

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY OF SELF-CONCEPT AMONG MEXICAN-AMERICAN/CHICANO(A)
STUDENTS ATTENDING COMMUNITY COLLEGES AND FOUR-YEAR
INSTITUTIONS OF HIGHER EDUCATION IN OREGON

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The purpose of this research was to do a comparative study of the self-concept of Mexican-American/Chicano(a) students enrolled in two- and four-year institutions of higher education in western Oregon during the 1985-1986 academic year.

The secondary purposes of the research were:

- 1) To ascertain if there were any significant differences in self-concept of the two-year community college students versus the four-year institution students.
- 2) To collect demographic data from the participants and to establish a demographic profile.

The study respondents were drawn from all the minority students with Spanish surnames enrolled in the four institution studied: 33 community college students and 68 four-year institution of higher education students.

The Tennessee Self Concept Scale (TSCS) and a demographic

and personal background questionnaire were used.

Hypotheses Ia, IIa, IIIa, and IVa were analyzed using analysis of variance in a Split-Plot design method. A one-way classification analysis of variance to test the relationship of "the total positive" with the set of questions was used. The findings on the four hypotheses and on the relationship between the "total positive" with a set of questions from the demographic and personal background questionnaire revealed that there was no significant difference in the self-concept of either group of two- and four-year institutions of higher education students in any category that was tested (sex, age level, etc.). The relationship between the "total positive" from the TSCS with a set of questions from the demographic and personal background questionnaire also indicated no significant differences except in regard to year in school (seniors had a higher self-concept than juniors, juniors than sophomores, and sophomores than freshmen) and in regard to "student's view on academic achievement." The students who indicated "above-average" on "view of academic achievement" had higher mean scores on the "total positive" score (TSCS) than the ones who indicated "average" or "below-average."

The conclusion can be drawn from this research that self-concept does not affect choice of post-secondary educational institution. In general, all Mexican-American/Chicano(a) students in this research have a similar view of themselves. However, when level of education is taken into consideration, the upper-division

students have higher "total positive" scores than the lower-division students.

Furthermore, this research has also identified some general characteristics of the Mexican-American/Chicano(a) students attending the two- and four-year institutions of higher education in western Oregon.

A Study of Self-Concept Among Mexican-American/Chicano(a)
Students Attending Community Colleges and
Four-year Institutions of Higher
Education in Oregon

by

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION	1
Purpose of the Study	10
Statement of the Problem	10
Objectives of the Study	10
Rationale for the Project	11
Assumptions of the Study	12
Significance of the Study	12
Limitations of the Study	15
Definition of Terms	16
Research Hypotheses	17
II. REVIEW OF RELATED LITERATURE	20
Introduction	20
The Theoretical Foundations of Self-Concept	20
Self-Esteem and Academic Achievement	25
Mexican-American/Chicano(a)'s Self-Concept	26
Self-Concept and School Achievement	35
Studies of Mexican-American/Chicano(a) College Students	37
Summary of Reviewed Literature	43
Summary of Conclusions Drawn from the Review of the Literature	45
III. METHODOLOGY AND PROCEDURES	46
Subjects	46
The Sample	47
The Statistical Design	49
Treatment of the Data	51
Instruments	51
TSCS	51
Normative Data	56
Validity	57
Other Validation Measures	57
Reliability	58
Questionnaire - Survey of Mexican-American/ Chicano(a) College Students	59

IV. ANALYSIS OF DATA	61
Presentation of Results	62
Analysis of Data	62
Hypotheses I and Ia	63
Hypotheses II and IIa	66
Hypotheses III and IIIa	68
Hypotheses IV and IVa	70
Summary of the Results	74
Demographic and Personal	
Background Results	75
V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	103
Summary	103
Discussion of the Results	104
Conclusions	106
Implications	109
Demographic Findings and Implications	112
Recommendations	117
BIBLIOGRAPHY	120
APPENDICES	128
Appendix A	128
Appendix B	129
Appendix C	137
Appendix D	141
Appendix E	142
Appendix F	147

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Comparison of 1970 and 1980 population growth by race/ethnicity	7
2. Changes in proportional representation of race/ethnic groups from 1970 to 1980	7
3. Comparison of two age groups and median age by racial/ethnic group	8
4. Hispanic Population by State	8
5. The Sampling Plan Matrix	47
6. Correlations between the total P-score and other selected personality measures	58
7. An analysis between Group I (N=68=four-year) and Group II (N=33=two-year). Testing Hypothesis Ia.	64
8. An analysis between Group I (younger)(N=44) and Group II (older)(N=56). Testing Hypothesis IIa.	67
9. An analysis between Group I (male)(N=54) and Group II (female)(N=46). Testing Hypothesis IIIa.	69
10. An analysis between Group I (lower division)(N=30) and Group II (upper division)(N=38). Testing Hypothesis IVa.	71
11. Demographic Findings	
11A. Year First Entered College	76
11B. Major in School	77
11C. Year in School	78
11D. Type of Attendance	79
11E. Type of Degree Sought	80
11F. Future Plans for Two-year Community College Students	81
11G. Type of High School Diploma	81
11H. Type of Institution in Which Enrolled	82

11I.	Reasons for 2-year Students Attending the Community College Versus the 4-year Institution	83
11J.	Why Transferred From 4-year to 2-year Institutions	84
11K.	High School Grade Point Average (GPA)	84
11L.	Family Background - Ethnicity	85-86
11M.	Country of Birth	87-88
11N.	Language First Learned to Speak	89
11O.	Preference of Identification	89
11P.	Country of Citizenship	90
11Q.	Years of Residency in the U.S.A.	91
11R.	Father's Occupations	92
11S.	Mother's Occupation	93
11T.	Father's and Mother's Occupations	94
11U.	Financial Aid Classification	94
11V.	Source of Financial Aid Support	97
11W.	Receiving Support Services; i.e., EOP and CAMP	98
11X.	Place of Residence	99
11Y.	Marital Status	100
11Z.	Age	101
11AA.	Gender	101
11AB.	How Students Viewed Their Educational Achievement	102

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CHAPTER I

INTRODUCTION

The disadvantages that the Mexican-American/Chicano(a) student encounters in our schools are far too many. When investigating the relationship between self-concept and the school experience, it is difficult to ascertain what is the cause and what is the effect. In Aragon's speech given at the Cultural Awareness Center at Santa Fe, New Mexico, 1969, on "Culture and the Mexican-American," he stated that the Mexican-American child comes to school with an infinitely better view of himself than he takes with him at the end of his school experience. Steiner (1970) agreed that the school is the culprit in taking away from the barrio child's view of himself (in Maldonado, 1972). If this hypothesis is accurate, this research is justifiable. The outcome of this study will provide some answers about the important characteristics of the Mexican-American/Chicano(a) student attending the main institutions of higher education in Western Oregon. The educators and administrators in the field of higher education should know who the Mexican-American/Chicano(a) student is and why the student is the way she/he is in order to better

attract and retain this student population.

According to a study done by Astin et al. (1983) the high school attrition rate for Chicanos ranges between 45 and 50 percent; in 1971 about two in five Chicanos entered college immediately after high school; from one-fourth to one-third completed a baccalaureate degree; and their rate of doctorate attainment is substantially lower than that of whites. However, data also given by Astin et al. for fall 1978 show that 42% of all Hispanic part-time and full-time college students attended two-year colleges. These data suggest the only real possibility that gross numerical increases in college enrollment rates for Hispanics may be occurring most drastically in terms of increased Hispanic two-year college attendance (Duran, 1983).

McCool (1984) cites more recent statistics which indicate the need to improve the admission and retention of all Hispanic students. He states the following:

Even though the Hispanic population is the fastest growing minority group in the U.S., only 3.5 percent of undergraduates and 2.2 percent of graduate students in 1980 were Hispanic. About 60 percent of the Hispanics who enroll in higher education attend community colleges, but the proportion of Hispanics who graduate from community colleges is lower than that of other ethnic groups. Non-English background, family income below the poverty level, and parents who are not high school graduates emerge as influential factors in the high Hispanic academic withdrawal rate. As the youngest ethnic population, the Hispanic population shows a substantial potential student pool for postsecondary education. Remedying admission practices, offering information on financial aid opportunities and campus services, and providing bilingual education to alleviate the problem of dual cognition are changes that can lead to higher retention rates for Hispanic students.

In Oregon, in the Oregon State System of Higher Education Report (1985), it is stated that:

The Hispanic freshman student enrollment increased from 173 in 1981 to 195 in 1984. The 22 student increase was a 12.7% improvement in improved representation in the total population by 0.3% leaving Hispanics still the most underrepresented minority (p. 13, 1985).

Further into the report, it was also stated that:

It has often been asserted that the Oregon minority high school graduates are enrolling in the state's community colleges in greater numbers than in the state system institutions. These findings indicate that the number of Hispanics in the community colleges was greater than the number enrolled in the state system institutions by 200 students, but their projection of the total enrollment was only .1 percent higher (1985, p. 17).

To ascertain enrollment and retention of Mexican-American/Chicano(a) students in institutions of higher education, one must analyze collected data in regard to student enrollment. Furthermore, to better serve these students and, in turn, increase the retention rate, one must investigate the profile of the Mexican-American/Chicano(a) students enrolled both in the two- and four-year institutions of higher learning.

According to de los Santos:

Data from two universities and two community colleges in each of two states (California, Texas) were used because of high concentrations of Chicanos living there. In 1976, Hispanics comprised 5.2% of U.S. population, 15.9% of California's population and 20.78% of Texas' population. Chicanos represented 2.9% of U.S. public university full-time enrollment, 6.4% of U.S. two-year enrollment; 7.15% of California State College and university and 8.8% of Texas public senior college university enrollment; and 10.15% of California and 16.57% of Texas community college enrollment. National data from two-year and four-year institutions indicated that Hispanics has [sic] significantly

higher attrition rates than non-Hispanics. The percentage of degrees earned by Hispanics at all levels was disproportionately lower than the percentage of Hispanics represented in the total population (Santos, 1981).

From a statistical analysis in Santos' report it is evident that Mexican students in some parts of the nation are enrolling in large numbers in higher education, especially in community colleges. As we become aware of the profile of the Mexican-American/Chicano(a) students our colleges and universities can make a greater effort to serve this student in order that we may encourage enrollment and retention.

There are many factors that influence the students' decision to enroll either in a two- or four-year college; financial, personal values, academic background and maybe even how the student sees himself or herself. Kinch (1963) states:

that the actual responses of others to the individual will be important in determining how the individual will perceive himself; this perception will influence his self-conception which in turn, will guide his behavior.

If Kinch's theory has some significant value, then the behavior to choose one type of institution over the other could be influenced by the individual's self-concept.

Very little research has been conducted in relation to the self-concept of Mexican-American/Chicano(a) students as it relates to students' choice to enroll in either a two- or four-year college.

Mexican-American/Chicano(a) students' preference for the two-year (community) colleges rather than the four-year institutions

may be due to the following factors related to self-concept: 1) family expectations, 2) societal expectations, and 3) personal expectations. Lecky (1945) states:

The individual is continually countered with two kinds of problems--maintaining inner harmony and harmony with his environment. Inner harmony is closely attuned to man's single purpose of self-consistency. Any value entering the system which is inconsistent with the individual's valuation of himself cannot be assimilated. On the other hand, if an individual is constantly devaluated by others, he will come to think of himself in similar terms. This is true because he cannot hold onto a view of himself which is inconsistent with the attitudes surrounding him. Eventually, he comes to realize that the other's view is the "correct" one. Thereafter, he also views himself as unfavorable, yet, this attitude has not become consistent, and he holds onto it tenaciously. This changed self-attitude is apt to be manifested through his self images. Therefore, once you surround an individual with certain expectations, he begins to live up to those same expectations (p. 31).

Is there enough evidence in the fact that Mexican-American/Chicano(a) students are enrolling in larger numbers (42% community college and 23% four-year institutions [Duran, 1983]) in the community college to support Lecky's (1945) statement/theory?

Another important reason for undertaking this research is because the Hispanic population is the fastest growing minority in the U.S.A. A comparison of the 1970 Census figures with the latest 1980 Census results (Estrada, 1982, Table 1) showed that the U.S. population grew approximately 23 million persons (1980 = 226.5 million vs. 1970 = 203.5 million); racial/ethnic groups (Spanish origin, black, Asian and Pacific Islander) who comprise 20 percent of the nation's population accounted for 52 percent of the total growth in the U.S. during the 1970's (Estrada, 1982,

Table 1). Hispanics who comprise approximately 6.4 percent of the U.S. minority population accounted for 23 percent (or 5.5 million of 23 million) of the total growth of the U.S. (Estrada, 1982, Table 2).

The fact that minority population growth accounts for the majority of population increase between 1970 and 1980 reflects the contrast between the declining growth of the majority population and the higher growth of ethnic racial groups in the U.S. The dramatic growth of Hispanics is explained by differences in the age structure and immigration (Estrada, 1982, Table 3). The impact of these differences in age structure is also apparent in other sectors such as school enrollment. For example, in the Los Angeles School District, Hispanic children comprised 28 percent of the elementary school enrollment in 1974. Just six years later, Hispanic children accounted for 54 percent of the total 1980 elementary school enrollment. These figures are illustrative of trends in school enrollment throughout the Southwest and possibly in the future through the U.S. due to fertility/age median among Hispanics and/or continued undocumented and documented immigration (Estrada, 1982, Table 4).

In Oregon, "during the period 1979 to 1984, the Oregon Hispanic school population experienced a decline in high school attendance, moving from 2.4% Hispanic in 1979 to 2.1% in 1984" (OSSHE, 1985, p. 9). The educational levels of Hispanic origin remain the lowest in the nation with Latinos/Hispanics having the highest proportion of persons without a high school degree; like-

Table 1: Comparison of 1970 and 1980 population growth by race/ethnicity (Estrada, 1982).

	1970	1980	70-80 Diff.	% Change
U.S. Total	203,212	226,505	23,293	11
Spanish origin	9,072	14,605	5,533	61
Black	22,580	26,488	3,908	17
Asian and Pacific Islander	1,539	3,501	1,962	127
American Indian, Eskimo and Aleutian	827	1,418	591	71
<hr/>				
Total Minority	34,018	46,012	11,994	^a 35
Remainder (non-minority)	169,194	180,493	11,299	^a 7

Table 2: Changes in proportional representation of race/ethnic groups from 1970 to 1980 (Estrada, 1982).

	1970	1980	Diff.
U.S. Total	202,213	226,505	
Spanish Origin	4.5	6.4	+1.9
Black	11.1	11.7	+ .6
Asian and Pacific Islander	0.8	1.5	+ .7
American Indian	0.4	0.6	+ .2

Table 3: Comparison of two age groups and median age by racial/ethnic group (Estrada, 1982).

	Pop. under 15 %	Pop. over 65 %	Median Age %
Total Population			
White	21.3	12.2	31.3
Black	28.7	7.9	24.9
Spanish Origin	32.0	4.9	23.2

Table 4: Hispanic Population by State (Estrada, 1982).

	Number	% of All Hispanics	Cumulative Percent
U.S.	14,605,883	100.0	
California	4,543,770	31.1	31.1
Texas	2,985,643	20.4	51.5
New York	1,659,245	11.4	62.9
Florida	857,898	5.9	68.8
Illinois	635,525	4.4	73.2
New Jersey	491,867	3.4	76.6
New Mexico	476,089	3.3	79.9
Arizona	440,915	3.0	82.9
Colorado	339,300	2.3	85.2
Michigan	162,388	1.1	86.3
Pennsylvania	154,004	1.1	87.4
Massachusetts	141,043	1.0	88.4

wise, they are the smallest proportion with a college degree (Estrada, 1982).

In Oregon, according to a report on "Programs for Enhancing Ethnic and Racial Minority Student Enrollment and Graduating in the Oregon State System of Higher Education" (1985), it is reported that "between the 1970 and 1980 census minority populations more than doubled." However, the ethnic population in 1980 still constituted a small minority - 6.7 percent of the total population.

Furthermore, it is reported that:

The largest group in Oregon is the Hispanic community, now numbering more than 65,000. The census bureau has identified 35,000 Hispanics as 'Spanish-speaking white,' with the remainder divided among Mexican, Cuban, Puerto Rican, and 'Spanish-speaking black.' These designations tell us that 2.5% of Oregon's population identify or are identified as having a Spanish speaking heritage.

In this report it is emphasized that:

In fact, the Hispanic population is a difficult population to serve when seeking potentially qualified students for college because of the high dropout rates for Hispanics after they enroll in high school (p. 7).

Therefore, it is important to undertake this study which, hopefully, will identify some of the demographic characteristics/background of the Mexican-American/Chicano(a) higher education students in Oregon. From a demographic point of view, there are several significant characteristics of the Hispanic population which can be emphasized: 1) growth, 2) youthfulness, 3) continued immigration, 4) Spanish language usage, 5) geographic concentration, and 6) intra-metropolitan dispersion (Estrada, 1982). Furthermore, this study will investigate the

relationship between self-concept and students' choice for either a two- or a four-year institution of higher education.

Purpose of the Study

The overall purpose of this study was to compare the self-concept of Mexican-American/Chicano(a) students enrolled in two- and in four-year institutions of higher education in western Oregon during the 1985-1986 academic year.

Statement of the Problem

The problem examined in this study was to determine if there are any significant differences in the self-concepts of Mexican-American/Chicano(a) students attending four-year institutions of higher education (Oregon State University and University of Oregon) and Mexican-American/Chicano(a) students attending two-year institutions of higher education (Chemeketa Community College and Lane Community College).

Objectives of the Study

The primary objective of the study was to measure the self-concepts of Mexican-American/Chicano(a) students attending two- and four-year higher educational institutions in western Oregon.

