Acculturation, adaptation and multiculturalism among immigrant adolescents in junior vocational education

Geel, M. van

8. References

Achenbach, T., Bird, H., Canino, G., Phares, V., Gould, M., & Rubio-Stipec, M. (1990). Epidemiological comparisons of Puerto Rican and U.S. mainland children: parent, teacher and self reports. *Journal of the American Academy of Child & Adolescent Psychiatry*, *29*, 84– 93.

Alesina, A.,, Glaeser, E., & Sacerdote, B. (2001). Why doesn't the US have a European-style welfare state? *Brookings Papers on Economic Activity*, *2*, 187–277.

Allport, G. (1954). *The nature of prejudice.* Garden City, NJ: Doubleday Anchor Books.

Aronowitz, M. (1984). The social and emotional adjustment of immigrant children: A review of the literature. *International Migration Review*, *18*, 237-257.

Arends-Toth, T., & Van de Vijver, F. J. R. (2003). Multiculturalism and acculturation: Views of Dutch and Turkish-Dutch. *European journal of social psychology*, *33*, 249-266.

Banting, K., & Kymlicka, W. (2004). Do Multiculturalism policies erode the welfare state? In P. Van Parijs (Ed.), *Cultural diversity versus economic solidarity* (pp.227-284). Brussels:Editions De Boeck Université.

Baron, R.M., & Kenny, D.A. (1986). The moderator-mediator distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, *51*, 1173-1182.

Barry, B. (2001). *Culture and equality: An egalitarion critique of multiculturalism.* Cambridge: Polity.

Beiser, M., Hou, F., Hyman, I., & Tousignant, M. (2002). Poverty, family process, and the mental health of immigrant children in Canada. *American Journal of Public Health*, *92*, 220 – 227.

Bendixen, M., & Olweus, D. (1999). Measurement of antisocial behaviour in early adolescence and adolescence: Psychometric properties and substantive findings. *Criminal Behaviour and Mental Health*, *9*, 323 – 354.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, *46*, 5-68.

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, *29*, 697-712.

Berry, J. W., & Kalin, R. (1995). Multicultural and ethnic attitudes in Canada: An overview of the 1991 national survey. *Canadian Journal of Behavioural Science*, *27*, 301–320.

Berry, J.W., Kim, U., Minde, T., & Mok, D. (1987). Comparative studies of acculturative stress. *International Migration Review*, *21*, 491-511.

Berry, J. W., Phinney, J. S., Sam, D., & Vedder, P. (Eds.). (2006). *Immigrant youth in cultural transition: Acculturation, identity and adaptation across national contexts.* Mahwah, NJ: Lawrence Erlbaum Assosiates.

Birman, D., Trickett, E. & Buchanan, R. M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American Journal of community Psychology, 35*, 87-101.

76

Birman, D., Trickett, E. J., & Vinokurov, A. (2002). Acculturation and adaptation of Soviet Jewish refugee adolescents: Predictors of adjustment across life domains. *American Journal of Community Psychology, 30*, 585-607.

Blake, S. M., Ledsky, R., Goodenow, C., & O'Donnell, L. (2001). Recency of immigration, substance use, and sexual behavior among Massachusetts adolescents. *American Journal of Public Health, 91*, 794 – 798.

Bourhis, R.Y., Moise, L.C., Perreault, S., & Senecal, S. (1997). Towards an interactive acculturation model: A social psychological approach. *International journal of psychology, 32*, 369-386.

Boyce, W., Torsheim, T., Currie, C., & Zambon, A. (2006). The Family Affluence Scale as a measure of national wealth: validation of an adolescent self-report measure. *Social Indicators Research, 78*, 473-487.

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology, 53*, 371–399.

Breugelmans, S.M., & Van de Vijver, F. J. R. (2004). Antecedents and components of majority attitudes towards multiculturalism in the Netherlands. *Applied Psychology: An International Review, 53*, 400-422.

