Theses and Dissertations (All)

6-11-2012

The Relationship Between Familism and Help-seeking with Hispanic Nursing Students

Cristina Perez Stearns
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

THE RELATIONSHIP BETWEEN FAMILISM AND HELP-SEEKING

WITH HISPANIC NURSING STUDENTS

A Dissertation

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Cristina Perez Stearns

Indiana University of Pennsylvania

May 2012

ii

Indiana University of Pennsylvania
School Of Graduate Studies and Research
Department of Nursing and Allied Health Professions

We hereby approve the dissertation of

Cristina Perez Stearns

Candidate for the Degree of Doctor of Philosophy

3/20/2012   Signature on File
                                                 Teresa C. Shellenbarger, Ph.D.
                                                 Professor of Nursing, Chair

3/20/2012   Signature on File
                                                 Nashat M. Zuraikat, Ph.D.
                                                 Professor of Nursing

3/20/2012   Signature on File
                                                 Christoph Maier, Ph.D.
                                                 Professor of Mathematics

ACCEPTED

Signature on File   _____
Timothy A. Mack, Ph.D.
Dean
School of Graduate Studies and Research

Title: The Relationship Between Familism and Help-seeking with Hispanic Nursing
Students

Author: Cristina Perez Stearns

Dissertation Chair: Dr. Teresa C. Shellenbarger

Dissertation Committee Members: Dr. Nashat M. Zuraikat
Dr. Christoph Maier

Cultural mismatch between providers and patients in the United States emerges as a major factor affecting the health of minority populations. Hispanics are the largest and fastest-growing minority group and are at risk for major healthcare disparities resulting from the lack of Hispanic healthcare personnel. The dearth of Hispanic nurses in practice creates an emergent need to increase Hispanic student recruitment and retention rates. Numerous healthcare organizations charge nursing education research to increase diversity by examining factors that impede upon the success of these students.

Nursing education literature consists of qualitative studies describing the Hispanic family as a system which supports and creates barriers to student success. Familism is a Hispanic-based values system where an individual places highest priority on meeting family needs over personal goals and desires. One tenet of familism is relying solely on family during times of need versus revealing personal information to outsiders. In the literature across disciplines, Hispanics tend to seek help from those closest to them, despite available professional resources.

In academia, help-seeking is considered a proactive learning strategy critical to student success. The purpose of this study was to examine the relationship between familism and help-seeking with Hispanic nursing students. Since nursing education literature has intimated that faculty-student rapport influences student success, this study

examined the relationship between Hispanic student perception of teacher support and help-seeking. The impact of demographics on variables was also studied.

This study utilized a quantitative, correlational, cross-sectional design and used three tools for data collection: The Attitudinal Familism Scale, Help-Seeking Components Measures and Perceived Teacher Support of Questioning Scale. Findings from 178 participants representing various Hispanic ethnicities revealed no statistically significant relationship between familism and help-seeking. A significant relationship between help-seeking and student perception of teacher support existed ($r = .40$, $p < .01$). More importantly, findings indicated that Hispanic nursing students perceive positive academic support from their nursing instructors. Findings from this study offer implications for educators to assist Hispanic students achieve success. Recommendations for further study with this population will help support continued efforts to raise Hispanic nurse numbers to ultimately alleviate healthcare disparities.

ACKNOWLEDGEMENTS

First and foremost, I must acknowledge the powers of fate that brought this New Jersey girl across the state of Pennsylvania to find her place in this world. Here's to taking risks and finding pleasant surprises. I especially want to thank Dr. Teresa Shellenbarger for never giving up on me and keeping me at the top of her to-do list. Teresa, your dedication and faith has inspired, motivated and yes, (many times) carried me across this finish line. I have found in you a mentor and colleague that I look forward to collaborating with in the future, and more importantly, a good friend for life.

Many thanks to Dr. Christoph Maier for always making sure I not only got the statistics correct, but for taking care that I understood them; a feat I am sure was not easy. His patience and kindness are second to none. I want to also thank Dr. Nashat Zuraikat for always asking the really tough, important questions. Although it was hard at times, success means a lot more when you have been held to the highest standard. Again, tremendous thanks to my committee for all the hours spent reading this long document and for making this dissertation business an easier process.

To the rest of my family at IUP, thank you all for making me feel at home so far away from my home. Nina, not only did you put a roof over my head and proofread my endless papers; you taught me what it is to really believe in something. Thank you for believing in me and encouraging me to take on this work. Paulette, I can drive any amount of time with you in the passenger seat- your companionship has meant the world to me. To my 2008 cohort friends, keep fighting the good fight- no sleep 'til Ph.D.!

To the most superb nursing faculty and staff of the Ramapo College Nursing programs, thank you for your strong support, kind smiles, and words of encouragement. I

share this joy of completion with each of you. A special thanks to Dr. Elaine Patterson for giving me the courage to do this. Thank you for setting the example.

This research was based on the influence of family and I would be nowhere fast without mine. Doug, your strength has maintained our family afloat over these years and has kept me going. I am always amazed by your selflessness. Thank you for encouraging me to find my happy place. To the joys of our family, Madisen and Lily, you were babies when this started and now you are beautiful girls. No accomplishment can ever top the joy I get from being your mom. Thank you for waiting patiently for me to get back from faraway school. I will always help you in chasing your dreams.

I am so blessed to share this with my parents, Ivo and Maria, who left their home in Cuba in the 1960s so we could have a better life. As my most important teachers, you have taught me all I know. This work is dedicated to both of you. *Te quiero con todo mi alma.* I also dedicate this work to my sister, Leonor, who has taught me to be a strong woman, and to my brothers, Ivo and Dan, who watch over our family. To the many other members of my beloved immediate family, including Steve, Carmen, Maria, and the amazing group of people I have the honor of calling my nieces and nephews, thank you for loving (and putting up with) me!

To the extraordinary group of women I am so fortunate to call friends, old and new, thank you for being my cheerleaders. It will be nice to get to know you all over again!

Finally, to those out there who are working to reduce healthcare disparities for all. The world will be a better place once everyone feels comfortable and healthy enough to live in it. Thanks for inspiring this work.

TABLE OF CONTENTS

List of Tables

CHAPTER ONE

INTRODUCTION

In a landmark report entitled *The Future of Nursing: Leading Change, Advancing Health* (2010), the Institute of Medicine (IOM) identifies the critical roles nurses play in solving the nation's healthcare disparities. Among other concerns, the IOM report discusses the lack of diverse healthcare providers as an emergent issue threatening the health of minority groups. As a minority group with the largest population in the United States, Hispanics are frequently identified as at-risk for poor health due to cultural barriers, socioeconomic factors and lack of trust in the American healthcare system (Villaruel & Gal, 2009). The lack of Hispanics employed in healthcare positions causes a cultural mismatch between patient and provider which impedes communication, trust and ultimately, the decision to seek care. Increasing the limited Hispanic nurse population will help to meet the needs of this population as nurses often play a central role in managing patient's healthcare needs (Villaruel & Gal, 2009). The IOM (2010) recommends expanding initiatives in nursing education research to include increasing diversity among students. Hence, the subject of this proposed dissertation research is Hispanic nursing students. This proposal describes a study examining the relationship between familism, a trait commonly associated with Hispanics and help-seeking, a behavior that has been shown to promote student success. This chapter presents the background, problem and purpose of this research. Research questions and theoretical framework posed by the researcher will guide the study; anticipated delimitations are presented. To increase reader understanding of the variables under examination, definitions of key terms are presented. The chapter concludes with assumptions for

1

consideration and significance of completing research with this population will be discussed.

Background

Research initiatives by the IOM (2003), The Sullivan Commission on Diversity in the Healthcare Workforce (2004) and the Centers for Disease Control and Prevention (CDC) (2011) have identified that healthcare delivery disparities exist for minority populations today. Central to the disparities is the cultural mismatch between patient and provider, that is, minority representation is lacking in the workforce. Nurses are central to healthcare as caregivers, patient advocates and health educators; they collaborate with many members of the healthcare team. An increase in minority nurses is vital to promote health in minority populations.

In nursing, Hispanics are the least represented minority group (United States Department. of Health and Human Services, 2010). Yet, Hispanics comprise the largest minority group in the country (Pew Hispanic Center, 2009; United States Census Bureau, 2010). The current situation in nursing education offers little remedy with the number of students in the pipeline. Hispanics are the least represented minority in nursing education (American Association of Colleges of Nursing [AACN]), 2009; National League for Nursing [NLN], 2010). Recruitment and retention of Hispanic students has posed a challenge for nursing education because of several factors affecting these students such as socioeconomic status, weak educational foundations, and lack of culturally similar faculty to serve as role models. Research has helped further examine barriers Hispanic students face in higher education. The influence of family on Hispanic student success commonly surfaces as an aspect under study.

Familism, a "social pattern whereby individual interests, decisions, and actions are conditioned by a network of relatives thought in many ways to take priority over the individual" (Desmond & Turley, 2009, p. 314) has been studied in higher education with respect to its impact on Hispanic students' success and retention (Desmond & Turley, 2009; Greene, Marti & McClenney, 2008; Valenzuela & Dornbusch, 1994). Contradicting findings on this topic exist; family serves as a support, a barrier or both to Hispanic student success. The impact of familism has not been studied in nursing education.

In higher education research, a factor attributed to retention of students despite ethnicity is help-seeking or the tendency for students to ask for help when needed (Karabenick, 1998, 2003). Research in areas of healthcare and counseling indicates that Hispanics are less likely to seek help when needed (Lipsky, Caetano, Field & Larkin, 2006; Ramos-Sanchez, & Atkinson, 2009; Ransford, Carrillo & Rivera, 2010; Valle, Yamada & Barrio, 2004). Poor help-seeking behaviors may stem from discomfort when trusting members outside of the family. The relationship of these two factors, familism and help-seeking, has not been directly studied in Hispanic students of any discipline; this research seeks to examine if a relationship exists.

Statement of the Problem

The population of the United States continues to diversify. This intensifies the need for appropriate health care access and services. Minorities possess less knowledge and experience with cultural norms that surround an organized system of healthcare (Institute of Medicine, 2003). A report by the IOM entitled *Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare* (2003) indicated that minorities

received lower quality healthcare than white Americans despite economic status and insurance access. In addition, minorities were found to be less likely to receive cardiac surgeries, kidney transplants, dialysis treatments and diagnostic procedures for cancers although higher incidences of these disorders existed in minorities than white Americans (IOM, 2003). Research completed by the IOM (2003) and the Sullivan Commission on Diversity in the Healthcare Workforce (2004) identified the absence of culturally diverse health practitioners as a major factor leading to these disparities.

Minority health issues cannot be properly addressed when a lack of cultural match between patient and professional caregiver exists. The process which ensues is cyclical; some non-minority health practitioners have stereotypical beliefs and biases about groups, while others struggle with cultural uncertainty and language barriers (IOM, 2003). As a result, minority patients may endure feelings of mistrust and misunderstanding in providers, which may result in reduced compliance with prescribed treatments and delays in seeking health care. These actions impact health outcomes and can foster negative practitioner perceptions of minorities. Of all healthcare practitioners, nurses are unique in that their roles expand to "coordinate care and collaborate with a variety of health professionals including physicians, social workers, physical and occupational therapists and pharmacists" (IOM, 2010, p.7). Increasing the number of minority nurses in practice can be beneficial because nurses play a critical role in communication between the healthcare team and can advocate for minority patients.

Current statistics in nursing approximate 16.8% of practicing nurses to be of minority status; these numbers are in great disproportion to the current U.S. minority population, which surpasses 34 percent (United States Department of Health and Human

Services, 2010). The current White, non-Hispanic population in the country is 65.6%; this group represents 83.2% of all registered U.S. nurses (United States Department of Health and Human Services, 2010). The cultural mismatch between nurses and minorities is most evident within the Hispanic population. Hispanics comprise 15.4 % of the population and 3.6% of the nursing workforce. In comparison, Blacks represent 12.2% of the total population and 5.4% of nurses, while Asians are overrepresented at 4.5% of total population and 5.8% of practicing nurses (United States Department of Health and Human Services, 2010).

The low numbers of current Hispanic nursing students in the educational pipeline offers little remedy to this problem. The National League for Nursing (2010) reports minority numbers in programs continues to grow and mirror general higher education statistics in all ethnicities except for Hispanics. In 2007, 6.3 percent of all nursing graduates across diploma, associate and baccalaureate programs were Hispanic, compared to 10.5% Black and 5.1% Asian. The NLN also reports that enrollment for Hispanics across basic registered nurse programs was 6.5%, compared to 14% Black and 7.4% Asian (2010). Additionally, the American Association of Colleges of Nursing (2009) reports the Hispanic presence in generic baccalaureate nursing students at approximately 9,000 out of 100,000 students.

Recruitment and retention of Hispanic nursing students has traditionally posed a challenge for faculty and nurse education leaders because barriers these students face generally commence long before entering nursing school. Factors such as low socioeconomic status and language obstacles result in lower-quality education and lower high school graduation rates of Hispanics (Villaruel & Gal, 2009). This also impacts the

ability to gain admission into college and once accepted, Hispanics are challenged to afford higher education. Literature stipulates that Hispanic students face additional challenges to academic success in nursing including influence of family, acculturation stress, perceptions of discrimination by professors and lack of mentors (Alicea-Planas, 2009; Amaro, Abriam-Yago & Yoder, 2006; Bond, Gray, Baxley, Cason, & Denke, 2009; Doutrich, Wros, Valdez & Ruiz, 2005; Evans, 2004; Moceri, 2010; Villaruel, Canales & Torres, 2001). Several reports in the literature of nursing education evaluate the effectiveness of funded interventions to help students overcome these barriers (Edwards et al., 2009; Evans, 2004, 2007; Swinney & Dobal, 2008) and describe the inclusion of student stipends, language remediation, academic support and mentorship which resulted in positive student outcomes. However, these interventions require funding that may not be available in many higher education institutions in increasingly challenging economic times. Therefore, research focused on other sources of potential Hispanic student success, those independent of financial investment, is warranted.

Hispanic nursing students face family obligations that compete with study time. These obligations include the need to spend time with family, work to contribute to expenses and provide sibling or child care (Alicea-Planas, 2009; Amaro et al., 2006; Doutrich et.al, 2005; Evans, 2004; Maville & Huerta, 1997; Moceri, 2010; Villaruel et al., 2001). Further compounding these obligations is that parents and family may lack understanding or may have cultural biases towards the nursing profession, leading towards decreased understanding of a student's need to spend time away from family to succeed (Doutrich et.al, 2005; Evans, 2004; Taxis, 2006). Further research on the impact

6

of familism on the Hispanic nursing student is important to the structuring of recruitment and retention strategies.

In the higher education literature, familism has been found to positively and negatively influence such factors as academic outcomes, enrollment in higher education, immersion in the college environment and college living arrangements for Hispanic students (Desmond & Turley, 2009; Fischer, 2007; Luna & Prieto, 2009; Tinto, 1993; Valenzuela & Dornbusch, 1994). These factors are critical to retention in higher education and therefore further research on familism is needed to better understand how to optimize Hispanic student retention. The discussion of family surfaces often in the literature with Hispanic nursing students, yet the existence of familism as a factor that could potentially influence retention are unknown.

Help-seeking has been identified in higher education research as a student behavior that influences academic success and ultimately impacts retention. Research supports that students who seek academic assistance from professors have increased mastery of content, more motivation, higher course grades and retention rates than those who avoid asking for help (Karabenick, 1998, 2003). Although not studied in terms of academic success, research on Hispanic college students' tendency to help-seek for personal counseling reveals that Hispanics were least likely of all groups to share personal information with non-family members (Kearney, Draper & Baron, 2005; Sheu & Sedlacek 2004; Stanton-Salazar, Chavez & Tai, 2001). Additionally, Hispanics engage in help-seeking behaviors in healthcare and counseling less than non-Hispanics (Lipsky et al., 2006; Ramos-Sanchez, & Atkinson, 2009; Ransford et al., 2010; Valle et al., 2004).

This Hispanic tendency to avoid help-seeking found in research poses a great risk to retaining Hispanic nursing students.

In nursing education, Hispanic students reported hesitancy with self-disclosing information and asking for help from faculty (Doutrich et al., 2005). In an anecdotal publication, Lee (2007) suggested that the clinical experience introduces an additional learning environment where students face unfamiliar circumstances. The author stresses that help-seeking is even more critical for nursing student success than in other disciplines (Lee, 2007). This establishes a great need to study help-seeking in Hispanic nursing students. This also warrants examination of the student-faculty factors that may impact help-seeking, such as student perception of faculty reaction to help-seeking. Researchers stipulate numerous reasons for the lack of Hispanic student interaction with nursing faculty, including the tendency to prefer seeking counsel with family, lack of trust in outsiders, and low levels of acculturation (Lipsky et al., 2006; Ramos-Sanchez, & Atkinson, 2009; Valle et al., 2004). These factors closely align with the concept of familism. Examination into the influence of familism on help-seeking behaviors is lacking in research in all disciplines, and is proposed in this study to gain information on factors that may affect retention of Hispanic nursing students.

The shortage of minority practitioners creates healthcare disparities for Hispanic groups in the United States. The gap between the general Hispanic population and that of Hispanic nurses in practice widens because of low numbers of Hispanic nursing students in the pipeline. In order to ameliorate the critical shortage of Hispanic nurses in practice, nursing education research needs to further examine variables identified in the literature that may impact successful outcomes of Hispanic students. Higher education research has

examined the impact of familism on student achievement; however this impact is unknown in students of nursing. Hispanics are less likely to seek help in various settings. Research stipulates this may be due to influences of familism on Hispanic individuals. Hence, there is value in examining the relationship between familism and help-seeking behaviors in Hispanic nursing students as factors that may affect retention.

Purpose

The primary purpose of the study is to examine the relationship between familism and help-seeking, in Hispanic nursing students. In addition, this study seeks to examine (1) the relationship between Hispanic student perception of teacher support and help-seeking and (2) the impact of Hispanic student demographics on familism and help-seeking. A quantitative, cross-sectional design will be employed for various reasons. First, nursing education research with Hispanics lacks quantitative examination. Qualitative studies with limited generalizability of findings comprise the majority of Hispanic studies in nursing education. Quantitative methodology and sampling from diverse geographic areas will yield a large sample thereby enhancing generalizability of the findings. In addition, use of this methodology is needed to broaden the state of the science with Hispanic nursing students and can provide research-based evidence to support retention strategies suggested by prior qualitative studies. Another factor contributing to the methodology selection is culture: research with Hispanics can be limited by lack of anonymity and subjects' unfamiliarity with the researcher (Marin & Marin, 1991). These factors, common to qualitative methodology, may increase Hispanics' mistrust of researchers and limit disclosure of information (Marin & Marin,

1991). The use of surveys, as proposed in this study, may increase disclosure of information on behalf of the participants.

Research Questions

This study seeks to answer the following questions regarding familism, help seeking and nursing students:

- What is the relationship between levels of familism and help-seeking in pre-licensure Hispanic nursing students?

- What is the relationship between perceptions of teacher support and help-seeking in pre-licensure Hispanic nursing students?

- What are the major predictors of familism and help-seeking in pre-licensure Hispanic nursing students?

In addition to the foundation provided by these questions, this study is guided by the following theoretical framework derived from counseling research.

Conceptual Framework

Theory provides a framework on which to structure a study. Theory use also allows researchers to build upon established knowledge about a topic. The grounded theory work completed by Ishikawa, Cardemil and Falmagne (2010) on Hispanic help-seeking in mental health counseling will frame this study for applicability to Hispanic nursing students. Expounding upon prior research that Hispanics tend to underutilize mental health services when compared to other groups, Ishikawa et al. (2010) aimed to establish theoretical underpinnings to the Hispanic help-seeking experience. The researchers completed in-depth interviews with 13 Hispanic subjects who had experienced varying degrees of mental illness with the following intentions in mind:

"…showing how individual perception, family dynamics, culture and experience with the mental health system intersect to shape an individual's approach to coping with distress" (Ishikawa et al. 2010, p. 1560). The proposed study with Hispanic nursing students presumes that this intersection of culture, individual perception and experience similarly influences the help-seeking decisions of Hispanics within the context of academia.

Hispanic Experiences with Help-seeking

Through this research, Ishikawa et al. (2010) established that Hispanics do not select help services without first considering personal meanings, cultural value systems and prior experiences with help-seeking. Additionally, Hispanics continue to evaluate their experiences and relationships created by seeking help long after treatment has concluded. These relationships shape satisfaction with treatment and ultimately influence future help-seeking decisions (Ishikawa et al., 2010). To further describe the Hispanic help-seeking process, three intersecting elements emerged from the data that influence an individual's decision to seek help (Ishikawa et al., 2010). The researchers do not purport that the intersection point of these elements will result in a decision to help-seek. Rather, they discuss what occurs at the intersection is specific to the individual; Hispanics enact their culture in different ways. Assessing an individual's cultural and personal perceptions and experiences with help-seeking is a job attributed to the counselor. This creates an optimal environment for help-seeking to occur (Ishikawa et al., 2010). The following are the theoretical elements identified by Ishikawa et al. (2010).

The first element highlights individual, family and cultural perspectives of the causes of suffering and healing and the help-seeking goals associated with treatment. Ishikawa et al. (2010) describe how individuals attribute their mental suffering to family

incidences of mental illness; they are more willing to accept the disease within themselves because it happens in the family. Still other Hispanics attribute suffering to negative and painful life experiences (Ishikawa et al. 2010). Additionally, the researchers found that familism impacts an individual's propensity to seek help. This framework discusses Hispanic family disapproval with disclosing personal information to outsiders regardless of the content. Children are raised with this ideal and as they become adults, experience difficulty with admitting any personal strife. This adherence to keeping personal information within the confines of family is one outcome of Hispanic familism. The researchers explicated that individuals who were considering help-seeking sought the approval of family first. Whether or not that approval was attained highly influenced help-seekers' satisfaction with the obtained assistance (Ishikawa et al., 2010). Familism findings further impinged upon help-seeking in the Ishikawa et al. (2010) study. The researchers reported that individuals with strong familistic values who had family dismiss their mental health problems tended to view problems as small and therefore refused to seek help (Ishikawa et al., 2010). Conversely, those with low expression of familistic values tended to consider the severity of illness and chose to help-seek despite the family viewpoint. These cultural influences have a significant impact on the decision to help-seek.

The second element identifies that once an individual has reconciled personal and familial considerations of help-seeking, the next step is to determine what kind of help to utilize. This theme encompasses the referral source and style, the match between personally identified needs with source of help sought and participants' prior experiences with help-seeking (Ishikawa et al., 2010). When Hispanics were referred to mental health

services by physicians with respect and sensitivity, the greater the likelihood of utilizing that service. This finding suggests that in addition to family, healthcare providers also have influence on help-seeking decisions and must help to decrease patients' negative associations with seeking treatment (Ishikawa et al., 2010). Also, this theme presents how Hispanics may use other sources of help such as friends, religious and cultural organizations. Although useful as help sources to complement treatment, Ishikawa et al. (2010) discuss how these other sources should not be considered as optimum treatment for mental illness. Lastly, this element describes the critical nature of prior help-seeking experiences to future episodes. Any preconceptions about help-seeking should be discussed between patient and client.

The third element identified by Ishikawa et al. (2010) focuses on treatment satisfaction with regard to the client-counselor relationship. This element takes into account the impact of this relationship on client satisfaction with the treatment (Ishikawa et al., 2010). More specifically, this theme focuses on client-counselor match and client perception of counselor support. The participants of this study indicated that they felt more comfortable with a counselor similar to themselves (Ishikawa, et al., 2010). Participants did not prefer that the help source was Hispanic, yet specified that cultural competence on behalf of the therapist was a requirement. The Hispanic culture also had influence within this theme and impacted the quality of help-seeking episodes. *Personalismo,* a "quality of warmth and openness in personal and professional interactions" (Ishikawa et al., 2010, p. 1567) has been identified as a critical trait in order to have successful communicative relationships with Hispanics. The more formal a counselor, the less receptive a Hispanic person is to disclose information. Additionally,

the cultural norm of *respeto*, "the tendency to adhere to a hierarchal structure based on title and age", has a negative impact on disclosure of personal information to people of increased age and higher status (Ishikawa et al., 2010, p. 1566). Counselors who are aware of these cultural norms are more informed of how they may affect help-seeking, disclosure and treatment.

Ishikawa et al. (2010) combined these theoretical elements into the framework to describe multiple factors that affect Hispanic help-seeking for mental illness. The researchers demonstrate the persuasive role culture plays in the process, the implications of culture in counseling, and the importance of counselors' cultural competence. In terms of the proposed study with Hispanic nursing students, the researcher will derive ideas from this framework for application within an academic context. This is the subject of the following section.

Application to this Study

The following section describes the derivation of the elements from the aforementioned Ishikawa et al. (2010) study for use with Hispanic nursing students.

Family as cultural influence on help-seeking. For this proposed study, the focus will be on the family serving as the cultural influence shaping ideas about academic success and failure. This current study substitutes academic success and failure in place of suffering and healing in the Ishikawa et al. (2010) study. The Hispanic student views academic success and failure through the experiences of his/her family. For example, a student may not consider poor performance in a course as an issue needing resolution if his/her parents did not go to college or do not value education. Higher education literature supports this with research findings on the direct relationship between parental

education experience and Hispanic student educational success (Alexander, Garcia, Gonzalez, Grimes and O'Brien, 2007; Ceballo, 2004; Gloria, Castellanos, Lopez & Rosales, 2005; Olive, 2008; Saunders & Cerna, 2004). Furthermore, Hispanic students whose parents have little knowledge of higher education may find themselves needing to navigate the higher education system on their own. This study will assess familism in Hispanic nursing students. As found by Ishikawa et al. (2010) familism can impact help-seeking greatly.

Intrinsic influence on help-seeking. This proposed study will focus on individual help-seeking components such as referrals, goals, preferred sources of help and comfort with admitting a need. Ishikawa et al. (2010) discusses how a healthcare practitioners' sensitive approach to referring a Hispanic patient to mental health services is critical to the help-seeking process. For this proposed study with Hispanic nursing students, the teacher plays the critical role in diagnosing a need for help and getting the Hispanic student to accept the help. Again, student perceptions of teacher support for help will be measured in this study. Additionally, the research in the higher education literature suggests than an individual must have the intrinsic desire to seek help for difficulty (Stanton-Salazar et al., 2001); therefore it can be considered that this is a self-referred process. The intention behind, or goal of seeking help, motivates a student to attain help (Nelson-LeGall, 1981, 1985; Nelson-LeGall, DeCooke & Jones, 1989). This researcher describes goals as either instrumental or executive; the former when a student seeks help in order to increase learning, the latter when help is sought solely to ease workload, Karabenick (2001) described how goals affect the choice of help source, formal (teacher) versus informal (peers). Ishikawa et al. (2010) in this framework

discussed how Hispanics identified the utilization of more than one source of help; typically it was a mix of professional and family or friends. Therefore, if a teacher does not refer a struggling student for academic help, a student needs to self-refer. Independent of cultural considerations, it is critical to understand these components of help-seeking in Hispanic students of nursing because if they are not referred for help by a teacher, they need to be intrinsically motivated to help-seek on their own. As evidenced in the literature review in Chapter 2, Hispanics are at a great risk to avoid help-seeking.

Furthermore, Ishikawa et al. (2010) discussed the impact of prior help-seeking experiences on future decisions to seek help in counseling. In higher education, research indicates that help-seeking poses a threat to self-esteem; loss of self-esteem is often connected to negative help-seeking events (Ames & Lau, 1982, Karabenick, 2001, 2004). In general, asking for help may be viewed as a threat to self-esteem by anyone; for Hispanics there may be an additional threat imposed by the family value system. In this proposed study help-seeking components such as goal, source, perceived threat and avoidance will be examined and relationships to familism considered. How Hispanic nursing students perceive these help-seeking components is important to understanding their decision to help-seek.

Student-teacher influence on help-seeking. This proposed study will focus on the student-teacher relationship with regard to student perception of teacher support for help-seeking. Ishikawa et al. (2010) attributed the Hispanic individual's perception of the relationship with the counselor was crucial to satisfaction with treatment. It also effects whether help will be sought again in the future. As previously discussed, in qualitative studies Hispanic nursing students have reported feeling no connections to their non-

16

Hispanic faculty, felt isolated and feared being perceived as lazy or unintelligent (Amaro et. al., 2006; Evans, 2004; Rivera-Goba & Nieto, 2007; Taxis, 2006). Hispanic students experience difficulty with disclosing personal information to instructors (Doutrich et al., 2005). This may be attributed to the student-teacher relationship. This can pose a threat to help-seeking with this population. Additionally, the importance of perceived teacher support has been studied in higher education as a critical variable on help-seeking (Karabenick & Sharma, 1994; Kozanitis, Desbiens & Chouinard, 2007; Le Mare & Sohbat, 2002) and can serve to assess this population as well. In this proposed study, student perception of teacher support will also be measured alongside familism and help-seeking components.

Framework Summary

Ishikawa et al. (2010) described how these three elements, culture, intrinsic motivations and counselor-patient relationships, interact to affect a Hispanic individual's propensity to seek help for mental illness treatment. This proposed study attempts to apply the same elements to Hispanic nursing students' help-seeking tendencies. When family culture, individual help seeking components and the student-teacher relationship interact, they influence a Hispanic nursing students' decision to seek academic assistance. As Ishikawa et al. (2010) proposed, the decision will be affected by how deeply an individual enacts her/his culture, prior experiences with help-seeking and perceptions of her/his teachers. The theory demonstrates how help-seeking for Hispanics is a fluid process that may change based on varying factors. For nursing education and in terms of this proposed study, the three elements will be examined for relationships between one another and to important demographics such as generation, parental education experience

and ethnicity. The end goal is to make nurse educators aware of Hispanic student needs regarding culturally based help-seeking needs to ultimately help increase student retention.

This grounded theory work has not been tested through other studies, within counseling or in any other discipline. This may be considered a delimitation of the study and will be identified in the upcoming section as such.

Definition of Terms

The following are definitions of key terms used throughout this study. In addition, these terms also describe study variables or subject demographic items.

- Help-seeking (general): The process of obtaining assistance from another individual in order to solve a problem that one is unable to do alone. In order to seek help, four conditions need to be met: the individual must (1) admit a need for help, (2) be willing to self-disclose information, (3) allow another person a measure of control and (4) be willing to change (Keith-Lucas, 1994). This general definition applies to help-seeking in various settings, such as in counseling and healthcare. Although not operationalized in this study, this definition is critical for understanding Chapter Two, which offers a review of the literature of help-seeking with Hispanics. This literature review largely focuses on research done in counseling and healthcare.

- Help-seeking (academic): The ability to utilize others as a resource to cope with ambiguity and difficulty in the learning process (Ryan & Pintrich, 1998). In this study, it is operationalized and measured by Karabenick's Help Seeking

Component Measures (2001, 2003), a 13-item scale which contains the following components:

1. *Goals of seeking help, instrumental versus executive*: Individuals who seek help with an instrumental goal do so for the purpose of knowledge acquisition. Executive goal-focused individuals seek help to decrease their workload.

2. *Help-seeking threat*: the perceived cost of seeking help by inducing social embarrassment and lowering self-esteem.

3. *Help-seeking avoidance*: evading seeking help despite an identified need for help.

4. *Sources of help sought*: the choice of whom to ask for help. Specifically, teachers versus peers. Sources of help are thought to be influenced by either help-seeking goal or student perception of teacher support.

It is important to note that this study will use the term 'help-seeking' in place of 'academic help-seeking' for ease of reading. Chapter 2 will make reference to the context of help-seeking through the use of headings.

- Familism: A system of behaviors and values where the needs of the family supersedes those of the individual members. Familism is divided into three components: structural, behavioral and attitudinal. Structural familism represents the actual number of members considered immediate family. Behavioral familism specifies the actual behaviors one imparts on behalf of the family. For instance, calling a parent at least once a day. Attitudinal familism is the actual value and beliefs that influence the other components of familism. Various beliefs involve

familial obligation, reciprocal support between members, increased proximity of family, and respect for parents/elders (Lugo Steidel & Contreras, 2003). Attitudinal familism is the focus of measurement in the majority of familism studies as evidenced by the literature review in Chapter 2. In this study it is measured by 18 items on the Attitudinal Familism Scale (Lugo Steidel & Contreras, 2003). This study will use the term 'familism' in reference to 'attitudinal familism', with the exception of Chapter 2, where reference to behavioral or structural familism will be made as needed.

- Generational status: The number of generations the participants' family has been in the United States. The participants classify as either: 1) first-generation immigrant (born outside the United States); 2) second-generation (U.S.-born students with one or both of their parents born outside the United States); or 3) third-generation or higher (both parents and the student were born in the United States) (United States Department of Education, 1998). For purposes of this study, participants self-define their generational status.

