Acculturation and College Attendance in Hispanic Students

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Date
Acculturation and College Attendance in Hispanic Students

BY

Alma D. Najera

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1997

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

7/23/97
DATE

8/12/97
DATE
Acculturation and College Attendance in Hispanics Students

Alma Najera

Eastern Illinois University
Abstract

This study investigated the relationship between acculturation and college attendance of Hispanic high school students. Acculturation is mainly associated with the degree to which one experiences cultural change toward the majority culture. It was theorized that acculturation would have a positive association with college attendance. Acculturation level, socioeconomic status and college attendance were the variables utilized. The students filled out a questionnaire that was composed of 12 questions and five self-report questions. The twelve questions were taken from the Short Acculturation Scale, two questions regarding socioeconomic status were taken from the Hollingshead Socioeconomic Scale, with the remaining questions inquiring about college attendance, sex and age. The sample consisted of 27 (17=females, 10=males) high school seniors from a participating Chicago Public High School; the students were between the ages of 17-18, and were graduating in the spring of 1997. The expected relationship between the level of acculturation in Hispanic high school students and college attendance was measured using point bi-serial correlation coefficient. Utilizing a one-tail test the results revealed a significant positive correlation at the p=.05 level. Overall the mean for the twelve item acculturation scale was 3.02 (SD=.62), suggesting a high degree of acculturation. In summary, the results indicated that acculturation has a significant impact on college attendance.
Acculturation and College Attendance Among Hispanic Students

Introduction

One of the fastest growing ethnic or minority populations in the United States is Hispanics. It is estimated that by the year 2000 Hispanics will be the largest ethnic group in the United States (Hispanic Americans: A Statistical Sourcebook, 1994). Consequently, a proliferation of psychological research focusing on cultural variables that help explain differences within cultures as well as differences between cultures have evolved in the past decade. Rapidly accumulating research in the psychological literature has focused on acculturation of Hispanic Americans. Acculturation is mainly associated with the degree to which one experiences cultural change toward the majority culture. According to Burnam, Telles, Karno, Hough and Escobar (1987), the Hispanic culture differs from the Anglo culture in many psychological dimensions. As Hispanics acculturate to the Anglo or majority culture they begin to modify their beliefs, values, and customs to those of the Anglo culture. Due to the changes an individual undergoes, acculturation as a construct has become a prominent predictor variable in the Hispanic mental health literature. Using acculturation level as a predictor variable in ethnic subgroup research can be advantageous because of the knowledge it supplies the researcher about the ethnic group being investigated. For example, it is important to understand how acculturation levels affect one's psychological functioning, including, cognition, personality, and psychopathology. It is noteworthy that acculturation can also account for within-group variation, thus allowing more in-depth information to be obtained. In the present investigation the degree of acculturation is used as a predictor variable of future college attendance in a Hispanic high school population. It is hypothesized that acculturation will be positively associated with attendance in college.
Importance of Research Problem

Identifying, understanding, and predicting variables that contribute to the low percentage of Hispanics attending college may be beneficial to society as a whole. Predicting the degree of acculturation in Hispanic American college students is of great importance as it may help with interventions that could help increase the number of Hispanics attending college. The Hispanic population is the fastest growing minority population in the United States as well as the nation's poorest ethnic minority group (New Censes, 1996). According to the Chicago Tribune (1996), the latest Census Bureau's statistics in 1995, median household incomes rose for every American racial and ethnic group, except for the nation's 27 million Hispanics whose income dropped 5.1 percent. Furthermore, Hispanics constitute 24 percent of the nation's poor, an 8 percent increase since 1995. According to the Chicago Tribune (1996), the increased poverty level is not solely due to the recent influx of immigrants. A study conducted by the Census Bureau's Ethnic and Hispanic Statistics branch, separated American-born Hispanics from immigrants found similar results (New Censes, 1996). Thus, Hispanics as a whole are experiencing impoverishment (New Censes, 1996). There are many variables which contribute to the current trend, including, the high drop out rate of Hispanic high school students. Unfortunately, of all minority groups Hispanics have the lowest percentage of students graduating from high school and lowest enrollment rate in higher education. According to La Raza's (1990), Hispanic Education: A Statistical Portrait 1990, among Hispanics between the ages of 18-24, only 55 percent finished high school. In contrast, African Americans have a graduation rate of 75 percent, and Anglo Americans students graduate at an 82 percent rate. Another astonishing figure shows that of the 52.9 percent of 18-19 year old Hispanics entering college after high school graduation, only 14.7 actually receive a college degree. This figure has actually increased to a total of 2.7 percent of all awarded degrees in 1987; which is minute when compared to Anglos who
received 84.9 percent of all degrees awarded. According to Horner (1994), in 1991 there were 630,600 Hispanic students enrolled in high school but only 48,100 of those who graduated from high school enrolled in a two year or four year college.

