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# Ethnic Identity Development of 1.5 Generation Filipino American Immigrants: A Qualitative Study

## Abstract

This qualitative study examines ethnic identity development of 1.5 generation Filipino American immigrants in U.S. The survey methods used in the study were a demographic questionnaire, and semi-structured interview. Two Filipino students, one from the Southwest and the other from the Midwest regions of the U.S. participated in the study. Two research questions guided this study; what factors influence the ethnic identity development of the 1.5 generation Filipino American immigrants, and what strategies educators can use to facilitate 1.5 generation Filipino American immigrant student success. The results of the study revealed six themes. Three themes emerged from research question one as factors influencing ethnic identity development; age, schooling, and family. Three themes emerged from research question two around educator strategies and student success; instructional, administration, and family. The findings reported that parents and families' cultural values and practice play an important role in the ethnic development of 1.5 Generation Filipino American immigrants. In addition, teachers and administrators should be knowledgeable about diversity, multicultural education, and culturally sensitive teaching. Participants' suggestions are also presented to provide educators ways to enhance instructional practices, promote cultural competency, and enhance psychosocial development for both teachers and administrators to facilitate 1.5 generation Filipino American immigrant ethnic identity development and student success.

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Ethnic Identity Development of 1.5 Generation Filipino American

Immigrants: A Qualitative Study

(TITLE)

BY

Catherine Welsh

**THESIS**

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2018

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Ethnic Identity Development of 1.5 Generation Filipino American Immigrants: A Qualitative  
Study

Catherine Nisay Welsh

Eastern Illinois University

### **Abstract**

This qualitative study examines ethnic identity development of 1.5 generation Filipino American immigrants in U.S. The survey methods used in the study were a demographic questionnaire, and semi-structured interview. Two Filipino students, one from the Southwest and the other from the Midwest regions of the U.S. participated in the study. Two research questions guided this study; what factors influence the ethnic identity development of the 1.5 generation Filipino American immigrants, and what strategies educators can use to facilitate 1.5 generation Filipino American immigrant student success. The results of the study revealed six themes. Three themes emerged from research question one as factors influencing ethnic identity development; age, schooling, and family. Three themes emerged from research question two around educator strategies and student success; instructional, administration, and family. The findings reported that parents and families' cultural values and practice play an important role in the ethnic development of 1.5 Generation Filipino American immigrants. In addition, teachers and administrators should be knowledgeable about diversity, multicultural education, and culturally sensitive teaching. Participants' suggestions are also presented to provide educators ways to enhance instructional practices, promote cultural competency, and enhance psychosocial development for both teachers and administrators to facilitate 1.5 generation Filipino American immigrant ethnic identity development and student success.

*Keywords:* ethnic identity development, 1.5 generation Filipino American immigrants, parents and families, teachers, administrators

**Dedication**

Para sa pamilya ko.

(For my family.)

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## CHAPTER I

### Introduction

Children from immigrant families present one of many challenges to the United States (U.S.) educational system. The difficulties facing both immigrant families and their schools go beyond merely the families being strangers in a new and different society. Difficulties include the challenges associated with the boundless culture, linguistic, and economic diversity that characterizes the contemporary immigrant population in the U.S. Understanding how immigrant families cope with new challenges in the new country could allow schools to develop better programs that would facilitate positive development of the immigrant students' ethnic identity, and as a result, provide a beneficial foundation for a thriving new life in the U.S.

For many 1.5 generation Filipino American immigrants, their first contact with another culture beyond their home is in school. The term 1.5 generation Filipino American is a distinct generation of immigrants who arrive as children, the "in between" generation, different from "first" generation immigrants who migrate as adults, and "second" generation native born (Rumbaut, 2004). Ethnic identity development may play a role in the success or failure in school for 1.5 generation Filipino American immigrants. School is one of the significant institutions that may influence ethnic identity development of some individuals (Stritikus & Nguyen, 2007; Suarez-Orozco, 2001; Syed, Azmitia, & Cooper, 2011). Research holds that students who are academically successful show a positive sense of pride in their ethnic identity; a sense of belonging fostered through the quality of the relationships with their classmates, teachers, and the school community promotes academic success (Council of Chief State School Officers, 2011; Gay, 2000; Napoli, Marsiglia, & Kulis, 2003; Smith, Levine, Smith, Dumas, & Prinz, 2009; Syed, Azmitia, & Cooper, 2011).

In the U.S., student achievement is sometimes used to evaluate the state of the educational system among schools. Asian students perform relatively well in school compared to their peers. However, it is typical that educational statistics combine subgroups of Asian ethnicities into one category. Aggregating data from such a large representative group like Asian Americans can sometimes mask significant differences between subgroups (Kober, 2010). Unrealistic educational achievement and expectations may lead to the false impression that a Filipino student is a model student. In addition, Filipino families place high value on education and student achievement (Halagao, 2004; Nadal, 2008). The combinations of these familial and societal expectations can place substantial pressure on the student. In Alaska for example, 2010 educational statistics indicate that Filipinos make up a large ethnic group in the state, yet Filipino families have higher dropout rates and lower income levels compared to other Asian ethnic groups (Kober, 2010).

Filipinos have had a long and varied history as immigrants in the U.S., but Filipino American immigrants remain overlooked and underserved in U.S. schools (Benesch, 2008; Halagao, 2004; Nadal, 2008; Oreiro, 2014). Moreover, it may be that educators, “lack a general awareness of the status of Filipinos in education, perhaps because Filipinos do not rank the most negatively on indicators and, thus, do not generate the same amount of attention as other struggling groups” (Halagao, 2004, pg. 15). A 1.5 generation Filipino American immigrant student may feel a sense of invisibility because on the surface they may behave similarly to native students. For some of these students, they may avoid any attempts to embarrass themselves to avoid what is known in Tagalog, a Philippine dialect, “hiya” or in my dialect of Kinaray-a, “kahuluya” or “loss of face” (David & Okazaki, 2006; Nadal, 2008). Such feelings of shame can lead to a Filipino student, especially a 1.5 generation Filipino American immigrant



student who may already feel stuck between two identities, to pass on his or her ethnic identity to feel acceptance and value. Consequently, feelings of embarrassment can also motivate students to assimilate, a process in which a person adopts to a mainstream culture by giving up their cultural heritage, into the dominant culture. For example, I had experienced this type of assimilation growing up as a 1.5 generation Filipino American immigrant. Through the course of my process of assimilation, I attempted to dismiss evidence of being an immigrant and to avoid standing out by masking my Filipino accent. Studies show that this type of motivation to assimilate can lead to negative self-image, which can lead to negative outcomes in school (Agbayani & Sam, 2008; David & Okazaki, 2006; Halagao, 2004; Nadal, 2004, 2008).

My interest in this research reflects the various roles that relate to my professional and personal responsibilities. As an educator, I am concerned with ways educators can influence the ethnic identity development of their students through the curriculum, interactions, and classroom environment. It is also shaped by my personal experience when I immigrated to the U.S. at the age of eight years. Additionally, the interest I have in doing this study is fueled by the many conversations and observations that I had with my children about their own identity. The question of their ethnic identity is ambiguous because they meet few Filipinos in East-Central Illinois. Thus, the question of what influences a person's ethnic identity is pursued on a personal level. Moreover, I attended a course one semester in graduate school, where the question of identity pushed me to question my identity, what influenced the development of my views about my ethnic identity, and whether others stumbled on this question of ethnic identification as a 1.5 generation Filipino American immigrant.

Therefore, the motivation for me is to shed light on the scholastic experiences of 1.5 generation Filipino American immigrants and how those experiences influence their ethnic

identity development. I will be using existing theoretical frameworks (Figure 1) to conceptualize the question of how scholastic experience influence the ethnic identity development of 1.5 generation Filipino American immigrants. Ultimately, I seek to investigate how my experiences resonate or differ from that of other 1.5 generation Filipino American immigrants. I also want to share their stories and experiences to educate those who may influence the development of their ethnic identity, thus impacting their schooling experience.

### **Purpose of the Study**

The purpose of this study is to examine the experiences of 1.5 generation Filipino American immigrants on their ethnic identity development. Through the examination of these experiences, education professionals can gain knowledge for working with the 1.5 generation Filipino American immigrant populations. Results from the study can inform education professionals about 1.5 generation Filipino American immigrants, create and promote more culturally responsive learning environments, address student achievement and appropriate testing, and recognize the talent and potential of 1.5 generation Filipino American immigrant students.

### **Research Questions**

This study was designed to examine the experiences of 1.5 generation Filipino American immigrants in U.S. schools and what strategies educators use to influence their ethnic identity development. The study is guided by the following research questions:

1. What factors influence the ethnic identity development of the 1.5 generation Filipino American immigrants?
2. What strategies can educators use to facilitate 1.5 generation Filipino American immigrant student success in the classroom?

**Significance of the Study**

This study is significant to educators, 1.5 generation Filipino American students and their families, and researchers. The findings for the study may help educators become aware of the existence of the distinctions between generations of immigrants, as well as recognize the impact they have on the scholastic experiences on students' ethnic identity. Moreover, findings may create stronger partnerships between educators and families of 1.5 generation Filipino American immigrants. Such collaborative partnership between schools and families may facilitate in the positive development of their student's ethnic identity. For students, it is my hope that this study will highlight their unique experiences and perspectives. By sharing their stories, I hope this study will increase awareness of their existence and add their voice to the discussion.

Finally, the ideas presented in this study may be used as reference in conducting further research in addition to or in conjunction with existing research on what influences ethnic identity development of 1.5 generation Filipino American immigrants.

**Limitations of the Study**

The primary limitation of this study will be the sample of participants. Interviews and stories of participants' life experiences are obtained from each participant, and therefore, depends solely on their cooperation and honesty. Yet, another limitation is researcher bias. My view and experiences of being 1.5 generation Filipino American are similar to those of the participants and could influence the collection and analysis of the study. I need to be mindful of the way I interpret the data. The demographic questionnaire, interview questions, and the research proposal have been approved by Eastern Illinois University's Research Ethics Review Board and by my thesis committee. Time and availability of all parties may also be an issue

when it comes to meeting together and conducting interviews. More importantly, the experiences gathered from the participants may not generalize to the entire specific population.

**Definition of Terms**

**1.5 generation.** Characterizes a distinct generation of immigrants who arrive as children, the “in between” generation; distinct from “first” generation immigrants who migrate as adults and those who are “second” generation native born (Rumbaut, 2004).

**Acculturation.** A process in which a person or group adopts the cultural values, and beliefs of another group while retaining their own cultural values and beliefs (Martin & Nakayama, 2010)

**Adaptation.** The process and time it takes for a person to become familiar with a new culture (Martin & Nakayama, 2010)

**Assimilation.** A process in which a person adopts to a mainstream culture by giving up their cultural heritage (Martin & Nakayama, 2010)

**Bayanihan** (pronounced “buy-uh-nee-hun”). A spirit of community and cooperation (Halagao, 2004).

**Bicultural.** Having or combination of two cultural attitudes and customs (Martin & Nakayama, 2010).

**Culturally sensitive teaching.** Teaching practices that relate curriculum content to students’ cultural context (Ladson-Billings, 1995).

**Cultural competence.** The ability to successfully teach students who come from other cultures, that involves developing certain personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching (Diller & Moule, 2005).

**Ethnic identity.** Refers to one's sense of belonging to an ethnic group and the part of one's thinking, perceptions, feelings, and behavior that is due to ethnic group memberships (Phinney, 1992).

**Filipino Americans.** Individuals of Filipino descent who reside in the United States (Tuason, Taylor, Rollings, Harris, & Martin, 2007).

**Taglish.** Switching from speaking Tagalog to English and vice versa (Luna, 2007).

**Utang-na-Loób** (pronounced "ou-'tahang- nah- lou-'oub") – This word is literally translated as "debt-of-gratitude." It is the self-imposed obligation to give back to the person who has shown an act of kindness towards another (Reyes, 2015).

### **Summary**

Chapter one introduced the study. The chapter included the purpose of the study, the research questions, significance of the study, the possible limitations, and the definition of the terms used in the study. The next chapter reviews research relating to the study.

## CHAPTER II

### Review of Literature

The purpose of this chapter is to review relevant research related to the study of identity development and ethnic identity development, and to explore how the U.S. educational system influences the development of 1.5 generation Filipino American immigrants' ethnic identities. The rise of student immigrants implies that there is ever-increasing variety in academic, cultural, and ethnic differences influencing the way teachers engage these students. For the 1.5 generation Filipino American immigrant students, these practices impact their ability to develop a sense of belonging or identity, or more specifically, their ethnic identity (Park, 1999; Rumbaut, 1994, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007; Yi, 2009). Every student in the U.S. educational system, whether they are native born or an immigrant, is expected to meet the same rigorous academic requirements set by state and national education standards. If the expectation is that 1.5 generation Filipino American students are to meet these same standards, teaching practices may need to be sensitive to their distinct life experiences.

### Models of Ethnic Identity Development

Accompanying the growth of the immigrant population is the increasing diversity of U.S. classrooms with regards to racial and ethnic composition. Outside of their home culture, many young foreign-born immigrants will experience their first contact with another culture at school. They will spend their formative years learning about who they are, where they belong, and how they fit in; they will question their identity (Erikson, 1963; Marcia, 1980). Erikson's (1963) theory of psychosocial development asserts that an individual completes eight distinct stages of growth and development that involve the psychological needs of the individual conflicting with the needs of society. Consequently, the most important stage for developing a person's identity

is during the “identity vs. role confusion” stage (Erikson, 1963, p. 261). During this stage, adolescents are comparing themselves with how others view them and how they view themselves. Subsequently, James Marcia (1980) expanded on Erikson’s theory, but primarily focusing on adolescent identity development. Identity development theories highlight the importance of supporting adolescents in their journey of finding their sense of belonging and personal identity (Erickson, 1963; Marcia, 1980; Phinney, 1992, 2008). The adolescent youths born in the Philippines that immigrate to the U.S. are at the pivotal point in which they are determining their sense of self and belonging, especially their ability to develop a sense of their ethnic identity.

Ethnic identity is an aspect of one’s identity (Martin & Nakayama, 2010; Phinney, 1992, 2008; Yoon, 2011). Ethnic identity is described as, “a set of ideas about one’s own ethnic group membership, which includes several aspects, self-identification, knowledge about the ethnic culture, and feelings about belonging to a particular ethnic group” (Martin & Nakayama, 2010, p. 185). Having an ethnic identity means having a sense of belonging, knowing, and sharing experiences of an ethnic group.

**Cultural adaptation theory.** In cross-cultural adaptation, an integrative communication theory, it is suggested that adaptation, the time it takes someone to become familiar with a new culture, is cyclical. A person goes through a cycle of stress, adjustment, and growth. This cycle is a process in which an individual moves from one culture to another experiencing conflicting ideas and internal tension between loyalty to one’s native cultural identity and the need to adopt a new identity as defined by the host environment (Kim, 2001; Martin & Nakayama, 2010). In this theory, 1.5 generation Filipino American immigrants may find themselves in stressful situations when encountering a new cultural environment and when returning to their homeland.



These experiences can lead to cultural stress, which can then serve as motivation for the individual to make adjustments in their cultural behaviors. For example, in my own experience, this process is reminiscent of my own immigration experiences, learning to adjust to U.S. culture, readjust my behaviors and attitudes toward others when I revisited the Philippines, and readjust again when I returned to the U.S. Each adaptation process was a cycle of stress, adjustment and growth, learning and relearning over again with each cycle becoming less stressful and adapting more easily as the immigrant continuously adjust and readjust their thoughts and behaviors. Through the study of ethnic identity development, we can begin to understand the changes that occur in 1.5 generation Filipino American immigrant due to cross cultural movement.

**Filipino American identity development.** Existing general models of ethnic identity development cover a broad range of ethnicities (Kim, 1981; Martin & Nakayama, 2010; Nadal, 2004; Phinney, 1992; Ponterotto & Pedersen, 1993). However, the U.S. Census Bureau identifies more than 40 national origins included in the Asian category, and these immigrants come from varying cultural backgrounds. It may be tempting to use one general ethnic identity model to study the ethnic identity development of immigrants from that region. However, with the diverse population across Asian communities, research suggests “one model cannot accurately represent the ethnic identity development of specific subgroups” (Nadal, 2004, p. 45). Because of distinct differences between Asian subgroups, models that are more specific are created to examine closely the experiences and attitudes of immigrants towards their ethnic identity development.

Filipino Americans are “socially and culturally different” than members of other Asian American groups (Nadal, 2004, p. 52). Of all the Asian immigrant groups, Filipinos have the

distinction of being the only group who were directly colonized by the U.S. (David & Okazaki, 2006; Nadal, 2004; Oreiro, 2014). The Philippines was an American colony from 1898 to 1946 and many of the immigrants who arrived in the U.S had familiarity with the American culture and spoke English. For Filipinos who immigrate to the U.S., they see the move as an opportunity to improve their situation with the hope of a better future for themselves and their families. Filipinos in the U.S. are viewed as an “invisible ethnic community” due to their lack of outward presence when compared to other Asian ethnic groups (Benesch, 2008; David & Okazaki, 2006; Nadal, 2008; Oreiro, 2014). As one of the fastest growing immigrant populations in the U.S., Filipinos are sometimes overlooked in the larger cultural context of immigration and ethnic identification and may even have their share of feeling marginalized in the larger U.S. society. In Nadal’s study, “Filipinos may not see themselves as American enough, or Asian enough, or Filipino enough” because of their brown skin and almond shaped eyes, Filipinos learn that they are less valued, and may not feel part of the pan-ethnic Asian community because they do not “look” Asian (Nadal, 2004, p. 156). Thereby, Filipinos may feel a sense of otherness in the context of their ethnic identity development. The ethnic identity development of Filipinos is complex. It can be further complicated when the Filipino immigrant arrives in the U.S. during adolescence.

**The ethnic identity development of 1.5 Generation Filipino American immigrants.**

The categories that define immigrants in the U.S. are at times ambiguous. Based on their arrival, immigrant children are divided more specifically into the following: “1.75 generation are children who arrived during early childhood (0-5 years old), 1.5 generation are children who arrived in middle childhood (6-12 years old), 1.25 generation are those who arrive around middle childhood (13-17 years old)” (Rumbaut, 2004, p. 1167). Accordingly, “the classic 1.5

generation” are children who learned to read and write in their home language but have largely completed the remainder of their schooling in the new country (Rumbaut, 2004, p. 1167). These young immigrants are at the pivotal point in which they are determining their sense of self and belonging.

For 1.5 generation Filipino American immigrants, much of their identity development is shaped in an American culture (Park, 1999; Rumbaut, 2004). The search for individual ethnic identity can be difficult for 1.5 generation Filipino American immigrants, because of the contrast between the Filipino and American cultures (Nadal, 2004; Rumbaut, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007). They are faced with both host and origin social constructs, contradicting expectations, and differing traditions and norms during the process of individual identity formation. One and a half generation Filipino American immigrants spend much of their formative years in an American culture. They are surrounded by friends and classmates who are not Filipino and become influenced by values and beliefs that are unlike those of their home. With many possibly contrasting influences facing the 1.5 generation immigrant youth, one may be lead to question one’s sense of belonging or identity. Therefore, to determine who they are and where they belong, 1.5 generation Filipino immigrants may find themselves feeling a sense of disconnect between ethnic identities, and thus may need additional support in their journey of discovery (Kanagala, 2011).

### **Scholastic Experiences of 1.5 generation Filipino American Immigrants**

It is important to recognize that teachers, administrators, as well as the school environment, have a role in influencing the scholastic success of 1.5 generation Filipino American immigrants. As previously indicated, prior schooling experiences prior to moving to the U.S. may already have had an influence on the ethnic identity development of the student,

thus enabling a stronger sense of their ethnic identity. I argue that Filipinos, Filipino Americans, and 1.5 generation Filipino American student immigrants have been largely overlooked within the context of education. While there are some studies that examine the acculturation and/or assimilation process of Filipinos in the context of the larger U.S. society, there is little in the way of examining how prior scholastic experiences and the scholastic experiences encountered in U.S. educational institutions play a role in the ethnic identity development of the 1.5 generation Filipino American immigrant (Halagao, 2004; Kim, Brenner, Liang, Asay, 2003; Magno, 2010; Nadal, 2008). It is, therefore, imperative for educators to be aware of these influences to provide the necessary support for 1.5 generation Filipino American immigrants.

**The influence of teachers.** Research maintains that the relationships students develop in the classroom among their peers and with their teachers help to develop their identity (Nadal, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007). For Filipinos, establishing a sense of “bayanihan,” or sense of community, is an important cultural value. Research suggests that much like other Asian cultures, Filipino students are more likely to be motivated to succeed for the group rather than for themselves as individuals (Halagao, 2004; Magno, 2010; Nadal, 2008). Understanding this aspect of Filipino culture can help U.S. educators to understand the importance of their own influence. Teachers in the U.S. sometimes have limited knowledge and experiences in educating 1.5 generation Filipino American immigrant students, and therefore the cursory understanding that educators have of these students can sometimes lead to unintended consequences. An example of an unintended consequence might be perpetuating stereotypes and making assumptions about students based on their ethnic identity, such as the model minority myth.

***Model minority myth.*** Pervading stereotypes and assumptions such as the “model minority” of students who represent an Asian heritage continue to persist in the U.S. culture at large. This seemingly harmless assumption can be detrimental to the 1.5 generation Filipino American immigrant student. Model minority myth is a concept that stereotypes Asians as a group of immigrants that through hard work and education “serve as a model for other racial minorities to follow” (Wing, 2007, p. 456). Teachers may need to take an honest look at how the assumptions of the model minority influence their practices. The student may appear to display positive attitudes and behaviors that mirror a straight-A student, but the student may be struggling academically. Due to the persistent stereotype of the model minority, the student may be overlooked (Pang, Han, & Pang, 2011; Tuason, Taylor, Rollings, Harris, & Martin, 2007; Wing, 2007). This stereotyped view of Asian immigrants can impact the ethnic identity of the student because they may feel the pressures from teachers who have high expectations based on the model minority concept (Nadal, 2008; Pang, Han, & Pang, 2011).

