Child abuse and neglect in the Hispanic community

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This study had the purpose to measure five variables which are hypothesized to be related to child abuse and neglect in the Hispanic community. The sample for this study consisted of sixty-eight (68) Hispanic families, of which forty-three (43) families were identified from the case files of the Fulton County Department of Family and Children Services in Atlanta, Georgia. The remaining twenty-five (25) Hispanic families were chosen from the Hispanic population in Atlanta, Georgia.

An instrument consisting of twenty-seven questions was delivered and picked up at the home of each family. The instrument was self-administered, and was designed to elicit information about child abuse and/or neglect. The scores from the questionnaire were analyzed to determine the mean, standard deviation, sum of square and analysis of variance.

The findings of the study showed that there were statistically significant differences between the groups on four of the five hypothesized variables, namely: isolation, education, language and income. The pattern of means showed that the difference was in the predicted direction.
CHILD ABUSE AND NEGLECT
IN THE HISPANIC COMMUNITY

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

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JULY 24, 1989
I wish to acknowledge my deepest gratitude to Dr. Myra N. Burnett for her invaluable assistance in completing this thesis; to Professor Mary Ashong for her guidance and support; to Mr. Robert Davis for his assistance and suggestions; to my wife Rosemarie for her patience and support and to my dear mother.
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CHAPTER I

INTRODUCTION

Good parenting is something that has been achieved only gradually over centuries, as generation after generation of parents tried to overcome the abuses of their own childhoods by reaching out to their children on more mature levels of relating. (Sherman, 1977).

Statistics from the literature of child abuse and neglect show that the United States is undoubtedly the country in the world which has spent more time, greater efforts and resources in creating and developing a statutory framework to deal with the problems of child abuse and neglect. However, the picture of the family as the nest of understanding, love and care for rearing their children may easily be a myth. The 737,000 confirmed cases of abuse and neglect throughout the country in 1986, certainly send a very strong message to be considered.

When a social problem is identified, typically there is a unified effort on the part of social scientist and community leaders to resolve the complexity of its dimensions and dynamics in order to provide a foundation for effective treatment or corrective measurements. This enterprise, critical to improving intervention, has as its basis the accurate collection and analysis of any and all data related to the problem. Kempe, Silverman, Steele, Droegemueller and Silver (1962) almost three decades ago, identified child maltreatment in various manifestations of abuse and neglect as a problem for social concern. Although a commendable effort is being made to increase the knowledge and understanding of this problem a greater and deeper empirical
research is necessary. (The National Center on Child Abuse And Neglect (NCCAN), 1987) in a recent report analyzing the state of research focusing on these problem issues, points to the lack of empirical evidence in almost all phases of research activity.

STATEMENT OF THE PROBLEM

There is evidence which indicates that certain social and cultural variables may be contributing factors to child abuse. Gil (1971) states that the abuse of children is a multidimensional phenomenon with several causal factors which must be considered in an approach to the prevention or reduction of the incidence rate of this destructive phenomenon. Hence, the attempt to isolate and understand these factors would be helpful in the treatment of abusive parents.

The purpose of this study is to investigate empirically and bring into focus the relationship of child abuse and neglect specifically aiming at contributing factors such as: Social isolation, education, language, economical, and family dynamics and changes in cultural beliefs and behavior.

To accomplish these goals, two strategies are used: Replication and investigation. Under the replication strategy we find that there are several researchers (e.g., Gil, 1971, Gelles, 1973, and Lauderdale, Valiunas, and Anderson, 1980) who have proposed and tested the idea that certain social structural variables such as cultural factors, isolation, sex, and socioeconomic status are related to child abuse. This explanatory approach to child abuse, however, is a relatively new and controversial approach, one that is meant to supplement and in some instances to replace the more popular notion that child abuse is an act
performed by "sick" (i.e., psychopathological) individuals. In an attempt to provide additional evidence to bear on the controversy, this thesis replicates some of the findings used to support the sociocultural approach to child abuse. The second strategy employed is investigation. Some factors which have consistently been found to be negatively associated with child abuse are: Financial status, isolation and cultural changes. With this as an antecedent, it is surprising that there exists so little research which has attempted to explore the possible relationship between those variables and child abuse and neglect. To assist in filling the need for such investigation, this thesis constructed a questionnaire that assesses the point of view of hispanic families about child abuse and neglect. It is in this arena that this study will test the sociocultural approach to child abuse.

**EXTENT OF THE PROBLEM**

The United States official child abuse and neglect report for 1986 states that an estimated 2,086,000 children were reported for child abuse and neglect to Child Protective Services agencies in the country and participating jurisdictions. The rate of reporting is estimated at 32.8 children per 1,000 United States child population. Similarly, an estimated 1,335,000 families were reported in 1986. The total number of families reported is a general indicator of the level of activity on the part of Child Protective Service (CPS), each roughly corresponding to the numbers of investigations performed. (The American Humane Association, 1986).

The overall national child abuse and neglect reporting levels have increased 212 percent between 1976 and 1986, the mandatory reporting
statute which was established in early 1960’s has been accountable for this positive reporting results. (The American Humane Association, 1986).

The State of Georgia latest statistical report available for the fiscal year 1987 shows the total number of child abuse and neglect as follows: 39,101 reports received of which 16,813 were substantiated. The breakdown of the substantiated abuse:

- **Neglect**: 8472
- **Physical**: 3699
- **Sexual**: 2522
- **Emotional**: 1850

The Racial breakdown of the substantiated abuse:

- **White**: 9079 - 54%
- **Black**: 7398 - 42%
- **Hispanic**: 336 - 3%
- **Other**: 100 - 1%

The average age of the abused children was 8 1/2 years.

- Female children comprised 54% of the sample while male children involved 46%.
- White children represent 54% of the sample and male parent who maltreated children were three times more likely to be white than other racial groups. There were no significant differences for female parents.
- Maltreatment by female parents occurs in cases with almost twice the frequency of male parents. However, when the maltreatment involved a non-parent, the person was almost three times more likely to be male.
Nationally reported child abuse fatalities for 1986 was 1181, these indicate that reported child abuse fatalities rose 33% between 1985 and 1986. The continued high number of deaths continues to concern child welfare administrators and advocates. In 1986, an average of over three children per day were reported as fatal victims of child abuse. The reasons for the continued high number of reported fatalities are not self-evident or absolute. Most assuredly the answer lies jointly in the personal and environmental characteristics of the families involved in these cases and in the response and service capacities of the local service network (Daro, 1988).

Through the association of the researcher with the Child Protective Service of the Fulton County Department of Family and Children Services in Atlanta, Georgia in the capacity of Social Service Specialist, and because his native language is Spanish, the researcher is normally assigned to investigate most of the complaints of child abuse and neglect that take place in the Hispanic community. Investigation of the last twenty (20) cases of child abuse and neglect involving hispanic families, eighteen (18) were confirmed, which demonstrates that child abuse and neglect is prevalent among Hispanic families. The Hispanics described in this study, involve all individuals who trace their lineage or ancestry to the spanish-speaking countries of Latin-America and the Caribbean.

Do the proposed variables: Isolation, education, language, economical status, and family dynamics and changes in cultural beliefs and behavior contribute to child abuse and neglect in the hispanic families?
Because the lack of literature available about child maltreatment involving the Hispanic population, this thesis intends to demonstrate that the anxiety, frustration and stress may be factors in child abuse and neglect and are directly related to the variables specified.

An analysis of the researchers' caseload at DFCS (Department of Family and Children Services) indicates that Hispanic families who have been reported as abusive of their children have certain factors in common: (1) They lived in housing project areas where the great majority of their neighbors only spoke English and these families only spoke Spanish. (2) There was nothing that they could relate to culturally. (3) The neglectful or abusive parents were totally isolated from relatives and Spanish-speaking friends, nothing that they could identify with, no way to release their accumulated frustrations or isolation. However, they did have children and used them to vent their anger. For instance, Ms. C. a mother of four children ages 6, 5, 3 and 1 1/2 years, lives in a housing project. Her husband abandoned the family over 2 years ago. The only income come from Aid to Families with Dependant Children (AFDC) and Food Stamps. Ms. C. does not speak English and has no friends or relatives. Ms. C. went out one evening to a nearby store to buy milk and hot dogs to feed her children. On the way back from the store she was raped by two men. Ms. C. rather than calling the police, she went home and beat each one of her four children until they bled, because she blamed the children for her rape. She did the same thing every time she remembered her unfortunate incident until a neighbor reported the beatings to Child Protective Services.
The correlations between school attainment and occupational status is an undeniable negative factor. In fourteen (14) hispanic cases of a one parent family investigated recently by Child Protective Services because of abuse or neglect complaints, at Fulton County, Atlanta, Georgia, thirteen (13) were a mother-headed families, their level of education averaged about sixth grade. In fifteen (15) hispanic cases of intact-parents who were also investigated for allegations of abuse and neglect, the average level was eight (grade).