In today's society a college diploma has become an essential part of life. It has become difficult to obtain a adequate paying job without a college diploma. As it is, Hispanics are already the lowest paid ethnic group in the U.S (New Censes, 1996). Therefore, it is important for society as a whole to identify all the variables that contribute to low college attendance among Hispanics. Determining if the acculturation level is a predictor of college attendance can help school counselors, school psychologists, teachers and parents implement intervention programs for those students. In order to develop programs which facilitate college attendance for Hispanics, research must identify important contributors associated with the low percentage of the Hispanic college enrollment.

Literature Review

Researchers have recently begun to identify variables that affect minorities; one such variable is acculturation. Acculturation has become an important variable in research in all minority groups. Acculturation measures the degree to which one experiences cultural change toward the majority culture (Moyerman & Forman, 1992). According to Marin & VonOss Marin (1991), measuring acculturation is important because it can give explanations for behavioral and attitudinal changes among minorities. Within the context of the United States where Anglo Americans make up the majority group; those who are not Anglo Americans are said to have acculturated to the American life-style when they have acquired the language, customs and values of the culture (Negy & Woods, 1993). Researchers who attempt to measure acculturation have developed diverse definitions or perspectives on variables that are most indicative of cultural change. According to Berry (1980), an individual's first contact with a new culture can produce a change in any or all
of six areas of psychological functioning: language use, cognitive style, personality, identity, attitude and stress.

A review of the literature on acculturation revealed that variables utilized to measure acculturation, changed depending on the researcher's theoretical model. Three theoretical models were found to be the most common; the first was developed by Buriel (1975), who postulated two models that may explain the acculturation patterns of Hispanics: those who acculturate to the majority culture versus those who acculturate to the barrio. The latter suggests that Hispanics acquire the norms of the barrio and maintain traditional Hispanic characteristics. According to Negy & Woods (1992), a disadvantage of this theory is that it reveals one method of acculturation and does not allow for alternative methods to evolve. For example, acculturation may occur when lower class Hispanics are clustered in one area, thus they develop their own values and norms, not the ones of the mainstream Hispanics. Similarly, middle-class Hispanics who migrate from countries such as El Salvador may develop their own subculture, thus they may not acculturate to the barrio or the Anglo culture. Another theory was a three-phase acculturation-stress model based on a theory of adaptation (Berry, 1980). Contact, conflict, and adaptation are the three phases for this theory. It was described as the minority group encountering (or contacting) the majority culture but not relinquishing their values and customs, thus experiencing stress or conflict. In response to experiencing stress the minority culture gives in and adopts the values and customs of the majority culture. According to Negy and Woods (1992), this theory implies that acculturation is a negative event and not a product of what initially may have attracted the immigrants. The most widely utilized and helpful model was developed by Keef and Padilla (1987). Their multidimensional model recognized the acquisition and relinquishment of certain traits and customs. This model stresses selective acculturation whereby the individual adopts specific traits and customs while maintaining his/her own traits and customs.
Measuring acculturation can be a tedious process as acculturation measures usually reflect diverse definitions of the variables that are most significant of cultural change. One variable that most easily measures the changes produced by acculturation is language. Therefore, most researchers utilize language in their acculturation scales (Marin & VanOss Marin, 1991). Sociodemographic characteristics commonly used in the scales include, years of education for students and parental socioeconomic status (SES), generation level, number of family members, and citizen status. According to Marin & VanOss Marin (1991), a significant problem with acculturation scales involves using sociodemographic characteristics to measure acculturation instead of correlates of acculturation. Scales that use sociodemographic characteristics as part of the validation criterion, as well as part of the actual scale, produce results that are highly correlated. When in actuality they may not be highly correlated.

