the significant relationship between active coping and self-efficacy, the indirect effect of self-efficacy couldn't change the relationship between acculturative stress and depression among Hispanic adults. These findings demonstrated that direct adaptation towards problems associated with acculturative stress help mediates its negative psychological effects as opposed to the belief of one's ability to handle challenges. (Driscoll & Torress, 2013).

Summary and Conclusions

This section began with a review of the literature, which provided the foundation to the study. The review was followed with the acculturative stress theory (AST) in the context the Hispanic population, specifically undocumented Hispanic college students, as they have been compared to their counterparts with legal status. In addition, the section illuminated the significance of this study, in the context of Laura et al.'s research (2014) that explained how the diversity of the immigrant population in the United States varies

greatly beyond country of origin with respect to, among other factors, race and ethnicity, educational status, and age of migration (p. 1). The section also included other research relevant to the concept of acculturative stress, such as first-generation immigrants, including the category of 1–5 generation immigrants represented in previous studies, as experiencing more acculturative stress than do second- and third–generation immigrants (Zagefka & Brown, 2012). The literature review further provided a description of various measurements of acculturative stress (Gee et al., 2013) and a review of some predictors of acculturative stress, for instance, need for family support, loyalty to the Spanish language, and living in the US during a short period of time. Literature on active coping as a form of adaptation towards acculturative stressors has also been examined.

This literature review suggests that social support from parents and peers would moderate the effects of acculturative stress among undocumented Hispanic college students in both anxiety and depression symptoms. In other words, the superior stage of acculturative stress is not necessarily an indicator that students have received a high level of public support. Difference concerning anxiety and depression symptoms could be evident for understanding the effects of acculturative stress and academic performance among undocumented Hispanic college students. For example, scholars have shown a clear relationship between anxiety and academic performance in a sample of Hispanic college students (Thoman & Suris, 2013). Using acting coping as form of adaptation and belief in one's ability to adapt may serve as protective means against the negative effects of acculturative stress.

An analysis of relevant scholarship revealed that research on undocumented Hispanic college students has increased substantially in recent years, but there is a notable absence of efforts to integrate findings, a neglect that is especially evident with respect to the relationship between acculturative stress and undocumented status (Heeringa et al., 2014). Despite numerous studies, our basic understanding of this subject remains as modest today as it was a decade ago. There is a pressing need to examine what has been done in order to provide new directions to research being done on this subject.

The next chapter details the study's research design and methodology, adopted to fill the gaps in the literature while bringing awareness of the various effects and the differences in acculturative stress levels among documented versus undocumented Hispanic college students and the means by which both parties adapt towards acculturative stressors.

Chapter 3: Introduction

The purpose of this quantitative correlational design study was to compare acculturative stress levels and levels of adaptations between documented and undocumented Hispanic college students. For undocumented Hispanic college students, in fact, most important stressors include risk factors as the indicators of a number of mental disorders at rates similar to those other immigrants (Cordova & Cervantes, 2012).

The study was conducted via a self-administered questionnaire containing the short version of the psychometric properties of the SAFE scale and the I-ADAPT-M; the data has been used to determine the acculturative stress and domains of adaptive functioning among Hispanic college students. The SAFE instrument measures four aspects of acculturative stress, including social, attitudinal, family, and environment (Wessel, Ryan & Oswald, 2008; Zhou & Lin, 2016). It contains 21 items in Likert 5-point response format. The I-Adapt-M instrument measures eight different domains of adaptive functioning including crisis adaptability, cultural adaptability, learning adaptability, work stress adaptability, interpersonal adaptability, physical adaptability, uncertainty adaptability and creativity adaptability on a 5-point Likert scale (Wessel, Ryan & Oswald, 2008; Zhou & Lin, 2016). The minimum sample size determined necessary to conduct the study was at least 75 undocumented Hispanic college students and, at least, the same number of documented Hispanic college students to arrive at a conclusive result. The study took place in three college campuses at the northeastern of the Bronx, New York areas, due to the growing population of Hispanic college students in these areas. After the students completed the questionnaire surveys assessing

acculturative stress levels and differences between documented versus undocumented Hispanic college students, the researcher analyzed the quantitative collected data in order to confirm or disconfirm the hypotheses.

Chapter 2 presented an overview of literature on acculturative stress, the effect adaptation has on the relationship between acculturation and adaptation, and the effects acculturative stress has among undocumented Hispanic college students. Chapter 3 contains the research methods proposed for this investigation, including research design and approach, setting and sampling method, instrumentation and materials, data collection and analysis procedures, and measures taken to protect the participants' rights. Lastly, this chapter provides some clarification in regards to the threats to internal validity as well as some ethical consideration relevant to the sensitivity of surveying illegal immigrant population.

Research Design and Rationale

This is a quantitative research study conducted using a correlational design. Acculturative stress will be measured for the two groups using the SAFE scale, which is a reliable measure of Hispanics' acculturative stress (Mena et al., 2012). Individual adaptability has been measured for the two groups using the I-ADAPT-M, which has shown reliability for measuring domains of adaptability for college students (Wessel, Ryan & Oswald, 2008; Zhou & Lin, 2016). Demographic variables of the study consist of immigration status, country of origin, date of birth, gender, and length of residence in the United States. In this investigation, acculturative stress levels and adaptive functioning between the two groups was assessed. The dependent variable is the level of acculturative

stress as a result of scores on the SAFE assessment. Items have been summed across the

12 items and divided by the number of items answered to achieve an overall average

score. Total score can range from 1 to 5. An overall average of 2.99 have been used to

differentiate the respondents who demonstrate more or less acculturative stress; a

respondent shows less acculturative stress if the average score is between 1 and 2.99 and

more acculturative stress if the average score is greater than 2.99. Because of a lack of

reputable validity indicators of acculturative stress measures, investigators must include

other indicators for acculturation measures since the construct of acculturation is

associated to acculturative stress. Each item for adaptability has been scored on 1-7

Likert scale. Each adaptability domain was an average and the average score will range

from 1-7. Higher mean scores indicate higher adaptability within that domain. Such

indicators include, for instance, level of generation and length of residence in the US

(Fortuna et al., 2012).

Methodology

Population

The target population is comprised of Hispanic matriculated college students,

presently 18 years old and older. Both documented and undocumented college students

have been invited to participate in the study, and they can be at any point in their college

education. However, study instruments and informed consent forms have also been

provided in Spanish for those who have issues reading, writing, and understanding

English. Participants have also been presented a cover letter (Appendix A). A letter from

a private northeastern university where data collection was permitted is also attached to the document (Appendix C).

Participants have been recruited from three campuses at a northeastern university. Each campus has given written permission to the principal investigator to collect data. These campuses have been chosen based on the density of the Hispanic college student population. As per 2015 Census Bureau, the Hispanic population counts for 53% of the general population (U.S. Census Bureau, 2015).

Sampling and Sampling Procedures

The sample for this investigation was obtained from Hispanic college students attending one of three campuses at the northeastern areas. The colleges are well known for the predominance of the Hispanic student population. With this convenience sample from a set of homogenous elements, the necessary participants and accessible data were available to assess the research questions. This study needed a minimum sample size of 75 undocumented Hispanic college students and at least the same number of documented Hispanic college students to arrive at a conclusive result. Criteria for inclusion in the study are as follows: (a) participants must be 18 years or older; (b) they must be on college campus when the data is collected; (c) they must be undergraduate or graduate college students; and (d)they must be of Hispanic descent. Exclusion criteria were all students without valid identification and those who refused to participate in the survey.

Participants were asked to put a check mark about whether or not they are Hispanic in order to be eligible to participate in the survey. The questionnaire surveys include the following demographic factors: immigration status, country of origin, date of

birth, and duration of residence in the United States. I visisted each of the three campuses

to discuss the study with potential participants. In accordance with common standards

and practices on conducting research, I assessed the inclusion and exclusion criteria.

Participants were approached with a consent letter indicating that I am doctorate

candidate from Walden University. Filling out the questionnaire surveys did not take

longer than 7– 10 minutes. Participants did not have to answer questions they did not

wish to answer. The questionnaire surveys do not ask for their name, email address, or

other personal identification. They are no anticipated risks, compensation, or benefits to

them as survey participants, and their decision whether or not to participate has not affect

on their current or future relationships with Walden University. Even when they have

decided to participate, they werestill free to withdraw their consent. Students were

recruited in the cafeterias, meeting rooms, libraries, learning centers, and hallways of the

three college campuses. As previously mentioned, they were provided a cover letter and

encouraged to ask questions prior to completing the survey (Appendix A). These data

have been used to classify respondents into two groups: documented or legal immigrants

and undocumented immigrants.

　　　All questionnaires have been kept anonymous to avoid conflicts of interest. In

brief, participants were not asked to self-identify. After collection of the questionnaire

surveys, all the documents remain in an envelope in a secure place until data have been

entered into a computer for scoring functions, or data assessment have been commuted

using IBM SPSS Version 23. IBM SPSS is accessible on non-Mac computers. I used it to

determine the disparity in acculturative stress levels between documented and

undocumented Hispanic college students. The entries into SPSS were sorted out with tables linking to documented and undocumented disparities in acculturative stress levels.