- Hispanics: Those individuals who reside in the United States and who were born in or trace the background of their families to one of the Spanish-speaking Latin American nations (Mexico, Puerto Rico, Cuba, Dominican Republic, South and Central American countries) or to Spain (Marin & Marin, 1991). For purposes of this study, participants self-define themselves as Hispanic.

- Pre-licensure nursing students: Students in nursing programs at an institution of higher education, designed to prepare students for nursing licensure and entry into practice. Includes the following degree programs: Associate Degree in Nursing

(ADN), Associate of Science in Nursing (ASN) and Baccalaureate of Science in Nursing (BSN).

Assumptions

An in-depth review of literature in various disciplines such as social science, counseling, general higher education and nursing education is presented in Chapter Two. The following assumptions are based on the findings from this review. Hispanic nursing students exhibit a high level of familism which will impact, to some degree, their propensity to help-seek. In addition, Hispanic nursing students will have a negative perception of their nursing faculty support for questioning in the classroom. This negative perception will impact help-seeking avoidance. In addition, as seen in the literature, the following demographic factors will arise as predictors of both familism and help-seeking variables: generational status, acculturation and parental level of education.

Significance

The Hispanic population is projected to grow to 30% of the total U.S. population by the year 2050 (United States Census Bureau, 2010). Increasing the number of Hispanic nurses in practice will benefit the nation's health in two main ways: (1) Hispanic nurses will encourage and educate greater numbers of Hispanic patients to seek timely health prevention and intervention measures and (2) Hispanic nurses will assure that these patients receive culturally and linguistically appropriate care (Villaruel & Gal, 2009) as a result of the cultural match between patient and provider. In addition, increasing the number of Hispanic nurses will benefit the profession, not by just increasing diversity, but also because nurses of all minority backgrounds are more likely

to attain advanced degrees in nursing than non-Hispanic Whites (Sullivan Commission on Diversity in the Healthcare Workforce, 2004).

In addition to contributing positively to Hispanic health, increasing the recruitment and retention of Hispanic students in nursing brings different perspective to the teaching and learning experience by increasing diversity amongst students. Despite a growing Hispanic population, the trends in nursing education remain similar. Hispanics comprise a small percentage of all nursing students at all pre-licensure degree levels and remains the only minority group not to experience growth in nursing education (NLN, 2010). Nursing education research has responded to this phenomenon by engaging in numerous qualitative investigations of the experience of being a Hispanic nursing student. Resultant recommendations include the development of programs that require heavy financial investment, rigorous minority faculty recruitment and involvement of family in the process of higher education. However the problems associated with low recruitment and retention of Hispanics nursing students still exist and continue to worsen. Although potentially effective at individual institutions with adequate resources, feasibility in program development varies amongst institution. More research with Hispanic nursing students is needed in the future to ameliorate weak retention numbers within all nursing schools. This study represents a small step towards establishing a research agenda with Hispanics.

Hispanic presence in higher education is on the rise, and therefore nursing education research should look to derive success strategies highlighted in that literature. The impact of family on student success is common to both higher education and nursing education literature, yet nursing lacks further investigation into familism. The link

between familism and help-seeking behaviors, a strategy that supports retention, has not yet been evaluated, but a potential relationship is suggested in the literature. Research in nursing education should begin by investigating to what degree students are impacted by familism and help seeking and if a relationship exists between these two variables. This information can help nurse educators construct effective programs of intervention based on quantifiable evidence.

Chapter Summary

This chapter presents the case for increasing the low number of Hispanic nurses, along with an introduction to this research with Hispanic nursing students. In order to increase diversity within the profession, nurse education research must examine variables that potentially serve as barriers to student success and ultimately decrease student retention. Familism and help-seeking exist in the literature as variables that influence student performance, yet the effect of these variables with Hispanic nursing students is unknown. Chapter two provides a review of the literature on these variables, the grounded theory framework by Ishikawa et al. (2010) and proposed methodological tools for use in this study. Literature on Hispanic nursing students will also be presented.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a review of literature relevant to barriers and factors impacting success for Hispanic student degree attainment in higher education. The review will specifically focus on the nursing education literature. The multiple contexts and uses for the variables of familism and help-seeking are presented within the literature of social science, higher education and nursing education in general and with Hispanics. Measures of familism and help-seeking are also addressed in this chapter. The chapter concludes with a discussion of work considered foundational to the grounded theory (Ishikawa et al., 2010) framing this study.

A discussion of the terminology used to describe or classify participants within the following literature is critical for reader comprehension. Researchers use a variety of terms to describe Hispanics including "Latino (a)", "Chicano (a)", or they make reference to the ethnic group if only one is being studied such as "Mexican" or "Puerto Rican". In the description of non-Hispanic Whites, researchers use terms including "Anglo", "Caucasian" or "White". For the ease of reading this literature review, the terms "Hispanic" and "non-Hispanic Whites" will be used as a substitute if the literature reviewed uses these other descriptions. When description and synthesis of significant findings includes studies using specific Hispanic ethnicities, those groups will be identified. In the description of all other minority groups such as Asians and African Americans, terminology presented in the original research will be used.

Factors Affecting Hispanic Students' Degree Attainment

This section provides a brief overview of factors that impact Hispanic student degree attainment in both general higher education and nursing education. This section

24

then offers further examination into the impact of (1) student- family and (2) student-faculty relationships on Hispanic student success, synthesizing findings from higher education and nursing education literature. Historically, nursing education research has experienced a dearth of minority-based studies, especially with Hispanic students. Many of the studies in this literature review focus on Hispanics in general higher education. However, the past decade in nursing education research has seen movement towards better understanding of the phenomena surrounding the Hispanic student. At this current time, qualitative studies regarding the Hispanic student encompass the majority of the literature which has attempted to draw themes specific to nursing. These studies are incorporated into the following review.

Delayed Enrollment and Time to Degree

One factor impacting Hispanic student degree attainment involves delayed enrollment. Swail, Cabrera, Lee & Williams (2005) reported findings of the National Educational Longitudinal Study (NELS); this study followed 26,000 Hispanic 8th graders for 12 years until the expected time of college degree completion. Findings indicated that Hispanic students tend to delay enrollment into college for various reasons such as needing to work, providing for family and indecision about continuing education. Delayed enrollment time between high school and college reduced the probability of completing a degree by 20 percent (Swail et al., 2005). Similarly, in a study of 570 Hispanic community college students' academic persistence, Crisp and Nora (2010) reported that delayed enrollment had a significant negative effect on degree completion. In addition, Hispanic students who delayed enrollment were more likely to need remedial courses (Crisp & Nora, 2010).

Delayed enrollment negatively impacts Hispanic students' time to degree completion and matriculation status. Compared to other groups, Hispanics take longer to achieve degree completion. According to Swail et al. (2005) only 23% of Hispanics finish college within 4 years, compared to 44% of non-Hispanic Whites. In an anecdotal report on degree paths for non-traditional students, Kennen and Lopez (2005) discuss the median time for college graduation is 56 months; yet that timeframe is 70 months for Hispanic students. Interestingly, Garcia (2001), in a compiled data analysis of numerous national statistical education reports, found that a majority of Hispanic students are enrolled as part-time students and attributes this to longer completion times.

Academic Issues

As previously mentioned, nursing education research lacks examination into academic factors that influence retention. In higher education literature, Garcia (2001) reported that Hispanic students at risk for academic failure include those with low-income status, low scorers on the Scholastic Aptitude Test (SAT), non-native English speakers and those who attend colleges with low Hispanic student presence. As the Hispanic population grows with increasing immigration into the U.S., this is a common scenario for these students. The research identifies inadequate high school preparation as a major barrier, specifically in areas of English, reading and math (Garcia, 2001). Two studies in nursing education indicated that Hispanic nursing students felt they lacked adequate preparation for college, not in coursework, but in terms of advisement. Evans (2008) supported this through qualitative research with 14 Hispanic and Native American students participating in the aforementioned ALCANCE program. Some participants assumed the sole responsibility of filling out applications, preparing for standardized

tests, and searching for sources to finance college (Evans, 2008). Further complicating

this issue, Hispanic students from lower socioeconomic backgrounds also report

inadequate information from academic advisors in high school on the importance of

grade point average to acceptance in nursing programs, career planning, scholarship

possibilities, and the process of applying for financial aid (Alicea-Planas, 2009; Bond et

al, 2009). Bond et al. (2009) conducted a descriptive qualitative study comprised of

interviews with 14 Hispanic baccalaureate nursing students in order to identify supports

and barriers to retention. Recommendations included that academic advisement should

begin early in high school. Students felt ill-advised at the high school level and not

prepared for college (Bond et al., 2009).

Despite having knowledge from higher education, no studies exist in nursing

education to evaluate Hispanic enrollment status, time to degree and academic

preparation. In fact, nursing education research focusing on predictors of Hispanic degree

attainment is non-existent. Instead, in response to low Hispanic student retention, studies

that review effects of initiatives at federal, state and community levels on the recruitment

and program completion of Hispanics in nursing prevail in programs such as ALCANCE

(meaning *reach* in Spanish) in Washington (Evans, 2007), Embracing the Challenge in

Massachusetts (ETC) (Swinney & Dobal, 2008), The Recruitment Enhancement Cultural

Affirmation Project (RECAP) in Oklahoma (Edwards et al., 2009) and Affirming At-Risk

Minorities for Success (ARMS) in Texas (Sutherland, Hamilton & Goodman, 2007) .

These studies revealed high levels of recruitment, retention and student satisfaction with

services. These programs included financial support, peer and professional mentoring,

academic tutoring and heavy recruitment initiatives of Hispanic students starting in the

middle schools through college. These programs were able to expand their Hispanic nursing populations (Edwards et al., 2009; Evans, 2007; Sutherland et al., 2007; Swinney & Dobal, 2008).

The ARMS project mentioned above (Sutherland et al., 2007) was the only initiative to include at-risk non-Hispanic White nursing students. The researchers were able to compare Hispanic to non-Hispanic participant findings. Results indicated that non-Hispanic White NCLEX pass rates decreased for those in the program while the reverse effect was seen in the minority groups, particularly Hispanics. However the researchers identified that the sample sizes were too small to determine if this finding was statistically significant (Sutherland et al., 2007). Despite this, the researchers stipulated that this program could be more effective for minority students. It is important to note that in the initial study design, the researchers classified minorities as being at-risk regardless of academic standing, while the non-Hispanic White participants selected to participate were classified as academically at-risk. Such classification may have effected those results and raises questions about the need for all program components for all minority students. The efficacy of the formalized support programs for Hispanic nursing students is supported by research; however consideration must be given to the amount of time and effort in the planning and facilitation of the process. Feasibility remains an issue when nursing programs struggle to maintain faculty numbers despite current and future shortages. These studies lack description of faculty perception of working within the structures of these programs.

"Fitting In"

A Hispanic student's feelings of worth within the greater college community have been evaluated in general higher education and nursing education. A 'sense of belonging' (Nuñez, 2009) or social involvement in the university environment supports reduced attrition of Hispanic students in higher education. The researcher discusses Tinto's (1993) popular theory of integration, which describes that deeper immersion into the collegiate community fosters retention of students. Expanding on Tinto's work, Nuñez (2009) discussed a complexity of integrating Hispanic students because they do not identify with norms of the university community, clarifying that 'sense of belonging' is additionally dependent upon integration with other Hispanic students. This researcher focused on Hispanic participants' data drawn from the Diverse Democracy Project Study (DDPS), a national longitudinal examination of 4,403 students at two time points: upon entering diverse four-year schools and then at the start of the second year. The subjects were surveyed on pre-college and college experiences and student anticipation of fitting into diverse environments. Via factor analysis, Nuñez (2009) reported positive interactions with peers of other ethnicities ($\beta = 0.293$, $p < .001$) was found to be a strong positive predictor of Hispanic students' sense of belonging in college.

Work in nursing education offers support to Nuñez's findings in terms of interactions with peers. Mixed findings prevail in the literature regarding the relationship between Hispanic nursing students and their non-Hispanic counterparts in college. Feelings range from isolation (Doutrich et al., 2005; Evans, 2004, 2007; Rivera-Goba & Nieto, 2007; Taxis, 2006), to discrimination (Alicea-Planas, 2009; Amaro et al, 2006; Evans, 2004) to sense of teamwork with all nursing students regardless of ethnicity (Bond

et al., 2009). Again, self-reporting factors and subject demographic variables influence these different findings, but it cannot be denied that the feelings of negativity caused by cultural differences affect students' well-being. Interestingly, in the only quantitative study focused solely on Hispanic nursing students and the effects of social support on their retention, Maville and Huerta (1997) report that students with higher levels of social support (friends, peers, family) experienced higher risk for academic failure and degree completion. The researchers hypothesized the complete opposite for this single-site cross-sectional study of 62 Hispanic nursing students. Although limited by gender (all females), ethnicity (all Mexican) and institution (all community college) this study adds to the paradoxical argument of whether social support helps or hinders success.

Students reported feeling less capable or not good enough in the eyes of others, or as an "affirmative action admission" (Doutrich et al., 2005, p. 166) that received special considerations or advantages (Villaruel et al., 2001). Students tend to feel stereotyped as intellectually inferior (Rivera-Goba & Nieto, 2007). These feelings of discomfort around other students lower Hispanic participation in student nursing organizations (Taxis, 2006). This poor participation in professional groups exposes a need for better representation and participation in ethnic nursing student organizations on college campuses.

As previously reviewed, Bond et al. (2009) discussed Hispanic student perceptions of their student peers as a "second family" (p.140). The authors make no reference to ethnic differences. Perhaps this results from the Hispanic students' tendency to place high value on the group, over individualism. Students in the above study discussed how they valued the different type of support offered from peers versus family,

and mention equality in support from the two groups (Bond et al., 2009). Of important

discussion to this study, both higher education and nursing education literature indicate

the importance of a third source of support for Hispanic students: faculty.

Perceptions of Faculty Support

Student perception of faculty support is an important variable within the context

of this study. The more positive Hispanic students' perceptions of a university are, the

greater chance they have of completing their degree (Bordes & Arredondo, 2005; Cejda

& Rhodes, 2004). These two research teams found that faculty and staff mentoring

played a key role in Hispanic students' university perceptions. Bordes and Arrendondo

(2005) examined the relationship between mentoring and perceptions of comfort in the

university environment in first year Hispanic female students attending a large university.

The 112 participants completed surveys assessing mentoring experiences and perceptions

of the university environment. Examination of means indicated that those who reported

mentoring by a faculty member had more positive perceptions of the university

environment (M = 5.32, SD = .83) than those who reported no faculty mentoring (M =

4.74, SD = 1.03). However, no significant effects of mentor ethnicity were found on

perceptions of university environment when MANOVA was calculated (F (2, 49) = 0.43,

p = .96) (Bordes & Arrendondo, 2005).

Case study research conducted by Cejda and Rhodes (2004) supports the

aforementioned study in higher education. Interviews with higher education faculty who

have experienced working with Hispanic students reveal that faculty mentoring is critical

to Hispanic student retention. Additionally, the interviews revealed that while ethnic

background of the faculty mentor is not of significant importance, cultural sensitivity of

31

non-Hispanic faculty is critical to the persistence of these students in higher education (Cejda & Rhodes, 2004).

However, the nursing education literature suggests a general lack of cultural competence exists among nursing educators and those of other disciplines (Alicea-Planas, 2009; Amaro et al., 2006; Bond et al., 2009; Doutrich et al., 2005; Evans 2004). Nurse educators must work to understand how Hispanic students perceive their behaviors. Students frequently report feelings of discrimination (Amaro et al., 2006; Evans, 2004; Rivera-Goba & Nieto, 2007; Yoder, 2001) and being perceived as "lazy" or "dumb" when in truth students perceived their behavior as respectful to the instructor. The students did not want to interrupt with questions (Taxis, 2006, p.6). Students in a qualitative study completed by Evans (2004) indicated that nursing faculty treated them impersonally and taught in ways that did not meet learning styles. Additionally, some students indicated that they were told by nursing faculty they would not make it in nursing school (Evans, 2004).

In a grounded theory study of intrinsic factors affecting ethnic nurses with regard to their education experience, Yoder (1996) found that the majority of these nurses perceived discriminatory behavior by faculty as a major stressor while they were students. In that study, the researcher examined faculty patterns of response to these ethnic students and discovered that the majority practiced "mainstreaming". This term describes the process where faculty equates success of the minority student with the need to accept the values and behaviors of the dominant culture while denying the culture of origin (Yoder, 1996). What the faculty perceived as helping students achieve success was perceived as discrimination by the minority students.

In a follow-up study, Yoder (2001) describes a 'bridging pattern' to help faculty teach using culturally sensitive strategies while allowing students to maintain their ethnicity and cultural norms. Bridging begins with cultural competence and acceptance of diversity. The strategies incorporated into this pattern of teaching are "incorporating students' cultural knowledge into the classroom; preserving cultural or ethnic identity; providing successful ethnic role models; facilitating negotiation of barriers; and advocating for system change" (Yoder, 2001, pp. 322-324). In the 2001 study, Yoder interviewed ethnic nursing students who were in courses being taught by faculty using this bridging pattern. A feeling of being appreciated and recognized by faculty emerged as a common finding. Teaching strategies such as the bridging pattern offer potential solution to issues between faculty and Hispanic students mentioned in this section.

In terms of Hispanic student mentoring in nursing education, results are in contradiction to those in higher education. Hispanic nursing students report a desire to be mentored by someone with a connection to their ethnicity, be it faculty or a professional mentor. The respect gained through being mentored creates increased trust to ask questions and share feelings (Taxis, 2006). The absence of this respect causes isolation. In the Bond et al. (2009) study described earlier, students who worked in hospitals and reported having a mentor of Hispanic ethnicity at work in a health-care setting felt it helped with professional socialization, increased confidence and academic performance (Bond et al, 2009). Informants used this mentor as someone to learn from and as inspiration to continue with school. When comparing these results to the strategy discussed in Yoder's bridging patterns of teaching (2001) mentioned above, the value of connecting students to a successful ethnic role model is evident. The gross

underrepresentation of Hispanic nursing faculty may contribute to this desire for a mentor of similar ethnicity. Another area that demonstrates conflicting findings in the literature is family and parental influence.

Parental Influence and Family Factors

Hispanic family influences are a central variable in this current study. The literature indicates that Hispanic culture gives precedence to the stability of the family over individual goals and desires (Desmond & Turley, 2009). Doutrich et al. (2005), deduced from the previously mentioned qualitative study that the student with a "collectivistic" self, one who follows the way of the family, has "high levels of personal interdependence and a willingness to sacrifice self for the good of in-group members" (p. 165). This is in contrast to individualistic, competitive and achievement-oriented values which exist as the common culture of higher education today. Positive and negative issues arise from family dynamics which can affect Hispanic student success and present in both higher education and nursing education literature.

Parental commitment to education. In the aforementioned qualitative study in higher education, Ceballo (2004) focused on the parenting practices that contributed to academic achievement of financially poor Hispanic students. Through interviews with the students and their parents, the researcher discovered that a strong parental commitment to education was paramount to success (Ceballo, 2004). Likewise, Gloria et al., 2005), in a correlational study of academic non-persistence, social support and university comfort in 99 Hispanic college students, reported a correlation between perceived family support (a variable which included educational encouragement from parents) and the decision to drop out of college (r =.32, p≤ .001). Those who perceived more support reported a

"decrease in academic non-persistence decisions" (Gloria et al., 2005, p. 215). The researchers determined that only one-fourth of study participants had parents who attended college. Researchers stipulated that the lack of parental collegial experience in this sample ultimately influenced a students' decision to drop-out (Gloria et al., 2005). Although the majority of the study participants were Mexican females, findings are similar to those of other studies with other Hispanic groups and are worthy of inclusion in this analysis.

Alexander et al. (2007) reported similar findings when they studied barriers to transferring from a community college to a four-year institution. Using ethnographic qualitative methods, the researchers interviewed 12 Hispanics (and their key family members). These students attended a Southwestern community college and did not plan to transfer on to a four-year institution. The largest barrier identified by the study informants was lack of parental knowledge of higher education; parents were intimidated by the process and unable to guide their children (Alexander et al., 2007).

Evidently, higher education findings stress the importance of familial support for Hispanic student success. However, nursing education research findings suggest that obtaining support for career choice may pose further stress. Family perceptions of the nursing profession and of higher education may place critical weight on student performance and perceived individual stress. Migrant workers and Hispanic families working in the service industries tend to view nursing as a negative choice for their children because of the physically taxing nature of the work (Doutrich et al., 2005). One parent was quoted as stating to his child: "We worked in the fields and want you to have it easier" (Doutrich et al., 2005, p.166).

Gender stereotyping by family affects both female and male Hispanic nursing

students. Villaruel et al. (2001) describe these stereotypes as barriers to the educational

mobility of Hispanics in nursing. Respondents discussed how the family perceives that

motherhood should always come first; there is little time for self-advancement. This was

especially stated in terms of seeking an advanced degree in nursing. Also, this study

made reference to family not allowing males to pursue a career such as nursing, which is

perceived as a female profession (Villaruel et.al, 2001). Often in the literature, study

findings report nursing is not considered an appropriate profession for men within the

Hispanic ethnicities (Bond et al., 2009; Evans, 2004). According to findings by Evans

(2004), if a man chooses nursing as a profession, people will perceive him as homosexual

(Evans, 2004).

Evans (2004) completed interviews with seven Hispanic nurses and nursing

students to examine their experiences with barriers to education, the nursing profession

and family. Participants discussed gender role expectations in the Hispanic family;

unmarried Hispanic females belong at home with parents and not away at college (Evans,

2004). In support, Moceri (2010) describes the cultural pressures placed on Hispanic

students if they do not adhere to these roles. One respondent described "…I want to keep

my family happy and finish school, but it creates conflict" (Moceri, 2010, p.5). The lack

of parental acceptance of choice to study nursing is a barrier when a student places higher

value on parental opinion than on her/his own.

Breaking traditions. Another aspect of Ceballo's (2004) findings indicated

parental facilitation of their child's autonomy is critical to Hispanic student success in

higher education. Parents acknowledged they were unable to help their child in college

and they entrusted their child to handle his/her own academic matters independently.

Additionally, parents offered non-verbal support for education by lowering expectations

of home obligations, and accepting the need to study as a valid reason for missing family

events (Ceballo, 2004). In a small qualitative case study focused on three first-generation

Mexican students, Olive (2008) reported that in order to achieve academic success in

college, a break with family traditions and parental influences is necessary.

Considering a split with traditional values seen in higher education literature may

increase stress on Hispanic nursing students. "Nursing students may be expected to adopt

professional nursing and institutional values of the dominant educational institution"

(Doutrich et al., 2005, p. 163). Research findings indicate this may not be an easy

adjustment for nursing students. Taxis, (2006) conducted interviews with nine Mexican

nursing students at a four-year institution. Students indicated that family was the greatest

source of support to completing the degree. However, students agreed the distance when

living away from home, apart from family and traditions, resulted in high amounts of

stress (Taxis, 2006). Students faced guilt or feelings of isolation from the family when

they lived on campus or spent much time studying (Evans, 2004; Taxis, 2006).

These findings do resonate in higher education literature, as seen in work by

Saunders and Cerna (2004). The researchers interviewed ten Hispanic students of varying

ethnicity. The researchers discussed that maintaining familial/parental relationships is

critical to student success; however, a struggle to balance family and complete academic

studies exist for Hispanic students. This lack of study time can affect their academic

performance (Saunders & Cerna, 2004). Although these studies are limited by sample

size, the contradictory findings present an important juxtaposition in the literature: are family/parents a support or a barrier to Hispanic student academic success?

Balancing roles and responsibilities. Adherence to family traditions may cause conflicts in assimilation for Hispanic nursing students and may add to their struggles to succeed. Family values and obligations lead to a need for Hispanic nursing students to acquire and balance multiple roles. The balancing of academic success in a rigorous course of study while meeting family needs and obligations commonly surfaces as a theme in the study of Hispanic nursing students. (Alicea-Planas, 2009; Amaro et al., 2006; Bond et al., 2009; Doutrich et al., 2005; Evans 2004, 2007; Maville & Huerta, 1997). First-generation college students are further disadvantaged because parents lacked the understanding of the time and life commitments associated with studying nursing (Evans 2004, 2007). The family can experience feelings of resentment or abandonment. In many cases, Hispanic families rely on the financial contributions of all its members. Students find themselves needing to maintain a job while in nursing school (Alicea-Planas, 2009). Findings by Amaro et al. (2006), Evans (2004) and Taxis (2006) revealed this employment need results in inadequate time for study, rest, and academic achievement and can affect student outcomes. When compared to findings of the aforementioned meta-analysis (Alicea-Planas, 2009) the challenge to meet family needs and faculty expectations may place further stress on a Hispanic nursing student.

Conversely, Taxis (2006), found that family support contributed heavily to perseverance and academic success. Informants in this study agreed that the maintenance of close connections with family, although difficult, was highly necessary to be successful. Rivera-Goba and Nieto (2007) discussed how students turn inward to family

for support in times of high stress related to the realities of studying nursing. Students view their parents and relatives as role models or mentors. In contrast to this, Bond et al. (2009) describe a sense of personal determination in which students learned to look beyond their families for information and guidance. These conflicting findings may stem from the large number of self-reporting qualitative analyses of Hispanic nursing students and the diverse variables impacting those studied (i.e.: countries of origin, age, years in the United States). The conflicting findings on family influence in Hispanic nursing student success highlights the need for further research in this area. As previously mentioned, the research findings involving the family influence on Hispanic nursing student performance is unclear: is family a support or a barrier to success? Further research is needed to determine whether nursing programs should involve family in student experiences in order to increase retention.

Summary

The higher education literature contains many studies of Hispanic student degree attainment, including supports and barriers. A strong representation of both quantitative and qualitative research exists. Nursing education literature on Hispanics is limited primarily to qualitative studies and research based on programs offering Hispanics various resources. Although limited by ethnicity and sampling, the findings of the nursing education studies support the higher education literature. Hispanics are limited by socioeconomic, familial and intrinsic factors in terms of obtaining an education. Hispanic degree attainment in higher education is on the rise, while in nursing education, it still remains extremely low. A dire need exists for further examination into the factors that affect Hispanic students in nursing, especially the influence of faculty and family. These

variables are effective starting points for this research because it is not yet clear if family and faculty are a support or barrier to Hispanic nursing student success. Further research is needed to better understand Hispanic student needs in nursing education.

Familism

Familism, a "social pattern whereby individual interests, decisions, and actions are conditioned by a network of relatives thought in many ways to take priority over the individual" (Desmond & Turley, 2009) rests at the core of the Hispanic culture's value system (Lugo Steidel & Contreras, 2003; Marin & Marin, 1991; Montoro Rodriguez & Kosloski, 1998; Sabogal, Marín, Otero-Sabogal, & Marín, 1987; Valenzuela & Dornbusch, 1994). These values represent the cultural viewpoint of this current study.

General Discussion

Sabogal et al. (1987) added three dimensions to the familism definition including "familial obligations, perceived support from the family, and family as referents" (p. 397). These aspects have been found to exist among all Hispanic subgroups (Marin & Marin, 1991) as research on this construct prevails within the Hispanic ethnicities. Familism research also extends into other groups such as non- Hispanic Whites, African-Americans (Schwartz, 2007) and Asian cultures (Yu-Wen & Meekyung, 2007).

Familism results in a culture focused on the collective well-being of the group (Cauce & Domenech-Rodríguez, 2002), which contradicts the mainstream individualistic American culture. The strength of the family, parental authority and the greater good prevails over individual wants or needs. As simply described by Schwartz (2007) familism exists when a person consistently "prioritizes family over oneself" (p. 101). Valenzuela and Dornbusch (1994), while studying the effects of familism on academic

achievement in Mexican versus non-Hispanic White adolescents, theorized three broad dimensions of familism- structural, behavioral and attitudinal. Structure encompasses the actual family makeup- nuclear and extended. Hispanics tend to expand their definition of immediate family to include distant relatives and friends, a characteristic shared with various cultures (Marin & Marin, 1991).

The behavioral dimension of familism refers to the actions that arise from attitudes about the family. Gestures such as calling relatives on the phone, spending time with family and making financial contributions to family expenses comprise this dimension. According to Lugo Steidel and Contreras (2003) the third dimension of familism, attitudinal, "involves an individual's strong identification with and attachment to his or her nuclear and extended families and strong feelings of loyalty, reciprocity and solidarity among members of the same family" (p. 313-314). These authors, in the creation of their instrument, the Attitudinal Familism Scale, decided to focus on attitudinal familism because of its complexity and difficulty in measuring its components (Lugo Steidel & Contreras, 2003). In their study, they further dissected attitudinal familism into four components: family before individual (own needs and desires sacrificed), family reciprocity in times of need (give/receive support in times of need), familial interconnectedness (strong emotional and physical bond; live close to one another), and familial honor.

Sabogal et al. (1987) discussed the importance of identifying which dimension of familism is under study. Geographic location potentially affects behavioral familism. If an individual has immigrated to the United States alone, family separation inhibits ability to follow through with acts of behavioral familism. Attitudinal familism is a common

focus of research studies because it is indicative of attitudes and beliefs, and not reliant upon proximity of family (Sabogal et al., 1987). Additionally, familistic values may be influenced by such factors as acculturation, migration and urbanization (Sabogal et al., 1987) and its effects have been studied within various contexts across disciplines. Although the discussion of the family influence on Hispanic nursing student experience arises much in the qualitative literature, nursing education research lacks investigation into the phenomenon of familism. Educational research has examined familism in various terms with Hispanic students; a discussion of these studies follows. Additionally, this literature review section discusses the influence of important demographic factors (age, generational status and acculturation) on familism, stressing the need to collect information on these demographics when studying this topic.

Impact on Education

As emphasized in the opening section of this literature review, family is perceived as a positive and negative stressor in both education and nursing education literature. The differences between these two disciplines lies within the research agendas: nursing education has not initiated any studies examining familism while education has studied familism, but has yet to implement any recommendations based on findings. The importance of the Hispanic family, as evidenced by existing literature and the need to increase Hispanic student retention, warrants further examination into familism. Studies of familism in education, although limited, focus on such topics as family proximity and academic achievement.

Family proximity. Family values about education, living arrangements and career choice can take precedence over individual desires. Desmond and Turley (2009)

42

found that a greater percentage of Hispanic high school seniors indicated they would prefer to live at home during college (74%) when compared to non-Hispanic Whites (46%) and Blacks (56%). However, the researchers discovered that considering staying home during college important negatively affected whether students applied to any college (β = -.76, p < .001).

Research completed by Rudolph, Cornelius-White and Quintana (2005) offers support to the findings by Desmond and Turley (2009). The researchers sought to measure college students' attitudes towards 'filial piety', an aspect of familism defined as "the sense of personal obligation to help care for aging parents" (Rudolph et al., 2005, p.65). The sample contained 124 Mexican American and 130 non-Hispanic White students. The researchers used G-test analysis for goodness-of-fit. Significant findings indicated that Mexican students were more likely to report needing to "live close to parents" (49% versus 32%), $G (1, n = 124) = 0.32$, p < .001 (Rudolph et al., 2005, p. 69). Both of these studies focused on people of Mexican descent which limited generalizability to all Hispanics. However these similar findings warrant further investigation across Hispanic groups.

Academic success. Few studies have examined the impact of familism on Hispanic student success. Valenzuela and Dornbusch (1994) criticized how literature presents Hispanic student preference to remain close to family during college (Desmond & Turley, 2009; Rudolph et al., 2005) as a negative impact or barrier to student success. In their study, Valenzuela and Dornbusch (1994) sought to evaluate the effects of behavioral, structural and attitudinal familism on Hispanic versus non-Hispanic White student grades in college. Although Hispanics scored significantly higher on the

attitudinal familism measures (M = 12.53, SD = 2.62, p ≤ .001), reported having more

relatives (M = 3.88, SD = 1.61, p ≤ .001) and reported greater contact with relatives (M =

3.46, SD = 1.54, p ≤ .05) when compared to non-Hispanic White counterparts, none of

the familism variables significantly correlated with grades when standardized multiple

regression analysis was completed (Valenzuela & Dornbusch, 1994). Interestingly, the

only significant correlation between familism and grades was in the non-Hispanic White

group. Although weak, structural familism negatively affected grades (β = -.12, p ≤ .001)

meaning that the greater number of relatives a student had, the more likely to have poor

grades. Again, this study focused on Hispanics of Mexican descent; a limitation common

to this literature review. In addition, the researchers used grades to measure academic

achievement; the possibility exists that familism exerts a positive effect on other aspects

of education, such as academic effort, as seen in the following study.

Conversely, findings by Esparza and Sanchez (2008) indicated that attitudinal

familism positively influences Hispanic high school students' grades, effort, motivation

and truancy. Students were recruited from an urban high school with a 53% graduation

rate and high truancy rate. The Hispanic ethnicity breakdown of the sample was 42%

Mexican, 39% Puerto Rican and 16% other Hispanic, offering more generalizability of

findings when compared to other studies covered in this literature review section.

