

MARITAL CONFLICT AND MARITAL SATISFACTION AMONG LATINA MOTHERS:
A COMPARISON OF PARTICIPANTS IN AN EARLY INTERVENTION
PROGRAM AND NON-PARTICIPANTS

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The purpose of the study was to better understand marital conflict and marital satisfaction among Latina mothers in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. Latina mothers living in a marriage or in a committed relationship ($n = 91$) reported levels of marital conflict and marital satisfaction. Between both groups, non-HIPPY mothers reported significantly less marital satisfaction and more conflict associated with affection than HIPPY mothers. A negative correlation ($r = -.495$, $p < .001$, $n = 91$) indicated that more satisfaction was related to less marital conflict. Out of ten marital conflicts, religion, leisure time, drinking, and other women (outside the relationship) best explained how satisfied mothers were in their relationship with their spouse. In this study, participants who were in the HIPPY program may have more support and higher marital quality. Social service programs such as HIPPY may help families build stronger marriages. Further research on Latino/Hispanic culture and values are important when developing culturally sensitive marriage and couples education.

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CHAPTER 1

INTRODUCTION

Researchers expect the Latino population to reach 97 million by 2050, constituting one fourth of the U.S population (Negy, Snyder, & Diaz-Loving, 2004). Living in a multi-cultural world with a growing number of immigrant families living in the United States, families need social service programs to fit this ever-growing population. To ensure that these families are equipped with the proper skills to raise successful children, programs are being established to give parents hands-on training. Developing culturally sensitive marital and couple enrichment classes is important for family life education. Effective intervention through social support can enhance family well-being by alleviating family stress, nurturing positive parental attitudes, and promoting successful adaptation (Meyers, Varkey, & Aguirre, 2002).

Marriage and the 21st Century

Marriage has been described as one of the most significant and essential human relationship because it provides the primary structure for establishing a family relationship and rearing the next generation (Rosen-Grandon, Myers, & Hattie, 2004). People are generally happier and healthier when they are married, but statistics indicate that marital satisfaction is not easily achieved (Rosen-Grandon et al.). Today, nearly 4.6 million U.S. households are maintained by heterosexual cohabiting couples (Seltzer, 2004). Cohabitation in the United States increased in the 1960s and 1970s. In 1960, there were just over 0.4 million cohabiting couples (Seltzer, 2004). Most of the increase has occurred since 1970. Seltzer (2004) suggests that “greater acceptance of cohabitation, sex before marriage, and divorce generally parallel the same time trends

as the behaviors they describe in the United States, perhaps because both are the result of broader cultural shifts in individualism and choice in family behavior” (p. 926). With this, said marriage is a more binding union than cohabitation. Between one half and two thirds of all first marriages in the United States end in divorce (Rosen-Grandon et al.). Most people like to be married and within 5 years of divorce, 77% of women and 84% of men remarry (Rosen-Grandon et al.).

Marriage Education

Congress acknowledged the importance of married-couple families when it reformed the welfare system in 1996. Congress passed a law allowing states to use part of their welfare block grants to promote two-parent families and marriage. The Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services announced a Healthy Marriage Initiative in 2001. President Bush indicated that healthy marriages would be a focus of his administration and proclaiming National Family Week in November 2001, he noted by saying:

My Administration is committed to strengthening the American family. Many one-parent families are also a source of comfort and reassurance, yet a family with a mom and dad who are committed to marriage and devote themselves to their children helps provide children a sound foundation for success. Government can support families by promoting policies that help strengthen the institution of marriage and help parents rear their children in positive and healthy environments (U.S. Department of Health and Human Services, 2008).

High levels of divorce, the rise of premarital cohabitation, declining marriage rates, increased births out of wedlock, and other trends have given rise to increasing fears that marriage might be on its way to becoming simply one of a number of “lifestyle options” in America (Whyte, 2000).

Bronfenbrenner's Ecological Model

The theoretical framework used in this study was Bronfenbrenner's ecological model. Bronfenbrenner's approach is helpful in understanding the dynamic nature of actual family relations. Bronfenbrenner suggested the world for an individual consists of four systems of interaction. The microsystem is the immediate environment (physically, socially, and psychologically) of the child. In the microsystem, the interaction must take place in the immediate, face-to-face setting in which the person exists (Bronfenbrenner, 1993). The family is clearly the child's early microsystem of learning how to live. The relationship between child and parents (and other caregivers) is important due to the family being the first environmental setting for a young child. For example, the attachment behaviors of parents offer children their first trust-building experience (Swick & Williams, 2006). Bronfenbrenner's mesosystem is defined as a system with two or more microsystems frequented by the same person in which child, parent, and family live. This system is an important linkage of socioemotional and cognitive development, such as school and the workplace. Bronfenbrenner (1993) researched work done by others on the mesosystem model; which focused on the impact on school performance of parental and peer support on academic activities and goals among high school students. The research concluded that more than one person (parents) or thing (peer support) plays an important role in the life of an individual's environment. Face-to-face interactions between parents and peers play a role in the choices that children make. Similarly, families with young children have social networks that influence young children's experiences.

Environmental contexts such as the home and the parent's place of work are an indirect influence within the immediate setting of the developing person.

Bronfenbrenner's exosystem is beyond the child's immediate environment but impacts his or her development. The close, intimate system of our relationships within families creates a buffer and "nest" for being with each other (Swick & Williams, 2006). Social interaction between the developing person and one or more persons influences children's social development. The proximal environment is made up of the people in the setting and the physical and symbolic features of the setting that invite, permit, or inhibit interaction (Bronfenbrenner, 1993). This immediate environment includes complex interaction with the people surrounding young children. For example, a program like Home Instruction for the Parents of Preschool Youngsters (HIPPY) may positively impact a younger mother to further her education through educational resources available through the program.

Urie Bronfenbrenner's macrosystem combines customs, attitudes, values, and culture. An individual's representation of themselves includes their culture which is a critical feature of developmental processes and outcomes (Bronfenbrenner, 1993). The macrosystems we live in influence, how, when, and where we carry out social relationships (Swick & Williams, 2006).

In this study the main focus will be on Bronfenbrenner's microsystem which comprised of settings in which the developing child is present and interacting with others in this case, the parents. The parent-child relationships are significantly related to children's adjustments to marriage and divorce. Bronfenbrenner (1993) suggests that

the interrelations among the children's dyadic relationships in the microsystem have a significant impact on children's development.