The secondary objectives of this investigation were the following:

1) to compare the self-concept mean scores of Mexican-American/-Chicano(a) students attending two-and four-year higher educational institutions in western Oregon--Chemeketa Community College, Lane Community College, Oregon State University, and the University of Oregon; 2) to compare the self-concept scores of the younger and older (over 21) Mexican-American/Chicano(a) students attending western Oregon colleges; 3) to compare the self-concept scores of the male and female Mexican-American/Chicano(a) students attending the two- and four-year higher educational institutions; 4) to compare the self-concept scores of the lower- and upper-division Mexican-American/Chicano(a) students attending four-year higher educational institutions; and 5) to create an interest in and to promote further research in self-concepts of Mexican-American/Chicano(a) students attending institutions of higher learning.

Rationale for the Project

It is evident that Mexican-American/Chicano(a) students in some parts of the nation are enrolling in large numbers in institutions of higher education, especially in the community colleges. As we become aware of the profile of the Mexican-American/Chicano(a) students, our colleges and universities can make a greater effort to serve these students in order that we may encourage enrollment and retention.

Assumption of the Study

The following assumptions were recognized in this investigation:

- 1) The students involved in this study were a representative sample of Mexican-American/Chicano(a) students attending two two-year community colleges and two four-year institutions of higher education in the Willamette Valley.
- 2) The evaluation tool used in this study measured what it proposed to measure; it was a valid evaluation of self-concept as defined by William N. Pitts (1972).
- 3) An individual's positive self-concept can enhance the likelihood of a personal choice for a four-year institution of higher education.
- 4) An individual's negative self-concept can promote the likelihood of a personal choice for a two-year community college institution of higher education.
- 5) That the instrument design devised to gather demographic and background personal information will accurately fulfill the purpose.

Significance of the Study

If two- and four-year institutions of higher education in Oregon and throughout the U.S.A. want to attract and retain Mexican-American/Chicano(a) students, which is the fastest growing

and youngest minority group in the U.S.A., educational institutions should: 1) seriously consider implementing the recommendations stated in Astin's book, Minorities in American Higher Education (Astin, 1982); 2) fund more research of issues affecting the attraction and retention of Mexican-American/Chicano(a) students at the local and national level; 3) show commitment on the part of the administration, faculty, and student services staff at each institution of higher education to assure an increase of enrollment and retention of Mexican-American/Chicano(a) students; 4) periodically investigate the characteristics of the Mexican-American students, to enhance enrollment, total student development, retention, and increase the Mexican-American/Chicano(a) students' persistence to graduation.

It is important to be well-informed and up-to-date on the students' characteristics so that the environment is designed to provide the Mexican-American/Chicano(a) student with the experience which enhances total development. In Griggs (1978) it is stated:

According to Brown (1972) the final characteristics of the students at any given university or college are a combination of initial student characteristics and college characteristics interacting with the total experience of students.

Grebler, Moore, and Guzman (1970) stated that it is extremely hazardous to generalize about Mexican-Americans as a group. Therefore, their investigation has further pointed out some differences in student characteristics. Grebler et al. (1970) found evidence of increasing differentiation by social class though the majority

of Mexican-Americans are poor. They also found tremendous diversity in the social position of the Mexican-American throughout the Southwest.

Even though this research is only a beginning, nevertheless these findings will provide some background characteristics on the Mexican-American/Chicano(a) students attending two- and four-year institutions of higher education in Oregon. The review of the literature indicated that there was little, if any, research concerning the self-concept of Mexican-American/Chicano(a) students attending the two- and four-year institutions of higher education. Therefore, this study may contribute some knowledge toward the solution of Mexican-American/Chicano(a) higher educational problems of having lower academic achievement and self-concept in comparison to other Caucasian pupils.

This study may be of some assistance to higher education when working with and serving Mexican-American/Chicano(a) students in determining the types of counseling and educational techniques and/or programs that could be most beneficial in the enhancement of their self-concept and academic achievement. The research findings of this study may add useful information concerning Mexican-American/Chicano(a) students' self-concept and academic achievement due to differences of age, gender, upper- and lower-division, attending either a two- or a four-year institution of higher education. This study appeared to be timely due to the fact that there is a problem in attracting and retaining Mexican-American/Chicano(a) students to institutions of higher education.

Hopefully, the results will provide some answers to educators attempting to solve this problem.

Limitations of the Study

- The study was limited to male and female Mexican-American/Chicano(a) students enrolled during the school year 1985-1986 at the University of Oregon, Oregon State University, Lane Community College, and Chemeketa Community College.
- Participation in the study was on a voluntary basis.
- There is a possibility that some variables not controlled could have affected the outcome/results of this study.
- Those limitations inherent in the nature of the selected populations of the four institutions of higher education. All students with Spanish surnames who appeared on minority/special support program lists were drawn.
- The individual bias of the researcher. The main limitation being that four-year, older, female, and four-year upper-division students have higher self-concepts than the two-year, younger, male, and four-year lower-division students.
- Those limitations inherent with the nature and the scope of the instrument used in the measurement of self-concept (TSCS) and in gathering the demographic data.
- Those limitations inherent in the variables selected by the investigator for the student population of this research.
- Those limitations inherent in the number of differences of parti-

cipants from each institution of higher education.

-Limitations resulting from the researcher doing both the gathering and interpretation of results.

Definition of Terms

An important aspect of this study was to identify the self-concept of the Mexican-American/Chicano(a) students attending either the two- or the four-year institutions of higher education. For the purpose of this study, terms were defined as follows.

Mexican-American: Refers to a Caucasian whose cultural heritage is Mexican. For the purpose of this study, all participants were selected on the basis of Spanish surnames and/or having indicated that he or she was Hispanic.

Chicano(a): A Mexican-American who has adopted this term as indication of his pride in his Mexican heritage or identity.

Hispanic:

"Hispanic" replaces terms used by the U.S. Bureau of the Census or others that denote ethnicity ("Spanish origin"), language skill ("Spanish speaking"), family name ("Spanish surname"), or ancestry ("Spanish American") (Aul, 1981).

The term "Hispanic" in this study will be used when describing all other non-Mexican-American/Chicano(a) Latin American groups. The term Chicano and Mexican-American will be used interchangeably when describing the participants in the study.

Caucasian: This term refers to the dominant English speaking population of the United States. A common term used

interchangeably is Anglo. This term used in this study, designates a residual category that includes anyone not identifiable as Mexican-American/Chicano(a), Indian, or Afro Black American.

Self-Esteem: The value people place on themselves and on their own behavior (good or bad) (McCandless and Evans, 1973).

Self-concept: The self-concept refers to the manner in which an individual views himself/herself, including values, feelings, attitudes, and beliefs. Self-concept pertains to a person's total perception of those characteristics and relationships which comprise the "I" of the "self," in relation to the values ascribed to such concepts as measured by the Tennessee Self Concept Scale (TSCS)(Pitts, 1965). It is important to note that no instrument can actually measure self-concept, the instrument in this study was used to measure the participants' perception of their self-concepts. The instrument in this study measured the individual's self-reported self-esteem and self-image.

Alternative/directional Hypothesis: A hypothesis which the researcher is willing to accept if the test leads him/her to reject the null hypothesis.

Research Hypotheses

The following is a statement of four Null Hypotheses:

- 1) There are no significant differences in mean scores on the

TSCS of the two groups of Mexican-American/Chicano(a) students, one attending the community college and the other attending a four-year institution of higher education.

- 2) There are no significant differences in mean scores on the TSCS of the younger versus the older Mexican-American/Chicano(a) students attending the universities and community colleges.
- 3) There are no significant differences in mean scores on the TSCS of the Mexican-American/Chicano(a) male and female students attending the two- and four-year institutions of higher education.
- 4) There are no significant differences in mean scores on the TSCS of the Mexican-American/Chicano(a) lower and upper division four-year institution students.

The following is a statement of four Alternative/Directional Hypotheses.

- 1) There are significant differences in mean scores on the TSCS of the two groups of Mexican-American/Chicano(a) students; the community college students will score lower on the TSCS than the four-year institution students.
- 2) There is significant difference in mean scores on the TSCS of the younger versus the older Mexican-American/Chicano(a) students attending the universities and community colleges; the younger students will score lower on the TSCS than the older students.
- 3) There are significant differences in mean scores on the TSCS of the Mexican-American/Chicano(a) male and female four-year

institution students; the male students will score lower than the female students.

- 4) There are significant differences in mean scores on the TSCS of the Mexican-American/Chicano(a) lower and upper division four-year institution students; the lower division students will score lower than the upper division students.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A review of the literature was undertaken to investigate related studies regarding: 1) the theoretical foundations of self-concept; 2) self-concept as it relates to the Mexican-American/Chicano(a) population; and 3) the self-concept of the Mexican-American/Chicano(a) students in relation to higher education.

The Theoretical Foundations of Self-Concept

"Who am I? What am I like as a person? Where do I fit into the world?" Such questions were considered in the works of theorists such as James (1890), Mead (1934), Cooley (1956), and Barnes (1972). The early American psychologist, William James, recognized the importance of the self-concept in behavior. Psychologists such as Adler (1927), Fromm (1941, 1947), Rogers (1951), and Sullivan (1953) also considered the evaluation of identity.

Out of the variety of perspectives, the emergence of two major themes developed:

1. Self-esteem is the result of an individual's perception of the relationship between what he is and what he ought to be.
2. The self-image evolves from an individual perception of what other people believe him to be (Grossman, 1981, page 2).

The individual's view of what he is and ought to be are messages originating externally. Individual's messages originating externally are then interpreted internally and the outcome is either a positive or negative self-concept. James' theme on self-esteem is based on an individual's success divided by his pretensions. High self-esteem resulted when success was achieved in corresponding aspirations; low self-esteem resulted when there was disparity in aspirations and achievement. Rogers' theory model of self-esteem is in accordance with the Jamesean model. Self-esteem has been viewed empirically in terms of the extent of congruence between the "real" and "ideal" self (Rogers and Dymond, 1954).

Two sociologists, Mead and Cooley, built upon James' theory of the "social self." Mead discussed the process whereby an individual became a compatible member of his social group. This development occurred in two general stages. In the first stage, the individual's "self" was only an organization of the particular attitudes of other individuals towards him/her, and toward those with whom s/he shared social interactions.

In the second stage of development, the "self" came to extend beyond these particular attitudes. "He became a self insofar as

he can take the attitude of another and act toward himself as others act" (1934, p. 17). In summary, Mead's theory states that "selves" existed only in relationship to other "selves" and an individual possessed a "self" only in relationship to others.

Cooley's theory to describe the self-concept emphasizes the "looking glass self" image. This is not to indicate a mechanical reflection but rather the imagined effect of this reflection upon the minds of others. Cooley's self idea consisted of three principal elements: 1) the individual's imagination of his or her appearance to the other person, 2) the individual's imagination of his or her response to it, and 3) the self feeling of pride or mortification. When the individual learns about him/herself, he or she also learns about the surrounding environment. Cooley's theory on the essence of human nature was of something learned through social interaction among individuals, rather than something existing separately within the individual.

Sullivan's theory of self-concept is similar to Cooley's theory, to the extent that Sullivan's concept is based on "reflected appraisals." A child will develop an attitude of self-acceptance and respect for himself or herself if he or she is accepted, respected, approved, and liked for who he or she is by significant others. The child will develop favorable attitudes about himself or herself if the significant people in his or her life respect him or her. A child will judge himself or herself according to how significant others judge him or her. Jersild (1960) takes this point one step further in stating that the self-

evaluation/self-understanding the child has of himself or herself, in turn will have an impact on how he or she evaluates other individuals. "He judges himself as he has been judged and then, in turn judges others as he judges himself" (Jersild, 1960, p. 122).

Carl Rogers' theory paralleled Jersild's, Sullivan's, Mead's, and Cooley's in that the individual's self-image developed out of direct interaction with the environment. The negative opinions and/or judgments hinder the positive self-development of the individual. On the other hand, if parents and significant others respect the views, ideas, and values of the individual, s/he could acquire a positive self-respect and acceptance of self values. Self-trustworthiness is the outcome. Adler, too, discussed how significant others can be instrumental in aiding in the positive self-development by being supportive and accepting of others. By being accepting and supportive of others, the individual weaknesses would turn into strengths. Otherwise, the individual weaknesses will prevail turning him or her into an embittered and hopeless person.

Fromm's (1941) theory on the relationship between self-esteem and interaction with others focused on the debilitating effects of social isolation. If an individual gained freedom from others by being free to express who he or she is, the individual had the opportunity to pursue his or her own destiny. However, if an individual was not confident of his or her own views and did not express them, he or she might forsake independence. When the

individual conformed to the expectation of others (to a group) he or she might have gained social advantages, but lost autonomy, putting his or her destiny under others' control and authority.

Several conditions interact when determining whether or not an individual would choose independence or choose security of the group. One of these is being part of a stable and consistent frame of reference marked by understanding and mutual respect. Another was the conviction of being able to have social relationships in the spirit of mutual understanding and camaraderie. Fromm related that these characteristics of self-esteem, as well as others, were the product of social conditions marked by acceptance, concern, respect, independence, and freedom of expression.

All of these theorists provided various thoughts and various explanations of how the interpersonal phenomena influenced an individual's view of him or herself. However, they all are in accordance that for the development of self-esteem, a satisfactory relationship with the environment is necessary. The following statement of Kinch's theory summarized the above words when he stated:

The actual responses of others to the individual will be important in determining how the individual will perceive himself; this perception will influence his self-conception which, in turn, will guide his behavior (p. 482).

In summary, the above related theories on self-concept and their relationship to behavior and adjustment, indicate that self-concept is not inherited, but that a child or individual developed the self-concept from interacting with significant others; through

the interaction, the individual learns how to act and adapt.

Self-esteem and Academic Achievement

Many studies have linked self-esteem to academic achievement, indicating a positive correlation between a positive self-concept and academic success (DeLisle, 1953; Stevens, 1956; Pink, 1962; Primavera, Simon and Primavera, 1974; and Calsyn and Kenny, 1977), just to mention a few.

As important as this correlation may be, it is difficult to pinpoint the types of academic programs which in reality contribute to the development of a positive self-concept. The following researchers conducted investigations to identify those variables which contribute to the development of the positive self-esteem: Purkey (1980) concluded that the students' self-worth increased when teachers demonstrated a warm personality and showed respect toward their students. Covington and Gerry (1976) identified four important variables to increased self-esteem in elementary students: 1) listening, 2) helping, 3) praising, and 4) "unconditioned acceptance." Coopersmith and Feldman (1974), when researching high school level students, found that teachers who accept, trust, and help students will enhance their students' self-esteem.

Mexican-American/Chicano(a)'s Self-concept

There are several definitions of self-esteem. The general consensus is that a favorable self-concept is an important component to successful adjustment in life. Rosenberg (1965) explained self-esteem as an attitude in evaluating the self. His theory is based on the assumption that individuals with low self-esteem exhibit more negative personality characteristics, including neurotic behavior, and experience greater difficulty and hesitation in social interaction.

Coopersmith (1967) defines self-esteem as a "personal judgment of worthiness that is expressed in the attitude the individual holds toward himself" (p. 5). Furthermore, he explains that:

the process of self-judgment derives from a subjective judgment of success, with that appraisal weighted according to the value placed upon different areas of capacity and performance, measured against a person's personal goals and standards and filtered through the capacity to defend himself against presumed or actual occurrences of failure (p. 242).

Although many psychologists and researchers have been investigating the most beneficial self-concept program, they have not reached a general consensus as to the most beneficial self-esteem program. In spite of the complexity of the construct of self-esteem, psychologists and other researchers continue to investigate the impact of various approaches to the development of self-esteem. There are a number of self-concept instruments available, such as the Tennessee Self-concept Scale, Self-social

Symbols Task Tests, Primary Self Concept Inventory (Muller and Leonetti, 1970), the Responsive Self-concept Test (Coller, 1971), the Rosenberg Self-Esteem Index, and Miskimin's Self-Goal-Others Scale. In spite of the numerous instruments available, only a few have been designed to measure self-esteem among the Mexican-American/Chicano(a) population and people of minority groups.

Furthermore, while there appears to be a great deal of controversy in regard to the accurate measures and definitions of self-concept in relation to the general population, the problem of validity when cultural variables are considered is further compounded. Smith (1978) stated that cultural aspects tend to obscure results on self-concept studies of minorities. Therefore, results need to be interpreted with caution until validity studies for minority groups have been conducted on self-esteem measures.

The myth long held by psychologists and educators is that individuals in minority groups have lower self-esteem when compared to persons in the majority (Caucasian) culture. This reason has been used for explaining why minority students have a poor educational experience. However, the preponderance of empirical data on lower self-esteem of individuals in minority groups when compared to the majority population has not been supported.

Models for the study of self-esteem specifically as related to ethnic identity have been proposed by Hare (1978) and McGuire, McGuire, Child, and Fijiollla (1976). Hare's two models for studying the self-concept of children of various ethnic

backgrounds are as follows:

- 1) "Consensus-conflict mode," based on the assumption that children evaluate their self-worth in relation to the family, the school, and the peers. The family, the school, and the peers are part of the larger unit of society, which may overlap, but contribute to the development of independent self-concept. The child's self-evaluation is the consequence of the relationship between the family, the school, and the peers.
- 2) The second model, "class ethnicity," was proposed as useful in considering cross-racial differences, ethnic and class lines. The important point addressed here is the extent to which children of different ethnic and racial background differently use various personal attributes in arriving at an overall self-evaluation.

The information-processing model of self-concept, developed by McGuire et al. (1978), takes into consideration ethnic identity as a function of one's minority or majority status. The model is based on the assumptions of these authors that people, as information processors, notice aspects of their environment that are distinctive. Therefore, ethnicity is less salient for the majority group members and more protruding to the minority group members who try to blend into the majority's dominant environment.

According to the literature reviewed, it is obvious that where ethnicity is a factor there was greater variability in the results on self-esteem studies conducted with elementary and junior high school students (grades 1 through 9). In Hughbank's (1978) study of 70 Anglo, 114 Black and 76 Chicano ninth graders,

students were tested on the differences of self-esteem using the Rosenberg Self-esteem Index. She found while Anglo and Black students did not differ in self-esteem, both groups scored higher than the Mexican-American students. Petersen and Ramirez (1971) found that the group of Mexican-American fifth and sixth graders had lower self-esteem than their Black and Anglo counterparts. Mexican-Americans had the highest discrepancy between "real self" or how a person sees himself and "ideal self" which is how a person would like to be.

