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AN EXAMINATION OF PERCEPTIONS FOR FAMILY ACCULTURATION,
FAMILY LEISURE INVOLVEMENT, AND FAMILY FUNCTIONING
AMONG MEXICAN-AMERICANS

by

Owen D. Christenson

A thesis submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Science

Department of Recreation Management and Youth Leadership

Brigham Young University

August 2004

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BRIGHAM YOUNG UNIVERSITY

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ABSTRACT

AN EXAMINATION OF PERCEPTIONS FOR FAMILY ACCULTURATION, FAMILY LEISURE INVOLVEMENT, AND FAMILY FUNCTIONING AMONG MEXICAN-AMERICANS

Owen D. Christenson

Department of Recreation Management and Youth Leadership

Master of Science

The purpose of this study was to examine the relationship between acculturation and aspects of family functioning (cohesion and adaptability) and family leisure involvement from Mexican-American parent, youth, and family perspectives. Acculturation of parents, youth, and families were measured using the Bidimensional Acculturation Scale for Hispanics (BAS). Family leisure involvement was measured using the Family Leisure Activity Profile (FLAP). Aspects of family functioning were measured using the Family Adaptability and Cohesion Evaluation Scales (FACES II). Sociodemographic variables such as age, gender, generation, family size, income, and education were also used to help predict levels of acculturation for family perspectives. The sample was obtained from communities in Texas and Utah and consisted of 74 Mexican-American families, including a parent and child from each family.

Differences were found in measures of family leisure involvement and family functioning between Mexican-Americans and normative samples of Anglo-Americans. Findings suggest that family leisure involvement, aspects of family functioning, and sociodemographic variables helped to predict parent, youth, and family perspectives of acculturation. The independent and sociodemographic variables also helped to discriminate levels of acculturation for parents, youth, and families. Recommendations are given for commercial and community programs targeting Mexican-American families, in addition to implication for further research.

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and Family Functioning among Mexican-Americans

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Abstract

The purpose of this study was to examine the relationship between acculturation and aspects of family functioning (cohesion and adaptability) and family leisure involvement from Mexican-American parent, youth, and family perspectives. Acculturation of parents, youth, and families was measured using the Bidimensional Acculturation Scale for Hispanics (BAS). Family leisure involvement was measured using the Family Leisure Activity Profile (FLAP). Aspects of family functioning were measured using the Family Adaptability and Cohesion Evaluation Scales (FACES II). Sociodemographic variables such as age, gender, generation, family size, income, and education were also used to help predict levels of acculturation for family perspectives. The sample was obtained from communities in Texas and Utah and consisted of 74 Mexican-American families, including a parent and child from each family. Differences were found in measures of family leisure involvement and family functioning between Mexican-Americans and normative samples of Anglo-Americans. Findings suggest that family leisure involvement, aspects of family functioning, and sociodemographic variables helped to predict parent, youth, and family perspectives of acculturation. The independent and sociodemographic variables also helped to discriminate levels of acculturation for parents, youth, and families. Recommendations are given for commercial and community recreation programs targeting Mexican-American families, in addition to implication for further research.

Key Words: family acculturation, family functioning, family leisure involvement

Introduction

By the year 2050, Hispanics are projected to make up 25% of the population in the United States and will be the nation's largest minority group. Out of those, the majority will be Mexican-Americans (Antshel, 2002). As the population of Hispanics grows in the United States, a greater understanding of cultural characteristics, basic values, attitudes, expectancies, and social behaviors is needed (Marín & Marín, 1991). Researchers need to consider the "dearth of family research" on minority groups if their "work is to remain relevant to policy makers or professionals who work directly with families and children" (McLoyd, Cauce, Takeuchi, & Wilson, 2000, p. 1083). McLoyd et al. (2000) claim that of all family research, about 10% focus on African-Americans with even less examining characteristics of Hispanic families. Of the Hispanic studies, including research on Mexican-Americans, many have examined issues related to acculturation (McLoyd et al., 2000).

Acculturation involves adapting one's culture of origin to that of a new culture, and is seen through behavioral and attitudinal changes (Antshel, 2002; Berry, 1980; Corsini, 1987; Marín & Marín, 1991; Rogler, Cortés, & Malgady, 1991). Dumka and Roosa (1997) suggest that acculturation should not be confused with length of time in a country or generational status, but that it is different for each person or family. The amount of first-hand contact and interaction an immigrant has with services, schools, media, people, and the community in the dominant culture helps to determine their acculturation level. For Mexicans who immigrate to the United States, acculturation is the process of changing their culture to the dominant culture found in the United States.

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During the past two decades, studies on acculturation have emphasized the individual adult perspective. Padilla (1980) stated, “the individual has become important in the study of acculturation because we now fully recognize that the individual is crucial in whatever change that occurs through contact between differing cultural orientations” (p. 2). Many scholars, however, consider the family to be the single most important institution among Hispanics (Diaz-Loving & Draguns, 1999; Gil-Rivas, Greenberger, Chen, & Lopez-Lena, 2003; Gonzalez-Forteza, Salgado de Snyder, & Andrade Palos, 1993; Grebler, Moore, & Guzman, 1970; Rubel, 1970; Sabogal, Marín, Otero-Sabogal, Marín, & Perez-Stable, 1987). Grebler et al. (1970) suggested that understanding stability and change in the family is critical to understanding any society. Yet, few if any have examined acculturation from the Mexican-American family perspective. Therefore, research examining Mexican-American parent, youth, and family perspectives of acculturation seems necessary.

Review of Literature

Historically, acculturation has been viewed from various frameworks. In more recent studies, researchers (Buriel, 1993; Marín & Gamba, 1996; Ramirez, 1983; Sabogal et al., 1987) see acculturation in three possible stages: high acculturation, biculturalism, and low acculturation. High acculturation is the idea that an individual has integrated well into the dominant culture while forgoing the individual’s culture of origin. Biculturalism is the concept that one can become acculturated to the dominant culture, but still retains aspects of one’s culture of origin. Low acculturation is the guarding or maintaining of the culture of origin with little or no acculturation into the dominant culture.

Researchers (Antshel, 2002; Berry, 1980; Corsini, 1987; Keefe, 1980; Marín & Marín, 1991; Rogler et al., 1991) have defined acculturation for an individual as the process of changing from their original culture to a new culture and can be seen through attitudinal and behavioral change. For purposes of this study, family acculturation is similarly defined as the process involved in changing a family's culture of origin to another culture, and can be seen through attitudinal and behavioral changes in the family. Nagel (1994) suggested that culture is comprised of such things as beliefs, norms, myths, spirituality, customs, religiosity, and leisure.

Scholars (Allison, 1988; Floyd, 1998) have theorized that Mexican-Americans may slow the acculturation process or maintain their original culture by participating primarily in traditional Mexican leisure activities. Floyd and Gramann (1993) found an empirical relationship between an individual's leisure involvement and acculturation among Mexican-Americans, suggesting that those who were more acculturated also tended to be more involved in leisure patterns found in the United States.

As aforementioned, the family unit is an essential part of understanding Hispanics (Grebler et al., 1970; Rubel, 1970; Sabogal et al., 1987). Therefore, given the relationship between leisure involvement and acculturation among individual Mexican-Americans, it can be hypothesized that there may be a similar relationship between family leisure involvement and family acculturation among Mexican-American families.

In addition to the research related to leisure involvement of Mexican-Americans, scholars (Vega, Patterson, Sallis, Nader, Atkins, & Abramson, 1986) have reported an empirical relationship between family functioning and individual acculturation which

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suggested that Mexican-Americans who were more acculturated tended to be more similar in their family functioning to people of the dominant culture in the United States than Mexican-Americans who were low acculturated. Therefore, given the relationship between family functioning and individual acculturation, there is likely to be a similar relationship between family functioning and family acculturation. Further understanding of family constructs such as family leisure involvement and family functioning and their possible relationship with acculturation may provide greater insight into the acculturation process among Mexican-American parents, youth, and families.

Acculturation and Leisure Involvement

Few if any studies have examined family leisure behavior and acculturation, but studies describing the relationship between an individual's leisure and acculturation are increasing (Allison, 1988; Floyd & Gramann 1993; Floyd, Gramann, & Saenz, 1993; Floyd, 1998; Ryska, 2001; Shaul & Gramann, 1998; Stodolska & Yi, 2003). The studies that exist on Mexican-Americans have indicated that changes are occurring in leisure behavior as a result of acculturation. Stodolska and Yi (2003) found that leisure participation rates and patterns are highly related to the level of acculturation among Mexican-Americans. High acculturated Mexican-Americans were found to have similar leisure participation rates and patterns to Anglo-Americans, while low acculturated Mexican-Americans differed substantially from high acculturated Mexican-Americans and the dominant U. S. population. Floyd and Gramann (1993) examined the effects of Mexican-American acculturation on outdoor recreation patterns and found that "the effects of acculturation were expressed not so much in which outdoor recreation areas

were visited as they were in which types of activities were chosen” (p. 15). Low acculturated Mexican-Americans took part in significantly fewer outdoor recreation activities including water/snow-based, urban, consumptive, and travel-oriented leisure than Anglo-Americans. Bicultural Mexican-Americans participated in significantly fewer water/snow-based and travel-oriented activities than Anglo-Americans, while high acculturated Mexican-Americans were not significantly different in any activity except snow/water-based activities when compared to Anglo-Americans. Floyd and Gramann (1993) suggested that sometimes low acculturated Mexican-Americans may preserve their culture through maintaining leisure patterns similar to their original culture but that over many generations Mexican-Americans change their leisure behavior and cultural characteristics, and eventually they become assimilated to Anglo-American culture.

In another study, Floyd et al. (1993) examined the effects of acculturation on the use of outdoor recreation areas and found that low acculturated Mexican-Americans did differ significantly from Anglo-Americans in their use of 3 of the 13 designated areas. Acculturation was the second most important variable, behind education, in explaining the variations of overall participation in the use of outdoor recreation areas between Anglo- and Mexican-Americans. Low acculturated Mexican-Americans may choose leisure patterns and recreational areas more similar to their original culture and surroundings, resulting in preservation of their culture of origin or slowing the effects of acculturation. It is possible that by maintaining similar leisure patterns to their original culture these people have not assimilated as quickly into the dominant culture regardless of how many generations they have been in the United States.

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Another line of research (Rueschenberg & Buriel, 1989) found that the relationship between active recreation and low acculturated Mexican-Americans was significantly different than that of the high acculturated group. Low acculturated individuals and families may get involved with passive recreation because they do not leave the house often. Rueschenberg and Buriel indicated that as an individual becomes more acculturated they recreate more similarly to the dominant culture, likely becoming more active in their leisure time. Once again, researchers indicate that acculturation is affecting leisure patterns yet leisure patterns may also be affecting acculturation. In understanding the possible role of leisure on acculturation, these findings (Rueschenberg & Buriel, 1989) may actually indicate that Mexican-Americans participate in activities they are familiar with at home, therefore, they acculturate more slowly choosing not to pursue active recreation found in the United States.

Another study found that Mexican-Americans spent more time in sedentary activities such as picnicking and watching sports than Anglo- or African-American populations (Hutchison & Fidel, 1984). These researchers were not looking for family leisure in particular, but the results found that Mexican-Americans spent more time in family groups than Anglo populations. Hutchison and Fidel (1984) observed 18 Chicago public parks and found that the average size of Mexican groups were 5.7 people, while the average size of Anglo groups were 2.5 people. They suggested that the mixed ages and genders of groups of Mexican-Americans indicated family units. Using the same data, Hutchison (1987) reported that Mexican-Americans were 2.5 times as likely to be in a family group as whites or blacks. Although these findings indicate the importance of

family leisure to Mexican-Americans, the research on acculturation and leisure involvement continues to focus on the individual adult. In addition to studies on leisure and acculturation, some research has been done on family functioning and acculturation.

Family Functioning and Acculturation

Studies on family functioning and acculturation of Mexican-American families have produced varied results (Vega et al., 1986; Rueschenberg & Buriel, 1989). Vega et al. (1986) based their research on a family systems model created by Olsen (1993) that categorizes families into three areas on a continuum: balanced, mid-range, and extreme. Families in the balanced area are considered to be higher functioning, while families in the extreme area are considered to be lower functioning. The model suggests that family functioning is based primarily on the dimensions of family cohesion and family adaptability. Olsen states that cohesion deals with the emotional bonds between family members and adaptability is the ability of a family to change its structure, role relationships, and relationship rules due to stress.

Based on Olsen's (1986) circumplex model, Vega et al. (1986) indicated from their findings that acculturation was related to variations in family functioning. Low acculturated Mexican-Americans were less likely to be in the "balanced" area of the circumplex model than highly acculturated Mexican-Americans and Anglo-Americans. The low acculturated group was more likely to be lower functioning than the high acculturated group. When compared to Anglo-Americans, findings suggested that Mexican-Americans as a group tended to score on the high end of adaptability, meaning that they may be more flexible in dealing with new situations or solving problems. Being

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highly adaptable would allow Mexican-American families to be more flexible with household chores and responsibilities or even family leadership while they try to adjust to the Anglo-American lifestyle. Vega et al. (1986) suggested that the differences in family functioning found between Anglo- and Mexican-Americans were due to cultural differences. Additionally, these researchers indicate that family functioning of Mexican-American families may not be fully explained through a model created to understand Anglo populations. Notwithstanding, Vega et al. (1986) suggested that there were no “important” differences in perceptions of global family functioning between Anglo- and Mexican-Americans.

In another study, Rueschenberg and Buriel (1989) used an open system view within the family systems perspective to look at acculturation and family functioning through the internal versus external aspects of functioning. Internal aspects of family functioning include family relationships and interactions in addition to the family structure. External aspects involve the family’s interactions with U.S. institutions and societal norms. Interestingly, they found no significant relationship between internal aspects of family functioning and acculturation. Rueschenberg and Buriel found that as Mexican-American families acculturate their family relationships and interactions do not significantly change. In addition, results indicated that as Mexican-Americans acculturate they become progressively more involved within the United State’s society. In other words, Mexican-American families became more involved in the dominant society, but retained similar family structure, relationships, and interactions found in their culture of origin.

Findings from studies by Rueschenberg and Buriel (1989) and Vega et al. (1986) indicate that acculturation does have a relationship with family functioning whether seen through Olsen's (1986) circumplex model or external versus internal aspects of family functioning. Individuals and families who are least acculturated may be adjusting the most to a new culture, possibly resulting in changes in family functioning. Changes in family cohesion and adaptability may result in accelerated acculturation of Mexican-American families.

Purpose of the Study

Acculturation pertains to attitudinal and behavioral changes of individuals from another culture as a result of continued contact with the dominant culture in the United States. Such cultural differences may be exhibited and influenced by family leisure involvement and aspects of family functioning. Therefore, one of the purposes of this study was to examine the differences between Mexican- and Anglo-Americans on family leisure involvement and aspects of family functioning. Furthermore, no studies have examined the relationship of family variables with perspectives of acculturation among Mexican-American families. Therefore, another purpose of this study was to conduct an exploratory examination of the relationships between family leisure involvement and acculturation, in addition to family functioning and acculturation from Mexican-American parent, youth, and family perspectives. A final purpose of the study was to determine whether the independent and sociodemographic variables used in this study could discriminate levels of acculturation for parents, youth, and families.

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The following hypotheses were formed after an examination of the literature:

Hypothesis #1

Differences in family leisure involvement and aspects of family functioning can be seen between Mexican-American families and a normative sample of families from the United States.

Hypothesis #2

Family leisure involvement, measures of family functioning, and sociodemographic variables significantly predict family or individual acculturation for the Mexican-American (a) parent, (b) youth, and (c) family.

Hypothesis #3

Family leisure involvement, measures of family functioning, and sociodemographic variables can discriminate levels of acculturation (low, bicultural, and high) for the Mexican-American (a) parent, (b) youth, and (c) family.

Methods

Sample

The sample consisted of Mexican-American families ($n = 74$) with at least one child between the ages 11-15. Most of the parent respondents were female (77%) while the children were divided more evenly with 55.4% male adolescents. The total sample consisted of 148 Mexican-American individuals. The parents' ages ranged from 28 to 65 years ($M = 38.8$, $SD = 6.77$), while the adolescents' ages ranged from 11 to 15 years ($M = 13.0$, $SD = 0.91$). A majority of the parents were currently married (75.7%), while 10.8% of parents were currently divorced and the remaining 13.5% were currently either separated, widowed, or living with a partner. Parents who had ever been divorced

comprised 25.7% of the sample. Family sizes for the sample ranged from 2 to 11 ($M = 5.19$, $SD = 1.67$). On average, parents had a high school level education. Annual family income ranged from less than \$10,000 to \$69,999. The modal annual income category for families was \$30,000-\$40,000. The majority of the sample consisted of 1st generation subjects (48 or 64.9%). The remainder of the sample included 2nd generation (6 or 8.1%), 3rd generation (6 or 8.1%), 4th generation (7 or 9.5%), and 5th generation (7 or 9.5%) subjects.

Procedures

Data were obtained through home visits to Mexican-American families in Bexar County, Texas, in addition to families in Utah and Salt Lake Counties in Utah. In Texas, Mexican-American students from 3 middle schools were given a brief description of the study to be read by themselves and at least one parent. Those interested in the study were then asked to write contact information on the bottom of the paper indicating the times at which they could be contacted. Students returned the contact information sheet to their school and appointments were made with those families.

Contact information sheets were given to 300 students with 33 completing the form. Of the families that returned the contact information sheet, 13 families completed the questionnaire, while 3 families scheduled but were not available when visited, 7 families were not able to be contacted, and 10 families indicated they did not want to participate in the study. The families that participated in the study who were contacted through the schools (13 or 35%) made up the smaller portion of the sample from Texas. All other individuals in Texas (24 or 65%) were encountered through door-to-door

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contact and the snowball technique. To administer the snowball technique, the researcher asked those who had participated in the study if they had the name of a friend, neighbor, or other family member for the researcher to contact. Those subjects that offered information leading to a completed questionnaire were given a gift certificate to an attraction in the area. Subjects sampled in Texas included 37 parents and their adolescent children. The researcher solicited the help of subjects in Utah through door-to-door contact and the snowball technique. The sampling from Utah included 37 Mexican-American parents and 37 Mexican-American adolescents.

Given the exploratory nature of this study, convenience sampling methods were considered appropriate to learn more about these topics. Few studies have combined an adolescent and parent perspective of family life to create a more complete family view. A family perspective of acculturation has rarely, if ever, been examined in any scholarly studies. Additionally, few, if any, studies have examined Mexican-American family leisure involvement.

Instrumentation

The research questionnaire included the following: 24-item Bidimensional Acculturation Scale for Hispanics (BAS) which measures Hispanic and Anglo domains (Marín & Gamba, 1996); 30-item Family Adaptability and Cohesion Evaluation Scales (FACES II) which measures family cohesion, adaptability, and total family functioning based on Olsen's (1993) Circumplex Model of family functioning; the 42-item Family Leisure Activity Profile (FLAP) which measures family leisure involvement based on the Core and Balance Model of Family Leisure Functioning; and demographic data.

Bidimensional Acculturation Scale for Hispanics. The BAS was created to overcome some of the shortcomings of past acculturation scales (Marín & Gamba, 1996). Some of these shortcomings include scales that measure acculturation in a unidimensional manner, or provide an acculturation score that is unidimensional in nature. An example of this may be a scale that indicates that as an individual gains similar characteristics to the new culture they lose an equal amount of cultural characteristics of their native culture. Cuéllar, Arnold, and Maldonado (1995) acknowledged that their popular instrument, the Acculturation Rating Scale for Mexican Americans (ARSMA), had limitations such as measuring acculturation along a continuum with Mexican culture on one side and American culture on the other. This is the same unidimensional weakness mentioned by Marín and Gamba (1996). Cuéllar et al. (1995) said “The major criticism of this linear model is that the two poles are not independently measured; as one consequence, it does not yield measures for those biculturals who score high or low in both cultures” (p. 276).

A solution to the problem of unidimensionality was the creation of the BAS which measures biculturalism with 12-items focused on the Hispanic domain and 12-items examining the Anglo domain. Individuals who score high on the Hispanic and Anglo domains are considered bicultural. Individuals who score high on the Hispanic domain and low on the Anglo domain are said to be low acculturated. Lastly, a person who scores high on the Anglo and low on the Hispanic domain is considered to be high acculturated.

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After tests of reliability and searching for evidence of validity for the BAS, Marín and Gamba (1996) found that the language based items showed good psychometric properties. Mexican-Americans showed high internal consistency for the three language-related subscales with $\alpha = .93$ for Hispanic domain and $.97$ for Anglo domain. Evidence of validity for the BAS was obtained through a method similar to that used by other acculturation researchers (Cuéllar et al., 1995). Marín and Gamba (1996) found that “all of the language-based subscales showed high correlations with the various validated correlates with the exception of the correlations in the Electronic Media subscale” (p. 304).

Marín and Gamba (1996) advise those who use the BAS to put the 24-items in random order. They also suggest that the researcher understand the question and answer format. The BAS is based on a likert scale ranging from 1 to 4. For example, the first item asks, “How often do you speak English?” and responses include the following: “almost always” (4); “often” (3); “sometimes” (2); “almost never” (1). Lastly, those using the BAS should learn how to score the responses to the scale. Scoring for the scale requires the researcher to average the answers to the 12-items in each domain (Hispanic and Anglo) for each respondent. Each respondent should then have two scores: the Hispanic domain and the Anglo domain. Scores range from 1 to 4 for each cultural domain. Marín and Gamba (1996) suggest that level of acculturation can be obtained by using the cutoff of 2.5 to indicate low or high level of adherence to each domain. Scores of 2.5 in both domains would indicate that the individual is bicultural.

For purposes of the study, high acculturated individuals scored 2.5 or higher on Anglo domain and lower than 2.5 on the Hispanic domain. The individuals who scored 2.5 or above on both domains were considered bicultural. Lastly, those individuals who scored 2.5 or higher on Hispanic domain and lower than 2.5 on Anglo domain were considered low acculturated.

In the current study, mean scores were also calculated from the parent and child scores to represent a family perspective (Zabriskie, 2000). Mean family level scores are accurate for those families in which the family members have similar scores. To account for families that the parent and adolescent respond quite differently, a discrepancy score was created to allow family members that have extremely different opinions to be expressed and provide greater insight into the family perspective. Zabriskie suggested that both the mean and discrepancy scores can provide a more accurate view of a family variable.

Family Adaptability and Cohesion Scale. The Family Adaptability and Cohesion Scale-FACES II (Olsen, 1993) is a 30-item scale used to measure perceptions of family cohesion and adaptability, in addition to providing an indicator of overall family functioning. The instrument is divided into 16 cohesion items and 14 adaptability items. The FACES II is based on a likert scale ranging from 1 to 5. Items from this scale ask the respondent how frequently the individual perceives their family to act in certain situations. For example, one of the items asks “We are supportive of each other during difficult times,” and responses range from 1 (almost never) to 5 (almost always). Family cohesion and adaptability scores are calculated by utilizing the formula provided by

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Olsen, McCubbin, Barnes, Larsen, Muxen, and Wilson (1992) that adds and subtracts items based on positive and negative framing. After obtaining cohesion and adaptability scores, corresponding 1-8 values are assigned based on Olsen et al. (1992) linear scoring and interpretation scale. By adding these values and then dividing by two, a family score based on a 1-8 scale can be obtained that is used as a general indicator of overall family functioning. Family level scores were created by calculating the mean of the parent and child score for cohesion, adaptability, and overall family functioning.