Power Analysis

The power of any test of statistical significance is affected by four main parameters: the effect size, the sample size (N), the alpha criterion (α), and the statistical power, or the chosen or implied beta (β) (Ellis, 2010). Since an ex-post facto/ correlational study was used in this study, I chose a small size effect of $r = .33$, a level of significance of $\alpha = .05$, and a power of 0.80. A $\alpha = .05$ level of significance has been used throughout to conduct analyses to determine when the null hypothesis will be rejected. Determining the correct sample size is very important because samples that are too large may waste time, resources and money, while samples that are too small may lead to inaccurate results. Broadman et al. (2013) explained that a minimum sample size can be determiend to estimate a process parameter, such as the population mean (μ) (Broadman et al., 2013). As previously mentioned above, in order to determine the sample size, the power analysis has been conducted using statistical significance by four main parameters: the effect size, the sample size (N), the alpha criterion (α), and the statistical power, or the chosen or implied beta (β)

Procedures for Recruitment, Participation, and Data Collection

It was clearly stated to the participants that I am a doctoral student at Walden and this investigation has no anticipated risks, so that revealing their documentation status did not placing them at risk of deportation. Indeed, data have been presented collectively, and participants remained anonymous and could not be identified from the results. Overall,

there are no risks, compensation, or benefits to the study's participants. Students'

decision about whether or not to participate is not affecting their current or future

relations with their schools or Walden University. I directly asked participants if they are

willing to participate in the study. I recruited participants during classes and common

areas among the universities where data collection is being collected. I communicated in

both English and Spanish just in case there is an English language barrier for

participants. If someone decides to participate, to the participant was still free to

withdraw their consent to participate and could discontinue his/her participation without

any consequences. As per the request of the Institutional Review Board (IRB) from the

selected colleges, I received permission to come to each school during a 1-day period in

each campus to recruit participants for the study. The students have been selected based

on the checkmark added on the consent form indicating they are of Hispanic descent. The

college IRB had no objection to the myvisit to collect data.

Time and Resource Constraints on the Research

To undertake the research presented in this dissertation, the IRB at the selected

college were consulted to obtain their agreement. In principle, the participating college

IRB agreed to the study and was satisfied that the results would be beneficial to the

colleges. The IRB approval # is 06-21-18-0285352. Additionally, The IRB at the college

specifically applied constraints to the research to minimize any risks to the school. They

agreed that, given the nature of study, the period of collecting information from students

would be just one school day period, so as not to interfere with other school academic

programs and to avoid any confusion for their students. They agreed to the research being conducted by questionnaire surveys, with strict constraints outlined below.

As per the G*power analysis (see Faul et al., 2009), the size of the sample for this correlational design has to be at least 150 in order for a researcher to access at least 50 students per campus so as to minimize the intrusiveness of the research in the school/s. The IRB felt that the use of a questionnarie to obtain data from each student would be too intrusive and that it would be perceived as an investigation that could compromise the future of the undocumented Hispanic college students within the school. Therefore, they concluded that interviewing more than 60 students in each campus might not be suitable. The IRB also requested that the questionnaire survey not exceed 7-10 minutes, so that it would not require a lot of time to fill out. The IRB was informed that the data would be presented collectively and participants would remain anonymous and could not be identified from the results. There were no objections to this.

Instrumentation

Demographics

I developed a demographic questionnaire survey developed for the study asking students to provide their information, including gender, age, country of origin, age upon arrival, academic year, work status, and documentation status in the United States. These demographic variables are being asked to determine if participants' demographics are components of their acculturative stress. Gender, academic year, work status, country of origin and documentation status have been helpful in determining is acculturative stress and adaptation scores may differ based on the different responses to these items

(citation). Age and age of arrival determined if these variables have any significant relationship with acculturative stress and adaptation scores. (See Appendix A for survey instruments)

Independent Variables: The Domains of Adaptation

This investigation assessed different domains of adaptation as its primary focus. To assess adaptability levels, the I-Adapt-M was used to assess the different domains of adaptability between both documented and undocumented Hispanic college students in the sampling. I-Adapt-M is a 55-item measuring adaptive functioning through eight different domains of adaptability: crisis adaptability, cultural adaptability, learning adaptability, work stress adaptability, interpersonal adaptability, physical adaptability, uncertainty adaptability & creativity adaptability (Ployhart & Bliese, 2006).

In terms of reliability, all the individual adaptability domains has shown to have high internal consistency: crisis adaptability(.81), cultural adaptability(.78), learning adaptability(.80), work stress adaptability(.73), interpersonal adaptability(.67), physical adaptability(.50), uncertainty adaptability(.74) and creativity adaptability(.72) (Hamtiaux, Houssemand, & Vrignaud, 2013).The I-ADAPT-M has also shown strong validity through various cultural contexts ((Hamtiaux et al., 2013:Wessel et al., 2008; Zhou & Lin, 2016).

Independent Variable: Documentation Status

The rationale of chosing documentation status is that the data from the respondents to the questionnaire surveys have been categorized into two groups: documented and undocumented. As previously cited above, documentation status is

defined as a foreign-born person who lacks a right to be in the United States, having either entered without inspection (and not subsequently obtained any right to remain) or stayed beyond the expiration date of a visa or other status (Hambrick et al., 2014).

Dependent Variable: Acculturative Stress

The dependent variable for this investigation is acculturative stress. Many factors have been involved in determining the general life of an Hispanic college student with acculturative stress. Age of arrival in the United States and gender have been scored using theoretical grounds for expecting differences in levels of acculturative stress, because studies have found gender differences in the level of acculturative stress among Hispanic college students (Miranda, Bilot, Peluso, Berman, & Van Meek, 2015). The level of acculturative stress results from numerous life challenges that everyone copes with according to personal life circumstances. For instance, Currie and Mark (2012) identified three major types of stressors among undocumented Hispanic college students: instrumental/environmental, societal/interpersonal, and societal. Instrumental/environmental stressors include challenges related to obtaining the goods and services needed for one's day-to-day existence, such as employment, access to health care, language abilities, and others (Currie and Mark ,2012). Social and interpersonal stressors refer to challenges related to the reestablishment of sources of family and social support, changing gender roles and family, and intergenerational conflicts Currie and Mark (2012). Societal stressors concern discrimination and difficulties associated with undocumented status, including fear of deportation Currie and Mark (2012). Undocumented Hispanic college students are likely to experience acculturative stress to

the extent to which they experience these stressors and appraise them as threatening their well-being and taxing their coping resources (Amato, 2015).

Tools for Measurements of Acculturative Stress

The measure of acculturative stress is the SAFE scale (Padilla et al., 2006). In relation to the broad characterization of acculturative stress as psychological issues occurring as part of the process of adapting to another society, the SAFE items appraise alleged prejudice, supposed obstacles to adaptation, depressing response of family members to a person's desire to adjust to the feelings of separation, difficulties in mastering the English language and other aspects (Ortega et al., 2012).

Acculturative stress measures are systematically reviewed based on three criteria: scale descriptors (name of the scale, authors, year, target group, age group, subscales and number of items), psychometric properties (reliabilities), and conceptual and theoretical structure. Regarding the psychometric properties, most measures have an adequate internal consistency (Ortega et al., 2012).

Instrumentation of Acculturative Stress

To assess acculturative stress, the modified shorten version of the Societal, Attitudinal, Familial, and Environmental (SAFE) Acculturative Stress Scale has been utilized. The modified version of the SAFE acculturative stress scale consists of 24 items that measures social, attitudinal, familial, and environmental sources of acculturative stress among Hispanic populations (Miranda et al., 2015). Each item was measured on a Likert scale ranging from 1-not stressful to 5-extremely stressful. A participant answering 0 to an item means they have not experienced that particular stressor. All items were

summed together for a total score. Total scores ranged from 0-120. Higher scores meant experiencing higher levels of acculturative stress (Miranda et al., 2015).

When it comes to reliability, SAFE Acculturative Stress Scale has been shown to be reliable tooll based on it's internal consistency (alpha = .89) for use with Hispanic in a college student population (Cervantes, Padilla & Salgado de Snyder, 1991). Reliability was assessed using a Cronbach's alpha (Mena et al., 2012). There is further evidence of internal consistency with other populations groups such as high school students (Carter, 2014) and Hispanic women from a community sample (Wei et al., 2013).

Test-Retest reliabilities for the SAFE and his subscales revealed reliability for the complete sample (Cronbach's ranged between .77 to .94). The documented Hispanic college students' subsample (Cronbach's ranged from .77 to .94), and the undocumented Hispanic college students' Subsample (Cronbach's ranged from .77 to .91). Pearson correlation coefficients have been calculated for the test-retest of the SAFE and its subscales. Each correlation coefficient revealed significance and extended between. 53 and .84, showing adequate test-retest reliabilities for the subscales (Cervantes, Padilla, & Salgado de Snyder, 1991).

When it comes to validity, the SAFE was found to predict depressive symptoms scores 12 months later. The effect of acculturative stress on depressive symptoms persisted after considering stress from life events related to acculturation process, as well as social support and demographic factors (Cervantes, Padilla, & Salgado de Snyder, 1991)..

To assess the levels of acculturative stress between Hispanic documented versus undocumented college students, a demographic questionnaire relevant to the social, attitudinal, familial, and environmental acculturative stress scale (SAFE), developed by Hovey and King (1996) was used. SAFE is the most common measure of acculturative stress among immigrants in general (Dhont et al., 2014). The unique report of the SAFE included 50 items, but, successively, former effort has established enough attention to the content area but with fewer items. In relation to the broad characterization of acculturative stress as psychological issues occurring as part of the process of adapting to another society, the SAFE items appraise alleged prejudice, supposed obstacles to adaptation, depressing response of family members to a person's desire to adjust to the feeling of separation, difficulties in speaking the English language, and other factors (Ortega et al., 2013).

Acculturative stress measures are systematically reviewed based on three criteria: scale descriptors (name of the scale, authors, year, target group, age group, subscales, and number of items), psychometric properties (reliabilities), and conceptual and theoretical structure. Regarding the psychometric properties, most measures have an adequate internal consistency (Hovey and King, 1996). In addition, previous research supported that SAFE is a reliable and valid measure of Hispanic acculturative stress (Currie & Mark, 2012). Thoman and Suris (2013) also identified SAFE as the most common tool to assess immigrants' environmental stressors, including challenges related to obtaining the goods and services needed for one's day-to-day existence, such as employment, access to health care, language abilities, discrimination, and problems related to undocumented

status, specifically, anxiety about deportation Thoman and Suris (2013) . The high

Cronbach's alpha suggests that SAFE is an extremely reliable instrument for measuring

acculturative stress among immigrants in general. It is important to note that the

reliability coefficient for the SAFE is comparable with that found by Mena et al. (2013)

for the Hispanic undocumented versus documented college students' version of the SAFE

scale ($\alpha = .89$) (The letter from the publisher approving the use of the instrument can be

found in Appendix A).