Brindis C, Wolfe, A.L., McCaiter, V., Ball, S., & Starbuck-Morales, S. (1995). The associations between immigrant status and risk-behavior patterns in Latino adolescents. *Journal of Adolescent Health,, 17*, 99-105.

Bryant, A. L., Schulenberg, J. E., O'Malley, P. M., Bachman, J. G., & Johnston, L. D. (2003). How academic achievement, attitudes, and behaviors relate to the course of substance use during adolescence: A 6-year, multiwave national longitudinal study. *Journal of Research on Adolescence, 13*, 361–397.

Bryk, A. S., & Raudenbush, S. W. (1992). *Hierarchical linear models: Applications and data analysis methods.* Newbury Park, CA: Sage Publications.

Caplan, N., Choy, M., & Whitmore, J. (1992). Indochinese refugee families and academic achievement. *Scientific American, 266*, 18–24.

Central Bureau of Statistics. (2007). *Jaarrapport onderwijs 2007* [*Year report education 2007*]. SDU: The Netherlands: The Hague.

Central Bureau of Statistics. (2008). *Jaarrapport integratie 2008* [*Year report integration 2008*]. SDU: The Netherlands: The Hague.

Currie, C. E., Elton, R. A., Todd, J., & Platt, S. (1997). Indicators of socio-economic status for adolescents: the WHO health behaviour in school-aged survey. *Health Education Research, 12*, 385–397.

Extra, G., & Yagmur, K. (2009).Language proficiency and socio-cultural orientation of Turkish and Moroccan youngsters in the Netherlands. *Language and Education, 23,* 1-16.

Fortuin, J., Ziberna, A., & Vedder, P. (2009). *The effect of ethnic background on friendship and social interaction networks: A network approach.* Manuscript submitted for publication.

Fuligni, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development*, *68*, 261–273.

Fuligni, A. J. (1998). The adjustment of children from immigrant families. *Current Directions in Psychological Science*, *7*, 99-103.

Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child Development*, *70*, 1030–1044.

Freeburg, A., & Stein, C. (1996). Felt obligation toward parents in Mexican-American and Anglo-American young adults. *Journal of Social and Personal Relationship*, *13***,** 457–471.

Gans, H. J. (1992). Comment: ethnic invention and acculturation, a bumpy-line approach. *Journal of American Ethnic History*, *12*, 42 -52.

Garcia Coll, C. (2005). *The immigrant paradox: Critical factors in Cambodian students' success.* paper presented at the 2005 Biennial meeting of the Society for Research in Child Development. Atlanta, GA, April 7 – 10.

Georgas, J., Berry, J., Shaw, A., Christakopoulou, S., & Milonas, K. (1996). Acculturation of Greek family values. *Journal of Cross-Cultural Psychology*, *27*, 329-338.

Gil, A., & Vega, W. (1996). Two different worlds: Acculturation stress and adaptation among Cuban and Nicaraguan families. *Journal of Personal Social Relationships*, *13*, 435– 456.

Gil, A., Vega, W., & Dimas, J. (1994). Acculturative stress and personal adjustment among Hispanic adolescent boys. *Journal of Community Psychology*, *22*, 43-54.

Gordon, M. M. (1964). *The assimilation into American live: the role of race, religion and national origins.* London: Oxford university press.

Gniewosz, B., & Nowack, P. Classroom climate indicators and attitudes towards foreigners. *Journal of Adolescence*, *31*, 609-624.

Gustafsson, S., & Stafford, F. (1994). Three Regimes of Child-care: the United States, the Netherlands, and Sweden. In R. Blank (ed.) *Social Protection versus Economic Flexibility* (pp. 333–362). Chicago : University of Chicago Press.

Harker, K. (2001). Immigrant generation, assimilation and adolescent psychological well-being. *Social Forces*, *79*, 969 – 1004.