***Teacher preparation.*** According to demographic statistics of teachers in the U.S., “elementary and secondary educator workforce is overwhelming homogeneous with 82 percent are white” (National Center for Education Statistics, 2016, p. 3). Based on the statistics, there is a need to attract, recruit, and educate pre-service teachers from diverse backgrounds. There are studies that show the positive outcome of diversifying the teacher workforce (Cherng & Halpin, 2016; Downer, Goble, Myers, & Pianta, 2016; Egalite, Kisida & Winters, 2016; Grissom, Rodriguez, & Kern, 2017; Wright, Gottfried, & Le, 2017). As the U.S. student population becomes more diverse, so should their teachers. It is important that universities and colleges attract and prepare teachers from varying ethnicities, cultures, and races. Additionally, it is also necessary that pre-service teachers acquire skills to become culturally sensitive teachers.

Some teacher preparation programs offer little or limited attention to teaching students from diverse backgrounds, let alone specific student populations such as 1.5 generation Filipino American immigrants. Teacher preparation is sometimes generalized to the overall population of the student body (Daniel & Peercy, 2014; Stepanek & Raphael, 2010). The teacher preparation level in many universities recognize that there is an increase of student diversity in U.S. schools. These institutions are making efforts to prepare candidates to work with a diverse student population, as well as provide awareness in addressing the challenges and issues educating faced in the classroom. However, there is still a “lack of collective, cohesive, plan to prepare teacher educator and teacher candidates” (Daniel & Peercy, 2014, p.104.)

Researchers have discovered that classroom teachers struggle with developing cultural competency (DeJaeghere & Zhang 2008; Diller & Moule, 2005; Gay, 2000; Ladson-Billings, 1995, 2014). “In classrooms where what is communicated, practiced, and perceived greatly affect and impact students, it is imperative that teachers learn how to effectively communicate cross-culturally in such diverse context” (Pratt-Johnson, 2006, par. 1). Certificate programs are a great addition for teachers looking to increase their professional knowledge. However, some teachers may require a different approach or additional guidance in pursuing the skills to teach culturally, linguistically, or ethnically diverse students. Therefore, it may be up to administrators to support school faculty and staff to provide on-going professional development at the district level to increase teachers’ cultural competency, which can lead to providing more culturally relevant pedagogies.

***Classroom environment.*** Establishing an inclusive classroom that is friendly, caring, and supportive which also allows for a safe space for learning and discovery can enhance every student’s scholastic experience. In the early childhood field, there is the concept of “the

environment as the third teacher,” meaning that teachers can use the classroom to supplement their instructional practice (Fu, Stremmel, & Hill, 2002, p. 111). This concept can be translated into any classroom at any grade level, in any school. A well-thought-out classroom environment with supporting materials that is inclusive and reflective of its student population can support and enhance student learning and experiences (Strong-Wilson & Ellis, 2007). For example, having materials such as books, posters, and/or historical documents representative of prominent Filipinos in the U.S. incorporated into the classroom may help promote ethnic pride and self-awareness for the 1.5 generation Filipino American immigrant. Moreover, materials such as these may also increase cultural awareness for other students and the teacher in the classroom.

***Testing and assessment.*** While testing and assessment is an important part of the accountability process for public schools in the U.S., students’ success relies on the support they receive within, as well as outside, the school community. Much of the testing and assessment that occurs in school is based on the mainstream dominant culture of the U.S., i.e., Anglo-European, middle class, suburban culture (Callahan, Wilkinson, Muller, & Frisco, 2009; Ladson-Billings, 1995, 2014). For example, the standardized testing, “Measures of Academic Progress,” or MAP, occurs on a regular basis in public schools as part of tracking student progress. Standardized testing may be problematic in that it aggregates and highlights deficiencies among groups of minority students (Gay, 2000; Ladson-Billings, 1995, 2014). The results can be deceiving in that they may over represent deficiencies of students that do not fit the standardized idea of the typical U.S. student. There is a continuing debate regarding standardized testing. It is one way that schools address scholastic achievement, and it can work for or against students (Alordiah & Agbajor, 2014; Kruse, 2016). Statistically standardized test results can mask

underlying issues facing immigrant subgroups such as 1.5 Filipino American immigrant students; as results are often aggregated across a relatively high achieving Asian student population.

Scholastic experiences of 1.5 generation Filipino American immigrants vary. In research studies of college students who are 1.5 generation immigrants, researchers note that 1.5 generation students appear to have command of informal English language when speaking with peers and teachers but may be less skilled in academic language connected with school achievement, as well as in standardized testing or assessments (Harklau, Losey, & Siegal, 1999). Many of the students who arrive as young immigrants in the U.S. have familiarity with aspects of the U.S. instructions, such as learning to speak English, because of having been taught in the Philippines through an American-style educational system. Historically, the Philippine educational system has mimicked that of U.S. educational system (Musa, & Ziatdinov, 2012; Paik, Choe, & Witenstein, 2016). Teachers need to be aware of the academic experiences of 1.5 generation Filipino American immigrants by recognizing that they have varying needs much like other underrepresented ethnic minorities. Recognizing their needs and being aware of their struggles, if any, could lead to feeling as if they are valued and their academic needs matter to the teacher. As discussed earlier in the literature, Filipino students want to avoid any sense of embarrassment, and want to feel acceptance by those around them. Couple that feeling with the pressure of the “model minority,” 1.5 generation Filipino American immigrants may sense unrealistic pressure to succeed academically. These factors may motivate the development of negative self-image which may affect their ethnic identity development.

**Administrators’ role.** School-wide success is dependent on the supports available to its faculty and staff. These supports give the means necessary to promote culturally sensitive teaching to benefit 1.5 generation Filipino American immigrants. The journey that a 1.5



generation Filipino American immigrant undertakes to discover their ethnic identity needs supports that can only be encouraged and enabled by administrators. Research suggests, “Leaders play a key role in shaping and improving learning” (Elfers & Stritikus, 2014, p. 307). Creating and implementing policies and practices such as encouraging the practice of culturally sensitive teaching permits teachers to obtain outside, credible resources, such as books, technology, etc. which will allow them to support 1.5 generation Filipino American immigrant students. Information on how administrators can find opportunities to assist teachers, much like the research around the need to support and educate 1.5 generation Filipino American immigrant, is scarce and more needs to be generated. There is a growing body of research suggesting students benefit in many ways from having a teacher of the same race or ethnicity (Cheng & Halpin, 2016; Downer, Goble, Myers, & Pianta, 2016; Egalite, Kisida, & Winters, 2016; Grissom, Rodriguez, & Kern, 2017; Wright, Gottfried, & Le, 2017). Teachers who share similar ethnic characteristics as the student population can serve as role models, advocates, mentors, or cultural translators. There is an overwhelming gap of minority teachers in the nation’s schools (National Center for Education Statistics, 2016). Research needs to address how school leaders and teachers can attend to the educational needs of the 1.5 generation Filipino American immigrants which will also enable them to develop a better sense of their ethnic identity development.

**Curriculum and instruction.** The challenge of educating ethnically and culturally diverse student populations, including 1.5 generation Filipino American immigrants, is current instruction and curriculum. The most current available district recommended instruction and curriculum may not be reflective of its student population in the classroom, thus limiting many educators’ ability to support their diverse student population. Most classroom instruction and

curricula may only reflect the mainstream students in the school. The dilemma most educators face is that despite the increase of diversity in the classroom, there is still a persistent lack of representation of diversity in mainstream textbooks or curriculum materials (Frodesen, 2002; Nadal, 2004, 2008; Shultz & Coleman-King, 2012; Wing, 2007). If teachers choose to circumvent, supplement, or apply more culturally sensitive teaching, supporting materials may need to be accessed through electronic means. There is no straightforward instruction or curriculum model for educating 1.5 generation Filipino American immigrants. Researchers assert that the best way to engage students is to enhance curriculum that is culturally relevant to them. Culturally relevant curriculums leads students to see themselves as capable and successful (Ladson-Billings, 1995, 2014; Lannegrand-Willems & Bosma, 2006; Nadal, 2004, 2008). One possible instructional practice teachers can use to provide an encompassing practice that can benefit 1.5 generation Filipino American immigrant students, as well as students who come from various ethnic and cultural background, is called culturally sensitive teaching.

***Culturally sensitive teaching.*** Culturally sensitive teaching refers to the teaching practice that relates classroom content to the students' cultural context (Brown-Jeffy & Cooper, 2011; Irvine 2010; Ladson-Billings, 1995, 2014). The practice asserts three criteria for teachers to promote culturally relevant teaching; educators must have an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of sociopolitical or critical thinking (Irvine 2010; Ladson-Billings, 1995, 2014). Focusing on the importance of academic success, teachers can foster a desire for intellectual achievement. Teachers who practice culturally sensitive teaching take students' life experiences and weave those experiences to make personal connections between students and the curriculum. Connecting students in such an intentional way makes learning meaningful and makes the most

of student engagement in the classroom (Irvine, 2010; Ladson-Billings, 1995, 2014). It is important that teachers realize students come to their classrooms with backgrounds that are not like their own and prepare themselves to educate a diverse student population. Learning to develop and implement culturally sensitive teaching takes time and self-reflection. For some educators, applying culturally sensitive teaching with fidelity can be difficult. However, the time and effort that teachers put into implementing culturally sensitive teaching ensures there is an environment that supports the learning and success of all students (Brown-Jeffy & Cooper, 2011; Schmeichel, 2012; Young, 2010). For the 1.5 generation Filipino American immigrants, their success as students in the U.S. classrooms means feeling confident in their ethnic identity and that their uniqueness is a positive part of the classroom community.

**Theoretical Framework**

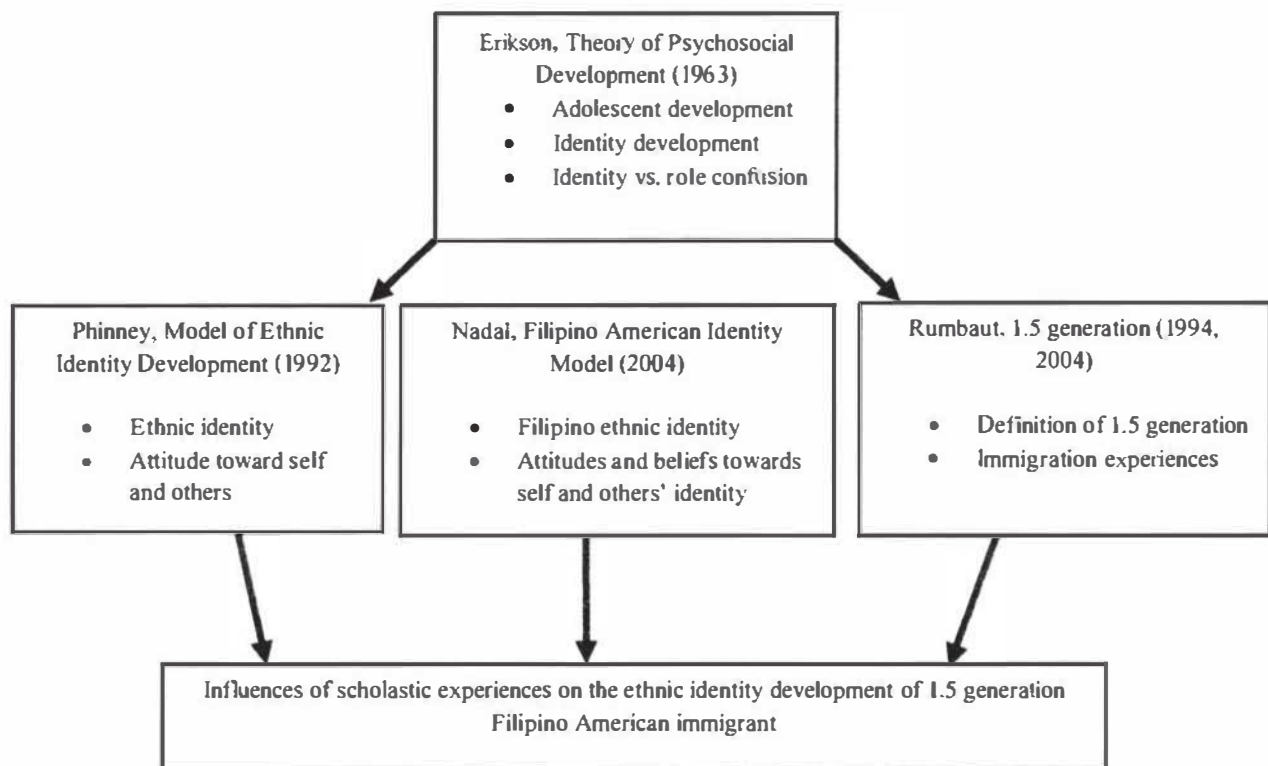


Figure 1. Theoretical framework

The theoretical framework for this study is based on and adapted from key theoretical principles that include immigration experiences (Rumbaut, 1994, 2004), identity development (Erikson, 1963), ethnic identity development (Phinney, 1992), attitude toward self and others (Phinney, 1992) Filipino ethnic identity (Nadal, 2004), attitude and beliefs toward self and others' identity (Nadal, 2004).

### **Summary**

Throughout this review of literature, scholarly works of identity and ethnic identity development were examined. Research shows that ethnic identity development is complex and multifaceted for 1.5 generation Filipino American immigrants (Nadal, 2004, 2008; Oreiro, 2014; Park, 1999; Rumbaut, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007). In addition, these young immigrants face issues of marginalization and perceived expectations as they interact with others, and as they develop a sense of their ethnic identity. For some 1.5 generation Filipino American immigrants, their sense of ethnic identity development can be fostered or hindered through the influence of the school community. Since the school community may be one of the first contacts outside the home for some of these youths, it becomes essential for educators to invest effort and resources to foster a culturally sensitive practice to ensure the academic success of 1.5 generation Filipino American immigrants. Consequently, as their ethnic identity development is fostered positively with the support of the school community, the 1.5 generation Filipino American immigrants become confident in their ability to navigate fluidly between various communities.

## CHAPTER III

### Methods

The study leveraged a qualitative approach, using a self-developed demographic questionnaire and semi-structured, in-depth open-ended interview method (Tracy, 2013). Qualitative approach “refers to the collection, analysis, and interpretation of interview, participant observation, and document data in order to understand and describe meanings, relationships, and patterns” (Tracy, 2013, p. 36). The qualitative approach was suitable for this study because it allowed for deeper understanding of the participants’ immigration and scholastic experiences that can result in illuminating the lives of an “invisible” group of young immigrants. Additionally, using a qualitative method affords participants a voice and expression of their experiences as 1.5 generation Filipino American immigrants in educational institutions in the U.S. With regards to the in-depth interview method, it “is a powerful way to gain insight into educational issues through understanding the experience of the individuals whose lives constitute education” (Seidman, 1998, p. 7). Therefore, in using a qualitative approach to this research, the experiences of the participants provided context necessary to understand how educators can help these students navigate everyday scholastic experiences that may translate to increase student success and support their ethnic identity development.

### Sample

In qualitative research, “quality is usually more important than quantity,” so when sample size was determined for the study, the following factors were taken into consideration (Tracy, 2013, p. 138). First, the scope of the study is narrowly specific; finding participants that fit the criteria may be limited by representation in the current student population. Second, thick descriptions from the participants are necessary to this study in obtaining depth, detail, and

richness of each interview (Rubin & Rubin, 1995; Tracy, 2013). Therefore, it was decided that a small sample size was sufficient for this study. Third, time constraints also played a factor when sample size was determined, such as varying student schedules from differing universities, as well as my own work, school, and home commitments, proved a challenge when coordinating the interviews. Therefore, purposive sampling was found to be the best approach to the study.

Purposive sampling was used in recruiting participants for the study. Using this approach ensured that the sample met the purpose of the research. In this study, potential participants met the following criteria: they were 1.5 generation Filipino American immigrants, they were between the ages of 18-22, and they attended a U.S. higher educational institution. In the criteria, the term “1.5 generation Filipino American immigrant” was defined as an individual who arrived in the U.S. from the Philippines between the ages of six to 12 years old (Rumbaut, 2004). The criteria for the participants were created to ensure that the study gathered data that relate directly with the research questions.

Initially, invitations to potential participants were sent to known registered Filipino student groups from Illinois universities. Potential participants included two to three university students from each region (Northern, Central, and Southern) of Illinois. Students selected for this study were chosen based on known theories by Erikson (1963) and Marcia (1980). The reason for selecting this demographic group was that, according to studies, at this stage they may have reached an “achieved ethnic identity” or “identity achievement” (Marcia, 1980; Phinney, Jacoby, & Silva, 2007; Phinney & Chavira, 1992).

In addition, snowball sampling method was used to take advantage of the participants’ network of acquaintances. Snowball sampling is a type of purposive sampling often used to find and recruit individuals or groups that could potentially participate in or contribute to the study

(Tracy, 2013). Some potential participants may not be directly involved with the student groups with whom the initial invitation to participate was issued. However, to reach individuals who might meet the criteria of the study, snowball sampling was needed to utilize social networks among the student population.

### **Instrument**

This study used two types of instruments; a demographic questionnaire (Appendix H) and a participant interview (Appendix I). Both instruments were based on and adapted from similar qualitative studies on the experiences of 1.5 generation immigrants (Kim, Breener, Liang, & Asay, 2003; Tuason, Taylor, Rollings, Harris, & Martin, 2007). Participant interviews were ideal for the study because participants “are relied upon to speak primarily of and for themselves – about their own motivations, experiences, and behaviors” (Tracy, 2013, p. 141). A total of four overarching, open-ended questions were prepared to help prompt participants, yet remain narrow enough to keep the interview focused (Rubin & Rubin, 1995; Tracy 2013). Additional probing sub-questions were used during the interview to solicit clarification or missing information (Rubin & Rubin, 1995; Tracy, 2013).

The demographic questionnaire (Appendix H) was distributed to the participants before the one-on-one interview. The questionnaire has two overarching questions with three to five sub-questions. The questions pertained to experiences in the Philippines, immigration experience, and demographic information. The questions included:

- A. Tell me about how you have come to immigrate to the United States (Tuason, Taylor, Rollings, Harris, & Martin, 2007).
  - 1) How old were you when you came to U.S.?

- 2) How did you come to the U.S.: With parents, siblings, and/or other family members?
- 3) What was the reason why your parents came to the U.S?

B. Tell me about your experiences living in the Philippines:

- 1) What language or dialect do you speak?
- 2) Did you attend school prior to immigrating?
- 3) What cultural celebrations did you practice?
- 4) Were there multiple ethnic or racial groups in the community where you lived?
- 5) Who were the people around you growing up? What were they like? What kind of relationship did you have with them?

Participants were also interviewed online using Skype. The interview questions (Appendix I) used were in a semi-structured form representing six coding categories: a) immigration experiences; b) ethnic identity development; c) scholastic experiences; d) attitudes and beliefs towards self and other Filipino Americans; e) attitudes and beliefs toward Filipino culture and American culture; g) demographic information. Interview questions were used to elicit open-ended answers that allowed the participants to express their experiences in their own words and perspectives. The participant interview questions included:

The following questions answered the immigration experience of the participant in the U.S.

C. Tell me about the experiences you have living here in the United States (Tuason, Taylor, Rollings, Harris, & Martin, 2007).

- 1) Where did you live when you first migrated to the U.S?
  - a) How long did you live there (the first place where you migrated to the U.S.)?



- 2) How did you adjust to life in the U.S.? (Kim, Brenner, Liang, & Asay, 2003)
  - a) Tell me about the community or communities where you lived?
  - b) Were there multiple ethnic or racial groups in those community or communities where you lived?
  - c) Who were the people around you growing up? What were they like? What kind of relationship did you have with them?

The following interview questions represented the participant's scholastic experience in U.S. schools.

- 3) What was it like growing up in the U.S.? (Kim, Brenner, Liang, & Asay, 2003)
  - a) Tell me about your educational experiences in the U.S.? What is the highest grade you completed in the U.S.?
  - b) Tell me about your experiences in Elementary School? Do you remember your experiences in Elementary School? Were there multiple ethnic or racial groups?
    - i. Teacher - Tell me about the teachers you had going to school? What teaching style did your teachers have? Was he or she sensitive towards you? Did you feel she or he cared about you? Do you think he or she was aware cultural differences among the students in class? Did they show appreciation toward cultural differences? In what ways, did they show they were aware of cultural differences?

- ii. Classroom Environment – What resources were available to you? What services were available to you?
  - iii. Peer Interactions - Did you feel included? Did others reach out to you? Did you have to reach out to others? Who were the people around you? What were they like? What kind of relationship did you have with them?
- c) What were your experiences in middle school and high school? What about your friends and neighborhood? Were you involved in community events? Or school events?
- i. Teacher - Tell me about the teachers you had going to school? What teaching style did your teachers have? Was he or she sensitive towards you? Did you feel she or he cared about you? Do you think he or she was aware cultural differences among the students in class? Did they show appreciation toward cultural differences? In what ways, did they show they were aware of cultural differences?
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like? What kind of relationship did you have with them?

d) What were your experiences in middle school and high school?

What about your friends and neighborhood? Were you involved in community events? Or school events?

i. Teacher - Tell me about the teachers you had going to

school? What teaching style did your teachers have?

Was he or she sensitive towards you? Did you feel she

or he cared about you? Do you think he or she was

aware cultural differences among the students in class?

Did they show appreciation toward cultural differences?

In what ways, did they show they were aware of

cultural differences?

ii. Classroom Environment – What resources were

available to you? What services were available to you?

iii. Peer Interactions - Did you feel included? Did others

reach out to you? Did you have to reach out to others?

Who were the people around you? What were they

like? What kind of relationship did you have with

them?

e) Parental involvement, school reaching out to community for

resources and services to help parents and families. What would

have help?

- f) Reflecting on your scholastic experiences, what would you suggest to the teachers you had on how to help students such as yourself become more successful in school?
- i. Teacher - What would you suggest would help you to be more successful school? How can teachers become more sensitive toward student differences? Or understand the needs of students from other minority cultures? Or become more culturally aware?
  - ii. Classroom – What type of school environment would have helped you feel you belonged?
  - iii. Peer – In what ways could your peers have helped you feel like you belonged?

The following question represented the participants' attitudes toward their self-reported ethnic identity.

D. Tell me about how it is like for you to be Filipino American (Tuason, Taylor, Rollings, Harris, & Martin, 2007)

- 1) In terms of your ethnic identity, how do you identify yourself? What ethnicity do you consider yourself? What does it mean to you to be \_\_\_\_\_? Why? Can you explain? (Filipino, American, Filipino-American)?