Hishiki's (1969) study looked at 56 sixth-grade Chicanos from East Los Angeles and compared them with 228 sixth-grade Anglo girls from Clarke County, Georgia. Hishiki used the Self Concept Scale and the Child Self-Description Scale to measure the Chicanos' self-esteem. She used the Self Concept Scale on 70 Anglo girls and the Child Self-Description Scale on 158 girls. She found a significant difference with the Anglo girls scoring higher on self-esteem than the Chicanos. Furthermore, her findings point out something very important in spite of self-esteem differences: that over two-thirds of both groups selected to go to college and appeared to share similar goals, ideals, and future aspirations.

Larned and Muller's (1979) study with Chicano and Anglo third-through-eighth grade students, using their own instrument, the Self-Descriptive Inventory, tested the students in four areas of self-esteem: physical maturity, peer relations, academic success, and school adaptiveness. While no significant ethnic

differences were found, the authors found that self-concept in physical maturity and peer relations increased concurrently with grade level while academic success and school adaptiveness decreased as grade level increased. Calhoun (1979) too, found no significant differences among 55 Mexican-American and 51 Anglo fifth-through-eighth graders on self-esteem, using the Coopersmith Self-Esteem Inventory.

Carter's (1968) study reports that he found no evidence that Chicanos see themselves more negatively than Anglo students, even though teachers and administrators often consider them inferior. Furthermore, Carter's findings indicate that the Chicano students (7th, 8th, and high school) were resilient in upholding their values and self-images against an "onslaught of Anglo beliefs and school judgments" (Carter, 1968, p. 218).

DeBlassie and Healy's (1970) study of Black, Anglo, and Chicano ninth grade students is another study that found no significant differences in self-esteem scores across ethnic and socioeconomic classes. As a matter of fact, Mexican-Americans were the most satisfied with their self-perception, followed by Blacks and Anglos, respectively. The authors concluded that males were more positive than females about their physical appearance, health, and sexuality, as measured by the Tennessee Self Concept Scale. Of the seven studies reviewed in this section, three studies concluded that Chicano students showed lower self-esteem; however, the other four researches on self-esteem on elementary and junior high students yielded no differences attributable to

ethnicity.

Also in studies conducted at the high school level significant ethnic/cultural differences in regard to self-esteem have not been identified. In a study of 144 high school students, Grabe, Knecht, and Burns (1978) found that self-esteem scores among Black, Chicano, and Anglo students were not significantly different. The Self-esteem Scale was used. It is composed of a 15-item scale designed to provide a general assessment of self-esteem. The researchers controlled for age, sex, and socioeconomic status and found that "when culturally different students are from homogeneous low achievement and low socioeconomic levels, there are no differences in self-esteem" (Grabe et al., 1978, p. 5). Furthermore, the researchers found that males had significantly higher self-esteem than females, when controlling for achievement and socioeconomic level. Coleman (1966) using high school students (twelfth graders), found that there was not a perceivable difference in self-esteem scores between Mexican-American and Anglo students. Cervantes and Bernal's (1976) findings, just like Coleman's (1976), demonstrated that Chicano students generally scored at or well above the norm in self-concept.

Carter and Segura's (1979) study on "The Failure of the Chicano," defined negative self-concept as:

a great distance between the ideal self and the real self. Positive self-concept is when the ideal self and real self are relatively close (p. 59).

The authors stated that a negative self-concept of ability discourages achievement. Furthermore, since Carter and Segura found no evidence of a generalized negative self-concept in Chicanos, their explanation lies in the reasoning that the Chicano's significant others are found among their own cultural peers, family, and their community and not in the schools or majority culture groups. In summary, the authors indicated that Chicanos receive their emotional support from their culture and are not particularly affected by the negative feedback they continually receive from unsupportive Anglo teachers and community members. Furthermore, Carter and Segura stated that McCarthey and Yancy's (1971) study found that the above findings also to be true for Black students.

Felice's (1978) study on the importance of environmental factors on self-esteem was conducted with the purpose to study self-esteem and its effect on academic achievement. The subjects were students from the first to eight grades, 72 experimental and 72 control Chicano students. Felice hypothesized that the poor educational achievement and attainment by bi-lingual Mexican-American students was due to the assumptions of 1) lack of value in education, 2) lack of support for education in the home, and 3) low expectations of performance at school. In his study, the experimental Chicano student group was placed in a behavior modification program with the goal/purpose to "stimulate academic achievement," and were tutored by bi-lingual tutors as well as being exposed to various cultural activities designed to

strengthen their self-concept at the end of the experimental period. The experimental one-year group had significantly higher reading and mathematics scores and improved self-concepts than the control group who were only in regular classes. Felice concludes by suggesting that higher achievement scores were due to gains in self-concept.

Gumbiner, Knight, and Kagan's (1981) study also focuses on the importance of environmental factors on self-esteem. The authors looked at different ways of assessing self-esteem by focusing on environmental factors in the school setting. They conducted a study on the relationship of classroom structure and teacher behavior on self-esteem, as well as social orientation and classroom climate. The Rosenberg Self-Esteem Scale was administered to 30 Mexican-American and 77 Anglo children aged 7-11 years. There were no significant differences among the ethnic groups. Gumbiner et al.'s significant findings indicated that for the Mexican-American children, high self-esteem was related to the teachers asking the children questions and listening to them, which is defined as "group climate." Gumbiner et al. stated that the Anglo children responded less to questions--asking from teachers and more to individual classroom structure, which is defined as "individual climate." Furthermore, the authors concluded that Mexican-American children seemed to need more activities affiliated with the teacher and more guidance, direction, and support. Last but not least, they also stated that when Chicano children evaluate themselves, they may also be more responsive to

cues from significant others (Gumbiner, Knight and Kagan, 1981).

When interpreting the results on self-esteem of the Mexican-American/Chicano(a) students, caution should be used due to the following: when comparing Mexican-American/Chicano(a)s to Anglos, it is difficult to combine the data on self-esteem because for the research studies different factors were utilized: factors such as focus on different age groups and grade levels, urban versus rural settings and socioeconomic are not known. The studies were conducted in different manners, some focusing on environmental factors in the classroom and on the characteristics of the teachers themselves, while others focused on self-reports of self-esteem. One more factor in the studies, at least nine different self-esteem/self-concept instruments were used (Gumbiner et al., 1981).

Due to the factors already mentioned, it is difficult to generalize in regard to these research findings. However, although there is still not a vast amount of research on Mexican-American/Chicano(a)s in regard to self-esteem, the majority of the results strongly suggest that the ethnicity variable is not as important as those of low socioeconomic status and low academic achievement. Also, it is necessary to continue the design of developmental programs that mainly focus on enhancing the self-concepts of students who are economically disadvantaged, academically ill-prepared and lack social skills (Grossman, 1981).

Self-concept and School Achievement

Success or failure may be the outcome of either the positive or negative self-concept of an individual. Combs and Davies (1966) state that individuals who hold high opinions about themselves tend to have a positive self-concept. Individuals who have a positive self-concept are self-confident, self-accepting, and exhibit higher academic achievement (p. 468); and, in contrast, those who have a negative self-concept do not have high opinions of themselves feel inadequate, feel inferior, are passive and are concerned about their health.

Hamachek (1971, p. 19) states that "the school dispenses praise and reproof, acceptance and rejection on a colossal scale." Therefore, the school's role can have a great impact on the development or change of the self-concept of the student. School performance can be affected by the positive or negative self-concept that the child brings with him/her or the one that s/he acquires through teacher/student interaction.

The review of the literature indicates that there is a strong relationship between academic achievement and self-concept. Academic success is the experience of those with positive self-concept, while academic failure is the experience of those with negative self-concept. The underachievement in education of Mexican-American/Chicano(a) students may be related to a negative self-concept. Purkey (1970) stated that findings show a persistent and significant relationship between self-concept and

academic achievement.

Schwartz' report on the research of the self-concept of the White and Chicano students at the junior and senior high levels, concluded that the Chicano students had lower self-concepts than the White students, and the differences became wider at the senior high school level. These findings may be of significant value when researching the self-concept of Mexican-American/Chicano(a) students at the two- and four-year institutions of higher education.

In Palomares' paper presentation on "The Psychology of the Mexican-American" (1972) the following implications were stated: that the Chicano subculture has been victimized by the larger American culture, and as a result, the self-concept was influenced. Palomares noted that the language is one aspect of the subculture. In this case, Spanish was not considered a prestigious language in the American society; also, the attitude that existed toward the Spanish accent was negative. His research also focused on other cultural aspects such as value system, dress and socioeconomic factors, and concluded that the Chicanos were surrounded by an environment that related negatively to their culture, language, skin color and their mannerism. He stated that, eventually, the Chicanos learned to be extremely defensive and negative about themselves and accepted the role of victims in the society.

Espinoza (1971), in a similar study, also stated that Chicano students suffered a loss of identity and did not participate in

the classroom. She concluded that this was attributed to a curriculum which did not reflect the cultural experience of Mexican-American students. Gonzales' (1975) conclusion, on his study designed to assess the effectiveness of community college Chicano study courses in raising the self-concept of Chicano students using the Tennessee Self Concept Scale, support Espinoza's findings in that Gonzales' results indicated that participation in a Chicano study course significantly increased the self-concepts of Chicano students.

Studies of Mexican-American/Chicano(a) College Students

The following studies negate the myth that Mexican-American/Chicano(a) people do not value the importance of education. Evans and Anderson's (1973) study analyzed the dimension they called achievement training. Achievement training consisted of 1) students' perception of parental emphasis on academic achievement, 2) parental assistance with school work, 3) parental emphasis on attending college and on completing high school. The findings indicated that Mexican-American students from Spanish-speaking homes did not perceive as much parental emphasis on attending college and received less parental emphasis on completing high school than Anglo-American students and Mexican-American students from English-speaking homes. However, there were no significant differences in regard to academic achievement and assistance with school work between Mexican-Ameri-

can and Anglo-American students.

In this same study, it was also found that Mexican-American students considered occupational success important - even more so than the Anglo students. This was proven by their significantly higher scores on the striving orientation dimension (measure of belief in importance of striving to achieve success). Furthermore, it was noted that Mexican-American students' educational aspiration (hope of continuing education beyond high school) was lower than for Anglo students; however, their educational motivation (desire to do well in school) was equal to the Anglo students. Both the Mexican-American and the Anglo student considered success in school and future occupations important. However, Evans and Anderson imply that Mexican-American students realized that opportunities beyond high school are limited.

Later on, the above findings were supported in a study by Espinosa, Fernandez, and Dornbusch (1977). When students were asked about the importance of learning individual subjects such as mathematics, English, and social studies, there was little difference among four groups of students: Anglo-American, Asian-American, Black-American, and Chicano students. As a matter of fact, Chicano students tended to consider learning the subjects more important than Anglo-American students. Furthermore, the Black, Asian, and Chicano ethnic groups saw a significant link between learning the school subjects and their future jobs. This is related to the importance of schooling for them. All students reported that their parents perceived learning the school subjects

as important. The importance of learning to parents was related to the importance students ascribed to learning; however, the link was not as significant as that found between future jobs and the importance of learning. Espinosa et al. emphasizes that low educational achievement of Mexican-American students cannot be explained by the students', or their parents', failure to value education (a myth). Alternative explanations must be explored.

Chacon et al.'s (1982) study to identify problem areas of Chicanos in postsecondary education found Mexican-American parents to be supportive of their childrens' educational goals and aspirations. Furthermore, their study suggests that when problems arise between parents and students in regard to their educational goals, it is often due to lack of knowledge about higher education, rather than the lack of support for college attendance. However, in the same study, Chacon et al.'s findings also indicated that there were significant differences between men and women, with men more likely to report their parents as being very supportive. Mothers, in particular, tended to be less supportive of their daughters' educational goals and aspirations than their sons'. Women experience more opposition than men.

According to the review of the literature in general, Mexican-American parents support their childrens' educational goals and aspirations even if there are some gender differences. Therefore, there is little evidence for attributing low educational achievement of Mexican-Americans to low aspirations, lack of value of education, low motivation and different expectations of the

benefits of education and lack of parental support (Chacon et al., 1982).

Graves' (1979) study investigated "The Relationship of Self-concept and Environmental Factors to Persistence in School." The purpose of the study was to identify possible factors contributing to the disproportionate failure of Mexican-Americans in reaching higher educational goals, specifically in the Peralta College District. The TSCS and a questionnaire to assess environmental factors was administered to Mexican-American college students in the Peralta College District.

The results of the study indicated that there was a significant relationship between persistence and a high personal self, language preference, teacher interaction, lack of language skills, and student employment. No significant relationships were found between persistence and the family self, the physical self, the social self, a high self-concept, or the remaining environmental factors (p. 55-56). Graves states that high self-concept alone is not a primary motivating factor in determining persistence in school, and that these findings are contrary to much of the available literature in regard to the low population rates of Mexican-Americans in higher education and the lack of positive self-concept. She concludes that high, average, or low self-concepts were not found to be related to persistence in school. In the same study, Graves' results indicated that there was no significant relationship between the variables of the family self and persistence in school. She states that the find-

ings indicate that having a high family self alone does not mean that one will persist in school.

However, there was a significant relationship between persistence in school and high personal self, but not for low or average group on personal self; and there was not a statistical significant relationship between high scores on social self and persistence in school. In other words, she states that how one feels about himself in relation to others does not seem to be an imminent factor to persistence in school for either group (p. 59). She goes on to explain that the results of the high physical self and persistence in school also had no significant relationship. In other words, she states that a low physical self is not related to persistence in school, either.

In Graves' research, the environmental factors that were found to be significant involved the home, school, and the student. These factors were language preference (Spanish), teacher interaction, language skills, and student employment (p. 60-61). Graves' conclusion in relation to the above factors is summarized as follows:

If English was the language preferred in the home, there was a positive relationship toward persistence in school. Also having instructors who were knowledgeable, supportive and helpful was a factor found to be related to persistence in school. Furthermore the students' inability to read well and employment were found to be significant in persistence in school (p. 61-62).

Graves' research, even though it surveys only a small group from a specific background and geographic region, has implications for all students.

If Graves' (1979) findings indicate that there is a significant relationship between persistence in school and high personal self, and if the review of the literature links self-esteem to academic achievement, indicating a positive correlation between a positive self-concept and academic success (DeLisle, 1953; Stevens, 1956; Fink, 1962; Primavera et al, 1974; and Calsyn and Kenny, 1977), then it can be inferred that the group which persists in school longer will have a higher self-concept than the group which has not.

Summary of Reviewed Literature

The wide variety of assessment instruments used to measure the self-concept might be the reason for the inconsistency in findings in this review of literature. Wylie (1974), in his book, The Self-Concept: A Review of Methodological Considerations and Measuring Instrument, covers the methodological and measuring problems that afflict the research on self-concept research. Self-concept theoretical conceptualizations tend to be ambiguous, resulting in a wide array of "operational definitions" of self-concept. In the review of this literature there were inconsistent findings, most probably due to the variety of ways "self-concept" was interpreted.

Instruments developed to measure whatever has been defined as "self concept" suffer from all the problems inherent in measuring inferred constructs (Wylie, 1974, p. 123).

Wylie concludes that:

Although progress has been made in the last decade, none satisfactorily conceptualized or coped with all the difficult measurement problems in the self-concept field (Wylie, 1974, p. 123).

Even though research findings were not consistent, the majority of the researchers found a lower self-concept for Mexican-American/Chicano(a) students in comparison to the Anglo students. Most investigators concur that self-concept is positively related to achievement for Mexican-American/Chicano(a) students, but could intervene with other variables.

Acceptance, support, guidance, direction, successes, values,

and ability to reduce failure are seven major factors reported in the review which contribute to self-concept. Also in the reports, it was stated that the self-concept highly affects people's behavior. The findings also indicated that there appeared to be a higher correlation between self-concept and academics achievement for Mexican-American/Chicano(a) students in comparison to the Anglo students.

The studies reviewed share the common idea that one's self-concept can affect his/her achievement and behavior. Another important finding is that the significant other can profoundly influence that individual's concept and, consequently, affect the school achievement level. Sullivan (1953) concluded that the sociocultural setting provides the person with his/her most important motivation and further contended that the importance of social and cultural influence on self-concept and personality development must not be minimized. Important variables such as persistence in school, academic achievement, and progression through the levels of education influence self-concept.

There is also evidence to indicate that social class and educational background are variables which need to be considered in studying self-concept. Findings also indicated that the Mexican-American/Chicano(a) students' self-concepts need to be enhanced in order to improve in academic achievement. Desired results were the outcome when long-term intervention programs, designed to enhance the self-esteem of Mexican-American/Chicano(a) students, were implemented.

Summary of Conclusions Drawn From the Review of the Literature

- 1) Research is limited in number as well as in scope in regard to research on Mexican-American/Chicano(a) students' self-concept, specifically in higher education.
- 2) The Mexican-American/Chicano(a) people are one of the least educated ethnic groups and have a higher school dropout rate in the United States.
- 3) One of the main reasons for the Mexican-American's difficulty in becoming assimilated and being discriminated against is the fact that there exists great cultural, language, and value differences in comparison to the Anglo-U.S.A. culture.
- 4) In comparison to the Anglo-U.S.A. population, the Mexican-American/Chicano(a) population is lower in both self-concept and academic achievement.
- 5) The research findings indicate that there is a correlation between self-concept and academic achievement.
- 6) The Mexican-American pupils' academic achievement begins to diminish about the third or fourth grade and mentally and physically withdraw about the seventh or eighth grade.
- 7) Important variables such as persistence in school, academic achievement, and progression through the levels of education influence self-concept.