Harris, K. M. (2000). The health status and risk behaviors of adolescents in immigrant families. In D. Hernandez (Ed.), *Children of immigrants: Health, adjustment, and public assistance* (pp. 286–347). Washington, DC: National Academy Press.

Hayes-Bautista, D. (2004). *La Nueva California: Latinos in the Golden State.* Los Angeles: University of California Press.

Hernandez, D. J., & Darke, K. (1999). Socioeconomic and demographic risk factors and resources among children in immigrant and native-born families: 1910, 1960, and 1990. In D. J. Hernandez (Ed.), *Children of immigrants: Health, adjustment, and public assistance* (pp. 19-125). Washington, DC: National Academy Press.

78

Herweijer, L. (2009). *Making up the gap: migrant education in the Netherlands.* SCP: The Netherlands: The Hague.

Hovey, J. D., & King, C. A. (1996). Acculturative stress, depression, and suicidal ideation among immigrant and second-generation Latino adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 35,* 1183–1192.

Hox, J. J. *Applied multilevel analysis.* Amsterdam: TT-Publikaties, 1994.

Jasinskaja-Lahti, I., & Liebkind, K. (2001). Perceived discrimination and psychological adjustment among Russian-speaking immigrant adolescents in Finland. *International Journal of Psychology, 36,* 174-185.

Jasinskaja-Lahti, I., Liebkind, K., Jaakkola, M., & Reuter, A. (2006). Perceived discrimination, social support networks and psychological well-being among three immigrant groups. *Journal of Cross-Cultural Psychology, 37,* 1–19.

Jasso, G., Massey, D. S., Rosenzweig, M. E., & Smith, J. P. (2004). Immigrant health: Selectivity and acculturation. In N. B. Anderson, R. A. Bulatao, & B. Cohen (Eds.), *Critical perspectives on racial and ethnic differences in health in late life* (pp. 227 – 266). Washington, DC: The National Academy Press.

Liebkind, K., Jasinskaja-Lahti, I., & Solheim, E. (2004). Cultural identity, perceived discrimination, and parental support as determinants of immigrants school adjustments: Vietnamese youth in Finland. *Journal of Adolescent Research, 19,* 635 - 656.

Kao, G. (1999). Psychological well-being and educational achievement among immigrant youth. In D. J. Hernandez (Ed.), *Children of immigrants: Health, adjustment, and public assistance* (pp. 410–477). Washington, DC: National Academy Press.

Kao, G., & Tienda, M. (1995). Optimism and achievement: The educational performance of immigrant youth. *Social Science Quarterly, 76,* 3–19.

Liebkind, K., Jasinskaja-Lahti, I., & Solheim, E. (2004). Cultural identity, perceived discrimination, and parental support as determinants of immigrants school adjustments: Vietnamese youth in Finland. *Journal of Adolescent Research, 19,* 635 - 656.

Ludden, A. B., & Eccles, J. S. (2007). Psychosocial, motivational, and contextual profiles of youth reporting different patterns of substance use during adolescence. *Journal of Research on Adolescence, 17,* 51-88.

Khmelkov, V.T., & Hallinan, M.T. (1999). Organizational effects on race relations in schools. *Journal of Social Issues, 55,* 627-645.

Masson, C. N., & Verkuyten, M. (1993). Prejudice, ethnic identity, contact and ethnic group preferences among Dutch young adolescents. *Journal of Applied Social Psychology, 23,* 156 - 168.

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53,* 185–204.

Moody, J. (2001). Race, school integration and friendship segregation in America. *The American Journal of Sociology*, *107*, 679-716.

Neto, F. (2002). Acculturation strategies among adolescents from immigrant families in Portugal. *International Journal of Intercultural Relations, 26*(1), 17-38.

Olweus, D. (1989). Prevalence and incidence in the study of antisocial behaviour: Definition and measurement. In M. Klein (Ed.), *Cross-national research in self-reported crime and delinquency* (pp. 187-201). Dordrecht, Holland: Kluwer Academic.

