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Development of a scale to measure parenting in Hispanic adolescents' families

Evelyn Marie Alvarez
University of South Florida

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Development of a Scale to Measure Parenting in Hispanic Adolescents' Families

by

Evelyn Marie Alvarez

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Psychology
College of Arts and Sciences
University of South Florida

Co-Major Professor: Judith Becker Bryant, Ph.D.
Co-Major Professor: Ellis Gesten, Ph.D.
Mario Hernandez, Ph.D.
Vicky Phares, Ph.D.
Stephen Stark, Ph.D.

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Dedication

I dedicate this work to my God, my husband, Jose, my parents, Mirta and Pedro, my brother, Peter, and sisters, Lannie and Ashley, my grandmothers, Mirta and Estrella, and all the many friends that have crossed my path along the way. I have come this far because of their love, support, and much patience. A. M. D. G.

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ABSTRACT

The ultimate goal of this research was to provide a tool to adequately examine the relationship that parenting style has with Hispanic youths' academic and behavioral outcomes. A review of the literature reveals that the field is lacking an appropriate, culturally sensitive, paper-and-pencil measure of parenting of Hispanic adolescents with adolescents reporting on their parents' behavior. Current measures were not developed with Hispanic families in mind, but rather were evaluated for use with Hispanic populations after the development phase. Therefore, the current study sought to fill this gap in the research on parenting by constructing a measure of parenting that was not only culturally sensitive in its use, but also culturally sensitive in its development.

This study consisted of three phases, each using a Hispanic-only sample. First, 4 group interviews informed the item content and development of this new scale. Four focus groups consisted of 4-7 parents each, and 6 focus groups consisted of 6-8 middle school adolescents each. The information collected in the focus groups was used to develop 60 items intended to measure parenting behaviors in Hispanic families.

In the second phase, 314 Hispanic students completed the new 60-item scale. Reliability estimates, item analyses and factor analyses were conducted to reduce the items to a total of 32 items and to determine emerging factors.

In the final phase, 131 Hispanic students completed the revised 32-item scale and 105 of these students were retained for the analyses. Regression equations were used to predict academic and behavioral outcomes, and the new reduced-item parenting scale was compared to an established parenting scale originally developed for majority non-Hispanic American culture. Analyses also explored the new measure's relationship with acculturation, ethnic identity, SES, and generational status.

The new 32-item measure provided unique information above and beyond the established parenting measure when predicting Global Self-Worth, suggesting that the new measure may better capture the relationship between parenting and student outcomes. On the other hand, future studies need to address methodological limitations of this study by using a larger sample size and increasing sample heterogeneity while maintaining consistency in demographic variables across within-study samples.

Introduction

The mothers collectively express a feeling of betrayal by the very professionals from whom they seek help ... These women are seemingly unaware that professionals, even when sharing the same cultural background, hold the culture views of the new environment, often by virtue of their professional education (Quiñones-Mayo & Dempsey, 2005, pp. 651-652).

The Latino¹ population is the fastest growing minority population within the United States (Carlson, Uppal & Prosser, 2000; García Coll & Prachter, 2002; Harwood, Leyendecker, Carlson, Asencio, & Miller, 2002). In addition, the last census indicated that Latinos are now the largest U.S. minority population (14.5%) (U.S. Census Bureau, 2005),

¹ For purposes of this paper, the terms Hispanic and Latino will be used interchangeably for a variety of reasons. Primarily, researchers in the field either use one term or the other; some also use the terms interchangeably. It seems that each term is differentially preferred depending on an individual's national background. Many Mexicans and Mexican Americans prefer the term "Latino/a" since they consider the term "Hispanic" to deny some of their indigenous background, especially when some do not speak Spanish and may even be offended by being associated with a people that abused and exploited them. Others counter that the term "Latino" is too broad since, operationally, it could be inclusive of any culture with Latin roots, including Italians and the French. Ultimately, researchers tend to use the term that their subjects prefer. A researcher who primarily works with Mexicans and Chicanos is most likely to use the term "Latino/a," and a researcher who works with other groups, primarily in the East coast of the US (mostly of Caribbean origin), will most likely use the term "Hispanic." Of note, the U.S. Bureau of the Census uses the terms Hispanic and Latino interchangeably (Ramirez & de la Cruz, 2003).

and by the year 2050 will make up 25% of the U.S. population (Harwood et al., 2002) and 28% of the U.S. child population. Still, relatively few researchers have examined the relationships between parenting and child outcomes for Latino youth (Carlson, Uppal, & Prosser, 2000). Research is even sparser when within-group differences (e.g., gender) are examined within the Hispanic population, even though researchers like Tucker and Herman (2002) call for culturally sensitive research to examine such subsamples.

As McLoyd and colleagues (2000) contend, “if people from a distant country or planet had to deduce the current racial and ethnic composition of the United States based on reading our family studies and child development journals, they probably would conclude that it is 85 to 90% White and about 10% Black, with a miniscule percentage of Latinos and Asian Americans” (p. 1087). In reality, the United States is 67% White (not of Hispanic descent), 12% Black (not of Hispanic descent), 14% Hispanic/Latino, 4% Asian, 1% American Indian/Alaska Native or Native Hawaiian/other Pacific Islander, and 1% two or more races (United States Bureau of the Census, 2004). To help close the gap between the population make-up of current psychological literature and the actual U.S. population, the goal of the current study was to develop a culturally appropriate parenting survey for use with Hispanic youth.

The first section of the review examines how parenting, as currently measured, is related to Hispanic youths’ outcomes, including behavioral adjustment and academic achievement. Few parenting scales have been developed for the Latino/Hispanic culture. Instead, measures used for Latinos/Hispanics were developed for and by individuals representing mainstream United States culture. These measures were then translated into

Spanish and received acceptable values in confirmatory factor analyses (e.g., Steinberg, Dornbusch, & Brown, 1992; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). However, it is not clear whether the scales fully capture the construct of parenting from a Latino/Hispanic perspective. Although these measures could potentially be unsuitable for use with Hispanic youth, they have been used to make a variety of conclusions about Latino/Hispanic parenting as it relates to adolescent adjustment.

The present study establishes a foundation for future research with the Hispanic population by developing a parenting practices scale that is culturally sensitive, not just in the end stage, but also from its very inception. Its goal was to develop a measure for Hispanics by Hispanic researchers, utilizing Hispanic judges and participants in the Hispanic community. While this methodology may not have eliminated all potential bias, the intent was to provide a tool for research that was, as much as possible, culturally sensitive. Such a measure warrants development since current measures may capture some, but not the entire picture of parenting and its ultimate relationship with Hispanic youth outcomes.

Parenting in the Mainstream United States Culture

Most of what we know about parenting and its relation to youth outcomes is based on studies of European American, middle class families. In summary, these studies conclude that parenting practices fall primarily under one of four categories: Authoritative, Authoritarian, Permissive, and Neglectful (Baumrind, 1968, 1971; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Brown, & Dornbusch, 1996).

Authoritative parents exhibit high levels of control over their child and high levels of warmth and involvement. Authoritarian parents also exhibit high levels of control, but lack

warmth. Permissive parents are characterized by high levels of warmth, but lack control/disciplining behaviors. Neglectful parents exhibit neither control nor warmth with their child (Lamborn et al., 1991). Steinberg and colleagues describe the four categories as having differing levels of intensity along three dimensions: Warmth/Acceptance-Involvement, Psychological Autonomy, and Strictness/Supervision. Warmth/Acceptance-Involvement is the extent to which a parent is loving, responsive, and involved, while Strictness/Supervision reflects parental monitoring and supervision of the youth's whereabouts, activities, and friends (Lamborn et al., 1991). Psychological Autonomy measures the extent to which a child is encouraged to individuate psychologically from his or her family (Steinberg, Elmen, & Mounts, 1989). In their study on adolescent outcomes, using the typology established by Baumrind, Dornbusch et al. (1987) reported unexpected findings related to Hispanic males and females. Specifically, they found that, although authoritarian parenting was related to lower grades for white youth, it was not related at all to Hispanic males' grades, while being significantly related to lower grades for Hispanic females. These researchers found the results so inexplicable, that they suggested such results were clear evidence “). For mainstream culture White adolescents, authoritative parenting was related to higher grades in school, while authoritarian and permissive parenting was related to lower grades.

Parenting in Hispanic Households

Obedience and conformity are culturally appropriate expectations for youth within the Latino/Hispanic culture. These expectations have presumably fostered adjustment within the Hispanic countries of origin. On the other hand, the values of obedience and conformity

conflict with mainstream American expectations of independence, self-direction, and creativity (Laosa, 1982, and Moreno, 1991, as cited in Contreras, Narang, Ikhlas, & Teichman, 2002). In their paper on ethnic differences in academic achievement, Steinberg, Dornbusch, and Brown (1992) noted that Hispanic parents tend to be authoritarian with an emphasis on obedience and conformity and consequently have adverse effects on their adolescents' self-reliance and self-confidence. Illustrative of the "cultural lens" of the United States' mainstream culture, Steinberg and colleagues incorrectly assume that self-direction and autonomy lead to self-reliance and self-confidence in the Hispanic culture. In contrast, Rudy and Grusec (2006) found that, although mothers from a collectivist culture tended to endorse an authoritarian style of parenting more frequently than mothers from an individualist culture, this did not lead the mothers to view their children in a more negative light, nor did their children have lower self-esteem. They concluded that "maternal negative thoughts and feelings, associated with authoritarianism in individualist but not collectivist groups, may be more detrimental to children's self-esteem than is authoritarianism in and of itself" (Rudy & Grusec, 2006, p. 68).

For example, Chao (1994) illustrated how Baumrind's original conceptualization of authoritarian parenting was invalid in describing Chinese (a collectivist culture) parenting practices, which tend to be characterized in the literature as authoritarian. These practices were more accurately characterized as "training" and encompassed a different conceptualization of parenting altogether, which Baumrind's typology could not fully capture or adequately describe. Similarly, I propose that current parenting constructs do not accurately encapsulate the constructs involved in parenting Hispanic youth.

Lindahl and Malik (1999) offer an explanation for why Hispanic parents are often mistakenly described as “authoritarian.” These researchers differentiate between authoritarian parenting and “hierarchical parenting.” Authoritarian parenting implies a “cold and unresponsive emotional style” whereas hierarchical parenting does not “include an emotional component” but rather is limited to decision-making, rules, and punishment. Where a “democratic” parent incorporates the opinions of all family members, including children, a “hierarchical” parent does not or minimally consider a child’s opinion. Interestingly, Lindahl and Malik found that hierarchical parenting and democratic parenting were related to low levels of externalizing behaviors for school-age Hispanic boys. In contrast, hierarchical parenting was related to the highest level of externalizing behaviors for European American boys (more than lax parenting, and, in turn, more than democratic parenting). In other words, hierarchical parenting, conceptually different from authoritarian parenting, was related to adaptive behaviors for Hispanic American boys but not for European American boys.

Along the same line, researchers have found that Hispanic parents’ use of psychological control is multidimensional. Hispanic parents demand “instrumental independence” (e.g., completing chores) much earlier than European American parents, but grant adolescents’ decision-making over personal care and after-school activities at a later age than is the case for European American youths (Savage & Gauvain, 1998; Schulze, Harwood, Schömerich, & Leyendecker, 2002).

There are also significant gender differences in the parenting of Hispanic adolescents. For example, Bámaca and colleagues (2005) found that higher parental monitoring was

significantly related to boys having a higher self-esteem. On the other hand there was little to no relationship between parental monitoring and girls' self-esteem. Additionally, these researchers found that although greater parental support was related to higher self-esteem in both boys and girls, this relationship was moderated by the boys' perception of neighborhood risk. Girls' perception of parental support was the same regardless of their perception of neighborhood risk. In another study, Plunkett and Bámaca-Gomez (2003) found that Mexican girls reported higher levels of motivation and educational aspirations than boys; the researchers speculated that Mexican parents may raise girls differently in relation to academic outcomes.

Previous generations of Hispanic males and females lived under more stereotypical roles commonly referred to as “marianismo” and “machismo.” Marianismo refers to the woman's role, likened to that of the Virgin Mary, being self-sacrificial and devoted to her family. Machismo refers to the male's role of provider, protector, but also male chauvinist. In past studies, it was found that the Hispanic family, specifically the Mexican family, was mostly patriarchal. On the other hand, current studies report that these stereotypes are less true for Hispanic men and women as their roles become more egalitarian (Cauce & Domenech-Rodríguez, 2000). Even if the concepts of marianismo and machismo are slowly diminishing, they still remain as the framework in which past generations were raised and may still influence the differential parenting of adolescent boys and girls.

In summary, Hispanic parents in the U.S. are currently viewed as using an authoritarian parenting style that is contributory to Hispanic youths' poor outcomes (e.g., poor academic achievement and behavioral problems). On the other hand, some researchers

believe the current view of Hispanic parenting to be culturally biased (e.g., Lindahl & Malik, 1999). For example, when Steinberg and colleagues concluded that their measure of parenting behaviors was “adequate” for all ethnic groups, they based their conclusion on reliability estimates and confirmatory factor analyses, which ultimately cannot truly determine whether the measure has adequate content and construct validity, especially if theory suggests that there are more constructs related to parenting than the measure is including (Knight, Tein, Prost, & Gonzales, 2002). For example, country of origin had an effect on whether a parenting intervention program with cultural adaptations for Hispanics improved youth outcomes. If a child was not U.S.-born, the intervention did not work as well and youth had worse outcomes than for U.S.-born Hispanic youth (Martinez & Eddy, 2005). This illustrates how even “cultural adaptations” no matter how carefully derived, may still be inappropriate by the source of development - in this case a U.S.-culturally derived intervention with adaptations for Hispanic youth.

Context and Latino/Hispanic Parenting

Parenting, especially with Latinos, is not an isolated interaction between parent and child but occurs within various contexts. These contexts can include acculturation, SES, country of origin, and education prior to coming to U.S. as well as the stress of being in a new country and the interactions among all of these variables. It would be appropriate, then, that parenting beliefs, attitudes and behaviors be studied within these contexts. This contextual approach to the study of parenting is important and even necessary when Latino families are the group of interest precisely because, in contrast to European Americans, Latinos tend to “adhere to childrearing beliefs and values which are consonant with a more

sociocentric [versus individualistic] perspective” (Harwood et al., 2002, p. 24). Due to their sociocentric focus, context may play an even greater role in the parenting of Latino children than in the parenting of European American children. For example, in a study of Mexican American mothers, greater acculturation and higher SES were related to mothers viewing a child’s developmental context as more dynamic than was the case for less acculturated mothers of high SES. In contrast, the child development views of mothers with low levels of SES were not related to acculturation (Gutierrez, Sameroff, & Karrer, 1988, as cited in García Coll & Pachter, 2002). In another study (Carlson, Uppal & Prosser, 2000), SES did not relate to Latino authoritative parenting style, but the relationship between parenting practices and student self-esteem was moderated by adolescent girls’ degree of ethnic identity. This study and the prior study above illustrate the potential for SES, acculturation and ethnicity to have interactive effects on Latinos’ parenting beliefs and practices, ultimately affecting their relationship with youth outcomes.

What May Be Missing in Current Measures of Parenting

In terms of particular parenting practices and beliefs unique to the Latino population, two main constructs are cited in the literature as unique to Latino families and influential in their parenting practices and beliefs. These two values are labeled “respeto” (proper demeanor) and “familismo” (“a belief system [that] refers to feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as to the notion of the family as an extension of self” (Cortés, 1995, as cited in Harwood et al., 2002, p. 27). Researchers have approached these two constructs a variety of ways, but have yet to describe how these values

are socialized in adolescence. The following discussion connects parenting practices to adolescent socialization in these crucial Latino values.

Respeto

Having proper demeanor meets the goal of pleasing others and being socially acceptable and includes being quiet, obedient, “bien educado” (“well-mannered”), and “un niño modelo” (a “model child”). A child is well mannered and obedient in part by deferring decision-making and control to whomever is the authority. Therefore, parental control of authority over behavior and decision-making is part of the construct of “respeto.” Latino families exercise greater direct control over adolescents’ behavior, both within the family and outside of it, than do European Americans (Bulcroft, Carmody, & Bulcroft, 1996), but this is moderated by level of acculturation (Fuligni, 1998).

The value of “respeto” and its accompanying higher levels of control may have implications for academic achievement and behavioral outcomes for Latino children and adolescents (hereafter referred to as children or youth). The question then follows: does greater control than that of European Americans result in optimal outcomes for the children? As suggested by Fuligni’s (1998) research and that of Szapocznik and colleagues (1980), the difference in the level of acculturation between generations (from parent to child) may moderate the relationship between parental control and children’s outcomes. One may draw comparisons from the infant literature. Unlike in European and African American families, there was no significant positive relationship between Mexican Americans’ maternal intrusiveness with infants at 14 months of age and infant negativity at 24-months of age (Harper, Halgunseth, Ispa, & Fine, 2003). These results suggest that either the construct of

psychological control/intrusiveness is not related to child negativity for Mexican Americans or that the behavior is adaptive and protective within Mexican American culture or even that there is a third variable moderating the relationship. One study provides a potential explanation of this lack of relationship. Researchers found that Puerto Rican mothers “placed more emphasis on instrumental independence, or the ability to perform tasks without an adult’s help, and less emphasis on aspects of autonomy related to self-esteem” than did Anglo mothers (Schulze, Harwood, Schömerich, & Leyendecker, 2001, as cited in Harwood et al., 2002). These findings suggest that autonomy, at least within the Latino culture, is multidimensional and is conceptualized differently from current measures of parental autonomy granting.

Familismo

The construct of “familismo” has also been widely identified and agreed upon in the study of Hispanic families (García Coll, 2003; Harwood et al., 2002; Kuperminc, Jerkovic, & Lapidus, 2003). In contrast to European Americans, “U.S. Latinos have larger and more cohesive social networks” (with a greater proportion of the network consisting of extended family members) (Harwood et al., 2002, p. 27). These social networks are more salient for Latino children than European American children and are more likely to be the source of advice for Latinos. In addition, Latino youth feel a greater duty to respect and assist their parents as well as feel a greater obligation to the family (Harwood et al., 2002). This aspect of familism may persist throughout the generations while living in the United States, suggesting maintenance of this value even as the process of acculturation progresses (Harwood et al., 2002). Adolescent feelings of greater obligation to the family may find their

source in parental behaviors and expectations of the adolescent. For example, Quinones-Mayo and Dempsey (2005) assert that “parental overprotection highlights the belief that the degrees of social success for Latino adolescents in this critical phase of development will ultimately determine the total family's success in the new society” (p. 58).

Familismo, through social support, is related to a number of positive outcomes including mothers' acceptance (versus rejection) of their children (de Leon Siantz, 1990; de Leon Siantz & Smith, 1994) and higher test scores for Hispanic children (Levitt, Guacci-Franco, & Levitt, 1994). Still, many of the positive outcomes differ by context, such as level of acculturation. For example, one study found that when Puerto Rican mothers received higher levels of support from their child's grandmother, highly acculturated mothers tended to have higher stress and symptomatology than less acculturated mothers (Contreras, Narang, Ikhlas, & Teichman, 2002).

In terms of gender differences, Kuperminc and colleagues (2003) found that immigrant Mexican boys reported higher familismo attitudes than girls. When gender was not considered in the analysis, familismo *attitudes* were not related to behavioral competence or adjustment problems for either high school or middle school students. Nevertheless, instrumental caregiving (a component of filial responsibility and familism that involves activities such as taking care of siblings or cooking and cleaning) was positively related to behavioral competence and negatively related to adjustment problems for the high school students. In summary, Latino households are more directive and less individualistic, and this approach to parenting may have protective as well as negative relationships with positive

child outcomes depending on the outcome studied, level of acculturation and/or ethnic identity, and level of SES.

Heterogeneity of Latinos

As evidenced by the studies just mentioned above, one cannot study Hispanic/Latino parenting without addressing issues of within group differences and potential confounds in the current Latino parenting literature. The population of “Latinos” can be defined a variety of ways, and generally refers to “people who have their origins in Mexico, Central or South America, and the Spanish-speaking Caribbean” (Harwood et al., 2002). This general term implies a homogeneous group with a homogeneous approach to parenting. However, Latinos are a diverse group with important differences in acculturation, country of origin, reason for being in the United States, socioeconomic status (SES), and level of education (García Coll & Prachter, 2002; Harwood, Leyendecker, Carlson, Asencio, & Miller, 2002). Latinos may have the Spanish conquest as well as other aspects of family life as their common denominator, but they differ in a variety of important ways that have ramifications for the study of parenting styles and practices. Researchers consistently cite the following areas as being sources of within-group variability among Latinos: country of origin, SES, level of acculturation, level of ethnic identity, and level of education (García Coll & Prachter, 2002; Harwood, Leyendecker, Carlson, Asencio, & Miller, 2002).

In terms of country of origin, 66.9% of Latinos in the United States are Mexican, 8.6% are Puerto Rican, and 3.7% are of Cuban descent (Ramirez & de la Cruz, 2003). Differences in the country of origin not only lead to differences in cultural nuances (e.g., in language or regional music), but nationality also dictates the reasons for immigrating to the

United States. For example, most Mexican and Puerto Rican families have peaked waves of immigration parallel to the low valleys of the economy of the home country or increased job opportunities in the U.S. On the other hand, most Cuban families that came into the United States in the 1960's through the 1980's fled their homeland in order to avoid the political unrest and revolution (Harwood et al., 2002; Lee, 2000). Coming to the U.S. for economic opportunity versus coming to the U.S. to escape persecution in your homeland is associated with differing levels of stress. Although stress is part of both situations, stress is arguably greater for the latter, and the parenting literature shows that high stress levels are related to poorer parental and adolescent mental health (Jack, 2000).

Latinos' heterogeneity also stems from their levels of acculturation. The concept of acculturation is often confused with the term "ethnic identity," but these are two separate constructs (Zepeda, 2003). Ethnic identity is considered a key component of social identity (Phinney, 1990) for minority youth, where social identity is the "individual's perceptions of his or her social world and his or her place in it" (Carlson et al., 2000, p. 47). Ethnic identity can thus be considered an aspect of acculturation, where acculturation is a multidimensional process through which cultural adaptation and change occur between the minority culture and the host culture (Harwood, 2003; Harwood et al., 2002). Acculturation, then, is a dynamic process that is continuous (not all or none) and variable from individual to individual (Zepeda, 2003). In fact, through the process of acculturation, families become "bicultural" by maintaining some aspects of the traditional culture and adopting new values and behaviors from the host culture (García Coll & Prachter, 2002).

Another source of heterogeneity within the Latino culture is that of SES and level of education both pre-immigration and post-immigration because these may change drastically and may be a source of stress for some families (Chavajay, 2003; Zepeda, 2003). SES also differs among nationalities with 27% of Latinos in the United States living below the poverty line. Cubans have the lowest poverty rate (15.8%) and Puerto Ricans have the highest poverty rate (25.3%). Level of education also differs for Latinos educated in the United States, with Cubans over the age of 25 having the highest graduation rates for high school or higher (73.0%) and Mexicans having the lowest (52.8%) (U.S. Census Bureau, 2005b).

Finally, Latino families vary in their level of social support. Whereas some immigrants come to this country to be greeted by family members and fellow-country members who many times help them to achieve economic stability, other immigrants move into areas that have little to no Hispanic community and, by virtue of job occupations and subsequent SES, end up in less advantageous circumstances such as residing in a dangerous neighborhood. This variability may impact their parenting practices (Chavajay, 2003) and the quality of parenting (Cochran & Niego, 2002). For example, Latino parents in a dangerous neighborhood may attempt to protect their children from the danger in a variety of, and sometimes contrasting, ways. Specifically, some parents severely limit the children's participation in neighborhood and school activities. Other parents limit children's socialization to those families that are known by the parents. Yet others increase their level of monitoring and supervision by encouraging their children to join activities in which the parent can also participate (e.g., the child plays in a soccer team which the parent coaches) (Reese, 2002).

All these sources of heterogeneity illustrate the need for within-group comparisons among specific nationalities within the Latino group (Tucker & Herman, 2002). For example, Buriel (2003) made sure his study included only Mexican Americans. In contrast, other researchers combined different Latino nationalities as well as different levels of SES into one category labeled “Latinos” and then derived conclusions for the entire Latino population. This methodology potentially excludes and/or bypasses important differences among Hispanics/Latinos and may confound low SES with culture. In addition, most researchers focus only on low SES Latinos (Harwood, 2003; Harwood et al., 2002).

One research group suggests an additional consideration in studying the Latino population in the U.S., i.e. minority status. In their study, Varela et al. (2004) found that parents of Mexican descent living in the U.S. were more authoritarian in their parenting style than Mexican families living in Mexico or Caucasian-Non-Hispanic families living in the U.S. The research team concluded that differences in authoritarian vs. authoritative parenting between Hispanic and White families in the U.S. are not related to culture, level of assimilation, immigration status, SES, or education level, but instead as a result of their minority status within the U.S.

I discuss the above sources of heterogeneity within the Hispanic population because of the potential role these differences may play in how Hispanic parents behave towards their children. The present study addressed these issues in order to provide the best description of Hispanic parenting.

The Current Study

The ultimate goal of my work is to examine the relationship that parenting style has with Hispanic youths' academic and behavioral outcomes and to determine whether there are substantial gender differences. However, a review of the literature revealed that the field lacks an appropriate, culturally sensitive, paper-and-pencil, self-report measure of parenting of Hispanic adolescents with adolescents reporting their parents' behavior. Much of the culturally sensitive literature on parenting has been conducted by Harwood and colleagues and has mostly focused on the infant and preschool population. The measures Harwood and her colleagues, used were appropriately developed, but consist largely of open-ended interviews and observations of the mother and child dyad. While Harwood and colleagues have focused on the infant literature and the Hispanic literature in general, the present study focused on adolescents. Some of the research presented in the literature review has already used adolescent and parent self-report; however, in most if not all the studies reported, researchers used measures originally developed for majority non-Hispanic youth living in the United States (e.g., Parenting Stress Index, Parenting Practices Survey). Although many researchers reported whether their measures had been used for Hispanic populations before and whether the measures had adequate psychometric properties for a Hispanic population, these reports were usually limited to reliability estimates. Virtually all prior researchers failed to recognize (and modify their measures to fit) the unique characteristics of the Hispanic culture.

Some pencil and paper questionnaires for measuring parenting with Latinos already exist. In fact, some have been translated into Spanish and back-translated as well as

undergone confirmatory factor analyses using a Hispanic population. Nevertheless, these current measures were not developed with Hispanic families in mind, but rather were evaluated for use with Hispanic populations after the measure was initially developed for and by persons of mainstream United States culture.