- Do you see yourself as more American and less Filipino?
- Do you see yourself more Filipino?
- Do you see yourself as bicultural?

2) Why?

### **Data Collection Procedures**

Participants were recruited using purposeful sampling, advertisements in the forms of flyers (Appendix A), online web advertising such as “Call for Participants,” a research recruitment website (Appendix A), social media platform (Appendix B), and targeting various Filipino student organizations or groups from Illinois universities in three state regions (Northern, Central, Southern). Contact information of student group or organization leaders were obtained using university websites. After a lack of response from specifically contacted parties within the defined regions for 4 months, the criteria for location were expanded to encompass locations in the Midwest region (Missouri, Indiana, Iowa, and Wisconsin). Recruiting process continued with efforts such as following up with organizational leadership and researching additional Filipino organization for several weeks more. Efforts were made to contact state universities to request permission to recruit students through their university email system. However, permission was either denied, overlooked, or ignored by the universities with the exception of Eastern Illinois University. After several weeks, criteria for location in which to recruit participants was again expanded to include any participants in the U.S. The social media platform Facebook proved to be the most useful tool to contact organization leaders. Thus, permission was requested to post an advertisement (Appendix B) to invite participants to take a voluntary screening survey (Appendix C) using a web-based research platform, Qualtrics. The screening process provided a way to aggregate the demographic information of potential participants, as well gather direct contact information of those who wished to volunteer for the study. Taking the screening survey was voluntary and interested individuals had the opportunity to choose if they wanted to take the survey or not at the onset.

Student leaders of Filipino organizations who responded to the invitation were sent an email detailing information about the study (Appendix D) and information on how to contact me. Additionally, a link to the participant screening survey (Appendix C) was included on all communications. An incentive to participate was offered to each of the participants in the form of a \$25.00 gift card to Amazon, an online retailer.

When the potential participants indicated interest in the study, information about the study was sent to them (Appendix E) via e-mail. Eligibility for the study was confirmed by e-mailing participants with specific criteria for the study. Once eligibility was confirmed, consent forms (Appendix F) were provided via mail. Signatures were collected indicating participants gave their consent to participate in the study, and that they granted permission to be audio recorded. Participants were then sent a demographic questionnaire (Appendix H) to complete. When participants returned the demographic questionnaire, the one-on-one interview was scheduled at a date and time suitable for both the participant and me.

A one-on-one interview was conducted with each participant, mediated through Skype. Only audio was used, and no videos were taken of the participants during their interviews. Each interview lasted approximately 45 - 60 minutes.

The audio recordings were transcribed (Appendix J and K) verbatim into a text document and labeled with the participants' pseudonyms for confidentiality. The transcripts were sent back to each participant to confirm the accuracy of the transcription. The participants confirmed the accuracy of the transcripts and gave me their consent to use their words for this study.

Research documents and materials are kept in individual manila folders for each participant that included; audio recordings of interview labeled with participant's pseudonym,

completed demographic survey, transcribed interview, and researcher's notes. Signed informed consent was kept in a separate file to ensure the data is kept anonymous.

### **Participants**

The final purposive sample consisted of two individuals who shared stories about their experiences at school and home growing up as 1.5 generation Filipino American immigrants. Sample participants who volunteered for the study were both males. To preserve the identity of participants, pseudonyms were provided. Participant one was given the pseudonym Alex. Participant two was given the pseudonym, John. At the time of the study, Alex and John were over 18 years of age. Their specific ages were not provided because the initial participant screening survey (Appendix C) did not specifically ask for the participant's exact age. Both participants had experienced going to school in the Philippines prior to starting school in the U.S. At the time of the study, both participants attended higher educational institutions, one located in the Midwest region of the U.S. and the other in the Southwest.

### **Data Analysis**

Analysis of the study used the steps suggested by Creswell (2003) and Saldana (2016). First, the data was organized and prepared for analysis. The audio recordings were transcribed to a word document. Next, I read through the transcripts and listened to the audio recordings at the same time to ensure the accuracy of the transcripts. I listened to the audio and then read through the transcript a second time to "get to know the data," to obtain a sense of the data as well as the ideas that the participants shared during the interview (Creswell, 2003, p. 185). Coding did not occur at the first and second read.

On the third read, a detailed analysis followed with the coding process by organizing each demographic questionnaires and transcripts. Data was placed into smaller sections by

research questions. Then, sections were placed into categories based on the research question, existing research literature, and pre-set categories initially created by me; immigration experiences, ethnic identity development, scholastic experiences, attitudes and beliefs towards self and other Filipino Americans, attitudes and beliefs toward Filipino culture and American culture, and demographic information.

On the fourth and subsequent re-reads, data was refined to look further into emerging patterns and themes. At this stage, “secondary cycle coding” was employed to critically “examine the codes already identified in primary cycles” (Tracy, 2013, p. 194). During this cycle, a printed hard copy of each demographic questionnaire and transcript was available for me to highlight, color code and make notations. Emerging patterns and themes were grouped together to create subcategories, categories, and themes. When the codes were set from the initial print out, I transferred the codes on to the electronic transcript copy using the same techniques of color coding, highlighting, and underlining words or short phrases. The codes were organized using a matrix (Appendix L and M) for each participant. Each word or phrase that was coded was classified based on the relevant categories they represented, which is determined by the page number and the line number of its location. On the final stage of data analysis, I interpreted the meaning of the data to report findings (Creswell, 2003). Qualitative researchers recognize that a researcher’s own background plays a critical part of the making meaning process of data analysis (Creswell, 2003; Rubin & Rubin, 1995; Tracy, 2013).

### **Summary**

Chapter three discussed the methods of the study. The chapter included how the participants were recruited, the instruments used, data collection procedures, data analysis



procedures, and description of the participants. The next chapter will discuss the results and findings of the study.

## CHAPTER IV

### Results and Findings

This chapter presents the results and findings of the study. The purpose of this study was to examine the experiences of 1.5 generation Filipino American immigrants. The following research questions guided this study: What factors influence the ethnic identity development of the 1.5 generation Filipino American immigrant and what strategies can educators use to facilitate 1.5 generation Filipino American immigrant student success in the classroom?

Results and findings from two participants, Alex and John gave descriptions of their experiences and self-reported ethnic identity. The data was analyzed qualitatively, and the results and findings emerged from the following data sources: demographic questionnaires and semi-structured, open-ended interviews. Based on open and axial coding of the participants' answers, it appeared that before and after immigration, experiences are equally important to the development of their ethnic identity.

The results are presented in themes based on the research questions. Additionally, the results are supported by evidence of direct quotes taken verbatim from the participants' interviews to triangulate the data. The following section discusses the results of the study based on the research questions.

#### **Factors that Influence the Ethnic Identity Development of the 1.5 generation Filipino American Immigrant**

There were two major factors that influenced participants' ethnic identity development; one was their experiences in the Philippines and the other was experiences in the U.S. Within these two factors, several subthemes emerged. The subthemes that developed from the participants' experiences in the Philippines are age, prior schooling, family status, other factors,

and reason for immigration. The subthemes that developed from participants' experiences in the U.S. are teachers, school environment, peers, other factors, and attitudes toward self and others.

Participants were asked to complete a demographic questionnaire prior to the one-on-one Skype interview. Each participant shared in writing their experiences in the Philippines such as the reasons they immigrated, how old they were when they immigrated to the U.S., if they had attended school in the Philippines and for how long, the dialect or language they spoke, and the people (family, friends, neighbors, or classmates) around them and the relationships they had with those people.

### **Experiences in the Philippines.**

First, the participants were asked about their experiences in the Philippines. To find the answers, I examined their written responses on the demographic questionnaire. If I was unable to read their written response from the demographic questionnaire, I clarified their answers further during the one-on-one interview. Participant responses are organized by subthemes; age, prior schooling, family status, other factors, reason for immigration:

**Age.** Alex and John reported that they came to the U.S. at an early age, coincidentally both were 6 years old.

**Prior schooling.** Both Alex and John attended school prior to immigrating to the U.S. Alex indicated that he attended "about two and half years" of schooling before he immigrated. John reported that he was six years old when he came to the U. S. but attended school prior to immigrating. He indicated in his demographic survey that he spoke Tagalog. Alex was asked about the people around him growing up, what they were like, and what kind of relationship he had with them, he wrote, "My schoolmates were mostly nice, and I had quite a few friends, though some bullied me for being half-black."

**Family status.** Both participants lived with their parents as well as extended family such as grandmother, aunts, and cousins in the Philippines. Both participants immigrated to the U.S. with their mothers and siblings.

**Reason for immigration.** Alex and John both reported the motivation for immigrating to the U.S. was for better opportunities for their family. Alex reported that his dad, who was “an international sales manager,” retired and settled down in the U.S. Therefore, Alex and his mother moved to be with him since there were “better job prospects” for his mom.

**Other factors.** Both participants reported they celebrated cultural and religious “Filipino Catholic” traditions. The participants mentioned celebrating Christmas and New Year’s.

After responding to the demographic questionnaire, participants were interviewed online using Skype. For the interview portion of the study, a semi-structured, open-ended interview questionnaire was used. Both participants shared experiences growing up in various levels of educational institutions in the U.S. The participants spoke about their teachers, the schools they attended, their peers, the resources available, the people they grew up with (family, friends, neighbors), and any activities they were part of within and outside of school. Both participants also shared their views about themselves, as well as their views on other people.

### **Experiences in the United States (U.S.).**

The participants were interviewed using an online mediated communication platform called Skype. A semi-structured, open-ended questions was used to learn about their life and scholastic experiences in the U.S. Their responses are organized by the following subthemes, teachers, school environment, peer, other factors, and attitude toward self and others.

**Teacher.** Both participants were asked to share their experiences regarding the teachers they had in elementary, middle and high school, as well as their professors in the universities

they attended. This includes teachers, teachers' assistants or aides, as well as administrators and/or school leaders. Alex and John indicated terms such as "nice," "like," and "love" to describe their overall experience with U.S. educators. For example, John summarized his experiences with his teachers with,

"...in terms of teacher...yeah like I said they're pretty good. There's a lot of impactful teachers in college. In high school, it's the same. I think I was telling you in elementary there was one. Middle school there's probably one. High school there was couple. And in college there's like a handful. Teachers were very good. Teachers were very impactful. They didn't only care about your grades they care about your well-being."

For Alex, his elementary school teachers, "...were really nice." However, middle school seems to have been a point for both participants where they mentioned they struggled academically. Both participants did not mention that their academic setback was due to any experience with teachers. For Alex, middle school it was, when there had been administrative changes claiming, "In eighth grade, in eighth grade I started to dislike where I was at because there were administrative changes and what not...conflict like social issues or something." As Alex had mentioned, administrative changes caused him to, as he said, "dislike where I was."

**School.** Alex and John were asked to talk about what the school environment was like in elementary, middle and high school, and in the university, and the type of resources that were available to them. This subtheme describes resources available for students to use in addition to their general education classes. This may include intervention classes, such as English as a second language (ESL), school related extra-curricular activities such as sports, student clubs, etc. Both participants expressed their experiences with their school environment. John provided many examples of resources available in the high school he attended. For example, John spoke

of resources such as advisors, tutors, counselors, Advancement via Individual Determination (AVID) program. Both participants joined in their schools' extra-curricular activities such as football, tennis, track and field, and speech club. Alex pointedly shared his experience of going to a national debate competition two year in a row.

**Peers.** The experiences Alex and John had with their classmates or school mates within their respective educational institutions make up this subtheme. Both participants were asked to share the interaction they had among their classmates in elementary, middle, and high school as well as their peers in the university they attended. Both participants had varying levels of peer interaction with school mates. Alex indicated that in middle school, "I didn't really have a friend in middle school. I had only one real friend. Beyond that I was kind of more alone than in elementary or high school." For John he expressed that he was in general able to, "gain friends pretty quickly." Furthermore, John claimed he, "tend to be between of all groups" when talking about the relationships he had with his peers in middle school. Overall, both participants reported that their experiences with their peers were generally "good." When asked if there were multiple ethnic or racial groups in the schools they attended, both participants shared that there were varying ethnic and racial groups in their schools. Alex for instance mentioned, "my friend group was already very racially diverse, and it was public school so not too surprising that there's a lot of difference races."

**Other factors.** Results of other factors described experiences that emerged that did not directly reflect scholastic experience, within the school setting but provided a source of influence for both participants. For example, of all the relationships that both participants expressed, family was a noteworthy source of support for Alex and John. Alex used statements referring to his family with comments such as, "my family...they're very good to me", "I was always

brought up to try to get straight As,” and “my childhood growing up was really peaceful and nice.” Additionally, friendships made through out of school extracurricular activities provided a source of support for one participant. John expressed in gaining lifelong “brother friend” with an individual he met through peewee soccer. He reports that they have been friends for “15 years.”

**Attitude toward self and others.** Throughout the interview, Alex and John related many of their experiences by comparing how they feel about their experiences with others. Alex and John expressed confidence in their academic achievements. For example, Alex repeatedly mentioned how he was a “diligent” student in elementary school and high school. In middle school, both participants mentioned similar attitudes toward their experience in middle school. Both participants stated that they both “slacked off” or that they became “complacent.” John made several statements regarding his attitude toward self and others such as, “growing up honestly, it wasn’t as difficult as I think some people had it,” “my educational experiences was honestly pretty relaxed,” and “I was blessed in my time it’s just...I had in my opinion I have a good mixture of just...going like studios and sports.” Both participants were asked to what ethnicity they identified with and provided two differing answers. Alex identified as “Filipino and John identified as both Filipino and American or bicultural.

Throughout the interview, Alex and John were able to reflect on and share their scholastic experiences. As a result, the experiences of both participants encountered in the educational settings, and the relationships they had with their family, played a role in the development of their ethnic identity. As the interview continued, the participants were asked to offer any suggestions or advice to teachers, school administrators, and their peers. The results of their responses are reported to answer the research question below.

### **Strategies Educators Use to Facilitate 1.5 generation Filipino American Immigrant Student Success**

To answer research question two, analysis of the results and findings emerged from the demographic questionnaire and the semi-structured, open-ended interviews of both participants, Alex and John. Based on open and axial coding of the participants' answers, the themes that emerged are based on research questions. The themes are instructional practices for teachers, practices for administrators to promote cultural competency, and psychosocial strategies. In addition, the results are supported by evidence of direct quotes taken verbatim of the participants' interview to triangulate the data. The following section discusses the results of the study.

Both participants were asked the following question: if given the opportunity to go back and suggest ways that any of their teachers, school administrators, and peers could help in making their time in school more successful or make them feel like that they belonged. Their responses are organized by themes.

#### **Instructional Practices for Teachers.**

The instructional practices for teachers describe ways that teachers can influence the development of ethnic identity of 1.5 generation Filipino American immigrants. This could include how subject matters are presented in the classroom. For example, Alex was asked what he would suggest to teachers to help students such as him become more successful in school. His response focused on instructional practice and presenting subject matter with clarity for better understanding by students. Alex replied, "So I think there's just things that teachers in general they could have been like more they could have talked maybe with more clarity." Alex



also indicated that teachers, “just been more understanding of how younger kids operate... so that they wouldn’t yell or get frustrated as much.” John mentioned his struggle with grammar.

“English was definitely my worst subject even though I knew English I could tell like it was a little bit more difficult for me to uh to understand things clearer or like whenever people say grammatically things...it’s just harder for me to kinda when people say, “oh he doesn’t know when his grammatically incorrect.” I don’t just know it’s like you have to have the structure it and uhm really figure it out.”

Another strategy that Alex pointed out was perhaps teachers having a better grasp on bullying in school. Alex said of his teachers, “I don’t think they there wasn’t really any deficiencies in how my teachers handled my status as an immigrant,” but he indicated in his interview that he was subjected to being bullied by his peers. He mentioned being bullied in the demographic questionnaire and in his interview. He claimed, “I did get bullied sometimes, though. The teachers didn’t handle that.”

### **Practices for Administrators to Promote Cultural Competency.**

The second theme that emerged from the interviews was how the school administration affected one of the participants. Particularly for Alex, it was the change in the school administration that shaped the way he viewed school. He mentioned, “in 8th grade I started to dislike where I was at because there were administrative changes and what not...and uh...conflict like social issues or something.”

Alex was asked what type of school environment he felt would have helped him feel like he belonged, he replied, “mostly I...stick to myself quite a bit. Might not be as try to get out...just focused on a lot of school work and playing games on my own and what not or reading

a lot.” In terms of creating a welcoming environment, Alex provided an example of his experience,

“I just guess the worst community I had was 4th and 5th grade. If I had to describe it was...a bit awkward. I guess preppy in a sense a little off putting...I thought I'd like it because all the description and the grandeur of the entire school was nice, and I was into that environment. It was. I just did not like it at all. So that actually did make me feel a bit out of place. But beyond that I was pretty adaptable so... was fine.”

### **Practices to Promote Psychosocial Development.**

Psychosocial development practices describe strategies in which teachers and school administrators create an environment where students are appreciated and are confident with learning new things and developing relationships with peers. When asked about what his peers could do to make him feel a sense of belonging in school, Alex pointed more toward the environment of the school rather than the students. Alex said, “I think they did what they could it's just like the environment at the school...” Elaborating on his experience in fourth and fifth grade Alex said, that he felt, “out of place.” Throughout his interview, Alex mentioned little about his classmates and spoke at times that he kept to himself throughout his scholastic experience in the U.S. Feelings of social awkwardness were a concept Alex mentioned during his interview. For John, he mentioned, the impact of teachers and administrators on reaching out and getting to know students as a strategy. He suggested,

“the teacher to reach out to students once a week a different student once a week until they get to know all the students, or you know principal to reach out to random students you know that's that awesome like honestly that's the biggest thing is if it's so impactful.”

John indicated resources for immigrant families such as his would be beneficial and “greatly appreciated.”

After examining the results of the study, Alex and John offered suggestions or advice to teachers, school administrators, and their peers. The result of their responses illustrated strategies that educational professionals can implement to facilitate in the ethnic identity development of 1.5 generation Filipino American immigrants. In the following section, findings of the results are clarified.

### **Findings**

This study sought to examine the factors that influence the ethnic identity development of 1.5 generation Filipino American immigrants. This chapter presents the results from the demographic questionnaire and the one-on-one, semi-structured open-ended interview with two participants, Alex and John (pseudonyms) to answer the questions: What factors influence the ethnic identity development of the 1.5 generation Filipino American immigrant? and What strategies can educators use to facilitate 1.5 generation Filipino American immigrant student success in the classroom?

### **Factors that Influence the Ethnic Identity Development of the 1.5 generation Filipino American Immigrant**

Based on open and axial coding, there were two categories and five subcategories of factors that influence the ethnic identity development of 1.5 generation Filipino American immigrant emerged from the results of demographic surveys and the participant interviews. Influential factors were divided into two categories, experiences in the Philippines and experiences in the U.S.

Five subcategories appeared from the participants' experiences in the Philippines. These subcategories are age, prior schooling, family status, reason for immigration, and other factors. These results were taken from the demographic questionnaire and some from the follow up individual interviews. Findings from the results examined the life and scholastic experiences of the participants before they immigrated to the U.S. Both participant immigrated at an early age. They both had prior schooling experience before they arrived in the U.S. and were able to express the differences between the schooling experiences between the Philippines and the U.S. Both participants reported of the family they had in the Philippines and the reasons that they and their family immigrated to the U.S.

Five subcategories appeared from the participants' experiences in the U.S. These subcategories consisted of teacher, school, peers, other factors, and attitude toward self and others. Participants talked extensively about their experiences in the U.S. They expressed their thoughts regarding their experiences with their teachers and reported mostly positive feelings towards their teachers, with one participant reporting negatively on his middle school administration changes. One participant indicated being bullied, but overall point to teachers' lack of intervention. Both participant reported numerous resources available at all levels of schooling including, ESL. Encounters with peers varied with the participants. One participant, John felt was able to adjust to diverse types of groups and the other, Alex expressed spending more time by himself and focusing on school work, reading and computer games. Both participants discussed their academic achievements and their participation with extra-curricular activities. Outside their scholastic experience, both participants reported strong family supports as well as friendships that developed away from the school setting. One participant indicated that he had two groups of friends and developing a lifelong friendship. Finally, both participants

had a positive outlook about themselves and their scholastic experience. They both expressed strong academic background using the words “diligent” and “studious.”

### **Strategies Educators Use to Facilitate 1.5 generation Filipino American Immigrant Student Success**

Three themes emerged from the data analysis for what strategies educators can use to facilitate 1.5 generation Filipino American immigrant student success in the classroom. The three themes are instructional practices for teacher, practices for administrator to promote cultural competency, and practices to promote psychosocial development.

In reviewing the results of the demographic questionnaire and the participant interviews, Alex and John provided insight regarding what types of instructional practices teachers can use to facilitate 1.5 generation Filipino American immigrant students’ success in the schoolroom. Both participants pointed out teachers need to speak to students with clarity when imparting knowledge, assist with grammar, and provide intervention regarding school bullying.

The second theme that emerged from answering what factors influence the ethnic identity development of the 1.5 generation Filipino American immigrant is practices for administrators to promote cultural competency. John suggests that principals should reach out to students and get to know them. Additionally, John suggested that “support groups or services that target immigrant families,” which he thought his family would have appreciated, as a way to facilitate 1.5 generation Filipino American immigrant student success in the classroom.

Finally, practices to promote psychosocial development emerged as the final theme for research question two. This strategy encompasses all population (teacher, administrators, and peers) and levels (elementary, middle and high school and colleges or universities) of educational institutions. Using the suggestions from both participants, teacher and

administrators can provide an environment where students feel appreciated and are confident with learning new things and developing relationships with peers. Practices such as reaching out to students and families, getting to know them, learning about their background, being able to provide students with assistance and speak with clarity about subject matter, and staying vigilant with bullying, can facilitate 1.5 generation Filipino American immigrant student success in the classroom.

### **Summary**

This study examined the influential factors that shaped the ethnic identity of 1.5 generation Filipino American immigrants. Chapter IV offered results and findings by two participants from the demographic questionnaire and one-on-one interviews. After examining the results through open and axial coding, two categories, and ten subcategories emerged to answer research question one. These categories and subcategories resulted in answering research question two, which then formed three thematic concepts representing instructional practices for teachers, practices for administrators to promote cultural competency, and practices to promote psychosocial development.