Language barriers, strong adherence to culturally based norms, and low-economic status often interact to minimize acculturation. The hispanic men are usually extremely proud and consider their role as leaders and providers for their families crucial needs imperative, when they find themselves unemployed this status is a threat to that position. Many times they abandon their families altogether, leaving the mother alone with the children to seek public welfare. The mother speaks no English. Her language which has meant comfort and support in an alien place, now serves only as an obstacle to the resources she and her children need so desperately, i.e., Ms. H. mother of six children, ages ranging from 9 to 2 years, was abandoned by her husband after he lost his job. The family was reported to Child Protective Services by the older child’s school because he reported to the school officials that they had been going to sleep without dinner for four consecutive nights. The investigation showed that Ms. H. did not have any money, food or resources and since she did not speak English, she did not know how to apply for the assistance to which the family was entitled.
Hispanics often assume a stereotyped self-concept of martyrdomhood, as when a woman stays with an alcoholic and or abusive husband "For the sake of the children." A man may combine an often unrealistic vestige of power and dominance. The hierarchical structure is also apparent in siblings relationships. An eldest daughter is ushered quite early into the role of mothering younger siblings. The eldest male child is instilled with a sense of responsibility for the family, if the father is incapacitated, financial responsibility automatically goes to the eldest son. While these descriptions are highly generalized, they are meant to depict a hierarchical traditional Hispanic family structure. The degrees to which this type of structure or dynamics is maintained, will of course, depend greatly on the individual case and the degree to which cultural change has occurred. (DeValdez, 1982).

SIGNIFICANCE/PURPOSE OF THE STUDY

Because of the almost nonexistent research done on Hispanics about child abuse and neglect this topic is a pertinent one for research. Hispanic families so often have been typified as a natural support system, which buffers individual members from the stressfulness of being a minority in an Anglo-Society. It also has been depicted as a defensive adaptation "They take care of their own" and the underutilization of the social services has been attributed to this phenomenon. However, notions about the extended family has not received sufficient empirical verification to warrant very many conclusions about help-seeking behavior.

The cultural awareness approach acknowledges that ours is a pluralistic society. For the bicultural individual, it is also a
constant stress. Throughout his or her life, the hispanic is socialized by two sets of norms, a victim of socio cultural dissonance. Cultural awareness in human services work is the first step toward the ultimate goal of empowering hispanic individuals and communities toward self-determination, self-respect, self-esteem, and the eventual access to rightful resources.

The use of the knowledge gained through this research will certainly enhance and expand my perceptions about the field to which I have committed my life to follow, and the result can only be one of improvement and enlightenment which will assist me with the accuracy in the delivery of the services to the community.
CHAPTER II

REVIEW OF THE LITERATURE

The following exposition is a review of the literature on the topic of child abuse and neglect and current explanations of the phenomenon among hispanics. A review of the literature will provide a base knowledge from which to conceptualize its relationship to the proposed variables: Isolation, education, language, economical status, and family dynamics and changes in cultural beliefs and behavior.

DEFINITION OF CHILD ABUSE

Defining child abuse is a major issue in itself. The definitions of child abuse and neglect vary, because in the assessment process the interpretation and classification of a particular case depends totally to the subjective evaluation of the person doing the investigation. Walters (1975) states that the labeling of a case as child abuse and neglect is dependent on social status, environmental factors, the method of reporting to authorities, parental behavior, and the speediness with which medical treatment is given (Walters, 1975, pg. 7).

Sussman and Cohen (1971) state that the definition of abuse and neglect is so laced with ambiguity that thirty-three states have foregone any attempt to define the phenomenon. Statutory definitions range from the use of highly technical terminology, "Any case in which a child exhibits evidence of skin bruising, bleeding, malnutrition, sexual molestation, subdural hematoma, soft tissue swelling, failure to thrive or death..." (Colorado Revised Statutes Annual 22-10-1), to the more common mention of "The infliction by other than accidental means of
physical harm." (Alaska Statutes 47.17.970). (Sussman and Cohen, 1971 pg. 12). Polansky, DeSaix, and Sharlin (1972) state that neglect is in the eye of the beholder and that legalistic definitions merely set down guidelines within which someone must still decide the specifics. The identification of neglect usually falls into the hands of the social worker. (Polansky, DeSaix, and Sharlin, 1972, pg. 26). Helfer and Kempe (1968) proposed that injuries must be deliberate. They describe an abused child as one who receives nonaccidental physical injury as a result of acts on the part of parents or guardians. This particular definition does not take into consideration accidental injuries that may be a result of parental neglect. (Helfer and Kempe, 1968, pg. 27).

Fontana (1973) states that the battered child is only part of the whole picture of child abuse. He states that a distinction between child abuse and neglect is useful from the point of view of diagnosis and treatment but of little value to the child in need of help. He and his colleagues enlarged the battered baby concept adopted by Kempe which was specifically concerned with severe physical injury of children and coined the phrase "maltreatment syndrome" in children. (Fontana, 1973, pg. 36). Gil (1970) acknowledges the difficulty that has been encountered by scholars and professional workers in the field in their attempts to develop conceptual and operational definition of the phenomenon. He states that most definitions are unsatisfactory, more or less complex, relative, and ambiguous. However, in his nationwide survey on child abuse, behavior of the perpetrators is considered rather than on the variable consequences of such behavior. He defines abuse as follows:
Physical Abuse of children is the intentional, nonaccidental acts of omission on the part of the parent or other caretaker interacting with a child in his care, aimed at hurting, injuring, or destroying that child. (Gil, 1970, pg. 6).

Gil’s definition, then encompasses both physical abuse and neglect. Hence, for the purpose of this study this definition will be used.

EXPLANATION OF CHILD ABUSE

The review of the literature on child abuse and neglect offers a variety of explanations for this phenomenon. Most of the early research in child abuse and neglect has been done by psychiatrists, clinical psychologists, social workers, and medical doctors. The research that attempts to look at causative forces reflects the discipline, training and orientation of the author.

The detection of unexplicable injuries in young children came early in 1946 when Dr. John Caffey, a specialist in pediatric radiology, witnessed several cases that involved multiple fractures of the long bones of infants in various stages of healing associated with subdural hematomas (Caffey, 1946, pg. 87). In the 1950’s similar evidence of injuries were recognized by many physicians. Silver and Kempe (1959) recommended the use of X-rays in conjunction with detailed case histories and descriptions of the circumstances surrounding these injuries in order to uncover clues to parental abuse. (Silver and Kempe, 1959, pg. 530). In 1962, Kempe (1962) published an article that coined the term "battered-child syndrome" to refer to clinical condition characterized by broken bonds of physical trauma which is usually diagnosed by X-ray. This article brought the problem of child abuse to
the attention of physicians and law enforcement agencies. As a result of Kempe’s work, the model for child abuse reporting was adopted which led to subsequent child protection legislation in every state. Since this time the topic of child abuse has received increased attention in an attempt to explore the causes and potential cures for the problem of child abuse.

**HISPANIC VIEW OF CHILD ABUSE AND NEGLECT**

The overwhelming scarcity of literature written about the topic to child abuse and neglect involving specific minorities especially hispanics, poses some interesting questions. The break-down by race of the National Statistics of Child Abuse and Neglect in 1986, shows the hispanic population as guilty of committing 10.8 percent of the confirmed abuse and neglect in the nation. Of the 2,086,000 children reported for child abuse and neglect, 737,000 were confirmed. 10.8 percent yields almost 80,000 hispanic children abused and neglected in 1986. This seems appropriate enough reason to induce the curiosity among hispanic social scientist and community leaders, to start a serious inquiry about the health and welfare of their children.

This lack of available literature about a growing problem inside a rapidly increasing population certainly suggests a dreadful picture of the future of all hispanics living in their adopted country, the United States.

Dr. Hidalgo (1981) discusses the disciplinary patterns that are common knowledge to all hispanics. (She states that the Hispanic culture emphasizes physical and psychological punishment as a tool of discipline).
The culture teaches that a positive correlation exists between the degree of pain inflicted and the reduction of incidence (Hidalgo, 1981, pg. 6). In the majority of cases punishment is applied in the belief that failure to punish is shirking adult responsibility, that the positive results punishment brings justifies its use. Phrases such as: "hacerlo una persona fuerte (To make him or her a strong person), "darle verguenza" (To give him or her some shame), "que sepa su sitio" (So he or she learn their place), are all justifications used when strong disciplinary measures are imposed. To have a "malcriado" (badly brought up child) implies failure of the adults to discipline the child properly. Verbal threats of physical punishment usually are verbal exaggerations employed to help displace the anger of the disciplinarian before or during the course of disciplining. They also represent a way to instill fear in the disciplined without having to actually carry out the threat. "Te voy a dar la gran pela" (I am going to give you a great beating); "Te voy a dar hasta que te salte la sangre" (I am going to hit you until blood come out). Usually physical punishment, hitting the child, is aimed at the legs, arms, rear end and/or back. Hitting in the face, no matter how gentle, is considered extremely humiliating and abusive. Other forms of physical punishment are washing the child's mouth out with soap, making the child kneel for a specified period of time, locking the child in a room or closet, withdrawing food, tying the child by the legs to furniture.