The FACES II has demonstrated good internal consistency, test-retest reliability, face validity, content validity, and concurrent validity. The two national samples for internal consistency measures have yielded Cronbach Alpha figures of .88 and .86 for cohesion, and .78 and .79 for adaptability. The test-retest reliability scores were obtained by administering FACES II with a four to five week lapse between tests and reported coefficients were .83 for cohesion, and .80 for adaptability. The FACES II has been found to have good evidence of face and content validity. Hampson, Hulgus, and Beavers (1991) reported that FACES II had high concurrent validity with the Dallas Self-Report Family Inventory (SFI). Results indicated correlations between the SFI global measure of family health and FACES II of .93 for cohesion and .79 for adaptability.

Family Leisure Activity Profile. The Family Leisure Activity Profile (FLAP) is an instrument that measures family leisure involvement based on the Core and Balance Model of Family Leisure Functioning (Zabriskie, 2000) and asks respondents to indicate their family participation across 16 activity categories. These 16 activity types are divided in half with eight items related to core family leisure patterns and eight items

related to balance family leisure patterns. Core family leisure patterns are consistent, accessible, common, inexpensive, and often home-based (Zabriskie, 2001). Some core family leisure patterns would likely include activities such as reading a book, playing card games, gardening, and eating together as a family. Balance family leisure patterns include activities that are novel, usually out of the home, and less spontaneous (Zabriskie, 2001). These leisure patterns could include family vacations, camping trips, and dances.

Each item in the FLAP asks if the respondent participates in a specified activity type with family members. For each question, specific activities are given to help clarify and delineate between categories. If a respondent answers yes to a question they then must answer how often the activity is performed and for how long the activity is done using ordinal scales.

The first step in scoring the FLAP is to multiply frequency and duration of participation in each category. The next step is to sum up the eight items based on core activities making up the core family leisure index and then summing the eight items based on balance activities making up a balance family leisure index. The total family leisure involvement index is a sum of the core and balance indices. The FLAP has been found to have adequate reliability and validity (Zabriskie, 2001). The instrument has demonstrated evidence of construct validity, content validity, inter-rater reliability, and test-retest reliability for core ($r = .74$), balance ($r = .78$), and total family leisure involvement ($r = .78$) (Freeman & Zabriskie, 2003).

Sociodemographics. Demographic information for this study includes the following: gender, age, educational level, income level, family size, marital status, and

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generational status. Sociodemographic variables were used as controlling factors. Marín and Marín (1991) suggest the collection of each of these variables when studying Hispanic populations, except family size and marital status which were added due to the fact that the current study was about families. Sociodemographic information was collected from the parents participating in this study except for age and gender of youth which were provided by the adolescent. Categorical variables were dummy coded, and continuous variables remained in the state in which they were collected.

Translation. The BAS, FACES II, and FLAP were double translated (Marín & Marín, 1991). Double translating required that an instrument be translated by at least two bilingual individuals who work independently in the process. The instrument was translated from its original form into the target language by one translator. After the instrument was translated into the target language it was then translated back into its original language by the other translator. This process then required the researcher to compare the original instrument with the new translation that was created from the target language. The researcher found no inconsistencies in word meaning for items in these instruments.

Analysis

Data were entered and varified. Independent variables including perspectives from parents, youth, and families for core family leisure involvement, balance family involvement, total family leisure involvement, family cohesion, family adaptability, and total family functioning for the Mexican-American sample were compared to a normative sample of the United States population using an independent sample t-test. Then, zero-

order pairwise correlations were computed to examine univariate relationships among all research variables.

All demographic information and independent variables were then used in a multivariate forward selection to get the best fitting model for all six dependent variables including parent, youth, and family perceptions of Anglo and Hispanic domains. Using multivariate forward selection allowed for the simplest model to be found and applied; thus, avoiding the use of more variables than were needed. The significant demographic and independent variables from the multivariate forward selection were then used in multiple regression analyses on each dependent variable. The dependent variables run in the multiple regression analyses were the following: Hispanic and Anglo domains from (a) parent, (b) youth, and (c) family perspectives. Differences between the Texas and Utah groups were examined after adjusting for the variables that were selected in the multivariate forward selection. There were no significant differences ($p = .40$) between the groups; therefore, Utah and Texas groups were combined to create one sample ($N = 74$ families).

Following the multiple regressions, a stepwise discriminant analysis was performed on demographic and independent variables to get the best functions that discriminate the levels of acculturation for youth, parents, and families. Categories were created for the levels of acculturation indicating low acculturation, bicultural, and high acculturation using the method created by Marín and Gamba (1996). Youth levels of acculturation were limited to comparisons of bicultural and high acculturated youth due

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to the fact that the two individuals who made up the low acculturation level were too small a group to be compared.

Results

The Anglo domain scores for this sample ranged from 1.08 to 4.00. Parents had a mean score of 2.79 ($SD = .91$), and youth had a mean score of 3.63 ($SD = .43$). The mean family score on Anglo domain was 3.21 ($SD = .60$). The mean from all perspectives suggested that on average parents, youth, and families in this sample had adopted Anglo culture. Findings indicated acceptable internal consistency in Anglo domain from both parent ($\alpha = .96$) and youth ($\alpha = .89$) perspectives. Hispanic domain scores for this sample ranged from 1.00 to 4.00. The parents had a mean score of 3.18 ($SD = .68$) for Hispanic scores, while youth had a mean score of 2.36 ($SD = .74$). The family score for Hispanic domain had a mean of 2.78 ($SD = .65$) for this sample. The mean of parents and families in this sample suggested that they have preserved their Hispanic culture, while Mexican-American youth on average are low in Hispanic culture. Findings indicated acceptable internal consistency in Hispanic domain from both parent ($\alpha = .93$) and youth ($\alpha = .92$) perspectives.

Core family leisure index scores from this sample ranged from 12 to 127. Parents in this sample had a mean score on core family leisure index of 48.84 ($SD = 20.42$), and youth had a mean score of 48.36 ($SD = 22.16$). The family scores of core family leisure index had a mean of 48.60 ($SD = 17.16$). The range for balance family leisure index scores was 0 to 165. For parents, the balance family leisure index scores had a mean of 52.31 ($SD = 26.92$), and youth had a mean score of 61.39 ($SD = 30.58$). The family

scores for balance family leisure index yielded a mean of 56.85 ($SD = 22.16$). The range for total family leisure index was 21 to 262. The scores for total family leisure index of parents had a mean of 101.15 ($SD = 41.75$), and the youth had a mean of 109.76 ($SD = 44.64$). The family scores for total family leisure index had a mean of 105.45 ($SD = 33.95$).

The family cohesion scores for this sample ranged from 36 to 76. The mean for parents' family cohesion scores was 62.45 ($SD = 7.96$), and the youth had a mean of 57.95 ($SD = 7.23$). The family scores for family cohesion had a mean of 60.20 ($SD = 5.73$). For family adaptability, the scores for this sample ranged from 24 to 64. The parent scores on family adaptability had a mean of 49.30 ($SD = 7.60$), while youth had an average of 45.91 ($SD = 6.45$). The family scores for family adaptability had a mean of 47.60 ($SD = 5.62$). This sample had a range on total family functioning going from 2 to 8. Parents in this sample had a mean of 5.12 ($SD = 1.42$) on total family functioning, youth had a mean of 4.32 ($SD = 1.25$), and family scores had a mean of 4.72 ($SD = 1.05$).

In order to test Hypothesis #1, an independent sample t-test was run on family leisure involvement and family functioning variables for parents, youth, and families collected for this study and a normative sample of the United States population. Equal variance was not assumed for the following results. Means for Mexican-American youth and parent perceptions of core family leisure involvement were higher than the normative sample ($p = .05$, youth; $p < .05$, parent). The Mexican-American family perspective of core family leisure involvement was also significantly higher than Anglo family perceptions of core family leisure involvement ($p < .01$). For Mexican-Americans

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parents, perceptions of balance family leisure involvement were lower in this sample than for the normative sample ($p < .05$). No significant differences were found between Mexican- and Anglo-American youth and families in their participation of balance family leisure activities. No significant differences were found between total family leisure involvement scores for any of the perspectives in the current sample and the normative samples. Mexican-American parents' mean for family adaptability was higher than the mean of the normative sample for the United States ($p < .05$), while no significant differences were found between Mexican- and Anglo-American youth and families for means of family adaptability. No significant differences were found between family cohesion and total family functioning scores for any of the perspectives in the current sample and the normative samples.

Zero-Order Pairwise Correlations

An examination of zero-order pairwise correlations found significant correlations on Hispanic and Anglo variables among independent and demographic variables used for this study. Results of the Mexican-American parent data set (see Table 1) indicated significant correlations among Anglo domain and sociodemographic and independent variables including a positive relationship between Anglo domain and parent generational status and parent education. These two variables were the most strongly correlated with Anglo domain.

Findings from the parent data set (see Table 1) also indicated significant correlations among Hispanic domains and some sociodemographic and independent variables. A negative correlation was found between parent generational status and

Hispanic domain. A positive correlation was found between Hispanic domain and parent scores for family adaptability.

For the Mexican-American youth data set (see Table 2), Anglo and Hispanic domains were correlated with sociodemographic variables. From the youth perspective, a positive correlation was found between Anglo domain and parent generational status in addition to parent educational status, while a negative correlation was found between Hispanic domain and those two variables.

Results from the family data set (see Table 3) indicated that the Anglo domain was correlated with sociodemographic and independent variables. Similar to the parent and youth data sets, the Anglo domain for the family data was positively correlated with parent generational status and parent educational status. Also, for the family data, the Anglo domain was positively correlated with the family mean of family adaptability.

For the family data set (see Table 3), Hispanic domain was highly correlated with sociodemographic and independent variables. The family data set on Hispanic domain indicated a negative correlation with parent educational status and parent generational status. The Hispanic domain was also positively correlated with family mean for family adaptability.

Multivariate Forward Selection

In order to test Hypothesis #2, a multivariate forward selection was conducted. This type of analysis brings significant sociodemographic and independent variables into the model from greatest predictor to least for all perspectives of acculturation together. In the multivariate forward selection (see Table 4), the demographic and independent

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variables that fit the model best for acculturation included from first to last: parent generation, parent education, parent age, family size, family level of adaptability, family level of cohesion, gender of youth, and core activities of youth. This model indicates that several demographic and independent variables had significant relationship with the dependent variables as a group, but that the generation of a parent was the best predictor of acculturation.

Multiple Regression

After determining the eight variables found to be predictive of the best fit model for the dependent variables as a group, multiple regression analyses were performed on the Anglo and Hispanic domains from the parent, youth, and family perspectives. Multiple regression analyses were also conducted to test Hypothesis #2. All six analyses yielded significant models. The R^2 values for these models range from .299 to .723. To determine significance, Type III sums of squares was used.

For the parent data set (see Table 5), the regression on Anglo domain for Mexican-American parents resulted in a significant model ($F_{8,65} = 21.24; p < .01$). A significant relationship was found between Anglo domain and each of the following variables: parent generation ($\beta = .497; p < .01$), parent education ($\beta = .207; p < .01$), family mean of family adaptability ($\beta = -.418; p < .01$), and family mean of family cohesion ($\beta = .278; p < .01$). The eight demographic and independent variables that were run on Hispanic domain created a statistically significant model ($F_{8,64} = 6.62; p < .01$). The results (see Table 6) indicated that parent generation was significantly related to Hispanic domain ($\beta = -.568; p < .01$).

The regression on Anglo domain of youth (see Table 7) also produced a significant model ($F_{8,65} = 3.46; p < .01$). Anglo domain for youth was significantly related to parent generation ($\beta = .269; p < .05$). The model created for Hispanic youth domain was also significant ($F_{8,65} = 5.02; p < .01$). The variables that showed a significant relationship to Hispanic domain (see Table 8) for youth were parent generation ($\beta = -.272; p < .05$), family mean of family adaptability ($\beta = .356; p = .01$), and gender of youth ($\beta = .243; p < .05$).

Multiple regression was run on family perspective of Anglo domain (see Table 9) resulting in a significant model ($F_{8,65} = 18.23; p < .01$). Family perspective of Anglo domain was significantly related to parent generation ($\beta = .475; p < .01$), parent education ($\beta = .201; p < .01$), family size ($\beta = -.139; p = .06$), family mean of family adaptability ($\beta = -.416; p < .01$), and family mean of family cohesion ($\beta = .284; p < .01$). A multiple regression was conducted on the family perspective of Hispanic domain (see Table 10), resulting in a significant model ($F_{8,64} = 6.31; p < .01$). Hispanic domain from the family perspective was significantly related to generation ($\beta = -.447; p < .01$), family mean of family adaptability ($\beta = .298; p < .05$), and gender of youth ($\beta = .203; p < .05$).

Discriminant Analysis

After creating categories for levels of acculturation for parent, youth, and family, a stepwise discriminate analysis was conducted in order to test hypothesis #3 that independent and sociodemographic variables could discriminate levels of acculturation for each dependent variable (parent, youth, and family acculturation). Variables were brought into the model if they were significant at a p-value of .15. Some demographic

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and independent variables were found to be significant discriminators of acculturation for parent, youth, and family (see Table 11). The variables brought into the parent model from first to last were parent generation, parent education, being currently divorced, family size, age of parent, parent perspective of family cohesion, and parent perspective of family type. The variables brought into the youth model from first to last were parent generation, gender of youth, youth adaptability, parent history of divorce, core family leisure involvement for youth, and balance family leisure involvement for youth. Lastly, for family perception of acculturation the variables brought into the model were parent generation, currently divorced, parent cohesion, and parent adaptability. Being a preliminary study on a convenience sample of subjects, p-values should be viewed with caution.

The demographic and independent variables that best discriminate level of acculturation for youth in this sample did not match the categories of acculturation created by Marín and Gamba's method (1996) 31.5% of the time. Parent level of acculturation (low, bi, or high) differed 35.6%, and family level differed 35.5%.

Discussion

The purpose of this study was to conduct exploratory research on acculturation of Mexican-American parents, youth and families. It was hypothesized that there would be differences between Mexican- and Anglo-Americans among family leisure involvement and family functioning variables. It was further hypothesized that family leisure involvement, family functioning, and sociodemographic variables could predict acculturation, and that these variables could discriminate levels of acculturation for

parents, youth, and families. Findings indicate that there were differences between Mexican- and Anglo-Americans on family leisure involvement and family functioning variables. Additionally, core family leisure involvement, family functioning variables, and sociodemographics were found to be significant predictors of acculturation, while these same variables were found to discriminate levels of acculturation for parents, youth, and families.

The discussion will be divided into three sections (descriptive, multiple regression, and discriminant analysis), for the parent, youth, and family perspectives. The first section will discuss the independent sample t-tests between family leisure involvement and aspects of family functioning found for parents, youth, and families in this sample and a normative sample found in the United States. The second section will discuss the multiple regression analyses on parent, youth, and family perceptions of acculturation for the Hispanic and Anglo scales. In this section, it should be noted that when discussing these scales separately, bicultural Mexican-Americans seem to be in a transitional period taking on characteristics of both Hispanic and Anglo domains. The third section will discuss the discriminant functions for low, bicultural, and high acculturation groups for parent, youth, and family perspectives.

Independent Sample T-Tests for Parents, Youth, and Families

When comparing means for family leisure involvement and aspects of family functioning as viewed by parent, youth, and family perspectives, general differences were found between a normative sample of the United States population and the Mexican-American sample used for this study.

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Core family leisure involvement and parent, youth, and family perceptions.

Mexican-American parents, youth, and families reported higher levels of participation in core family leisure activities than Anglo parents, youth, and families. These findings suggest that Mexican-Americans view family activities that are primarily found in the home such as playing cards, eating dinner, sitting down for a chat, and playing board games as a fundamental way to use family time.

Mexican-American families may participate in more easy, accessible, and common family activities near the home than Anglo-Americans because staying at home may be more comfortable. Trying to adjust to Anglo society may be challenging in that Mexican-American families have to adapt to new types of activities, language, and societal norms, possibly causing them to feel more inclined to stay home instead of negotiating possible constraints to go to a football game. Furthermore, Mexican-Americans may not have interest in participating in the types of activities found in the Anglo-American society. Limited money for out of the home activities may also be a reason that Mexican-American families prefer to stay home, though income was not correlated with any family leisure variables in this study. Another possibility is that if Mexican-Americans are more family-oriented than Anglo-Americans they may feel that home is where the family is and therefore, home-based activities have more meaning for this population than for Anglo-Americans.

Family cohesion from parent perspective. Mexican- and Anglo-American parent perspectives of family cohesion were not significantly different. This finding may be due to these parents having similar family goals and levels of acculturation. Mexican- and

Anglo-American parents may desire and promote similar aspects of family cohesion within their respective families. Parents from both cultures may see a broader picture of family life; therefore, family cohesion as used to understand Anglo-Americans may explain a large portion of family cohesion for Mexican-American parents. Furthermore, as Mexican-American parents become acculturated by adopting Anglo beliefs and norms, then family cohesion as used to understand Anglos may help to describe the Mexican-American parent.

Family cohesion from the youth perspective. Acculturation may also explain the similarities in family cohesion between Mexican- and Anglo-American youth. Researchers (Burnam, Telles, Karno, Hough, & Escobar, 1987) suggest that Mexican-American youth may acculturate rather quickly. Mexican-American youth have the opportunity to go to school in the United States, allowing the customs and culture of the United States to be taught during a large part of the day. In a study of youth acculturation, Buriel (1993) found that first generation Mexican-American youth in the 6th grade rated themselves to be as high in Mexican culture identification as Anglo culture identification. Therefore, as Mexican-American youth learn the norms and behaviors of the Anglo society they may become similar to Anglo-American youth in aspects of family functioning such as family cohesion.

Family cohesion from family perspective. Ultimately, the family level perspective may describe best what is happening in Mexican-American homes. The views of Mexican-American families in this sample indicate no differences with the normative sample of the U. S. on aspects of family cohesion. Family cohesion as described by Olsen

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(1986) may not give a comprehensive view of this aspect of family functioning for Mexican-American families. Vega et al. (1986) confirm that FACES II may not be able to fully explain family functioning of cultural groups outside of Anglo-Americans.

Core family leisure involvement and family cohesion. Involvement in core family leisure patterns has shown a high positive relationship with cohesion in varied family samples (Freeman & Zabriskie, 2003; Zabriskie, 2000; Zabriskie & McCormick, 2001). Mexican-American parents, youth, and families in this sample were compared using an independent sample t-test to the normative sample and found no significant differences in family cohesion. These findings suggest that core family leisure activities may not be as strongly related to family cohesion of Mexican-Americans as for Anglo-Americans; in other words, doing more core family leisure activities may not help to increase family cohesion of Mexican-Americans as it may do for Anglo-Americans. Also, core family leisure activities may also serve the purpose of increasing family cohesion to a point, meaning the type and amount of family cohesion that can be increased through core family leisure activities may reach a maximum level, and after that no increase of core family leisure activities will help to increase family cohesion. Another explanation is that an instrument used to measure core family leisure activities of Anglos may not measure core family leisure activities of Mexican-Americans. Lastly, family cohesion may not be understood in the same way between cultures.

Family cohesion for Mexican-Americans has been described by researchers as familism (Marín and Marín, 1991; Sabogal et al., 1987). Familism is a way of describing family cohesion that includes familial obligations, perceived support from the family, and

family as a referent. Familial obligations can be described as the individual's perceived obligation to provide emotional and material support to extended family members. Perceived support from the family involves perceiving family members as reliable sources of support and assistance in solving problems. Family as a referent is explained by viewing family members as attitudinal and behavioral examples.

Mexican-American parents, youth, and families may be doing more core family leisure activities that promote cohesion in the family, but possibly because of the above mentioned familism, they are not receiving the same benefits from these activities as do Anglos. In other words, both Mexican- and Anglo-Americans may be receiving benefits of family cohesion from doing core family leisure activities but in different ways. Core family leisure involvement from the Mexican-American parent, youth, and family perspectives may be strengthening familism; therefore, measures of cohesion that were created to understand Anglo families may not explain the Mexican-American parent, youth, and family as accurately. Core family leisure involvement may play a larger role in developing family cohesion for Mexican-American parents, youth, and families than Anglo families, but it may be seen through familism.

Balance family leisure involvement from parent perspectives. Another difference between Mexican- and Anglo-American samples was seen in the parents' perceptions of balance family leisure involvement. Mexican-American parents in this sample perceived themselves to do less balance family leisure activities than Anglos. Balance family leisure involvement includes activities that are unusual, may require money, planning, and are normally done out-of-the-home; therefore, Mexican-American parents would

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probably have to come in contact more often with the Anglo society by participating in these types of activities as a family. Mexican-American parents may fear going out into Anglo society because they can not speak English well or do not feel accustomed to life in the United States. Another possibility is that Mexican-American parents do not desire to participate in activities found in the United States, opting to do activities with which they are more familiar in the home. Ultimately, Mexican-American parents may not have the financial means or knowledge of available activities found in the United States.

Family adaptability from the parent perspective. The current study does partially support results of past research on individual adult Mexican-Americans. Vega et al. (1986) found that individual adult Mexican-Americans were more likely to be highly adaptable than Anglos. Complementing the study by Vega et al. (1986), the current study found that individual Mexican-American parents perceived their mean level of family adaptability to be greater than Anglo-American parents. Vega et al. (1986) indicated that levels of acculturation could not explain mean differences in adaptability of Mexican-American adults and a normative sample. Results found for this study contradict the previously stated findings. Using pairwise correlations from the parent perspective, Mexican-American individuals who were more Hispanic tended to be more adaptable while Mexican-American parents who were more like Anglos tended to be less adaptable. Mexican-American parents that are more Hispanic would have to adjust to the new environment, while Mexican-American families that were more Anglo oriented would not have to adjust as much to the new way of life. These results add valuable insight into

family adaptability and Mexican-American parent acculturation by suggesting that family adaptability may be influencing levels of acculturation.

Balance family leisure involvement and family adaptability. Balance family leisure involvement has been positively associated with family adaptability in a normative sample (Zabriskie, 2000). These findings suggest that adaptability created through parent involvement in balance family leisure activities should be less for Mexican-American parents than Anglo-American parents.

Interestingly, Mexican-American parents were found to have higher mean levels of family adaptability when compared to Anglo-American parents. Results suggest that something other than balance family leisure involvement may be influencing family adaptability of Mexican-American parents, or that the effect of these family leisure activities is minor in explaining Mexican-American parent perceptions of family adaptability.

Multivariate Forward Selection and Multiple Regression of Parents, Youth, and Families

The multivariate forward selection analysis from this study supports hypothesis #2 in that family leisure, family functioning (cohesion and adaptability), and sociodemographics help to predict acculturation. Anglo and Hispanic domains examined together from the parent, youth, and family perspectives create a general indicator of acculturation. Though sociodemographic variables explain more about general acculturation than family leisure involvement and family functioning, all these variables were significant predictors of general acculturation.

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Multiple regression and youth perceptions of core family leisure involvement.