In conclusion, some of the current research suggests that there may be more to parenting in Hispanic families than existing measures assess (e.g., the influence of familismo and respeto). Therefore, in the current study I sought to fill this gap in the research on parenting by constructing a measure of parenting that is not only culturally sensitive in its use, but also culturally sensitive in its development. Hopefully, this measure may eventually be used to answer important questions in the study of Hispanic parenting that are currently unanswerable because of the lack of adequate instruments.

To address validity issues, I evaluated the newly developed parenting scale and its relationship with Hispanic youth outcomes, such as academic achievement and behavioral adjustment. The new parenting scale was also compared to an established parenting scale originally developed for the majority non-Hispanic United States culture (Lamborn et al., 1991) to examine whether any unique information is available in the new parenting scale apart from that provided by already established parenting constructs. Also, the development of this measure included information as to its relationship with acculturation, ethnic identity, SES, and generational status.

In summary, there are a variety of self-report instruments developed to measure the parenting of adolescents. These measures have served well in adolescent research.

However, the face of the United States is changing as the population of those with a Hispanic

ethnic background (and so a Hispanic culture) is increasing. Therefore, as the culture of the population changes, so researchers' approach to researching these individuals needs to change. Although research suggests that there are some parenting behaviors common to all cultures, there seem to be some characteristics unique to parenting in the Hispanic culture. For that reason, the state-of-the-art in researching Hispanic parenting calls for a measure developed from a Hispanic cultural perspective in order to include such aspects of the culture. Unlike any prior adolescent self-report of their parents' practices, this scale development used Hispanic samples to develop item content in the hopes of capturing such characteristics of Hispanic culture as familismo and respeto.

To meet these goals, I developed a scale in three phases. In the first phase, I conducted group interviews to inform item development for the new measure. One hundred thirty of the developed items underwent review by a panel of judges and were reduced to 60 items.

In the second phase, I administered the 60 items to 300 Hispanic middle school students. Using their responses, I conducted factor analyses and item-analysis. Thirty-two items were retained in the final measure, and seven factors emerged from the analyses.

In Phase 3, the 32-item measure was administered to 100 Hispanic middle school students along with measures of self competence, acculturation, ethnic identity, generational status, and SES. The teachers of the students were asked to complete measures of mental health/behavioral adjustment for each student. The school administration was asked to provide grades and the number of discipline referrals for each student. The new measure then underwent reliability analyses and factor analyses. The new measure was entered into a

regression equation after controlling for ethnic identity, acculturation, SES, and generational status to predict self-reported competence, teacher reported mental health variables, academic achievement, and behavioral adjustment in the school.

Phase 1

Phase 1 involved the development of the scale themes and item content. Group interviews were conducted to collect information about parenting in Hispanic households. They also provided insight as to how the particulars of Hispanic culture influence the parenting of adolescents.

Method

Participants

Parents. For the parent group interviews, a total of 22 parents participated. There was a total of 4 groups with 4, 5, 6 and 7 participants each. There was no limit as to the parents' age, but they must have parented or been currently parenting an adolescent. Age of parents ranged from 34 to 76 ($M = 51.27$ years old, $SD = 11.95$). Fifteen parents had parented an adolescent aged 11-14 in the past, and 7 were currently parenting an adolescent of that age. Average current age of the children of "past" parents was 28 (range = 5-56 years old). The average age of the children of "current" parents was 15 (range = 2-26 years old). Participants came from a variety of professions from home makers and truck drivers to teachers and university professors. Parents' nations of origin included Puerto Rico (8 participants), Cuba (4), Dominican Republic (4), Columbia (1), Costa Rica (1), El Salvador (1), Spain (1), Nicaragua (1), and Venezuela (1). Only two participants reported being born in the United States; participants born in Puerto Rico did not consider themselves as being

born in the United States. The foreign-born participants reported living in the U.S. an average of 25 years (range = 0.66 to 57 years). Fifteen mothers and 6 fathers participated. Not all participants were biological parents since one participant was a single aunt who helped raise her nieces and nephews.

To obtain participants who came from a wide range of socioeconomic backgrounds and countries of origin, parents were recruited a variety of ways including passing out fliers, speaking at community/church gatherings, and through word-of-mouth. In addition, I became actively involved in several community activities before approaching potential participants. This facilitated recruitment in several ways. For example, I recruited from a church in which I participated in non-study related activities. Once the pastor from the one church knew me and allowed recruitment of participants, pastors from other churches more readily allowed me to recruit from their churches. In addition, as participants regularly saw me in other activities, they were comfortable in helping me complete my studies. They felt they were actively investing in their community through helping me.

The two most successful recruitment methods were: (1) relying on word-of-mouth from one or two parents interested in putting a group together, and (2) making a specific announcement at the end of a church service or community meeting and having participants sign up immediately after the service/meeting. Simply passing out fliers or making general announcements (either in person or in a newsletter or church bulletin) did not yield any responses.

Participants were offered \$15 gift certificates to Target or Wal-Mart. Interestingly, some felt uncomfortable receiving an incentive, again reflecting the sentiment that this was

an investment in the future of the Hispanic community not simply a way to obtain \$15 gift certificates. It seems the gift certificates were not a true “incentive” for participation as intended, but simply a bonus for participation.

Adolescents. Twenty-one students participated in the adolescent group interviews. Students ranged from age 11 to 14 ($M=12.48$ years old). One was in 4th grade (one female), 5 in 6th grade (three females, two males), 4 in 7th grade (2 females, 2 males), and 9 in 8th grade (6 females, 3 males). Participants lived in either the Tampa or Miami area and all were U.S. born except for one participant who had lived in the U.S. for two years. Countries of origin included Cuba (8 participants), Bolivia (1), Columbia (1), Costa Rica (1), Dominican Republic (1), Nicaragua (1), Puerto Rico (1), Spain (1), two or more nationalities mixed (3), and Hispanic nationality mixed with other non-Hispanic ethnic background (3). Four participants only lived with their mothers. All other participants lived with their biological parents. Participants received \$20 gift certificates in return for participation.

Adolescent participants were recruited by addressing their parents in the same venue and format as when the parent participants were recruited. Additionally, parents were sent letter homes via their children attending summer camp. Adolescents were given the option to participate or decline once their parent gave approval for their participation.

Procedure

Active consent was sought from parent participants including consent to be audiotaped during the discussion. Consents were provided in both English and Spanish and were orally presented to each individual before the group interviews convened. Parent groups were conducted in a variety of settings that were most convenient for the participants.

The settings included local community centers, the church group facility from which they were recruited, or participants' homes.

Active consent for the adolescent participants was sought by sending English and Spanish letters home to the parents of the targeted children and also by having parents sign up their children after a general announcement during a meeting. When letters were sent home with the students, they were asked to bring back the consent forms to the school, church, or other place through which they were recruited. Students were not invited if they were in a special education program. Before each group interview began, the study was described to the students. If the student agreed to participate, he or she would sign an assent form as well as co-sign the form the parents signed consenting for audio taping of the group interview. Groups for the adolescents lasted approximately 90 to 120 minutes during a time and a place that was convenient for all participants (e.g., an afternoon set apart for leisure at school or during lunchtime in an available classroom or in the school library, or after Sunday church service).

The format of the groups followed guidelines established by a variety of researchers who have done or encouraged qualitative work with Hispanic populations in conducting culturally sensitive scale development (Cauce, Coronado & Watson, 1998; Dumka, Gonzales, Wood, & Formoso, 1998; Knight, Tein, Prost, & Gonzales, 2000; Steidel, Ikhlas, Lopez, Rahman, & Teichman, 2000). All groups began with an ice breaker. For example, parents were asked to say their name and why they decided to be part of the group interview. Adolescents were asked to say their name and their favorite food and/or movie. Snacks were provided and the format was that of a semi-structured interview, with most questions

being open-ended. Groups were conducted in English, Spanish, or both as preferred by the group members.

Both parents and students were asked to complete a brief survey on their demographic characteristics (see Appendix D). Verbal instructions and guidance included an explanation of the question inquiring about country of origin. Although the question is written as “You are…” and the choices are “Mexican, Cuban, etc.” participants were instructed that even if they were born in the U.S. to place a check next to the choice that best reflected what background they were from.

Questions asked fell under one of several categories: parenting behaviors (good and bad), goals of parenting, what is expected of adolescents, who parents the youth, discipline strategies, family involvement activities, decision-making, chores, social/emotional support as it relates to parenting, and direct questions about the concepts of familismo and respeto. Specific questions for parents included the questions listed below, loosely following the specified order (depending on the flow of discussion). For the topic of *what is expected of adolescents*: How would you describe a good adolescent? How does a good adolescent behave? How would you describe a bad adolescent? How does a bad adolescent behave? What should parents’ expectations be for their children? What are your expectations for you child? For *goals of parenting*: Why do parents do the things they do with their children? What are your goals in parenting your child? What do you hope to achieve as a parent? For *parenting behaviors*: What do good parents do when parenting their child? What do bad parents do when parenting their child? What are the things that effective parents do? For *discipline strategies*: What kinds of discipline strategies do you use with your adolescent?

Do they work for you? How or Why do you think they work? Is there anything that you wish you did differently? What discipline strategies are okay to use? What strategies are not okay to use? For *family involvement activities*: Should a family do things together? Are families today able to do things together? Does your family do things together? What kind of things does your family do together? For *decision-making*: What sorts of decisions are appropriate for a middle school adolescent to make (prompt for choice of clothes, activities, TV shows, games, friends, etc)? What sorts of decisions are not appropriate for your adolescent to make at this time? What sorts of decisions do you allow your child to make for him or herself? For *chores*: What chores do you expect your child to complete (e.g., taking out the garbage, taking care of siblings, completing homework on their own)? What kind of chores does your child complete? For *social/emotional support*: Should parents show adolescents how they feel about certain things? How do parents show their children that they love them? How do parents show their children and they are upset with something they did? How do you show your adolescent that you love him/her? How do you show your adolescent that you are upset with something he/she did? If your adolescent is happy, do you encourage them to share that with you? If your adolescent is sad, do you encourage them to share that with you? Then parents will be asked questions directly related to familismo and respeto: What is familismo to you and how do you teach your children that value, if at all? What does respeto mean to you and how do you teach this concept to your children, if at all?

Specific questions for adolescents included the following in the specified order (although the order was subject to change if the discussion was pertinent and leading elsewhere). For *what is expected of adolescents*: If your friend behaved like a normal

middle-schooler, what sorts of things would they think and do? Let's say your mom/dad thinks your friend is a "perfect kid," what sorts of things would that friend do or think? What would they look like? How about if your mom or dad thought that kid was bad news, what would that kid look like? What kinds of things would that kid think or do? How about you, what kinds of things does your mom (dad, grandma, aunt) expect from you? What kind of dreams does your mom (dad, grandma, aunt...ask separately for each) have for you? What do YOU think a good kid should behave like? For *goals of parenting*: Why do parents do the things they do with their kids? What do you think your mom (dad, abuela, tia) wants to achieve when they act like a parent? For *parenting behaviors*: What does a good parent look like? What sorts of things do they do that make them a good parent? Why do good parents do the things they do? What do bad parents look like? What sorts of things do bad parents do? What sorts of things do your parents do that you like? Don't like? For *discipline strategies*: When you get in trouble, how do you know? Do your parents tell you? Ignore you? Yell at you? Send you to your room? Picture this: you are about to get in trouble but then stop because you think about what your parents might do if they found out. What sorts of things would stop you? For *family involvement activities*: Should a family do things together? Are families today able to do things together? Does your family do things together? What kind of things does your family do together? What do you like to do with your family? What do you not like to do with your family? Does your mom (dad, abuela, tia) expect you to do things with your family? For *decision-making*: What sorts of decisions do your parents think are ok for you to make (prompt for choice of clothes, activities, TV shows, games, friends, etc)? What sorts of decisions do your parents say are not okay for you to make at this time? What sorts of things are you in charge of deciding for yourself that

is okay with your mom (dad, abuela, tia)? For *chores*: What chores do your parents expect or ask of you to do (e.g., taking out the garbage, taking care of siblings, completing homework on their own)? What kind of chores do you actually do? For *social/emotional support*: Should your parents show you how they feel about certain things? How do you know your parents love you? In what ways do they show that? How do you know your parents are upset with something you did? How do they show that? If you are really happy about something, does your mom (dad, abuela, tia) want you to share that with you? If you are sad, does your mom (dad, tia, abuela) say that it is ok to share that with her/him? Do you feel comfortable sharing that with her/him? If you needed help with something (school, a chore, a favor), whom would you ask for help? To address *respeto* and *familismo* directly: Do you value your family a lot? How do your parents teach you this? What kinds of things are you expected to do with/for your family? When your parents talk about ‘respect,’ what do they mean? In what ways do they ask you to show respect to them and others? Who are you supposed to show respect and obedience to? How do they teach you to do that?

The information collected from the group interviews was transcribed by two bilingual note takers during the meeting. At the end of the group interview, the note takers reviewed with the participants the content of their notes to ensure accuracy. Note takers also revealed their labeling of themes throughout the group interview discussion, and participants were given an opportunity to correct or add to the themes as presented by the note takers and the facilitator. Tables 1 and 2 include a listing of the themes that emerged from the group interviews.

Table 1. Themes That Emerged from Group Interview Discussions with Parents

Proper Demeanor	A good adolescent is one that has good intentions, is well-mannered, and respects those that surround him/her. A pleasant individual that is happy and has no complaints. Parents expect their child to be successful in life, not just in terms of a career, but to be a good person with values, respect and good behavior.
Instrumental Independence	The adolescent is expected to take care of their homework and their hygiene, and they are expected to collaborate in the household.
Obedience	On the other hand, adolescents are expected to allow themselves to be “moldable” and obedient.
Familismo	They are not expected to be “under their mother’s skirt,” nevertheless, they should prefer the family and the importance of family unity.
Emotional Support/Independence	Providing the child with trust and support are important as they help the child in future situations when the parent is not present. They hope for the adolescent to learn to become independent.
Respect (Child to Elders, Parent to Child)	Parents expect their child to respect their elders but the parents note that they show respect as well, for example, they ask the child for forgiveness if they make a mistake.
Parental Unity	Parents stress the need for parental unity so that they are a “united front.” They stress the need for parents not to disagree in front of the child in terms of decisions regarding the child.
Parental Example	Parents also stress that the best way they teach their child values, respect, and good behavior is through their own example.
Discipline	Discipline included first dialoging with the child, if not, other methods are employed such as withdrawing of privileges or firm spanking. They note that there is a distinction between spanking and a beating/physical abuse. Parents note that their strategies for discipline were consciously different from their parents and from what they are accustomed to use in their country of origin (less use of spanking or confronting their child for fear of government official taking away their children). Parents are the main enforcers of discipline but it is also expected that close relatives discipline a child if necessary.

Table 2. Themes That Emerged from Group Interview Discussions with Adolescents

Proper Demeanor	An adolescent is expected to be happy and well-rounded. They are also expected to be polite and dress nicely. They are expected to be kind, and care for other people’s opinions and what they think. The “perfect kid” is expected to be polite and respect older people. Don’t want to disappoint their parents.
Respect	Being respectful includes respecting adults, not cutting anyone off, listening and not talking back, waiting for your turn to speak, watching the language that you use, having manners, and not disagreeing in public.
Instrumental Independence	Kids don’t have chores, but they are expected to clean their room, watering the plants, feeding the pets, etc. They are also care about their grades. There is a double-standard in the expectation of boys involvement in chores versus girls, where girls mostly do the chores inside the house.
Familismo	“People come and go, but family will always be there.”
Emotional Support	Parents teach, motivate, and guide in order to ensure our success. Adolescents report that a parent’s goal is to have good communication and to be available to their kids.
Support & Supervision	The parent’s presence and availability was important to the adolescent. Parents show us that they love us by their presence. They get into your business.
Parental Involvement	Parents like to talk to their kids. They ask about the life of the kids and their friendships. They like to take the kids out to play and also provide homework assistance.
Discipline	Nagging is the first line of discipline. If nagging does not work, then kids are sent to their room or they have their privileges taken away. All family members are involved in parenting an adolescent including the mother, father, siblings, aunts, uncles, and cousins.
Supervision	Adolescents feel parents and child should spend time together but parents should not be around if kids want to be alone with their friends at the mall, and they shouldn’t chaperone on field trips.
Decision-making	Adolescents are allowed to decide upon what to wear, friends, and when to do homework, but parents hold the power to veto any decisions. Parents decide what adolescents cannot watch on TV, purchases for the home, proper attire for nice outings, and the level/amount of time involved in extracurricular activities.

Results

Based on the themes collected from the group interviews and literature review, items were then developed that reflected each of the themes. Six research assistants and I independently produced items. All research assistants were of Hispanic descent and all assistants except one were foreign born. All these items were then combined, and overlapping items were reduced to one item. As seen in Table 3, a total of 7 categories emerged with, on average, 15 items per category produced for a total of 128 initial items. Two of these categories represented the expected factors of Respeto and Familismo as they relate to parenting.

Table 3. Emergent Factors/Categories and Corresponding Items Developed Utilizing Group interview and Literature Review Content

Familismo	1.	I am involved in family decisions
	2.	I spend a lot of time with my family
	3.	Family comes before friends
	4.	My parents and I go to events as a family
	5.	My parents tell me that we (my family) look bad to others when I behave badly.
	6.	I am involved in my parents daily activities
	7.	If I have a party with friends at the same time that I have a part with family, my parents say I have to choose the family party.
	8.	My parents use the phrase “family first” (“la familia primero”)
	9.	There is a day in the week that my family considers a “family day.”
	10.	My family is expected to eat together.
	11.	I do fun things with my family.
	12.	If my family is having problems, my parents tell me about it.
	13.	I know about all the family’s problems
	14.	When my family makes a decision, we talk to others in the family about it first.
	15.	When I am making an important decision, my parents expect me to come talk to the family about it first.
	16.	My parents expect me to help take care of other family members.
	17.	My immediate family and I do many activities together
	18.	My family (besides my mother and father) and involved in disciplining me.
	19.	I am expected to help my family with work or chores in the house.
	20.	My parents tell me to consider the family’s reputation when I behave a certain way.
	21.	My parents should make all the family decisions without consulting me.
	22.	My parents should involve me in family matters
	23.	If we have a problem my parents say that we cannot trust other people to help us except if they are family.
	24.	My parents say that we should only count on our family if we have problems
	25.	My parents say that I should <u>not</u> talk about my problems to people who are <u>not</u> part of my family
	26.	My parents say friends come and go, but family is always there for you.
	27.	My family says I should try not to confront others if they bother me.
	28.	My family says I should try to be better than others.
Instrumental Independence	29.	I have assigned chores to complete at home
	30.	My responsibilities at home only include doing well in school and keeping my room clean
	31.	I am expected to perform chores around the house
	32.	I am expected to help take care of younger brothers or sisters
	33.	I am expected to help take care of other family members that need help
	34.	I am expected to clean my own clothes
	35.	My parents give a lot of chores to do around the house
	36.	I am expected to do my homework by myself
	37.	My parents help me with my homework

Table 3. Continued

Emotional Support	38.	My parents consult my academic future with my teachers
	39.	When I have a problem at school I can go tell my parents.
	40.	When I have trouble with another girl or boy, I feel comfortable telling my parents about it.
	41.	When I am proud of something, I feel comfortable telling my parents about it.
	42.	When I don't do well in school, I can talk to my parents about it.
	43.	When I don't do well in school, my parents want me to talk to them about it.
	44.	My parents have high expectations for me
	45.	My parents want me to be happy
	46.	I feel that my parents encourage me often
	47.	My parents are proud of me
	48.	My parents want the best for me
	49.	My parents provide the best for me
	50.	My parents are involved in my school activities [also Familismo?]
	51.	My parents are involved with my school teachers
	52.	My parents are involved in my daily activities [also Familismo?]
	53.	I get encouragement from my parents
	54.	My parents encourage me in my school work
55.	My parents hug me and kiss me	
56.	My parents are there for when I need to talk to them	
57.	I can tell my parents anything	
Respeto	58.	My parents expect to consider their feelings when I behave well
	59.	My parents feel sad when I behave badly
	60.	My parents are embarrassed when I behave badly.
	61.	My parents expect me to consider their feelings when I behave badly
	62.	My parents expect me to consider their feelings
	63.	My parents say that I should respect my grandparents [also Familismo?]
	64.	My parents say that I should obey my aunts and uncles [also Familismo?]
	65.	I feel that my parents respect me
	66.	My parents support my decisions
	67.	My parents say that I should obey my teachers like I obey them.
	68.	My parents teach me to treat kids younger than me with respect.
	69.	My parents tell me to be direct in saying what I mean.
	70.	My parents do not allow me to talk back to them when they are upset with me.
	71.	My parents tell me be polite to others even if they don't treat me well.
72.	My parents teach me that others in the world will treat me well if I treat them with respect.	
73.	If I am upset about something, my parents tell me I should keep it to myself.	
74.	My parents tell me that you should not question the decision or request of a teacher/adult/authority.	
75.	My parents are considerate of my feelings	
76.	My parents are considerate of my future plans	
77.	My parents are considerate of my decisions	
78.	My parents like my friends	
79.	I listen to what my parents have to say [also Familismo and Decision-Making?].	
80.	I apply the advice that my parents give to me [also Familismo and Decision-Making?]	
81.	My parents expect me to be considerate of their feelings	

Table 3. Continued.

Decision-Making	82.	My parents take part in how I choose my friends
	83.	If I have a friend that behaves bad, I'm not allowed to be with them
	84.	My parents let me pick my clothes, but they have the final say.
	85.	My parents expect me to achieve a higher education
	86.	My parents let me choose my friends [also Respeto?]
	87.	My parents expect me to make all my decisions on my own
	88.	I am allowed to do whatever I want, when I want to.
	89.	My parents should not tell me what to do.
	90.	My parents should let me make my own decisions
	91.	My parents have the right to tell me what to do
	92.	My parents should help me make my decisions [also Familismo?]
	93.	My parents help me with daily decisions
	94.	My parents expect me to consult them when I make my daily decisions
	95.	My parents expect me to be an independent person
	96.	My parents let me decide where I would like to go out
	97.	My parents restrict me from certain people
	98.	My parents restrict me from certain places
	99.	My parents restrict me from certain activities
	Supervision	100.	My parents know my friend's parents
101.		My parents know where I am most of the time that I am not with them
102.		My parents know my friends
103.		My parents know where I am at all times
104.		My parents know where I am when I go out without them
105.		I go out without my parents
106.		I do activities outside of school that my parents don't know about.
107.		I do things outside of school without my parents
108.		I have a curfew during the school week
109.		I have a curfew during the weekends
110.		If I go out during the <i>school week</i> , my parents expect me to be back by a certain time.
111.		If I go out during the <i>weekend</i> , my parents expect me to be back by a certain time.
112.		I go out with friends without any parents around
113.		I go out without my parents, but still have my friend's parents with me.
114.		I am not allowed to go out unless I am with an adult from my family.
115.		My parents help me with my homework
Discipline	116.	My parents ground me if I am in trouble
	117.	My parents talk to me if I am in trouble
	118.	My parents yell at me if I am in trouble
	119.	My parents punish me if I get bad grades
	120.	My parents punish me if I disobey him or her
	121.	My parents send me to my room if I am in trouble
	122.	My parents take away my privileges if I am in trouble
	123.	My parents ignore me when I do something I shouldn't do
	124.	My parents follow through with consequences when I don't do my chores
	125.	I get punished if my chores are not done
	126.	My parents let me know when I do something wrong
	127.	My parents let me know if they don't like what I am doing
Open-Ended	128.	Compared to parents that are NOT Hispanic/Latino, how are your parents different in the way they treat you and raise you?

Once these items were developed, they were given to 6 judges from differing nationalities, including 1 Cuban, 1 Mexican, 2 Venezuelan, and 2 White Americans. All judges were professionals within the academic community including one teacher, 3 school psychologists, 1 clinical psychologist, and 1 developmental psychologist. The panel of judges was asked to rate an item's relevancy to the predetermined underlying factors on a scale of 1 (very irrelevant) to 5 (very relevant). Judges were also asked to rate each item for clarity (1-very unclear to 5-very clear) and to offer suggestions as to how to clarify an item if it was unclear. If any items were judged not to be relevant to the factor, the judges were asked to suggest which factor they would best represent (even if it was not one of the identified factors). If any item obtained a score of 1 or 2 on the relevancy and/or clarity scales, it was dropped from the first draft of the total scale items.

Ultimately, this process resulted in an initial draft of the parenting scale with a total of 60 items, with 10 or fewer items for each of 7 categories (see Table 4 for a listing of items by category). The categories that emerged during item development were as follows:

Familismo, Instrumental Independence, Emotional Support, Respeto, Decision-Making, Supervision, and Discipline.

A rule of thumb in scale development is to create about three times as many items as sought in the final scale (in this case, 20 items) (MacCallum, 2001). Items were worded so that higher scores meant adolescents perceived that parents exhibited a greater frequency of behaviors in each particular factor.

