Living up to the American Dream: The Influence of Family on Second-Generation Immigrants

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LIVING UP TO THE AMERICAN DREAM:
THE INFLUENCE OF FAMILY ON SECOND-GENERATION IMMIGRANTS

by

NICOLE PALMERI

A thesis submitted in partial fulfillment of the requirements for the Honors in the Major Program in Psychology in the College of Sciences and in the Burnett Honors College at the University of Central Florida Orlando, Florida.

Fall Term, 2020

Thesis Chair: Grace White, PhD
ABSTRACT

Second-generation immigrants are increasingly embracing their biculturalism, equally identifying as American and “other” (Yazykova & McLeigh, 2015). While this allows for ethnic diversity as well as other social and linguistic advantages, the internalization of two different cultures has been linked to causing tensions related to identity development and mental health (Huynh et al., 2018; Ceri et al., 2017; Ritsner & Ponizovsky, 1999). Previous research has shown a link between parental support and an individual’s acculturation and psychological well-being (Pawliuk et al., 1996; Abad & Sheldon, 2008). This study seeks to further examine the influence of family on the bicultural identity integration and psychological distress in second-generation immigrants. Researchers recruited 39 participants to explore the relationship of family life satisfaction, family social support, bicultural harmony and blendedness, and self-reported symptoms of depression, anxiety, and stress. A bivariate correlation analysis showed that satisfaction with family life was negatively associated with depression, stress, and overall psychological distress. In addition, perceived social support from family appeared to have a positive relationship to higher scores of depression. Researchers also found that bicultural identity integration had a negative relationship with anxiety, stress, and overall psychological distress.

Keywords: second-generation immigrants, bicultural identity integration, family support, mental health, social and behavioral sciences
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INTRODUCTION

Globalization has allowed for the world to expand in terms of international relations on levels of politics, economics, and culture. This continuous concept drives international migration and the increase in more nations becoming multicultural (Saenz, 2012; Chen, Benet-Martinez, & Bond, 2008). In recent decades, immigration trends in the United States have fluctuated while the number of second-generation immigrants has steadily been increasing (Department of Homeland Security, n.d.). In 2017, 88% of children with at least one immigrant parent was born in the United States (Migration Policy Institute, 2019). According to the U.S. Census Bureau (2016), a first-generation immigrant is an individual who was born outside of the United States, also referred to as foreign-born. The term second-generation immigrant is used to define an individual born in the United States with at least one foreign-born parent (U.S. Census Bureau, 2016).

Although second-generation immigrants have foundational common ground, every person has different experiences with biculturalism, largely due to their cultural fluency. The concept of cultural fluency focuses on the awareness, familiarity, and immersion of cultures (Mourey, Lam & Oyserman, 2015). These understandings of culture and the purpose of communication are taught subconsciously throughout an individual’s environment (Inoue, 2007; Mourey, Lam & Oyserman, 2015). As children are raised in the United States, they are typically also exposed to the culture their parents bring from their native country. For that reason, it is no surprise that second-generation immigrants have become more ethnically diverse, often being in tune with multiple cultures and equally identifying as American and “other” (Yazykova & McLeigh, 2015).
On the other hand, second-generation immigrants who have parents from older generations may not have had the same exposure or experience in learning about their culture. During the twentieth century, it was common for immigrants to come to the United States and abandon the customs of their homeland due to the increase in prospects and resources for immigrants. This process of assimilation is primarily experienced by first-generation immigrants in order to integrate into the dominant culture they immigrated to (Angelini, Casi & Corazzini, 2015).

In the early 1900s, Americans were skeptical about whether foreigners would ever be able to fit into American society. While these concerns encouraged the government to make congressional changes, immigrants still faced problems assimilating (Abramitzky et al., 2014). This is evident in a study (Abramitzky et al., 2016) that looked into two million census records during the Age of Mass Migration. Abramitzky and colleagues (2016) found that first-generation immigrants faced disadvantages, including fewer job opportunities and years of schooling, consequently leading immigrants to choose less foreign names for their children. Although these challenges seem to have evolved, the racial and ethnic controversy and bias against immigrants remains. In fact, Walters & Kasinitz (2012) argue that racial discrimination is common to many Americans due to the umbrella stereotypes and prejudice against minorities.

Researchers also mention the role of politics when describing how debilitating harmful stereotypes could be (Walters & Kasinitz, 2012). During the presidential election of 2016, immigration was a central issue addressed in political debates. Republican presidential nominee Donald Trump insinuated that immigration had a detrimental effect on American culture. In 2015, Trump proposed building a wall on the United States-Mexico border after claiming the
following statements about Mexican immigrants: “They’re bringing drugs. They’re bringing crime. They’re rapists” (“Donald Trump Presidential Campaign Announcement”, 2015). In 2017, Trump issued a ban on immigrants coming from predominantly Muslim countries (“Protecting the Nation From Foreign Terrorist Entry Into the United States”, 2017).