The patterns that emerged from the examination of the results and findings of the study included teacher experiences, administrators, peer interactions, and family. Alex and John expressed differing levels of opinion toward their teachers. All levels of educational institutions provided various types of resources. Peer interactions varied with both participants and included peers that did not attend school with the participants. Finally, the results and findings suggest that Alex and John's experiences in the Philippines and in the U.S. played a factor in their ethnic identity development. However, it is worth noting that Alex and John claim their family played a significant role in their self-reported ethnic identity. They both expressed pride in where

they came from, their family, and their academic achievements. In the next section, results are further discussed along with implications and recommendations for the education profession.

## CHAPTER V

### Discussion and Conclusion

The current study examined the factors that influence the ethnic identity development of two 1.5-generation Filipino American immigrants. This chapter includes the discussion, implications, recommendations, limitations, and the conclusion of the study.

#### Discussion

The research questions that guided this qualitative study were what factors influence the ethnic identity development of the 1.5 generation Filipino American immigrant and what strategies educators can use to facilitate 1.5 generation Filipino American immigrant student success. Research question one sought to answer the influential factors that determined the participants' ethnic identity development. The factors that emerged from the data indicated that the combination of their experiences in the Philippines and experiences in the U.S. influenced their ethnic identity development. These factors are consistent with the theoretical framework discussed in chapter two by Erikson (1963), Nadal (2004), Rumbaut (1994, 2004). Erikson (1963) purported that a person experiences stages of psychosocial crisis that could have a positive or negative outcome on a person's identity. Nadal's (2004) study suggests that Filipinos experience stages of acculturation that affect their ethnic identity development. Rumbaut's (1994, 2004) study focuses on the formation of ethnic identity of adolescent immigrants, contending that there are differences in their patterns of assimilation, a process in which they adopt to a mainstream culture by giving up their cultural heritage, depending on what age they immigrated.

**Early childhood experiences.** As noted in the results and findings of the study, both participants received early education in the Philippines. The participants were surrounded by



members of their immediate and extended family, as well as friends. They also had experience celebrating various cultural and religious Filipino traditions. While traditional family structure in the U.S. generally centers on two parents and their children, Filipino families usually extend beyond the nuclear family. This may include grandparents, uncles, aunts, cousins and other relationships built upon Filipino religious customs such as christenings and weddings (Halagao, 2004; Cimmarusti, 1996). Therefore, it is not unusual that both the participants reported having large support systems in the Philippines. The participants both immigrated to the U.S. at six years old with their mothers and siblings. Their families' moves were motivated by the opportunity for a better life, including employment and education factors. The participants correspond to the literature that defines the "classic 1.5 generation" (Rumbaut, 2004, p. 1167). Using studies on specific generational cohorts of immigrants is helpful in gaining a deeper understanding of the experiences of the participants in this study. Studies suggest that depending on the age of immigration, different generations of immigrants will experience varying levels of acculturation, a process in which a person adopts the cultural values and beliefs of another group while retaining their own cultural values and beliefs (Park, 1999; Rumbaut, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007). Both the participants began their education in their homeland and started to develop an attachment to their given culture. The participants' description of their life experiences in the Philippines are consistent with studies suggesting prior life experiences play a role in the development of the participants' ethnic identity development (Kim, 1981; Nadal, 2004; Phinney, 1992; Rumbaut, 2004; Tuason, Taylor, Rollings, Harris, & Martin, 2007; Yoon, 2011).

Much like the participants, many Filipino children immigrate to the U.S. because their families believed that the U.S. offered opportunities to enhance their lives as evidenced in the

participants' responses when asked what the reasons were for their immigration. Both the participants' arrival to the U.S. was at the initial stages of middle childhood. During this stage, studies suggest it is a pivotal point in identity development (Erikson, 1963; Marcia, 1980). For example, one participant shared, when asked about the people around him growing up, what they were like, and what kind of relationship he had with them, that "My schoolmates were mostly nice, and I had quite a few friends, though some bullied me for being half-black." Studies suggest that his early scholastic experiences in school had some factor in influencing his ethnic identity development (Rumbaut, 1994, 2004).

**American experiences.** In examining the experiences of the participants in the study, much of the results and findings focused on their scholastic experiences in the U.S. In connection with the theoretical framework of the study, the following discussion addresses the participants' experiences in U.S. educational institutions concerning their ethnic identity development. The factors that emerged included educators, school, peers, other factors (family, friends, and neighborhood), and attitudes toward self and others. In keeping with the theoretical framework of 1.5 generation immigrants, both the participants received the remainder of their schooling in the U.S (Rumbaut, 1994, 2004). The participants reported having overall positive experiences in U.S. educational institutions. Both the participants expressed terms such as "nice," "like," and "love" regarding their teachers. One participant discovered much to his surprise that one of his teachers in elementary school was a distant relative. This was a fascinating piece of evidence, as literature suggests having similar representation of student ethnicity or race in the school is beneficial to students' scholastic success (Cherng & Halpin, 2016; Downer, Goble, Myers, & Pianta, 2016; Egalite, Kisida & Winters, 2016; Grissom, Rodriguez, & Kern, 2017; Wright, Gottfried, & Le, 2017).

Each of the schools that the participants reported had a multitude of resources available to the general student population. Examples of resources the participants mentioned were advisors, counselors, tutors, and many others. Both participants admitted that they did not use many of the resources available. One participant mentioned he was in an English as a Second Language (ESL) class and reported that he stayed in the program only two years. Although it is not unusual that immigrants spend time in ESL, programs, for young Filipino immigrants, the time spent in these programs may be short because of their prior experience in schooling the Philippines having been provided a foundation in reading and writing in English (Musa & Ziatdinov, 2012; Paik, Choe, & Witenstein, 2016). He further mentioned that the teachers were surprised that he knew how to speak English. Therefore, the study would suggest that the participants adaptation to his school was minor and was able to adjust and grow to his new culture (Callahan, Wilkinson, Muller, & Frisco, 2009; Kim, 2001). One participant reported being sent to the counselor but could not recall the purpose of the meeting. Resources for students are essential to student success. Studies show there are limited resources for Asian Americans students and their families (Frodesen, 2002; Nadal, 2004, 2008; Redondo, 2008; Shultz & Coleman-King, 2012; Wing, 2007). Many studies show that supplementing curriculum with educational resources representing the population of the students in the school helped engage students learning and academic success (Ladson-Billings, 1995, 2014; Redondo, 2008; Schmeichel, 2012; Shultz & Coleman-King, 2012; Strong-Wilson & Ellis, 2007; Young, 2010).

The participants reported they engaged in extracurricular activities throughout their scholastic experiences ranging from the debate team to the football team. In doing so, they developed many friendships through these activities. One participant expressed having many friends, while the other participant reported spending time “alone most of the time doing school

work, reading, and computer games,” but having managed to get involved with his school’s debate team. For example, Alex said, “my friend group was already very racially diverse, and it was a public school so not too surprising that there’s a lot of different races.” The participants reported they attended schools that had a diverse student population. The overall experiences that the participants had in U.S. schools are somewhat influential in the development of their ethnic identity. Both the participants were very aware of the diversity in their school community, but acknowledged the limited number of Filipino peers as evidenced by John’s statement, “I don’t think I had a Filipino a single Filipino in my class.” The results of the participants’ experiences are consistent with studies supporting that the connections students developed with their teachers and peers helped to develop their identity (Ladson-Billings, 1995, 2014; Nadal, 2004; Phinney, 1992; Phinney & Chavira, 1992).

Further, the results show family as a driving force in participants’ academic success. Education is perceived by many Filipinos as a way to improve family status (Magno, 2010; Nadal, 2004, 2008). Indeed, the participants expressed their appreciation for their families’ origins. This is consistent with studies suggesting that Filipino families place a high value on education (Nadal, 2004, 2008; Rumbaut, 1994, 2004). Indeed, a Filipino cultural trait is the idea of “utang-na-loób,” that is “debt of will,” in a sense where students understanding the importance placed on educational achievement. In this way, students see their academic success as a way to repay the sacrifice and hard work of their parents and families in providing them with the opportunities of being educated in the U.S. to improve their families’ situations (Cimmarusti, 1996; Reyes, 2015). Both the participants mentioned their mothers in many of their life events. Based on the results, mothers were mentioned 14 times between the participants, compared to other members of the family. For example, both the participants travelled with their mothers to

the U.S. John's mom introduced him to what he called, "brother-friend," a friendship he sustained for 15 years. John went into detail about his mother's influence on his academic success, crediting her by stating,

"my mom the thing about her which I really like is she's not all about she's not about grades like she's not that type of stereotypical Asian American mom where you need to make A pluses, As uh you know. There's benefits to that but I enjoyed how she raised me and so my educational experiences was honestly pretty relaxed... because of that I was able to uhm...thrive."

**Attitudes toward self and others.** The participants' attitudes toward themselves showed through their use of words such as "diligent," "studious," and "blessed." They also recognized their short-comings in school. The participants spoke about being "complacent," and how they "slacked off" in middle school. When they were asked to suggest ways that their peers could have done to make them feel a sense of belonging, one reported "they did what they could at the time." Both participants seem to have positive attitude toward themselves and others around them. Results reaffirmed studies that suggest having positive experiences and adjustments equate to having a positive sense of identity and contribute to the development of the participants' ethnic identity and school success (Erikson, 1963; Landson-Billings, 1995, 2014; Phinney, 1992).

### **Educational Strategies**

The results and finding of research question two will be discussed in the following section. Research question two sought to answer what strategies educators can use to facilitate 1.5 generation Filipino American immigrant student success. Three themes emerged from the study; instructional practices for teachers, practices for administrators to promote cultural

competency, and practices to promote psychosocial development for both teachers and administrators.

**Instructional practices for teachers.** The findings of the current study show there was a positive relationship between the participants' scholastic experiences with teachers' instructional practices. They claimed having positive views of their teacher experiences in elementary and high school, but not in middle school. One participant mentioned some of his teachers of being "mean," and he "did not like" some of them. The participant's perception was based on the attitude of the teacher toward the students, not on their instructional practices. One participant suggested that teachers need to speak with clarity when imparting knowledge on the students. He felt that communicating effectively in subject matters is important and necessary for student understanding. According to one of the participants, it was a challenge for him to understand concepts in his advance placement calculus class because of his teacher's instructional practices. Studies suggest that teachers must know how to adjust their academic language for clarity to address content for greater understanding (Fillmore & Snow, 2000; Karabenick & Noda, 2004; Meltzer & Hamann, 2005; Pratt-Johnson, 2006). As the population of immigrant students increases, the possibility of encountering students for whom English is not their first language is strong. Teachers must be well equipped with diverse instructional strategies to meet the requirements of students' backgrounds.

**Practices for administrators to promote cultural competency.** School administrators are at the forefront of creating an inclusive and supportive environment at all levels. Evidence from the results and findings of this study suggested one of the participants had a challenging time in middle school because of the change of administrators and summed up his experience by saying, "middle school was not that great of a time for me personally." There are ways that

administrators can support students' scholastic needs and teachers' work in the classroom. One of the participants suggested that "getting to know students on an individual basis" as a strategy to support psychosocial development of students. Indeed, Filipinos place high regard for authority figures (Halagao, 2004; Magno, 2010, Nadal, 2008). This suggests that administrators should get to know their students and families to develop trust and a sense of community. This participant suggested administrators learn more about students' backgrounds such as their culture, ethnicity, values, and practices.

Another way that administrators can promote cultural competency is to attract, hire, and retain teachers who share the same race or ethnicity as the student population. Studies report the benefits of exposing minority students to teachers of their own race or ethnicity, and its effects on student achievement (Cherng & Halpin, 2016; Downer, Goble, Myers & Pianta, 2016; Egalite, Kisida & Winters, 2016). This is reflected in Alex's interview when he mentioned that "it was a nice surprise" to have met his teacher, who was Filipino. Teachers who share similar cultural or ethnic traits with their students, who are in the minority group can be beneficial because they can serve as mentor, advocate, and cultural translators for the students

#### **Practices for teachers and administrators to promote psychosocial development.**

Research holds that students showing a positive sense of pride in their ethnic identity and a sense of belonging fostered through the quality of the relationships with others are likely to be academically successful (Council of Chief State School Officers, 2011; Gay, 2000; Napoli, Marsiglia, & Kulis, 2003; Smith, Levine, Smith, Dumas, & Prinz, 2009; Syed, Azamitia, & Cooper, 2011). Both the participants mentioned making connections with their teachers and peers were important to them. This is because connections can promote positive attachments that may lead to a positive sense of self and ethnic identity (Erikson, 1963; Marcia, 1980; Nadal,

2004, 2008; Phinney, 1992, 2008). Personal connection and positive attachment include learning about who they are, where they come from, and their backgrounds; as John summed up nicely in his interview,

“I think that’s the biggest part of it and try to really connect to me uhm honestly for me I I’m very deep in my roots in terms of fully Filipino and that has like a lot of emotional value in me and as a result the people that try to understand me in that space will like be my close friend...”

Connecting with 1.5 generation Filipino American immigrant students strengthens the idea of “bayanihan,” or sense of community, within the classroom which is valued among Filipinos.

**The role of parents and families.** Based on the discussion it appears that parents and families play a significant role in influencing the ethnic identity of the participants. Filipino parents and families place a high value on their students’ education as evidenced by the participants’ experiences. The participants mentioned the significant involvement their parents played in their schools. Alex’s parents were involved in parent councils, school boards, or advisory boards. Involving Filipino parents in nontraditional ways and establishing connections with families can support the ethnic identity development of 1.5 generation Filipino American immigrant (Elfers & Stritikus, 2014; Lannegrand-Willems & Bosma, 2006; Nadal, 2008; Schultz & Coleman-King, 2012).

Educators may want to adapt their educational practices to increase their awareness of the cultural values and practices of Filipino families. Filipino parents and families value education and pass that value on to youth. Having the opportunity to receive a quality education in the U.S. is one the reasons why the participants immigrated to the U.S. Parents and families leave their homeland for the educational opportunities in the U.S. When both the participants were



asked about their ethnic identity, Alex replied as being Filipino and John replied as being Filipino American or bicultural leaning strongly more towards being Filipino. The reason they indicated such was because of their families. Perhaps then, educators should reflect their curriculum or content and teaching style so that it can have a positive influence on the ethnic identity development of 1.5 generation Filipino American immigrants by involving families and learning more about the culture of their students. These findings support the view that an educational setting that engages in the cultural or ethnic backgrounds of 1.5 generation Filipino American immigrants is important in cultivating student success (Ladson-Billings, 1995, 2014; Marcia, 1980; Nadal, 2008; Phinney, 1992, 2008; Tuason, Taylor, Rollings, Harris, & Martin, 2007).

### **Self-Reflexivity**

My experience as a 1.5 generation Filipino American immigrant may influence the understanding of the participants' stories. The practice of "self-reflexivity" is a suitable way of ensuring the trustworthiness of the study (Tracy, 2013, p. 233). Throughout this study's process, from collection to analysis, I have actively ensured the trustworthiness of my study. Through self-reflexivity, I maintained as best as I can to remain neutral. From collecting the data to the analysis, I engaged in critical self-reflection regarding assumptions, biases, and relationship to the study. I am aware that my experiences as a 1.5 generation Filipino American immigrant and as an educator, my background experiences are mine alone and not reflective of the participants' own lived experiences or of my teaching practices. If I felt unsure about my interpretations, I consulted with my thesis advisor to remain unbiased in the interpretation of the data. According to studies, the practice of self-reflexivity can be assuring to readers by recognizing in the final results that I have considered my role and impact on the study (Rubin & Rubin, 1995; Tracy,

2013). Nevertheless, it is likely that my own experiences may have inadvertently influenced my interpretations of the participants' experiences and thus the themes in this research.

### **Implications and Recommendations**

There are some implications of the study for teachers and administrators. First, it is clear that more research is needed on 1.5 generation Filipino American immigrant students, including the role that experiences play in how they develop their ethnic identity and its impact on students' academic success. The small sample size of this study barely scratches the surface on the effects of immigration on ethnic identity and academic success. Analysis of larger student samples could provide a better idea of the factors directly related with ethnic identity development and student academic success. Additionally, further research into how other cultural factors could play a role in the 1.5 generation Filipino American immigrant student's ethnic identity using similar ideas and procedures can prove beneficial to the expanding knowledge base of understanding and educating these students.

While the sample size is small, the findings from this study highlight the value of family in the Filipino culture. Knowing the importance of family to Filipinos, educators have a better understanding of how to reach out to Filipino students. The implication is that partnerships between students and their families and educators in the school are strengthened.

There are some recommendations for educators. The results of this study are intended to examine the factors that influence the ethnic identity of 1.5 generation Filipino American immigrant. After reviewing the findings, the following recommendations are presented. The first recommendation is that families are key to the ethnic identity development of 1.5 generation Filipino American immigrants. Student success relies on their psychosocial development. Psychosocial development relies on students' positive sense of self and belonging. Involving

parents in the education of their student is essential in the academic success of 1.5 generation Filipino American immigrants. Reaching out to families in novel ways, beside selling cookies or selling magazines, can impact the way parents and students feel in the school community.

Secondly, it is important to promote culturally and linguistically sensitive teaching practices in the classroom through professional development and pre-service training to help teachers better connect to their Filipino students. At the very least, this study recommends concentrating Filipino professional development and curricular resources in areas with high Filipino student concentrations.

### **Limitations**

There were three limitations in this study; small sample size, gender, and the investigator's background. First is the sample size. There were two participants recruited in this study; one from the Southwest and one from the Midwest regions of the U.S. There were no participants from East and West regions of the U.S. Therefore, the findings of this study only represent data from Southwest and Midwest. The second limitation is gender. Both of the participants were male; therefore, the results of the study only represent the male perspective and experiences.

The third limitation is investigator's background. The study may have further limitations due to my role as a 1.5 generation Filipino immigrant and an educator. Analysis of the data may have been affected by my own experiences and background. However, every effort was made to ensure that data was interpreted in an unbiased way by consulting with my thesis advisor throughout the process. Finally, my limited background and experience in qualitative research is also a consideration throughout the entire process of the study.

**Conclusion**

The findings of the study reveal that parents and family's culture and practice play an important role in the ethnic development of 1.5 generation Filipino American immigrants. In addition, teachers and administrators should be perceptive with diversity, multicultural education, and culturally sensitive teaching. This study aligns with previous studies on culturally sensitive teaching framework (Ladson-Billings, 1995, 2014; Banks & Banks, 2004). Furthermore, the results of the current study align with studies by Rumbaut (1994, 2004) and are confirmed with child development theory by Erikson (1963). The role of parents and families' cultural practices and values is supported by Nadal's (2004) study on Filipino American identity development. The awareness of these findings enables educators an opportunity to gain awareness and understanding of the nature of 1.5 generation Filipino American immigrants' experiences of growing up and attending schools in the U.S.

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Appendix A

Call for Participants Flyer



60 min(s) to complete



Online Shopping voucher



2 part process: 1) Demographic Questionnaire; 2) Interview



Online

Eastern Illinois University

Examination of the experiences of 1.5 generation Filipino American immigrants' and how those experiences influence their ethnic identity development. The findings can inform educators about 1.5 generation Filipino American immigrants, to create a more responsive learning environment, to promote culturally responsive learning environments, and address achievement gaps, appropriate testing, and recognize talent and potential of 1.5 generation Filipino American immigrant students.

Find out more online

Poster given on 05/07/2017 Study expires on 30/09/2017

More info

by scanning the QR code or visiting the URL

[www.cfp.cc/WNKEL3](http://www.cfp.cc/WNKEL3)

[www.cfp.cc/WNKEL3](http://www.cfp.cc/WNKEL3)

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**Appendix B**

**Social Media Invitation to Participate**



**CALL FOR PARTICIPANTS**

WANT TO SHARE YOUR EXPERIENCES IN HOW YOU DEVELOPED YOUR ETHNIC IDENTITY?

**PARTICIPATE IN A THESIS STUDY!**

REQUIREMENTS:

- BORN IN THE PHILIPPINES
- ATTEND A (U.S) UNIVERSITY OR COLLEGE
- IMMIGRATED TO THE U.S. BETWEEN THE AGES OF 6-12 YEARS OLD

COPY AND PASTE TO FIND OUT IF YOU QUALIFY FOR THE STUDY

[https://survey.az1.qualtrics.com/jfe/form/SV\\_09VIQ5lu9k796l](https://survey.az1.qualtrics.com/jfe/form/SV_09VIQ5lu9k796l)

OR  
Scan the QR Code



This study has been approved by Eastern Kentucky University Institutional Review Board and has been given the IRB # 16-120



## Appendix C

### Qualtrics Participant Screening Survey

#### Introduction

#### Introduction.

Thank you for your interest. My name is Catherine Welsh. I am a 1.5 generation Filipino American immigrant. I arrived in the U.S when I was 8 years old. I am now a graduate student at Eastern Illinois University in the cusp of receiving my Master's degree. I am searching for 3 - 10 individuals who are 1.5 generation Filipino immigrants to participate in my thesis project.

The purpose of this study, is to examine the experiences of 1.5 generation Filipino American immigrants and how those experiences influence their ethnic identity development. The findings can inform educators about 1.5 generation Filipino American immigrants, to create a more responsive learning environment, to promote culturally responsive learning environments, and address achievement gaps, appropriate testing, and recognize talent and potential of 1.5 generation Filipino American immigrant students.

The study has been approved by the Institutional Review Board (IRB) of Eastern Illinois University (EIU). Participation is voluntary and all responses are confidential.

If you are interested in sharing your experiences in how you developed your identity as a 1.5 generation Filipino immigrant and would like more information, contact me at [cwelsh@eiu.edu](mailto:cwelsh@eiu.edu). Or take this survey to see if you meet the criteria for the study. The survey will take approximately 5 minutes to finish. The deadline to respond is November 17, 2017.

All responses are confidential and are only accessed by primary researcher. You will be able to review your responses before submitting and you may exit the survey at any time without any negative consequences

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board

Eastern Illinois University

600 Lincoln Ave.

Charleston, IL 61920

Telephone: (217) 581-8576 E-mail: [ciuirb@www.eiu.edu](mailto:ciuirb@www.eiu.edu)

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- Take the survey.
- No, thanks.