Overview

There has been research reporting the need for social service programs for low-income children and their families. Researchers suggest that positive social support systems are needed for parents to adequately meet their child's developmental needs (Harachi, Catalano, & Hawkins, 1997). Low-income minority children are at high risk for developmental delays, low academic achievements, and mental health problems (Riggs & Median, 2005). Further research on the increasing population of Latino parents and their toddlers needs to be conducted. Developing culturally sensitive marriage and couples education within support programs such as Home Instruction for the Parents of Preschool Youngsters (HIPPY) may aid our understanding of the minority population and community.

Purpose

The main purpose of this study is to better understand marital conflict and marital satisfaction among Latina mothers in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program in Irving, TX. This study will inform future marital and couples education/enrichment courses that may be developed for school districts which implement the HIPPY program. Despite the fact that the HIPPY program addresses many early educational risk factors in young children, the question remains: How can HIPPY improve the quality of marital and couple relationships of its clients? The study will attempt to answer the following questions:

1. Is there a difference in marital satisfaction and marital conflict between HIPPY and Non-HIPPY families?
2. What is the relation among marital conflict and marital satisfaction in Latina mothers?
3. What factors in the marital conflict scale examined in this study best explain marital satisfaction?

The study first reviewed the literature on Latino families relating to the unique characteristics of family values. The literature on Latino marriages and the attitudes towards courtship and marriage is limited in scope. Methods of the current study are explained, followed by a presentation of results comparing scores on marital conflict and satisfaction between the treatment group and control group. Finally, a discussion of these results and their possible applications are presented.

CHAPTER 2

LITERATURE REVIEW

Latino, Hispanic, or Chicano?

The use of the category Latino, Hispanic, or Chicano is a generic grouping of people who are Spanish speaking, or trace descents from Latin countries. The terms “*Latino*” and “*Hispanic*” gained notoriety in the mid- 1960s and early 1970 in the outcome of the 1965 Immigration and Nationality Act (Oboler, 1995). Since both terms are used interchangeably, the meaning of the terms can be ambiguous. During the mid 1960s by Mexican American activists the word “*Chicano*” became widely visible during the American civil rights movement. For this study the importance of the meaning of racial/ethnic categories is relevant to understand the future of marriages, especially the future of marriages among Latino families. There are concerns about the use of broad ethnic labels as cultural identifiers; with that said, further explanations of these terms are as follows.

Latino

This term is used to refer to people origination from, or having a heritage related to, Latin America. The word Latino has since been used primarily in urban area in which various Latin Americans national- origin groups are represented (Oboler, 1995).

The Merriam-Webster Dictionary defines Latino as:

- 1: a native or inhabitant of Latin America
- 2: a person of Latin-American origin living in the United States.

Hispanic

In the late 1970s early 1980s the term Hispanics was first used by government agencies to count peoples of Spanish speaking descent. Since then the term has been adopted for self-identification by various sectors of the population with ties to Latin America. However, it specifically connotes a lineage or cultural heritage related to Spain. The word Hispanic defined by the Merriam-Webster Dictionary as:

- 1: of or relating to the people, speech, or culture of Spain or of Spain and Portugal
- 2: of, relating to or being a person of Latin American descent living in the United States; especially: one of Cuban, Mexican, or Puerto Rican origin.

Chicano

Oropesa and Landale (2004), indicated the term Chicano dates at least to the 1940s, but gained popularity in the 1960s. The terms *Chicano* and *Chicana* are used specifically by and regarding Americans of Mexican descent. During the civil rights era, Chicanos joined racial minority groups in the struggle to be consider citizens with “the right to have rights” (Oboler, 1995).

Distinguishing the correct term to use, whether it is in research or generally speaking of about race and ethnicity can be difficult. When defining the terms Latino, Hispanic, or Chicano there is no correct definition for Spanish speaking or people whose origin are of Latin descent. The words Latino and Hispanic will be interchangeably used in this literature review due to previous research using both words to define people of Latin origin.

Latino Families

The Census Bureau projects that by the year 2040 there will be 87.5 million Hispanic individuals, comprising 22.3 percent of the U.S. population. The greatest concentrations of Hispanics are in the southwestern states from Texas to California. The states with the greatest concentration of Hispanics are New Mexico, California, Texas, Arizona, Nevada, Colorado, and Florida. Between 1970 and 1990 the average annual inflow of immigrants more than doubled and the Hispanic population grew from 5 percent in 1970 to 13 percent in 2000 (Landale, Oropesa, & Bradatan, 2006). Latino immigrants comprise a growing number of low-income families in the United States.

Latinos (especially Mexican Americans) are typically described as oriented toward family well-being, rather than individual well-being, compared to the American culture that is increasingly characterized by an individualistic value of personal freedom (Oropesa & Landale, 2004). *Familism* is defined as “that cultural value which includes a strong identification and attachment of individuals with their nuclear and extended families, and strong feelings of loyalty, reciprocity, and solidarity among members of the same family” (Torres, 2004, p 457). Latino families tend to participate in more interactions with their relatives and depend more on family members for assistance instead of larger institutions or groups. Latinos have a strong desire to preserve family harmony and try to avoid interpersonal conflict. Along with familismo (family-centered values) there is *respeto*; which is respect for self and others (Bermudez, Reyes, & Wampler, 2006). Both familismo and respeto significantly shape the Latino family. Latinos have a strong desire to preserve family harmony and avoid interpersonal conflict. Young Latino children are taught from an early age to be simpatico/a,

“meaning you talk nicely, give a lot of explanations for what you do, and are generous in giving compliments to others” (Bermudez, Reyes, & Wampler, 2006).

Early research has depicted marital relationships of Latinos (especially Mexican Americans) as being “machismo” and “marianismo”. In the Latino culture *marianismo* is based upon the Catholic ideal of the Virgin Mary and the role women play as a self-sacrificing and suffering mother to her children (McLoyd, Cauce, Takeuchi, & Wilson, 2000). *Machismo* is the opposite by the man being the head of household and not an active father figure in the life of his children. With these roles predominant in many Latino households, many believe that this is the ideal picture for the Latino family. Even with the increase of women in the workforce, which has brought power to women working outside and in the home, it is still hard in the Latino culture to escape the assumption that a woman’s only responsibility is raising children. Working class Chicano (Americans of Mexican descent) men whose values were that of the *machismo* and *marianismo* count on their wives’ income from work outside the home. Like Anglo women, Chicana (Americans of Mexican descent) women feel more satisfied and less depressed with their marriages when their husbands contribute more to the household responsibilities (McLoyd et al., 2000). Research shows that work strain and marital quality are closely related; marital satisfaction is affected by the various conditions within the work place (Barnett, Del Campo, Del Campo, & Steiner, 2003). Research suggested that compared to European Americans, African Americans and Mexican Americans have more positive attitudes towards working wives even though they support the traditional roles of both men and women. When it comes to the ideology of

the family, the belief that men are the primary economic providers is stronger among people of color who are older and less educated.