CHAPTER III

METHODOLOGY AND PROCEDURES

The overall purpose of this research as outlined in Chapter I was to measure the self-concept of Mexican-American/Chicano(a) students attending two- and four-year institutions of higher education in Oregon. The purpose of this chapter is to describe the design of the study, including a "comprehensive and precise report" (Martin, 1980) on methodology and procedures used to collect data to describe the subjects of the study. The organization of this chapter, as suggested by Martin (1980, p. 51), will detail the following areas:

- 1) the subjects
- 2) the design
- 3) the instruments used, and
- 4) the procedures used for this study.

Subjects

The study's respondents were drawn from the lists of minority students with Spanish surnames enrolled in the four institutions studied.

The Sample

Out of 250 students contacted, 101 Mexican-American/Chicano(a) students enrolled either at a two-year community college or a four-year institution of higher education in Oregon during the 1985-1986 school year served as research participants. Out of 101 students contacted who were enrolled at a two-year community college, 33 participated (a 32.7 percent response); and out of 150 students who were enrolled at a four-year institution of higher education, 68 participated (a 45.3 percent response). Of the 33 enrolled at a two-year community college, 22 were enrolled at Chemeketa Community College in Salem, Oregon, and 11 at Lane Community College in Eugene, Oregon. Of the 68 enrolled at a four-year institution of higher education, 41 were enrolled at Oregon State University in Corvallis, Oregon, and 27 at the University of Oregon in Eugene, Oregon.

The sampling matrix is shown in Table 5.

Table 5: The Sampling Plan Matrix

	Male	Female	Total
Two-year community college Mexican-American/Chicano(a) students	N=16	N=17	33
Four-year institution of higher education Mexican-American/Chicano(a) students	N=38	N=30	68
			101

The students participating must have met 5 criteria in order to be included in the study:

- 1) They must have been enrolled as undergraduates in either a two- or a four-year institution of higher education in Oregon during the 1985-1986 academic school year.
- 2) The Mexican-American/Chicano(a) students, both male and female, attending an institution of higher education must have Mexican heritage, regardless of their parents' ancestry.
- 3) They must be undergraduate students.
- 4) Those with Spanish surnames acquired by marriage were not included in this study.
- 5) They must be selected from all qualified students.

An administrator/counselor working directly with minority students at each institution of higher education was contacted, an explanation of the research was presented, and they were requested to assist in contacting the students. Once he or she agreed to assist, the respective administrator/counselor obtained names and addresses and contacted the students by mail (see Appendix A). The researcher collected the data herself from students.

After the researcher collected data from the Tennessee Self Concept Scale (Appendix B) and from a demographic questionnaire designed by the author (Appendix D), these were scored, graphed, coded, and transferred manually to a scanning sheet. Before coding for the computer, returned questionnaires were scanned for completeness. Oregon State University's Computer Center completed

the analyses.

The Statistical Design

Self-concept scores were the dependent variable in this study, and were measured by the Tennessee Self Concept Scale. The self-concept was determined by the subjects' responses to a series of questions dealing with perceptions held about them in 14 different areas (Fitts, 1965). The 14 areas are as follows: 1) self-criticism, 2) total positive, 3) identity, 4) self-satisfaction, 5) behavior, 6) physical self, 7) moral-ethical self, 8) personal self, 9) family self, 10) social self, 11) total variability, 12) column variability, 13) row total variability, and 14) distribution. The scores give a composite view, ("total" score) of overall self-esteem.

The Null Hypotheses and the Alternative/Directional Hypotheses were both stated. Each set of four Hypotheses is given below. The $P \leq 0.05$ level of significance will be used for all tests.

Ho
1 There are no significant differences in mean scores of the two groups of Mexican-American/Chicano(a) students, one attending the community college and the other attending a four-year institution of higher education.

Ho₂ There are no significant differences in mean scores of the younger and the older Mexican-American/Chicano(a) students attending the community colleges and four-year institutions.

Ho₃ There are no significant differences in mean scores of the Mexican-American/Chicano(a) male and female two- and four-year institutions of higher education students.

Ho₄ There are no significant differences in mean scores of the Mexican-American/Chicano(a) upper and lower division students attending the four-year institutions of higher education.

Ha₁ There are significant differences in mean scores of the two groups of Mexican-American/Chicano(a) students; the community college students will score lower on the TSCS than the four-year institution students.

Ha₂ There are significant differences in mean scores of the younger and the older Mexican-American/Chicano(a) students attending the universities and community colleges in western Oregon. The younger students will score lower on the TSCS than the older students.

Ha₃ There are significant differences in mean scores of the Mexican-American/Chicano(a) male and female two- and four-year institution students; the male students will score lower on the TSCS than the female students.

Ha₄ There are significant differences in mean scores of the Mexican-American/Chicano(a) lower- and upper-division

four-year institution students; the lower-division students will score lower on the TSCS than the upper-division students.

Treatment of Data

Two statistical analyses were utilized to investigate the hypotheses. The two designs were the Split-Plot Design analysis of variance and a one-way classification analysis of variance. The .05 significance level was used to test the level of statistical significance.

The Split-Plot design analysis of variance was used to test the four hypotheses, and a one-way classification analysis of variance was used for the comparison of the mean scores of the "total positive" from the TSCS (Appendix B) with a set of questions from the demographic data to investigate if there were any relationships. The set contains items number 4, 5, 6, 7, 12, 14, 16, 21, 23, and 26 (Appendix C).

Instruments

In this study, the TSCS was used to measure the self-concept and a demographic and personal background questionnaire was administered to collect the data.

Tennessee Self Concept Scale (TSCS). The clinical and research form was used for this research. A standardized instru-

ment was utilized to investigate the self-perception of the self-concept of the Mexican-American/Chicano(a) students who participated in this study. The TSCS was chosen because it is one of the instruments most widely used in regard to studies of self-concept of minority students. It is standardized and it is easy to administer.

William H. Fitts' original purpose for developing the Tennessee Self-Concept Scale in 1955 was to develop a research instrument that might contribute to solving the problem on the difficulty of researching in the area of mental health research. In this area the need for an instrument that was multi-dimensional in its description of the self-concept was evident. Besides this, the instrument needed to be well-standardized, widely applicable, and easy to administer to all subjects. By 1964 Fitts had a highly applicable, multi-dimensional and well-standardized scale (Fitts, 1965) - the TSCS. Fitts saw the need to develop a reliable instrument due to the fact that he believed that:

The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless, or 'bad' tend to act accordingly. Those who have a highly unrealistic concept of self tend to approach life and other people in unrealistic ways. Those who have very deviant self concepts tend to behave in deviant ways. Thus, a knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluation of him (Fitts, 1965, p. 1).

Therefore, this research will, hopefully, provide the research field on self-concept with some building blocks in hopes

that, eventually, a clearer picture on the self-concept of Mexican-American/Chicano(a) students can be presented.

The TSCS scale consists of 100 self-descriptive statements (Appendix B). Ninety items are phrased half positively and half negatively to control for acquiescence response set. The participants respond to each item on a five-step scale:

5	4	3	2	1
completely true	mostly true	partly false and partly true	mostly false	completely false

The instrument also provides the subject with a scale on self-criticism which is comprised of ten items. There are two forms of the TSCS, the counseling form and the clinical and research form. The latter was utilized for this study. The use of the clinical and research form of the TSCS allowed the researcher to assess the subjects on 14 different components of the self-concept scales. The 14 components are described in the following sections.

Seven clinical psychologists classified the statements into 15 categories with perfect agreement. However, for this study only the first 14 scores will be analyzed. The items were included in one of the five general categories and three rows for "P" score or total positive score. They are defined as follows:

Self Criticism Score - Low scores on this scale indicated defensiveness and suggested that the other self-concept scales ("P" score, raw scores, and column scores), were probably artificially elevated by this defensiveness. This scale was

composed of items which are mildly derogatory statements that most people admit as being true for them. The individuals who denied these types of statements were usually being defensive and made deliberate efforts to present a favorable picture of themselves.

Total positive score - the total P score reflects the overall level of self-esteem of the individual. Pitts (1965) defined the "p" score in the following way:

Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves (p. 2).

Row 1. Identity - This score reflected how the individual described his/her basic identity, what s/he was or s/he saw him/herself - "what I am" items.

Row 2. Self Satisfaction - This score reflected how the individual felt about the "self" s/he perceived. In general, this score reflected the level of self-satisfaction or self-acceptance.

Row 3. Behavior - This score measured the individual's perception of his or her own behavior or the way s/he functions.

Column A. Physical Self - This score was an indication of how the individual saw his or her body, state of health, physical appearance, motor skills, and sexuality.

Column B. Moral-ethical Self - This score described the self from the standpoint of moral worth. In other words, the score described the self from a moral-ethical frame of reference--moral worth, feeling of being "good" or "bad," and relationship to God.

Column C. Personal Self - This score reflected his/her evaluation of self aside from his/her body or relationship to others. It was a measure of feelings of adequacy as a person. In general, the score reflects the individual's sense of personal worth.

Column D. Family Self - This score measured the individual's feelings of adequacy, worth, and value as a family member. It referred to the individual's perception of self in reference to his/her family and/or most immediate and closest associates.

Column E. Social Self - This score reflected the person's sense of adequacy and worth in his/her social interaction with other people in general.

Total Conflict Score - High scores indicated confusion, contradiction, and general conflict in self-perception, while low scores meant better integration, lack of confusion, and lack of conflict in self-perception. This score was a measure of the conflict in a person's self-concept.

The Variability Score - This score provided a measure of the amount of variability, or inconsistency, from one area of self-perception to another. High variability indicated a lack of unity or integration in the person's self-concept.

Row Total V Score - This score is the sum of the variation across the rows.

The Distribution Score - High scores indicated that the person was very definite and certain in regard to what s/he said about him/herself, while low scores meant just the opposite. This score was interpreted as a measure of certainty about the way one

sees him/herself.

Normative Data

The normative data for all major scales were based on a sample of 676 people which included people from all parts of the United States, age ranges from 12 to 68, at least sixth grade reading level, and there are approximately equal numbers of both sexes, social and economic backgrounds, and Black-Afro-American and White-American (Fitts, 1965). Griggs (1978) stated that Fitts indicated that data collected by Sunby (1962), Geviden (1959), Ball (1964), and himself (1961) with high school students, army recruits, teachers, and Black nursing students reflected group means and variances which were comparable to those of the norm group (p. 88).

The "P" score for the normative data for both forms is reported by Fitts (1965) to be a mean of 345.57 with a standard deviation of 30.70. A reliability co-efficient of .92 is given in the manual and based on a test-retest with 60 college students over a two-week period. Fitts (1965) reports that a "P" score above the 95th percentile indicates that the client reports very positive view of him/herself. A "P" score range of 315 to 421 is given on the profile sheet (Appendix C) to indicate a normative range for the total positive score.

Validity

Fitts (1965) indicates that the P score correlation, with parts of the Edward Personal Preference Schedule, is as follows: achievement $-.43$; nurturance $+.25$; and aggression $-.22$. The correlation with the selected sub-tests on the Minnesota Multiphasic Personality Inventory (MMPI) Lie scale, and the TSCS (P scale) has remarkably high correlations ranging in the $.50$'s and $.60$'s (Buros, 1978). In Buros (1972) Bentler reported positive correlations ranging from $.50$ to $.70$ with the Cornell Medical Index and correlations from the $.60$'s to $.90$'s with various Minnesota Multiphasic Personality Inventory (MMPI) scales.

Other Validation Measures

Fitts (1965), in his manual, reports a number of other tests of validation in regard to group discrimination, correlation with other measures and personality changes under particular conditions.

Dirra (1965) reports that results are contradictory when the P score is correlated with other measures of self-regard (shown in Table 6 below). However, he states that the data shown below indicate that there are significant relationships if all scores are used (p. 24).

Table 6: Correlations between the total P-score and other selected personality measures.

Other Selected Personality Measures of Self-regard	Total P score
Taylor Anxiety Scale	-.70
Cornell Medical Index	-.56
Inventory of Feelings	+.64
California F-Scale	-.21

Reliability

Test-retest reliability co-efficients of all major scores on the TSCS are reported by Fitts (1965) and range from .60 to .92. Bentler (1972) reported scores in the higher .80's. In Buros (1978), the test-retest reliability of the total positive score for 60 college students over two weeks was +.92, with test-retest reliability of various subscores ranging from -.70 to +.90. Other evidence of reliability is the similarity of profile patterns found through repeated measures of the same individuals over extended periods. The distinctive patterns of individual profiles were still present a year later.

Even though this instrument was not specifically designed to measure the self-concept of Mexican-American/Chicano(a) students, it appeared that there was enough evidence to be one of the most valid and reliable instruments when measuring the self-concept of

people with different backgrounds, including age, gender, socioeconomic, educational, and ethnic background. In the review of the literature in regard to research with Mexican-Americans, two instruments were most widely used: 1) Tennessee Self-Concept Scale (TSCS) and Rosenberg Self-Esteem scale (RSE). The first one was developed in 1955, while the RSE was developed in 1965, and has not been used as widely as the TSCS. The RSE is a ten-point item scale. This may be subject to deliberate distortion (Wylie, 1974).

Questionnaire

Survey of Mexican-American/Chicano(a) College Students

A questionnaire was designed by the researcher (see Appendix C) to obtain personal background and demographic information from the participating students. This questionnaire was reviewed by the Oregon State University Survey Research Center and by five experts before its use in the study. Items on the instrument were reviewed, discussed, and changed according to revisions. The items on the questionnaire obtained information on the following areas: college background information, high school background information, cultural background information for self and parents, parents' occupational background, college financial and support services background, age, gender, and socioeconomic background.

Prior to the use of the questionnaire, a sample study was

conducted and items were modified or deleted as necessary. The researcher personally administered the TSCS and collected personal background and demographic data in order that a uniform manner would be maximized.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the results of the statistical analysis of the data collected. This study was conducted during fall and winter terms of 1985-1986. The purpose of this study was to investigate the self-concept of Mexican-American/Chicano(a) students enrolled at either a two- or a four-year institution of higher education in Oregon, to identify reasons given by the two-year institution students as to why they are attending this type of institution and, in general, to research the demographics and personal background of the Mexican-American/Chicano(a) students enrolled at either a two- or a four-year institution of higher education in Oregon.

The investigation involved 33 Mexican-American/Chicano(a) students attending a two-year institution of higher education in Oregon and 68 Mexican-American/Chicano(a) students attending a four-year institution of higher education in Oregon.

For the purpose of statistical analysis, the four hypotheses were stated in the null form and four parallel hypotheses were stated as alternative projections. All scores tested with the Tennessee Self Concept Scale (Self Criticism, Total Positive [P], Identity, Self Satisfaction, Behavior, Physical Self, Moral-

Ethical Self, Personal Self, Family Self, Social Self, Total Variability, Column Total, Row Variability, and Distribution) were used as a measure of the self-concept and were utilized in testing the stated hypotheses. To investigate the demographics and personal background of the participants responses on the 26 questions, 73-item questionnaires were collected. A comparison of the findings of total frequencies was conducted between the two- and four-year institutions of higher education. Also, a comparison of "total positive" (P) scores on the TSCS with a set of questions (numbers 4, 5, 6, 7, 12, 14, 16, 21, 23, and 26) was made.

Presentation of Results

Analysis of the Data

The raw scores on the Tennessee Self Concept Scale were converted to T-scores and the appropriate statistical technique was applied. Least squares analysis of variance was the technique used. Least squares analysis of variance allows analysis of the interaction relationship between a dependent or criteria variable and a set of independent factors, while controlling for other factors. The data were computerized and a .05 level of significance was necessary to reject the alternative/directional hypothesis. A relationship interaction between the dependent variable performance on mean scores of the TSCS and independent variable responses to the student questionnaire was analyzed.

All four alternative/directional hypotheses were tested by analysis of variance with a one-tailed test of significance. A .05 level of confidence was accepted as the significant level. The F ratio as a test statistic was used to evaluate the mean score differences. The Null Hypotheses I, II, III, and IV could not be rejected because, when testing the alternative/directional hypotheses, only one significantly different mean score appeared at the .05 F value and three at the .10 F value. Findings that appeared significant would have occurred by chance due to the number of tests that were summed (140 tests at .05). Seven significant tests could have occurred by chance and only one occurred at the .05 F value. Therefore, no significant differences occurred, including the one that appeared significant.

The null hypotheses and the directional alternative hypotheses were stated as follows:

Null Hypothesis I: There are no significant differences in mean scores of the two groups of Mexican-American/Chicano(a) students, one attending the community college (Group II - N=33) and the other attending a four-year institution of higher education (Group I - N=68) (see Table 7).

Alternative/directional Hypothesis Ia: There are significant differences in the mean scores of the two groups of Mexican-American/Chicano(a) students; the community college (two-year) students will score lower on the TSCS than the four-year institution students (see Table 7).

Table 7. An analysis between Group I (N=68=four-year) and Group II (N=33=two-year). Testing Hypothesis Ia.

Scores	Groups	\bar{X}	SD	F Value
Self criticism	I	31.6567	5.2816	.37746
	II	31.6364	5.5499	
Total positive	I	353.8855	35.8140	1.27951
	II	339.1818	32.9758	
Identity	I	122.7612	12.5566	.02360
	II	122.6364	12.3916	
Self satisfaction	I	104.5373	14.0877	2.32262
	II	104.7273	14.4941	
Behavior	I	109.2388	16.4364	5.15720
	II	111.0606	11.8373	
Physical self	I	66.6866	8.8115	1.06040
	II	66.7879	8.1308	
Moral-ethical self	I	67.3582	8.2768	.35405
	II	67.3939	8.4185	
Personal self	I	65.6418	10.1126	16.51076^
	II	67.0909	7.7796	
Family self	I	67.6269	8.8246	1.63344
	II	69.0606	7.9998	
Social self	I	66.9403	8.3319	.72362
	II	67.3030	7.3802	
Total variability	I	48.3731	11.2571	2.12964
	II	47.2727	9.8814	
Column variability	I	29.6716	8.4070	1.43169
	II	29.4545	7.7625	
Row total variability	I	18.8507	4.8029	11.90970^
	II	18.0303	4.2536	
Distribution	I	111.2388	28.8927	3.03002
	II	115.5455	28.3759	

F = 18.51 at .05 level.