Examination of the parent, youth, and family perspectives separately through multiple regression analysis also provided support for hypothesis #2 indicating that family cohesion, family adaptability, and sociodemographic variables were significant predictors of acculturation. In contrast, no leisure variables including core, balance, and total family leisure involvement were found to be significant predictors of acculturation for any of the separate perspectives alone. This is surprising in that youth perceptions of core family leisure involvement were significant in explaining acculturation when all the perspectives were examined together. Youth perceptions of core family leisure involvement may have been positively related to all the dependent variables, and the consistent positive effect or cumulative effect may have resulted in being significant as a general indicator of acculturation. A cumulative effect may explain why youth perceptions of core family leisure involvement was significant in the multivariate forward selection analysis, but not in the individual multiple regressions. Another important note in regards to the youth perspective of core family leisure involvement is that their input may have offered a greater understanding of acculturation in general. Past research with a normative sample of youth (Zabriskie & McCormick, 2001) and special-needs adoptive youth sample (Freeman & Zabriskie, 2003) found that core family leisure involvement helped to predict family functioning. Referring to the youth perspective, Freeman and Zabriskie (2003) state that “core family leisure involvement is essential to higher family functioning and may make a more valuable contribution to family life” (p.90). Further

examination of core family leisure involvement may still lead to a greater understanding of acculturation for youth and Mexican-Americans.

Family adaptability and acculturation from parent, youth, and family perspectives. Vega et al. (1986) indicated that individual adult Mexican-Americans had a greater tendency than Anglos to be highly adaptable. In the study by Vega et al. (1986), acculturation was not found to explain the difference between adult Mexican and Anglo-Americans in reference to adaptability. In another study, Rueschenberg and Buriel (1989) suggest that as Mexican-Americans become more acculturated they adopt societal norms and institutions of the United States, but do not change internal family functioning.

The findings from the current study based on the multiple regression from the parent perspective counter previous research involving family adaptability or measures of family functioning for Mexican-American individuals and levels of acculturation. They indicate that an increase in the family level of adaptability was associated with a Mexican-American parent being less similar to Anglo-Americans and more similar to Hispanics. In addition, Mexican-American youth and family perceptions indicated that as family level of adaptability increased the tendency was for youth and family perceptions of Hispanic domains to increase. For the family perspective, an increase in family level of adaptability indicated a tendency for their Anglo domain to go down.

Greater adaptability may be needed for parents still going through the change involved in acculturating to the dominant culture in the United States. A parent high on the Hispanic domain likely has a family that needs to be flexible as a parent or both parents try to establish work, housing, and schooling for children. For example, family

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structure may become more flexible with an older child taking on the role of a parent. Youth and family perspectives resulted in similar tendencies for family level of adaptability as the parents' perspectives in this sample. There may be several reasons for why youth high in Hispanic domain have high family adaptability. One reason is that they might take on new responsibilities in the home as parents work and as new challenges came to the family. Adolescents might have to deal with extended relatives living in their homes causing them to change bedrooms or take on new roles in the family. The family level of family adaptability being high for Hispanic families could be explained by constant change required of families adjusting to a new environment and culture. Hispanic families may be trying to live in both the dominant society and the traditional society. Parents and children that learn new customs and beliefs are bound to cause changes in family structure and roles. The Anglo society espousing different expectations of men, women, and youth would naturally cause adjustments as Mexican-American families attempt to apply new ways of thinking.

Differences found between the current study and the study by Rueschenberg and Buriel (1989) may be explained by the fact that different instruments were used to understand aspects of family functioning. Additionally, findings by Vega et al. (1986) were obtained using a different instrument for acculturation than the current study. Another possible reason that the current sample may indicate different results to previous studies is the location of data collection. The current study was done in Texas and Utah and their studies were done in California (Rueschenberg & Buriel, 1989; Vega et al. 1986); therefore, Mexican populations may be coming from different areas of Mexico

and the lifestyle differences between states in the United States could help to explain the different results. Both research teams (Rueschenberg & Buriel, 1989; Vega et al. 1986) openly comment that more research needs to be done on Mexican-American acculturation and family functioning. Rueschenberg and Buriel (1989) stated, “perhaps the more salient question is not whether families change during acculturation but in what areas of family functioning these changes take place” (p. 242). To answer Rueschenberg and Buriel’s question as it relates to the current study, family adaptability as explained by Olsen (1986) shows variations according to levels of acculturation. Levels of acculturation could also be explained by family cohesion.

Family cohesion and acculturation from the parent, youth, and family perspectives. Rueschenberg and Buriel (1989) found that for internal aspects of family functioning no differences in levels of acculturation could be found. They stated that “patterns of intrafamilial relationships and interactions do not appear to differ” (p. 241) in relation to acculturation as measured by generational status. Vega et al. (1986) also suggest that aspects of cohesion did not differ between individual adult Mexican- and Anglo-Americans even when adjusting for acculturation.

In the current study, youth perceptions of family cohesion support these previous findings. However, Mexican-American parent and family perspectives suggested that as the family mean of family cohesion increased, their Anglo domain also increased. Indicating that family mean of family cohesion helped to distinguish levels of acculturation for parents and families.

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Greater cohesion seen on the family level for Anglo-oriented parents could possibly be explained through the time of day and the hours of employment that a Mexican-American parent has to work. Schedules for work and the number of hours an Anglo-oriented Mexican American parent has to work may be more tolerable than Hispanic-oriented parents. Work schedules that allow Anglo-oriented parents to interact with their adolescents in addition to these parents having similar language skills, leisure interests, and similar beliefs would create greater family cohesion. Likewise, family cohesion seen on the family level is positively associated with Mexican-American families strong in Anglo domain for this sample. These highly acculturated Mexican-American families may feel a sense of normality as the acculturation process requires less effort, allowing them to concentrate on family closeness. Families that are highly acculturated may not have the worries of parents and children with different customs and norms. A home composed of parents and children who think and act differently may cause contention or misunderstandings because of conflicting cultural values.

The findings are somewhat surprising in that much of the literature on Mexican-Americans suggests that familism is a basic characteristic of Hispanic populations. Familism would be associated with family bonding and family closeness, which is what describes family cohesion; therefore, low acculturated Mexican-Americans would likely have higher family cohesion than bicultural or high acculturated Mexican-Americans but the findings indicate otherwise. The measurement used for the current study examined family cohesion; therefore, it is possible that measuring constructs such as familism

would help to explain the family functioning of Mexican-American populations more accurately.

Sociodemographics and acculturation of parent, youth, and families. The sociodemographic variables that explained parent, youth, or family acculturation as seen through multiple regression analyses were generation, education of the parent, family size, and gender of the youth. Generation of parent was the strongest predictor of acculturation for parents, youth, and families. This does make sense in that over generations one should learn the attitudes and behaviors of the surrounding environment, and is consistent with a study by Upchurch, Aneshensel, Mudgal, McNeely, (2001), in which they made generation the measure for levels of acculturation. Generation may have been used and possibly still is used as a measure of acculturation due to the fact that it is easy to obtain and explains so much of the acculturation process. But, as Mendoza (1989) suggested, demographic factors such as generation level, family income, and education cannot fully explain individual differences found in a population.

Other researchers have noted the importance of education in the acculturation process (Cuéllar et al. 1995; Marín & Marín, 1991). Cuéllar et al. (1995) found that grade level was positively associated with Anglo-oriented Mexican-American individuals. Similar results were found in the current study. As Mexican-American parent education went up their Anglo domain also increased. In addition, the findings indicated that family acculturation could be explained by education level of the parent. Similar to Mexican-American parents, Mexican-American families tended to be higher in Anglo domains as parent education increased. Mexican-American parents that went to school in the United

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States may have learned English, beliefs of Anglo-Americans, norms, and structure of the dominant society and as a result became more similar to the Anglo-American parent.

Another reason that education may be related to acculturation is because the United States society may promote more education attainment than Mexican society. The result may be that Mexican-American parents pursue education for themselves and then teach their children the importance of education. Therefore, parent education helps to increase family education and as a result Anglo orientation increases for Mexican-American families.

Having a female adolescent in the home was a predictor of the Hispanic domain. Szapocznik, Scopetta, Kurtines, and Aranalde (1978) found that Hispanic high school boys acculturated more quickly than high school girls. Other studies (Cuéllar et al. 1995; Olmedo, Martinez, & Martinez, 1978) indicated that no significant differences could be found between males and females. In regards to the current study, being a female was one of the predictors of Hispanic domain for youth and families. A female may acculturate more slowly by trying to keep cultural ties. Mexican-American young women may be more likely than Mexican-American young men to watch the children in the house and not get employment outside the home. Burnam et al. (1987) suggested that males are more likely to get more education and to find employment. If that is the case, then females may be less acculturated than males because females interact with Anglo society less frequently and for shorter periods of time. Female Mexican-American youth may also take after their mothers by babysitting, staying home with their mothers, and

associating with other female peers who go through the same process, and as a result they may acculturate at a slower pace than male youth.

Variations in Discriminant Functions for parent, youth, and family acculturation

The findings from the discriminant analysis support Hypothesis #3 with family functioning and demographic variables helping to discriminant levels of acculturation for parents, youth, and families; additionally, family leisure involvement helped to discriminate youth acculturation. A close examination of discriminating functions between parent, youth, and family perspectives of acculturation reveals that different variables help explain the process involved in changing from one culture to another for parents, youth, and families. These differences highlight the significance of looking at acculturation from more than an adult perspective. The individual adult perspective may explain less about youth acculturation than one would imagine. In fact, the only discriminant function that significantly explains something about both parent and youth acculturation is generation of the parent. An advantage to examining parent and youth data sets together is that a preliminary understanding of family acculturation can be given. The family perspective of acculturation was comprised of only four discriminant functions and three of them were found to explain parent acculturation; though similar to parent acculturation in some ways, family acculturation was found to have differences from both parent and youth acculturation.

Discriminant functions for parent acculturation. Parent levels of acculturation were discriminated by generation of parent, education of parent, being currently divorced, family size, age of parent, parent perspective of family cohesion, and their

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perspective of overall family functioning. High acculturated parents had more generations in the United States, education, and were more likely to be divorced than either bicultural or low acculturated Mexican-American parents. Parents who have lived in the United States longer would have more exposure to the dominant society and would likely be more acculturated than bicultural or low acculturated parents. An explanation for why high acculturated parents were more educated may be related to the value and promotion of education in Anglo society as opposed to Mexican society. In regards to divorce, the United States society may promote more financial, physical, and emotional independence in their women. As Mexican-American women become more similar to Anglo-American women their views of independence may change and they may value individual success more and tolerate mistreatment less.

Bicultural parents were higher in family cohesion and were older than either low or high acculturated Mexican-American parents. Bicultural parents may have greater family cohesion due to being able to relate to family that is low or high acculturated. Another possibility is that bicultural individuals can relate better with their children because there is something unique about their family displaying cultural views of two different countries. There may be less conflict or stress in regards to children learning and portraying the Anglo-American norms, views, and behaviors. A bicultural individual being older than low or high acculturated parents may be explained by an individual having lived in the United States for many years and they have become accustomed to two ways of life. It might take more time to gain the knowledge and behaviors of two cultures rather than one.

Low acculturated Mexican-American parents were found to have bigger families and higher total family functioning as compared to bicultural and high acculturated Mexican-American parents. As a family becomes more acculturated they have fewer children or are comprised of only one parent. Divorce could be one reason that family size is smaller in high acculturated families, but it could also be an influence of the dominant society that suggests the maxim “fewer children is better”. Another possibility is that by becoming more acculturated to the dominant society they may adopt views of family size and birth control from Anglo society. Low acculturated Mexican-American parents may have higher overall family functioning than bicultural or highly acculturated Mexican-American parents due to the fact that they are highly adaptable and may not be considerably less cohesive. Low acculturated parents that are willing to take on a new environment and change their whole family’s lifestyle may need to have high functioning families to succeed. These low acculturated parents may be more committed to each other and their immediate families due to the stress created by leaving their home country, friends, and extended families.

Discriminant functions for youth acculturation. To discriminate the levels of acculturation in the youth the following variables were needed: generation, gender of the youth, youth adaptability, parent’s history of divorce, youth’s perceptions of core family leisure involvement, and youth’s perceptions of balance family leisure involvement. High acculturated Mexican-American youth had more generations in the United States, were more likely to come from a divorced family, and participated in more balance family leisure activities than bicultural Mexican-Americans.

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Logically, for high acculturated youth, parents with more generations in the United States would create an atmosphere where children were taught at school and possibly at home about the beliefs, norms, values, and customs of the dominant society in the United States. These youth speak little if any Spanish and therefore, they would pursue lifestyles with which they could relate. Parents of highly acculturated Mexican-American adolescents were more likely to have had a history of divorce than bicultural Mexican-Americans. The trend for divorce in United States has gone down in the last few years hovering around 50%, while the sample used for this study only showed a 25% rate for parents to have ever been divorced. The trend for Mexican-American parents is to become more similar to the dominate U. S. population in history of divorce resulting in Mexican-American youth coming from divorced families. Vega (1990) stated, “the available evidence favors an interpretation that Hispanic families are increasingly vulnerable to marital disruption” (p. 1016). Lastly, high acculturated youth may do more activities such as camping, visiting amusement parks, and boating than bicultural youth because Anglo society does more of these types of activities. High acculturated youth may have greater exposure to new types of leisure involvement through friends or parents than bicultural youth. These youth may also come from families with more income and education, possibly resulting in higher levels of out-of-the-ordinary family activities that require traveling or financial means.

Bicultural Mexican-American youth were more likely to be female, perceive their families to be more adaptable, and participate in more core family leisure activities than high acculturated Mexican-American youth. Female youth may not get as involved in

United States society as male youth or highly acculturated youth. As previously stated, male youth are more likely to go to school for longer and to get employment in the United States than females (Burnam et al. 1987). Female youth may also be more involved in the home by cooking, cleaning, and baby sitting, resulting in more contact with people who are either bicultural or low acculturated. Greater family adaptability in bicultural youth could be explained by the need to relate to siblings and parents that may be living different cultural lifestyles. Additionally, these youth may need to take on the role of interpreter when visitors come by that do not speak Spanish. Bicultural youth may play an essential role in helping parents and siblings to acculturate, but these youth would still need to retain aspects of their original culture to function within their families.

Lastly, these youth tend to do more activities around the house than high acculturated youth. Past research on youth's perceptions of core family leisure involvement (Freeman & Zabriskie, 2003; Zabriskie, 2000) indicate that these types of activities may be more influential for family functioning of youth than balance family leisure involvement. Due to the familial nature of Hispanic cultures, bicultural youth may do more core family leisure activities than high acculturated Mexican-American youth. Another reason bicultural youth may do more core family leisure activities is because they may be asked to stay around the house to help parents and siblings that are not as acculturated to answer the telephone or door; therefore, they do more activities around the house such as card games, talking with family, watching television, and playing video games with family. Also, parents of bicultural youth may desire to know what their youth are doing because they are not as familiar with the new culture or bicultural and low acculturated parents

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may be more protective of their youth than Anglo cultures. Therefore, as a parent becomes more acculturated they may adopt the learning, customs, and beliefs of Anglos that allow children to do more activities away from home.

Discriminant functions for family acculturation. Family levels of acculturation were discriminated by generation, being currently divorced, parent cohesion, and parent adaptability. High acculturated Mexican-American families tend to live in the United States for more generations than bicultural or low acculturated Mexican-American families. The trend to become more acculturated as the family has lived in the United for more generations is logical. A family having lived in the United States for generations will have parents and children that likely went to school and worked in the United States, exposing them to Anglo culture. Friendships are likely to form between high acculturated families and Anglo-American families because interests and lifestyles are similar. High acculturated Mexican-American families would likely feel less comfortable with people that speak Spanish only when the members of their family do not speak Spanish, meaning they would be exposed to less of the Hispanic culture. High acculturated Mexican-Americans may not even consider themselves Mexican-American once they have lived in the United States for generations; these families may consider themselves Americans. Also, family members may get married to Anglos and may consider their families as Anglo-American.

Low acculturated Mexican-American families were less likely to have divorced parents than bicultural or high acculturated Mexican-American families. Low acculturated parents may be less likely to divorce because of their cultural background or

religious beliefs. Another reason that these families stay together may be that they have been through a very challenging situation when they leave their country of origin, so they feel greater loyalty to each other. Low acculturated parents also may stay together because they have higher overall family functioning than bicultural or higher acculturated Mexican-Americans. Additionally, a wife may be less likely to leave even with mistreatment due to the fact that she may not be able to speak English good enough to get a job if she were to leave. The security of having a home and food may keep her there. Fear of the unknown may also keep these families together, meaning a spouse may not want to risk leaving and not knowing the consequences of their actions.

According to the parents, low acculturated Mexican-American families were more adaptable than bicultural and high acculturated Mexican-American families. A low acculturated Mexican-American family has a lot of adjustments to make when they are living in the United States. The stress created by being low acculturated in the United States may cause the family to explore new ways of dealing with the new environment. Fathers and mothers may try to go to school and work to become accustomed to the new lifestyle. Children may be required to clean more around the house, take on the responsibility of watching other siblings, and answer the telephone for parents. These families are more likely to need flexibility in family roles and structure than families that are biculture or highly acculturated. Bicultural and highly acculturated families may have established work, friends, and school while low acculturated families may still need to figure out these basic necessities. Low acculturated families may be in survival mode for years while trying to find some stability in an environment that is unfamiliar.

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Bicultural families were found to have greater family cohesion than either low or high acculturated Mexican-American families. Bicultural families may be required to attend many functions in both the dominant society and the Mexican-American society. These extra activities may bring families closer together by offering more frequent interactions with each other. Bicultural families may pick the best characteristics of both cultures, allowing for more ways in which parents and youth can relate.

Summary

Overall, the strongest predictor of acculturation for parents, youth, and families was generation. Mexican-American parents, youth, and families did more core family leisure activities than Anglo-American families. In addition, Mexican-American parents had higher family adaptability than Anglo-American parents, but lower amounts of balance family leisure activities than Anglo-American parents. Specifically, family mean of family adaptability was found to be negatively related to Anglo domain for parents and families, and positively related to Hispanic domains for youth and families.

For parent acculturation, in addition to sociodemographic predictors, family cohesion and overall family functioning helped to explain Mexican-American parent acculturation. Bicultural and high acculturated parents were higher in family cohesion than low acculturated Mexican-American parents, while low acculturated Mexican-American parents had higher overall family functioning than bicultural or high acculturated Mexican-American parents. An interesting finding was that being currently divorced helped to predict parent acculturation. As in past research, age of parent was a

predictor of parent acculturation along with parent education. Family size was also found to be a significant predictor.

For youth acculturation, family leisure involvement was found to be a significant predictor. This finding matches the sentiments of many in the United States that feel that family leisure is a growing need for happy and healthy families. Mexican-American youth may be reflecting cultural beliefs found in the United States society that they have adopted. Gender of the youth was found to be a significant predictor of youth acculturation as was history of divorce. Similar to parent acculturation, family adaptability was also important in explaining youth acculturation.

An important finding of the current study was that aspects of family functioning helped to predict levels of acculturation. For family acculturation, low acculturated Mexican-American families were found to be more adaptable than bicultural or high acculturated Mexican-American families, while bicultural and high acculturated Mexican-American families were found to be more cohesive than low acculturated Mexican-American families. Being currently divorced helped to explain family acculturation.

Perhaps one of the most important contributions of this study was that variations were found among parent, youth, and family perspectives of acculturation, an important finding in and of itself. Examinations describing acculturation of adults can not be used to understand the youth and family perspectives of acculturation. Data from the parent, youth, and family perspectives resulted in a greater understanding of the acculturation process.

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Recommendations for Recreation Professionals

Mexican-American families may not get as involved in community and commercial recreation opportunities due to their family-centered lifestyle. The findings from the current study indicate that Mexican-American parents, youth, and families do more core family leisure activities than Anglos, meaning they are more likely to participate in home-based activities than Anglos. This concentration on activities around the home may keep Mexican-American families from getting as involved in community recreation programs and business based on recreation related interests. A couple of exceptions may be Mexican-American youth and Mexican-American families that have become highly acculturated.

For Mexican-American youth, leisure activities are very important; therefore, programs may need to cater to Mexican-American youth. Additionally, if businesses or communities are targeting Mexican-American families they may need to gain the interest of Mexican-American youth, who in turn may persuade the family to get involved in the program or activity. High acculturated Mexican-American families may also be a good target for recreation programs and businesses because they are more similar to the Anglo-American population; therefore, they may show more interest in Anglo establishments and activities. Advertising recreation programs and activities to Mexican-American populations may be best in English because the families and individuals that may show the most interest in these programs may only be proficient in English. Bicultural and low acculturated Mexican-American parents and families may not desire to participate in

dominant culture activities or leisure found in the United States, so targeting them may expend a lot of financial and human resources without desired results.

Implications for Research

Researchers (Freeman & Zabriskie, 2003; Mactavish & Schleien, 1998; Zabriskie, 2000; Zabriskie & McCormick, 2003) suggest that studying more than the adult perspective may provide valuable insight into family life. One major weakness in acculturation studies has been the focus on the individual adult to understand all aspects of acculturation. In addition to adult perspectives of acculturation, youth and family level perspectives may offer a more comprehensive view of the acculturation process for parents, youth, and families. Other studies examining acculturation from the perspective of parents, youth, and families is strongly encouraged. A larger sample is needed to allow all levels of acculturation to be found from each of the different perspectives. For instance, the current study would have benefited from collecting data of low acculturated youth to gain a greater understanding on overall youth acculturation.

Another area of weakness in acculturation studies is collecting data for single sample surveys such as the current study. Although a relationship was found between family leisure involvement and aspects of family functioning in the current study, the direction of the relationship is still unknown. Without longitudinal research being done, the direction of the effects for family functioning, family leisure involvement, and any other variable that may explain acculturation is largely unknown. Longitudinal research should be conducted on such variables as family cohesion, family adaptability, family leisure involvement, and acculturation from parent, youth, and family perspectives.

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The current study supports past research (Vega et al. 1986) in suggesting that FACES II may not accurately measure family cohesion of Mexican-Americans. Familism may provide a better explanation of family cohesion for Mexican-American populations. A preliminary study on Mexican-Americans for core family leisure patterns and familism may help to determine whether these two variables are related. Examining familism and core family leisure patterns would help to determine the usefulness of the FLAP for Mexican-American populations.

In addition to the current study, previous studies on acculturation have used nonrandom samples; therefore, to get a more accurate view of acculturation for general Mexican-American populations in the United States a random sampling is needed. A normative sampling of Mexican-Americans on such items as family functioning, family leisure involvement, and other variables of interest would allow for comparisons between the national averages and samples in individual communities.

A greater understanding of acculturation for Mexican-Americans may also be possible by examining a normative sample of families in Mexico for characteristics such as family functioning and family leisure involvement. This would allow researchers to know if the Mexican immigrants that arrive in the United States are similar in family cohesion, adaptability, and leisure patterns to the dominant society from which they came. The families that leave Mexico may have certain characteristics that differ from a Mexican normative sample. Another reason to get a normative sample of family functioning and family leisure behavior from families in Mexico is so that if a normative sample from the dominant culture in Mexico portrays different characteristics than the

normative sample from the dominant culture in the United States then researchers may know better whether Mexican-American families are becoming more like people of the United States or if they are preserving their Mexican culture.

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Table 1

Zero-Order Correlations between Independent Variables and Hispanic and Anglo Domains (Parent Perspective)

Variable	Hispanic Parent	Non-Hispanic Parent
Age	.155	.049
Gender	-.111	.011
Married	.247*	-.282*
Divorced	-.356**	.307**
Ever Divorced	-.235*	.279*
Education	-.301**	.499**
Income	-.029	.168
Family Size	.097	-.314**
Generation	-.612**	.718**
Core Family Leisure	-.222	.276*
Balance Family Leisure	-.131	.177
Total Family Leisure	-.194	.249*
Cohesion	.136	.012
Adaptability	.352**	-.420**
Family Type	.276*	-.218

Note. ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed).