While social scientists have discussed outgroup bias for centuries, it is important to note that unfortunately, it is still prevalent in America in 2020. Nonetheless, immigrants of all races and ethnicities continue to strive towards embracing their heritage and culture. Today, second-generation immigrants participate in practices from their parents’ countries of origin while also being socialized into the traditions of the country where they live (Levitt, 2009).

Although identifying with multiple cultures poses unique advantages, biculturalism can cause social and cultural clashes, also known as intergenerational culture conflicts (Liu et al., 2019). These clashes potentially impose difficulty in identity development, thus creating tension, confusion, and issues with mental health as individuals internalize both cultures (Huynh, Benet-Martinez, & Nguyen, 2018). The relationship between individuals with immigrant backgrounds and psychological distress has caused researchers to explore the reasoning why. One recurring association is biculturalism, which accounts for the conflict of an individual struggling to meet behavioral and cognitive expectations of two cultures (Huynh et al., 2018). With that, researchers could assume that being exposed to more than one culture may cause issues in identity. According to philosopher Seyla Benhabib, identity does not depend on nationality or citizenship, but rather, cultural elements that allow an individual to share a relationship with the traditions, language, and culture of their root ethnicity (Cruz, 2017). Thus,
while second-generation immigrants aim to pay homage to their roots, it could be conflicting while also claiming the culture and environment they were born in.

Several studies have found that second-generation immigrants are more likely to experience psychological distress than their peers (Ritsner & Ponizovsky, 1999; Yazykova & McLeigh, 2015). To further examine the reasoning behind these findings, Ceri et al. (2017) conducted a study involving children and adolescents of immigrant descent. Researchers found that their sample was more likely to be vulnerable to a lifetime prevalence of almost all psychiatric disorders (Ceri et al., 2017). These findings could be attributed to the idea that a minority individual’s sense of ethnic identity is critical in order to be a healthy, functioning adult (Umaña-Taylor & Shin, 2007). In other words, the psychological distress patterns identified in second-generation immigrants are a point of concern. Another study (Wadsworth & Kubrin, 2007) looked into the effect of these factors on suicide rates within the Hispanic community. Wadsworth & Kubrin (2007) found that native-born Hispanics (individuals born in the United States) had a slightly higher rate of suicide than foreign-born Hispanics (individuals who immigrated to the United States). This finding could be inferred to highlight the difficulties second-generation immigrants face when trying to assimilate into a dominant culture.

Since the basis of culture and identity stem from familial relationships, it is important for researchers to further investigate this. Family relationships, satisfaction, and support have also been shown to influence the adjustment and attitudes of second-generation immigrants. In a study of second-generation college students, researchers found that parental autonomy support was associated with higher ethnic and cultural endorsement and higher levels of well-
Researchers also found that parental distress was most predictive of lower family cohesion and had a stronger correlation to the participant’s ethnic acculturation (Abad & Sheldon, 2008). These results coincide with results found by Pawliuk et al. (1996), highlighting that parental attitudes affect psychological functioning to a certain extent, and rejection of ethnic culture could result in psychological conflicts.
CURRENT STUDY

Despite the advancement made by previous generations of immigrants, the American Dream remains as parents continue striving to give their children a better life. However, researchers believe second-generation immigrants are faced with the added stress of living up to their parents’ idea of the American Dream and feeling like they must push themselves further in life in order for the struggles they had faced to be worthwhile. In addition to the cognitive tension of blending into both their cultures and struggles with ethnic identity, these factors only increase the tension and psychological distress. This may account as to why second-generation immigrants are more likely to experience mental health issues than their native generational peers (Ceri et al., 2017; Ritsner & Ponizovsky, 1999; Yazykova & McLeigh, 2015).

While some bicultural individuals are able to perceive a conflict between the two cultures and, at the same time, blend them in their everyday life; other individuals may perceive harmony between the cultures but keep them separate from their everyday life (Huynh et al., 2018). A majority of studies relating to second-generation immigrants focus on the impact of biculturalism in a greater cultural context, mostly ignoring other interpersonal and environmental factors. To better understand the connection between the cultural context and how it impacts an individual’s bicultural identity integration, factors such as family relationships and mental health must be taken into consideration. For that reason, it is crucial to further explore the influence of interpersonal and environmental factors to get a better idea of their impact on psychological distress found in second-generation immigrants.