Dr. Hidalgo (1981) states that psychological punishment such as ridiculing or humiliating the child are also used as disciplinary measures. Threatening abandonment, walking away from the child when the behavior to be punished occurs in a public place, are forms of
psychological punishment, but this emotional threats are seldom if ever carried out. (Hidalgo, 1981, pg. 7).

Dr. Hidalgo (1981) brings into focus some valid and enlightening points of view about the conflict between the hispanic family (Puerto Rican) and the State. (USA) Dr. Hidalgo accuses the states of handicapping the hispanic family with their interference in carrying out the basic functions of the family, such as caring, protecting and socializing. Dr. Hidalgo, using the concepts introduced by William Ryan in "Blaming the Victim," 1976, offers cultural differences and complexes concerning the protection and socialization of children between the Hispanic and the Anglo cultures:

Culture is said to be a total way of life...encompassing the ideas, traditions, values, modes of interaction of people. It is generally accepted that hispanics have a culture...a culture that differs significantly from the dominant Anglo culture in the USA. (Hidalgo, 1981, pg. 3).

Discussing the language, Hidalgo (1981) makes factual statements supported by reports made by the United States Civil Rights Commission 1980, which rendered statistics that 85 percent of the Hispanic families living in the United States use Spanish as the language spoken at home. Spanish is used in the homes of these children as the conduit to communication, teaching, and to reinforce love, respect, responsibility, and to create in children the sense of understanding of what needs to be valued and respected, as well as what is harmful and dangerous. In terms of education, Dr. Hidalgo points out how schools often ignore, ridicule, stereotype, and assign negative characteristics to the
hispanic culture. Spanish is presented as a handicap, a language that must be forgotten and replaced as soon as possible with standard English. The school becomes an agent that sabotages effective communication between the child and his or her family. The school’s insistence and strategies designed to make the child monolingual (able to speak only English) have the effect of cutting him or her from their family, from their roots, from their identity. (Hidalgo, 1981 pg. 10).

A study completed at the University of Utah by Maldonado (1979) shows that the extent or amount of education attained by hispanics failed to be a reliable predictor of occupational attainments: Hispanics who have been exposed to some post secondary education hardly fare better in the occupational arena than their more poorly educated brethren...Nearly as many of the hispanics with some college background have been in white collar and related occupations (42%) as in semi-skilled and skilled jobs (41%). In sum, therefore, the predictive efficiency of a college experience among these hispanics for getting a "good job" is effectively zero. (Maldonado, 1979, pg. 61).

On the other hand, Laosa (1980) conducted a study similar to Maldonado’s regarding formal education of the hispanic woman and the results suggested that the process may have a marked influence on the strategies they (Hispanic women) select to teach and in the rearing of their own children.

The present findings add confirmatory evidence to the view that formal education is a powerful force in cultural
evolution. They also suggest that when educational equity finally becomes a reality for Hispanics, at least some of the present-day differences in child rearing practices between Hispanics and Anglo-Americans will tend to disappear. (Iaosa, 1980, pg. 79).

Abalos (1986) explains that the relationships among Hispanics (Latinos) has been affected by what he calls "emanation, subjections and buffering". Emanation is a dominant sense of belonging to a force outside of oneself. In general, children look to their parents or primary caretakers as that force to which they belong. Emanation gives birth to that sense of respect and security that children feel toward their parents or caretakers. Emanation prevents intergenerational conflicts and obstructs or delays change. Children learn to cooperate and gain security from that force and mastery located on the adults, and which will be theirs when they reach adulthood themselves. Subjection (a natural and logical result of emanation) is the proper subordinate place of children. If conflict occurs between "emanation and subjects" a "buffer" resolves the conflict. The buffer is always an "emanator" acting as a third party mediator. The "buffer" has the respect and trust of both parties and is usually an uncle, a "padrino" (god-father), etc. The "buffer" can never be an "outsider" to the family. The study to investigate empirically the relationship of child maltreatment to race and ethnicity done by Lauderdale, Valiunas, and Anderson (1980)—rendered further questions such as: The ethnic differences in rates of abuse and rates of neglect are suggestive of cultural factors being operational. This cultural difference may reflect differences in the
care or mistreatment of children, or they may be the consequence of
dominant institutions using differential labeling as to what constitutes
care or mistreatment. The authors state:

Since such definitions are culturally derived, one may ask the
questions whether an injury sustained by a child in a Black
family would have the same likelihood of being reported as
abuse when the observer is an Anglo as when the observer is
Black. Similarly, would an Anglo child welfare worker define
neglect in the Hispanic-American family in the same way a
Hispanic-American expert would define it? In either case,
whether abuse and neglect are manifested differentially in
type or in severity as the result of culturally defined child
rearing patterns or as a result of labeling and definitional
differences by the dominant culture, ethnic differences merit
strong consideration, not only in analyses that focus on
understanding the dynamics of maltreatment, but in strategies
for delivery of social and child protective services.

(Lauderdale, Valivnas, and Anderson, 1980, pg. 167).

Susan Smith (1984) states in her article that despite the
proliferation of theoretical writings and research on ethnic
differences, there has been very limited advance in empirically-grounded
theory or knowledge of the etiology of child abuse. Early literature on
the subject was dominated by clinical studies based largely on
populations from medical centers, Ms. Smith suggest that social workers
need to be fully informed of all changes and advances in the field of
Child Abuse, since it is precisely the social worker who does the
investigations of reported cases of abuse, it is their responsibility to verify the allegations and to file with the Juvenile Courts for protection of the children whenever it is necessary. Also, it is the social worker who becomes involved with the treatment and supervision of the abusive families. (Smith, 1984, pg. 337).

In an article titled "What do Social Workers Read About Child Abuse?" Cain and Klerman (1979) did an evaluation of the information about child abuse provided to social work practitioners in the contents of four journals commonly read by them.

Using content analysis of twenty-seven articles written in the journals over a period of three years, the authors found only five (5) that were research-related. Most were descriptive in nature; few elaborated on methodology or used sophisticated statistical analysis. Most made only a cursory attempt to relate their findings to theory, practice and previous studies.

Based on their analysis, the authors concluded that solid knowledge of child abuse is not available to the social worker. (Cain and Klerman, 1979).

**SOCIOLOGICAL AND ENVIRONMENTAL FACTORS IN CHILD ABUSE**

The importance of environmental factors in contributing to abuse was emphasized by Gil (1970), who conducted the first large-scale study of child abuse in 1967-68. He carried out a nationwide epidemiologically oriented survey of all reported cases and more detailed collection of data on a sample of 1,380 cases. He concluded that a majority of the abuse incidents resulted from more or less acceptable disciplinary measures
taken in response to perceived or actual child misconduct. He cited poverty and its associated stress, the overall cultural sanctioning of physical force in child discipline, and specific childrearing traditions of different social classes and ethnic groups relating to physical force in childrearing as major causative factors. (Gil, 1970). Leroy Pelton (1978) examined the extent and nature of research evidence associating child abuse and neglect with social class and refuted the argument that the differences were due to a lack of reporting of abuse in higher social classes. "He concluded that abuse and neglect are related to degrees of poverty, even within the lower class, and that injuries are most likely to be severe or fatal where incomes are at the lowest level." Pelton, (1978). Some authors believe that there is a much more significant association between neglect and low social class than for abuse. Although the relationship may be even greater for neglect cases, it is still highly significant for physical abuse. For instance, Kadushin and Martin (1981) did a study of all abuse cases (830) over a two year period in six Wisconsin counties, they indicated that 10 percent of the samples were from social classes one to three; 29 percent were from class four; and 61 percent from the lower social class. (Kadushin and Martin, 1981). In a review of the major research on punishment techniques of social classes in the United States, Erlanger (1974) concluded that class or race differences in the use of physical punishment are only slight and not of theoretical or practical significance. In addition, the research indicated the presence of a trend over the past forty years away from reliance on corporal punishment as the usual or more effective method of punishment. (Erlanger, 1974). Giovannoni and Becerra’s
(1979) research addressed the issue of sociocultural differences in perceptions of child maltreatment in an interview survey of 1,065 community persons from Los Angeles, respondents' were asked to rate sixty-four vignettes of specific parent-child situations according to the seriousness of the act for well-being of the child. There was ethnic differences in the types of maltreatment viewed as most serious. Black respondents at all educational levels rated the failure-to-provide categories as most serious. Hispanics characterized the drug/sex categories as significantly more serious than did other groups. The authors concluded that there is a greater concern about child maltreatment among the ethnic minority groups rather than greater tolerance of maltreatment. It follows that the greater representation of minorities in child abuse populations may be due to a higher reporting rate. (Giovannoni and Becerra 1979).

