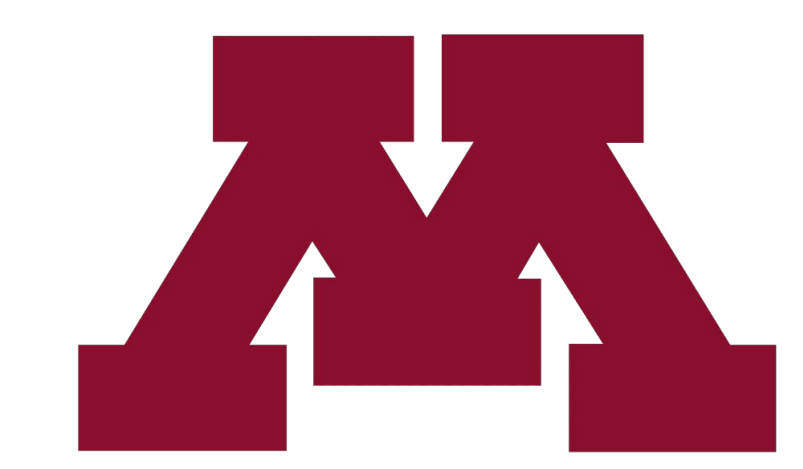


How Well Does Berry's Model of Cultural Adjustment Apply to Latina Young Adult College Students in the U.S.?