Table 4. Theorized Scales and Corresponding 60 Items Utilized in Phase 2 Data Collection

<p>Familismo My parents say family comes before friends. My parents tell me that I give my family a bad reputation when I don't behave well. If I have a party with friends at the same time that I have a party with family, my parents say I have to choose the family party. My parents use the phrase "family first" ("la familia primero"). There is a day in the week that my family considers a "family day." My family eats together at least once a day. I know about most of my family's problems. When I am making an important decision, my parents expect me to talk to the family about it first. My family and I do many activities together. My parents say that I should <u>not</u> talk about my problems to people who are <u>not</u> part of my family.</p> <p>Instrumental Independence I do not have chores, but I am expected to help around the house without being asked to do so. My responsibility is to keep my room clean. It is my responsibility to do well in school. My parents give me chores to do around the house. I am expected to help take care of younger brothers or sisters. I am expected to help take care of other family members who need help. I am expected to wash my own clothes. I am expected to take out the garbage.</p> <p>Emotional Support When I have a problem at school, I feel comfortable talking about it with my parents. When I have trouble with another girl or boy, I feel comfortable telling my parents about it. When I don't do well in school, my parents want me to talk to them about it. My parents are proud of me. My parents encourage me. My parents are affectionate with me. My parents are there for me when I need to talk to them. I can tell my parents almost anything.</p> <p>Respeto My parents feel sad when I behave badly. My parents are embarrassed when I behave badly. My parents say that I should respect my elders. My parents say that I should obey my aunts and uncles. My parents say that I should obey my teachers like I obey them. My parents do not allow me to talk back to them. My parents tell me to be polite to others even if they don't treat me well. My parents say that others in the world will treat me well if I treat them with respect. If I am upset about something, my parents tell me I should keep it to myself.</p> <p>Decision Making I am involved in family decisions. If I have a friend who my parents don't like, I'm not allowed to be with them. My parents let me pick my clothes, but there are some clothes that they won't let me buy. My parents let me make my own decisions. My parents have the right to tell me what to do. My parents help me make my decisions. My parents let me decide where I go out for fun on the weekends, but there are places I'm not allowed to go to. My parents restrict me from certain people. My parents restrict me from certain activities.</p> <p>Supervision My parents know who my friends' parents are. My parents know who my friends are. My parents know where I am at all times. I do activities outside of school that my parents don't know about. I do activities outside of school without my parents. My parents let me go out during the <i>school week</i>. If I go out on a <i>weekend</i>, my parents expect me to be back by a certain time. I can go out without my parents, but I still have my friends' parents with me. I am not allowed to go out unless I am with an adult from my family.</p> <p>Discipline My parents ground me if I am in trouble. My parents talk to me if I am in trouble. My parents yell at me if I am in trouble. My parents send me to my room if I am in trouble. My parents take away my privileges if I am in trouble. My parents ignore me when I do something I shouldn't do. My parents let me know when I do something wrong.</p>
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Discussion

The 128 items that emerged from the group interviews, item creation, and judges' panel provide a good representation of the areas that appear to be missing from current parenting measures. For example, under the Familismo category, the items capture not only the characteristic larger familial social network (e.g., My parents and I go to events as a family) but how that social network may be formed (e.g., When my family makes a decision, we talk to others in the family about it first) potentially through a sense of obligation (e.g., My parents say friends come and go, but family is always there for you).

For the construct of Respeto, items cover multiple aspects of Respeto: respect of child for parent (e.g., I listen to what my parents have to say), respect of the child for adults (e.g., My parents say that I should obey teachers like I obey them), respect of the parent for the child (e.g., I feel that my parents respect me), and respect of the child for others (e.g., My parents tell me to be polite to others even if they don't treat me well.). The items also cover the subtleties of respect such as the consideration of others' feelings and boundaries (e.g., My parents expect to consider their feelings when I behave well) and how respeto translates to obedience as well as maintaining and fostering familismo (e.g., My parents say that I should obey my aunts and uncles). Neither familismo nor respeto are included in current parenting measures.

Interestingly, the category of Instrumental Independence also emerged in the item construction phase. Previous researchers posit that autonomy is multidimensional (Norimatsu, 1993) and make a distinction between instrumental independence and decision-making independence (Savage & Gauvain, 1998; Schulze, Harwood, Schömerich, & Leyendecker, 2002), where instrumental independence (e.g., "chores") is expected of

Hispanic adolescents without it being made a specific responsibility; it is expected of everyone, not just adults. On the other hand, decision-making is left in the hands of adults. Schulze et al. (2002) define *instrumental independence* as implying “that the child is able to be self-reliant to some degree,” while *emotional independence* “refers to the child’s ability to be alone, to assert him or herself without excessive emotional support” (p.153). In other words, Hispanic adolescents are expected to be independent when it comes to such tasks as self-care and schoolwork, but interdependent when making decisions beyond their daily activities. The initial item-production for the new measure follows this distinction and attempts to separate instrumental independence from decision-making.

The measure would not be complete without including the constructs of emotional support, supervision, and decision-making. These categories also overlap with what is already found in current mainstream United States’ parenting measures. As a point of comparison, consider the Parenting Practices Survey (PPS; see Appendix A; Lamborn et al., 1991; Steinberg, Elmen, & Mounts, 1989). This measure captures three areas of parenting behaviors that include parental warmth and involvement, supervision and monitoring, and the dispensing of psychological autonomy. The warmth and involvement factor can be likened to the Emotional Support category from the new parenting measure. The supervision and monitoring factor from the PPS is analogous to the Supervision category of the new parenting measure, and the psychological autonomy factor from the PPS is similar to the Decision-Making category of the new parenting measure. Unlike the PPS, though, these similar categories carry different implications. For example, the Supervision category from the new measure taps into the constructs of social networks, familial or otherwise (e.g., I go out without my parents, but still have my friend’s parents with me).

The method employed for generating and reducing items was somewhat successful. In conducting studies with a minority culture, the standard for research practice includes a variety of strategies to ensure that the constructs being studied and the instruments being used are culturally valid. In the current study, these strategies included establishing a relationship with the community long before obtaining consent and employing the study's procedure. It also included going into the Hispanic community and consulting with both adolescents and parents about parenting constructs. Additionally, Hispanic undergraduate students with adequate training were employed as research assistants. Adequate training included a review of the literature since being Hispanic does not necessarily mean that these students were aware of the constructs being studied. In fact, receiving an education in this country means that they may also be more acculturated to the majority culture (American Psychological Association, 2003; Brown, Martinez, & Radke-Yarrow, 1992; Fisher et al., 2002).

One limitation of the current phase was the average age of the parent group interviews (51.27 years). In contrast to the national median age (36.40) and the state median age (39.6) (U.S. Census Bureau, 2006), the parent participants of the study are considerably older. This may have influenced item development in that they had been in the United States a long period of time and so were acculturated to the mainstream culture or, since they raised their children in the past, their views on parenting may be outdated and not representative of current Hispanic parents in the U.S. On the other hand, the older parents may also have traditional views of parenting and this may have allowed for a clearer emergence of themes not modified through acculturation. The concern about the parents being older than average

is partially offset by the range of parent participants' ages (34 to 76), the mode of parents' age (ages 40-49; Figure 1), and the fact that responses from the adolescent group interviews also contributed significantly to item development.

Figure 1. Stem-and-leaf plot of the ages of the parent participants in Phase 1

Age	Number of Parents
20-29	
30-39	111
40-49	1111111111
50-59	111111
60-69	1
70-79	111

Overall, an adequate sample of items was obtained. The items appear to capture the cultural underpinnings of parenting Hispanic adolescents. Phase 2 of the study assessed whether the new items fulfilled their promise.

Phase 2

The purposes of Phase 2 were two-fold: (1) item reduction, and (2) to statistically identify an underlying factor structure based on a priori theory. The foremost purpose was item reduction. The measure used for Phase 2 had 60 items and took about 30-40 minutes for each child to complete. One of the goals of developing this measure was to provide an instrument for research purposes, and a measure that takes 30 minutes to complete is not as attractive as a measure that may take 15 to 20 minutes to complete. Therefore, one goal was to reduce the new parenting measure to approximately 20 items to make it a more efficient research tool. The second purpose of Phase 2 was to see whether an underlying factor structure would emerge supporting the constructs discussed earlier, particularly the constructs of respeto, familismo, proper demeanor, and decision-making. Additionally, if a factor structure emerged, then items could be reduced, not only through reliability analyses, but via item loadings on each factor.

Method

Participants

Three hundred and fourteen students participated in Phase 2 of this study. Table 5 illustrates the sample characteristics by gender. The sample included 186 students from Hillsborough County and 128 students from Miami-Dade County. The counties were disparate enough in their demographic information to warrant a separate description for each county: for differences in nationality, $\chi^2(14, N=308)=108.00, p=.000$, and for differences in SES, $\chi^2(35, N=283)=142.93, p=.000$. Table 5 provides sample characteristics by county,

where students in Miami-Dade County were primarily of Cuban descent or of mixed Hispanic descent (2 or more Hispanic nationalities), while students recruited in Hillsborough County were primarily of Mexican or Puerto Rican descent.

Of the students in Miami-Dade County, 109 were born in the U.S. and 19 were not born in the United States. Of the students from Hillsborough County, 93 were born in the U.S. and 89 were not born in the U.S. From the students who were not born in this country, those in Miami-Dade County had lived in the U.S. longer ($M=7.18$ years) than the students from Hillsborough County ($M=4.36$ years), $\chi^2(30, N=314)=86.12, p=.000$. Additionally, all students from Hillsborough County were recruited from the public schools whereas all students from Miami-Dade County were recruited from two private Catholic summer camps with over 1,000 children enrolled in one of the camps. These differences in recruitment in the two counties resulted in a different socio-economic make-up for the samples from each county, where Miami-Dade county students reported a mostly high level of socio-economic status, while Hillsborough County students better represented students from all socio-economic stratas with a trend towards the lower end of the socio-economic scale.

In Hillsborough County, a specific set of 10 schools was targeted for recruitment due to their high concentration of Hispanic origin students. In the public schools, Hispanic students were identified by either their school records or by their teachers. Teachers were then asked to send consent forms home only with these students. There was no limit as to the generational status of the students; therefore a student's parents or grandparents may have been born in the United States, but still identified their children as Hispanic.

Table 5. Sample Characteristics in Phase 2

	Gender		County	
	Boys	Girls	Hillsborough County	Miami-Dade County
N	145	169	186	128
Mean Age	12.63	12.50		
Percent in Each Grade				
5 th	00.69	00.59		
6 th	39.31	37.87		
7 th	28.28	30.77		
8 th	31.72	30.77		
Percent of Each Nationality				
Cuban	26.2	24.9	13.4	43.0
Mexican	20.7	18.9	33.3	0.0
Puerto Rican	14.5	14.8	22.6	3.1
Dominican	7.6	4.7	6.5	5.5
Columbian	4.1	3.6	4.3	3.1
Peruvian	1.4	2.4		3.1
Venezuelan	2.8	2.4		
Nicaraguan	1.4	1.2		
Other Hispanic	0.7	0.6	5.3	7.8
2 or More Hispanic Nationalities	11.0	16.6	9.7	20.3
Hispanic Mixed with Non-Hispanic	4.8	8.3	4.3	10.2
Percent in Each Quartile of the Hollingshead Index of Social Position				
1 st – Highest SES	26.9	25.9	8.6	52.4
2 nd	21.5	23.7	16.6	31.3
3 rd	18.0	14.4	23.1	5.6
4 th – Lowest SES	24.1	26.2	37.7	7.1
Percent of Generational Status				
First Generation	34.0	35.3	48.6	14.8
Second Generation	28.5	34.1	21.9	45.3
Third Generation	19.4	18.0	13.1	26.6
Fourth Generation	18.1	12.6	16.4	13.3

In the summer camp in Miami-Dade County, approximately 95% of the population was of Hispanic descent, therefore all campers were given a consent form to take home without attempts to identify and target Hispanic children. I relied on the demographics portion of the survey to identify any children who were non-Hispanic.

Rationale for choosing this population. A rule of thumb to conduct factor analyses on the items is to have approximately 5-10 participants per item. Therefore, a minimum of 300 students (5 participants X 60 items) were needed to complete the initial draft of the parenting scale (Gorsuch, 1983). Only students completed the questionnaire because adolescent students are a population that is more often asked by researchers to report on their

parents' behavior (i.e., instead of having parents report on their own behavior). This is due in part to the ease of sampling students (and obtaining a more varied sample) versus sampling their parents.

This age group was chosen because Savage and Gauvain (1998) found that, when compared to European Americans, Mexican American mothers expected children to be older (usually of high school age) when they would be able to be part of decision-making in personal care and after-school activities. Hispanic parents may be viewed as “authoritarian” during their children’s early adolescence because they are not granting psychological and behavioral autonomy as early as European American parents. Psychological and behavioral autonomy are the types of independence commonly measured by current parenting scales (e.g., Dornbusch et al., 1987). Middle school children have a moderately developed sense of ethnic identity (Rotheram & Phinney, 1987), but are still under the general influence of their parents. This is also a period, at least within mainstream European American culture, when children undergo a transition in which autonomy begins to be more actively negotiated with parents.

Additionally, sampling from only one ethnic group and refraining from conducting a cross-cultural comparison is an approach suggested by many researchers for a variety of reasons (American Psychological Association, 2002; Fisher et al., 2002; Fisher, Jackson, & Villaruel, 1998; Schweder, Goodnow, Hatano, LeVine, Markus, & Miller, 1998; Tucker & Herman, 2002; Zepeda, 2003). First, it shifts perspectives from one of comparison to one in which “the goal is to understand what people say and do from the perspective of insiders to the culture, to render them intelligible within their own collectively shared interpretive

frameworks” (Schweder et al., 1994, p. 869). Additionally, focusing on Hispanics alone helps address differences due to within-group variability in areas such as gender, SES, acculturation and ethnic identity (Zepeda, 2003), particularly because these variables have ramifications for how parenting is carried out. Also, focusing just on Hispanics increases the power of the analyses, allowing for within-group analyses. If the measure developed is psychometrically sound, other researchers will be encouraged to use the parenting scale in other populations, but with the stipulation that it views parenting the way Latinos view parenting and may not capture all that is “capturable” within a different cultural population. Nevertheless, as Azmitia and Brown (2000) suggest, once in-depth analyses of the Hispanic population are conducted, then it is more feasible and appropriate to compare and contrast Hispanics with other ethnic groups.

Measures

Demographic information. This was collected during administration of the measure using the form in Appendix D. It was the same demographic survey administered during Phase 1 data collection. Questions requested information on grade, age, gender, nationality, parents’ education and occupations, and generational status. As in Phase 1, students were given a verbal instruction about how to complete the item stating “You are....”

Socioeconomic status (SES). SES was measured by comparing students’ report of parent occupations to Hollingshead’s (1957) 7-point occupational scale. Students were also asked about their parents’ educational attainment (Steinberg, Mounts, Lamborn, & Dornbusch, 1991) based on six educational levels: less than grade nine education, at least some high school, a trade certificate or other diploma, other non-university education, some

university or the completion of a university degree (See Appendix D). A modified Hollingshead's Index of Social Position was utilized as the measure of SES. The ranking of educational attainment was based on that of Steinberg et al. (1991) (i.e., instead of a range of 1-7, the educational ranking had a range of 1-6). Scores were calculated individually for each biological parent as follows: (1) the parent's occupation was assigned a value from 1-7 and this value was then multiplied by 7, (2) the parent's educational attainment was assigned a value of 1-6 and this number was then multiplied by 4, (3) the values obtained at steps 1 and 2 were summed to obtain a total score. Mother's and father's total scores were compared, and the lowest of the two scores was retained as the measure of SES for that child's household. A low Hollingshead's Index score indicates higher social position whereas a high Hollingshead's Index Score indicates lower social positioning.

The new Hispanic parenting measure, *How I Am Raised (HIR)*, included a total of 62 items (See Appendix F). Sixty of the items were developed during Phase 1 of this study, and 2 of the items attempted to screen invalid measures (e.g., "I breathe everyday" and "My parents expect me to read five newspapers a day."). Unfortunately, these items did not work well to screen participant responses because students revealed in discussions that they often misinterpreted the questions. For example, they might answer "not true" or "somewhat true" to item "I breathe everyday" and explain they were not "breathing" all the time since sometimes they held their breath.

Procedure

Active consent for students participating in Phase 2 was sought by sending letters (in Spanish and English) home to the parents of the targeted children. Letters were sent home

with the students, who were asked to return the forms to the school. If students brought back the consent form (either signed or not signed) they received a decorated pencil as an incentive. Approximately 5% of the students brought back the consent form signed when this method of recruitment was employed. Another more successful method was approaching parents directly via parenting meetings, school open houses, and during after school pick-up time. Direct parent access allowed for almost a 100% return response rate since all parents, except for 2, agreed to have their child participate . The study was described to them, they previewed the survey, and they were able to ask any questions they had about the study. Students in a special education program were included only if that program was able to provide a measure of academic achievement as needed by this study (e.g., students who were on the special diploma track due to a mental handicap were not included; this requirement excluded students who were in any programs for the mentally handicapped). Immediately before administration of the measure, students were given an oral and written description of the study. They were then asked to sign an assent form (Appendix H) if they were willing to participate. As an incentive for participation, students completing the measures were entered in a drawing within each school for a \$100 gift certificate.

The new 60-item parenting measure was administered to students during the school day for approximately 30-45 minutes. During the times agreed upon with the school staff, students were pulled out of their classrooms in groups and asked to come to the library or an available open classroom.

Results

Exploratory Factor Analysis

With the purpose of item reduction and identification of factor structure in mind, I chose two extraction methods for this stage of the analysis: Principal Components Analysis (PCA) and Principal Axis Factoring (PAF). In general, PCA is preferred for data reduction and PAF is preferred to detect structure. Both PCA and PAF provide methods with which to achieve the initial purposes of the Phase 2 analyses, albeit independently. In addition, PCA and PA are the two most common extraction methods utilized by researchers conducting factor analyses (StatSoft, Inc., 2006).

PCA utilizes all the variance of the data (common and unique). Therefore there are two caveats to this method in the context of my data set: (1) it maximizes the variance accounted for by the first factor extracted, and (2) it assumes orthogonal (uncorrelated) components. I did not expect an initial principal component nor did I assume that the theorized factors are orthogonal. Nevertheless, one can still utilize oblique rotation methods (mathematically allowing factors to correlate with each other with the PCA extraction method). The PAF method allows for factors to correlate with each other and mathematically only utilizes the variance that all factors have in common and excludes unique variance.

I analyzed the data using multiple oblique rotations in SPSS with the PAF extraction method and all possible oblique rotations in SPSS with the PCA extraction method. The oblique rotations consisted of the Promax and the Direct Oblimin rotations. I chose to limit the exploratory factor analysis to the oblique rotations because the factors were expected to

correlate with each other. Orthogonal rotations assume the factors are uncorrelated, therefore they were not included in the analyses.

For all analyses, I specified that the missing item responses be replaced with the mean of the sample for that item. Missing value percentages were low because students were asked during administration to fill in any skipped answers. For the MEIM, PPS, HIR, and BAS, only 0.2% of responses were missing. For the Harter, 0.3% were missing, and for SES 1.9% of responses were missing. I also specified that any loadings below .40 not be displayed in the output. I specified that eigenvalues above 1 be extracted. I allowed 100 maximum iterations for convergence for both extraction methods and rotations. All Promax rotations were maintained at a Kappa level of 4. For all direct Oblimin rotations, delta was set at zero. Kappa and delta values were left as the default values suggested by the statistical program used.

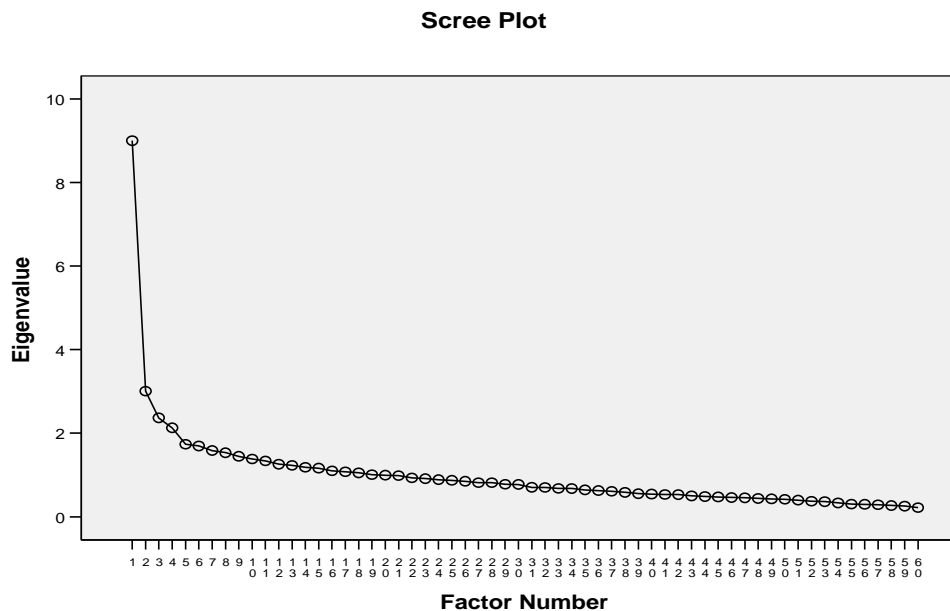
The results are organized as follows: first, non-rotated solutions utilizing the two extraction methods of Principal Components Analyses (PCA) and Principal Axis Factoring (PAF) are presented as are scree plots analyzed to guide the analyses. The analyses were run utilizing only the oblique rotation methods under each extraction method allowing for only 5, 6, or 7 factors due to the results of the scree plot and in keeping with the a priori hypothesis of 7 factors. Based on the results, I chose the Promax rotation under the PCA extraction method, conducted item analysis based on these 7 factors. Finally, items were chosen for the Phase 3 measure based on the factor structure and item analysis. To facilitate review of the material, Table 6 lists the items used in Phase 2 along with each item number and the construct it corresponds to.

Table 6. Original 60 items with their Corresponding Item Number Categorized by Theorized Constructs

Theorized Construct	Item #	Item Content
Familismo	1	My parents say family comes before friends.
	8	My parents tell me that I give my family a bad reputation when I don't behave well.
	15	If I have a party with friends at the same time that I have a party with family, my parents say I have to choose the family party.
	23	My parents use the phrase "family first" ("la familia primero").
	30	There is a day in the week that my family considers a "family day."
	37	My family eats together at least once a day.
	44	I know about most of my family's problems.
	51	When I am making an important decision, my parents expect me to talk to the family about it first.
	57	My family and I do many activities together.
	62	My parents say that I should <u>not</u> talk about my problems to people who are <u>not</u> part of my family.
Instrumental Independence	2	I do not have chores, but I am expected to help around the house without being asked to do so.
	9	My responsibility is to keep my room clean.
	16	It is my responsibility to do well in school.
	24	My parents give me chores to do around the house.
	31	I am expected to help take care of younger brothers or sisters.
	38	I am expected to help take care of other family members who need help.
	45	I am expected to wash my own clothes.
	52	I am expected to take out the garbage.
Emotional Support	3	When I have a problem at school, I feel comfortable talking about it with my parents.
	10	When I have trouble with another girl or boy, I feel comfortable telling my parents about it.
	18	When I don't do well in school, my parents want me to talk to them about it.
	25	My parents are proud of me.
	32	My parents encourage me.
	39	My parents are affectionate with me.
	46	My parents are there for me when I need to talk to them.
53	I can tell my parents almost anything.	
Respeto	4	My parents feel sad when I behave badly.
	11	My parents are embarrassed when I behave badly.
	19	My parents say that I should respect my elders.
	26	My parents say that I should obey my aunts and uncles.
	33	My parents say that I should obey my teachers like I obey them.
	40	My parents do not allow me to talk back to them.
	47	My parents tell me to be polite to others even if they don't treat me well.
	54	My parents say that others in the world will treat me well if I treat them with respect.
58	If I am upset about something, my parents tell me I should keep it to myself.	
Decision Making	5	I am involved in family decisions.
	12	If I have a friend who my parents don't like, I'm not allowed to be with them.
	20	My parents let me pick my clothes, but there are some clothes that they won't let me buy.
	27	My parents let me make my own decisions.
	34	My parents have the right to tell me what to do.
	41	My parents help me make my decisions.
	48	My parents let me decide where I go out for fun on the weekends, but there are places I'm not allowed to go to.
	55	My parents restrict me from certain people.
59	My parents restrict me from certain activities.	
Supervision	6	My parents know who my friends' parents are.
	13	My parents know who my friends are.
	21	My parents know where I am at all times.
	28	I do activities outside of school that my parents don't know about.
	35	I do activities outside of school without my parents.
	42	My parents let me go out during the <i>school week</i> .
	49	If I go out on a <i>weekend</i> , my parents expect me to be back by a certain time.
	56	I can go out without my parents, but I still have my friends' parents with me.
61	I am not allowed to go out unless I am with an adult from my family.	
Discipline	7	My parents ground me if I am in trouble.
	14	My parents talk to me if I am in trouble.
	22	My parents yell at me if I am in trouble.
	29	My parents send me to my room if I am in trouble.
	36	My parents take away my privileges if I am in trouble.
	43	My parents ignore me when I do something I shouldn't do.
	50	My parents let me know when I do something wrong.

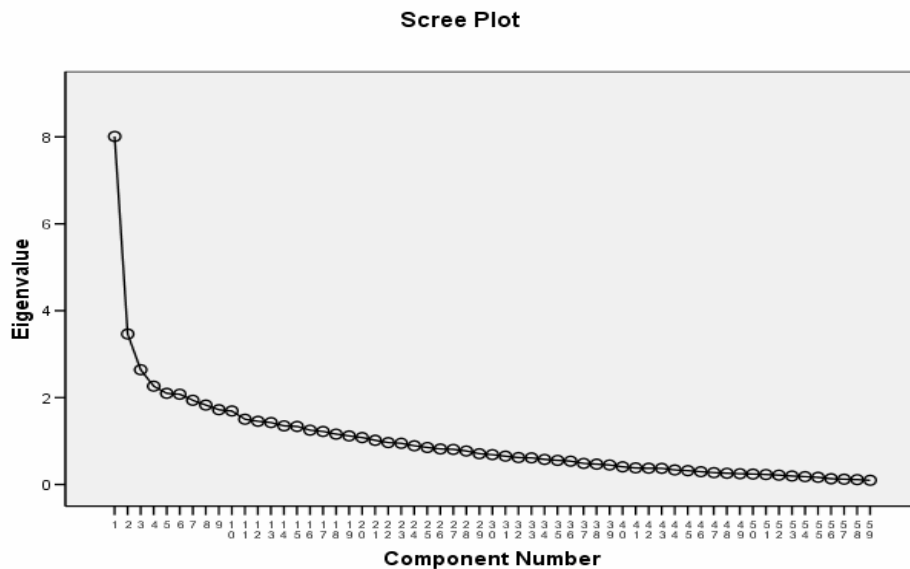
Principal axis factoring. First the data were analyzed utilizing no rotation and no limit of factors extracted under the PAF extraction. A total of 19 factors was extracted. The eigenvalue of the first factor (9.004) was three times as much as the eigenvalue for the second factor (3.007), and the variance accounted for by the first factor (15.007) was approximately three times as much as the variance accounted for the second factor (5.012) therefore indicating a strong initial factor and making the case for a unitary factor of parenting (Hattie, 1985; Lord, 1980; Riese & Waller, 1990). The scree plot indicated a 4- or 5-factor solution (See Figure 2). Out of 60 items, 25 of the items had a loading higher than .40 on the first factor. Only three items had an absolute value higher than .40 on any other factor, and one of those items cross-loaded onto factors 3 and 5.