According to Torres-Matrullo (1990), studying acculturation can be of great importance not only because it helps identify individual and personality differences but it is linked to other important variables. Studies of acculturation have found significant effects on a person's mental health status, levels of social support, smoking habits, knowledge of AIDS, suicide, as well as political and social attitudes.

In a study conducted to determine whether college-bound Chicanas differed on psychocultural variables including biculturalism, they found that the college-bound group was more masculine and bicultural (Buriel and Saenz, 1980). Other studies conducted on college students and acculturation mainly focused on psychological factors such as self-efficacy or comfort with acculturation status.

Ramirez (1969) researched the Bell Adjustment Inventory and acculturation in Mexican-American high school students. They found that those who were most acculturated expressed more difficulties with relating to their parents. Another study conducted on Chicano college students showed that those who were highly acculturated showed higher scores on the MMPI (Padilla, Olmedo & Loya, 1982). In a similar study
conducted on levels of adjustment, Szapocznik, Kurtines, & Fernandez (1980) found that adolescents who maintained their Hispanicity (low acculturation) but failed to learn adaptive Americanized behaviors demonstrated low levels of adjustment.

The theory that will be utilized in this study was developed by Keffe and Padilla (1987). Their multidimensional model is a less simplistic than others previous utilized. It is, however, a more helpful model of acculturation. Keffe and Padilla (1987) postulated that the acquisition of traits and customs, as well as the relinquishing of traits vary from trait to trait. This model takes into consideration the concept of selective acculturation whereby individuals can adopt certain values and customs while maintaining others. In addition, this model does not treat acculturation as a unidirectional phenomena where the minority culture does not influence the majority culture. On the contrast, it acknowledges the fact that ethnic groups coming into contact with one another mutually influence each other in some way, however, it may not be to the same extent. For example, Hispanic food, certain music and other concepts support their belief.

Summary/Hypothesis

Acculturation level is deemed to be a good method for predicting the desire to attend college; the hypothesis is that higher levels of acculturation will be indicative of high school Hispanic students attending college. College attendance will be operationalized as planning on attending college in the fall.

Previous acculturation scales have utilized generation as a validation criterion of acculturation. The scales assumed Olmedo's (1979) position that "individual acculturation should be a direct function of amount of exposure to the host culture for the particular subgroup to which the individual belongs". The Short Acculturation Scale (Marion, et al. 1991), however, utilized generation as a method of checking the validity of the 12-item scale and of each factor in measuring acculturation. The respondents total score and individual factors were correlated with generation level as well as proportion of time spent
in the U.S. and the respondent's evaluation of their acculturation level. Generation was assessed by having subjects answer questions such as; their place of birth, their parental birth place and maternal and parental grandparents' birth place. A t-test conducted on the subjects total acculturation score revealed a significant difference between first and second generation. Third generation respondents were excluded due to the small number of respondents.

Assessing the relationship between acculturation and respondent's length of residence in the U.S. is another method of testing the external validity of the scale. In a study conducted by Marin, et al, 1997, the respondent's length of residence in the U.S. was divided by age since the actual length of residence varies as a function of age. On the 12-item scale the responses correlated moderately with the residence index ($r=.70$). In addition, the three factors revealed a moderate to high correlation with the residence index ($r=.69$ for Language, $r=.43$ for Media, $r=.53$ for Ethnic Social Relations).