Table 2

Zero-Order Correlations between Independent Variables and Hispanic and Anglo Domains (Youth Perspective)

Variable	Hispanic domain	Anglo domain
Age (y)	.122	.035
Gender (female) (y)	.212	.044
Married (p)	.182	-.097
Divorced (p)	-.225	.055
Ever Divorced (p)	-.183	.068
Education (p)	-.341**	.290*
Income (p)	.015	.073
Family Size	.228	-.269*
Generation (p)	-.389**	.420**
Core Family Leisure (y)	.108	-.099
Balance Family Leisure (y)	.013	.012
Total Family Leisure (y)	.063	-.041
Cohesion (y)	-.090	.136
Adaptability (y)	.216	-.044
Family Type (y)	.093	.044

Note. y = youth perspective; p = parent perspective; ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed).

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Table 3

Zero-Order Correlations between Independent Variables and Hispanic and Anglo Domains (Family Perspective)

Variable	Hispanic Domain	Anglo Domain
Age (p)	-.008	.049
Gender (p)	-.111	.011
Age (y)	.084	.070
Gender (y)	.138	.068
Married (p)	.222	-.250*
Divorced (p)	-.321**	.254*
Ever Divorced (p)	-.236*	.237*
Education (p)	-.356**	.484**
Income (p)	-.002	.154
Family Size	.202	-.336**
Generation (p)	-.542**	.698**
Core Family Leisure (fm)	-.073	.193
Balance Family Leisure (fm)	-.082	.120
Total Family Leisure (fm)	-.091	.176
Cohesion (fm)	-.061	.135
Adaptability (fm)	.338**	-.413**
Family Type (fm)	.165*	-.169

Note. p = parent perspective; y = youth perspective; fm = family mean; ** $p < 0.01$ (2-tailed); * $p < 0.05$ (2-tailed).

Table 4

Summary of Multivariate Regression for Independent Variables (Wilks' Lambda)

Variable	Estimate	F Value	Num DF	Den DF	p-value
Generation (p)	0.53616729	13.19	4	61	< .001**
Education (p)	0.86332466	2.41	4	61	.058
Age (p)	0.78444090	4.19	4	61	.005**
Family Size	0.84931198	2.71	4	61	.038*
Adaptability (fm)	0.73672296	5.45	4	61	.001**
Cohesion (fm)	0.84027816	2.90	4	61	.029*
Gender (female y)	0.84246648	2.85	4	61	.031*
Core family leisure (y)	0.84577689	2.78	4	61	.035*

Note. p = parent perspective; y = youth perspective; fm = family mean; ** $p < 0.01$; * $p < 0.05$
 This is a multivariate regression on the dependent variables including: Hispanic domain for parent, Anglo domain for parent, Hispanic domain for youth, Anglo domain for youth, Hispanic domain for family, and Anglo domain for family.

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Table 5

Summary of Multiple Regression Equation Predicting Anglo Domain

(Parent Perspective)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .723 (F_{8,65} = 21.24; p < .01)$				
Generation (p)	.321	.048	.497	< .001
Education (p)	.132	.046	.207	.006
Age (p)	.011	.009	.083	.230
Family Size	-.058	.038	-.107	.129
Adaptability (fm)	-.068	.015	-.418	< .001
Cohesion (fm)	.044	.014	.278	.003
Gender (y)	.052	.122	.029	.674
Core family leisure (y)	.005	.003	.115	.094

Note. p = parent perspective; y = youth perspective; fm = family mean.

Table 6

Summary of Multiple Regression Equation Predicting Hispanic Domain (Parent Perspective)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .453 (F_{8,64} = 6.62; p < .01)$				
Generation (p)	-.275	.051	-.568	< .001
Education (p)	-.038	.049	-.080	.439
Age (p)	.018	.010	.176	.071
Family Size	-.034	.041	-.082	.407
Adaptability (fm)	.025	.015	.206	.111
Cohesion (fm)	-.010	.015	-.082	.519
Gender (y)	.144	.130	.105	.273
Core family leisure (y)	.002	.003	.065	.501

Note. p = parent perspective; y = youth perspective; fm = family mean.

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Table 7

*Summary of Multiple Regression Equation Predicting Anglo Domain
(Youth Perspective)*

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .299$ ($F_{8,65} = 3.46$; $p < .01$)				
Generation (p)	.082	.036	.269	.026
Education (p)	.036	.035	.120	.298
Age (p)	-.001	.007	-.023	.831
Family Size	-.042	.028	-.162	.146
Adaptability (fm)	-.021	.011	-.272	.061
Cohesion (fm)	.015	.011	.201	.161
Gender (y)	.012	.092	.014	.899
Core family leisure (y)	-.002	.002	-.122	.263

Note. p = parent perspective; y = youth perspective; fm = family mean.

Table 8

Summary of Multiple Regression Equation Predicting Hispanic Domain (Youth Perspective)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .382 (F_{8,65} = 5.02; p < .01)$				
Generation (p)	-.143	.059	-.272	.017
Education (p)	-.075	.056	-.143	.188
Age (p)	-.008	.011	-.073	.474
Family Size	.041	.046	.092	.379
Adaptability (fm)	.047	.018	.356	.010
Cohesion (fm)	-.023	.017	-.180	.181
Gender (y)	.360	.149	.243	.019
Core family leisure (y)	.004	.003	.122	.231

Note. p = parent perspective; y = youth perspective; fm = family mean.

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Table 9

Summary of Multiple Regression Equation Predicting Anglo Domain

(Family Perspective)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .692 (F_{8,65} = 18.24; p < .01)$				
Generation (p)	.202	.033	.475	< .001
Education (p)	.084	.032	.201	.010
Age (p)	.005	.006	.054	.451
Family Size	-.050	.026	-.139	.061
Adaptability (fm)	-.044	.010	-.416	< .001
Cohesion (fm)	.030	.010	.284	.004
Gender (y)	.032	.085	.027	.710
Core family leisure (y)	.001	.002	.044	.541

Note. p = parent perspective; y = youth perspective; fm = family mean.

Table 10

Summary of Multiple Regression Equation Predicting Hispanic Domain (Family Perspective)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p-value</i>
$R^2 = .441$ ($F_{8,64} = 6.31$; $p < .01$)				
Generation (p)	-.205	.049	-.447	< .001
Education (p)	-.058	.047	-.129	.215
Age (p)	.003	.009	.035	.719
Family Size	.013	.039	.032	.747
Adaptability (fm)	.034	.015	.298	.024
Cohesion (fm)	-.016	.014	-.142	.270
Gender (y)	.263	.124	.203	.038
Core family leisure (y)	.003	.003	.116	.237

Note. p = parent perspective; y = youth perspective; fm = family mean.

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Table 11

Summary of Discriminant Analysis Functions for Acculturation of Parent, Youth, and Family

Parent

Discriminating Variables	Low Acculturation*	Bicultural	High Acculturation
Intercept	-97.15332	-112.70436	-108.83795
Generation (p)	1.06968	2.04706	2.46498
Education (p)	1.09486	2.20876	2.29767
Divorced (p)	-2.02832	-2.49427	1.37717
Family Size	2.64624	2.00729	2.20627
Age (p)	1.21414	1.30520	1.17703
Cohesion (p)	3.25040	3.58824	3.57829
Family type (p)	-13.35428	-15.41022	-15.75017

Youth

Intercept		-32.30212	-27.73575
Generation (p)		-0.40141	0.41351
Gender (y)		4.21716	2.44942
Adaptability (y)		1.22606	1.11259
Ever divorced (p)		-0.65127	0.94589
Core family leisure (y)		0.12919	0.09822
Balance family leisure (y)		-0.03261	-0.01585

Family

Intercept	-36.75369	-36.71144	-36.31706
Generation (p)	1.57607	1.73079	2.88199
Divorced (p)	-4.09633	-6.36103	-4.23003
Cohesion (p)	0.53423	0.74685	0.72212
Adaptability (p)	0.72817	0.47815	0.44087

Note. p = parent perspective; y = youth perspective; fm = family mean; * Youth levels of acculturation were decided between bicultural and high acculturation due to the fact that the two individuals that made up the low acculturation level seemed too small a group to be compared.

Appendix A

Prospectus

Chapter 1

Introduction

By the year 2050, Hispanics are projected to make up 25% of the population in the United States and will be the nation's largest minority group. Out of those, the majority will be Mexican-Americans (Antshel, 2002). As the population of Hispanics grows in the United States, a greater understanding of cultural characteristics, basic values, attitudes, expectancies, and social behaviors is needed (Marín & Marín, 1991). Researchers need to consider the “dearth of family research” on minority groups if their “work is to remain relevant to policy makers or professionals who work directly with families and children” (McLoyd, Cauce, Takeuchi, & Wilson, 2000, p. 1083). McLoyd et al. (2000) claim that of all family research, about 10% focus on African-Americans with even less examining characteristics of Hispanic families. Of the studies that focus on Mexican Americans, the majority have examined issues related to acculturation (McLoyd, et al. 2000).

Acculturation involves adapting one's culture of origin to that of a new culture, and is seen through behavioral and attitudinal changes (Antshel, 2002; Berry, 1980; Corsini, 1987; Marín & Marín, 1991; Rogler, Cortes, & Malagady, 1991). Dumka and Roosa (1997) state that acculturation should not be confused with length of time in a country or generational status but that it is different for each person or family. For Mexicans who immigrate to the United States, acculturation is the process of changing their culture to the dominant culture found in the United States. These cultural differences

may include family structure, family roles, affective styles, beliefs, norms, myths, spirituality, religiosity, and leisure (Nagel, 1994).

Interest by scholars in Mexican-American acculturation may be prevalent due to the fact that of all immigrants, this group seems to preserve and maintain more of their culture than any other group that comes to the United States (Keefe & Padilla, 1987; Holmes & Holmes, 1995). Scholars have theorized that Mexican-Americans may slow the acculturation process or maintain their original culture by participating primarily in traditional Mexican leisure activities (Allison, 1988; Floyd, 1998). Floyd and Gramann (1993), found an empirical relationship between an individual's leisure involvement and acculturation among Mexican-Americans, suggesting that those who were more acculturated also tended to be more involved in leisure patterns found in the United States. Many scholars (Grebler, Moore, & Guzman, 1970; Rubel, 1970; Sabogal, Marín, Otero-Sabogal, Marín, Perez-Stable, 1987) consider the family to be the single most important institution among Hispanics. Therefore, given the relationship between leisure involvement and acculturation among individual Mexican-Americans, it can be hypothesized that there may be a similar relationship between family leisure involvement and family acculturation among this population.

In addition to the research related to leisure involvement of Mexican-Americans, another line of research has consistently reported a positive relationship between family leisure involvement and family functioning among broad samples of families (Freeman & Zabriskie, 2003; Hill, 1988; Orthner & Mancini, 1991; Shaw & Dawson, 2001; Zabriskie & McCormick, 2001). This suggests that there may be a similar relationship for Mexican-

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American families and that family functioning may also be an interesting variable to consider as it relates to family leisure and family acculturation among this population. Scholars (Vega, Patterson, Sallis, Nader, Atkins, & Abramson, 1986) have reported an empirical relationship between family functioning and individual acculturation which suggested that Mexican-Americans who were more acculturated tended to be more similar in their family functioning to people of the dominant culture in the United States than Mexican-Americans who were low acculturated. Therefore, given the relationship between family functioning and individual acculturation, there is likely to be a similar relationship between family functioning and family acculturation. An examination of all three of these constructs may provide a better understanding of the roles of family leisure involvement and family functioning in the acculturation process among Mexican-American families.

Statement of problem

The problem of the study will be to examine the relationship between family leisure involvement and family acculturation as well as the relationship between family functioning and family acculturation among Mexican-American families.

Purpose of study

The purpose of this study is to understand the influence of family leisure involvement and family functioning on family acculturation so as to provide empirical direction for Mexican-American leisure programming and public policy. If there is a relationship between family leisure involvement and family acculturation, then findings may provide recreation professionals with specific direction related to improving family

leisure programming for Mexican-American families. In addition, if there is a relationship between family functioning and family acculturation then findings may provide knowledge that will be useful for family programs and public policies for Mexican-American families.

Need for the study

Most studies before the 1980s examined acculturation through sociological and anthropological points of view. Sociologists were concerned with the group process and society in general (Olmedo, 1980), while anthropologists viewed acculturation through an examination of cultural patterns (Padilla, 1980). Padilla (1980) asserted that psychologists had played a minor role in understanding the acculturation process. Padilla (1980) stated, “the individual has become important in the study of acculturation because we now fully recognize that the individual is crucial in whatever change that occurs through contact between differing cultural orientations” (p. 2). Since about 1980, acculturation has been studied through the psychological, or individual, point of view almost exclusively. This concentration on the Hispanic individual is interesting, in that many scholars (Grebler, Moore, & Guzman, 1970; Rubel, 1970; Sabogal, Marín, Otero-Sabogal, Marín, & Perez-Stable, 1987) consider the family to be the most important institution among Hispanics. Grebler, et al. (1970) suggest that understanding stability and change in the family is critical to understanding any society. Yet, none have looked at acculturation from a family perspective. Since many scholars find the family to be so important among Hispanics, a new line of research examining family acculturation seems necessary.

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Past studies have found relationships between individual Mexican-American acculturation and leisure involvement (Floyd & Gramann, 1993) in addition to individual Mexican-American acculturation and family functioning (Rueschenberg & Buriel, 1989); but family acculturation has not been examined with family leisure involvement or family functioning. Family leisure involvement and family functioning are two variables, among others, that may have a significant influence on the acculturation process of Mexican-American families. Floyd (1998) expressed that in studying leisure as an explanatory variable “we might discover that one of the central functions and benefits of leisure is contributing to the preservation and maintenance of ethnic identity and culture” (p. 16). Another possible contribution of family leisure involvement may be quickening family acculturation, resulting from families participating in patterns of leisure found in the dominant society and forgoing their original leisure patterns. Although there is some research (Floyd & Gramann, 1993; Floyd, Gramann, & Saenz, 1993) describing the relationship between individual leisure and acculturation of Hispanics, no research exists on family leisure involvement and family acculturation of this population. An examination of family leisure involvement and acculturation may provide greater insight into Mexican-Americans due to the fact that the family unit is so important to this group.

Researchers examining family leisure involvement (Hill, 1988; Holman & Jacquart, 1988; Orthner & Mancini, 1991; Presvelou, 1971; West & Merriam, 1970; Zabriskie, 2000) have consistently found that family activities have a positive relationship to aspects of family functioning among varied family samples. Although a similar relationship may hold true for Mexican-American families, little is known about

their family functioning, their family leisure involvement, or the possible influence of these variables on the acculturation process. The current study will examine the relationship of family leisure involvement and family functioning with the acculturation of Mexican-American families.

Delimitations

The study will be delimited to:

1. The data gathered from questionnaires given to 35 Mexican-American families.
2. Data gathered from a parent and at least one adolescent from ages 12-15, at middle schools in San Antonio and Utah.
3. The use of the Bidimensional Acculturation Scale for Hispanics (BAS) to measure the dependent variable of acculturation levels in Mexican-American families.
4. The use of the Family Leisure Activity Profile (FLAP) to measure family leisure patterns and dimensions of family leisure functioning.
5. The use of the Family Adaptability and Cohesion Evaluation Scales (FACES II) to measure family cohesion, adaptability, and total family functioning.
6. The data collection process beginning from January 10, 2004 and ending March 24, 2004.
7. The acculturation data will be controlled for age, income, education, gender, and generational status.

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Limitation

This study was limited by:

1. The use of correlational techniques, meaning relationships are measured but no directionality can be given.
2. A snowball technique will be used; therefore, the sample is not representative of Mexican-Americans in general.
3. The ability of subjects to read in either English or Spanish or to understand how to complete the questionnaire.
4. The questionnaire will be administered to Mexican-Americans; therefore, the information does not generalize to all Hispanics.
5. The BAS has not been previously modified for family use; therefore, the reliability and validity of this instrument for families is unknown.
6. The FLAP has not been administered to Mexican-Americans before; therefore, the reliability and validity of this instrument for this population is unknown.
7. All instruments will be translated from English to Spanish; some words may not translate well across the languages thus distorting the original meaning.
8. Potential bias due to face-to-face contact with the researcher; research on Hispanics indicates that this population may answer questionnaires in an attempt to please the researcher.

Assumptions

This study will be conducted based upon the following assumptions:

1. The population sampled will be representative of the three levels of acculturation: low, bicultural, and high acculturated Mexican-American families.
2. As Mexican-American families become more acculturated their leisure becomes more similar to that of the dominant culture.
3. Measurements of family functioning for Mexican-Americans is similar to measurements of family functioning for Anglo-Americans.
4. Aspects of well-balanced Mexican-American family functioning can be seen through family leisure behavior.
5. The subjects will fill-out the questionnaire to the best of their ability and will be honest.
6. The FLAP will measure family leisure patterns of Mexican-Americans with reliability and validity.

Hypotheses

This study was designed to test the following null hypotheses:

1. There is no relationship between patterns of family leisure involvement and family acculturation in Mexican-American families.
2. There is no relationship between family functioning and family acculturation in Mexican-American families.

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Definition of terms

Acculturation - Acculturation is a process involving the adaptation of one's culture of origin to that of a new culture, seen through behavioral and attitudinal changes (Marín & Marín, 1991). Language spoken, written, and read at home and in the public is often used as an indicator of cultural change (Marín & Marín, 1991).

Balance family leisure pattern - These family leisure patterns are activities with family members that are novel, usually out of the home, and less spontaneous (Zabriskie, 2001). Balance family leisure patterns could include activities such as family vacations, camping trips, and dances.

Biculturalism - This is the concept that one can become acculturated to the dominant culture, but still retain aspects of one's culture of origin (Buriel, 1993).

Core family leisure pattern - These family leisure patterns are consistent, accessible, common, inexpensive, and often home-based (Zabriskie, 2001). Core leisure patterns would likely include activities such as reading together, playing card games, gardening, and eating together as a family.

Family acculturation - Family acculturation is a process involving the adaptation of a family unit's culture of origin to that of a new culture, seen through behavioral and attitudinal changes of its family members.

Family adaptability - The "ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (Olsen, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1992, p. 1).

Family cohesion - This is the emotional bonding that family members have for each other (Olson, 1993).

Family leisure involvement - “All recreation and leisure activities family members participate in with other family members, including both core and balance family leisure patterns” (Zabriskie, 2000. p. 7).

High acculturation - This is the idea that an individual has integrated well into the dominant culture while forgoing the individual’s culture of origin (Miranda & Umhoefer, 1998). For example, a Mexican-American that is culturally similar to an Anglo-American, while being dissimilar to a Mexican.

Low acculturation - This concept indicates that an individual guards or maintains his/her culture of origin with little or no acculturation into the dominant culture (Miranda & Umhoefer, 1998). An example might be a Mexican-American who does not change or adapt to the culture in the United States.

Chapter 2

Review of Literature

The problem of the study will be to examine the relationship between family leisure involvement and family acculturation as well as the relationship between family functioning and family acculturation among Mexican-American families. Studies on acculturation, family leisure involvement, and family functioning will be reviewed in this section. Topics for this section will be examined in the following order: (a) Background on Acculturation Research; (b) Acculturation Theory; (c) Acculturation Measurement; (d) Family Leisure Involvement; (e) Acculturation and Family Leisure Involvement; (f) Family Leisure Involvement and Family Functioning; (g) Family Functioning and Acculturation; and (h) Summary

Background on Acculturation Research

Research on acculturation began in the mid-1930s when the Social Science Research Council appointed a subcommittee of three anthropologist scholars to learn more about this process (Olmedo, 1980). Olmedo (1980) explains that the first studies in the United States were executed by anthropologists who examined the acculturation of American Indians to the European culture. Since that time, researchers in the United States have studied acculturation of immigrants from many different countries (Olmedo, 1980).

Recently, acculturation of Mexican-Americans has received great attention because of the massive exodus of Mexican immigrants into the United States. In the 2000 US Census, Hispanics were found to be the largest minority group in the United States

consisting of 35.3 million people (US Bureau of the Census, 2000). Of these, 20.6 million were Mexican-Americans, roughly 60% of the Hispanic population residing in the United States. Policy makers and recreation programmers have noticed this demographic shift and have been trying to accommodate the Hispanic population (McLoyd et al. 2000). Policy makers and recreation programmers may find solutions to the needs of Mexican-American families adapting to life in the United States by gaining greater insight into family acculturation. For purposes of this study, family acculturation is understood to be a process of adaptation in which a family changes their culture of origin to become similar to the dominant culture, due to consistent first hand contact with the new culture.

Acculturation Theory

To understand family acculturation a review of past acculturation theory is needed. Researchers in the United States understand acculturation to be the process in which a minority group's culture becomes more and more similar to the Anglo-majority culture through consistent first-hand contact (Keefe, 1980). Many of the first studies on acculturation were based on the assimilationist's perspective, meaning that a person was seen on a continuum leading to two possible destinations--either culture of origin or the new culture being encountered. This theory holds that as immigrants to the United States become more culturally similar to Anglos, they lose an equal amount of their culture of origin. Assimilation theory did not account for individuals who were bicultural, or individuals who understood and were a part of two different cultures. Therefore,

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researchers found that assimilation theory did not explain the acculturation experience of many immigrants, resulting in other theories of acculturation.

One of these other theories suggests that four categories of acculturation exist: assimilation, integration, rejection, and deculturation (Berry, 1980). Assimilation is the complete adaptation from culture of origin to the new culture. An example of this would be a Mexican immigrant becoming more similar to people in the United States by eating similar foods, speaking the English language, playing sports found there, and displaying moral values of the dominant culture. Integration involves maintaining cultural identity while also becoming part of the new society. This idea could be explained by a Mexican who maintains cultural values and leisure activities but speaks English and learns American customs to survive at work and to function in public spheres such as dealing with their children's teachers at school. Rejection is a self-imposed removal from the larger society. An example of rejection would be a Mexican immigrant who keeps all the cultural values, language, and customs of Mexico while living in the United States. Deculturation is a person's cultural distance from both the original and new society. This would be a person who cannot relate to either culture, does not speak either language well, and has a great deal of personal and societal confusion. Berry's (1980) description of acculturation is currently accepted and used by some scholars.

In more recent studies, researchers (Buriel, 1993; Ramirez, 1983; Sabogal, et al. 1987) see acculturation in three possible stages: high acculturation, biculturalism, and low acculturation. High acculturation is the idea that an individual has integrated well into the dominant culture while forgoing the individual's culture of origin. Biculturalism

is the concept that one can become acculturated to the dominant culture, but still retains aspects of one's culture of origin. Low acculturation is the guarding or maintaining of the culture of origin with little or no acculturation into the dominant culture. These three ideas are used most often in research, but other theories on acculturation exist and are applied in research (Berry, 1980). Scholars have created many theories on acculturation, resulting in new instruments that are created and used to measure change in one's cultural attitudes and behaviors. Often, acculturation studies are incompatible based on the fact that they rely on different theoretical frameworks and instruments. Researchers agree that a process called acculturation occurs but as Marín and Marín (1991) said, "the interpretation of the process and the identification and prediction of its outcomes are not universally agreed upon by researchers" (p.36). One thing that is agreed upon is that some aspects of acculturation can be assessed based on scales that measure degrees of change in language use.