The focus of this study is to examine the influence of perceived social support of family on the bicultural identity integration and psychological distress in second-generation immigrants.
Although the number of immigrants and children of immigrants continues to rise, there is a lack of literature exploring the factors within the topic of second-generation immigrants. Past research looking into biculturalism and acculturation suggests that there are significant variations in how individuals with more than one cultural identity manage and experience “these multiple meaning systems” (Benet-Martinez et al., 2002). For that reason, it is important to investigate whether family is a common factor influencing how an individual feels about their culture and whether this affects rates of psychological distress. Thus, the present study will explore the linkage between perceived family social support and how it influences bicultural identity integration and psychological distress patterns in second-generation immigrants. Satisfaction with family life will also be considered.

Researchers have three overarching hypotheses.

I. Perceived family social support will be positively correlated to bicultural identity integration

II. Perceived family social support will be negatively correlated to psychological distress

III. Bicultural identity integration will be negatively correlated to psychological distress

In addition to the three general hypotheses stated above, researchers intend to conduct additional exploratory analysis to determine discrepancies between ethnic groups and each of the variables.
METHOD

Participants

Researchers recruited 39 participants from the broader global community after receiving IRB approval through the University of Central Florida (see Appendix A). Recruitment materials were distributed through webcourses.ucf.edu and social media platforms (i.e., Facebook, Instagram, Snapchat, and Twitter).

Participant inclusion criteria dictated that any person over the age of 18 that identifies as a second-generation immigrant (individual with at least one foreign-born parent) was eligible to participate in the study. The participants varied in age, gender, education level, and ethnicity. Nonetheless, the participant sample included 8 males and 31 females between the ages of 18 and 34 ($M = 21.79$, $SD = 3.33$). The majority of the participants (59%) identified as Hispanic or Latino while 15.4% identified as Black or African American, 10.3% as Asian, and the remaining 15.4% as White or Caucasian, Mixed (Parents are from two different groups), or Other.

Materials

Demographic questionnaire

The demographics questionnaire was administered through 14 items to collect basic demographic information such as ethnicity, age, gender, and education level. In addition, participants were asked to provide information regarding the place of birth and the native language of their parents, as well as the number of years their parents have lived in the United States. The demographic scale was broken up into two sections: one at the beginning of the
survey to ensure participant inclusion criteria were met and gather information regarding participant’s parents, and the second section was placed at the end of the survey to collect information regarding participant age, gender, and education level.

*Bicultural Identity Integration Scale Version 2 (BIIS-2)*

The Bicultural Identity Integration Scale Version 2 (BIIS-2) (Huynh, Benet-Martínez, & Nguyen, 2018) is a 17-item scale that was developed to quantify cultural harmony vs. conflict and cultural blendedness vs. compartmentalization. An example of an item measuring cultural harmony vs. conflict is “Being bicultural means having two cultural forces pulling on me at the same time.” An example of an item measuring cultural blendedness vs. compartmentalization is “I feel part of a combined culture.” Participants were asked to answer questions by filling in the blank with their ethnicity and use a 5-point Likert Scale (1 = strongly disagree to 5 = strongly agree) to answer each question. Researchers used the BIIS-2 to measure how bicultural individuals cognitively and affectively organize their two cultural identities. Scores range from 1 = low on the BII dimension to 5 = high on the BII dimension. In this study, the BIIS-2 measured a Cronbach alpha of .86.

*Depression, Anxiety, Stress Scales 42 (DASS-42)*

Researchers used the Depression, Anxiety, and Stress Scales 42 (DASS-42) (Lovibond & Lovibond, 1995) to measure psychological distress. This 42-item scale measures three dimensions of psychological distress: depression, anxiety, and stress. Each measure includes 14 items and asks participants to indicate how much the statement provided applies to how they
have felt over the past week. Each question is rated on a 4-point Likert scale (0 = did not apply to me at all to 3 = applied to me very much or most of the time) to indicate the severity/frequency of the participants’ symptoms. The total range for the DASS-42 is 0 to 126. Higher scores indicate higher levels of psychological distress, while lower scores indicate low levels of psychological distress. In this study, the Cronbach alpha for the depression scale was .94, the anxiety scale was .93, and the stress scale was .93. The internal consistency for the overall scale was .97.

**Perceived Social Support from Family (PSS-Fa)**

Perceived Social Support from Family (PSS-Fa) (Procidano & Heller, 1983) is a 20-item scale intended to measure familial relationships based on social support and family emotional support. Procidano & Heller (1983) define family emotional support as the extent to which individuals perceive that their needs for support, information, and feedback are fulfilled by family.