The relationship between situational stress and parental punitiveness is supported by empirical study. Passman and Milhern (1978). In a study of normal mothers with their four-to-eight-year old children in controlled laboratory situations, heightened stress resulted in increased punitiveness whether stressors were directly related to children's behaviors or independent of them. (Passman and Milhern, 1978). Several studies have compared the levels of stress of sample populations of abusing parents and controls; they found the stress levels to be significantly higher among abusive families than controls. The study by Justice and Justice (1976) for example, employed the Social Readjustment Rating Scale to measure life changes. It found that the abusing parents had either experienced many more changes or had undergone
more serious changes that nonabuser, particularly in the area of sex difficulties, change in financial state, trouble with in-laws, and change in living conditions. (Justice and Justice, 1976). A later study by Egeland and Brunnquell (1979) used the Life Event Scale, which had been adapt to be more applicable to stress of low income families, and found no difference in the number of stressful events experienced by 'mistreating' mothers and adequate mothers, identified over time from a high-risk population, (Egeland and Brunnquell, 1979). However, when this scale was developed further to account for the severity and degree of disruption of the life event and was administered again to the same sample nine months later by Egeland and Breitenbucher (1980), it was found that the events experienced by the inadequate case group were of a more chaotic, traumatic and disruptive nature. Although these stresses do not by themselves account for abuse, they certainly increase the likelihood of its occurrence. (Egeland and Brietenbucher, 1980).

**ROLE OF THE CHILD IN ABUSE**

The only research today which has analyzed extensively the specific abuse incidents and its antecedents and consequences is Kadushin and Martin's (1981) survey of 830 cases recorded and sixty-six intensive interviews with abusive parents. They concluded:

The findings supported the broad general hypothesis that child abuse is almost invariably precipitated by some behavior on the part of the child which initiates a disciplinary interaction culminating in abuse. In no instance studied was the child a passive participant in an event initiated by the
parent and sustained primarily, if not exclusively, by the parent. The child through his behavior is an active agent in the abuse interaction. (Kadushin and Martin, 1981).

It is very difficult to ascertain if children are abused because they are "difficult" or if they are difficult because they have been abuse. One of the most comprehensive analyses of the role of the child in the abuse syndrome is Harold Martin’s (1976) Volume, *The Abuse Child*. He cited six different facets relating to the child which may affect parent-child interaction:

1) Attributes of the child that make him or her more difficult to care for and the mother less capable of reinforcing good "mothering;"

2) Chance events affecting the mother-child relationship (for example, difficult pregnancy or desertion of a father whom child resembles);

3) Disruption in attachment;

4) Mismatch of the child and the parents’ expectations;

5) The developmental level of the child (parents unable to deal with behavior of a particular stage);


Lynch (1975) study of abused children and their siblings, which is incorporated in Martins volume, gives remarkable support to the idea that some children are more at risk for abuse than others in the same family. In studying twenty-five abused children and their siblings, Lynch found that abnormal pregnancy, abnormal labor or
delivery, neonatal or other separations in the first six months, and illness in the first year of life were all factors highly over represented in the abuse populations, (Friedrick and Boriskin (1976). Gil (1970) states that temperamental difference in children may make them more apt to be abused, particularly if they are irritable and negativistic, demanding, unresponsive, overly dependent or hyperactive. In these survey, the worker indicated "persistent behavioral a typicality of the child" in 24.5 percent of the cases. (Gil, 1970, pg. 126).

PSYCHOLOGICAL-PERSONALITY FACTORS OF ABUSIVE PARENTS

Self-esteem. In a study measuring levels of self-esteem with abusive parents and matched controls Shorkey's (1980) research found that the abusers scored significantly lower on sense of personal worth, based on their perceptions of other's evaluations of them. Abusive parents typically have been pictured as having severely frustrated dependency needs, a characteristic which underlies the "Role Reversal" concept developed by Morris and Gould. It is assumed that the abuser's strong dependency and frustration stem from emotional deprivation and abuse (Shorkey, 1980). There are only a couple of empirical studies which include a measure of dependency. Melnick and Hurley's (1979) research rated subjects on the Thematic Appreception Test and found no significant difference on need dependence but a significant difference on dependence frustration with abusers higher in this variable. (Melnick and Hurley, 1979). Kertzman (1980) conducted a laboratory experimental study with forty adjudicated abusers and forty controls and found that abusers showed more dependence than nonabusers at a high level of significance. His findings also indicated that receiving warmth lower
oral dependency in nonabuses but not in abusers. (Kertzman, 1980). Kertzman's study also showed that "frustration-tolerance is lower in abusers than in nonabuser's under most conditions. However, there is no indication from this research that impulse control is weaker in abusers." (Kertzman, 1980, pg. 126).

Empirical research substantiates the belief that loneliness-social isolation - is the single characteristic found more than any other in abusive parents. (Maden and Wranch, 1977). There is some indication that abusers are usually mobile, which may partially explain the lack of social involvement. (Maden and Wrench, pg. 297). In Milner and Wimberly (1979) research, three of the seven factors which were found to discriminate between abusers and controls related to isolation, lack of positive social relationships, and negative attitudes toward others. (Milner and Wimberly, 1979).

Numerous earlier writings on child abuse have indicated that many abusive parents have unrealistic expectations of children. Gaines, (1978). Another study, (Paulson, 1979) which administered the Parent Attitude Research Instrument to forty-four court-identified abusive mothers and seventy controls found almost no significant difference in their expressed attitudes on twenty-three subscales. Of the three subscales showing significant difference, the results on two (encouraging verbalization and equilitarianism) were the opposite of what was predicted. The other subscale showing significant difference indicated that abusers had higher fear of harming their children (Paulson, 1977).
CHILD ABUSE IS A COMMUNITY PROBLEM AND ITS PREVENTION IS A COMMUNITY RESPONSIBILITY. THE COMMUNITY MUST PROVIDE PARENTS AND CHILDREN WITH CERTAIN SUPPORTS, TRAINING AND INFORMATION TO HELP THEM COPE SUCCESSFULLY WITH THEIR ROLES IN THE FAMILY.

EXPERTS CAUTION THAT FOR THE CHILD ABUSE TO BE PREVENTED, FAMILIES NEED SUPPORT AT MANY DIFFERENT TIMES. THEREFORE, A VARIETY OF PREVENTION PROGRAMS DIRECTED TOWARD EACH PHASE OF THE LIFE CYCLE, BEGINNING WITH THE PRENATAL PERIOD AND CONTINUING THROUGH A CHILD’S SCHOOL YEARS, SEEM ESSENTIAL IF THE CHILD ABUSE IS TO BE REDUCED.

IN A NATIONAL RESEARCH CONFERENCE ON CHILD ABUSE PREVENTION IN 1982, THE FOLLOWING PROGRAMS WERE SUGGESTED TO ASSIST THE FAMILIES IN GENERAL TO PREVENT CHILD ABUSE:

1. Perinatal support programs - To prepare individuals for the job of parenting and to enhance parenting - child bonding.

2. Education for parents - To provide parents with information about child development and skills for caring for children.

3. Early and periodic childhood screening and treatment programs - To identify physical and developmental problems in children at an early age and correct them.

4. Programs for abused children - To break the cycle of abuse.
5. Social Skills Training for children and young adults - To equip children and young adults with skills and knowledge necessary to succeed in adulthood.

6. Mutual aid programs and neighborhood support groups - To reduce the social isolation so often associated with abuse.

7. Family Support Systems - To provide families with range of supports which they need to survive stresses of life and to stay together.

8. Public information about child abuse - To heighten the public's awareness about the different types of abuse and neglect and to provide specific information on how they can be prevented. (Harris, 1982).

These suggested programs looked upon together comprise a comprehensive approach to preventing child abuse. But to help ensure efficient and appropriate implementation of these programs in any community, it will require a great deal of support and involvement of community leaders and other agencies directly implicated in their delivery and supervision. Cultural, ethnic, economic and other such factors must dictate the specific thrust and format of prevention services if they are to be effective at the local level. Regarding the delivery of these proposed programs to the Hispanic community at minimum, it would require cultural awareness as a way of carrying out professional responsibilities will involve: To design the services so they match the backgrounds and language accessibility of clients; opportunities to learn about ethnic and minority clients and
particularly the minority-directed agencies that serve those clients; and a long-term commitment to working with clients from particular cultural groups and communities, with the delivery person’s energy focused as much on the ethnographic settings of the clients as on specific problems and service topics. Anything less would be futile and not adequate.

**OVERVIEW OF THE MAJOR THEORETICAL ORIENTATIONS**

This study employs a sociocultural theoretical framework. Within this framework, social structural, situational, and cultural factors are examined in order to ascertain any patterns for the occurrence of child abuse. Specifically, a sociocultural theoretical approach to child abuse is based on the assumption that certain social factors are often a source of child abuse. The differential distribution of frustration and stress and the differential learning experiences provide models, norms, and values that legitimate the use of violence by various social subgroups. Gelles and Strauss (1974) state that social groups differ in respect to their typical level of stress, deprivation, and frustration and in the resources at their disposal to deal with these stresses. (Gelles and Strauss, pg. 56).