F = 8.5 at .10 level.

*Significant at the .05 level.

^Significant at the .10 level.

The non-significant F value for the between type of institution comparison indicated that, when comparing the overall mean scores of the self-concept, the Mexican-American/Chicano(a) four-year and the two-year institution students' scores were almost identical. The result of the analysis indicated that both groups, the two-year and the four-year, have similar self-concepts (see Table 7).

While there were no individual F tests that were at or below .05, for testing Hypothesis Ia, the analysis of the scores of the TSCS indicated that two of the scores - personal self and row total variability (scores are the sum of the variations across the rows) - out of 14 scores had an F value of 8.5 or higher which indicated significant differences in means at the .10 level. The Null Hypothesis I, based on the analysis, could not be rejected for significant differences in self-concept between Group I (four-year) and Group II (two-year) by age and by sex as measured by comparing the mean scores on the TSCS. The same reasoning as just discussed means that the Alternative/Directional Hypothesis Ia must be rejected. However, it is worthwhile to note that the four-year students' mean scores on the "total positive" were higher than the two-year students'.

Alternative/Directional Hypothesis IIa was tested by an analysis of variance model using a one-tailed test of significance. A .05 level of confidence was accepted as the significant level. The results were subjected to F tests. The following is a statement of the null and alternative/directional hypothesis:

Null Hypothesis II: There are no significant differences in mean scores of the younger (N=44) and the older (N=56) Mexican-American/Chicano(a) students attending the institutions of higher education. The younger students will score lower on the TSCS than the older students (see Table 8).

Alternative/Directional Hypothesis IIa: There are significant differences in mean scores of the younger and the older students. The younger students will have lower mean scores than the older students (see Table 8).

The analysis of the scores of the TSCS for testing Hypothesis IIa (Table 8) indicated that none of the 14 scores had an F value of 6.61 or higher. These findings did not indicate significant differences in means at the .05 level. The Null Hypothesis II, based on the analysis could not be rejected for significant differences in self-concept between Group I and Group II as measured by comparing the mean scores on the TSCS. The same reasoning as just discussed means that the Alternative/Directional Hypothesis IIa must be rejected.

In comparing the mean scores of the younger (Group I) and the older (Group II) (Table 8), even though there were no significant differences at the .05 and at the .10 levels of the F test, there is an observed difference in the mean scores, the older (Group II) scoring a few points higher than the younger (Group I). The biggest differences were in the total positive score (Group II scored 343.9286 and Group I scored 324.090).

Table B. An analysis between Group I (younger) (N=44) and Group II (older) (N=56). Testing Hypothesis IIa.

Scores	Groups	\bar{X}	SD	F value
Self criticism	I	32.2045	4.9817	.01058
	II	31.2143	5.6172	
Total positive	I	325.0909	32.9424	.61232
	II	343.9286	34.280	
Identity	I	119.8864	11.0636	.98160
	II	124.9464	13.0919	
Self satisfaction	I	101.5682	12.7506	.02183
	II	106.9821	14.8379	
Behavior	I	105.0682	11.4148	.14244
	II	113.5893	16.5120	
Physical self	I	64.9091	7.8468	.00350
	II	68.1429	8.8778	
Moral-ethical self	I	65.2500	7.3584	.24210
	II	69.0357	8.6423	
Personal self	I	63.5909	10.5551	.44223
	II	68.1071	7.9078	
Family self	I	66.5000	8.1882	.26662
	II	69.3571	8.6853	
Social Self	I	65.2500	8.4692	.34292
	II	68.4821	7.3682	
Total variability	I	47.9091	12.0209	3.14229
	II	48.0893	9.8170	
Column variability	I	29.2043	8.6685	3.73932
	II	29.9107	7.8051	
Row total variability	I	18.5909	5.0685	1.59700
	II	18.5714	4.2889	
Distribution	I	102.6818	24.5734	2.04300
	II	120.5000	29.3827	

F = 6.61 at .05 level.

F = 4.06 at the .10 level.

*Significant at the .05 level.

^Significant at the .10 level.

Alternative/Directional Hypothesis IIIa was tested by an analysis of variance model with a one-tailed test of significance. A .05 level of confidence was accepted as the significant level. The results were subjected to F test. The following is a statement of the null and alternative/directional hypothesis:

Null Hypothesis III: There are no significant differences in mean scores of the Mexican-American/Chicano(a) male (Group I N=54) and female (Group II N=46) two- and four-year institution students of higher education Alternative/Directional Hypothesis IIIa. There are significant differences in mean scores of the Mexican-American/Chicano(a) male and female two- and four-year institution students. The male students will score lower than the female students (see Table 9).

The analysis of the scores of the TSCS for testing Hypothesis IIIa (Table 9) indicated that none of the 14 scores had an F value of 6.61 or higher, which did not indicate significant differences in means at the .05 level. The Null Hypothesis III, based on the analysis, could not be rejected for significant differences in self-concept between Group I and Group II as measured by comparing the mean scores on the TSCS (see Table 9). The same reasoning as just discussed means that the Alternative/Directional Hypothesis IIIa must be rejected.

Table 9. An analysis between Group I (male) (N=54) and Group II (female) (N=46). Testing Hypothesis IIIa.

Scores	Groups	\bar{X}	SD	F value
Self criticism	I	31.4259	5.7449	.01008
	II	31.9130	4.8800	
Total positive	I	338.9074	29.1808	.01613
	II	331.8043	40.4654	
Identity	I	123.2778	11.7801	.00108
	II	122.0652	13.2739	
Self satisfaction	I	106.1111	11.7869	.03801
	II	102.8261	16.4591	
Behavior	I	111.4444	16.820	.23189
	II	107.9565	12.5520	
Physical self	I	68.9630	6.8459	.64787
	II	64.0870	9.6213	
Moral-ethical self	I	66.9074	8.0851	1.79438
	II	67.9130	8.5630	
Personal self	I	67.9630	6.6870	.65775
	II	63.9565	11.5122	
Family self	I	68.3889	8.2654	.03403
	II	67.7609	8.9472	
Social self	I	66.6481	7.1379	2.18952
	II	67.5435	8.9535	
Total variability	I	47.1111	11.0089	.62182
	II	49.0652	10.5376	
Column variability	I	29.3519	8.4097	.14719
	II	29.2913	7.9421	
Row total variability	I	18.2593	4.3184	.37915
	II	18.9565	5.9798	
Distribution	I	115.3704	29.1744	.17849
	II	109.4783	28.0077	

F = 6.61 at .05 level.
F = 4.06 at .10 level.

*Significant at the .05 level.
^Significant at the .10 level.

Alternative/Directional Hypothesis IVa was tested by an analysis of variance model using a one-tailed test of significance. A .05 level of confidence was accepted as the significant level. The results were subjected to F test.

The following is a statement of the null and alternative/directional hypothesis:

Null Hypothesis IV: There are no significant differences in the mean score of the Mexican-American/Chicano(a) lower division Group (N=30) and upper division Group II (N=38) four-year institution of higher education students on the TSCS.

The fourth and last Alternative/Directional Hypothesis IVa is: There are significant differences in the mean scores of the Mexican-American/Chicano(a) lower- and upper-division four-year institutions of higher education students; the lower-division students will have lower mean scores than the upper-division students.

For testing Alternative/Directional Hypothesis IVa (Table 10), the analysis of the scores of the TSCS indicated that one score, "distribution," of the 14 scores had an F value of 161.00 or higher which indicated significant differences in means at the .05 level. According to the analysis, the Null Hypothesis IV could not be rejected for significant differences in the self-concept between Group I and Group II as measured by TSCS and comparing its mean scores. The same reasoning as just discussed means that the Alternative/Directional Hypothesis IVa must be rejected.

Table 10: An analysis between Group I (lower division) (N=30) and Group II (upper division)(N=38). Testing Hypothesis IVa.

Scores	Groups	\bar{X}	SD	F value
Self criticism	I	31.6667	5.0537	.02479
	II	31.7895	5.5222	
Total positive	I	324.2333	25.0732	7.54246
	II	341.2105	40.8459	
Identity	I	119.8333	11.0861	30.77019
	II	125.0263	13.1447	
Self satisfaction	I	101.2333	11.4189	.49366
	II	107.0789	15.3788	
Behavior	I	104.1000	9.6109	17.65970
	II	113.0263	19.3959	
Physical self	I	65.2000	7.8010	11.81724
	II	67.6842	9.4443	
Moral-ethical self	I	64.5667	6.7807	.05363
	II	69.5000	8.6766	
Personal self	I	62.6333	11.0812	.17077
	II	67.7368	8.7971	
Family self	I	66.6333	8.8804	1.39400
	II	68.7105	8.8651	
Social self	I	64.4667	8.2702	27.28455
	II	68.7895	7.8848	
Total variability	I	51.2000	11.6187	.00001
	II	46.1842	10.4360	
Column variability	I	30.6667	8.4541	.00119
	II	28.7895	8.2957	
Row variability	I	20.5333	4.6143	.00615
	II	17.6579	4.6282	
Distribution	I	103.0667	26.1124	1696.44576*
	II	116.6378	30.2391	

F = 161.00 at the .05 level.
F = 39.86 at the .10 level.

*Significant at the .05 level.
^Significant at the .10 level.

In regard to the findings on lower- and upper-division students, no F significant value was indicated. However, you may note some observable differences on Table 10. The first ten mean scores of Group II (upper-division) students were higher than the Group I (lower-division) students. This pattern is intriguing enough to warrant investigation in another study. It is possible that this set of patterns reported here is a result of the same cause reported in the literature about the improvement of self-concept with additional years of schooling.

In addition to testing the above hypothesis, a one-way classification analysis of variance was used to test the relationship between the mean scores on the "total positive score" (P scores) from the TSCS and a set of questions (numbers 4, 5, 6, 7, 12, 14, 16, 21, 23, and 26) from the "Demographic and Personal Background Questionnaire" which was administered to the participants. The results were subjected to an F test with a .05 significance level. The findings are listed in Appendix E.

Appendix E provides information on the demographic and personal background information of the participants. Based on the F value, only two questions, numbers 4 and 26, indicated significant variability at the .05 level.

Even though the findings are not statistically significant, they are worth noting for the purpose of providing a better profile of the students who participated which might be representative of the rest of the Mexican-American/Chicano(a) student population attending the two- and four-year institutions

of higher education. In summary, as shown in Appendix E, results on Question 4 indicated at the significant .05 level that, as the years of schooling increased, so did the "total positive" mean score. The following are observable differences: Question 5 findings indicated that part-time students had a higher self-concept than the full-time students. Question 6 findings indicated that the graduate students had the highest "P" mean score, next the associate of science, bachelor of arts, bachelor of science, associate of arts, and the lowest score was not working towards a degree. This could be a valuable indication. Question 7 findings indicated that the high school graduates had a higher "P" mean score than the GED graduate group. Question 12 findings indicated that, whether one learned to speak English or Spanish first while growing up, had no effect on the "total P" scores. There were no differences. Question 14 findings indicated some differences in the "total P" in regard to that preference of identification. "Hispanics" had the highest mean score, then the "Chicano(a)s," next the "Mexican-Americans," then the "Mexicans," and the "Spanish" had the lowest mean score. Question 16 findings indicated that the critical point is the 10+ category. As the years of residency (10+) in the U.S.A. increased, the "total P" decreased. Question 21 findings indicated that the students receiving support services had a lower "total P" than the ones who were not receiving support services. This could be an interaction with Question 4, class standing.

As noted before, most of the students receiving support

services were the High School Equivalency Program (HEP) and freshmen students. Question 26 findings indicated at a significant .05 level that those who "viewed their educational achievement" as "above-average" had a higher "total P" than those who indicated "average," with the largest number of participants choosing this category and, last, the "below-average" (see Appendix E).

Summary of the Results

This chapter has presented the findings on data which were collected during fall and winter terms (1985-1986) at the two- and four-year institutions of higher education in western Oregon. Analysis procedures and results were reported. The hypotheses were stated in the Null and Alternative/Directional ways. The Alternative/Directional Hypothesis was tested utilizing statistical analyses. The results were subjected to an F test with a .05 significance level.

Hypotheses Ia, IIa, IIIa, and IVa were analyzed using analysis of variance in a Split-Plot design method. A one-way classification analysis of variance to test the relationship of the "total positive" with the set of questions was used. The findings on the four hypotheses and on the relationship between the "total positive" with a set of questions from the demographic and personal background questionnaire revealed that there were no significant differences in the self-concept of either group, two- and four-year institutions of higher education students in any category that was tested (sex, age level). The relationship be-

tween the "total positive" from the TSOS with a set of questions from the demographic and personal background questionnaire also indicated no significant differences except in regard to year of school in college (Question 4) and "student's view on academic achievement," (Question 26). The "total positive" mean scores of the senior group was higher than the junior group; the junior group was higher than the sophomore group; and the sophomore group was higher than the freshman group. Also, the students who indicated "above-average" on "view of academic achievement" had higher mean scores on the "total positive" (TSOS) than the ones who indicated "average" or "below-average."

Demographic and Personal Background Results

In general, there were no differences in the demographic and personal background between the Mexican-American/Chicano(a) students attending the two- and four-year institutions of higher education studied. The following is a presentation of the general findings on the demographic and personal background results.

Seventy-eight percent of the four-year and 79 percent of the two-year Mexican-American/Chicano(a) students first entered college between 1982-1986; while 22 percent of the four-year and 21 percent of the two-year Mexican-American/Chicano(a) students first entered college between 1962-1981. This could imply that this percentage of students either dropped out at one point and re-entered, or they are taking longer than four or five years to gra

duate. Ninety-two percent of the four-year and 97 percent of the two-year Mexican-American/Chicano(a) students enrolled at the college they are now attending between 1982-1986; while seven percent of the four-year and three percent of the two-year Mexican-American/Chicano(a) students enrolled at the college they are attending between 1973 and 1981 (Table 11A). Tables 11A-AB will show the results of each question on the Demographic and Personal Background Questionnaire.

Table 11A: Year First Entered College

<u>Year first entered college</u>	<u>4-yr. college</u>		<u>2-yr. college</u>		<u>Year first entered college</u>
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	
1973-1980	22%	11	21%	6	1962-1980
1981-1986	78%	57	79%	27	
 <u>Year enrolled at college</u> <u>attending</u>					
1973-1980	2%	3	0%	0	
1981-1986	98%	65	100%	33	

In regard to major in college, 26 percent of the four-year and 27 percent of the two-year Mexican-American/Chicano(a) students chose Liberal Arts. Business, University Exploratory Studies Program (UESP), and Education were chosen with almost the same frequency by both the four-year and two-year Mexican-American/Chicano(a) students. Other majors in consecutive order were also chosen with less frequency by four-year students:

science, home economics, agriculture, pre-engineering, and professional engineering. The two-year students chose pre-engineering, electronics, science, health education and P.E., and law enforcement (Table 11B).

Table 11B: Major in School

<u>Major</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Liberal Arts	26%	18	27%	9
Business	17%	12	15%	5
Education	13%	9	12%	4
Pre-Engineering	2%	1	9%	3
Science	10%	7	6%	2
UESP	6%	4	15%	5
Home Economics	6%	4	0%	0
Electronics	0%	0	6%	2
Law Enforcement	0%	0	3%	1
Professional Engineer.	2%	1	0%	0
Health & P.E.	0%	0	3%	1
HEP	12%	8	0%	0

In the year in school category, the biggest difference is between the percentage of freshmen. At the four-year institution, 21 percent are freshmen students and 64 percent at the two-year institution are freshmen students. At the four-year institutions, 22 percent are sophomores and 27 percent at the two-year

institutions are sophomores. The differences in the following breakdown of the findings is expected due to the fact that one is a four-year and the other is a two-year institution. Twenty-two percent of the junior students represent the four-year institutions and only six percent represent the two-year institutions. At the four-year institutions, 16 percent of the students are seniors and at the two-year institutions, three percent are seniors. In that three percent, two percent are students who transferred from a four-year institution to a two-year institution due to academic deficiency and one percent are non-academic students (Table 11C).

Table 11C: Year in School

<u>Year in school</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Freshman	21%	14	64%	21
Sophomore	22%	15	27%	9
Junior	22%	15	6%	2
Senior	16%	11	3%	1
HEP	12%	8	0%	0
Graduate	6%	4	0%	0

There were some differences in the type of attendance between the four-year and the two-year institutions. Ninety-nine percent of the four-year Mexican-American/Chicano(a) students are enrolled full-time, while 73 percent of the two-year students are enrolled

full-time. Only one percent are enrolled part-time at the four-year institutions and 27.3 percent at the two-year institutions (Table 11D).

Table 11D: Type of Attendance

<u>Type of attendance</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Full-time	99%	66	73%	24
Part-time	1%	2	27%	9

In the type of degree category, nine percent of the four-year and two percent of the two-year institution students are not working toward a degree. Forty-nine percent of the four-year and 18 percent of the two-year students are working toward a BA. Thirty-three percent of the four-year and 18 percent of the two-year students are working toward a BS. Three percent of the four-year and 21 percent of the two-year students are working toward an AS degree. Six percent of the four-year students are working toward a graduate degree, and 15 percent of the two-year students are working toward an AA degree (Table 11E).

Table 11E: Type of Degree Sought

<u>Type of degree</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
B.A.	49%	33	18%	6
B.S.	33%	22	18%	6
A.S.	3%	2	21%	7
A.A.	0%	0	15%	5
M.A.-M.S.	5%	3	0%	0
Ph.D.	2%	1	0%	0
Not working for degree	9%	6	27%	9

In regard to the issue on transferring from a two-year to a four-year institution, 29 percent did not plan to transfer and 71 percent did plan to transfer to a four-year institution. Of those two-year students who planned to transfer, 50 percent will work toward a BA, 46 percent plan to work for a BS, and four percent indicated other types of degrees; i.e., MS and MA (Table 11F).