Bivariate Pearson's correlations indicate that familism was positively related to academic

effort (r [139] = 0.17, *p* < .05) and negatively related to truancy (r [131] = -0.19, *p* < .05).

Although this analysis is of high school students, results are similar to the Valenzuela and

Dornbusch (1994) study previously described in that familism had no relation to student

grades. Multiple regression analysis supported correlations; higher familism levels

predicted lower truancy ($\beta = -.019$, $R^2 = 0.04$, $p < .05$) and increased academic effort ($\beta = 0.17$, $R^2 = 0.03$, $p < .05$). These findings support the notion that familism may influence positive academic behaviors rather than the grading outcome. Although correlations were established, they are weak. More research needs to be done to evaluate the strength of relationships between familism and positive academic behaviors.

Influential Demographics

Various demographic factors can easily impact familism in Hispanics and data collection on demographics is critical to proper evaluation of familism. Bardis (1959), in a seminal work that evaluated college students' and their parents' attitudes on familism, tested two hypotheses: (1) there would be no significant difference in attitudes between the generations and (2) no significant differences would exist between familism and age, occupation, education, number of siblings and size of community (Bardis, 1959). The researcher rejected both hypotheses based on results (Bardis, 1959). This early study laid the groundwork regarding demographics for research on familism.

Age and generation. Bush, Supple and Lash (2004) researched the impact of various parenting behaviors and types of authority on familism and self-esteem in Hispanic adolescents. Participants were students from five schools in Mexico (n = 534) representative of the varied sociodemographic profile of that geographic location (Bush et al., 2004). The researchers distributed instruments to measure familism, self-esteem, parental behaviors and parental authority. Hierarchal multiple regression analysis indicated adolescent age and educational level of parents had a negative influence on levels of familism. Younger adolescents (boys [$\beta = .32$, $p < .001$]; girls [$\beta = .25$, $p < .001$]) and whose mothers (boys [$\beta = .15$, $p < .10$]; girls [$\beta = .19$, $p < .01$]) and fathers

(boys [$\beta = .22, p < .01$]; girls [$\beta = .15, p < .01$]) had less education exhibited higher levels of familism (Bush et al., 2004). The researchers suggested the age results may relate to increasing importance on peer groups as one progresses through adolescence (Bush et al., 2004). This is important when considering the effects of familism as a student ages and progresses through the educational system and into college. Parental education level presented a greater challenge to the researcher; since the mean amount of parental schooling was some high school, perhaps this can be simply attributed to sample characteristics. The researcher cites work by Valenzuela and Dornbusch (1994) (included in this literature review) where parental education results were similar across a large group of European and Mexican American adolescents. The effects of age and parental education on familism lack further examination in the literature. Although the study setting under current review (Bush et al., 2004) took place in Mexico, the possibility exists that less exposure to the dominant culture may result in higher familism levels. In studies taking place in the United States, families with younger adolescents and parents with lower levels of education may experience less acculturation which can impact familism. Findings in this study stress the importance of examining multiple predictors of familism, especially those of sociodemographic nature.

The latter statement is supported in a study by Cortes (1995) that compared levels of familism between two generations of Puerto Ricans. The research focused on immigrant parents with adult children living in New York City. Each family was represented by four individuals: a mother and father, an offspring and the spouse of an offspring (Cortes, 1995). The researchers conducted semi-structured interviews keeping the participants from different generations separate. In addition, participants completed a

survey measuring familism. Interview questions focused on education, migration

experience (parent generation only), knowledge of English, language use and closeness to

Puerto Rican and American cultures. Regression analysis indicated two factors strongly

affected familistic beliefs: amount of education (parents [β = -.48, p < .01], offspring [β =

-.36, p < .01] and age of arrival (parental generation only [β = -.18, p < .05]) in the United

States. Regardless of generation, the more education received, the lower the level of

familism. Cortes (1995) attributed this to the exposure to other cultures, traditions and

worldviews imposed by education. Conversely, the older an individual was on arrival into

the U.S., the higher the level of familism. This may be the result of less exposure to the

dominant U.S. culture. It is important to note that the acculturation measure in this study,

closeness to Puerto Rican and American cultures, did not have any significant impact on

familism. The following studies examining acculturation and familism yielded differing

results.

Acculturation. Research stipulates that as time passes, Hispanic families who

have immigrated to the United States will experience a diminished perception of

traditional cultural values that will either be supplemented or replaced by mainstream

U.S. culture and values (Montoro Rodriguez & Kosloski, 1998; Sabogal et al., 1987;

Smokowski, Rose & Bacallao, 2008). This process, known as acculturation, is considered

a multi-dimensional process that affects numerous value systems, including familism.

Two studies have focused solely on the effects of acculturation on familism. Sabogal et

al. (1987) developed a tool to measure the effects of acculturation on attitudinal familism

comparing Hispanics to non-Hispanic White individuals. The results indicated three

dimensions of familism: familial obligation, perceived support from family and family as

referents (Sabogal et al., 1987). Analysis of variance testing indicated that less

acculturated Hispanics highly endorsed the dimensions of familial obligation (M = 4.44,

F [1.399] = 51.15, *p* < .001) and family as referents (M = 3.41, F [1,403] = 41.90, *p* <

.001) when compared to highly acculturated Hispanics. However, the dimension of

perceived support from family did not change based on level of acculturation. Nor was

this dimension affected by place of birth or generation. Regardless of acculturation, the

perception of familial support is consistent in Hispanics (Sabogal et al., 1987).

Interestingly, the researchers hypothesized that highly acculturated Hispanics would

score similarly to non-Hispanic Whites on familism measures. Results indicated that

highly acculturated Hispanics scored higher in perception of support (M = 3.65, F [1,

341] = 18.05, *p* < .001) and family as referents (M = 2.82, F [1,340] = 24.40, *p* < .001)

dimensions than non-Hispanic Whites. The two groups scored similarly on the familial

obligation dimension, but results were not significant. Researchers reported that Hispanic

individuals who were born outside the U.S. and spent the first 15 years of life in their

native country reported higher familism levels (Sabogal et al., 1987). This supports the

findings of the aforementioned study by Cortes (1995), where age of arrival in the U.S.

was a predictor of familism levels. Contrary to the Cortes (1995) study, which solely

focused on Puerto Rican ethnicity, participants of this study were from varied Hispanic

ethnicities (Mexican, Cuban and Central American), a factor that adds to the strength and

generalizability of these findings. Similar familism and acculturation findings were

achieved by Montoro Rodriguez and Kosloski (1998) in the following section.

Montoro Rodriguez and Kosloski (1998) developed a tool based on the research

of Sabogal et al. (1987). This tool measured the relationship between acculturation and

familism in 186 Hispanics of Puerto Rican descent. As expected, the same three dimensions of familism emerged as subscales. However, differing from Sabogal et al. (1987), these researchers considered acculturation as three different factors: language, media and ethnic/social friends. Sabogal et al. (1987) considered language use as the measure of acculturation. Correlation analysis indicated weak associations between acculturative factors and the dimensions of familial obligation (language, r = .28, $p < .01$; media, r = .23, $p < .01$; ethnic/social friends, r = .07, non-significant) and perceived support of relatives (language, r = .14, $p < .10$; media, r = .11, $p < .10$; ethnic/social friends, r = .05, non-significant). The family as referents dimension yielded no positive correlations with acculturative factors (Montoro Rodriguez & Kosloski, 1998). Hierarchical multiple regression testing was performed to evaluate the demographic and background variable effects on familism; however, no substantial effects were found. Additionally acculturative factors had no effect on familism when tested (Montoro Rodriguez & Kosloski, 1998). The researchers attribute these findings to two possible factors when comparing the work of Sabogal et al. (1987): the differing definition of acculturation, or the limited sample they recruited for this study (Montoro Rodriguez & Kosloski, 1998). The participants were all of Puerto Rican descent; they were recruited from the same parish and average time in the U.S. was 33 years. These recruitment reasons may explain the differences in findings between these two studies and supports the need to study familism across varying ethnicities. These aforementioned studies in social science have evaluated familism in a variety of contexts and with multiple variables in mind. The higher education literature contains studies in different contexts, but also considers the effects of multiple variables on familism.

Summary

Familism effects on Hispanics in the varying disciplines are not well-understood because studies are limited to one ethnicity. Additionally, familism measures vary widely across the literature. This further complicates comparison and synthesis of existing research and limits conclusions on this topic. However, it is clear to see that familism impacts a wide variety of topics in the literature. Although not found to impact academic performance in education, studies need to consider other social aspects of achievement that may be affected by familism, such as help-seeking and learning strategies. Later on in this review, a discussion on the relationship between familism and help-seeking will be presented. As previously mentioned, nursing education literature lacks studies that examine familism and the Hispanic student, despite a great need to understand factors that affect Hispanic student recruitment and retention. This poses a major gap in the nursing education literature.

Help-seeking

Help "occurs when one person offers another something in such a way that the latter can use it to do something about a problem that he is unable to do alone" (Keith-Lucas 1994, p. 1). Help-seeking behaviors are critical to areas such as health and wellness, educational success and crisis intervention. Research across various disciplines has measured an individual's proclivity to request help when needed, referred to as help-seeking. This current study attempts to describe help-seeking in terms of Hispanic nursing students.

General Discussion

According to Cohen (1999) the reasons why some individuals easily request assistance while others struggle to simply admit a need exists remains unanswered. The decision to help-seek extends beyond a psychomotor act of simply asking for assistance; as described by Volet and Karabenick (2006), help-seeking is a process that is inherently social.

Authors across various disciplines describe factors that influence an individual's propensity to seek help. Such factors include willingness to disclose information (Cohen, 1999; Doutrich et al., 2005; Keith-Lucas, 1994; Stanton-Salazar et al., 2001), a sense of being cared for (Keith-Lucas, 1994; Kozanitis et al., 2007; Leong, Wagner & Tata, 1995), a person's goals for problem resolution (Ames, 1992; Ames & Lau, 1992; Karabenick, 1987, 2001, 2003; Ryan, Gheen & Midgley, 1998) and self-esteem (Clegg, Bradley & Smith, 2006; Newman, 2002; Ryan et al., 1998; Sandoval & Lee, 2006). These factors will arise within this literature review. Additionally, consideration has been given to the effects of culture on help-seeking. Do people of different cultures and ethnicities seek help as effectively as those within the majority? From what has been previously identified in Chapter One, minorities are less likely to seek interventional healthcare; this has been linked to a lack of culturally matched healthcare providers (IOM, 2003). The impact of this finding is massive when considering the large minority presence in the U.S. today. This literature review focuses on studies that contain a cultural component when possible.

In a comprehensive literature review entitled *Race and Ethnic Variations in Help Seeking Attitudes*, Leong et al. (1995) describe how cultural barriers prevent Hispanics

from utilizing counseling services. Major factors include a lack of Hispanic counselors and the ensuing language barriers. Additionally, the authors identify Hispanic cultural traits as barriers: familism, *machismo* (a heavy source of male pride), *verguenza* (shame in admitting weakness) and acculturation (Leong et al., 1995). In addition, the authors indicate that Hispanics use alternative resources in order to relieve stress such as folk healers and clergy (Leong et al., 1995). The characteristics of familism result in the utilization of family and friends as informal help sources instead of formal options such as counselors and educators.

In order to better understand the impact of Hispanic culture on help-seeking in terms of familism, it is important to consider the dominant individualistic cultural perspective in Western societies. In a review of literature on foundations for help-seeking orientations of Non-Hispanic White Americans (Stanton-Salazar, 2000), individualism is identified as a major contributor to help-seeking tendencies. The author defines individualism as "a psychodynamic worldview that interprets people's social status, life condition, and material wealth as consequences of individual talents, choices and actions" (Stanton-Salazar, 2000, p. 217). These principles cause a person to be motivated by self-interests and formalized help-seeking is considered a way to achieve self-interests. In contrast, communalism, a non-White, non-Western set of principles, focus on informal communal and familial well-being as motivation to succeed (Stanton-Salazar, 2000). Communalism and familism yield a group dynamic where the members seek help from one another instead of from outsiders. In order to safeguard cultural traditions, Hispanics and other minority groups tend to maintain this communal focus (Stanton-Salazar, 2000).

52

A discussion of the Hispanic experience with help-seeking is a critical piece of this literature review.

Hispanic Experiences with Help-seeking

Help-seeking research with Hispanics spans across the social sciences, including areas such as intimate partner violence, healthcare utilization, and perceptions of mental illness. The one universal finding in the following studies is that across social sciences, Hispanics are less likely to seek help when compared to other groups.

Comparisons to Non-Hispanics. Various studies have compared Hispanics' help-seeking tendencies to those of other groups. Krishnan, Hilbert & Van Leeuwen (2001) in the study of 102 women living in a New Mexico shelter for Intimate Partner Violence (IPV) victims, evaluated tendencies to help-seek and mental health characteristics (substance abuse and suicidal tendencies) for a sample where the majority (72%) was female Hispanics. Despite these demographics, Hispanics (32%) sought medical attention for IPV less than the non-Hispanics (42%) in the study (Krishnan et al., 2001). Additionally, 53% of the Hispanics in this study had either attempted or considered suicide, a finding substantially higher than non- Hispanics (35%) (Krishnan et al., 2001). Although statistical significance of this finding is not reported by the researcher, this finding raises high concern about help-seeking and the welfare of the Hispanics of this group in particular. The Hispanic participants of this study were all Mexican, thus additionally limiting findings to one ethnicity in one geographic region.

Supporting concerns raised by Krishnan et al., (2001), Cachelin and Striegel-Moore, (2006) found differences in professional help source utilization of 145 Mexican and Non-Hispanic White women diagnosed with eating disorders in urban Los Angeles.

This mixed-method study used semi-structured interviews and data collection tools to provide information on demographics, diagnoses, reasons for and barriers to seeking treatment and acculturation. Overall, the non-Hispanic White women (44.9%) were more likely to seek professional help than Mexican women (27.6%) (χ^2 (1) = 4.70, $p < .03$). Non-Hispanic White women were significantly more likely to be diagnosed with (χ^2 (1) = 7.08, $p < .008$) and treated for (χ^2 (1) = 7.52, $p < .006$) an eating disorder when compared to the Mexican women. Interestingly, non-Hispanic White women (67.7%), when compared to Mexican women (28.6%), opted to seek help from psychotherapists (χ^2 (1) = 7.70, $p < .006$) or psychiatrists (41.9% versus 14.3%) (χ^2 (1) = 4.49, $p < .03$) and were placed on psychotropic medications for these disorders they perceived as mental illness (45.2% versus 9.5%, χ^2 (1) = 7.70, $p < .006$). Conversely, the Mexican women tended to seek help from general health practitioners for what they considered were weight concerns and were more likely to receive prescription diet pills (38.1% versus 9.7%, χ^2 (1) = 6.06, $p < .01$) (Cachelin & Striegel-Moore, 2006). These findings indicate alarming differences not only in help-seeking utilization but in diagnosis and treatment between groups. The findings of this study, when compared with those from Krishnan et al., (2001) and the following study by McGarry, Kim, Sheng, Egger, & Baksh (2009) warrant an additional concern for the health of Hispanic populations. Although the Cachelin and Striegel-Moore (2006) study is limited by geographic area and ethnicity, the findings are consistent with other Hispanic help-seeking studies mentioned in this review and therefore relevant for discussion.

The results obtained by McGarry et al., (2009) offer support for further examination into help-seeking. The purpose of this study was to investigate demographic

differences between women who report experiencing postpartum depressive symptoms (PPDS) and seek help and those who report it but do not seek help. The researchers used data from the Pregnancy Risk Assessment Monitoring Systems (PRAMS). Overall, 60% of the women who reported PPDS did not seek help (McGarry et al., 2009). In addition, non-White women were 12 times more likely to not seek help when compared to their White counterparts; of these, Hispanics were found to have increased odds of not seeking help (McGarry et al., 2009). Although this data represents women from only one state, the findings are important because Hispanics are indentified as most at risk. From results extrapolated from the aforementioned literature on intimate partner violence and mental health, a question about Hispanic females' willingness to help-seek is also apparent and warranted for future examination.

Two studies examining Hispanic help-seeking for healthcare needs support the concerning issues raised by Krishnan et al., (2001), Cachelin and Striegel-Moore, (2006) McGarry et al., (2009). Larkey, Hecht, Miller and Alatore (2001) examined factors that contribute to delayed medical care when symptoms of chronic disease occur. The researchers identified via focus group interviews that Hispanic participants possessed a pronounced lack of knowledge about what constituted potential warning signs for serious illness. They tended to seek help when symptoms were advanced (Larkey et al., 2001). Similarly, Grubbs and Frank (2004) examined the self-care practices of 60 rural African Americans and migrant Hispanic adults at risk for cardiovascular disease and diabetes. Findings indicated that African Americans sought help more frequently for these disease symptoms and were more likely to report being on preventative cardiac medications than migrant Hispanic adults (Grubbs & Frank, 2004). These two studies (Grubbs & Frank,

2004; Larkey et al., 2001) not only support the heightened concern for Hispanics health indicated in the aforementioned studies, but raise an important question: can Hispanics identify potential warning signs that should lead to seeking out help?

Findings on differences amongst groups' help seeking tendencies are further supported by Valle et al. (2004). The researchers compared the help-seeking behaviors of 39 Hispanic and 50 non-Hispanic White caregivers who care for an older adult relative with dementia. The researchers considered differences between the groups in terms of using informal social networks (friends, family) for help with caregiving activities. Analysis of variance (ANOVA) statistical testing revealed that Hispanic caregivers were less likely to seek support from informal social networks when caring for a family member with dementia than non-Hispanic Whites (F [1, 87] = 24.94, MSE = 17.19, p = 0.001). Furthermore, Hispanic ethnicity was the most influential variable in terms of help-seeking when compared to the other variables (b = -3.6, p = 0.04). The researchers identify the caregiver-relative relationship as a limitation of the study; the majority of the Hispanic caregivers were daughters caring for parents while non-Hispanic Whites were spouses (Valle et al., 2004). The researchers suggest that Hispanics experience shame in admitting burden of caring for family members and resist sharing burden with other family members (Valle et al., 2004). This interpretation presupposes that family has an impact on caregiver help-seeking.

Another interesting aspect of help-seeking is differences between the Hispanic ethnicities. One study by Berdahl and Torres-Stone (2009) used data from the 2002-03 Medical Expenditure Survey (N = 30,234) to compare mental health care utilization of Hispanics (between ethnic subgroups) and non-Hispanic Whites. Since this survey

information was gathered from a nationally representative sample, the researchers were able to compare Mexican, Cuban and Puerto Rican subgroups thereby leading to a major strength of the study. Results indicated that differences in mental health utilization existed not only between Hispanics and non-Hispanics, but also between the Hispanic subgroups. Overall, non-Hispanic Whites (9.3% reported) were more likely to utilize mental health services than Hispanics, more specifically those of Mexican subgroups (4.5% reported) (SE = .003, $p < .05$). Cubans (5.3% reported) (SE = .013, $p < .05$) were also less likely than non-Hispanic Whites to utilize any mental health services, but the researchers attributed this to the acculturative factor of language preference. Puerto Ricans, when compared to non-Hispanic Whites of similar socioeconomic status, marital status, health insurance and gender were less likely to utilize mental health care (Berdahl & Torres-Stone, 2009). This study supports a need for further examination into differences between the Hispanic subgroups and help seeking. Commonly discussed in literature, despite ethnicity, is the tendency for Hispanics to prefer seeking help from the family. This is discussed in the next section.

Preference of help-seeking sources. One common thread in various Hispanic-focused studies is a preference to seek help from family members over professionals. Ocampo, Shelley and Jaycox (2007) used mixed methodology to examine attitudes about help-seeking for dating violence among Hispanic ninth graders in 11 high schools in California. First, the researchers gave participants a list of people considered help sources, such as parents, school nurses, friends, and teachers, and had them rate the sources as to how helpful they would be in solving this problem. Subjects selected from a 3-point Likert-based scale ranging from "not at all" to "extremely". Then the participant

was asked to select who they would consult if they were involved in dating violence (Ocampo et al., 2007). The researchers conducted focus group interviews with the participants. Of this sample of 1,655, Hispanics accounted for 91% of the group. On the survey the students overwhelmingly perceived informal sources of help (parents, friends) as most helpful. Less than half the group reported that a healthcare professional (doctor, nurse) or priest would be extremely helpful. Although this study is geographically limited, the findings are extremely relevant to increasing understanding Hispanics' preferred sources of help.

Similar results were noted in studies with Hispanic adults (Cabassa, 2007; Crist, 2002). Cabassa (2007) examined perceptions and attitudes towards depression and help-seeking preferences with men recruited from a primary health care clinic. The researcher asked participants to rank-order help sources they would prefer to use if faced with depression. Similar to findings by Ocampo et al. (2007) the majority of these Hispanics (70%) also ranked informal help sources, primarily family as the first choice (Cabassa, 2007). Eighteen percent indicated formal sources, such as a doctor or psychiatrist as their first choice, however these findings may be a result of the location for recruitment: a primary health care center. The rest of the sample stated they would not seek help for depression. A limitation of these findings is that whether these men had depression is unknown; they were asked to imagine based on the vignette.

Similarly, Crist (2002) conducted an ethnographic study to identify factors that influence Mexican elders' decisions to use skilled nursing home care services in Southern Arizona. Results from interviews with two groups, (1) key community informants including long-term healthcare providers and (2) elders and their family caregivers,

indicated that caregiving expectations are rooted in familism, one of the major factors

identified. The interview groups agreed that Hispanic elders would prefer familial over

professional care and that family accept the responsibility as part of the culture (Crist,

2002).

Of greater concern in the findings of these studies is the participants' perception

of professionals. Hispanics do not trust outsiders (Crist, 2002; Ocampo et al., 2007). Crist

(2002) reported that participants lacked faith that healthcare professionals would provide

culturally sensitive care. Even from the perspective of younger Hispanics, there is unease

with seeking professional help. In the aforementioned Ocampo et al. (2007) study, focus

group findings indicated reservations in seeking help from adults in professional roles,

citing lack of trust as the main reason (Ocampo et al., 2007). Informants felt a threat to

confidentiality; for example, a nurse or counselor may need to disclose information to

other sources. The focus group members agreed that they would not go to professionals;

one informant stated, "It all depends on who understands you the most" (Ocampo et al.,

2007, p. 181). As discussed in Chapter One, this lack of trust with professionals continues

to negatively impact the health of Hispanics in the country. These perceptions about

professionals cannot be ignored and should be further addressed with regard to seeking

help.

Gender roles and seeking help. Typical Hispanic gender roles also impact

seeking help in healthcare (Ishikawa et al., 2010; Rojas-Guyler, King & Montieth, 2008;

Sobralske, 2006). Through grounded theory work with Hispanic adults and help-seeking,

Ishikawa et al. (2010) discuss the influence of cultural gender expectations. *Marianismo*,

the Hispanic female expected gender role where a woman is a selfless wife and mother

above all else, was found to influence help-seeking decisions. Women expressed

reluctance to acknowledge their health needs which take them away from home

responsibilities (Ishikawa et al., 2010). In a similar fashion, Hispanic men are less likely

to help-seek because of feelings associated with *machismo*, the set of cultural attitudes

and beliefs describing manliness and the male role (Sobralske, 2006). Males are

considered the head of the family who provides for family welfare, in return, the family

holds him in the highest regard and never challenges his word. The following literature

supports that Hispanic males are greatly influenced by role expectation when considering

seeking help.

In an ethnographic study by Sobralske (2006), 36 Hispanic men participated in

interviews focused on healthcare seeking beliefs and behaviors. Major themes elicited

from the analysis include: (1) the male role dictates health care seeking behaviors, (2)

fulfilling cultural obligations and being a man is the definition of health, (3) illness means

being unable to fulfill the male role, and (4) men will seek health care when their

manhood is threatened (Sobralske, 2006). Ishikawa et al. (2010) further described that

from a cultural perspective it is inappropriate for men to express emotion or weakness;

machismo may be considered a barrier to help-seeking. Additionally, this may impact a

man's gender preference for a health practitioner; he may be unwilling to disclose

personal information to a female (Ishikawa et al., 2010).

These cultural gender roles are important when considering help-seeking for

Hispanic students especially those who are returning adult students who may maintain

multiple roles within a family. In addition, earlier generation immigrants may adhere

more closely to cultural roles. This may affect help-seeking and is seen in the education literature.

Ramos-Sanchez and Atkinson (2009) studied help-seeking intentions for mental-health counseling among Hispanic community college students. Through hierarchal regression analysis, findings indicated that gender significantly predicted attitudes towards seeking counseling ($\beta = .71$, $t = 2.72$, $p < .05$). Females were more willing to utilize college mental health services. Stanton-Salazar et al. (2001) yielded similar results when comparing Hispanic and non-Hispanic high school students' academic help-seeking orientation. Hispanic males exhibited distressing findings; they revealed the least confidence in teacher support, the least willingness to be open about their needs and the least desire for personalized academic support (Stanton-Salazar et al., 2001). These two studies will yield further discussion later in this literature review; however, the gender effects warrant introduction in this section. As indicated by the literature, further examination into gender influences on help-seeking are critical, especially for males. As presented earlier in this section, the cultural expectations for Hispanic males may influence help-seeking, especially the male role in the family (Sobralske, 2006). Few studies discuss the intersection of Hispanic culture (in terms of familism) and help-seeking. These studies are presented in the following section.

Familism and help-seeking. As previously mentioned, the intersection of familism and help-seeking is seldom mentioned in the literature. As most research completed with Hispanic help-seeking, healthcare prevails as the setting. However, it is important to point out the findings from studies examining both familism and help-seeking offer support to those aforementioned in the help-seeking section of this literature

review. Hispanics who embrace familistic principles do not seek professional help. They prefer family members over professionals as a source of help; mistrust of outsiders exists as the main reason. It is important to understand whether this is reality for Hispanics in other disciplines, such as nursing education.

In an early study focused on the impact of familism on help-seeking in healthcare, Hoppe and Heller (1975) conducted structured interviews with 197 Mexican females living in San Antonio, Texas. Participants were asked about tendency to seek help from a healthcare professional when ill and for prenatal care during last pregnancy. Familism levels were also assessed by counting how many times a woman visited extended family within a month. Familism was negatively related to consulting with a healthcare professional for illness ($\gamma = -.272$, $p = .45$, one tailed t-test). When prompted in the interviews, a majority of informants determined they were more likely to turn to relatives for advice on illness (Hoppe & Heller, 1975). However, based on these findings, more studies considering the influence of familism on help-seeking is warranted, especially when considering prior findings on female gender roles and help-seeking (Ishikawa et al., 2010; Rojas-Guyler et al., 2008; Sobralske, 2006).

Work by John, Resendiz and DeVargas (1997) further explains the preference for family as help sources and the reciprocal support between members that arises from familism. This mixed-methods study examined the Hispanic caregiver experience when caring for an elderly family member. Focus group interview findings centered on the impact of familism; themes clustered around the "content of familistic values and attitudes that motivated their behaviors" (John et al., 1997, p. 151). The informants' described an attachment to family, distrust of others and a sense of loyalty and duty to the

62

family (John et al., 1997). Most important to this literature review is how the participants describe the instillation of these values as young children, which reverberated into their adult lives (John et al., 1997). Supporting aforementioned work by Valle et al. (2004) participants discuss how utilizing care outside of the family, such as in a nursing home, elicits a sense of family failure and shame. Although these two studies (Hoppe & Heller, 1975; John et al., 1997) focus solely on Hispanics of Mexican descent, the information reflects how familism impacts help seeking. Whether this is the case with Hispanics in higher education and more specifically, in nursing education is unknown. Research in these areas may provide insight on how to better educate Hispanics.

This section has reviewed literature from a various disciplines. A body of literature exists on the Hispanic experience with help-seeking. Across the majority of the studies, measurements of help-seeking have been one-dimensional; participants have self-reported either number of help-seeking incidence or preference of help sources. Recurrent findings indicate that mistrust of professionals, preference for support from family and friends and perception of cultural roles are barriers to Hispanics seeking help. As previously mentioned, the existence of these barriers in terms of Hispanic students in nursing is unknown. The next section discusses help-seeking in education, where help-seeking is a multi-dimensional variable that is compared to factors such as learning goals and self-esteem. The literature in higher education lacks examination on the effects of culture on academic help seeking, and therefore studies presented do not contain an ethnic component.

Higher Education

A discussion of help-seeking within the context of academia is necessary in order to increase understanding of the research approaches in the academic literature. Historically, educational theorists such as Beller (1955) considered help-seeking an act of dependency on behalf of a student who lacked self-reliance or initiative to learn. Additionally, help-seeking possessed connotations of poor socialization in children and attracted negative views of intellectual ability (Nelson-LeGall, 1985). The Western value of individualism perpetuated these beliefs of help-seeking; beliefs which remained central to educational research for decades (Karabenick & Newman, 2006). Contemporary views of help-seeking have since evolved with the expansion of research on strategies for knowledge and skill acquisition (McKeachie, Pintrich & Lin, 1985; Nolen, Meece & Blumenfeld, 1986). The 'self-regulated' learner is a term arising from this literature that denotes an individual who possesses skills and motivation to deal with academic challenges. Paulsen and Feldman (2005) while studying effects of college students' beliefs on knowledge on cognitive learning strategies, defined self-regulated learning as "a process in which individual students actively and constructively monitor and control their own motivation, cognition and behavior toward the successful completion of academic tasks (p.732). Research in education has examined help-seeking as a self-regulated learning strategy and also considered the effects of learning strategies on help-seeking. Karabenick (1987) discovered a direct relationship between the use of 10 self-regulating learning strategies (metacognition, organization, etc.) and help-seeking among students at Eastern Michigan University. Students who used these strategies reported a greater likelihood of seeking help when academic need arose; those who did not use

strategies exhibited lower propensity to seek help. Correlations were run to analyze the relationship between each of the 10 strategies and help-seeking. Positive, statistically significant correlations to help-seeking occurred in all but one strategy, rehearsal ($r = -.29$, $p = < .001$). The strongest correlation was between the use of elaboration and help-seeking ($r = .31$, $p < .001$). The researcher concluded that help-seeking can also be considered a means for academic goal accomplishment (Karabenick, 1987).

Help-seeking has been operationally defined in the literature initially by the work of Nelson-LeGall (1981, 1985) and Nelson-LeGall et al., (1989). These studies evaluated school-age children preferences of direct versus indirect help in problem solving. The researchers offered the children either direct answers or indirect hints to answer questions. Additionally, the researchers offered the children the opportunity to check their answers before giving a final choice; if an answer was checked and it was wrong, it was considered "necessary" help. If a child chose to check an answer and it was correct, researchers considered that "unnecessary" help. Results of all studies clearly indicated that with increased age, children seek more necessary than unnecessary help and preferred indirect help over direct help (Nelson-LeGall, 1981, 1985; Nelson-LeGall et al., 1989). These studies coined the phrase 'adaptive' or 'instrumental' help-seeking which signifies an action that asks for "the help needed in order to learn independently, not simply to obtain the correct answer" (Newman, 2002, p. 132). The work of Nelson-LeGall is considered seminal in the literature of educational knowledge attainment (Karabenick & Newman, 2006). This review will utilize the term 'instrumental 'help-seeking.

Intrapersonal help-seeking traits. Effective help-seeking requires a set of skills some students may not possess. According to Newman (2002), help-seeking requires cognitive competencies: the ability to identify a need for help and what questions to ask to obtain the needed information. Social competencies such as knowing who to approach for help and the appropriate behaviors needed when requesting help are necessary. Additionally, an individual requires intrinsic motivations to help-seek: ability to self-disclose personal information, self-control when unable to manage a task, personal goals and a sense of responsibility. Finally, contextual motivations influence help-seeking, such as grades, classroom goals, student-teacher relationships and relationships with peers (Newman, 2002). As widely discussed throughout this literature review, Hispanics may experience cultural barriers to possessing these traits.

Further complicating this process for Hispanics, researchers posit that asking for help implicates certain costs for an individual (Ames & Lau, 1982; Karabenick & Newman, 2006; Newman, 2002; Ryan et al., 1998). Given the social implications indicative of asking for help, this process can pose a threat to self-esteem. A person risks public scrutiny when admitting a help need (Newman, 2002). This threat perpetuates help-avoidant behaviors (Karabenick, 2001). Ames and Lau (1982) described how students who have sought help previously and failed, risk further self-esteem loss when seeking help again. Prior research in K-12 education has demonstrated that an inverse relationship exists between help avoidance and self-efficacy; individuals who avoid help have lower levels of self-efficacy (Ryan et al., 1998). In an examination of the predictors of help-seeking avoidance in middle-school math students, Ryan et al. (1998) found that academic self-efficacy significantly predicted reported avoidance of help-seeking (γ = -

.283, *p* < .001). Interestingly, results also indicated that gender also predicted help-seeking avoidance (γ = -.227, *p* < .01). Boys were more likely to report help-seeking avoidance than girls in math classes (Ryan et al., 1998). These avoidance tendencies are also seen in Hispanic males, as reported earlier in this literature review. Further examination into gender effects on help-seeking is warranted across age groups and within different courses of study.