**Default Question Block**

**Q1. Were you born in the Philippines?**

- Yes
- No

**Q2. Did you immigrate to the United States (U.S.) between 6-12 years old?**

- Yes
- No

**Q3. Did you graduate from a U.S. high school?**

- Yes
- No

**Q4. Are you over the age of 18 years of age?**

- Yes
- No

**Q5. Please indicate which state you are attending college/university.**

- Illinois
  - Indiana
  - Iowa
  - Missouri
  - Wisconsin
  - Other (Please indicate state)
-

**Q6. Are you willing to complete a questionnaire and be interviewed (by phone or other electronic medium)?**

- Yes
- Maybe. I would like more information before I decide.
- No

**Q7. Are you willing to let the researcher contact you? (Participation is voluntary.)**

- Yes
- No

**Q8. Best way to contact you... (All responses are confidential and will only be used for this study by the primary researcher.)**

- Phone
- Email
- Other (Please indicate, i.e., Facebook, Skype, etc.)

**Thank You. Thank you for taking the time to fill out the survey, if you meet the study criteria, the lead researcher will contact you for further details.**

Powered by Qualtrics

**Appendix D****Organization Consent Letter****(Date)****Dear (Organization Leader)**

I am a graduate student undertaking a study as part of my Master's degree in the Early Childhood Education at the Eastern Illinois University under the supervision of Dr. Sham'ah Md-Yunus. As part of my thesis, I am undertaking a research study titled: Ethnic Development of 1.5 Generation Filipino American Immigrants: A Qualitative Study. The purpose of this study, is to examine the experiences of 1.5 generation Filipino American immigrants' and how those experiences influence their ethnic identity development. The findings can inform educators about 1.5 generation Filipino American immigrants, to create a more responsive learning environment, to promote culturally responsive learning environments, and address achievement gaps, appropriate testing, and recognize talent and potential of 1.5 generation Filipino American immigrant students.

Prior to undertaking the study, I need your agreement/consent to approach individuals who are Filipino born, Junior or Senior status, all genders, 1.5 generation status (arrived in the U.S. between the ages of 6 – 12 years old), all majors) within your organization to take part in the study. I will recruit people to the study using hard copy letter through postal delivery initially and then through e-mail if possible. I hope to recruit 3 - 5 number of participants.

I can assure you that I will make every effort to ensure the study does not interfere in any way with any student activities, and any data collected will remain confidential. I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Review Board at Eastern Illinois University. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact the chair of the Institutional Review Board John Bickford, [jbickford@eiu.edu](mailto:jbickford@eiu.edu), 217-581-7881.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 217-259-0536 or by e-mail at [cwelsh@eiu.edu](mailto:cwelsh@eiu.edu). My faculty mentor can be reached by phone at (217)-581-6215 or by email at [smdyunus@eiu.edu](mailto:smdyunus@eiu.edu). A consent form is attached to this letter. Please complete them at your earliest convenience and return them to me in the stamped envelope provided. Thank you for your consideration.

---

Catherine Welsh  
Principal Investigator  
Early Childhood Education

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Dr. Sham'ah Md-Yunus  
Faculty Mentor  
Early Childhood Education

## Appendix E

### Participant Letter

#### Information Letter

(Date)

Dear (Insert Participant's Name):

This letter is an invitation to consider participating in a study I am conducting as part of my Master's degree in the Department of Early Childhood Education at Eastern Illinois University under the supervision of Dr. Sham'ah Md-Yunus. I would like to provide you with more information about this project and what your involvement would entail if you decide to take part.

The purpose of this study, is to examine the experiences of 1.5 generation Filipino American immigrants' and how those experiences influence their ethnic identity development. The findings can inform educators about 1.5 generation Filipino American immigrants, to create a more responsive learning environment, to promote culturally responsive learning environments, and address achievement gaps, appropriate testing, and recognize talent and potential of 1.5 generation Filipino American immigrant students.

Participation in this study is voluntary. It will involve an interview of approximately 45 - 60 minutes or up to one (1) hour in length to take place via face to face in a mutually agreed upon location, telephone, or video chat. You may decline to answer any of the interview questions if you so wish. Further, you may decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be tape-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. All information you provide is considered completely confidential. Your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used. Data collected during this study will be retained for five (5) years in a locked file cabinet in the office of faculty mentor. Only the researcher and the faculty mentor associated with this project will have access. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 217-259-0536 or by e-mail at [cwelsh@eiu.edu](mailto:cwelsh@eiu.edu). My faculty mentor can be reached by phone at (217)-581-6215 or by email at [smdyunus@eiu.edu](mailto:smdyunus@eiu.edu). A consent form is attached to this letter. Please complete them at your earliest convenience and return them to me in the stamped envelope provided. Thank you for your consideration.

I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Review Board at Eastern Illinois University. However, the final

decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact the chair of the Institutional Review Board John Bickford, [jbickford@eiu.edu](mailto:jbickford@eiu.edu), 217-581-7881.

I very much look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,

---

Catherine Welsh  
Principal Investigator  
Early Childhood Education

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Dr. Sham'ah Md-Yunus  
Faculty Mentor  
Early Childhood Education

**Appendix F****Informed Consent****CONSENT FORM**

I have read the information presented in the information letter about a study being conducted by Catherine Welsh of the Department of Early Childhood Education at Eastern Illinois University. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be tape recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

This project had been reviewed by, and received ethics clearance through, the Institution Review Board at Eastern Illinois University. I was informed that if I have any comments or concerns resulting from my participation in his study, I may contact the Chair of the Research Ethics Review Board at John Bickford, [jbickford@eiu.edu](mailto:jbickford@eiu.edu), 217-581-7881.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

\_\_\_ YES      \_\_\_ NO

I agree to have my interview tape recorded.

\_\_\_ YES      \_\_\_ NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

\_\_\_ YES      \_\_\_ NO

Participant's Name (please print) \_\_\_\_\_  
 Participant's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Researcher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Researcher's Title \_\_\_\_\_ Department \_\_\_\_\_  
 Faculty Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Faculty Advisor Title \_\_\_\_\_ Department \_\_\_\_\_

**Appendix G****Interview Protocol**

Interview # \_\_\_\_\_  
Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Before turning on recorder:**

Hello and thank you for your participation today. My name is Catherine Welsh and I am a graduate student at Eastern Illinois University conducting my Thesis Study in partial fulfillment of the requirements for the degree of Master of Early Childhood Education.

Thank you for completing the questionnaire, and taking the time to talk with me today for this follow-up interview. This interview will take about 60 minutes. It will include questions regarding your scholastic experiences how those experiences might influence your ethnic identity development.

I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential.

At this time I would like to remind you of your written consent to participate in this study. I am the responsible investigator, specifying your participation in the research project: Ethnic Development of 1.5 Generation Filipino American Immigrants: A Qualitative Study. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other under lock and key.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? *(Wait for response.)*

Then with your permission we will begin the interview. *(At this point you can turn on the recorder unless participant decided to withdraw.)*



## Appendix H

### Demographic Questionnaire

#### Immigration experience

- Tell me about how you have come to immigrate to the United States (Tuason, Taylor, Rollings, Harris, & Martin, 2007).
  - How old were you when you came to U.S.?
  - How did you come to the US: With parents, siblings, and/or other family members?
  - What was the reason why your parents come to the U.S?

#### Experiences prior to immigration

- Tell me about your experiences living in the Philippines:
  - What language or dialect do you speak?
  - Did you attend school prior to immigrating?
  - What cultural celebrations did you practice?
  - Were there multiple ethnic or racial groups in the community where you lived?
  - Who were the people around you growing up? What were they like? What kind of relationship did you have with them?
- Tell me about the experiences you have living here in the United States (Tuason, Taylor, Rollings, Harris, & Martin, 2007).
  - Where did you live when you first migrated to the U.S?
    - How long did you live there (the first place where you migrated to the U.S.)?

## Appendix I

### Interview Questions

#### Immigration experience

- How did you adjust to life in the U.S.? (Kim, Brenner, Liang, Asay, 2003)
  - Tell me about the community or communities where you lived?
  - Were there multiple ethnic or racial groups in those community or communities where you lived?
  - Who were the people around you growing up? What were they like? What kind of relationship did you have with them?

#### Scholastic experience

- What was it like growing up in the U.S.? (Kim, Brenner, Liang, Asay, 2003)
- Tell me about your educational experiences in the U.S.? What is the highest grade you completed in the U.S.?
- Tell me about your experiences in Elementary School? Do you remember your experiences in Elementary School? Were there multiple ethnic or racial groups?
  - Teacher - Tell me about the teachers you had going to school? What teaching style did your teachers have? Were he or she sensitive towards you? Did you feel she or he cared about you? Do you think he or she was aware cultural differences among the students in class? Did they show appreciation toward cultural differences? In what ways, did they show they were aware of cultural differences?
  - Classroom Environment – What resources were available to you? What services were available to you?

- Peer Interactions - Did you feel included? Did others reach out to you? Did you have to reach out to others? Who were the people around you? What were they like? What kind of relationship did you have with them?
- What was your experiences in middle school and high school? What about your friends and neighborhood? Were you involved in community events? Or school events?
  - Teacher - Tell me about the teachers you had going to school? What teaching style did your teachers have? Were he or she sensitive towards you? Did you feel she or he cared about you? Do you think he or she was aware cultural differences among the students in class? Did they show appreciation toward cultural differences? In what ways, did they show they were aware of cultural differences?
  - Classroom Environment – What resources were available to you? What services were available to you?
  - Peer Interactions - Did you feel included? Did others reach out to you? Did you have to reach out to others? Who were the people around you? What were they like? What kind of relationship did you have with them?
- What was your experiences in middle school and high school? What about your friends and neighborhood? Were you involved in community events? Or school events?
  - Teacher - Tell me about the teachers you had going to school? What teaching style did your teachers have? Were he or she sensitive towards you? Did you feel she or he cared about you? Do you think he or she was aware cultural differences among the students in class? Did they show appreciation toward cultural differences? In what ways, did they show they were aware of cultural differences?

- Classroom Environment – What resources were available to you? What services were available to you?
- Peer Interactions - Did you feel included? Did others reach out to you? Did you have to reach out to others? Who were the people around you? What were they like? What kind of relationship did you have with them?
- Parental involvement, school reaching out to community for resources and services to help parents and families. What would have help?
- Reflecting on your scholastic experiences, what would you suggest to the teachers you had on how to help students such as yourself become more successful in school?
  - Teacher - What would you suggest would help you to be more successful school? How can teachers become more sensitive toward student differences? Or understand the needs of students from other minority cultures? Or become more culturally aware?
  - Classroom – What type of school environment would have helped you feel you belonged?
  - Peer – In what ways could your peers have helped you feel like you belonged?

#### **Attitude toward ethnic identity**

Tell me about how it is like for you to be Filipino American (Tuason, Taylor, Rollings, Harris, & Martin, 2007).

- In terms of your ethnic identity, how do you identify yourself? What ethnicity do you consider yourself? What does it mean to you to be \_\_\_\_\_? Why? Can you explain? (Filipino, American, Filipino-American)?
  - Do you see yourself as more American and less Filipino?

- Do you see yourself more Filipino?
  - Do you see yourself as bicultural?
- Why?

**Appendix J**

**Interview Transcript 1**

Date: 28 November 2017

Time: 48:25

Place: Online interview

**NOTES**

1. The name Alex is used instead of the real name of the participant
2. I: Interviewer
3. R: Participant
4. { }: Interjection or interruption
5. ( ): inaudible
6. [ ]: crosstalk
7. ....: pauses

- I: Demo: So, again thank you for completing that the initial survey...um...just looking over some of what you written down, can you tell me...um. How long you attended uhh...a school in the Philippine's up to what grade?
- R-Demo: Um...Around half way through first grade. So, about two and a half years.
- I-Demo: Okay, Thank you. Two and a half years of schooling that's in the Philippines.
- R-Demo: Ah yes.
- I-C.1: Okay... Thank you for that. So... Again...tell...so one of the question is really the overlying or overbro- the broad question is do you want I want to do to tell me about your experiences...ah living here in the United States. You said you first migrated to...umm...[REDACTED]? Correct?
- R-C.1: Yes, ah yeah
- I-C.1.a And how long did you live there?
- R-C.1.a Umm...from late 2006 to 2017 where I moved to college now.
- I-C.1.a Where is that the second place that you said?
- R-C.1.a Umm here [REDACTED].
- I-C.1.a Oh [REDACTED], right. Okay
- I-C.2 So how did you...how did you feel like you adjusted to the life in the U.S. when you first arrived?
- R-C.2 Life in the US, well, it really wasn't that different. The Philippines is already pretty Americanized so there wasn't really any sort of culture shock like I did have, some, bullying and other people, umm weren't like to accepting since I was from the Philippines beyond that it was, it wasn't that bad at all.

- I-C.2            Okay. So you said...just to make sure that... you felt like you already knew about and were Macrenized (Americanized) even in the Philippines?
- R-C.2            Ah yeah
- I-2.a            Okay...Tell me uhh about that community where you lived for uhh in New Jersey. What was that like?
- R-2.a            Just a small not quite suburban area pretty different that I would than when I lived in the Philippines. I lived in [REDACTED] which is the capital {l:uh huh} So it was nothing like noteworthy it was pretty peaceful I guess.
- I-2.b            Okay. Where there multiple ethnic or racial groups in those in that communities where you lived?
- R-2.b            Ah yes. There were some black, umm white, Vietnamese, umm Middle Eastern. I believe that's it. {I: Okay} Yeah. Pretty diverse. {I: Okay}
- I-2.c            So how about the people umm around you growing up? What were they like? Umm... What kind of relationship did you have with them?
- R-2.c            Around me? Umm...are you saying like family or friends or what
- I-2.c            Umm...either one...umm your friends...uhm...the neighborhood...uhm your neighbors.
- R-2.c            Okay, well, yeah my family, of course, my family they were pretty they're very good to me, uhm in the Philippines I'd say I didn't really know my neighbors that well. So they knew me for some reason so that was pretty much like. In America I didn't really go out that much at all but I also knew my neighbors there. They were all very nice to me when I moved here so it was they were all umm my childhood growing up was really peaceful and nice I guess



- I Okay I'm just I'm writing notes down as you're saying it too just to be sure
- R Oh yeah okay
- I-2.c Uhm so you might hear some pauses here cause I'm also writing notes just in case I lose a recording I have something to go by with my notes as well in addition to so uhm So you said you didn't go out as much either uhm when you came to the neighborhood where you lived?
- R-2.c Yeah I mostly did school work.
- I-3.a Okay. So that's a great segue way to ahh the next question uhm regarding your school your educational experience so you did a lot of school work. And didn't go out much what was school like for you? What was your education experience like?
- R-3.a Hmm..okay...well. I was always brought up to try to get straight As. So I was pretty for most of my childhood until about maybe 4th and 5th grade I was a pretty diligent student by just by start slacking off in middle school and then also like seventh or eighth grade I slacked off a bit in ninth grade (inaudible). But like in elementary school and in high school I was a very diligent student and I really didn't go out too much if at all. Like in high school I didn't go out at all I mostly did school work. {I: Okay} So yeah {I: Okay} I was diligent.
- I-Demo So you've completed high school here in the US correct?
- R-Demo ahh yes
- I-Demo And you started what grade when you arrived?
- R-Demo I just entered second grade.

I-3.b Okay So let's focus on elementary school real quickly. Do you remember anything you know in particular about your experiences in elementary school?

Where there multiple ethnic or racial groups in the school you attended?

R-3.b Are you talking about here in the U.S?

I-3.b Yes. Yes

R-3.b Okay. Umm...The school I attended. I didn't really pay much attention but I...okay...I would say so there were quite a bit of difference. There's a lot of different groups or races now that I think about it. Like my friend group was already very racially diverse and it was public school so not too surprising that there a lot of different races (inaudible) there

I-3.b Okay. So it was a public school? or highly diverse would you say?

R-3.b Yes

I-3.b.i Can you remember anything about the teachers that you had going to school?

R-3.b.i Ah yes actually. In 2nd grade I remember my teacher, my main teacher she really liked me. Umm we go to the same church in [REDACTED] and we also had in that school umm teacher's assistant. My first teacher's assistant also went to the same church as I did she was really nice. My second teacher's assistant actually turned out to be like a distant relative of mine. {I: Oh} She was Filipino. So that was a pretty nice surprise {Wow}. My teacher also recommended me to go to the private school that I attended in 4th and 5th grade. When second grade was about to end that year. {I: Okay} And in 3rd grade umm I don't remember my teacher's assistant. I know my teacher she also loved me at that grade. So yeah all my teachers were really nice.

- I-3.b.i            So did... do you know if the the teachers that you had were aware of your umm the like like the cultural differences or anything like among the students in the class? In any of the grades or your teachers in that school?
- R-3.b.i            What do you mean of like aware of cultural differences?
- I-3.b.i            Were they aware of any like umm the differences of the students in the classroom umm cultural amongst them?
- R-3.b.i            Yeah I'd say so. Like they did hold like international culture day at the school so we had to show off our culture. So yeah.
- I-3.b.i            I'm sorry can you repeat that...national cultural day is that what you said?
- R-3.b.i            International
- I-3.b.i            International! Okay. Can you tell me more about that? I mean what didn't it...what did it...what did it consist of?
- R-3.b.i            Just...let me think...It was...I remember there was a lot of different foods there and different culture that's like show off their talent such as dances or (inaudible). I didn't really take part in it. I just did Filipino stuff. So let me think yeah. Also in 3rd grade we had like an in class competition to see who could like draw the best cultural pictures or something like that. (uh huh) So...yeah...there was...that's all I can remember really. I wasn't really too engaged in that {I: yeah} like the other kids (inaudible).
- I-3.b.ii            I understand how it you had to kinda of go back in the back in your mind to remember those. Umm... Was there any resources available to you or services were available to you in case you needed it? Do you remember anything like that for school?

- R-3.b.ii Resource?
- I-3.b.ii Anything that you can think of that would help you in school.
- R-3.b.ii I didn't really use them if there were I...yeah I don't really know if there really were. I assume there were things for students who needed help. But I didn't really use them.
- I-3.b.iii So how about your peer interactions? Did you feel included? Did others reach out to you? Did you have to reach out to others?
- R-3.b.iii At first I was umm... [Outside of my friends group (?)]. Let me try to think outside (inaudible) {I: sure} umm... okay... I remember my teacher introduced me to the guy who sat next to me when I first arrived here. And then there's like a disconnect. And then I remember that I suddenly (inaudible). I don't know if it was more of me going to him or him coming to (I: okay) me. So I...not really sure about that. I all I remember is that suddenly I had friends.
- I-3.b.iii What was that last part you said? I'm sorry.
- R-3.b.iii Yeah. I just remember suddenly I had friends. {I: Okay} (inaudible)
- I-3.c Okay that was...um...was that...that was elementary school. {sI: correct} Ummm what about middle school? I know you said you mentioned earlier that you kind of slacked off a little bit in middle school. Can you tell me about that experience?
- R-3.c Umm yeah uhm middle school. The one I went to for fourth and fifth grade {I: uhuh} was one recommended to me by my 2nd grade teacher. {I: Was this that private school?} Uh yes. {I: Okay} It was pretty high class so when I went there, I thought I would like it but then the months went on I start to just really dislike the

school and my grades started dropped after that. So after fifth grade I asked my parents to just transfer me to a Catholic school like where I went in the Philippines {I: Mhhm} so in sixth grade I did very well in seventh grade I don't remember why... I started...I start to slack off again I'm not sure why. I think that was just complacency {I: Mm'kay}. In 8th grade, in 8th grade I started to uh dislike where I was at because there were administrative changes and what not...and uh...conflict like social issues or something {I:Mhhm} {inaudible} my grades just {inaudible} so middle school was not that great of a time for me personally (I:short chuckle or laughter)

I-3.c.i Umm Kinda of a just uh...some of these questions are going to be kinda of repetitive a little bit. I just want to be sure I'm homing in on some your experiences. Uhm...so tell me about those teachers that you had middle school uhh where you went.

R-3.c.i hmmm...Let me see. my fourth grade teacher...okay middle school...that was when we had a lot of different teachers I think {I: uhhuh}. My fourth grade my main fourth grade teacher was very nice. I really liked (inaudible). (Inaudible) {I:uhhuh} She liked me. Now my music teacher in fourth and fifth grade was...I was pretty indifferent with her (inaudible). My art teacher in fourth and fifth grade at first I liked but then she didn't really like my art (I: "short laughter") so then I started to dislike her (inaudible). Umm my science and technology teacher was just extremely mean to me I don't regret (inaudible). Umm... My library teacher in fourth grade was... a little mean but she was (inaudible) nice. I like my teacher in fifth grade (inaudible). And then in fifth grade my aide teacher who taught us

math and science was really mean. But not as mean as the science and technology teacher from fourth grade {I: Hmmm}. And then the one that taught us English and history was... was a lot nicer than my umm math and science teacher I think that's why I started to like English and history more than math and science. So that start (inaudible statement). Umm...let me think...I think that's all in (inaudible) grade. That's all I can remember.

I-3.c.i Yeah, that's ok. Umm...Hmm I wanna be sure I clarify what you mean by nice. Can you tell me about, can you expand a little bit more about that? What what was the difference between umm their behaviors umm by umm when you mean nice or mean.

R-3.c.i I...okay. I think it would be more like...hmm how should I {I: Do you feel like they were ummm...were, the [talking over/inaudible] teachers...ok} [talking over/inaudible] Oh short tempered like {I: Okay} I was thinking they were just like very...umm...intolerant of a bunch of hyperactive middle school {I: okay} kids. They would like scream at us kids. Like my (inaudible) grade teacher was an old lady she was pretty umm understanding of I don't know like development I suppose {I: okay} So she didn't really yell. She (inaudible statement) {I: Okay}

I-3.c.i Do you think that umm any of the teacher were umm sensitive towards you as far as your umm difference? In umm like ethnicity or race or anything like that?

R-3.c.i No I didn't notice that.

I-3.c.i Okay. Did any of them show any sign of umm appreciation toward cultural differences amongst the students?

R-3.c.i Appreciation?