Latino Marriages

There is little research about couple relationships and marriages among Latinos. However, many immigrant groups value traditional family ties such as strong marriages (Ooms & Wilson, 2004). The traditional stages of courtship are not met by many low-income couples. Many times a marriage is preceded by an unplanned birth. There are many circumstances low-income couples face which they do not have the support or means to handle. Oropesa and Landale (2004) suggested that limited economic opportunities impede entry into marriage. Economic disadvantages, racial discrimination, extra familial pressures, and poor conditions in the workplace are more frequently found among people of color (McLoyd, Cauce, Takeuchi, & Wilson, 2000). The resulting stress can negatively impact the quality of marital and family relations. Economic hardship leads to low family income, which increases depressive symptoms and parent-child conflict in families of color.

Marital behavior of Latinos is influenced by many of the same factors that shape marriage among other U.S. racial/ethnic groups. Research indicates that Mexican Americans are happier than non-Hispanic Whites in the United States (Weaver, 2003). This likely stems from the highly supportive values of the culture and the strong identification with attachment to one's nuclear and extended family, which helps protect individuals against physical and emotional stress. Weaver (2003) reported the percentages of households with five or more people were 26.5% (Mexican Americans) versus 10.0% (non-Hispanic Whites). Mexican Americans in general have larger

families than do Whites and value marriages more highly than non-Latino whites.

Mexican-born individuals in the United States are still more likely to be married and less likely to be cohabiting than their counterparts in Mexico. However, Mexican Americans value cohabitation more highly than non-Latino Whites if it is a precursor to marriage (Oropesa & Landale, 2004). Cohabitation among Hispanics is likely to be used as a substitute for marriage. Hispanic women are more likely to conceive a child while cohabiting than White women (Phillips & Sweeney, 2005). Mexican and Cuban Americans are generally more supportive of marriages than non-Hispanic Whites. Also, fewer Mexican Americans (6.6%) were divorced compared to 10% of non-Hispanic Whites.

Weaver (2003) found that within ethnic minorities, happiness is positively correlated with socioeconomic status. However, Mexican Americans' socioeconomic status is lower than that of non-Hispanic Whites due to less education, fewer white-collar jobs, and less money being earned. Many studies suggest that age is correlated with the degree of happiness within this culture; Mexican Americans are significantly younger than non-Hispanic Whites. Weaver suggested that between Mexican American men and non-Hispanic White men there is no significant difference in happiness, but Mexican American women between the ages of 18 to 30 years of age were less happy than non-Hispanic White women. Weaver's (2003) study showed that education has a positive correlation with happiness for Mexican Americans of both sexes. With education having such a positive effect on happiness, Mexican Americans are seeking and increasing their levels of education.

Marital Conflict and Satisfaction

Researchers suggest that supportive social support systems are needed for parents to adequately support their child's developmental needs (Harachi, Catalano, & Hawkins, 1997). Marital satisfaction and conflict are likely to be associated, but many maritally satisfied couples occasionally engage in conflict. All marriages are characterized by some degree of conflict, frequency, intensity, content, and resolution which may affect the stressfulness of marital conflict (Grych & Fincham, 1990).

The relationships between parents can have a profound influence on children. The effect of parental relationships can cause serious marital conflict, separation, and even divorce. Just as the marital relationship influences children, so do children affect the marital relationship. The transition to parenthood has been shown to change marital satisfaction (Fincham & Hall, 2005). Marital conflict also has been linked with more problems in parenting. The challenges of a first or additional newborn and the shifts in roles affect parents' adjustment both as an individual and as partners. The type of parenting roles played by both mother and father can predict marital satisfaction and well-being (Fincham & Hall, 2005, p. 215). Parent-child relationships may be affected due to conflict within a marriage. Less closeness and more conflict within a relationship has been found between parents and children when the marital relationship is strained. Marital conflict has been associated with adjustment problems and functions in children, including conduct problem, poor peer interaction, poor health, depression, anxiety, attachment insecurity, and low self-esteem (Katz & Woodin, 2002). The exposure to parental conflict is stressful for most children especially children under the age of 2. Parents might become withdrawn or hostile and even have emotional unavailability

toward the child (Sturge-Apple, Davies, & Cummings, 2006). In addition, higher quality parent-child relationships are related to lower levels of marital conflict. Research done by Grych and Fincham (1990) found that marital conflict is more predictive of child problems than marital satisfaction.

Within marriages men and women have different ways to manage conflict. For example women are more likely to begin conflict issues, compared to men who withdraw from negative marital interactions (Faulkner, Davey, & Davey, 2005). Women have been described as emotionally driven pursuers of relationships, and men as task-oriented problem solvers who avoid conflict. With issues being raised by the wife, men are more likely to withdraw when a conflictual issue has been raised. Research done by Faulkner, Davey, & Davey (2005) found that husbands who assume traditional gender roles may experience more conflict with their wives.

High marital satisfaction is related to parenting that is sensitive, responsive, warm, and accepting (Fincham & Hall, 2005). Marital satisfaction is also correlated with other factors that may affect children's adjustment.

Family Support Programs

Community-based organizations are broadening support systems for minority children, including immigrants and United States children born to immigrant parents. With the mismatch between the language and culture of schools, communities are at risk for not meeting the needs of immigrant families. Partnerships between community-based organizations and schools have been recommended to assist children seeking academic success (Adger, 2001). Latinos have the highest high school dropout rate of any ethnic group. As a consequence, they experience alarming social and economic

problems (www.avance.org). Community-based organizations can help parents build closer bonds with their children; creating higher expectations for them and assisting with academic potential. Research on serving language minority children is limited, but community-based organizations are partnering with schools to better understand intervention and outcomes (Adger, 2001). With the intense pressure for schools to improve test scores, working alongside community-based organizations can lead to school, community, and family achievement.