Table 11F: Future Plans for Two-year Community College Students

<u>CC (2-yr.) who plan to transfer</u>	<u>2 yr.</u>	
	<u>%</u>	<u>#</u>
Yes	71%	22
No	29%	9
<u>Degree after transfer</u>		
BA	50%	11
BS	46%	10
Other	4%	1

In the type of diploma received from high school, the four-year and the two-year students almost equally received either a high school diploma or a GED. Both four-year and two-year students indicated 36 percent had received a GED, and 66 percent average of both the four-year and the two-year students had received a high school diploma (Table 11G).

Table 11G: Type of High School Diploma

<u>Type of diploma</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
GED	33%	22	36%	12
H.S.	67%	44	64%	21

In the type of institution enrolled category, 100 percent of the four-year students were enrolled in public institutions and

100 percent of the two-year students were enrolled in public two-year community colleges (Table 11H).

Table 11H: Type of Institution in Which Enrolled

<u>Type of institution</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Four-year private	0%	0	0%	0
Four-year public	100%	68	0%	0
Community college	0%	0	100%	33

Of the two-year students who indicated reasons for attending a community college, 84 percent indicated that it was their choice, while 16 percent indicated that their choice was not a reason. Twenty-one percent indicated that grades were a reason, and 79 percent indicated that grades were not a reason. Fifty-nine percent indicated that money was a reason, and 41 percent indicated that money was not a reason. Seventeen percent indicated that family wishes were a reason, and 83 percent indicated that family wishes were not a reason. Thirty-seven percent indicated that there were "other" reasons, and 63 percent indicated that there were no "other" reasons (Table 11I).

Table 11I: Reasons for 2-year Students Attending the Community College Versus the 4-year Institution

<u>Reasons</u>	<u>2 yr.</u>	<u>4 yr.</u>
Student's choice:		
Yes	84%	26
No	16%	5
Grades:		
Yes	21%	6
No	79%	23
Money:		
Yes	59%	19
No	41%	13
Family wishes:		
Yes	17%	5
No	83%	24
Admission requirements:		
Yes	21%	6
No	79%	22
Other:		
Yes	37%	10
No	63%	17

When asking the two-year institution students if s/he had transferred from a four-year to a two-year institution due to academic deficiency, nine percent said yes, and 91 percent indicated no (Table 11J).

Table 11J: Why Transferred From 4-year to 2-year Institutions

<u>Transfer due to academic deficiency?</u>	<u>2 yr.</u>	
	<u>%</u>	<u>#</u>
Yes	9%	3
No	91%	30

In regard to high school GPA, there were some observed differences. The percentage of the distribution was almost identical. The only differences were in the 3.01-3.05 GPA category: the four-year students indicated 23 percent, and the two-year students indicated 32 percent. In the 3.51-3.75 category, the four-year students indicated 15% and the two-year students 7%. In the 3.76-4.00 category, the four-year students indicated 0% and the two-year students 7% (Table 11K).

Table 11K: High School Grade Point Average (GPA)

<u>H.S. GPA</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
GED	6%	4	0%	0
2.00-2.50	23%	15	23%	10
2.51-2.75	14%	9	13%	4
2.76-3.00	20%	13	19%	6
3.01-3.50	23%	15	32%	10
3.51-3.75	15%	10	7%	2
3.76-4.00	0%	0	7%	2

In the students' and their family ethnic background category, again, the percentage of distribution on their backgrounds was almost identical (Table 11L).

Table 11L: Family Background - Ethnicity

<u>Yourself</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	%	#	%	#
Mexican-American/Chicano(a)	85%	57	88%	29
Anglo White American	0%	0	0%	0
Native American	0%	0	0%	0
Don't know/other	14%	11	12%	4
<u>Mother</u>				
Mexican-American/Chicana	81%	54	79%	26
Anglo White American	0%	0	0%	0
Native American	0%	0	6%	2
Asian	2%	1	0%	0
Don't know/other	17%	12	15%	5
<u>Father</u>				
Mexican-American/Chicano	82%	55	85%	28
Anglo White American	0%	0	3%	1
Native American	0%	0	0%	0
Don't know/other	18%	12	12%	4
<u>Mother's Father</u>				
Mexican-American/Chicano	76%	51	70%	23
Anglo White American	2%	1	3%	1
Native American	2%	1	6%	2
Asian	2%	1	0%	0

Table 11L: Family Background - Ethnicity (continued)

	<u>4-yr.</u>		<u>2-yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Don't know/other	19%	13	9%	3
<u>Mother's Mother</u>				
Mexican-American/Chicana	76%	51	76%	25
Anglo White American	2%	1	0%	0
Native American	0%	0	6%	2
Asian	1%	1	0%	0
Don't know/other	21%	14	18%	6
<u>Father's Father</u>				
Mexican-American/Chicano	76%	51	76%	25
Anglo White American	3%	2	0%	0
Native American	0%	0	0%	0
Don't know/other	21%	14	24%	8
<u>Father's Mother</u>				
Mexican-American/Chicana	78%	52	76%	25
Anglo White American	0%	0	3%	1
Native American	0%	0	0%	0
Don't know/other	22%	15	21%	7

For the place of birth category, again, there were no observed differences (Table 11M). Sixty-seven percent were born in the U.S.A. However, it appears that about 20-25 percent of the students were not born in the U.S.A., 50 percent are first generation U.S.A.-born (parents were born in Mexico), and 30 percent have parents born in the U.S.A.

Table 11M: Country of Birth

<u>Country of birth</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
<u>Self:</u>				
U.S.A.	67%	45	67%	22
Mexico	21%	14	27%	9
Other	12%	8	6%	2
<u>Mother:</u>				
U.S.A.	33%	22	49%	16
Mexico	51%	34	42%	14
Other	16%	11	9%	3
<u>Father:</u>				
U.S.A.	31%	21	46%	15
Mexico	54%	36	49%	16
Other	13%	9	6%	2
Don't know	2%	1	0%	0
<u>Mother's Father:</u>				
U.S.A.	9%	6	30%	10
Mexico	64%	43	52%	17
Other	16%	16	9%	3
Don't know	10%	7	9%	3
<u>Mother's Mother:</u>				
U.S.A.	19%	13	24%	8
Mexico	58%	39	61%	20
Other	18%	12	6%	2
Don't know	5%	3	9%	3

Table 11M: Country of Birth (continued)

<u>Country of birth</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
<u>Father's Father:</u>				
U.S.A.	12%	8	24%	8
Mexico	61%	41	52%	17
Other	18%	12	9%	9
Don't know	9%	6	15%	15
<u>Father's Mother:</u>				
U.S.A.	13%	9	27%	9
Mexico	63%	42	55%	18
Other	16%	11	9%	3
Don't know	8%	5	9%	3

In the first language learned to speak category, there were some observed differences. Twenty-five percent of the four-year and 33 percent of the two-year students learned to speak English first, and 75 percent of the four-year and 67 percent of the two-year students learned to speak Spanish first. Of the 67 percent who learned to speak Spanish first, more than half also indicated that they also learned to speak English at the same time.

On the question "Are you bi-lingual?", again, there were some observed differences. Ninety-three percent of the four-year and 88 percent of the two-year institution students indicated yes. Seven percent of the four-year and 12 percent of the two-year institution students indicated no (Table 11N).

Table 11N: Language First Learned to Speak

<u>Language</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
English	25%	17	33%	11
Spanish	75%	50	67%	22
Other	0%	0	0%	0
Bi-lingual:				
Yes	93%	62	88%	29
No	7%	5	12%	4

There were no observed differences on the frequency of identity category (Table 110). However, nine percent of the four-year and 21 percent of the two-year institution students added the different (Mexican) identifier to the category.

Table 110: Preference of Identification

<u>Identification</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Mexican-American	31%	21	30%	10
Hispanic	33%	22	33%	11
Spanish	7%	5	6%	2
Chicano(a)	15%	10	6%	2
Mexican	9%	6	21%	7
Other	5%	3	3%	1

In regard to the country of citizenship, 14 percent of the four-year and 27 percent of the two-year students indicated Mexico; 74 percent of the four-year and 68 percent of the two-year institution students indicated U.S.A.; and 12 percent of the four-year and five percent of the two-year students indicated "other" as their country of citizenship (Table 11P).

Table 11P: Country of Citizenship

<u>Country</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Mexico	14%	9	27%	9
U.S.A.	74%	49	68%	23
Other	12%	8	5%	2

When reporting the number of years students have lived in the U.S.A., again, there were no observed differences. The four-year students in the 0-5 category indicated ten percent, and the two-year students indicated 12 percent. Thirteen percent of the four-year and six percent of the two-year institution students indicated 10+ years. In the all life category, the four-year students indicated 57 percent and the two-year students indicated 58 percent (Table 11Q).

Table 11Q: Years of Residency in the U.S.A.

<u>Years</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
0-5	10%	7	12%	4
6-10	13%	9	6%	2
10+	19%	13	24%	8
life	57%	38	58%	19

On the father's occupation category, there were no observed differences: the four-year students reported 40 percent and the two-year students reported 36 percent that their fathers were in a farm labor occupation. The two-year students reported 30 percent and the two-year students reported 27 percent that their fathers were in blue collar occupations. The four-year students reported nine percent that their fathers were in a professional occupation. On self-employment, the four-year students reported 12 percent and the two-year students reported 21 percent. On the "other" types of employment, 13 percent of the four-year students reported and six percent of the two-year students indicated this category (Table 11R).

Table 11R: Father's Occupations

<u>Father's occupation</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Farm labor	40%	27	36%	12
Blue collar (factory worker)	30%	20	27%	9
Professional (BA, BS or higher degree)	5%	3	9%	3
Self-employed (his/her own business)	12%	8	21%	7
Other	13%	9	6%	2

On the mother's occupation category, the four-year students reported 28 percent and the two-year students reported six percent that their mothers were in a farm labor occupation - this could be an observed difference. On blue collar occupations of their mothers, the four-year and the two-year students reported equally 27 percent. On professional employment, the four-year and two-year students equally reported nine percent. On self-employment occupations, again, the percentage was almost identical. On the "other" occupation, the four-year students reported 34 percent and the two-year students 52 percent (Table 11S).

Table 11S: Mother's Occupation

<u>Mother's occupation</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Farm labor	28%	19	6%	2
Blue collar	27%	18	27%	9
Professional	9%	6	9%	3
Self-employment	2%	1	6%	2
Other	34%	23	52%	17

In regard to both parents' occupations, the four-year students reported 68 percent and the two-year students 42 percent that their parents were both employed in farm labor. This would indicate that a high percentage of students (68 percent for four-year students and 42 percent for two-year students) have both parents working in farm labor occupations. Recommendations for this finding will be reported in Chapter V. For blue collar occupations, 57 percent of the four-year and 54 percent of the two-year students reported on this occupation. For the professional category, the four-year students reported 14 percent having both parents employed in professional occupations, and the two-year students reported this 18 percent. Even though there are only four percent differences, it is an interesting finding. For the self-employment category, the four-year students reported 14 percent and the two-year students 27 percent that their parents were self-employed (Table 11T).

Table 11T: Father's and Mother's Occupations

<u>Occupation</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Farm labor	68%	46	42%	14
Blue collar	57%	38	54%	18
Professional	14%	9	18%	6
Self-employed	14%	9	27%	9

In regard to the question on dependency or independency of parents for financial aid purposes, four-year students reported 34 percent and two-year students reported 27 percent. Also, four-year students reported 66 percent independence and two-year students 73 percent. Therefore, 30 percent of all Mexican-American/Chicano(a) students who participated in the survey claim to be dependent and 70 percent indicated independence (Table 11U).

Table 11U: Financial Aid Classification

<u>Classification</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Dependent of parents	34%	23	27%	9
Independent of parents	66%	44	73%	24

On the category of types of source of financial support, the four-year students reported 40 percent and the two-year students 45 percent that their family is a source. Not a source was

indicated by 60 percent of four-year students and 55 percent of two-year students. Therefore, of the 70 percent who indicated to be independent of family, 15 percent receive family support which brings the dependent total from 30 percent to 45 percent. Sixty-nine percent of the four-year and 36 percent of the two-year students indicated that a loan is a source of financial aid, and 31 percent of the four-year and 65 percent of the two-year students indicated that a loan was not a source of financial aid. It appears that for every two-year student who receives a loan, two students at a four-year institution receive a loan as a source of financial aid.

This finding may present several implications: 1) the two-year students may not need loans as often due to lower tuition; 2) the two-year students may not be aware of the loan programs available; and 3) "other" may be a source of income by self-employment, parents, or scholarships... For the grant category, again, more four-year students receive grants: 70 percent of the four-year students and 48 percent of the two-year institution students indicated that grants were a source. Not a source was indicated 30 percent by the four-year students and 52 percent by the two-year students. These results may indicate, again, that either the two-year students are not as aware of the types of financial aid available to them, or that, maybe, due to high income, a good number may not qualify for financial aid or may not be eligible for various reasons (or may have applied late).

On the part-time job category, the four-year and two-year

students indicated almost identically that part-time jobs was a source of income and not a source of income (Table 11V).

For the scholarship category, the two- and four-year students indicated almost identically the same percentage that scholarships were a source of support. Twenty-seven percent of both four-year and two-year students receive scholarships as a source of financial aid, and 72 percent of both the four-year and two-year students do not receive scholarships as a source of financial aid.

In the "GI benefits" category, 94 percent of the four-year and the two-year students indicated that this was not a source of financial support and six percent of both the four- and two-year students indicated that it was (Table 11V).

In the "other" category, again, there were no observed differences. Thirty-three percent of all four-year and two-year students indicated this as a source of financial support and 67 percent indicated that it was not (Table 11V).

Table 11V: Source of Financial Aid Support

<u>Source</u>		<u>4 yr.</u>		<u>2 yr.</u>	
		<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Family:					
	yes	40%	27	45%	14
	no	60%	40	55%	17
Loan:					
	yes	69%	46	36%	11
	no	31%	21	64%	20
Grant:					
	yes	70%	47	48%	15
	no	30%	20	50%	16
Part-time job:					
	yes	57%	30	50%	16
	no	43%	29	50%	16
Scholarship:					
	yes	30%	20	25%	8
	no	70%	47	75%	24
G.I. benefits:					
	yes	1%	1	12%	8
	no	99%	66	88%	29
Other:					
	yes	29%	19	37%	11
	no	71%	47	63%	19

There were some observed differences in the support services received from special services programs; i.e., Educational Opportunities Program (EOP), College Assistant Migrant Program (CAMP), etc. by students at the four-year and two-year institutions of higher education. Sixty-four percent of the four-year students indicated that they received support services and only three percent of the two-year students indicated so. While only 36 percent of the four-year and 97 percent of the two-year students

indicated having not received support services from special service programs (Table 11W).

Table 11W: Receiving Support Services; i.e., EOP and CAMP

<u>Answer</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Yes	64%	43	3%	1
No	36%	24	97%	32

In the category of "where you live", there were some observed differences. However, this is to be expected due to the nature of the limited on-campus housing available for the two-year students, the students' proximity to the family home, and the fact that two-year students indicated with more frequency that they were married than the four-year students. Eight percent of the four-year and 36 percent of the two-year students indicated living with parents, 33 percent of the four-year and only three percent of the two-year students indicated living on campus, 49 percent of the four-year and 30 percent of the two-year students indicated "living on my own," and ten percent of the four-year and 30 percent of the two-year students indicated living with a spouse and/or children (Table 11X).

Table 11X: Place of Residence

<u>Location</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Living with parents' family	8%	5	36%	12
Living on campus	33%	22	3%	1
Living on own	49%	33	30%	10
Living w/ spouse & children	10%	7	30%	10
No answer	0%	0	1%	1

In the marital status category, there were some observed differences. Eighty-four percent of the four-year and 52 percent of the two-year students indicated that they were single. Ten percent of the four-year and 27 percent of the two-year students indicated that they were living with someone. Three percent of the four-year and 12 percent of the two-year students indicated that they were divorced. Neither the students from the four-year nor the two-year institutions indicated that they were widowed (Table 11Y).

Table 11Y: Marital Status

<u>Status</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Single, never married	84%	56	52%	17
Married	10%	7	27%	9
Separated	0%	0	6%	2
Living w/ someone	3%	2	3%	1
Widowed	0%	0	0%	0
Divorced	3%	2	12%	4

In the age category, again, there were very few differences between the four-year and the two-year institution Mexican-American/Chicano(a) students (Table 11Z).

The differences in age category are the 30-34 and 35+ categories. For the two-year community college students, the percentage increases with age; and for the four-year institution students, the percentage decreases as age increases. See Table 11Z, page 101, for additional comparisons. In addition, 76 percent of the four-year and 49 percent of the two-year students are under 25 years old, while 24 percent of the four-year and 51 percent of the two-year students are over 25 years of age. When combined, the four-year and two-year students total 68 percent under 25 years of age and 33 percent of the total participants are 25 years of age or over.

Table 11Z: Age

<u>Age</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
17-20	48%	32	36%	12
21-24	28%	19	12%	4
25-29	16%	11	18%	6
30-34	5%	3	15%	5
over 34	3%	2	18%	6

The breakdown of the male and female category at a four-year and two-year institution is, again, almost identical. Fifty-seven percent of the four-year and 49 percent of the two-year institution students indicated male as a gender, and 43 percent of the four-year and 51 percent of the two-year institution students indicated female (Table 11AA).

Table 11AA: Gender

<u>Gender</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Male	57%	38	49%	16
Female	43%	29	51%	17

In the category of "view of educational achievement," there were no observed differences between types of school. Fifty-five percent of the total participants indicated that they viewed their

educational achievement as "average," thirty-nine percent viewed their education "above-average," and six percent of all participants from four-year and two-year institutions indicated that they viewed their educational achievement as "below-average" (Table 11AB).