Data Analysis

Data analyses have been performed using IBM SPSS Software. Quantitative data

have been utilized throughout this research study. All participants provided information

on their immigration status, country of origin, date of birth, and how long they have been

living in the United States. These data have been used to classify respondents into two

groups: documented or legal immigrant and undocumented immigrant. The two groups

are not interchangeable, so a participant cannot be eligible for both groups at the same

time.

Power analysis was conducted to determine the minimual appropiate sample size

needed for the study. Standards for measuring acculturative stress levels among

documented and undocumented Hispanic college students have been made upon the

small size effect revealed by the G*power. The minimum sample size utilized to move

forward with this experiment is at least 75 undocumented Hispanic college students and

at least the same number of documented Hispanic college students to arrive. Gpower

focuses on formulas that can be used to estimate the sample size needed to produce a

confidence interval estimate with a specified margin of error (precision) or to ensure that

a test of hypothesis has a high probability of detecting a meaningful difference in the

parameter (Faul et al., 2009). Since this is an ex-post facto/ correlational study, the choice

of a medium size effect of f = .015, with a level of significance of α = .05 was made, and

a power of 0.80.). A α of .05 level of significance has been used all through to conduct

analyses to determine when the null hypothesis will be rejected (Faul et al., 2009). All

participants identified as having a Hispanic background and met the required

inclusion/exclusion criteria.

Descriptive statistics and frequency tables were used to describe study variables

such as demographic items, acculturative stress scores and adaptation scores. Bivariate

pearson correlations was used to determine relationships between variables such as

acculturative stress and the different domains of adpatation (crisis, cultural, learning,

work stress, interpersonal, physical, uncertainty, and creativity). The study has also been

implemented through an ex post facto/correlational design, with a multiple linear

regression to determine if different adaptation domains can predict experiences of

acculturative stress followed by a logistic regression to determine if documentation status

can be predicted by adaptation levels. The investigation focuses on two principal research

questions:

RQ1: To what extent do the domains of adaptation (crisis, cultural, learning, work

stress, interpersonal, physical, uncertainty, and creativity) predict the levels of

acculturative stress among documented and undocumented college students?

Ho1: No domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) individually or in combination significantly predicts levels of acculturative stress among documented and undocumented college students.

H1: At least one domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) significantly predicts acculturative stress among documented and undocumented college students.

RQ2: To what extent do the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) predict immigration status among Hispanic college students?

H2o: None of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

H2: At least one of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

This design is using standardized quantitative questionnaires that have been previously used in other studies to investigate acculturative stress levels among documented and undocumented Hispanic college students. A multiple regression analysis has been used to determine if there are significant predictors of acculturative stress among the different domains of adaptability. A binary logistic regression was calculated

to determine if the different domains of adaptability can predict particiants documentation status.

Threats To Validity

Validity is a key factor in a quantitative research design. The foundation of the validity is of great importance and represents the backbone of a scientific research method. In order to secure the validity of my investigation, it is strongly recommended that the instrument accurately measure what it was strictly determined to measure. Generally speaking, validity brings up a solid research design while generating outcomes that are universal to the given population. The ultimate goal of this research is to produce dependable knowledge and to provide evidence that will guide practical decisions. Statistical conclusions hold true when the results of a research study are based on an adequate analysis of the data—when adequate statistical methods are used (Gravetter and Wallnau, 2009). There are various types of validity, including internal, external and confounding validity.

Internal Validity

Internal validity refers to whether a treatment or action does or does not affect the conclusion and whether there are enough facts to validate the outcome (Gravetter and Wallnau, 2009). This subsection presents some of the potential threats to internal validity pertaining to this research and how to address them.

Acculturative stress and adaptability measures are systematically reviewed based on three criteria: scale descriptors (name of the scale, authors, year, target group, age group, subscales, and number of items), psychometric properties (reliabilities), and

conceptual and theoretical structure. Regarding the psychometric properties, most measures have an adequate internal consistency. Also, students may have been inclined to lie about their documentation status due to fear, and this situation may pose a threat to the internal validity of the results.

Due to the study's ex-post facto design, there is little or no internal validity for results due to not being able to draw causal conclusions from the study data. However, study results can assess the existence of relationships between adaptation domains and acculturative stress that may inform follow-up research using other designs

External Validity

External validity refers to the generalizability of the treatment and the condition outcomes across various settings (Gravetter and Wallnau, 2009). This subsection presents details on some of the potential threats to the external validity relevant to this research and how to address them. In terms of external validity threats, measurements were only applicable to the Hispanic college students' population where data collection was commenced and not directly as representative of the general Hispanic college student population in the U.S.

To address the issue, the researcher tests this by contrasting responses from documented Hispanic college students, whose acculturative stress may not be especially high, to responses from undocumented students, for whom acculturative stress is likely high. Also, study instruments specific measures adaptation and acculturative stress in a general sense and not focusing on specific college related circumstances.

Protection of Participants' Rights

Confidentiality is essential in research, and all the participants must remain anonymous to maintain the privacy of all respondents and confidentiality of the data. Researchers collecting information from people and organizations have a legal and ethical responsibility to ensure that individuals and organizations cannot be identified in a disseminated dataset (Privacy Act, 1988).

Since respondents have not been asked to self-identify, information is kept anonymous to avoid conflicts of interest. The researcher keeps the original questionnaire surveys and SPSS program with the data and the tables concerning all participants and their information.

Barrett and Turner (2015) observed that researchers need to take into account many kinds of possible harms and benefits. There are, for example, risks of psychological harm, physical harm, legal harm, social harm, and economic harm, and the corresponding benefits. While the most likely types of harm to research subjects are those of psychological or physical pain or injury, other possible kinds should not be overlooked Barrett and Turner (2015).

Important consideration has been given to some ethical features in this investigation. As is the case with much of social and behavioral sciences, research on immigrants and undocumented status is not morally neutral. Immigration policies are hotly debated in our society. In their article, "Ethical Issues in Research with Immigrants," Berzin and DeMarco (2012) explained how supporters of immigration argue that immigrants benefit the country but may need special programs to assist them in

their adjustment, whereas opponents suggest that immigrants drain resources that could be spent on other national priorities. In addition, research on the experience and adaptation of immigrants is used to argue both sides of this debate (Berzin and DeMarco, 2012).

As related to the Belmont Report (U.S. Department of Health and Human Services, 1979), the main ethical principles relevant to this investigation are respect for persons and assessment of risks and benefits. Respect for persons includes at least two ethical convictions: first, those individuals should be treated as autonomous agents, and, second, those persons with diminished autonomy are entitled to protection (Cordova & Cervantes, 2012). In order to address these issues, I carefully explained the purpose of this investigation to potential participants before they signed the informed consent form. Participants could choose to participate or not to participate in this investigation. They could withdraw from the study at any time, without the fear of future consequences. More importantly, they were not asked to give names.

A second important consideration in this investigation is the assessment of risk and benefits. The assessment of risks and benefits requires a careful array of relevant data, including, in some cases, alternative ways of obtaining the benefits sought in the research (IRN, 2012). Recruitment for this study occurred in July 2018 at the libraries, cafeterias, learning centers, parking lots, offices, and hallways of the three college campuses. In order to minimize risks, students were provided a cover letter and encouraged to ask questions prior to agreeing to complete the questionnaire surveys. The estimated time frame to complete the survey is 7 to 10 minutes. Upon completion of the

questionnaire surveys, each item was placed in an envelope until the stage of data analysis. All study material was either in secured storage locations or on the principal investigator's person during the study duration. Demographic data was coded numerically and have been stored with survey responses. Survey responses were identified by numerical codes. Demographic data with numerical code was made accessible only by the principal investigator. Raw data have been made be available only to the principal investigator. The coded demographic data was stored in a locked drawer in the researcher's desk. Data have been stored on a USB and only made accessible to the principal investigator. All physical and digital surveys material containing participants' information was destroyed at the end of data analysis. The questionnaire surveys previously did not require any identifying information.

Summary

Both acculturated and unacculturated Hispanic college students have been through significant acculturative stress, though arising from different issues, and the magnitude of their stress levels differs based on level of generation, acculturation, and years in the US. The acculturated students have experienced strain from the larger society in order to be acculturated; therefore, the more acculturated face acculturation demands mainly from their own cultural group as well as the general public to acculturate, whereas the more acculturated face /acculturate demands primarily from their own cultural group and the society at large (Alva & de los Reyes, 2013).

While acculturative stress normally functions for a short period of time and creates few contributions to suffering and dysfunction in contrast to further sources of

stress (Alva & de los Reyes, 2013), on the other hand, the effect of such stress of the psychological profile of undocumented Hispanic college students must be recognized. The researcher definitely is assuming that the SAFE and the I-ADAPT-M have already provided evidence of effectiveness in other research designed to study acculturative stress and adaptation among undocumented Hispanic college students (Alva & de los Reyes, 2013). Other potential studies with bigger and more representative samples may assess the significance of acculturative stress on a number of mental health outcomes while exploring the unpredictability of acculturative stress for individuals.

Persistent assessment of the function of acculturative stress resulting from insufficient English skills for undocumented Hispanic college students may contribute to a better understanding of the psychological adjustment and challenges confronting this group (Alva & de los Reyes, 2013). The purpose of this study is to examine the role of acculturative stress and different domains of adaptation towards acculturative stress among undocumented versus documented Hispanic college students. The next chapter will include a clear development of this study's results.

Chapter 4: Results

Introduction

In this chapter, I explain the results in regard to whether or not undocumented Hispanic college students experience acculturative stress and adaptability differently than documented Hispanic college students, based on instrumental /environmental, social/interpersonal, and social sources of acculturative stress and the I-Adapt-M. The sociodemographic factors take account of documentation status, living arrangement, age, gender, employment status, how long one lived in the United States and country of origin. Initially, I clarify the research tools followed by an explanation of their applicability to the chosen study design. Secondly, I explain the process adopted for data collection and data analyses. Thirdly, I present an examination of the main hypothesis. Lastly, I display tables and graphs in order to describe the results and findings with coherence and consistency.