Acculturation Measurement

Almost all scales on acculturation pertain to some aspect of assessing language change in the targeted group being studied. Marín and Marín (1991) suggest that the reason many scholars are using language based assessments of acculturation is because language is easily measured and the instruments are reliable. During the past two decades, language based scales have been a primary way to assess acculturation of individuals. The use of these scales has created some consistency in acculturation research by allowing researchers to use the same or similar instruments to understand this process.

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One of the most recent acculturation instruments was created by Marín and Gamba (1996) who attempted to add other cultural characteristics, such as behavior and social events, to the creation of the Bidimensional Acculturation Scale (BAS), but only language-related items resulted in good validity and reliability. Although it is limited to a language based assessment of acculturation, this instrument does measure biculturalism better than past scales. Past instruments based on language were one-dimensional, either an individual spoke Spanish and was categorized as being more Mexican or a person spoke English and was categorized as being more similar to the Anglo culture. The scales did not allow for an individual to indicate proficiency in both Mexican and Anglo domains. The BAS is based on ideas similar to research by Buriel (1993) who suggests a model of biculturalism that is two-dimensional with Mexican-Americans being influenced by the Mexican and Anglo cultures. For example, bicultural Mexican-Americans would utilize English or Spanish depending on a public or private setting, the people with whom they are talking, and in their choices of media or reading material. A bicultural individual could speak Spanish at home and English at work, thereby being able to use cultural aspects of Mexican or Anglo domains. The instrument by Marín and Gamba (1996) was created to better assess Hispanic and nonHispanic domains, biculturalism, and acculturation in general. Ultimately, Marín and Gamba (1996) found that for their instrument only scales based on language proficiency, language use, and electronic media use were reliable and valid.

The acculturation theory that seems to be used most often with language based instruments is the theory based on three stages, low acculturation, biculturalism, and high

acculturation. Acculturation theory based on low acculturation, biculturalism, and high acculturation has been studied from an individual's point of view. No acculturation research or theories have been presented from a family point of view; therefore, family acculturation would be an appropriate next step in acculturation studies.

Application of Acculturation

The concept of acculturation has been studied as early as 1880 (Berry, 1980). Since the first studies in this area, researchers have studied various topics relating to the effect of acculturation on Hispanic populations including acculturative stress (Hovey, 2000; Smart & Smart, 1995), depression and social interest (Miranda & Umhoefer, 1998), resource-based recreation (Floyd & Gramann, 1993), ethnic identity and leisure behavior (Stodolska & Yi, 2003), sports motivation (Ryska, 2001), leisure-time physical inactivity (Crespo, Smit, Carter-Pokras, and Andersen, 2001), and self-esteem among Latinas (Flaskerud & Uman, 1996). Research on acculturation of Hispanics has crossed into a variety of scientific fields, with a recent surge of interest by family scientists. Studies in the family sciences have examined the relationship between acculturation and intergenerational ties (Silverstein & Chen, 1999), depression in children (Dumka & Roosa, 1997), family functioning (Rueschenberg & Buriel, 1989; Vega, et al. 1986), familism (Sabogal, et al. 1987), first sex among Hispanic adolescents (Upchurch, Aneshensel, Mudgal, & McNeely, 2001), and family-related and nature-related benefits of outdoor recreation activity (Shaull & Gramann, 1998). Studies examining acculturation and family related topics are increasing, but one area that has not been

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studied is family leisure involvement and family acculturation; therefore, a review of past family leisure involvement research is necessary.

Family Leisure Involvement

Family leisure involvement includes all leisure and recreation activities that family members do together (Zabriskie, 2000). Recently, family leisure has become one of the most important goals and objectives of how parents use their time today (Orthner & Mancini, 1991). Shaw and Dawson (2001) did a study on the meaning of family leisure to parents and adolescents and the results suggest that parents perceive family leisure to help with family communication, interaction, bonding, and cohesion. Additionally, parents indicated that family leisure could help their children to learn positive values and healthy lifestyles. Increased parental interest in spending more time together as a family in leisure pursuits has created a need for studies on the outcomes, beneficial or otherwise, of family leisure. Research in the field of family leisure studies is relatively new. Much of the past leisure research relating to families came from studies about couples. Family leisure as understood from an individual or couple perspective has been positively related to family interaction, family cohesion, and family satisfaction (Baldwin, Ellis, & Baldwin, 1999; Hawks, 1991; Hill, 1988; Orthner & Mancini, 1991; Orthner, 1997).

In another line of research, Mactavish and Schleien (1998) collected data from a parent that had a child or children with developmental disabilities and the results indicated that these parents viewed family leisure as a way of facilitating family satisfaction, family unity, and physical and mental health. They also found in this study that parents with a developmentally disabled child viewed family recreation as a catalyst

for their child or children's skills, interests, and self-development. Parents perceived that family recreation was the most enduring and accepting social and recreation outlet for children with a disability. One of the suggestions made in this study for future research was to include perceptions of child or adolescent members of the family, in addition to adult perceptions, in answering survey questions to acquire a more accurate view of the positive benefits of family leisure.

Studies utilizing data collected from individuals or couples have laid a foundation for understanding leisure and family functioning, family satisfaction, and family interaction, but research intended to understand families may need to include data from at least a parent and a child. Recent studies suggest that collecting data from a parent and at least one adolescent from a family has provided a more complete family perspective in addition to empirical support for a direct positive relationship between family leisure involvement and family functioning (Freeman & Zabriskie, 2003; Zabriskie, 2000; Zabriskie & McCormick, 2001). Minority families, have not been examined in this line of research (Freeman & Zabriskie, in press; Zabriskie, 2000; Zabriskie & McCormick, 2001).

Many of the leisure studies over the last two decades about minorities were centered on African-Americans (Stodolska & Yi, 2003) Studies that examine Mexican-American leisure have been based primarily on understanding Mexican-American leisure patterns as well as the relationship between leisure behavior and levels of acculturation (Stodolska & Yi, 2003). One study that included minority populations found that Mexican-American families spent more time in sedentary activities such as picnicking

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and watching sports (Hutchison & Fidel, 1984). These researchers were not looking for family leisure in particular, but the results of their observational study found that Mexican-Americans spent more time in family groups than Anglo populations. Hutchison and Fidel (1984) observed 18 Chicago public parks and found that the average size of Mexican groups was 5.7 people while the average size of Anglo groups was 2.5 people. Hutchison and Fidel (1984) suggest that the mixed ages and genders of groups of Mexican-Americans indicated family units. Using the same data, Hutchison (1987) reported that Mexican-Americans were 2.5 times as likely to be in a family group as whites or blacks. The findings of this study indicate the importance of family leisure to Mexican-Americans, but the research on acculturation and leisure involvement focus on the individual.

Acculturation and Leisure Involvement

Research in the field of Hispanic acculturation and individual leisure is very limited. There are even fewer studies that include Mexican-American acculturation and leisure involvement. The studies that exist on Mexican-Americans have indicated that changes are occurring in leisure behavior as a result of acculturation. Stodolska and Yi (2003) found in their literature review on Mexican-Americans that leisure participation rates and patterns are highly related to their level of acculturation. High acculturated Mexican-Americans were found to have similar leisure participation rates and patterns to Anglo Americans, while low acculturated Mexican-Americans differed substantially from high acculturated Mexican-Americans and the dominant U. S. population. Floyd and Gramann (1993) examined the effects of Mexican-American acculturation on

outdoor recreation patterns and found that “the effects of acculturation were expressed not so much in which outdoor recreation areas were visited as they were in which types of activities were chosen” (p. 15). Low acculturated Mexican-Americans took part in significantly fewer outdoor recreation activities including water/snow-based, urban, consumptive, and travel-oriented leisure than Anglo-Americans. Bicultural Mexican-Americans participated in significantly fewer water/snow-based and travel-oriented activities than Anglo-Americans, while high acculturated Mexican-Americans were not significantly different in any activity except snow/water-based activities when compared to Anglo-Americans. Floyd and Gramann (1993) suggest that sometimes low acculturated Mexican-Americans may preserve their culture through maintaining leisure patterns similar to their original culture but that over many generations Mexican-Americans change their leisure behavior and cultural characteristics, eventually becoming assimilated to Anglo-American culture.

In another study, Floyd et al. (1993) examined the effects of acculturation on the use of outdoor recreation areas and found that low acculturated Mexican-Americans did differ significantly from Anglo-Americans in their use of 3 of the 13 designated areas. Acculturation was the second most important variable behind education in explaining the variations of overall participation in the use of outdoor recreation areas between Anglo and Mexican-Americans. Low acculturated Mexican-Americans may choose leisure patterns and recreational areas more similar to their original culture and surroundings, resulting in preservation of their culture of origin or slowing the effects of acculturation. It is possible that by maintaining similar leisure patterns to their original culture these

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people have not assimilated as quickly into the dominant culture regardless of how many generations they have been in the United States. Past research (Floyd & Gramann, 1993; Floyd, et al. 1993) indicates that acculturation is affecting Mexican-American leisure patterns and choices of where to pursue outdoor recreation.

Leisure patterns and choices of outdoor recreation areas by Mexican-American families may be affecting how slowly or quickly they acculturate. For example, a low acculturated Mexican-American may choose to go to outdoor recreation areas that are familiar in looks to outdoor recreation areas from Mexico, allowing the individual to pursue similar activities that she or he used to do. Maintaining similar leisure patterns and outdoor recreation areas may help them to keep their culture of origin while living in the United States. Those Mexican-Americans who adopt leisure patterns and recreational areas dissimilar to what they are used to, may find a need to become more like the dominant culture to make friends or feel stable in a new environment by fitting into their surroundings. For example, Mexican-Americans who go to a river that is filled with motorized boats, and do not have motorized boats themselves, may not feel comfortable swimming or relaxing near this area; but, to fit into their surroundings they buy a motorized boat and participate in activities they had never done before. Continued contact by Mexican-Americans in an area they normally would not go helps them to want associations with those doing similar activities. The result of continued participation in activities similar to those found in the United States by Mexican-Americans may be accelerated acculturation. The family may learn English and American customs so that they can make friends with Anglo-Americans who use motorized boats.

Another line of research by Rueschenberg and Buriel (1989) found that the relationship between active recreation and low acculturated Mexican-Americans was significantly different than that of the high acculturated group. Low acculturated individuals and families may get involved with passive recreation because they do not leave the house often. Research (Rueschenberg & Buriel, 1989) indicates that as an individual becomes more acculturated they recreate more similarly to the dominant culture, likely becoming more active in their leisure time. Once again, researchers indicate that acculturation is affecting leisure patterns, when leisure patterns may be affecting acculturation. In understanding the possible role of leisure on acculturation, the findings of the study by Rueschenberg and Buriel (1989) may actually indicate that Mexican-Americans participate in activities they are familiar with at home and, therefore, they acculturate more slowly choosing not to pursue active recreation found in the United States. In contrast, active leisure may help acculturate Mexican-Americans by helping them fit into their environment in the United States or to establish a change in the type of leisure they once did and substitute their original patterns for the dominant culture's patterns. Family leisure involvement may be affecting family acculturation, and with the strong positive relationship between family leisure involvement and family functioning, family functioning may also be affecting family acculturation.

Family Leisure Behavior and Family Functioning

Researchers have consistently found a positive relationship between family leisure involvement and aspects of family functioning (Baldwin, et al. 1999; Freeman & Zabriskie, in press; Hawks, 1991; Hill, 1988; Holman & Epperson, 1984; Orthner &

Mancini, 1991; Orthner, 1997; Zabriskie, 2000). Few longitudinal studies have examined the directionality of the relationship between family leisure and aspects of family functioning. One five-year longitudinal study by Hill (1988) found that family activities may bring marital stability to a couple. Specifically, this study found that shared recreation time together had a strong relationship to marital stability. West and Merriam (1970) conducted a longitudinal study that measured family cohesiveness during a family campout and then three months later at these families' homes. The results suggest that family camping may help increase family cohesion. Both longitudinal studies indicate that as a family spends more time together in joint family leisure the result is better family functioning.

Another line of research has also found a direct relationship between family leisure involvement and aspects of family functioning--family cohesion and family adaptability (Freeman & Zabriskie, in press; Zabriskie, 2000; Zabriskie & McCormick, 2001). According to Zabriskie (2000), family leisure involvement consists of two types of family leisure patterns, being core and balance. Core family leisure patterns are home-based, inexpensive, and common. Core family leisure patterns might include playing board games, washing dishes, and reading together as a family. Balance family leisure patterns are challenging, out-of-home, and generally less spontaneous. Balance family leisure patterns would include activities like going on vacation, dancing, and water skiing. According to Zabriskie (2000), both of these family leisure patterns are necessary for optimal family functioning. Zabriskie (2000) states that theoretically core family leisure patterns are related to family cohesion while balance family leisure patterns are

related to family adaptability. Research (Freeman & Zabriskie, 2003; Zabriskie, 2000; Zabriskie & McCormick, 1999, 2001; Zabriskie, McCormick, & Austin, 2001) has verified that there is a positive correlation between core family leisure and family functioning (both cohesion and adaptability) and a moderate correlation between balance family leisure patterns with adaptability.

Family Functioning and Family Acculturation

Studies on family functioning and acculturation of Mexican-American families have produced varied results (Vega, et al. 1986; Rueschenberg, & Buriel, 1989). Vega et al. (1986) based their research on a family systems model created by Olsen (1993) that identifies family functioning in two parts: cohesion and adaptability. Olsen (1993) states that cohesion deals with the emotional bonds between family members and adaptability is the ability of a family to change its structure, role relationships, and relationship rules due to stress.

Based on Olsen's (1986) model, Vega et al. (1986) indicate from their findings that acculturation is related to variations in family functioning. Interestingly, no significant differences in cohesion and adaptability were found when comparing Anglo and high acculturated Mexican-American families. In contrast, when compared to Anglo and high acculturated Mexican-Americans families, low acculturated Mexican-Americans tended to score on the high end of adaptability, meaning they may be more flexible in dealing with new situations. Low acculturated Mexican-Americans may score higher on adaptability due to the flexibility needed in a family that is experiencing a new culture. Vega et al. (1986) suggest that the differences in family functioning found

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between Anglo and Mexican-Americans were due to cultural differences. Additionally, family functioning of Mexican-American families may not be fully explained through a model created to understand Anglo populations. Notwithstanding, Vega et al. (1986) suggest that there are no “important” differences in perceptions of global family functioning between Anglo- and Mexican-Americans.

In another study, Rueschenberg and Buriel (1989) used an open system view within the family systems perspective to look at acculturation and family functioning through the internal versus external aspects of functioning. Internal aspects of family functioning include family relationships and interactions in addition to the family structure. External aspects involve the family’s interactions with U.S. institutions and societal norms. Interestingly, they found no significant relationship between internal aspects of family functioning and acculturation. Rueschenberg and Buriel (1989) found that as Mexican-American families acculturate their family relationships and interactions do not significantly change. Results indicated that as Mexican-Americans acculturate they become progressively more involved with the United State’s society. So, Mexican-American families became more involved in the dominant society but retained similar family structure, relationships, and interactions found in their culture of origin. Depending on the individual’s level of acculturation, Mexican-Americans were found to be significantly different than Anglo-Americans on four out of the five external aspects, being independence, achievement orientation, intellectual-cultural orientation, and active recreational.

One of these external aspects indicated that unacculturated individuals scored significantly lower on active recreational activities than moderately acculturated or acculturated individuals. Therefore, these findings indicate that Mexican-American leisure patterns may be affected by societal norms found in the United States. Another way to interpret the results of the study is to view how societal norms may be affecting Mexican-American acculturation. Mexican-Americans who participate in passive leisure, or leisure patterns found in their Mexican culture, may find that passive activities may help them to maintain their culture. If a Mexican-American were to get involved in active recreation, they may not relate as well with other people of their original culture who enjoy passive leisure. The result of their pursuing active leisure found in the United States may be alienation from Mexican-American friends who enjoy passive leisure found in their culture of origin.

Findings from studies by Rueschenberg and Buriel, (1989) and Vega et al. (1986) indicate that acculturation does have a relationship with family functioning whether seen through cohesion and adaptability or external versus internal aspects of family functioning. Individuals and families who are least acculturated may be adjusting the most to a new culture, possibly resulting in changes in family functioning. Changes in family cohesion and adaptability may result in accelerated acculturation of Mexican-American families. A study of family functioning applying Olsen's family systems model (1993), consisting of cohesion and adaptability, may provide the most reliable and valid information on the relationship between family functioning and family acculturation.

Summary

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Acculturation pertains to attitudinal and behavioral changes of individuals from another culture as a result of continued contact with the dominant culture in the United States. Such cultural differences may be exhibited in leisure behavior and family functioning. A review of literature suggests that during the acculturation process there are changes in leisure behavior of Mexican-American individuals. These findings are likely to be related to families because as Hutchison and Fidel (1984) indicated a majority of Mexican-American individuals participate in recreation with their families. Therefore, if individual leisure behavior is affecting acculturation then family leisure involvement may be affecting acculturation of Mexican-American families, but no studies have explored family leisure involvement among Hispanics.

Many studies indicate that family leisure involvement is related to family functioning. Therefore, when studying family leisure involvement it may be useful to also examine family functioning. The relationship between family functioning and acculturation is largely unknown, but a couple of studies indicate that a relationship exists. Based on a review of the literature, theoretically, there should be relationships among family leisure involvement, family functioning and family acculturation. Therefore, the problem of this study is to examine the relationship between family leisure involvement and family functioning on family acculturation so as to provide empirical direction for Mexican-American leisure programming and public policy.

Chapter 3

Methods

The problem of the study will be to examine family leisure involvement and family functioning on family acculturation of Mexican-American families. This section will discuss the following: Sample and sampling method, instrumentation, administration of survey instrument, identification of variables, and data analysis.

Sample and sampling method

The research team, comprised of the researcher and a bicultural research assistant, will collect data from 35 Mexican-American families in the greater San Antonio, Texas area. The Mexican-American families surveyed will consist of at least one adolescent, ages 12-15, and one parent, according to procedures used in prior research with family units (Zabriskie, 2000; Zabriskie & McCormick, 2001). The researcher and a research assistant will talk with principals in the San Antonio area to gain access to students in their schools. Schools will be picked based on socioeconomic status, namely low and middle class areas due to the fact that researchers (Cuéllar, Arnold, & Maldonado, 1995) suggest that acculturation is positively correlated to socioeconomic status.

After receiving permission from these principals to work with students from their schools, the researchers will talk to teachers of general required classes from each school to ask for their help in the research. The research team will then work with each participating teacher to find appropriate times to introduce the study to students in each of their respective classes. To encourage student participation, teachers will be asked to consider offering extra credit to students who participate in the study. All Mexican-

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American students that are interested in participating will be given a letter with information about the study to be read by them and their parents. Teachers will be asked to offer nonMexican-American students an opportunity to receive extra credit by writing a half-page report on a newspaper article relating to the class subject. Mexican-American students and participating parents will sign a consent form required by Institutional Review Board (IRB) process to participate in the study, and the student will bring it back to the teacher within two days. The day following the deadline, the researchers will collect the signed consent forms from the teachers.

Families who agree to participate in the study will be contacted, and then, at the scheduled time, the researcher and research assistant will go to the house of the subjects to fill-out the research questionnaire. Face-to-face contact is one of the approaches that are useful and appropriate with Hispanic families (Marín & Marín, 1991). Families who participate will be given a gift certificate from a local business valuing between 5 and 20 dollars. Gift certificates include free passes to museums, a botanical garden, an IMAX theater, minor league hockey, minor league baseball, thanksgiving point activities, and other attractions. After finishing their survey, families who participate will then be asked to solicit help from friends or relatives who have not already participated in the study. Participating families who solicit the help of a friend or a relative who also participates will be given an additional gift certificate for each family that joins the study. According to Marín & Marín (1991), it is customary to give a small gift to Hispanics for compensation for their time and effort. This snowball technique will be used to find the rest of the 35 families.

Instrumentation

The research questionnaire will include the following: 24-item Bidimensional Acculturation Scale for Hispanics (BAS) which measures levels of acculturation (Marín & Gamba, 1996); 30-item Family Adaptability and Cohesion Evaluation Scales (FACES II) which measures family cohesion, adaptability, and total family functioning based on Olsen's (1993) Circumplex Model of family functioning; the 42-item Family Leisure Activity Profile (FLAP) which measures family leisure involvement based on the Core and Balance Model of Family Leisure Functioning; and demographic data.

Bidimensional Acculturation Scale for Hispanics. The BAS was created to overcome some of the shortcomings of past acculturation scales (Marín & Gamba, 1996). Some of these shortcomings include scales that measure acculturation in a unidimensional manner or provide an acculturation score that is unidimensional in nature. An example of this may be a scale that indicates that as an individual gains similar characteristics to the new culture they lose an equal amount of cultural characteristics of their native culture. Cuéllar, Arnold, Maldonado (1995), acknowledged that their popular instrument, the Acculturation Rating Scale for Mexican Americans (ARSMA), had limitations such as measuring acculturation along a continuum with Mexican culture on one side and American culture on the other. This is the same unidimensional weakness mentioned by Marín and Gamba (1996). Cuéllar, et al. (1995) said "The major criticism of this linear model is that the two poles are not independently measured; as one consequence, it does not yield measures for those biculturals who score high or low in both cultures" (p. 276).

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A solution to the problem of unidimensionality was the creation of the BAS which measures biculturalism with 12-items focused on the Hispanic domain and 12-items examining the non-Hispanic domain. Individuals who score high on the Hispanic and non-Hispanic domains are considered bicultural. Individuals who score high on the Hispanic domain and low on the non-Hispanic domain are said to be low acculturated. Lastly, a person who scores high on the non-Hispanic and low on the Hispanic domain is considered to be high acculturated.

Another problem with past scales is that they are based on the assessments of language change and leave out all other types of acculturative characteristics such as behaviors and social events. Marín & Gamba (1996) noted that few scales have utilized areas other than language for acculturative change. Consequently, after tests of reliability and searching for evidence of validity for the BAS, Marín and Gamba (1996) found that the language based items were the only ones to show good psychometric properties. The BAS is another instrument based on assessments of language change, but progress was made in making an instrument that could measure biculturalism through items related to Hispanic and nonHispanic dimensions.

The results of the study on BAS indicate that among Mexican-Americans this instrument had good psychometric properties (Marín & Gamba, 1996). The scale was given to both Mexican-Americans and Central Americans with findings indicating equal reliability and validity for both populations. Mexican-Americans showed high internal consistency for the three language-related subscales with $\alpha = .93$ for Hispanic domain and $.97$ for non-Hispanic domain, while all Hispanics showed internal consistency for the

three language-related subscales with $\alpha = .90$ for Hispanic domain and $.96$ for non-Hispanic domain. The three language-related subscales were linguistic proficiency, language use, and electronic media.

Evidence of validity for the BAS was obtained through a method similar to that used by other acculturation researchers (Cuéllar, et al. 1995). This method required analyzing the correlations between the participants' scores in the various scales with seven criteria: (1) generational status; (2) how long the individual has lived in the United States; (3) level of education; (4) age at arrival in the United States; (5) proportion of life spent living in the United States; (6) ethnic self-identification; and (7) correlation to the Short Acculturation Scale for Hispanics (SASH) (Marín & Gamba, 1996). Marín and Gamba (1996) found that "all of the language-based subscales showed high correlations with the various validated correlates with the exception of the correlations in the Electronic Media subscale" (p. 304).