Olweus, D. (1994). *The revised Olweus Bully/Victim Questionnaire.* Bergen, Norway: Research Center for Health Promotion, University of Bergen.

Paradies, Y. (2006). A systematic review of empirical research on self-reported racism and health. *International Journal of Epidemiology*, *35*, 888-901.

Parekh, B. (2002). *Rethinking multiculturalism: Cultural diversity and political theory*. London: MacMillan.

Pettigrew, T.F. (1998). Intergroup contact theory. *Annual Review of Psychology*, *49*, 65–85.

Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, *90*, 751 – 783.

Piontkowski, U., Rohmann, A., & Florack, A. (2002). Concordance of acculturation attitudes and perceived threat. *Group processes & intergroup relations*, *5*, 221-232.

Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *Annals of the American Academy of Political & Social Science, 530*, 74–96.

Redfield, R., Linton, R., & Herskovits, M. (1936). Memorandum on the study of acculturation. *American Anthropologist*, *38*, 149-152.

Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology*, *40*, 417–423.

Rosenberg, M. (1965). *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Rosenberg, M., Schooler, C., & Schoenbach, C. (1989). Self-esteem and adolescent problems: Modeling reciprocal effects. *American Sociological Review, 54,* 1004–1018.

Rosenberg, M., Schooler, C, Shoenbach, C, & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review, 60,* 141-156.

Rudmin, F. W. (2003) Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology, 7*, 3-37.

Rumbaut, R. (1994). The crucible within: Ethnic identity, self-esteem, and segmented assimilation among children of immigrants. *International Migration Review*, *28*, 748-794.

Rumbaut, R. G. (1999). Assimilation and its discontents: Ironies and paradoxes. In C. Hirschman, P. Kasinitz, & J. DeWind (Eds.), *The handbook of international migration: The American Experience* (pp. 172-195). New York: Russel Sage foundation.

Sam, D. L., Vedder, P., Liebkiend, K., Neto, F., & Virta, E. (2008). Immigration, acculturation and the paradox of adaptation in Europe. *European Journal of Developmental Psychology, 5*, 138-158.

Scientific Advisory Board for Government Policy. (2009). *Vertrouwen in de school* [*Trusting the school*]. Amsterdam University Press: The Netherlands: Amsterdam.

Sellers, R.M., Caldwell, C.H., Schmeelk-Cone, K.H., & Zimmerman, M.A. (2003). Racial identity, Racial discrimination, perceived stress, and psychological distress among African American young adults. *Journal of Health and Social Behavior, 44*, 302-317.

Sellers, R. M., Smith, M. A., Shelton, J. N., Rowley, S. A. J., & Chavous, T. M. (1998). Multidimensional Model of Racial Identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review, 2*, 18–39.

Simpson, E. H. (1949). Measurement of diversity. *Nature, 163*, 688.

Stanger, C., & Lewis, M. (1993). Agreement among parents, teachers, and children on internalizing and externalizing behavior problems. *Journal of Clinical Child Psychology, 22*, 107–115.

Stearns, E. (2004). Interracial Friendliness and the Social Organizations of Schools. *Youth and Society, 35*, 395–419.

Steinberg, L. (1996). *Beyond the classroom: Why school reform has failed and what parents need to do.* New York: Simon & Schuster.

Stevens, G.W. J. M., Pels, T., Bengi-Arslan, L., Verhulst, F. C., Vollebergh, W. A. M., & Crijnen, A. A. M. (2003).Parent, teacher and self-reported problem behavior in the Netherlands: Comparing Moroccan immigrant with Dutch and with Turkish immigrant children and adolescents. *Social Psychiatry and Psychiatric Epidemiology, 38*, 576-585.

Suárez-Orozco, C., & Suárez-Orozco, M. M. (1995). *Transformations: Immigration, family life, and achievement motivation among Latino adolescents.* Stanford, CA: Stanford University Press.