- I Uhuh
- R Ummm
- I-3.c.i Like the differences amongst of the like ethnicity or the race of the students in the classroom.
- R-3.c.i No I didn't really notice any of that.
- I-3.c.ii So as far the middle school goes, umm do you know of any like any way that the sc-sc-cla school or classroom environment have any resources available to you if you needed it? Like any sort of services that were available to you if you needed it?
- R-3.c.ii Hmm okay. I know they have like after school program but beyond that I didn't really use (inaudible)
- I-3.c.iii How about the students in the school? What was the interaction like amongst your peers? Umm Did you feel included? umm did any of the students or classmates reach out to you? Or did you have to reach out to them? What were they like? In middle school?
- R-3.c.iii Uhhmm Yeah I was more... I didn't really have a friend in middle school. I only had one real friend. Beyond that I was kind of more alone than in elementary school or high school.
- I-3.c.iii So only one?
- R-3.c.iii Uh hmm
- I-3.c.iii What was the relationship like with that ah friend? Were you close? Were you umm...tell me more about that.

- R-3.c.iii I say in school we were close so we only hung outside of school once. {I: Okay}  
So it wasn't really like stereotypical close friend I (inaudible) {I: Okay}. No for me that that was kinda of close friend cuz I rarely hang out with friends outside of school. So yep.
- I And that was middle school that you felt...
- R Yeah (inaudible).
- I-3.c So, let me make sure I got this straight so 4th through umm what 7th grade or 8th grade? You went to that private school or...
- R-3.c Yep oh no no no 4th and 5th grade I went to the private school then I transferred to a Catholic school from 6th and 8th grade.
- I-3.c Okay I just wanted to make sure...Catholic school 8th okay. I wanted to expand on that one. What do you feel like was the difference between the private school and the Catholic school? What was the difference between those two? What was it like for you?
- R-3.c Hmmmm...Ummm I can't really...I guess there's something about the culture of the place that was different. The Catholic school was like...more friendlier {I: Okay} than the private school...So...one it's catholic school in actuality the school that I transferred to in 6th grade that I really liked closed down after 6th grade {I: mmm} and then there's the other school for my 7th and 8th grade {I: Okay} so...in 6th grade I really liked it and then in 7th and 8th grade it just went downhill {I: Okay}.
- I-3.c So was that the same school that you went to or it just changed from being a Catholic school to...



R-3.c            Hmm...no it had some of the same teachers but the administration was basically completely different {I: Okay} (inaudible statement)

I-3.c            What about High school. What was high school like for you? What was the experience like?

R-3.c            Oh high school was great. I did a lot of better job with some of the best grades I've ever received. {I: uhuh} I remember freshman year I was scared because I thought high school was going to be extremely tough because I had already been struggling in middle school at that point. But I went into freshman year doing pretty good and then sophomore year I got a little complacent when my grades slipped then but I (inaudible) in junior year (inaudible) my senior year was my hardest year but I wasn't really complacent at all so I got really good grades then (inaudible).

I-3.c            So both the...your eleventh and twelfth grade were good? for you?

R-3.c            Ah yeah

I-3.c            Yeah

R-3.c            Yeah

I-3.c            And 10th grade you kinda went you mentioned you were went to being complacent?

R-3.c            Ah yeah. But it wasn't as bad as like in middle school.

I-3.c.iii        Okay...What was the environment like? The either in the classroom or umm the school itself? In your high school?

R-3.c.iii        I...I...to be honest I didn't really pay too much attention. {Okay} I know a big selling point at that school was how friendly and community like it was though in

reality (inaudible) No, not in reality but from my perspective I usually sat alone or with a friend and just did work in like the library somewhere during lunch {uh huh} So I didn't really take too much part in the school pride and what not. But I was pretty involved in the extracurricular.

I-3.c.iii You were or you weren't?

R-3.c.iii Yeah I was.

I-3.c.iii You were?...Uhh...what kind of extracurricular activity did you do?

R-3.c.iii I did. My parents wanted me to take track. They made me do track in 8th grade so I...just...it continued in 9th and 10th grade but I didn't really like track anymore. {Uh huh} So I...switched to debate in 11th and 12th grade that was really good. I went to nationals both years so I loved it. Umm I also did student council. I did some extra-curricular Catholic umm activities let me see...That's...that's all I can remember right now.

I-3.c.iii Okay. Did you feel like you were involved with extra-curricular as did that make you feel like you were part of the school?

R-3.c.iii Umm...not really. A lot of...Well okay maybe in track I was thinking I remember I did think about how I was kinda part of a community in track but after that I didn't really care about too much about being part of the community. I just did the extra-curricular {I: okay} and (inaudible) that {okay} or wanted to put them in college applications {Sure}

I-3.d.i Okay. Moving on to your college experience. Umm something more recent. Can you tell me more about your college experience?

- R-3.d.i Uh yeah. Right now, it's been going very well. Umm...I just been I've been working a lot though. I've also been...had time to go to church a lot. I actually been hanging out with friends outside of class. Which is pretty new experience for me so {yeah} Pretty pretty nice and like I have pretty much all A's I believe {uh hmm} No maybe one A+, but it's not too bad so yeah. Really, it's going pretty great for me right now {Good, umm}
- I-3.d.i Umm...so what's the umm the culture and the community like where you're you're going to school?
- R-3.d.i Here it's...a lot of work. A lot of kids like to make stuff deprecating jokes about how much their work load is killing them {uh huh} And they like to comp...Apparently people like to compete about who had the worst. I don't really like to engage in that {Uh huh} I just wanna stay on the positive. I think that can be a self-fulfilling prophecy if you call your workload hard. It's going to be hard on you so I just think about all my work as fun and it's going pretty great for me right now. So, I don't really engage in like the stereotypical university of ██████████ umm...negativity {Uh huh} I guess but besides that I feel like the intellectual culture here is really nice so yeah
- I Okay
- R-3.d.i It's also like ...umm just I wanted to go to school for many years because it's clearly good economics program So I also like its focused on social sciences and mathematical methods especially economics so {yeah} it's great personally.
- I-3.d.i Umm so the the tell me about the differences the cultural differences amongst the student there. Umm do you think the professors are aware of ummm those

differences? Does the school show appreciation toward the differences in that school?

R-3.d.i Different cultures I'd say...mmm {or are there you know} I've only been here for like, I've been here for about 2 and a half months {okay} Hmm yeah I would say there are some a lot of different there are cultural clubs definitely. I just haven't gone to any cultural events or {okay} the multicultural diversity inclusion thing {uh hmm} I just not been too interested in them so I might attend the Filipino cultural thing. I just I've been umm found the energy to leave my dorm to go to that on Friday nights so yeah.

I-3.d.ii So how about the, are there resources available to you or when you need it do you feel like that or do you recognize an...

R-3.d.ii Uh yeah there are there are umm tutors (inaudible) I go to. There are tutors I haven't gone to them yet umm...but ummm...apparently there's like a resource for everything here. I've only heard that the students like psychological counseling services for like depression what not are pretty bad so thankfully I'm glad I don't have depression yet. I haven't had it and hopefully I don't get it so I guess don't need to check it out for myself so yeah it's really good.

I-3.d.iii Okay. So how's your uh how's umm as far as like peer interaction do you feel like you feel included in the school or others reach out to you or have you had to reach out to others around you?

R-3.d.iii Uh yeah others do reach out to me quite a bit I've noticed. Pretty...umm...I do have a friend group that I ...umm found over the summer so I already had a bunch

of people I knew coming into this school {Okay} so that was sweet. So I haven't had to like make any awkward social adjustment {sure} (inaudible)

I-3.e Okay so as far as you can remember in any of the schools umm...where they umm what was the parental involvement like for any of the schools you attended from elementary school to uhmm college. What was that like for your family? How did they reach out to umm the community for resources to help like you or your family?

R-3.e Umm... [inaudible overlapping talk]

I-3.e I know you mentioned the teac umm like you mentioned the teacher was umm had recommended private school.

R-3.e Uh yeah so umm it's mostly I seen my parents like proactively get involve like I know my dad was on the school board {oh okay} at the school I attended from 7th through 8th grade umm my parents on like the the parent council for my high school for high school. So umm they did really get involve. I haven't really checked out all my different schools I attended and how they trying to reach out to parents buy {uh hmm} they did I know they did do quite a bit of reaching out and I know for a fact this university does a lot of this {okay}

I-3.e Umm in your opinion umm was there anything that the schools might have done more to umm might have done to help uh parents get involve or how to ca ther the should can reach out to the community to help resource for families? Umm was there anything that you can think of that would have helped?

R-3.f Mmm...I don't...I don't really know. I didn't pay too much attention {Okay} (inaudible) to school stuff

- I-3.f            So think...I've got you thinking about school experiences...umm now kind of reflecting on those what would you suggest umm to teachers you had on how to help students such as yourself become more successful in school?
- R                Oh hmmm...
- I-3.f            If you can go back in time and talk to that teacher or the school administrator uh what would be some of your suggestions on how they can help students like you be more successful or how they can be more sensitive towards your uh student differences anything like that?
- R-3.f            I...hmm...like specifically for immigrants such as myself?
- I-3.f            Sure. Yep
- R-3.f.i          Hmm...well...I know in general they could some of them could have been more clearly teachers. I wasn't I did get bullied sometimes though the teachers didn't handle that I don't think they there wasn't really any deficiencies in how my teachers handled my status as an immigrant so I think there's just things that teachers in general they could have been like more they could have talked maybe with more clarity or just been more understanding of how younger kids operate {okay} [inaudible] so that they wouldn't yell or get frustrated as much {So learning about development and things like that} Oh yeah. I do get frustrated myself these days with young kids so I can understand {laughter}
- I-3.f.i          And you said speak with more clarity? Can you expand a little bit more on that?
- R-3.f.i          Umm..yeah just had some you know bad teachers like you know my high school AP calculus teacher was pretty not good at all. We had a lot of kids drop his Algebra 1 class from 25 students to 6 students by the end of the year. His pre-

calculus dropped from 31 students to like to 18 students so like people like him could just learn to understand that they they're smart but they need to be able to impart their knowledge in just understandable to the students [okay] Don't feel that they process like fully.

1-3.f.i So make subject matters more understandable to the students?

R-3.f.i Uh yeah

1-3.f.ii Do you feel like that any of the school would have helped you ummm what type of school environment you feel like would have helped you feel like you belonged in the school?

R-3.f.ii School environment umm... (inaudible) mostly I (inaudible) stick to myself quite a bit. Might not be as try to get out of the community that much I just focused on a lot of school work {uh huh} and umm playing games on my own and what not or reading a lot. So umm...in terms of the community I just...hmm...I can't...let me think {sure} I just guess the worst community I had was 4th and 5th grade. If I had to describe it was...a bit awkward..I guess preppy in a sense {okay} a little off putting like when I (inaudible) I thought I'd like it because all the description and the grandeur of the entire school was nice {uh huh} and I was into that environment it was I just did not like it at all. {Okay} So that actually did make me feel a bit out of place. But beyond that I was pretty adaptable so (inaudible) was fine. {okay}

1-3.f.iii How 'bout the students or your classmates uhh in what ways could they have helped you feel like you belonged umm especially in middle school when you said you had a little bit of a tough time there.

- R-3.f.iii Umm...I didn't...I think they did what they could it's just like the environment at the school felt like it was...
- I So it was more like the environment and not the students?
- R Uh yeah
- I-D.1 So umm...so kind of the last kind of question that I want to close off with umm in terms of your ethnic identity umm how do you identify yourself?
- R-D.1 Umm...
- I-D.1 Do you umm...see yourself as more of American and less Filipino or do you see yourself Filipino and or do you see yourself as bicultural?
- R-D.1 I see more Filipino
- I-D.2 Ok more Filipino uhhmm So what does that mean to you?
- R-D.2 Ummm...uh...to be Filipino...I mean I guess born in the Philippines I guess I have a sense of pride umm for my country I think and half of my family's from there so I feel a sense of pride, too.
- I-D.2 Okay you sense of pride of where you...I'm sorry can you, a sense of pride of where you
- R-D.2 What...umm...oh...what...because that's where I grew up my hometown {okay} and half of my family's from there {okay}
- I Okay. That was the last question I have for you. Ummm... Before I end the interview is there anything else that you would like to say about about yourself or about your ethnic identity. Or about any of the experience that you. Mi... I might not have specifically asked.
- R Ummm...nno...I think that's it



I            Okay...Ummm...Thank you so much for a spending your time with me and sharing your experiences this has been very helpful so what I'm going to do is take my notes and then as well as the recording and transcribe that and like I mentioned earlier once that's transcription is complete. I'll send it back to you to make any sort of corrections make sure that what I've got transcribed as accurate to your ans... the answers that you've given me tonight umm and then umm you will get a gift certificate to Amazon for \$25 just a small token of my appreciation for taking the time to participate and uhh going through this process for me

R            Okay

I            So, umm I can either send that as a gift card in the mail to you or I can send it through your email I think they do email gift card. So...

R            Uh yeah. Email it to me.

I            So, just email it to you?

R            Uh yes

I            Okay. Sounds good. So, if it's okay with you if I have any other questions if I need to clarify anything is it okay for me to contact you.

R            Oh yeah of course

I            Either by umm how what's the best way to get you know...just email or

R            Uhh Email. Just let me know if you need anything and if we need to talk again I can find the time

I            Okay. Well thank you so much. And umm...

R            Thank you

I            We'll get that gift card to you when I as soon as I can

R            Okay  
I            Thanks so much  
R            Thank you  
I            Have a good night

**Appendix K**

**Interview Transcript 2**

Date: 28 November 2017

Time: 51:34

Place: Online interview

**NOTES**

1. The name John is used instead of the real name of the participant
2. I: Interviewer
3. R: Participant
4. { }: Interjection or interruption
5. ( ): inaudible
6. [ ]: crosstalk
7. ...: pauses

- 1 I: Demo Okay So I've started the recording I just wanted to clarify a couple of things from  
2 your demographic survey umm let's see one of the question
- 3 R: Demo Oh it's it's ah yeah it's probably my cousins you know. You probably know in  
4 the Philippines its ahh its ahh very common to have an ancestral household {uh  
5 hmm} umm so all my cousins, all my aunts was there that who I grew up with  
6 [(inaudible) {I: Okay}] we all lived in one place and uhm that was that was the  
7 main and just growing up and I guess your second question was uhm how are they  
8 like? {I: Yes} So my family's just very goofy [inaudible crosstalk] and making  
9 Filipino jokes just regular jokes always laughing always smiling and that's how  
10 that's how how I kinda grew up it's just you know we we definitely you know it's  
11 not a perfect family {I: mm hmm} like everyone else {sure} but you know just  
12 playing with my cousins all the time playing you know (inaudible) time I played a  
13 lot of video games and I played a lot of uhh sports and I did random stuff, but uhh  
14 most of the time my family very goofy or very family oriented uhh {I: okay}  
15 everyone was together all the time we go to church you know every Tuesday and  
16 Sundays and uhh it's just a good time with the family. {I: Sure} It felt like home  
17 you know.
- 18 I: Demo Okay okay that helps clarify that question. Umm...m'kay so moving on to post  
19 immigration. {R: ubhuh} Umm you said you moved to [REDACTED] when  
20 you first migrated to the U.S. and you stayed there for a month {R: uh huh yes} Is  
21 that correct? {uh huh yes} and then you move to where in Texas? {R: [REDACTED]  
22 [REDACTED]} [REDACTED]! That's what I thought. Okay. [REDACTED]. Can I ask if umm  
23 why so short of a time in [REDACTED]?

- 1 R: Demo So I think when we were moving there initially uh we were going to stay with my  
2 aunt. {I: Okay} But I think my my my mom just found better opportunities {I:  
3 Okay} over here in [REDACTED]. {I: Okay} So uh my gr- yeah so that's the main reason  
4 my aunt umm we were going stay in [REDACTED] but we found that there's more  
5 family members over here in [REDACTED] to have a support system for her {I: Okay,  
6 more family}
- 7 I Okay, so during the interview you might notice that there some gaps in the  
8 interview I'm writing notes down at the same time umm {R: okay} kinda just  
9 little notes here and there to kinda make sure I'm covering everything not only on  
10 paper but also on the recorder in case anything happens with electronics {R:  
11 laughter} umm you know how that goes [I: umm R: yeah yep] So uh if you  
12 there's some silence I apologize it's just me writing down notes.
- 13 R No, it's perfectly fine.
- 14 I-C.2 Okay...okay...so expanding a little bit more on your experiences post  
15 immigration as a kid [I: uh hmm] you said you moved here at 6 years old [R: uh  
16 mm] correct? {R: Yeah. Correct} Okay. So how did you how did you f- how did  
17 you adjust to life in the U.S.? Umm can you expand on that? Tell me about the  
18 community or the communities where you lived?
- 19 R-C.2 Umm I lived I wanna say it's the worst of the best community but it's not also the  
20 worst. Probably lower middle class. {I: Uh huh} So uhh in [REDACTED] umm growing  
21 up honestly it wasn't as difficult as I think some people had it just because I was  
22 so young. {I: okay} I did know Tagalog and I knew English from the Philippines  
23 because they taught English there umm so we spoke a lot Tag Taglish early in the

- 1           Philippines [I: Okay] so transition to English wasn't as difficult as people expected  
2           actually growing up uhm one of my teachers was so surprised I was in ESL and  
3           uh [I: uh hmm] is like English learning classes and all those type of things but  
4           they were like so shocked that I knew how to speak English like decently uhm at  
5           a young age and uhm I think one time we were at recess and my teacher actually  
6           made me sing say the alphabet [{ Interviewer scoffs}] in front of her other teacher  
7           friends (participant laughter) [crosstalk – Participant inaudible/{I: Interesting}  
8           they were so shocked] Yeah it was really interesting and I didn't realize what she  
9           was doing until I like grew up and I was like, "Oh maybe that's why she said it."  
10          [I: okay] And then yeah so growing up for me wasn't that hard. I was very close  
11          to my family uhm ya y'know I gained friends pretty quickly over in uhm over my  
12          home here but since I was so family oriented like it was just it just felt like uhm  
13          anything was fine you know its its like uh so I was just blessed enough to have a  
14          family that supported me and uh I didn't really have a hard time transitioning to  
15          America [I: okay] It was definitely very different of the lifestyle here. Definitely  
16          a lot more freedom [I: chuckle] better resources [I:okay] better everything during  
17          the school you know. Over there you have to go to a private school. Over here  
18          you can go to public school for free you know just pay the your regular taxes [I:  
19          chuckles] you know your supplies but it's just even better than the public schools  
20          private school there [crosstalk {I: and what} (participant inaudible) R: its]...{I: go  
21          ahead I'm sorry} No, no you go ahead
- 22    I:Demo        I was just going to ask how what year if you remember you uhm migrated
- 23    R:Demo        So actually I think I migrated around early 2000 [{I: okay}] 2001 because I

- 1 remember uhm the year I migrated I actually uhm 9/11 happened [{I: okay}] that  
2 same year. [{I: okay}] Yeah and so I remember being taken out of school and all  
3 that not knowing what exactly is happening but uhm it was like early 2001 [okay]  
4 like January or February or something like that. Yeah. Or maybe 2000 uh one of  
5 those 2 [{okay}] early 2000 or 2001 {Sure} Yeah
- 6 I-2.a So where you lived uhm either uhm in [REDACTED] or in [REDACTED] just let me know uhm  
7 where there multiple ethnic or racial groups in those communities where you  
8 lived? Uhm tell me about that the communities that you lived in.
- 9 R-2.a Yeah uhm so in [REDACTED] I don't remember much [crosstalk: R: about it/I: okay  
10 sure] I think I think we only stayed there for like summer {I: okay} If I'm not  
11 mistaken and my mom was like hey let's move to [REDACTED].
- 12 I Okay
- 13 R-2.a-b Umm in [REDACTED] I remember good amount but a lot of uhm it was very mix uh  
14 that's the thing I liked about Texas it's actually where I live its very mix uhm  
15 there's not many Filipinos here. I don't think I had a Filipino a single Filipino in  
16 my class but [REDACTED] itself {I: okay} growing up I a lot of our neighbors where  
17 Caucasian {I: okay} there's a lot of Asian neighbors as well but not Filipino more  
18 like Vietnamese {I: okay} which there's a large Vietnamese community in  
19 [REDACTED] uhm of course in my school we had a great mix like uh we had African  
20 Americans, we had Caucasian we also had uhm Asian American {I: uh hmm} but  
21 again not as many Filipinos and uh a lot of Hispanics as well uhm and so I grew  
22 up already having a good and diverse amount of people {I: okay} and can recall

1           like my closest friends were just uhm a mixture of everything (participant  
2           chuckles) you know [{okay}] Hispanic to Asian American and uhm all that  
3 I-2.c       Okay. So uhm what were they like? What kind of relationship did you have with  
4           them?  
5 R-2.c       Uhm I think it was pretty good. So I mean I had 2 sets of friends oh uh one thing  
6           is my school friends I wasn't the closest to them but I like every time we were in  
7           school of course you're a kid you just you felt you know you were {uh huh} Uh  
8           enjoying life and all that stuff so I I became close to my school friends but I get  
9           got specifically close to my soccer team {I: okay} so at first grade my mom  
10           already put me in peewee soccer {I: okay} uhm and uh cause my mom loves  
11           playing sports when she was in the Philippines she was volleyball player and my  
12           brother is also a big sports fanatic so she put me in soccer and uh actually that's  
13           how I met one of my best friends now uh who I'm still best friends with. I've  
14           known him for over 20 yrs {I: okay} uhm he's or maybe not 20 maybe 15 [R:  
15           laughter] 15, 15 uh uh yeah. So I met him through soccer and the way we  
16           actually got close is through that Filipino connection. Uhm his mom actually  
17           went up to my mom and was like, "are you guys Filipino?" And then the first  
18           night I already slept over {I: chortled} so that that that person is still always in my  
19           life that family that family still in my life that I would stay there cause I grew my  
20           mom brought me here when I uh I didn't have a dad {okay} my mom and my dad  
21           were divorced so his dad basically became my dad uh {I: okay} it it you know I I  
22           spend hours and hours with that guy for sure like days years {I: okay} uhm so  
23           that's that's how close we were that that person specifically {I: okay} because