The importance of sociocultural factors in the incidence of child abuse has been elaborated by a number of researchers. Gil (1971) explains socioeconomic differences in the incidence of child abuse and neglect as a result of stressful conditions that impinge on families at different social class levels. (Gil, 1971, pg. 151). Blumberg (1964) states that children are punished more when the child's parents are
experiencing more stress and frustration as a result of sociocultural factors. (Blumberg, 1964, pg. 87). In his social psychological model of child abuse, Gelles (1973) emphasizes the importance of situational factors in the explanation of child abuse and neglect. (Gelles, 1973, pg. 75). Hence, there is evidence that sociocultural factors are likely to influence a family's proneness for child abuse.

DEFINITIONS OF TERMS

The four types of child abuse and neglect are: Physical abuse, child neglect, sexual abuse, and mental injury (also referred to as emotional/psychological abuse).

1. Physical abuse is defined as violence and other nonaccidental, proscribed human action that inflict pain on a child and are capable of causing injury or permanent impairment of the development or functioning of a child. Example: A mother has a five (5) year old boy who wandered out of the home. When the neighbors returned the child a few hours later, the mother perpetrated second degree burns on the child's feet with a torch "so the child will not allow his feet to carry him out of the house without the parents knowledge or permission."

2. Child Neglect is characterized by parental failure to provide for the child's basic needs for food, clothing, shelter, supervision, education and medical care. Example: A mother is a drug-addict. She uses the welfare money and sells the family's food stamps to support her drug habit, while her 3 children ages 5, 3 and 1 years old are constantly hungry, unsupervised and at risk.

3. Sexual Abuse is defined as any sexual contact between a child under 18 years of age and the parent or caretaker, where the child is
being used for the sexual stimulation of that adult or another adult. Example: A father has had an incestual relationship with his two daughters for 5 years, since the daughters were ages 9 and 10 respectively. The older daughter, now 15, disclosed the abuse when she found her father having oral sex with her younger sister age 7 years.

4. Emotional Abuse. There are generally two types of emotional abuse: (An act of omission) - Chronic failure by the parents to provide the child with the support and affection necessary to the development of a sound and healthy personality; Emotional Abuse (An act of commission) Chronic attitude or acts of the parents which are detrimental to the child’s development of a sound and healthy personality. Example: The parents of a two year old boy who was extremely quiet and introverted (the parents regarded the child as retarded) kept him in a crib in his room. They never talked to the child or allowed him to be seen by friends or neighbors, because "they were ashamed of him." They underfed the child. Child Protective Services found the child to be grossly malnourished, unable to talk or walk at age two years and three months.

Isolation: The condition of being isolated, separated or detached from relatives, friends or identifiable cultural issues and customs.

Education: The knowledge or skills to properly guide or direct offsprings in the process of developing desirable behavior, qualities and character suitable to society’s norms.

Language: The faculty of verbal expression and the use of words in human interaction.

Income: The quantity or amount of money gained by the family on a regular basis.
Family dynamics and changes in cultural beliefs and behavior: The situational events that transpire within a family's environment and/or intra-familial relationship changes due to cultural differences.

**STATEMENT OF HYPOTHESES**

Based on the current literature on child abuse and neglect and the findings of other researchers, the results of this study are expected to validate several hypotheses. The following hypotheses will be tested:

Hypothesis 1. The greater the degree of isolation of the parents the greater the possibility of abuse and neglect.

Hypothesis 2. The lesser the level of education of the parents the greater the possibility of abuse and neglect.

Hypothesis 3. The lesser the knowledge of English language of the parents the greater the possibility of abuse and neglect.

Hypothesis 4. The lesser the income in the family the greater the possibility for abuse and neglect.

Hypothesis 5. The greater the change in the cultural beliefs, and the dynamics of the family's behavior the greater the possibility for abuse and neglect.
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

This section of the study discusses the research design, data collection procedures, operationalization, method of analysis and the scope and limitations of the study. This study employed a causal comparative-type of research design.

The questionnaire was made of five sections containing twenty-seven (27) questions. Part of this questionnaire comes from Shaw and Wright’s Scales for the Measurements of Attitudes". and part was designed by the researcher to gain more detailed information about the views of the Hispanics about child abuse and neglect. The questionnaire was offered to the participants at their homes and it was self-administered. The researcher picked up the responses within a week of its delivery.

The Sample

The population for this study was obtained partly from the Hispanic community at large and partly from the files of the Fulton County Department of Family and Children Services in Atlanta, Georgia. Three groups of twenty-five (25) Hispanic families each, were compared in terms of their viewpoints about child abuse and neglect. One group was made up of twenty-five Hispanic families who had been referred to Child Protective Services because of complaints of child abuse and/or neglect within the last two years. The second group was made up of twenty-five Hispanic families who had been recipients of AFDC (Aid to Families with
Dependent Children) and/or Food Stamps within the last two years, but that have not been involved with complaints of child abuse and/or neglect. The third group was made up of twenty-five Hispanic families who had never been involved with complaints of child abuse and/or neglect nor as recipients of Welfare Assistance.

The sampling used two types: The non-probability type, where there is no way of estimating the probability that each individual (family) will be included in the sample; and the probability type, where each individual (Hispanic family) has an equal chance of becoming a part of the sample. Babbie (1975) defines purposive sampling as a type of non-probability sample method in which the researcher uses his own judgement in the selection of sample members. This method was utilized because of the exploratory nature of the study. Selltiz et al. (1976) defines accidental sampling as a method in which the researcher simply reaches out and takes the cases that are at hand and continues to process until the sample reaches a designated size. These sampling methods (Purposive and Accidental) permitted selection of cases that were likely to provide the most comprehensive data for the understanding of the complex phenomenon of child abuse. This sample is biased, because it excludes all those who are not Hispanic by origin.

A listing of cases which fell within the time frame of the study and fulfilled the criterion of being a Hispanic family of two or more children, whether there were one or two parents present, was prepared by the researcher from the Agency files and used as the basis for selection of the sample. No specific requirement was established as to which parent would answer the questionnaire in the two parent families because
of the difficulty involved in the contact of these particular clients. Therefore, the parent who was available was requested to complete the questionnaire. Since availability was the criterion for obtaining responses, it was anticipated that more females would respond to the questionnaire than males. The sample emerged with 51 mothers and 18 fathers. The country of origin of the participants varied, but all members were born in a Latin-American or Caribbean country. There were two or more children per family with ages ranging from two to seventeen.

DATA COLLECTION

The five part questionnaire examined a number of areas. The first section asked for demographic information to establish the characteristics of the sample. The following parts were modified versions of the Scales for the Measurements of Attitudes by Marvin Shaw and Jack Wright (1967). This instrument was created to measure the attitudes of parents and adults in general about a vast number of social topics. The method of construction should ensure a degree of content validity. No other evidence of validity is available.

The questionnaire was pretested with a small group of Hispanic families who are currently involved with the Department of Family Children Services, to determine face validity and whether the language and concepts contained in the questions could be understood by the chosen population. Minor changes were made in the wording of the questionnaire as a result of this.

The subjects responded to each item by marking one of the following alternatives: Strongly agree, agree, undecided, disagree and strongly disagree.
The scoring was assigned in a progressive ascending value, where the positive responses received the smaller value: Strongly agree valued 1, agree valued 2, undecided valued 3, disagree valued 4, and strongly disagree valued 5. The attitude score is the sum of the items scored, with the lower scores indicating a more favorable attitude toward the best interest of the children.

DATA ANALYSIS

The data analysis was concerned with the basic distributional characteristics of the variables involved in the study; specifically, the demographic variables, isolation variables, language variables, income variables and changes in culture and belief variables. The summary statistics were collected using the SPSSX batch system for the analysis of the data. An Analysis of Variance (ANOVA) test with a .05 level of significance was used to test the difference in means, median, mode and standard deviation. Part five of the questionnaire attempted to gain insight into the presence or absence of child abuse in the family.
CHAPTER IV
PRESENTATION OF RESULTS

INTRODUCTION

In this study, a total of 68 subjects were used. There were 19 subjects in the AFDC group, 25 subjects in the CPS group and 24 subjects in the control group.

In exploring the information that was collected through the analysis of the 68 families in this study, several ways of approach were used. Some demographic details were learned about the population such as religion, which shows 86.8 percent to be Catholic, 5.9 percent identified themselves as Baptist, 5.9 percent were Protestant and 1.5 percent belong to other denomination (Jehovah Witness). The average age of the population studied were 33.2 years. The population is stated to be living in the United States as follows: 5.9 percent live in the United States less than 2 years, 22.1 percent between 3 and 4 years, 23.5 percent between 5 and 8 years, 32.4 percent between 9 and 12 years, 16.2 percent above 13 years. The respondents breakdown for sex show 26.5 percent to be male, and 73.5 percent were female. (See Appendix A for tables relating to the demographics). We also learned the characteristics and viewpoints about isolation, education, cultural beliefs, income and language. An individual analysis for each one of five hypothesis is presented with regard to the three groups observed. Each analysis will offer possible alternative future approaches in the summary and conclusion chapter.
Results and Discussion

Hypothesis one (1) stated that the greater the degree of isolation that the parents are exposed to, the greater the possibility of abuse and neglect to take place. Therefore, the control group is expected to have less isolation than the other two groups. (AFDC group and CPS group). The null hypothesis states that there is no difference between the groups.