Directions asked that participants read the statement provided and determine whether they have faced the feeling or experience at one time or another with their family. A sample question provided to participants is, “There is a member of my family I could go to if I were just feeling down, without feeling funny about it later.” For each statement, there are three possible answers: Yes, No, and Don’t know. Total scores range from 1 to 20, with higher scores equating to maximum perceived social support from family. The PSS-Fa for this study had a Cronbach alpha level of .91.
The Satisfaction with Family Life scale (Zabriskie & Ward, 2013) is a 5-item scale rated on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). An example of an item is “So far I have gotten the important things I want in my family life.” This scale uses global statements about family life in order to produce a satisfaction with family life score with a possible range of 5 to 35, with a score above 20 being the norm (Zabriskie & Ward, 2013). The internal consistency for this scale was .93.

Procedure

This study revolved around making observations without the intervention of the researcher. Participants were expected to respond to the survey questionnaire honestly. For that reason, this study followed a non-experimental, correlational research design.

The survey was created and administered through Qualtrics. This study was only available online. Researchers accepted survey responses from October 12 through November 20, 2020. Once participants followed the Qualtrics website provided on the recruitment flyer (see Appendix C) and other recruitment materials, they were directed to the consent/informational sheet, which provided a summary of the study procedures, risks, and benefits. Participants were informed that they would take part in an IRB-approved study regarding the influence of family on second-generation immigrants. Individuals who met the participant inclusion criteria (described above) self-selected to participate in the research and were able to access the survey.

After beginning the Qualtrics survey, participants were asked a series of questions in order to ensure they meet the participant inclusion criteria. If they did not, they were redirected
to the end of the survey. Participants who met this criterion were asked to take their time to complete the survey. Participants first completed Section 1 of the demographic scale as the initial questions. They were asked to take the BIIS-2, DASS-42, PSS-Fa, and Satisfaction with Family Life scale. At this point, researchers asked the participants to answer Section 2 of the demographic questionnaire and a validity check before they were done with the survey. If applicable, participants who were recruited using UCF Webcourses filled in the information necessary to receive extra credit for their course. All study materials are located in Appendix B. Completion of the study measures expected to take approximately 30 minutes.
RESULTS

Data was exported from the Qualtrics system and automatically entered into SPSS, a statistical package used to analyze behavioral sciences data. Although 125 individuals were recruited to participate in the study, researchers deleted participants that did not complete at least two measures. After taking this into consideration, the sample was 43. In order to have an even sample size across all measures, researchers removed participants who missed a substantial amount of responses from within the data. This brought the sample size to 39. Researchers then chose to use mean imputation in order to make up for the few values participants missed as opposed to deleting the values and further decreasing sample size. This allowed researchers to achieve an equal sample size for each measure and analyses.

The current study examined the relationships between the predictor variable: perceived family social support ($M = 11.65, SD = 5.75$), and the outcome variables: bicultural identity integration ($M = 3.36, SD = 0.73$) and psychological distress including measures of depression ($M = 11.24, SD = 9.18$), anxiety ($M = 8.65, SD = 8.77$), and stress ($M = 12.36, SD = 8.80$). The total average score for the DASS-42 was 32.25 ($SD = 23.97$). The Satisfaction of Family Life scale ($M = 20.58, SD = 8.50$) was also administered to aid in the conducting of additional analyses.

Using SPSS, researchers created a bivariate correlation matrix (see Appendix D1) between the scores from the PSS-Fa, Satisfaction with Family Life scale, BIIS-2, and DASS-42.

Hypothesis Testing
**Hypothesis 1: Family Support v Bicultural Identity**

Researchers expected to find a positive correlation between perceived social support from family and bicultural identity integration. The bivariate correlation analysis indicated no association between the variables ($r(37)= .003, p=.987$).

**Hypothesis 2: Family Support v Psychological Distress**

It was hypothesized that higher levels of perceived social support from family would be correlated to lower levels of psychological distress. Researchers found a negative association between family support and overall psychological distress, although inconclusive and not statistically significant ($r(37)= -.264, p=.105$). Upon further examination, researchers found that perceived social support from family shares a significant negative relationship with the depression subscale ($r(37)= -.371, p=.020$). This negative correlation signifies that while the likelihood of participants to feel socially supported by their family increases, their self-reported rates of psychological distress, more specifically, depression decrease. Perceived family social support did not appear to produce a significant association with the other two components of psychological distress, anxiety ($r(37)= -.037, p=.822$) and stress ($r(37)= -.294, p=.069$).