Suarez-Orozco, C., & Suarez-Orozco, M.M. (2002). *Children of immigrants.* Cambridge, MA: Harvard University Press.

Suárez-Orozco, M. M. (2001). Globalization, immigration, and education: The research agenda. *Harvard Education Review, 71*, 345–365.

Tatar, M., & Horenczyk, G. (2003). Diversity-related burnout among teachers. *Teaching and Teacher Education, 19*, 397-408.

Van Geel, M., & Vedder, P. (2009). Perceived discrimination and psychological adjustment of immigrants. A review of research. In I. Jasinskaja-Lahti & T. Anna Mähönen (Eds.), *Identities, intergroup relations and acculturation: the cornerstone of intercultural encounters* (pp. 179-190). Helsinki: Gaudeamus Helsinki University Press.

Van Oudenhoven, J.P., Prins, K.S., & Buunk, B.P. (1998). Attitudes of minority and majority members towards adaptation of immigrants. *European Journal of Social Psychology, 28*, 995–1013.

Vazsonyi, A. T., & Pickering, L. E. (2003). The importance of family and school domains in adolescent deviance: African American and Caucasian youth. *Journal of Youth and Adolescence*, *32*, 115–128.

Vedder, P. (2004). Turkish immigrant adolescents' adaptation in the Netherlands: The impact of the language context. *Estudios de Sociolingüística, 5*(2), 257-276.

Vedder, P. (2006) Black and white schools in the Netherlands. *European Education, 38* (2), 36 – 49.

Vedder, P., Berry, B., Sabatier, C. & Sam, D. (2009). The intergenerational transmission of values in national and immigrant families: the role of zeitgeist. *Journal of Youth and Adolescence*, 38, 642–653.

Vedder, P., & Virta, E. (2005). Language, ethnic identity, and the adaptation of Turkish immigrant youth in the Netherlands and Sweden. *International Journal of Intercultural Relations*, *29*, 317-337.

Vega, W.A., Gil, A.G., & Zimmerman, R.S. (1993). Patterns of drug use among Cuban-American, African-American, and White non-Hispanic boys. *American Journal of Public Health, 83*, 257-259.

Vega, W. A., Khoury, E. L., Zimmerman, R. S., Gil, A. G., & Warheit, G. J. (1995). Cultural conflicts and problem behaviors of Latino adolescents in home and school environments. *Journal of Community Psychology*, *23*, 167–179.

Verkuyten, M., & Brug, P. (2004). Multiculturalism and group status: the role of ethnic identification, group essentialism and protestant ethic. *European Journal of Social Psychology*, *34*, 647-661.

Verkuyten, M., & Martinovic, B. (2006). Understanding multicultural attitudes: The role of group status, identification, friendships and justifying ideologies. *International Journal of Intercultural Relations*, *30*, 1-18.

Verkuyten, M., & Thijs, J. (2002). Racist victimization among children in the Netherlands: the effects of ethnic group and school. *Ethnic and Racial Studies*, *25*, 310-331.

Ward, C. (1996). Acculturation. In D. Landis & R. Bhagat (Eds.), *Handbook of intercultural training* (pp.124-147). Thousand Oaks, CA: Sage.

Ward, C., & Masgoret, A. (2006). An integrative model of attitudes toward immigrants. *International Journal of Intercultural Relations*, *30*, 671–682.

Wong, C.A., Eccles, J.S., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality*, *71*, 1197-1232.

Zhou, M. (1997a). Growing up American: The challenge confronting immigrant children and children of immigrants. *Annual Review of Sociology*, *23*, 63–95.

Zhou, M. (1997b). Segmented assimilation: Issues, controversies, and recent research on the new second generation. *International Migration Review, 31*, 923–960.

Zhou, M., & Bankston, C. L. (1998). *Growing up American: How Vietnamese children adapt to life in the United States.* New York: Russel Sage Foundations.