Figure 2. Plot of eigenvalues from the factor analysis of the new parenting measure utilizing PAF extraction method, no rotation



Principal components analysis. Factor analyses were also run utilizing the PCA extraction method with no rotation and no limit to the number of factors extracted. Just like the PAF method, 19 factors were extracted. The eigenvalues and percent of variance accounted for by the first and second factors of the unrotated solution were identical to those of the solution extracted using the PAF method. Therefore, the same 3:1 ratio principal applied in this case when deciphering dimensionality. The results suggest a strong general factor of parenting. The scree plot was also similar to that of the unrotated PAF solution (see Figure 3), but suggested a 4- or 5-factor solution. A total of 26 items had factor loadings higher than 0.40 on the first factor (instead of 25 like the solution extracted using the PAF method). These items were identical to those that loaded onto the first factor of the PAF unrotated solution with the addition of item 26. The only item that cross-loaded higher than .40 was item 48 (onto factors 1 and 18).

Figure 3. Plot of eigenvalues from the factor analysis of the new parenting measure utilizing PCA extraction method, no rotation



Comparison of PCA and PAF

The one-factor structure method implied by the eigenvalues from the unrotated solutions did not allow for further reliability and confirmatory factor analyses, nor did it allow for testing of the categories determined a priori to Phase 2. Therefore, it was decided to explore the data by limiting the number of factors that could be extracted to four, five, six, or seven. This range was chosen because the scree plots suggest the factor structure could include four or five factors (instead of just one). Additionally, the items chosen for the Phase 2 measure were based on seven theorized categories determined a priori. Consequently, analyses were conducted that allowed for a set number of factors (4-7) utilizing both the PCA and PAF extraction methods with oblique rotations. Overall, PCA produced more items per factor than did the PAF extraction method and, therefore, produced all viable factors under all solutions (i.e., there were no one-item or two-item factors) even in the seven-factor solution. Only loadings above .40 were considered for interpretation.

In Appendix G, I have set the solutions side by side to illustrate the benefit of utilizing the PCA method over the PAF method. The benefit lies in more items per factor loading greater than .40. As discussed earlier, having more items allows for a better alpha per scale and more flexibility in choosing items to be deleted.

For the item analysis, I chose to work with the seven-factor solution utilizing the PCA extraction method with a Promax rotation because it allowed for the greatest number of items to load greater than .40 onto the 7-factor structure. Additionally, content analysis revealed that it was the most congruent with the theorized constructs from Phase 1. The final table in Appendix G provides the correlations among factors. The most highly correlated factors were factors 1 and 3 ($r=.45$) and the lowest correlation was between factors 1 and 7 ($r=.00$).

Item Analysis

I conducted reliability analyses for each factor of the PCA Promax seven-factor model as a scale. I deleted items with poor item-total statistics even though some scales were reduced to three items. Table 7 provides the results from the reliability analyses. Deleted items are highlighted. Table 8 provides the item content along with the recalculated alpha statistics for each subscale as well as item loadings from the PCA Promax seven-factor solution. It should be noted that three of these subscales (Emotional Attachment, Decision-Making, and Proper Demeanor) had less than acceptable reliability ($<.60$).

Factor Labels in the Context of Hypothesized Categories of Parenting Behavior

Initial hypothesized categories were based on the results of the group interviews conducted during Phase 1. Seven areas of behavior emerged: Familismo (emphasis on the family network), Respeto (includes deference to authority and polite treatment of others), Instrumental Independence (being able to care for the self in terms of grooming, toileting, homework, etc.), Discipline (methods utilized by the parent to increase obedience), Supervision (the parents' knowledge of the child's activities and whereabouts), Decision-Making (differing scenarios in which a child is allowed to make choices for him or her self), and Emotional Support (parental aid in a child's emotional world).

Table 7. Reliability Analysis of the Factors from the PCA Promax 7-Factor Model

Factor	Cronbach's α	Cronbach's α Based on Standardized Items	N of Items	Item No.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's α if Item Deleted
Factor 1	.691	.711	10	HIR16	23.78	7.176	.391	.226	.670
				HIR32	23.98	6.465	.442	.243	.652
				HIR26	23.96	6.647	.390	.179	.661
				HIR2*	24.33	6.807	.174	.052	.711
				HIR33	24.00	6.391	.454	.250	.649
				HIR38	24.16	6.225	.430	.231	.652
				HIR9*	23.99	6.902	.284	.124	.679
				HIR34	23.90	6.785	.402	.183	.661
				HIR54	24.04	6.546	.387	.209	.661
				HIR40*	24.06	6.645	.288	.096	.681
Factor 1 with poor items deleted	.717	.725	7	HIR16	16.06	4.248	.431	.240	.693
				HIR32	16.25	3.738	.445	.247	.681
				HIR26	16.25	3.813	.417	.183	.688
				HIR33	16.28	3.610	.484	.256	.670
				HIR38	16.43	3.569	.428	.197	.688
				HIR34	16.18	4.004	.409	.179	.690
				HIR54	16.32	3.726	.426	.213	.686
Factor 2	.648	.649	7	HIR61	12.04	6.940	.340	.142	.617
				HIR12	12.03	6.963	.323	.111	.622
				HIR15	11.84	6.789	.361	.175	.611
				HIR59	11.84	6.992	.375	.188	.607
				HIR23	11.64	6.854	.372	.182	.607
				HIR30	11.97	6.782	.342	.149	.617
				HIR55	11.78	6.827	.390	.202	.602
				HIR35r*	7.2283	2.499	.298	.090	.672
Factor 3	.465	.472	4	HIR 43r	7.4013	1.825	.289	.112	.373
				HIR 58r	7.5016	1.790	.226	.066	.439
				aHIR53	7.5178	1.887	.240	.090	.419
				aHIR39	7.3657	1.869	.319	.137	.350
Factor 4	.643	.651	4	HIR3	6.9293	2.247	.527	.327	.498
				HIR10	6.9293	2.234	.498	.311	.518
				HIR21	6.6174	2.766	.401	.166	.594
				HIR35r*	7.2283	2.499	.298	.090	.672
Factor 4 with poor item deleted	.672	.669	3	HIR3	4.92	1.155	.551	.316	.484
				HIR10	4.92	1.123	.535	.306	.510
				HIR21	4.61	1.600	.387	.151	.694
Factor 5	.633	.634	4	HIR7	6.51	2.368	.475	.264	.518
				HIR29	6.65	2.255	.498	.271	.498
				HIR36	6.39	2.511	.475	.248	.524
				HIR22*	6.56	2.890	.227	.053	.689
Factor 5 with poor item deleted	.689	.690	3	HIR7	4.37	1.454	.512	.262	.586
				HIR29	4.51	1.394	.511	.262	.589
				HIR36	4.25	1.603	.493	.243	.613
Factor 6	.508	.509	4	HIR44	6.53	1.634	.353	.127	.386
				HIR27	6.81	1.937	.262	.082	.469
				HIR48	6.50	1.667	.278	.087	.460
				HIR5	6.64	1.699	.311	.097	.426
Factor 7	.445	.448	5	HIR8	8.05	2.773	.364	.201	.285
				HIR11	7.65	3.006	.327	.201	.323
				HIR52*	7.77	3.401	.102	.021	.488
				HIR45	8.08	3.249	.193	.055	.419
				HIR4	7.23	3.432	.200	.073	.412
Factor 7 with poor item deleted	.488	.488	4	HIR8	6.12	1.960	.370	.196	.328
				HIR11	5.72	2.137	.349	.200	.356
				HIR45	6.15	2.404	.179	.049	.514
				HIR4	5.30	2.455	.249	.070	.447

*highlighted items were deleted due to poor item-total statistics and reliability was recalculated without these items
r=reverse-scored

Table 8. Content and Reliability of Each Factor from the PCA Promax 7-Factor Model After Item-Deletion from Item Analysis*

Factor	Loading	Item#	Items loading .40 or greater onto the factor
1 Respeto $\alpha=.717$	.687 .593 .582 .482 .465 .424 .417	16 32 26 33 38 34 54	It is my responsibility to do well in school. My parents encourage me. My parents say that I should obey my aunts and uncles. My parents say that I should obey my teachers like I obey them. I am expected to help take care of other family members who need help. My parents have the right to tell me what to do. My parents say that others in the world will treat me well if I treat them with respect.
2 Familismo $\alpha=.648$	.597 .538 .516 .514 .512 .476 .453	61 12 15 59 23 30 55	I am not allowed to go out unless I am with an adult from my family. If I have a friend who my parents don't like, I'm not allowed to be with them. If I have a party with friends at the same time that I have a party with family, my parents say I have to choose the family party. My parents restrict me from certain activities. My parents use the phrase "family first" ("la familia primero"). There is a day in the week that my family considers a "family day." My parents restrict me from certain people.
3 Emotional Attachment $\alpha=.465$	-.597 -.543 .538 .506	43 58 53 39	My parents ignore me when I do something I shouldn't do. ** If I am upset about something, my parents tell me I should keep it to myself. ** I can tell my parents almost anything. My parents are affectionate with me.
4 Parent Knowledge/ Supervision $\alpha=.672$	.599 .538 .477	3 10 21	When I have a problem at school, I feel comfortable talking about it with my parents. When I have trouble with another girl or boy, I feel comfortable telling my parents about it. My parents know where I am at all times.
5 Discipline $\alpha=.689$	.697 .697 .696	7 29 36	My parents ground me if I am in trouble. My parents send me to my room if I am in trouble. My parents take away my privileges if I am in trouble.
6 Decision-Making $\alpha=.508$	.757 .553 .487 .402	44 27 48 5	I know about most of my family's problems. My parents let me make my own decisions. My parents let me decide where I go out for fun on the weekends, but there are places I'm not allowed to go to. I am involved in family decisions.
7 Proper Demeanor $\alpha=.488$	.547 .480 .429 .401	8 11 45 4	My parents tell me that I give my family a bad reputation when I don't behave well. My parents are embarrassed when I behave badly. I am expected to wash my own clothes. My parents feel sad when I behave badly.

*Please see Appendix G, Table G8 for a listing of all loadings, including those below .40. **Items are reverse-scored

Many of these (e.g., Respeto, Instrumental Independence, Familismo, Decision-Making) lie under the general heading of "Proper Demeanor" (acting in socially agreeable ways), which is a major socialization goal of Hispanic mothers. Aspects of Instrumental Independence fall under Proper Demeanor since it implies that the child will take care of him- or herself to the extent that other people will be impressed and relieved that they do not have to take care of the child. For example, Schulze et al. (2002) found that Puerto Rican mothers believe that a child should be toilet-trained so that the child will not be rejected but

rather socially accepted by others (in this case, allowed to enroll in school and be accepted by the teacher). Aspects of decision-making also fall under Proper Demeanor, where, if a child takes it upon him- or herself to make decisions that should be made by an adult, then he or she will be considered disobedient/brash by overstepping the adult's authority.

Consequently, a child who makes decisions only in instances in which it is appropriate to do so will be more socially acceptable than a child who does not.

Factor 1. I chose to label the first factor "Respeto" because all items deal with an aspect of Respeto (literally translated into "respect") (e.g. "It is my responsibility to do well in school"; "My parents encourage me"). Item #16 may be interpreted as respect for self and parents' wishes for the child. Item #32 is a form of parents respecting the child. Items #26 and #33 are face valid in their relationship to respect and deference to authority. Item 38 is related to respecting other family members' dignity by helping them when needed without being asked to do so. Item #34 inherently recognizes that the child respects the parent's authority over him/her. Item #54 is face valid in its relationship to respect.

Factor 2. I chose to label the second factor "Familismo" because all items in some way relate to the boundaries set by parents between family members and those outside the family network (e.g. "I am not allowed to go out unless I am with an adult from my family"; "If I have a friend who my parents don't like, I'm not allowed to be with them"). Items #61, #15, #23, and #30 all have a face valid relationship with the concept that family networks are a priority in the Hispanic household. Items #12, #59, and #55 measure the implicit boundaries placed on the child's relationships and activities outside of the family circle.

Factor 3. I chose to label the third factor "Emotional Support" since all the items relate to parental emotional support of the child either when they misbehave (item #43), feel

upset (item #58), need someone to talk to (item #53), or simply need affection (item #39) (e.g. “My parents ignore me when I do something that I shouldn’t do”; “If I am upset about something, my parents tell me I should keep it to myself”).

Factor 4. I chose to label the fourth factor “Parent Knowledge/Supervision” since the items conjointly reflect different areas of parent knowledge or supervision over the child’s world, including the child’s difficulties at school, relationships, or whereabouts (e.g. “When I have a problem at school, I feel comfortable talking about it with my parents”; “When I have trouble with another girl or boy, I feel comfortable telling my parents about it”). This factor is closely related to the theorized factor of “Supervision” albeit in a broader context. In other words, the factor taps not only into knowledge of the child’s physical whereabouts (i.e., whom they are with and where they are) but also taps into knowledge of the child’s world of relationships and difficulties.

Factor 5. I chose to label the fifth factor “Discipline” as it includes the same items theorized to be under the category of “Discipline” a priori (e.g. “My parents ground me if I am in trouble”; “My parents send me to my room if I am in trouble”). All items are face valid in their measurement of strategies parents utilize to discipline their children.

Factor 6. I chose to label the sixth factor “Decision-Making” as theorized since all items measure the different boundaries in the areas the child is allowed to be a part of decision-making either jointly with others or independently (e.g. “I know about most of my family’s problems”; “My parents let me make my own decisions”). In addition, the factor taps into the fact that decision-making may not only include decision-making related to self but also related to decisions to be made for other individuals or entities (items #44 and #5).

Factor 7. I chose to label the seventh factor “Proper Demeanor” because this factor measures how the child is taught to be the least disruptive/disagreeable to others, especially in the household (e.g. “My parents tell me that I give my family a bad reputation when I don’t behave well”; “My parents feel sad when I behave badly”). I chose “Proper Demeanor” instead of “Instrumental Independence” because it appears the factor is measuring more than simply self-care expectations but rather the degree to which the child is sensitive to the consequences of one’s actions on others. Therefore, Proper Demeanor, which, as mentioned earlier in the introduction to this section, is related to several of the above factors, is an appropriate label for this factor because the items simultaneously measure intertwined aspects of emotional support (from the child to the family), familismo (as an emotional boundary), discipline (the child will not misbehave if others will be hurt), decision-making (the child has a choice as to whether he will be agreeable or not), instrumental independence (taking care of oneself in public and at home so as to be as pleasant/agreeable as possible, “caer bien”), and respeto (the child respects family members by not embarrassing/hurting them).

Discussion

The new Hispanic parenting measure holds promise as a research tool. Despite item reduction, the measure still covers a wide variety of relevant domains within the Hispanic parenting literature. The number of items was increased from the proposed 20 to 32 items to ensure sufficient empirical strength as well as content coverage of the seven theorized categories. It was expected that the new measure will have unique predictive value for the researcher studying Hispanic parenting because the factors that emerged seem to be

measuring the theorized categories of familismo, respeto, and proper demeanor – all of which are reportedly unique characteristics of the Hispanic culture.

The strength of the new parenting measure lies in its test construction. Nunnally and Bernstein (1994) warn of the inadequacy of using either a purely rational approach to test construction or a purely empirical approach to test construction. In Phase 2, I attempted to incorporate both rational and empirical methodology to select the best items for this new parenting measure.

However, a potential weakness of the new parenting measure is the factor structure prior to rotation. Exploratory factor analyses originally indicated a unitary factor structure. Nevertheless, I imposed a seven-factor structure based upon the seven categories that emerged during Phase 1 in order to create meaningful subscales for predictive research. Additionally, the scree plot indicated the existence of multiple factors (see Figures 2 and 3). A unitary parenting factor would be difficult to interpret when it came time to describe relationships between Latino parenting and adolescent outcomes. In the seven factor solution chosen, the items loading onto each factor had sufficiently recognizable relationships to each other within each factor. The solution was the best “fit” in comparison to the other factor-restricted solutions in terms of statistical and construct validity. On the other hand, these “relationships” were not as I would have liked when considering their face validity. For example, “My parents encourage me” does not have face validity as related to the Respeto factor that it loads onto. “My parents restrict me from certain activities” is another item that has little face validity when compared to the factor it loads onto (Familismo). Additionally, the reliability for three of the subscales (factors 3, 6, and 7) was below the “acceptable” levels according to George and Mallery (2003). Despite these concerns, I decided to move

forward with the 32 items listed in Table 8 because these items were chosen using both a rational and empirical approach to test construction, with the intent of producing the best item-selection possible (Nunnally & Bernstein, 1994).

Phase 3

The final stage of this study examined the reliability of the new measure's items chosen in Phase 2 as well as its validity. The overall purpose was to address the lack of construct validity in current measures of parenting for Hispanic families. Therefore, this final stage examined the validity of the new measure while statistically controlling for acculturation, ethnic identity, SES, and generational status. It was expected that, based on Phase 2 results, the new measure's subscales would have at least acceptable reliability, and would account for a significant amount of unique variance above and beyond mainstream measures of parenting as represented by the Parenting Practices Survey (PPS) (Lamborn et al., 1991). It was also expected that the new measure's subscales would be moderately correlated with the PPS factors because of foreseeable overlap between parenting constructs in the U.S. culture and in the Hispanic culture.

Method

Participants

Participants in Phase 3 were all recruited in Miami from both public and private Catholic schools. The majority were recruited from the Catholic schools because of the accessibility to the students that was provided to the author; in contrast, recruitment and accessibility to the students in the public schools was very limited. A total of 131 students participated in the study, although only 105 of them were included in the final analysis due to either a missing dependent variable measure ($n=25$) or a student not completing the measure

appropriately ($n=1$). The 25 participants missing a dependent variable were recruited from the public schools, which turned out to have a different grading system from that of the private school students. Of these 25 students, only 14 would have been included in the analyses if the grading system was comparable, because the other 11 students did not have a TRF completed by their teacher. These 25 students were mostly of Cuban descent (61%), mostly in 7th grade (52%), half male (57%), and mostly 12 years old (57%). The remaining 105 students were all from parochial schools.

Table 9 provides a summary of the sample characteristics of Phase 3. Compared to the Phase 2 participants, Phase 3 had a higher percentage of Hispanics from the Caribbean and a lower percentage of Hispanics from Central America. On average, Phase 2 participants were of lower SES [$\chi^2(40, N=388)=97.56, p=.000$], were more likely to be foreign born [$\chi^2(1, N=415)=20.91, p=.000$], and differed in the breakdown of reported nationalities, [$\chi^2(15, N=413)=87.84, p=.000$]. Participants in Phases 2 and 3 did not significantly differ in the number of years they had lived in the U.S., $\chi^2(31, N=419)=39.06, p=.152$.

Predictor Measures

Socioeconomic status (SES). SES was measured as it was in Phase 2.

Generational status. Generational status was measured by asking students to report the number of years they had lived in the United States and which relative was the first in their family to come to the United States from their country of origin (See Appendix D). A child was assigned a rating of 1st generation (Score = 1) if he or she was born in another country. If the child was born here but neither parent was, then he or she was allotted a score of 2 for 2nd generation.

Table 9. Sample Characteristics for Phase 3.

	Gender	
	Boys	Girls
N	49	56
Mean Age	12.45	12.30
Percent in Each Grade		
6 th	32.7	33.9
7 th	28.6	16.1
8 th	38.8	50.0
Percent of Each Nationality		
Cuban	69.4	55.4
Mexican	0	0
Puerto Rican	0	0
Dominican	2.0	0
Columbian	0	3.6
Peruvian	0	1.8
Venezuelan	0	0
Nicaraguan	6.1	3.6
Other Hispanic	2.0	1.8
2 or More Hispanic Nationalities	14.3	21.4
Hispanic Mixed with Non-Hispanic	6.1	12.5
Percent of Each Quartile of Hollingshead Index of Social Position		
1 st – Highest SES	42.9	35.7
2 nd	28.6	41.1
3 rd	20.4	19.6
4 th – Lowest SES	8.2	3.6
Percent of Generational Status		
First Generation	12.2	12.5
Second Generation	49.0	53.6
Third Generation	34.7	32.1
Fourth Generation	4.1	1.8

If the child was born here and at least one parent was also born in the United States, then he or she was considered a 3rd generation American (Score=3). If a child was born here and at least one parent and one grandparent was born in the United States, then the child was considered a 4th generation American (Score = 4).

Information on *Race/Ethnicity* was obtained by asking students to identify their perceived race/ethnicity from a list of nations of origins. They included: (1) Mexican, (2) Cuban, (3) Puerto Rican, (4) Dominican, (5) Other, Please Specify , (6) Mixed, 2 or more Hispanic Nationalities, Please Specify _____, (7) Mixed Hispanic with Other Ethnic Background (White, African American, etc.). The same verbal instructions from Phase 1 and 2 were given to clarify for participants how to complete this item.

Ethnic identity. Ethnic Identity was measured using a 24-item scale developed by Phinney (1992) called the Multigroup Ethnic Identity Measure (MEIM). Five of the items assess adolescents' affirmation and sense of belonging to their ethnic group in a subscale called "Affirmation and Belonging" (e.g., "I am happy that I am a member of the ethnic group I belong to."). Seven items assess the extent to which adolescents have explored the meaning of their ethnicity in the subscale "Ethnic Identity Achievement" (e.g., "I have spent time trying to learn about my ethnic group, such as its history, traditions, and customs"). Two of the items measure "Ethnic Behaviors" (e.g., "I participate in cultural practices of my own group, such as special food, music, or customs"). For all regression analyses, a MEIM Total Score was used. The Total Score only incorporates items from the three scales listed above. An additional six items of the MEIM form the "Other-Group Orientation" subscale. Other items in the MEIM scale ask the adolescents to identify their ethnicity (open-ended) and parents' ethnic background. Alpha for this scale was reported to be equal to .84 (Phinney et al., 2001). For the current sample, alpha for the total scale score was .78.

Acculturation. Acculturation to mainstream American culture was measured using an instrument of acculturation developed by Szapocznik, Scopetta, Kurtines, and Aranalde (1978) (see Appendix C). This Behavioral Acculturation Scale (BAS) measures behaviors (and not values) that can change as acculturation occurs (e.g., "What sort of music do you listen to? (1) Hispanic all of the time, (2) Hispanic most of the time, (3) Hispanic some of the time and American other times, (4) American most of the time, (5) American all of the time"). Although the most current view of acculturation is a dynamic process that includes an incorporation of both cultures (in which an individual can be highly involved in both their original culture and their host culture), for the purposes of this study, acculturation was

considered on a spectrum with the two cultures (original and new) at opposite poles of the spectrum. The measure has scores that are unit weighted. Therefore, the total score consists of the sum of a person's response weights to each item. Scores can range from 24 to 120, with a score of 24 indicating minimum acculturation. Two of the items ("What language do you speak at work?" and "My way of relating to my fiancé is") were changed to be more appropriate for adolescents' stage of life ("What language do you speak with your neighbors?" and "My way of relating to my best friend is:"). Additionally, since the BAS allows anchors to be changed to correspond with the respective host and immigrant cultures, they were changed from "Cuban" to "Hispanic." The coefficient alpha for this scale was reported at .97 (Szapocznik et al., 1978). For the current sample, reliability was .92.

Parenting practices survey (PPS). The PPS is a 22-item measure assessing three areas of parenting practices: Psychological Autonomy, Strictness/Supervision, and Warmth/Acceptance-Involvement (Lamborn et al., 1991; see Steinberg, Elmen, & Mounts, 1989, regarding development of the scale). For the students' survey, items were described as "A set of questions about the parent(s) or guardian you live with." Total scores for each of the three factors were calculated as the total sum of the item responses. Item responses were standardized in order to give equal weight to all items, particularly for the Strictness/Supervision Scale in which items had different scaling.

Items measuring Psychological Autonomy (9 items total) and Warmth/Acceptance-Involvement (9 items total) were presented as behaviors a parent might exhibit (e.g., for Psychological Autonomy: "My parents say you shouldn't argue with adults;" for Warmth/Acceptance/Involvement: "I can count on my parents to help me out, if I have some

kind of problem”). Students were asked to rate how strongly they agree with the items on a four-point likert scale from “Strongly agree” to “Strongly disagree”. For the Strictness/Supervision scale, two of the items were presented as multiple choice questions (e.g., “In a typical week, what is the latest you can stay out on *School Nights (Monday-Thursday)?*”), and participants were asked to choose their responses from the following: (1) I am not allowed out, (2) Before 8:00, (3) 8:00 to 8:59, (4) 9:00 to 9:59, (5) 10:00 to 10:59, (6) 11:00 or later, (7) As late as I want. For the two other items assessing Strictness/Supervision, students indicate how much their parents know or try to know about their activities in three areas: “where I go at night, what I do with my free time, and where I am most afternoons after school” (Lamborn, et al., 1991). Participants select their response from two three-point scales (Don’t Try, Try a Little, Try a Lot, or Don’t Know, Know a Little, Know a Lot).

The Strictness/Supervision factor has a reported alpha of .76 and the Warmth/Acceptance-Involvement factor has a reported alpha of .72 (Lamborn, et al., 1991). For the Psychological Autonomy factor, the alpha has been reported as being in excess of .80, but no exact number has been given in past studies (based on the CRPBI subscales of acceptance and psychological control; Schwartz, Barton-Henry, & Pruzinsky, 1985, as cited in Steinberg, Elmen, & Mounts, 1989). For Hispanics, Steinberg and colleagues (1991) report alphas between .63-.68 for the Warmth/Acceptance-Involvement scale, .73-.82 for the Strictness/Supervision scale, and between .62-.72 for the Psychological Autonomy scale. Factor analyses indicated that the basic structure for Hispanics was identical to that of Caucasians, African Americans and Asian Americans. The above information was taken from the psychometric evaluation of the PPS during its scale development; Hispanics were included, but they were not consulted for item content development. For the current sample,

alphas for the Strictness/Supervision, Warmth/Acceptance-Involvement, and Psychological Autonomy factors were .76, .62, and .64, respectively.

Youth Outcome Measures

Academic achievement. Academic achievement was measured using students' final English, Math, and Reading grades for the trimester in which they completed the survey. Grades were based on a range of 1-100 with 100 being the best possible score.

Behavioral adjustment. Behavioral adjustment was measured in two ways. One way was by computing the total number of discipline referrals a student received over the trimester period during which the student completed the measure. Table 10 details the offenses that merit a discipline referral for students from the private schools. This information was obtained from school records. These are labeled "minor" and "major," but for the purposes of the analyses these distinctions were not made since doing so would considerably reduce variability. Very few students received referrals overall ($N=23$), and out of these students, only a few received more than one referral (1 referral: $N= 11$; 2 referrals: $N= 7$; 3-5 referrals: $N=5$). Additionally, because of the above reasoning, only the total number of referrals was recorded when the data were collected. For each student, the total number of minor and major demerits comprised the behavioral adjustment score.