Another method of validating the criteria was to correlate the respondents' own evaluation of level of acculturation with their total score on the scale (Marion, et al. 1990). The results indicated a high correlation between the 12-items on the scale with the respondents own evaluation ($r=.76$) as well as a high to moderate correlation for all three factors ($r=.74$ Language, $r=.52$ Media, $r=.66$ Social Relations).

An Acculturation Index was established by combining the three variables. This index was correlated with the 12-items and for each individual factor. The results revealed a high correlation for all factors ($r=.83$ All items, $r=.86$ Language, $r=.60$ Media, $r=.66$ Social Relations).

The final analysis consisted of the a discriminate function analysis between the Hispanic subjects and the non-Hispanic subject responses to the 12-item scale. A t-test conducted revealed that Hispanic and non-Hispanics significantly differed in their responses to the 12-items on the scale. Furthermore, the three factors significantly discriminated between Hispanic and non-Hispanics.
This Short Acculturation Scale for Hispanics showed reliability and validity compared to other scales. On a reliability test this scale produced an alpha coefficient of .92 which is similar to the Mexican American Acculturation Scale (.88) and Cubans in Miami Acculturation Scale (.97) (Marin, et. al, 1997). In addition, all the subscales revealed significant differences between Hispanics and non-Hispanics.

Socioeconomic Status

An important correlate of acculturation which is often unaccounted for is socioeconomic status or SES. However, when it has been included it has been found to have a stronger effect on the findings than acculturation level (Negy & Woods, 1992). Negy and Woods (1992) believe that SES is strongly associated with acculturation level as the higher levels of education attainment and higher incomes facilitate minorities to enter and interact with mainstream society, or vice versa. A study conducted by Negy and Woods (1992), revealed a significant positive relationship between SES and level of acculturation, proposing that more acculturated individuals had higher standards of living and their parents were better educated. Negy and Woods (1992), however, cautioned the interpretation, as it is unclear whether higher SES facilitates becoming more acculturated or whether highly acculturated individuals have more access into the mainstream, thus resulting in higher SES. Negy and Wood (1992), concluded that acculturation and SES are two variables that are intertwined, thus it is imperative that studies involving acculturation take into account SES in order to clarify the impact that each variable may have.

Negy and Woods Model

Increase in Acculturation—Increase in Education—Increase in Income 
or
Increase in Education—Increase in Acculturation—Increase in Income
The Short Acculturation Scale does not take SES into account, thus SES is a secondary predictor for the level of acculturation and desire to attend college. In the current study SES may impact the results, therefore it will be measured by the Hollingshead method of determining SES (Hollingshead & Redlich, 1958). The Hollingshead method consists of three questions; What was the highest level of education attained by your mother and father? and What do your parents do for a living? The third question inquires about the students residential area. School records indicated that all the students lived in a lower-middle socioeconomic status neighborhood. The answers will be calculated to determine the amount of money earned by the parents.

Level of acculturation may be a good predictive variable for college attendance, the hypothesis states that higher levels of acculturation should be associated with a greater likelihood of college attendance.

Method

Participants

The sample consisted of 27 (10 Male, 17 Female) Hispanic High School seniors graduating in 1997, who were between the ages of 17-18. Places of family origin were: Puerto Rican: 13; Mexican: 12; and Guatemalan: 2. The students were generally of lower-middle SES level (Modal Hollingshead index=3) and attended a Chicago Public High School.