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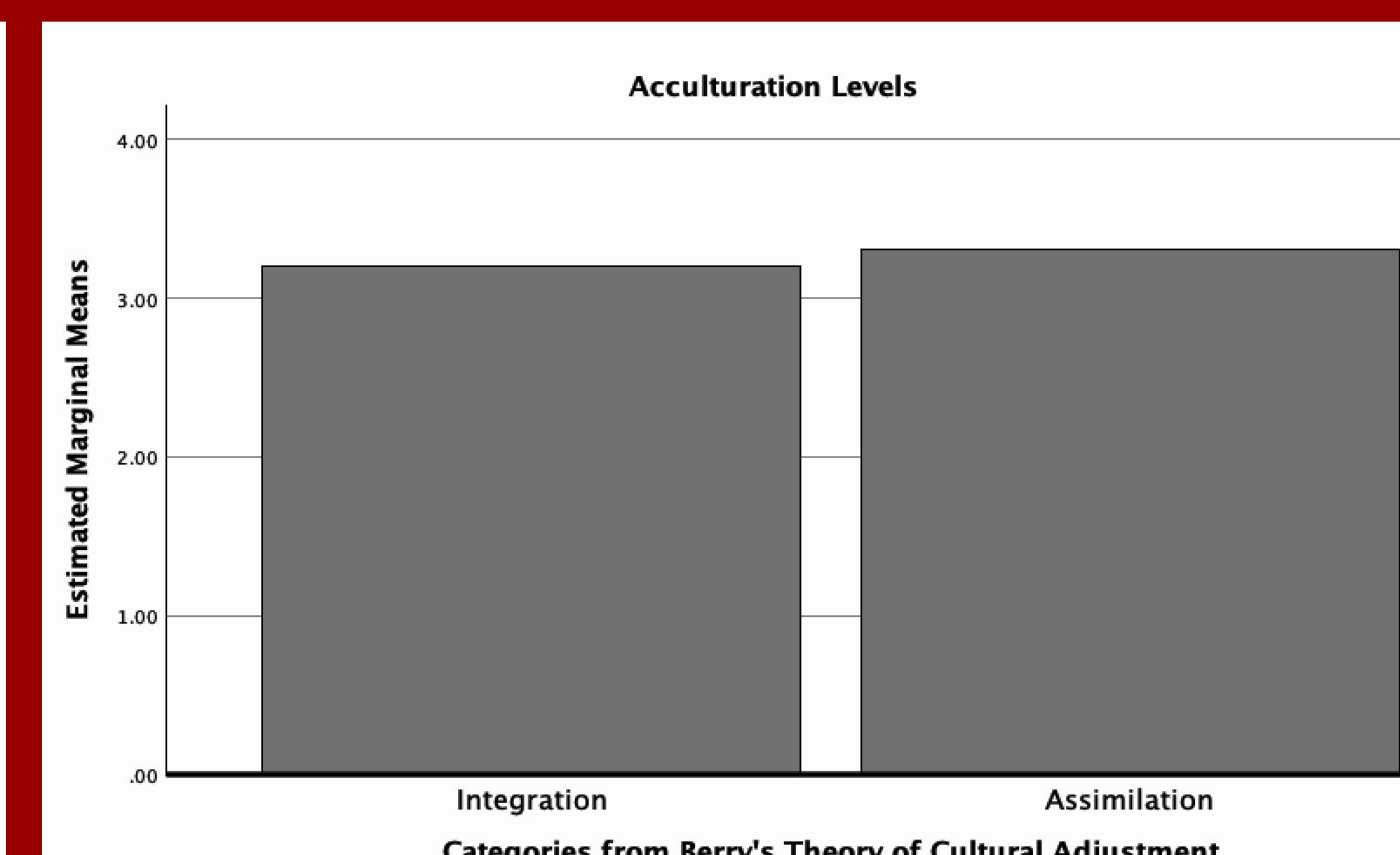
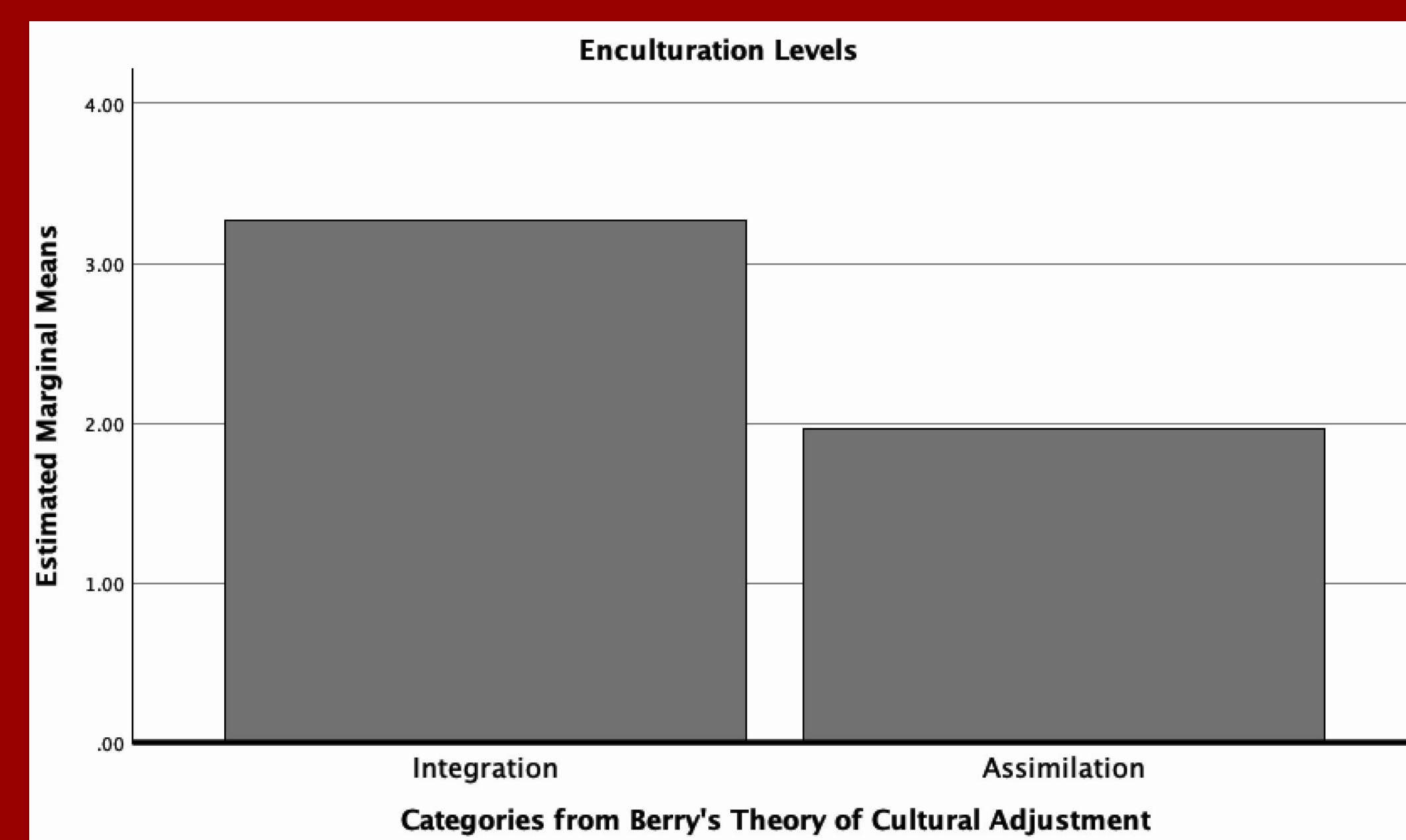
INTRODUCTION