Table 11AB: How Students Viewed Their Educational Achievement

<u>View</u>	<u>4 yr.</u>		<u>2 yr.</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
Average	56%	37	55%	18
Above-average	39%	26	39%	13
Below-average	5%	3	6%	2

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this research was to investigate the self-concept of the Mexican-American/Chicano(a) students attending either a two- or a four-year institution of higher education. The Tennessee Self Concept Scale (TSCS) and a demographic and personal background questionnaire were the research instruments. Fourteen mean scores of the TSCS were used to measure the self-concept. Also, the "total positive" score (TSCS) and a set of questions from the questionnaire were compared to further investigate other variables.

A total of four independent variables were researched in the study (type of institution, age, gender, and upper division [juniors and seniors] and lower division students [freshmen and sophomores]). However, other dependent variables drawn from the demographic questionnaire were also analyzed, using a one-way classification analysis of variance. The Split-Plot Design analysis of variance was used to measure the relationship of self-concept of the Mexican-American/Chicano(a) students attending

either a two- or a four-year institution of higher education.

The subjects for this research consisted of a drawn sample of 33 two-year community college Mexican-American/Chicano(a) students and 68 four-year institution of higher education Mexican-American/Chicano(a) students.

Discussion of the Results

Alternative/Directional Hypotheses Ia, IIa, IIIa, and IVa were tested by examining differences in mean scores on the self-concept and type of institution of higher education attended. Based on the findings of the analysis of the data using the F test statistic at the .05 level of significance, the results indicated that there were no significant differences in the self-concept mean score between the two groups of students - one attending a two-year institution and the other a four-year institution of higher education.

Alternative/Directional Hypothesis Ia, pertaining to significant differences between the mean scores for the students attending the two types of institutions, was rejected.

Alternative/Directional Hypothesis IIa, regarding significant differences between the mean scores for younger and older students, was rejected.

Alternative/Directional Hypothesis IIIa, pertaining to significant differences between the mean scores for the males and females, was rejected.

Alternative/Directional Hypothesis IVa, dealing with significant differences between the mean scores for the upper division and lower division students, was rejected.

The same reasoning as just discussed means that the Null Hypotheses I, II, III, and IV were retained.

Even though the four Alternative/Directional Hypotheses were rejected, there was one mean score which was significantly variable at the acceptable .05 significance level ("distribution"), and two mean scores which were significantly variable at the .10 significance level. In regard to differences between the two- and the four-year groups, "personal self" and "row total variability" were significant at the .10 significance level (see Table 7). In regard to age, none of the mean scores were significant (see Table 8). Also, no significant differences were found in regard to gender (see Table 9). In regard to level of enrollment (freshman/-sophomore - junior/senior), the "distribution" score was significant at the .05 level (see Table 10).

Although not significant, the findings in Table 10 were more consistent than in any other table. Specifically, the first 10 comparisons are in the direction predicted by the Alternative/Directional Hypothesis IVa. One-half of these 10 comparisons are significant. The remaining four comparisons are consistent with the interpretation that upper-division students have a better self-concept than lower-division students. Three comparisons, "total variability," "column variability," and "row total variability," all indicate no particular pattern of self-concept by

lower-division students. The final comparison, "distribution," indicates more certainty among upper-division students who had higher scores. Thus, the results shown in Table 10 support the interpretation that upper-division students have a higher self-concept than lower-division students.

In the analysis of variance when comparing the "total positive" scores from the TSCS and the frequency of responses on the demographic questionnaire for all participants, the findings in comparing Question 4 with the "total positive" score indicate that self-concept increases with the level of education. The analysis of the other questions (numbers 5, 6, 7, 12, 14, 16, 21, and 23) did not indicate any differences. There was no significance at the .05 level in regard to full- or part-time attendance; the degree working towards; the type of high school diploma, language first learned to speak, preference of identification, years of residency in the U.S.A., and marital status. However, in regards to year in school, the seniors have a higher "total positive" mean score than the juniors, the juniors than the sophomores, and the sophomores than the freshmen. In regards to the "personal view of educational achievement," there are observed differences: the "above-average" group has a significantly higher "total personal" mean score than the "average" or "below-average" groups.

Conclusions

The present study considered the possibility of the type of

self-concept influencing the decision to attend a two- or four-year institution. However, no significant differences appeared when comparing the self-concept mean scores of two- and four-year higher education students as measured by the TSCS. Other variables such as counselors, teachers, and administrators might have influenced the decision. Another possibility which might have influenced the decision to choose one type of institution versus another, as suggested by Carter and Segura (1979), is that significant others such as family members and their own cultural community provide support (which, in turn, influences the individual to make a decision) and not the school or majority culture groups.

It was assumed that the two- and four-year institution students' choice of their respective institution would be in accordance with Kinch's (1963) statement which indicates that "the actual responses of others to the individual will be important in determining how the individual will perceive himself; this perception will influence his self-conception which, in turn, will guide his behavior." From the findings presented, one can conclude that Kinch's concept does not hold true for the Mexican-American/-Chicano(a) students.

Furthermore, evidence of this can be found in Lecky's (1945) theory on "the individual living up to other's negative expectations." These findings do not support that theory because both groups had almost identical self-concept mean scores. Therefore, neither group is "living up to other's negative expectations"

because the main fact that supports this is that, while the majority of the Mexican-American/Chicano(a) students is never expected to continue on to college, these two groups of students did continue on to either a two- or a four-year institution of higher education (Astin et al., 1978).

Therefore, the presumed assumptions that the community college students would have lower self-concepts than the four-year institution students, that the older students would have a higher self-concept than the younger students, that the females would have higher self-concepts than the males, and that the upper division students would have higher self-concepts than the lower division students were rejected based on the fact that there were no significant differences in the mean scores on the TSCS. This leads to the conclusion that the type of self-concept that the student has does no influence his/her choice for one type of institution versus another.

Two caveats to what has just been said need to be made. First, intriguing findings suggest higher self-concept for upper-division students as compared to lower-division students. Not all of these findings were significant, but all findings were in a direction consistent with this interpretation. Second, academic or economic background could have also had a bearing on the students' decision to enroll at a two- or a four-year institution of higher education.

Implications

It was hypothesized that there would be significant differences in the self-concept mean scores (as measured by the TSCS) between the two- and the four-year institution of higher education students, between the younger and older students, between the male and female students, and between the lower division and upper division students. The findings of this research indicated that there were no significant differences between groups.

However, an important finding, while not statistically significant, is the fact that the four-year students' mean score, or "total positive," was higher than the "total positive" mean score for the two-year students. The "total positive" mean score for the four-year students was 353.8855 (which puts the four-year students at the 51 percentile on the TSCS Profile Sheet [see Appendix D])(see Table 7) and the two-year students' mean score was 339.1818 (putting the two-year students at the 40 percentile on the TSCS Profile Sheet).

These findings imply that the Mexican-American/Chicano(a) students who entered institutions of higher education fall within the normative range (Fitts, 1965) for the "total positive" score. Furthermore, another result worth noting is that both the two-year and the four-year higher education students in general, when compared with Fitts' (1965) group of 60 college students (Appendix F should be compared with Tables 7-10), have a "below-the-norm" self-concept as measured by the other 13 TSCS scores.

As Mead and Cooley's theories suggest, the home, the school, or society in general contribute to the general development of self-concept of an individual. Therefore, if this is true and the findings indicate that, in general, the self-concept of this group is below the norm, some changes are needed in educational programs and curriculum in order to meet the needs of the students participating in institutions of higher education. Among the efforts that need to be made are to recruit students from two-year institutions to four-year institutions and to retain them in the four-year degree programs.

Programs that will enhance the development of self-concept, educational programs that can resolve any feeling of alienation from the school and society as a whole and develop counseling and other support services that will alleviate the problem of feelings of unworthiness. This suggestion is supported by the findings of DeLisle (1953), Stevens (1956), Fink (1962), Primavera *et al.* (1974), and Calsyn and Kenny (1977), whose findings linked self-concept to academic achievement. Carter (1968) reports that he found no evidence that Chicanos see themselves more negatively than Anglo students, even though teachers and administrators often consider them inferior.

There are implications for higher education administrators in that while there were no significant differences in the two groups tested, there were significant differences when comparing the levels of education, indicating that academic achievement might enhance the development of the self-concept, even at the higher

education level. Therefore, the implication is that self-concept development programs for this group of students at the freshman level might be fruitful for both the two- and the four-year students from institutions of higher education.

However, Graves (1979) states that higher self-concept alone is not a primary motivating factor in determining persistence in school. In Graves' research, the environmental factors that were found to be significant involved the home, school, and the students. These factors were: language preference (Spanish), teacher interaction, language skills, and student employment (p.60-61). Based on Graves' findings, developmental programs need to be strengthened to meet the needs of these students. Instructors in these programs need to be knowledgeable, supportive, and helpful. Furthermore, since she found that part-time employment was significant in persistence in school, this group of students may be better retained if they are placed in work study programs.

Another implication is the fact that there is a close relationship between the "view of the educational achievement" of the groups and the "total positive" mean score (see Table 10). The group which viewed their educational achievements as "above-average" had a higher self-concept than the "average" or "below-average" groups. This supports Purkey's (1980) findings which indicated a persistent and significant relationship between self-concept and academic achievement. This would suggest that in order to enhance the self-concept development, programs and

services which would improve the educational accomplishment need to be strengthened in order that the personal and specific needs of this population can be met.

Based upon the finding that there was a significant relationship between a student's "view of educational achievement" and his/her self-concept, the counselor could periodically ask students to evaluate their educational achievement. Once the student has done this, a probable indication of how the student feels about his or herself might be indentified. Once the educator/-counselor knows or has an idea of what the student's self-concept is, counseling techniques or educational programs can be implemented to achieve personal and academic achievement.

Demographic Findings and Implications

The demographic findings imply that a higher percentage of both groups are enrolled outside the sciences disciplines and a very high percentage are in the liberal arts, business education, and University Exploratory Studies Program (UESP). Therefore, it may be important to implement more science programs for Mexican-American/Chicano(a) students starting at the elementary level.

A higher percentage enrolled at a community college than at the four-year institutions during the freshman year and the percentage decreases with level; therefore, either they are transferring on to a four-year institution, or are not returning. The fact that only public institutions were used for this research

does not imply that Mexican-American/Chicano(a) students are not attending private institutions. At the community college, students attend part-time. An important follow-up would be to ask why - employment, lack of funds, or only attending skills build-up programs?

Also, at the community college, a high percentage are working toward an AS/AA degree. A follow-up would be to ask if the student had the chance and the money to work towards a BA/BS or to transfer to a four-year institution, would he/she do so and, if not, why not?

The fact that 79 percent did plan to transfer to a four-year institution indicates that four-year institutions have a good-sized pool from which to draw to increase the numbers of transfer students. Therefore, recruiting personnel should continue to recruit or implement a recruiting program at the community college when recruiting Mexican-American/Chicano(a) students and/or other students.

The fact that 33 percent are GED graduates implies that a large percentage of dropouts have the potential to enroll at an institution of higher education after completion of the GED. Therefore, recruiting programs should not overlook GED programs or GED graduates.

Fewer students indicated that admission requirements were a barrier. However, for those who did indicate that admission requirements were a barrier, the implication is that either they were not aware of the possibility of being admitted under the five

percent program at four-year institutions of higher education, or they did not wish to take advantage of this possibility. However, it is evident that either students are uninformed in regard to financial aid programs and special admission waivers, or they choose not to take advantage of these opportunities.

Another implication of why two-year community college students are not transferring could indicate that parents of community college students are influencing their children to obtain a skill at the community college level that could be marketed at the level of self-employment. On the "other" category, the four-year students indicated 47 percent and the two-year students indicated 58 percent employment for both parents. This finding has several implications: 1) there is a high percentage of unemployed Mexican-American/Chicano(a) parents, 2) parents may also be students, 3) or one parent is staying home and 4) certain types of employment categories were left out.

The fact that the majority of these students indicated that they are U.S.A. citizens implies that they highly deserve an "equal educational opportunity" just like any other U.S.A. citizen.

The fact that 76 percent of fathers and 56 percent of mothers are employed as either farm laborers or blue collar workers, and about 25 percent of fathers and about 47 percent of mothers are self-employed or "other" indicates that about 90 percent of the students surveyed are first-generation in college.

This suggests that these students may need strong academic

support programs to enhance their academic development and support their personal growth. The fact that 66 percent to 73 percent are classified as independent for financial aid purposes implies that a high percentage of the students are not receiving any monetary support from parents. Therefore, these students are either depending on financial aid (loans, grants, work study, summer earnings, scholarships) or working. This implies that students need to be well-informed about the types of financial aid programs available and deadlines for application so that the lack of money would not be the main reason for dropping out, continuing, or transferring.

The fact that only three percent of the two-year students receive support services from programs like CAMP and EOP implies that these support service programs need to be strengthened or implemented in the two-year institutions of higher education to guarantee equal educational opportunity and, perhaps, transfer students from a two-year to a four-year institution of higher education will increase.

The fact that 36 percent of the two-year students live with parents may indicate that recruiters of four-year institutions should actively recruit in the Mexican-American/Chicano(a) communities. This may also guarantee an increase of transfer students from two- to four-year institutions of higher education.

In regard to age, the findings indicate that 76 percent of the four-year and 48 percent of the two-year students are under 25 years of age. This implies that the majority of the students

directly continue on to institutions of higher education from either a high school or a GED program. Therefore, recruiters could also focus on this group of students when recruiting in highly Mexican-American/Chicano(a) populated communities to assure that this group of students are well-informed about higher educational opportunities, requirements, and deadlines.

The finding in regards to gender indicates that the trend of traditionally more males than females in higher education might be changing (47 percent female and 53 percent male) (see Table 11AA).

The fact that 95 percent of the two-year and four-year institution students "viewed their educational achievements" "average" or "above-average" indicated that most students are benefitting and feel "positive" or "very positive" about their educational achievements. Therefore, the implication is that when Mexican-American/Chicano(a) students participate in institutions of higher education, their "view about educational achievement" improves, as opposed to what may happen at the lower levels. (Chacon et al., 1982). It would be helpful to know the student's current gradepoint average to compare if achievement as defined by the student is similar to institutional definitions; i.e., a 2.00 GPA would be average, a 3.00 GPA is above-average, and below a 1.95 GPA is below-average.

Recommendations

Recommendation for Further Research

Recommendations for further research are based on the results obtained from this study.

- 1) It is recommended that this study be replicated and expanded using a larger sample from a larger group of institutions of higher education in Oregon. In addition, the variables of self-concept should be compared with environmental variables. Other variables should include SAT scores and grade point averages.
- 2) A longitudinal study should be conducted to compare changes in self-concept of the same students over a period of time.
- 3) It is recommended that a self-concept enhancement program be developed and implemented to research the effectiveness of the self-concept developmental/enhancement program.
- 4) It is recommended that intra-state (Texas) and international (Mexican college students) studies be conducted in regard to the self-concept of Mexican-American/Chicano(a) students to ascertain if certain variables are interfering with the findings; as an example, type of instrument, type of design, etc.
- 5) It is recommended that other research studies be conducted in regard to choice of one type of institution (two-year) versus another type of institution (four-year). Other

variables that could influence the choice are: economic, social and cultural background and, indirectly, reputation of institution, proximity to home, and cost of institution.

- 6) Other research studies in regard to choice of one type of institution versus the other type are necessary to identify reasons for the fact that more Mexican-American/Chicano(a) students attend two-year institutions and few make the transition into a four-year institution.
- 7) Furthermore, it is important that psychologists, educators, sociologists, and other researchers continue to research/-investigate specifically the self-concept of Mexican-American/Chicano(a) students not only at the elementary, junior high, and high school level, but also at the higher education level, in hopes that misconceptions and myths that Mexican-American/Chicano(a) students have lower self-esteem than others are eradicated.
- 8) More research is necessary to determine if the non-traditional approach of counseling would be more beneficial in the improvement of the self-concept and academic achievement of Mexican-American/Chicano(a) students as suggested in Sue's (1981) book.
- 9) More research in regard to the self-concepts of Mexican-American/Chicano(a) students across all school levels, including higher education, would be beneficial when designing, developing, and implementing policy on programs

for educating, counseling, attracting, retaining, and increasing the graduation rate in high school and college of Mexican-American/Chicano(a) students.

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APPENDICES

APPENDIX A

Office of
Student Services



Corvallis, Oregon 97331

(503) 754-3881

November 1, 1985

Dear Student:

Your cooperation and help is needed. I am in College Student Services Administration and I am in the process of gathering data for my doctoral dissertation.

Using random sampling procedures, you are one of the 300 students selected to participate in the study. Your total commitment will be about 15 minutes to complete a series of questions designed to measure your self concept and a demographic questionnaire.

The study is, of course, extremely important to me. One important point is that no individual (scores) will be identified in the research findings. Findings will be reported on group basis and total confidentiality is guaranteed.

For your convenience I will be at Chemeketa Community College, Building 2 Lobby, on Friday, Nov. 15, 1985 from 8:00 a.m. to 1:00 p.m. and on Monday, November 18, 1985, from 9:00 a.m. to 3:30 p.m.

However, if you are unable to participate in this research during these dates, I would really appreciate it if you could set up an appointment by November 29, 1985, with Mr. Francisca Garcia and he will proctor your participation in this research (only 15 minutes of your time, gracias).

I sincerely hope that you will be interested in cooperating with me, and I thank you in advance for your help. If you have any questions, please feel free to call me at 754-4881.

Atentamente,

Redacted for Privacy

Luz E. M. de Villarroel
Project Director
¡Si se puede!

APPENDIX B

TENNESSEE SELF CONCEPT SCALE

by

William H. Fitts, PhD.

Published by

Counselor Recordings and Tests

Box 6184 - Acklen Station

Nashville, Tennessee 37212

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully, then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

	Page 1	Item No.			
1. I have a healthy body.....		1			
3. I am an attractive person.....		3			
5. I consider myself a sloppy person.....		5			
19. I am a decent sort of person.....		19			
21. I am an honest person.....		21			
23. I am a bad person.....		23			
37. I am a cheerful person.....		37			
39. I am a calm and easy going person.....		39			
41. I am a nobody.....		41			
55. I have a family that would always help me in any kind of trouble.....		55			
57. I am a member of a happy family.....		57			
59. My friends have no confidence in me.....		59			
73. I am a friendly person.....		73			
75. I am popular with men.....		75			
77. I am not interested in what other people do.....		77			
91. I do not always tell the truth.....		91			
93. I get angry sometimes.....		93			
Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

Page 2

Item
No.