Karabenick and Knapp (1991) examined the relationship of help-seeking and self-esteem, given the prospect of poor performance, with 612 college students. Students were presented with a scenario involving an impending course failure and were then given a list of 19 possible reactive tactics to employ given the situation. These tactics were classified into five categories: formal help-seeking, informal help-seeking, instrumental activities designed to help one perform better, lowering performance aspirations, and altering goals (Karabenick & Knapp, 1991). Using a Likert scale, students were to indicate the likelihood they would use each tactic given impending course failure. In addition, students completed self-esteem and help-seeking threat to self-esteem instruments. Correlational analysis between self esteem and formal help-seeking (r = .15, *p* < .001) supported that students with high self-esteem were more likely to engage in help-seeking behaviors when needed (Karabenick & Knapp, 1991). Additionally, a significantly inverse relationship between self-esteem and help-seeking threat (r = -.27, *p* < .001), led researchers to conclude that students with lower self-esteem perceived help-seeking as a greater threat than those with higher self-esteem. Those with lower self-esteem also indicated less willingness to engage in other mechanisms to fix the failure scenario such as formal help seeking (r = -.28, *p* < .001) and instrumental activities (r = -

.14, $p < .001$) .In addition, help-seeking threat was directly related to lowering aspirations

(r = .15, $p < .001$) (Karabenick & Knapp, 1991).

In education, not all instances of help-seeking are considered positive. As previously introduced above, instrumental help-seekers maintain a goal of learning mastery (Newman, 2002). Conversely, executive help-seekers focus on getting answers to reduce workload and effort (Newman, 2002). For example, students with an executive goal for help-seeking would ask about what content will be on a test, and as a result, will only study that material. Help-seeking types and goals have been studied by Karabenick (2001) with 883 college students enrolled in large college classes. The researcher hypothesized that these students experience barriers to instrumental help-seeking imposed by class size. In addition, the researcher stipulated that help-seeking goals would affect the choice of help resource sought; instrumental help-seekers would prefer formal sources (teachers) while executive help-seekers enlist informal help (peers). In addition, the researcher used the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia & McKeachie, 1993) to measure motivation, anxiety and achievement goals. Findings indicated that 17% of the students classified as instrumental help-seekers while 23% fell in the help-avoidant category (Karabenick, 2001). Instrumental students were more motivated (r = .32, $p < .001$), they sought formal help sources to acquire knowledge (r = .17, $p < .001$) and performed better in classes than the avoidant students (r = .14, $p < .001$). Avoidant help-seekers were more anxious (r = .26, $p < .001$) and performed worse in classes (r = -.17, $p < .001$) (Karabenick, 2001). Supporting the previously mentioned work of Karabenick and Knapp (1991) this study also found a strong correlation between help-seeking threat and avoidance of help (r =

.69, $p < .001$). Interestingly, results also indicated a strong correlation between executive help-seeking goals and help-seeking threat (r = .52, $p < .001$).

Further expounding on the evidence of help-seeking, Karabenick (2004) assessed the relationships between "threat, intentions to seek and avoid help, help-seeking goals and sources of help" (Karabenick, 2004, p. 571). Similar to other studies (Karabenick 2001; Karabenick & Knapp, 1991), this researcher utilized a large sample of college students and discovered a positive relationship between threat and executive help-seeking goals (r = .52, $p < .001$). When individuals who perceived help-seeking as highly threatening sought help, it was more likely to meet an executive goal; help was obtained to lighten workload (Karabenick, 2004). The source of help-seeking sought was related to instrumental help-seeking goals. Those who report seeking help for knowledge acquisition were more likely to use formal sources, supporting prior conclusions made by the researcher (Karabenick, 2001). Motivations for help-seeking are especially important when considering the help source; teachers are naturally considered the appropriate help source for students, yet students may not consider them as approachable.

Teacher support. The literature suggests that a student's perception of teacher support weighs heavily on a decision to seek help (Karabenick & Sharma, 1994; Kozanitis et al., 2007; Le Mare & Sohbat, 2002). Additional research indicates that classroom goals and climate determined by the teacher are also closely related to academic self-confidence, motivation and help-seeking behaviors (Patrick, Anderman & Ryan, Edelin & Midgley, 2001; Plecha, 2002; Ryan et al., 1998). Kozanitis et al. (2007) examined how student perceptions of teacher support and reactions to questioning affect learning motivation and help-seeking. Using a large sample of 1,558 undergraduate

students at a Canadian university, the researchers used the same tool as Karabenick (2001), the MSLQ, to measure motivation, anxiety and achievement goals. Subsequently, tools to measure perception of teacher support and teacher reaction to questioning were used, along with a tool for help-seeking strategy. Factor analysis revealed that a student's perception of teacher's reaction to questioning influences student self-efficacy ($\beta = .25$, $p < .05$) (Kozanitis et al., 2007). Literature supports that self-efficacy influences positive help-seeking behavior (Ames & Lau, 1982; Plecha, 2002). Additionally, Kozanitis et al. (2007) reported that a student's perception of teacher's reaction to questioning directly influenced instrumental help-seeking behavior ($\beta = .20$, $p < .05$). Based on these findings, further research on student perception of teacher reaction to questioning is warranted.

Similarly, Karabenick and Sharma (1994) examined the relationships between teacher support of questioning, motivational learning factors and help-seeking. Students who were more intrinsically motivated and focused on instrumental help-seeking goals perceived their teachers as supportive. Conversely, students who reported more help-seeking threat perceived teachers as less or not supportive. Similarly, although studying school-aged children, Le Mare and Sohbat (2002) explored student perceptions of teacher characteristics that encouraged or hindered help-seeking. The researchers conducted semi-structured interviews with 115 students from 6 elementary schools and deduced 10 characteristics of teachers that influence student help-seeking: "teacher willingness, competence, reactions to help-seeking, expectations, personality traits, relationships with students, predictability, familiarity, gender and mood" (Le Mare & Sohbat, 2002, p.239). Students, even at this younger age, identified that a positive relationship with their teacher is very indicative of whether they would seek help. A large number of students

agreed that they would not seek help from a teacher who did not seem willing to assist

them. This may further challenge the Hispanic student in nursing education, when

considering the aforementioned literature indicating negative perceptions of nursing

faculty. Although lacking generalizability based on method and sample size, this work

supports findings of other previously mentioned studies in education.

Students seeking counseling help. Higher education literature lacks examination

of cultural, ethnic and racial influences on academic help-seeking behaviors. Studies of

this nature concentrate on cultural influence on counseling utilization in college students

(Gloria, Hird & Navarro, 2001; Kearny, Draper & Baron, 2005; Kuo, Kwantes, Towson

& Nanson, 2006; Ramos-Sanchez & Atkinson, 2009). Findings from these studies are

similar to those mentioned previously in the social sciences; Hispanic students are less

likely to seek help of counseling services than other groups.

A comparison study presented earlier (Stanton-Salazar, et al., 2001) of Hispanic

and non-Hispanic high school students' academic help-seeking orientation is extremely

applicable to this literature review. The researchers operationalized help-seeking with 3

measures: "confidence in the support process, interpersonal openness and desire for

academic support" (Stanton-Salazar et al., 2001, p. 59). The researchers derived items

from various help-seeking surveys (Hymovich, 1983; Vaux, Burda & Stewart, 1986) and

also collected information on the following personal variables: socioeconomic status,

grades, gender, age, English proficiency and self-esteem. The total sample size was 1,186

students from high schools in southern California; 67% were Hispanic and 20% non-

Hispanic Whites. Findings indicated that non-Hispanic students from higher income

families reported a greater willingness to disclose problems to others when compared to

71

Hispanics. Discussion about Hispanic males in this study was highlighted earlier. To review, the Hispanic males reported low confidence in teacher support, the least willingness to be open about their needs and the least desire for personalized academic support (Stanton-Salazar et al., 2001). Students with high grades, regardless of ethnicity exhibited the greatest confidence in teacher support, more willingness to be open and a greater desire for academic help. Those with the lowest grades reported the least inclination of all groups to receive academic help (Stanton-Salazar et al., 2001). These findings are troubling when considering the academic weaknesses of Hispanics when compared to other groups. More studies focusing on the impact of culture on academic help-seeking in higher education is warranted; this need applies also to nursing education research.

Nursing Education

The nursing education literature lacks studies on student help-seeking. Information about help-seeking arises from interviews in qualitative studies with nursing students and is highlighted in this review. Doutrich et al. (2005) conducted a retrospective Heideggerian phenomenological study with 27 Hispanic recently-graduated nurses working in the Pacific Northwest. The purpose was to examine their lived experiences while in nursing school. Of most importance to the help-seeking literature is the theme of cultural incompetence of faculty. Informants described segregation from nursing faculty that resulted in lack of comfort with self-disclosing personal and academic needs (Doutrich et al., 2005). This supports findings presented in the social sciences and in the recently mentioned work by Stanton-Salazar et al. (2001). Hispanics lack confidence in the help-seeking process when a cultural mismatch exists between the

person who needs help and the helper, yet no studies focusing on Hispanic help-seeking in nursing education exist. Lee (2007) in an anecdotal article on help-seeking in nursing education indicates that students from various cultural backgrounds may have added challenges to the transition and adjustment to college life that may affect academic performance. In turn, they may possess a greater need for help. Lee further states that "faculty need to be aware of how their approaches to students can enhance or detract from their relationships with them" (2007, p. 473). It has been supported in the literature of higher education that this relationship is critical to help-seeking.

Hegge, Melcher and Williams (1999) studied the effects of hardiness, help-seeking behavior and social support on academic performance of 222 nursing students at a Midwestern college. Hardiness is an optimistic orientation to life that helps an individual cope with stressful situations (Hegge et al., 1999). Although students indicated they sometimes sought help, mainly for academic issues, the study lacked statistically significant findings related to help-seeking. This could be related to a weak measure of help-seeking; the researcher created a 10-point visual analog scale where students indicated the extent to which they have sought help in the past. Of interesting mention, generic baccalaureate students were more likely to request help than registered nurses who were seeking baccalaureate degrees.

Further expanding the nursing education literature on help-seeking, Ofori and Charlton (2002) examined the influences of academic motivational factors (locus of control, academic worries, self-efficacy and expectations) on 315 nursing students, their decisions to seek help and the resultant affects on academic performance. Academic worries and internal locus of control was found to have a significant, positive relationship

with help-seeking (r = .18, .23, *p* < .001, respectively). Additionally, students with higher self-efficacy had higher grade expectations (r = .16, *p* < .001). However, self-efficacy was found to negatively impact help-seeking (r = -.20, *p* < .001). This contrasts findings in higher education (Karabenick & Knapp, 1991; Ryan et al., 1998) which revealed that students with higher self-efficacy had increased likelihood of help-seeking. Ofori and Charlton (2002) speculate these findings may relate to student age. The older students in the study reported lower academic self-efficacy than the younger students and a greater tendency to help seek. The researchers suggest that older students may be more realistic about their academic abilities and seek more help (Ofori & Charlton, 2002).These findings further support the need for assessing age in regard to help-seeking in nursing education.

Using methodology similar to studies in higher education, dissertation research completed by Howard-York (2006) examined predictors of instrumental, executive and avoidant help-seeking. The researcher sought to examine the degree to which help-seeking goals and self-efficacy affected help-seeking of 205 community college nursing students. Similar to higher education studies previously mentioned, but contrary to nursing education findings by Ofori and Charlton (2002) findings indicated that self-efficacy is positively related to instrumental help-seeking goals (r = .23, *p* < .01). Additionally, a hierarchal regression analysis revealed executive help-seeking goals and academic self-efficacy share an inverse relationship (β = -.14, *p* < .05). Students who reported lower academic self-efficacy reported more executive help-seeking goals (Howard-York, 2006). In addition, nursing students in this study indicated that they were more likely to seek academic help from peers before faculty (Howard-York, 2006).

Further study evaluating predictors of help-seeking and the preference of help sources in nursing education is warranted.

The nursing education-based studies of academic help-seeking measure intrinsic variables (internal locus of control, self-efficacy); this is an important point to stress because research with Hispanics, as evidenced by the literature, requires an additional external angle. Doutrich et al. (2005), in the aforementioned study focused on Hispanic nursing students, reflected on the importance of the external relationship with faculty as the critical variable to seeking help. Throughout this review the mistrust of outsiders to the family permeated the discussion of Hispanic help-seeking sources. When considering further research focusing on Hispanic help-seeking in nursing education, perceptions of faculty and familistic values warrants inclusion to conduct culturally-appropriate research.

Summary

One fact emerges clear from the social science literature: people of Hispanic ethnicity do not seek help. The reasons are varied, but revolve around the Hispanic family and mistrust of professionals. Other variables include gender roles, socioeconomic and generational status. Higher education literature describes academic help-seeking as a valuable tool for learning, rooted in social processes and dependent upon a positive student-teacher relationship. However, no studies exist to examine the impact of cultural factors on academic help-seeking. What is known from social science literature is that Hispanics struggle with social processes surrounding help-seeking due to culture, Furthermore, nursing education literature indicates that Hispanic students tend to have negative perceptions of their relationships with faculty. The extent to which these factors

impact Hispanic nursing students' propensity to seek academic help is unknown.

However, when considering the earlier part of this literature review describing the

potential negative effects of Hispanic culture on college degree attainment, this

information is truly essential for investigation.

The following section will provide information on the conceptual framework used

in this study. Qualitative work by Ishikawa et al. (2010) triangulates elements of culture,

individual motivation and social relationships to frame the Hispanic help-seeking

process.

<p style="text-align:center">Conceptual Framework</p>

This study employs the conceptual framework proposed by Ishikawa et al. (2010)

as a result of a grounded theory study on the Hispanic men and women help-seeking

experiences and pathways in mental health counseling. Expounding upon prior research

that Hispanics tend to underutilize mental health services than other groups, the

researchers aimed to establish theoretical underpinnings to this process. Because this

work is relatively new and not yet utilized by other studies, this section of the literature

review will focus on the theories and research that provided the foundation from which

the grounded theory arose.

Foundations of the Grounded Theory from Literature

Ishikawa et al. (2010) identified that their work is based on help-seeking

frameworks by Pescosolido (1992) and Rogler and Cortes (1993). Pescosolido (1992)

focused on the role of social networks on the help-seeking process. Rogler and Cortes

(1993) theorized that culture conciliated help-seeking pathways for individuals. Ishikawa

et al. (2001) further links culture and social network effects with interpersonal factors on

decision making for help-seeking. These triangulating themes proposed by Ishikawa et al. (2010) encompass Hispanic culture, individual traits and social relationships which impact upon the help-seeking process. This study seeks to build upon these ideas, not with Hispanic clients in a counseling setting, but with Hispanic students in nursing education. This study aims to establish applicability of this framework to Hispanic help-seeking in academia. The following section discusses the aforementioned research that formed the basis of the grounded theory framing this study.

Pescosolido (1992) introduced the Social Organization Strategy Framework (SOS) as a theory explicating the process involved with decision making and help-seeking. The researcher introduced this theory within medical sociological research, where traditional views of healthcare utilization (help-seeking) are a static, individual decision-making process. Traditionally medical utilization has been measured by the simple outcome: did a person seek care from a doctor or not? The focus of the outcome is the choice itself. Referred to by Pescosolido (1992) as Rational Choice Theory, this traditional worldview determined that people are calculating individuals who make choices to solve a problem when one arises. Social norms may influence a decision, but only if the individual allows. Pescosolido (1992) argued that help-seeking is more than a choice of one individual; it is an outcome of "interaction with others that forms an essential element in the dynamics of decision-making processes" (p.1101). The interaction with others is known as a social network: be it family, friends or society at large. Pescosolido (1992) refers to problems as events, which can affect an entire social network even if just affecting one individual. The social network determines the way an individual defines the event, determines if it needs fixing, what should be done to fix it

77

and how to evaluate the outcome. The way the network does this is through culture, traditions and through past experience. Individuals in a close network naturally adhere to the normative values of the group. Additionally, as Rational Choice Theory considers the physician as the ultimate help-seeking source for illness, the SOS framework identifies that alternative sources of help are valuable if that is the custom of the social network. Pescosolido (1992) discussed that alternative help sources are often used as a "pathway" to medical utilization; a medical doctor will be consulted after no resolution from other alternative sources. Social networks may also use multiple help sources concurrently.

Ishikawa et al. (2010) asserted that help seeking is more than a static process, especially for Hispanics, who are well-influenced by their culture. As described in the grounded theory, the way the Hispanic social network defines suffering and healing in terms of mental health determines the way the individual member perceives the severity of the illness. Culture will mediate between the social network and the individual and will influence the decision to seek help, what type of help to seek, and whether to continue treatment once initiated. Additionally, Ishikawa et al. (2010) determined that Hispanics concurrently utilize multiple sources of care such as family, religion, and folk healers. One of the elements of the grounded theory discusses determining what type of help to seek. Elements of the Social Organization Strategy Framework are evident in the grounded theory framing this proposed study.

Building on Pescosolido (1992) discussion of pathways to healthcare, Rogler and Cortes (1993) discussed how pathways are not random processes in the help-seeking decisions in mental health care. They are mediated by cultural norms and social network preferences. Rogler and Cortes (1993) define help-seeking pathways as "the sequence of

contacts with individuals and organizations prompted by the distressed person's efforts, and those of his or her significant others, to seek help as well as the help that is supplied in response to such efforts" (p. 555). Help-seeking pathways have a direction and duration; traditional beliefs indicate the direction of a pathway terminates with treatment in a mental facility (doctor) and the duration ends with the correction of the ailment (Pescosolido, 1992; Rogler & Cortes, 1993). Cultural factors will encroach upon direction and duration of help-seeking pathways (Rogler & Cortes, 1993). The researchers use prior work with Hispanics (Rogler & Hollingshead, 1985) to demonstrate how culture impinges upon this process. In an ethnographic study of Puerto Ricans diagnosed with mental illness, Rogler and Hollingshead (1985) discussed how a typical help-seeking pathway in this community flows from spouse, to relatives, to neighbors and ends up at a spiritualist. Within the patient's context, the problem has been treated with a "socially verifiable interpretation" (Rogler & Cortes, 1993, p. 556).

Ishikawa et al. (2010) also established their framework from studying Hispanic help-seeking in mental health and built their theory on the foundation provided by these researchers. Rogler and Cortes (1993) discussed Hispanic beliefs and values that influence help-seeking pathways, such as fatalism. Fatalism is the belief in a predetermined destiny that no human action can prevent or fix. The researchers purported that this belief may diminish a distress response until the need to seek help no longer applies (Rogler and Cortes, 1993). Additionally, interconnectedness of the family unit or social network mediates initiation of a pathway. Similarly discussed by Pescosolido (1992), in a close-knit network individuals naturally adhere to normative beliefs and often a reduced need for further social support exists (Rogler and Cortes, 1993). This

discussion translates to the role of familism in the Ishikawa et al. (2010) grounded theory. Building on the work of Rogler and Cortes (1993), Ishikawa et al. (2010) discussed certain Hispanic values that affect help-seeking that arose from their research: personalismo, respeto, marianismo and machismo. Again, the theoretical discussions of these aforementioned researchers are threaded through the grounded theory.

Ishikawa et al. (2010) attributed much of the theory construction process to the researchers presented in this section. However, the discussion about the enactment of culture on behalf of the individual was raised by Ishikawa et al. (2010). These researchers emphasize the importance of the individualized cultural experience, taking into account that all Hispanics may not be as vested within their culture. When considering culture, the risk of making assumptions exists. The recognition that levels of cultural norms will vary among individuals is key to proper care for Hispanics. Ishikawa et al. (2010) concludes that conceptualizing help-seeking as a dynamic process influenced by social networks and culture, as highlighted by Pescosolido (1992) and Rogler and Cortes (1993), rather than a static variable assures strong interaction with clients.

Summary

The grounded theory by Ishikawa et al. (2010) builds upon prior theories that were discussed in this section. By considering foundational theories of help-seeking involving social networks and culture, Ishikawa et al. (2010) added individual experience to triangulate a theory explaining the Hispanic help-seeking experience. Although created within the context of mental health, the literature review across disciplines verifies that Hispanics do not help-seek within multiple settings. This proposed study will attempt to further explicate the Ishikawa et al. (2010) findings and seeks to appropriate its

applicability with Hispanics as students in nursing education. This study utilizes familism as the cultural element, individual help-seeking traits as the individual element and the faculty-student relationship as the social network element. The following literature review section described the three tools that measure these elements.

<div align="center">**Measurements**</div>

This study utilizes three instruments to investigate the research questions within the presented framework. The first instrument, The Attitudinal Familism Scale (Lugo Steidel & Contreras, 2003) has been utilized for various purposes with Hispanics in research. The second instrument, the Help-Seeking Component Measures (Karabenick, 2001) was developed and used by the researcher to identify important help-seeking traits with students in a university setting. Various researchers have utilized the third instrument, the Perception of Teacher Support of Questioning Scale (Karabenick & Sharma, 1994) to obtain university students' feedback on teacher willingness to give help. The following sections provide a review of each tool.

The Attitudinal Familism Scale

As discussed in the familism section of this literature review, familism has been identified as having three dimensions: structural, behavioral and attitudinal. The attitudinal dimension is the subject of the Attitudinal Familism Scale (AFS) (Lugo Steidel & Contreras, 2003) and will be measured as familism within this study. Sabogal et al. (1987) describe attitudinal familism as most stable over generations, ethnicities, and acculturation levels. This reasoning is also presented in the AFS validation study (Lugo Steidel & Contreras, 2003) as a basis for the focus of the instrument.

Lugo Steidel and Contreras (2003) structured the 18 instrument items based on four factors that create their definition of attitudinal familism: family before individual, familial interconnectedness, familial reciprocity in times of need and familial honor. These four factors were later clustered as sections in the instrument in the validation study: familial support, familial interconnectedness, familial honor and subjugation of self for family. The researchers recruited 125 Hispanics over the age of 18 (mean = 42) from two social service agencies in Cleveland, Ohio. The majority of this sample identified themselves as Puerto Rican (86%); the rest were divided amongst Dominican, Colombian and Salvadorian ethnicity. Of this group, 85.7% represented first-generation Hispanics while 14.3% were second generation. Average length of time for U.S. residency for first generation individuals was 15 years. The authors would later cite this ethnic/generational status breakdown as a shortcoming of the validation study; they expressed caution to researchers when using this with ethnically heterogeneous, higher generational subjects (Lugo Steidel & Contreras, 2003).

The AFS has been used in numerous studies involving university-level students, both Hispanic and non-Hispanic (Schwartz, 2007; Schwartz & Zamboanga, 2008; Schwartz, Zamboanga, Rodriguez & Wang, 2007; Schwartz et al., 2010; Weisskirch et al., 2011). In Schwartz's (2007) initial study examining the extent to which familism applies to non-Hispanic groups, the researcher adapted the AFS Likert scale by narrowing the range from 1-10 to 1-5 for responses. The researcher recruited 318 college students at universities in Southern Florida. The sample was 62% Hispanic, 18% non-Hispanic White and 20% Black. The Hispanic ethnicity breakdown was as follows: 48% Cuban, 16% Colombian, 10% Nicaraguan, 8% Peruvian and 5% Dominican. The

majority of the sample (74%) was second generation Hispanics. This sample differed greatly from the validation study (Lugo Steidel & Contreras, 2003) in sample size, ethnicity and generational status. This permitted the researcher to test the AFS with a more heterogeneous sample with potentially higher acculturation. Because of this, confirmatory factor analysis was completed with the Hispanic participants' familism scores to test that the factors extracted by Lugo Steidel and Contreras (2003) fit the present data (Schwartz, 2007). The factors on the AFS did indeed fit the data obtained in this study. Schwartz (2007) stipulated that familism applies across Hispanic subgroups and remains constant across levels of acculturation. Schwartz (2007) reported an overall alpha level of .82 for this sample. In addition to familism, Schwartz (2007) also collected data on acculturation and collectivism for comparison between groups. The results of this research indicated that familism may be applicable to other non-Hispanic groups.

Schwartz et al. (2010) performed research to test for the patterning of familism, communalism and filial piety onto a single family/relationship construct. Similar to the previous study the researchers recruited a large sample (1,773) of students from nine colleges across the country. The breakdown of ethnicity/race included: 53% Non-Hispanic White, 9% Black, 25% Hispanic, 7% Asian, 1% Middle Eastern and 5% in the "other" category. Again, Cronbach's alpha represented good internal consistency; overall the range by group was .83 for Hispanics to .89 for Blacks. The Hispanic breakdown included: 33% Cuban, 8% Mexican and 8% Colombian. Using the AFS assisted in the success of collapsing the three values: familism, communalism and filial piety into one construct (Schwartz et al., 2010). Similarly, but on an even larger scale (Schwartz et al. 2010) compared this new construct to measures of psychological functioning and

psychiatric distress. The sample consisted of 10,491students from 30 colleges across the U.S. and was 58% non-Hispanic White, 8% Black, 14% Hispanic 13% Asian, 1 % Middle Eastern and 5% other. Hispanic ethnicity was dispersed as follows: 33% Cuban, 8% Mexican, 14% Hispanic, 15% Asian, 1% Middle Eastern and 5% other. Cronbach's alpha for the overall scale by subgroups ranged from .88 for Blacks and .91 for Asians, of which the alpha for Hispanics fell between (Schwartz et al., 2010).

Schwartz et al. (2007) also used the AFS across varied groups of college students (N = 349) to assess structure of cultural identity in the U.S. across variables and subgroups. As with the previous studies mentioned in this section, 57% of the sample was Hispanics; the breakdown was very similar to the studies by Schwartz et al. (2010) and Schwartz (2007). The Cronbach's alpha was reported at .82 for this study sample (Schwartz et al., 2007). Weisskirch et al. (2011) also achieved good internal consistency (.87) in a national study recruiting students of varying races and ethnicities at 14 universities. Of interesting note when compared to the other studies mentioned in this section, of the 1,222 study participants, the majority were Hispanic (41.4%). In another contrast to sampling, Schwartz and Zamboanga (2008) used the AFS with a sample consisting solely of 436 Hispanic college students. The purpose of this study was to empirically evaluate a popular model of acculturation through various external variables (Schwartz & Zamboanga, 2008). The breakdown of the Hispanic ethnicities was as follows: 26% Cuban, 13% Colombian, 11% Peruvian, 6% Puerto Rican and 5% Nicaraguan. Internal consistency was established with a Cronbach's alpha of .81, indicating that the AFS applies to varied Hispanic subgroups independent of other races and ethnicities as measured in the aforementioned studies.

Although not mentioned as a subgroup in the above studies, the AFS has also been used in studies evaluating Mexican individuals. The study by Esparza and Sanchez (2008), previously discussed in the familism section, evaluated the impact of familism on grades, academic effort, motivation and truancy in a sample of 143 Hispanic seniors in an urban high school with a 53 % graduation rate. Of the sample, 43% were Mexican, 39% Puerto Rican, 16% other Hispanic and 3% biracial. The majority of the sample (51%) was second-generation and 31% was first generation. Using the AFS, the overall internal consistency reliability for the sample was .83 (Esparza & Sanchez, 2008). The researchers reported establishing validity by comparing first, second and third generation responses on the AFS using t-test analysis and found that groups did not significantly differ (*t* [131] = 1.35, *ns*).

The Attitudinal Familism Scale has also been used in literature surrounding Hispanic adolescents. Austin and Smith (2008) studied the impact of familism on thin ideal internalization, body dissatisfaction, and disordered eating in 137 public school girls (ages 12-15) in Mexico. The researchers discussed how familism is associated with positive youth behaviors and they hypothesized that a girl with higher familism would place less value on Westernized obsession with thin idealization (Austin & Smith, 2008). In comparison to the other studies using the AFS, the overall reliability of the scale with this population was .71, considerably lower than other findings. This may be attributed to the younger ages within the samples. Regardless, the researchers report that familism was negatively correlated with thin ideal internalization for Mexican girls outside of normal weight range (Austin & Smith, 2008). Although the AFS produced lower reliability,

implications for practice and recommendations for future study include using the AFS again were offered by the researchers (Austin & Smith, 2008).

In another study using the AFS, Zayas, Bright, Alvarez-Sanchez and Cabassa (2009) utilized the AFS to assess the role of familism and Hispanic mother-daughter relationships on adolescent girls' suicide attempts. This study compared 65 adolescent girls who attempted suicide (and their mothers) to 75 girls who had not attempted suicide (and their mothers). The ethnicity breakdown for this group included: 42 Puerto Ricans, 37 Dominicans, 20 Mexicans, 19 Colombian, 8 Ecuadorian and 4 from other category. Although no familism differences were found between attempter and non-attempter groups. Familism does not appear to play a role in suicide attempts; Cronbach's alpha for this group was .83 for mothers and .87 for adolescents. When compared to the above study with similar samples, Austin and Smith (2008) suggested young sample age attributed to weak internal consistency. It is important to note that in this study (Zayas et al., 2009) these adolescent Hispanic girls were between the ages of 11 and 19. The use of the AFS with Hispanic youth should not be discouraged because findings are contradictory.

The Attitudinal Familism Scale developed by Lugo Steidel and Contreras (2003) has been used across social science and education research. More importantly, studies have established reliability and validity of this instrument with diverse Hispanic groups and college-age students. These characteristics make this an ideal instrument to measure the cultural variable with the population in this proposed study. The following instrument measures help-seeking components.

Help-Seeking Component Measures

Karabenick (2001) created this series of five scales included as part of a larger survey in a study examining components of help-seeking: attitudes, intentions, goals and preferred sources of help, for university students. The researcher identified a need for further study of these components and "how they relate to students' broader motivational and self-regulatory profiles" (Karabenick, 2001, p. 2) within the context of college classes with large enrollments. Within this proposed study, the researcher intends to use this measure of help-seeking components to see how they relate to a major cultural factor (familism) and perception of teacher support within the context of Hispanic nursing students. The five scales of this measure are: adaptive (instrumental) help-seeking goal, formal vs. informal help-seeking target, help-seeking threat, avoidance of help-seeking and executive help-seeking goal. Within Karabenick's study of 883 university students, this tool delivered important findings on the relationships between the help-seeking components. For example, students who felt threatened by help-seeking were less likely to seek help from teacher sources. These students were more likely to ask peers for help that was solely to reduce workload (executive). Adaptive help-seekers were more likely to seek help from teachers rather than peers.

Perceived Teacher Support of Questioning Scale

Karabenick and Sharma (1994) created the Perception of Teacher Support of Questioning (PTSQ) scale to measure students' perception of encouragement by the teacher to ask questions and seek-help within a classroom. The researchers used this instrument to examine the role of perceptions of teacher support and goal orientations as predictors of academic help seeking. The scale collapses into six category sections:

specific instructions (telling students what to do if they have questions), opportunities for questions, teachers' informational responses to questions, reward-punishment contingencies, teachers' emotional responses to questions, and value that teachers place on student questioning. In a preliminary study of the PTSQ, 122 university students across a wide range of academic performance levels completed the scale. Findings indicated that perceived teacher support of questioning had significant relationships with students' motivational tendencies and strategy use (help-seeking) (Karabenick & Sharma, 1994). Researchers recommend offering a frame of reference for the scale. In their studies, Karabenick and Sharma (1994) asked students to consider responses in terms of teaching questioning during lecture. In addition, they asked students to consider responses based on teacher response to questions in general, not specifically towards their own questions (Karabenick & Sharma, 1994).

Kozanitis et al. (2007) utilized the PTSQ (French version) in their study of the effects of perceived teacher support on adaptive help-seeking and motivational strategies of achievement goal theory. Taking the work of Karabenick and Sharma (1994) one step forward, these researchers asked 1,558 university students to report their number of actual instances of help-seeking and to base PTSQ responses on teacher reactions to their own questions, instead of the general classroom (Kozanitis et al. 2007). Cronbach's alpha of the PTSQ with this sample was .79 overall. Findings indicated no statistically significant effects of perception of teacher support on achievement goals, which offered no support of findings by Karabenick and Sharma (1994). The researchers suggest this is due to differences in class size between their study (range was 13 to 59 students) and that of Karabenick and Sharma (1994), which was 229 to 450 students per class

(Kozanitis et al., 2007). This large group dynamic may change students' perceptions of teacher support.

Summary

In summary, the three scales presented for use in this research will serve to evaluate the relationships between familism (culture), help-seeking components (interpersonal decisional factors to help-seek) and student perceptions of teacher support for questions (student-faculty relations). These scales will help to test the grounded theory framework offered by Ishikawa et al. (2010) as basis for this current study.