Table 10. List of Offenses that Lead to a Discipline Referral.

Demerits are given to the student depending on the infraction and at the teacher's discretion:	
MINOR OFFENSES	
1.	Gum chewing at any time
2.	Eating or drinking outside of the lunch area at any time
3.	Interrupting or disturbing a class, the changing of classes, a church function, any special program and/or assembly
4.	Visiting or loitering in classrooms, restrooms, the church, or any other non-designated area without permission and/or a pass
5.	Neglecting to wear the complete uniform properly – this includes, but is not exclusive to negligence or inappropriateness in personal appearance and grooming such as the wearing of color nail polish and/or makeup, excessive or inappropriate jewelry, not tucked or unbuttoned shirts/blouses or lack of belt on uniform or jeans on special occasions such as Dress Down Days
6.	Inappropriate hairstyle – Hairstyles which are not appropriate for school include dyed hair, highlights or streaks, shaved or closely cropped hair (less than a #2 blade) or fad cuts. The hairstyle must be immediately rectified before the student is allowed to return to school. If the hair is cut too short or is too long, the student will be suspended until the hair reaches the appropriate length. No excuses will be accepted.
7.	Unexcused tardiness to class
8.	Willful violation of the safety rules and/or ignoring instructions of the safety patrol
9.	Using the restrooms to change clothes for non-school activities
10.	Lack of cooperation towards a teacher including refusing to complete an assigned punishment or submitting parent's signature as requested on tests, demerits, etc.
MAJOR OFFENSES:	
1.	Disrespect, lying, cheating, and/or disobedience to authority
2.	Causing an unruly and/or serious disruption during school; at an after school meeting, activity, or game/sport; or at any school/ school related function
3.	Pushing, bullying, hitting, and/or intimidating and/or disrespecting other students
4.	Destroying or defacing school, church, faculty or other students' property
5.	Forging of signatures
6.	The use of offensive, vulgar language and/or profanity, using improper gestures, or having in your possession pictures and/or materials of such a nature
7.	Not reporting for a detention or in compliance of any disciplinary consequence
8.	Use or abuse of another student's property including but not exclusive to books, supplies, and physical education equipment.

The second way behavioral adjustment was measured in the classroom was by the Achenbach Teacher Report Form (TRF) for Ages 6-18 (Achenbach, 1991). This is a 118-item paper and pencil measure completed by each child's teacher. The measure provides raw scores, T-scores, and percentiles based on teachers' ratings of the child for how true each item is now or was within the past two months. The ratings are made using a 3-point scale: (1) Not True (as far as you know), (2) Somewhat or Sometimes True, (3) Very True or Often True. The measure breaks down problem behavior into three main categories of subscales: (1) Syndrome Scales, (2) ADHD Scales, and (3) DSM-Oriented Scales. For the purposes of

this study, only the Internalizing and Externalizing Problem Behavior Scales (Syndrome Scales) were utilized.

Self-ratings of competence. Self competence was measured by the Self-Perception Profile for Children (Harter, 1985), also known as the “What I Am Like” measure (WIAL). This is a 36-item measure assessing the adolescents’ perception about their competence in five domains: scholastic, athletic, behavioral conduct, physical appearance, and social acceptance. The measure also provides a measure of global self-worth. The measure asks students to rate their competence on a 4-point scale in a unique format where children first choose between two statements on opposite ends of a pole; then they are asked to rate how true for them is the statement they chose (See Appendix F). Reliability coefficients for these scales ranged from .71-.86 (Harter, 1985). For the Phase 3 sample, reliability ranged from .62 to .75. For this study, only the Global Self-Competence domain was utilized to assess validity of the HIR.

Procedure

Active consent for the adolescent participants in Phase 3 was sought three different ways. Initially, parents heard a presentation about the study during “Parents’ Night” in their respective schools. During this time, parents were given consent forms if they indicated they wished for their child to participate. Consent forms were in both English and Spanish. Parents were also approached during the first week of school as they dropped their children off. Finally, students were given these consent forms to take home and were asked to return the consent forms to the school. If students brought the consent form (either signed or not

signed) they received a colorfully decorated pencil as an incentive. Students were not solicited if they were in a special education program.

Almost all consents to participate were obtained utilizing the recruitment methods with direct parent access. No accurate response rate is available, since during parent night there was no general count of middle school parents. Hundreds of parents attended, but not all were parents of children in middle school since the schools targeted included grades pre-k through eighth grade. During parent night a general announcement was made for parents to complete the form. Then those parents that raised their hand were given a form to read and sign. Additionally, except for one parent, all that were approached as their children were dropped off consented for their child to participate. Finally, after exhausting the method of direct parent access, I gave the consent forms to any children that I did not have consents for already. Of these children, (approximately 100) approximately 2 returned the consent form via their teacher.

Immediately before administration of the measure, students were provided a description of the study and were asked to sign an assent form if they were willing to participate. The parenting measures were given as described in Phase 2 of this study, except students completed the reduced version of the measure (32 items) along with a variety of other measures that were used to assess construct validity. The order in which the measures were given was: Demographics, the new parenting measure, PPS, MEIM, BAS, and WIAL.

The TRF measure was given to teachers at the end of the trimester to provide adequate time to become acquainted with any new students. All student and teacher surveys were completed within approximately 1 month of each other.

Results

At this final stage of scale development, the new parenting measure (HIR) was analyzed to confirm reliability as well as to establish construct validity. It was expected that the HIR would provide unique predictive value beyond that of the established parenting measure (PPS) when predicting to discipline referrals, academic achievement, and behavioral adjustment. It was also expected that the HIR would have adequate reliability subscale scores and total score.

The regression analyses revealed that the HIR accounted for unique variance above and beyond the PPS when predicting adolescents' perceptions of global self-worth ($R^2\Delta = .08$). On the other hand, the measure did not provide unique predictive value for any of the other 6 dependent variables. Additionally, the measure's subscales had poor reliability (low Cronbach's Alpha).

HIR Reliability

For the Phase 3 sample, reliability for the HIR measure as a whole was $\alpha=.75$. Reliability values for the subscales were as follows: HIR Respeto scale $\alpha=.60$, Familismo scale $\alpha=.44$, Emotional Attachment $\alpha = .16$, Knowledge/Supervision scale $\alpha=.53$, Discipline scale $\alpha=.61$, Decision-Making scale $\alpha=.17$, and Proper Demeanor scale $\alpha=.34$.

All of the HIR subscales had less than acceptable reliability levels. Acceptable values of reliability in the early stages of predictive and construct validity are above .7-.8 (Nunnally & Bernstein, 1994). Additionally, when variables with poor reliability are entered as independent variables (IVs) into a regression equation, this may lead to underestimation of

the predictive value of the IV with poor reliability (Type II error) and overestimation of the variance accounted for by the other IVs in the same equation (Type I) (Osborne & Waters, 2002). In light of these concerns regarding poor reliability, the subscales with reliability values of less than .5 (the 4 subscales of Familismo, Emotional Support, Decision-Making, and Proper Demeanor) were not examined as separate IVs. Neither were regression analyses utilized to examine the HIR measure as a whole because conceptually the results would not be interpretable. While acceptable levels of reliability are above .7-.8, HIR subscales between .50 and .61 were included in the regression analyses to allow for exploration of the measure while keeping in mind the limitations of any results obtained.

HIR's Relationship to Acculturation and SES

To determine whether responses to the new parenting measure differed by level of acculturation and SES, each scale of the new parenting measure was correlated with scores on the acculturation scale (BAS), scores on the occupational scale (Hollingshead's Index), generational status, total scores from the ethnic identity measure (MEIM), and the total number of years the adolescent had lived in the United States whether they were born in the U.S. or not. These analyses were also run separately for boys and for girls. Please see Table 11 for these results.

For the sample as a whole, as expected, Familismo was negatively related to acculturation. That is, higher levels of Familismo reported by the adolescent were related to the adolescent reporting being less acculturated to the American culture and more acculturated to the Hispanic culture. Other significant correlations indicated that, as ethnic

identity increased, so did the perceived level of Respeto, Emotional Attachment, Parental Knowledge/Supervision, parental Discipline, and adolescent Decision-Making.

Table 11. Correlations between HIR Scale Scores and Acculturation, SES, Generational Status, and Ethnic Identity[†]

		SES	Generational Status	Acculturation	Ethnic Identity	Total Years in the U.S.
Respeto	Total	-.035	-.028	-.026	.347**	.109
	Girls	-.028	-.064	-.302*	.618**	-.074
	Boys	-.031	.030	.266	.023	.342*
Familismo	Total	-.018	.067	-.200*	.096	-.070
	Girls	.011	.028	-.195	.185	-.160
	Boys	-.037	.121	-.165	-.036	.043
Emotional Attachment	Total	-.110	-.012	-.169	.329**	.023
	Girls	-.332*	.060	-.183	.476**	-.093
	Boys	.115	-.065	-.095	.120	.185
Knowledge/Supervision	Total	-.023	-.004	-.053	.298**	.190
	Girls	-.106	.105	-.130	.356**	.123
	Boys	.071	-.103	.081	.190	.298*
Discipline	Total	.094	.152	-.176	.243*	.045
	Girls	-.082	-.009	-.203	.318*	-.123
	Boys	.224	.287*	-.125	.165	.206
Decision-Making	Total	.073	.015	-.130	.296**	-.104
	Girls	.098	.008	-.162	.373**	-.140
	Boys	.039	.011	-.157	.232	-.058
Proper Demeanor	Total	.134	.143	.077	.035	.149
	Girls	-.078	.117	.001	-.020	.164
	Boys	.333*	.177	.169	.075	.139

* $p < .05$ 2-tailed

** $p < .01$ 2-tailed

† $N = 105$ for all correlations

For girls, the relationship between their ethnic identity and the HIR scale scores mirrored that of the whole sample. In addition, as their level of acculturation increased, their perceived level of Respeto decreased. Also, as SES increased so did their level of Emotional Attachment to their parents. For boys, the more years they reported living in the U.S., the more likely they were to report that their parents' encouraged Respeto. Also, boys from

lower socio-economic levels were more likely to report that their parents' behavior encouraged Proper Demeanor.

The girls' responses seem to be driving the entire sample's correlations between the HIR factors, acculturation and SES. As referenced earlier, the more traditional views of Hispanic-oriented values involve separate socialization goals for girls and boys (Cauce & Domenech-Rodríguez, 2000). In more traditional homes, girls are more insulated and boys are allowed more freedom outside the home. It may be that in spending more time at home, girls are more sensitive to parental behaviors (Peters, 1994).

For comparative purposes, the scale scores of the PPS were also correlated with the measures of SES, acculturation, and ethnic identity (see Table 12). For the total sample, significant relationships indicated that as SES increased, perceived parental acceptance/warmth-involvement and parental strictness/supervision increased. The only other significant relationship for the total sample indicated that the more students identify with their ethnic identity the more they feel parental acceptance/warmth-involvement. Measures of culture, number of years in the U.S. and generational status were not significantly related to the PPS.

Girls' results for the PPS were similar to the total sample in the relationship between ethnic identity and Parental Acceptance/Warmth-Involvement and the relationship between SES and Strictness/Supervision. Unlike the total sample, increased perceived levels of parental Strictness/Supervision was associated with greater acculturation to the mainstream American culture.

Table 12. Correlations between PPS Scale Scores and Acculturation, SES, Generational Status, and Ethnic Identity[†]

	SES	Generational Status	Acculturation	Ethnic Identity	Total Years in the U.S.
Psychological Autonomy					
Total	.15	-.04	.04	-.14	-.00
Girls	.18	.08	.04	-.09	-.03
Boys	.12	-.13	.06	-.20	.02
Warmth/Acceptance-Involvement					
Total	-.20*	-.15	.01	.37**	-.09
Girls	-.18	.02	-.06	.40**	-.01
Boys	-.21	-.32*	.11	.32*	-.20
Strictness/Supervision					
Total	-.26**	-.03	.17	.05	.03
Girls	-.31*	-.15	.27*	.12	-.12
Boys	-.22	.07	.19	-.05	.17

* $p < .05$ 2-tailed

** $p < .01$ 2-tailed

[†] $N = 105$ for all correlations

Boys also reflect the total sample in the positive relationship between ethnic identity and Parental Acceptance/Warmth-Involvement. Unlike the total sample, they perceive less parental Acceptance/Warmth-Involvement the longer their family has resided in the United States (i.e., generational status).

Criterion-Related Validity

The new Latino-centric parenting measure was correlated with the PPS to determine criterion-related validity. It was proposed that the subscales of each measure would be correlated with each other if they were comparable in content since, in fact, some of the dimensions from the HIR measure are similar to the dimensions of the PPS (e.g., HIR Emotional Attachment to PPS Acceptance/Warmth-Involvement; HIR Knowledge/Supervision to PPS Strictness/Supervision; HIR Decision-Making to PPS Psychological Autonomy). Ideally, correlations among similar dimensions should lie within the .30-.40 range (Nunnally & Bernstein, 1994). As seen in Table 13, all significant

correlations between the two measures indeed fall within the .30-.46 range. As might be expected, significantly correlated scales include HIR Emotional Attachment to PPS Acceptance/Warmth-Involvement and HIR Knowledge/Supervision to PPS Strictness/Supervision. What was not expected was the lack of significant relationship between HIR Decision-Making and PPS Psychological Autonomy.

Table 13. Correlations between the HIR and PPS Scale Scores†

	PPS Psychological Autonomy	PPS Acceptance/Warmth-Involvement	PPS Strictness/Supervision
HIR Respeto	-.12	.30**	.13
HIR Familismo	-.17	.10	.18
HIR Emotional Attachment	.21*	.40**	.09
HIR Knowledge/ Supervision	.12	.46**	.28**
HIR Discipline	-.18	.12	.03
HIR Decision-Making	.08	.30**	.04
HIR Proper Demeanor	-.36**	-.07	.01

* $p < .05$ 2-tailed.

** $p < .01$ 2-tailed

† $N=105$ for all correlations

Additionally, PPS Psychological Autonomy is positively related to HIR Emotional Attachment and negatively related to HIR Proper Demeanor; and PPS Acceptance/Warmth-Involvement is significantly positively related to the three HIR scales of Respeto, Knowledge/Supervision, and Decision-Making. As students reported higher levels of Acceptance/Warmth-Involvement on the PPS, they also perceived higher levels of Respeto, Emotional Attachment from their parents, increased parental Knowledge/Supervision of their whereabouts, and increased independent Decision-Making. These relationships suggest that the new HIR measure is valid as compared to the PPS constructs, and that it is also accounting for variance that is not shared with the PPS.

Several hierarchical regressions were also run to examine the new measure's predictive validity above and beyond that of an established measure. The control variables

were inserted as the first blocks (see Table 14), the PPS scales were inserted as the following block, and the new parenting measure was entered into the equation as the final block to determine whether the HIR accounts for a significant amount of the variance above and beyond the PPS measure of parenting in predicting level of academic achievement as well as behavioral adjustment.

Table 14. Order of Control and Predictor Variables Entered Into Regression Equations Evaluating Criterion-Related Validity of the How I am Raised Measure

		Variable	Measure
Control Variables	Block 1	Gender	Whether the Student is Female or Male
		SES	Hollingshead's Index of Social Position
	Block 2	Total Years in U.S.	Total Years Student has lived in the U.S.
		Acculturation	Total Score for Behavioral Acculturation Scale
		Ethnic Identity	Total Score for Multigroup Ethnic Identity Measure
	Generational Status	Student's Generational Status	
Independent Variables	Block 3	Established Parenting Measure	Parenting Practices Survey (PPS) 3 Factors:
			Psychological Autonomy
			Strictness/Supervision
			Warmth/Acceptance-Involvement
	Block 4	New Hispanic Parenting Measure	How I Am Raised (HIR) Factors:
			Respeto
			Parental Knowledge/Supervision
Discipline			

As seen in Table 15, there are a total of 7 dependent variables. Therefore, 7 regression equations were run utilizing the three HIR subscales (whose reliability was above .50) as the final block. Family-wise error rates were not controlled for since the alpha level needed for significance would need to be less than .007 (0.05/7).

Table 15. Dependent Variables Utilized with the Regression Equation Assessing Criterion-Related Validity for the How I Am Raised Measure

Construct	Measures Used*
Academic Achievement	English Grade for the Trimester
	Reading Grade for the Trimester
	Math Grade for the Trimester
Behavioral Adjustment	Number of Discipline Referrals During the Trimester
Psychological Adjustment	<i>Teacher Report Form</i>
	Internalizing Problems
	Externalizing Problems
Self-Competence	<i>Harter- What I Am Like Subscales</i>
	Global Self-Worth

*A total of 7 regression equations were run (7 dependent variables).

The following sections describe the results of descriptive analyses of the variables used in the regressions. Then, the regressions are presented. Table 16 provides a summary of the descriptive statistics for the Phase 3 variables. Note that the means for the PPS scales are 0.00 because the item scores were standardized to provide equal weight to the items that were scaled differently.

Gender differences. As seen in Table 16, boys in Phase 3 were more acculturated than girls. On the other hand, boys had slightly poorer grades in the academic subject of English and received a higher number of discipline referrals. Otherwise, there were no significant differences between boys and girls on the independent and dependent variables. Although teachers reported that boys exhibited fewer externalizing problems and more internalizing problems than girls, these differences were not significant. Visual inspection of the standard deviations does not reveal a lack of variance in responses.

Correlational relationships among independent variables. As seen in Table 17, the longer students have lived in the U.S., the more acculturated they become to the U.S. culture, as might be expected. As students become more acculturated to the U.S. culture, the less

they have a sense of their ethnic identity. No other significant relationships existed among the independent variables.

Table 16. Descriptive Statistics and Gender Differences for the Independent and Dependent Variables in Phase 3

	Total Sample N=105			Girls N=56			Boys N=49		
	M	SD	Range	M	SD	Range	M	SD	Range
Independent Variables									
Gender	1.47	0.50	1.00	-	-	-	-	-	-
SES	31.38	14.43	64.00	31.13	13.50	64.00	31.66	15.57	58.00
Total Years in U.S.	11.58	2.57	14.00	11.46	2.71	12.00	11.71	2.43	14.00
Acculturation*	85.67	13.05	71.00	83.10	10.85	47.00	88.61	14.75	71.00
Ethnic Identity	3.00	0.42	2.07	3.05	0.42	2.07	2.93	0.41	1.64
Generational Status	2.27	0.71	3.00	2.23	0.69	3.00	2.31	0.74	3.00
PPS Psychological Autonomy	0.00	0.51	2.56	0.03	0.44	1.86	-0.03	0.58	2.56
PPS Strictness/Supervision	0.00	0.61	3.31	0.09	0.49	2.07	-0.11	0.71	3.31
PPS Warmth/Acceptance-Involvement	0.00	0.50	3.00	-0.05	0.50	3.00	0.01	0.50	1.86
HIR Respeto	18.78	2.08	8.00	19.15	1.92	8.00	18.37	2.21	8.00
HIR Parental Knowledge/Supervision	7.12	1.43	5.00	7.32	1.43	5.00	6.90	1.40	5.00
HIR Discipline	6.31	1.67	6.00	6.50	1.35	6.00	6.09	1.96	6.00
Dependent Variables									
AA English Grade*	88.54	8.64	30.00	90.09	8.17	28.00	86.78	8.90	30.00
AA Reading Grade	90.80	6.20	28.00	91.16	6.30	28.00	90.39	6.12	23.00
AA Math Grade	87.00	6.62	27.00	87.66	6.52	27.00	86.24	6.72	27.00
BEH Discipline Referrals**	0.41	0.93	5.00	0.11	0.45	3.00	0.76	1.18	5.00
TRF – Internalizing Problems	43.30	6.59	30.00	43.50	6.80	30.00	43.80	6.41	22.00
TRF – Externalizing Problems	47.02	6.66	25.00	47.30	7.10	23.00	46.69	6.19	20.00
WIAL Global Self-Worth	3.15	0.61	2.17	3.21	0.62	2.17	3.07	0.59	2.17

*t-test between girls and boys is significant at the 0.05 level (2-tailed).

**t-test between girls and boys is significant at the 0.01 level (2-tailed).

Table 17. Correlational relationships among the demographic and cultural independent variables utilized with the Phase 3 sample

		1.	2.	3.	4.
1. Socioeconomic Status		1			
2. Generational Status	Total Sample	-.03	1		
	Girls	-.05			
	Boys	-.01			
3. Acculturation	Total Sample	-.06	.05	1	
	Girls	.04	-.15		
	Boys	-.14	.20		
4. Ethnic Identity	Total Sample	-.01	-.02	-.27**	1
	Girls	-.10	.07	-.27*	
	Boys	.09	.51	-.24	
5. Years in the U.S. (Both U.S. born & Not U.S. born)	Total Sample	-.02	.51**	.26**	-.08
	Girls	-.15	.52**	.20	-.10
	Boys	.13	.51**	.32*	-.04

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

N = 105 for all correlations

Correlational relationships among dependent variables. As seen in Table 18, students who do well in one area of academics do well in all other areas. On the other hand, as students receive more discipline referrals they are likely to have poorer grades, more likely to be identified by the TRF as having externalizing behavior problems, and more likely to have a poorer sense of self-competence over all. Additionally, students who are identified as having externalizing behavior problems are more likely to also have internalizing behavior problems.

Table 18. Correlations Among Dependent Variables

		1	2	3	4	5	6
1. English Grade	Pearson Correlation Sig. (2-tailed)	1					
2. Reading Grade	Pearson Correlation Sig. (2-tailed)	.54(**) .000	1				
3. Math Grade	Pearson Correlation Sig. (2-tailed)	.66(**) .000	.70(**) .000	1			
4. Number of Discipline Referrals	Pearson Correlation Sig. (2-tailed)	-.27(**) .006	-.21(*) .032	-.30(**) .002	1		
5. Internalizing Problems	Pearson Correlation Sig. (2-tailed)	-.05 .581	.03 .789	.04 .688	-.08 .424	1	
6. Externalizing Problems	Pearson Correlation Sig. (2-tailed)	-.05 .617	-.10 .303	-.09 .360	.20(*) .034	.36(**) .000	1
7. Global Competence	Pearson Correlation Sig. (2-tailed)	.04 .696	.13 .201	.09 .381	-.21(*) .031	-.11 .280	-.09 .357

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

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

N=105 for all correlations

Regression analyses. The HIR measure, as represented by the three factors with alpha levels above .50, did not explain a significant amount of the variance above and beyond the PPS when predicting youth psychological health indicators with the exception of a youth's Global Self-worth (see Table 19). When examined separately for boys and girls, the pattern of the results for girls mirrored the pattern seen for the whole sample in that the HIR was only predictively valid for Global Self-Worth (see Table 20). On the other hand, for boys, the HIR did not account for significant variance beyond that of the PPS on any outcome variables and, in fact, the PPS did a better job of predicting to boys' Global Self-

Worth than to girls' (see Table 21). Additionally, by itself, the PPS did not provide significant predictive value for any of the models for the whole sample or the girls' sample, and only for the boys' Global Self-Worth. Of the beta coefficients, only the Respeto factor for girls was a significant predictor of Global Self-Worth.

Table 19. Control and Parenting Predictors of Global Self-worth for the Entire Phase 3 Sample

Model Summary

Model					Change Statistics				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.160	.026	.007	.60730	.026	1.344	2	102	.265
2	.254	.064	.007	.60710	.039	1.017	4	98	.403
3	.395	.156	.076	.58578	.091	3.421	3	95	.020
4	.481	.231	.131	.56796	.076	3.019	3	92	.034

Coefficients

Final Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Block 1	(Constant)	.937	.871		1.076	.285
	Student's Gender	-.030	.118	-.025	-.258	.797
	Socio-economic Status	-.002	.004	-.058	-s.590	.556
Block 2	Years in U.S. (U.S.-born & Not U.S.-born)	.004	.028	.017	.146	.884
	Generational Status	.071	.095	.083	.750	.455
	Acculturation	.003	.005	.060	.563	.575
	Ethnic Identity	.042	.160	.029	.262	.794
Block 3	PPS – Psychological Autonomy	.281	.122	.233	2.291	.024
	PPS Strictness/Supervision	.082	.105	.082	.783	.436
	PPS Warmth/Involvement	.027	.144	.022	.188	.852
Block 4	HIR Respeto	.046	.033	.159	1.409	.162
	HIR Knowledge/Supervision	.095	.050	.221	1.899	.061
	HIR Discipline	.034	.038	.092	.876	.383

Table 20. Control and Parenting Predictors of Global Self-worth for the female sample of Phase 3

Model Summary

Model					Change Statistics				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.188	.035	.018	.61833	.035	1.980	1	54	.165
2	.297	.088	-.003	.62471	.053	.726	4	50	.579
3	.409	.167	.025	.61590	.079	1.480	3	47	.232
4	.598	.358	.197	.55903	.191	4.350	3	44	.009

Coefficients

Final Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-.314	1.409		-.223	.825
Block 1	Socio-economic Status	-.005	.006	-.103	-.758	.453
Block 2	Years in U.S. (U.S.-born & Not U.S.-born)	.047	.037	.205	1.262	.214
	Generational Status	.002	.140	.002	.013	.990
	Acculturation	.002	.009	.027	.182	.856
	Ethnic Identity	-.271	.240	-.184	-1.133	.263
Block 3	PPS Psychological Autonomy	.124	.194	.087	.637	.527
	PPS Strictness/Supervision	.253	.205	.197	1.230	.225
	PPS Warmth/Involvement	.184	.210	.144	.876	.386
Block 4	HIR Respeto	.170	.059	.521	2.857	.007
	HIR Knowledge/Supervision	.087	.071	.198	1.218	.230
	HIR Discipline	-.012	.066	-.026	-.184	.855

Table 21. Control and Parenting Predictors of Global Self-worth for the male sample of Phase 3

Model Summary

Model					Change Statistics				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.043	.002	-.019	.59616	.002	.086	1	47	.770
2	.217	.047	-.064	.60896	.045	.511	4	43	.728
3	.505	.255	.106	.55837	.208	3.715	3	40	.019
4	.561	.315	.111	.55665	.060	1.082	3	37	.369

Coefficients

Final Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Block 1	Constant	.794	1.191		.667	.509
	Socio-economic Status	.001	.006	.021	.139	.890
Block 2	Years in U.S. (U.S.-born & Not U.S.-born)	-.063	.050	-.259	-1.244	.221
	Generational Status	.227	.146	.286	1.562	.127
	Acculturation	.006	.007	.147	.903	.372
	Ethnic Identity	.208	.231	.145	.903	.373
Block 3	PPS Psychological Autonomy	.453	.161	.442	2.809	.008
	PPS Strictness/Supervision	.058	.124	.069	.464	.646
	PPS Warmth/Involvement	.009	.212	.007	.041	.967
Block 4	HIR Respeto	.026	.046	.097	.563	.577
	HIR Knowledge/Supervision	.082	.073	.196	1.125	.268
	HIR Discipline	.051	.050	.168	1.017	.316

Construct Validity

The new HIR measure underwent factor analysis utilizing the same extraction and rotation methods employed in Phase 2 – PCA with Promax rotation limited to 7 factors. This was done to allow a comparison of the statistically emerging factors with those theme-based factors predicted by the Phase 1 analyses and the structure that emerged from the Phase 2 factor analysis. As seen in Table 22, the factor structure that emerged with the Phase 3 sample is different from those that emerged in Phases 1 and 2. The second and third factors that emerged have some consistency among the items. For example, the items in Factor 2 are all related to the construct of discipline and all the items in Factor 3 have some content that reflects emotional support/attachment. On the other hand, the item content for each of the remaining factors does not seem to represent a known or proposed construct. Table 23 illustrates that there were little to no relationships among the factors except for moderate correlations between factor 1 with factors 4 and 5, and factor 4 with factor 6.