**Hypothesis 3: Bicultural Identity v Psychological Distress**

Researchers also hypothesized a negative correlation in the relationship between bicultural identity integration and psychological distress, expecting that participants with higher levels of bicultural identity integration would produce lower levels of psychological distress. The bivariate correlation analysis indicated that bicultural identity integration had negative significant
relationships between overall psychological distress ($r(37) = -0.427, p = 0.007$), more specifically anxiety ($r(37) = -0.406, p = 0.010$) and stress ($r(37) = -0.457, p = 0.003$). The axis of depression ($r(37) = -0.290, p = 0.073$) did not produce a significant association. Furthermore, participants reported an inverse relationship when it comes to how they cognitively organize their two cultural identities and their psychological distress.

**Exploratory Analyses**

*Satisfaction with Family Life*

Although an association between satisfaction with family life and psychological distress was not specifically hypothesized, a correlation analysis revealed a significant negative relationship between overall psychological distress ($r(37) = -0.476, p = 0.002$), more specifically depression ($r(37) = -0.441, p = 0.005$) as well as stress ($r(37) = -0.568, p < 0.001$). The relationship between these variables is inverse; while one increases, the other decreases.

*Hispanic v Non-Hispanic Disparities*

Researchers conducted additional exploratory analysis to compare scores between second-generation immigrants by examining differences in scores of perceived family social support, bicultural identity integration, and psychological distress. Researchers transformed the variable of ethnicity into a dummy variable by using “1” as Hispanic and “0” as Non-Hispanic. There were a total of 23 participants in the Hispanic group and 16 total participants in the Non-Hispanic group. An independent t-test was conducted to compare means between all variables and examine differences among Hispanic and Non-Hispanic ethnic groups. Researchers found
that the score means for the Hispanic group ($M = 12.27$, $SD = 4.48$) on the perceived social support from family was higher than the means for the Non-Hispanic group ($M = 10.75$, $SD = 7.27$) in the PSS-Fa scale were significant ($t(37) = .810$, $p = .002$). There were no additional significant findings when comparing means between Hispanic and Non-Hispanic ethnic groups.

*Bicultural Identity as a Mediating Variable*

Lastly, researchers intended to examine the possible mediating effect of bicultural identity integration between familial social support and psychological distress. However, due to the low sample size, the data available for this study did not meet the required statistical assumptions to accurately complete the tests.
DISCUSSION

The objective of this study was to investigate the influence of perceived family-based social support on an individual’s bicultural identity integration and psychological distress (depression, anxiety, and stress). The relationship between these variables was examined using bivariate correlations and independent t-tests. Researchers aimed to investigate three general hypotheses then conducted exploratory analyses to explore possible connections further.

Researchers predicted that perceived social support from family would be positively correlated to bicultural identity integration. This relationship was not found. This suggests that the way respondents measure familial relationships based on social support and family emotional support is not associated with how they cognitively and affectively organized their two distinct cultural identities.

The second hypothesis researchers imposed was that perceived social support from family would be negatively correlated to psychological distress. Findings partially supported this theory by producing a slight inverse relationship between the two variables. Though the associate was in the hypothesized direction, the relationship was found not to be significant. Additional research would be necessary to replicate and validate the hypothesis as it is likely that with a larger sample, the hypothesis would be confirmed. Furthermore, perceived social support from family appeared to have a significant negative relationship to scores of depression. Although not hypothesized, researchers conducted exploratory analyses and identified a stronger negative relationship between satisfaction with family life and the measures of overall psychological distress, including depression and stress. This finding brings to surface a theory that perceived
social support from family may not be as influential to participants' psychological state as overall satisfaction and feelings of content with family life.

Researchers also theorized that while bicultural identity integration increased, overall psychological distress would decrease. The results of this study trended towards participants reporting an inverse relationship when it comes to how they cognitively organize their two cultural identities and their overall psychological distress. Therefore, the third hypothesis was supported since bicultural identity integration indicated a negative relationship to overall psychological distress in addition to anxiety and stress.

Lastly, in addition to the three overarching hypotheses, researchers aimed to analyze discrepancies between ethnic groups and each of the variables. Due to the sample size of this study, researchers opted to compare the means between respondents who identified as Hispanic or Latino and those who did not. Findings were generally inconclusive and not significant, except for the difference in compare means in the measure of perceived social support from family. To identify the extent of these findings, additional exploration is suggested.

**Strengths**

Previous research in this area has investigated sociocultural adaptation and psychological adjustment within first-generation immigrants; however, less is known regarding bicultural identity and psychological distress in second-generation immigrants. When conducting this study, researchers intended to fill gaps in the literature where second-generation immigrants were over-looked. Due to the nature of second immigrants, this population can be found generally categorized as immigrant or American, rather than in a category of their own.
As minority groups and second-generation immigrants find themselves without sufficient representation, it is important to model the respect and acceptance of other cultures and ethnic backgrounds. We are progressing into a new era, particularly with the idea that Americans are increasingly becoming more multicultural and bicultural. Therefore, understanding the impact of multiculturalism on individuals becomes important as we are no longer a single culture or single language society.