- Berry's (1992, 1997) model of cultural adjustment shifted the study of acculturation from a *unidimensional* to a *bidimensional* framework, in which individuals may fall within 1 of 4 categories based on their endorsed levels of acculturation and enculturation
- While this model has been widely accepted, many have critiqued the ability to replicate the 4 categories in various populations (Schwartz & Zamboanga, 2008)
- Additionally, little research has examined the fit of these categories for Latina college students
- Patterns of acculturation are important to examine, as these patterns are associated with academic success (Moni et al., 2018) and psychological distress (Cano & Castillo, 2010)
- Accordingly, the current study used a person-centered statistical technique, latent profile analysis, to examine patterns of acculturation and enculturation in Latina college students

METHOD

- Sample:**
 - Participants were 611 Latina cisgender women who were full-time undergraduate students in the U.S.
 - Ages 18-26 years old ($M_{age} = 20.85$; $SD = 1.89$)
 - Most were U.S.-born ($n = 516$; 84.2%)
 - Immigration generational status:** Themselves as a child or adult ($n = 49$; 8.0%), parents ($n = 422$; 69.1%), or grandparents or earlier ($n = 140$; 22.9%)
- Procedure:** Participants completed an online study on their health and behaviors
- Measures:** The survey included:
 - Acculturation and enculturation (Stephenson Multigroup Acculturation Scale; Stephenson, 2000)
 - Sociodemographic information

The LPA yielded 2 profiles consistent with the **Integration** and **Assimilation** strategies of acculturation and enculturation among Latina college students, providing **partial support** for Berry's theory of cultural adjustment.



CONTRIBUTION

Attempted to replicate Berry's (1992, 1997) widely cited bidimensional theory of acculturation and enculturation

INNOVATION

Used a person-centered structural equation modeling technique to characterize a large sample of Latina college students

DESIGN

Cross-sectional ex post facto survey study to assess cultural factors in relation to health behaviors among Latina young adult college students

ANALYSIS

Used latent profile analysis to classify individuals from the heterogenous sample into smaller, more homogenous subgroups to provide meaningful insights into acculturation and enculturation

RESULTS

- We used latent profile analysis to compare models with 1, 2, 3, 4, and 5 profiles to investigate which provided best fit to the data
- The best-fitting model supported 3 profiles (AIC = 1,568.21; BIC = 1,612.36; aBIC = 1,580.61; Vuong-Lo-Mendell-Rubin (VLMR) test $p = .044$; Entropy = .91)
 - Profile 1 ($n = 513$) was characterized by high acculturation and enculturation
 - Profile 2 ($n = 2$) was characterized by the lowest levels of acculturation and enculturation
 - Profile 3 ($n = 96$) was characterized by high acculturation and low enculturation
 - Based on the small proportion sorted into Profile 2, this profile had reduced meaningfulness; to promote parsimony, the 2-profile model was considered (Spurk et al., 2020)
- The 2-profile solution also provided excellent fit (AIC = 1,585.99; BIC = 1,616.90; aBIC = 1,594.68; VLMR test $p < .001$; Entropy = .86)
 - Profile 1 ($n = 513$) was characterized by high acculturation and enculturation, and
 - Profile 2 ($n = 98$) was characterized by high acculturation and low enculturation

DISCUSSION

- Findings provided mixed support for Berry's 4-category model with Latina college students
- 3 of the profiles aligned with Integration, Assimilation, and Marginalization categories (with little representation for Marginalization), and in the 2nd iteration, the 2 profiles aligned with Integration and Assimilation
- Most literature supports 3 profiles (and in some studies, additional profiles; Schwartz & Zamboanga, 2008); however, Marginalization (which we observed in the 1st iteration of results) was not commonly supported in prior studies
- Findings inform the design of interventions to address acculturative stress (Mayorga et al., 2018) and promote positive academic and mental health outcomes

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