PORTUGUESE IN IRELAND: SOCIOCULTURAL ADAPTATION AS PREDICTOR OF

SELF-ESTEEM, SATISFACTION WITH LIFE AND HAPPINESS

Pedro Lemos

Student number: 1550926

Submitted for the partial fulfilment of the BA (Hons) in Psychology at Dublin Business School, School of Arts.

Supervisor: Dr. Chris Gibbons

Head of Department: Dr S. Eccles

April 2014

Department of Psychology

Dublin Business School

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Dublin Business School

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Acknowledgements

"They do not know that the dream is a constant of life as concrete and defined as anything else(…)" Pedra Filosofal - Carlos Paiao

Under the supervision of the Dr Chris Gibbons, who taught me to think and act as a researcher, I learn that a research and the related statistics are more than data. There is a story to be told. That story it's so unique to each member of the sample. It will be when all those unique stories are brought together that a further unique and shared story appears in front of us. Dr Chris Gibbons was also a source of support with the provision of suggestions and patiently guided me through my research project. My profound thanks to him that I learned to admire.

I also thank all of my colleagues (specially Justyna) , lecturers and friends that with their comments and enlightening suggestions during the preparation of this thesis helped to keep the focus on the big picture.

To all my family in particular my parents (Jorge e Maria), brother (Nuno), uncles (Antonio, Augusta and Olinda), cousins (Leonor, Ines and Pedro) and Godsons (Silvia and Dylan), who supported me so much through the years.

To Angela, for the inspiration to take the risk and take another leap into college education.

To all the people who participated in the study and for all the Facebook group admins that allowed me to reach the sample population.

Abstract

The purpose of the current research is to understand the Portuguese migrant adaption into the Irish society. It aims to understand the relationship and correlation of such adaption with the levels of self-esteem, satisfaction with life and happiness.

Another objective is to introduce the Portuguese community in Ireland which is still to be analysed in academic works.

The data collection occurred through an online questionnaire that was cascaded into the population by word of mouth or social media (Facebook).

The sample was non-probabilistic by convenience or snowball. Following the survey, 111 immigrants, that participated voluntarily, Portuguese, over 18 and that reside in Ireland constituted our sample. The most observable results are the existence of correlations and relationships between the levels of adaptation with self-esteem, satisfaction with life and happiness. Overall the more adapted the participants are to Ireland the greater is their levels of Self-esteem, satisfaction with life and Happiness.

Introduction

General Introduction

Globalization has blurred the cultural differences between peoples. While in the past the identity of each individual manifested within country, the massive exchange of people and goods in a world increasingly interactive means that small cultural differences between different countries become more thin. The meanings and symbolism that are part of each culture often leads to a different understanding of the real in the receiving country, is no longer just a matter of language but of semantics and adaptation to a new lifestyle.

The contact between the immigrant and the receiving culture implies a need for balance between personal and social identity and receive the influence of the changes driven by the new culture, resulting in a process of acculturation with the redefinition of values , norms and customs. Acculturation is a multidimensional psychosocial phenomenon reflected in the psychological changes: attitudes and behaviors.

One of the fundamental characteristics of the individual is the need to have a sustainable way of life, and hence a continuous search for new conditions that can ensure an increase in quality of life. The possible causal connection between migration and the search for a better quality of life has been recorded as a major reason in the decision to immigrate. The UNFPA recognized recently that "In 2010, some 214 million people — 3 per cent of the world's population — lived outside their country of origin (..) The majority of migrants cross borders in search of better economic and social opportunities (..) New patterns of migration have arisen, and many countries that once sent migrants abroad — for example, Argentina, Ireland and South Korea — are now experiencing migrant inflows as well." (International Organization for Migration (IOM), 2011, 46).

The flows have been increasing, reaching all continents. It is Europe that receives a greater number of migrants (64 million), followed by Asia (53million) and North America (44.5 million). The number of international migrants nearly tripled since 1970. In the European Union (EU), the number of migrants from non-European countries increased by 75 % since 1980. These migration flows grow faster than the world population growth rate, also notable is a feminization of migration. Indeed, about 100 million international migrants are women. It is noteworthy that family reunification is the main route of entry of immigration into the European Union, it has been found that 75 % of annual migration flows consist of spouses, children and other relatives. According to the Organization for Economic Cooperation and Development (OECD, 2007), family migration reaches 70 % in the USA and are a third of permanent migration in Japan and the UK. These flows have been increasing reaching all continents and different sectors of public life, it is expected that in 2050 international migration reach 230 million. In OECD countries the flows of foreign students and skilled workers have increased by over 40 % since 2000. For example, in 2000, 11 % of nurses and 18 % of doctors working in OECD countries were of foreign origin (OECD, 2007). According to the 2011 Irish census there was 2739 Portuguese living in Ireland (Central Statistics Office, 2012).