**Limitations and Future Directions**

Due to the global impact of the unexpected COVID-19 pandemic, most countries around the world were ordered to lockdown, causing many individuals to quarantine with family, lose their jobs, and experience increased issues with mental health. For that reason, the results of this study may have been skewed. Additionally, due to the restriction in recruitment time and resources, there were a limited amount of respondents. For that reason, the statistical power of the study was compromised, and a significant effect was unattainable. Concerning future studies, researchers advise utilizing additional recruitment tools and time in order to maximize sample size and statistical power.

Because of the limitations imposed on this study, researchers suggest a multitude of possible future directions for this research. It is important to highlight that the topic of biculturalism within second-generation immigrants is incredibly multidimensional. Researchers recommend exploring the culture-specific impact within different ethnicities, for example, that of Hispanic/Latino groups (i.e., European, South American, Central American, North American,
and Caribbean cultures of Hispanics/Latinos). There are extensive differences in tradition, history, language, and culture based on each group as well as the subgroups depending on the country of an individual’s heritage. Additionally, studying gender differences between groups is also encouraged as it would allow for the investigation of cultural stereotypes and biases experienced based on specific groups and nationalities. A limitation this study experienced was the inability to look into these differences. Another interesting connection to examine is that of bicultural identity and acculturation. While previous research brings to light that both of these factors could potentially impact an individual’s psychological well-being, looking into how they interact with each other would prove an interesting perspective to the field.

Moreover, researchers had planned to conduct a mediation analysis; however, due to the small sample size of this study, this analysis was not completed. For future analyses, researchers encourage using bicultural identity integration as a mediating variable and predictor between the association of perceived social support from family and psychological distress. For this study, researchers were unable to conduct these tests due to the lack of appropriateness caused by the reduced statistical power. Exploring this relationship further will help examine why this relationship exists and investigate if the effect of bicultural identity integration is strong enough to directly influence family support and indicators of psychological distress.

Another limitation this study experienced is the lack of disclosed mental health history and the age range of participants. Previous experience and diagnoses of psychological distress were not taken into account or questioned. Possible next steps would include examining the influence of family social support on an individual’s bicultural identity integration and psychological distress over time. While researchers found correlations between the variables, it is
essential to further examine if time plays a role in how family impacts bicultural identity integration and psychological distress. This would allow for a better idea of when it is most beneficial to intervene in order to avoid the chance of second-generation immigrants facing psychiatric symptoms or disorders in their lifetime. In addition to a longitudinal study, future analyses should include both the parent (first-generation immigrant) and child (second-generation immigrant) in order to truly show intergenerational change.

Conclusion

The research question that this study revolved around (i.e., “What is the influence of family support on bicultural identity and psychological distress in second-generation immigrants?”) served as a guide to explore the discipline of social psychology. Using data collected through a non-experimental design sponsored by the University of Central Florida, researchers aimed to further understand why second-generation immigrants experience more issues with psychiatric symptoms and disorders than their native generational peers (Ritsner & Ponizovsky, 1999; Yazykova & McLeigh, 2015).

Unfortunately, due to limitations caused by the COVID pandemic, there is a lack of strength in findings acquired in this study. Nonetheless, researchers found associations between family social support, satisfaction with family life, bicultural identity integration, and measures of depression, anxiety, and stress. As far as researchers know, this study’s preliminary results generally support previous literature indicating an association between family support, bicultural identity, and mental health symptoms experienced by second-generation immigrants. Researchers encourage additional exploration and testing to validate the hypotheses stated as
well as investigate culture-specific outcomes and gender differences within different groups of ethnicities. The findings of this project are to be used as a basis for community awareness and future research investigating psychological distress and bicultural identity in second-generation immigrants.

Second-generation immigrants are the visualization of globalization. Although now this population is considered a minority group, second-generation immigrants are projected to make up 36.9% of the United States population in 2050 (Pew Research Center, 2013). Researchers hope this study will bring awareness and education to the certain discrepancies experienced by 21st century American second-generation immigrants. This awareness would allow for there to be more house-hold discussions regarding the importance of mental health in persons with immigration backgrounds and the impact family could have on an individual’s cultural awareness. By adding to the knowledge of the field and determining the influence of family on second-generation immigrants, there will be increased efforts to narrow differences between second-generation immigrants and their peers. Researchers encourage the pursuit of additional studies that will contribute to raising awareness of the positive and negative factors biculturalism plays on an individual’s social and psychological well-being.
APPENDICES
Appendix A: IRB Approval Letter
EXPLANATION OF RESEARCH

Title of Project: Living up to the American Dream: The Influence of Family on Second-Generation Immigrants

Principal Investigator: Grace White, Ph.D.