2. I like to look nice and neat all the time..... 67
4. I am full of aches and pains..... 71
6. I am a sick person..... 73
20. I am a religious person..... 74
22. I am a moral failure..... 75
24. I am a morally weak person..... 76
38. I have a lot of self-control..... 79
40. I am a hateful person..... 80
42. I am losing my mind..... 81
56. I am an important person to my friends and family..... 83
58. I am not loved by my family..... 83
60. I feel that my family doesn't trust me..... 84
74. I am popular with women..... 85
76. I am mad at the whole world..... 86
78. I am hard to be friendly with..... 87
92. Once in a while I think of things too bad to talk about..... 88
94. Sometimes, when I am not feeling well, I am cross..... 89

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	7
7. I am neither too fat nor too thin.....	
9. I like my looks just the way they are.....	9
11. I would like to change some parts of my body.....	11
25. I am satisfied with my moral behavior.....	25
27. I am satisfied with my relationship to God.....	27
29. I ought to go to church more.....	29
43. I am satisfied to be just what I am.....	43
45. I am just as nice as I should be.....	45
47. I despise myself.....	47
61. I am satisfied with my family relationships.....	61
63. I understand my family as well as I should.....	63
65. I should trust my family more.....	65
79. I am as sociable as I want to be.....	79
81. I try to please others, but I don't overdo it.....	81
83. I am no good at all from a social standpoint.....	83
95. I do not like everyone I know.....	95
97. Once in a while, I laugh at a dirty joke.....	97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

8. I am neither too tall nor too short..... 118
10. I don't feel as well as I should..... 119
12. I should have more sex appeal..... 121
26. I am as religious as I want to be..... 123
28. I wish I could be more trustworthy..... 125
30. I shouldn't tell so many lies..... 127
44. I am as smart as I want to be..... 129
46. I am not the person I would like to be..... 131
48. I wish I didn't give up as easily as I do..... 133
62. I treat my parents as well as I should (Use past tense if parents are not living)..... 135
64. I am too sensitive to things my family say..... 137
66. I should love my family more..... 139
80. I am satisfied with the way I treat other people..... 141
82. I should be more polite to others..... 143
84. I ought to get along better with other people..... 145
96. I gossip a little at times..... 147
98. At times I feel like swearing..... 149

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

		Page 5	Item No.
13.	I take good care of myself physically.....		13
15.	I try to be careful about my appearance.....		15
17.	I often act like I am "all thumbs".....		17
31.	I am true to my religion in my everyday life.....		31
33.	I try to change when I know I'm doing things that are wrong.....		33
35.	I sometimes do very bad things.....		35
49.	I can always take care of myself in any situation.....		49
51.	I take the blame for things without getting mad.....		51
53.	I do things without thinking about them first.....		53
67.	I try to play fair with my friends and family.....		67
69.	I take a real interest in my family.....		69
71.	I give in to my parents. (Use past tense if parents are not living).....		71
85.	I try to understand the other fellow's point of view.....		85
87.	I get along well with other people.....		87
89.	I do not forgive others easily.....		89
99.	I would rather win than lose in a game.....		99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

Page 6

Item
No.

14. I feel good most of the time 100
16. I do poorly in sports and games 100
18. I am a poor sleeper 100
32. I do what is right most of the time 100
34. I sometimes use unfair means to get ahead 100
36. I have trouble doing the things that are right 100
50. I solve my problems quite easily 100
52. I change my mind a lot 100
54. I try to run away from my problems 100
68. I do my share of work at home 100
70. I quarrel with my family 100
72. I do not act like my family thinks I should 100
86. I see good points in all the people I meet 100
88. I do not feel at ease with other people 100
90. I find it hard to talk with strangers 100
100. Once in a while I put off until tomorrow what I ought to do today 100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

APPENDIX C

SURVEY OF MEXICAN AMERICAN/CHICANO(A) COLLEGE STUDENTS

1. What year did you first enter a college or university?
 _____ YEAR
2. What year did you enroll at the college you are now attending?
 _____ YEAR
3. What is your college major?
 _____ MAJOR
4. What is your year in school? (Please circle one number)
 - 1 FRESHMAN
 - 2 SOPHOMORE
 - 3 JUNIOR
 - 4 SENIOR
5. Are you attending as a full time or part time student? (Circle one number)
 - 1 FULL TIME
 - 2 PART TIME
6. What degree, if any, are you working toward at the institution you are now attending? (Circle one number)
 - 1 NOT WORKING TOWARD DEGREE
 - 2 BACHELOR OF ARTS
 - 3 BACHELOR OF SCIENCE
 - 4 ASSOCIATE OF SCIENCE
 - 5 ASSOCIATE OF ARTS
- 6a. Do you plan to transfer to a four-year college or university?
 (Circle one number)
 - 1 NO
 - 2 YES
- 6b. Do you plan to work for a BA or BS? (Circle one number)
 - 1 BA
 - 2 BS
 - 3 Other: (Specify) _____
7. Did you receive a high school diploma as a GED graduate or as a high school graduate? (Circle one number)
 - 1 GED GRADUATE
 - 2 HIGH SCHOOL GRADUATE

8. Are you currently enrolled at a community college or a four year college or university? (Circle one number)

- 1 FOUR YEAR INSTITUTION/PRIVATE
2 FOUR YEAR INSTITUTION/PUBLIC
3 A COMMUNITY COLLEGE

- 8a. Students choose to attend a community college for many reasons. Please indicate whether or not each of the following is a reason for you. (Circle one number for each)

	YES, A REASON	NO, NOT A REASON
a. My Choice	1	2
b. Grades	1	2
c. Money	1	2
d. Family Wishes .	1	2
e. Admission Requirements .	1	2
f. Other	1	2

- 8b. Are you now a transfer student from a four year college or university to a community college due to academic deficiency? (Circle one number)

- 1 YES (DEFICIENCY)
2 NO

9. What was your approximate high school GPA upon graduation? (Circle one number)

- 1 2.00 - 2.50
2 2.51 - 2.75
3 2.76 - 3.00
4 3.01 - 3.50
5 3.51 - 3.75
6 3.76 - 4.00

10. The following questions are in regard to your family background. Please circle the ethnic background for each of the following persons:

	MEXICAN AMERICAN/ CHICANO	BLACK AMERICAN	ANGLO WHITE AMERICAN	ASIAN AMERICAN	NATIVE/ INDIAN AMERICAN	DON'T KNOW/ OTHER
a. Yourself.....	1	2	3	4	5	6
b. Mother.....	1	2	3	4	5	6
c. Father.....	1	2	3	4	5	6
d. Mother's Father..	1	2	3	4	5	6
e. Mother's Mother..	1	2	3	4	5	6
f. Father's Father..	1	2	3	4	5	6
g. Father's Mother..	1	2	3	4	5	6

11. Please circle the country of birth for each of the following persons:

	UNITED STATES	MEXICO	OTHER	DON'T KNOW
a. Self	1	2	3	4
b. Mother	1	2	3	4
c. Father	1	2	3	4
d. Mother's Father	1	2	3	4
e. Mother's Mother	1	2	3	4
f. Father's Father	1	2	3	4
g. Father's Mother	1	2	3	4

12. What language did you first learn to speak while you were growing up?
(Circle one number)

- 1 ENGLISH
2 SPANISH
3 OTHER: (SPECIFY) _____

13. Are you bilingual---do you speak more than one language well?
(Circle one number)

- 1 YES WHICH _____
2 NO

14. I prefer to be identified as Mexican American, Hispanic, Spanish, or Chicano(a)? (Circle one number)

- 1 MEXICAN AMERICAN
2 HISPANIC
3 SPANISH
4 CHICANO(A)

15. What is your country of citizenship?

COUNTRY

16. How many years have you lived in this country?

YEARS

17. Which one of the following best describes your father's occupation?
(Circle one number)

- 1 FARM LABOR
2 BLUE COLLAR (FACTORY WORKER)
3 PROFESSIONAL (BA PLUS DEGREE)
4 SELF EMPLOYED (HIS OWN BUSINESS)
5 _____ (OTHER)

18. Which one of the following best describes your mother's occupation?
(Circle one number)

- 1 FARM LABOR
2 BLUE COLLAR (FACTORY WORKER)
3 PROFESSIONAL (BA PLUS DEGREE)
4 SELF EMPLOYED (HER OWN BUSINESS)
5 _____ (OTHER)

19. For financial aid purposes, are you or would you be classified as dependent or independent of your parents? (Circle one number)

1 DEPENDENT OF PARENTS
2 INDEPENDENT OF PARENTS

20. Please indicate whether or not each of the following is a source of financial support for you? (Circle one number for each)

	YES, A SOURCE	NO, NOT A SOURCE
a. Family	1	2
b. Loan	1	2
c. Grant	1	2
d. Part-time job	1	2
e. Scholarship	1	2
f. GI Benefits	1	2
g. Other	1	2

21. Are you receiving support services from a special service program, i.e. EOP, CAMP? (Circle one number)

1 YES
2 NO

23. What is your current marital status? (Circle one number)

1 SINGLE, NEVER MARRIED
2 MARRIED
3 SEPARATED
4 LIVING TOGETHER
5 WIDOWED
6 DIVORCED

25. Are you: (Circle one number)

1 MALE
2 FEMALE

22. Which of the following best describes where you live? (Circle one number)

1 LIVE WITH PARENTS/FAMILY
2 LIVE ON CAMPUS
3 LIVE ON MY OWN
4 LIVE WITH SPOUSE/CHILDREN

24. In which of the following age categories are you? (Circle one number)

1 17 TO 20
2 21 TO 24
3 25 TO 29
4 30 TO 34
5 OVER 35

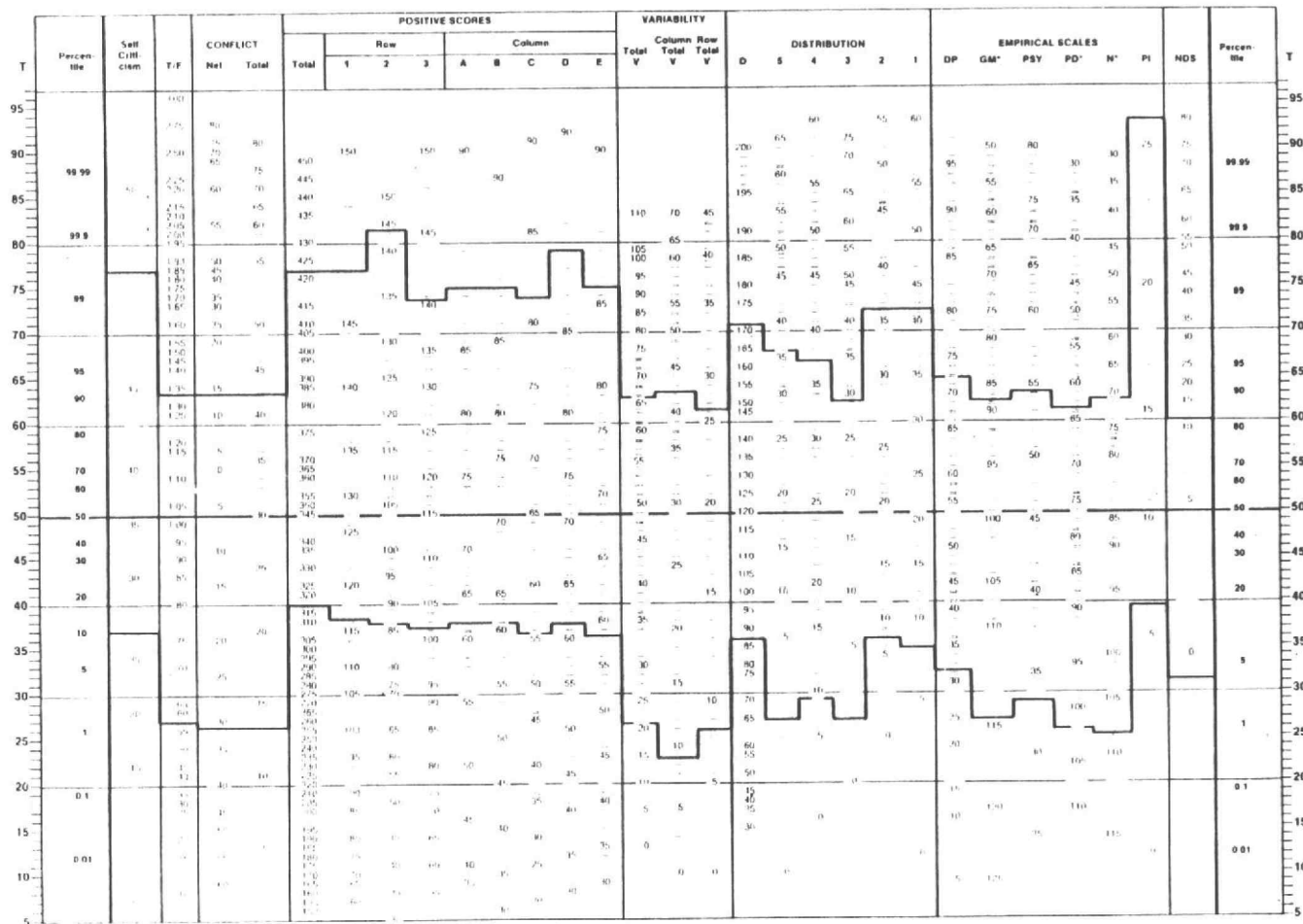
26. Do you view your educational achievement as: (Circle one number)

1 AVERAGE
2 ABOVE AVERAGE
3 BELOW AVERAGE

27. Is there anything you would like to add about your educational experience in college?

Tennessee Self-Concept Scale Profile Sheet

Clinical and Research Form



Raw Scores

NOS Profile Limits

Raw Scores

APPENDIX D

Appendix E: An analysis of the "total positive" score from the TSCS and the frequency of response on the demographic questionnaire for all students.

Question	Groups	\bar{X} Total positive score	SD	F value
4	1 HEP	312.1250	40.4808	2.586*
	2 Freshmen	326.1420	30.4710	
	3 Sophomore	339.1250	30.5462	
	4 Junior	343.9412	28.1790	
	5 Senior	353.6667	49.9114	
	Grad	355.5000	17.7106	
	F = 2.3246 at .05 level			
5	1 Full-time	335.3556	35.0731	.059
	2 Part-time	338.2000	34.1819	
F = 3.949 at .05 level			*Significant at the .05 value	

Appendix E: (continued)

Questions	Groups	\bar{X} Total positive score	SD	F value
6	1 Not working toward degree	318.8667	45.7959	1.083
	2 Bachelor of Arts	334.6154	35.7481	
	3 Bachelor of Science	340.4286	28.6349	
	4 Associate of Science	346.1111	32.0953	
	5 Associate of Arts	332.4000	28.7454	
	6 MA-MS	332.4000	17.6163	
	7 Ph.D.	350.3333	0	
F = 2.215 at .05 level			*Significant at the .05 value	
7	1 GED	328.3030	32.5936	2.031
	2 High school grad.	339.1846	34.8882	
F = 3.102 at .05 level			*Significant at the .05 value	
12	1 English	335.9643	25.5451	.003
	2 Spanish	335.5139	37.9885	
F = 3.949 at .05 level			*Significant at the .05 value	

Appendix E: (continued)

Question	Groups	\bar{X} Total positive score	SD	F value
14	1 Mexican-American	332.0645	32.9706	1.377
	2 Hispanic	345.2424	28.7294	
	3 Spanish	312.7143	61.3126	
	4 Chicano(a)	339.3533	28.6684	
	5 Mexican	327.5385	36.7074	
F = 2.3246 at .05 level			*Significant at the .05 value	
16	1 0-5 years	346.1818	39.3086	1.307
	2 6-9 years	348.5455	33.2038	
	3 10+ years	337.6190	2.1275	
	4 all life	330.3860	36.6522	
F = 2.72 at .05 level			*Significant at the .05 value	

Appendix E: (continued)

Question	Group	\bar{X} Total positive score	SD	F value
21	1 yes (receiving support services)	331.7955	30.1350	.957
	2 no	338.6607	38.1048	
F = 3.949 at .05 level			*Significant at the .05 value	
23	1 Single (never married)	333.1370	33.1295	3.476
	2 Married	350.5625	29.7209	
	3 Separated	341.0000	2.8284	
	4 Living together	279.3333	57.5529	
	5 Widowed	0	0	
	6 Divorced	352.6667	34.1565	
F = 3.705 at the .05 level			*Significant at the .05 value	

Appendix E: (continued)

Question	Group	\bar{X} Total positive score	SD	F value	
26	1	Average (educational achievement view)	331.0727	32.7911	6.941*
	2	Above-average	347.9482	28.5297	
	3	Below-average	295.6000	61.6101	
	F = 3.102 at .05 level			*Significant at the .05 value	

APPENDIX F

Means, Standard Deviations, and Reliability Coefficients

Tennessee Self Concept Scale

(Fitts, 1965, p. 14)

Subscore	Mean	Standard Deviation	Reliability***
Self Criticism	35.54	6.70	.75
Total Positive	345.57	30.70	.92
Row 1	127.10	9.96	.91
Row 2	103.67	13.79	.88
Row 3	115.01	11.22	.88
Column A	71.78	7.67	.87
Column B	70.33	8.70	.80
Column C	64.55	7.41	.85
Column D	70.83	8.43	.89
Column E	68.14	7.86	.90
Total Variability	48.53	12.42	.67
Column Total V	29.03	9.12	.73
Row Total V	19.60	5.76	.60
Distribution	120.44	24.19	.89

*** Reliability data based on test-retest with 60 college students over a two-week period.