As the immigrant leave their country to gain residence in another he faces difficulties on arrival in the new country. The immigrant is faced with search for employment, the need to provide for basically needs and dwelling with everything related to fixing residence on the new country. The process extends to learn another language, the cut on established relationships on the country of origin and the creation of new relationship (Berry, 2003). This normally generates feelings of isolation and anxiety. From a psychological perspective, immigrants belong either to their culture of origin, to the culture of the country of settlement, or to a combination.

Cultural diversity can sustain the adaptation of the migrant but may also accentuate the differences between majorities and minorities and trigger attitudes of discrimination, racism and exclusion. The new environment is a social and symbolic space for cultural pluralism and difference where the migrant aims to form, restructure and affirm identities, reinvent the everyday social and health practices, intercultural relations and engage in different forms of participation and citizenship. It is a place where they can also experience tensions, conflicts, violence, illness and exclusion.

Poor adaptation can lead to severe psychological consequences for those that take the challenge and embrace life away from what they used to know . One fact that supports this is the fact that immigrants have higher risk of suffering mental disorders such as depression, schizophrenia and post-traumatic stress. Often these illnesses are associated with levels of stress present in the process of acculturation (Bhugra, 2004).

Acculturation Background

In 1930 the magazine American Anthropologist published a memorandum on the study of acculturation that for the first time brings an understanding to the adaptive process of immigrant to the host country. Acculturation can be defined as the process of exchange where individuals and groups from different cultures undergo continuous contact with each other, and there is a subsequent change in the two groups or individuals. This change involves ethnic identity, familiarity, traditionalism, cultural knowledge, behaviours and language, can be a very stressful process (Caplan, 2007).

Adapting to a new country can cause a lot of pressure, caused by difficulties such as finding work or learn a new language. In Physiology "adaptation" is used to describe the adjustment of living beings to their environment. Sources of stress are considered to be those that have the effect of threatening or disturbing the dynamics of steady state (homeostasis) which

depends the life of the organism, which can translate into the need to adapt to survive(Johnson, 1992).

Those stressors may involve difficulties in changing gender roles, financial and economic challenges, educational status, losses, discrimination, legal status, family, social support, conflicts of values, intergenerational conflict, alienation, marginalization, migration journey, experiences pre -migration and changes in social status (Caplan, 2007).

A research of Caplan (2007) on Latino immigrants in the United States reinforces the idea that acculturation significantly affects the physical and mental health. The specific types of stressors vary from ethnic group. Separation from family and lack of community was the most frequent stressor cited by immigrants.

Liebkind et al. (2004) found that 175 Vietnamese immigrant adolescents in Finland were, on average, better adjusted to school than 337 native students. The acquisition of new traits, learning a new language, keeping a positive ethnic identity and a good relationship with parents provided a good fit in school. Based on the findings, the authors postulated that self-esteem increases significantly with time in the host country, increasing feelings of competence. More integrated immigrant children showed a higher level of acculturation.

Bonnin and Brown (2002) studied 202 Cuban immigrants in the United States. They have found that family adaptability, family cohesion, and acculturation are significant preceptors for a direction or purpose in life (life on purpose), which culminates in sense of psychological well-being. According to the authors, this would make immigrants better able to cope with the pressures of acculturation. Recent Cuban exiles, hosted by the American government, but without citizenship, have higher rates of adaptation than Cuban - Americans (which has documents proving their citizenship). The justification for this would be the latest sensation of relief at having gotten rid of political or economic oppression imposed on Cuba.

Several other studies identified a number of variables to predict how successfully someone can adapt to a foreign environment. These predictors include demographic variables, individual factors such as language proficiency (Poyrazli, Arbona, Bullington, et.al., 2001), previous experience and level of support on the host country (Hayes and Lin, 1994) and size of community (Sellitz, Hopson and Cook, 1956).

All articles encountered have as the scope the theme of immigration, as well as the difference of cultures between the home country and the country they migrate. However reviewed articles varied in relation to the immigrants, the countries of destination, the instruments used and the results obtained. This heterogeneity makes it difficult to compare studies.

Previous Methods and Results

Considering the importance of self-esteem, we believe there may be a relationship between integration (adaptation) and a high score on this variable, which we intend to find out, in line with previous studies (Berry et al 2006, Berry 2007). This research, is based on the acculturation model of Berry et al. (1990) and on the more recent works of Wilson J et al, (2013).

In a recent study (Wilson J. et al, (2013) looked into a total of 17 variables from 66 independent studies ($N = 10,672$). The authors identified several factors as predictors of the levels of adaptation such as length of residence ($r = .16$), cultural knowledge ($r = .34$), previous cross-cultural experience ($r = .17$), cultural distance ($r = -.33$), language proficiency ($r = .35$), and contact with host nationals ($r = .29$).