<div align="center">

Chapter Summary

</div>

The literature review of this proposed study is involved because of the many factors which lack study within any discipline. Challenges and supports faced by the Hispanic student in both higher education and nursing education were presented and commonalities discussed. While higher education has experienced an increase in Hispanic degree attainment, nursing lags behind. The Hispanic family presents in the literature as both a support and a barrier; the concept of familism has been reviewed as an influential characteristic in the fields of social science and higher education. Familism has not been studied with Hispanic nursing students. In the higher education and nursing education literature, the Hispanic students' perception of faculty support presents as an important factor in educational success. This has not been studied in nursing education in a quantifiable manner. Furthermore, help-seeking has been identified through educational research as a self-regulating learning strategy that, when utilized appropriately, supports academically successful students. Research with Hispanics and help-seeking in academia is non-existent; however the literature of social science has established that Hispanics are

at risk for help-seeking avoidant behaviors. Again, nursing education lacks examination on help-seeking. In order to test a theory of Hispanic help-seeking derived from counseling literature combining culture, individual and perceived helper support, this researcher proposes a study of the relationship between familism and help-seeking with Hispanic nursing students.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology of the study. The chapter provides

information about the study design, setting, sample, instruments, procedures, and data

analysis. A description of the electronic resources and website recruitment will also be

included.

Design

This research implemented a correlational, cross-sectional design, employing the

use of three survey instruments. The intention was to correlate scores between (1)

measures of familism and help-seeking components and (2) student perception of teacher

support and help-seeking components.

Setting

As previously mentioned, this study employed the use of a website to recruit

subjects, provide information about the study, and to allow subjects to link to the

electronic survey. Pre-licensure Hispanic nursing students from colleges across the

country accessed the website and could review information about the study. Through this

website, students participated from virtually anywhere as long as they had access to a

computer. The following information further describes the sample and the recruitment

process.

Sample

This study utilized convenience sampling to recruit current Hispanic pre-licensure

nursing students from various geographic locations across the United States. The subjects

were of any Hispanic ethnicity and included those of Mexican, Cuban, Puerto Rican,

Dominican, Central or South American or Spanish descent. Study subjects represent full

and part-time students at higher education institutions seeking either an associate or baccalaureate degree in nursing. A power analysis for a multiple regression model with ten predictors indicated that a sample size of 118 was necessary to detect a medium effect size ($R^2 = .13$ or equivalently $f^2 = .15$) with high probability (power = .80) and a 5% level of significance. Because this study recruited nationally from an understudied population in nursing education, the researcher preferred to recruit a larger sample size to (1) increase the probability of obtaining a nationally representative sample and (2) ensure diverse representation of Hispanic ethnicities. The final sample size consisted of 178 participants representing various Hispanic ethnicities.

Recruitment

Because previous research with Hispanic nursing students is limited to small regional samples, convenience sampling was used to obtain a large sample size. In order to ensure that the study website reached as many Hispanic nursing students as possible, a variety of strategies were used to contact potential participants and engage in recruitment activities. First, states with the largest Hispanic populations in the country were identified using data from the Pew Hispanic Center's Statistical Portrait of Hispanics in the U.S. (2009). The identified states were: California, Texas, Florida, New York, Arizona, Illinois, New Jersey, Colorado, New Mexico, Georgia, North Carolina, Nevada, Washington, Pennsylvania, Massachusetts, Virginia, Connecticut, Oregon, Michigan, and Maryland. Then state nurses' and state student nurses' associations from those states were contacted. Then, national organizations (the National Association of Hispanic Nurses [NAHN], the NLN and the Hispanic Association of Colleges and Universities [HACU]) were contacted for assistance with recruitment. Lastly, personal contacts made through networking

activities were also used by the researcher. These contacts were primarily nursing faculty in schools in the following states: California, Texas, Florida, New York, New Jersey, Arizona and Connecticut. A study introduction letter (Appendix A) and link to the study website were sent to these mentioned groups via email. It is important to note in the plan that the letter contained a formal request to have the study website advertised on organizational homepages and Facebook pages. In addition, the letter asked for dissemination of the website information to individuals or organizations that may have contact with Hispanic nursing students. To address the nursing faculty who were contacted, a similar letter (Appendix B) suggested ways to distribute the website information to students.

Each organization discussed above was asked to submit a letter of agreement to help recruit Hispanic nursing students. Letters of agreement were obtained from the National Association of Hispanic Nurses and the state nurses' associations from the following states: New Jersey, New Mexico, New York and Pennsylvania (Appendix C). This approach attempted to reach Hispanic nursing students by utilizing state, nursing and education resources. The following section will discuss the survey instruments that were employed as recruitment occurred.

Instruments

This study employed three measurement scales: one to assess familism, another for help-seeking preferences within an academic setting, and a scale that measures student perceptions of teacher support for questioning and help-seeking. As previously described in Chapter Two, each scale has been tested with university student populations. Copies of the scales are included in the following appendices: The Attitudinal Familism

93

Scale (Appendix D), Help-Seeking Component Measures (Appendix E) and the

Perceptions of Teacher Support for Questioning (Appendix F). Letters of permission to

use tools were obtained from the tool authors and are included in Appendix G. The

following section describes each scale in further detail.

The Attitudinal Familism Scale

Created by Lugo Steidel and Contreras (2003), the Attitudinal Familism Scale

(AFS) is an 18-item instrument requiring participants to respond to each item using a 10-

point Likert scale (Appendix D). Items are based on four components representing the

authors' definition of attitudinal familism: familial support, familial interconnectedness,

familial honor and subjugation of self for family (2003). Possible responses range from 1,

"strongly disagree", to 10, "strongly agree". Therefore, each of the 18 items can yield a

possible score between 1 and 10; total scores can range from 18 to 180. The overall mean

of the items were calculated and result in the familism score. The researchers indicated

the higher the score, the more the individual endorses familistic values (Lugo Steidel &

Contreras, 2003). All items are positively worded; no reverse scoring was necessary.

The authors of the tool tested this scale with a sample of 125 adult Hispanics,

mainly first-generation Puerto Ricans living in the United States (2003). In the validation

study (Lugo Steidel & Contreras, 2003) the 18 items accounted for 51.23% of variance

when tested with this sample. Cronbach's alpha was reported as .83 for the overall scale

(Lugo Steidel & Contreras, 2003). Cronbach's alpha for the sections were: familial

support (.72), familial interconnectedness (.69), familial honor (.68) and subjugation of

self for family (.56). To assess validity, participants also completed an instrument

assessing acculturation and another for demographic indicators of exposure to

94

mainstream values (generational level, years living in the U.S., and years of education in the U.S.). The researchers attempted to establish criterion validity based on prior studies by Montoro Rodriguez and Kosloski (1998) and Sabogal et al. (1987). These two studies established a negative relationship between acculturation and certain aspects of familism. Participants completed the Acculturation Rating Scale for Mexican-Americans II (ARSMA-II) (Cuellar, Arnold & Maldonado, 1995) which contains two subscales- Latino Orientation Scores (LOS) and Anglo Orientation Scores (AOS). To support validity of the AFS, researchers expected familism scores to relate positively to LOS and negatively to AOS. As stipulated by the original study (Montoro Rodriguez & Kosloski, 1998) findings significantly supported the researchers' expectations; overall familism scores on the AFS positively correlated to LOS while familism and AOS negatively correlated (Lugo Steidel & Contreras, 2003). In terms of the demographic indicators of exposure to mainstream values, the researchers expected a negative correlation between longer exposure to U.S. values and familism scores, which they found to be the outcome. Those with longer exposure to U.S. value systems achieved lower familism scores.

This scale was originally written in English and then translated into Spanish for use with those Hispanics who preferred to use their native language. For this study with Hispanic nursing students in the United States, only the English version of the scale was used. The researchers advised others to proceed with caution when using this instrument with other Hispanic groups. They acknowledge the low internal consistency for the "subjugation of self for family" section and suggest this resulted from either the homogeneity of the sample or the small number of items in that section (3)(Lugo Steidel & Contreras, 2003). Their sample consisted mainly of less acculturated, Spanish speaking

individuals from one state. The researchers suggest further studies utilizing more heterogeneous groups and possibly adding more items to raise internal consistency. As seen in Chapter Two, other researchers have established strong overall reliability with more heterogeneous samples of Hispanics. Various studies have used this scale to compare different Hispanic ethnicities to other groups in the college student population (Schwartz, 2007; Schwartz & Zamboanga, 2008; Schwartz, et.al, 2007; Schwartz et al., 2010; Weisskirch, et al., 2011), Hispanic adolescents from various ethnicities (Austin & Smith, 2008) and Hispanic mother-daughter pairs from differing groups (Zayas et al., 2009).

As previously mentioned, Lugo Steidel and Contreras (2003) reported good internal consistency when using the Attitudinal Familism Scale, with a Cronbach's alpha coefficient of .83 for the overall scale. In this current study, the Cronbach's alpha coefficient for this instrument was .84. The Attitudinal Familism Scale measures the culture-based component of this study; the following instrument measures help-seeking.

Help-Seeking Component Measures

This study employed the Help-Seeking Component Measures scale (Karabenick, 2001, 2003) (Appendix E) to provide information regarding students' help-seeking preferences and inclinations. Karabenick (2001, 2003) created this scale for a study examining components of help-seeking: attitudes, intentions, goals and preferred sources of help, for university students. The scale uses a 13-item, Likert-type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree) across five sections: instrumental help-seeking goal, executive help-seeking goal, formal versus informal help-seeking target, help-seeking threat and avoidance of help-seeking. Mean scores for each section

96

are calculated, so that higher scores indicate the individual endorses that help-seeking preference or inclination. A higher score in the formal versus informal help-seeking section indicates an individual prefers formal help-seeking sources (the teacher). This section contains one negatively-worded item, which is reverse-scored. This is the only reverse-score item on this survey as intended by the author.

For the purposes of this study, with the author's permission, an additional method of scoring was devised in order to examine correlation between help-seeking and familism. The scale was reviewed for items that would theoretically impact help-seeking negatively, despite the wording involved. These items were reversed scored and then combined with the other items to yield one help-seeking component score. An example of an item with a theoretically negative connotation to help-seeking is: "I would feel like a failure if I needed help in this class". The higher the score, the more the individual endorses positive help-seeking. As a result of manipulating the tool in this way, overall tool scores in this current study ranged from 23 to 65, with 65 being the maximum possible score. This range of scores represents negative (low) to positive (high) perceptions of help-seeking. Karabenick (2001, 2003) recommends that when using this scale, researchers provide a frame of reference for participants to base responses (Karabenick, 2001, 2003). For this study, participants were directed to think about a particularly troubling course they are currently enrolled in and use that while answering questions. The researcher reported the Cronbach's alpha reliability coefficients of the sections with the initial study sample of 883 university students as: adaptive (instrumental) help-seeking goal (.62), executive help-seeking goal (.78), formal versus informal help-seeking target (.66), help-seeking threat (.81) and avoidance of help-

97

seeking (.77) (Karabenick, 2001, 2003). No overall Cronbach's alpha was reported. In this current study, Cronbach's alpha coefficients were calculated for both the overall scale (.79) and the individual sections of the scale, as done by Karabenick (2001, 2003): instrumental help-seeking goal (.57), executive help-seeking goal (.70), formal versus informal help-seeking target (.73), help-seeking threat (.85) and avoidance of help-seeking (.66).

Perceived Teacher Support of Questioning Scale

Determining the influence of teacher behavior on student tendencies to help-seek was also measured in this study. Karabenick and Sharma (1994) created the Perceptions of Teacher Support of Questioning (PTSQ) scale (Appendix F) to measure students' perception of the teacher's encouragement to ask questions and seek help within a classroom. The scale contains six sections: specific instructions (telling students what to do if they have questions), opportunities for questions, teachers' informational responses to questions, reward-punishment contingencies, teachers' emotional responses to questions, and value that teachers place on student questioning. Each section is represented by two questions, one stated positively and the other stated negatively. This format resulted in a 12-item tool with Likert-type responses ranging from 1(strongly disagree) to 5 (strongly agree) for each statement. Scoring is determined by combining all items and computing an overall mean score, with reverse-coding of the six negatively worded items. The closer the score is to 5, the more students perceive teachers to be supportive of questioning. Once again, a frame of reference was provided for subjects' responses. Subjects were asked to continue to consider the particularly troubling course they are currently enrolled in, and focus on that teacher when answering questions. In a

preliminary study of the PTSQ, 122 university students representing varied levels of

academic ability completed the scale. Cronbach's alpha was computed at .81 for the

overall scale (Karabenick & Sharma, 1994). Following these results, the researchers used

the scale with a larger group of 1,615 students and yielded a Cronbach's alpha of .87

overall. In this current study, the Cronbach's alpha coefficient was .92, which supports

good internal consistency.

Demographics

In addition to the scales presented above, participants answered demographic

questions created by the researcher. Data generated from these questions will be

examined for effects on dependent variables, namely, familism and help-seeking.

Demographic items have been identified through literature review with Hispanics as

previously described in Chapter Two. Demographic items were forced choice responses

and included questions in multiple choice formats. Participants were asked to provide

information on items such as ethnicity, gender, age, marital and generational status,

parental education and years of schooling in the United States. See Appendix H for the

complete list of demographic items.

<div align="center">

Procedures

</div>

Upon receipt of approval from the Institutional Review Board at Indiana

University of Pennsylvania, work on the study began with the development of the

website. Again, the intent was to disseminate study information across a wide geographic

range of the United States. Next, recruitment through various state-based and Hispanic-

based sources, as described in the earlier section on the sampling, occurred. The final

procedures involved monitoring of subject participation, follow-up notifications and incentive distribution. These procedures are further discussed in this section.

Website Creation

The researcher designed a website for the study that contained study information. The website also contained a link to the online survey, which was created in and maintained by Qualtrics™ online survey software. The website contained study documentation, including an introduction letter (Appendix I) and the informed consent (Appendix J). The researcher created and posted a short animated slide presentation entitled, "Hispanic Nursing Student Facts". This presentation highlighted key statistics about Hispanic nursing degree attainment compared to other groups; this information is included in Appendix K. A 'Welcome from the Researcher' tab contained a letter from the researcher further explaining the need to study Hispanic nursing students (Appendix L). Additionally, information about study incentives was included on the website. Participants could view the incentive, a bumper sticker displaying a message of Hispanic nurse pride, before deciding if they wanted to provide a mailing address. Participants were also able to enter two drawings for $50 on the incentive page. Upon completion of the survey, participants received a code necessary to order the incentive and enter the drawing. This process made participation in the incentive process voluntary while assuring that only those who completed the survey received incentives. Finally, a "Questions and Comments for Researcher" page was included with the researcher's contact information. A screenshot of the website homepage is included in Appendix M.

Once the website was completed, the recruitment process began. Emails were sent to the various organizations and faculty contacts described in the sampling section.

Letters of agreement were obtained from various state and national organizations. Sample

recruitment and monitoring, follow-up and incentives occurred during the data collection

period.

Monitoring, Follow-up and Incentives

Once the study letter and website was sent to the aforementioned groups and

individuals, the data collection period commenced and continued for approximately 12

weeks. The recruitment goal of 118 subjects was met and surpassed to a total of 178

subjects. The number of respondents was monitored by the researcher using the

Qualtrics™ online survey software. The follow-up plan for recruitment was as follows:

- At two weeks: a reminder email was sent to all contacts mentioned in the

  recruitment plan (Appendix N).

- At four weeks: a reminder email was sent to all contacts mentioned in the

  recruitment plan (Appendix O).

Incentive requests were processed every two weeks over the period of data

collection and continued until two weeks after the collection period ended. At that time,

data collection ended and the incentive drawings occurred. The winners were notified,

incentives distributed and the website was then shut down. Personal information about

participants collected was maintained in the researcher's password-protected computer

and hard copies of data were kept in a locked file in the researcher's office.

<center>**Data Analysis**</center>

Descriptive and inferential analyses were completed using the Statistical Package

for Social Science ® (SPSS), version 19. Data was checked for missing items and

descriptive analysis of the demographics of the sample was completed. In addition data

<center>101</center>

was checked to verify that the assumptions associated with the statistical tests were met. For correlation and multiple regression, careful consideration was given to sample size, outliers, non-normality and the relationship among the independent variables (multicollinearity and singularity) prior to performing tests. The proposed research questions guided the selection of inferential statistical analyses:

- What is the relationship between levels of familism and help-seeking in pre-licensure Hispanic nursing students? Spearman's Rank Correlation Coefficient was calculated to test the strength and direction of relationship because the data failed to meet the assumption of linearity.

- What is the relationship between perceptions of teacher support and help-seeking in pre-licensure Hispanic nursing students? Again, Spearman's Rank Correlation Coefficient was calculated to test the strength and direction of relationship because the data failed to meet the assumption of linearity.

- What are the major predictors of familism and help-seeking in pre-licensure Hispanic nursing students? Multiple regression was used to evaluate the effects of demographic variables on familism and on help-seeking.

Chapter Summary

This chapter reviewed the methodological implementations of this study. Recruitment of a national sample was attempted using a technologically-based plan which incorporated a website and computer-based surveys. Instruments representative of the operational definitions and the proposed theoretical framework were identified and used in this study. Descriptive and inferential statistical analysis was used for data analysis. Chapter Four discusses the results yielded from this study.

CHAPTER FOUR

RESULTS

This chapter presents the results of the statistical analysis of the study and will begin with a description of the sample demographics. Descriptive statistics on the overall instrument scores, the Attitudinal Familism Scale, Help-Seeking Components Scale and Perception of Teacher Support Questionnaire, will be presented. This chapter also presents results pertaining to the research questions posed in Chapter One.

Sample Description

Two-hundred and ninety-nine people accessed the study and were presented with a series of yes/no statements to determine eligibility for the study. These statements (required response in parentheses) included: (1) At least one of my parents is of Hispanic ethnicity (yes); (2) I am a registered nurse (no); and (3) I am currently enrolled in either an associate or baccalaureate nursing program (yes). Two-hundred and four individuals met the criteria to participate and began the study. Subjects who had incomplete data were eliminated from the sample, yielding a final sample of 178 subjects (87% of the eligible respondents) who completed the survey in its entirety. Although this is the final sample size, numbers (n) on the tables in this chapter may vary due to omission of random tool items by respondents. This study attempted to recruit an ethnically diverse sample of Hispanic nursing students by recruiting nationally and using a variety of recruitment strategies. The description of the ethnicity of this sample is highlighted in Table 1. Mexicans were the largest group represented (62%) followed by South Americans (12%) and those from Spain (10%). The remaining subjects were divided amongst Puerto Rican, Cuban, Dominican and Central American ethnicities. Table 2

highlights the demographics on U.S. state where participants' nursing programs are located. The majority of the sample attended nursing programs in either Texas (32%) or California (19%); limiting geographic diversity and yet supporting a sample majority of Mexican participants. Other states with high number of survey respondents in the sample include Florida (17%) and Arizona (10%).

Table 1

Participants' Country of Ethnic Origin

Country	N	%
Mexico	111	62.4
South America	22	12.4
Spain	18	10.1
Central America	16	9.0
Puerto Rico	16	9.0
Cuba	14	7.9
Dominican Republic	8	4.5

Note. Respondents were permitted to select up to 2 countries of origin.

Additional demographic information was collected on items such as gender, generational status, marital status and type of nursing degree sought. The majority of the sample was female (88%), second-generation Hispanic-American (44%), single (70%), and seeking a baccalaureate degree (65%). In addition, data was collected on how participants heard about the study. The majority (75%) was informed by their school or nursing professor. If the student was a member of the National Association of Hispanic Nurses [NAHN], he/she received an email from that organization. Table 3 provides a more detailed summary of selected demographic data.

The ages of the participants ranged from 18 to 51 years (M = 27.4, SD = 7.52) with a majority (73%) between the ages of 18 and 30. Ninety-one percent of the

respondents either moderately or highly identified with their Hispanic heritage (6 or
greater on a 1-10 scale, M = 8.11, SD = 1.88). Thirty percent of participants reported
their mother's level of education as limited to a high school degree; while 35% indicated
their father's education was also limited to a high school degree.

Table 2

Participants' States where Nursing Programs Located

State	n	%
Texas	56	31.5
California	34	19.1
Florida	30	16.9
Arizona	18	10.1
New York	10	5.6
Oregon	8	4.5
New Jersey	7	3.9
Colorado	4	2.2
Illinois	4	2.2
New Mexico	2	1.1
Pennsylvania	2	1.1
Alabama	1	0.6
Ohio	1	0.6
Wisconsin	1	0.6

Forty-eight percent of participants indicated they attended schools in the United
States for the entirety of their kindergarten through 12th grade education, or 13 years.
Another 42% reported attending U.S. schools between 7 and 12 years. The mean number
of years the participants have been in attendance at U.S. colleges was 4.6 (SD = 2.11).
Table 4 provides further information on select descriptive statistics discussed above.

Table 3

Frequency Distribution of Selected Demographic Variables

Variable	Category	n	%
Generational Status	First	51	28.7
	Second	79	44.4
	Third	48	27.0
Gender	Female	156	87.6
	Male	22	12.4
Marital Status	Single	124	69.7
	Married	42	23.6
	Divorced	11	6.2
	Widowed	1	0.6
Nursing Program Type	Associate	63	35.4
	Baccalaureate	115	64.6
Study Notification	Professor/Advisor	136	75.3
	NAHN	38	23.3
	Other	4	1.4

Note. NAHN = National Association of Hispanic Nurses. Percentages may not add to 100% due to rounding.

Instrumentation Results

Participants completed three surveys: The Attitudinal Familism Scale (AFS) (Lugo Steidel & Contreras, 2003), Help-Seeking Component Measures (HSCM) (Karabenick, 2001, 2003), and the Perceptions of Teacher Support Questionnaire (PTSQ) (Karabenick & Sharma, 1994). In this section, descriptive results from these surveys will be presented. Overall results, including score ranges can be found in Table 5. In terms of the Help-Seeking Component Measures, results from the overall scale will be presented, followed by results on the individual sections.

Table 4

Descriptive Statistics on Selected Demographic Information

	N	Min	Max	Mean	SD
Age	178	18	51	27.4	7.52
Identification with Hispanic heritage	178	1	10	8.1	1.88
Years in US K-12	170	0	13	11.3	3.18
Years in US College	177	1	13	4.6	2.11

Note. N is the number of non-missing responses, thus vary from variable to variable

The Attitudinal Familism Scale

As previously mentioned in Chapter Three, scores on the AFS can range from 18 to 180. In this study, the mean score was 130.5 (SD = 17.9) indicating an overall strong endorsement of these values across this sample of Hispanic nursing students. Items yielding the highest scores (scale of 1-10) focus on obligation to family, including "A person should rely on family if the need arises" (M = 8.5, SD = 1.76); "Children should help out around the house without expecting allowance" (M = 8.6, SD = 1.70), and "A person should help his/her elderly parents in times of need, for example, helping financially or sharing a house" (M = 8.8, SD = 1.36). "Children younger than 18 should give almost all their earnings to their parents" yielded a mean of 3.3 (SD = 1.82). The mean score for "Children should live with their parents until marriage" was 4.5 (SD = 2.49). Further discussion about these results will continue in Chapter Five.

Familism mean scores were influenced by three demographic variables: age, generation and parental level of education. Table 6 highlights these differences. Hispanic nursing students who were younger, identified themselves as second generation and had parents with less educational experience scored higher on the AFS.

Table 5

Descriptive Statistics for Study Instrumentation

	N	Min	Max	Mean	SD
Total Attitudinal Familism Scale	170	71.0	180.0	130.5	17.93
Total Help Seeking (HS) Component Measures	171	23.0	65.0	51.0	6.74
Instrumental HS	176	1.0	5.0	4.2	0.76
Executive HS	175	1.0	4.5	1.8	0.71
HS Threat	176	1.0	5.0	2.0	0.90
HS Avoidance	177	1.0	4.3	1.8	0.68
HS Source	175	1.3	5.0	3.1	0.89
Total Perceptions of Teacher Support	161	1.2	5.0	3.7	0.75

Note. N is the number of non-missing responses, thus vary from variable to variable.

Help-Seeking Component Measures

The HSCM were scored in two ways for this study. First, an overall help-seeking score was obtained by reversing the scores on items containing negative connotations or effects on help-seeking. In this way, the possible range of scores was 5 to 65; the higher the score, the greater an individual's positive perception of help-seeking. In this study, participants strongly perceived help-seeking as positive (M = 51.0, SD = 6.74). As with

the familism measurement, certain demographics seemed to yield higher scores. Again, age and generation made a difference in mean scores along with gender. Table 7 provides a comparison on means by demographics.

Table 6

Comparison of Familism Means by Demographic Variables

	N	Mean	Median	SD
Age				
18-23	67	132.1	134	18.7
24-30	57	127.8	127	19.6
31-51	46	131.4	132	14.2
Generation				
1st	49	128.9	128	16.0
2nd	75	133.4	135	18.6
3rd	46	127.4	131	18.4
Paternal Education				
No High School (HS) Degree	61	132.2	131	18.0
HS Graduate/Some College	54	129.0	133	18.9
College Graduate	52	130.7	131	16.9
Maternal Education				
No HS Degree	61	132.2	131	18.0
HS Graduate/Some College	62	128.8	131	14.9
College Graduate	55	127.6	127	19.9

Note. N is the number of non-missing responses, thus vary from variable to variable.

The second method of scoring concentrated on the individual sections of the overall tool. As Karabenick (2001, 2003) intended, mean scores for each individual section were calculated. The closer the score to 5, the more the component of help-seeking was endorsed by participants. The Instrumental HS section ($M = 4.2$, $SD = 0.76$) indicated that participants would help-seek with the purpose of increasing knowledge.

This is in contradiction to the following section, Executive HS (M = 1.8, SD = 0.71), where participants were less likely to help-seek in order to lighten their work loads. HS Threat (M = 2.0, SD = 0.90) indicated that this sample of nursing students moderately perceived help-seeking as threatening.

Table 7

Comparison of Total Help-seeking Means by Demographic Variables

	N	Mean	Median	SD
Age				
18-23	67	50.9	53	6.9
24-30	56	50.2	51	6.9
31-51	48	52.2	52	6.3
Generation				
1st	50	53.3	53	5.1
2nd	75	50.1	51	7.6
3rd	46	50.0	50	6.5
Gender				
Male	21	50.5	51	5.5
Female	150	51.1	52	6.9

Note. N is the number of non-missing responses, thus vary from variable to variable.

Participants in this sample indicated potential to avoid help-seeking (HS Avoidance, M = 1.8, SD = 0.68). Finally, for HS Source, the section that indicates which source, peer versus faculty, participants would seek out if they needed help. The closer the score to 5, the more indicative of selecting faculty as the source, which was the case here (M = 3.1, SD = 0.89). Differences were seen in individual help-seeking component means in terms of gender. Table 8 presents these differences and are important for the Chapter 5 discussion.

Table 8

Comparison of Individual Help-seeking Component Means by Gender

Gender		Instrumental HS	Executive HS	HS Threat	Avoid HS	HS Source
Male	N	21.0	21.0	21.0	21.0	21.0
	Mean	4.2	2.1	2.1	1.8	3.3
	Median	4.5	2.0	2.0	2.0	3.3
	SD	0.8	0.7	1.0	0.5	1.1
Female	N	155.0	154.0	155.0	156.0	154.0
	Mean	4.2	1.7	2.0	1.8	3.7
	Median	4.5	1.5	2.0	1.7	3.0
	SD	0.8	0.7	0.7	0.9	0.8

Perceived Teacher Support of Questioning Scale

The PTSQ provides a mean score, when closer to 5, indicates students' perceptions that their teachers are supportive of questioning and asking for help in the classroom. Participants in this study indicated a positive perception of teacher support (M = 3.71, SD = .75). The highest scoring item positively exemplifies the outcome of the PTSQ: "My teacher believes that student questions are important" (scale of 1-5, 5 = strongly agree, M = 4.02, SD = .94). Generally, participants identified that teachers welcome questions during class: "My teacher lets it be known that students should not interrupt her/him for questions" (scale of 1-5, 5 = strongly agree, M = 1.96, SD = .85). Again, differences were seen in response based on gender; more information can be found in Table 9.

<center>**Research Questions**</center>

Question One. The first research question asked**, "**What is the relationship between levels of familism and help-seeking in pre-licensure Hispanic nursing students?"

The relationship between familism and total help-seeking was investigated with the intention of using Pearson product moment correlation coefficient.

Table 9

Comparisons of Perceived Teacher Support of Questioning by Gender

Gender	N	Mean	Median	SD
Male	19	3.6	3.8	0.64
Female	142	3.7	3.8	0.76
Total	161			

Note. N is the number of non-missing responses, thus vary from variable to variable.

Preliminary analyses indicated a violation of linearity; data did not exhibit a normal distribution pattern. Therefore, Spearman rank order correlation (r_s) was used for non-parametric testing. Results indicated a negative, weak, non-significant relationship between the two variables ($r_s = -.018$, n = 163, p = 0.82). Similar non-significant findings resulted when examining the relationship between familism and the individual help-seeking components.

Question Two. The second research question asked, "What is the relationship between perceptions of teacher support and help-seeking in pre-licensure Hispanic nursing students?" In the examination of the relationship between these two variables, again Spearman rank order correlation was used. Initially, help-seeking was measured overall with the HSCMS and teacher support by the PTSQ. There was a moderate, positive correlation between the two variables ($r_s = .40$, $p < .01$), as high levels of perceived teacher significantly support associated with higher levels of positive help-seeking components. When the examination focused on the relationship between teacher support and the individual components of the HSCMS, similar results ranged from small (HS Threat $r_s = -.27$, $p < .01$) to moderate (HS Avoidance $r_s = -.39$, $p < .01$) correlations.

112

Table 10 presents the correlations between teacher support and the individual help-seeking components.

Table 10

Correlations for Individual Help-seeking Components and Perceived Teacher Support of Questioning

		Total Teacher Support Perceptions
Instrumental Help-seeking (HS)		
	*r_s	**.361
	p	<.0005
	N	160
Executive HS		
	r_s	**-.340
	p	.<001
	N	160
HS Threat		
	r_s	**-.270
	p	.001
	N	160
HS Avoidance		
	r_s	**-.392
	p	<.001
	N	160
HS Source		
	r_s	.148
	p	.064
	N	158

Note. *r_s = Spearman's Rho;** Correlation is significant at the 0.01 level (2-tailed)

Question Three. The third research question asked, "What are the major predictors of familism and help-seeking in pre-licensure Hispanic nursing students?" Another focus of this study was to examine which demographic variables, if any, predicted familism and/or help-seeking. Multiple regression analysis was used to assess the ability of the independent variables to predict familism and then help-seeking. The following independent variables were entered into both models: ethnicity, identification with Hispanic heritage, parental ethnicity, generational status, years in school in the U.S.

113

(K-12) and years of college in the US, gender, age, type of nursing degree sought, marital status and parental educational level. Preliminary analyses were conducted to ensure no violation of the assumptions of multiple regression testing. It is important to note that one individual was identified as an outlier; there were extreme differences in terms of demographics (Mahalanobis Distance = 53.7). Multiple regression analyses were run for each dependent variable twice: once with no cases excluded and one with the outlier data removed. Removing the outlier had no effect on the conclusions.

Multiple regression analyses were conducted using the same independent variables but different dependent variables: familism, total help-seeking and the individual help-seeking component measures. None of the regression models yielded statistically significant findings. In the examination of predictors of familism, the total variance explained by the model was 19%. The total variances explained by the other models were: Total Help-seeking (13.4%), Instrumental Help-seeking (11.1%), Executive Help-seeking (13.5%), Help-seeking threat (9.6%), Help-seeking avoidance (13.6%) and Help-seeking source (11.6%). Tables 11 and 12 provide the statistical findings associated with multiple regression analyses for both models. Although not statistically significant, interesting findings warrant discussion such as the potential effects of identification with Hispanic heritage on familism. Additionally worthy topics include the possible effects of generation on all components of help-seeking. These discussions will occur in Chapter Five.

Table 11

Predictors of Familism

Predictors	B	Beta	t	*P*
Mexico	-1.462	-.040	-.261	.795
Puerto Rico	-3.111	-.050	-.471	.638
Cuba	3.302	.050	.536	.593
Dominican Republic	-7.002	-.081	-.828	.409
Central America	2.221	.036	.353	.725
South America	-.699	-.013	-.113	.910
Spain	-3.127	-.053	-.576	.565
Identification with Hispanic heritage	3.508	.367	3.923	<.001
Maternal ethnicity	-.695	-.011	-.127	.899
Paternal ethnicity	8.388	.113	1.325	.187
Personal ethnicity	3.036	.127	1.138	.257
Years in US K-12	.475	.084	.862	.390
Years in US College	.653	.077	.851	.396
Gender (male)	3.667	.068	.813	.417
Age	-.017	-.007	-.064	.949
Type of nursing degree seeking (Associate degree)	-2.324	-.062	-.669	.504
Married (Single)	-5.810	-.138	-1.363	.175
Divorced or Widowed (Single)	.009	.000	.001	.999
Maternal High School Grad/Some College (no)	-1.762	-.048	-.423	.673
Maternal College Graduate (no)	-3.818	-.100	-.785	.434
Paternal High School Grad/Some College (no)	-1.824	-.048	-.463	.644
Paternal College Graduate (no)	1.895	.049	.443	.658

Note. $R^2 = 0.189$, $F (22, 139) = 1.47$, $p = .093$. Items in parentheses indicate reference categories. For each country listed above, reference category = no.