Avance Parent-Child Education Program

AVANCE is a Spanish word meaning "to advance" or "to progress." The agency was established in San Antonio, Texas, in 1973. Avance is a community-based, nonprofit organization that serves mainly low-income Hispanic families with a child age three and younger (Walker, Rodriguez, Johnson, & Cortez, 1995). The organization provides family support and education services to high-risk, economically impoverished families. The AVANCE Parent-Child Education Program is considered a pioneer in the field of parent education. It focuses on parent education (male and female parenting education), early childhood development/education, brain development, mental and physical health care, economic development, family literacy, and school readiness (Walker et al).

Families are recruited annually through door-to-door outreach campaign in the neighborhoods surrounding the service site. The Avance Parent-Child Education Program has two phases. The first phase which lasts for nine months consists of weekly center-based parenting education classes. Additional services include monthly home visits, child care, transportation information, referrals, and advocacy (Walker et al.).

Home Instruction for Parents of Preschool Youngsters

In the late 1960's the National Council of Jewish Women developed HIPPY the Home Instruction for Parents of Preschool Youngsters (Lombard, 1981). Developed in Israel and brought to the United States in 1984, the HIPPY program serves low-income families throughout the world. The ultimate goal of the program is to improve the future of socioeconomically unsuccessful families by improving young children's level of educational achievement. HIPPY is a home-based 30 week program that works with mothers to teach educational activities to their children from the time they are 4 years old until age 6. The educational packets are given to mothers by a paraprofessional aide, who is a mother of a preschool child and a member of the same community. The benefits from early home-based enrichment programs can provide an important contribution to the educational development of young children. The program promotes school readiness by providing services to the person who has the most influence on a child, his or her parent. This HIPPY program strengthens the relationship between home environment and school performance which has been systematically documented over the past years (Lombard, 1981). HIPPY also provides monthly group meetings which gives support and information to parents. Researchers found that home environment, child-rearing practices, and the value of education in the home are important predictors of school success.

HIPPY programs provide support for families in a way that is designed to recognize and respect family need and values, another common feature of family support programs (Lombard, 1981). Mothers with higher levels of social support are generally more nurturing and consistent in their parenting. Ceballo and McLoyd (2002)

found that mothers who reported greater satisfaction with social networks responded more sensitively to their children. Impoverished settings such as low-income neighborhoods are in need of social support systems for their residents. Living in poor neighborhoods may result in social isolation due to a lack of community groups or fear of crime. Parents, schools, and communities collaboration is shown to improve children's academic performance and social well-being. Participation in educational activities at home as well as in the classroom is important for children living in poverty.

The critical purpose of home visiting programs is improving child and parent outcomes (Powell, 1993). Home visitation programs are an important support system for Hispanic mothers. According to Middlemiss and Guigan (2005), Hispanic mothers who are enrolled in home-visitation programs participate longer than White non-Hispanic mothers. An important strength of home visiting programs is that it provides a range of services that fit the needs of children and adults.

Summary of Current Literature

The current literature relating to marriages among Latinos clearly indicates that culture influences the Latino life experience. Latinos are characterized by familismo or a strong commitment to family life that is distinct from that of non-Hispanic whites. Latino households are most likely headed by a married couple, and are least likely headed by a female with no spouse (Landale, Oropesa, & Bradatan, 2006, p. 153). The particular importance of supportive social support systems such as the Home Instruction for Parents for Preschool Youngsters can help parents to adequately support their child's developmental needs. The ultimate goal for marriage and couples education is to give individuals and couples the knowledge and skills needed to build and sustain

a healthy relationship and marriage. Currently, there is some research on marriages pertaining to Latinos, but the field is still open to many questions.

CHAPTER 3

METHOD

Introduction

This study was a part of an ongoing research project that targeted the mental health needs of families in the Home Instruction for Parents of Preschool Youngster (HIPPY) program in Irving, Texas. HIPPY helps low-income and Spanish-speaking families prepare their children for school success. Since the study involved collecting information from human subjects, approval was received from the University of North Texas Institutional Review Board for Human Subjects Research.

Sample

The study was conducted in Irving, Texas, at the homes of the participants. The sample consisted of Latina mothers who were Spanish-speaking and consider their ethnicity as being Latino/ Hispanic (100%) and married (87%) or in a committed relationship (13%). Country of origin was only accounted for the HIPPY group (93% Mexico, 5% America, and 3% El Salvador). The availability of this data is due to enrollment in the program. Data for the Non-HIPPY group was very limited. Out of 45 participants three named their country of origin as Mexico and one as America; this left 41 unknown origins. Participants included mothers with children between the ages of 3 and 5 years old who have participated in the Home Instruction for Parents of Preschool Youngsters during the past year ($n=46$). Mothers whose children are on the waiting list and who qualify for and are willing to participate in Home Instruction for Parents of Preschool Youngsters program acted as a comparison group ($n=45$). All measures were offered in either Spanish or English, whatever language was preferred. Out of 91

participants, 1 chose the English version. The demographics of those in the sample are illustrated in Table 1.

Table 1

Participant Demographic Information

	<u>HIPPY</u>		<u>NON-HIPPY</u>	
	<i>n</i>	%	<i>n</i>	%
<u>Age</u>				
20-25	4	8.9	8	17.8
26-30	16	34.8	15	33.3
31-35	14	30.4	14	31.1
36-40	8	17.4	4	8.9
41-45	0	0	2	4.4
N/A	0	0	2	4.4
Mean Age	31-35		31-35	
Standard Deviation	2.84		2.62	

(table continues)

Table 1 (continued).

	<u>HIPPY</u>		<u>NON-HIPPY</u>	
	n	%	n	%
<hr/>				
<u>Education</u>				
Some or no high school	15	33.3	19	42.2
High school graduate	13	28.3	10	22.2
Some college or technical	10	21.7	7	15.6
Graduated from college or technical	5	10.9	5	11.1
Graduate or professional school	2	4.3	3	6.7
N/A	1	2.2	1	2.2
Mean Education	Some or no High School			
Standard Deviation	2.24		2.24	
<hr/>				
<u>Yearly household income</u>				
Under 14,999	11	23.9	11	24.4
15,000-24,999	12	26.1	18	40.0
25,000-34,999	8	17.4	8	17.8
35,000-44,999	5	10.9	2	4.4
45,000-54,999	3	6.5	0	0
N/A	6	13.0	6	13.3
Mean Income	25,000-34,999		15,000-24,999	
Standard Deviation	1.69		1.57	

The mean age of the HIPPY group was 31-35. Age was classified by a categorical measure ranging from 1 to 5, with a standard deviation of 2.84. The mean age of the Non-HIPPY group was the same as the HIPPY group 31-35 with a standard deviation of 2.62. The education for both groups was the same at some or no high school education. Education was a categorical measure ranging from 1 to 5, with a standard deviation of 2.24. The mean yearly family income for the HIPPY group was \$25,000-\$34,999. Income was a categorical measure ranging from 1 to 5, with a standard deviation of 1.69. For the Non-HIPPY group the mean yearly family income was \$15,000-\$24,999 with a standard deviation of 1.57.