- 1           that's the beginning of pre Filipino (laughter) [R: So we grew up to be like a  
2           brother friend/I: So is is so that that friend is a Filipino as well?] Yes, yes {I:  
3           okay} They are Filipino but he was born here. So he definitely [{I: Oh okay}] a  
4           lot more Filipino American than I am but his family is from the Philippines. And  
5           uh uhm but yeah that's basically my closest friend uh I was able to meet him and  
6           essentially grew up together from then on
- 7    1-3.a       Okay...thank you for that. Um...okay so moving on to your educational  
8           experiences in the U.S. um you graduated here I'm assuming in the U.S.
- 9    R           Yes
- 10   1-3.a       And umm...tell me about your educa so the next few questions has more to do  
11           with your educational experience and I wanna start with umm elementary school.  
12           If you can remember [R: uh huh/I: yeah] there's some recall thing there {I:  
13           laughter from interviewer} so um if the best that you can tell me about your  
14           experiences in elementary school and I'm assuming you're in Texas at this point.
- 15   R-3.a       Yes. Yeah so umm I actually okay so my story is uh I went to 5, 4 different  
16           elementary school in 5 years. {I: four?} I moved around a lot because umm I just  
17           we kept we didn't have money so we just kept moving from family to family.  
18           Umm and elementary school elementary school. So actually in uh 3rd grade I  
19           moved back to the Philippines for a year and we got stuck there because of 9/11  
20           {I: okay} and it was harder to get a visa. Uhm and then so that's how I'm able to  
21           speak Tagalog and all that because I was still influenced by that. I was fourth  
22           grade. Sorry and then we came back here in 5th grade. But overall uhm my  
23           elementary school experience was pretty good. I my mom the thing about her

1           which I really like is she's not all about she's not about grades like she's not that  
2           type of stereotypical Asian American mom [I: uh hmm/R: where] you need to  
3           make A pluses, As uh you know. There's benefits to that but I enjoyed how she  
4           raised me and so my educational experiences was honestly pretty relaxed. Umm  
5           in my opinion I didn't get the pressure like how other people did {Uh hmm} but  
6           on top of that it just because of that I was able to uhm...thrive. I guess that's just  
7           the type of person I am when I'm not constantly under the microscope {I: Okay} I  
8           thrive better but with that said, I wasn't the best student but you know I made my  
9           As and Bs. {I: uh hmm} Uhm...Education system here was from all the school  
10          that I went to were were pretty good like uh we went to a wealthier neighborhood  
11          around (inaudible) with my aunt and for 3rd grade and that that education system  
12          was pretty good I thought. I enjoyed not at the time but I just enjoyed it period.  
13          {I:Uh huh} I also enjoyed it overall honestly. It felt like it just felt it wasn't  
14          anything hard or anything you weren't in struggle I guess that's the beauty of the  
15          education system here. It just felt like you're playing the whole time but their  
16          actually their actually pushing in some learning [I:uh huh/R: on you so] yeah and  
17          uh I guess uh I'm not sure if you if it's part of it but my I guess my best subject  
18          was like math {okay} Umm followed by like science and then English was  
19          definitely my worst subject even though I knew English I could tell like it was a  
20          little bit more difficult for me to uh to understand things clearer {I: okay} or like  
21          whenever people say grammatically things some some something grammatically  
22          {uh hmm} it's just harder for me to kinda when people say oh he doesn't know  
23          when his grammatically incorrect I don't just know it's like you have to have the

- 1 structure it and uhm really figure it out but uhm overall like I said there's more  
2 resources here especially because I went to back to the Philippines in fourth grade  
3 {I: uh huh} and coming back here I just realize like oh man the educational sys  
4 system here is just so much better [I: sure/R:uhm] so much better. And it's just a  
5 lot more opportunities though the kids might take it for granted and that happen  
6 pretty often uhm lucky enough my mom is just like I grew up with my parents. So  
7 I didn't take it for granted {I: uh huh} Umm though at a young yeah so that that's  
8 the education experience in general.
- 9 I-3.a So you said 4th grade was when you went back to the Philippines or was it [r:  
10 yeah/I: third grade]
- 11 R-3.a Uh 4th grade [I:okay] Sorry [I: It's okay] Yeah from 1-3 I was over here and then  
12 4th grade [I:okay/R: I] went back to the Philippines and then came back 5th  
13 grade
- 14 I-3.b.i Okay... So expanding on some of that uhm the teachers that you have here wait  
15 that you had here in elementary school uhm did you feel like they were s- uh he or  
16 she that uh or any of the teachers uhm what were their teaching styles like or were  
17 they sensitive toward you uhm were they aware of your cultural differences  
18 among the students in the class not just you but other the students as well. And  
19 did they show any appreciation for cultural differences towards cultural  
20 differences?
- 21 R-3.b.i Honestly I I don't remember much [I: okay] ut I didn't I didn't and nothing hit  
22 me where they're like Oh this is amazing you're culturally different. The only  
23 one who in 1st grade when she brought me out [I: okay/R: and said] uhm like hey

1 say your you know ABC's uh but other than that uhm I didn't remember a  
2 teacher praising me for being culturally different or anything like that [I:uh hmm]  
3 uhm in turn of teaching style uhm it's such a long time ago {I: laughter} but I  
4 don't see the teaching style being uhh a lot like different from anyone there's no  
5 one with a [I: sure/R: special] method. It was uh very engaging most of the time  
6 you know you're daily quizzes or whatever uh your multiplication problems uhm  
7 There's a lot of teachers that I did uh like the the cultures I remember was like 5th  
8 grade and the teachers there the ones that made a really big connection on us in  
9 5th grade when I went to back of over here. My homeroom teacher was really  
10 cool uhm he was a lot more engaging in terms of you know uhm he was very like  
11 it's a good mixture of comedy (participant laughter) {I: uh huh} and teaching and  
12 those are the type of teachers that I like the ones that are like very personable {I:  
13 uh huh} and then can and then can make you think the next like the next minute  
14 can make you think and then make a joke and then make you think so {I:uh huh}  
15 umm other than that the other teachers were pretty pretty regular umm I think  
16 every single teacher none of 'em were completely memorable until like that 5th  
17 grade teacher {I: sure} umm two 5th grade teacher cause we had two. We had  
18 switch and homeroom so when you have a homeroom you go to other homeroom  
19 {I:Mmm} the next 4 hours and so on so.

20 1-3.b.ii So as far as the umm the classroom environment umm did you recognize any of  
21 the resources that were avai- that might have been available to you umm if you  
22 needed it or umm to help you along? Anything like that?

1 R-3.b.ii Yeah I mean umm yeah I mean we just we didn't it wasn't [I: I remember you  
2 mentioned the ESL/R: I mean they opened up a tutoring] yeah so ESL that's one  
3 thing that I wanted to mention is just we had ESL and I stopped that probably first  
4 or second grade. {I: okay} Uhmm I didn't do it 3rd grade because they felt that I  
5 didn't need it anymore. {I: Okay} Umm But one thing is umm no I mean all the  
6 resources yeah it was all available to us but it's not like college where you  
7 actually have to reach out. [I: Okay/R: They] kinda identify it for you [I: okay/R:  
8 and] if they you need it they'll kinda suggest it and most of the time your  
9 parents'll say okay yeah or no but it's not like I didn't really trouble with tutoring  
10 if not like just e- I was an okay students {uh hmm} but I wasn't anything great but  
11 like I said my mom wasn't really really strict on me as long as I got my stuff  
12 done. {I: uh hmm} Honestly it felt like a playground for me so (R: chuckles)  
13 umm a- a- you know I did what I needed to do. But I know there was resources  
14 for everyone like the ESL I think they provided that umm counseling I think I [I:  
15 okay] went to a counselor one one time for I don't for what reason but umm all  
16 those types of things umm but other than that I mean I think they had a good  
17 amount of resources umm for me maybe not for Filipino American specifically  
18 cause I know that's a major problem like me kinda knowing the problem but the  
19 major problem today Asian Americans don't get that much help period {I: okay}  
20 compared to other races but umm but for for minorities in general or even just  
21 regular Americans in general they gave you good resources uhh to grow up with  
22 so {I: okay}

- 1 1-3.b.iii So talkin' – We'll move on to umm you're the peer you interacted with {R: uh  
2 hmm} did you feel included I know you mentioned you had one special friend  
3 umm that you're friends with today. {I: uh hmm} Did others reach out to you or  
4 did you have to do the reaching out yourself? Umm...[I: What were they like?/I:  
5 Umm I think]
- 6 R-3.b.iii Yeah I think I mean others didn't I mean I think no one really reached out to  
7 anyone they just clicked [I: uh hmm/R: Some] some friends I I was close to and  
8 uhh in school and like you know I think in fi- third grade I had a lot of close  
9 friends and then my birthday we went to like in [REDACTED] skating rink and we had it's  
10 a diverse diverse group, too. That's a little more Caucasian, one person was a  
11 Persian {I: Okay} but it's a very diverse group and uh they they got real close  
12 with that group but in terms of that's the friends I hang out with at school but in  
13 terms of like whenever I get home most of the people that I really got close to is  
14 my soccer friends {I:kay} umm so my my friend that I mentioned he actually  
15 didn't go to school with me {I: okay} at all until high school and then we were  
16 just close and so we kinda just developed that friendship and so when I just hang  
17 out with my family I just invite him over and vice versa. And then my soccer  
18 friends cause I was pretty active child umm I spent a lot of my time doing those  
19 types of things. Umm and I got you know got pretty close with my soccer friends  
20 but specifically like that one guy uhh So overall I don't think I I think umm I  
21 don't remember if they reached out to me {I:Sure} or I reached out to them I  
22 think it just really happened. It's very organic {I: Sure} whenever you're young

- 1           it's no (participant laughter) you know no judgement {I: yeah} no discrimination  
2           and it just happens a lot more organic.
- 3 I-3.c.iii    Okay. So moving on from elementary school umm I wanna touch on your  
4           experiences in middle school and high school. So {I: Uh hmm} a lot of these  
5           questions are the same umm what about did ya uhh what kind of friends did you  
6           make in middle school or high school uhh were you involved in community  
7           events or school events?
- 8 R-3.c.iii    Yeah okay so I mean uhh in in middle school I guess we'll start out there I went  
9           to. Then I Uh my m- my parents I think I told my mom I was like hey I just  
10          wanna go to one cause I was kinda tired of like making new friends every year {I:  
11          uh hmm} Which wasn't a big deal but it's just like ah I kinda just wanna settle  
12          you know. Umm {I: m'kay} and so I went to ██████ which is like an mst school.  
13          Umm so I I was in accelerated programs. Umm so most of the friends that I made  
14          were in accelerated programs. Uh I like I said I I love ██████ and ██████ specific  
15          for their diversity so I met a lot of people there I was I played football I played  
16          umm you know played football then from tennis after school things like that so  
17          umm most of my friends I guess you were talking about friends. Umm my  
18          friends were just uhh a mixture so a lot of em were Asian American {uh hmm}  
19          which I did eventually get close to a lot of Asian Americans that I played tennis  
20          with and then umm the good amount of em from football were African American  
21          umm ahh Hispanics and really minorities {I:m'kay} and so that was that was  
22          pretty good so that's that's what I spent my time there. I did get closer to the  
23          Asian Americans more than the African Americans but the African Americans

1           didn't really treat you know any differently or anything like that I mean we all  
2           just made jokes {laughter} of each other I mean the only thing is like I was young  
3           and so it's just you know you do and make like small comments {I: uh hmm/R:  
4           that} nowadays would be seen as a lot of more racial tension {uh hmm} But at the  
5           time it's just like you didn't really care and I guess that how I grew up with and  
6           one of who make racial comments back and they would care as well I think it's  
7           because of that bond of knowing how to play sports. {I: okay} That they were like  
8           okay with it. Umm so that's what I grew up in middle school in general. Uhh its  
9           just that's uhh that was like the environment we had. It just that mixture of  
10          playing sports that's basically what I did at a young age and it did seem like  
11          everyone was pretty cool. In middle school then you start seeing that split in  
12          groups {I:okay} so a lot more of the groups that you know that are and it's a lot of  
13          racial groups too {okay} so the ones that are like Asian Americans uh the ones I  
14          hung out with mostly were Asian Americans are mst students or African  
15          American in mst and in mst so like the smart kids and then like there's people that  
16          play sports. I tend to be in between of all groups {I: okay}. But yeah so you  
17          really start seeing that split in middle school. Umm which is probably gonna  
18          happen it's just you know cliques {I: sure} Umm but again I didn't I didn't have a  
19          hard time like I said. For some reason I was blessed in my in my (participant  
20          chuckles) time it's just...I had in my opinion I have a good mixture of just...  
21          uhh... you know... just going like studious and uhm... sports {I: uh hmm} so  
22          what people thought was cool. So it's I didn't have really a hard time make  
23          friends or anything like that.... Umm then if we transition high school that that



1           that certain group like you know that split definitely showed a lot more {I:  
2           m'okay} Uhm definitely showed a lot more. I was often accelerated program it's  
3           called international baccalaureate IB {I: okay} umm...and so that one was uhh  
4           yeah I hung out with just my IB friends most of us were Asian Americans umm  
5           there a couple of others but definitely it's not like all- there's like there's forty  
6           people but it's not like sports is their main idea anymore {I:m'okay} Umm the one  
7           that you did hang out with in middle school the ones that used to be on the  
8           football team that's when they didn't like hang out with us anymore but again  
9           because I played sports whenever I played with them if they're African American,  
10          Hispanic it doesn't matter what they respected us because we pla- (participant  
11          chuckles) we knew how to play sports with them {I: uh huh} umm but of course  
12          like uh essentially the same thing but amplified. Because people now (participant  
13          chuckles) are smarter they're you know a lot more outspoken and all that umm  
14          and so I I joined a lot of extracurricular activities in in uhm high school I didn't  
15          played football anymore but I played tennis. I was in band for a while until like I  
16          couldn't take it so I did tennis instead {I: uh hmm} Umm I also did a lot of like  
17          NHS which is National Honor Society. {I: uh hmm} umm key club all those  
18          events. Friends Friends of Rachel which is based off Rachel Scott who the uh  
19          passed away or uh in the Columbine shooting. Uhm a lot of really organizations  
20          in general I just joined them all. {I: m'okay} umm I was in uhm and so that's that's  
21          mainly what I did. Again, the mixture's div – was very very diverse but the  
22          cliques really started showing as we got into uhm high school and I really just  
23          started it become less a hang out with others. [I: uhh huh/R: I did] hang out with

- 1 my IB students a lot more but of course it's one of those things that I just got  
2 blessed where I can jump from group to group. But that's something my IB group  
3 was the one that I hung out with the most.
- 4 1-3.c.iii So do think umm this kind of probably repeated some of the already somewhat  
5 you answered but umm do you think that umm your friends were aware of the  
6 cultural differences amongst your s-amongst the student body or the students in  
7 the class?
- 8 R-3.c.iii Umm yeah yeah of course yeah, I think as soon as high school hits you're kinda  
9 more aware about...you know oh look at this guy look at this guy but the thing  
10 about [REDACTED] it's so diverse that you're used to that. [I: okay/That what I like]  
11 It's like you're used to it. We didn't grow up in a wealthy location (R: laughter)  
12 honestly and we never grew up wealthy so it's like the wealthier places you go the  
13 less they realize that but in ours specifically like we know you're different and  
14 that's okay [I:okay/R:umm] you know w-they might give a name call once  
15 (laughter) in a while because you know that that was a comedic {I:uh huh} thing  
16 back in the day. Umm and and honestly I I I'm not gonna be I'm a hypocrite  
17 cause I would do it back because that was like a comedic thing that was a sign of  
18 brotherhood and things like that {I: uh hmm} it's just like umm you know if  
19 people you know and so definitely people got aware but it's just so diverse in  
20 [REDACTED] a lot of people that were born in Garland lived in Garland and go into high  
21 school in Garland umm your used to that diversity which which is I think a really  
22 big...positive for a like big big positive influence in my life you know. {I: m'kay}

- 1 I-3.c.i Umm how about the teachers? You think they were aware of umm in middle  
2 school or high school umm aware of the cultural differences amongst the  
3 students?
- 4 R-3.c.i yeah I think I think I definitely high school but middle school I'm pretty sure  
5 they're aware like honestly elementary school teachers definitely were aware just  
6 umm I didn't you probably just notice it more in uhm...you know in middle  
7 school and high school. Umm yeah for sure the teachers were aware uhm...I don't  
8 think they discriminated if that's what you mean. I mean even in high school I  
9 mean the it just there's some teachers that you would you know that that you  
10 kinda questioning oh are they racist towards this race {I: mmhmm} Umm  
11 but...it's not like...they...didn't...do it terribly it was like jokes like we would be  
12 like oh she's racist it's not that she actually was or anything like that. {Mm hmm}  
13 but definitely people started seeing color in (r: chuckles) high school in middle  
14 school in terms of us noticing the teachers seeing color. {I:okay} But I again I but  
15 being born in [REDACTED] and I think the teachers a lot of em know what they were  
16 getting themselves into it's a very diverse group. {I: okay} Umm so luckily like I  
17 didn't feel discriminated at all by the teachers um at least I didn't notice {I:Okay}  
18 so that might be it, too so.
- 19 I-3.c.ii So in high school and/or in middle school same question umm were there  
20 resources available to you umm and what were they? What were some services  
21 available to you as a student?
- 22 R-3.c.ii Uhh so middle school they started having like organizations as far as  
23 organizations that really didn't matter as much {uh hmm} umm it's just uh small

1 organizations like uh game board...uh team and...you know whatever they had  
2 there. Umm and so people did that umm there's a lot of like clubs starting to be  
3 clubs like light brigade and all that those things and uhm but I never really joined  
4 that much in middle school except for like football and all those kinds [I:uh  
5 huh/R:of things] in terms of help in terms of help all that help was definitely in  
6 middle school like there's definitely counselors and uh definitely all those type of  
7 supports. {I:uh huh] yeah so ESL was still in there there's like Avid umm there's  
8 all these different organizations that could help you. {I: okay/R:umm} if you need  
9 help. Umm actually like like I said I remember going to the counselor once and I  
10 think it was in middle school. {I:m'kay} I don't what for what (participant  
11 laughs) reason but I'm pretty sure it was in middle school. {I: m'kay} And then  
12 umm the next thing is uh is uhm and then there also uh I for forgot advisors. Yeah  
13 Advisors {I:m'kay} were there. They helped you with your schedule. Umm and  
14 those types of things. And in terms of but we didn't really utilize those resources  
15 that much uh at a young age. Then high school happen you have a lot of  
16 organizations uh like I said I mentioned I played like tennis I also did a lot of  
17 outside umm like key club and things with volunteering. Uh things with honor  
18 society. Uhm honestly I joined a lot of clubs in (Interviewer chuckles) uh I think I  
19 join one BPS or I think it's called B – BPA Business Professionals of America  
20 {Interviewer sniggers/sniffs} where we had business competitions and those types  
21 of things so they had resources for that again there's counselors and all that and  
22 there's advisors I never used advisors a lot but it was there. We had an IB  
23 coordinator so our IB classes {I: mm'kay} they (inaudible) 50-60 and there's an

- 1 IB coordinator if you need it. Umm never really utilized that but the teachers in  
2 high school definitely got a lot closer to you. So that that's when you start using  
3 your resources like for me specifically is whenever you need trouble you go to  
4 tutoring session whenever you need uhhm extra work sometimes a teacher would  
5 hold an extra class and being in IB like honestly studying was our life (Participant  
6 laughter/Interviewer chuckles) For myself IB was harder than college. And that's  
7 kinda scary and so {uh hmm} umm so IB is definitely harder than college so we  
8 wrote like essays after essays after essays and it was just a some very strenuous  
9 thing and so we were constantly trying to study (laughter) like nonstop and that's  
10 the reason I got close to my IB group [I:mm'kay/R:is just constant studying] and  
11 so umm they had the resources there but again in terms of I wouldn't say there's  
12 any multicultural resource umm specifically for Asian Americans. There would  
13 always be one for Hispanics. {Uh huh} There would always be one for African  
14 Americans but I don't recall anything being oh yeah were Asian American {I:  
15 m'kay} until you know college so {I: okay}
- 16 1-3.d Great. So moving on to something a little bit more recent. Umm College. What  
17 that ex- those experiences there? Tell about your professors while you were going  
18 to school? What were their teaching styles like? How are they towards the  
19 different cultures or different ethnicities umm in your experience just tell me  
20 about that.
- 21 R-3.d Umm my college again like (participant laughter) that's the thing I think I got I  
22 got I got the easier road in terms of school cause I know there's a lot of people  
23 that had trouble. Umm but me specifically I went to [REDACTED]. [REDACTED] was

1 one of (participant laughter) the more diverse schools. Umm so our... a good  
2 amount international students. A good amount is Asian American uh {I: uh  
3 hmm} a majority is still Caucasian. Umm however it's still it's uhh definitely a  
4 lot less than other colleges. One of the most more diverse colleges you'll see. {I:  
5 okay} Umm in terms of teachers yeah the teacher uhh they didn't really I didn't  
6 feel any discrimination [I:okay/R:again] Umm I'm pretty sure they were aware  
7 cause this is when there's this issue arising as well. Umm but umm I felt you  
8 know I was I felt welcomed I [I: m'kay/R: I loved] I love learning that's one of  
9 the things about me. And so I was able to the teachers they I was always pretty  
10 engaged. I liked going to class I would go off on people (participant  
11 laughing/interviewer laughs) which is really weird. But I just it's a free you know  
12 it's a free class free learning opportunity umm this is where I started really uh  
13 trying hard in school. Umm I never really tried until college because I just it just  
14 something clicked. {I:uh huh} Umm and then in terms of uhh teacher uhh yeah  
15 like I said they're pretty good. There's a lot of impactful teachers in college. In  
16 high school it's the same. I think I was telling you in elementary there was one.  
17 Middle school there's probably one. Uhh High school there was couple. {I: uh  
18 hmm} And in college there's like a handful. Teachers were very good. Teachers  
19 were very impactful. They didn't only care about your grades they care about  
20 your well-being {I:uh huh} I utilized the umm yeah so I mean my experience in  
21 general umm yeah there there's cliques you know but for me it became less about  
22 race but more like what you were kinda involved in. {I:okay} Umm for me I was  
23 involved in Filipino student association and I eventually uhh became an officer.