Data Collection

I distributed surveys at the universities where data collection was administered. Survey packets were available in both English and Spanish. The time frame for data collection or survey responses was a 2-week time period during the month of July. The surveys included demographic questions, such as age, gender, documentation status, length of time living in the United States and country of origin. These demographic variables were used to determine if participants' demographics are components of their acculturative stress. Other instruments include the SAFE assessment and the I-ADAPT measure. While questionnaire surveys were distributed in both English and Spanish, none

of the Spanish surveys were completed. Since data were collected in a college student population, it is assumed that all participants were proficient or fluent enough in English. This may also be due to the fact that participants are all college students where English is the dominant language. Surprisingly, it was revealed that only 75 participants were documented, and 95 were undocumented. These demographic variables are being asked to determine if participants' demographics are components of their acculturative stress. Other instruments include the SAFE assessment and the I-ADAPT measure. Gender, work status, country of origin and documentation status helped determine if acculturative stress and adaptation scores may differ based on the different responses to these items. Age and gender determined if these variables have any significant relationship with acculturative stress and adaptation scores. Psychometric properties have been analyzed via the instrumentation plus materials subdivision, and most measures have an adequate internal consistency. This can be seen in Chapter 3.

Data Analyses

Descriptive Statistics

The final sample consisted of 90 undocumented Hispanic college students and 75 documented college students. The majority of the participants originated from countries within Central America. The countries of origin thar occurred most common in the dataset where Mexico (20%), Guatemala(7.3), Nicaragua (7.1%), Salvador (6.1%) and Ecuador (6.1%). Subsequently, measures of central tendency and variability were used to examine the data. The mean age of the sample was 23.56 ($SD = 2.86$). The average time participants lived in the United States was 9.83 years ($SD = 3.818$). Participants' gender

was identified as male (50.9%) and female (49.1%). Participants' documentation status

was identified as documented Hispanic college students (45.5%) and undocumented

students (54.5%). Participants' employment status was unemployed (11.5%), community

service/internship (13.3%), part-time employment (24.2%) and full-time employment

(50.9%). Participants' living arrangement is identified as currently living with

family/parents (34.5%) and currently living away from family/parents (64.8%). See Table

1.

Table 1

Basic Demographics and Descriptive Results Table (n = 165)

Characteristics	*M*	*SD*
Age	23.56	2.86
How long have you lived in the United States	9.83	3.82
	N	*%*
Documentation Status		
Documented	75	45.5%
Undocumented	90	54.5%
Gender		
Male	84	50.9%
Female	81	49.1%
Employment Status		
Unemployed	19	11.5%
Community Service/ Internship	22	13.3%
Part-Time Employment	40	24.2%
Full-Time Employment	84	50.9%
Living Arrangement		
Currently Living with Family/Parents	57	34.5%
Currently Living Away from Family/Parents	107	64.8%

Assessment of Regression Assumptions

Before conducting the appropriate inferential statistics for each research question, the principal investigator assessed the degree in which the research data met the understanding assumptions for the specific inferential statistics analyses used each research question. For the first research question I used a multiple linear regression analysis, while I used a binary logistic regression analysis for the second research question. For each research question, the results of the statistical assumptions were appraised before discussing the actual results of the research question.

Research Question 1 - Multiple linear regression (MLR) assumptions.

Multiple assumptions are considered when conducting a multiple linear regression analysis (Field, 2013). In order to answer the first research question, a multiple linear regression analysis was conducted in order to determine if the domains of individual adaptability are predictors of acculturative stress among documented and undocumented college students. For instance, there are linear relationships between all the domains of adaptation and acculturative stress. See the correction matrix of study variables (Table 2) to see linear relationships. The Durbin-Watson statistic showed the assumption of independent residuals had been met, as the obtained value was close to two (Durbin-Watson = 1.64). Residuals are shown to be random and normally disturbed by possessing a mean of or close to zero. None of the predictors are shown to have a variance of zero. In terms of testing for normality, a visual inspection of the normal P-P plot for the data analysis showed that the points mostly lie on a relatively straight diagonal line, running from the bottom left to the top right of the lot. For testing homoscedasticity, a visual

inspection of the scatterplot shows no signs of funneling. This means, the

homoscedasticity assumption has been met (see Field, 2013).

In terms of multicollinearity, some of the predictor variables were shown to have

extremely high correlations (I >.80) (see Field, 2013). In correcting this issue of

multicollinearity, interpersonal adaptability, learning adaptability, and creativity

adaptability were removed from the model. After removing these variables, there was no

evidence of multicollinearity, with the highest correlation among predictor's crisis

adaptability-cultural adaptability ($r =. 74$) less than r of .80, as evident in Table 2 (Field,

2013).

Table 2 Correlation Matrix of Age, Time Living in the U.S., Aculturative Stress, and Adaptability (n = 165)

Variables	1	2	3	4	5	6	7	8	9	10	11	M	SD
Age	1	.40**	-.08	.06	.03	.09	.05	-.01	-.03	.04	.03	23.56	2.86
Time Living in the US(Years)		1	-.36**	.23**	.36**	-.26**	.27**	.162*	-.019	.265**	.015	9.83	3.82
Acculturative Stress			1	-.67**	-.88**	.64**	-.77**	-.53**	-.26**	-.75**	-.16*	62.38	23.43
Crisis Adaptability				1	.74**	-.0/8	.84**	.83**	.62**	.85**	.58**	21.43	4.24
Cultural Adaptability					1	-.50**	.83**	.63**	.32**	.85**	.26**	17.62	4.43
Work Stress Adaptability						1	-.23**	.11	.29**	-.20*	.40**	16.12	4.27
Interpersonal Adaptability							1	.84**	.59**	.89**	.49**	26.26	5.29
Learning Adaptability								1	.78**	.82**	.72**	33.91	5.71
Physical Adaptability									1	.58**	.74**	29.94	3.57
Creativity Adaptability										1	.48**	18.99	4.29
Uncertainty Adaptability											1	29.95	4.02

*p <.05, **p <.01

Multiple regression assumptions for documented participants.

Multiple linear regression analysis was used to test if individual adaptability was a significant predictor of documented participants' acculturative stress only.This analysis was conducted to determine how adaptation domains can predict acculturative stress among documented particpiants without the influence of undocumented participants in the regression model. Multiple assumptions are considered when conducting a multiple linear regression analysis (Field, 2013). For instance, there are linear relationships between all the domains of adaptation and acculturative stress. All study variables in the regression analysis are measured, continuous, interval, or nominal variables falling into two categories. The Durbin-Watson statistic showed the assumption of independent residuals had been met, as the obtained value was close to two (Durbin-Watson = 2.00). Residuals are shown to be random and normally disturbed by possessing a mean of or close to zero. None of the predictors are shown to have a variance of zero. In terms of testing for normality, a visual inspection of the normal P-P plot for the data analysis showed that the points mostly lie on a relatively straight diagonal line running from the bottom left to the top right of the lot. For testing homoscedasticity, a visual inspection of the scatterplot shows no signs of funneling. This means, the homoscedasticity assumption has been met. In terms of multicollinearity, none of the correlations for study variables using documented students alone has an r-value of .80 or above (See Table 3) (see Field, 2013).

Table 3*Correlation Matrix of Study Variables Documented Participants Only (n = 75)*

Measure	1	2	3	4	5	6	7	8	9	*M*	*SD*
Acculturative Stress	--	-.17	.10	.06	.10	.09	-.03	.24*	.00	38.03	4.01
Crisis Adaptability	-.	--	.00	.04	-.39**	-.29*	-.07	.13	-.12	24.96	1.10
Cultural Adaptability			--	-.28*	.05	.14	-.26*	.31**	-.21	21.97	1.44
Work Stress Adaptability				--	-.15	-.15	.12	-.11	.14	13.57	1.63
Interpersonal Adaptability					--	.14	-.13	-.02	-.17	31.19	1.47
Learning Adaptability						--	.12	.10	-.17	38.08	1.57
Physical Adaptability							--	-.15	.07	31.41	1.72
Creativity Adaptability								--	-.16	22.99	1.42
Uncertainty Adaptability									--	31.12	1.93

*p <.05, **p <.01

Multiple regression assumptions for undocumented participants.

Multiple linear regression analysis was used to test if individual adaptability was a

significant predictor of undocumented participants' acculturative stress only. This

analysis was conducted to determine how adaptation domains can predict acculturative

stress among undocumented particpiants without the influence of documeted participants

in the regression model. The rationale behind this analysis was to gain a better

understanding towards the effect adaptation has on each documentation status group.

Multiple assumptions are considered when conducting a multiple linear regression

analysis (Field, 2013). For instance, there are linear relationships between all the domains

of adaptation and acculturative stress to be seen in linear relationships. All study

variables in the regression analysis are measured continuous, interval, or nominal

variables falling into two categories. Durbin-Watson statistic showed the assumption of:

independent residuals had been met, as the obtained value was close to two (Durbin-

Watson = 1.64). Residuals are shown to be random and normally disturbed by possessing

a mean of or close to zero. None of the predictors are shown to have a variance of zero.

In terms of testing for normality, a visual inspection of the normal P-P plot for the data

analysis showed that the points mostly lie on a relatively straight diagonal line running

from the bottom left to the top right of the lot. For testing homoscedasticity, a visual

inspection of the scatterplot shows no signs of funneling. This means that

homoscedasticity assumption has been meet. Due to multicollinearity being found in the

regression model, physical adaptability and learning adaptability were removed from the

model (see Field, 2013).

Table 4

Correlation Matrix of Study Variables for Undocumented Students (n = 95)

*p <.05, **p <.01, ***p <.001

Measure	1	2	3	4	5	6	7	8	9	M	SD
Acculturative Stress	--	.40**	-.17	.54**	.36**	.52**	.41**	.40**	.37**	82.67	9.07
Crisis Adaptability	.	--	.21*	.76**	.68**	.73**	.64**	.66**	.69**	18.45	3.56
Cultural Adaptability			--	.13	.23*	.04	-.01	.29**	.13	13.94	2.18
Work Stress Adaptability				--	.69**	.84**	.70**	.73**	.73**	18.24	4.63
Interpersonal Adaptability					--	.71**	.65**	.69**	.64**	22.10	3.43
Learning Adaptability						--	.84**	.72**	.84**	30.43	5.58
Physical Adaptability							--	.65**	.80**	28.71	4.20
Creativity Adaptability								--	.60**	15.66	2.74
Uncertainty Adaptability									--	28.97	4.95

Research question 2 - Logistic regression assumptions.