The ANOVA (Analysis of Variance) results are shown in Table 1.

Table 1. Isolation by Sample Group

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SUM OF SQUARES</th>
<th>D.F.</th>
<th>MEAN SQUARE</th>
<th>F</th>
<th>SIG P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>53.86</td>
<td>2</td>
<td>29.93</td>
<td>4.31</td>
<td>.017</td>
</tr>
<tr>
<td>Within Groups</td>
<td>403.02</td>
<td>65</td>
<td>6.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>459.88</td>
<td>67</td>
<td>33.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the table shows, there was a statistically significant difference between the groups on the isolation variable. The pattern of means shows that the difference is in the predicted direction.

Table 2. Mean Isolation Scores by Group

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>MEAN</th>
<th>ST. DEV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC</td>
<td>16.37</td>
<td>2.67</td>
</tr>
<tr>
<td>CPS</td>
<td>17.12</td>
<td>2.45</td>
</tr>
<tr>
<td>CONTROL</td>
<td>15.05</td>
<td>2.40</td>
</tr>
<tr>
<td>All Groups Total =</td>
<td>16.17</td>
<td>2.49</td>
</tr>
</tbody>
</table>

On the basis of these findings the null hypothesis for isolation was rejected.
Hypothesis two (2) stated that the lesser the level of education of the parents the greater the possibility of abuse and neglect. Therefore, the control group is expected to be better educated than the other two groups. (AFDC group and CPS group) The null hypothesis states that there is no difference between the groups.

The ANOVA (Analysis of Variance) results are shown in Table 3.

Table 3. Education by Sample Groups

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SUM OF SQUARES</th>
<th>D.F.</th>
<th>MEAN SQUARE</th>
<th>F</th>
<th>SIG P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>34.69</td>
<td>2</td>
<td>17.34</td>
<td>31.36</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>35.94</td>
<td>65</td>
<td>.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total =</td>
<td>70.63</td>
<td>67</td>
<td>17.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the table shows, there was a statistically significant difference between the groups on the education variable. The pattern of means shows that the difference is in the predicted direction.

Table 4. Mean Education Scores by Group

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>MEAN</th>
<th>STD. DEV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC</td>
<td>1.21</td>
<td>.42</td>
</tr>
<tr>
<td>CPS</td>
<td>1.56</td>
<td>.65</td>
</tr>
<tr>
<td>CONTROL</td>
<td>2.87</td>
<td>.99</td>
</tr>
<tr>
<td>All Groups Total =</td>
<td>1.93</td>
<td>.74</td>
</tr>
</tbody>
</table>

On the basis of these findings the null hypothesis for education was rejected.
Hypothesis three (3) stated that the lesser the knowledge of the English language by the parents, the greater the possibility of abuse and neglect. Therefore, the control group is expected to have a greater knowledge of the English language than the other two groups. (AFDC group and CPS group). The null hypothesis states that there is no difference between the groups.

The ANOVA results are shown in Table 5.

Table 5. Language by Sample Group

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SUM OF SQUARES</th>
<th>D.F.</th>
<th>MEAN SQUARE</th>
<th>F</th>
<th>SIG. P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>184.10</td>
<td>2</td>
<td>92.05</td>
<td>12.84</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>465.33</td>
<td>65</td>
<td>7.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total =</td>
<td>649.43</td>
<td>57</td>
<td>99.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the table shows, there was a statistically significant difference between the groups on the language variable. The pattern of means shows that the difference is in the predicted direction.

Table 6. Mean Language Scores by Group

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>MEAN</th>
<th>STD. DEV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC</td>
<td>20.00</td>
<td>2.31</td>
</tr>
<tr>
<td>CPS</td>
<td>18.40</td>
<td>2.86</td>
</tr>
<tr>
<td>CONTROL</td>
<td>15.92</td>
<td>2.36</td>
</tr>
<tr>
<td>All Groups Total =</td>
<td>17.97</td>
<td>2.58</td>
</tr>
</tbody>
</table>

On the basis of these findings, the null hypothesis for knowledge of the English language was rejected.
Hypothesis four (4) stated that the lesser the income in the family, the greater the possibility of abuse and neglect. Therefore, the control group is expected to have greater income than the other two groups (AFDC group and CPS group). The null hypothesis states that there is no difference between the groups.

The ANOVA results are shown in Table 7.

Table 7. Income by Sample Group

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SUM OF SQUARES</th>
<th>D.F.</th>
<th>MEAN SQUARE</th>
<th>F</th>
<th>SIG. P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>86.55</td>
<td>2</td>
<td>43.27</td>
<td>49.36</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>56.98</td>
<td>65</td>
<td>.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>143.53</td>
<td>67</td>
<td>44.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the table shows, there was a statistically significant difference between the groups on the income variable. The pattern of means shows that the difference is in the predicted direction.

Table 8. Mean Income Scores by Groups

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>MEAN</th>
<th>STD. DEV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC</td>
<td>1.31</td>
<td>.47</td>
</tr>
<tr>
<td>CPS</td>
<td>2.28</td>
<td>.97</td>
</tr>
<tr>
<td>CONTROL</td>
<td>4.08</td>
<td>1.13</td>
</tr>
</tbody>
</table>

| All Groups Total = | 2.64 | .93 |

On the basis of these findings, the null hypothesis for income was rejected.
Hypothesis five (5) stated that the greater the changes in the cultural beliefs, and dynamics of the family's behavior, the greater the possibility for abuse and neglect. Therefore, the control group is expected to go through less changes in the cultural beliefs and dynamics of the family's behavior than the other two groups (AFDC group and CPS group). The null hypothesis states that there is no difference between the groups.

The ANOVA results are shown in Table 9.

Table 9. Change by Sample Group

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SUM OF SQUARES</th>
<th>D.F.</th>
<th>MEAN SQUARE</th>
<th>F</th>
<th>SIG. P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>7.24</td>
<td>2</td>
<td>3.62</td>
<td>.64</td>
<td>.529</td>
</tr>
<tr>
<td>Within Groups</td>
<td>366.70</td>
<td>65</td>
<td>5.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total =</td>
<td>373.94</td>
<td>67</td>
<td>9.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the table show, there was not a statistically significant difference between the groups on the changes in cultural beliefs and dynamics of the family's behavior variable. The pattern of means shows that the mean difference between groups is not very large although in the predicted direction.

Table 10. Mean Change Scores by Group

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>MEAN</th>
<th>STD. DEV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC</td>
<td>15.31</td>
<td>2.19</td>
</tr>
<tr>
<td>CPS</td>
<td>15.12</td>
<td>1.90</td>
</tr>
<tr>
<td>CONTROL</td>
<td>14.54</td>
<td>2.90</td>
</tr>
<tr>
<td>All Groups Total =</td>
<td>14.97</td>
<td>2.37</td>
</tr>
</tbody>
</table>
On the basis of these findings, the null hypothesis for change in cultural beliefs and dynamics of the family's behavior is accepted.
CHAPTER V
SUMMARY AND CONCLUSIONS

DISCUSSION

The results of the current study indicate that there was a statistically significant difference between the groups on four (4) of the five hypothesized variables: Isolation, Education, Language and Income. The fifth hypothesized variable, changes in the cultural beliefs and the dynamics of the family’s behavior, did not show a statistically significant difference between groups.

The purpose of this chapter is to (a) discuss the results obtained and possible reasons why they occurred, (b) compare the results with any available previous research findings (c) examine the impact of these findings on certain Hispanic community structures and (d) elaborate on the implications of this study on future research efforts.

The Results and Why They Occurred

The hypothesized variables that showed a statistically significant difference between groups were: Isolation (see Table 1), Education (see Table 3), Language (see Table 5), and Income (see Table 7).

The results of the Isolation variable in this study showed that these three groups of families differ in how well connected they feel to the community. It suggests that within this Hispanic population, there is a significant difference of isolation levels, even though the Hispanic population in Atlanta, Georgia is small. Still there are significant differences in the way that these Hispanics feel and view
the different things that are happening in their lives. Hispanics in general are viewed by the rest of the population as a monolithic society, that is, that all Hispanics are the same, same language, same religion, same way of dealing with every day circumstances. The results of this study suggests that this Hispanic population should be treated differently, because each group in this study has proven to be just that, different from each other. They are not all alike; they have different kind of problems. Some are more isolated than others, and here it would be safe to state that those Hispanics who are more isolated are potentially more at risk to become abusers. Hence, it is important to consider the fact that these three groups of families differ in their levels of isolation and the probabilities of how they may react to this isolation in terms of their children.

The results of the Education, Language and Income variables showed that as well as the Isolation variable, these three groups of families differ in the levels of adaptation to the community. The families of these groups who have the lesser degrees of education are the ones who have the most stressful time finding the way to earn enough income to support themselves, which in turn places them in greater jeopardy of becoming angry, anxious and at higher risk of taking out their frustrations on their children.