Instruments

The instruments utilized in this study included the Short Acculturation Scale (SESH; Marin, et al), the Hollingshead Socioeconomic Scale, and two questions about college attendance. The chosen Short Acculturation Scale (Marin, et al.) was comprised of 12 questions regarding language use, media preference and social situations. This scale was
selected for several reasons, including, the manner in which it was developed. One notable difference between it and other scales was the use of several Hispanic subgroups and non-Hispanic Caucasians in the standardization sample. Both Hispanics and Caucasians were used in the standardization sample in order to compare differences within the two ethnic groups. Thus, it was also used as a validation procedure; however, the authors warn that a comparison between the two should only be conducted on items that share the same factor structure (Marin, et al, 1987). The most important distinctive feature of this scale was the utility of sociodemographic characteristics as a correlate of acculturation instead of a measurement of acculturation.

According to Marin & VanOss-Marin (1991), this scale correlated highly with the typical validity criteria such as generation ($r=.69$), length of residence in the U.S. for those not born in the U.S. ($r=.76$), and age of arrival in the U.S. ($r=.72$). The scale was developed in both English and Spanish.

For the development of the Short Acculturation Scale for Hispanics (Appendix 1), 363 Hispanics and 228 non-Hispanics were utilized. Hispanics and non-Hispanics were similar in socio-demographic characteristics including mean age and level of education. The respondents were given a 16 page questionnaire that contained measures of behavioral acculturation, demographic questions, and cultural values (Marin, et al, 1987). The behavioral acculturation items were taken from previous acculturation scales but the wording was modified (Marin, et al, 1987). Demographic questions included the respondents age, gender, marital status, educational level, income, length of residence in the United States and generation (parent and grandparent birthplace). In addition, the subjects were asked about their ethnic self-identification. The students responded using a five-point likert scale ranging from "Very Latino/Hispanic" to "Very American". The scale was developed in both English and Spanish. The double-translation procedure (Brislin, Lonner, & Thorndike, 1973) and two translators were utilized.
A principle components factor analysis with a varimax rotation and 15 iterations was conducted for the behavior acculturation responses submitted by the Hispanic and non-Hispanic subjects (Marin, et al, 1987). Utilizing a weight of .60 as a cutoff score as well as omitting items that loaded in more than one factor resulted in the identification of 12 items that obtained three similar factors for both Hispanic and non-Hispanics: factors identified 5 items the Language Use factor, 3 items from the Media factor and 4 items the Ethnic Social Relations factor. In order to check the validity of the 12-item scale and of each factor measuring acculturation, several analysis were conducted. The subject's total scores were calculated and each factor was correlated with the subject's generation, proportion of time spent living in the U.S. and the subject's evaluation of his/her level of acculturation (Marin, et al, 1987). An additional analysis of validity was conducted in order to determine the power of the scale or factors in distinguishing between Hispanics and non-Hispanics.

The SES scale was composed of two questions; 1) What do your parents do for a living, 2) What is the highest level of education attained by your father or mother? All of the questions were combined into one questionnaire (See Appendix 2). Occupations were coded into five categories consistent with the Hollingshead Socioeconomic Scale. Higher numbers were associated with higher socioeconomic status. The directions for the students, the parental consent, and the questionnaire were also utilized (See Appendix 2).

Participates were categorized into those who had made plans to attend college and those who had no intentions of attending college. College attendance was assessed by asking students whether or not they were attending college in the Fall of 1997. Those students who expressed a desire to enroll in a college but had not applied to a specific college were excluded in this study.
Acculturation

Procedure

A letter and summary of the present study was given to the principal of the participating high school. Once permission was obtained from the principal, the school counselor was consulted, as it was necessary to gather information from the student's permanent record, which were located in the counselor's office. Fifty of the graduating seniors were identified by their parents as being of Hispanic decent. Therefore, those fifty students were contacted via the telephone during the evening hours at their home. Out of the fifty students contacted all but twenty-seven students were reached and surveyed. The remaining 23 students were either out of town or were unreachable. The parents were initially contacted for their permission to survey their child. Those students who were under 18 years of age needed parental permission. In addition, all students had a chance to decline the survey. The instructions and permission statement were given in both Spanish and English and were the same for each group of students. The entire survey took approximately 15 minutes or less.