1           Became really involved in it. Uhh but a lot of our students were actually not  
2           Filipino American I know I don't know if you've been to any places in [REDACTED]  
3           [I:uh hmm]/R: where it] has like uhh MAFA and [I:uh huh/I: all that actually  
4           visited] one recently. And uhh over there it's like a lot of the people running FSA  
5           are Filipino and then they're culturally...umm...centered. Over here in Texas  
6           unfortunately were trying to transition it more in a very cultural centered {I:okay}  
7           and so uhh a lot of em were Asian American and they were weren't Filipino they  
8           were Asian American Vietnamese specifically {I: gotcha} or even there's a lot of  
9           others. And that's all uhh completely fine. Yeah at the time I was president and  
10          we wanted that. We wanted them to experience our culture but I'm not good at  
11          saying like...the past president before often tried to push for our Filipino culture.  
12          {I:Uh hmm} So I had those opportunities uhm so I I I became very involved in  
13          that. I was uh in other organization such as umm...like I was in leadership  
14          opportunities like uh it's call Dean's council I was in {I:uh huh} It was basically  
15          for our business school. And you help uh serve dean events and help like to make  
16          change in the business school other things like student ambassadors where you  
17          talk to like alumni {I: uh huh/R: I} try to get people to donate and things like that  
18          and also uh what was that uhh oh and uh OTM which orientation team. So I was  
19          in the orientation team for uhh sophomore junior year {I: uh hmm} and yeah like  
20          I said those that's how I kinda like made friends. {I:okay} As far as  
21          discrimination, I didn't feel discrimination. People kinda started putting up a lot  
22          more so I hung with my FSA group which happen to be Asian American {I:  
23          okay} like the majority of em. Umm when I did the other when I hung out with

- 1 OTM friends my orientation team friends there was a lot more uhh Caucasian. {I:  
2 m'kay} We really just became group rather than race. But I know there could pos  
3 – like there is some racial tension that could occur because of that you know. I  
4 wasn't in a frat or anything like that but sometimes that could be mistaken as well.  
5 I have a lot of friends in frats. But umm all those types of things so that's  
6 basically my experience in college umm not really impactful teachers to  
7 summarize I guess. Impactful teachers. Uhm But overall resources where there  
8 as well. Umm very good resources {I:okay} and uhh started hanging out with  
9 definitely the split happened the split definitely happened.
- 10 1-3.d.ii Can you tell me more about those resources that you said mentioned umm just a  
11 few of em that you can think of off the top of your head that helped you in  
12 anyway?
- 13 R-3.d.ii Yeah so I mean of course the teachers. They all had tutoring. [I: okay/R: Umm]  
14 We also had TAs. Umm there's uhh student uhhm what do you call SI I forgot  
15 what it's called. But we too we had a student success center. Where they hold  
16 where they hold like uhm PLTL which is peer lead team learning {I: Sure} or SI's  
17 which is like student ah I forgot what it's called. But it's just classes if you need  
18 help with something. We also had like multicultural centers. Umm that being in  
19 FSA and being uhh president at one point I actually was able to uhh communicate  
20 a lot with the multicultural center cause they the main sponsor [I: uh huh/R: for  
21 FSA] is also the one of the main head for the multicultural center. {I:okay} So I  
22 know they had a lot of resources and uhh to be Asian American then diversity  
23 dialogues such as like uhh you communicate there's a dialogue it's basically let's



1 talk about things diversity wise that are difficult. [I:uh hmm/R:Umm] and those  
2 types of things. Like Oh we had you know student union. Which we had a union  
3 for that. We had counselors, uhh consultants yeah medical help its its basically  
4 you see from uhh uhh in my opinion [REDACTED] is pretty good college for in term of  
5 resources. You had your mentors if you need mentors. Organizations which help  
6 you basically find your group. Umm Overall everything you need in terms of  
7 resources.

8 I-3.d.iii Okay. Thank you. Umm. What was it like uhm with the as far as peer interaction  
9 did you feel uhh did you feel included uhm during your college. Did other reach  
10 out to you or did you have to go out and reach out to them. Tell me a little bit  
11 about that.

12 R-3.d.iii Umm I think yeah, I think it's both. College is when you start like your friends  
13 you don't have the same classes anymore {I:yeah} but you wanna make friends  
14 you gotta reach out and then even it becomes more apparent (inaudible) and so  
15 yeah I was reaching out to people constantly and they would reach out to me.  
16 Umm vice versa like I said I hung out with my Filipino group most of the time  
17 and I definitely felt included in that clique specifically {I: uh hmm okay} When I  
18 started you know like hanging out with my OTM group it it in the groups that  
19 know me I would click. But of course, like if I started hanging out with uhh  
20 people that are outside my group it becomes a little different. {I: okay} but  
21 overall, I I I try to make pretty good conversation I try not always successful in  
22 terms of hang out like talking to people regardless of who they are umm yeah, I  
23 always try to do that but of course I'm I'm not I wouldn't say I'm the best

1 converser (participant laughing/interviewer snickers) so Umm but overall like I  
2 felt included but I know there are definitely a lot of people that didn't feel  
3 included. {I:okay} Umm like I said I'm I just been blessed with the the like for  
4 some reason like what people (participant exhales) there's something that like  
5 even from a young age I was able to get feel in but I know my uhh ex-girlfriend  
6 my girlfriend at the time my ex now uh she did not feel included even the Filipino  
7 organization and she's [{I:okay} Filipino.] {I: okay} Umm and it's because like  
8 she thought differently in college umm like I said is a social group. So, if you  
9 don't (participant laughter) honestly if you don't focus on what they're focus on it  
10 kinda of you kinda of don't feel as included if you have a different focus in life.  
11 And I did too but it's just they (participant laughter) you know I was an officer  
12 and all that my name is kinda out there {I:uh hmm} So (participant laughter) they  
13 they kind uh had you know it's not they had to but it's kinda easier for me. [I:  
14 okay/R: It was] easier I got lucky. Umm and but I know a lot of people who  
15 didn't feel included. My experience overall I felt included there are times where it  
16 would be awkward because it wouldn't be my type of friend group {I:uh hmm}  
17 uhh you know maybe not to generalize but just like people like people from a frat  
18 for example I had a lot of people friends who were frat but in terms of going to  
19 their events it just it didn't feel as included me specifically {I:mmhmm} It didn't  
20 seem like they would make an effort to talk to me. {I:m'kay} uhm uhm in terms  
21 of like uhm my in terms of whenever when I'm in class uhm I think whoever you  
22 sat by most of the time you try to introduce at least in the beginning year  
23 introduce yourself to someone if you don't know anyone and try to make friends.

- 1 But overall they're those relationships are just mainly class relationships {I:uh  
2 huh} not anything specifically. Uh But overall, I just I think I just figured it out  
3 in terms of inclusion and I had my my rock. Like I said my family there and also  
4 uh I had my uh my my close friends over there and I had you know that Filipino  
5 group {I: uh huh} and they really kept me you know sane and all that. [I:okay/R:  
6 So]
- 7 I-3.e Okay. Thank you. Umm this so this next question has more with the like an  
8 overall perception as far as parental involvement in any of the school, did they  
9 what were they like in including parents in the school system. Umm did they the  
10 school reach out to the community for resources and services to help parents and  
11 families what would have helped?
- 12 R-3.e Umm I think at a young age people the schools reached out {I: okay}. I don't  
13 know if they were like hey this is how you can read {R:sniggers/laughs?} you kid  
14 better. You know that's not the conversations we would be in, but they reached  
15 out. There's PTA, there's those types of things {I: uh huh} sort of reach out. As  
16 you got older it definitely its decreased way decreased. So umm middle school  
17 after middle school I think uhh there's pta in high school but that's only uhh you  
18 know if you were in band your band booster parents. I {I:uh hmm} don't if they  
19 were trying to like help em out but they I guess there was like scholarships for  
20 students and things like that. But as soon as you get in college of course uhm  
21 parents are basically uh...they're not really obligated (participant laughs)  
22 anymore {I: uh hmm} to be in your life. Like they can't like for example in  
23 college they cannot tell your grades to parents because of uhh turn (?) laws and

- 1 things like that. So it becomes very parents are gone. In terms of hey this is how  
2 you can help get through your family. Umm being an orientation team I know  
3 there were services like uh for us I wouldn't say they're the most effective (4  
4 seconds of lost/drop communication) [I:hello/R:transition/I:okay] putting their  
5 kids in college and things like that {I:uh hmm} But umm but overall I think it's  
6 really did decrease. I think early on there were a good amount but I wouldn't say  
7 that it helped it was to help parents but it was more like organizations to get  
8 parents involved. {I:okay} Umm and then what as soon as you get into college its  
9 basically non-existent almost non-existent there are some things but there ah  
10 essentially nothing. {I:Mmm}
- 11 I-3.e Umm so as far as resources for families especially umm immigrant families were  
12 there anything to help that the school had that could help families umm anything  
13 like that the [I:has to do/R: umm yeah] with
- 14 R-3.e Are you talking about just mental or like financial?
- 15 I-3.e No uhh just any sort of resources that could help immigrant families umm?
- 16 R-3.e There's not one for specifically for immigrant families {I:okay} I wanna I would  
17 say the multicultural center's there but they don't target immigrant families it  
18 would just target immigrant student right. {I:okay} Umm
- 19 I-3.e And that's in the college?
- 20 R-3.e College umm in elementary, middle school and high school I would say no. Like  
21 I said its just beside ESL I don't remember anyone targeting immigrant families  
22 and actually that's pretty good idea to have that. Cause I know my would greatly  
23 appreciate that. {I: yeah} Umm but in yeah in college honestly throughout I don't

1 think there's anything that targeted specifically hey immigrant family here we'll  
2 help you out. Maybe ESL maybe they actually reached out to my mom {I: uh  
3 huh} umm but then in college honestly I didn't experience anything to help us.  
4 {I:Okay}

5 I-3.f Okay...Umm...okay. So now that I've taken you back from elementary to  
6 college with your school uhh experiences there umm what would you suggest to  
7 teachers that you had if you were if you were able to go back and suggest umm to  
8 your teachers that you had how to help students such as yourself become more  
9 successful in school what would you know is there anything that you would like  
10 to tell them?

11 R-3.f.i Umm honestly just try to understand the culture. Umm the thing I like about  
12 America it's it's a melting pot. And uh the thing is everyone brings in their own  
13 culture regardless if you're born here. Umm your background is so different and I  
14 think uh as as I got older, you started doing that more and asking about you. {Uh  
15 hmm} Asking about like your culture and be like hey where you're from and stuff  
16 like that. I wouldn't say if a good amount cause even in college they didn't really  
17 ask me about me.{Uh hmm} Uhm but I know there's some teachers in high  
18 school that like really tried to get to know us. You know, "Oh you play sports,"  
19 "Oh you your Filipino," and you know things like that but if students if college if  
20 teachers do more often I feel like you can connect better with the student and you  
21 can really make an impact on a lot of students. I believe uhh uhh I believe  
22 teachers the most unappreciated job there is. Being a teacher. And so uhm I think  
23 if they try to reach out and actually learn more about the culture the impact would

1 even be greater {Mmm} than what it is right now. Uhmm so if they try to learn  
2 about cultures of students that would be amazing maybe even like in the lunch at  
3 school hey what where did you come from {Uh hmm} you know things like that.  
4 That would be amazing. But in college like oh where did you guys come from  
5 and things like that like not even come from but how were you guys raised you  
6 know what background did you have? Uhm because regardless if you're from  
7 American or from immi -you're an immigrant that will be I think it'd be nice to  
8 say where you're from. Really get an understanding that everyone's diverse.  
9 Uhm...but of course you could say that in college It's not necessarily the teacher  
10 job anymore {yeah} the multicultural center should do that. Uhhh but I think  
11 that's a great way for people to feel connected with the teacher because as a  
12 teacher you really need to gain respect of students especially me coming like a  
13 lower lower middle class loca- like you know uhh environment {uh hmm} uhm  
14 where the students if they don't respect you they don't care {mmm} you know  
15 that's why I like being funny or like having being engaging being cool as a  
16 teacher I guess like playing sports like being someone they can look up to really  
17 matters and having they doing something like hey how can we connect with you  
18 {m'kay} those types of things would really really help teachers. Uhm not saying  
19 in my classes cause I was like in accelerated {I: uh hmm} but I know in the the  
20 other classes like uh in my students they're just not going to listen to you unless  
21 you try to connect with them {sure} and so that's a one way to connect. {I: Okay}  
22 1-3.f.ii So uhm what type of school environment would have helped you feel like you  
23 belonged? I know you said you had it pretty easy and you're not really pretty but

1           you felt like you were included or you felt like you belonged uhm. But what type  
2           of school environment would have helped you feel like you know when you  
3           walked in you belonged there.

4   R-3.f.ii       Uhm are you just talking about all all four three four levels?

5   1-3.f.ii       Yeah uh hmm

6   R-3.f.ii       Uhm I think (exhales) honestly for me it just its its I feel like you just need to  
7           have diversity (laughs) honestly it's it's very difficult to belong if uhh your phys-  
8           Like I know I hate to say it but like if your physical traits If I went to uhh a  
9           Caucasian mainly school {I:uh hmm}, and I come in there I know I'm gonna feel  
10          left out {I: uh hmm}. Luckily I had vi- very diverse on top of that I think it's just  
11          even if it's all Caucasian if they reached out to you uhm and did that because I  
12          know that's that's what I did when I was in my organization when I was an officer  
13          you have to reach out to people regardless of who they are cause as soon as you  
14          make that first reach it's easier for them to actually feel involved and in invited.  
15          And uhm you know and and so as a result like things like that uhm real it it  
16          happens a lot more in college but not with everyone so I know people would you  
17          know select who they would reach out to. {Uh hmm} Which is in in my opinion  
18          isn't good. Espe- like in in elementary school, middle school, and high school.  
19          Maybe just reach out like uhm you know its like for example like I get back to the  
20          teacher the teacher to reach out to students once a week a different student once a  
21          week until they get to know all the students {I: uh huh} or uhm you know  
22          principal to uhm reach out to random students you know that's that awesome like  
23          honestly that's the biggest thing is if its so impactful when someone says hi to you

1            {I:uh hmm} and you would never think like random people just say hi to you it's  
2            a lot more impactful than you think. You feel very welcome to whatever  
3            organization it is or whatever school you're going to {I: Yeah} and so people  
4            reach out and that might be a bottom up answer or top down answer or whichever  
5            you want to see it but {Uh hmm} uhm it can it can start from the principal or it  
6            can start with the students themselves {I:mm} and uhm if they do that and I feel  
7            like all immigrants in general would just feel welcome uhm and uhh I guess on  
8            top of that is you know just having...maybe maybe like I said just that immigrant  
9            like you were mentioning like immigrant services. I know there's a lot of people  
10           immigrating every year. Uhm having those services for their parents and then you  
11           know having their kids like get get close together that would be good look I had  
12           ESL and all that but I don't remember anyone having a support group for like  
13           immigrant parents or immigrant in general. So just things like that I mean I think  
14           you just make em feel welcome. {Okay} Not saying you don't focus on other you  
15           know (laughs) groups {Uh huh yeah} but of course everyone have their everyone  
16           should have their own ability you know support system {sure} So.

17 1-3.f.iii    Uhm so how about friends how could your peers have helped you feel like you  
18           belonged?

19 R-3.f.iii    Uhhm let's see...again I just (exhales) it's the reaching out like that a big thing  
20           for me. {Okay} It's honestly a really big thing for me. I think if you reach out to  
21           me I'm more happy to get like close to you or if you give me time to like talk to  
22           me that would be amazing you know. {Uh hmm} Uhm and I think that's the  
23           biggest part of it and try to really connect to me uhm honestly for me I I'm I'm



1 very deep in my roots in terms of fully Filipino and that has like a lot of emotional  
2 value in me {uh hmm} uhm and as a result the people that try to understand me in  
3 that space will like be my close friend for good amount for a long time you know.  
4 Rarely do people ask you those questions {l:yeah} Hey where did you grow up,  
5 where'd you come from {Uh hmm} Hey wha- what was like the most impactful  
6 things (inaudible) when you were young? How was you you know what was your  
7 at a young age what was difficult for you? {I: uh hmm} And like how your life  
8 being in a young age being connect like if someone asked me that in college or  
9 any any you know from elementary to college I think I'd be pretty good friends  
10 with them because it it hits like an emotional spot for you. So..

11 I-d.1-2 So probably you already answered this. But I wanna ask you again. Umm and  
12 we're unto the last question. So umm tell me in terms of your ethnic identity  
13 uhm...how do you identify yourself? Do you uhm consider yourself more  
14 American and less Filipino or do you see yourself more Filipino or do you see  
15 yourself as bicultural?

16 R-d.1-2 Uhhh I think myself as...Filipino American so I guess bicultural? {I:okay} But I  
17 would say a little bit more Filipino than not. {m'kay} I think I take pride in my  
18 my you know being Filipino I think that's I um big reason why I'm where I am  
19 today or where I've gone. And I think I (laughs) honestly like uh when you're an  
20 immigrant you honestly learn you see your parents and you see how hard they  
21 worked you see all those types of things you see things that are just Americans  
22 don't see. Umm and I think you take pride in that. It's because like because of  
23 that I was able to succeed. It's not you know I can never be where I am if I didn't

1 see that and I can never be where I am without my my family doing something  
2 about it. Being raised in the Philippines you know seeing like people in the side.  
3 So As a result I think seeing people like uhm you know regular kids like me in the  
4 Philippines like knocking on windows when go getting money {I:uh hmm} uhm  
5 ya seeing those kinds of things I think it's because of those things I take a lot  
6 more pride in seeing Filipinos succeed in American though with that said I still  
7 see myself as American. I I I think it's great I actually just became an American  
8 citizen {I: oh!} about probably in college sophomore year in college so that's only  
9 like 2 years ago. 2/3 years ago. Uhm and so as a result I just take more pride in  
10 being Filipino and I think I'm if I were to give it a percentage it would like 70/30  
11 or 60/40 {mmm} Uhm it's just it that that's how that's how I see myself. But  
12 again I'm American as well and I think the whole point of American is to show  
13 it's it's not it's not necessarily to melt it all together and form one culture it's  
14 more like what do you bring on the table. It's kinda like skills. What skills do  
15 you bring on the table? What skills can you bring on the table that's the same  
16 thing in my opinion how the background works is. I'm Filipino but I'm also  
17 American and this is the skills that I brought on table as a result we can empower  
18 America together because I'm Filipino and this is the skills that I bring and not  
19 necessarily like I'm Filipino lets mix together and like uhm you let go from your  
20 values and I let go from my values. No. You keep your values you know and  
21 maybe take some of mine but keep your values. I don't want you to take  
22 whatever I say umm as a result so yeah so I would probably be birac-bi what is it

- 1                    what'd you say biracial? {1:bicultural?} Bi Bicultural {1:yeah (laugh) but Filipino  
2                    more than American yeah.
- 3    I                Okay. Well thank you for that. That was the last of my questions. I'm going to  
4                    go ahead and turn off the recorder so I don't lose anything here. I save that.

Appendix L

Participant 1 Matrix

1	Teachers		School Environment (classroom & building)		Peer (Classmate in schools)		Other (Family, neighbors, friends outside of school, out of school extra curricular activities)		Attitude toward self and others	
	+	-	+	-	+	-	+	-	+	-
Elementary	6, 14	9, 22 9, 23	6, 8	8, 21	6, 6		3, 20	3, 22	5, 12	9, 17
	6, 15		7, 7	8, 24	6, 7		3, 21		5, 15	
	6, 16		7, 13	12, 12	6, 8		4, 12		5, 16	
	6, 17		7, 16	19, 5	8, 7		4, 19		19, 11	
	6, 19		8, 1	19, 7			4, 22			
	6, 20		12, 11	19, 10			4, 23			
	6, 22									
	6, 23 11,3									
Middle/HS	9, 14	9, 19	11, 8	9, 3		11, 14 11, 15	17, 3	14, 1	9, 25	5, 13 5, 14 9, 1 12, 24 13, 2 13, 2 13, 3 13, 12 13, 19 14, 1 14, 9
	9, 15		12, 11	9,6			13, 20		5, 15	
	9, 20		12, 13	12, 15			14, 9		12, 23	
	9, 14		17, 1	12, 19			17, 4		13, 2	
	9, 21		17,6	13, 15					13, 4	
	9, 25		17, 3						13, 6	
	10, 13									
College			14, 16		14, 18		14, 17		5, 15	
			14, 19		14, 19		14, 18		15, 2	
			14, 21		16, 13				15, 5	
			15, 7		16, 14				15, 11	
			15, 18							
			15, 19							
		16, 4								

Appendix M

Participant 2 Matrix

2	Teachers		School Environment (classroom & building)		Peer (Classmate in schools)		Other (Family, neighbors, friends outside of school, out of school extra-curricular activities)		Attitude toward self and others			
	+	-	+	-	+	-	+	-	+	-		
Elementary	10, 21		9, 7		5, 11		4, 2	4, 4	8, 14	9, 2	9, 17	
	11, 2		9, 10		6, 19		4, 21	5, 10	8, 17	9, 4	9, 18	
	11, 5		9, 11		6, 23		5, 13	6, 14		9, 5	10, 4	
	11, 7		10, 1		7, 3		6, 16	6, 22		9, 12		
	17, 19		11, 22		13, 1		7, 7	7, 11		9, 13		
	21, 6		11, 24		13, 5		7, 13	7, 19		10, 2		
			12, 1				7, 23	8, 19		12, 8		
			12, 10				8, 21	8, 22				
			12, 12				9, 25	9, 1				
			12, 17				13, 6	13, 7				
			26, 5				13, 13					
	Middle/HS	17, 19	18, 24	14, 6		14, 10	18, 21	14, 6		14, 1	14, 23	
		21, 7		14, 9		14, 13					15, 7	
21, 6			16, 5		14, 14					15, 10		
21, 8			16, 7		14, 15					15, 1		
17, 19			16, 9		14, 25					15, 14		
17, 23			18, 13		15, 5					16, 24		
17, 24			18, 16		15, 7					16, 16		
18, 4			18, 22		15, 19					17, 4		
18, 6			18, 20		16, 16					17, 6		
18, 8			19, 2		17, 4					17, 11		
19, 16			19, 6		17, 11					18, 24		
			20, 1		20, 22					19, 13		
College	20, 21		22, 22		21, 14		24, 7		25, 9	20, 12		
	20, 24		23, 19		21, 3		15, 18		26, 4	20, 22		
	21, 5		24, 3		22, 9		32, 13			20, 24		
	21, 9				22, 12					21, 25		
					24, 6					21, 1		
					24, 16					24, 12		
									25, 18			
									31, 14			