In order to answer the second research question, a binary logistic regression was calculated to determine if levels of individual adaptability domains can predict the documentation status of college students. They are numerous assumptions of binary logistic regression that had to be meet before conducting the analysis (Field, 2013). For instance, the assumption of linearity was shown to be supported by having none of the interactions between predictors and logistics of the predictors were significant predictors of documentation status (Field, 2013).

In terms of multicollinearity, some of the predictors' variables were shown to extremely high correlations (r >.80) (Field, 2013). In correcting this issue of multicollinearity, interpersonal adaptability, learning adaptability and creativity adaptability was removed from the model. After removing these variables, there was no evidence of multicollinearity with the highest correlation among predictor's crisis adaptability-cultural adaptability (r =. 74) is less than r of .80 (See Table 2) (Field, 2013).

Results of the Data Analyses for Research Question 1

RQ1: To what extent do the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) predict the levels of acculturative stress among documented and undocumented college students?

Ho1 No domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) individually or in combination significantly predict levels of acculturative stress among documented and undocumented college students.

H1: At least one domain of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) significantly predicts acculturative stress among documented and undocumented college students.

Multiple linear regression analysis was used to test if individual adaptability was a significant predictor of participants' acculturative stress. A significant regression was found (F (5,158) = 210.94, p < .001) with an R^2 of .87. Participants' work stress adaptability (β= 2.42, p<. 001) was found to be a significant positive predictor of acculturative stress. Crisis adaptability (β=-1.40, p<. 001) and cultural adaptability (β=-2.40, p<. 001)) were found to be significant negative predictors of acculturative stress. Participants' physical adaptability (β=-.52, p>.05), and uncertainty adaptability (β = -.01, p>.05) were found to be non-significant predictors of acculturative stress. The null hypothesis for the fist research question was found to be rejected. See Table 5.

Table 5. *Multiple Regression of Domains of Individual Adaptability Predicting Acculturative Stress Table (n = 165).*

Variables	B	SE B	*β*	*T*	*P*	CI 95%	
Crisis Adaptability***	-1.40	.32	-.25	-4.34	<.001	-2.03	-.76
Cultural Adaptability***	-2.40	.31	-.45	-7.79	<.001	-3.00	-1.79
Work Stress Adaptability***	2.42	.24	.43	9.94	<.001	1.94	2.90
Physical Adaptability	-.52	.31	-.08	-1.67	.098	-1.13	.10
Uncertainty Adaptability	-.01	.28	.00	-.04	.966	-.57	.54
Df				5,158			
R^2				.87			
F				210.94			
P				<.001			

*p <.05, **p <.01, ***p <.001

Predictors of acculturative stress for documented students. When analyzing

the documented students only, the regression model was not found to be significant (F (8,

66) = 1.03, p > .05) with an R^2 of .11. Participants' creativity adaptability (β= .75, p<.05)

was found to be a significant positive predictor. Crisis adaptability (β=-.64, p>.05),

cultural adaptability (β=.14, p>.05), work stress adaptability (β=.28, p>.05), interpersonal

adaptability (β=.14, p>.05), physical adaptability (β=.00, p>.05), learning adaptability

(β=.05, p>.05), and uncertainty adaptability (β=.06, p>.05) were found to be non-

significant predictors. See Table 6.

Table 6. Multiple Regression of Domains of Individual Adaptability Predicting

Acculturative Stress among Documented Participants (n = 75)

Variables	B	SE B	*β*	*T*	*P*	CI 95%	
Crisis Adaptability	-.64	.50	-.18	-1.28	.203	-1.64	.36
Cultural Adaptability	.14	.36	.05	.38	.704	-.59	.87
Work Stress Adaptability	.28	.30	.11	.93	.355	-.32	.89
Interpersonal Adaptability	.14	.36	.05	.39	.695	-.58	.87
Learning Adaptability	.05	.32	.02	.17	.868	-.59	.70
Physical Adaptability	.00	.29	.00	.01	.993	-.57	.58
Creativity* Adaptability	.75	.35	.27	2.13	.037	.05	1.45
Uncertainty Adaptability	.06	.26	.03	.22	.827	-.46	.58
Df				8,66			
R2				.11			

F			1.03			
P			.416			
Crisis	-.64	.50	-.18	-1.28	.203	-1.64
Adaptability						

*p<.05, **p<.01, ***p<.001

Predictors of acculturative stress for undocumented students.

Multiple linear regression analysis was used to test if individual adaptability was a significant predictor of undocumented participants' acculturative stress only. A significant regression model was found (F (6, 81) = 5.87, p < .001) with an R^2 of .25, cultural adaptability (β=-.1.10, p<. 01) was found to be a significant negative predictor of acculturative stress, while work stress adaptability (β=. 86, p<. 05) was found to be a positive predictor of acculturative stress. Crisis adaptability (β=. 19, p>.05), interpersonal adaptability (β=-.10, p>.05), creativity adaptability (β=-.27, p>.05) and uncertainty adaptability (β=. 07, p>.05) we found to be non-significant predictors. See Table 7.

Table 7. *Multiple Regression Analysis of Individual Adaptability Predicting Acculturative Stress Among Undocumented College Students (n = 88)*

Variables	B	SE B	β	T	P	CI 95%	
Crisis Adaptability	.19	.44	.08	.43	.665	-.68	1.06
Cultural Adaptability**	-1.10	.40	-.27	-2.74	.007	-1.90	-.30
Work Stress Adaptability*	.86	.34	.42	2.52	.014	.18	1.54
Interpersonal Adaptability	-.10	.38	-.04	-.27	.785	-.85	.65
Creativity Adaptability	.27	.53	.07	.51	.609	-.78	1.33

Uncertainty Adaptability	.07	.33	.04	.22	.823	-.58	.73
Df				6,81			
R^2				.25			
F				5.87			
P				.001			

*p<.05, **p<.01, ***p<.001

Results of the Data Analyses for Research Question 2

RQ2: To what extent do the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) predict immigration status among Hispanic college students?

Ho2: None of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

H2: At least one of the domains of adaptation (crisis, cultural, learning, work stress, interpersonal, physical, uncertainty, and creativity) can predict immigration status among Hispanic college students.

In order to answer the second research question, a binary logistic regression was calculated to determine if levels of individual adaptability domains can predict the documentation status of Hispanic college students. To avoid the issue of multicollinearity, the only five dimensions out of the eight adaptation dimensions were used as predictors in this model Work Stress Adaptability, Physical Adaptability, Uncertainty Adaptability). Also, crisis adapatabilty and cultural adaptability were

removed from the model due to a statistical phenomena called separation. Separation in

statistics is a phenomenon in regression models that have dichomtous outcome variables

such as logistic regression where the outcome variable separates values of the predictor

model completely (Altman, Gill, & Mcdonald, 2004). The separated predictor variable

values can perfectly predict the specific outcome that separated it. One solution for

handling seperation in a logistic model is to remove the separated values. Therefore,

crisis adaptabiliy and cultural adaptability were removed from the model (Altman et al.,

2004). The full model containing the used predictors was statistically significant, χ2 (3, N

= 163) = 158.24), p < .001, indicating that the model was able to distinguish between

participants who were documented and participants who were not documented. The

model as a whole explained between 62% (Cox and Snell R^2= .62) and 83% (Nagelkerke

R^2= .83) of the variance in documentationtatus, and correctly classified 93.3% of cases

(See Table 8 for Classification Table). The results show that work stress adaptability (OR

= 2.63, p <001), physical adaptability (OR =.53, p <.001) and uncertainty adaptability

(OR =.56, p<.01) were significant predictors of documentation status. Participants with

higher work stress adaptability were 2.63 times more likely to be undocumented than

documented. Participants with higher uncertainity adaptability were .56 times more likely

to be undocumented than documented. Participants with higher physical adaptability

were .53 times more likely to be undocumented than documented.The null hypothesis

was rejected for this research question, which in terms means the study's second

hypothesis is supported.

Table 8: Binary Logistic Regression Classification Table

Classification Table[a]

	Observed		Documented	Undocumented	Percentage Correct
			Predicted Documentation Status		Percentage
Step 1	Documentation	Documented	73	2	97.3
	Status	Undocumented	9	81	90.0
	Overall Percentage				93.3.

a. The cut value is .500

Table 9: Binary Logistic Regression of Individual Adaptability Predicting

Documentation Status Table

Variables	B	SE B	Wald χ^2	Df	p	OR	CI 95%	
Work Stress Adaptability***	.97	.17	33.42	1	.000	2.63	1.90	3.65
Physical Adaptability***	-.64	.18	13.24	1	.000	.53	.37	.74
Uncertainty Adaptability**	-.57	.18	10.20	1	.001	.56	.40	.80
Df					3			
Cox & Snell R^2					.62			
NagelKerke R^2					.83			
X^2					158.24***			
P					.001			

*p<.05, **p<.01, ***p<.001

Summary

In Chapter 4, I explain the projecting nature of individual adaptability (crisis adaptability, cultural adaptability, work stress adaptability, interpersonal adaptability, physical adaptability, learning adaptability, creativity adaptability and uncertainty adaptability) on acculturative stress levels among documented and undocumented

Hispanic college students. Subsequently, I described the research tools followed by an analysis of the most important results from both the multiple regression and the logistic regression analyses.

From this investigation's outcomes, I have come to display a regression model to determine the variance in acculturative stress among documented versus undocumented Hispanic college students. It was also determined that their acculturative stress can be measured by their individual adaptability levels. I have also used a logistic regression model to determine how Hispanic college students' individual adaptability levels may predict their documentation status. The regression model showed that the best predictive factor of acculturative stress was crisis adaptability, cultural adaptability and work stress adaptability. In terms of the logistic regression model, work stress adaptability, physical adaptability and uncertainity adaptability emerged as the best predictors for documentation status. Regarding acculturative stress levels, there is significant difference between documented and undocumented Hispanic college students, as measured by the binary logistic regression. The main findings of this study show possessing better adaption skills in terms of handling crisis situations, learning about other cultures, experience less work-related stressors can result in experiencing less stress from acculturative stressors. Participants with better skills towards learning about new cultures, mangining uncertainity and more exposed to work related stressors where shown to be more likley undocumented than documented.Implication for social change and further understanding of the study's benefits for future populations of Hispanic college students will be discussed in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

My purpose for this study was to determine how adaptation affects acculturative stress among both documented and undocumented college students in order to get a better understanding of the many issues they have to face in their daily living. This information will also enable mental health professionals to get a better insight into what undocumented college students experience and acquire the skills to alleviate the acculturative stress-related lives they are facing daily. The results of my study showed that for Hispanic immigrant participants possessing higher adaptation skills towards handling crisis situations and learning about foreign cultures experience less work-related stressors shown to have more positive expressions in terms of acculturative stress. The variation in adaption skills is statistically different enough to accurately distinguish between participants' documentation status (documented and undocumented).

My purpose for this study was to determine whether adaptation correlates with acculturative stress among both documented and undocumented Hispanic college students. Answering the first research question, study results show that the first hypothesis was supported. Crisis adaptability and cultural adaptability were shown to be significant negative predictors of acculturative stress, while work stress adaptability was shown to be a positive predictor of acculturative stress. Hispanic college students who had better skills in dealing with crisis situations and were more capable of learning new cultural norms experienced less acculturative stress. In terms of the results of work stress, adaptability being a negative predictors of acculturative, work stress adaptability actually measured the severity of work-related stressors indiviuals have to adapt to and not the

skills used to adapt to the stressors. Physical adaptability and uncertainty adaptability were not significant predictors of acculturative stress. Due to multicollinearity being present in the multiple regression model, interpersonal adaptability, learning adaptability, and creativity adaptability were removed from the regression model. Looking at documented students alone, none of the individual adaptability domains were significant predictors of acculturative stress. With only undocumented students, higher cultural adaptability and work stress adaptability resulted in predicting experiences of acculturative stress. These findings are somewhat consistent with previous research, since studies have shown that Hispanic adults with better active coping skills experience less acculturative stress and negative mental implications due to acculturative stress than those with poorer active coping skills (Capieloet al., 2015; Crockett et al., 2007; Driscoll & Torres 2013; Torres, 2010).

Regarding the second research question, my results showed that the second hypothesis was supported. The levels of individual adaptability domains, such as work stress adaptabilty, uncertainity adaptability, and uncertainty adaptability, were significant predictors of a Hispanic college student documentation status (documented or undocumented). This finding is supported by previous research findings showing that undocumented students are known to have higher acculturative stress and related mental health issues (Carter, 2014), the difference between them may not be enough to predict a students' documentation status. While Hispanic immigrants represent the biggest immigrant population living in the United States, it is believed that only 22% of them are U.S. citizens (Carter, 2014). Among noncitizen immigrants from Mexico, 2.3 million are lawful permanent residents (25%) and the remaining 6.9 million are

undocumented (Bergdahl, 2017). According to Bergdahl (2017), the number of

undocumented Hispanic immigrants has been growing rapidly since the early 1990s.

For instance, undocumented Hispanic immigrants in the United States currently

represent the majority of all undocumented immigrants (57%; Bergdahl, 2017).

Factors of Acculturative Stress

The purpose of this investigation was to use descriptive statistics with an ex-post

facto/ correlational design study in order to look at the levels of acculturative stress and

adaptability among undocumented Hispanic college students compared to their

counterparts with legal status. These incorporated the SAFE assessment and the I-

ADAPT-M, measuring eight domains of participant individual adaptability: crisis

adaptability, cultural adaptability, work stress adaptability, interpersonal adaptability,

physical adaptability, learning adaptability, and uncertainty adaptability.

As a reminder to the theoretical framework SCCT, undocumented college

students are confronted with actual and perceived barriers to their educational and career

aspirations, and their assessment of their capacity to overcome such barriers leads to

varying reactions and outcomes in the educational and career domains. Against this social

and political context, undocumented Hispanic college students face greater poverty than

their counterparts, according to the Pew Hispanic Center (2013).

Acculturative stress measures are systematically reviewed based on three criteria:

scale descriptors (name of the scale, authors, year, target group, age group, subscales, and

number of items), psychometric properties (reliabilities), and conceptual and theoretical

structure (Altman, Gill, & Mcdonald, 2004). Regarding the psychometric properties,

most measures have an adequate internal consistency. To avoid dealing with societal

pressures, undocumented Hispanic college students may pretend they are not interested in certain colleges or going after certain jobs, and they may avoid discussing their immigration status for fear of not being accepted or being discriminated against (Laura et al., 2013). They also remain aware of the threats of deportation and having their family separated (Laura et al., 2013).

Acculturative stress occurs when undocumented Hispanic college students experience issues due the adjustment process (Dona & Berry, 2014). This situation may stem from different cultural values and practices, communication barriers, and prejudice (Cathy & Gabriel, 2012). Undocumented Hispanic college students tend to be more familiar with this kind of acculturative stress, although it is familiar to, as well as perceived by, other generations of Hispanic college students (Mena et al., 1986). Since the offspring of immigrants acculturate more rapidly than their parents, subsequent generations of Hispanic college students may feel trapped by the conflicting values of their older relatives and peers, or conflicts may occur when they try to connect their personal values and those of their less acculturated parents (Alva & de Los Reyes, 2013).

This study identified three major types of stressors among undocumented Hispanic college students: instrumental/environmental, social/interpersonal, and societal. Instrumental/environmental stressors include challenges to obtaining the goods and services needed for one's day-to-day existence, such as employment, access to health care, and language abilities. Social and interpersonal stressors refer to challenges related to the reestablishment of family and social support, changing gender roles and family, and intergenerational conflicts. Social stressors concern discrimination and difficulties

associated with undocumented status, including fear of deportation (Fortuna, Alegría &

Gao, 2014)

The measure of acculturative stress was the SAFE scale (see Padilla et al., 2006).

In relation to the broad characterization of acculturative stress as psychological issues

occurring as part of the process of adapting to another society, the SAFE items appraised

alleged prejudice, supposed obstacles to adaptation, depressing response of family

members to a person's desire to adjust to the feelings of separation, difficulties in

mastering the English language and other aspects (Ortega et al., 2012).

Despite the literature suggesting psychometric properties were reviewed, it is

deemed appropriate to notice that questionnaire surveys are not intended to be diagnostic.

Instead, they guide our understanding of the level of acculturative stress for

undocumented versus documented Hispanic college students. It is also assumed, for

instance, someone living in socially difficult conditions is likely to experience certain life

challenges, such as disagreement with friends and other relatives, problems on the job

and at school, and a wide range of other stressors (Thomas & Walker, 2012).

Limitations

The current study possesses several limitations in terms of generalizing the results

of the study and interferes with the interpretation of the results. For instance, participants

came from a private northeastern university, which can generalize the results specifically

towards the area of data collection. Second, the study did not measure recent life events

of participants that can cause/contribute to experiences of acculturative stress. Third, the

main statistical analysis of the study mostly consisted of regression models. Regression

models can only measure relationships and cannot explore causation mechanics between

the adaptation and acculturative stress between both documented and undocumented college students (see Green & Salkind, 2014). Also, due to the presence of multicollinearity, some of the individual adaptability domains were removed from the regression models. This, in turn, makes it more difficult to determine how learning adaptability, creativity adaptability and interpersonal adaptability affects acculturative stress among the students. Lastly, students may be inclined to lie about their documentation status due to fear of not wanting to be ousted as undocumented immigrants. Though their information is confidential, they may still be led by fear due to the atmosphere of intolerance for illegal immigrants created by the Trump administration.

Survey instruments could not directly measure or record participants' recent experiences of acculturative stress and adaptation due to the instruments' Likert-scale design. In part, it may only respond with numeric values for each item of the SAFE and the I-Adapt-M. Due to IRB regulations and guidelines towards protecting confidential information of study participants, there was no direct way to determine whether a participant was truly documented or undocumented. Documentation status was self-reported among the participants. Also, due to lifestyle differences between documented and undocumented Hispanic student individuals, the ideal of adaptation may be perceived differently between the two groups due to cultural differences. Differences in perception of adaptation may have influenced responses towards the acculturative stress and adaptation instruments.

Recommendations for Further Study

Future research must focus on further examination that adaptation has on acculturative stress. It was revealed that undocumented Hispanic college students are

unable to participate in the mainstream professional society due to continued barriers to resolution of their legal status; thus, they are denied integration into middle and upper social stratum as well as opportunities to socially, economically, and politically mobilize and organize (Green, 2015). Future research needs to focus on the role adaptation plays in experiencing acculturative stress. Also, there is a need to address a comparison between former and recent undocumented Hispanic college students in terms of physical and learning adaptabilities.

One of the main limitations of the instruments is the fact that it is self-reported using Likert scale responses; the study was not able to directly measure participants' direct daily acculturative stressors and their personal adaptation methods in order to determine how they are handling daily stressors. However, this limitation did not affect the quality of the study data. Also, the IRB enforced the regulation that participants must be informed that their documentation status will not be questioned before their consent to participate in the study. Therefore, participants may have felt discomforted in disclosing that information and that discomfort can potentially influenced their responds to the survey instruments.

This study needs to explore more about different variables. It is believed that acculturative stress, in this era, represents a major characteristic of modern life (Green, 2015). Much progress is needed in understanding acculturative stress. When I was collecting my data, I found many other apparatuses of acculturative stress. These factors could have also been of great importance for acculturative stress decline such as identity threat, rejection, and homesickness (Park, 2016).