As recognized by Liebkeinin the use of various measures of psychological well-being in studies of acculturation enriches and brings credibility to the research. As also can be seen in the research conducted by Zhou et al. (2008), where 4 studies were done and over 8 measures were used to assess levels of social support, loneliness, nostalgia and resilience among Chinese immigrants in 1101. Researchers studied the variables of place of origin, duration in

the host country and language to define acculturation level, helping to differentiate stressors in the adaptation process.

Understanding the impact that different levels can have in the Portuguese individuals that choose Ireland as their new home is important to understand how well adapted, satisfied and happy they are. In addition we will also measure their levels of self-esteem.

Current Study Aim

This study aims to understand the levels of adaptation of the Portuguese immigrant through different acculturation categories and psychosocial variables (satisfaction with life, self-esteem and happiness).

Hypothesis

It was hypothesized that:

- H0: The participants will demonstrate a significant positive correlation between self-esteem, satisfaction with life and happiness with time in Ireland.

- H1: The participants will demonstrate a significant positive correlation between the levels of Self-esteem and Sociocultural adaptation.

- H2: The participants will demonstrate a significant positive correlation between the levels of satisfaction with life and Sociocultural adaptation.

- H3: The participants will demonstrate a significant positive correlation between the levels of happiness and Sociocultural adaptation.

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Method

Participants

The present study, was carried on a sample of 111 (N=111) Portuguese immigrants residing in Ireland, which was analysed according to Wilson, J. (2013) and her revised sociocultural adaptation scale. The results obtained were measured in several domains (Interpersonal Communication; Academic/Work Performance; Personal Interests & Community Involvement; Ecological Adaptation; Language Proficiency).

Variables

For this research the following set of instruments were administered to all participants:

- Revised Sociocultural Adaptation Scale (SCAS-R) - Wilson, J. (2013) - This instrument, was adapted to the Portuguese and Ireland reality. Portuguese sociocultural adaptation was assessed by 21 Items that cover adaptation areas relevant to the Portuguese community in Ireland. The items are randomly ordered in the questionnaire and the answers to each item was given on a 5-point Likert scale, ranging from (1) Not at all competent to (5) Extremely competent .

- Self-esteem - Rosenberg's (1986) – A 10-item self-esteem inventory was used to measure the levels of self-esteem. This scale items include for example "On the whole I am satisfied with myself ", and "I have a positive attitude toward myself " that are measure on a 4-point scale ranging from "strongly disagree" to "strongly agree".

- The Satisfaction with Life Scale - Diener et al., (1985) - Comprises five items which are rated on a 7-point scale. The scale results are measured from 5 (low satisfaction) to 35 (high satisfaction).

- Subjective Happiness Scale (SHS) – Lyubomirsky S. (1999) - The SHS is a 4-item scale of global subjective happiness. Two items ask respondents to characterize

themselves using both absolute ratings and ratings relative to peers, whereas the other two items offer brief descriptions of happy and unhappy.

Finally, subjects were asked to provide information on sociodemographic characteristics as age, gender, marital status, number of children, income and time in Ireland.

Procedure and Design

For this study a between sample design was used. This allowed to evaluate those participants that differed in scores on the predictor and outcome measures and compared against other to establish the extent to which there were correlations between the key predictors and the outcome measures. The predictor variables were: age, time in Ireland, Interpersonal Communication, Academic/Work Performance, Personal Interests & Community Involvement, Ecological Adaptation and Language Proficiency. The Independent variables were: self-esteem, happiness and satisfaction with life.

The sample was acquired through Facebook Groups that had the largest number of immigrants as member and through word of mouth. A link was provided to all users to an anonymous online survey. The cover page of the survey informed all participants that the survey was anonymous and that they could exclude themselves from the survey at any given time. The questionnaire was divided into 5 parts (Demographic information, Satisfaction with life scale, Self-esteem scale, happiness scale and the Sociocultural adaptation scale). This had a dual purpose: preventing fatigue when scrolling down the survey and create a linear flow on the survey. Several demographic questions were included to filter the population. The survey was open for responses from the 15th December to the 30th January. From all responses a usable sample of one hundred and eleven (N=111) subjects was used according to the following criteria: Over 18, Living in Ireland and Portuguese).

Data analysis

Following the data collection, the results were analyzed using IBM SPSS Statistics 21.0.

The first step performed was an univariate analysis. We generated descriptive statistics, frequencies and a table of means and standard deviations for all variables.

Additional analysis included histograms of all variables with a view for outliers, or scores that fall outside the range of the majority of scores. In a multiple regression analysis, these score could have had a huge "influence" on the results of the analysis and would be a cause for concern.

After we run several independent T-tests between variables. This allowed us to identify the predictors to be used on our Multiple regressions. Through means of Multiple regression we aimed to explain or attempted to understand how the Portuguese levels of self-esteem, happiness and satisfaction with life are correlated with their adaptation to the host country. By using Multiple regression this we also looked to understand at a more deeper level whether self-esteem, happiness and satisfaction with life can be predicted based on age, time in Ireland, Interpersonal Communication, Academic/Work Performance, Personal Interests & Community Involvement, Ecological Adaptation and Language Proficiency.