Marín and Gamba (1996) advise those who use the BAS to put the 24-items in random order. They also suggest that the researcher understand the question and answer format. The BAS is based on a likert-scale ranging from 1-4. For example, the first item asks, "How often do you speak English?" and responses include the following: "almost always" (4); "often" (3); "sometimes" (2); "almost never" (1). Lastly, those using the BAS should learn how to score the responses to the scale. Scoring for the scale requires the researcher to average the answers to the 12-items in each domain (Hispanic and non-Hispanic) for each respondent. Each respondent should then have two scores: the Hispanic domain and the non-Hispanic domain. Scores range from 1 to 4 for each

cultural domain. Marín and Gamba (1996) suggest that level of acculturation can be obtained by using the cutoff of 2.5 to indicate low or high level of adherence to each domain. Scores of 2.5 in both domains would indicate that the individual is bicultural. For purposes of the study these guidelines will be followed in scoring the BAS.

No family score was mentioned in this article, so to obtain a family score the researcher will add the averages from the parent and child's individual scores for each dimension (Hispanic and non-Hispanic) and divide by two. This would create a mean family score between 1 and 4 for each dimension found in the BAS. Then family scores could be rated according to the same procedures used to score individuals. Mean family scores are accurate for those families in which the family members have similar scores. In families that the parent and adolescent respond quite differently, this study will need to use a method other than mean family scores because the mean will not indicate the great difference between family members. A discrepancy score will also be created to allow family members that have extremely different opinions to be expressed. According to Zabriskie (2000), having both the mean and discrepancy scores can provide a more accurate view of a family.

Family Adaptability and Cohesion Scale. The Family Adaptability and Cohesion Scale-FACES II (Olsen, 1993) is an instrument based on Olsen's Circumplex Model of Family Functioning (Olsen, 1986). According to Olsen, Sprenkle, and Russell (1979), the Circumplex Model was created to clarify many theories and clinical applications related to family functioning. Many family researchers and clinicians used theories and applications that were based on similar ideas, but had different names. Olsen, et al.

(1979) broke down the general concepts of family theorists and family therapists into two dimensions, cohesion and adaptability. After creating these two distinct dimensions of family functioning Olsen, et al. (1979) “had the idea” to integrate the newly formed concepts into a Circumplex Model. They created the Circumplex Model, resulting in a successful merge between the theoretical and clinical fields of family sciences.

The FACES II is a 30-item scale used to assess a family’s cohesion, adaptability, and total family functioning; scores on cohesion and adaptability help to place families within the Circumplex Model. The instrument is divided into 16 cohesion items and 14 adaptability items. The FACES II is based on a likert-scale ranging from 1-5. Items from this scale ask the respondent how frequently the individual perceives their family to act in certain situations. For example, one of the items asks “We are supportive of each other during difficult times,” and responses range from 1 (almost never) to 5 (almost always). The scale can be administered to individuals to learn more about their family or to a family to learn more about their family unit. Family cohesion and adaptability scores can be calculated by utilizing the formula provided by Olsen et al. (1992) that adds and subtracts items in a specific formula. After obtaining cohesion and adaptability scores, corresponding 1-8 values are assigned based on Olsen et al. (1992) linear scoring and interpretation scale. A family cohesion score of 1 is a disengaged family, while an 8 is a very connected family. For family adaptability, a score of 1 means a rigid family type and a score of 8 is a very flexible family type. By adding the cohesion and adaptability scores and then dividing by two, a family score based on a 1-8 scale can be obtained, 1 indicates the family type is extreme and 8 indicating the family type is balanced. This family score

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is used as a general indicator of overall family functioning. Family level scores will be created by calculating the mean of the parent and child score for cohesion, adaptability, and overall family functioning.

The FACES II was found to show good internal consistency, test-retest reliability, face validity, content validity, and concurrent validity. Internal consistency measures were obtained by sampling 2,412 respondents and dividing them into two equal subgroups. The total sampling scores for internal consistency showed Cronbach Alpha figures of .88 and .86 for cohesion, and .78 and .79 for adaptability, with a total scale score of .90. The test-retest reliability scores were obtained by administering FACES II with a four to five week lapse between tests and reported coefficients were .83 for cohesion, and .80 for adaptability. The FACES II has been found to have good evidence of face and content validity. In a study by Hampson, Hulgus, and Beavers (1991), FACES II was found to have high concurrent validity with the Dallas Self-Report Family Inventory (SFI). Concurrent validity may be used to examine the correlation between instruments which are measuring similar constructs. The correlations between the SFI global measure of family health and FACES II were .93 for cohesion and .79 for adaptability.

Family Leisure Activity Profile. Another instrument to be used in this study is the Family Leisure Activity Profile (FLAP) (Zabriskie, 2000). The FLAP is an instrument that asks respondents to indicate their family participation across 16 activity types. These 16 activity types are divided in half with eight items related to core family leisure patterns and eight items related to balance family leisure patterns. Items in the FLAP ask

if the respondent participates in a specified activity type with family members. For each question specific activities are given to help clarify and delineate between categories. If a respondent answers yes to a question then the individual is saying that their family participates in that type of activity together. After responding yes, then they must answer how often the activity is performed and for how long the activity is done using ordinal scales.

The first step in scoring the FLAP is to multiply frequency and duration of participation in each category. The next step is to sum up the eight items based on core activities making up the core family leisure score and then summing the eight items based on balance activities making up a balance family leisure score. To make the family leisure involvement score the researcher must add the core and balance family leisure scores together. The FLAP has been found to have adequate reliability and validity (Zabriskie, 2001). The instrument shows evidence of construct validity, content validity, inter-rater reliability, and test-retest reliability for core ($r .74$), balance ($r .78$), and total family leisure involvement ($r .78$) (Freeman & Zabriskie, 2003).

Demographics. Demographic information for this study includes the following: gender, age, educational level, socioeconomic status, family size, marital status, and generational status. Demographic variables will be used as controlling factors. Marín and Marín (1991) suggest the collection of each of these variables when studying Hispanic populations. Information will be collected from the parents participating in this study. Categorical variables will be dummy coded, and continuous variables will remain in the state in which they were collected.

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Translation. The BAS, FACES II, and FLAP were double translated (Marín & Marín, 1991). Double translating requires that an instrument be translated by at least two bilingual individuals who work independently in the process. The instrument is translated from its original form into the target language by one translator. After the instrument has been translated into the target language it is then translated back into its original language by the other translator. This process then requires the researcher to compare the original instrument with the new translation that was created from the target language. Any inconsistencies would need to be fixed.

Administration of the Survey Instrument

The researchers will give the research questionnaire to each individual participant of the study. Upon arriving at the house of participants, the researchers will meet with the volunteer subjects and will talk to them to build a relationship of trust. Marín and Marín (1991) suggest that being social before and after a visit to the volunteers' house will aid in creating a positive experience for the researcher and participants. The researchers will then ask if subjects have any questions before administration of the research questionnaire. After the initial conversation, participants will be asked if they would like an English or Spanish version of the questionnaire. After giving the volunteers a packet, the research assistant will ask if they would like the questionnaire read aloud to them. Fontes (1998) suggests that reading aloud to those who can not read is a possible solution to the problem of illiteracy. Those who desire to be read to will be helped through the questionnaire by having it read aloud to them and their responses will be marked by the researcher. If both parent and adolescent need help, one will be asked to wait in another

room while the other has the questionnaire read aloud. This is to prevent bias caused by the child or parent influencing the answers written by the other individual. After all questionnaires are completed, the research team will thank the participants and ask them if they know anyone that might be willing to be part of the study. The researchers will ask the volunteer family members to talk to their friends or relatives with at least one adolescent between the ages of 12-15. Each referral that becomes part of the study will enable the subject family to receive an additional gift certificate.

Identification of Variables

Dependent variables will be created by utilizing the scores from BAS. Independent variables will be created by utilizing scores from the FLAP, FACES II, and the sociodemographic section of the questionnaires. Core and balance family leisure scores along with the family leisure involvement score will be obtained through the FLAP. The FACES II will be used to create a score for family cohesion, family adaptability, and total family functioning. Demographic variables will be utilized in their existing state or dummy coded where necessary.

Both parent and child perspectives will be obtained in this study, but the focus of the study is the family perspective. Family scores will be created for the dependent variable BAS and the independent variables FLAP and FACES II. All family scores will be examined with the mean family score and the family discrepancy score. A mean family score will be used as a general indicator of family acculturation. A family discrepancy score will be calculated to reveal extreme differences between parent and adolescent responses. Mean family scores were obtained for level of family acculturation,

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family cohesion, family adaptability, family functioning score, core, balance, and total family leisure involvement. A discrepancy score will also be given for all the variables previously mentioned.

Data Analysis

In conducting an analysis, the researcher will review the data collected for any missing responses or misprinted answers. The next step will be an examination of the data for any outliers. Then Pearson Product Moment Zero-Order Correlations will be run on the independent variables of family cohesion, family adaptability, family functioning, core family leisure patterns, balance family leisure patterns, total family leisure involvement, and demographics to check for multicollinearity. In studies of Hispanics, demographic characteristics such as gender, age, educational level, socioeconomic status, and generation should be included (Marín & Marín, 1991). These basic demographics help provide an understanding of the group being studied. This study will include these demographic variables in addition to family size and marital status. Demographic variables will be examined for correlations with the dependent variable to identify controlling factors that should be included in the regression equation.

Hypothesis #1. The family acculturation scores (DV) will be regressed on the total family leisure involvement scores (core and balance) and demographic variables (IV's) in the following separate equations: (a) with parent scores, (b) with youth scores, (c) with family mean scores, and (d) family discrepancy scores.

Hypothesis #2. The family acculturation scores (DV) will be regressed on the family functioning scores (cohesion and adaptability) and demographic variables (IV's)

in the following separate equations: (a) with parent scores, (b) with youth scores, (c) with family mean scores, and (d) family discrepancy scores.

To determine the best predictive model for the family acculturation scores (DV) we will use stepwise regression including family leisure involvement (core and balance), family functioning scores (cohesive and adaptability), and demographic variables in following separate equations: (a) with parent scores, (b) with youth scores, (c) with family mean scores, and (d) family discrepancy scores.

The multiple correlation coefficients will be examined for each model and an alpha level of .05 will be utilized to determine significance.

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Appendix A-1a
Informed Consent

Consent to be a Research Subject

Introduction

My name is Owen Christenson, and I am a graduate student at Brigham Young University, Provo, Utah. My research assistant is Carrie Nieves Christenson. I am researching the influence that family leisure might have on how Mexican-American families become accustomed to life in the United States. I will be asking the help of a parent and a youth, ages 12-15, from about 70 Mexican-American families. Therefore, because you are of Mexican descent and living in the United States, I am inviting you to help in this study.

Procedures

The parent and youth from your family who participate in the study will be asked to complete a 30-minute questionnaire. Participation in the study will require only one meeting with the researchers at a scheduled time and place of your choice.

Risks/Discomforts

There are minimal risks to participating in this study. However, you might feel emotional discomfort when answering questions related to family activities, family relationships and feelings toward family members.

Benefits

Benefits of completing the questionnaire include an incentive (such as a gift certificate to a local attraction or entertainment) for each parent and youth who participate. Other benefits of the study may include better leisure programming in the United States for Mexican-American families, and research-based public policy for Mexican-American families.

Confidentiality

All information collected for this research will be held strictly confidential. The data will be examined based on information collected from all 70 participating Mexican-American families; therefore, no specific person will be identified in the study. All questionnaires will be kept in a locked filing cabinet and will be available only to those involved with the research.

Compensation

Your child may have been contacted at school regarding the study and extra credit may be a benefit of completing the questionnaire. If the child was offered extra credit and you or your child does not want to participate in the study then your child can still receive extra credit through other means explained by the teacher offering extra credit. As mentioned, each parent and youth of the study that completes the questionnaire will be given an incentive.

Participation

Participation in this research study is voluntary. You may participate or not, but if you do not complete the survey you will not receive a gift that will be offered to those that do finish the survey.

Questions about the Research

For questions regarding the study, you can contact Owen Christenson at (801) 492-9487; (210) 877-1486; (801) 372-2069, 273 RB, odc@email.byu.edu

Questions about your Rights as Research Participants:

If you have questions and you do not feel comfortable asking the researcher, you may contact Dr. Shane Schulthies, IRB Chair, (801) 422-5490, 120 RB, shane_schulthies@byu.edu.

I have read, understood, and received a copy of the above consent and agree to participate in the research.

Signature: _____ Date: _____

Consent to be a Research Subject

Introduction

My name is Owen Christenson, and I am a graduate student at Brigham Young University, Provo, Utah. My research assistant is Carrie Nieves Christenson. I am researching the influence that family leisure might have on how Mexican-American families become accustomed to life in the United States. I will be asking the help of a parent and a youth, ages 12-15, from about 70 Mexican-American families. Therefore, because you are of Mexican descent and living in the United States, I am inviting you to help in this study.

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I have read, understood, and received a copy of the above and agree to participate in the research.

Youth Signature: _____ Date: _____

I give my permission for my child to participate in this research.

Adult Signature: _____ Date: _____

Consentimiento de ser un Sujeto de Investigación

Introducción

Mi nombre es Owen Christenson y soy un estudiante de Brigham Young University en Provo, Utah. Mi asistente de investigación es Carrie Nieves Christenson. Estoy investigando la influencia que actividades de tiempo libre de la familia pueden tener sobre cómo familias Mexicanas-Americanas se acostumbran a la vida en los Estados Unidos. Estaré pidiendo la asistencia de uno de los padres y un joven entre la edad de 12-15 años de algunas 70 familias para ayudarme. Por motivo de que usted es de descendencia Mexicana y vive en los Estados Unidos, le invito a usted a ayudar en esta investigación.

Los procedimientos

Uno de los padres y un joven de su familia quienes participarán en la investigación estarán pedidos a completar un cuestionario que tomará más o menos 30 minutos para terminar. Participación en la investigación requerirá solamente una junta con los investigadores a un tiempo y lugar decidido por los participantes.

Riesgos

Los riesgos en participar en esta investigación son mínimos. Pero, hay la posibilidad que usted se sentirá incómodo(a) en contestar las preguntas que tratan de actividades de su familia, relaciones entre los miembros de su familia y sus sentimientos hacia otros en su familia.

Beneficios

Hay motivos para completar el cuestionario (como por ejemplo un pase para asistir a una diversión gratis) para cada padre y joven quien participan. Otros beneficios de esta investigación quizás sean mejor programas de actividades de tiempo libre en los Estados Unidos para familias Mexicanas-Americanas y políticas públicas basadas en la investigación para familias Mexicanas-Americanas.

La privacidad

Toda la información colectada durante esta investigación será completamente confidencial. Los datos de todos los 70 participantes serán examinados juntos para asegurarse que ninguna persona específica será identificada. Todos los cuestionarios estarán guardados en un archivo cerrado con seguridad y estarán disponible solamente a los interesados con la investigación.

Compensación

Su hijo(a) quizás supo de esta investigación por una clase de la escuela y quizás recibirá crédito extra por su participación en completar el cuestionario. Si se le ofreció crédito extra a su hijo(a) por su participación y usted o su hijo(a) decide de no participar en esta investigación, su hijo(a) todavía puede recibir crédito extra por otros medios explicado por su maestro(a) de la clase. Como mencionado previamente, cada padre y joven que complete el cuestionario recibirá un regalo.

Participación

Participación en esta investigación es completamente voluntario. Usted puede participar o no, pero si no rellena un cuestionario, no recibirá un regalo que será ofrecido a los que si terminan el cuestionario.

Preguntas acerca de la investigación

Si tiene preguntas acerca de la investigación usted puede comunicarse con Owen Christenson al llamar (801) 492-9487; (801) 372-2069; (210) 877-1486; visitarle a 273 RB Brigham Young University, o mandarle un email a odc@email.byu.edu

Preguntas acerca de sus derechos como participantes de la investigación:

Si tiene preguntas y no se siente cómodo(a) en hacerlas al investigador, usted puede llamar a Dr. Shane Schulthies, IRB Chair (801) 422-5490, 120 RB, email: shane_-schulthies@byu.edu

He leído, entendido, y he recibido una copia del consentimiento arriba y quiero participar en la investigación.

Firma: _____ Fecha: _____

Consentimiento de ser un Sujeto de Investigación

Introducción

Mi nombre es Owen Christenson y soy un estudiante de Brigham Young University en Provo, Utah. Mi asistente de investigación es Carrie Nieves Christenson. Estoy investigando la influencia que actividades de tiempo libre de la familia pueden tener sobre cómo familias Mexicanas-Americanas se acostumbran a la vida en los Estados Unidos. Estaré pidiendo la asistencia de uno de los padres y un joven entre la edad de 12-15 años de algunas 70 familias para ayudarme. Por motivo de que usted es de descendencia Mexicana y vive en los Estados Unidos, le invito a usted a ayudar en esta investigación.

Los procedimientos

Uno de los padres y un joven de su familia quienes participarán en la investigación estarán pedidos a completar un cuestionario que tomará más o menos 30 minutos para terminar. Participación en la investigación requerirá solamente una junta con los investigadores a un tiempo y lugar decidido por los participantes.

Riesgos

Los riesgos en participar en esta investigación son mínimos. Pero, hay la posibilidad que usted se sentirá incómodo(a) en contestar las preguntas que tratan de actividades de su familia, relaciones entre los miembros de su familia, y sus sentimientos hacia otros en su familia.

Beneficios

Hay motivos para completar el cuestionario (como por ejemplo un pase para asistir a una diversión gratis) para cada padre y joven quien participan. Otros beneficios de esta investigación quizás sean mejor programas de actividades de tiempo libre en los Estados Unidos para familias Mexicanas-Americanas y políticas públicas basadas en la investigación para familias Mexicanas-Americanas.

La privacidad

Toda la información colectada durante esta investigación será completamente confidencial. Los datos de todos los 70 participantes serán examinados juntos para asegurarse que ninguna persona específica será identificada. Todos los cuestionarios estarán guardados en un archivo cerrado con seguridad y estarán disponible solamente a los interesados con la investigación.

Compensación

Su hijo(a) quizás supo de esta investigación por una clase de la escuela y quizás recibirá crédito extra por su participación en completar el cuestionario. Si se le ofreció crédito extra a su hijo(a) por su participación y usted o su hijo(a) decide de no participar en esta investigación, su hijo(a) todavía puede recibir crédito extra por otros medios explicado por su maestro(a) de la clase. Como mencionado previamente, cada padre y joven que complete el cuestionario recibirá un regalo.

Participación

Participación en esta investigación es completamente voluntario. Usted puede participar o no, pero si no rellena un cuestionario, no recibirá un regalo que será ofrecido a los que si terminan el cuestionario.

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Preguntas acerca de la investigación

Si tiene preguntas acerca de la investigación usted puede comunicarse con Owen Christenson al llamar (801) 492-9487; (801) 372-2069; (210) 877-1486; visitarle a 273 RB Brigham Young University, o mandarle un email a odc@email.byu.edu

Preguntas acerca de sus derechos como participantes de la investigación:

Si tiene preguntas y no se siente cómodo(a) en hacerlas al investigador, usted puede llamar a Dr. Shane Schulthies, IRB Chair (801) 422-5490, 120 RB, email: shane_schulthies@byu.edu

He leído, entendido, y he recibido una copia del arriba y quiero participar en la investigación.

Firma del Joven: _____ Fecha: _____

Doy permiso para mi hijo(a) a participar en la investigación.

Firma del padre: _____ Fecha: _____

Appendix A-1b
Parent Questionnaire-English

Parent Survey

Family Leisure Activity Profile

The following questions ask about the activities you do with family members. Please refer to the last year or so. These questions ask about groups of activities, so try to answer in terms of the group as opposed to any one specific example. This may require you to “average” over a few different activities. Don’t worry about getting it exactly “right.” Just give your best estimate.

Take a moment to look at the example below. This will give you some instruction on how to fill in your answers.

QUESTION: Do you participate in home-based activities (for example watching TV/videos, listening to music, reading books, singing, etc.) with family members?

First do you do these activities? → YES X NO __

If YES how often?	
At least daily	
At least weekly	X
At least monthly	
At least annually	

For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	x
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

Next, how often do you usually do these activities?




Then, about how long, on average, do you typically do this type of activity each time you do it?

Last, how satisfied are you with your participation with family members in these activities? Please answer this question EVEN IF YOU DO NOT do these activities with your family.

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5



Symbol Key	
<= less than (e.g. < 1 hour reads "less than one hour")	
>= more than (e.g. > 10 hours reads " more than ten hours")	

1. Do you have meals, at home, with family members?

YES _____ NO ____

If YES how often?	For about how long per time? (check only one)																
At least daily	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">< 1 hour</td> <td style="width: 25%; text-align: center;">1-2 hrs</td> <td style="width: 25%; text-align: center;">2-3 hours</td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">At least weekly</td> <td style="text-align: center;">3-4 hours</td> <td style="text-align: center;">4-5 hours</td> <td style="text-align: center;">5-6hours</td> </tr> <tr> <td style="text-align: center;">At least monthly</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">At least annually</td> <td></td> <td></td> <td></td> </tr> </table>	< 1 hour	1-2 hrs	2-3 hours		At least weekly	3-4 hours	4-5 hours	5-6hours	At least monthly				At least annually			
< 1 hour	1-2 hrs	2-3 hours															
At least weekly	3-4 hours	4-5 hours	5-6hours														
At least monthly																	
At least annually																	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

4. Do you participate in crafts, cooking, and/or hobbies (for example drawing, scrap books, baking cookies, sewing, painting, ceramics, etc.) with family members?

YES _____ NO ___

If YES how often?		For about how long per time? (check only one)			
At least daily		< 1 hour	1-2 hrs	2-3 hours	
At least weekly		3-4 hours	4-5 hours	5-6hours	
At least monthly		6-7 hours	7-8 hours	8-9 hours	
At least annually		9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

5. Do you participate in home-based outdoor activities (for example star gazing, gardening, yard work, playing with pets, walks, etc.) with family members?

YES _____ NO ___

If YES how often?		For about how long per time? (check only one)			
At least daily		< 1 hour	1-2 hrs	2-3 hours	
At least weekly		3-4 hours	4-5 hours	5-6hours	
At least monthly		6-7 hours	7-8 hours	8-9 hours	
At least annually		9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very

Very

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Dissatisfied Satisfied

1 2 3 4 5

6. Do you participate in home-based sport/games activities (for example playing catch, shooting baskets, frisbee, bike rides, fitness activities, etc.) with family members?

YES _____ NO ____

If YES how often?									
At least daily									
At least weekly									
At least monthly									
At least annually									

For about how long per time? (check only one)									
< 1 hour		1-2 hrs		2-3 hours					
3-4 hours		4-5 hours		5-6hours					
6-7 hours		7-8 hours		8-9 hours					
9-10 hours		>10 hours		> 1 day					

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

7. Do you attend other family members' activities (for example watching or leading their sporting events, musical performances, scouts, etc.)?

YES _____ NO ____

If YES how often?									
At least daily									
At least weekly									
At least monthly									
At least annually									

For about how long per time? (check only one)									
< 1 hour		1-2 hrs		2-3 hours					
3-4 hours		4-5 hours		5-6hours					
6-7 hours		7-8 hours		8-9 hours					
9-10 hours		>10 hours		> 1 day					

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

8. Do you participate in religious/spiritual activities (for example going to church activities, worshipping, scripture reading, Sunday school, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	

→

For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied
Very Satisfied

1
2
3
4
5

9. Do you participate in community-based social activities (for example going to restaurants, parties, shopping, visiting friends/ neighbors, picnics, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	

→

For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied
Very Satisfied

1
2
3
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10. Do you participate in spectator activities (for example going to movies, sporting events, concerts, plays or theatrical performances, etc.) with family members?

YES ____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied 2 3 4 5 Very Satisfied

11. Do you participate in spectator activities (for example going to movies, sporting events, concerts, plays or theatrical performances, etc.) with family members?

YES ____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied 2 3 4 5 Very Satisfied

12. Do you participate in community-based special events (for example visiting museums, zoos, theme parks, fairs, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

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13. Do you participate in outdoor activities (for example camping, hiking, hunting, fishing, etc.) with family members?

YES _____ NO ___

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied
1

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Very
Satisfied
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14. Do you participate in water-based activities (for example water skiing, jet skiing, boating, sailing, canoeing, etc.) with family members?

YES _____ NO ___

If YES how often?	
At least daily	
At least weekly	
At least monthly (during season)	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours		
1 day	8 days	15 days	
2 days	9 days	16 days	
3 days	10 days	17 days	
4 days	11 days	18 days	
5 days	12 days	19 days	
6 days	13 days	20 days	
One week	Two weeks	3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

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15. Do you participate in outdoor adventure activities (for example rock climbing, river rafting, off-road vehicles, scuba diving, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

1

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16. Do you participate in tourism activities (for example family vacations, traveling, visiting historic sites, visiting state/national parks, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours		
1 day	8 days	15 days	
2 days	9 days	16 days	
3 days	10 days	17 days	
4 days	11 days	18 days	
5 days	12 days	19 days	
6 days	13 days	20 days	
One week	Two weeks	3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied

Very Satisfied

1

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Please answer the following questions in reference to your family currently. Please be as open and honest as possible. All responses are strictly confidential.

Use the following scale:

1	2	3	4	5
Almost never	Once in awhile	Sometimes	Frequently	Almost always

Describe your family:

- 1. Family members are supportive of each other during difficult times.
- 2. In our family, it is easy for everyone to express his/her opinion.
- 3. It is easier to discuss problems with people outside the family than with other family members.
- 4. Each family member has input regarding major family decisions.
- 5. Our family gathers together in the same room.
- 6. Children have a say in their discipline.
- 7. Our family does things together.
- 8. Family members discuss problems and feel good about the solutions.
- 9. In our family, everyone goes his/her own way.
- 10. We shift household responsibilities from person to person.
- 11. Family members know each other's close friends.
- 12. It is hard to know what the rules are in our family.
- 13. Family members consult other family members on personal decisions.
- 14. Family members say what they want.
- 15. We have difficulty thinking of things to do as a family.
- 16. In solving problems, the children's suggestions are followed.
- 17. Family members feel very close to each other.
- 18. Discipline is fair in our family.
- 19. Family members feel closer to people outside the family than to other family members.
- 20. Our family tries new ways of dealing with problems.
- 21. Family members go along with what the family decides to do.
- 22. In our family, everyone shares responsibilities.
- 23. Family members like to spend their free time with each other.
- 24. It is difficult to get a rule changed in our family.
- 25. Family members avoid each other at home.
- 26. When problems arise, we compromise.
- 27. We approve of each other's friends.
- 28. Family members are afraid to say what is on their minds.
- 29. Family members pair up rather than do things as a total family.
- 30. Family members share interests and hobbies with each other.

The Bidimensional Acculturation Scale for Hispanics (BAS)

Item Wording and Instructions for Use of the BAS

Item wording

English Version

Use the following scale for questions 1-6:

1	2	3	4
Almost never	Sometimes	Often	Almost Always

Language Use Subscale

- ___ 1. How often do you speak English?
- ___ 2. How often do you speak in English with your friends?
- ___ 3. How often do you think in English?
- ___ 4. How often do you speak Spanish?
- ___ 5. How often do you speak in Spanish with your friends?
- ___ 6. How often do you think in Spanish?

Use the following scale for questions 7-18:

1	2	3	4
Very Poorly	Poorly	Well	Very well

Linguistic Proficiency Subscale

- ___ 7. How well do you speak English?
- ___ 8. How well do you read in English?
- ___ 9. How well do you understand television programs in English?
- ___ 10. How well do you understand radio programs in English?
- ___ 11. How well do you write in English?
- ___ 12. How well do you understand music in English?
- ___ 13. How well do you speak Spanish?
- ___ 14. How well do you read in Spanish?
- ___ 15. How well do you understand television programs in Spanish?
- ___ 16. How well do you understand radio programs in Spanish?
- ___ 17. How well do you write in Spanish?
- ___ 18. How well do you understand music in Spanish?

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Use the following scale for questions 19-24:

1	2	3	4
Almost never	Sometimes	Often	Almost Always

Electronic Media Subscale

- ___ 19. How often do you watch television programs in English?
- ___ 20. How often do you listen to radio programs in English?
- ___ 21. How often do you listen to music in English?
- ___ 22. How often do you watch television programs in Spanish?
- ___ 23. How often do you listen to radio programs in Spanish?
- ___ 24. How often do you listen to music in Spanish?

The following section asks some general questions about you and your family.

Please complete the following questions on your **current** family.

What is your age? _____

What is your gender? _____ (M or F)

Marital status—Check all that apply to you **currently**?

_____ Single—never married

_____ Married—If yes, how many years to current spouse? _____ (in years)

_____ Unmarried—Living with partner _____ (in years)

_____ Separated—If yes, how long have you been separated? _____ (in years)

_____ Divorced—If yes, how long have you been divorced? _____ (in years)

_____ Widowed—If yes, how long have you been widowed? _____ (in years)

_____ Other—Please specify _____

Have you ever been divorced? Yes _____ No _____

Last grade you completed in school:

(circle your choice)

1. Elementary-6
2. 7-8
3. 9-12
4. 1-2 years of college
5. 3-4 years of college
6. College graduate
7. Post-graduate degree

In what country? _____

Please indicate the estimated **annual** income for your family.

_____ Less than \$10,000	_____ 40,000 – 49,999	_____ 80,000 – 99,999
_____ 10,000-19,999	_____ 50,000 – 59,999	_____ 100,000 – 124,999
_____ 20,000-29,999	_____ 60,000 – 69,999	_____ 125,000 – 150,000
_____ 30,000-39,999	_____ 70,000 – 79,999	_____ Over \$150,000

How many family members live in your home? _____

[Circle the generation that best applies to you. Circle only one.]

1. 1st generation = You were born in Mexico
2. 2nd generation = You were born in USA; either parent born in Mexico.

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3. 3rd generation = You were born in USA, both parents born were in USA and all grandparents were born in Mexico.
4. 4th generation = You, your parents, and at least one grandparent was born in USA and all other grandparents were born in Mexico.
5. 5th generation = You and your parents born in the USA and all grandparents born in the USA.

Thank you for your time and effort!

Appendix A-1b
Youth questionnaire-English

Youth Survey

Family Leisure Activity Profile

The following questions ask about the activities you do with family members. Please refer to the last year or so. These questions ask about groups of activities, so try to answer in terms of the group as opposed to any one specific example. This may require you to “average” over a few different activities. Don’t worry about getting it exactly “right.” Just give your best estimate.

Take a moment to look at the example below. This will give you some instruction on how to fill in your answers.

QUESTION: Do you participate in home-based activities (for example watching TV/videos, listening to music, reading books, singing, etc.) with family members?

First do you do these activities? → YES X NO __

If YES how often?	
At least daily	
At least weekly	X
At least monthly	
At least annually	

For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	X
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

Next, how often do you usually do these activities? ↑



Then, about how long, on average, do you typically do this type of activity each time you do it?

Last, how satisfied are you with your participation with family members in these activities? Please answer this question EVEN IF YOU DO NOT do these activities with your family.

2. Do you participate in home-based activities (for example watching TV/videos, listening to music, reading books, singing, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)				
< 1 hour		1-2 hrs		2-3 hours
3-4 hours		4-5 hours		5-6hours
6-7 hours		7-8 hours		8-9 hours
9-10 hours		>10 hours		> 1 day

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied
 1 2 3 4 5

3. Do you participate in games (for example playing cards, board games, video games, darts, billiards, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)				
< 1 hour		1-2 hrs		2-3 hours
3-4 hours		4-5 hours		5-6hours
6-7 hours		7-8 hours		8-9 hours
9-10 hours		>10 hours		> 1 day

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied
 1 2 3 4 5

4. Do you participate in crafts, cooking, and/or hobbies (for example drawing, scrap books, baking cookies, sewing, painting, ceramics, etc.) with family members?

YES _____ NO _____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied
Very Satisfied

1
2
3
4
5

5. Do you participate in home-based outdoor activities (for example star gazing, gardening, yard work, playing with pets, walks, etc.) with family members?

YES _____ NO _____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied
Very Satisfied

1
2
3
4
5

6. Do you participate in home-based sport/games activities (for example playing catch, shooting baskets, frisbee, bike rides, fitness activities, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied

Very Satisfied

1

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7. Do you attend other family members' activities (for example watching or leading their sporting events, musical performances, scouts, etc.)?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours	> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very

Very

Dissatisfied Satisfied

1 2 3 4 5

8. Do you participate in religious/spiritual activities (for example going to church activities, worshipping, scripture reading, Sunday school, etc.) with family members?

YES _____ NO ____

If YES how often?	For about how long per time? (check only one)												
At least daily	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">< 1 hour</td> <td style="width: 33%; text-align: center;">1-2 hrs</td> <td style="width: 33%; text-align: center;">2-3 hours</td> </tr> <tr> <td style="text-align: center;">3-4 hours</td> <td style="text-align: center;">4-5 hours</td> <td style="text-align: center;">5-6hours</td> </tr> <tr> <td style="text-align: center;">6-7 hours</td> <td style="text-align: center;">7-8 hours</td> <td style="text-align: center;">8-9 hours</td> </tr> <tr> <td style="text-align: center;">9-10 hours</td> <td style="text-align: center;">>10 hours</td> <td style="text-align: center;">> 1 day</td> </tr> </table>	< 1 hour	1-2 hrs	2-3 hours	3-4 hours	4-5 hours	5-6hours	6-7 hours	7-8 hours	8-9 hours	9-10 hours	>10 hours	> 1 day
< 1 hour	1-2 hrs	2-3 hours											
3-4 hours	4-5 hours	5-6hours											
6-7 hours	7-8 hours	8-9 hours											
9-10 hours	>10 hours	> 1 day											
At least weekly													
At least monthly													
At least annually													

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

9. Do you participate in community-based social activities (for example going to restaurants, parties, shopping, visiting friends/ neighbors, picnics, etc.) with family members?

YES _____ NO ____

If YES how often?	For about how long per time? (check only one)												
At least daily	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">< 1 hour</td> <td style="width: 33%; text-align: center;">1-2 hrs</td> <td style="width: 33%; text-align: center;">2-3 hours</td> </tr> <tr> <td style="text-align: center;">3-4 hours</td> <td style="text-align: center;">4-5 hours</td> <td style="text-align: center;">5-6hours</td> </tr> <tr> <td style="text-align: center;">6-7 hours</td> <td style="text-align: center;">7-8 hours</td> <td style="text-align: center;">8-9 hours</td> </tr> <tr> <td style="text-align: center;">9-10 hours</td> <td style="text-align: center;">>10 hours</td> <td style="text-align: center;">> 1 day</td> </tr> </table>	< 1 hour	1-2 hrs	2-3 hours	3-4 hours	4-5 hours	5-6hours	6-7 hours	7-8 hours	8-9 hours	9-10 hours	>10 hours	> 1 day
< 1 hour	1-2 hrs	2-3 hours											
3-4 hours	4-5 hours	5-6hours											
6-7 hours	7-8 hours	8-9 hours											
9-10 hours	>10 hours	> 1 day											
At least weekly													
At least monthly													
At least annually													

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

12. Do you participate in community-based special events (for example visiting museums, zoos, theme parks, fairs, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

1

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13. Do you participate in outdoor activities (for example camping, hiking, hunting, fishing, etc.) with family members?

YES _____ NO _____

If YES how often?	
At least daily	<input type="checkbox"/>
At least weekly	<input type="checkbox"/>
At least monthly	<input type="checkbox"/>
At least annually	<input type="checkbox"/>



For about how long per time? (check only one)			
< 1 hour	<input type="checkbox"/>	1-2 hrs	<input type="checkbox"/>
2-3 hours	<input type="checkbox"/>	4-5 hours	<input type="checkbox"/>
3-4 hours	<input type="checkbox"/>	6-7 hours	<input type="checkbox"/>
5-6 hours	<input type="checkbox"/>	7-8 hours	<input type="checkbox"/>
8-9 hours	<input type="checkbox"/>	9-10 hours	<input type="checkbox"/>
>10 hours	<input type="checkbox"/>	1 day	<input type="checkbox"/>
		8 days	<input type="checkbox"/>
		15 days	<input type="checkbox"/>
		2 days	<input type="checkbox"/>
		9 days	<input type="checkbox"/>
		16 days	<input type="checkbox"/>
		3 days	<input type="checkbox"/>
		10 days	<input type="checkbox"/>
		17 days	<input type="checkbox"/>
		4 days	<input type="checkbox"/>
		11 days	<input type="checkbox"/>
		18 days	<input type="checkbox"/>
		5 days	<input type="checkbox"/>
		12 days	<input type="checkbox"/>
		19 days	<input type="checkbox"/>
		6 days	<input type="checkbox"/>
		13 days	<input type="checkbox"/>
		20 days	<input type="checkbox"/>
One week	<input type="checkbox"/>	Two weeks	<input type="checkbox"/>
		3 or more weeks	<input type="checkbox"/>

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very Dissatisfied 1 2 3 4 5 Very Satisfied

14. Do you participate in water-based activities (for example water skiing, jet skiing, boating, sailing, canoeing, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly (during season)	
At least annually	



For about how long per time? (check only one)			
< 1 hour	1-2 hrs	2-3 hours	
3-4 hours	4-5 hours	5-6hours	
6-7 hours	7-8 hours	8-9 hours	
9-10 hours	>10 hours		
1 day	8 days	15 days	
2 days	9 days	16 days	
3 days	10 days	17 days	
4 days	11 days	18 days	
5 days	12 days	19 days	
6 days	13 days	20 days	
One week	Two weeks	3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

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15. Do you participate in outdoor adventure activities (for example rock climbing, river rafting, off-road vehicles, scuba diving, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

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16. Do you participate in tourism activities (for example family vacations, traveling, visiting historic sites, visiting state/national parks, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities?
(please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

Please answer the following questions:

What is your age _____

Gender: _____ (Male or Female)

Please answer the following questions in reference to your family currently. Please be as open and honest as possible. All responses are strictly confidential.

Use the following scale:

1	2	3	4	5
Almost never	Once in awhile	Sometimes	Frequently	Almost always

Describe your family:

- 1. Family members are supportive of each other during difficult times.
- 2. In our family, it is easy for everyone to express his/her opinion.
- 3. It is easier to discuss problems with people outside the family than with other family members.
- 4. Each family member has input regarding major family decisions.
- 5. Our family gathers together in the same room.
- 6. Children have a say in their discipline.
- 7. Our family does things together.
- 8. Family members discuss problems and feel good about the solutions.
- 9. In our family, everyone goes his/her own way.
- 10. We shift household responsibilities from person to person.
- 11. Family members know each other's close friends.
- 12. It is hard to know what the rules are in our family.
- 13. Family members consult other family members on personal decisions.
- 14. Family members say what they want.
- 15. We have difficulty thinking of things to do as a family.
- 16. In solving problems, the children's suggestions are followed.
- 17. Family members feel very close to each other.
- 18. Discipline is fair in our family.
- 19. Family members feel closer to people outside the family than to other family members.
- 20. Our family tries new ways of dealing with problems.
- 21. Family members go along with what the family decides to do.
- 22. In our family, everyone shares responsibilities.
- 23. Family members like to spend their free time with each other.
- 24. It is difficult to get a rule changed in our family.
- 25. Family members avoid each other at home.
- 26. When problems arise, we compromise.
- 27. We approve of each other's friends.
- 28. Family members are afraid to say what is on their minds.
- 29. Family members pair up rather than do things as a total family.
- 30. Family members share interests and hobbies with each other.

The Bidimensional Acculturation Scale for Hispanics (BAS)

Item Wording and Instructions for Use of the BAS

Item wording

English Version

Use the following scale for questions 1-6:

1	2	3	4
Almost never	Sometimes	Often	Almost Always

Language Use Subscale

- ___ 1. How often do you speak English?
- ___ 2. How often do you speak in English with your friends?
- ___ 3. How often do you think in English?
- ___ 4. How often do you speak Spanish?
- ___ 5. How often do you speak in Spanish with your friends?
- ___ 6. How often do you think in Spanish?

Use the following scale for questions 7-18:

1	2	3	4
Very Poorly	Poorly	Well	Very well

Linguistic Proficiency Subscale

- ___ 7. How well do you speak English?
- ___ 8. How well do you read in English?
- ___ 9. How well do you understand television programs in English?
- ___ 10. How well do you understand radio programs in English?
- ___ 11. How well do you write in English?
- ___ 12. How well do you understand music in English?
- ___ 13. How well do you speak Spanish?
- ___ 14. How well do you read in Spanish?
- ___ 15. How well do you understand television programs in Spanish?
- ___ 16. How well do you understand radio programs in Spanish?
- ___ 17. How well do you write in Spanish?
- ___ 18. How well do you understand music in Spanish?

Use the following scale for questions 19-24:

1	2	3	4
Almost never	Sometimes	Often	Almost Always

Electronic Media Subscale

- ___ 19. How often do you watch television programs in English?
- ___ 20. How often do you listen to radio programs in English?
- ___ 21. How often do you listen to music in English?
- ___ 22. How often do you watch television programs in Spanish?
- ___ 23. How often do you listen to radio programs in Spanish?
- ___ 24. How often do you listen to music in Spanish?

Thank you for your time and effort!

Appendix A-1c
Parent Questionnaire-Spanish

Encuesta para los Padres

Actividades de Tiempo Libre de la Familia

Las siguientes preguntas se tratan de las actividades en las que usted participa con los miembros de su familia. Al contestarlas, tome en cuenta el último año, aproximadamente. Se hacen preguntas acerca de ciertos grupos de actividades, de modo que trate de contestar en términos del grupo y no sólo pensando en un ejemplo específico. Puede que sea necesario sacar un "promedio" de varias actividades diferentes. No se preocupe de dar una respuesta "exacta". Simplemente dé la mejor estimación que pueda.

Tome un momento para ver el siguiente ejemplo. Esto le dará una mejor idea sobre cómo completar las respuestas.

PREGUNTA: ¿Participa usted en actividades en la casa (por ejemplo: ver televisión/videos, escuchar música, leer libros, cantar, etc.) con los miembros de su familia?

Primero, ¿participa usted en estas actividades? → SÍ X NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	x
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	x
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
de 9 a 10 horas	> 10 horas	> 1 día	

Luego, ¿qué tan a menudo suele participar en estas actividades?



Entonces, ¿más o menos por cuánto tiempo, típicamente, participa en este tipo de actividad cada vez que lo hace?

Por último, ¿qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? Por favor, conteste esta pregunta **AUNQUE NO** participe en estas actividades con su familia.

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5



Clave de los símbolos	
<	= menos de (p. ej.: < 1 hora significa "menos de una hora")
>	= más de (p. ej.: > 10 horas significa "más de diez horas")

1. ¿Come usted en casa, con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

2. ¿Participa usted en actividades en la casa (por ejemplo: ver televisión/videos, escuchar música, leer libros, cantar, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

3. ¿Participa usted en juegos (por ejemplo: de naipes, juegos de mesa, juegos de video, dardos, billar, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1 2 3 4 5

4. ¿Participa usted en artesanías, cocina y/u otros pasatiempos o “hobbys” (por ejemplo: dibujar, trabajar con álbumes de recortes, hacer galletas, coser, pintar, cerámica, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1 2 3 4 5

5. ¿Participa usted en actividades al aire libre centradas en su propia casa (por ejemplo: observación de los astros, jardinería, cortar el césped y trabajos similares, jugar con las mascotas, caminatas, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

Muy
Satisfecho

1

2

3

4

5

6. ¿Participa usted en actividades deportivas/recreativas centradas en su casa (por ejemplo: tirar una pelota de béisbol o de fútbol americano o un frisbee (disco volador), jugar básquetbol, andar en bicicleta, otros tipos de ejercicio físico, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

7. ¿Asiste usted a las actividades de otros miembros de su familia (por ejemplo: observar o dirigir sus actividades deportivas, actuaciones musicales, Boy Scouts, etc.)?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

8. ¿Participa usted en actividades de carácter religioso/espiritual (por ejemplo: asistir a actividades de la iglesia, servicios religiosos, lectura de las escrituras, escuela dominical, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas		> 1 día	

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¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho					Muy Satisfecho
1	2	3	4	5	

9. ¿Participa usted en actividades sociales basadas en la comunidad (por ejemplo: comer en restaurantes, ir a fiestas, ir de compras, visitar a amigos/vecinos, hacer días de campo (picnic), etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)												
Por lo menos una vez al día		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">< 1 hora</td> <td style="width: 33%; text-align: center; padding: 5px;">de 1 a 2 horas</td> <td style="width: 33%; text-align: center; padding: 5px;">de 2 a 3 horas</td> </tr> <tr> <td style="text-align: center; padding: 5px;">de 3 a 4 horas</td> <td style="text-align: center; padding: 5px;">de 4 a 5 horas</td> <td style="text-align: center; padding: 5px;">de 5 a 6 horas</td> </tr> <tr> <td style="text-align: center; padding: 5px;">de 6 a 7 horas</td> <td style="text-align: center; padding: 5px;">de 7 a 8 horas</td> <td style="text-align: center; padding: 5px;">de 8 a 9 horas</td> </tr> <tr> <td style="text-align: center; padding: 5px;">De 9 a 10 horas</td> <td style="text-align: center; padding: 5px;">> 10 horas</td> <td style="text-align: center; padding: 5px;">> 1 día</td> </tr> </table>	< 1 hora	de 1 a 2 horas	de 2 a 3 horas	de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	De 9 a 10 horas	> 10 horas	> 1 día
< 1 hora	de 1 a 2 horas	de 2 a 3 horas												
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas												
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas												
De 9 a 10 horas	> 10 horas	> 1 día												
Por lo menos una vez a la semana														
Por lo menos una vez al mes														
Por lo menos una vez al año														

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho					Muy Satisfecho
1	2	3	4	5	

10. ¿Participa usted como espectador en actividades (por ejemplo: ir al cine o a eventos deportivos, conciertos, drama u otras actuaciones de teatro, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

Muy
Satisfecho

1

2

3

4

5

11. ¿Participa usted en actividades deportivas basadas en la comunidad (por ejemplo: bowling (boliche), golf, natación, patinaje, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

Muy
Satisfecho

1

2

3

4

5

12. ¿Participa usted en eventos especiales basados en la comunidad (por ejemplo: visitar museos, zoológicos, parques de diversiones, ferias, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
De 9 a 10 horas	> 10 horas		
1 día	8 días	15 días	
2 días	9 días	16 días	
3 días	10 días	17 días	
4 días	11 días	18 días	
5 días	12 días	19 días	
6 días	13 días	20 días	
Una semana	Dos semanas	3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

13. ¿Participa usted en actividades al aire libre (por ejemplo: acampar, hacer excursiones o caminatas, caza, pesca, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)		
< 1 hora	de 1 a 2 horas	de 2 a 3 horas
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas
De 9 a 10 horas	> 10 horas	
1 día	8 días	15 días
2 días	9 días	16 días
3 días	10 días	17 días
4 días	11 días	18 días
5 días	12 días	19 días
6 días	13 días	20 días
Una semana	Dos semanas	3 semanas o más

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho
1

2

3

4

Muy
Satisfecho
5

14. ¿Participa usted en actividades acuáticas (por ejemplo: esquí acuático, moto acuático (jet skiing), o pasear en bote, barco de vela o canoa) con los miembros de su familia?

SÍ ___ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez por mes (durante la temporada)	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas			
1 día		8 días		15 días	
2 días		9 días		16 días	
3 días		10 días		17 días	
4 días		11 días		18 días	
5 días		12 días		19 días	
6 días		13 días		20 días	
Una semana		Dos semanas		3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

15. **¿Participa usted en actividades “aventureras” al aire libre (por ejemplo: escalada en roca, recorrido de ríos en balsa (rafting), andar en vehículos para todo terreno, buceo, etc.) con los miembros de su familia?**

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas			
1 día		8 días		15 días	
2 días		9 días		16 días	
3 días		10 días		17 días	
4 días		11 días		18 días	
5 días		12 días		19 días	
6 días		13 días		20 días	
Una semana		Dos semanas		3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

16. ¿Participa usted en actividades turísticas (por ejemplo: vacaciones familiares, viajes, visitas a sitios históricos, visitas a parques nacionales/estatales, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
De 9 a 10 horas	> 10 horas		
1 día	8 días	15 días	
2 días	9 días	16 días	
3 días	10 días	17 días	
4 días	11 días	18 días	
5 días	12 días	19 días	
6 días	13 días	20 días	
Una semana	Dos semanas	3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

Por favor, conteste las siguientes preguntas con respecto a la situación actual de su familia. Por favor, sea lo más franco y honesto que pueda. Todas las respuestas son estrictamente confidenciales.

Utilice la siguiente escala:

1	2	3	4	5
Casi nunca	De vez en cuando	A veces	Frecuentement e	Casi siempre

Describa su familia:

- ___ 1. Los miembros de la familia se ayudan los unos a los otros durante los tiempos difíciles.
- ___ 2. En nuestra familia, cada persona puede expresar libremente su opinión.
- ___ 3. Es más fácil hablar de los problemas con personas fuera de la familia, que con los otros miembros de la familia.
- ___ 4. Se toma en cuenta la contribución de cada miembro de la familia al tomar decisiones familiares.
- ___ 5. Nuestra familia se reúne en el mismo cuarto.
- ___ 6. Los niños tienen una voz en su propia disciplina.
- ___ 7. Nuestra familia hace cosas juntos.
- ___ 8. Los miembros de la familia hablan de sus problemas y se sienten bien en cuanto a las soluciones.
- ___ 9. En nuestra familia, cada quien sigue su propio camino.
- ___ 10. Tomamos turnos con las responsabilidades de la casa.
- ___ 11. Los miembros de la familia conocen a los amigos cercanos de los otros miembros.
- ___ 12. Es difícil saber cuáles son las reglas en nuestra familia.
- ___ 13. Los miembros de la familia consultan con otros miembros de la familia al tomar decisiones personales.
- ___ 14. Los miembros de la familia dicen lo que quieren.
- ___ 15. Nos cuesta pensar en cosas para hacer como familia.
- ___ 16. Al resolver problemas, se siguen las sugerencias de los niños.
- ___ 17. Los miembros de la familia se sienten muy unidos.
- ___ 18. En nuestra familia la disciplina es justa.
- ___ 19. Los miembros de la familia se sienten más unidos a gente fuera de la familia, que con los otros miembros de la familia.
- ___ 20. Nuestra familia intenta nuevas maneras de enfrentar los problemas.
- ___ 21. Los miembros de la familia apoyan lo que la familia decide hacer.
- ___ 22. En nuestra familia todos comparten las responsabilidades.
- ___ 23. A los miembros de la familia les gusta pasar el tiempo libre con otros miembros de la familia.
- ___ 24. Es difícil cambiar una regla en nuestra familia.
- ___ 25. Los miembros de la familia se evitan los unos a los otros en la casa.
- ___ 26. Cuando surgen problemas, estamos dispuestos a hacer lo necesario para llegar a un acuerdo.
- ___ 27. Cada miembro de la familia acepta a los amigos de los demás.
- ___ 28. Los miembros de la familia tienen miedo de expresar sus opiniones.

- ___ 29. Los miembros de la familia hacen cosas en pares en lugar de hacerlas como una familia.
- ___ 30. Los miembros de la familia comparten sus intereses y pasatiempos.

The Bidimensional Acculturation Scale for Hispanics (BAS)

Item Wording and Instructions for Use of the BAS

Item wording

Versión en Español

Use la escala siguiente para las preguntas 1 a 6:

- | | | | |
|------------|---------------|----------------|--------------|
| 1 | 2 | 3 | 4 |
| Casi nunca | Algunas veces | Frecuentemente | Casi siempre |

Language Use Subscales

- ___ 1. ¿Con qué frecuencia habla usted inglés?
- ___ 2. ¿Con qué frecuencia habla usted in inglés con sus amigos?
- ___ 3. ¿Con qué frecuencia piensa usted in inglés?
- ___ 4. ¿Con qué frecuencia habla usted español?
- ___ 5. ¿Con qué frecuencia habla usted en español con sus amigos?
- ___ 6. ¿Con qué frecuencia piensa usted en español?

Use la escala siguiente para las preguntas 7 a 18:

- | | | | |
|---------|-------------|------|----------|
| 1 | 2 | 3 | 4 |
| Muy mal | No muy bien | Bien | Muy bien |

Linguistic Proficiency Subscales

- ___ 7. ¿Qué tan bien habla usted inglés?
- ___ 8. ¿Qué tan bien lee usted en inglés?
- ___ 9. ¿Qué tan bien entiende usted los programas de televisión en inglés?
- ___ 10. ¿Qué tan bien entiende usted los programas de radio en inglés?
- ___ 11. ¿Qué tan bien escribe usted en inglés?
- ___ 12. ¿Qué tan bien entiende usted musica en inglés?
- ___ 13. ¿Qué tan bien habla usted espanol?
- ___ 14. ¿Qué tan bien lee usted en espanol?
- ___ 15. ¿Qué tan bien entiende usted los programas de televisión en español?
- ___ 16. ¿Qué tan bien entiende usted los programas de radio en español?
- ___ 17. ¿Qué tan bien escribe usted en español?

___18. ¿Qué tan bien entiende usted musica en español?

Use la escala siguiente para las preguntas 19 a 24:

1	2	3	4
Casi nunca	Algunas veces	Frecuentemente	Casi siempre

Electronic Media Subscales

___19. ¿Con qué frecuencia ve usted programas de televisión en inglés?

___20. ¿Con qué frecuencia escucha usted programas de radio en inglés?

___21. ¿Con qué frecuencia escucha usted musica en inglés?

___22. ¿Con qué frecuencia ve usted programas de televisión en español?

___23. ¿Con qué frecuencia escucha usted programas de radio en español?

___24. ¿Con qué frecuencia escucha usted musica en español?

Versión en Español

La siguiente sección hace algunas preguntas generales en cuanto a usted y a su familia.

Por favor conteste las siguientes preguntas sobre su familia.

Edad _____ Género: Masculino o Femenino (Indique con un círculo la respuesta)

Estado Civil – Marque todas las respuestas que aplique a usted **ahora**.

_____ Soltero(a) – nunca ha sido casado/a

_____ Casado(a) – Si la respuesta es sí, por cuánto tiempo con este/a esposo/a
(años)

_____ Soltero(a) – viviendo con novio/a
(años)

_____ Divorciado(a) – Si la respuesta es sí, por cuánto tiempo
(años)

_____ Viudo(a) – Si la respuesta es sí, por cuánto tiempo
(años)

_____ Otro – Por favor explique _____

¿Ha estado una vez divorciado(a)? Sí _____ No _____

A. ¿Hasta qué grado fue a la escuela?

(Indique con un círculo la respuesta)

1. Primaria-6
2. Secundaria 7-8
3. Preparatoria 9-12
4. Universidad o Colegio 1-2 años
5. Universidad o Colegio 3-4 años
6. Graduado
7. Grado mas alto de Colegio o Universidad

B. ¿En qué país? _____

Por favor indique los estimados ingresos **anuales** por su familia.

_____ Menos de \$10,000	_____ 40,000-49,999	_____ 80,000-99,999
_____ 10,000-19,999	_____ 50,000-59,999	_____ 100,000-124,999
_____ 20,000-29,999	_____ 60,000-69,999	_____ 125,000-150,000
_____ 30,000-39,999	_____ 70,000-79,999	_____ Mas de \$150,000

¿Cuántos miembros de su familia viven en su casa ahora? _____

(Indique con un círculo el número de la generación que considere adecuada para usted. Dé solamente una respuesta.)

1. 1a. generación = Usted nació en México.
2. 2a. generación = Usted nació en los Estados Unidos Americanos (USA), sus padres nacieron en México.
3. 3a. generación = Usted nació en los Estados Unidos Americanos (USA), sus padres también nacieron en los Estados Unidos (USA), y sus abuelos nacieron en México.
4. 4a. generación = Usted, sus padres, y por lo menos uno de sus abuelos nacieron en los Estados Unidos Americanos (USA), y los demás de sus abuelos nacieron en México.
5. 5a. generación = Usted y sus padres y todos sus abuelos nacieron en los Estados Unidos (USA).

¡Gracias por su tiempo y ayuda!

Appendix A-1d

Youth questionnaire-Spanish

Encuesta para los Jóvenes

Actividades de Tiempo Libre de la Familia

Las siguientes preguntas se tratan de las actividades en las que usted participa con los miembros de su familia. Al contestarlas, tome en cuenta el último año, aproximadamente. Se hacen preguntas acerca de ciertos grupos de actividades, de modo que trate de contestar en términos del grupo y no sólo pensando en un ejemplo específico. Puede que sea necesario sacar un "promedio" de varias actividades diferentes. No se preocupe de dar una respuesta "exacta". Simplemente dé la mejor estimación que pueda.

Tome un momento para ver el siguiente ejemplo. Esto le dará una mejor idea sobre cómo completar las respuestas.

PREGUNTA: ¿Participa usted en actividades en la casa (por ejemplo: ver televisión/videos, escuchar música, leer libros, cantar, etc.) con los miembros de su familia?

Primero, ¿participa usted en estas actividades? → SÍ X NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	x
Por lo menos una vez al mes	
Por lo menos una vez al año	

¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	x
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
de 9 a 10 horas	> 10 horas	> 1 día	

Luego, ¿qué tan a menudo suele participar en estas actividades?

Entonces, ¿más o menos por cuánto tiempo, típicamente, participa en este tipo de actividad cada vez que lo hace?

Por último, ¿qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? Por favor, conteste esta pregunta AUNQUE NO participe en estas actividades con su familia.

2. ¿Participa usted en actividades en la casa (por ejemplo: ver televisión/videos, escuchar música, leer libros, cantar, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

3. ¿Participa usted en juegos (por ejemplo: de naipes, juegos de mesa, juegos de video, dardos, billar, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

188 Family Acculturation

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho
Muy Satisfecho
 1 2 3 4 5

4. ¿Participa usted en artesanías, cocina y/u otros pasatiempos o “hobbys” (por ejemplo: dibujar, trabajar con álbumes de recortes, hacer galletas, coser, pintar, cerámica, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?			¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		→	< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana			de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes			de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año			De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho
Muy Satisfecho
 1 2 3 4 5

5. ¿Participa usted en actividades al aire libre centradas en su propia casa (por ejemplo: observación de los astros, jardinería, cortar el césped y trabajos similares, jugar con las mascotas, caminatas, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora		de 1 a 2 horas	de 2 a 3 horas
de 3 a 4 horas		de 4 a 5 horas	de 5 a 6 horas
de 6 a 7 horas		de 7 a 8 horas	de 8 a 9 horas
De 9 a 10 horas		> 10 horas	> 1 día

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

6. ¿Participa usted en actividades deportivas/recreativas centradas en su casa (por ejemplo: tirar una pelota de béisbol o de fútbol americano o un frisbee (disco volador), jugar básquetbol, andar en bicicleta, otros tipos de ejercicio físico, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
Por lo menos una vez al día		< 1 hora	de 1 a 2 horas	de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas	> 10 horas	> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

7. ¿Asiste usted a las actividades de otros miembros de su familia (por ejemplo: observar o dirigir sus actividades deportivas, actuaciones musicales, Boy Scouts, etc.)?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

8. ¿Participa usted en actividades de carácter religioso/espiritual (por ejemplo: asistir a actividades de la iglesia, servicios religiosos, lectura de las escrituras, escuela dominical, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

9. ¿Participa usted en actividades sociales basadas en la comunidad (por ejemplo: comer en restaurantes, ir a fiestas, ir de compras, visitar a amigos/vecinos, hacer días de campo (picnic), etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

1

2

3

4

Muy
Satisfecho

5

10. ¿Participa usted como espectador en actividades (por ejemplo: ir al cine o a eventos deportivos, conciertos, drama u otras actuaciones de teatro, etc.) con los miembros de su familia?

SÍ _ NO ___

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

Muy
Satisfecho

1

2

3

4

5

11. ¿Participa usted en actividades deportivas basadas en la comunidad (por ejemplo: bowling (boliche), golf, natación, patinaje, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?		¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
Por lo menos una vez al día		< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
Por lo menos una vez a la semana		de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
Por lo menos una vez al mes		de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
Por lo menos una vez al año		De 9 a 10 horas		> 10 horas		> 1 día	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho

Muy
Satisfecho

1

2

3

4

5

12. ¿Participa usted en eventos especiales basados en la comunidad (por ejemplo: visitar museos, zoológicos, parques de diversiones, ferias, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas			
1 día		8 días		15 días	
2 días		9 días		16 días	
3 días		10 días		17 días	
4 días		11 días		18 días	
5 días		12 días		19 días	
6 días		13 días		20 días	
Una semana		Dos semanas		3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

13. ¿Participa usted en actividades al aire libre (por ejemplo: acampar, hacer excursiones o caminatas, caza, pesca, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
De 9 a 10 horas	> 10 horas		
1 día	8 días	15 días	
2 días	9 días	16 días	
3 días	10 días	17 días	
4 días	11 días	18 días	
5 días	12 días	19 días	
6 días	13 días	20 días	
Una semana	Dos semanas	3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy
Insatisfecho
1

2

3

4

Muy
Satisfecho
5

14. ¿Participa usted en actividades acuáticas (por ejemplo: esquí acuático, moto acuático (jet skiing), o pasear en bote, barco de vela o canoa) con los miembros de su familia?

SÍ ___ NO ___

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez por mes (durante la temporada)	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	de 1 a 2 horas	de 2 a 3 horas	
de 3 a 4 horas	de 4 a 5 horas	de 5 a 6 horas	
de 6 a 7 horas	de 7 a 8 horas	de 8 a 9 horas	
De 9 a 10 horas	> 10 horas		
1 día	8 días	15 días	
2 días	9 días	16 días	
3 días	10 días	17 días	
4 días	11 días	18 días	
5 días	12 días	19 días	
6 días	13 días	20 días	
Una semana	Dos semanas	3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

15. ¿Participa usted en actividades “aventureras” al aire libre (por ejemplo: escalada en roca, recorrido de ríos en balsa (rafting), andar en vehículos para todo terreno, buceo, etc.) con los miembros de su familia?

SÍ _ NO __

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	
Por lo menos una vez a la semana	
Por lo menos una vez al mes	
Por lo menos una vez al año	



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)					
< 1 hora		de 1 a 2 horas		de 2 a 3 horas	
de 3 a 4 horas		de 4 a 5 horas		de 5 a 6 horas	
de 6 a 7 horas		de 7 a 8 horas		de 8 a 9 horas	
De 9 a 10 horas		> 10 horas			
1 día		8 días		15 días	
2 días		9 días		16 días	
3 días		10 días		17 días	
4 días		11 días		18 días	
5 días		12 días		19 días	
6 días		13 días		20 días	
Una semana		Dos semanas		3 semanas o más	

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

16. ¿Participa usted en actividades turísticas (por ejemplo: vacaciones familiares, viajes, visitas a sitios históricos, visitas a parques nacionales/estatales, etc.) con los miembros de su familia?
 SÍ NO

Si contestó que SÍ, ¿qué tan a menudo?	
Por lo menos una vez al día	<input type="checkbox"/>
Por lo menos una vez a la semana	<input type="checkbox"/>
Por lo menos una vez al mes	<input type="checkbox"/>
Por lo menos una vez al año	<input type="checkbox"/>



¿Más o menos por cuánto tiempo cada vez? (marque sólo una opción)			
< 1 hora	<input type="checkbox"/>	de 1 a 2 horas	<input type="checkbox"/>
de 3 a 4 horas	<input type="checkbox"/>	de 4 a 5 horas	<input type="checkbox"/>
de 6 a 7 horas	<input type="checkbox"/>	de 7 a 8 horas	<input type="checkbox"/>
De 9 a 10 horas	<input type="checkbox"/>	> 10 horas	<input type="checkbox"/>
1 día	<input type="checkbox"/>	8 días	<input type="checkbox"/>
2 días	<input type="checkbox"/>	9 días	<input type="checkbox"/>
3 días	<input type="checkbox"/>	10 días	<input type="checkbox"/>
4 días	<input type="checkbox"/>	11 días	<input type="checkbox"/>
5 días	<input type="checkbox"/>	12 días	<input type="checkbox"/>
6 días	<input type="checkbox"/>	13 días	<input type="checkbox"/>
Una semana	<input type="checkbox"/>	Dos semanas	<input type="checkbox"/>
			3 semanas o más <input type="checkbox"/>

¿Qué tan satisfecho está usted con su participación en estas actividades con los miembros de su familia? (marque una opción con un círculo)

Muy Insatisfecho

Muy Satisfecho

1

2

3

4

5

Por favor conteste las siguientes preguntas:

Edad: _____

Género: Masculino o Femenino (Indique con un círculo la respuesta)

Por favor, conteste las siguientes preguntas con respecto a la situación actual de su familia. Por favor, sea lo más franco y honesto que pueda. Todas las respuestas son estrictamente confidenciales.

Utilice la siguiente escala:

1	2	3	4	5
Casi nunca	De vez en cuando	A veces	Frecuentement e	Casi siempre

Describa su familia:

- ___ 1. Los miembros de la familia se ayudan los unos a los otros durante los tiempos difíciles.
- ___ 2. En nuestra familia, cada persona puede expresar libremente su opinión.
- ___ 3. Es más fácil hablar de los problemas con personas fuera de la familia, que con los otros miembros de la familia.
- ___ 4. Se toma en cuenta la contribución de cada miembro de la familia al tomar decisiones familiares.
- ___ 5. Nuestra familia se reúne en el mismo cuarto.
- ___ 6. Los niños tienen una voz en su propia disciplina.
- ___ 7. Nuestra familia hace cosas juntos.
- ___ 8. Los miembros de la familia hablan de sus problemas y se sienten bien en cuanto a las soluciones.
- ___ 9. En nuestra familia, cada quien sigue su propio camino.
- ___ 10. Tomamos turnos con las responsabilidades de la casa.
- ___ 11. Los miembros de la familia conocen a los amigos cercanos de los otros miembros.
- ___ 12. Es difícil saber cuáles son las reglas en nuestra familia.
- ___ 13. Los miembros de la familia consultan con otros miembros de la familia al tomar decisiones personales.
- ___ 14. Los miembros de la familia dicen lo que quieren.
- ___ 15. Nos cuesta pensar en cosas para hacer como familia.
- ___ 16. Al resolver problemas, se siguen las sugerencias de los niños.
- ___ 17. Los miembros de la familia se sienten muy unidos.
- ___ 18. En nuestra familia la disciplina es justa.
- ___ 19. Los miembros de la familia se sienten más unidos a gente fuera de la familia, que con los otros miembros de la familia.
- ___ 20. Nuestra familia intenta nuevas maneras de enfrentar los problemas.
- ___ 21. Los miembros de la familia apoyan lo que la familia decide hacer.
- ___ 22. En nuestra familia todos comparten las responsabilidades.
- ___ 23. A los miembros de la familia les gusta pasar el tiempo libre con otros miembros de la familia.
- ___ 24. Es difícil cambiar una regla en nuestra familia.
- ___ 25. Los miembros de la familia se evitan los unos a los otros en la casa.
- ___ 26. Cuando surgen problemas, estamos dispuestos a hacer lo necesario para llegar a un acuerdo.
- ___ 27. Cada miembro de la familia acepta a los amigos de los demás.
- ___ 28. Los miembros de la familia tienen miedo de expresar sus opiniones.

- ___ 29. Los miembros de la familia hacen cosas en pares en lugar de hacerlas como una familia.
- ___ 30. Los miembros de la familia comparten sus intereses y pasatiempos.

The Bidimensional Acculturation Scale for Hispanics (BAS)

Item Wording and Instructions for Use of the BAS

Item wording

Versión en Español

Use la escala siguiente para las preguntas 1 a 6:

- | | | | |
|------------|---------------|----------------|--------------|
| 1 | 2 | 3 | 4 |
| Casi nunca | Algunas veces | Frecuentemente | Casi siempre |

Language Use Subscales

- ___ 1. ¿Con qué frecuencia habla usted inglés?
- ___ 2. ¿Con qué frecuencia habla usted in inglés con sus amigos?
- ___ 3. ¿Con qué frecuencia piensa usted in inglés?
- ___ 4. ¿Con qué frecuencia habla usted español?
- ___ 5. ¿Con qué frecuencia habla usted en español con sus amigos?
- ___ 6. ¿Con qué frecuencia piensa usted en español?

Use la escala siguiente para las preguntas 7 a 18:

- | | | | |
|---------|-------------|------|----------|
| 1 | 2 | 3 | 4 |
| Muy mal | No muy bien | Bien | Muy bien |

Linguistic Proficiency Subscales

- ___ 7. ¿Qué tan bien habla usted inglés?
- ___ 8. ¿Qué tan bien lee usted en inglés?
- ___ 9. ¿Qué tan bien entiende usted los programas de televisión en inglés?
- ___ 10. ¿Qué tan bien entiende usted los programas de radio en inglés?
- ___ 11. ¿Qué tan bien escribe usted en inglés?
- ___ 12. ¿Qué tan bien entiende usted musica en inglés?
- ___ 13. ¿Qué tan bien habla usted espanol?
- ___ 14. ¿Qué tan bien lee usted en espanol?
- ___ 15. ¿Qué tan bien entiende usted los programas de televisión en español?
- ___ 16. ¿Qué tan bien entiende usted los programas de radio en español?

- ___ 17. ¿Qué tan bien escribe usted en español?
___ 18. ¿Qué tan bien entiende usted musica en español?

Use la escala siguiente para las preguntas 19 a 24:

1	2	3	4
Casi nunca	Algunas veces	Frecuentemente	Casi siempre

Electronic Media Subscales

- ___ 19. ¿Con qué frecuencia ve usted programas de televisión en inglés?
___ 20. ¿Con qué frecuencia escucha usted programas de radio en inglés?
___ 21. ¿Con qué frecuencia escucha usted musica en inglés?
___ 22. ¿Con qué frecuencia ve usted programas de televisión en español?
___ 23. ¿Con qué frecuencia escucha usted programas de radio en español?
___ 24. ¿Con qué frecuencia escucha usted musica en español?

¡Gracias por su tiempo y ayuda!