The PPS also underwent factor analysis to compare the factor structure to that obtained by Steinberg and colleagues and to ensure that the PPS was in fact a valid measure to use for the sample in this study. Lamborn et al. (1991) used a similar version of the PPS and reported utilizing an oblique extraction method for their exploratory factor analysis of the scale. They did not report the result of the factor analysis, but referred to Steinberg et al. (1989) for the scale's development. Steinberg et al. (1989) did not provide quantitative factor analysis results either. Therefore, I chose the extraction method utilized for a previous study from the Healthy Children's lab (Houser, 2001). Houser found a similar, but not identical, factor structure to that of Steinberg and colleagues utilizing the Principal

Table 22. Pattern Matrix of the Factor Analysis of HIR (32-Items) Utilizing PCA with a Promax Rotation Along with Comparison to Phase 1 and 2 Factor Structures

Phase 1 Theorized Loading for each item	Phase 2 Factor Structure							Phase 3 Emergent Factor Structure	Item Content with Corresponding Factor Loading for Phase 3 Factor Analysis
	1	2	3	4	5	6	7		
Di R R E F De					Di			Factor 1	.744 My parents ground me if I am in trouble. .638 My parents say that others in the world will treat me well if I treat them with respect. .592 My parents say that I should obey my teachers like I obey them. .564 My parents are affectionate with me. .532 I am expected to help take care of other family members who need help. .517 My parents let me decide where I go out for fun on the weekends, but there are places I'm not allowed to go to.
Di R De F De					Di		P	Factor 2	.704 My parents take away my privileges if I am in trouble. .622 My parents are embarrassed when I behave badly. .594 My parents restrict me from certain people. .551 My parents tell me that I give my family a bad reputation when I don't behave well. .407 My parents restrict me from certain activities.
E E F De R					K			Factor 3	.581 When I have trouble with another girl or boy, I feel comfortable telling my parents about it. .580 When I have a problem at school, I feel comfortable talking about it with my parents. .551 There is a day in the week that my family considers a "family day". .514 If I have a friend who my parents don't like, I'm not allowed to be with them. .402 My parents feel sad when I behave badly.
F De Di F		F			R	E		Factor 4	.692 My parents use the phrase "family first" ("la familia primero"). .592 My parents have the right to tell me what to do. .559 My parents ignore me when I do something I shouldn't do. .468 If I have a party with friends at the same time that I have a party with family, my parents say I have to choose the family party.
De Di R I					De		Di	Factor 5	-.640 My parents let me make my own decisions .616 My parents send me to my room if I am in trouble. .579 My parents say that I should obey my aunts and uncles. .413 I am expected to wash my own clothes.**
F E I					De		P	Factor 6	.776 I know about most of my family's problems. .602 My parents encourage me. -.468 I am expected to wash my own clothes.**
F R					De			Factor 7	.731 I am involved in family decisions. -.676 If I am upset about something, my parents tell me I should keep it to myself (reverse scored item).
I K E K	R				F		E	Items that did not load higher than .40 on any factor.	It is my responsibility to do well in school. I am not allowed to go out unless I am with an adult from my family. I can tell my parents almost anything. My parents know where I am at all times.

**Item loads onto two factors, factors 5 and 6.

R=Respeto K=Knowledge/Supervision P= Proper Demeanor
F=Familismo Di=Discipline I=Instrumental Independence
E=Emotional Attachment De=Decision-Making

Table 23. Component Correlation Matrix Utilizing the Components from the PCA 7-Factor Promax Rotations for the Phase 3 Sample

Component	1	2	3	4	5	6
1	1.000					
2	.158	1.000				
3	.167	-.003	1.000			
4	.328	.137	.132	1.000		
5	.236	.011	.121	.047	1.000	
6	.107	-.121	.110	.216	.141	1.000
7	-.036	.099	-.040	.067	-.025	-.197

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Components Analysis with a Varimax rotation with Kaiser normalization. Houser's sample consisted of mostly White American middle school students with a small percentage of Black and Latino children. My results yielded a similar, but again, not identical factor structure to that of Steinberg and his colleagues (see Table 24). The PPS factor structure with this sample is sufficiently similar to that of prior research to warrant having used it in the validity analyses. Factor analyses were also conducted on the PPS separately for males and females. As seen in Table 25, the factor structure replicated for boys, but for girls (see Table 26) the factor structure was largely different.

Table 24. Factor Analysis of the PPS Utilizing PCA with a Varimax Rotation[†]

Item Number		Component		
		Psychological Autonomy	Strictness/Supervision	Acceptance/Warmth-Involvement
5*	When I get a poor grade in school, my parents make my life miserable.	.735		
17*	My parents won't let me do Item 17. My parents won't let me do things with them when I do something they don't like.	.629		
15*	When I get a poor grade in school, my parents make me feel guilty.	.607		
9*	Whenever I argue with my parents, they say things like, "You'll know better when you grow up."	.590		
13*	My parents act coldly and unfriendly if I do something they don't like.	.529		
7*	My parents tell me that their ideas are correct and that I should not question them.	.486		
3*	My parents say that you should give in on arguments rather than make people angry.	.461		
19*	In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?	-.382		
20*	In a typical week, what is the latest you can stay out on FIRDAY OR SATURDAY NIGHT?	-.350		
22b	How much do your parents REALLY know what you do with your free time?		.800	
21b	How much do your parents TRY to know what you do with your free time?		.733	
22c	How much do your parents REALLY know where you are most afternoons after school?		.696	
21c	How much do your parents TRY to know where you are most afternoons after school?		.666	
22a	How much do your parents REALLY know where you go at night?	-.320	.593	
21a	How much do your parents TRY to know where you go at night?		.577	
2	I can count on my parents to help me out if I have some kind of problem.			.630
8	My parents help me with my school work if there is something I don't understand.			.518
4	My parents keep pushing me to do my best in whatever I do.			.513
14	My parents know who my friends are.			.495
1*	My parents say that you shouldn't argue with adults.			-.442
16	My parents send time just talking with me.	.327		.407
10	When my parents want me to do something, they explain why.			.404
18	My family does fun things together.			.396
12	When I get a poor grade in school, my parents encourage me to try harder.			.380
11	My parents let make my own plans for things I want to do.			.308
6	My parents keep pushing me to think independently.			

* Item is reverse scored.

[†]All loadings below .30 are not shown.

N = 105

Note: For highlighted items, items 19 and 20 are theorized to load onto the Strictness/Supervision factor, and item 6 is theorized to load onto the Psychological Autonomy factor.

Table 25. Factor Analysis of the PPS for Boys Utilizing PCA with a Varimax Rotation[†]

Item Number	Item Content	Components and Factor Loadings		
		1	2	3
22b	How much do your parents REALLY know what you do with your free time?	S .819		
21b	How much do your parents TRY to know what you do with your free time?	S .748		
22a	How much do your parents REALLY know where you go at night?	S .702		
22c	How much do your parents REALLY know where you are most afternoons after school?	S .700		
21c	How much do your parents TRY to know where you are most afternoons after school?	S .630		
21a	How much do your parents TRY to know where you go at night?	S .542		
19*	In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?	S .449		
20*	In a typical week, what is the latest you can stay out on FIRDAY OR SATURDAY NIGHT?	S .427		-.332
7*	My parents tell me that their ideas are correct and that I should not question them.	-.400	P .379	
5*	When I get a poor grade in school, my parents make my life miserable.		P .714	
17*	My parents won't let me do Item 17. My parents won't let me do things with them when I do something they don't like.	-.348	P .710	
15*	When I get a poor grade in school, my parents make me feel guilty.		P .684	
9*	Whenever I argue with my parents, they say things like, "You'll know better when you grow up."		P .649	
3*	My parents say that you should give in on arguments rather than make people angry.		P .609	
13*	My parents act coldly and unfriendly if I do something they don't like.		P .498	.364
1*	My parents say that you shouldn't argue with adults.		P .465	-.301
12	When I get a poor grade in school, my parents encourage me to try harder.		.368	A
6	My parents keep pushing me to think independently.			A
4	My parents keep pushing me to do my best in whatever I do.			A .728
8	My parents help me with my school work if there is something I don't understand.			A .649
14	My parents know who my friends are.			A .592
16	My parents send time just talking with me.			A .592
2	I can count on my parents to help me out if I have some kind of problem.			A .482
11	My parents let make my own plans for things I want to do.		P	
10	When my parents want me to do something, they explain why.			A
18	My family does fun things together.			A

*Item is reverse scored.

**N = 49

[†]All loadings below .30 are not shown.

A=Theorized to load onto Acceptance/Warmth-Involvement Factor

P=Theorized to load onto Psychological Autonomy Factor

S=Theorized to load onto Strictness/Supervision Factor

Table 26. Factor Analysis of the PPS for Girls Utilizing PCA with a Varimax Rotation[†]

Item Number	Item Content	Components and Factor Loadings		
		1	2	3
2	I can count on my parents to help me out if I have some kind of problem.	A .826		
5*	When I get a poor grade in school, my parents make my life miserable.	.715		P .307
15*	When I get a poor grade in school, my parents make me feel guilty.	.647		P
10	When my parents want me to do something, they explain why.	A .512		
14	My parents know who my friends are.	A .505		
13*	My parents act coldly and unfriendly if I do something they don't like.	.484		P
7*	My parents tell me that their ideas are correct and that I should not question them.	.356		P .319
8	My parents help me with my school work if there is something I don't understand.	A .334	-.313	
4	My parents keep pushing me to do my best in whatever I do.	A .330		
22b	How much do your parents REALLY know what you do with your free time?		S .770	
21b	How much do your parents TRY to know what you do with your free time?		S .676	
22c	How much do your parents REALLY know where you are most afternoons after school?		S .672	
21c	How much do your parents TRY to know where you are most afternoons after school?		S .664	
16	My parents send time just talking with me.	A .332	-.545	
21a	How much do your parents TRY to know where you go at night?		S .490	.306
22a	How much do your parents REALLY know where you go at night?	-.327	S .464	
12	When I get a poor grade in school, my parents encourage me to try harder.	A		
3*	My parents say that you should give in on arguments rather than make people angry.			P .573
18	My family does fun things together.	A .327	-.358	-.562
20*	In a typical week, what is the latest you can stay out on FIRDAY OR SATURDAY NIGHT?		S	-.555
6	My parents keep pushing me to think independently.	A		-.531
1*	My parents say that you shouldn't argue with adults.	-.426		P .525
11	My parents let make my own plans for things I want to do.			P -.517
19*	In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?		S	-.514
9*	Whenever I argue with my parents, they say things like, "You'll know better when you grow up."			P .504
17*	My parents won't let me do things with them when I do something they don't like.			P

*Item is reverse scored.

** N = 56

[†]All loadings below .30 are not shown.

A=Theorized to load onto Acceptance/Warmth-Involvement Factor

P=Theorized to load onto Psychological Autonomy Factor

S=Theorized to load onto Strictness/Supervision Factor

Finally, there was some concern that, due to the significant correlations found between Ethnic Identity and almost all of the HIR scale scores, placing Ethnic Identity into the regression analyses as a controlling variable may have reduced the amount of variance rightfully accounted for by the HIR. In other words, the HIR is developed so that it inherently incorporates constructs that are unique to the Hispanic culture, and if these constructs are also accounted for by Ethnic Identity, then regression results would underestimate the HIR's relationship with the outcome variables. Consequently, post hoc regression analyses were conducted as above except that Ethnic Identity was not controlled for statistically. Results did not change: the HIR only accounted for a significant amount of variance above and beyond the PPS when predicting to Global Self-Worth for the entire Phase 3 sample and for the female sample.

Discussion

The primary purpose of Phase 3 was to examine the culture-specificity, reliability, and validity of the new HIR measure. While Phase 3 of the development of the HIR serves as a foundation for further research, results indicate that the measure requires more study and development before any practical application. Positive correlations between ethnic identity and five of the HIR factors suggest that the HIR measure is tapping into culture-specific constructs, whereas the PPS factors had either a negative or no significant relationship with ethnic identity. Additionally, the correlations between the HIR factors and PPS factors indicate some overlap between the measures, but also show that the HIR is not a duplication of the PPS. In fact, several factors of the HIR demonstrated predictive value above and beyond the PPS in predicting adolescents' self-report of Global Self-Worth.

On the other hand, the HIR subscales need further modifications to improve reliability and validity. Phase 3 revealed that the results of Phase 2 may have been sample specific. The Phase 3 sample yielded a dissimilar factor structure to the structure that emerged in Phase 2. Additionally, the reliability of all of the HIR subscales using the Phase 3 sample was unacceptable; only the Discipline subscale had a reliability score above .6, and Respeto and Knowledge/Supervision had reliability scores above .5. By contrast, the Phase 2 sample yielded one subscale reliability score above .7 (Respeto) and 3 subscale reliabilities above .6 (Discipline, Knowledge/Supervision, and Familismo).

The poor reliability of the subscales may be the result of a variety of factors. The number of items administered to the students in Phase 2 (60) was twice as great as the number of items administered to the students in Phase 3 (32). This may have given the students in Phase 2 an advantage by placing the items in context and providing a better understanding of the items. Also, there were three times as many participants in Phase 2 as there were in Phase 3. Reliability scores are sensitive to sample size; therefore, the drop in n from Phase 2 to Phase 3 may have adversely affected the reliability scores for the Phase 3 subscales.

In terms of validity, differences in the degree of acculturation, level of SES, and country of origin may have contributed to the difference in factor structure found in Phase 2 and that in Phase 3. Specifically, half of the Phase 2 population was from Hillsborough County, where students were much more likely to be first generation immigrants, of lower SES, and of a different nationality make-up than in Miami-Dade County. Research on immigrants' values and their acculturation, which often increases with generational status, shows that parenting values change with increasing acculturation. For example, Zayas and

Solari (1994) found that less acculturated parents engaged in parenting behaviors that value humility and respectfulness, whereas more acculturated parents engaged in parenting behaviors related to the valued of independence and creativity. In terms of the differences in SES between Phase 2 and 3, research has clearly established that lower SES is related to more authoritarian-like parenting styles (e.g., Chuang, Ennett, Bauman, & Foshee, 2005). In terms of country of origin, Hillsborough students were primarily of Mexican descent, and Miami-Dade students were primarily of Cuban descent. Some theorists suggest that differences in political histories and reasons for immigrating to the United States contribute to value differences among Hispanics from differing nationalities (Roosa et al., 2002).

Gender Considerations

A secondary purpose of Phase 3 was the examination of the role gender played in responses on the HIR since there existed the possibility of differential parenting of girls and boys due to the traditional Latino values of Marianismo and Machismo. In fact, there were significant differences with respect to gender. Correlations revealed that girls were notably similar to the larger sample in that almost all HIR factors for girls were significantly positively correlated with ethnic identity, whereas for boys there was little to no relationship with ethnic identity. One plausible explanation for this finding is that ethnic identity formation, much like ego identity formation, occurs during adolescence (Phinney, 1990) and girls begin this development prior to boys.

On the other hand, mean differences between genders reveal another picture. Results indicated that the boys in this sample were more acculturated than girls. Since the boys were more acculturated to the mainstream culture, and the HIR measure is meant for a population that retains some traditional Latino values, the HIR may not accurately measure Hispanic

boys' perception of parenting practices. In fact, the HIR, in which Respeto is negatively related to increased acculturation, provided validity above and beyond the PPS when predicting to girls' sense of self-competence but not boys'. Interestingly, for boys, but not for girls, the PPS (which appears to be a better instrument for the population of the mainstream culture) accounted for a significant amount of the variation in levels of self-competence.

Additionally, for girls, as their level of acculturation increased, their perceived level of Respeto decreased. For boys, the length of time spent in the U.S. (which is positively correlated with acculturation) was positively correlated with Respeto. These seemingly contrasting findings may reflect the influence of a third variable. As parents become more acculturated to the U.S. culture and acquire more egalitarian views of gender socialization (Leaper & Valin, 1996), they would potentially expect less Respeto from girls and more Respeto from boys. In more traditional gender socialization goals (related to Marianismo and Machismo), girls' level of expected Respeto is much higher than boys' (Guilamo-Ramos et al., 2007).

Although these results point to some significant differences between boys and girls, a caveat to the results is the fact that sample size in Phase 3 was truly too small to accurately examine gender differences. In fact, important gender differences may have been missed due to the small sample size

In summary, Phase 3 results indicate that the new HIR measure is culture-specific and significantly predicts Global Self-Worth, but is lacking adequate reliability. Additionally, significant gender differences suggest that the HIR is more valid for girls than for boys in the

Phase 3 sample, possibly due to boys' greater acculturation to mainstream U.S. cultural values.

General Discussion

The goal of this study was to develop a paper-and-pencil measure of parenting for Hispanic adolescents to report their perceptions of their parents' behavior. Since many measures of this kind exist but were not developed with Hispanics in mind (e.g., Lamborn et al., 1991), the foremost goal of this study was to develop a new measure that was culturally sensitive to the characteristics of the Hispanic population. This goal was met in several ways. The new parenting measure, How I am Raised (HIR), shows evidence of capturing parenting behaviors unique to the Hispanic culture. For example, in Phase 3, two of the PPS factors (Psychological Autonomy and Strictness/Supervision) had no significant correlation with ethnic identity; in contrast, there were significant positive correlations between ethnic identity and five of the HIR factors, suggesting that the HIR measure is tapping into culture-specific constructs. Additionally, correlations between the HIR factors and PPS factors indicated some overlap between the measures, while revealing that the HIR is not a duplication of the PPS. The new measure, when examined by subscales, had predictive value above and beyond the PPS with respect to adolescents' self-report of global self-worth, although these results are qualified by the number of analyses conducted.

The foremost strength of this study lies in its methodology. The original goal of the study was to employ a truly culturally sensitive approach to research. Researchers tend to assume that the instruments and methodology they utilize in cross-cultural studies are culturally appropriate for that population. For example, the instruments they utilize may have been loosely examined for validity (e.g., simply establishing normative data) or

inaccurately translated. Compounded with the use of poor instruments is the research methodology itself, which is also steeped, developed, and utilized within the mainstream culture. In this study, I did not assume that my instruments were appropriate for the Hispanic population. I employed group interviews, which are not a common method of data collection within the field of psychology. I utilized a Latino-only sample. I did not translate the new HIR measure into Spanish, knowing that such a translation should only come from rigorous development itself, and only after rigorous development of the measure in English. I consulted the target population in measurement development, and I employed established statistical methods as well. The methodology was carefully thought out and in keeping with current standards of ethical and culturally competent research (American Psychological Association, 2002; Fisher et al., 2002). Being culturally competent, and not just culturally sensitive, is a paradigm shift that has long been in the works in cross-cultural research (Cauce, Coronado, & Watson, 2000).

In Phase 1, the constructs discussed in the literature review were echoed in the group interviews of adolescents and parents who described the characteristics of their family. In fact, some researchers have shown the presence of these constructs in the interactions between mothers and their infants or small children (Harwood, 2003; Harwood et. al., 2002). The present study and Harwood and colleagues' work illustrate that these constructs are subtle, complicated, and delicately woven into everyday life.

Despite its strengths, this study's limitations qualify the utility of the HIR at this stage of development. For example, in a variety of domains, Phase 1 and Phase 2 were more congruent with each other than Phase 3 was with either of the previous phases. Most notably, the subscale reliability scores were not as high in Phase 3 as they were in Phase 2.

Additionally, the factor structure in Phase 2 was not replicated in Phase 3. One explanation for the inconsistency in factor structure between Phase 2 and 3 is that more than half of the sample for Phase 2 was comprised of students from the Tampa area (therefore a greater percentage of individuals of Mexican descent and Puerto Rican descent) whereas all of the sample for Phase 3 was from Miami (where the majority were of Cuban descent and none were of Mexican descent). Also, on average, students in Tampa were more likely to be foreign born compared to students from Miami, where most were U.S. born. Consequently, the differences in factor structure between Phase 3 and Phase 2 may have been due to acculturation or differing countries of origin. The potentially less acculturated adolescents in Phase 2 may have had a stronger identification with the Hispanic culture and therefore answered the parenting questionnaire in a manner more consistent with the theorized factor structure based on the Hispanic culture (Zayas & Solari, 1994).

Additionally, the parents of Mexican descent may have raised their children differently from the parents of Cuban descent. As discussed in previous sections, nationality influences individuals' political history, reason for emigrating, and ultimately SES (Roosa et al., 2002), and in turn these life circumstances influence values held and how those values guide parenting.

Another notable difference between the Phase 2 and 3 samples was that half of Phase 2 and almost all of Phase 3 students were recruited from Catholic camps and schools. Although neither ask for religious affiliation when students apply, the assumption is that they are more likely to attract children of the Catholic faith. As to how Catholic affiliation relates to parenting, the current literature suggests that, although parents ascribing to the Protestant and Catholic faiths value obedience more than the general population does, Catholic parents

also value intellectual autonomy more than the general population does (Ellison & Sherkat, 1993) and Catholic and Jewish parents do not differ on a variety of parenting practices (Levine, 2004). Therefore, the literature (for White Americans) suggests that adherence to the Catholic faith results in parenting values that closely resemble those of the authoritative parent style in mainstream U.S. culture. Since it is assumed that most of the adolescents in Phase 3 were of the Catholic faith, then their parents' childrearing practices more closely resembled that of the mainstream U.S. parent. Consequently this would render the HIR measure less able to detect ethnic effects with the Phase 3 population. Keep in mind, though, that these assumptions and conclusions are based on a literature limited to White Americans and may not accurately reflect the relationship parenting and religious affiliation have within the Hispanic population.

Added to the confounds between Phase 2 and 3 is that Phase 2 participants were of lower socio-economic status than Phase 3 participants. As has been established in the literature, SES impacts parenting, at least in the U.S., in distinct ways that many times are erroneously explained as ethnic/cultural differences. Across all ethnicities, parents from lower socio-economic means tend to be more authoritarian, to use more harsh and inconsistent parenting, and to use less supervision and monitoring (Conger & Donnellan, 2007; Hoffman et al., 2002; McLloyd, 1998; Maccoby & Martin, 1983) which are all, ironically, parenting behaviors used to describe Latino parenting within the United States culture. This difference in SES may have further contributed to the fact that the factors that emerged in Phase 2 did not fit with the Phase 3 data.

It should be noted that the HIR was not the only measure with inadequate reliability. When compared to established reliability scores, the measures of acculturation (BAS) and of

Global-Self Worth (WIAL) for the Phase 3 sample had significantly lower reliability scores ($z = -3.68$ and -4.08 , respectively). Nevertheless, the MEIM and the subscales of the PPS did not differ significantly in reliability between Phase 3 participants and those of prior studies ($z = -1.41, 0.00, -0.06, -0.48$, respectively). This evidence further suggests that the lack of reliability of the HIR in Phase 3 may be due to the measure content or the particulars of the Phase 3 sample.

Sample homogeneity may also have contributed to lower reliability scores in Phase 3 (Helms, Henze, Sass, & Misfud, 2006). A heterogeneous sample is more likely to provide greater score variance, and greater score variance results in a higher Cronbach's alpha (Helms et al., 2006). Phase 2 had a more heterogeneous sample than Phase 3. Therefore, lower reliability scores from Phase 3 may not be a reflection of a poor HIR measure but rather a more homogeneous sample. In fact, if the measure is intended for a specific population and it is given only to this population, then lower reliability scores (than in the general population) may simply indicate that the measure is functioning as it should (Helms et al., 2006).

The items themselves could have been worded in a way to create greater variance in item responses. As seen in Appendix H, item variance for both Phases 2 and 3 was relatively low. Further scale development should involve modifying the wording of the current items to include more extreme behaviors. For example, instead of stating "My family eats together" the item could be modified to say "My family eats together at least one meal of the day" in order to increase response variability. Response variability should also be addressed by adding more items that cover a wider range of the construct behaviors *and* attitudes. For example, to complement the item about family meals, future researchers could add items like

“My family eats together at least one time a *week*” to address a wider range of the behavior, and “My parents *expect* for my family to eat together at least one time a day” or “I am expected to eat with my family at least one time a day” to address beliefs/attitudes apart from actual behavior, from the multiple perspectives of “I” or “My Parents”.

Item variance can also be addressed by increasing the number of items utilized in the measure. In order to make the measure more usable and appealing to researchers, the initial 128 items were reduced to 60 items and then to 32 items. In reducing the number of items per construct, the new measure may lack the ability to capture subtleties of the constructs and consequently affect the representativeness or cohesiveness of the theorized category. This is one of the inevitable limitations of brief self-report measures in contrast to studies that utilize direct observation and extensive interviewing such as in Harwood’s work (Harwood, 2003; Harwood et al., 2002). A future study could address this issue in one of two ways: (1) include more items per theorized construct in the final self-report measure and (2) follow Harwood’s example and employ more in-depth methods such as direct observations and interviewing. Observations of and interviews about adolescent and parent interactions could lead to a better understanding of the interaction and ultimately the development of more valid item content.

Related to variance and reliability is the validity of the factor and regression analyses. To a certain extent, both factor analysis and regression analysis depend upon the magnitude of correlations among items and components to formulate results. Similarly, reliability is based on the consistency with which respondents give answers across the items and components. It follows that the results from the factor analyses and regression analyses in

this study are negatively influenced by the low reliability levels. In most cases, the low reliability will simply result in Type II errors for the variable of interest (Osborne & Waters, 2002), which may be the case for Phase 3 results in which few significant relationships emerged.