Ethical Considerations

For the present study no sensitive subjects were addressed. However participants may have found it difficult to answer questions about their self-esteem, if they have at present a low self-esteem. All participants were allowed to terminate their participation at any time by closing the browser window. The survey was completely anonymous and information about privacy safety and the procedure of storage and destruction of data was placed on the cover

page. All participants were informed of an email address where they could direct any questions or get information about this research.

<center>**Results**</center>

Introduction of results

From the demographics collected it´s important to emphasize that these immigrants are mostly female (55.9%), Single (36 %), with an average age of 32.8 years old, an average yearly income of 37,361.53€ and they have been living in Ireland in average 49.78 months.

Descriptive Statistics

All the participants were over eighteen (N=111) and residing presently in Ireland. Majority of the participants were female (N=48). They consider their life in Ireland to be satisfactory (Standard Deviation = 5.33 ; Mean = 25.6). The Portuguese also have in general good self-esteem (Standard Deviation = 3.94 ; Mean = 23.47) and are overall quite happy (Standard Deviation = 1.04 ; Mean = 5.0). Overall the Portuguese in Ireland are well adapted to Ireland (Standard Deviation = .541 ; Mean = 3.82). Results of above statistics are presented in Table 1.

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Rosenberg Overall	110	13	30	23.47	3.949	-.076	.230	-.575	.457
SCARS-R Mean	111	3	5	3.82	.541	.063	.229	-.187	.455
Satisfaction with Life	104	9	34	25.66	5.335	-1.012	.237	.909	.469
HAPPYTOTAL	110	2	7	5.00	1.047	-.317	.230	.045	.457
Valid N (listwise)	102								

The Sociocultural adaptation scale, is a scale that can be subdivided into several sub-scales. As it's of extremely important for the current study, as it will allow a better understanding of the Portuguese adaptation to Ireland, descriptive were also run on the subscales. The

subscales are Interpersonal Communication, Academic/Work Performance, Personal Interests & Community Involvement, Ecological Adaptation and Language Proficiency.

Overall the participants have a reasonable level of Interpersonal Communication (Standard Deviation = .620 ; Mean = 3.76). On Academic/Work Performance the Portuguese are performing in general very well (Standard Deviation = .591 ; Mean = 4.05). In relation to Personal Interests & community involvement the Portuguese are in general involved and have a reasonable interest on the community that accommodate them (Standard Deviation = .695 ; Mean = 3.37). In relation to Ecological adaptation the participants are also well integrated into the physical environment that surrounds them (Standard Deviation = .630 ; Mean = 3.96). Interestingly the results of Language proficiency demonstrated that overall the Portuguese have an extremely good capability to speak and understanding English (Standard Deviation = .748 ; Mean = 4.31).

The results are presented in Table 2

Table 2

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Interpersonal Communication	110	3	2	5	3.76	.620	.057	.230	-.393	.457
Academic/Work Performance	109	3	3	5	4.05	.581	-.038	.231	-.521	.459
Personal Interests & Community Involvement	110	4	1	5	3.37	.695	.075	.230	.484	.457
Ecological Adaptation	109	3	3	5	3.96	.630	-.178	.231	-.652	.459
Language Proficiency	110	4	2	5	4.31	.748	-1.031	.230	.910	.457
Valid N (listwise)	107									

Pearson's Correlations

To infer for correlations and evaluate the predictors of our multiregression's several Pearson's r Correlation Coefficient tests were carried out.

A Pearson's correlation coefficient was computed to assess the relationship between how long a person is in Ireland and their levels in Self-esteem, Satisfaction with life and Happiness (Satisfaction with life: r (104) = .281, p = .004; Self-Esteem: r (110) = .427, p < .01; Happiness: r (110) = .229, p = .016;). There was a positive correlation between all variables. Hence from the results we can predict that the longer the participant is in Ireland there is the likelihood of correlated increases in self-Esteem, happiness and satisfaction with life. The results are displayed in Table 3.

Table 3

Correlations

		Satisfaction with Life	HAPPYTOTAL	Rosenberg Overall	For how long you're living in Ireland (number months)?
Satisfaction with Life	Pearson Correlation	1	.645[**]	.421[**]	.281[**]
	Sig. (2-tailed)		.000	.000	.004
	N	104	103	103	104
HAPPYTOTAL	Pearson Correlation	.645[**]	1	.552[**]	.229[*]
	Sig. (2-tailed)	.000		.000	.016
	N	103	110	109	110
Rosenberg Overall	Pearson Correlation	.421[**]	.552[**]	1	.427[**]
	Sig. (2-tailed)	.000	.000		.000
	N	103	109	110	110
For how long you're living in Ireland (number months)?	Pearson Correlation	.281[**]	.229[*]	.427[**]	1
	Sig. (2-tailed)	.004	.016	.000	
	N	104	110	110	111

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

An evaluation of the relationship between age and our outcomes variables was also computed. It was observed a positive correlation between Happiness and self-esteem (Self-Esteem: r (110) = .274, p = .004; Happiness: r (110) = .218, p = .022;), this demonstrated that the older the person is the higher they score on self-esteem and happiness. Interestingly it was observed a negative correlation between age and satisfaction with life (r (104) = .281, p = .004). This suggest the need of further research to understand the causality of this relationship. The results are displayed in Table 4.

Table 4

Correlations

		What is your Age?	Satisfaction with Life	HAPPYTOTAL	Rosenberg Overall
What is your Age?	Pearson Correlation	1	-.057	.218*	.274**
	Sig. (2-tailed)		.566	.022	.004
	N	111	104	110	110
Satisfaction with Life	Pearson Correlation	-.057	1	.645**	.421**
	Sig. (2-tailed)	.566		.000	.000
	N	104	104	103	103
HAPPYTOTAL	Pearson Correlation	.218*	.645**	1	.552**
	Sig. (2-tailed)	.022	.000		.000
	N	110	103	110	109
Rosenberg Overall	Pearson Correlation	.274**	.421**	.552**	1
	Sig. (2-tailed)	.004	.000	.000	
	N	110	103	109	110

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Another Pearson's correlation coefficient was computed to assess the relationship between the overall scores of adaptation and the levels in Self-esteem, Satisfaction with life and Happiness (Satisfaction with life: $r(104) = .492$, $p < .01$; Self-Esteem: $r(110) = .489$, $p < .01$; Happiness: $r(110) = .461$, $p < .01$;). There was a positive correlation between all variables. Hence from the results we can predict that the further well adapted the Portuguese are to Ireland the likelihood of correlated increases in self-Esteem, happiness and satisfaction with life. The results are displayed in Table 5.

Table 5

Correlations

		Rosenberg Overall	Satisfaction with Life	HAPPYTOTAL	SCARS-R Mean
Rosenberg Overall	Pearson Correlation	1	.421**	.552**	.489**
	Sig. (2-tailed)		.000	.000	.000
	N	110	103	109	110
Satisfaction with Life	Pearson Correlation	.421**	1	.645**	.492**
	Sig. (2-tailed)	.000		.000	.000
	N	103	104	103	104
HAPPYTOTAL	Pearson Correlation	.552**	.645**	1	.461**
	Sig. (2-tailed)	.000	.000		.000
	N	109	103	110	110
SCARS-R Mean	Pearson Correlation	.489**	.492**	.461**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	110	104	110	111

**. Correlation is significant at the 0.01 level (2-tailed).

Another Pearson's correlation coefficient was computed to evaluate the relationship between the subscales on the sociocultural adaptation scale and the levels in Self-esteem, Satisfaction with life and Happiness. Due to the importance they carried to the current study we will be evaluating each subscale individually. The summary of this correlation are displayed in Table 6.

The Pearson Correlation between Interpersonal Communication and Self-esteem demonstrated a significant correlation ($r (109) = .441$, $p < .001$). The Pearson Correlation between Academic/Work Performance and Self-esteem demonstrated a significant correlation ($r (109) = .403$, $p < .001$).The Pearson Correlation between Personal Interests & Community Involvement and Self-esteem demonstrated a significant correlation ($r (109) = .386$, $p < .001$). The Pearson Correlation between Ecological Adaptation and Self-esteem demonstrated a significant correlation ($r (108) = .426$, $p < .001$). The Pearson Correlation between Language Proficiency and Self-esteem demonstrated a significant correlation ($r (109) = .310$, $p < .001$).This suggest that the more competent you are in each of the sociocultural adaptation subscales the better you'll feel about yourself.

The Pearson Correlation between Interpersonal Communication and satisfaction with life demonstrated a significant correlation (r (103) = .431, p < .001). The Pearson Correlation between Academic/Work Performance and satisfaction with life demonstrated a significant correlation (r (102) = .407, p < .001).The Pearson Correlation between Personal Interests & Community Involvement and satisfaction with life demonstrated a significant correlation (r (103) = .454, p < .001). The Pearson Correlation between Ecological Adaptation and satisfaction with life demonstrated a significant correlation (r (102) = .422, p < .001). The Pearson Correlation between Language Proficiency and satisfaction with life demonstrated a significant correlation (r (104) = .276, p = .005).This suggest that the more competent you are in each of the sociocultural adaptation subscales the more satisfied you'll feel about your life.

The Pearson Correlation between Interpersonal Communication and Happiness demonstrated a significant correlation (r (109) = .432, p < .001). The Pearson Correlation between Academic/Work Performance and Happiness demonstrated a significant correlation (r (108) = .336, p < .001).The Pearson Correlation between Personal Interests & Community Involvement and Happiness demonstrated a significant correlation (r (109) = .452, p < .001). The Pearson Correlation between Ecological Adaptation and happiness demonstrated a significant correlation (r (108) = .419, p < .001). The Pearson Correlation between Language Proficiency and happiness demonstrated no correlation (r (109) = .162, p = .093).This suggest that Language Proficiency it's not correlate with the degree of happiness of the participants. However the more competent you are in Interpersonal Communication, Academic/Work Performance, Personal Interests & Community Involvement and Ecological Adaptation the more happy you'll feel.

Table 6

Correlations		Interpersonal Communication	Academic/Work Performance	Personal Interests & Community Involvement	Ecological Adaptation	Language Proficiency	Satisfaction with Life	Rosenberg Overall	HAPPYTOTAL
Interpersonal Communication	Pearson Correlation	1	.746**	.654**	.692**	.543**	.431**	.441**	.432**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	110	109	110	109	109	103	109	109
Academic/Work Performance	Pearson Correlation	.746**	1	.641**	.601**	.575**	.407**	.403**	.336**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	109	109	109	108	108	102	109	108
Personal Interests & Community Involvement	Pearson Correlation	.654**	.641**	1	.542**	.401**	.454**	.386**	.452**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	110	109	110	109	109	103	109	109
Ecological Adaptation	Pearson Correlation	.692**	.601**	.542**	1	.427**	.422**	.426**	.419**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	109	108	109	109	108	102	108	108
Language Proficiency	Pearson Correlation	.543**	.575**	.401**	.427**	1	.276**	.310**	.162
	Sig. (2-tailed)	.000	.000	.000	.000		.005	.001	.093
	N	109	108	109	108	110	104	109	109

**. Correlation is significant at the 0.01 level (2-tailed).

Multiregressions

The Pearson correlational statistics demonstrated overall a very strong correlation between our variables. As such was deemed coherent to evaluate at what degree our predictors accounted for the variance of the output measures. Additionally important was to evaluate the collinearity of our data for autocorrelation. Further analysis was carried out to understand if an optimized regression model "fits" the data better than the standard regression model.

The first step was to evaluate the relationship between time in Ireland and the various potential predictors. The multiple regression model with all five predictors produced R^2 = .210, $F(5, 101)$ = 5.378, $p < .001$. As can be seen in Table 7. The independent variables in the regression model account for 21 percent of the total variation of the time in Ireland. We can

see in Table 8 that Ecological adaptation is the only scale that has significant contribution by itself alone to the model. No collinearity was present.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.459[a]	.210	.171	41.759	.210	5.378	5	101	.000

a. Predictors: (Constant), Language Proficiency, Personal Interests & Community Involvement, Ecological Adaptation, Academic/Work Performance, Interpersonal Communication

b. Dependent Variable: For how long you're living in Ireland (number months)?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-98.343	31.382		-3.134	.002		
	Interpersonal Communication	-13.221	11.608	-.179	-1.139	.257	.318	3.149
	Academic/Work Performance	7.193	11.460	.092	.628	.532	.367	2.724
	Personal Interests & Community Involvement	11.872	8.240	.180	1.441	.153	.501	1.997
	Ecological Adaptation	21.241	9.187	.292	2.312	.023	.491	2.037
	Language Proficiency	10.309	6.837	.167	1.508	.135	.639	1.565

a. Dependent Variable: For how long you're living in Ireland (number months)?

Next was to evaluate the relationship between Self-Esteem and the various potential predictors. The multiple regression model with all five predictors produced R^2 = .237, $F(5, 101)$ = 6.289, $p < .001$. As can be seen in Table 9. The independent variables in the regression model account for 23.7 percent of the total variation of in self-esteem. We can see in Table 10 that none of the scales has significant contribution by itself alone to the model. No collinearity was present.

Table 9

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.487[a]	.237	.200	3.554	.237	6.289	5	101	.000

a. Predictors: (Constant), Language Proficiency, Personal Interests & Community Involvement, Ecological Adaptation, Academic/Work Performance, Interpersonal Communication

b. Dependent Variable: Rosenberg Overall

Table 10

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.723	2.671		3.641	.000		
	Interpersonal Communication	.986	.988	.154	.998	.321	.318	3.149
	Academic/Work Performance	.548	.975	.081	.562	.575	.367	2.724
	Personal Interests & Community Involvement	.569	.701	.100	.812	.419	.501	1.997
	Ecological Adaptation	1.271	.782	.202	1.626	.107	.491	2.037
	Language Proficiency	.216	.582	.040	.372	.711	.639	1.565

a. Dependent Variable: Rosenberg Overall

Next was to evaluate the relationship between Happiness and the various potential predictors. The multiple regression model with all five predictors produced $R^2 = .276$, $F(5, 100) = 7.614$, $p < .001$. As can be seen in Table 11. The independent variables in the regression model account for 27.6 percent of the total variation of in Happiness. We can see in Table 12 that that Personal Interests & Community Involvement is the only scale that has significant contribution by itself alone to the model. No collinearity was present.

Table 11

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.525[a]	.276	.240	.928	.276	7.614	5	100	.000

a. Predictors: (Constant), Language Proficiency, Personal Interests & Community Involvement, Ecological Adaptation, Academic/Work Performance, Interpersonal Communication

b. Dependent Variable: HAPPYTOTAL

Table 12

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.998	.703		2.842	.005		
	Interpersonal Communication	.393	.258	.229	1.522	.131	.320	3.122
	Academic/Work Performance	-.112	.257	-.061	-.435	.664	.368	2.716
	Personal Interests & Community Involvement	.456	.184	.300	2.480	.015	.496	2.014
	Ecological Adaptation	.311	.204	.185	1.523	.131	.493	2.028
	Language Proficiency	-.185	.152	-.129	-1.213	.228	.639	1.565

a. Dependent Variable: HAPPYTOTAL

Next was to evaluate the relationship between Satisfaction with life and the various potential predictors. The multiple regression model with all five predictors produced R^2 = .260, $F(5, 95)$ = 6.680, $p < .001$. As can be seen in Table 13. The independent variables in the regression model account for 26 percent of the total variation of in Satisfaction with life. We can see in Table 14 that that Personal Interests & Community Involvement is the only scale that has significant contribution by itself alone to the model. No collinearity was present.

Table 13

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.510^a	.260	.221	4.760	.260	6.680	5	95	.000

a. Predictors: (Constant), Language Proficiency, Personal Interests & Community Involvement, Ecological Adaptation, Academic/Work Performance, Interpersonal Communication

b. Dependent Variable: Satisfaction with Life

Table 14

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.074	3.730		1.897	.061		
	Interpersonal Communication	.670	1.342	.077	.499	.619	.326	3.067
	Academic/Work Performance	.667	1.322	.073	.505	.615	.377	2.651
	Personal Interests & Community Involvement	2.018	.950	.264	2.125	.036	.505	1.980
	Ecological Adaptation	1.459	1.070	.168	1.364	.176	.512	1.954
	Language Proficiency	.142	.791	.020	.180	.857	.645	1.550

a. Dependent Variable: Satisfaction with Life

Discussion

Purpose of current study

The main purpose of the current study was to investigate if a relationship between Sociocultural adaptation and related subscales with the time that the participants reside in Ireland, their self-esteem, satisfaction with life and happiness. Firstly it was expected that there will be a positive correlation between the time in Ireland and self-esteem, satisfaction with life and happiness. It was also hypothesized that self-esteem will be positively correlated with the sociocultural adaptation. It was further hypothesized that satisfaction with life would have a positive correlation with the sociocultural adaptation of the participants to Ireland. Finally, it was hypothesized that Happiness would have a positive correlation with the sociocultural adaptation of the participants to Ireland.. All of hypothesis were supported by significant results.

Hypothesis 0

A strong positive relationship was demonstrated between the time in Ireland and self-esteem, satisfaction with life and happiness. Therefor the Null couldn't be rejected.

The results of current study support some of the previous literature.

Phinney, J. S., & Chavira, V. (1992) found a significant change in ethnic identity over a three-year period. Self-esteem and ethnic identity were significantly related to each other over the study time period.

Ullman, C., & Tatar, M. (2001) demonstrated that the length of stay in Israel among the immigrants, was related to the extent of their life satisfaction. Across the sample, gender and age were also related to self-esteem and self-concept.

Shin, H. S.et al, (2007) concluded that increased adaptation and greater social support were consistently predictive of greater happiness and less depression

Hypothesis 1

A strong positive relationship was demonstrated between the level of sociocultural adaptation of the Portuguese migrant and self-esteem. Therefor the Null couldn't be rejected. This supports and is validated by literature review.

Phinney, J. S. et al,(1992) conducted a research among students from 4 different ethnic groups, and explored the relationship between acculturation and self-esteem. The questionnaire measured attitudes toward assimilation , integration , and separation. The same scale that was used on the current study. It was found that a positive relationship exist between self-esteem and Integration supporting the assumption that a more positive self-concept is associated with the integration in the host culture.

Even though we obtained enough information to ascertain if the hypothesis could be validated or rejected was deemed important to understand if any particular subset of sociocultural adaptation would have a stronger significance in the correlation with self-esteem. The analysis in the current study demonstrated that no subset of socio cultural adaptation was significant on itself. As such would be valuable in further studies to evaluate if there is any other models that better translate the variance.

Hypothesis 2

A strong positive relationship was also demonstrated between the level of sociocultural adaptation and satisfaction with life. Therefor the Null couldn't be rejected. This supports and is validated literature review.

Sam, D. L. (2001) researched among 304 international students (159 male sand 145 females) at the University of Bergen, Norway, the self-reported satisfaction with life. Overall the students reported a good satisfaction with life. The authors considered that the values in satisfaction with life were most likely a consequence of better life conditions in the host country than of those in the country of origin.

As in Hypothesis 1 further analysis was conducted to evaluate if any particular subset of sociocultural adaptation would have a stronger significance in the correlation with satisfaction with life. Such analysis shows that Personal Interests and Community involvement was significant on itself. Such significance might be justified due to the importance for the individual of friendships with common interests and community involvement, as it's where he develops a new circle of relationships outside of the family circle. These findings are of particular theoretical importance as they address unresolved questions, not addressed by the current study, concerning the specific roles of the social factors in acculturation. As such would be valuable in further studies to evaluate if there is any other specific variables that better translate the variance.

Hypothesis 3

At last a strong positive relationship was also demonstrated between the level of sociocultural adaptation and Happiness. Therefor the Null couldn't be rejected. This supports and is validated literature review.

Schmitz, P. G., & Schmitz, F. (2012) researched a sample of 349 immigrants living in Germany (199 Turks and 150 North-Africans), it was observed that those that have beneficial forms of acculturation attitudes and acculturation behaviour feel in general happier.

As previous hypothesis further analysis was conducted to evaluate if any particular subset of sociocultural adaptation would have a stronger significance in the correlation with happiness. Such analysis shows that Personal Interests and Community involvement was also significant on itself for Happiness. Such significance might be also justified due to the importance early stated for the individual. As such would be valuable in further studies to evaluate if there is any other specific variables that better translate the variance.

Limitations

The main limitation of the current study is that part of the population might not be represented either because they were not a member of the different Facebook groups used to cascade the questionnaire or because they were not part of the circle of influences of those that cascade the survey by word of mouth. Having a more homogenous sample from different backgrounds and ways of life could perhaps be more representative. Thus, further research should be carried out maybe by expanding the reach of the survey by getting the Embassy formally involved and cascade by email or mail to all those registered at the embassy. Another limitation is the dates at what the research was conducted, due to be a very busy time due to the Holidays conducting the survey at another period of the year might gather a bigger sample and different results. Participants also had to carry the survey in English, therefor is feasible to consider an option of the survey in Portuguese. were requested to of current study varied in nationalities, which could have a major influence on the results. The average level of income reported also take us to believe that the Portuguese is overall well paid, and educated. Would be interesting in further studies to evaluate further the work/academic relationship. Although all of the hypotheses were supported by significant results, further research and analysis is needed to gain further insight and understanding of the Portuguese that selects Ireland as his destination.

Conclusion

Arrived at the end of this study we were able to understand to what extent the adaptation of the Portuguese in Ireland affects is mental health and psychopathology. We believe, therefore, that the objectives that we have proposed on this study have been achieved. Despite the limitations that were present over the same, as the time limit, and how it conditions further clarification of the issues. To end it seems appropriate to emphasize some aspects : It is clear that how the Portuguese adapts to Ireland is key to determine for how long he is in Ireland. The better he adapts the happier, the more satisfied and better he will feel with himself. It would therefore be desirable to increase research and analysis that would allow to identify strategies that could be implemented to facilitate the process of acculturation.

The findings of the current study end up to validate the findings of Wilson, J., now in the context of the Portuguese and Ireland. The current research data collection took us further due to the verified significance across a multitude of variables, hence would be important in the future to revalidate this research and if possible provide a deeper analysis on the thematic.

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APPENDIXS

Appendix A – Demographic Questions

Demographic Questions:

What is your Nationality: Portuguese, Irish-Portuguese, Portuguese-Other, Other (please indicate)?
What is your Age?
Gender? Male/Female
Living currently in Ireland? Yes/No
For how long you're living in Ireland? Less than a Year, 1-2 Years, 3-6 Years, 6+ Years
Marital Status? Single/Married/Union/Divorced/Widow?
If Married/Union is your partner Irish? Yes/No
If Married/Union is your partner Portuguese? Yes/No
Do you have Children? Yes/No
How many children?
Are your children born In Ireland?

Appendix B – SCAS-R Scale

Below is a list of statements dealing with your general feelings about yourself.

If you **strongly agree** with the statement   circle **SA**.
If you **agree** with the statement   circle **A**.
If you **disagree** with the statement   circle **D**.
If you **strongly disagree** with the statement   circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD
9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

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Further Reading

http://www.bsos.umd.edu/socy/research/rosenberg.htm

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

_____ In most ways my life is close to my ideal.

_____ The conditions of my life are excellent.

_____ I am satisfied with my life.

_____ So far I have gotten the important things I want in life.

_____ If I could live my life over, I would change almost nothing.

- 31 - 35 Extremely satisfied
- 26 - 30 Satisfied
- 21 - 25 Slightly satisfied
- 20   Neutral
- 15 - 19 Slightly dissatisfied
- 10 - 14 Dissatisfied
- 5 - 9   Extremely dissatisfied

Appendix E – Happiness Scale