Co-Investigator: Nicole A. Palmeri (Honors in the Major)

You are being invited to take part in a research study. Whether you take part is up to you.

The purpose of this study is to investigate the influence of perceived family social support on the bicultural identity integration and psychological distress in second-generation immigrants.

You will be asked if you are a second-generation immigrant (person with at least one foreign-born parent) and over the age of 18. If so, you will be asked to complete measures of: Depression, Anxiety, Stress Scales (DASS), Bicultural Identity Integration Scale Version 2 (BIIS-2), Perceived Social Support from Family (PSS-Fa), and Satisfaction with Family Life Scale. A demographic questionnaire will also be included.

Completion of study measures will take approximately 30 minutes.

Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment, or your relationship with the individuals who may have an interest in this study. UCF students may receive extra credit or course credit, at their instructor’s discretion. If you choose not to complete the study for extra credit, an alternate assignment of equal time and effort will be offered in its place.

For community volunteers, no identifying information will be collected. There is no compensation offered or provided for your participation in this research.

You must be 18 years of age or older and be a second-generation immigrant (person with at least one foreign-born parent) to take part in this research study.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, you may contact Nicole Palmeri via email at nicolepalmeri@knights.ucf.edu or Dr. White at grace.white@ucf.edu.

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.
Appendix B: Materials
Materials A1: Demographic information

Section 1

01. Was one (or both) of your parents born outside of the United States? (Note: to be eligible to participate in this study at least ONE of your parents must have been born outside of the U.S.)
   Yes
   No
   If no, end the survey

02. Were you born outside of the United States? (Note: to be eligible to participate in this study you must be a second-generation immigrant in the U.S. Thus, you must have been born in the U.S.)
   Yes
   No
   If yes, end the survey

03. Please specify the ethnicity of your father
   White or Caucasian
   Hispanic or Latino
   Black or African American
   Asian
   American Indian or Alaska Native
   Middle Eastern or North African
   Native Hawaiian or Pacific Islander
   Mixed (Parents are from two different groups)

04. What country was your father born in? _________

05. What is the native language of your father? _________

06. How many years has your father lived in the United States? _________

07. Please specify the ethnicity of your mother
   Same as above

08. What country was your mother born in? _________

09. What is the native language of your mother? _________

10. How many years has your mother lived in the United States? _________

Section 2

11. What is your age? _________

12. What gender do you identify as?
   Male
   Female
   Prefer not to say

13. What is the highest level of school you have completed or the highest degree you have received?
Less than high school degree
High school graduate (high school diploma or equivalent including GED)
Some college but no degree
Associate degree in college (2-year)
Bachelor’s degree in college (4-year)
Master’s degree
Doctoral degree
Professional Degree (JD, MD)

14. Please specify your ethnicity
   Same as above


01. I find it easy to harmonize __________ and American cultures.
02. I rarely feel conflicted about being bicultural.
03. I find it easy to balance both __________ and American cultures.
04. I do not feel trapped between the __________ and American cultures.
05. I feel torn between __________ and American cultures.
06. Being bicultural means having two cultural forces pulling on me at the same time.
07. I feel that my __________ and American cultures are incompatible.
08. I feel conflicted between the American and __________ ways of doing things.
09. I feel like someone moving between two cultures.
10. I feel caught between the __________ and American cultures.
11. I cannot ignore the __________ or American side of me.
12. I feel __________ and American at the same time.
13. I related better to a combined __________-American culture than to __________ or American culture alone.
15. I feel part of a combined culture.
16. I do not blend my __________ and American cultures.
17. I keep __________ and American cultures separate.

Materials A3: Depression, Anxiety, Stress Scales (DASS) (Lovibond & Lovibond, 1995)
01. I found myself getting upset by quite trivial things
02. I was aware of dryness of my mouth
03. I couldn’t seem to experience any positive feeling at all
04. I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)
05. I just couldn’t seem to get going
06. I tended to over-react to situations
07. I had a feeling of shakiness (eg, legs going to give way)
08. I found it difficult to relax
09. I found myself in situations that made me so anxious I was most relieved when they ended
10. I felt that I had nothing to look forward to
11. I found myself getting upset rather easily
12. I felt that I was using a lot of nervous energy
13. I felt sad and depressed
14. I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)
15. I had a feeling of faintness
16. I felt that I had lost interest in just about everything
17. I felt I wasn’t worth much as a person
18. I felt that I was rather touchy
19. I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion
20. I felt scared without any good reason
21. I felt that life wasn’t worthwhile
22. I found it hard to wind down
23. I had difficulty in swallowing
24. I couldn’t seem to get any enjoyment out of the things I did
25. I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)
26. I felt down-hearted and blue
27. I found that I was very irritable
28. I felt I was close to panic
29. I found it hard to calm down after something upset me
30. I feared that I would be “thrown” by some trivial but unfamiliar task
31. I was unable to become enthusiastic about anything
32. I found it difficult to tolerate interruptions to what I was doing
33. I was in a state of nervous tension
34. I felt I was pretty worthless
35. I was intolerant of anything that kept me from getting on with what I was doing
36. I felt terrified
37. I could see nothing in the future to be hopeful about
38. I felt that life was meaningless
39. I found myself getting agitated
40. I was worried about situations in which I might panic and make a fool of myself
41. I experienced trembling (e.g., in the hands)
42. I found it difficult to work up the initiative to do things