Another possible explanation for the differing factor structures between the two phases is that the sample size in Phase 2 was twice as large as that in Phase 3. Statistically speaking, because of the greater N, there is greater probability that the factor structure in Phase 2 is more accurate and stable than that in Phase 3. On the other hand, Guadagnoli and Velicer's (1988) simulation study discounts most rules of thumb that recommend sample size should be based on the number of items in a measure. They argued that saturation level (i.e., magnitude of the factor loadings) is what dictates whether one should be concerned about sample size and/or the ratio of items to components. For the present study, based on Guadagnoli and Velicer's findings, both Phase 2 and Phase 3 had adequate sample sizes since factor loadings between .40 and .60 (with an item to component ratio of 4 to 6) and a sample size of 100 yielded a Kappa of .61 (fair to good agreement) to 1.00 (excellent agreement) between the sample and population component patterns. Nevertheless, at the conclusion of their paper, the researchers recommend a sample size of 150 for a pattern with loading magnitudes in the range found in the current study. Consequently, future efforts in HIR measure development should include the recruitment of a larger sample size.

There is another potential limitation of Phase 3. The regression analyses that served to examine validity of the HIR required the use of dependent variables developed within the mainstream American cultural system. Therefore they are laden with the cultural values of mainstream America. School grades, behavior problems, and behavioral health may have

culturally “insensitive” aspects that render them inappropriate for the Hispanic population. Additionally, some dependent measures could be more culturally laden than others. For example, for the Phase 3 population, all children were Hispanic, in a mostly Hispanic school with mostly, if not all, Hispanic teachers. Consequently, the children were not being compared to other non-Hispanic children when it came to grades or discipline referrals; therefore, these dependent variables were not as culturally insensitive as they could potentially be. On the other hand, although completed by the teachers, the students’ final behavioral adjustment scores are based on national norms, an arena where it has been established that minorities tend to be over-pathologized (La Roche, 2002). Ideally, there would be culturally appropriate adjustment measures available for use in the assessment of the validity of the HIR, but there are no measures known to this author that are as widely utilized and established as the ones used in the current study which were developed specifically for Hispanics and sensitive to cultural issues. It is recommended that such measures of behavioral adjustment and academic achievement also be developed to be utilized in research with Hispanic children.

Most of the discussion of limitations has focused on methodological issues, but there is the possibility that the analyses cannot fully speak to whether the theorized constructs even exist or, on the other hand, if they are multidimensional. Analyses could not determine whether the items that were chosen from Phase 2 for Phase 3 dissemination were the best representatives of the theorized constructs. A review of the content of the items per factor suggests that initial factor analysis results may have been sample dependent and may not have accurately reflected the Latino cultural values that the measure was intended to capture. Future work may include the development of more relevant items per factor that cover more

of the nuances of the constructs. For example, if *Respeto* is potentially a multidimensional construct (e.g., respect towards parents, respect towards other elders, respect towards peers) then a much greater number of items would need to be developed addressing each of these sub-dimensions. Still, such item modification would not be effective if the initial constructs that emerged from the group interviews in Phase 1 are not accurate reflections of true constructs in the Latino culture.

It may be that the format of the group interviews was too structured and that more relevant themes could have emerged from conducting focus groups. A focus group, as opposed to a group interview, is a format in which participants are not asked such direct questions as in a group interview, but rather are given two or three open-ended questions for discussion. Additionally, group discussions would have produced more content (and group effects more easily examined) if each group was matched on specific common characteristics (for example, one group could be limited to *current* parents who had emigrated within the last 1-5 years from *Central America*). Not only do these particular specifications provide a common ground for group participants, but they are all characteristics that have ramifications for item content. For example, *current* parents may use different strategies to cope with raising an adolescent in the U.S. today (e.g., today in the U.S. there is more drug use and more involvement in sexually risky behavior than in past generations). Additionally, parents who have recently emigrated may come from a cultural background in which raising a child is more of a communal duty among family members (e.g., including grandmothers, aunts) than one in which the biological parents are the sole and/or primary decision-makers raising the child. Focus groups with these participants may be more fruitful and accurate if they include more than one family member from each family where the younger member may be

able to consult the older member during the session (potentially mirroring the process of how the child is raised). Once item content is addressed, researchers need to address the methodological concerns related to Phases 2 and 3 of this study.

Further examination of the HIR should follow three strategies to address these methodological concerns. Initially, future research should involve a larger sample size limited to one geographical area with consistent levels of SES and percentages of national backgrounds between samples (if multiple samples are used). A larger sample size could improve reliability as well as provide a forum to conduct confirmatory factor analyses. Limiting the sample to one geographical area could potentially also control for the demographical and cultural make-up of the sample (i.e., SES, nationality, years in the U.S.), because these variables tend to change with geographical area. A larger sample size would also allow for a more reliable examination of gender differences. On the other hand, future work on the measure could also include a sample limited to only one national background. Although it would be parsimonious and ideal to have one measure that is valid for all Hispanic nationalities, there may be sufficient cultural differences among these nationalities that would warrant a separate measure for each region. Nevertheless, it is unknown whether there needs to be one measure or multiple measures until further research is able to establish if there indeed exist significant cultural differences among Hispanic nationalities. Therefore, it is suggested that this measure initially should be developed for Hispanic population as a whole. If unfavorable psychometric properties persist, then the measure should be evaluated between individual Hispanic nationalities and regions.

Once the above concerns are addressed, a second strategy for examining the HIR's reliability and validity would be to compare responses from Hispanic adolescents with

responses from adolescents of other ethnic backgrounds. Although the measure is intended for the Hispanic population within the United States, a comparison to responses from students from other ethnic backgrounds may increase the variance needed for regression analyses to establish the measure's validity within the Hispanic population (Helms et. al., 2006).

Finally, if the above strategies result in a viable HIR measure, the HIR should then be examined using a sample from a greater variety or range of SES levels, geographical locations, and years in the U.S. This would provide the opportunity to examine generalizability and the interactions and influences of acculturation and SES on parenting, youths' perception of parenting, and youths' behavioral and academic successes. Additionally, with a greater range of these variables and a larger sample size, these analyses could be used to address methodological concerns related to the nesting of participants (e.g., nesting of students within classrooms, classrooms within schools, and schools within geographical areas).

In summary, the HIR measure still needs attention, but it is a sufficient foundation from which to work. Now that the current study has laid the building block, the next step is to improve the strategies utilized in developing the new measure to better capture these constructs. Recent literature, together with this study, suggests that the parenting styles typology set forth by Baumrind, Maccoby and Martin, and Steinberg, among others, appropriately accounts for differences in outcomes among mainstream, white, American youth but that this typology is not generalizable to other populations, particularly the Hispanic population within the United States. Over 20 years of literature have described the constructs of Familismo, Respeto, Instrumental Independence, and Proper Demeanor. The

critical byproduct of the current study was to reveal the need to address these constructs within a culturally sensitive approach to methodology and research integrity.

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Appendices

Appendix A: Parenting Practices Survey – PPS

Please answer the next set of questions about the parent(s) (or guardians) you live with. If you spend time in more than one home, answer the questions about the parents (or guardians) who have the most say over your daily life.

Please darken the appropriate circle to the right of each question.

	<i>Strongly Agree</i>	<i>Agree Somewhat</i>	<i>Disagree Somewhat</i>	<i>Strongly Disagree</i>
1. My parents say that you shouldn't argue with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can count on my parents to help me out, if I have some kind of problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My parents say that you should give in on arguments rather than make people angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My parents keep pushing me to do my best in whatever I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I get a poor grade in school, my parents make my life miserable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My parents keep pushing me to think independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My parents tell me that their ideas are correct and that I should not question them..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My parents help me with my schoolwork if there is something I don't understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Whenever I argue with my parents, they say things like, "You'll know better when you grow up."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When my parents want me to do something, they explain why.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My parents let me make my own plans for things I want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. When I get a poor grade in school, my parents encourage me to try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My parents act coldly and unfriendly if I do something they don't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My parents know who my friends are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. When I get a poor grade in school, my parents make me feel guilty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My parents spend time just talking with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My parents won't let me do things with them when I do something they don't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My family does fun things together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY FREE TIME

19. In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?
 I am not allowed out Before 8:00 8:00 to 8:59 9:00 to 9:59 10:00 to 10:59 11:00 or later As late as I want

20. In a typical week, what is the latest you can stay out on FRIDAY OR SATURDAY NIGHT?
 I am not allowed out Before 8:00 8:00 to 8:59 9:00 to 9:59 10:00 to 10:59 11:00 or later As late as I want

21. How much do you parents TRY to know ...	<i>Don't Try</i>	<i>Try a Little</i>	<i>Try a Lot</i>
Where you go at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What you do with your free time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where you are most afternoons after school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How much do you parents REALLY know ...	<i>Don't Know</i>	<i>Know a Little</i>	<i>Know a Lot</i>
Where you go at night?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What you do with your free time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where you are most afternoons after school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B: The Multigroup Ethnic Identity Measure (MEIM)

In this country, people come from a lot of different cultures and there are many different words to describe the different backgrounds or *ethnic groups* that people come from. Some examples of the names of ethnic groups are Mexican-American, Hispanic, Black, Asian-American, American Indian, Anglo-American, and White. Every person is born into an ethnic group, or sometimes two groups, but people differ on how important their *ethnicity* is to them, how they feel about it, and how much their behavior is affected by it. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Please fill in: In terms of ethnic group, I consider myself to be _____

Use the responses given below to indicate how much you agree or disagree with each statement. **Please Circle Your Answers.**

1.	I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
2.	I am active in organizations or social groups that include mostly members of my own ethnic group.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
3.	I have a clear sense of my ethnic background and what it means for me.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
4.	I like meeting and getting to know people from ethnic groups other than my own.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
5.	I think a lot about how my life will be affected by my ethnic group membership.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
6.	I am happy that I am a member of the group I belong to.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
7.	I sometimes feel it would be better if different ethnic groups didn't try to mix together.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8.	I am not very clear about the role of my ethnicity in my life.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
9.	I often spend time with people from ethnic groups other than my own.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
10.	I really have not spent much time trying to learn more about the culture and history of my ethnic group.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
11.	I have a strong sense of belonging to my own ethnic group.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
12.	I understand pretty well what my ethnic group membership means to me, in terms of how to relate to my own group and other groups.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
13.	In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
14.	I have a lot of pride in my ethnic group and its accomplishments.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
15.	I don't try to become friends with people from other ethnic groups.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
16.	I participate in cultural practices of my own group, such as special food, music, or customs.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
17.	I am involved in activities with people from other ethnic groups.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
18.	I feel a strong attachment towards my own ethnic group.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
19.	I enjoy being around people from ethnic groups other than my own.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
20.	I feel good about my cultural or ethnic background.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

Please fill in the circle next to the best answer to each question.

- | | | |
|---|---|---|
| <p>21. My ethnicity is</p> <p><input type="radio"/> Asian, Asian American, or Oriental</p> <p><input type="radio"/> Black or African American</p> <p><input type="radio"/> Hispanic or Latino</p> <p><input type="radio"/> White, Caucasian, European, not Hispanic</p> <p><input type="radio"/> American Indian</p> <p><input type="radio"/> Mixed; parents are from two different groups</p> <p><input type="radio"/> Other (write in): _____</p> | <p>22. My father's ethnicity is</p> <p><input type="radio"/> Asian, Asian American, or Oriental</p> <p><input type="radio"/> Black or African American</p> <p><input type="radio"/> Hispanic or Latino</p> <p><input type="radio"/> White, Caucasian, European, not Hispanic</p> <p><input type="radio"/> American Indian</p> <p><input type="radio"/> Mixed; parents are from two different groups</p> <p><input type="radio"/> Other (write in): _____</p> | <p>23. My mother's ethnicity is</p> <p><input type="radio"/> Asian, Asian American, or Oriental</p> <p><input type="radio"/> Black or African American</p> <p><input type="radio"/> Hispanic or Latino</p> <p><input type="radio"/> White, Caucasian, European, not Hispanic</p> <p><input type="radio"/> American Indian</p> <p><input type="radio"/> Mixed; parents are from two different groups</p> <p><input type="radio"/> Other (write in): _____</p> |
|---|---|---|

Appendix C: Behavioral Acculturation Scale (BAS)

Please Circle Your Answer.

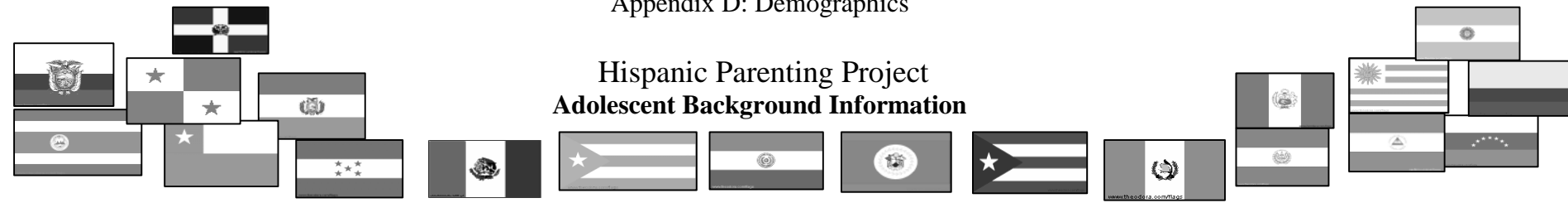
	Spanish all of the time	Spanish most of the time	Spanish and English equally	English most of the time	English all of the time
1. Which language do you prefer to speak?	1	2	3	4	5
2. What language do you speak at home?	1	2	3	4	5
3. What language do you speak in school?	1	2	3	4	5
4. What language do you speak at work?	1	2	3	4	5
5. What language do you speak with friends?	1	2	3	4	5
6. In what language are the T.V. programs you watch?	1	2	3	4	5
7. In what language are the radio stations you listen to?	1	2	3	4	5
8. In what language are the books and magazines you read?	1	2	3	4	5
	Hispanic all of the time	Hispanic most of the time	Hispanic at times and American at other times	American most of the time	American all of the time
9. What sort of music do you listen to?	1	2	3	4	5
10. What sort of dances do you dance?	1	2	3	4	5
11. What sort of places do you go out to?	1	2	3	4	5
12. What sort of recreation do you engage in?	1	2	3	4	5
	Completely Hispanic	Mostly Hispanic	Mixed: Sometimes Hispanic and others American	Mostly American	Completely American
13. My way of celebrating birthdays is:	1	2	3	4	5
14. My way of relating to by fiancée is:	1	2	3	4	5
15. The gestures I use in talking are:	1	2	3	4	5

Instructions: Sometimes life is not as we really want it. If you could have your way, how would you like the following aspects of your life to be like?

	I wish this to be completely Hispanic	I wish this to be mostly Hispanic	I would wish this to be both Hispanic and American	I would wish this to be mostly American	I would wish this to be completely American
16. Food:	1	2	3	4	5
17. Language:	1	2	3	4	5
18. Music:	1	2	3	4	5
19. T.V. programs:	1	2	3	4	5
20. Books/Magazines:	1	2	3	4	5
21. Dances:	1	2	3	4	5
22. Radio programs:	1	2	3	4	5
23. Way of celebrating birthdays:	1	2	3	4	5
24. Way of celebrating weddings:	1	2	3	4	5

Appendix D: Demographics

Hispanic Parenting Project
Adolescent Background Information



<p>Today's Date _____</p> <p>How old are you?</p> <input type="checkbox"/> 10 years old <input type="checkbox"/> 11 years old <input type="checkbox"/> 12 years old <input type="checkbox"/> 13 years old <input type="checkbox"/> 14 years old <input type="checkbox"/> 15 years old <input type="checkbox"/> 16 years old <input type="checkbox"/> Other _____		<p>You are a ...</p> <input type="checkbox"/> girl <input type="checkbox"/> boy <p>What grade are you in? (Check One).</p> <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th		<p>Who do you live with? (Check all that apply)</p> <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Brothers and Sisters <input type="checkbox"/> Step-mother <input type="checkbox"/> Step-father <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Aunt <input type="checkbox"/> Uncle <input type="checkbox"/> Cousins <input type="checkbox"/> Other _____		<p>You are</p> <input type="checkbox"/> Mexican <input type="checkbox"/> Cuban <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Dominican <input type="checkbox"/> Other, <i>Please Specify</i> _____ <input type="checkbox"/> 2 or more Hispanic Nationalities: <i>Please Specify</i> _____ <input type="checkbox"/> Hispanic mixed with other ethnic background (Caucasian, African American, etc). <i>Please write the combination</i> _____	
<p>What job does your mom have? What does she do? _____</p> <p>What job does your dad have? What does he do? _____</p> <p>If you have a step-mom, what job does she have? What does she do? _____</p> <p>If you have a step-dad, what job does he have? What does he do? _____</p>		<p>Was your mom born in the U.S.?</p> <input type="checkbox"/> yes <input type="checkbox"/> no <p>Was your grandpa (on your mom's side) born in the U.S.?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Was your grandma (on your mom's side) born in the U.S.?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No		<p>Was your dad born in the U.S.?</p> <input type="checkbox"/> yes <input type="checkbox"/> no <p>Was your grandpa (on your dad's side) born in the U.S.?</p> <input type="checkbox"/> yes <input type="checkbox"/> no <p>Was your grandma (on your dad's side) born in the U.S.?</p> <input type="checkbox"/> yes <input type="checkbox"/> no			
<p>What grade did your mom finish in school? (Check One)</p> <input type="checkbox"/> My mom has less than a 9 th grade education <input type="checkbox"/> My mom had at least some high school <input type="checkbox"/> My mom has a trade certificate or other diploma program <input type="checkbox"/> My mom has some other non-university education (e.g., beauty school, mechanic school) <input type="checkbox"/> My mom has some university classes or finished a university degree <input type="checkbox"/> My mom finished graduate or professional school		<p>What grade did your dad finish in school? (Check One)</p> <input type="checkbox"/> My dad has less than a 9 th grade education <input type="checkbox"/> My dad had at least some high school <input type="checkbox"/> My dad has a trade certificate or other diploma program <input type="checkbox"/> My dad has some other non-university education (e.g., beauty school, mechanic school) <input type="checkbox"/> My dad has some university classes or finished a university degree <input type="checkbox"/> My dad finished graduate or professional school					
<p>Were you born in the U.S.?</p> <input type="checkbox"/> yes <input type="checkbox"/> no, how many years have you lived in the U.S.? _____							

Appendix E: How I am Raised

Who do you consider to be your “parent (s)”?
If more than one, circle all that apply. Mother Father Stepmother Stepfather Grand mother Grandfather Aunt Uncle Sister Brother Other _____

Instructions: How true are the following statements for you? Please put a ✓ in the by your answer.

1.	It is my responsibility to do well in school.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
2.	I am not allowed to go out unless I am with an adult from my family.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
3.	My parents ignore me when I do something I shouldn't do.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
4.	My parents encourage me.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
5.	If I have a friend who my parents don't like, I'm not allowed to be with them.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
6.	When I have a problem at school, I feel comfortable talking about it with my parents.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
7.	My parents ground me if I am in trouble.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
8.	I know about most of my family's problems.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
9.	My parents tell me that I give my family a bad reputation when I don't behave well.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
10.	My parents say that I should obey my aunts and uncles.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
11.	If I have a party with friends at the same time that I have a party with family, my parents say I have to choose the family party.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
12.	If I am upset about something, my parents tell me I should keep it to myself.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
13.	My parents say that I should obey my teachers like I obey them.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
14.	My parents restrict me from certain activities.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
15.	When I have trouble with another girl or boy, I feel comfortable telling my parents about it.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
16.	My parents send me to my room if I am in trouble.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
17.	My parents let me make my own decisions.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
18.	My parents are embarrassed when I behave badly.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
19.	I am expected to help take care of other family members who need help.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
20.	My parents use the phrase “family first” (“la familia primero”).	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
21.	I can tell my parents almost anything.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
22.	My parents have the right to tell me what to do.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
23.	There is a day in the week that my family considers a “family day.”	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
24.	My parents know where I am at all times.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
25.	My parents take away my privileges if I am in trouble.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
26.	My parents let me decide where I go out for fun on the weekends, but there are places I'm not allowed to go to.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
27.	I am expected to wash my own clothes.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
28.	My parents say that others in the world will treat me well if I treat them with respect.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
29.	My parents restrict me from certain people.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
30.	My parents are affectionate with me.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
31.	I am involved in family decisions.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True
32.	My parents feel sad when I behave badly.	<input type="checkbox"/> Not True At All	<input type="checkbox"/> Somewhat True	<input type="checkbox"/> Very True

Really True for me	Sort of True for me	<u>Sample Item</u>	Sort of True for me	Really True for me		
<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>	<input type="checkbox"/>
1. <input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are very good at their school work	BUT	Other kids <i>worry</i> about whether they can do the school work assigned to them.	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/>	<input type="checkbox"/>	Some kids find it hard to make friends	BUT	Other kids find it's pretty easy to make friends.	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/>	<input type="checkbox"/>	Some kids do very <i>well</i> at all kinds of sports	BUT	Other kids <i>don't</i> feel that they are very good when it comes to sports.	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with the way they look	BUT	Other kids are <i>not</i> happy with the way they look.	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/>	<input type="checkbox"/>	Some kids often do <i>not</i> like the way they <i>behave</i>	BUT	Other kids usually <i>like</i> the way they behave.	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are often <i>unhappy</i> with themselves	BUT	Other kids are pretty <i>pleased</i> with themselves.	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/>	<input type="checkbox"/>	Some kids feel like they are <i>just as smart</i> as other kids their age	BUT	Other kids aren't so sure and <i>wonder</i> if they are as smart.	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/>	<input type="checkbox"/>	Some kids have a lot of friends	BUT	Other kids <i>don't</i> have very many friends.	<input type="checkbox"/>	<input type="checkbox"/>

Really True for me	Sort of True for me			Sort of True for me	Really True for me	
↓	↓			↓	↓	
9. <input type="checkbox"/>	<input type="checkbox"/>	Some kids wish they could be a lot better at Sports	BUT	Other kids feel they are good enough at sports.	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with their height and weight	BUT	Other kids wish their height and weight were different.	<input type="checkbox"/>	<input type="checkbox"/>
11. <input type="checkbox"/>	<input type="checkbox"/>	Some kids usually do the <i>right</i> thing	BUT	Other kids often <i>don't</i> do the right thing.	<input type="checkbox"/>	<input type="checkbox"/>
12. <input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> like the way they are leading their life	BUT	Other kids <i>do</i> like the way they are leading their life.	<input type="checkbox"/>	<input type="checkbox"/>
13. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are pretty <i>slow</i> in finishing their school Work	BUT	Other kids can do their school work <i>quickly</i> .	<input type="checkbox"/>	<input type="checkbox"/>
14. <input type="checkbox"/>	<input type="checkbox"/>	Some kids would like to have a lot more friends	BUT	Other kids have as many friends as they want.	<input type="checkbox"/>	<input type="checkbox"/>
15. <input type="checkbox"/>	<input type="checkbox"/>	Some kids think they could do well at just about any sports activity they haven't Tried before	BUT	Other kids are afraid they might <i>not</i> do well at sports they haven't ever tried.	<input type="checkbox"/>	<input type="checkbox"/>
16. <input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their body was <i>different</i>	BUT	Other kids like their body the way it is.	<input type="checkbox"/>	<input type="checkbox"/>
17. <input type="checkbox"/>	<input type="checkbox"/>	Some kids usually act the way they know they are <i>supposed</i> to	BUT	Other kids often <i>don't</i> act the way they are supposed to.	<input type="checkbox"/>	<input type="checkbox"/>
18. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with themselves as a person	BUT	Other kids are often <i>not</i> happy with themselves.	<input type="checkbox"/>	<input type="checkbox"/>

Really True for me	Sort of True for me			Sort of True for me	Really True for me
↓ 19. <input type="checkbox"/>	↓ <input type="checkbox"/>	Some kids often <i>forget</i> what they learn	BUT	Other kids can remember things easily.	↓ <input type="checkbox"/>
20. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are always doing things with a lot Of kids	BUT	Other kids usually do things by <i>themselves</i> .	<input type="checkbox"/>
21. <input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are <i>better</i> than others their Age at sports	BUT	Other kids <i>don't</i> feel they can play as well.	<input type="checkbox"/>
22. <input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their physical appearance (how they look) was different	BUT	Other kids <i>like</i> their physical appearance the way it is.	<input type="checkbox"/>
23. <input type="checkbox"/>	<input type="checkbox"/>	Some kids usually get in <i>trouble</i> because of things they do	BUT	Other kids usually <i>don't</i> do things that get them in trouble.	<input type="checkbox"/>
24. <input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>like</i> the kind of person they are	BUT	Other kids often wish they were someone else.	<input type="checkbox"/>
25. <input type="checkbox"/>	<input type="checkbox"/>	Some kids do <i>very well</i> at their school work	BUT	Other kids <i>don't</i> do very well at their school work.	<input type="checkbox"/>
26. <input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that more people their age liked them	BUT	Other kids feel that most people their age <i>do</i> like them.	<input type="checkbox"/>
27. <input type="checkbox"/>	<input type="checkbox"/>	In games and sports some kids usually <i>watch</i> instead of play	BUT	Other kids usually <i>play</i> rather than just watch.	<input type="checkbox"/>
28. <input type="checkbox"/>	<input type="checkbox"/>	Some kids wish something about their face or hair looked different	BUT	Other kids <i>like</i> their face and hair the way it is.	<input type="checkbox"/>