Table 12

Predictors of Help-seeking

Predictors	B	Beta	t	*p*
Mexico	1.111	.080	.511	.610
Puerto Rico	-1.650	-.070	-.646	.520
Cuba	-2.699	-.108	-1.131	.260
Dominican Republic	-.290	-.009	-.088	.930
Central America	-3.334	-.142	-1.369	.173
South America	-1.295	-.063	-.541	.589
Spain	.972	.044	.463	.644
Identification with Hispanic heritage	-.047	-.013	-.136	.892
Maternal ethnicity	-1.795	-.074	-.846	.399
Paternal ethnicity	2.211	.079	.902	.369
Personal ethnicity	-2.793	-.310	-2.705	.008
Years in US K-12	.224	.105	1.048	.296
Years in US College	-.236	-.074	-.793	.429
Gender (male)	1.031	.050	.590	.556
Age	.171	.191	1.644	.102
Type of nursing degree seeking (Associate degree)	-.357	-.025	-.266	.791
Married (single)	-1.586	-.100	-.961	.338
Divorced or Widowed (Single)	-2.974	-.111	-1.151	.252
Maternal High School Grad/Some College (no)	2.758	.198	1.711	.089
Maternal College Graduate (no)	.279	.019	.148	.883
Paternal High School Grad/Some College (no)	-.059	-.004	-.039	.969
Paternal College Graduate (no)	.977	.067	.590	.556

Note. $R^2 = 0.134$, $F (22, 140) = 0.985$, *p* = .487. Items in parentheses indicate reference categories. For each country listed above, reference category = no.

Chapter Summary

This chapter presented the findings of statistical analyses that were conducted as part of this study. Descriptive and inferential statistics were presented, including correlation and regression analyses. Previous chapters have discussed that quantitative studies with Hispanic nursing students are rare. In addition, this study proved a further challenge with the inclusion of culture (familism) and help-seeking; two topics not previously studied in this population. Insignificant findings, although not surprising, still contribute pertinent information and new focus for future studies. Chapter Five will highlight these points, as well as discuss limitations.

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS

This chapter offers conclusions to this research and begins with a discussion about

the demographics, survey items, and research question findings which were highlighted

in Chapter Four. Findings will be compared and contrasted to literature and also within

the context of the conceptual framework when appropriate. Limitations encountered

during the course of the study will be presented. In addition, implications and

recommendations will provide information for the nurse educator. The chapter concludes

with suggestions for further study with this population.

Discussion

Because research with Hispanic nursing students recruited from across the United

States has not been done before, the following discussion will begin with the sample.

Also, the lack of quantitative nursing education-based studies with this population and

variables warrants discussion on the familism, help-seeking and perceptions of teacher

support survey findings. A discussion on the statistical outcomes for each research

question will conclude this section.

Sample Discussion

As previously mentioned throughout this study, recruitment goals were targeted at

an ethnically diverse sample of Hispanic nursing students across the United States. This

goal focused on increasing generalizability of the research results to "Hispanics" as an

overall group. As identified in Chapter Two a major criticism of Hispanic education-

based studies (nursing and non-nursing) was the narrowly-focused or single-ethnicity

samples used by other researchers, limiting generalizability across the Hispanic

ethnicities. Despite rigorous attempts to recruit in states that were ethnically diverse, the

majority of the sample came from Texas and California. As these are states with large

Mexican populations, the majority of the sample was of Mexican ethnicity. Although

statistics on Hispanic ethnic breakdown in nursing and nursing education are not

available, a review of total U.S. Hispanic population breakdown in 2008 indicated that

65.7% are Mexican (Pew Hispanic Center, 2009). This percentage is very close to the

Mexican representation in this study sample (62.4%). Representation of the other

Hispanic ethnicities in this study surpassed percentages of those reported in the U.S. as of

2008 (Pew Hispanic Center, 2009), as presented in Table 11. It cannot be assumed that

nursing education follows these trends in ethnic composition, yet it is reassuring that the

ethnicity of the sample supports the characteristics of the overall U.S. Hispanic

population. However, as further discussed in the limitations section, the problem

associated with generalizing to "Hispanics" still exists.

Table 13

Comparison of Hispanic Ethnicity Percentages: Study to Total U.S.

Country	Percent in Study	2008 Percent of Population
Mexico	62.4	65.7
Puerto Rico	9.0	8.9
Cuba	7.9	3.5
Dominican Republic	4.5	2.8
Central America	9.0	7.9
South America	12.4	5.7
Spain	10.1	1.3

The methods by which participants heard about this study could also have

contributed to the final demographics. The states with the highest Hispanic populations

have greater Hispanic-to-non-Hispanic college student ratios. Additionally, these states

119

may arguably have more Hispanic faculty. This may have led to greater faculty interest in helping to recruit for this study, which may have resulted in greater response from the most Hispanic-dense states. As demonstrated by the statistics this seemed to be the case, with the majority of respondents receiving study information from a faculty member (75.3%). It is also important, however, to make note of the impact of recruitment at the national level, through NAHN's largely student-based membership. Emails from the organization disseminating study information had better results than the advertisement on the organization's website. These points will be further discussed in the Implications section of this chapter.

Forty-two percent (n = 75) of the sample matched the profile of the traditional college student: single, between the ages of 18 and 25, and had received their entire pre-college (K-12) education in the United States. In addition, 62% of the sample (n = 111) had parents who earned a college degree. As previously stated, the majority of the sample reported being second-generation Hispanics. Although the majority highly identified with their Hispanic heritages, no true measure of acculturation was employed in this study. This will be discussed in greater length as a limitation; however, the question of acculturation presents itself early at the level of demographics and continues throughout the discussion section as a potentially confounding factor.

Discussion on Instrumentation Findings

The following section offers discussion on Hispanic nursing students' perceptions on their families, help-seeking influences and nursing faculty. Findings are compared and contrasted, when possible, to those found in the literature with both Hispanics and nursing students.

Familism. Hispanic nursing students in this sample strongly endorse familistic values on the overall survey. Although familism has not been directly measured in nursing education, results from qualitative studies with Hispanic nursing students have intimated that Hispanic students have a strong foundation of family values. When the individual items on the tool are considered, however, there are some distinct differences between this sample and what is reported in the literature. One of the least supported items on the AFS was the statement "Children should live with their parents until they are married". Since no demographic item addressed current living situation, it cannot be assumed that a majority of the sample lived at college versus at home. Nursing education literature has discussed living arrangements away from family as a high stressor (Taxis, 2006) and that students felt guilt or shame if wanting to live independently while at college (Evans, 2004; Taxis, 2006). Literature has stated that Hispanic students prefer to live at home while at college when compared to other ethnic groups (Desmond & Turley, 2009) or feel they need to live at home (Rudolph et al., 2005).

Another low-scoring statement on the AFS was "Children under the age of 18 should give nearly all their earnings to their parents". This statement reflects one's belief in tying together individual and familial financial goals. Research with Hispanic students in general has described a familial sense of duty, where everyone is expected to work and contribute to the family's financial health. In nursing education, students have reported meeting these obligations without contention. They also describe how providing for family impacts academic performance and results in stress when divisions of time between studying and working occur (Alicea-Planas, 2009; Amaro et al. 2006; Evans, 2004; Taxis, 2006).

The possibility exists that these differences lie within acculturation levels when comparing the sample in this study to others on this topic. Many prior studies in nursing education have recruited with the intent to focus solely on one Hispanic ethnicity or generation (typically first generation). For example, numerous studies have been conducted with Mexican nursing students (Bond et al., 2009; Maville & Huerta, 1997; Taxis, 2006) and others with Puerto Rican students (Rivera-Goba & Nieto, 2007; Swinney & Dobal, 2008). These factors can be indicative of less acculturation into mainstream U.S. perspectives on topics such as living arrangements and personal finances.

Discussion about these findings is limited because of the lack of research in this area. Since the comparison here lies between a quantitative measurement of familism (as in this study) and personal accounts of family in qualitative nursing education studies, it is difficult to come to a conclusion on which findings best represent Hispanic nursing students. Furthermore, Chapter Two describes the difference between attitudinal (beliefs) and behavioral (actions) familism. While this study assessed beliefs through attitudinal familism, prior studies blur the lines between belief and action. Further research about familism is needed with Hispanic nursing students to be able to draw accurate conclusions.

The familism literature discusses the impact of demographic findings, specifically age, generational status and parental level of education. Bush et al. (2004) reported that adolescents of younger age who had parents with less education demonstrated higher levels of familism. This trend occurred with the sample in this study as well. The researchers stipulated that as children progress into adolescence, peer influences account

for the decline in familism scores. In this current study, the mean age of the sample was 27 years. Perhaps as young adults progress into adulthood, familism scores are influenced not by peers, but by the cultural environments in which they are raising their own families. Again, this may be the impact of acculturation or other demographic variables. Interestingly, in this sample, it does not seem to be an effect of generational status. Studies focused on acculturation and familism (Montoro Rodriguez & Kosloski, 1998; Sabogal et al., 1987) report that traditionally, first-generation Hispanics with low levels of acculturation score highest on familism scales. In this study, second generation Hispanic nursing students exhibited higher levels of familism than first generation. Perhaps there is something unique about Hispanics who choose to study nursing when considering cultural values such as familism. More research is needed to better understand this phenomenon.

In summation, the profile of the most familistic individuals in this study includes those youngest (18 to 23 year-olds) second-generation participants. This contrast to what is seen in the literature warrants further investigation on familism with Hispanic nursing students. What is it about nursing students that makes them different than what is known?

In terms of parental education levels, supporting what is seen in the literature, participants who scored higher in familism had parents who did not complete high school. The majority of the youngest participants in this study (ages 18-23, n = 83) had a mother and/or a father who did not hold college degrees. Of those participants, 57% scored at or above the familism mean (130.45). This is in contrast to those ages 18-23 whose parents had college degrees (n = 27). Forty-five percent of this group scored at or above the mean for familism. According to Cortes (1995) the exposure to different

cultures and perspectives in higher education pulls an individual towards the mainstream ideals and decreases adherence to traditional values. It seems that as parents' broaden their own educational experiences, they themselves separate from their cultural value systems; this results in children doing the same.

Chapter Two discussed the quandary presented by the effects of family on Hispanic nursing students' success. The question was presented: is family a support or a barrier to students? This study did not set out to answer that question; the goals were to describe the phenomena of familism and its relationship to help-seeking with these students. When compared to existing familism literature, Hispanic nursing students presented both similarities and stark differences. The point was made that in order to understand these differences, more studies need to examine familism, especially through the lens of acculturation. This will be discussed in greater detail later on in this chapter. Familism presented some unexpected findings in terms of demographics; unanticipated results on the help-seeking measures also warrant discussion.

Overall Help-seeking. Hispanic students in this study reported an overall positive outlook on help-seeking in the context of their nursing courses. This was indicated by the mean score of the Help-seeking Component Measures (M = 51.01). According to descriptive statistics, participants in the age 31-51 years category had higher help-seeking scores than their younger counterparts (n = 48, M = 52.2). Interestingly, first-generation Hispanic students (n = 50, M = 53.3) scored higher than the second generation students (n = 75, M = 50.1) and third generation (n = 46, M = 50). Approximately 40% of the first generation students were between the ages of 31 and 51. The possibility exists that older Hispanic nursing students place a greater importance on or are more comfortable asking

for help, despite generational status. Although considered a characteristic of adult learners, this is contradictory to what is known about older Hispanics. There is a tendency to display help-seeking avoidant behavior. Perhaps the older Hispanics in this study were more acculturated. This information about age supports conclusions in nursing education drawn by Ofori and Charlton (2002). These researchers found similar differences between students in terms of age and help-seeking; they stipulated that older students may have better understanding of their academic abilities. This leads to a more positive outlook and greater help-seeking behaviors. Studies on help-seeking in higher education literature do not evaluate the effects of age; therefore it cannot be assumed that this difference in age is specific to nursing students.

Prior research has indicated that Hispanic males typically do not ask for help when compared to females (Ramos-Sanchez & Atkinson, 2009; Stanton-Salazar et al., 2001). In this current study, males generally scored lower on the overall help-seeking measure, but not by a drastic difference (males, 52% above mean; females, 57% above mean). Researchers (Ishikawa et al., 2010; Sobralske, 2006) have identified the Hispanic male characteristic of *machismo* as a possible explanation for why underutilization of help occurs. Asking for help may injure the Hispanic male ego by making a man seem weak. Hispanic male nursing students in this study may differ from prior research conclusions because they have already broken traditional family roles and expectations by deciding to study nursing; a profession which the culture has implicated as inherently female (Evans, 2004). The threats to masculinity related to help-seeking as reported in the literature (Ishikawa et al., 2010; Ramos-Sanchez & Atkinson, 2009; Sobralske, 2006;

Stanton-Salazar et al., 2001) may be less in nursing education. Further discussion on the individual help-seeking component findings will provide greater insight.

Individual help-seeking components. As previously discussed, help-seeking was assessed not only by a total score, but also through the individual components indicated on the tool: Instrumental HS, Executive HS, HS Threat, HS Avoidance and HS Source. The majority of this sample indicated that help-seeking goals were more often instrumental versus executive. This indicated that Hispanic nursing students would ask for help in order to increase their knowledge instead of making less work for themselves. Howard-York (2006) found a positive relationship between self-efficacy and instrumental help-seeking goals while studying nursing students. Conversely, Ofori and Charlton (2002) reported how self-efficacy negatively impacts instrumental goals. There is no information in this current study on self-efficacy, yet this concept could still explain the findings for Hispanic nursing students as well. It can also be argued, from what is seen in the nursing education literature, Hispanic students' negative perceptions of nursing faculty may serve as motivation for Hispanic nursing students to increase knowledge. Prior research has discussed that Hispanic students believe nursing faculty perceive them as unintelligent or lacking motivation (Taxis, 2006) and other research describes how students felt discriminated against by faculty (Yoder, 2001). Bond et al. (2009) discussed how Hispanic nursing students described an altruistic personal determination to learn and succeed against all odds. Further research into what motivates a Hispanic nursing student to learn may produce valuable insight on instrumental help-seeking.

Hispanic nursing students in this sample indicated a small risk for experiencing threat to self-esteem when asking for help and at risk for help-seeking avoidance

behaviors. Despite a strong positive result on the overall help-seeking scores, these findings still arose in the assessment of individual components of help-seeking. These negative feelings resound throughout the Hispanic help-seeking literature: Hispanics are at risk to avoid help-seeking, even if a need is identified. Although researchers who have studied this phenomenon across various contexts (Cachelin & Striegel-Moore, 2006; Grubbs & Frank, 2004; Krishnan et al., 2001; Larkey et al., 2001; McGarry et al., 2009; Stanton-Salazar et al., 2001;Valle et al., 2004) have compared Hispanics to other groups, the findings of this current study warrant concern for nurse educators because the possibility to avoid help-seeking exists. This will be further discussed in Implications.

As previously mentioned, the literature purports gender has an impact on help-seeking for Hispanics. In this study, no major difference was found for overall help-seeking when gender was considered. However, when focusing on the individual help-seeking components of threat and avoidance, gender did account for differences in response. Males indicated they were more threatened by help-seeking (M = 2.10) than females (M = 1.98) and at a higher risk to avoid help-seeking all together (M = 1.81 versus M = 1.76, respectively). Ishikawa et al. (2010) discussed how Hispanic males are influenced by the gender of the person they are seeking help from; meaning males may seek out male health care practitioners or other male professionals. To appear weak in front of a female may be perceived as a greater threat to masculinity (Ishikawa et al., 2010; Sobralske, 2006). In nursing education these results may reflect the Hispanic male student help-seeking experience within a discipline encompassed by females. These results may be a repercussion of the lack of male nursing faculty. Further attention needs to focus on males' perceptions of their nursing instructors.

A supposition presented in Chapter Two is that Hispanics prefer seeking help from informal sources (family, friends) rather than from professionals. Findings in this study are different from the literature. This may be an effect of the study population; this current study examines Hispanic nursing students, whereas the majority of the literature evaluates Hispanics seeking help in social science and healthcare settings. Further impacting this difference in group is the sensitivity of subject matter other studies have examined. Ocampo et al. (2007) studied Hispanic high school students' preference of help-seeking source when confronted with dating violence. Cabassa (2007) examined adult males' preference of help-seeking source for depressive symptoms. Topics such as these when compared to seeking help for academic issues, seem more personal, leading individuals to prefer disclosing information to family members or friends.

Findings from this current study support conclusions drawn by Bond et al. (2009), in which Hispanic nursing students described how they learned to look beyond their families for information and guidance. As discussed in Chapter Two, some literature indicates that Hispanic college students seem to break with tradition in order to succeed academically. Ceballo (2004) discussed that Hispanic parents facilitate this break by relieving their children of family obligations while in college. Perhaps integration into mainstream college values serves to benefit Hispanic students. Regardless, the possibility exists that Hispanic nursing students are different when it comes to academic help-seeking sources. In a study of nursing students not focused on ethnicity, participants indicated they were more likely to seek academic help from peers before faculty (Howard-York, 2006). Future examination comparing help-seeking tendencies of nursing

students using both ethnicity and gender as factors would help to further explain these findings.

Although the relationship between the five help-seeking components was not a focus of this study, comparison to the original study by Karabenick (2001) supports that Hispanic nursing students' help-seeking experiences may be similar to those of general college students. Karabenick (2001) created and first used the Help-seeking Component Measures with college students in large classes. Findings from the HSCM in this current study are similar to those of the Karabenick study. Significant correlations exist between executive help-seeking goals, threat, and avoidance (executive and threat [$r_s = 0.45$, $p <$ .01]; executive and avoidance [$r_s = 0.50$, $p < .01$]; threat and avoidance [$r_s = 0.49$, $p <$ .01]). This indicates that students who felt more threatened were less likely to seek help. In addition, if these students were to seek help it would be to expedite work tasks, not to increase knowledge. In both studies being compared, a relationship existed between instrumental help-seeking and source (teacher versus peer). Those who would seek help to increase learning would consult a teacher instead of a class peer. This current study with Hispanics also found a negative relationship between help-seeking avoidance and source, which was not seen in the Karabenick study. Those who indicated they would avoid help-seeking also indicated a preference for peers over teachers as a source of help. Perhaps these participants are similar in some way to those who are represented in the help-seeking literature of Chapter 2: Hispanics who avoid seeking help, mistrust professionals and prefer informal sources such as family and friends. Perhaps these individuals feel threatened to appear weak in the eyes of their instructors. Further

information about formal sources was obtained from the Perceptions of Teacher Support Questionnaire.

Perceptions of Teacher Support. The relationship between Hispanic nursing students and their nursing instructors have been reported as less than positive in the literature. Findings from previous research include negative feelings that range from faculty having a lack of cultural understanding to discriminating against Hispanic students. However, in this study, the majority of Hispanic students indicated they perceive their nursing faculty as supportive in the classroom. The PTSQ assesses a general feeling of how approachable and open a professor is to student questioning. Results in this study were very positive, which contradicts much of what is seen in nursing education literature. For example, Moceri (2010) described how Hispanic students felt less individual faculty time was given to them than their non-Hispanic counterparts. Few of the participants in this previous study indicated they felt supported in the classroom by nursing faculty; they believed the support was critical to their success (Moceri, 2010). In order to understand this perception of teacher support on behalf of the participants in this study, geographic location needs to be considered. The majority of participants represent states that are highly Hispanic population-dense, such as Texas, California and Florida. Nursing schools within these locations have greater numbers of Hispanic students and may have more educational support resources and faculty training to help Hispanic students succeed. In addition, nursing schools in these states may also have a strong Hispanic nursing faculty presence. These factors may have influenced the findings on teacher support that is contradictory to what is seen in the literature.

To continue the discussion on gender, and supporting implications from the literature, male students in this study perceive less teacher support (M = 3.57, SD = .64) than females (M = 3.74, SD = .76). In an aforementioned study by Stanton-Salazar et al. (2001) Hispanic male high school students reported low confidence in teacher support, the least willingness to be open about their needs and the least desire for personalized academic support. As seen in the individual help-seeking components of this study, Hispanic males continue this trend in nursing, despite having a positive overall outlook on help-seeking. The various reasons for this were discussed previously and include cultural gender roles, discomfort with admitting weakness to females and low numbers of male nursing faculty. Discussion on males will continue in the Implications section.

Social science literature discusses the extreme mistrust Hispanics have of professionals and the resultant help-seeking avoidant behaviors. Although the PTSQ does not measure the variable of trust, a positive overall response on this tool does indicate Hispanics' positive attitudes towards nursing instructors. It is important to note that much of the social science literature involves seeking help for social, mental or general health problems, which can be viewed as very personal information. In addition to informal help sources, the Hispanic culture embraces alternative healing methods such as folk medicine or spirituality (Marin & Marin, 1991). Often, families have traditions which embrace these practices. When it comes to needing help in higher education, especially within a field as specialized as nursing, family members may lose their viability as appropriate help sources. Hispanic nursing students may have little choice but to trust and seek help from formal sources, such as instructors or advisors. Discussion on teacher support will continue in the next section.

Research Question Discussion

Chapter Four presented the outcomes for the study research questions. Questions one and three failed to yield statistically significant results, while question two did find significant relationships between the variables. This section discusses research question findings and explains potential reasons for insignificance. This section will conclude with some interesting findings from this descriptive study that warrant consideration.

The first research question examined the relationship between familism and help-seeking. As reported in Chapter Four, no significant relationship was found. The conceptual framework (Ishikawa et al., 2010) presupposed that Hispanic help-seeking components are influenced by cultural factors. This study attempted to evaluate this element of the theory by using familism as the cultural component. In this study, Hispanic nursing students' perceptions of help-seeking were not influenced by their family values. Prior research (Hoppe & Heller, 1975) reported a significant relationship between familism and help-seeking with Hispanics in terms of healthcare. However, the researchers focused solely on Mexican females and used behavioral means to measure familism: participants were asked to count how many times they had visited with extended family in the past month. Although significant correlations were achieved, familism was not defined by attitudes or beliefs, as in this current study.

A few possibilities exist to explain the insignificant relationship between variables in this first research question. Perhaps Hispanic nursing students are more acculturated to the individualistic, competitive nature that pervades modern academic culture in the United States. They may be more willing and comfortable to look past traditional values in order to reap success than Hispanics in other contexts. Stanton-Salazar (2000)

132

identified that individualism heavily contributes to academic help-seeking tendencies. From an individualistic viewpoint, failure may ignite feelings of *verguenza*, or shame in admitting weakness, which can affect help-seeking in one of two ways. Fear of shame may motivate them to help-seek in order to avoid failing a class, or it may work against help-seeking because it would require them to admit help is needed. However, Hispanic nursing students in this study did indicate high levels of familism and so it can be argued that individualism is not a factor. Perhaps Hispanic nursing students are able to maintain their own customary traditions while acclimating themselves to the dominant culture in nursing school in order to succeed. Taxis (2006) described this as "bicultural functioning" (p.7); the result of students maintaining close connections with family while participating in other social networks in the U.S. higher education system. This may explain how Hispanic nursing students in this current study highly endorse familism while indicating positive perceptions of help-seeking.

Time may be a powerful factor in the lives of Hispanic nursing students. As discussed in previous chapters, Hispanic students have reported not enough time to study related to various family and financial issues. The need to work in order to support themselves through college may take time away from meeting minimal class expectations, much less being able to spend more time with an instructor for individual needs. Perhaps it is simply the rigors of nursing study that affect help-seeking; heavy coursework and assignments and the difficult concepts associated with nursing take time to complete and master. The inclusion of clinical experiences translates to more time away from life's demands. Surviving the daily challenges of nursing school may place additional time for help-seeking at the bottom of the priority list.

Do Hispanic nursing students feel they have the intellect and ability to become a nurse? Perhaps it is self-efficacy that influences the decision to help-seek. High self-efficacy may lead to a sense of increased ability to achieve without needing help from others. Conversely, it may lead to less feelings of threat associated with asking for help. Research on self-efficacy and help-seeking has yielded mixed results in nursing, elementary and higher education. Some research with Hispanics in nursing education (Amaro et al., 2006; Evans, 2004; Rivera-Goba & Nieto, 2007; Yoder, 2001) has described that nursing instructors' attitudes towards these students have left students feeling non-deserving to be a nurse, which may affect self-efficacy. Answers to the following research question address nursing students' perceptions of their teachers, which were significantly positive, leaving self-efficacy as a potential influence on help-seeking with this group. Since help-seeking has been regarded as a positive learning strategy that leads students to success, further research must be done to better understand the variables of influence in Hispanic nursing students.

Research question number two sought to determine the relationship between help-seeking and student perceptions of teacher support. Significant relationships were noted between overall help-seeking and teacher support and also each individual help-seeking component and teacher support. When Hispanic nursing students strongly perceive support by their faculty, they endorse more positive views of help-seeking. A conceptual framework by Ishikawa et al. (2010) guided this study and presumed that for Hispanics, the relationship between a helper and person needing help would influence individual outlook and experience with help-seeking. Study findings supported this element of the theory.

134

In this study, Hispanic students indicated they felt their nursing instructors supported the help-seeking process. This finding is especially important; prior literature has highlighted many negative perceptions of faculty on behalf of Hispanic nursing students. Hispanic nursing students in qualitative literature have used terms such as 'discrimination', 'racism', and 'lack of support' when describing faculty members. In this current study there is evidence that nursing instructors are doing something right, and it is not going unnoticed by Hispanic students. When an individual feels supported by his/her nursing instructor, not only is the outlook on help-seeking more positive; there are greater chances that help-seeking will occur. This is exactly the positive incentive literature needs to provide for nursing faculty so that support remains a continuous process. Continued academic support by faculty can help Hispanic students achieve success. In turn, this will help nursing reach its goal of diversity, and ultimately address the negative issues associated with Hispanic health in this country. Again, the collective goal in healthcare is to create a cultural match between patient and provider. It is critical that nurse educators understand that Hispanic students need their support; this study provides the evidence that students are receiving this support.

The third research question set out to identify which, if any, demographic variables predicted familism and help-seeking. None of the independent variables in this study were found to significantly predict familism or help-seeking. Valenzuela and Dornbusch (1994) found that Hispanic students scored significantly higher than non-Hispanic students in all familism measures, however, when assessing the ability of familism to predict grades, no significant effects were found. Conversely, Esparza and Sanchez (2008) reported high familism scores and also that familism predicted positive

academic behaviors such as low truancy and academic effort. Ethnic makeup of the samples may have impacted findings; Valenzuela and Dornbusch (1994) studied a sample of Mexican students while the Hispanics in the Esparza and Sanchez (2008) sample were ethnically diverse. These findings highlight that familism is a difficult concept to study in terms of predictive value. Familism warrants further investigation in all disciplines.

Some other factor in this current study may influence these variables; nursing education needs to further investigate other predictive factors. For instance, the possible influences of acculturation were not examined in this study and remain an important question. How immersed one is in the dominant culture could greatly affect either dependent variable. Acculturation has been found to influence familism in the literature (Montoro Rodriguez & Kosloski, 1998; Sabogal et al., 1987; Smokowski, Rose & Bacallao, 2008). Acculturation effects on help-seeking lack examination in the literature. Again, further study is needed to assess the influence of acculturation.

An individuals' definition of family could possibly influence familism and help-seeking. Traditionally, Hispanics indicate extended family, friends and close acquaintances as immediate family (Marin & Marin, 1991). However issues such as emigration, acculturation and even living arrangements (students living away at college) can affect an individual's definition of family. Questions on the familism scale incorporate beliefs towards immediate family and so this definition can affect familism. Furthermore, nursing students spend much time together and with their instructors: where do the Hispanic nursing students in this study consider their instructors in terms of family? This may affect responses on help-seeking and also teacher support measures. Considering the positive response on teacher support measures, Hispanic nursing students

do feel positively towards their instructors. Definition of family may arise as an important predictor.

Year in nursing school is a demographic that could have greatly impacted either familism and/or help-seeking. In terms of familism, the longer a student has been in nursing school and exposed to different people, cultures and if so, away from his/her own family, may have impacted this outcome. Help-seeking could have been influenced by how long a student has known his/her nursing instructors. A senior in nursing school may have a totally different perspective on help-seeking (and teacher support for that matter) than one who just began and has little experience with instructors. This variable was not assessed in this study and its impact warrants further investigation in nursing education.

As stated, regression models and subsequent findings did not provide significant results in this study; this is not to say that the items carry no relation or do not predict. Two demographic factors arose as having high standardized beta coefficients in each regression and are important for future directions of study. In all help-seeking variables, generational status consistently emerged as the strongest predicting variable. For familism, identification with Hispanic heritage was the variable that emerged as the strongest predictor. This could support the premise that generational status, familism and acculturation are important factors that need to be addressed in nursing education research especially in terms of help-seeking. These will be topics discussed in the Recommendations section, but first considerations must be given to study limitations.

Limitations

Prior to discussing limitations of the study, it is important to restate that this descriptive study was the first step in increasing the quantitative literature with Hispanic

nursing students. In addition, studies of help-seeking and familism are non-existent in nursing education. There in which lies the first limitation: no solid, accurate comparisons from previous literature can be derived from this study. Findings and discussion are presumptive in nature. Additionally, numerous presuppositions exist for why two research questions yielded insignificant results. First of all, this study did not utilize random sampling when attempting to recruit. Because of the descriptive nature of the study, the researcher decided to include anyone who fit the criteria and was willing to participate. Although the sample size well exceeded the power analysis number, the possibility remains that the sample was too small for the number of variables. Again, the diversity of the sample could have impacted the results. Mexicans were well-represented; however the other Hispanic ethnicities were not. No single ethnicity encompassed more than 12% of the sample except for Mexicans. Furthermore, the recruitment methods used in this study placed the onus of recruiting on faculty members and organizations across the country. Resultantly, 299 people attempted to participate in the study; 95 people did not meet eligibility criteria. The possibility that incorrect study information was shared with potential participants cannot be ignored. Perhaps people who did fit the criteria did not attempt to participate due to misinformation.

Although recruiting a diverse sample of Hispanic ethnicities was a goal for generalizability, it may have led to inconclusive findings. Many participants originated from states with high populations of Hispanics; the experiences of these nursing students may differ greatly from those who come from states with lesser Hispanic numbers. States such as Texas and California may have more Hispanic nursing faculty, or more faculty members with greater experience working with Hispanic students. This study did not

assess the ethnicity of the instructors. This could have impacted results because a large portion of the sample was from Texas and California.

The tools used to measure the variables may not accurately represent this population. Although the AFS had established strong reliability with many different Hispanic groups, it had never been used with Hispanic nursing students. The other tools, the HSCM and the PTSQ had been used with college students, but never before with Hispanics. Furthermore, instructions for these tools asked the participants to answer items with one particular nursing course and nursing instructor in mind. Participants were asked to think of a course that had been especially challenging if possible. Therefore, responses were made with one particular course and instructor in mind, not an overall perspective of students' entire nursing school experience. Again, ethnicity of this instructor was not assessed. These were risks assumed by the researcher at the beginning of the study. Also, this study relied on self-reporting of information; the assumption was made that the participants are answering truthfully.

Furthermore, the researcher concedes that demographic information may have lacked precision in terms of application to Hispanic nursing students. As previously mentioned, participants were not asked what year of school they were currently attending. Whether a student just began nursing school versus if he/she was preparing to graduate may have greatly influenced help-seeking. Certain variables that may have impacted familism, such as current living situation, were not assessed. By not examining acculturation levels with this sample, conclusions on familism, perceptions of teacher support and help-seeking sources are limited. The degree to which an individual adopts mainstream U.S. values and preserves traditional Hispanic culture can have many

ramifications on findings. In the absence of acculturation data, generational status seems one-dimensional: people of the same generation do act differently based on cultural experience. In addition, knowledge on acculturation may have provided more information on the different Hispanic ethnicities, in this study which sought to establish generalizability through a diverse sample. Comparisons based on acculturation may have provided useful information regarding ethnicity-based implications for nurse educators.

Implications

In order to address Hispanic healthcare disparities due to cultural mismatch between patient and provider, nursing education research must expand the research agenda on Hispanic students. Further research examining cultural factors and learning strategies is critical to expand knowledge and identify best practices for increasing Hispanic student retention. Based on prior nursing education literature, much of what is known comes from small qualitative studies limited to one ethnicity. Although the information yielded is invaluable, more quantitative work needs to be done in order to provide statistical evidence of factors that may yield tangible, generalizable solutions for all Hispanic nursing students.