In conclusion, the study lacked from directing and recording the actual acculturative stressors participants are currently facing in their daily lives. Without this knowledge, it is difficult to interpret the exact methods with the participants used towards dealing with these stressors. Despite the limitations, this study still expands the literature about acculturative stress on Hispanic college students by examining the relationship between acculturative stress and adaptation domain within both documented and undocumented Hispanic college students. This study can serve as a baseline for future research relevant to acculturative stress and Hispanic college students.

Recommendations for Action

Expulsion and fear of deportation may cause daily distress to undocumented Hispanic college students and some members of their families, who are often, documented immigrants (Broadman et al., 2013). In the article called 'A Fair Humane Immigration Policy', The Honorable Senator Sanders genuinely explains how we are a nation of immigrants, and he is proud to be the son of an immigrant from Poland. His father came to this country from Poland without a nickel in his pocket(Sanders, 2018). Their story, my story, our story is a story of America: hard working families coming to the United States to create a brighter future for their children (Sanders, 2018).

In many occasions, the American psychological Association (APA) raises the voice to advocate for undocumented immigrants and the overall undocumented Hispanic college student population. Psychological investigation has often demonstrated how undocumented Hispanic college students have to live a life through specific stressors relevant to the situation that forced them to escape their home countries, including the acculturative stress from initializing a new life. Consequently, in a letter dated June 2018,

the APA warned the Trump Administration to stop its policy of separating students from their families (Broadman et al., 2013). APA counsels how trauma starting from separation with relatives causes major societal damage, leading to acculturative stress and other mental health issues. From there, the APA implores the Trump Administration to reassess this harmful policy in order to entrust to a better and humane strategy ensuring that families would remain together awaiting immigration proceedings(Broadman et al., 2013).

While numerous, tough choices made by government and affecting undocumented Hispanic college students may be outside of the power of mental health professionals to change, addressing undocumented college students' issues with acculturative stress and fear of deportation may help the government to think more creatively (Verbruggen, 2017).In 2016, a peer reviewed article from the Pew Research Center explained how the country employs millions of undocumented college students, which perpetuates a history of taking advantage of undocumented Hispanic college students, who are also identified as defenseless because of their documentation status: "Their rights have been completely denied in the workplace, otherwise a bit preventing them from claiming those rights" (Verbruggen, 2017). Further, the article states: "Despite all, the laws of this country have always made clear that it is unlawful to exploit, reject, or prevent in this way, paying the minimum wage and overtime to all employees regardless of documentation status or other characteristics" (Verbruggen, 2017). The points represent a call to resilience and deeper level of understanding of the undocumented Hispanic college students.

Implications for Social Change

As an understudied group, undocumented Hispanic college students are often overlooked within the broader immigrant community and omitted from studies on students' mental health (Currie & Mark, 2012). Yet, according to Currie & Mark, (2012), in reality, the main reason causing the emergence of acculturative stress in documented versus undocumented Hispanic college students is the kind of treatment they often receive from the ethnic majority (Currie & Mark, p. 116). This situation implies both positive and negative inference to social change. As per the factors of acculturative stress and adaptation levels, to avoid dealing with societal pressures, undocumented Hispanic college students may pretend they are not interested in certain colleges or going after certain jobs, and they may avoid discussing their immigration status for fear of not being accepted or being discriminated against. They also remain aware of the threats of deportation and having their family separated (Laura et al., 2013). Study results may help to better inform individuals working in the mental health field about difficulties and reactions to difficulties among Hispanic college student population (documented and undocumented). Results may also help to change approaches towards assisting Hispanic college student populations in terms adapting towards societal difficulties. Colleges can take steps to assist undocumented students in the present. Consequently, Ding Ding et al. (2011) discussed how colleges and universities may become more transparent and purposefully communicate institutional policies and available resources to faculty and staff. In addition, colleges may be able to partner internally and externally to increase private and institutional financial resources for undocumented Latino college students (Ding Ding et al. 2011, p. 76).

The researcher also came up with other dynamics to be considered including to create social network to support reuniting Hispanic descents. Although these elucidations simply address the acculturative stress and adaptability levels of undocumented versus documented Hispanic college students, they may serve as an important reference for advocating legislation that provides a pathway for all undocumented Hispanic college students.

The results of this study suggest that mental health professionals need to be aware that they need appropriate trainings to instigate social change. These trainings should not be about changing a group belief system; indeed, these trainings should focus on being aware and tolerant of others' views. When it comes to investigating acculturative stress and adaptation levels between documented and undocumented Hispanic college students, mental health professionals need an increase in multicultural competence. This research study may serve as an important reference for advocating legislation that provides a pathway for all the undocumented Hispanic college students.

Concluding Statement

In this quantitative, ex-post-facto/correlational design, I assessed individual adaptability factors associated with acculturative stress among documented and undocumented Hispanic college students. I examined the strengths and collinearity of the individual adaptability domains (crisis adaptability, cultural adaptability, work stress adaptability, interpersonal adaptability, physical adaptability, learning adaptability, creativity adaptability and uncertainty adaptability). I also examined whether individual adaptability can predict a participant's documentation status (documented or undocumented). By investigating adaptation's role in experiencing acculturative stress,

we can further understand with adaptation methods are more effective in managing acculturative. We can also determine how adaption towards acculturative stress can differ due to a Hispanic immigrant documentation status. Further research and implementation programs can use the study results as a starting point for developing future more effective methods in handling acculturative stress between both parties. By developing better methodology in handling acculturative stress, we will be more equipped in handling the psychological consequences that can come with acculturative stress. The findings of my study are contributors to the obtainable scientific literature of acculturative stress among undocumented versus undocumented Hispanic college students. Furthermore, the results of this study present supplementary information intending to enhance scientific study of acculturative stress between documented versus undocumented Hispanic college students.

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Appendix A: Survey Package

Please put a checkmark here within the parentheses ✓ (   ) to answer the following

questions.

Remember that this information along with all the other information you will provide in

this survey is confidential. The only person that will have access to the information is the

principal investigator, and he has no way of identifying anyone because no one requires

to self-identify.

What is your documentation status?

_____Documented (You are in possession of a legal documentation such as a Green

Card, Resident VISA, Passport, etc…) or Legal US Citizen (Either Born in the USA or

originated from another country).

Undocumented (You are not currently in possession of any legal immigration or

residency documentation such as a Green Card, Resident VISA, Work Permit, Passport,

etc…).

Questionnaire

Age_____

Country of Origin_____

How long have you been living in the United States_____

For the following questions, please write a check mark ✓ in the appropriate response.

Sex: Male_____   Female_____

Employment status: Unemployed _____

Community Service/Internship _____

Part-time Employment _____

Full-time employment _____

Ethnicity: Hispanic_____   Non-Hispanic_____

Living arrangement:

_____ Currently living with family/parents.

_____ Currently live away from family/parents.

Please rate each item on how much it applies to you from 1-5. If the item does not apply to you at all please rate the item 0.

1 = Not stressful
2 = A bit stressful
3 = Moderately stressful
4 = Very stressful
5 = Extremely stressful
6 = Doesn't apply to me at all

_____ I feel uncomfortable when others make jokes about or put down people from my ethnic group.
_____I have more barriers to overcome than most people.
_____It bothers me that members of my family close to me do not understand my new values.
_____ Close family and I have conflicting expectations about my future.
_____ It is hard to express to my friends how I really feel.
_____ My family does not want me to move away but I would like too.
_____It bothers me that so many people use drugs.
_____It bothers me that I cannot be with my family.
_____In looking for a good job, I sometimes feel that my ethnicity is a limitation.
_____I don't have any close friends.
_____Many people have stereotypes about my culture or my ethnic group, and they treat me as if they are true.
_____I don't feel at home
_____People think I am not sociable when in fact I have trouble communicating in English.
_____I often feel that people actively try to stop me from advancing.
_____It bothers me when people pressure me to assimilate.
_____I often feel ignored by people who are supposed to support me.
_____Because I am different, I do not get enough credit for the work I do.
_____It bothers me that I have an accent.
_____Loosening the ties with my country are difficult.
_____I often think about my cultural background.
_____Because of my ethnic background, I feel that others often exclude me from participating
_____It is difficult for me to "show off" my family.
_____People look down on me if I practice customers of my culture.
_____I have trouble understanding others when they speak.

Please rate each item from 1-7 on how much you agree with each item

1 = strongly disagree

2=disagree

3=slightly disagree

4 = neither disagree or agree

5 = slightly agree

6 = agree

7= strongly agree.

_____I am able to maintain focus during emergencies

_____I enjoy learning about cultures other than my own

_____I usually over-react to stressful news

_____I believe it is important to be flexible in dealing with others

_____I take responsibility for acquiring new skills

_____I work well with diverse others

_____I tend to be able to read others and understand how they are feeling at any particular moment

_____I am adept at using my body to complete relevant tasks

_____In an emergency situation, I can put aside emotional feelings to handle important tasks

_____I see connections between seemingly unrelated information

_____I enjoy learning new approaches for conducting work

_____I think clearly in times of urgency

_____I utilize my muscular strength well

_____It is important to me that I respect others' culture

_____I feel unequipped to deal with too much stress

_____I am good at developing unique analyses for complex problems

_____I am able to be objective during emergencies

_____My insight helps me to work effectively with others

_____I enjoy the variety and learning experiences that come from working with people of different backgrounds

_____I can only work in an orderly environment

_____I am easily rattled when my schedule is too full

_____I usually step up and take action during a crisis

_____I need for things to be ''black and white''

_____I am an innovative person

_____I feel comfortable interacting with others who have different values and customs

_____If my environment is not comfortable (e.g., cleanliness), I cannot perform well

_____I make excellent decisions in times of crisis

_____I become frustrated when things are unpredictable

_____I am able to make effective decisions without all relevant information

_____I am an open-minded person in dealing with others

_____I take action to improve work performance deficiencies

_____I am usually stressed when I have a large workload

_____I am perceptive of others and use that knowledge in interactions

_____I often learn new information and skills to stay at the forefront of my profession

_____I often cry or get angry when I am under a great deal of stress

_____When resources are insufficient, I thrive on developing innovative solutions

_____I am able to look at problems from a multitude of angles

_____I quickly learn new methods to solve problems

_____I tend to perform best in stable situations and environments

_____When something unexpected happens, I readily change gears in response

_____I would quit my job if it required me to be physically stronger

_____I try to be flexible when dealing with others

_____I can adapt to changing situations

_____I train to keep my work skills and knowledge current

_____I physically push myself to complete important tasks

_____I am continually learning new skills for my job

_____I perform well in uncertain situations

_____I can work effectively even when I am tired

_____I take responsibility for staying current in my profession

_____I adapt my behavior to get along with others

_____I cannot work well if it is too hot or cold

_____I easily respond to changing conditions

_____I try to learn new skills for my job before they are needed

_____I can adjust my plans to changing conditions

_____I keep working even when I am physically exhausted

Appéndice A
Paquete de Encuesta

Por favor, ponga ùn marca de verification aqui entre los paréntesis (   ) ☐ que conteste

a la siguiente pregunta.