The Home Instruction for Parents of Preschool Youngsters program in Irving, TX serves predominately Latino/ Hispanic Spanish speaking community. All participants as well as community members have similar educational and economic backgrounds. In the Texas HIPPY program, 75% of families served are Hispanic, 18% African American, 4% are Asian, 2% are Native American, and 1% is White. The median annual income of HIPPY families in Texas is \$10,000 and almost 75% of those surveyed had not graduated from high school. Participants in this study were asked to sign a consent form which described the study and explained their right to withdraw from the study at any time. The consent form is included in Appendix B of this study.

Data Collection

Data collected for this study occurred in conjunction with an ongoing research project that targeted the mental health needs of families in the Home Instruction for Parents of Preschool Youngster (HIPPY) program. The HIPPY coordinator provided referrals for eligible families. HIPPY home visitors will present brief information about

the research study to all their clients, to keep them notified that they might receive a call asking them to participating in a study. Members of the research team randomly selected families from a Microsoft excel database of the names of clients and potential clients. After 100 names have been selected, 50 HIPPY and 50 non-HIPPY, a trained bi-lingual research assistant contacted by phone those who may be interested in participating as member of HIPPY, and those who are referred to the study from the HIPPY waiting list. The research assistant notified the participant that the study would take place at their home and that they would be compensated twenty dollars for their time and effort. After all 50 names from the HIPPY list were called, 10 participants either declined or were unable to set aside a time to participate. About 20 extra names were given by the HIPPY coordinator, and out of those 20, 10 were willing to participate. Within the non-HIPPY group, it was harder to contact willing participants. Out of the first 50 set, 34 participated and the other 13 were unwilling, the contact information was not correct, or they had already enrolled their child into school. An additional 30 names were given by the HIPPY coordinator; out of 30 names half were willing participants.

Two trained research assistants (at least one Spanish-speaking) presented initial consent and demographic forms before proceeding with the surveys, which includes the Parental Stress Index, Parental Involvement and Efficacy, Center for Epidemiological Survey-Depression, Marital Conflict Scale, Child Behavior Checklist, Peabody Picture Vocabulary Test, and Home Observation for Measurement of the Environment. Only the Marital Conflict Scale and Marital Satisfaction measure were used for this thesis. Participants were asked if they would like the researcher to read the consent form to them. Participants were assigned a number at this time, and only the number will be

used on any measures or materials. All information has been kept confidential; a master list of numbers and identifying information is kept in a locked file cabinet.

Measures

Marital Conflict Scale

The Marital Conflict Scale developed by the National Longitudinal Survey of Youth (Center for Human Resources Research, 2000) was administered to women who are living with a partner or spouse in Spanish or English, whichever language they prefer. The scale consists of 10 marital conflicts which assess conflict in such areas as division of chores and responsibilities around the house, raising children, how much money is made or spent, how often or not is their spouse showing affection, is religion important to both spouses (attending church together), how is family leisure or free time spent, is the spouse drinking to much, is the spouse having a relationship with another woman outside their relationship, and are his and her in-laws causing conflict .

Examples are “How often do you and your husband have arguments about chores and responsibilities around the house?” and “How often do you and your husband have arguments about money?” The mothers ranked all 10 conflicts on a scale of 1 (never), 2 (hardly ever), 3(sometimes), and 4 (often). Cronbach’s alpha indicated an acceptable internal reliability ($\alpha=.74$).

Marital Satisfaction

The marital satisfaction question asked the mothers to rate how satisfied or dissatisfied they have been in the last month in their relationship with their partner or spouse. A Likert scale of 1 to 5 measured the level of conflict and satisfaction within the participants’ marriage (Appendix A).

Hypotheses

In order to fulfill the purpose of the study, the following hypotheses were formulated:

1. There will be no statistically significant difference in marital satisfaction and marital conflict between HIPPY and Non-HIPPY mothers.
2. Marital conflict and marital satisfaction will be significantly correlated among the total sample of Latina mothers.
3. Items on the marital conflict scale, including chores, affection, religion, leisure time, drinking, other women, and his and her relatives will be negatively related to marital satisfaction.

Data Analysis

Data analyses are described in the following chapter. Descriptive statistics were used to describe the mean scores on demographic characteristics of the sample. T-tests examined the difference between marital satisfaction and marital conflict in HIPPY and non-HIPPY mothers to test the first hypothesis. To test Hypothesis 2, Pearson Product Moment correlations analyzed the relation between marital satisfaction and marital conflict. For Hypothesis 3, correlations measured the relations between 10 measures of marital conflict and marital satisfaction.

CHAPTER 4

RESULTS

The results of data analyses are presented following preliminary descriptive comparisons. These comparisons test whether the HIPPY and non-HIPPY groups are significantly different on demographic measures. T-tests and correlations are used to test hypotheses comparing marital relationships between HIPPY and non-HIPPY groups and to measure the relationship between marital satisfaction and marital conflict.

Preliminary Analyses

Comparisons of study variables between HIPPY and Non-HIPPY are displayed in Table 2. It is important when evaluating a program that demographics are similar between the experimental group which receives the program and the control group. Participants were picked at random, but it is important to test for differences between groups so that results are not affected. In order to ensure that differences in process were not due to unequal variances within groups, Levene's test of equality of variance was included in this table.

Preliminary analyses indicated no significant differences between the experimental and control group. Thus, hypotheses are tested assuming that the two groups are similar.

Table 2

Demographic Tests for Equality of Means and Equality of Variance between HIPPY and Non-HIPPY Groups

Variable	n	m	SD	Equality of means		Equality of variances	
				t-value	Sig.	t-value	sig.
Income:							
HIPPY	45	2.88	1.69 .966				
Non-HIPPY	45	2.55	1.57	3.36	.892	.348	
Education							
HIPPY 45		2.24	1.17	.000	1.00	1.61	.208
Non-HIPPY 45		2.24	1.40				
Age:							
HIPPY	45	2.84	1.22 .846				
Non-HIPPY	45	2.62	1.26	.400	.148	.701	

Hypothesis 1

Hypothesis 1 states that in both HIPPY and non-HIPPY groups there will be no significant difference in marital satisfaction and marital conflict. Two-tailed, independent samples *t* tests were used to determine if there was a statistically significant difference between the HIPPY and Non-HIPPY groups. Levene's test of equality of variances and *t*-tests are presented in Table 3.