Materials A4: Perceived Social Support from Family (PSS-Fa) (Procidano & Heller, 1983)

01. My family gives me the moral support I need.
02. I get good ideas about how to do things or make things from my family.
03. Most other people are closer to their family than I am.
04. When I confide in the members of my family who are closest to me, I get the idea that it makes them uncomfortable.
05. My family enjoys hearing about what I think.
06. Members of my family share many of my interests.
07. Certain members of my family come to me when they have problems or need advice.
08. I rely on my family for emotional support.
09. There is a member of my family I could go to if I were just feeling down, without feeling funny about it later.
10. My family and I are very open about what we think about things.
11. My family is sensitive to my personal needs.
12. Members of my family come to me for emotional support.
13. Members of my family are good at helping me solve problems.
14. I have a deep sharing relationship with a number of members of my family.
15. Members of my family get good ideas about how to do things or make things from me.
16. When I confide in members of my family, it makes me uncomfortable.
17. Members of my family seek me out for companionship.
18. I think that my family feels that I’m good at helping them solve problems.
19. I don’t have a relationship with a member of my family that is as close as other people’s relationships with family members.
20. I wish my family were much different.

Materials A5: Satisfaction with family life scale (Zabriskie & Ward, 2013)
01. In most ways my family life is close to ideal.
02. The conditions of my family life are excellent.
03. I am satisfied with my family life.
04. So far I have gotten the important things I want in my family life.
05. If I could live my family life over, I would change almost nothing.
Appendix C: Recruitment Flyer
VOLUNTEERS NEEDED

IF YOU ARE 18 YEARS OR OLDER YOU ARE WELCOMED TO PARTICIPATE. INDIVIDUALS WHO HAVE AT LEAST ONE IMMIGRANT PARENT ARE ENCOURAGED TO PARTICIPATE. THE SURVEY WILL TAKE NO MORE THAN 30 MINUTES TO COMPLETE

THIS STUDY WILL LOOK AT THE IMPACT OF FAMILY SOCIAL SUPPORT ON THE BICULTURAL INTEGRATION IDENTITY AND PSYCHOLOGICAL DISTRESS IN SECOND-GENERATION IMMIGRANTS

CLICK ON THE LINK OR SCAN THE QR CODE TO PARTICIPATE!

CONTACT GRACE WHITE, PH.D. AT GRACE.WHITE@UCF.EDU OR NICOLE PALMERI AT NICOLEPALMERI@KNIGHTS.UCF.EDU IF YOU HAVE ANY QUESTIONS!
Appendix D: Tables
Table D1.

*Bivariate Correlation Matrix Between Perceived Social Support from Family, Satisfaction with Family Life, Bicultural Identity Integration, and Indicators of Mental Health (N=39)*

<table>
<thead>
<tr>
<th>Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PSS-Fa</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SFLS</td>
<td>.542**</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. BIIS-2</td>
<td>.003</td>
<td>.108</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Depression</td>
<td>-.371*</td>
<td>-.441**</td>
<td>-.290</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Anxiety</td>
<td>-.037</td>
<td>-.273</td>
<td>-.406*</td>
<td>.675**</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Stress</td>
<td>-.294</td>
<td>-.568**</td>
<td>-.457**</td>
<td>.724**</td>
<td>.728**</td>
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</tr>
<tr>
<td>7. DASS-42</td>
<td>-.264</td>
<td>-.476**</td>
<td>-.427**</td>
<td>.894**</td>
<td>.890**</td>
<td>.909**</td>
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</tr>
</tbody>
</table>

*Note.* Significant correlations are bolded. *p<.05.* 2-tailed. **p<.01,** 2-tailed. Depression, Anxiety, and Stress scales are all subscales of the DASS-42 scale. PSS-Fa = Perceived Social Support from Family, SFLS = Satisfaction with Family Life, and BIIS-2 = Bicultural Identity Integration Version 2.
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