Debe recordar que esta información junto con otra información que usted proporcione al

responder a las preguntas de esta encuesta es confidencial. La única persona que tendrá

acceso a esta información es el investigador principal.

¿Cuál es su estado de documentación?

_____ Documentado (que están en posesión de la documentación jurídica como una

Green Card, Visa de Residente, pasaporte, etc…) o legal (ya sea ciudadano

estadounidense nacido en los EE.UU. o proceden de otro país).

_____Undocumented (que actualmente no están en posesión de toda la documentación de

la inmigración legal o residencia como una Green Card, Visa de Residente, pasaporte,

etc…).

Cuestionario

Edad_____

País de origen_____

¿Durante cuánto tiempo ha estado viviendo en los Estados Unidos_____

Para las siguientes preguntas, por favor escribe una marca ✓ en la respuesta

adecuada.

Sexo: Masculino_____   Mujer_____

Empleo: Desempleados _____

Servicio comunitario/Internship _____

El empleo a tiempo parcial _____

El empleo de tiempo completo _____

Etnicidad: Hispano_____   No hispano_____

Sistema de vida:

_____ Actualmente viven con su familia/padres.

_____ Actualmente viven lejos de la familia/padres.

Por favor calificar cada tema sobre cuánto se aplica a usted por 1-5. Si el elemento no se le aplica a todos califique el tema 0.
0= No estresante
1 = un poco estresante
2 = moderadamente estresante
3 = muy estresante
4 = Extremadamente estresante
5 = No se aplica a mí en todo

_____ Me siento incómodo cuando otros hacen chistes sobre o poner gente de mi grupo étnico.
_____Tengo más barreras a superar que la mayoría de la gente.
_____Me molesta que los miembros de mi familia cerca de mí no entender mis nuevos valores.
_____ Familiares cercanos y tengo expectativas contradictorias acerca de mi futuro.
_____ Es difícil expresar a mis amigos cómo me siento.
_____ Mi familia no me quieren pasar pero me gustaría demasiado.
_____Me molesta que muchas personas usan drogas.
_____Me molesta que no puedo estar con mi familia.
_____En busca de un buen trabajo, a veces tengo la sensación de que mi origen étnico es una limitación.
_____No tengo amigos cercanos.
_____ Muchas personas tienen estereotipos sobre mi cultura o mi grupo étnico, y me tratan como si son verdad.
_____No me siento en casa
_____La gente piensa que no soy sociable, cuando en realidad tengo problemas para comunicarse en inglés.
_____Me siento muchas veces que la gente tratar activamente para mí dejar de avanzar.
_____Me molesta cuando la gente me presionan a asimilar.
_____Me siento muchas veces ignorada por las personas a quienes se supone que me apoyan.
_____Porque soy diferente, no tengo suficiente crédito por el trabajo que hago.
_____Me molesta que tengo un acento.
_____Aflojando los lazos con mi país es difícil.
_____A menudo pienso acerca de mis antecedentes culturales.
_____Debido a mis antecedentes étnicos, siento que los demás me suelen excluir de participar
_____Es difícil para mí "show off" a mi familia.
_____La gente mira hacia abajo en mí si la práctica, los clientes de mi cultura.
_____Tengo problemas para entender a otros cuando hablan.

Califique cada elemento de 1-7 sobre cuánto usted está de acuerdo con cada elemento

1 = totalmente en desacuerdo

2=En desacuerdo

3=ligeramente en desacuerdo

4 = ni de acuerdo ni en desacuerdo

5 = ligeramente de acuerdo

6 = de acuerdo

7= totalmente de acuerdo.

_____Soy capaz de mantener la atención durante las emergencias

_____Me gusta aprender sobre otras culturas que mi propia

_____Yp suelen sobrerreaccionar ante noticias estresante

_____Creo que es importante ser flexible en el trato con los demás

_____I asumir la responsabilidad para adquirir nuevas aptitudes

_____I funciona bien con diversos otros

_____I tienden a ser capaz de leer los demás y entender cómo se sienten en un momento determinado

_____Yo soy adepto a usar mi cuerpo para completar las tareas relevantes

_____En una situación de emergencia, no puedo dejar de lado sentimientos emocionales para manejar tareas importantes

_____I ver conexiones entre información aparentemente no relacionados

_____Me gusta aprender nuevos enfoques para la realización de trabajos

_____Creo que claramente en tiempos de urgencia

_____Puedo utilizar mi fuerza muscular bien

_____Es importante para mí que yo respeto la cultura de otros

_____Me siento mal equipados para lidiar con el estrés excesivo

_____Yo soy bueno en el desarrollo de un análisis único para problemas complejos.

_____Soy capaz de ser objetiva durante emergencias

_____Mi intuición me ayuda a trabajar eficazmente con otros

_____Me gusta la variedad y experiencias de aprendizaje que vienen de trabajar con personas de diferentes orígenes

_____I sólo pueden trabajar en un entorno ordenado

_____Soy fácilmente traqueteaba cuando mi horario es demasiado llena

_____I suele subir y tomar acción durante una crisis.

_____I necesidad de cosas para ser "blanco y negro".

_____Soy una persona innovadora

_____Me siento cómodo interactuando con otras personas que tienen diferentes valores y costumbres

_____Si mi entorno no es cómodo (por ejemplo, limpieza), no puedo realizar bien

_____I tomar excelentes decisiones en tiempos de crisis

_____Me sentiría frustrado cuando las cosas son impredecibles

_____Soy capaz de tomar decisiones eficaces sin toda la información relevante

_____Soy una persona abierta en el trato con los demás

_____I a tomar medidas para mejorar las deficiencias en el rendimiento de trabajo

_____Estoy señala generalmente cuando tengo una gran carga de trabajo

_____Soy perspicaz de los demás y usar ese conocimiento en interacciones

_____I suelen aprender nueva información y técnicas para estar en la vanguardia de mi profesión

_____I frecuentemente lloran o se enojan cuando estoy bajo mucho estrés

_____Cuando los recursos son insuficientes, me prosperan en el desarrollo de soluciones innovadoras

_____Soy capaz de analizar los problemas desde una multitud de ángulos

_____I aprender rápidamente nuevos métodos para resolver problemas

_____I tienden a funcionar mejor en situaciones estables y entornos

_____Cuando ocurre algo inesperado, estoy dispuesta a cambiar de marchas en respuesta

_____Quiero dejar mi trabajo si me exigía ser físicamente más fuerte

_____I tratar de ser flexibles a la hora de tratar con otras personas

_____I puede adaptarse a situaciones cambiantes

_____Me entreno para mantener mi trabajo y conocimientos actuales

_____I físicamente esforzarme para completar tareas importantes

_____Estoy continuamente aprendiendo nuevas habilidades para mi trabajo

_____I se desempeñan bien en situaciones inciertas

_____Puedo trabajar de forma efectiva incluso cuando estoy cansado

_____Asumo la responsabilidad de mantenerse actualizado en mi profesión

_____I adaptar mi comportamiento para relacionarse con los demás

_____I no puede funcionar bien si está demasiado caliente o frío

_____I fácil de responder a las condiciones cambiantes.

_____I tratar de aprender nuevas habilidades para mi trabajo antes de que sean necesarios

_____Puedo ajustar mis planes a las cambiantes condiciones

_____I seguir trabajando incluso cuando estoy agotado físicamente

Appendix B: G*Power Analysis

z tests - Logistic regression
Options:	Large sample z-Test, Demidenko (2007) with var corr		
Analysis:	A priori: Compute required sample size		
Input:	Tail(s)	=	One
	Odds ratio	=	2.3333333
	Pr(Y=1|X=1) H0	=	0.3
	α err prob	=	0.05
	Power (1-β err prob)	=	0.80
	R^2 other X	=	0
	X distribution	=	Binomial
	X parm π	=	0.5
Output:	Critical z	=	1.6448536
	Total sample size	=	149
	Actual power	=	0.8005366

F tests - Linear multiple regression: Fixed model, R^2 deviation from zero
Analysis:	A priori: Compute required sample size		
Input:	Effect size f^2	=	0.15
	α err prob	=	0.05
	Power (1-β err prob)	=	0.80
	Number of predictors	=	8
Output:	Noncentrality parameter λ	=	16.3500000
	Critical F	=	2.0323276
	Numerator df	=	8
	Denominator df	=	100
	Total sample size	=	109
	Actual power	=	0.8040987

Appendix C: NIH Certificate

Completion Certificate

This is to certify that

Philippe Charles

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 04/12/2018.

This course included the following:

1. key historical events and current issues that impact guidelines and legislation on human participant protection in research.
2. ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
3. the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
4. a description of guidelines for the protection of special populations in research.
5. a definition of informed consent and components necessary for a valid consent.
6. a description of the role of the IRB in the research process.
7. the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

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To: Philippe Charles

From:

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Subject: IRB Review of Proposed Research

Date: November 20, 2017

Project #:   **07 – 39**

Project: A Correlational Investigation of the Acculturative Stress and Adaptability

            of Undocumented Hispanic College Students

The Committee has reviewed your application to conduct research involving human
participants on campuses and determined that it is exempt from further
review.
Good luck on your research!

Chairperson, IRB

Associate Director