The *t*-tests indicated that the non-HIPPY group reported significantly more conflict than the HIPPY group in the areas of affection and significantly less marital satisfaction. Thus, Hypothesis 1 is partially rejected as there are significant differences between the HIPPY participants and the control group in some areas of marital quality.

Hypothesis 2

Hypothesis 2 states that marital conflict and marital satisfaction will be significantly correlated. Results indicated that marital satisfaction was significantly related to marital conflict ($r = -.495$, $p < .001$, $n = 91$). The negative correlation indicates that more marital satisfaction is related to marital conflict. Thus, Hypothesis 2 is not rejected. Intercorrelations of study variables are displayed in Table 4.

Hypothesis 3

Hypothesis 3 states that chores, affection, religion, leisure time, drinking, other women, and his and her relatives will be negatively related to marital satisfaction. The above correlations indicated that religion, leisure time, drinking, and women were significantly correlated to marital satisfaction. Thus, Hypothesis 3 is partially rejected as there is a significant correlation only between religion, leisure time, drinking, and other women were significantly correlated to marital satisfaction.

Table 3

Tests for Equality of Means and Equality of Variance between HIPPY and Non-HIPPY Groups

Variable	<i>n</i>	<i>m</i>	<i>SD</i>	Equality of means		Equality of variances	
				<i>t</i> -value	Sig.	<i>t</i> -value	sig.
Satisfaction							
HIPPY	46	4.39	.802	2.02			
Non-HIPPY	45	4.00	1.03		.046	.624	.431
Chores:							
HIPPY	46	3.21	1.11	.384			
Non-HIPPY	45	3.13	.968		.702	1.88	.174
Children							
HIPPY	46	3.13	1.09				
Non-HIPPY 45		3.22	.997	-.419	.676	.263	.610
Money							
HIPPY	46	2.69	1.36	-.1			
Non-HIPPY	45	3.13	1.16		.65 .103	6.79	.011
Affection							
HIPPY	46	2.43	1.42	-3.38			
Non-HIPPY	45	3.33	1.09		.001	22.74	.000
Religion							
HIPPY	46	1.46	1.03	-.1			
Non-HIPPY	45	1.89	1.30		.76 .081	11.58	.001

(table continues)

Table 3 (continued).

Variable	<i>n</i>	<i>m</i>	<i>SD</i>	Equality of means		Equality of variances	
				<i>t</i> -value	Sig.	<i>t</i> -value	sig.
Leisure							
HIPPY	46	2.08	1.34	-1.94	.056	1.56	.215
Non-HIPPY	45	2.62	1.28				
Drinking:							
HIPPY	46	1.65	1.13	-.848	.399	2.77	.100
Non-HIPPY 45		1.86	1.27				
Women							
HIPPY	46	1.21	.727				
Non-HIPPY 45		1.46	1.03	-1.33	.187	7.45	.008
His Relatives							
HIPPY 46		2.41	1.40				
Non-HIPPY	45	2.15	1.39	.876	.384	0.50	.824
Her Relatives							
HIPPY 46		2.30	1.41				
Non-HIPPY	45	2.04	1.33	.903	.369	2.00	.161

Table 4

Correlations among Marital Satisfaction and Types of Conflict

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>		
1. Satisfaction	1	-.04	-.18	-.12	-.17	-.30*	-.23*	-.24*	-.38*	-.11		-.12	
2. Chores	-.04	1	.37*	.24*	.18	-.11	.28*		-.06	-.02	.16		-.19
3. Children	-.18	.37*	1	.18	.30*		-.01	.12	.02	.13	.07	.10	
4. Money	-.12	.24*	.18	1	.28*	.26*	.30*	.12			.09	-.03	.11
5. Affection	-.17	.18	.30*	.28*	1	.20	.36*		.08	.20	.23*		.27*
6. Religion	-.30*	-.15	.01	.26*	.20	1		.12	.25*		.31*	.11	.09
7. Leisure	-.23*	.28*	.12	.30*	.36*	.12	1		.08	.14	.11	.17	
8. Drinking	-.24*	-.06	.02	.02	.08	.25*		.08	1		.27*	.00	.06
9. Women	-.38*	-.02	.13	.09	.20	.31*		.14	.27*		1	.09	.07
10. His Relatives	-.11	.16	.07	-.03	.23*	.11	.11	.00	.19	1			.67*
11. Her Relatives	-.12	.19	.10	.11	.27*	.09	.17	.06	.07	.67*		1	

Note: * $p < .05$.

CHAPTER 5

DISCUSSION

Study Summary

In Bronfenbrenner's ecological model, the marital relationship constitutes part of the child's microsystem, thus directly influencing the child. Social support networks such as the Home Instruction for Parents for Preschool Youngsters (HIPPY) program can provide emotional support for parents and can contribute information that is useful in carrying out the responsibilities of parenting. The results of this study showed that parenting intervention may have some impact on marriages. Research clearly indicates that marital relationships influences parenting; it may also be important to address the effects of parenting on marital relationships.

Between both groups, Non-HIPPY mothers reported significantly less marital satisfaction and more conflict associated with affection than HIPPY mothers. Bronfenbrenner reviewed evidence that mothers who felt supported by their husbands tended to have higher marital satisfaction. Factors such as social networks and extended family are closely related to marital satisfaction. In this study participants who were in the Home Instruction for Parents for Preschool Youngsters (HIPPY) program had more support and higher marital quality. Bronfenbrenner called attention to the fact that forces external and internal to the family often affect family functioning and ultimately the development of children. The quality of marital relationship can influence the parent's psychological well-being and their behavior towards the children. It would be of interest to examine how improved co-parenting may better the marital relationship.

The results of this study indicated that marital satisfaction was related to marital conflict among the Latina participants. A negative correlation ($r = -.495$, $p < .001$, $n=91$) indicated that more satisfaction related to less marital conflict. This finding verifies what may be a universal experience of married couples across cultures; couples who experience less conflict in their marriage are generally more satisfied with their partner.