In terms of familism and help-seeking, more information is needed to address the assumption that Hispanic students, because of family influence, are at risk of avoiding academic help when needed. These assumptions emerge from prior literature in social science fields that may not be comparable to nursing education. Research indicates that the Hispanic family is both a support and a barrier to success in nursing school. The findings of this study do not offer remedy to this duality of family perception. In order to

understand the worldview of Hispanics in nursing education, more studies need to be conducted.

Although two research questions examined in this study yielded non-significant results, inferences can be made from overall responses to the tools used in the study. Faculty need to acknowledge the strength of their roles in the success of Hispanic nursing students. Prior research has indicated that student perceptions of nursing faculty can greatly impact academic performance and success in nursing school. As described by Gilchrist and Rector (2007), cultural awareness of nursing faculty is critical to attract and retain diverse students. These researchers discuss how faculty need to empower diverse students by meeting cultural needs for success in the nursing discipline.

Certain facets of Hispanic nursing students' help-seeking proclivities need careful consideration by nursing faculty. In this current study, Hispanic students tend to perceive their nursing faculty as supportive of help-seeking. This contradicts much of the literature on help-seeking and mistrust of professionals that is common to Hispanics. Without information on year in nursing school, it can be argued that perhaps students in this study who were new to nursing may mistrust nursing faculty. Further study needs to assess this demographic. Regardless, nursing faculty should understand this breaking from tradition on behalf of Hispanic students and work to keep avenues of communication open. Remaining aware that Hispanic students may hesitate or refuse to ask for help, nursing faculty may find success in approaching students to assess if help is required. Beacham, Askew & Williams (2009) suggest the designation of faculty as Hispanic student coaches who provide encouragement and academic support. In addition, these designated faculty

141

members may serve as a liaison between the student and other faculty, to assure that help-seeking needs are met.

Nursing faculty must understand that Hispanic male students may be at an even greater risk to avoid help-seeking. Faculty awareness of gender role expectations is an important factor to male student success. The lack of male faculty in nursing may be a contributing factor, as research indicates that Hispanic males may feel threatened by admitting weakness to females (Ishikawa et al., 2010). Nursing as a profession should continue to encourage male nurses to consider teaching as a career in nursing; this is not something that individual faculty alone can remedy. However, faculty can also help by consistently monitoring Hispanic male student academic performance for early intervention if needed.

Although research findings on the influence of the Hispanic family are contradictory, in this current study, Hispanic students indicated an overall high endorsement of familism. Familism may greatly impact a student's academic performance; nurse educators need to be aware that Hispanic students may frequently find themselves having to choose between meeting family needs and spending time studying. This struggle has been discussed greatly in the nursing education literature (Alicea-Planas, 2009; Amaro et al., 2006; Bond et al., 2009; Doutrich et al., 2005; Evans 2004, 2007; Maville & Huerta, 1997). Familistic values indicate that these students may opt to care for the family at the expense of grades. To meet these students with resistance may further increase stress levels and lead to loss in communication between student and faculty. Nurse educators may need to understand that Hispanic individuals may define a family crisis differently than others and may require flexibility in order to meet all of

life's demands. Family education about the commitment required to succeed in nursing may also help decrease stress on Hispanic nursing students. Beacham et al. (2009) suggest program orientation sessions for students and family where each aspect of commitment is presented and discussed. These family orientation sessions have been reported as successful in the literature (Anders, Edmonds, Monreal & Galvan, 2007).

Overall implications of this research suggest increasing faculty awareness about Hispanic culture. This can be done through faculty development programs that center on cultural differences and is warranted for all cultures. However, this study is not the first to recommend culturally-based faculty development programs. Numerous studies have concluded that faculty education is a critical aspect of increasing retention of all minority nursing students (Anders et al., 2007; Gilchrist & Rector, 2007; Moceri, 2010; Villaruel et al., 2001). Yet, for Hispanic nursing students, retention levels still remain below those of other minorities and numbers of Hispanic nurses trail far behind those of an increasing Hispanic population.

As previously mentioned, participants in this study indicated a strong endorsement in familism that may put them at risk for avoiding help-seeking. However, it is important to reiterate that these students also had positive perceptions of help-seeking and strong perceptions of teacher support. The potential to ask for help exists. Hispanic nursing students should strive to balance family with school demands by communicating their needs to their nursing instructors. Students can empower themselves by functioning bi-culturally, that is, balancing their lives between the norms of Hispanic culture and those of nursing school. By bending tradition, as seen in both higher education (Ceballo, 2004) and nursing education (Taxis, 2006), students can increase their chances of

143

academic success. It is important that both Hispanic students and their instructors learn to function within and alongside multiple cultures in order to increase Hispanic nursing student retention. Future recommendations for research focus on creating comprehensive studies that incorporate important aspects of what it means to be a Hispanic nursing student.

<div align="center">**Recommendations**</div>

Nursing education needs to better understand methods to increase Hispanic student success to promote diversity in the nursing profession. Based on the literature of other disciplines, familism and help-seeking emerged as two variables that influence various aspects of Hispanic life. This study served to introduce these variables to nursing education, not as mutually exclusive concepts, but working in concert to describe pieces of the Hispanic nursing student experience. As stated earlier, further research on this topic is needed to draw conclusions on familism, help-seeking and student-faculty relationships. By conducting this initial study, the researcher can offer recommendations for further study.

As seen in this study, Hispanic nursing students differed greatly in tool responses and with demographics associated with those responses when compared to what was seen in the literature. A good example of this was generational status and familism. Taking guidance from literature (Lugo Steidel & Contreras, 2003) lower familism scores were expected with Hispanic students of higher generations. This was not the case; in fact, it was first generation students who scored the lowest on the AFS. Unexpected findings such as positive overall help-seeking scores and a preference for formal rather than informal help-seeking sources also separate Hispanic nursing students from what has

been traditionally found in Hispanic literature. As a result of this, it is recommended that tools measuring familism and help-seeking are constructed and piloted for use specifically with Hispanic nursing students.

Future research should strive to examine familism, help-seeking and perception of teacher support individually for their relationships with acculturation. It is important to understand how acculturation fits within each of these aspects. The focus of this study recruitment was diversity of ethnicity; however that did not seem to serve any purpose other than to describe the breakdown of the Hispanic nursing student population. Perhaps it is not a descriptor such as ethnicity, but level of acculturation that accounts for differences in Hispanic nursing students' experiences. An acculturation measure will provide representation of Hispanic nursing students' level of immersion in mainstream culture. It is more personal than ethnicity; acculturation, as familism, represents values of an individual. Further supporting the need to evaluate acculturation with Hispanic nursing students, an earlier discussion presented generational status and identification with Hispanic heritage as two independent variables with seemingly strong impact on familism and help-seeking. Arguably, these variables can relate closely to acculturation and warrant further consideration in future studies.

Self-efficacy has been studied as a variable that effects help-seeking in nursing education, but results have been inconclusive. Self-efficacy should be studied with Hispanic nursing students as well as other groups to see if a relationship exists.

Additional study should include the following demographics, which seemed to have some effect on responses: age, generational status, identification of Hispanic heritage, gender and parental level of education. In this current study, these demographics

145

also yielded findings of interest when comparing Hispanic nursing students to the general Hispanic population. Other demographic information introduced as critical to future studies includes number of years in nursing school, current living arrangements (with family versus not with family) and again, acculturation.

When studying Hispanics, the goal of generalizing to the larger population may not be realistic when considering all the potential confounding variables. Researchers should aim to study Hispanic nursing students within similar geographic locations and then replicate the study in a different area. This omits the need to compare students from different areas of the country within the same study. The problem associated with this was mentioned earlier: Hispanic students from schools in areas with large Hispanic populations may have completely different experiences than those from areas with a small Hispanic population. Resources, faculty ethnicity profiles and cultural values may differ greatly and affect results. Comparative studies should also be considered for future research: Hispanic nursing students across geographic locations, years in nursing school and types of nursing programs. Also, once accurate comparisons between Hispanic groups have been accomplished, a progression to comparative work between Hispanics and non-Hispanics is critical to examine potential differences and expand the knowledge for nursing education.

<div align="center">**Conclusion**</div>

Chapter Five provided a discussion on the sample, tool responses and research questions that emerged from this study. Limitations, Implications and Recommendations for future research were also presented. Findings supported only one element of the conceptual theory established by Ishikawa et al. (2010): an individual's help-seeking

outlook and experiences do share a relationship with positive perceptions of teacher support. The element that did not support this theory was the cultural beliefs of help-seeking (in this case, familism). The researcher acknowledges that non-significant findings may be due to limitations highlighted in this chapter, but also remains aware that no body of literature in nursing education truly exists to provide guidance or draw comparisons between findings. The earlier chapters have provided information on the significance of studying factors which may affect Hispanic nursing students. More Hispanic nurses are needed to ensure equality of healthcare in this nation, as determined by the IOM (2003; 2010). Hispanic student success is paramount to filling the education pipeline for nursing's future. This study has provided research with a small step towards increasing awareness of cultural differences and highlighting two important variables: familism and help-seeking. As a result of this study, one conclusion is clear: Hispanic nursing students seem to differ from the typical picture of Hispanics painted by the literature of other disciplines. The onus is on nursing education research to further discover what factors distinguish them from other Hispanics, so that appropriate measures can be conceived to ensure their success.

References

Alexander, B. C., Garcia, V., Gonzalez, L., Grimes, G., & O'Brien, D. (2007). Barriers in the transfer process for Hispanic and Hispanic immigrant students. *Journal of Hispanic Higher Education*, *6*(2), 174-184.

Alicea-Planas, J. (2009). Hispanic nursing students' journey to success: A metasynthesis. *Journal of Nursing Education*, *48*(9), 504-513.

Amaro, D., Abriam-Yago, K., & Yoder, M. (2006). Perceived barriers for ethnically diverse students in nursing programs. *Journal of Nursing Education*, *45*(7), 247-254.

American Association of Colleges of Nursing. (2009) *Annual survey on enrollment and graduation in baccalaureate and graduate degree programs in nursing* (Race/Ethnicity Tables)*. Washington DC: Author. Retrieved from: http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271.

Ames, R., & Lau, S. (1982). An attributional analysis of help-seeking in academic settings. *Journal of Educational Psychology, 74*, 414-423.

Anders, R. L., Edmonds, V. M., Monreal, H., & Galvan, M. R. (2007). Recruitment and retention of Hispanic nursing students. *Hispanic Health Care International, 5*(3), 128-135.

Austin, J., & Smith, J. (2008). Thin ideal internalization in Mexican girls: A test of the sociocultural model of eating disorders. *The International Journal of Eating Disorders*, *41*(5), 448-457.

Bardis, P. D. (1959). Attitudes toward the family among college students and their

parents. *Sociology & Social Research*, *43*(3), 352-358.

Beacham, T., Askew, R., & William, P. (2009). Strategies to increase racial/ethnic

student participation in the nursing profession. *The ABNF Journal: Official

Journal of the Association of Black Nursing Faculty in Higher Education, 20*(3),

69-72.

Beller, E. (1955). Dependency and independence in young children. *The Journal of

Genetic Psychology*, *87*(1), 25-35.

Berdahl, T., & Torres Stone, R. (2009). Examining Latino differences in mental

healthcare use: The roles of acculturation and attitudes towards healthcare.

Community Mental Health Journal, *45*(5), 393-403.

doi:10.1007/s10597-009-9231-6

Bond, M., Gray, J., Baxley, S., Cason, C., & Denke, L. (2008). Voices of Hispanic

students in baccalaureate nursing programs: Are we listening? *Nursing Education

Perspectives*, *29*(3), 136-142.

Bordes, V., & Arredondo, P. (2005). Mentoring and 1st-year Latina/o college students.

Journal of Hispanic Higher Education, *4*(2), 114-133.

doi: 10.1177/1538192704273855

Bush, K., Supple, A. J., & Lash, S. (2004). Mexican adolescents' perceptions of parental

behaviors and authority as predictors of their self-esteem and sense of familism.

Marriage & Family Review, *36*(1/2), 35-65. doi:10.1300/J002v36n01_03

Cabassa, L. J. (2007). Latino immigrant men's perceptions of depression and attitudes

toward help seeking. *Hispanic Journal of Behavioral Sciences*, *29*(4), 492-509.

Cachelin, F., & Striegel-Moore, R. (2006). Help seeking and barriers to treatment in a

    community sample of Mexican American and European American women with

    eating disorders. *International Journal of Eating Disorders*, *39*(2), 154-161.

Cauce, A., & Domenech-Rodríguez, M. (2002). Latino families: Myths and realities. In

    Latino children and families in the United States: Current research and future

    directions (pp. 3-25). Westport, CT: Praeger/Greenwood.

Ceballo, R. (2004). From barrios to Yale: The role of parenting strategies in Latino

    families. *Hispanic Journal of Behavioral Sciences*, *26*(2), 171-186.

Cejda, B., & Rhodes, J. (2004).Through the pipeline: The role of faculty in promoting

    associate degree completion among Hispanic students. *Community College*

    Journal of Research & Practice, *28*(3), 249-262.

Centers for Disease Control and Prevention. (2011). *CDC health disparities and*

    inequalities report- United States. Atlanta, GA: Author. Retrieved from:

    http://www.cdc.gov/mmwr/pdf/other/su6001.pdf

Clegg, S., Bradley, S., & Smith, K. (2006). 'I've had to swallow my pride': Help-seeking

    and self-esteem. *Higher Education Research & Development, 25*(2), 101-113.

Cohen, B. (1999). Measuring the willingness to seek help. *Journal of Social Service*

    Research, *26*(1), 67-82.

Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans.

    Hispanic Journal of Behavioral Sciences, *17*(2), 249-255.

Crisp, G., & Nora, A. (2010). Hispanic student success: Factors influencing the

persistence and transfer decisions of Latino community college students enrolled

in developmental education. *Research in Higher Education*, *51(*2), 175-194.

doi:10.1007/s11162-009-9151-x

Crist, J. D. (2002). Mexican American elders' use of skilled home care nursing services.

Public Health Nursing, *19*(5), 366-376. doi:10.1046/j.1525-1446.2002.19506.x

Cuellar, I., Arnold, B., & Maldonado, R. (1995). Acculturation rating scale for Mexican

Americans--II: A revision of the original ARSMA scale. *Hispanic Journal of*

Behavioral Sciences, *17*(3), 275-304.

Desmond, M., & Turley, R. (2009). The role of familism in explaining the Hispanic-

White college application gap. *Social Problems*, *56*(2), 311-334.

Doutrich, D., Wros, P., Valdez, M., & Ruiz, M. (2005). Professional values of Hispanic

nurses: The experience of nursing education. *Hispanic Health Care International*,

3(3), 161-170.

Edwards, K., Radcliffe, S., Patchell, B., Broussard, K., Wood, E., & Ogans, J. (2009).

Outcomes: The recruitment enhancement cultural affirmation project. *Journal of*

Cultural Diversity, 16(2), 64-67.

Esparza, P., & Sanchez, B. (2008). The role of attitudinal familism in academic

outcomes: A study of urban, Latino high school seniors. *Cultural Diversity &*

Ethnic Minority Psychology, *14*(3), 193-200. doi:10.1037/1099-9809.14.3.93

Evans, B. (2004). Application of the caring curriculum to education of Hispanic/Latino

and American Indian nursing students. *The Journal of Nursing Education*, *43*(5),

219-228.

Evans, B. (2007). Student perceptions: The influence of a nursing workforce diversity grant on retention. *Journal of Nursing Education*, *46*(8), 354-359.

Evans, B. (2008). The importance of educational and social backgrounds of diverse students to nursing program success. *Journal of Nursing Education, 47*(7), 305-313.

Fischer, M. (2007). Settling into campus life: Differences by race/ethnicity in college involvement and outcomes. *Journal of Higher Education*, *78*(2), 125-161.

Garcia, P. (2001). Understanding obstacles and barriers to Hispanic baccalaureates. (ERIC Document No. 477-485). Retrieved from http://www.eric.ed.gov/PDFS/ED477485.pdf

Gilchrist, K., & Rector, C. (2007). Can you keep them? Strategies to attract and retain nursing students from diverse populations: Best practices in nursing education. *Journal of Transcultural Nursing*, *18*(3), 277-285.

Gloria, A. M., Castellanos, J., Lopez, A. G., & Rosales, R. (2005). An examination of academic nonpersistence decisions of Latino undergraduates. *Hispanic Journal of Behavioral Sciences*, *27*(2), 202-223.

Gloria, A. M., Hird, J. S. & Navarro, R. L. (2001). Relationships of cultural congruity and perceptions of the university environment to help-seeking attitudes by sociorace and gender. *Journal of College Student Development, 42*(6), 545.

Greene, T. G., Marti, C., & McClenney, K. (2008). The effort-outcome gap: Differences for African American and Hispanic community college students in student engagement and academic achievement. *Journal of Higher Education*, *79*(5), 513-539.

Grubbs, L., & Frank, D. (2004). Self-care practices related to symptom responses in African-American and Hispanic adults. *Self-Care, Dependent-Care & Nursing*, *12*(1), 4-9.

Hegge, M., Melcher, P., & Williams, S. (1999). Hardiness, help-seeking behavior, and social support of baccalaureate nursing students. *Journal of Nursing Education*, *38*(4), 179-182.

Hoppe, S., & Heller, P. (1975). Alienation, familism and the utilization of health services by Mexican Americans. *Journal of Health and Social Behavior*, *16*(3), 304-314.

Howard-York, L. K. (2006). *Nursing students: What factors influence help seeking?* (Doctoral dissertation). Retrieved from ProQuest Information and Learning Company. (Accession No. 3233808)

Hymovich, D. P. (1983). The chronicity impact and coping instrument: Parent questionnaire. *Nursing Research*, *32*(5), 275–281.

Institute of Medicine. (2003). *Unequal treatment: Understanding racial and ethnic disparities in health care.* Washington DC: National Academy of Sciences.

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health.* Washington DC: National Academy of Sciences.

Ishikawa, R., Cardemil, E. V., & Falmagne, R. (2010). Help seeking and help receiving for emotional distress among Latino men and women. *Qualitative Health Research*, *20*(11), 1558-1572.

John, R., Resendiz, R., & De Vargas, L. (1997). Beyond familism?: Familism as explicit motive for eldercare among Mexican American caregivers. *Journal of Cross-Cultural Gerontology*, *12*(2), 145-162.

Karabenick, S. (1998). *Strategic help seeking: Implications for learning and teaching*. Mahwah, NJ: Erlbaum.

Karabenick, S. A. (1987). *Cognitive learning strategies: Their relation to perceived need and help-seeking behavior*. Washington DC: Office of Educational Research and Improvement. Retrieved from ERIC database (ED292010).

Karabenick, S. A. (2001). *Seeking help in large college classes: Who, why and from whom?* (ERIC Document No. 454-760). Retrieved from http://www.eric.ed.gov/PDFS/ED454760.pdf

Karabenick, S. A. (2003). Seeking help in large college classes: A person-centered approach. *Contemporary Educational Psychology, 28*, 37-58.

Karabenick, S. A. (2004). Perceived achievement goal structure and college student help seeking. *Journal of Educational Psychology, 96*(3), 569-581.

Karabenick, S. A., & Knapp, J. R. (1991). Relationship of academic help-seeking to the use of learning strategies and other instrumental achievement behavior in college students. *Journal of Educational Psychology, 83*(2), 221.

Karabenick, S. A. & Newman, R. S. (Eds.). 2006. *Help-seeking in academic settings: Goals, groups and contexts*. Mahwah, NJ: Lawrence Erlbaum.

Karabenick, S. A., & Sharma, R. (1994). Perceived teacher support of student questioning in the college classroom. *Journal of Educational Psychology*, *86*(1), 90.

Kearney, L., Draper, M., & Barón, A. (2005). Counseling utilization by ethnic minority college students. *Cultural Diversity & Ethnic Minority Psychology*, *11*(3), 272-285.

Keith-Lucas, A. (1994). *Giving and taking help*. St. David's, PA: The North American

    Association of Christians in Social Work Press.

Kennen, E., & Lopez, E. (2005). Finding alternate degree paths for non-traditional,

    NOW-traditional students. *Education Digest*, *70*(8), 31-35.

Kozanitis, A., Desbiens, J., & Chouinard, R. (2007). Perception of teacher support and

    reaction towards questioning: Its relation to instrumental help-seeking and

    motivation to learn. *International Journal of Teaching and Learning in Higher*

    Education, *19*(3), 238-250.

Krishnan, S., Hilbert, J., & VanLeeuwen, D. (2001). Domestic violence and help-seeking

    behaviors among rural women: Results from a shelter-based study. *Family &*

    Community Health, *24*(1), 28-38.

Kuo, B. H., Kwantes, C. T., Towson, S., & Nanson, K. M. (2006). Social beliefs as

    determinants of attitudes toward seeking professional psychological help among

    ethnically diverse university students. *Canadian Journal of Counselling*, *40*(4),

    224-241.

Larkey, L., Hecht, M., Miller, K., & Alatorre, C. (2001). Hispanic cultural norms for

    health-seeking behaviors in the face of symptoms. *Health Education & Behavior*,

    28(1), 65-80.

Lee, C. (2007). Educational innovations. Academic help seeking: theory and strategies

    for nursing faculty. *Journal of Nursing Education*, *46*(10), 468-475.

Leong, F. T., Wagner, N. S. & Tata, S. P. (1995). Racial and ethnic variations in help-seeking attitudes. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (pp. 415-438). Thousand Oaks, CA: Sage.

Le Mare, L., & Sohbat, E. (2002). Canadian students' perceptions of teacher characteristics that support or inhibit help seeking. *Elementary School Journal*, *102*(3), 239-53.

Lipsky, S., Caetano, R., Field, C. A., & Larkin, G. L. (2006). The role of intimate partner violence, race, and ethnicity in help-seeking behaviors. *Ethnicity & Health*, *11*(1), 81-100. doi:10.1080/13557850500391410

Luna, V., & Prieto, L. (2009). Mentoring affirmations and interventions. *Journal of Hispanic Higher Education*, *8*(2), 213-224. doi:10.1177/1538192709331972

Lugo Steidel, A., & Contreras, J. (2003). A new familism scale for use with Latino populations. *Hispanic Journal of Behavioral Sciences*, *25*(3), 312-330.

Marin, G., & Marin, B. (1991). *Research with Hispanic populations*. Newbury Park, CA: Sage**.**

Maville, J., & Huerta, C. (1997). Stress and social support among Hispanic student nurses: Implications for academic achievement. *Journal of Cultural Diversity*, *4*(1), 18-25.

McGarry, J., Kim, H., Sheng, X., Egger, M., & Baksh, L. (2009). Postpartum depression and help-seeking behavior. *Journal of Midwifery & Women's Health*, *54*(1), 50-56.

McKeachie, W. J., Pintrich, P. R., & Lin, Y. (1985). Teaching learning strategies.
Educational Psychologist, *20*(3), 153.

Moceri, J. (2010). Being cabezona: Success strategies of Hispanic nursing students.
International Journal of Nursing Education Scholarship, *7*(1),
doi:10.2202/1548-923x.2036

Montoro Rodriguez, J., & Kosloski, K. (1998). The impact of acculturation on attitudinal
familism in a community of Puerto Rican Americans. *Hispanic Journal of
Behavioral Sciences*, *20*(3), 375-90.

National League for Nursing. (2010). *Nursing data review: Academic year 2006-2007*.
New York, NY: Author.

Nelson-LeGall, S. (1981). Help-seeking: An understudied problem-solving skill in
children. *Developmental Review, 1*, 224-246.

Nelson-LeGall, S. (1985). *Help-seeking behavior in learning. Review of research in
education* (Vol. 12, pp. 55-90) Washington DC: American Education Research
Association.

Nelson-LeGall, S., DeCooke, P., & Jones, E. (1989). Children's self-perceptions of
competence and help seeking. *Journal of Genetic Psychology*, *150*(4), 457.

Newman, R.S. (2002). How self-regulated learners cope with academic difficulty: The
role of adaptive help-seeking. *Theory into Practice, 41*(2), 132-138.

Nolen, S., Meece, J., & Blumenfeld, P. C. (1986). *Development of a scale to assess
students' knowledge of the utility of learning strategies*. Washington DC: Office
of Educational Research and Improvement. Retrieved from ERIC database
(ED272526).

Nuñez, A. (2009). A critical paradox? Predictors of Latino students' sense of belonging in

    college. *Journal of Diversity in Higher Education*, *2*(1), 46-61.

    doi:10.1037/a0014099

Ocampo, B., Shelley, G. A., & Jaycox, L. H. (2007). Latino teens talk about help seeking

    and help giving in relation to dating violence. *Violence against Women*, *13*(2),

    172-189.

Ofori, R., & Charlton, J. P. (2002). A path model of factors influencing the academic

    performance of nursing students. *Journal of Advanced Nursing*, *38*(5), 507-515.

Olive, T. (2008). Desire for higher education in first-generation Hispanic college students

    enrolled in an academic support program: A phenomenological analysis. *Journal*

    of Phenomenological Psychology, *39*(1), 81-110.

    doi:10.1163/156916208X311638

Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K. C., & Midgley, C. (2001).

    Teachers' communication of goal orientations in four fifth-grade classrooms. *The*

    Elementary School Journal, 102(1), 35-58.

Paulsen, M. B., & Feldman, K. A. (2005). The conditional and interaction effects of

    epistemological beliefs on the self-regulated learning of college students:

    Motivational strategies. *Research in Higher Education 46*(7), 731-768.

Pew Hispanic Center. (2009). *Statistical portrait of Hispanics in the United States, 2008*.

    Retrieved from http://pewhispanic.org/

Pescosolido, B. A. (1992). Beyond rational choice: The social dynamics of how people

    seek help. *American Journal of Sociology, 97*(4), 1096-1138.

Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning questionnaire (MSLQ). *Educational and Psychological Measurement, 53*(3), 801-813.

Plecha, M. (2002, April). *The impact of motivation, student-peer and student-faculty interaction on academic self-confidence.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED464149).

Ramos-Sanchez, L., & Atkinson, D. R. (2009). The relationships between Mexican American acculturation, cultural values, gender, and help-seeking intentions. *Journal of Counseling & Development*, *87*(1), 62-71.

Ransford, H. E., Carrillo, F. R., & Rivera, Y. (2010). Health care-seeking among Latino immigrants: Blocked access, use of traditional medicine, and the role of religion. *Journal of Health Care for the Poor and Underserved, 21*(3), 862-878.

Rivera-Goba, M. V., & Nieto, S. (2007). Mentoring Latina nurses: A multicultural perspective. *Journal of Latinos and Education, 6*(1), 35-53.

Rogler, L. H., & Cortes, D. E. (1993). Help-seeking pathways: A unifying concept in mental health care. *American Journal of Psychiatry, 150*(4), 554-561.

Rogler, L. H., & Hollingshead, A. B. (1985). *Trapped: Puerto Rican families and schizophrenia.* Maplewood, NJ: Waterfront Press.

Rojas-Guyler, L., King, K. A., & Montieth, B. A. (2008). Health-seeking behaviors among Latinas: Practices and reported difficulties in obtaining health services. *American Journal of Health Education*, *39*(1), 25-33.

Rudolph, B., Cornelius-White, C., & Quintana, F. (2005). Filial responsibility among

    Mexican American college students: A pilot investigation and comparison.

    Journal of Hispanic Higher Education, 4(1), 64-78.

Ryan, A., Gheen, M., & Midgley, C. (1998). Why do some students avoid asking for

    help? An examination of the interplay among students' academic efficacy,

    teachers' social-emotional role and the classroom goal structure. *Journal of*

    Educational Psychology, 90, 528-535.

Ryan, A., & Pintrich, P. (1998). Achievement and social motivational influences on help

    seeking in the classroom. In S. Karabenick (Ed.), *Strategic help seeking:*

    Implications for learning and teaching (pp. 117-139). Mahwah, NJ: Erlbaum.

Sabogal, F., Marín, G., Otero-Sabogal, R., & Marín, B. (1987). Hispanic familism and

    acculturation: What changes and what doesn't? *Hispanic Journal of Behavioral*

    Sciences, *9*(4), 397-412. doi:10.1177/07399863870094003

Sandoval, B. A., & Lee, F. (2006). Help seeking in a cultural context. In S. A.

    Karabenick & R. S. Newman (Eds.), *Help-seeking in academic settings: Goals,*

    groups and contexts (p. 151-174). Mahwah, NJ: Lawrence Erlbaum.

Saunders, M., & Serna, I. (2004). Making college happen: The college experiences of

    first-generation Latino students. *Journal of Hispanic Higher Education*, *3*(2), 146-

    163.

Schwartz, S. (2007). The applicability of familism to diverse ethnic groups: A

    preliminary study. *Journal of Social Psychology*, *147*(2), 101-118.

Schwartz, S., Weisskirch, R., Hurley, E., Zamboanga, B., Park, I., Kim, S., & ... Greene,

    A. (2010). Communalism, familism, and filial piety: Are they birds of a

    collectivist feather? *Cultural Diversity & Ethnic Minority Psychology*, *16*(4), 548-

    560.

Schwartz, S., & Zamboanga, B. (2008). Testing Berry's model of acculturation: A

    confirmatory latent class approach. *Cultural Diversity & Ethnic Minority*

    Psychology, *14*(4), 275-285.

Schwartz, S. J., Zamboanga, B. L., Rodriguez, L., & Wang, S. C. (2007). The structure of

    cultural identity in an ethnically diverse sample of emerging adults. *Basic &*

    Applied Social Psychology, *29*(2), 159-173. doi:10.1080/01973530701332222

Sheu, H., & Sedlacek, W. E. (2004). An exploratory study of help-seeking attitudes and

    coping strategies among college students by race and gender. *Measurement and*

    Evaluation in Counseling and Development, 37, 130-143.

Smokowski, P. R., Rose, R., & Bacallao, M. L. (2008). Acculturation and Latino family

    processes: How cultural involvement, biculturalism, and acculturation gaps

    influence family dynamics. *Family Relations*, *57*(3), 295-308.

    doi:10.1111/j.1741-3729.2008.00501.x

Sobralske, M. (2006). Health care seeking among Mexican American men. *Journal of*

    Transcultural Nursing, *17*(2), 129-138.

Stanton-Salazar, R. D. (2000). The development of coping strategies among urban Latino

    youth. In M. Montero-Sieburth & F. Villarruel. (Eds), *Making Invisible Latino*

    Adolescents Visible (pp. 203-237). New York, NY: Taylor & Francis.

Stanton-Salazar, R. D., Chávez, L. F., & Tai, R. H. (2001). The help-seeking orientations

of Latino and non-Latino urban high school students: A critical-sociological

investigation. *Social Psychology of Education*, *5*(1), 49-82.

Sullivan Commission on Diversity in the Healthcare Workforce. (2004). *Missing*

persons: Minorities in the healthcare professions. Retrieved from

http://www.jointcenter.org/healthpolicy/docs/SullivanExecutiveSummary.pdf

Sutherland, J. A., Hamilton, M., & Goodman, N. (2007). Affirming at-risk minorities for

success (ARMS): Retention, graduation, and success on the NCLEX-RN. *Journal*

of Nursing Education, *46*(8), 347-353.

Swail, W., Cabrera, A. F., Lee, C., & Williams, A. (2005). *Pathways to the bachelor's*

degree for Latino students. Latino students & the educational pipeline, Part III.

Educational Policy Institute Research Report. Retrieved from

http://www.educationalpolicy.org/pdf/LatinoIII.pdf

Swinney, J., & Dobal, M. (2008). Embracing the challenge: Increasing workforce

diversity in nursing. *Hispanic Health Care International*, *6*(4), 200-204.

doi: 10.1891/1540-4153.6.4.200

Taxis, J. (2006). Fostering academic success of Mexican Americans in a BSN program:

An educational imperative. *International Journal of Nursing Education*

Scholarship, *3*(1), 0-14. doi:10.2202/1548-923X.1298

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*.

Chicago, IL: The University of Chicago.

162

United States Census Bureau. (2010). *Facts for features: Hispanic heritage month 2010*

    (Publication No. CB09-FF.17). Washington DC: United States Department of

    Commerce. Retrieved from

    http://www.census.gov/newsroom/releases/pdf/cb10ff-17_hispanic.pdf

United States Department of Education, National Center for Education Statistics. (1998).

    Generational status and educational outcomes among Asian and Hispanic eighth

    graders (Report No. NCES 1999-020). Washington DC: U.S. Department of

    Education, Office of Educational Research and Improvement. Retrieved from:

    http://nces.ed.gov/pubs99/1999020.pdf

United States Department of Health and Human Services, Health Resources and Services

    Administration. (2010). *The registered nurse population: Findings from the 2008*

    National Sample Survey of Registered Nurses. Retrieved from:

    http://bhpr.hrsa.gov/healthworkforce/rnsurveys/rnsurveyfinal.pdf

Valenzuela, A., & Dornbusch, S. (1994). Familism and social capital in the academic

    achievement of Mexican origin and Anglo adolescents. *Social Science Quarterly*,

    75(1), 18-36.