RESULTS

Out of the 27 students surveyed only 3 indicated that they would not be attending college. Two of the students who indicated they would not attend college answered the questionnaire in Spanish; their acculturation scores were also within the low range. All students lived in a lower-middle socioeconomic status neighborhood; therefore, SES ratings were consist among participates. Overall the mean for the twelve item acculturation scale was 3.02 (SD=.62), suggesting a high degree of acculturation. The relationship between the level of acculturation in Hispanic high school students and college attendance was measured using a point bi-serial correlation coefficient, as it was the best method of investigating the relationship of a continuous and dichotomous variable. Utilizing a one-tail test the results revealed a significant positive correlation
Acculturation (r = .3179) at the p = .05 level. It must be noted that the results indicated a negative relationship due to college attendance data being coded as a 1 and non-attendance as a 2. When in fact it should have been in the reverse order. The results are consistent with previous research which has shown acculturation as having a significant relationship with a person's mental health status, levels of social support, smoking habits, knowledge of AIDS, and suicide (Torres-Matrullo, 1990).

**DISCUSSION**

The results of this study demonstrate that acculturation has a significant relationship with a Hispanic student's decision to attend college. The results, however, should be viewed with caution as several variables may have been unique to the specific sample. This specific high school was one of high schools within the Chicago Public School's that is noted for academic achievement. It is also known as having a higher percentage of students from that high school attend college. Another variable that must be considered is the school and community involvement in persuading students to continue their education. Yet, another variable that must be considered is the method of responding by the students. Answering in a socially desirable method may have contributed to a high number of students stating that they would be attending college.

Due to the small number of subjects this study can be seen as a pilot study for a bigger sample, as well as for a more diverse student population. This study could have been improved in several ways. The sample size should have been bigger as well as more heterogeneous in their socioeconomic status. Surveying students from different socioeconomic classes may have yielded different results as socioeconomic status is seen as having an equal effect as acculturation on psychological factors (Negy and Woods, 1992). Furthermore, comparing a inner-city high school with a high school from the suburbs may yield different results in college attendance.
References


### HIGH SCHOOL SURVEY

**SEX:** 
**AGE:** 
**ETHNIC IDENTITY:** 

1. **IN GENERAL, WHAT LANGUAGE DO YOU READ AND SPEAK?**

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3. **WHAT LANGUAGE(S) DO YOU USUALLY SPEAK AT HOME?**

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4. **IN WHAT LANGUAGE(S) DO YOU USUALLY THINK?**

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5. **WHAT LANGUAGE(S) DO YOU USUALLY SPEAK WITH YOUR FRIENDS?**

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6. **IN WHAT LANGUAGE(S) ARE THE T.V. PROGRAMS YOU USUALLY WATCH?**

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7. **IN WHAT LANGUAGE(S) ARE THE RADIO PROGRAM YOU USUALLY LISTEN TO?**
8. IN GENERAL, IN WHAT LANGUAGE(S) ARE THE MOVIES, T.V. AND RADIO PROGRAMS YOU PREFER TO WATCH AND LISTEN TO?

1. Only Spanish  
2. Spanish Better than English  
3. Both Equally  
4. English better than Spanish  
5. Only English

9. YOUR CLOSE FRIENDS ARE:

1. All Latinos/Hispanics  
2. More Latinos than Americans  
3. About Half  
4. More Americans than Latinos  
5. All Americans

10. YOU PREFER GOING TO SOCIAL GATHERINGS/PARTIES AT WHICH THE PEOPLE ARE:

1. All Latinos/Hispanics  
2. More Latinos than Americans  
3. About Half  
4. More Americans than Latinos  
5. All Americans

11. THE PERSONS YOU VISIT OR WHO VISIT YOU ARE:

1. All Latinos/Hispanics  
2. More Latinos than Americans  
3. About Half  
4. More Americans than Latinos  
5. All Americans