One of the goals of this thesis was to examine what factors in the marital conflict scale best explain marital satisfaction. Out of the ten conflicts religion, leisure time, drinking, and women explained how satisfied mothers were in their relationship. Research by Faulkner, Davey, and Davey (2005) indicated that wives who did not identify themselves with a religious affiliation experienced decreases in marital satisfaction over time. Research suggests that money can be a main source of conflict within a relationship; however, arguing about money was not related to marital satisfaction among this sample of Latina women. This is somewhat surprising, and may indicate a cultural difference reflecting the strong family values of these Latino families. Conflicts over religion, how families spent their leisure time, drinking, and other women were more important to the marital satisfaction of these women than conflicts over money.

The Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based, family focused program that helps parents provide educational enrichment for their preschool child. The overall study suggests that intervention can provide support to families which can affect marriages. This study will help direct continuing research and will further refine our understanding of married and couple relationships within Latino families.

Strengths and Limitations

The major strength of this study was the unusual sample of Latino families. In most cases, it is difficult to collect data among Spanish-speaking immigrants. We found that our participants had a friendly approach to the study, and, in general, they were interested in participation. The location of the study, in the family home, was strength. The participants did not have to find transportation or childcare, and the study was done in their home at a time that was convenient for them. Because the participants were familiar with the Home Instructions for Parents of Preschool Youngsters program, it may have been easier for us to gain access to their homes.

Certain limitations in this study are the sample itself. All participants were limited to one location in North Texas and of Latina/ Hispanic descent. Another limitation is the sample size; all participants were low-income Latina/Hispanic mothers. An important limitation to the study is not knowing all participants' country of origin, this is important when specifying Latin/ Hispanic groups. If the study focused on one particular group of Latin/ Hispanic, for example just participants whose origin of county is from Mexico, the study could better identify marriage within that ethic group.

Recommendations

Based on the results of this study, the following recommendations are offered for future studies or replication.

1. Further research on Latino/Hispanic culture and values and how they relate to marriages.
2. Research on the differences between Mexican-Americans (individuals born in Mexico and then migrated to the states) and Chicanos (individuals born in the

- states; 1, 2, or 3, generation, whose descent are from Mexico) related to marriages.
3. Inclusion of fathers in the study. Comparing both mothers and fathers to see the differences in marital conflict and marital satisfaction.
 4. A qualitative interview with the mothers would give the study better insight on what factors influence conflict.
 5. More than one measure could give a better explanation of marital conflict and marital satisfaction.

Future Implications

Limited research is available in painting a complete picture of marriage among Latinos/Hispanics in the United States. This research showed that conflict within Latino marriages may affect how satisfied mothers are with their overall marriage. Further research into other aspects of conflict within marriages is needed. Since families play such a large integral part in the lives of Latinos, examining the individual's beliefs on marriages and contrasting them to those of other family members could give a more clear explanation on how families affect individual's choices. Future studies could gather more demographic information such as country or origin, how old the participants were when they got married, and specific age of participants. Future studies of effects on parenting programs on marriage satisfaction should also be a randomized design to remove possible bias from the results.

Conclusion

This research suggests that social services programs such as the Home Instruction for Parents of Preschool Youngsters (HIPPY) program may help families build strong marriages. In general, strong marriages lead to better outcomes for

children. Married couples seem to build more wealth, on average, than singles or cohabiting couples, thus decreasing the likelihood that their children will grow up in poverty (Rosen-Grandon, Myers, & Hattie, 2004). Children who live in a two-parent, married household enjoy better physical health, on average, than children in non-married households (Katz & Woodin, 2002).

Specifically, this study may inform future research on marriage education programs targeted at Latino/Hispanics mothers. Urging researchers to study marital conflict and marital satisfaction among Latinos may provide information that will improve delivery of marriage and couples education programs. Developing culturally sensitive marriage and couples education is important. Broadening culturally relevant and sensitive marriage education may help strengthen these families. By adapting these and other findings into the current Hispanic Healthy Marriage Initiative (HHMI), Latinos/Hispanics will have the opportunity to receive culturally appropriate education. The ultimate goal of marriage and couples education is to give individuals and couples the knowledge and skills needed to build and sustain a healthy relationship.

APPENDIX A
MARITAL CONFLICT SCALE

How often do you and your husband have arguments about chores and responsibilities around the house?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about your children?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about money?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about showing affection to each other?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about religion?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about how you spend your leisure or free time?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about drinking?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about other women?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about his relatives?

1 Often 2 Sometimes 3 Hardly ever 4 Never

How often do you and your husband have arguments about your relatives?

1 Often 2 Sometimes 3 Hardly ever 4 Never

All things considered, how satisfied or dissatisfied have you been with your relationship over the last month or so? Place an X in the brackets that best describe how satisfied you have been:

Completely Dissatisfied

Neutral

Completely Satisfied

< -----[]-----[]-----[]-----[]-----[]-----[]----->

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos acerca de sus responsabilidades y quehaceres en la casa?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos acerca de sus niños?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos acerca dinero?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos acerca mostrar afecto el uno por otro?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos religiosas?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Que tan seguido tú y tú esposo tienen discusiones/argumentos de que hace con sus descansos o tiempo libre?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Con qué frecuencia tiene usted y su esposo discusiones/argumentos sobre alcohol?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Con qué frecuencia tiene usted y su esposo discusiones/argumentos sobre otras mujeres?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Con qué frecuencia tiene usted y su esposo discusiones/argumentos sobre los parientes de él?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

¿Con qué frecuencia tiene usted y su esposo discusiones/argumentos sobre sus parientes?

1 Muy Seguido 2 Alguna Veces 3 Casi Nunca 4 Nunca

Consideraron todas las cosas, ¿cuan satisfecha o no satisfecha estuvo con su relación durante los últimos meses? Coloque una X en el paréntesis que mejor describa que tan satisfecha estado:

Completamente Satisfecha Neutral Completamente no Satisfecha

----- () ----- () ----- () ----- () ----- () -----

APPENDIX B
CONSENT FORMS

University of North Texas

IRB 06-353

Principal Investigator: Dr. Angela Nievar

Co-Investigator: Dr. Arminta Jacobson

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

Purpose of the Study

The purpose of the study is to find out about parents' beliefs and experiences. Our ultimate goal is to improve a program, Home Instruction for Parents of Preschool Youngsters, to better serve families with young children.

Description of the Study

Parents will answer questions about their beliefs, attitudes, and experiences in their daily life. These questions should take approximately 40 minutes to complete. We will also show your child some pictures and ask them about the words that go with those pictures.

Procedures to be used

English-speaking and Spanish-speaking parents will be given the surveys in their preferred language. Parents will be asked if they would prefer that the questions be read out loud.

Description of the foreseeable risks

No foreseeable risks are anticipated.

Benefits to the subjects or others

The family may benefit at a later date by participating in a future family support program. This work will also inform existing programs by helping others understand what parents believe.

Procedures for Maintaining Confidentiality of Research Records

No personal identifying information will be placed on any of the survey questionnaires. This information will be kept confidential. Participants will be assigned a number. Personal information will be kept in a locked file cabinet accessible only to Dr. Nievar.

Review for the Protection of Participants

This research study has been reviewed and approved by the University of North Texas Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Subject's Rights

I have read or have had read to me all of the above. All of my questions have been answered. I understand that my child and I do not have to take part in this study, and my refusal to participate or to allow my child to participate will involve no penalty or loss of rights or benefits. The study personnel may choose to stop my or my child's participation at any time. In case I have any questions about the study, I have been told I can contact Dr. Angela Nievar at () or ANievar@coe.unt.edu. I understand that I will receive a copy of this consent form for my records.

Signature of Participant

Date

Printed Name of Participant

Printed Name of Child

For the Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the known benefits and risks of the research. It is my opinion that the subject understood the explanation.

Signature of Investigator or Designee

Date

Universidad del Norte de Texas

Evaluación

Investigador Principal: Dra. Ángela Nievar

Co-Investigador: Dra. Arminia Jacobson

Antes de acordar en participar en el siguiente estudio de investigación, es importante que lea cuidadosamente y comprenda el significado del propósito y los beneficios del presente estudio y como será conducido el mismo.

Propósito del Estudio

El propósito del estudio es determinar las creencias, experiencias y actitudes de los padres. Nuestra meta final es mejorar un programa que apoya a familias de niños locales, HIPPPY (Home Instruction for Parents of Preschool Youngsters). Alguno de los participantes en cuestión serán contactados posteriormente en relación a estudios adicionales.

Descripción del Estudio

Los padres deberán responder a las preguntas formuladas en relación a sus creencias, actitudes y experiencias de su vida diaria. Dichas preguntas deberían tomar aproximadamente una hora a dos horas en ser respondidas. También enseñaremos unos laminas o dibujos a su hijo/a y preguntaremos de las palabras que van con estos dibujos.

Procedimiento

Los padres de habla hispana se les darán el cuestionario en su idioma de preferencia. Adicionalmente, se les preguntará a los mismos si desean que las preguntas del cuestionario sean leídas en voz alta.

Descripción de Riesgos Implícitos en la investigación

Al responder preguntas en relación al estrés, podría causar que el padre se sienta incómodo.

Beneficios de Padres e Hijos

La familia podría beneficiarse en un futuro al participar en este estudio, por medio de un Programa de Soporte Familiar. Dicha investigación informara a los padres de Programas de Soporte al ayudar a otros a comprender las creencias de los padres participantes de la investigación.

Procedimientos de Confidencialidad de la investigación

No será necesario su información ni datos personales en los cuestionarios del estudio. Dicha información será estrictamente confidencial. Los participantes tendrán asignado un Número de Identificación Personal, el cual será archivado bajo estricto acceso a la Dra. Nievar.

Protección de los Participantes

El siguiente Estudio de investigación ha sido revisado y aprobado por el Consejo Institucional de Revisión de Proyectos de la Universidad del Norte de Texas (IRB). El UNT IRB mismo puede ser contactado al (940) 565-3940 o sbourns@unt.edu en relación a preguntas de los derechos de los participantes de dicho estudio.

Derechos de investigación de los participantes

Yo he leído o me han leído todo el contenido del estudio. _____ me ha explicado el estudio y ha respondido a todas mis preguntas en relación al mismo. Estoy al tanto de todos los riesgos y/o incomodidades además de los posibles beneficios que puede traer dicho estudio.

Yo entiendo que no estoy en la obligación de ser parte del presente estudio y mi negativa o mi decisión de no participar en el mismo, no conllevará a ninguna penalidad o pérdida de mis derechos o beneficios. El personal encargado del estudio, pudiera escoger en poner fin a mi participación en cualquier momento.

En caso de alguna duda o preguntas en relación al estudio, se me ha informado de poder contactar a la Dra. Ángela Nievar, del Department of Counseling, Development, and Higher Education, at (940)891-6800 or ANievar@coe.unt.edu.

Firma del Participante

Fecha

Para el Investigador o Persona Asignada:

Yo certifico que he revisado el contenido de la presente forma junto con el participante. Yo le he explicado los beneficios y riesgos implícitos en la investigación. Es de mi opinión que el participante ha entendido la explicación.

Firma del Investigador o Persona Asignada

Fecha

Más información:

1. Yo soy de mi hijo(s): ¿Fecha de nacimiento del niño/a participando en este estudio? _____
Madre
Padre
Tutor legal/otro
2. Yo tengo _____ años.
3. Mi etnicidad / raza:
Americano/No Hispano
Afro Americano/No Hispano
Hispano/Latino
Americano Asiático
Otro (por favor describe) _____
4. Estado civil:
Casada
Divorciada
Soltera
5. De las siguientes respuestas a continuación, describa la relación con el padre de su niño:
Vive en la casa
Relación de pareja, pero no vive en la casa
Contacto limitado o ningún contacto
6. Número de niños que viven en su casa: _____
7. Número de adultos que viven en su casa: _____
8. Edad y sexo de sus hijos:

M/F _____ M/F _____ M/F _____ M/F _____
M/F _____ M/F _____ M/F _____ M/F _____
9. Ingreso estimado anual familiar:
Menos de \$14,999
\$15,000 - \$24,999
\$25,000 - \$34,999
\$35,000 - \$44,999
\$45,000 - \$54,999
\$55,000 - \$64,999
Arriba de \$65,000
10. Su nivel de educación:
a. Secundaria o menos
b. Graduado de secundaria
c. Colegio o escuela técnica
d. Graduado del colegio o escuela técnica
e. Profesional o graduado con título
11. El nivel de educación de su esposo/ pareja
a. Secundaria o menos
b. Graduado de secundaria
c. Colegio o escuela técnica
d. Graduado del colegio o escuela técnica
e. Profesional o graduado con título

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