Valle, R., Yamada, A., & Barrio, C. (2004). Ethnic differences in social network help-

    seeking strategies among Latino and Euro-American dementia caregivers. *Aging*

    & Mental Health, *8*(6), 535-543.

Vaux, A., Burda, P. C., & Stewart, D. (1986). Orientation toward utilization of support

    resources. *Journal of Community Psychology*, *14*(2), 159–170.

Villaruel, A. M., Canales, M., & Torres, S. (2001). Bridges and barriers: Educational

    mobility of Hispanic nurses. *Journal of Nursing Education, 40*(6), 245-251.

Villaruel, A. M., & Gal, T. (2009). A perspective on Hispanic nurses. In H. Bessent (Ed.), *Minority nurses in the new century* (pp. 89-94). New York, NY: National League for Nursing.

Volet, S., & Karabenick, S. A. (2006). Help seeking in a cultural context. In S. A. Karabenick, & R. S. Newman (Eds.), *Help-seeking in academic settings: Goals, groups and contexts* (p. 117-150). Mahwah, NJ: Lawrence Erlbaum.

Weisskirch, R., Kim, S., Zamboanga, B., Schwartz, S., Bersamin, M., & Umaña-Taylor, A. (2011). Cultural influences for college student language brokers. *Cultural Diversity & Ethnic Minority Psychology*, *17*(1), 43-51.

Yoder, M. K. (1996). Instructional responses to ethnically diverse nursing students. *Journal of Nursing Education, 35*(7), 315-321.

Yoder, M. K. (2001). The bridging approach: Effective strategies for teaching ethnically diverse nursing students. *Journal of Transcultural Nursing, 12*(4), 319-325.

Yu-Wen, Y., & Meekyung, H. (2007). Familism and mental health: Variation between Asian American children of refugees and immigrants. *International Journal of Applied Psychoanalytic Studies*, *4*(4), 333-348. doi:10.1002/aps.106.

Zayas, L. H., Bright, C. L., Alvarez-Sanchez, T., & Cabassa, L. (2009). Acculturation, familism and mother-daughter relations among suicidal and non-suicidal adolescent Latinas. *Journal of Primary Prevention*, *30*(3-4), 351-369. doi:10.1007/s10935-009-0181-0

APPENDIX A

Study Introduction Letter for Recruitment (Organization)

(On IUP letterhead)

Greetings (Organization name Members):

I am a doctoral student beginning dissertation research and I am looking for assistance with recruitment of a geographically and ethnically diverse sample of Hispanic pre-licensure nursing students. I look forward to conducting this quantitative research, most importantly to help remedy the great need for more Hispanic nurses to meet this rapidly growing population. Additionally, little research has been done at the national level with Hispanic nursing students, which limits results to one ethnic group.

As a Hispanic nursing instructor, I can relate to the challenges faced by these students and am greatly concerned by the low recruitment and retention numbers of Hispanic nursing students.
I will be studying the impact of familism on help-seeking behaviors of Hispanic pre-licensure nursing students in associate and baccalaureate programs. With wavering federal funding to help these students, the onus falls on researchers to examine cultural and educational factors that may help identify barriers to success.

This study has been approved by the Institutional Review Board of Indiana University of Pennsylvania. Participation in this study will require subjects to complete an anonymous on-line survey. In order to reach as many Hispanic nursing students as possible, a website has been created for this study and can be found at http://Hispanicnursingstudentsstudy.com. I am asking (you/your organization) to please forward this website information to individuals or organizations that may have contact with Hispanic nursing students. Additionally, I am asking (you/your organization) to have this study website mentioned on organizational websites and Facebook pages if possible. If there are any additional advertising opportunities, or suggestions for further dissemination of this website, please contact me.

If you are a faculty member or know faculty members who have access to pre-licensure Hispanic nursing students, please forward the study website address to students. Additionally, if you utilize a course management system (such as WebCT or Moodle) please consider placing a link to the website on a course homepage. For faculty members who have large numbers of Hispanic students in classrooms, feel free to use study participation as a learning exercise or part of a course experience.

Again, this study seeks to recruit Hispanic (one or both parents of Hispanic ethnicity) pre-licensure nursing students for participation. **This study will not limit recruitment to those who classify themselves as 'Hispanic'**. Those individuals who reside in the United States and who were born in or trace the background of their families to one of the Spanish-speaking Latin American nations (Mexico, Puerto Rico, Cuba, Dominican Republic, South and Central American countries) or to Spain are eligible, regardless of classification. Students can be part-time or full-time currently seeking either an associate or baccalaureate degree in nursing.

I want to thank you for your time and consideration of assistance in this project. If there are any questions or comments, please do not hesitate to contact myself or my dissertation chair.

| Project Director: Mrs. Cristina Perez Stearns
PhD Candidate, Nursing and Allied Health
210 Johnson Hall
1010 Oakland Ave, IUP
Indiana, PA 15705
Phone: 201-446-8415
Email: c.stearns@iup.edu | Dissertation Chair: Dr. Teresa Shellenbarger
Professor and Doctoral Program Coordinator
210 Johnson Hall
1010 Oakland Ave, IUP
Indiana, PA 15705
Phone: 724-357-2559
Email: tshell@iup.edu |

Please note: this project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Sincerely,

Cristina

Cristina Perez Stearns
PhD Candidate, Nursing and Allied Health
Indiana University of Pennsylvania

Study Introduction Letter for Recruitment (Faculty Contacts)

(On IUP letterhead)

Greetings (Faculty contact):

 I am a doctoral student beginning dissertation research and I am looking for assistance with recruitment of a geographically and ethnically diverse sample of Hispanic pre-licensure nursing students. I look forward to conducting this quantitative research, most importantly to help remedy the great need for more Hispanic nurses to meet this rapidly growing population. Additionally, little research has been done at the national level with Hispanic nursing students, which limits results to one ethnic group. I am contacting you directly because we met at the National League for Nursing 2010 Education Summit in Las Vegas, Nevada. At that time you had indicated that you had access to a large number of Hispanic nursing students.

As a Hispanic nursing instructor, I can relate to the challenges faced by these students and am greatly concerned by the low recruitment and retention numbers of Hispanic nursing students.
I will be studying the impact of familism on help-seeking behaviors of Hispanic pre-licensure nursing students in associate and baccalaureate programs. With wavering federal funding to help these students, the onus falls on researchers to examine cultural and educational factors that may help identify barriers to success.

This study has been approved by the Institutional Review Board of Indiana University of Pennsylvania. Participation in this study will require subjects to complete an anonymous on-line survey. In order to reach as many Hispanic nursing students as possible, a website has been created for this study and can be found at http://Hispanicnursingstudentsstudy.com.

If you have access to pre-licensure Hispanic nursing students, please forward the study website address to students. Additionally, if you utilize a course management system (such as WebCT or Moodle) please consider placing a link to the website on a course homepage. If you have large numbers of Hispanic students in classrooms, feel free to use study participation as a learning exercise or part of a course experience. Please forward the website information on to any faculty members you know who have access to Hispanic nursing students.

Again, this study seeks to recruit Hispanic (one or both parents of Hispanic ethnicity) pre-licensure nursing students for participation. **This study will not limit recruitment to those who classify themselves as 'Hispanic'**. Those individuals who reside in the United States and who were born in or trace the background of their families to one of the Spanish-speaking Latin American nations (Mexico, Puerto Rico, Cuba, Dominican Republic, South and Central American countries) or to Spain are eligible, regardless of classification. Students can be part-time or full-time currently seeking either an associate or baccalaureate degree in nursing.

I want to thank you for your time and consideration of assistance in this project. If there are any questions or comments, please do not hesitate to contact myself or my dissertation chair.

Project Director: Mrs. Cristina Perez Stearns	Dissertation Chair: Dr. Teresa Shellenbarger
PhD Candidate, Nursing and Allied Health	Professor and Doctoral Program Coordinator
210 Johnson Hall	210 Johnson Hall
1010 Oakland Ave, IUP	1010 Oakland Ave, IUP
Indiana, PA 15705	Indiana, PA 15705
Phone: 201-446-8415	Phone: 724-357-2559
Email: c.stearns@iup.edu	Email: tshell@iup.edu

Please note: this project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Sincerely,

Cristina

Cristina Perez Stearns
PhD Candidate, Nursing and Allied Health
Indiana University of Pennsylvania

APPENDIX C

Letters of Agreement from Organizations to Help with Recruitment

August 12, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, NJ 07652

Dear Ms. Perez Stearns:

The National Association of Hispanic Nurses (NAHN) has received your request for assistance with your dissertation research entitled "The Relationship between Familism and Help-seeking in Hispanic Nursing Students," at Indiana University of Pennsylvania.

This letter serves as an agreement on behalf of this organization to share information about the study with its members for recruitment purposes, subject to the university's Institutional Review Board approval.

Information about the study will be disseminated to members via an e-mail blast to our nursing students, through our social media sites, and through an article in our October newsletter.

We will assist for a nominal fee of $200.00 to cover administrative costs.

Sincerely,

Celia Trigo Besore, MBA, CAE
Executive Director & CEO
202-387-2477
fax 202-483-7183
director@thehispanicnurses.org

NJSNA.
NEW JERSEY STATE
NURSES ASSOCIATION

Mary Ann T. Donohue, PhD, RN, APN, NEA-BC
President
Patricia A. Barnett, RN, JD
Chief Executive Officer

August 18, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, New Jersey 07652

Dear Ms. Perez Stearns:

New Jersey State Nurses Association (NJSNA) has received your request for assistance with your dissertation research entitled "The Relationship between Familism and Help-seeking in Hispanic Nursing Students", at Indiana University of Pennsylvania.

This letter serves as an agreement on behalf of this organization to share information about the study with its members for recruitment purposes, subject to the university's Institutional Review Board approval. Information about the study will be disseminated to members via the NJSNA website www.njsna.org and the NJSNA newsletter *New Jersey Nurse*.

Very truly yours,

Patricia A. Barnett, RN, JD
Chief Executive Officer

August 15, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, NJ 07652

Ms. Perez Stearns:

New Mexico Nurses Association has received your request for assistance with your dissertation research entitled "The Relationship between Familism and Help-seeking in Hispanic Nursing Students", at Indiana University of Pennsylvania. This letter serves as an agreement on behalf of this organization to share information about the study with its members for recruitment purposes, subject to the university's Institutional Review Board approval.

Information about the study will be disseminated to members via statewide newsletter to all nurses across the state, whether members or not; the NMNA website, and through professional contacts.

Carolyn Roberts

Carolyn Roberts, MSN, RN
Executive Director of NMNA

New York State

NURSES

A S S O C I A T I O N. Advocating for patients. Advancing the profession.

August 11, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, NJ 07652

Ms. Perez Stearns:

The New York State Nurses Association has received your request for assistance with
your dissertation research entitled "The Relationship between Familism and Help-seeking in Hispanic Nursing
Students", at Indiana University of Pennsylvania. This letter serves as an agreement on behalf of this
organization to share information about the study with its members for recruitment purposes, subject to the
university's Institutional Review
Board approval. Information about the study will be disseminated to members via the NYSNA website and
Facebook.

Sincerely,

Tina Gerardi

Tina Gerardi, MS, RN, CAE
Chief Executive Officer

Wednesday, August 24, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, NJ 07652

Ms. Perez Stearns:

The Pennsylvania State Nurses Association (PSNA) has received your request for assistance with your dissertation research entitled "The Relationship between Familism and Help-seeking in Hispanic Nursing Students", at Indiana University of Pennsylvania. This letter serves as an agreement on behalf of this organization to share information about the study with its members for recruitment purposes, subject to the university's Institutional Review Board approval. Information about the study will be disseminated to members via PSNA's Facebook and Twitter pages.

Sincerely

Wayne E. Reich, Jr. RN, BSN, CCRN
Deputy Chief Executive Officer | Director of Membership

APPENDIX D

Attitudinal Familism Scale

10 point Likert-scale responses ranging from 1 (strongly disagree) to 10 (strongly agree)

Items:

1) A person should live near his or her parents and spend time with them on a regular basis.
2) Aging parents should live with their relatives.
3) A person should help his or her elderly parents in times of need, for example, help financially or share a house.
4) Children should always help their parents with the support of younger brothers and sisters, for example, help them with homework, help the parents take care of the children and so forth.
5) A person should rely on his or her family if the need arises.
6) A person should always support members of the extended family, for example, aunts, uncles and in-laws, if they are in need even if it is a big sacrifice.
7) Parents and grandparents should be treated with great respect regardless of their differences in views.
8) A person should often do activities with his or her immediate and extended families, for example, eat meals, play games, go somewhere together, or work on things together.
9) The family should control the behavior of children younger than 18.
10) A person should cherish time spent with his or her relatives.
11) Children should help out around the house without expecting an allowance.
12) Children younger than 18 should give almost all their earnings to their parents.
13) A person should feel ashamed if something he or she does dishonors the family name.
14) Children should live with their parents until they get married.
15) A person should always be expected to defend his or her family's honor no matter what the cost.
16) A person should respect his or her older brothers and sisters regardless of their differences in views.
17) A person should be a good person for the sake of his or her family.
18) Children should obey their parents without question even if they believe they are wrong.

APPENDIX E

Help-Seeking Component Measures

5 point Likert-scale responses ranging from 1 (strongly disagree) to 5 (strongly agree)

Items:

Instrumental help-seeking subscale:
1) If I were having trouble understanding the material in this class I would ask someone who could help me understand the general ideas.
2) Getting help would be one of the first things I would do if I were having trouble in this class.

Executive help-seeking subscale:
3) The purpose of asking somebody for help in the class would be to succeed without having to work as hard.
4) Getting help in this class would be a way of avoiding doing some of the work.

Help-seeking threat subscale:
5) I would feel like a failure if I needed help in this class.
6) I would not want anyone to find out that I needed help in this class.
7) Getting help in this class would be an admission that I am just not smart enough to do the work on my own.

Help-seeking avoidance subscale:
8) If I didn't understand something in this class I would guess rather than ask someone for assistance.
9) Even if the work was too hard to do on my own, I wouldn't ask for help in this class.
10) I would rather do worse on an assignment I couldn't finish than ask for help.

Help-seeking source subscale:
11) If I were to seek help in this class I would ask the teacher rather than another student.
12) I would prefer asking another student for help in this class rather than the teacher.**
13) In this class, the teacher would be better to get help from the teacher than would a student.

**Indicates a reverse score item.

APPENDIX F

Perceived Teacher Support of Questioning Scale

5 point Likert-scale responses ranging from 1 (strongly disagree) to 5 (strongly agree)

Items:

1) My teacher tells students to interrupt him/her whenever they have a question.
2) My teacher typically gets annoyed when students ask questions. **
3) My teacher responds to questions by trying to answer them as carefully and thoroughly as he/she can.
4) My teacher believes that student questions take up class time more profitably spent by teaching or explaining the material. **
5) My teacher compliments students who ask questions.
6) My teacher let it be known that students should not interrupt him/her for questions. **
7) My teacher provides sufficient time for students to ask questions.**
8) My teacher responds to questions by answering them as briefly as possible so that he/she can return to what he/she was saying. **
9) My teacher generally feels good when students ask questions.
10) My teacher doesn't stop for questions once he/she begins talking. **
11) My teacher believes that student questions are important.
12) My teacher is sometimes harsh with students who ask questions. **

**Indicates a reverse score item.

APPENDIX G

Letters of Permission to Use Tools

KENT STATE
UNIVERSITY

August 17, 2011

Cristina Perez Stearns, PhD Candidate,
Indiana University of Pennsylvania
Instructor of Nursing, Ramapo College of NJ

Dear Ms. Perez,

You have my permission to use the Attitudinal Familism scale (Lugo Steidel & Contreras, 2003) in your research. This scale was developed by my then student Angel Lugo and me (I changed my name to Grau a few years ago). I am attaching files with the English and Spanish versions of the scale.

I am glad you will be using the scale in your work. Feel free to contact me if you have further questions.

Sincerely,

Josefina M. Grau, Ph.D.
Associate Professor

August 9, 2011

Cristina Perez Stearns
205 Thomas Drive
Paramus, New Jersey 07652

Dear Ms. Perez Stearns:

I have received your request to use instruments I have authored for use in your dissertation research entitled "The Relationship between Familism and Help-Seeking in Hispanic Nursing Students". As required by Indiana University of Pennsylvania, this letter serves as my formal permission to use the following instruments in your research with proper attribution and citation: Help-Seeking Component Measures (Karabenick 2001, 2003) and Perceived Teacher Support of Questioning (Karabenick and Sharma, 1994). You may make any appropriate changes needed to fit the research context.

Best wishes,

Stuart A. Karabenick
Research Professor
Combined Program in Education and Psychology
University of Michigan
1400D School of Education Building
610 E. University
Ann Arbor, MI 48109
(734) 647-0611
skaraben@umich.edu

APPENDIX H

Demographic Items

Please answer the following questions regarding your demographic information. Unless indicated, please give only one answer for each question.

1) Please indicate which Hispanic country/countries you most identify with in terms of your family heritage. (Please select no more than two).
   __ Mexico
   __ Puerto Rico
   __ Cuba
   __ Dominican Republic
   __ Central America, indicate country_____
   __ South America, indicate country_____
   __Spain
   __Other, please indicate_____

2) On a scale of 1 to 10, with 1 being the lowest and 10 the highest, how closely do you identify with your Hispanic heritage? _____

3) Parents' Hispanic ethnicity (please check either one or both)
   __ My mother is of Hispanic ethnicity
   __ My father is of Hispanic ethnicity

4) Please select one of the following statements that best describes you:
   __ I was born outside the United States
   __ I was born in the U.S. and one or both of my parents was born outside the U.S.
   __ I was born in the U.S. and both my parents were born in the U.S.

5) Please indicate how many years in total you have attended school in the United States (include this year).
   Total years in Kindergarten- 12th grade _____
   Total years in college (including this year) ____

6) Please indicate which of the following categories best describes the highest level of education obtained by your parents. Please select one response for mother and one for father. If you are unable to answer for whatever reason, please select 'unable to answer'.

                                                                    Mother   Father

No formal schooling

Primary education (no high school)

Some high school

High school graduate or General Education Development (GED)
Some college or post high-school education

College or post high-school education graduate

Some graduate level education or graduate degree obtained

Unable to answer

7) Gender
__Female
__Male

8) Age in years _____

9) Marital status
__ Single
__ Married, living together
__ Married, living separately
__ Divorced
__ Living with significant other
__Widowed

10) Type of nursing degree you are currently seeking
__Associate

__Baccalaureate

11) State where nursing program is located, please indicate (Drop Down List of 50 States)_____

12) How did you find out about this study? (Select one) (Drop down list)
   __My professor gave me the website address
   __My friend or classmate told me about it
   __I saw it on a state student nurse association website
   __I saw it on a state student nurse association Facebook page
   __ I saw it on the National Student Nurse Association website
   __ I saw it on the National Student Nurse Association Facebook page
   __ I saw it on the National Association of Hispanic Nurses website
   __ I saw it on the National Association of Hispanic Nurses Facebook page
   __Other, please describe

APPENDIX I

Introduction to Study Letter for the Website (Printable)

(On IUP letterhead)

Hello Fellow Hispanic Nursing Students:

I am a Hispanic student working towards my PhD in Nursing. Please read the following message.

With the low numbers of Hispanic nurses currently in practice, it is important that we examine every possible way to increase enrollment, retention and graduation rates of the Hispanic nursing student. I am inviting you to participate in a study I am conducting with these thoughts in mind.

I am conducting a nationwide study examining the impact of personal family values on the Hispanic nursing student's tendency to seek academic help when needed. You are being invited to participate because you are a nursing student with at least one parent of Hispanic ethnicity, and you are currently enrolled as either an associate or baccalaureate nursing student in a higher education institution. Please note that **this study will not limit participation to those who classify themselves as 'Hispanic'**. If you reside in the United States and were born in or trace the background of your family to one or more of the Spanish-speaking Latin American nations (Mexico, Puerto Rico, Cuba, Dominican Republic, South and Central American countries) or Spain you are eligible. Results of this study may increase nurse educator's knowledge and awareness of how to better help Hispanic students in their classrooms and in clinical.

Participation will take approximately 20 minutes of your time and consists of answering an online survey. On the homepage of this website you will find a link to the survey entitled "Participate in this Study". This link will take you directly to the survey, hosted by Qualtrics™, online survey software, which is licensed for use at Indiana University of Pennsylvania. The secured site and survey are anonymous; there is no need for you to identify yourself. Once you complete the survey, you will receive a code that entitles you to a small gift and for participation in a raffle. Information on these items is accessible by clicking on "Incentive Participation". If you choose to participate in an incentive gift and raffle, then your contact information will be requested. Once the gift is sent and raffle completed, all electronic information pertaining to you will be kept for 3 years in a password-protected computer. Any hard copy information pertaining to you will be kept in a locked file in my office. Once all gifts are sent and raffles completed, the study website address will be permanently terminated.

Participation in this study is VOLUNTARY. You have the right to refuse to participate or withdraw at any time.

If you have any questions regarding the research, please do not hesitate to contact me. My contact information is available on this website by clicking on "Questions or Comments for Researcher". If you agree to participate, completion of the survey implies your informed consent. Please see the link to a printable copy of the informed consent to keep for your own records. I want to thank you for your help with this project.

Again, sincerest thanks,

Cristina Perez Stearns MSN, RN PhD (c)

Informed Consent (Printable Copy on Website)

(On IUP letterhead)

     The relationship between familism and help-seeking in Hispanic nursing students

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are a nursing student with at least one parent of Hispanic ethnicity, and you are currently enrolled part-time or full-time in an associate or baccalaureate program at a higher education institution.

The purpose of the study is to describe the relationship between familism and help-seeking in Hispanic nursing students. Additionally, this study will examine the impact of demographic information on familism and help-seeking. Participation in this study will require approximately 20 minutes of your time. You may be considering participating in this study because your professor directed you to the website in one of your courses. Please understand the professor will never know whether or not you completed the survey or your responses to the questions.   Participation or non-participation in this study will not affect the evaluation of your performance in any class in which you are enrolled. You will take the online survey which is linked to the homepage of this website, including questions on family values, help-seeking preferences and demographic items. The data will then be incorporated into group data and statistically analyzed.

There are no known risks or discomforts associated with this research. The information gained from this study may help increase faculty and program awareness of Hispanic nursing students' needs in the classroom. This may ultimately impact Hispanic student success in nursing education.

Your participation in this study is <u>voluntary</u>. You are free to decide not to participate in this study or to withdraw at any time. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by exiting the online survey process. Your participation in this study is <u>anonymous</u>. No one will know who you are, or if you did or did not participate. A small gift of a bumper sticker and eligibility for a raffle for $50 is offered to participants. When you complete the survey, you will have the opportunity to request this gift. If you opt to receive the gift, you will be prompted to enter a mailing address. This address will be held in strictest confidence and will not be linked to your survey responses. Once the gift is mailed and the raffle is complete, all electronic information pertaining to you will be

kept for 3 years in a password-protected computer. Any hard copy information pertaining to you will be kept in a locked file in the researcher's office. Your response will be considered <u>only in combination</u> with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings.

If you are willing to participate in this study, please click on the link and complete the survey. This action will be considered your informed consent. You may print a copy of this consent for your records. If you choose not to participate, then do not complete the survey and thank you for your time. If you have any questions at any time, please contact one of the following individuals:

Project Director: Mrs. Cristina Perez Stearns PhD Candidate, Nursing and Allied Health 210 Johnson Hall 1010 Oakland Ave, IUP Indiana, PA 15705 Phone: 201-446-8415 Email: c.stearns@iup.edu	Dissertation Chair: Dr. Teresa Shellenbarger Professor and Doctoral Program Coordinator 210 Johnson Hall 1010 Oakland Ave, IUP Indiana, PA 15705 Phone: 724-357-2559 Email: tshell@iup.edu

<u>This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).</u>

Hispanic Nursing Student Fact Slides for Web Video (Webpage)

Some facts about Hispanics in nursing

Did you know?

In 2007, **6.3%** of all nursing graduates were Hispanic compared to **10.5%** African American…

…In 2010, Hispanic enrollment across all basic nursing programs was **6.5%** compared to **14%** African American and **7.1%** Asian

Did you know?

The Hispanic population of the United States is currently **16%** of the entire U.S. population…

…and is projected to increase to **30%** of the entire population by the year **2050**

Not enough Hispanic nurses…

…to care for a growing population

Not enough Hispanic students…

…to diversify the nursing profession

Did you know?

Despite being the largest minority group, Hispanics are the most underrepresented minority group in nursing…

…3.6% of all nurses…

…African Americans: 5.4%

Asians: 5.8%…

…Non-Hispanic Whites: 83.2% of all practicing nurses

Please Participate!

I am a solution…
…to healthcare disparities
Support Hispanic Nurses

Sources: National League for Nursing, 2010; United States Census Bureau, 2010; United States Department of Health and Human Services, 2010

APPENDIX L

Welcome from the Researcher Letter (On Website Homepage)

Hello fellow Hispanic nursing students,

My name is Cristina Perez Stearns; I am the Principle Investigator of this study and a doctoral student at Indiana University of Pennsylvania. I am also an instructor of nursing at a college in my home state of New Jersey. This study marks the final step to acquiring my PhD in nursing, something I never thought possible in my life. I am a first-generation Cuban American born in the United States to Cuban exiles. My parents came here in 1960 with very little; they worked hard and encouraged me to do the same to have a better life. I was the first in my family to get a bachelor's degree. I am sure this is a familiar story to many of you. Congratulations on all your accomplishments up to this point.

I am really concerned about the healthcare disparities facing Hispanics in this country today. We know that conditions such as diabetes and heart disease are prevalent in our ethnicities, but I am referring to the dire lack of Hispanic healthcare professionals, specifically nurses. As a practicing nurse in an inner-city hospital, it would affect me greatly to be one of a handful of nurses who could speak Spanish. I have seen other nurses who could not understand the needs of a Hispanic family to stay with their ill relatives, among other cultural misinterpretations that have affected patient care. As a nursing instructor, I have seen Hispanic students struggle to fit in with peers, experience difficulty with content and test-taking and exert themselves to balance life priorities. Some of these things remind me of when I went through nursing school. As a daughter of elderly Hispanic parents, I feel the pressure to accompany them to every doctor's appointment or hospital stay for fear of miscommunication and mistrust between them and non-Hispanic healthcare providers. Perhaps you've already seen or experienced these things for yourself.

These concerns are not going to change until more Hispanic nurses enter practice. How can we do that? A study like this is an initial step to help understand the issues at the educational level. Research helps to inform nursing educators and administrators of student needs that ensure success. That is why I am reaching out to you, a Hispanic student of nursing, for your help. Only we can help our own situation.
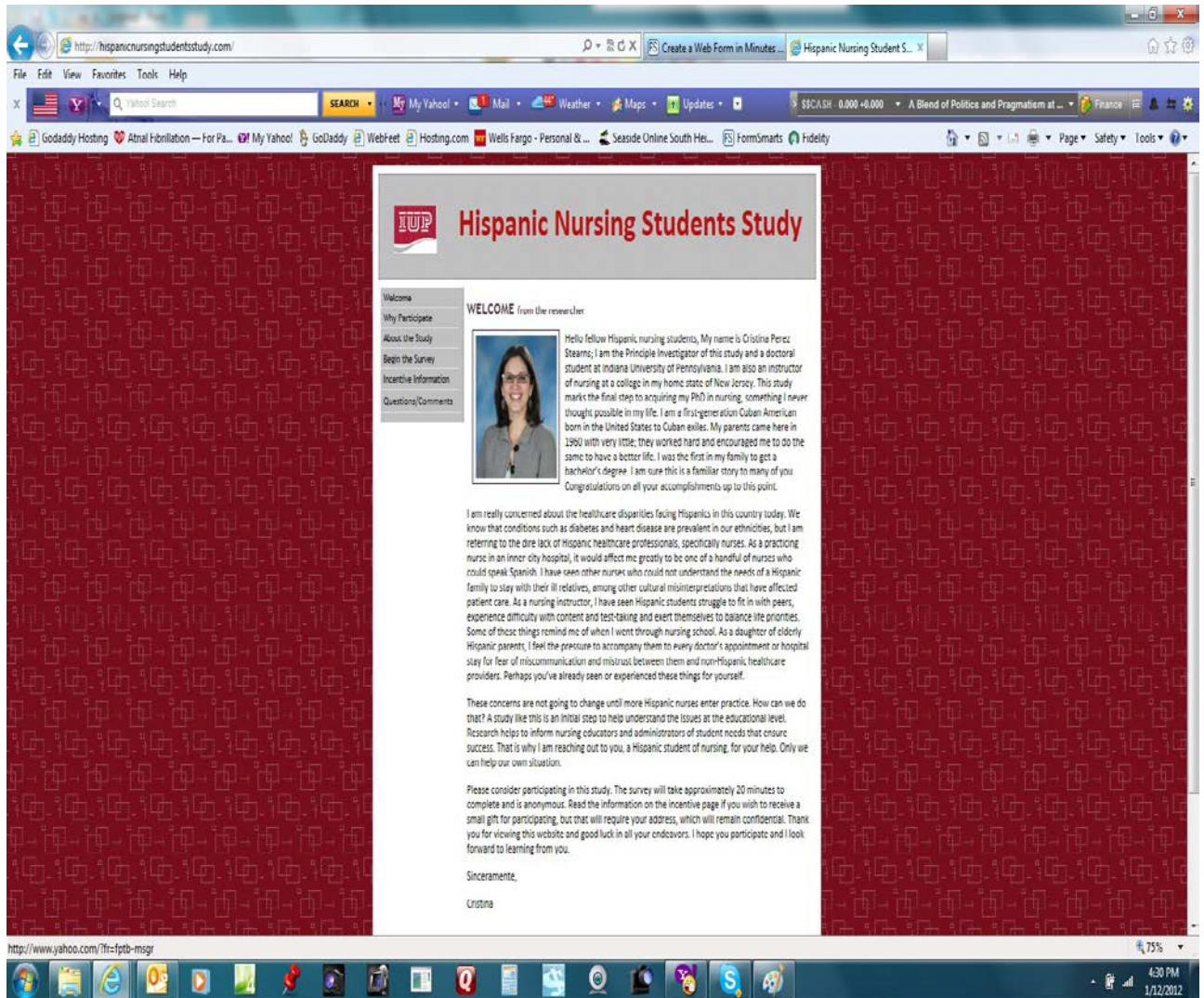
Please consider participating in this study. The survey will take approximately 20 minutes to complete and is anonymous. Read the information on the incentive page if you wish to receive a small gift for participating, but that will require your address, which

will remain confidential. Thank you for viewing this website and good luck in all your endeavors. I hope you participate and I look forward to learning from you.

Sinceramente,
Cristina

APPENDIX M

Screenshot of Website Homepage

APPENDIX N

Reminder Email (Week 2)

Greetings (Organization name or Contact name):

Approximately two weeks ago, you received an email asking for assistance in recruitment of pre-licensure Hispanic nursing students. This study is examining the relationship between familism and help-seeking behaviors of students in this group. This study is still actively recruiting subjects for participation.

If (you/your organization) (has/have) already assisted in this process by advertising or referring the website to nursing faculty and/or students, then thank you very much. If not, please consider doing so today. Subject participation is voluntary and anonymous. Your assistance in recruitment is critical to the success of this study.

If by chance, you did not receive the initial email, it is attached below. Please contact me if you have any questions or comments.

Thank you for your support.

Sincerely,

Cristina

Cristina Perez Stearns
PhD Candidate, Nursing and Allied Health
210 Johnson Hall, 1010 Oakland Ave, Indiana University of Pennsylvania
Indiana, PA 15705
Phone: 201-446-8415
Email: c.stearns@iup.edu

APPENDIX O

Reminder Email (Week 4)

Greetings (Organization name or Contact name):

Approximately four weeks ago, you received an email asking for assistance in recruitment of pre-licensure Hispanic nursing students. This study is examining the relationship between familism and help-seeking behaviors of students in this group. This study is still actively recruiting subjects for participation.

Your assistance is critical to recruiting a geographically and ethnically diverse sample, which may help yield findings that apply to all Hispanic groups. If (you/your organization) (has/have) already assisted in this process by advertising or referring the website to nursing faculty and/or students, then thank you very much. If not, please do so today. Again, your assistance in recruitment is critical to the success of this study.

If by chance, you did not receive the initial email, it is attached below. Please contact me if you have any questions or comments.

Thank you for your support.

Sincerely,

Cristina

Cristina Perez Stearns
PhD Candidate, Nursing and Allied Health
210 Johnson Hall, 1010 Oakland Ave, Indiana University of Pennsylvania
Indiana, PA 15705
Phone: 201-446-8415
Email: c.stearns@iup.edu