12. IF YOU COULD CHOOSE YOUR CHILDREN'S FRIENDS, YOU WOULD WANT THEM TO BE:

1. All Latinos/Hispanics  
2. More Latinos than Americans  
3. About Half  
4. More Americans than Latinos  
5. All Americans
EDAD: ____________________
SEXO: ____________________
IDENTIFICATION ETHNICA: ____________________

1. POR EL GENERAL, QUE IDIOMA(S) Lee y habla usted?
   _1_ Solo Español
   _2_ Español mejor que Inglés
   _3_ Ambos
   _4_ Inglés mejor que Español
   _5_ Solo Inglés

2. CULFUE EL IDIOMA(S) QUE HABLO CUANDO ERA NINO(A)?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

3. POR LO GENERAL, EN QUE IDIOMA(S) habla en su casa?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

4. POR LO GENERAL, EN QUE IDIOMA(S) piensa?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

5. POR LO GENERAL EN QUE IDIOMA(S) Habla con sus amigos(as)?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

6. POR LO GENERAL EN QUE IDIOMA(S) son los programas de televisión que usted ve?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

7. POR LO GENERAL, EN QUE IDIOMA(S) son los programas de radio que usted escucha?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés

8. POR LO GENERAL, EN QUE IDIOMA(S) prefiere oir y ver películas, y programas de radio y televisión?
   _1_ Solo Español
   _2_ Mas Español que Inglés
   _3_ Ambos
   _4_ Mas Inglés
   _5_ Solo Inglés
9. SUS AMIGOS Y AMIGAS MAS CERCANOS SON?

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10. USTED PREFERE IR A REUNIONES SOCIALES/FIESTAS EN LAS CUALES PERSONS SON:

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11. LAS PERSONAS QUE USTED VISITA O QUE LE VISITAN SON:

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12. SI USTED PUDIERA ESCoger LOS AMIGOS(AS) DE SUS HIJOS(AS), QUISIERA QUE ELLos(AS) FERAN:

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Appendix 2

PARENTAL/STUDENT INFORMATION FORM

GOOD EVENING MY NAME IS ALMA NAJERA AND I WAS THE SCHOOL PSYCHOLOGY INTERN AT TAFT HIGH SCHOOL LAST SEMESTER. MAY I HAVE A FEW MINUTES OF YOUR TIME? I WAS GIVEN YOUR NAME BY THE SCHOOL PERSONNEL AT TAFT BECAUSE YOUR CHILD WAS IDENTIFIED AS BEING OF HISPANIC DECENT. IS THAT CORRECT? THE REASON I AM CALLING IS BECAUSE I AM IN THE PROCESS OF WRITING MY THESIS, WHICH IS REQUIRED FOR MY CERTIFICATION. WHAT MY THESIS ENTAILS IS COLLECTING INFORMATION FROM HIGH SCHOOL SENIORS WHO ARE OF HISPANIC DESCENT. WITH YOUR PERMISSION YOUR CHILD WILL BE ANSWERING AN EIGHTEEN QUESTION LIFE STYLE SURVEY. TWO QUESTIONS INQUIRE
ABOUT THE HIGHEST LEVEL OF EDUCATION ATTAINMENT OF BOTH PARENTS. IN ADDITION, I THE QUESTIONNAIRE INQUIRES ABOUT PARENTAL OCCUPATION. THOSE QUESTIONS ARE NECESSARY AS THEY ARE RELEVANT TO MY STUDY. THOSE QUESTIONS WILL BE KEPT CONFIDENTIAL AND ANONYMOUS.