Really True for me	Sort of True for me			Sort of True for me	Really True for me	
↓	↓			↓	↓	
29. <input type="checkbox"/>	<input type="checkbox"/>	Some kids do things they know they <i>shouldn't</i> do	BUT	Other kids <i>hardly ever</i> do things they know they shouldn't do.	<input type="checkbox"/>	<input type="checkbox"/>
30. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are very happy being the way they are	BUT	Other kids wish they were different.	<input type="checkbox"/>	<input type="checkbox"/>
31. <input type="checkbox"/>	<input type="checkbox"/>	Some kids have <i>trouble</i> figuring out the answers in school	BUT	Other kids almost always can figure out the answers	<input type="checkbox"/>	<input type="checkbox"/>
32. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are popular with others their age	BUT	Other kids are <i>not</i> very popular.	<input type="checkbox"/>	<input type="checkbox"/>
33. <input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> do well at new outdoor games	BUT	Other kids are <i>good</i> at new games right away.	<input type="checkbox"/>	<input type="checkbox"/>
34. <input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they are good looking	BUT	Other kids think that they are not very good looking.	<input type="checkbox"/>	<input type="checkbox"/>
35. <input type="checkbox"/>	<input type="checkbox"/>	Some kids behave themselves very well	BUT	Other kids often find it hard to behave themselves.	<input type="checkbox"/>	<input type="checkbox"/>
36. <input type="checkbox"/>	<input type="checkbox"/>	Some kids are not very happy with the way they do a lot of things	BUT	Other kids think the way they do things is <i>fine</i> .	<input type="checkbox"/>	<input type="checkbox"/>
37. <input type="checkbox"/>	<input type="checkbox"/>	Some kids think it is important to do well at schoolwork in order to feel good as a person	BUT	Other kids don't think how well they do at schoolwork is all that important.	<input type="checkbox"/>	<input type="checkbox"/>
38. <input type="checkbox"/>	<input type="checkbox"/>	Some kids don't think that having a lot of friends is all that important	BUT	Other kids think that having a lot of friends is important to how they feel as a person.	<input type="checkbox"/>	<input type="checkbox"/>

- | Really
True
for me | Sort of
True
for me | | Sort of
True
for me | Really
True
for me |
|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|
| ↓
<input type="checkbox"/> | ↓
<input type="checkbox"/> | 39. Some kids think it's important to be good at sports | ↓
<input type="checkbox"/> | ↓
<input type="checkbox"/> |
| | | BUT Other kids don't think that how good you are at sports is important. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 40. Some kids think it's important to be good looking in order to Feel good about themselves | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids don't think that's very important at all. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 41. Some kids think that it's important to behave the way they should | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids don't think that how they behave is that important. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 42. Some kids don't think that getting good grades is all that Important to how they feel about themselves | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids think that getting good grades is important. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 43. Some kids think it's important to be popular | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids don't think that being popular is all that important to how they feel about themselves. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 44. Some kids don't think that doing well at athletics is That important to how they feel about themselves | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids feel that doing well at athletics is important. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 45. Some kids don't think that how they look is important to How they feel about themselves as a person | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids think that how they look is important. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | 46. Some kids don't think that how they act is all that important | <input type="checkbox"/> | <input type="checkbox"/> |
| | | BUT Other kids think it's important to act the way you are supposed to. | | |

Table G1. Factor analysis of 60-item parenting measure limited to a 4-factor model utilizing the Direct Oblimin rotation

PCA					PAF				
Item	Component				Item	Factor			
	1	2	3	4		1	2	3	4
HIR32	.672				HIR32	.659			
HIR25	.585				HIR25	.555			
HIR39	.574				HIR46	.550			
HIR46	.573				HIR39	.532			
HIR38	.557				HIR38	.513			
HIR33	.510				HIR33	.472			
HIR34	.505				HIR34	.465			
HIR26	.496				HIR16	.460			
HIR16	.489				HIR26	.448			
HIR19	.463				HIR54	.422			
HIR54	.448				HIR19	.420			
HIR14	.417				HIR14				
HIR41	.416				HIR18				
HIR18	.411				HIR50				
HIR50	.405				HIR41				
HIR13					HIR13				
HIR4					HIR4				
HIR37					HIR37				
HIR1					HIR53				
HIR5					HIR1				
HIR31					HIR47				
HIR47					HIR31				
HIR20					HIR49				
HIR9					HIR5				
HIR2					HIR20				
HIR62	.505				HIR9				
HIR55	.484				HIR2				
HIR8	.480				HIR55	.422			
HIR59	.472				HIR62	.421			
HIR61	.444				HIR8	.412			
HIR12	.413				HIR59	.401			
HIR51	.412				HIR61				
HIR23	.403				HIR51				
HIR11					HIR23				
HIR58					HIR12				
HIR30					HIR30				
HIR15					HIR11				
HIR48					HIR15				
HIR49					HIR58				
HIR52					HIR48				
HIR7			-.585		HIR52				
HIR36			-.578		HIR7		-.529		
HIR27			.558		HIR36		-.516		
HIR29			-.473		HIR27		.466		
HIR22			-.437	.416	HIR29		-.414		
HIR44					HIR22				
HIR40					HIR44				
HIR42					HIR40				
HIR24					HIR42				
HIR10				-.585	HIR24				
HIR3				-.536	HIR10				-.557
HIR35				.500	HIR3				-.499
HIR21				-.473	HIR21				-.424
HIR28				.423	HIR35				.401
HIR6				-.413	HIR6				
HIR53					HIR28				
HIR45					HIR57				
HIR57					HIR45				
HIR56					HIR56				
HIR43					HIR43				

Table G2. Factor analysis of 60-item parenting measure limited to a 5-factor model utilizing the Direct Oblimin rotation

PCA						PAF					
Item	Component					Item	Factor				
	1	2	3	4	5		1	2	3	4	5
HIR32	.564					HIR32	.611				
HIR26	.555					HIR33	.506				
HIR33	.538					HIR26	.499				
HIR38	.478					HIR16	.473				
HIR16	.478					HIR38	.448				
HIR19	.470					HIR19	.426				
HIR31	.468					HIR54	.416				
HIR54	.428					HIR25	.406				
HIR34	.422					HIR34	.404				
HIR1						HIR31					
HIR4						HIR39					
HIR40						HIR4					
HIR2						HIR46					
HIR20						HIR1					
HIR47						HIR40					
HIR9						HIR47					
HIR61		.583				HIR18					
HIR62		.511				HIR20					
HIR23		.453				HIR9					
HIR59		.441				HIR2					
HIR12		.434				HIR37					
HIR55		.432				HIR61	.524				
HIR30		.419				HIR62	.435				
HIR58						HIR23					
HIR15						HIR30					
HIR51						HIR55					
HIR44			.566			HIR59					
HIR28			.487			HIR12					
HIR42			.442			HIR51					
HIR27			.413			HIR57					
HIR35			.410			HIR8					
HIR8						HIR15					
HIR11						HIR58					
HIR56						HIR49					
HIR10					-.676	HIR11					
HIR3					-.648	HIR7			-.651		
HIR46					-.552	HIR36			-.628		
HIR21					-.533	HIR29			-.628		
HIR13					-.519	HIR22					
HIR53					-.514	HIR24					
HIR50					-.499	HIR14					
HIR48					-.479	HIR10				-.564	
HIR14					-.450	HIR3				-.494	
HIR41					-.436	HIR21				-.445	
HIR25					-.420	HIR35				.412	
HIR6					-.419	HIR28				.404	
HIR57						HIR6					
HIR18						HIR13					
HIR39						HIR53					
HIR43						HIR45					
HIR49						HIR43					
HIR37						HIR41					
HIR45						HIR56					
HIR5						HIR52					
HIR7					.714	HIR44				.556	
HIR29					.679	HIR27				.400	
HIR36					.665	HIR48					
HIR22					.497	HIR50					
HIR24						HIR42					
HIR52						HIR5					

Table G4. Factor analysis of 60-item parenting measure limited to a 7-factor model utilizing the Direct Oblimin rotation

PCA								PAF							
	Component								Factor						
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
HIR16	.659							HIR16	.564						
HIR32	.579							HIR32	.554						
HIR26	.547							HIR26	.453						
HIR33	.467							HIR33	.405						
HIR38	.454							HIR38							
HIR2	.452							HIR54							
HIR9	.435							HIR34							
HIR54	.417							HIR25							
HIR34	.415							HIR19							
HIR40								HIR2							
HIR25								HIR31							
HIR46								HIR40							
HIR47								HIR9							
HIR19								HIR47							
HIR31								HIR61	.483						
HIR41								HIR59							
HIR61	.586							HIR30							
HIR12	.481							HIR12							
HIR23	.472							HIR23							
HIR59	.465							HIR15							
HIR30	.463							HIR57							
HIR15	.446							HIR55							
HIR55	.416							HIR49							
HIR57	.409							HIR51							
HIR62								HIR56							
HIR49								HIR18							
HIR56								HIR42							
HIR51								HIR20							
HIR42								HIR36	-.641						
HIR18								HIR7	-.633						
HIR20								HIR29	-.613						
HIR44			.704					HIR22							
HIR27			.509					HIR24							
HIR48			.496					HIR14							
HIR5								HIR3							
HIR3								HIR35							
HIR35								HIR10							
HIR10								HIR21							
HIR21								HIR46							
HIR28								HIR28							
HIR1								HIR41							
HIR29								HIR44							
HIR7								HIR48							
HIR36								HIR27							
HIR22								HIR5							
HIR24								HIR8							
HIR14								HIR11							
HIR8								HIR4							
HIR11								HIR45							
HIR45								HIR62							
HIR52								HIR52							
HIR4								HIR1							
HIR6								HIR53							
HIR43								HIR6							
HIR53								HIR39							
HIR39								HIR13							
HIR58								HIR43							
HIR37								HIR50							
HIR50								HIR58							
HIR13								HIR37							

Table G5. Factor analysis of 60-item parenting measure limited to a 4-factor model utilizing the Promax rotation

PCA					PAF				
Item	Component				Item	Factor			
	1	2	3	4		1	2	3	4
HIR32	.706				HIR32	.714			
HIR25	.606				HIR25	.590			
HIR39	.597				HIR39	.566			
HIR38	.583				HIR38	.550			
HIR46	.562				HIR46	.545			
HIR26	.526				HIR33	.490			
HIR34	.522				HIR34	.488			
HIR33	.521				HIR26	.485			
HIR16	.504				HIR16	.481			
HIR19	.480				HIR19	.444			
HIR54	.435				HIR54	.412			
HIR4	.404				HIR4				
HIR1	.401				HIR1				
HIR41					HIR41				
HIR37					HIR14				
HIR14					HIR37				
HIR18					HIR50				
HIR50					HIR18				
HIR31					HIR31				
HIR5					HIR5				
HIR2					HIR47				
HIR47					HIR2				
HIR20					HIR20				
HIR9					HIR9				
HIR10		.622			HIR10		.625		
HIR3		.561			HIR3		.547		
HIR35		-.558			HIR35		-.478		
HIR21		.500			HIR21		.470		
HIR28		-.486			HIR28		-.430		
HIR6		.440			HIR6				
HIR22		-.433		.430	HIR22				
HIR45					HIR13				
HIR13					HIR53				
HIR53					HIR45				
HIR57					HIR57				
HIR43					HIR42				
HIR56					HIR43				
HIR8			.522		HIR56				
HIR62			.516		HIR8			.465	
HIR55			.500		HIR55			.444	
HIR59			.474		HIR62			.441	
HIR11			.434		HIR59			.406	
HIR12			.427		HIR11				
HIR58			.425		HIR51				
HIR61			.423		HIR12				
HIR23			.414		HIR23				
HIR51			.401		HIR61				
HIR15					HIR15				
HIR30					HIR58				
HIR48					HIR30				
HIR49					HIR48				
HIR52					HIR49				
HIR7				.590	HIR52				
HIR36				.579	HIR7				.531
HIR27				-.562	HIR36				.516
HIR29				.479	HIR27				-.473
HIR44					HIR29				.416
HIR40					HIR44				
HIR42					HIR40				
HIR24					HIR24				

Table G6. Factor analysis of 60-item parenting measure limited to a 5-factor model utilizing the Promax rotation

PCA

PAF

Item	Component				
	1	2	3	4	5
HIR10	.686				
HIR3	.665				
HIR46	.612				
HIR50	.544				
HIR13	.541				
HIR53	.539				
HIR21	.533				
HIR48	.522				
HIR14	.482				
HIR25	.473				
HIR41	.466				
HIR39	.435				
HIR6	.408				
HIR18					
HIR57					
HIR51					
HIR43					
HIR37					
HIR49					
HIR5					
HIR26		.561			
HIR32		.538			
HIR33		.530			
HIR31		.493			
HIR16		.473			
HIR19		.461			
HIR38		.451			
HIR54		.403			
HIR34					
HIR1					
HIR40					
HIR2					
HIR4					
HIR20					
HIR9					
HIR47					
HIR61			.600		
HIR62			.517		
HIR23			.489		
HIR12			.458		
HIR55			.449		
HIR59			.443		
HIR30			.431		
HIR58					
HIR15					
HIR7				.721	
HIR29				.692	
HIR36				.671	
HIR22				.519	
HIR24					
HIR27					
HIR52					
HIR28					.526
HIR44	.461				.517
HIR35					.455
HIR8					.437
HIR42					.424
HIR11					
HIR45					
aHIR56					

Item	Factor				
	1	2	3	4	5
HIR10	.754				
HIR3	.670				
HIR21	.549				
HIR13	.511				
HIR46	.493				
HIR48	.476				
HIR53	.473				
HIR50	.455				
HIR14	.423				
HIR6	.419				
HIR41	.402				
HIR18					
HIR57					
HIR49					
HIR43					
HIR45					
HIR37					
HIR5					
HIR56					
HIR32		.605			
HIR26		.522			
HIR33		.508			
HIR16		.477			
HIR38		.432			
HIR19		.426			
HIR31					
HIR54					
HIR34					
HIR25					
HIR4					
HIR1					
HIR40					
HIR39					
HIR2					
HIR20					
HIR47					
HIR9					
HIR61			.464		
HIR62			.445		
HIR23			.426		
HIR55			.419		
HIR8					
HIR12					
HIR59					
HIR30					
HIR15					
HIR58					
HIR51					
HIR11					
HIR52					
HIR7				.620	
HIR36				.609	
HIR29				.591	
HIR22				.430	
HIR24					
HIR44					.488
HIR28					
HIR27					
HIR35					
HIR42					

Table G7. Factor analysis of 60-item parenting measure limited to a 6-factor model utilizing the Promax rotation

PCA							PAF						
Item	Component						Item	Factor					
	1	2	3	4	5	6		1	2	3	4	5	6
HIR3	.778						HIR32	.641					
HIR10	.698						HIR26	.535					
HIR46	.593						HIR33	.522					
HIR53	.581						HIR16	.502					
HIR50	.539						HIR38	.453					
HIR21	.506						HIR19	.442					
HIR35	-					.450	HIR31	.417					
	.460						HIR34	.410					
HIR14	.448						HIR54	.407					
HIR41	.447						HIR25						
HIR25	.404						HIR4						
HIR43							HIR1						
HIR13							HIR39						
HIR37							HIR40						
HIR18							HIR2						
HIR32		.593					HIR20						
HIR26		.589					HIR47						
HIR33		.554					HIR9						
HIR16		.522					HIR37						
HIR31		.496					HIR3	.779					
HIR19		.478					HIR10	.689					
HIR38		.467					HIR46	.514					
HIR34		.421					HIR53	.480					
HIR54		.416					HIR21	.472					
HIR40							HIR35	-.471					
HIR1							HIR50	.443					
HIR2							HIR41						
HIR20							HIR14						
HIR9							HIR43						
HIR47							HIR61	.545					
HIR61			.601				HIR59	.459					
HIR59			.524				HIR23	.428					
HIR12			.512				HIR12	.423					
HIR23			.482				HIR30	.418					
HIR15			.449				HIR15	.400					
HIR30			.444				HIR55						
HIR55			.440				HIR49						
HIR62			.411				HIR62						
HIR49							HIR57						
HIR58							HIR51						
HIR57							HIR58						
HIR51							HIR56						
HIR56							HIR18						
HIR36				.687			HIR36			.637			
HIR7				.682			HIR7			.620			
HIR29				.676			HIR29			.590			
HIR22				.519			HIR22			.423			
HIR24							HIR24					.447	
HIR8					.539		HIR8						
HIR11					.474		HIR11						
HIR52					.433		HIR6						
HIR45					.431		HIR45						
HIR4					.408		HIR52						
HIR6							HIR13						
HIR44						.679	HIR44						.590
HIR27						.498	HIR27						.415
HIR28							HIR28						
HIR48							HIR48						
HIR39							HIR42						
HIR5							HIR5						
HIR42													

Table G8. Factor analysis of 60-item parenting measure limited to a 7-factor model utilizing the Promax rotation

PCA

PAF

Item	Component						
	1	2	3	4	5	6	7
HIR16	.687	-.179	-.163	.209	.146	-.097	-.040
HIR32	.593	-.189	-.259	.064	.001	-.029	-.034
HIR26	.582	.051	.012	-.020	-.043	-.102	.063
HIR2	.488	.060	-.474	-.074	-.200	.314	-.119
HIR33	.482	.155	-.168	-.006	-.101	-.107	.057
HIR38	.465	.090	.023	-.056	-.046	.200	.023
HIR9	.442	-.024	-.254	.277	.036	-.019	.042
HIR34	.424	.015	.073	-.015	.080	.086	-.018
HIR54	.417	.229	.000	.072	.002	.020	.048
HIR40	.403	.087	-.085	-.023	.176	-.173	-.157
HIR25	.355	-.215	.326	.138	-.131	.184	-.024
HIR47	.346	.106	-.141	.210	.041	.047	.152
HIR31	.346	.267	.088	-.267	-.022	-.123	-.085
HIR19	.343	.163	.261	-.128	-.060	-.064	.023
HIR61	-.002	.597	-.157	.327	-.206	-.185	.025
HIR12	.006	.538	-.139	-.114	-.005	.028	.026
HIR15	.120	.516	-.004	-.310	.069	.055	.039
HIR59	-.194	.514	-.222	.047	.208	-.142	-.038
HIR23	.208	.512	-.101	-.008	-.078	-.142	.163
HIR30	-.007	.476	.069	.195	.059	-.157	.052
HIR55	-.020	.453	-.057	-.017	.152	-.017	.217
HIR57	-.042	.394	.307	.122	-.101	.035	-.030
HIR49	.149	.393	-.064	.075	.039	.234	-.078
HIR62	-.058	.379	-.093	.192	-.165	-.044	.362
HIR42	.021	-.348	-.022	-.060	-.087	.332	.303
HIR56	.009	.347	.179	.053	-.026	-.127	-.176
HIR20	.167	.310	.049	-.214	.128	.059	-.103
HIR18	.132	.299	-.179	.054	.189	.137	-.026
HIR51	.006	.298	.086	.110	-.051	.257	.188
HIR43	.101	.170	-.597	-.125	.138	.126	.104
HIR58	-.051	.288	-.543	.039	-.033	.202	.165
HIR53	-.026	.008	.538	.258	.061	-.060	.050
HIR39	.133	-.004	.506	-.155	-.011	.249	-.035
HIR6	-.104	.221	.397	.056	.038	.029	-.384
HIR37	.057	-.019	.393	-.011	-.027	.112	.088
HIR50	.033	.043	.365	.222	.184	.095	.167
HIR13	.046	.148	.331	.083	.016	.229	-.300
HIR35	-.070	-.060	.003	-.609	.134	.341	.058
HIR3	-.062	-.049	.260	.599	.050	.012	.073
HIR10	-.044	.006	-.169	.538	.183	.097	-.142
HIR21	.214	-.001	-.072	.477	.103	.141	-.200
HIR28	-.235	.021	-.048	-.396	.041	.331	.308
HIR46	.314	-.176	.249	.328	-.035	.221	.122
HIR1	.160	.232	.288	-.325	-.078	-.016	.280
HIR41	.258	-.030	.097	.295	.065	.142	.044
HIR14	.199	.064	.100	.263	.219	.146	.086
HIR7	.013	.022	.017	.069	.697	-.172	.172
HIR29	-.065	.001	-.067	.096	.697	-.042	.094
HIR36	.092	.058	-.005	-.140	.696	-.024	-.091
HIR22	.140	-.216	-.093	-.362	.514	-.069	.091
HIR24	-.020	.064	-.004	.134	.372	.044	.061
HIR44	-.122	-.065	-.036	-.110	.068	.757	.090
HIR27	-.016	-.267	.077	-.081	-.311	.553	-.019
HIR48	-.072	.289	.016	.127	-.089	.487	-.074
HIR5	.191	.046	-.097	-.050	.007	.402	-.103
HIR8	-.092	.147	-.021	-.077	.085	.138	.547
HIR11	-.070	.100	-.026	-.047	.118	.086	.480
HIR52	.049	-.047	-.007	.062	.197	-.174	.434
HIR45	.128	-.023	-.100	-.123	-.024	-.028	.429
HIR4	.272	.049	.322	.031	-.051	-.217	.401

Item	Factor						
	1	2	3	4	5	6	7
HIR16	.635						
HIR32	.612						
HIR26	.506						
HIR33	.441						
HIR38	.434						
HIR54							
HIR34							
HIR2							
HIR25							
HIR19							
HIR31							
HIR40							
HIR9							
HIR46							
HIR47							
HIR61		.534					
HIR59		.446					
HIR23		.431					
HIR12		.423					
HIR30		.412					
HIR15		.410					
HIR55							
HIR49							
HIR57							
HIR62							
HIR51							
HIR56							
HIR18							
HIR20							
HIR53			.560				
HIR6			.543				
HIR13			.482				
HIR39			.464				
HIR43			-.433				
HIR58							
HIR50							
HIR37							
HIR35				-.529			
HIR3				.494			
HIR10				.437			
HIR21				.418			
HIR28							
HIR1							
HIR41							
HIR14							
HIR36					.646		
HIR7					.639		
HIR29					.613		
HIR22					.423		
HIR24							
HIR44						.701	
HIR27						.467	
HIR48						.436	
HIR5							
HIR42							
HIR8							.448
HIR11							
HIR4							
HIR45							
HIR52							

Table G9. Component Correlation Matrix Utilizing the Components from the PCA 7-Factor Promax Rotations for the Phase 2 Sample

Component	1	2	3	4	5	6	7
1	1.000	.343	.448	.265	.273	.320	.002
2	.343	1.000	.371	.293	.300	.302	.112
3	.448	.371	1.000	.287	.226	.356	.023
4	.265	.293	.287	1.000	.176	.302	.013
5	.273	.300	.226	.176	1.000	.136	-.028
6	.320	.302	.356	.302	.136	1.000	.054
7	.002	.112	.023	.013	-.028	.054	1.000

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Appendix H: Variance and Item Response Frequencies for the 32-Item HIR measure

Table H1. Variance and Item Response Frequencies for the 32-Item HIR measure

Factor	Phase 2 HIR Variance N=314					Phase 3 HIR Variance N=105				
	Item#	Variance	Frequency - %			Item #	Variance	Frequency		
1 Respeto	$\alpha=.717$		1	2	3	$\alpha=.589$		1	2	3
	Total Scale	4.960				Total Scale	4.338			
	16	.124	1.6	7.0	91.1	1	.071	0.0	7.6	92.4
	32	.291	4.1	21.0	74.8	4	.265	3.8	17.1	79.0
	26	.280	3.8	20.7	75.5	10	.403	7.7	27.9	64.4
	33	.314	4.8	22.4	72.8	13	.336	5.7	21.0	73.3
	38	.384	6.7	34.1	59.2	19	.360	5.7	29.5	64.8
	34	.209	1.9	17.9	80.2	22	.349	5.7	24.8	69.5
	54	.321	4.5	27.1	68.5	28	.370	6.7	23.1	70.2
2 Familismo	$\alpha=.648$					$\alpha=.438$				
	Total Scale	8.843				Total Scale	6.343			
	61	.556	38.9	41.1	20.1	2	.633	29.5	37.1	33.3
	12	.579	39.2	39.2	21.7	5	.573	43.8	37.1	19.0
	15	.597	29.3	40.4	30.3	11	.544	23.8	45.7	30.5
	59	.479	22.9	52.2	24.8	14	.473	35.6	49.0	15.4
	23	.544	18.5	40.9	40.6	20	.563	18.1	37.1	44.8
	30	.638	38.0	35.1	26.8	23	.586	46.7	34.3	19.0
	55	.528	22.8	46.8	30.4	29	.596	28.6	41.0	30.5
3 Emotional Attachment	$\alpha=.465$					$\alpha=.156$				
	Total Scale	2.781				Total Scale	2.071			
	43	.436	62.5	28.2	9.3	3	.402	80.0	10.5	9.5
	58	.540	57.6	27.7	14.6	12	.499	68.6	19.0	12.4
	53	.453	10.5	38.2	51.3	21	.514	15.4	41.3	43.3
39	.376	6.4	31.2	62.4	30	.419	8.6	24.8	66.7	
4 Parent Knowledge/ Supervision	$\alpha=.672$					$\alpha=.526$				
	Total Scale	2.499				Total Scale	2.033			
	3	.502	14.4	40.6	45.0	6	.480	12.4	40.0	47.6
	10	.546	16.7	36.5	46.8	15	.513	20.0	47.6	32.4
21	.341	5.1	29.0	65.9	24	.327	4.8	25.7	69.5	
5 Discipline	$\alpha=.689$					$\alpha=.606$				
	Total Scale	2.890				Total Scale	2.771			
	7	.538	19.2	42.9	37.8	7	.568	25.0	43.3	31.7
	29	.579	26.3	42.0	31.7	16	.586	30.5	41.9	27.6
36	.457	12.2	45.2	42.6	25	.514	15.5	41.7	42.7	
6 Decision-Making	$\alpha=.508$					$\alpha=.171$				
	Total Scale	2.650				Total Scale	2.041			
	44	.425	10.8	49.0	40.1	8	.366	8.6	57.1	34.3
	27	.307	14.4	69.3	16.3	17	.445	18.1	55.2	26.7
	48	.483	13.1	41.1	45.9	26	.582	19.0	35.2	45.7
5	.423	13.4	54.3	32.3	31	.387	15.2	61.0	23.8	
7 Proper Demeanor	$\alpha=.488$					$\alpha=.335$				
	Total Scale	3.401				Total Scale	2.763			
	8	.609	54.6	26.5	18.8	9	.540	61.9	23.8	14.3
	11	.540	25.6	46.2	28.2	18	.595	31.4	41.0	27.6
	45	.584	55.2	27.4	17.4	27	.463	63.8	25.7	10.5
	4	.435	9.2	34.7	56.1	32	.470	16.2	50.5	33.3

About the Author

Evelyn Marie Alvarez received a Bachelor of Arts Degree in Psychology from the University of Miami in 1999 and a Master of Arts in Clinical Psychology from the University of South Florida in 2003. She completed her internship training at the University of Miami/Jackson Memorial Hospital in the Behavioral Medicine Track in 2006.

Her training in Clinical Psychology has always emphasized children, particularly those of minority status. Although she was born in Miami, FL, her parents are both Cuban immigrants. She is proud of her bilingual and bicultural heritage, and through it, she hopes to better the practice of clinical psychology in both private and academic settings.