The families who cannot speak the English language well enough to apply for jobs with potential employers in the community, to communicate with the social service agencies to receive the benefits they need and which they are entitled to, may start to feel inadequate. The stress, the anxiety and the ensuing isolation may handicap their good
judgement and sometimes these parents act in a violent fashion toward their children.

The Impact of Findings in the Hispanic Community

The Language variable which also showed in the results that a statistically significant difference between these three groups exist, may prove to be of great importance. The Language problem could interface with the education difficulties which are going to relate to the income problems. When you have the education and income problems, this may lead into isolation, that is, when a person is not able to really fit-in well with the community. For instance, when the researcher was collecting the questionnaires from the respondents, a single parent of three children and one of the respondents to the study, seemed greatly depressed. The children were dirty and the house was in disorder. When questioned about this state of affairs, the single mother revealed that the foundation of all her problems and tribulations is the fact that she does not speak English, has little education (completed the fifth grade) and the income for the household comes from AFDC. She began to receive AFDC a short time prior to this interview because after several applications filed at the Welfare office, she was finally assisted by a bilingual neighbor to complete the applications and to meet the established required criterion to become eligible to receive the benefits.

The problems that the families in some of these groups have are certainly magnified if one will take into consideration other variables which were not considered in this study. Problems such as the
discriminatory alienation that hispanics are subjected because of race and language perpetrated by Government Social Service Agencies. For instance, if there is no staff member at the Agency who speaks the language of the applicant, the burden is on the client to secure an interpreter to help with the transaction, when it should be the responsibility of the Agency to provide bi-lingual workers to assist this special population to receive the benefits they are entitled to. This added demand creates more stress to these already struggling families.

The Language variable plays a key role in the acceptance or rejection of a family in this society. Families like the ones that form the groups of this study, have a difficult time adjusting to the system of a society such as the United States, which tends to be a monolingual society which unlike most countries does not tolerate other language as well. Evidence of this can be observed with the recent State of Florida movement to make the English language the official State language. A person who is not well versed in English is looked upon as if he/she is not really an American, even if this person was born here or lived here for years. If they do not speak English, they are not considered an American. Therefore, these people have a difficult time adjusting and many have even more difficulty than people without support, but that speaks English well.

Limitations of the Study

The limitations of the study were perhaps the lack of direct questions regarding the system of discipline exercised by the parents. The questions addressing this issue would have provided a clear view of
the probabilities of abuse. Questions such as: What type of discipline system do you exercise with your children? Have you ever disciplined your child to the extent of leaving bruises or marks or to the point of bleeding? How many times do you spank your child as a norm? Questions of this nature would certainly have provided grounds to assess the risk of abuse.

Suggested Research Directions

This particular study had the city and the county as the level of analysis. The differences or non-differences that were found in this investigation may be the same or different in another state. The problem is that no comparable studies have been conducted.

This study is rather unique in that there has been so little, if any, work done previously about child abuse and neglect in the Hispanic communities, that it makes it very difficult to establish a comparison. What this notion implies is that due to the findings of this research, it is imperative that new and more studies about this population regarding this topic shall be launched as soon as possible.

Although the measure used in this study may not have been sensitive enough to focus on many of the subtle nuances of the child abuse and neglect situation, it is unique in that it attempted to gain insight into the variables that may cause the problem. Fontana (1973) used case histories to examine the family situation, but there was no measure of the abuse that was utilized.

This researcher suggests that future studies involving this population about this topic shall be done in a more direct and
inquisitive fashion, making the questionnaires more relevant to the actual behavior of child discipline exercise. Perhaps it will be sensible to suggest the inclusion of more personal questions regarding marital relationships, relationship dominance, and parent-child relationships.
CHAPTER VI

IMPLICATIONS FOR SOCIAL WORK PRACTICE

The accurate assessment of the Hispanic family situation is imperative. In addition to the more conventional principles of needs assessment, agencies seriously planning to assess the needs of Hispanics must take into account the following principles: (1) Natural support systems must be taken into consideration to arrive at a multifaceted picture of needs and resources. (2) Community needs must be examined within a cultural context to minimize normative bias. (3) A relationship based on mutual trust should be stressed throughout the assessment process. (4) Efforts must be made to provide concrete results and products that will benefit the community. These principles, in turn, can be used as guidelines to determine what cultural factors to consider in greater depth, which strategies represent the greatest likelihood of success, and which products offer the greatest community benefits.

Social action, community organization, or advocacy may be done with or on behalf of the Hispanic community, aimed at any number of identified needs. These include better housing, employment opportunities, medical services, transportation, community safety, or day care.

The social services offered to the Hispanic community must be delivered by Spanish speaking professionals who are culturally aware of the needs and traditional sensibility of the population they are serving. Stereotyping is always dangerous. Individual evaluation of
each situation must be made by skillful, knowledgeable, and sensitive practitioners.

**Who Is At Risk For Child Abuse**

The persons who are isolated, the persons who have lower education, the persons who have difficulty with the language, the persons who have problems earning a suitable income, are the people who are at risk of becoming child abusers. These persons are certainly under a lot of stress because they are not well connected to the social systems. Therefore, they may take their frustrations out on their children.

What should we do given that we find a group of people who have these problems? We should be especially sensitive to them and try to offer the type of services that they can relate to, services that they feel comfortable with and most important of all, services that are offered in the language that they know and understand. The 1987 census of Atlanta, Georgia showed the Hispanic population a little under 150,000. Currently there are less than eight (8) certified Spanish speaking therapists in Atlanta.

What was found in this study was information about the special needs of a special population, which required the assistance of professionals who are aware of these special needs, namely: Linguistic fluency, educational problems, income problems and isolation status. These professionals need to be aware that those are among the special issues that they need to deal with.

The further implications for Social Work Practice in terms of a special minority population such as this, demands that the Social Work
Practitioner must first of all, establish a unifying framework that deals exclusively with the uniqueness of this specific minority population, recognizing thoroughly the diversity within this group. In order to provide the sound professional services required, the practitioner must keep into perspective that this group of members of our society, as well as other minority groups, have been exposed to a long history of discrimination, oppression and negativism simply because they are different, with different cultural backgrounds and most of all different language and color.

A true Social Work Practitioner is the individual who commits all of his/her energy, knowledge, skills and devotion to help the clients regardless of the ethnicity involved, because the challenge of our profession is to help the community to become the best they can be. To assist them in learning how to be more independent, better parents, better children, better neighbors, in other words, to empower our clients in the pursuit for a better life today and a more promising tomorrow for their children. All of this can be achieved if as professional social workers we clarify our personal values and do not allow them to conflict with our clients; if we are capable of developing the ability to relate to our clients and earn their trust, their confidence and most of all if we are able to make our clients understand how important they are to themselves, to their children and to the community.

Honesty speaking, any social work professional who does not consider this matter along this terms should seriously consider the damage that he/she is perpetrating to the clients, to the profession and to him/herself. As child welfare workers, we have accepted a very
important challenge and responsibility. For us, the year of the child is every year.
BIBLIOGRAPHY


Ibid., p. 205.


### Table 11. Education Variable

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
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</thead>
<tbody>
<tr>
<td>Less than H. S.</td>
<td>31</td>
<td>45.6</td>
</tr>
<tr>
<td>H. S. Graduate</td>
<td>18</td>
<td>26.5</td>
</tr>
<tr>
<td>Some College</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>College Graduate</td>
<td>7</td>
<td>10.3</td>
</tr>
</tbody>
</table>

### Table 12. Sex

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>26.5</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>73.5</td>
</tr>
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</table>

### Table 13. Religion

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>59</td>
<td>86.8</td>
</tr>
<tr>
<td>Baptist</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Protestant</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Table 14. Time Lived in U.S.

<table>
<thead>
<tr>
<th>VALUE LABEL</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>3 - 4</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>5 - 8</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>9 - 12</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>13 and above</td>
<td>11</td>
<td>16.2</td>
</tr>
</tbody>
</table>
As part of my requirements for completion at the Atlanta University School of Social Work, I am conducting a research on the attitudes of Hispanic families in Atlanta, Georgia, about child abuse and neglect. The questionnaire solicits your personal opinion about this phenomenon.

Since this study intends to verify the cultural viewpoint, your answers are not considered correct or incorrect, they will merely help to clarify the cultural point of view about child abuse.

You can rest assured of complete confidentiality, since your name does not and will not appear on the questionnaire. Besides, this study is not particularly interested in the individual answers, but in the general results of the opinions of the families as a group, specifically, 75 Hispanic families.

Before hand, I would like to express my gratitude for your participation and if you are interested, I will be glad to give you a copy of the results.

Sincerely,

Jaime A. Valasquez
Atlanta University
This questionnaire is designed to obtain information regarding factors that may be attributed to abuse and neglect in families, specifically in Hispanic families. Child abuse and neglect is defined as "The physical or emotional non-accidental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare." The completion of this questionnaire will provide valuable information in understanding your cultural point of view about child abuse.

Section One: Please complete the following section by selection the responses that you closest identify with. Please place a check mark in the space provided for your selection.

1. What was the highest level of education you completed?
   1. Less than high school  
   2. High School graduate
   3. Some College  
   4. Completed College  
   5. Graduate work

2. What is your sex?
   Male  
   Female

3. How long have you lived in the United States?
   Less than two years  
   3 to 4 years  
   5 to 8 years  
   9 to 12 years

4. What is your religious preference?
   Catholic  
   Baptist  
   Protestant
   Other (Please specify)
Section Two: Please complete the following section by selecting the one best response for each question.

1. I have relatives and friends in the community who help me in times of need.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____

2. I feel alone and helpless in this country.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____

3. I would rather deal with the need on my own than to let my neighbors know about my problems.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____

4. I wish that there were some community activities that our family could enjoy and participate in.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____

5. The church is of great support to me when I cannot reach my relatives or friends.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____

6. I do not have anyone to help me in case of need.
   Strongly agree _____ Agree _____ Undecided _____ Disagree _____
   Strongly disagree _____
Section three: Please complete the following section by selecting the one best response for each question.

1. I speak English fluently.
   YES ______ NO ______

2. Do you have difficulty communicating with your English-speaking neighbors?
   YES ______ NO ______

3. Do you resent that your children speak English at home?
   Never ______ Sometimes ______ Most of the time ______ Always ______

4. Do you demand that your children speak Spanish at home?
   Never ______ Sometimes ______ Most of the time ______ Always ______

5. Since the children learned to speak English, the communication within the family is more difficult.
   Strongly agree ______ Agree ______ Undecided ______ Disagree ______

6. Life will be easier if everybody spoke the same language.
   Strongly agree ______ Agree ______ Undecided ______ Disagree ______
   Strongly disagree ______

Section four: Please complete the following section by selecting the one best response for each question.

1. The family's income per year is:
   $5,000 ______ Between $6,000 and $10,000 ______ Between $11,000 and $15,000 ______ Between $16,000 and $20,000 ______ $21,000 or above ______

2. My family is a welfare recipient.
   YES ______ NO ______

3. The family's income is sufficient to meet all expenses.
   YES ______ NO ______
   Never____ Sometimes____ Most of the time____ Always____

5. Our family is always in financial difficulty.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

Section five: Please complete the following section by selecting the one best response for each question.

1. I resent how this culture is changing us and our children.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

2. Our Hispanic background is readily accepted in this country.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

3. The children should be disciplined differently according to gender.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

4. It is very difficult to adjust to the way of life in this country.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

5. Parents should be in complete control of their children’s future.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

6. Children should be able to voice their feelings and needs to their parents.
   Strongly Agree____ Agree____ Undecided____ Disagree____
   Strongly Disagree____

Never____ Sometimes____ Most of the time____ Always____

5. Our family is always in financial difficulty.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

Section five: Please complete the following section by selecting the one best response for each question.

1. I resent how this culture is changing us and our children.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

2. Our Hispanic background is readily accepted in this country.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

3. The children should be disciplined differently according to gender.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

4. It is very difficult to adjust to the way of life in this country.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

5. Parents should be in complete control of their children’s future.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____

6. Children should be able to voice their feelings and needs to their parents.

Strongly Agree____ Agree____ Undecided____ Disagree____

Strongly Disagree____
Este questionario está diseñado para obtener información acerca de factores que pueden ser atribuidos al abuso y la negligencia infantil en las familias, específicamente en familias hispánicas. Abuso y la negligencia infantil es definido como: "Las heridas físicas o emocionales causados por razones no accidentales, el abuso sexual o la explotación, la negligencia o maltrato de niños o niñas menores de dieciocho (18) años de edad, causados por las personas encargadas de velar por el bienestar de dichos niños o niñas." Completando este questionario proveerá información invaluval para mejor entender el punto de vista cultural acerca del abuso y la negligencia infantil.

Sección Primera: Por favor complete la siguiente sección seleccionando la respuesta con la cual usted se identifica más. Por favor, haga una marca en el espacio otorgado a su respuesta.

1. ¿Cuál es el grado de educación más alto que ud. ha completado?
   - Menos que secundaria (Bachillerato) ______ Graduado de secundaria ______
   - Algunos años de universidad ______ Graduado de Universidad ______
   - Master o Doctorado ______

2. ¿Cuál es su sexo?
   - Masculino ______ Femenino ______

3. ¿Qué religión profesa?
   - Católica ______ Bautista ______ Protestante ______
   - Otra. (Por favor especifique) ______

4. ¿Cuánto tiempo vive en los Estados Unidos?
   - Menos de dos (2) años ______ 3 a 4 años ______ 5 a 8 años ______
   - 9 a 12 años ______ Mas de 13 años ______
Sección Dos: Por favor, complete la siguiente sección seleccionando la respuesta que más refleja su opinión:

1. Yo tengo familiares y amigos íntimos en la comunidad, quienes me ayudan en casos de necesidad.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

2. Yo me siento solo (sola) e imposibilitado en este país.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

3. Yo prefiero resolver mis necesidades solo (sola) que pedirle ayuda a mis vecinos.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

4. Yo quisiera que hubieran más actividades en la comunidad que nuestra familia pudiera participar.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

5. La Iglesia es de gran ayuda para mi cuando no puedo encontrar a mis familiares o amigos íntimos.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

6. Yo no tengo a nadie que me ayude en caso de necesidad.
   - Estoy muy de acuerdo
   - Estoy de acuerdo
   - Indeciso
   - Estoy en desacuerdo
   - Estoy muy en desacuerdo

Sección Tercera: Por favor, complete la siguiente sección seleccionando la respuesta que más refleja su opinión.

1. Yo hablo Ingles fluentemente.
   - Si
   - No
2. Tiene usted dificultad para comunicarse con sus vecinos que solo hablan Inglés?
   Si ___ No ___ Algunas veces ___ La mayoría del tiempo ___
   Nunca ___

3. Le molesta a usted que sus hijos (hijas) hablen Inglés en su hogar?
   Nunca ___ Algunas veces ___ La mayoría del tiempo ___
   Siempre ___

4. Demanda usted que sus hijos (hijas) hablen Español en su hogar?
   Nunca ___ Algunas veces ___ La mayoría del tiempo ___
   Siempre ___

5. Desde que sus hijos (hijas) aprendieron a hablar Inglés, la comunicación dentro de la familia es más difícil?
   Estoy muy de acuerdo ___ Estoy de acuerdo ___ Indeciso ___
   Estoy en desacuerdo ___ Estoy muy en desacuerdo ___

6. La vida sería más fácil si todo el mundo hablara el mismo idioma.
   Estoy muy de acuerdo ___ Estoy de acuerdo ___ Indeciso ___
   Estoy en desacuerdo ___ Estoy muy en desacuerdo ___

Sección Cuarta: Por favor, complete la siguiente sección seleccionando la respuesta que más refleja su opinión.

1. El ingreso anual de la familia es: (antes de impuestos)
   Menos de $5,000.00 ___ Entre $6,000.00 y $10,000.00 ___
   Entre $11,000.00 y $15,000.00 ___ Entre $16,000.00 y $20,000.00 ___
   $21,000.00 o más ___

2. Mi familia recibe asistencia Social (welfare).
   Si ___ No ___

3. El ingreso de la familia es suficiente para cubrir todos los gastos.
   Si ___ No ___
4. La tensión económica crea muchos problemas en mi hogar.

Nunca_____ Algunas veces_____ La mayoría del tiempo_____
Siempre_____

5. Nuestra familia tiene dificultades económicas todo el tiempo.

Estoy muy de acuerdo_____ Estoy de acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____

Sección Quinta: Por favor, complete la siguiente sección seleccionando la respuesta que más refleja su opinión.

1. Yo resiento la forma como esta cultura nos está cambiando a nosotros y a nuestros hijos (hijas).

Estoy muy de acuerdo_____ Estoy de acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____

2. Nuestro origen Latino (Ispánico) es aceptado con placer y de buena forma en este país.

Estoy muy de acuerdo_____ Estoy de acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____

3. La disciplina de los hijos (hijas) debe ser diferente de acuerdo a su género. (masculino - femenino).

Estoy muy de acuerdo_____ Estoy de Acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____ 

4. Es muy difícil ajustarse al sistema de vida en este país.

Estoy muy de acuerdo_____ Estoy de acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____ 

5. Los padres deben tener control absoluto del futuro de sus hijos (hijas)

Estoy muy de acuerdo_____ Estoy de acuerdo_____ Indeciso_____  
Estoy en desacuerdo_____ Estoy muy en desacuerdo_____
6. Los hijos (hijas) deben tener derecho a expresar sus opiniones y necesidades a sus padres.

Estoy muy de acuerdo ______ Estoy de acuerdo ______ Indeciso______

Estoy en desacuerdo ______ Estoy muy en desacuerdo ________