THE RESULTS OF THE SURVEY WILL REMAIN CONFIDENTIAL AND NO PARTICULAR STUDENT WILL BE IDENTIFIABLE THROUGH THE DATA. THE ORIGINAL SURVEY WILL BE MADE AVAILABLE TO YOU. FOLLOWING THE COMPLETION OF THE RESEARCH PARTICIPATES AND PARENTS WILL HAVE ACCESS TO THE RESULTS. IN ADDITION, FOR ANY REASON THAT YOUR CHILD MAY NOT WANT TO FINISH THE SURVEY HE/SHE MAY STOP AT ANY TIME. FURTHERMORE, I WILL ALSO ASK YOUR CHILD FOR THEIR CONSENT. THEY DO NOT HAVE TO PARTICIPATE IF THEY DO NOT WISH TOO.

DO YOU GIVE ME PERMISSION TO INTERVIEW YOUR CHILD OVER THE TELEPHONE?
MAY I ASK YOU A FEW QUESTIONS?
1. HOW OLD IS YOUR CHILD?
2. WHAT IS YOUR ETHNIC BACKGROUND.
3. WHAT IS THE CHILD'S SEX?
4. WHAT WAS THE HIGHEST LEVEL OF EDUCATION ATTAINED BY YOURSELF AND/OR YOUR SPOUSE?
5. HOW MANY OTHER CHILDREN LIVE AT HOME?
THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION.
GOOD EVENING MY NAME IS ALMA NAJERA AND I WAS THE SCHOOL PSYCHOLOGY INTERN AT TAFT HIGH SCHOOL LAST SEMESTER. MAY I HAVE A FEW MINUTES OF YOUR TIME? I WAS GIVEN YOUR NAME BY THE SCHOOL PERSONNEL AT TAFT BECAUSE YOUR CHILD WAS IDENTIFIED AS BEING OF HISPANIC DECENT. IS THAT CORRECT? THE REASON I AM CALLING IS BECAUSE I AM IN THE PROCESS OF WRITING MY THESIS WHICH IS REQUIRED FOR MY CERTIFICATION. WHAT MY THESIS ENTAILS IS COLLECTING INFORMATION FROM HIGH SCHOOL SENIORS WHO ARE OF HISPANIC DESCENT. WITH YOUR PERMISSION YOUR CHILD WILL BE ANSWERING AN EIGHTEEN QUESTION LIFE STYLE SURVEY. TWO QUESTIONS INQUIRE ABOUT THE HIGHEST LEVEL OF EDUCATION ATTAINMENT OF BOTH PARENTS. IN ADDITION, I THE QUESTIONNAIRE INQUIRES ABOUT PARENTAL OCCUPATION. THOSE QUESTIONS ARE NECESSARY AS THEY ARE RELEVANT TO MY STUDY. THOSE QUESTIONS WILL BE KEPT CONFIDENTIAL AND ANONYMOUS.

THE RESULTS OF THE SURVEY WILL REMAIN CONFIDENTIAL AND NO PARTICULAR STUDENT WILL BE IDENTIFIABLE THROUGH THE DATA. THE ORIGINAL SURVEY WILL BE MADE AVAILABLE TO YOU. FOLLOWING THE COMPLETION OF THE RESEARCH PARTICIPATES AND PARENTS WILL HAVE ACCESS TO THE RESULTS. IN ADDITION, FOR ANY REASON THAT YOUR CHILD MAY NOT WANT TO FINISH THE SURVEY HE/SHE MAY STOP AT ANY TIME. FURTHERMORE, I WILL ALSO ASK YOUR CHILD FOR THEIR CONSENT. THEY DO NOT HAVE TO PARTICIPATE IF THEY DO NOT WISH TOO.
DO YOU GIVE ME PERMISSION TO INTERVIEW YOUR CHILD
OVER THE TELEPHONE?
MAY I ASK YOU A FEW QUESTIONS?
1. HOW OLD IS YOUR CHILD?
2. WHAT IS YOUR ETHNIC BACKGROUND.
3. WHAT IS THE CHILD'S SEX?
4. WHAT WAS THE HIGHEST LEVEL OF EDUCATION ATTAINED BY
YOURSELF AND/OR YOUR SPOUSE?
5. HOW MANY OTHER CHILDREN LIVE AT HOME?
THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION.