Sex role perceptions and levels of acculturation of Puerto Ricans: a comparative study of Puerto Rican, Black and Anglo college students.

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SEX ROLE PERCEPTIONS AND LEVELS OF ACCULTURATION
OF PUERTO RICANS: A COMPARATIVE STUDY OF PUERTO RICAN, BLACK AND ANGLO COLLEGE STUDENTS

A Dissertation Presented
by
BRUNILDA DE LEON

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I want to dedicate this dissertation to a young man with whom I have shared many years of difficult and wonderful moments, my son, Randy. His life has given direction, meaning and purpose to mine. Through our relationship we have learned and reaffirmed the positive ways of defining womanhood/manhood within this society.

Thank you, Randy, for making me so proud of ourselves. Thank you for your patience, love and understanding through all these years.
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Betti Swasey has been my dissertation engineer and architect; she has been wonderful. Thank you, Betti, for your support and wonderful skills.
ABSTRACT

SEX ROLE PERCEPTIONS AND LEVELS OF ACCULTURATION
OF PUERTO RICANS: A COMPARATIVE STUDY OF PUERTO RICAN, BLACK, AND ANGLO COLLEGE STUDENTS
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This study compares the perceptions of Puerto Rican male and female college students in Puerto Rico with Puerto Rican, Anglo and Black students in the United States utilizing the Bem Sex Role Inventory (BSRI), the Personal Attributes Questionnaire (PAQ) and the Cultural Life Style Inventory (CLSI) which was administered to Puerto Rican students only. The sample consisted of 770 students.

The extant literature holds that Puerto Rican men are aggressive and dominant and Puerto Rican women are dependent, submissive and stereotypically feminine. The data from this study indicates that the majority of male and female students in the four ethnic/racial groups were classified as androgynous, that is, they scored high on
both masculine and feminine traits on the BSRI. There was no relationship between levels of masculine and feminine qualities and levels of acculturation in Puerto Rican students.

No significant differences were found among women of the four groups on the feminine scale of the BSRI. However, significant differences were found on the masculine scale of the BSRI between Anglo and Black women with Black women attributing to themselves the most masculine traits and Anglo women attributing to themselves the least masculine traits. Puerto Rican women were found to be intermediate between Black and Anglo women. Puerto Rican, Anglo and Black men did not show significant differences in self attributed masculine qualities on the BSRI.

Puerto Rican women attributed more masculine qualities to themselves (BSRI) than to the "typical" Puerto Rican woman, and Puerto Rican men also describe the "typical" (PAQ) Puerto Rican woman as more feminine than the "typical" Anglo woman. Puerto Rican females in Puerto Rico described the "typical" Puerto Rican man as more masculine than the "typical" Puerto Rican man as described by Puerto Rican females in the United States. No significant differences were found in the way that Anglo and Black men and women described the "typical" man and woman of their respective groups.
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CHAPTER I
INTRODUCTION

The study of sex roles and differences between men and women has a long history in North America and the Western world. North American scholars have also been interested in the study of behaviors of men and women in other cultures. However, a prevailing tendency to emphasize a universal ideology about individuals persists. In recent years, sex role behaviors and differences between men and women have been studied from a cross-cultural perspective (Block, 1973; Weitz, 1977; Seward, 1977; Lee and Stewart, 1976).

In North America and the Western world, a new perspective in explaining the differences between men and women’s behaviors emerged as a result of the feminist movement. Feminists, in search of answers about the origins of the universal subordination of women, and the superiority attributed to men, challenged traditional views used to explain differences between the sexes. A review of the literature reveals that for the most part, traditional Western scholars have taken for granted a view of women as passive, sexual objects, devoted and sacrificing mothers, and dedicated wives. One of the most important aspects of the feminist movement in the United
States and Western countries has been a new reconceptualization of the roles and rights of women, and a critique of the inequality between the sexes that has maintained the subordination of women and asymmetry between the sexes.

**Feminists' Contributions**

Like everyone else, feminists recognize that men and women differ from each other. They also recognize that sex differences, which are one of the primary categories for the classification of humans (Schaffer, 1980), are established on the basis of physiological structural and biological functions. Thus, a general assumption is that men and women differ not only in their physiological structures, but also in values, personality, abilities, behaviors, temperaments and in most other characteristics. There is overwhelming evidence about the fact that types of behaviors demonstrated by men and women in a given society may differ considerably and that every society makes clear distinctions between behaviors and roles men and women are to follow within their cultural context. A differentiation in division of labor, dress, manners, religious, and social functions according to sex must fulfill the expectations of the assigned role (Mead, 1963). However, there is no proven evidence which indicates that differences in behaviors are produced by
biological or hormonal factors (Maccoby and Jacklin, 1974).

Only in recent years, as a result of the influence of feminists' work, anthropologists, sociologists, and psychologists, have begun to investigate and produce evidence that questions the traditional theories and beliefs about the origins and consequences of distinctions between males and females, the superiority of male and the subordinated position of women through history (Unger, 1979; Kaplan and Bean, 1976). Speculative, non-scientific statements of feminists interested in increasing their knowledge about the history of women have raised interest among contemporary writers and researchers. As a result, many theories, research studies and valuable data offering a new and more sensitive perspective on the subject have been generated.

Feminists and contemporary scholars agree that women's position in history has not been totally ignored by researchers. In fact, they recognize that women have been considered as a special group since the mid-nineteenth century (Unger, 1979; Shields, 1974). Their criticism is directed to the lack of bias-free procedures to study psychological behaviors and characteristics of males and females. A continuing debate has emerged with regard to which aspects of behavior should be studied and as well as the misinterpretation and misuse of
the data gathered from research studies (Unger, 1979; Cook, 1985; Kaplan and Sedney, 1980).

**Femininity as a Single, Bipolar Trait**

Contemporary researchers object to the "linear model of sex differentiation," which presumes that genetic, physiological, and psychological differences somehow form a logical progression (Cook, 1985; Kaplan and Bean, 1976). Under the linear model, these authors argue, men and women must be as psychologically different as they appear to be physically. These authors argue that this perspective ignores the cultural expectations for "appropriate" sex behaviors that maintain the stereotyped misconceptions about men and women and leave little possibility to change individual's personality and behavior (Kaplan and Bean, 1976). Opponents of the traditional view argue that the majority of the observed psychological differences between the sexes are probably socioculturally determined rather than based on biological differences. However, stereotypes and misconceptions about the nature of the differences between the sexes continues (Kaplan and Sedney, 1980; Archer and Lloyd, 1985; Unger, 1979).

Contemporary researchers recognize that the interaction between biological and sociocultural components in sex differences have influenced contemporary scholarship
(Parsons, 1980; Weitz, 1977; Block, 1973). In turn socio-cultural determinants are accepted as a major factor behind psychological differences that exist between the sexes.

A problematic area in sex roles research for social scientists has been masculinity-femininity trait research. Researchers assumed that the personality dimension masculinity-femininity (M-F) could be measured on a single, linear attribute, in which femininity and masculinity were ends of a single continuum. Therefore, a dichotomy was the metaphor for showing differences. This model did not allow for comparison between characteristics shared by both sexes (Constantinople, 1973; Cook, 1985; Kaplan and Bean, 1979).

Development of the Concept of Androgyny

A new perspective that challenged the traditional conceptualization of male-female differences and femininity and masculinity as opposite poles of a single continuum was introduced by Ann Constantinople in 1973. At this point, Constantinople focused on a specific and concrete problem: the construction of tests measuring psychological masculinity-femininity. She suggested that people can, and in fact should, manifest both masculine and feminine attributes. Constantinople (1973) argued
against the existing conceptual weaknesses and measurement problems of traditional psychometric models and concluded that tests of masculinity and femininity (M-F) were not very useful. She suggested an alternative conception where masculinity and femininity are viewed as independent sets of traits that can occur alone or together. Constantinople's reconceptualization permits the verification of the model of androgyny by recognizing that some individuals incorporate both, masculine and feminine qualities (Constantinople, 1973; Bem, 1976).

The idea that a single individual can incorporate masculinity and femininity qualities was based on concepts from several theories: Carl Jung (1953) and his essay "Anima and Animus;" Freud (1940), who postulated that human beings are inherently bisexual; Bakan (1966) and the notion that it is possible for a person to be both agentic and communal, instrumental and expressive (Parsons and Bales, 1955), feminine and masculine, depending on the appropriateness of these different modalities (Bem, 1974; Kaplan and Bean, 1976; Cook, 1985; Corsini, 1984). The systematic construction and validation of a new sex-role inventory was needed to verify Constantinople's (1973) concepts. Bem (1974) was first to undertake such a task. She developed a method for measuring masculinity and femininity as a two-dimensional model (Bem, 1974; Kaplan, 1976; Cook, 1985). Bem's original interest was to explore
how possession of masculine and feminine traits may influence the individual's flexibility of behaviors across situations.

Bem viewed masculinity and femininity as complementary sets of positive traits and behaviors. She also argued that traditional sex roles restrict the development of individuals. Sex-typed individuals are considered by Bem as having a limited range of behaviors which may cause them difficulty in adjusting to certain situations. In contrast, the androgynous individual has more flexibility of behaviors and engages in cross-sex activities, is open to choices of everyday behaviors, and is more able to adapt to a variety of situations (Bem, 1974). In general, Bem (1976) associated androgyny with a desirable, even ideal status of mental health and a better status in human life.

Several other authors have adopted concepts from Constantinople (1973), Bakan (1966) and Parsons and Bales (1955) and conceptualized femininity and masculinity as psychological traits that can coexist in a particular individual (Spence, Helmreich and Stapp, 1975; Berzins et al., 1978; Heilbrum, 1976). These authors view androgyny as having positive implications for effective functioning. Several androgyny scales have been developed since Bem's original instrument, the Bem Sex Role Inventory (Bem,
1974). Other androgyny scales such as the Personal Attributes Questionnaire (Spence, Helreich and Stapp, 1974), the Personality Research Form ANDRO Scale (Berzins, et al., 1978), and the Adjective Check-List M-F Scale (Heilbrum, 1976), are similar in their assessment of high levels of masculine and feminine traits in one single individual.

**Historical, Socioeconomic and Cultural Values in Puerto Rico: Implications for Sex Roles**

Along with many North American and other women across the world, Puerto Rican women have become increasingly aware of sexual inequalities in economic, social and political institutions. At this point, it is worthwhile to point out that there are significant differences between North American and Puerto Rican feminists. One should not attribute the process of awareness of Puerto Rican women solely to the North Americanization process (Valle-Ferrer, 1986). Historical and socioeconomic factors in the reality of the Puerto Rican people also account for that increased political and social awareness. Any discussion of the sex role system of Puerto Rican men and women in Puerto Rico or in the United States requires
a consideration of their history, socioeconomic and cultural background.

Cultural, Socioeconomic and Historical Factors

In terms of cultural, socioeconomic and historical factors, one must emphasize the fact that Puerto Rican culture is a composite of many influences: Indian, Spanish, African and North American. The Spanish culture has been traditionally emphasized. Four hundred and seventy years of Spanish tradition and culture have left a deeply rooted mark on the ways of life and thinking of Puerto Rican people. In recent years, the influence of the Taino, African, and North American cultures in Puerto Rican society and cultural values have begun to be emphasized by contemporary writers (Comas-Diaz, 1982; Acosta-Belen, 1982; Diaz-Soto, 1982).

Puerto Rico was discovered by Christopher Columbus and colonized by Spain in 1508. For nearly 400 years, until 1898, the island remained a Spanish colony. In 1898 it became part of the United States as a result of the Spanish American War. The island of Borinquen - home of the Taino Indians (renamed Puerto Rico by the Spaniards) - was originally a matriarchal society, in which property, family name and tribal leadership was inherited through the women (Comas-Diaz, 1982; Acosta-Belen, 1982;
Sued-Badillo, 1975). The extraordinary importance, influence and power of women in the Taino society ended with the Spaniards' conquest and colonization in the early 1500s. By the end of the sixteenth century, the aborigine population of the island was almost extinct and black slaves from Africa were imported.

Puerto Rican economy until the first half of the nineteenth century was primarily agricultural. Coffee played a significant role in the Puerto Rican economy until the last decade of the Spanish rule. Sugar began to predominate during the early decades of the twentieth century, and eventually became the major crop cultivated in the islands. Following the United States invasion and occupation of the island in 1898, many socio-economic changes took place. Sugar and tobacco corporations changed the economy into a full-scale plantation system. Many other industries began to appear leading to industrial development. When the economy changed from subsistence farming to agri-business by industrial and manufacturing corporations from the United States (1900-1960), many families were displaced from rural areas and women began to work in the tobacco factories needle trades (Acosta-Belen, 1982). Rapid economic development created new jobs, and produced changes in the social structure of the Puerto Rican society (Fitzpatrick, 1971).
Some consequences of these rapid economic changes were "the rapid rise of a middle class," shifts in lifestyle, cultural values, personal experiences, and conflicts in identity (Fitzpatrick, 1971). These problems affected Puerto Ricans in Puerto Rico and the United States.

Migration to the United States

Migration to the United States was an alternative the government of Puerto Rico used to respond to the economic crisis in the island. The process of migration of Puerto Ricans began during the early twentieth century with organized expeditions to work in places such as Arizona, Hawaii, Cuba, Santo Domingo, California and Saint Croix (Maldonado-Denis, 1976). The heavy migration to the United States began during World War II as a response to the demand for workers. United States citizenship granted to Puerto Ricans in 1917, facility of low cost travel to the United States, socio-political and economic situation of the island, and need for better job opportunities have been the major factors in the massive migration.

At the present time, Puerto Ricans constitute the second largest group of the Hispanic population in the United States. According to the 1980 census, there are over two million Puerto Ricans in the United States. The
majority live in large urban areas in the Northeastern coast with significant concentrations in New York City, Newark, Boston and Hartford. Puerto Ricans in the United States have the lowest income levels among all Hispanic groups. The median income for Puerto Ricans is $11,000 (U.S. Census, 1980). Puerto Ricans along with Mexican-Americans also have the lowest levels of education compared to any group in the United States (U.S. Census, 1980).

Acculturation and its Effect in Sex Role Definitions Among Puerto Ricans

The circumstances of Puerto Ricans in the United States and in the island, the process of acculturation and its effect in life style, particularly sex role identity, is a complex one. Redfield, Linton and Herskovitz (1936) presented the first classic definition of acculturation. According to them acculturation "comprehends those phenomena which result when groups of individuals having different cultures come into continuous first hand contact, with subsequent changes in the original culture patterns of either or both groups." More recent definitions on acculturation since Redfield's et al. have distinguished acculturation from assimilation. Acculturation implies
"becoming like" through adopting patterns of a second culture, while assimilation refers to the process of "becoming a part of" another culture (Teske and Nelson, 1974). Assimilation, according to Teske and Nelson (1974), requires the acceptance of the minority groups by the main culture. Thus, acculturation is viewed as the acquisition of the culture of the dominant group, while assimilation implies the disappearance of group identity (Spiro, 1955).

Several investigators have approached the study of Puerto Rican's adaptation process to the North American culture (Fitzpatrick, 1971; Vazquez-Calzada, 1974; Torres-Matrullo, 1980; Comas-Diaz, 1982). Recent studies have focused on the effect of acculturation as reflected in changes in cultural patterns, family structure, sex role behaviors, and psychological responses to acculturation among Puerto Ricans in the United States. Several investigators have argued that the resulting effects of acculturation process have been mostly negative (Nieves Falcon, 1975; Maldonado Denis, 1976), while others have found evidence of a positive relationship between acculturation and mental health (Torres-Matrullo, 1976; Canino, 1982; Rosario, 1982).

The research in this area is inconclusive. Nevertheless, researchers agree that in their effort to cope with
their new situation, Puerto Ricans struggle to adapt in different ways to their new environment (Comas-Diaz, 1982; Ginorio, 1979; Fitzpatrick, 1971; Torres-Matrullo, 1976).

Puerto Ricans in Puerto Rico also have been exposed to North American culture through direct or indirect contact with life styles, cultural, socioeconomic and political patterns, educational system, the media and relatives' traveling or their own traveling back and forth. However, levels of acculturation of Puerto Ricans in Puerto Rico have not been studied as extensively as among Puerto Ricans in the United States.

Changes in Family Roles

As previously stated, Puerto Rican society has experienced many changes: industrialization, agroeconomic changes, women's participation in labor force and employment, increased level of education and exposure to the North American culture. These new forces brought significant changes to the institution of the family. Therefore, one would expect significant changes in cultural values, traditions, and particularly in the role system of Puerto Rican society.

However, a review of the literature reveals that stereotyped sex roles continue to be assigned to men and women in Puerto Rico and are encouraged through the socialization process. Comas-Diaz (1982), for example,
argues that sex roles in Puerto Rico are sharply ascribed to men and women and the socialization process encourages "a double sexual morality." According to these studies, a Puerto Rican woman is expected to be a dedicated wife, self-sacrificing mother, obedient daughter, faithful to her husband, pure and chaste whereas the man is allowed great latitude in his role as father, son, husband and is able to fulfill his sexual needs without being penalized for his behavior. Comas-Diaz (1982) explains that the double sexual standard of Puerto Rican society (and other Latin American societies) is based on the concept of machismo and hembrismo that emerged from the Spanish cultural tradition and stipulates that "men by virtue of their gender, exercise authority over females." Several authors argue that the patriarchal and paternalistic tradition along with the Roman Catholic tradition and the sociopolitical history of Puerto Rico, has maintained these practices until present days (Fitzpatrick, 1971; Comas-Diaz, 1982). Puerto Rican society has continued to value this form of behavior, and even after exposure to North American society where this orientation may not be equally valued, this orientation is said to persist.

Contemporary Puerto Rican scholars and researchers have produced a body of literature that challenges the stereotypes of a passive, submissive, non-achieving female
and a dominant, aggressive, totally oppressive male. Although recent studies on sex role attitudes and behaviors among Puerto Ricans has just begun to question the stereotypes and myths that permeates the every day life in Puerto Rico, there is still a need for more research in this area.

The study to be presented here is a contribution to the literature on sex roles, masculinity-femininity, perceptions of self as male or female and of the opposite sex of Puerto Rican, Black and Anglo college students. The study also examines the relationship between levels of acculturation and sex role identity of Puerto Ricans.

**Problem Statement**

Puerto Rican communities in the United States and on the island are undergoing great changes. These changes are most apparent in the areas of family life. Whether in Puerto Rico or in the United States, there are formal and informal reports of change in the quality of family life and social relationships. At the center of these changes are the issues of gender roles.

Several studies on sex roles among Puerto Ricans have suggested that levels of acculturation, educational level and other demographic characteristics have an impact on sex role orientation and attitudes of Puerto Rican males.
and particularly, females (Torres-Matrullo, 1976, 1980; Christensen, 1975; Roasario, 1982; Comas-Diaz, 1982; Acosta-Belen, 1986; Vazquez-Nuttall, Romero-Garcia and De Leon, 1987). The literature on this area clearly suggests that Puerto Ricans with higher levels of acculturation have more liberated attitudes toward the role of women in society and more liberated sex role orientations in general (Torres-Matrullo, 1980; Canino, 1982). These changes are occurring within a Puerto Rican society that still maintains more traditional sex role concepts than Anglos (Pugh and Vazquez-Nuttall, 1983; Canino, 1982; Ginorio, 1980).

What is lacking in the literature is a comparative study of Puerto Ricans in the United States and in Puerto Rico that takes into consideration levels of acculturation, and self descriptions as compared with their descriptions of Anglos and other racial groups in North America. The present study addresses those issues and further, it compares Puerto Ricans in Puerto Rico and in the United States with their perceptions of Anglos. This study also compares the sex role perceptions of Puerto Rican, White and Black college students in the United States. The study will help in understanding differences and similarities between Puerto Ricans, Anglos and Blacks.
The comparison between Puerto Ricans in the United States and those in the island will aid in understanding the effects of acculturation and migration. The comparisons between males and females will examine differences in sex roles orientation and sex role perceptions between the sexes and will enable the writer to compare the results of this study with results obtained in earlier studies.

**Purpose of the Study**

The purpose of this study is threefold:

1. To explore the differences and similarities in self-reports and descriptions of the "typical" man and "typical" woman by Puerto Rican, Black and Anglo college students.

2. To compare self-reports and descriptions of the "typical" Puerto Rican man and woman by Puerto Ricans in the United States with Puerto Rican college students in Puerto Rico. A comparison of the "typical" Anglo man and Anglo woman as described by Puerto Ricans in Puerto Rico and in the United States is also included.

3. To examine the interrelationships between descriptions of the "typical" Puerto Rican man and woman and the levels of acculturation among Puerto Rican college students in the United States and in Puerto Rico.

**Statement of Significance**

Although the main purpose of this study is the exploration of the psychological dimensions of masculinity and femininity among Puerto Rican college students, the
study will also provide current data on Anglo and Black college students. The information on Black and Anglo students will allow us to compare Puerto Ricans with the two groups in American society with whom they interact most frequently and who influence them greatly.

The full exposition of the complexities and similarities along all three groups studied are clearly beyond the scope of this study. However, this study provides insights about differences and similarities on sex role orientations as perceived by the individuals themselves.

Furthermore, this study can serve as a base of knowledge from which other researchers may build and eventually get an accurate assessment of psychological characteristics of Puerto Rican males and females and the way their self-descriptions are similar or different from their descriptions of the "typical" Puerto Rican male and female and the "typical" Anglo man and woman.

The results of this study will have implications for the fields of individual and family counseling and the design of fulturally and ethnically relevant mental health programs. The findings and recommendations of this research will be relevant to Puerto Ricans and other Hispanics as well as to the general population.
Organization of the Dissertation

Chapter I of this dissertation has presented a theoretical framework and a brief historical development of sex roles and femininity and masculinity as they apply to Puerto Rican society. An overview of the socio-economic, historical and cultural background of Puerto Rico and its implications for the sex role system within Puerto Rican society has been presented also. The last section of this chapter included: a problem statement, the purpose of the study and a statement of significance.

Chapter II reviews studies on sex roles among Puerto Ricans and when appropriate, other Hispanics. It includes descriptions, self-perceptions and cultural definitions of male-female differences. Socio-anthropological, psycho-social and family perspectives will be included in this section. Special emphasis will be placed on studies done on Puerto Ricans and other Hispanics' perceptions about masculinity and femininity, sex role orientations and attitudes toward the role of women in contemporary society. The last section of the review of the literature will include a summary and critique of studies on femininity-masculinity, attitudes toward the role of women and sex role orientations.

Chapter III of this dissertation presents the methodology of the research study. That chapter includes:
1) definition of concepts; 2) the hypotheses tested; 3) setting of the study; 4) description of the sample; 5) instruments used; 6) procedures; and 7) statistical analyses.

In Chapter IV a profile of the sample and the results of the statistical analysis of the data for each hypothesis are presented. The final chapter consists of an interpretation and discussion of the statistical results, limitations of the study, recommendations for further research, and implications for clinical practice.
This chapter is a review of studies on Puerto Rican and other Hispanic groups and their sex role behaviors and attitudes. Early socio-anthropological studies and recent psychosocial studies will be reviewed. Most recent studies on the psychological dimensions of femininity and masculinity and attitudes toward the role of men and women among Puerto Rican and other Hispanics will be emphasized.

**Early Socio-Anthropological Studies**

Most of the early studies on family and sex roles of Puerto Ricans were conducted in the late forties and early fifties. These studies were primarily done by North American male social anthropologists. These anthropological studies concentrated on specific subcultures and highlighted differences among poor families living in rural, coastal and urban settings. None of these studies had as its main purpose the study of sex roles and gender differences. Major areas of concern were the examination of different cultures (Steward, 1956; Mintz, 1956), fertility patterns (Stycos, 1955), socialization processes (Landy, 1959), culture of poverty (Lewis, 1966), and other
topics. However, although sex roles were discussed within the context of other central topics, male-female relationships and individual's attitudes toward the opposite sex frequently appeared in these studies. In their limited way, these studies described the roles of Puerto Rican women prior to the women's movement. Most findings stressed the status difference between men and women, and the culturally accepted inferior status of women, accompanied by the so-called machismo complex of men (Mintz, 1966).

One of the most comprehensive socio-anthropological studies was conducted by Julian Steward and his associates (1956). This community study, conducted in 1947, lasted for a period of approximately a year and a half. Steward and associates used questionnaires, participant observations and examination of records to analyze the behavior of five communities: a coffee producing community, a tobacco growing community, a privately owned sugar mill municipio, a government owned sugar mill and a group of prominent families living in San Juan.

These researchers found that the role of women varied greatly by sub-culture. In the traditional coffee municipality, women were described as subordinated to their husbands. Their main duties were bearing children and serving their husbands; sex was regarded as an obligation.
While the women prepared the husband's meal, they never ate together. When walking the men walked ahead followed by the women. A woman's place was in the home with her children. Her status was tied to that of her husband; her position was judged according to his possessions and the treatment he gave her.

On the other hand, the sex roles of the professional and business executive families are described as having experienced the most changes from traditional patterns. Educational and occupational opportunities for women were greater. They had become emancipated and participated more within the family and the community. They also demanded more consideration and attention from the husband and greater participation in his life. Couples had fewer children, relationships with non-kin were more frequent, and the double standard was less common. Husband and wife were closer together.

Another important study was conducted in the early fifties and focused on fertility patterns (Stycos, 1955). After two years conducting interviews with low income couples from small towns, rural and urban areas, he divided the families into a continuum of three types of decision making: traditional, less traditional, and least traditional. In the traditional families, the wives'
responsibilities appeared to be that of satisfying their husbands' needs, raising children and keeping the house.

In the less traditional families, the wife had more participation in the decision making process of the family. Important decisions were made by the husband, but he usually discussed the situation with his wife before he made up his mind. Decisions about the care of children and household were made by the wife.

The least traditional group was composed of several women who worked and a few husbands who were unemployed or incapacitated. This group had considerable interchange of opinion. The wives appeared to share in important decisions, and their opinion and advice were seriously taken.

Stycos pointed out to some factors that seemed to account for differences among these groups. Education and place of birth of the wife appeared to influence women's liberal ideas and their tendency to marry more flexible men.

Rogler's (1940) study, Comerio, as cited by Mintz (1966) was one of the first community studies which was based on socio-anthropological field work procedures. Rogler gives an informative picture of class differences in town life. While class differences in Rogler's work was more important than sexual differences, he noticed segregation of sexes was restricted. Deviations from
traditional sex roles expectations were severely sanctioned. According to Mintz' interpretation of Rogler's work, sex differences restricted women to inferior positions and limited their participation in wider networks as compared to men. Mintz supports Rogler's observations and stated that the primary cause of women's inferior position in the society seems to have been:

limited economic opportunity and the basic force behind this state of affairs—its primary sanction—is found in the sex mores: the inferior position of the women takes most definitive form in the sex mores of decency, chastity, and fidelity (Rogler, 1940, p.187; cited in Mintz, 1966, p.402).

Recent Psychosocial Studies

The traditional portrayal of male/female roles and allocation of power in Puerto Rican families that permeates much of the early social science research has been extensively questioned. More recent psychosocial investigations question the idea of male dominance and female submissiveness and the rigidly conceptualized sex-role behaviors among Puerto Rican and other Hispanic men and women (Hawkes and Taylor, 1975; Cromwell and Ruiz, 1979; Andrade, 1982).

Cromwell and Ruiz (1979) reviewed and analyzed four major studies on marital decision making among Mexican and
Chicano families. They concluded that the available data did not support the hypothesis of Mexican or Chicano male dominance in marital decision making. Furthermore, they argue that the prevailing notion of Hispanic male dominance in the social sciences literature is a myth that has been "based almost exclusively on simple descriptions or subjective impressions, disseminated in essay form, and seldomly subjected to the scrutiny of empirical inquiry" (p.370).

In attempting to explain changes in sex role orientations among Hispanic men and women, three main factors have been identified in more recent psychosocial studies. These are: 1) the acculturation process resulting from their increased exposure to the host culture -- in this case the U.S. -- causes cultural change/modification in the Hispanic family; 2) increased levels of education is a factor that brings changes in the sex-role conceptions of Hispanic men and women; 3) Hispanic women's participation in the labor force seems to have influenced her power and decision making process within the family.

Tharp, Meadow, Lennhoff and Satterfield (1968) examined the effects of the acculturation process in the marriage roles of Mexican-American wives. They found that Mexican-American wives who were more acculturated to the U.S. society (English speaking group) exhibited changes in
traditional marriage roles towards "a more egalitarian-companionate pattern" (p.405) to a greater extent than the less acculturated (Spanish speaking) wives.

Canino (1982) found differing sex-role attitudes among first generation United States born Puerto Rican adolescents, island born Puerto Ricans and Anglo-American adolescents. The first group was found to be more liberal than island Puerto Ricans yet more conservative than Anglos. Changes in attitudes toward child rearing, virginity, and work outside the home were evidenced among this group. This study also found that the constructs of macho and hembra that have been widely used in describing sex roles among Hispanics, fail to clearly and fully portray the interpersonal realities of the families studied. A discrepancy between what the family thought the sex roles should be and what their actual interpersonal relationships was also evidenced.

Torres-Matrullo (1980) also supports the idea that increased contact with Anglo-American society causes changes in the traditional male-dominated model to be more egalitarian one. However, she indicated that education also affected attitude changes for both male and female Puerto Ricans.
The move towards egalitarianism and the impact of the wife's level of education in modifying spouse relationships in Puerto Rican families has also been pointed out by Rogler and Santana Cooney (1984). In their investigation of intergenerational change among immigrant Puerto Rican families, they found increases in egalitarianism from one generation to the next. However, when the wife's education was introduced as a variable, the role of generation was minimized. In other words, the higher the wife's education, the more sharing between husbands and wives and both generations.

A similar inverse relationship between level of education and sex-role traditionalism was reported by Lopez Garriga (1980) in a study done with a sample of Puerto Rican women in the island. She found that Puerto Rican women with higher levels of education have less traditional sex-roles attitudes than their less educated counterparts.

Wife's employment outside the home was also found to be a crucial variable in changes in conjugal roles. Weller (1968), in a study done in Puerto Rico, indicated that with their participation in the labor force, Puerto Rican wives increased their influence in family decision-making. This increased influence was particularly associated with lower fertility rates among the employed women.
Similarly, employed wives in the Baca Zinn's (1980) study increased their power in family decision making by using the resources and skills they acquired outside the home and in their domestic and economic independence. These Mexican-American families in which the wife worked outside the home exhibited a less traditional style, despite the fact that they did not appear to be more acculturated than their unemployed counterparts. According to Baca Zinn (1980) the Mexican-American families with employed wives retained strong ethnic affiliations in that they: "identified themselves as ethnics, [and] valued ethnic customs in rituals, kin gatherings, and daily family activities" (p. 48).

These results serve to question the assumption that changes in the sexual/family roles of Puerto Rican and other Hispanic men and women are mainly associated with acculturation. Nor can we assume that Puerto Rican women’s increased education or employment outside the home will have a homogeneous effect in modifying the sex-roles and distribution of power in all their families.

Available evidence thus far indicates that changes in sex-roles among Puerto Rican men and women appear to be occurring and that the concept of the Hispanic’s male dominance and female total submissiveness "does not exist
to the extent it has been portrayed" (Vazquez and Gonzalez, 1981, p.60).

**Femininity-Masculinity Studies**

Masculinity (instrumental/agency) and femininity (expressive/communal) previously viewed as opposite poles on a single continuum, have been reconceptualized as independent personality traits that can coexist in one single individual (Constantinople, 1973; Spence, Helmreich and Stapp, 1978; Bem, 1977). Androgyny is a new concept developed to describe people who are high in both masculine and feminine traits. Researchers have associated this concept with a new standard of mental health (Bem, 1974; Spence, Helmreich and Stapp, 1978). An androgynous individual is considered to have greater behavior adaptability, self confidence, and psychological balance (Spence, Helmreich and Stapp, 1978). A number of instruments have been developed to measure psychological dimensions of femininity and masculinity. The best known of these that have been used with Hispanics are: 1) The Bem Sex Role Inventory (BSRI) (Bem, 1974); 2) The Attitudes Toward Women Scale (AWS) (Spence and Helmreich, 1972); and 3) The Personal Attributes Questionnaire (PAQ) (Spence, Helmreich and Stapp, 1974).
Many studies centered on femininity and masculinity have been conducted recently. However, most of these have focused on White middle class women. Comparable literature on Hispanics is very limited (Torres-Matrullo, 1980; Padilla and Lindholm, 1984; Rosario, 1982; Pugh and Vazquez-Nuttall, 1983; Espin and Warner, 1982). In this section we will review the few studies on Hispanics that measure the psychological dimension of femininity and masculinity using the scales described previously.

Attitudes towards women and sex role perceptions among Puerto Ricans in Puerto Rico was examined by Ramos-McKay (1977). College and non-college males (N=106) and females (N=81) were compared on three variables: locus of control, social activism, and sex-roles. The subjects' attitudes towards women and sex-role perceptions were measured through administration of the AWS and the PAQ. The results of this study were then compared to the findings of a study the author conducted with college and non-college Puerto Ricans in the United States (Ramos-McKay, 1977). Surprisingly, the study showed that liberal attitudes towards the role of women and toward sex-role self concepts existed among college and non-college males and females.

Ramos-McKay sustains that education did not affect the results of the study to the extent that it was
expected. However, a significant difference was found between college women and non-college males, with college women holding significantly more liberal attitudes. Surprisingly enough, when non-college males in the United States and in Puerto Rico were compared, it was found that those on the island had more liberal attitudes toward women and sex-role concepts than those in the United States. Puerto Rican women in the United States were found to be significantly more liberal in their attitudes towards women than females in Puerto Rico, although both groups were found to be within the liberal range. This author concluded that although liberal attitudes towards the role of the women are held by Puerto Ricans both in Puerto Rico and in the United States, they still report traditional sex-role self concepts.

Another early study designed to test the influence of sex and ethnicity on attitudes towards women, and self-reported masculinity and femininity was conducted by Wheeler and associates (1977). This study was a replication of the two previous studies by Spence and Helmreich (1972), and Spence, Helmreich and Stapp (1974) using the PAQ and the AWS. The two scales were administered to Anglo (N=112), Black (N=32), and Chicano (N=221) students in the Southwest. Comparing their groups to the normative groups, Wheeler and associates reported no
differences in self reports of masculinity and femininity. However, one the typical male-female concept, their group was much higher, indicating greater traditionalism. The findings of this study revealed that sex and ethnicity were related to attitudes towards women and masculine-feminine stereotypic attitudes. Females of the three ethnic groups appeared to have more liberal attitudes toward women than males. However, significant differences were found between Black and Chicano women than by Anglo women. The Chicano women reported slightly more liberal attitudes than Black women.

Another crosscultural study compares Mexican-American (N=75), Black-American (N=142), and White-American (N=62) college female freshmen in regard to their perceived sex role differences. It was conducted by Zeff (1982) using the Bem Sex Role Inventory. The women of the three ethnic groups studied appeared to be more similar than different in regard to sex role orientation. The majority of these women were androgynous.

Mexican-American women were less masculine than White women but more so than Black women. Zeff explains that regardless of the differences in family income, the main measure of social class used by him, was that these women are "achievers who aspire to the values and benefits of achieving middle-class status" (1982, p.258). The notion
that as people move forward in social class, they tend to become more homogeneous, is presented as an explanation. The author suggests that social class seems to be the most important factor accounting for the results of the study.

Following a similar crosscultural comparative perspective, Pugh and Vazquez-Nuttall (1983) investigated the perceptions of femininity and masculinity among Black (N=139), Hispanic (N=145), and White (N=123) female college students. The AWS and the PAQ were administered to a college sample of women from these ethnic groups. Pugh and Vazquez-Nuttall found that as postulated, women from the three ethnic groups differed significantly on their self-attributions of masculine and feminine traits, with Black women describing themselves as the most masculine; Hispanic being next, and White women attributing to themselves the fewest masculine traits.

The authors also found that Black and White women described the "ideal woman" as more masculine than Hispanic women did. Significant differences were also found among the three ethnic groups in their perceptions of the "ideal man."

In terms of the three groups' attitudes towards women, White women were the most nontraditional, and Hispanics were the most traditional. However, Puerto Ricans also perceived themselves to have more masculine
traits than White women and closer to self reports of Black-American women. Pugh and Vazquez-Nuttall explain that the fact that the Hispanic women rated the ideal woman as the least masculine of the three groups in the study, reflects a different cultural conception of feminine behavior. Neither age nor social class significantly affected the differences in the groups' attitudes toward masculinity and femininity.

Because their results were significant but explained a very small portion of the variance, the authors conclude that many other factors contribute to the women's perceptions and attitudes. In the case of the Puerto Rican women, for example, the authors state that the experience of being influenced by cultural values from both the island and the United States as well as the possibility that femininity and masculinity have a different meaning in their cultural tradition, should be taken into account when trying to understand their sex-role perceptions.

An inter-generational study to determine whether generational differences and education affect sex-role traditionalism, assertiveness and symptoms of mental and physical illness in Puerto Rican women living in New York City was conducted by Soto and Shaver (1982). A 20-item sex-role traditionalism scale which contains items from the short version of the AWS (Spence et al., 1973), the
short version of the Attitudes Towards Feminism Scale (Smith, Ferree and Miller, 1975) and the new items designed for the Puerto Rican woman, was administered to 278 Puerto Rican women members of the Puerto Rican community in that city.

Second generation and better educated women were found to be less traditional than their first generation and less educated counterparts. Education was found to be more significant than generation in affecting sex-role traditionalism. As predicted, sex-role traditionalism was associated with lower assertiveness. Soto and Shaver discuss the clinical implications of the results, and suggest that acculturation and sex-role conflicts concerning assertiveness will be a relevant issue in the diagnosis and treatment goals of Puerto Rican females.

A second intergenerational study in which the AWS was administered to 45 Puerto Rican women residing in New York City, found results consistent to those of Soto and Shaver (Rosario, 1982). On her study, Rosario found that the generation variable (1st, 2nd, and 3rd), place of birth (Puerto Rico or United States), education, age, and occupation affected attitudes. More conservative values were held by first generation women and the more liberal values were held by the third generation women. Women born in the United States were more liberal in their
attitudes than women born in Puerto Rico. Younger women (18-25) were more liberal than older women. However, age comparisons showed that middle age women (26-45) were more liberal than younger and older women. In terms of the religiosity variable, it was found that the Catholic group had more liberal attitudes than the non-Catholic group.

Level of acculturation in Puerto Ricans and other Hispanics and its relationship to their sex role concept has been investigated by researchers. Acculturation is a process in which changes in attitudes, behaviors, personality and values take place when two cultures come into direct contact (Padilla, 1980). Through the acculturation process, the immigrant incorporates new values, attitudes and behaviors into his/her cultural background (Fitzpatrick, 1971).

Kranau, Green and Valencia-Weber (1982) examined the relationship between acculturation and attitudes toward women and sex-roles in a group of Hispanic women (mostly Mexican-American). The PAQ, the AWS, and the BSRIB (an extension of the BSRI to measure stereotypical M-F self descriptions) scales were administered to the subjects (N=60) of the study. It was found that the level of acculturation of these women was positively correlated with their attitudes towards women. The researchers found that highly acculturated women in their sample were more
likely to have more liberal attitudes towards women. Self attributions of feminine traits did not appear, in this case, to be similarly influenced by level of accultura-

While highly acculturated women were more liberal toward the role of women and tended to engage in feminine sex role-typed behaviors at home less frequently, they however, attributed more feminine characteristics to themselves. Less acculturated women on the other hand, tended to engage in feminine sex role-typed behaviors more frequently, were more traditional in their attitudes towards women, and attributed less feminine characteristics to themselves. Marital status, education, and age were also found to be related to the respondents' attitudes toward women and to their stated sex role self concepts. Highly acculturated women were less likely to be married, divorced or widowed, and more likely to be young and better educated than their less acculturated counterparts. The authors emphasize the heterogeneity of the Hispanic women, particularly of the Mexican-American population in the United States.

Reyes (1981) used a developmental approach to investi-
tigate the interrelationships of role taking, role competence, sex-role concept, acculturation and trait anxiety among Puerto Rican females (N=58) living in the
New York City community. Sex-role concept was assessed by administering the PAQ. The subjects of this study grew up in Puerto Rico but moved to the United States after age 14. The author hypothesized that the subjects' level of acculturation, trait anxiety, and sex-role concept were a function of their cognitive processes of role taking and social competence. Reyes also predicted that sex-role concept would explain a large part of the variance of acculturation and trait anxiety. Trait anxiety was expected to be dependent on the subjects' level of acculturation.

The results of the study were predominantly negative. However, two significant relations were found. Only masculinity significantly predicted trait anxiety, with those women low on masculine traits having more trait anxiety. Only femininity appeared to be able to significantly predict acculturation, with those subjects that scored high on femininity tending to be less traditional in their cultural values. The social-cognitive variables (role taking and social competence) were found to be inadequate in predicting masculinity in this particular study. The author acknowledged the possibility that a femininity orientation congruent with the subjects' early socialization in Puerto Rico, seemed to be the orientation the majority of these women used in their acculturation.
process. The problem relating developmental with nondevelopmental variables, the use of both subjective (i.e. questionnaires) and objective (psychometric) measures, the heterogeneity of the sample (i.e. age, age of arrival, socioeconomic status, level of education, marital status) as well as the initial theoretical assumption, are some of the factors discussed to explain the limitations of the study and the lack of evidence to substantiate the stated hypotheses.

A study to identify the personal and professional characteristics and the attitudes towards female roles of women faculty (N=342) at the University of Puerto Rico used the AWS to measure the professors' attitudes toward the role of women in society (Pacheco, 1981). The author states that although a considerable variation in the traditional-contemporary continuum was found, the women professors appeared to hold a contemporary attitude toward women in their vocational, educational, intellectual and marital roles. However, when the author compared her results to those of other studies, her subjects were seen as having less liberal attitudes than Halas' (1974) "mature women students" or Shelov's (1978) "urban college women", with whom they were compared, with only Halas' (1974) housewives manifesting a more conservative sex-role orientation.
Espin and Warner (1982) studied the attitudes toward the role of women in society among Cuban college students in Miami. Sex role concepts and attitudes toward women were measured by administration of the AWS and the PAQ scales to the thirty one (31) women. The authors expected that age, number of years in the United States, mother's educational level, participant's position in the family, and fluency in English to influence women's attitudes toward psychological femininity and masculinity and sex-role concepts. Fluency in English was the only variable found to be related to the subjects' attitudes toward the role of women. Women who reported fluency in both English and Spanish appeared to have more liberal attitudes than those who reported less fluency in English.

**Critical Evaluation of Femininity and Masculinity Studies**

Most studies on masculinity and femininity among Hispanics have been conducted from 1976 to 1983. They were completed, for the most part, by Hispanic investigators or by teams of Hispanic and Anglo researchers (see Table 1, pg. 43, for descriptions of samples, instruments, variables and relevant findings of ten identified studies). All studies except two contain women as part of the team. Only two studies were conducted outside of the United
### TABLE 1

**Summary of Femininity and Masculinity Studies**

<table>
<thead>
<tr>
<th>Study</th>
<th>Sample</th>
<th>Procedure</th>
<th>Relevant Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Espin (1982)</td>
<td>31 Hispanic; 31 Total; 31 F</td>
<td>AWS-long form (Florida)</td>
<td>Women who reported fluency in both English and Spanish appeared to have more liberal attitudes than those who reported less fluency in English</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>PAQ-long form (typical and self)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age; number of years in U.S.; mother's educational level; participant's position in the family; fluency in English</td>
<td></td>
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<tr>
<td>Kranau, Green &amp; Valencia (1982)</td>
<td>60 Hispanic; 60 Total; 60 F</td>
<td>AWS short form (mostly Ha)</td>
<td>Highly acculturated women were more likely to have more liberal attitudes than less acculturated, tended to engage in feminine sex-typed behaviors less frequently, and attributed more feminine characteristics to themselves than the less acculturated</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>PAQ short form (BSRI-I)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Acculturation; household behaviors; marital status; education; age</td>
<td></td>
</tr>
<tr>
<td>Pacheco (1981)</td>
<td>342 Hispanic; 342 Total; 342 F</td>
<td>AWS-long form (PR)</td>
<td>Women professors held a contemporary attitude towards women in their vocational, educational, intellectual and marital roles. However, subjects expressed less liberal attitudes than women in two studies conducted in the U.S.</td>
</tr>
<tr>
<td></td>
<td>PR</td>
<td>Job involvement; job satisfaction; professional and personal characteristics; age; marital status; number of children; SES; place of birth</td>
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<tr>
<th>Study</th>
<th>Sample</th>
<th>Procedure</th>
<th>Relevant Findings</th>
</tr>
</thead>
</table>
B:139  
H:145  (Mostly PR) | AWS-short form  
Ethnicity/race;  
PAQ-short form  
age; SES  
(Ideal and Self) | PR women rated the ideal woman as the least masculine of the three groups studied but they perceived themselves as ideally having more masculine traits than white women and closer to self-reports of Black women. Age and Social class were not significant. White women held the most liberal attitudes towards women and PR women the least liberal attitudes. |
| Ramos-Mckee (1977)    | 187 | 187 | Both:  
H:106  
F:81 | PR | College and non-college  
(PR and US) | AWS-long form  
PAQ-long form | All groups compared held liberal attitudes toward the role of women. No significant differences between college and non-college males in both AWS and PAQ. Island non-college males were significantly more liberal on AWS than mainland non-college males. PR women in U.S. were more liberal on AWS than PR women on the island. |
| Reyes (1981)          | 56  | 58  | F | PR | Community members  
(New York City) | PAQ-short form | Only masculinity significantly predicted trait anxiety, with women low in masculinity having more. Only femininity predicted acculturation, with women high on femininity tending to be less traditional in their cultural values. |
| Rosario (1982)        | 45  | 45  | F | PR | Community members  
(New York City) | AWS (short version,  
Spanish translation) | More traditional attitudes held by 1st generation women; more liberal attitudes among 3rd generation women. Women born in U.S. were more liberal. Catholic women more liberal than non-Catholic women. |
<table>
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<tr>
<th>Study</th>
<th>Sample</th>
<th>Procedure</th>
<th>Relevant Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soto &amp; Snaver (1982)</td>
<td>278</td>
<td>278 F PR</td>
<td>Community members (New York City)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Items from short version of AWS short version of attitudes toward femininity scale, and new items for women</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Generation (1st or 2nd); SES; age; education; assertiveness; symptoms of mental and physical illness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second generation and better educated women were less traditional than their counterparts; level of education was more important; sex role traditionalism was associated with lower assertiveness. Assertiveness was associated with fewer symptoms</td>
</tr>
<tr>
<td>Wheeler &amp; Torrus-Raines (1977)</td>
<td>271</td>
<td>Both A:112</td>
<td>College students (Southwest)</td>
</tr>
<tr>
<td></td>
<td>367</td>
<td>M:156 F:211 C:221</td>
<td>AWS-long form (typical &amp; self)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sex, ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Females held more liberal attitudes toward women than males in all ethnic groups. Sex was more influential than ethnicity on both scales. More traditional attitudes were found among Black and Chicano females than among Anglo females</td>
</tr>
<tr>
<td>Zeff (1982)</td>
<td>75</td>
<td>279 F A:62 B:142 C:75</td>
<td>College females (Northeast)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OSR1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The majority of the three ethnic groups studied were androgynous. MA women were less masculine than Black but more than Black</td>
</tr>
</tbody>
</table>
States. In contrast to the early studies, these studies signaled the involvement of Hispanic researchers especially women, in the gender roles literature. In addition, the setting of the research focused on how Puerto Ricans have changed from the island to the mainland.

Five studies used both the AWS and the PAQ, three studies used the AWS only (however, one did not use the entire form), and one study used the PAQ. Both short and long versions of these scales were used, which makes it difficult at times to understand the results. When needed, these scales were translated into Spanish by bilingual researchers. A standard translation does not exist.

Two studies centered on both sexes; the rest focused on women only. Six studies used predominantly Puerto Ricans, one Cuban, and three primarily Mexican-American populations. Sample size was reasonable in six studies but inadequate in four (N=45, 60, 58, 31). Four studies used college students only, one used Puerto Rican faculty members on the island, two used a mixture of college students and community members, and the remaining three used community members. None of these samples is a random sample representative of the target population.

Despite the diversity of samples and inadequate sample sizes, one can make some generalizations. Young
Women living in the United States consistently report more liberal attitudes on the AWS than women living in Puerto Rico. Thus, the less traditional context of American culture liberizes women's attitudes toward sex roles. In addition, regardless of place of birth, Mexican and Puerto Rican women with higher levels of education tend to be more liberal in their attitudes.

Studies focusing on acculturation found that women with higher levels of acculturation tended to hold more liberal attitudes than those who were less acculturated. Studies comparing Mexican-American and Puerto Rican women to Mexican-American and Puerto Rican males revealed that the women were more liberal than the men. However, when compared to White and Black women, Puerto Rican women tended to be more traditional than the Black and the White women (Pugh and Vazquez-Nuttall, 1983). A similar result was reported by Zeff (1982) using Mexican-Americans. These findings were consistent with those of Wheeler and his colleagues who found more traditional attitudes among Black and Chicano females than among Anglo females.

Data generated on the PAQ is not as clear as that of the AWS because investigators tended to change the directions of administration. Some researchers required only self-report; others, both self-report and "typical" male-female behavior; and others change "typical"
male-female behavior to "ideal" male-female behavior. In addition, a variety of statistical methods were used to analyze the results; some authors computed three scales (masculinity, femininity, masculinity-femininity), some only two, and others computed the scales in only one direction.

The findings of the studies using the PAQ were inconsistent. Two studies reported that Mexican-American women (Wheeler et al., 1977) and Puerto Rican women (Pugh and Vazquez-Nuttall, 1983) perceived themselves as more masculine, but reported "typical" or "ideal" women as more feminine. Thus, there is a discrepancy between self-perception and the way they perceive others. However, the findings of those studies are contrary to those of Kranau, Green, and Balencia-Weber (1982) and Reyes (1981) who found that women who were more acculturated or who engage in less traditional activities tended to report themselves as more feminine. Why these inconsistencies? Differences in sample size and in the composition of the sample (college students vs. community members) account for some of these inconsistencies. In summary, because of the different instructions in administration ("ideal," "typical" or "self-descriptions"), scoring, sample size and study design, it is very difficult to compare the results of the studies using the PAQ.
The next chapter of this dissertation presents the design and methodology of the present study which addressed some of the issues highlighted in this summary.
CHAPTER III

METHODOLOGY

This chapter will present the definition of terms and the hypotheses tested in the study. It will also describe the setting of the study, the sample, the instruments, the testing and the scoring procedures, and the statistical techniques used to analyze the data.

DEFINITIONS

Puerto Ricans - Individuals born in Puerto Rico or the United States and of Puerto Rican parentage. Individuals who identified themselves on the questionnaire as being Puerto Ricans.

Anglos - Individuals who identified themselves on the questionnaire as being White.

Blacks - Individuals who identified themselves on the questionnaire as being Black.

Sex Role - A sex role is considered to be only one of the many important social roles an individual has (Brown, 1965). Sex roles are "the behaviors that are considered to be appropriate to an individual on the basis of special definitions of his or her sex" (Unger, 1979, p.12).

Sex Role Orientation - Sex role orientation refers to the behaviors individuals exhibit and feel are appropriate
for them by virtue of their being male or female (Orlofsky, 1980).

**Sex Role Stereotypes** - Sex roles stereotypes are defined as widely held conceptions about the sexes that attribute sets of characteristics uniquely to one sex (Corsini, 1984). Sex roles stereotypes share with ethnic and racial stereotypes the most outstanding property of any stereotypes: rigidity, inaccuracy, and universality (Unger, 1979), and they tend to exaggerate or distort the actual degree of differences between the sexes (Cook, 1985).

**Masculinity-Femininity** - Inner abstract personality traits of an instrumental/agentic nature (i.e. masculine) and traits of an expressive/communal nature (i.e. feminine). The instrumental/agentic traits are characterized by self-assertion and power. Communal/expressive traits are characterized by concerns for others. From this perspective, masculinity and femininity are viewed as separate domains which may reside simultaneously in one person, and are only minimally related to the broad spectrum or sex role behaviors (Spence and Helmreich, 1978), and not limited to sex differences.

**Androgynous** - Refers to individuals who simultaneously possess high levels of valued, stereotypically
considered feminine and masculine characteristics (Corsini, 1984; Kaplan and Sedney, 1980; Bem, 1974).

**Undifferentiated or Nonsex-typed** - Refers to individuals who are low in masculine and low in feminine traits as measured by the sex role inventories (Bem, 1981; Spence and Helmreich, 1974).

**Acculturation** - Phenomenon which results when different groups of individuals having different cultures come into continuous first hand contact with subsequent changes in the original cultural patterns of either culture (Redfield, Linton and Herkovitz, 1936, p.149).

**Typical Woman and Typical Man** - The word typical refers to the usual, the most common, the norm. Typical refers to the one that constitutes or has the nature of a type (Merriam-Webster, 1976). The "typical" woman in this study refers to that type of woman that is representative of the most common characteristics, values, beliefs, behaviors, attitudes, and customs of a particular ethnic/racial group. The "typical" man in this study refers to that type of man that is representative of the most common characteristics, values, beliefs, behaviors, attitudes, and customs of a particular ethnic/racial group.
Specific Hypotheses

Hypothesis I - Puerto Rican college men in Puerto Rico and in the United States will rate the "typical" Puerto Rican woman on the Personal Attributes Questionnaire (PAQ) as less masculine than the "typical" Anglo woman.

Hypothesis II - Black, Puerto Rican, and Anglo college men will differ in their ratings of the "typical" woman of their same racial/ethnic group on the PAQ, with Puerto Rican men rating the "typical" woman of their own racial/ethnic group as the most feminine, followed by ratings of the "typical" Black woman by Black men, and then the ratings of the "typical" Anglo woman by Anglo men.

Hypothesis III - Puerto Rican college women in Puerto Rico and in the United States will describe themselves as more feminine on the Bem Sex Role Inventory (BSRI) than Anglo women, with Puerto Rican women in Puerto Rico attributing to themselves the most feminine traits.

Hypothesis IV - Self ratings of feminine traits using the BSRI will vary with Anglo college women rating themselves highest, followed in descending order by the self ratings of Puerto Rican college women in the United States, Puerto Rican college women in Puerto Rican and lastly Anglo female college students.
Hypothesis V - Puerto Rican college women in Puerto Rico and in the United States will describe the "typical" woman of their own ethnic group as less masculine on the PAQ than Black and Anglo women will describe the "typical" woman of their same ethnic/racial group.

Hypothesis VI - Puerto Rican college men in Puerto Rico and in the United States will attribute to themselves more masculine traits on the BSRI than Anglo men, with Puerto Rican men in Puerto Rico attributing to themselves the most masculine traits.

Hypothesis VII - Puerto Rican college women, in Puerto Rico and Puerto Rican college women in the United States, will describe themselves as more masculine on the BSRI than their descriptions of the "typical" Puerto Rican woman on the PAQ.

Hypothesis VIII - Anglo college women will describe themselves as more feminine on the BSRI than their descriptions of the "typical" Anglo woman on the PAQ.

Hypothesis IX - College women's self ratings on the masculine scale of the BSRI will vary according to racial/ethnic differences with Black female students' self ratings being the highest, followed in descending order by those of Puerto Rican female students in the United States, Puerto Rican female students in Puerto Rico and then, Anglo female students.
Hypothesis X - Masculine traits attributed to the "typical" man of one's own ethnic/racial group using the PAQ will vary with Black college women rating the "typical" Black man as most masculine, Anglo college women's ratings of the "typical" Anglo man being second highest, followed by the ratings of the "typical" Puerto Rican man by Puerto Rican college women in Puerto Rico in third place and lastly Puerto Rican college females' ratings of the "typical" Puerto Rican man in the United States.

Hypothesis XI - Puerto Rican male college students in Puerto Rico and in the United States who score high on the Cultural Life Style Inventory (CLSI) will score low on the Masculinity scale of the BSRI.

Hypothesis XII - Puerto Rican female college students who score high on the CLSI will score low on the femininity scale of the BSRI.

Hypothesis XIII - Male and female Puerto Rican college students in the United States will score higher on the CLSI than male and female college students in Puerto Rico.

Setting of the Study

Puerto Rican male and female college students from Puerto Rico and Puerto Rican, Anglo and Black college
students from several colleges in the Northeastern part of the United States participated in this study.

Description of the Sample

The sample includes 770 male and female students and is divided into four ethnic/racial groups: Puerto Rican students from Puerto Rico (PR-PR); Puerto Rican students from the United States (PR-US); Anglo and Black students. Chapter IV of this dissertation includes details on the setting of the study and description of the sample.

Instruments

Short Form of the Personal Attributes Questionnaire (PAQ)

The Short Form of the Personal Attributes Questionnaire (PAQ) (Spence, Helmreich, and Stapp, 1974, 1975) was used in this study to measure the dependent variables of femininity, masculinity and femininity-masculinity. Only descriptions of the "typical man" and "typical woman" were requested on the PAQ. The original PAQ was developed from an extended version of the Sex Role Stereotype Questionnaire (Rosenkrantz, et. al, 1968). The PAQ consists of three scales: Masculine (M), Feminine (F), and Masculine-Feminine (M-F). On the original version of the PAQ, there were eighteen F items, twenty-three M items and thirteen M-F items. The Short (24-items) and more widely used
version consists of eight Masculine or male-valued items (M), eight Feminine or female-valued items (F), and eight Masculine-Feminine or sex-specific valued items (M-F). The Short Form of the PAQ was given to all college students participating in the study.

The PAQ was one of the instruments chosen for this because it measures self descriptions of males and females and provides ratings of the "typical" woman and "typical" man, when given in the manner specified (Helmreich, Spence, and Whelham, 1981; Spence and Helmreich, 1978).

Satisfactory internal consistency and test-retest reliability have been reported on the original (long) form of the PAQ on a college sample administered the scale (Spence, Helmreich, and Stapp, 1979). Correlations between the original and the 8-item versions were found to be .93, .93, and .91 for masculine, feminine, and sex-specific items respectively (Spence and Helmreich, 1978).

Each item of the PAQ is accompanied by a 5-point Likert type scale with a verbal descriptor at each end of the scale (e.g., not at all aggressive-very aggressive). Students were asked to describe the "typical" woman and the "typical" man of their same racial/ethnic group. Puerto Rican college students, both in Puerto Rico and in the United States, were also asked to complete the PAQ describing the "typical" Anglo woman and the "typical"
Anglo man. Students were instructed to rate the "typical" Puerto Rican and Anglo woman and the "typical" Puerto Rican and Anglo man on each of the bipolar items.

Students were asked to give a rating of 0 to 4 on each of the twenty-four (24) items, therefore, scores may range from 0 to 32 for each subscale. The higher that score, the more the student attributes to her/himself a particular personality trait of the scale.

Short Form of the Bem Sex Role Inventory (BSRI)

The original form of the Bem Sex Role Inventory (Bem, 1974) was one of the first tests designed to implement empirical research on psychological androgyny. It contains sixty (60) personality traits: 1) twenty stereotypically feminine characteristics (e.g., affectionate, gentle, understanding, sensitive to the needs of others); 2) twenty stereotypically masculine characteristics (e.g. ambitious, self-reliant, independent, assertive); and 3) twenty neutral or socially desirable characteristics (e.g. truthful, happy, conceited) (Bem, 1981).

The short, thirty-item (30) form of the BSRI which includes exactly half of the items on the original BSRI, was used in this study. On the BSRI, students were asked to give self-ratings on the femininity and masculine dimensions. Recent research involving the Short version
of the BSRI (Lubinski, Tellegen, and Butcher, 1983) indicates a pattern of correlations with other variables highly similar to that of Spence and Helmreich's measures of "instrumentality" and "expressiveness" on the PAQ. Indeed Spence (1983) recently has referred to it as "in essence, another PAQ" (Mitchell, 1985).

The short version of the BSRI is considered not just a short form of the original BSRI, but an instrument that is psychometrically superior, and a factorially purer index of "instrumental" and "expressive" traits (Mitchell, 1985). The person taking the BSRI is asked to indicate on a 7-point scale how well each of the items on the scale describes herself or himself. The scale ranges from one ("Never or almost never true") to seven ("Always or almost always true"). The BSRI treats femininity and masculinity as two independent dimensions rather than as two ends of a single dimension, therefore, it allows a person to indicate whether she or he is high on both dimensions ("androgynous"), low on both dimensions ("undifferentiated"), or high on one dimension but low on the other (either "feminine" or "masculine") (Bem, 1981).

The BSRI is essentially self-administered and may be given to large groups as well as to individuals. Hand-scoring of the BSRI is a relatively simple task. An
individual's Femininity score is the mean of his or her ratings on the feminine items, and that same person's masculine score is the mean of his or her ratings on the feminine items. The averages of each person's Femininity and Masculinity scores are obtained by the sum of the ratings for each scale; and the sum of the ratings for each scale is divided by the number of items rated. Each person's Femininity and Masculinity scores are converted to standardized T-scores. For the purpose of research, Bem (1981) recommends that individuals be classified on the basis of a median split, into four distinct sex-role groups: feminine, masculine, androgynous, and undifferentiated (Bem, 1981).

Correlations between the original and the short BSRI for Femininity, Masculinity, and Femininity-minus-Masculinity Difference scores are high, with the lowest (.85) correlation found among females in a college sample describing themselves on the feminine items (Bem, 1981).

The BSRI was normed in 1973 and later in 1978 with a normative sample of Stanford University undergraduate students. A total of 279 females and 444 males were included in the 1973 sample. The second (1978) sample included 340 females and 476 males. Only the original form of the BSRI was administered to students in the
sample, and all analyses of the short form are based on the rescoring of the original BSRI (Bem, 1981).

The Cultural Life Style Inventory (CLSI)

The Cultural Life Style Inventory (CLSI) which is a measure of acculturation developed by Mendoza and Martinez (1981) was administered to Puerto Rican college students in Puerto Rico and in the United States. The CLSI was developed to measure various aspects of acculturation among Mexican-American adolescents and adults. This instrument has been adapted and is currently being used with a Puerto Rican adolescent population in a mental health clinic in the Northeastern part of the United States.

Mendoza and Martinez (1981) identified four typological patterns of cultural adjustment: 1) cultural resistance, defined as an active or passive resistance to alternate cultural practices while maintaining native customs; 2) cultural shift, defined as the substitution of native customs with alternate cultural practices; 3) cultural incorporation, defined as an adaptation of multicultural forms; and 4) cultural transmutation, defined as the alteration of the elements of one or more cultures to create a unique subcultural entity.
The instrument has 29 questions concerning language usage, food preference and various other preferences in many other areas. All responses to the items of the inventory are coded according to the four typologies. A composite profile for each individual is obtained by identifying the most frequent patterns of acculturation that emerge within each of the five dimensions of the Cultural Life Style Inventory: 1) Intra-family Language Factor; 2) Extra-Family Language Factor; 3) Social Affiliation and Activities Factor; 4) Cultural Familiarity and Activities Factor; 5) and Cultural Identification and Pride Factor. According to Mendoza (1981) highly acculturated individuals are typically multifaceted and will display dominant acculturational responses on most of the items of the scale; therefore, they would have a high composite multidimensional score.

Commonly listed cultural practices identified by a group of judges were compiled and organized into a pilot inventory which contained questions and corresponding responses on Likert-type scales. A group of two Anglo-Americans and two Mexican-Americans were asked to rate each of the items on the pilot inventory in terms of the degree to which they identified, measured and sampled the dimensions of the construct of acculturation.
A revised inventory consisting of items that had the highest mean ratings (content validity) was developed and tested for item discrimination. The estimates of reliability were obtained by using the conventional composite scores method and the intra-item test-retest method proposed for multidimensional scales by Mendoza (1984). The composite scores method yielded significant correlations across all groups: \( r = .91 \) (\( p < .001 \)) for Mexican-Americans who received both versions in English, \( r = .88 \) (\( p < .001 \)) for Mexican-Americans who received both versions in Spanish, and \( r = .95 \) (\( p < .001 \)) for the Anglo-American group.

**Procedure**

The instruments were administered to students in classrooms according to arrangements made with administrators, professors, and other college staff who collaborated with the study. Each student received a package that contained the instruments and specific instructions for each scale. The instruments were stapled together in the following sequence: 1) Letter to students with explanation of the purpose of the study and general instructions; 2) Background Information Questionnaire; 3) Bem Sex Role Inventory; 4) the Personal Attributes Questionnaire (for "typical" woman); 5) Personal Attributes Questionnaire.
(for "typical" man); 6) Personal Attributes Questionnaire (for "typical" Anglo woman as described by Puerto Rican college students only); 7) Personal Attributes Questionnaire (for "typical" Anglo man as described by Puerto Rican college students only); and 8) Cultural Life Style Inventory (for Puerto Rican students only). Table 2 presents the measures given to each group.

The **Back to Back Translation Method** (Brislin, 1972) was used to prepare Spanish versions of each instrument and the instructions. This method involves the translation of the original from language A to language B by a fluent bilingual individual, the translation from language B to language A by a second fluent bilingual person, and the comparison of the two versions in language A. When there were discrepancies between the two versions, changes were made and the whole process started again until no differences were found. If after two or three revisions differences persisted, the necessary changes were made.

**Statistical Procedures**

*Student's t-distribution* (t-test) and *analysis of variance* (ANOVA) were used to test whether there were significant differences in group means. The t-test was applied when one set of means was compared. This was done in hypotheses: 1, 7, and 8. When more than two groups were compared, the analysis of variance was utilized.
### TABLE 2

**Instruments Given to Each Group of Students**

<table>
<thead>
<tr>
<th>Instruments</th>
<th>PRn (PR)</th>
<th>PRn (US)</th>
<th>Blacks</th>
<th>Anglos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Questionnaire</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>BSRI Self-description</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PAQ Typical Woman</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PAQ Typical Man</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PAQ Typical Anglo Woman</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PAQ Typical Anglo Man</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CLSI Acculturation</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

BSRI = Bem Sex Role Inventory; PAQ = Personal Attributes Questionnaire; CLSI = Cultural Life Style Inventory

PRn = Puerto Ricans; PR = Puerto Rico; US = United States
The analysis of variance (ANOVA) was used to test hypotheses 2, 3, 4, 5, 6, 9, 10, and 13. ANOVA is useful when comparing means of several groups simultaneously. Analysis of variance refers to a "set of well defined procedures for partitioning the total variation of a data collection into its component parts" (Kachigan, 1982, p.195). Analysis of variance is useful when determining whether different groups differ significantly from each other. If "between group" differences are found to be greater than "within group" variances, then a large F-score or F-ratio (between group variance divided by within group variance) will be the result. The larger the ration, the greater the likelihood that group differences exist.

The computer then calculated an exact level of significance for the F-score. If the level of significance was less than 0.05 (p < .05), then it was concluded that there were statistical differences among groups. The Scheffe's procedure for post hoc comparisons was applied when there was a significant main effect in the analysis of variance. This procedure permitted the evaluation of any and all comparisons while maintaining the Type I error rate (rejecting a true Ho) at alpha. For example, if there was a significant F-ratio for groups (Puerto Rican college males, Puerto Rican college females, Black college males
and Black college females), the Scheffe method was used to compare any possible combination of groups.

One-way ANOVA was used in most of the hypotheses of this study. An ANOVA is called a one-way analysis of variance if only one grouping factor or classification is used. For example, when Puerto Rican college women in Puerto Rico and in the United States were compared using the masculinity scale of the Bem scale (Ho:2), this is an example of a one-way design with two groups.

In some cases, a two-way ANOVA was used. In one instance, Puerto Rican women in Puerto Rico and in the United States (two groups) were compared on two different measures (two tests). The resulting 2 x 2 ANOVA permitted an examination of the differences between two groups and two tests.

Hypotheses 11, 12 and 13 were analyzed using Pearson correlation procedures. This procedure allowed the examination of the strength of the relationship between the scores of two measures. For example, hypothesis 11 which examined the score of Puerto Rican male college students on the BEM scale and the Cultural Life Style Inventory used Pearson correlation procedures. This procedure revealed the strength of the relationship between the scores on the BEM and the acculturation scales. The hypothesis was accepted if there was significant positive
relationship between the two scales. A summary of the statistical procedures used in the study is presented in Table 3.
# TABLE 3

Summary of Hypotheses, Measures and Statistical Procedures

<table>
<thead>
<tr>
<th>Specific Hypotheses</th>
<th>Measure(s)</th>
<th>Statistical Method</th>
<th>Test Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho:1-PR college men in PR and in the U.S. will rate the &quot;typical&quot; PR woman on the PAQ as less masculine than the &quot;typical&quot; Anglo woman.</td>
<td>PAQ-M(PR) PAQ-M(US)</td>
<td>Paired t-test</td>
<td>F-statistic</td>
</tr>
<tr>
<td>Ho:2-Black, PR and Anglo college men will differ in their ratings of the &quot;typical&quot; woman of their same ethnic/racial group on the PAQ, with PR men rating the &quot;typical&quot; woman of their own racial/ethnic group as the most feminine, followed by ratings of the &quot;typical&quot; Black woman by Black men, and then the ratings of the &quot;typical&quot; Anglo woman by Anglo men.</td>
<td>PAQ-F</td>
<td>1 x 3 ANOVA</td>
<td>F-statistic</td>
</tr>
<tr>
<td>Ho:3-PR college women in PR and in the US will describe themselves as more feminine on the BSRI than Anglo women, with PR women in PR attributing to themselves the most feminine traits.</td>
<td>BSRI-F</td>
<td>1 x 3 ANOVA</td>
<td>F-statistic</td>
</tr>
<tr>
<td>Ho:4-Self ratings of feminine traits using the BSRI vary with Anglo college women rating themselves as highest, followed in descending order by the self ratings of PR college women in the US, PR college women in PR and lastly Black college women.</td>
<td>BSRI-F</td>
<td>1 x 4 ANOVA</td>
<td>F-statistic</td>
</tr>
</tbody>
</table>

(Continued next page)
<table>
<thead>
<tr>
<th>Specific Hypotheses</th>
<th>Measure(s)</th>
<th>Statistical Method</th>
<th>Test Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho5: PR college women in PR and in the US will describe the &quot;typical&quot; woman of their own ethnic group as less masculine on the PAQ than Black and Anglo women will describe the &quot;typical&quot; woman of their same ethnic/racial group.</td>
<td>PAQ-M</td>
<td>1 x 3 ANOVA</td>
<td>F-statistic</td>
</tr>
<tr>
<td>Ho6: PR college men in PR and in the US will attribute to themselves more masculine traits on the BSRI than Anglo men, with PR men in PR attributing to themselves the most masculine traits.</td>
<td>BSRI-M</td>
<td>Paired t-test</td>
<td>t-value</td>
</tr>
<tr>
<td>Ho7: PR college women in PR and in the US will describe themselves as more masculine on the BSRI than their descriptions of the &quot;typical&quot; PR woman on the PAQ.</td>
<td>BSRI-M</td>
<td>Paired t-test</td>
<td>t-value</td>
</tr>
<tr>
<td></td>
<td>PAQ-M</td>
<td>t-test</td>
<td></td>
</tr>
<tr>
<td>Ho8: Anglo college women will describe themselves as more feminine on the BSRI than their descriptions of the &quot;typical&quot; Anglo woman on the PAQ.</td>
<td>BSRI-F</td>
<td>Paired t-test</td>
<td>t-value</td>
</tr>
<tr>
<td></td>
<td>PAQ-F</td>
<td>t-test</td>
<td></td>
</tr>
<tr>
<td>Ho9: College women’s self ratings on the masculine scale of the BSRI will vary according to racial/ethnic differences with Black female students’ self ratings</td>
<td>BSRI-M</td>
<td>1 x 4 ANOVA</td>
<td>F-statistic</td>
</tr>
</tbody>
</table>
**TABLE 3 (Continued)**

<table>
<thead>
<tr>
<th>Specific Hypotheses</th>
<th>Measure(s)</th>
<th>Statistical Method</th>
<th>Test Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>being the highest, followed in descending order by PR female students in the US, PR female students in PR and then, Anglo female students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ho10: Masculine traits attributed to the &quot;typical&quot; man of one's own ethnic/racial group using the PAQ will vary with Black women rating the &quot;typical&quot; Black man as most masculine, Anglo college women's ratings of the &quot;typical&quot; Anglo man being second highest, followed by the ratings of the &quot;typical&quot; PR man by PR college women in PR in third place and lastly, PR college females' ratings of the &quot;typical&quot; PR man in the U.S.</td>
<td>PAQ-M</td>
<td>1 x 4 ANOVA</td>
<td>F-statistic</td>
</tr>
<tr>
<td>Ho11: PR male college students in PR and in the US who score high on the Cultural Life Style Inventory will score low on the masculinity scale of the Bem Bem Sex Role Inventory.</td>
<td>CLSI BSRI-M</td>
<td>Correlation</td>
<td>Pearson's</td>
</tr>
<tr>
<td>Ho12: PR female college students who score high on the CLSI will score low on the femininity scale of the BSRI.</td>
<td>CLSI BSRI-F</td>
<td>Correlation</td>
<td>Pearson's</td>
</tr>
<tr>
<td>Ho13: Male and female PR college students in the US will score higher on the CLSI.</td>
<td>CLSI</td>
<td>2 x 2 ANOVA</td>
<td>F-statistic</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESULTS

This chapter will present a description of the sample and the results of the hypotheses for the present study. For each hypothesis, the statistical procedure used will be presented. Tables with the results of the statistical analysis for each hypothesis will be included.

Description of the Sample

Undergraduate male and female students attending a large public university campus in Puerto Rico and students from six colleges from the Northeastern part of the United States participated in this study. Four samples of students were tested.

Group I: Puerto Rican college undergraduate students attending one of the largest public higher education institutions in Puerto Rico. The campus is located in the metropolitan area. The sample from the island is composed of 203 students: 126 females, 77 males. (PR-PR)

Group II: Puerto Rican college undergraduate students in the United States. The Puerto Rican sample from the United States is composed of 199 (126 females, 73 males) students attending six colleges from the Northeastern part of the country. The sample is divided as
follows: 63 students (35 females, 28 males) from a large university in Massachusetts; 34 students (23 females, 11 males) from a large community college in Massachusetts; 22 students (12 females, 10 males) from a large public college in New York City; 39 students (32 females, 7 males) from a small community college in Brooklyn; 14 students (5 females, 9 males) from a large state college campus in New Jersey; and 27 (20 females, 7 males) from a large community college in New Jersey. (PR-US).

Group III: White-American (Anglo) students. The sample for Anglo students is composed of 198 (105 females, 93 males) students. The Anglo population is composed by students from two large college campuses: 159 (85 females, 74 males) from a large university campus in Massachusetts from which 63 PR-US and all Black students in this study were also selected; and 39 (20 females, 19 males) from a large state college campus in New Jersey. (Anglos).

Group IV: Black-American students. All Black students who participated in this study were attending a large university in Massachusetts. The sample includes: 80 females, 90 males. (Blacks).

Table 4 gives a breakdown of the samples of each ethnic/racial group by sex and description and location of college.
TABLE 4  
Breakdown of the Sample by Ethnicity/Race, Sex and College

<table>
<thead>
<tr>
<th>College</th>
<th>PR-PR F</th>
<th>PR-PR M</th>
<th>PR-US F</th>
<th>PR-US M</th>
<th>ANGLOS F</th>
<th>ANGLOS M</th>
<th>BLACKS F</th>
<th>BLACKS M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large University PR</td>
<td>126</td>
<td>77</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large University MA</td>
<td>-</td>
<td>-</td>
<td>35</td>
<td>29</td>
<td>85</td>
<td>90</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Large Community College, MA</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large Public University, NY</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Small Community College, NY</td>
<td>-</td>
<td>-</td>
<td>32</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large State College, NJ</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>9</td>
<td>20</td>
<td>19</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large Community College, NJ</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>126</td>
<td>77</td>
<td>126</td>
<td>73</td>
<td>105</td>
<td>93</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

Note: PR-PR = Puerto Ricans from Puerto Rico; PR-US = Puerto Ricans from the United States.
Demographic Characteristics of the Sample

This sample consists of 770 undergraduate students. It is divided into four (4) subgroups: 203 Puerto Rican undergraduate students from Puerto Rico; 199 Puerto Rican students from the United States; 198 Anglo students; and 170 Black students. The ages in the sample ranged from 18 to 42 years for PR-PR, 18 to 52 for PR-US, 18 to 40 for Anglos, and 18 to 54 for Blacks. The average age for each group was: 21.10 for PR-PR; 25.08 for PR-US; 20.56 for Anglos; and 20.47 for Blacks. Students were from all majors and all years in college. The results of the statistical data revealed that 58 percent of PR-PR have a family income of $19,000 or less. Fifty-six percent (56%) of PR-US have that same family income. In contrast, forty-five percent (45%) of Anglo students reported a family income of $50,000 or more, and only 9.4 percent of these students have an income of $19,000 or less. Thirty-five point seven percent (35.7%) of Black students reported a family income of $50,000 or more, and only 12.5% have incomes of $19,000 or less. Table 5 gives a breakdown of the sample by sex, age, year in college and family income. Figure 1 presents the frequency distribution of family incomes for the four ethnic/racial groups. Students were selected through the cooperation of professors, counselors, administrators and leaders of student
Table 5
Demographic Profile of the Sample

<table>
<thead>
<tr>
<th></th>
<th>PR-PR n</th>
<th>PR-US n</th>
<th>Blacks n</th>
<th>Anglos n</th>
<th>Overall n</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>77</td>
<td>38</td>
<td>90</td>
<td>53</td>
<td>333</td>
</tr>
<tr>
<td>Females</td>
<td>126</td>
<td>62</td>
<td>80</td>
<td>47</td>
<td>437</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-21</td>
<td>158</td>
<td>78</td>
<td>130</td>
<td>79</td>
<td>548</td>
</tr>
<tr>
<td>22-25</td>
<td>28</td>
<td>14</td>
<td>31</td>
<td>19</td>
<td>126</td>
</tr>
<tr>
<td>26-30</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>31-35</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>41-63</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td><strong>Year in College</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>18</td>
<td>8.9</td>
<td>34</td>
<td>21</td>
<td>156</td>
</tr>
<tr>
<td>Sophomore</td>
<td>77</td>
<td>37.9</td>
<td>41</td>
<td>25</td>
<td>239</td>
</tr>
<tr>
<td>Junior</td>
<td>53</td>
<td>26</td>
<td>58</td>
<td>35</td>
<td>209</td>
</tr>
<tr>
<td>Senior</td>
<td>55</td>
<td>27</td>
<td>32</td>
<td>19</td>
<td>159</td>
</tr>
<tr>
<td><strong>Family Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;$5,000</td>
<td>30</td>
<td>14.7</td>
<td>2</td>
<td>1</td>
<td>74</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>48</td>
<td>23.6</td>
<td>3</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>10,000-14,999</td>
<td>39</td>
<td>19.2</td>
<td>8</td>
<td>5</td>
<td>74</td>
</tr>
<tr>
<td>15,000-19,999</td>
<td>23</td>
<td>11.3</td>
<td>12</td>
<td>7.8</td>
<td>56</td>
</tr>
<tr>
<td>20,000-24,999</td>
<td>20</td>
<td>9.8</td>
<td>24</td>
<td>15.6</td>
<td>75</td>
</tr>
<tr>
<td>25,000-34,999</td>
<td>23</td>
<td>11.3</td>
<td>35</td>
<td>22.7</td>
<td>111</td>
</tr>
<tr>
<td>35,000-49,999</td>
<td>14</td>
<td>6.9</td>
<td>32</td>
<td>20.7</td>
<td>115</td>
</tr>
<tr>
<td>50,000-Over</td>
<td>5</td>
<td>2.4</td>
<td>37</td>
<td>24</td>
<td>147</td>
</tr>
</tbody>
</table>

PR-PR = Puerto Ricans from Puerto Rico; PR-US = Puerto Ricans from the United States.

Note: The total sample was composed of 770 students. However, the percentages were calculated taking into account the number of valid cases reported for the individual variables.
Figure 1: Frequency Distribution of Students from Each Ethnic/Racial Group on Each of the Family Income Categories
Sex Identity Classifications of the Sample

Students in the sample were classified as androgynous, feminine, masculine or undifferentiated using the median split. The statistical data for the hypotheses and additional comparisons between both sexes within each ethnic/racial group reveal that the majority of students in each ethnic/racial group are androgynous (PR-PR = 59%; PR-US = 53%; Anglos = 40%; Blacks = 54%). Fifty-one point four percent (51.4%) of the students in the sample were classified as androgynous. Table 6 presents a breakdown of the categories on the BSRI by ethnic/racial group and sex. A comparison of the mean scores and standard deviations with the normative sample of the Short Version of the BSRI (Bem, 1975) shows that males and females in the four ethnic/racial groups in this present study have higher mean average scores on both femininity and masculinity scales. The mean scores and standard deviations for males and females of the four ethnic/racial groups of the sample on this present study and for the normative sample are presented in Tables 7 and 8 respectively. Figures 2, 3 and 4 present information on frequency distribution of students on the four sex role categories on the BSRI by sex and ethnic/racial groups.
TABLE 6
Breakdown of Categories on the BSRI by Ethnic/Racial Groups and Sex

<table>
<thead>
<tr>
<th></th>
<th>PR-PR</th>
<th></th>
<th>PR-US</th>
<th></th>
<th>Anglos</th>
<th></th>
<th>Blacks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=</td>
<td>44</td>
<td>75</td>
<td>48</td>
<td>57</td>
<td>36</td>
<td>43</td>
<td>47</td>
<td>41</td>
</tr>
<tr>
<td>%=</td>
<td>57.1</td>
<td>59.5</td>
<td>65.8</td>
<td>46.0</td>
<td>38.7</td>
<td>41.0</td>
<td>54.0</td>
<td>53.9</td>
</tr>
<tr>
<td>FEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=</td>
<td>18</td>
<td>17</td>
<td>12</td>
<td>22</td>
<td>14</td>
<td>36</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>%=</td>
<td>23.4</td>
<td>13.5</td>
<td>16.4</td>
<td>17.7</td>
<td>15.1</td>
<td>34.3</td>
<td>4.6</td>
<td>17.1</td>
</tr>
<tr>
<td>MAS</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>n=</td>
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<td>22</td>
<td>7</td>
<td>23</td>
<td>27</td>
<td>12</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>%=</td>
<td>11.7</td>
<td>17.5</td>
<td>9.6</td>
<td>18.5</td>
<td>29.0</td>
<td>11.4</td>
<td>26.4</td>
<td>19.7</td>
</tr>
<tr>
<td>UND</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>22</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>%=</td>
<td>7.8</td>
<td>9.5</td>
<td>8.2</td>
<td>17.7</td>
<td>17.2</td>
<td>13.3</td>
<td>14.9</td>
<td>9.2</td>
</tr>
</tbody>
</table>

Note: AND = Androgynous; FEM = Feminine; MAS = Masculine; UND = Undifferentiated. PR-PR = Puerto Ricans from Puerto Rico; PR-US = Puerto Ricans from the United States.
TABLE 7

Means and Standard Deviations of the BSRI Sex Identity Categories by Ethnic/Racial Group and Sex

<table>
<thead>
<tr>
<th></th>
<th>PR-PR</th>
<th></th>
<th>PR-US</th>
<th></th>
<th>Anglos</th>
<th></th>
<th>Blacks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>FEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>77</td>
<td>126</td>
<td>73</td>
<td>124</td>
<td>93</td>
<td>105</td>
<td>87</td>
<td>76</td>
</tr>
<tr>
<td>Mean</td>
<td>5.83</td>
<td>5.98</td>
<td>5.98</td>
<td>5.95</td>
<td>5.22</td>
<td>5.97</td>
<td>5.42</td>
<td>5.85</td>
</tr>
<tr>
<td>S.D.</td>
<td>.668</td>
<td>.648</td>
<td>.732</td>
<td>.792</td>
<td>.879</td>
<td>.652</td>
<td>.920</td>
<td>.770</td>
</tr>
<tr>
<td>MAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>77</td>
<td>126</td>
<td>73</td>
<td>124</td>
<td>93</td>
<td>105</td>
<td>87</td>
<td>76</td>
</tr>
<tr>
<td>Mean</td>
<td>5.37</td>
<td>5.32</td>
<td>5.41</td>
<td>5.17</td>
<td>5.22</td>
<td>4.89</td>
<td>4.89</td>
<td>5.38</td>
</tr>
<tr>
<td>S.D.</td>
<td>.794</td>
<td>.798</td>
<td>.792</td>
<td>.925</td>
<td>.741</td>
<td>.779</td>
<td>.779</td>
<td>.917</td>
</tr>
</tbody>
</table>

Note: FEM = Feminine; MAS = Masculine.
PR-PR = Puerto Ricans from Puerto Rico; PR-US = Puerto Ricans from the United States.
TABLE 8
Mean, Median and Standard Deviations for the Femininity and Masculinity Scales for the 1978 Normative Sample for the Short Form of the BSRI

<table>
<thead>
<tr>
<th></th>
<th>Females (n=340)</th>
<th>Males (n=476)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Femininity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>5.57</td>
<td>5.19</td>
</tr>
<tr>
<td>Median</td>
<td>5.70</td>
<td>5.30</td>
</tr>
<tr>
<td>S.D.</td>
<td>.76</td>
<td>.78</td>
</tr>
<tr>
<td><strong>Masculinity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>4.78</td>
<td>4.88</td>
</tr>
<tr>
<td>Median</td>
<td>4.80</td>
<td>4.90</td>
</tr>
<tr>
<td>S.D.</td>
<td>.81</td>
<td>.79</td>
</tr>
</tbody>
</table>

Figure 2: Frequency Distribution of Students on the Four Sex Role Identity Categories on the Bem Sex Role Inventory (BSRI)
Figure 3: Frequency Distribution of Males and Females on Each of the Sex Role Identity Categories on the Bem Sex Role Inventory (BSRI)
Figure 4: Frequency Distribution of Students from Each Ethnic/Racial Group on Each of the Four Sex Role Identity Categories on the Bem Sex Role Inventory (BSRI)
Results of the Hypotheses

Hypothesis I: Puerto Rican college men in Puerto Rico and in the United States will rate the "typical" PR woman on the PAQ scale as less masculine than the "typical" Anglo woman.

To test Hypothesis I, a paired t-test was used comparing the PAQ masculine score of the "typical" PR woman with the PAQ masculine score of the "typical" Anglo woman as rated by PRn men, both in PR and in the US. The mean masculine score for Anglo women was 21.03 and for the PR women was 19.51. The difference between the two means yielded a t-score of -3.83 (df=148) which was significant at the .0001 level. This data is presented in Table 9. These findings support the hypothesis. Thus, Puerto Rican college men in both the island and the United States perceive PR women as less masculine than Anglo women.

Hypothesis II: Black, Puerto Rican and Anglo college men will differ in their ratings of the "typical" woman of their same racial/ethnic group on the PAQ scale, with PR men rating the "typical" woman of their own racial/ethnic group as the most feminine, followed by the ratings of the "typical" Black woman by Black men, and then the ratings of the "typical" Anglo woman by Anglo men.
TABLE 9

H1-Comparison of Puerto Rican Men in Puerto Rico and Puerto Rican Men in the United States on the PAQ Masculine Scale Using a Paired t-Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>M</th>
<th>S.D.</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAQ-M (PR)</td>
<td>149</td>
<td>19.51</td>
<td>3.697</td>
<td>-3.83</td>
<td>148</td>
<td>.000</td>
</tr>
<tr>
<td>PAQ-M (Anglo)</td>
<td>149</td>
<td>21.03</td>
<td>4.144</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ratings of the "typical" woman of one's own racial/ethnic group by PR and Anglo college males were compared using a one-way ANOVA test. The results of the statistical data are presented in Table 10. As can be seen, these results show a F-ratio of 16.64, which was significant at the .0001 level. The mean scores for PR college men was 24.43; 21.67, for Anglos; and 21.34, for Blacks. When the Scheffe was applied, it was found that PR males are significantly different from Black and Anglo male college students in their ratings of the "typical" woman of their own racial/ethnic group. These results support the hypothesis that PR college men describe the "typical" PR woman as the most feminine.

Hypothesis III: Puerto Rican college women in Puerto Rico and in the United States will describe themselves as more feminine on the BSRI than Anglo women, with Puerto Rican women in Puerto Rico attributing to themselves the most feminine traits.

A 1 x 3 ANOVA design was used to test the differences in means on the BSRI-Feminine scale among island PR, PR in the US, and Anglo women. The number of cases were fairly evenly distributed: PR-PR (N=126), PR-US (N=124), Anglos (N=105). The mean responses for the three groups were: 5.98, 5.97, and 5.95 for PR-PR, Anglos, and PR-US respectively. No significant differences among the three groups
TABLE 10
H2-Comparison of Puerto Rican, Anglo and Black Men’s
PAQ Feminine Ratings of “In-Group” Typical Woman
Using a 1 x 4 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>688.7740</td>
<td>344.3870</td>
<td>16.3870</td>
<td>.0001</td>
</tr>
<tr>
<td>Within</td>
<td>320</td>
<td>6621.21322</td>
<td>20.6914</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>322</td>
<td>7310.0062</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
were found. Table 11 presents the results. The differences between the groups failed to reach significance at the .05 level; therefore, Hypothesis III is rejected. There are no significant differences between these three groups of women.

**Hypothesis IV:** Self ratings of feminine traits using the BSRI will vary with Anglo college women rating themselves highest, followed in a descending order by the self ratings of the Puerto Rican college women in the United States, Puerto Rican college women in Puerto Rico and lastly, Black female college students.

In order to test this hypothesis, the responses of women of the four groups to the BSRI-Feminine score were compared using a one-way ANOVA test. Table 12 presents the results. The means of the four groups were as follows: 5.86 for Blacks, 5.98 for PR-PR, 5.95 for PR-US, 5.97 for Anglos. As Table 12 shows, the statistical data failed to reach a significance at the .05 level, and reveals that there are no significant differences in the responses for the four groups of college females to the BSRI-Feminine score. Thus, Hypothesis IV was not supported by the data.
TABLE 11

H3-Comparison of Female Puerto Ricans from Puerto Rico and the United States and Anglo Females on the BSRI Femininity Scale Using a 1 x 3 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>.0638</td>
<td>.0319</td>
<td>.0646</td>
<td>.9375</td>
</tr>
<tr>
<td>Within</td>
<td>352</td>
<td>173.7970</td>
<td>.4937</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>173.8607</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 12
H4-Comparison of Puerto Rican, Anglo and Black Women on the BSRI Feminine Scale Using a 1 x 4 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3</td>
<td>.8631</td>
<td>.2877</td>
<td>.5602</td>
<td>.6415</td>
</tr>
<tr>
<td>Within</td>
<td>427</td>
<td>219.2864</td>
<td>.5136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
<td>220.1496</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis V: Puerto Rican college women in Puerto Rico and in the United States will describe the "typical" woman of their own ethnic group as less masculine on the PAQ than Black and Anglo women will describe the "typical" woman of their same racial/ethnic group.

The ratings of the "typical" woman of one's own racial/ethnic group by women in the three ethnic/racial groups were compared using a one-way ANOVA test. The mean scores for each group of college females were as follows: PR, 20.3770; Blacks, 20.3816; Anglos, 19.6476. The result of the ANOVA test is not significant at the .05 level. Thus, ethnicity/race did not significantly predict attribution of masculine traits to the "typical" woman of one's own ethnic/racial group. Based on these results, Hypothesis V is rejected. Table 13 presents the results.

Hypothesis VI: Puerto Rican college men in Puerto Rico and in the United States will attribute to themselves more masculine traits on the BSRI than Anglo men, with Puerto Rican men in Puerto Rico attributing to themselves the most masculine traits.

To test Hypothesis VI, a one-way ANOVA was used to compare self ratings of PR and Anglo college males on the BSRI masculine scale. The mean scores for the three
**TABLE 13**

H5-Comparison of Puerto Rican, Anglo and Black Women on the PAQ Masculine Scale Using a 1 x 3 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>42.4370</td>
<td>21.2185</td>
<td>1.4056</td>
<td>.2463</td>
</tr>
<tr>
<td>Within</td>
<td>430</td>
<td>6491.0826</td>
<td>15.0955</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>432</td>
<td>6533.5196</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 14
H6-Comparison of Puerto Rican Men in Puerto Rico and in the United States and Anglo Men on the BSRI Masculine Scale Using a 1 x 3 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>1.5223</td>
<td>.7611</td>
<td>1.2722</td>
<td>.2821</td>
</tr>
<tr>
<td>Within</td>
<td>240</td>
<td>143.5896</td>
<td>.5983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>145.1119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 15

H7-Comparison of Self Ratings of Masculinity and Ratings of the "Typical" Puerto Rican Woman by Puerto Rican Women in the United States and in Puerto Rico Using a Paired t-Test

<table>
<thead>
<tr>
<th>Source</th>
<th>n</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI-M</td>
<td>250</td>
<td>-0.0390</td>
<td>0.387</td>
<td>-2.40</td>
<td>2.49</td>
<td>0.017</td>
</tr>
<tr>
<td>PAQ-M</td>
<td>250</td>
<td>0.1244</td>
<td>1.046</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self ratings of Anglo college females on the BSRI Femininity scale and these college females' ratings of the "typical" women of their same racial/ethnic group were compared using a paired t-test. The procedure resulted in a t-score of 1.74 (df=104), which is significant at the .05 level once the P-value (.084) is doubled for two-tailed probabilities. This data is presented in Table 16. As can be seen, the comparison between the BSRI and the PAQ femininity scores reached significance at the .05 level. Thus, a significant difference between self attributed feminine traits and feminine traits Anglo women attribute to the "typical" women of their own ethnic/racial group was found. They tended to rate themselves higher on feminine traits than their ratings of the "typical" woman. Therefore, Hypothesis VIII is supported by the data.

**Hypothesis IX:** College women's self ratings on the masculine scale of the BSRI scale will vary according to racial/ethnic differences with Black female college students' self ratings being the highest, followed in descending order by those of Puerto Rican female students in the US, Puerto Rican female students in Puerto Rico and then, Anglo female students.
TABLE 16

H8-Comparison of Self Rated Femininity and Ratings of the "Typical" Woman by Anglo Women Using a Paired t-Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI-F</td>
<td>105</td>
<td>.1809</td>
<td>.877</td>
<td>1.74</td>
<td>1.04</td>
<td>.084</td>
</tr>
<tr>
<td>PAQ-F</td>
<td>105</td>
<td>.0000</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A one-way ANOVA comparing women of the four groups on self attributed masculine qualities was used to test Hypothesis IX. The mean scores for each group were as follows: PR-PR, 5.3230; PR-US, 5.1734; Anglos, 4.8867; Blacks, 5.3773. Table 17 presents the findings. As predicted, race/ethnicity was a main factor in the degree of masculine traits these women attribute to themselves. As Table 17 shows, the difference in mean scores for each group yielded a significance at the .001 level. Thus, Hypothesis IX was confirmed. When the Scheffe test was applied, a significant difference was found between Anglo and Black females, and Anglo and island Puerto Rican women.

**Hypothesis X:** Masculine traits attributed to the "typical" man of one's own ethnic/racial group using the PAQ scale will vary with Black college women rating the "typical" Black man as most masculine, Anglo college women's ratings of the "typical" Anglo man being second highest, followed by the ratings of the "typical" PR man by PR college women in PR in third place and lastly PR college females' ratings of the "typical" PR man in the US.

To test Hypothesis X, the ratings of the four groups of college females on the masculine scale of the PAQ were
TABLE 17

H9-Comparison of Puerto Rican, Anglo and Black Women on the BSRI Masculinity Scale Using a 1 x 4 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3</td>
<td>14.5344</td>
<td>4.84</td>
<td>6.56</td>
<td>.0002</td>
</tr>
<tr>
<td>Within</td>
<td>426</td>
<td>310.2382</td>
<td>.7283</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>324.7727</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
compared using a one-way ANOVA. The mean scores for each group of college females were as follows: PR females in PR, 22.34; PR college females in the US, 20.73; Anglo college students, 21.63; and Black college females, 22.01. The statistical results yielded an F-ratio of 3.794, which is significant at the .01 level. These results are presented in Table 18. As predicted, ethnicity/race and place of residence (for PR college women) as main effect in rating of the "typical" man of own ethnic/racial group reached a significance at the .01 level. Therefore, Hypothesis X is accepted. The results of the Scheffe test, however, reveals that only PR in the island and PR in the US were significantly different at the .05 level.

Hypothesis XI: Puerto Rican male college students in Puerto Rico and in the United States who score high on the Cultural Life Style Inventory will score low on the masculinity scale of the Bem Sex Role Inventory.

A Pearson Product-Moment correlation coefficient was applied in Hypothesis XI to determine whether a relationship existed between the BSRI Masculine scale and the CLSI for PR men. No significant correlations were found among any of the scales on the CLSI and the BEM-Masculine score. Most of the correlations were negative and near 0.
TABLE 18

H10-Comparison of The Within Group Masculinity Ratings of the "Typical" Man by Puerto Rican, Anglo and Black Women Using a 1 x 4 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3</td>
<td>173.7686</td>
<td>57.9229</td>
<td>3.7941</td>
<td>.0105</td>
</tr>
<tr>
<td>Within</td>
<td>423</td>
<td>6457.8332</td>
<td>15.2667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>426</td>
<td>6631.6018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis XII: Puerto Rican female college students who score high on the Cultural Life Style Inventory will score low on the Femininity scale of the Bem Sex Role Inventory.

Pearson correlation procedure was used to explore relationships between scores on the CLSI and the BSRI Femininity scale for Puerto Rican females. The results were similar to the previous hypotheses utilizing a sample of PR men with coefficients being insignificant, small and negative.

Hypothesis XIII: Male and female Puerto Rican college students in the United States will score higher on the Cultural Life Style Inventory than male and female college students in Puerto Rico.

A 2 x 2 ANOVA was used to compare Puerto Ricans in Puerto Rico and in the United States by group and sex (M-F) as main factors affecting scores on the CLSI. To test Hypothesis XIII, five (5) of the scales on the CLSI were selected: 1) Cultural Resistance Score (CRS); 2) Cultural Incorporation Score (CIS); 3) Cultural Shift Score (CSS); 4) Social Affiliation Activities (SAA); and 5) Cultural Identity and Pride Factor (CIPF). Significant differences at the .01 level were found on four of the
the scales of the CLSI: CRS, CIS, CSS, and SAA. No significant results were found on the Cultural Identity and Pride Factor scale. Tables 19, 20, 21, 22 and 23 present the results. As can be seen, only group differences were found. No sex differences or group-sex interaction were found. These findings support Hypothesis XIII, which predicted that Puerto Rican college students regardless of sex differences will score higher on those scales of the CLSI selected for this hypothesis.
TABLE 19

H11-Comparison of the Cultural Resistance Score
on the Cultural Life Style Inventory for Puerto Rican
Males and Females in Puerto Rico and in the United States
Using a 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>2</td>
<td>1.506</td>
<td>.753</td>
<td>17.582</td>
<td>.000</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>1.491</td>
<td>1.491</td>
<td>34.812</td>
<td>.000</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>.006</td>
<td>.006</td>
<td>.130</td>
<td>.719</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>1</td>
<td>.003</td>
<td>.003</td>
<td>.059</td>
<td>.808</td>
</tr>
<tr>
<td>Group Sex</td>
<td>1</td>
<td>.003</td>
<td>.003</td>
<td>.059</td>
<td>.808</td>
</tr>
<tr>
<td>Explained</td>
<td>3</td>
<td>1.508</td>
<td>.503</td>
<td>11.741</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>333</td>
<td>14.258</td>
<td>.043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>15.766</td>
<td>.047</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 20**

H12-Comparison of the Cultural Incorporation Score on the Cultural Life Style Inventory for Puerto Rican Males and Females Using a 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>2</td>
<td>.223</td>
<td>.111</td>
<td>3.302</td>
<td>.038</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>.168</td>
<td>.168</td>
<td>4.969</td>
<td>.026</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>.048</td>
<td>.048</td>
<td>1.414</td>
<td>.235</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>1</td>
<td>.001</td>
<td>.001</td>
<td>.041</td>
<td>.840</td>
</tr>
<tr>
<td>Group Sex</td>
<td>1</td>
<td>.001</td>
<td>.001</td>
<td>.041</td>
<td>.840</td>
</tr>
<tr>
<td>Explained</td>
<td>3</td>
<td>.224</td>
<td>.075</td>
<td>2.215</td>
<td>.086</td>
</tr>
<tr>
<td>Residual</td>
<td>333</td>
<td>11.228</td>
<td>.034</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>11.453</td>
<td>.034</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 21
H13-Comparison of the Cultural Shift Score on the Cultural Life Style Inventory for Puerto Rican Males and Females in Puerto Rico and in the United States Using a 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
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<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>2</td>
<td>.671</td>
<td>.336</td>
<td>25.199</td>
<td>0.0</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>.659</td>
<td>.659</td>
<td>49.458</td>
<td>.000</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>.021</td>
<td>.021</td>
<td>1.553</td>
<td>.214</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>1</td>
<td>.000</td>
<td>.000</td>
<td>.013</td>
<td>.909</td>
</tr>
<tr>
<td>Group Sex</td>
<td>1</td>
<td>.000</td>
<td>.000</td>
<td>.013</td>
<td>0.0</td>
</tr>
<tr>
<td>Explained</td>
<td>3</td>
<td>.671</td>
<td>.224</td>
<td>16.804</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>333</td>
<td>4.434</td>
<td>.013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>5.106</td>
<td>.015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 22**

H14-Comparison of the Social Affiliation Activities Score on the Cultural Life Style Inventory for Puerto Rican Males and Females in Puerto Rico and in the United States Using a 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>2</td>
<td>285.480</td>
<td>142.740</td>
<td>5.732</td>
<td>.004</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>278.959</td>
<td>278.959</td>
<td>11.201</td>
<td>.001</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>3.581</td>
<td>3.581</td>
<td>.144</td>
<td>.705</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>1</td>
<td>3.657</td>
<td>3.657</td>
<td>.147</td>
<td>.702</td>
</tr>
<tr>
<td>Group Sex</td>
<td>1</td>
<td>3.657</td>
<td>3.657</td>
<td>.147</td>
<td>.702</td>
</tr>
<tr>
<td>Explained</td>
<td>3</td>
<td>289.138</td>
<td>96.379</td>
<td>3.870</td>
<td>.010</td>
</tr>
<tr>
<td>Residual</td>
<td>333</td>
<td>8293.052</td>
<td>24.904</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>8582.190</td>
<td>25.542</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 23

H15-Comparison of the Cultural Identity and Pride Score on the Cultural Life Style Inventory for Puerto Rican Males and Females in Puerto Rico and in the United States Using a 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>2</td>
<td>93.864</td>
<td>46.932</td>
<td>1.253</td>
<td>.287</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>43.269</td>
<td>43.269</td>
<td>1.156</td>
<td>.283</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>46.892</td>
<td>46.892</td>
<td>1.252</td>
<td>.264</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>1</td>
<td>4.653</td>
<td>4.653</td>
<td>.124</td>
<td>.725</td>
</tr>
<tr>
<td>Group Sex</td>
<td>1</td>
<td>4.653</td>
<td>4.653</td>
<td>.124</td>
<td>.725</td>
</tr>
<tr>
<td>Explained</td>
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<td>98.517</td>
<td>32.839</td>
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<td>12469.519</td>
<td>37.446</td>
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<tr>
<td>Total</td>
<td>336</td>
<td>12568.036</td>
<td>37.405</td>
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The present investigation predicted significant differences on self attribution of masculine and feminine traits and in levels of acculturation among Puerto Rican college students in the United States and in Puerto Rico. The study also anticipated that Puerto Rican students in both groups (Puerto Rico and the United States) would describe the "typical" Puerto Rican woman as more feminine than the "typical" Anglo woman and the "typical" Puerto Rican man as more masculine than the "typical" Anglo man. Ethnicity/race and sex were expected to be significant factors affecting self ratings of masculine and feminine traits and descriptions of the "typical" man and "typical" woman of male and female college students of the four ethnic/racial groups studied. Puerto Rican college students in Puerto Rico and in the United States, Anglos and Black college students in the United States were expected to be significantly different from each other in the areas mentioned above.

This chapter presents the discussion of the results of the statistical analyses included in previous chapters. The discussion of the results of this investigation will be presented in four (4) sections:
1. Within group comparisons: Puerto Ricans in Puerto Rico and Puerto Ricans in the United States
   a) on sex identity categories (BSRI) and ratings of the "typical" man and "typical" woman (PAQ)
   b) on levels of acculturation by sex, femininity and masculinity scores and place of residence (PR or US)

2. Across ethnic/racial groups: Puerto Ricans, Anglos, and Blacks on sex identity categories (BSRI)
   a) females on the four ethnic/racial groups
   b) males on the four ethnic/racial groups

3. Across ethnic/racial groups: Puerto Ricans, Anglos, and Blacks on ratings of the "typical" man and "typical" woman of one's own racial/ethnic group
   a) females on the four ethnic/racial groups
   b) males on the four ethnic/racial groups

4. Comparisons across ethnic/racial groups on differences between self ratings of masculine and feminine traits (BSRI) and ratings of the "typical" man and "typical" woman (PAQ) of one's own ethnic racial group
   a) females on the four ethnic/racial groups
   b) males on the four ethnic/racial groups
Within Group Comparisons: Puerto Ricans in Puerto Rico and in the United States

Sex Identity Categories (BSRI) and Ratings of the "Typical" Man and "Typical" Woman (PAQ)

Sex role self descriptions and attitudes toward the role of women have been consistently found to be more liberal among young Puerto Rican females born and reared in the United States and among those Puerto Rican females with increased levels of exposure to North American culture (Ramos-Mckay, 1977; Soto and Shaver, 1982; Rosario, 1982). The findings of this study, however, did not support hypothesized significant differences between Puerto Rican females in Puerto Rico and in the United States on self attributed masculine traits on the BSRI. Hypothesis IX, which predicted that PR-US females would score higher on the masculine traits on the BSRI than PR-PR, failed to show that significant differences among the two groups exist. Hypothesis III of this study predicted that PR-PR females would score higher on the feminine scale than PR-US females. The statistical data on Hypothesis III showed no significant differences in the scores of Puerto Rican females of both groups. It is important to notice, as shown in Table 6, the majority of males and females of the four ethnic/racial groups studied were androgynous (51.4%). Thus, a high percentage of
Puerto Rican females in both groups (PR or US) are androgynous (PR-PR = 59%; PR-US = 46%), which indicates that these women scored high in both masculine and feminine traits. Therefore, for between-group comparisons on the self attributed masculine and feminine traits on the BSRI, these women would be more similar than different. Thus, the findings suggest that Puerto Rican college women, regardless of place of residence, have developed more contemporary sex role concepts and self perceptions, which are different from traditional stereotypes about Puerto Rican females. The findings of this study do not support the notion that because of direct contact with North American culture and a need to find effective ways to cope with their new environment, Puerto Rican females in the United States would develop more instrumental/masculine traits than Puerto Rican females in Puerto Rico. Puerto Rican females in Puerto Rico appear to have developed more contemporary, less traditional and stereotyped sex role behaviors also. These women do not view themselves as they have been portrayed by the traditional literature on sex roles within Puerto Rican society.

The fact that the two samples of Puerto Rican females were selected from a college population with similar levels of education, income and other demographic characteristics may account for some of the similarities among
these women. Increased levels of awareness about stereotyped sex role behaviors, continuous and increasing participation of women in the labor force and the socio-political structure, a growing feminist movement in the island, a continuous and stable migration process between the island and the United States, and mass media exposure may also account for similarities found among Puerto Rican females in Puerto Rico and in the United States (Comas-Díaz, 1982; Vazquez-Nuttall et al., 1987; Valle-Ferrer, 1986).

An examination of the data, however, reveals significant discrepancies between self attributed masculine traits scores on the masculine scale and descriptions of the "typical" Puerto Rican woman and the "typical" Puerto Rican man for both, Puerto Rican females in the island and in the United States. Puerto Rican females, regardless of place of residence (PR or US), tend to attribute less masculine qualities to the "typical" Puerto Rican woman (PAQ) than to themselves (BSRI). The data which pertain to Hypothesis VII shows a difference in mean scores for the masculine scales on the BSRI and the PAQ (comparison between self attributed masculine traits and description of the "typical" Puerto Rican woman) that is significant at the .01 level. These results indicate incongruence between self descriptions and descriptions of other Puerto Rican women. The results of this investigation support
the findings of a previous study conducted by Pugh (1982), who found that Puerto Rican women attributed more feminine qualities to their "ideal" Puerto Rican woman than to themselves.

When Puerto Rican females of both groups were compared on their descriptions of the "typical" Puerto Rican man, a significant difference between the two groups of women was found. As predicted, Puerto Rican females in Puerto Rico rated the "typical" Puerto Rican man as significantly higher in masculine traits than Puerto Rican females in the United States. These results are consistent with a historical "double sexual morality" and sharply assigned sex role behaviors and concepts which are fostered and maintained by the socialization process in Puerto Rican society (Comas-Diaz, 1982; Acosta-Belen, 1986; Christensen, 1975; Fitzpatrick, 1975; Pugh and Vazquez-Nuttall, 1983; Pico, 1983). Torres-Matruullo (1980) supports the idea that increased contact with Anglo-American society causes changes in the traditional notions of Puerto Rican womanhood and manhood from an autocratic, male-dominated model to a more egalitarian one. Therefore, Puerto Rican females in the United States were expected to have less traditional perceptions of Puerto Rican males. Comparisons of Puerto Rican females in the island and in the United States on self attribution of masculine and feminine traits on the BSRI and their
descriptions of the "typical" Puerto Rican woman and man suggest that although Puerto Rican women in both groups appear to have increased levels of instrumental/masculine traits, they provide a description of the "typical" Puerto Rican man and woman that is in agreement with some of the stereotypes about the "typical" Puerto Rican man as aggressive and dominant and the "typical" Puerto Rican woman as passive, self-sacrificing and dependent.

The data on self attributed masculine traits among Puerto Rican men show a pattern that is consistent with that of Puerto Rican women. No significant differences in self attributed masculine traits were found between island Puerto Rican males and Puerto Rican males in the United States. Thus, expected significant differences between the two groups of Puerto Rican males (PR and US) were not found; Puerto Rican males, regardless of place of residence are more similar than different in terms of self attributed masculine qualities. These findings did not support the notion that Puerto Rican males in Puerto Rico would have more traditional, stereotyped sex role self-perceptions than Puerto Rican males in the United States.

No significant differences between Puerto Rican males in Puerto Rico and Puerto Rican males in the United States on the masculine scale of the PAQ for descriptions of the "typical" Puerto Rican woman were found. The results of Hypothesis I reveal that Puerto Rican men in Puerto Rico
and in the United States describe the "typical" Puerto Rican woman as being significantly less masculine than the "typical" Anglo woman. The mean scores for the two groups on the masculine scale of the PAQ were: 19.51 for the "typical" Puerto Rican woman and 21.03 for the "typical" Anglo woman as described by Puerto Rican males of both groups. Additional statistical analyses indicate no significant differences in ratings of the "typical" Puerto Rican woman were found between Puerto Rican men in Puerto Rico and the United States. Thus, Puerto Rican men whether in Puerto Rico or in the United States, describe the "typical" woman as more feminine than any other group studied.

Hypothesis II also compared men in the four ethnic/racial groups (PR-PR and PR-US, Anglos and Blacks) on descriptions of the "typical" woman of one's own ethnic/racial group using the PAQ-feminine scale. The mean average scores for each group were as follows: PR (PR and US), 24.43; Anglos, 21.67; and Blacks, 21.34. The Scheffe procedure indicated that Puerto Rican men were significantly different from Anglos and Blacks, and that Puerto Rican males rated the "typical" Puerto Rican woman as having significantly higher levels of feminine traits than Anglo and Black women as described by Anglo and Black males.
The data also show no significant differences in descriptions of the "typical" Puerto Rican man on the PAQ masculine scale between island Puerto Rican males and Puerto Rican males in the United States.

Traditional cultural patterns in Puerto Rican society view Puerto Rican women as passive, submissive, family oriented and more traditional in their roles as mother, daughter and wife. Men are perceived as aggressive, dominant and the authority figure in the family and in his relationships with women (Stycos, 1955; Torres-Matrullo, 1976; Vazquez-Nuttall, 1979; Christensen, 1975). These culturally defined sex role behaviors and expectations seem to be responsible for the results of this study. It is also possible that when Puerto Rican males and females describe the "typical" Puerto Rican woman and man, they are providing a description of men and women in Puerto Rico as defined by their cultural and social tradition.

Levels of Acculturation by Sex, Femininity, Masculinity Scores and Place of Residence (PR or US)

Migration, acculturation and increased direct contact with Anglo-American society have been identified as major influences in changing sex role concepts among Puerto Ricans from traditional to more egalitarian ones (Torres-Matrullo, 1980; Canino, 1982; Soto and Shaver, 1982; Reyes, 1981; Rosario, 1982; Pugh and Vazquez-Nuttall,
1983). Several researchers have suggested that Puerto Ricans, particularly those in the United States, develop alternate ways to deal with the many socioeconomic and cultural changes associated with their new environments and life styles and with their process of adaptation (Fitzpatrick, 1971; Canino, 1982; Pugh and Vazquez-Nuttall, 1983). Therefore, levels of acculturation of Puerto Rican females to North American culture were expected to be negatively correlated with levels of feminine traits. In other words, it was hypothesized that Puerto Rican women who scored high on the acculturation scale (CLSI) would score low on the BSRI-feminine scale. A negative correlation between levels of acculturation of Puerto Rican men and their degree of masculine traits was also expected. Puerto Rican men with low levels of masculine traits (BSRI) were expected to score high on the acculturation scale (CLSI). A total score on the CLSI is obtained by adding the scores on each particular sub-scale.

The findings of this study, however, failed to verify a relationship between scores on the feminine scale of the BSRI and any of the scales on the measure of acculturation among Puerto Rican females. Hypothesis XI, which predicted that Puerto Rican men who score high on the acculturation scale would score low on the BSRI, was also rejected. Therefore, no evidence was found to sustain the
view that highly acculturated Puerto Rican women would have lower levels of feminine traits. Scores on the masculine scale among Puerto Rican males did not significantly predict acculturation. As predicted, Puerto Ricans in the United States scored significantly higher on four of the scales of the acculturation scale: Cultural Resistance; Cultural Incorporation; Cultural Shift; and Social Affiliation Activities. Interestingly enough, Puerto Ricans in both groups scored high on the Identity and Pride Factor, and no significant difference between the two groups was found. These results indicate that the Puerto Rican college students who participated in this study, both those who reside in Puerto Rico and those in the United States, are highly identified and proud of their Puerto Rican culture.

One possible explanation for the lack of statistical significance for the relationship being tested by the hypotheses and acculturation and masculinity and femininity may be that the majority of Puerto Ricans in both places (PR and US) have already developed a more androgynous sex identity orientation. Therefore, the acculturation process of Puerto Ricans in this study does not appear to be contingent upon changes in sex role concepts. Factors other than sex identity concepts and levels of masculine and feminine qualities appear to be primarily responsible for high scores on the acculturation scale.
among Puerto Rican students from the United States who participated in this study. The androgynous orientation found among both groups of Puerto Rican students may be the result of having discarded more traditional orientations or never having completely learned and internalized such traditional and stereotyped views about men and women within Puerto Rican society. Another possible explanation for the large percentage of androgynous Puerto Rican students in this study also suggests the possibility of a healthy integration of new, less traditional, instrumental qualities and their stereotyped feminine and masculine ones.

Sex Identity Across Ethnic/Racial Groups: Puerto Ricans, Anglos and Blacks on Sex Identity Categories (BSRI)

Females of the Four Ethnic/Racial Groups

The results of the few cross-cultural studies comparing the sex role concepts of Puerto Ricans (or other Hispanics) with Anglos and Blacks are inconsistent. Wheeler and Torres-Raines (1977), for example, did not find significant differences in masculinity and femininity scores of Anglo, Black and Mexican-American male and female college students. Females of the three groups studied held more liberal attitudes toward women than did
males, and Black and Chicano women were found to have more traditional attitudes than Anglo women. Zeff (1982) also found that White-American, Mexican-American and Black-American college females were more similar than different, with the majority of these women being androgynous. Mexican-American women on Zeff's (1982) study, however, scored lower on masculinity than did White women, but they scored higher on masculinity than Black women. On the other hand, Pugh and Vazquez-Nuttall (1983) found that Black, White and Hispanic (mostly Puerto Rican) women differed significantly on masculinity and femininity scores, with Black women scoring highest on masculine traits followed by Puerto Rican women and then Anglo women. These authors found that Black and Anglo women described their "ideal" woman as more masculine than Puerto Rican women did. In terms of attitudes toward women, Puerto Rican women were the most traditional and Anglo women the least traditional.

The results on the feminine scale of the BSRI for the present study did not show significant differences among women on the four ethnic/racial groups studied. However, significant differences in self attributed masculine traits on the BSRI among the three ethnic/racial groups were found. The results indicated that Black women attributed to themselves the most masculine qualities, while Anglo women scored the lowest in terms of self-attribution
of masculine traits. Puerto Rican women were found to have an intermediate position between Anglos and Blacks. Based on the results previously discussed, ethnicity/race significantly affected self attribution of masculine traits for Anglo, Puerto Rican and Black college females, but did not affect these women's self ratings of feminine qualities.

These results are similar to the findings of a study conducted by Pugh (1982) who found that White women rated themselves as the least masculine, followed by Puerto Rican women, and Black women rating themselves the most masculine. As Pugh (1982) explained, significant differences in self attribution of masculine traits of Black and Anglo women appear to be a result of differences in socioeconomic status and historical factors. Because of their unique history and continuing struggle to overcome economic limitations, dual responsibilities as financial provider and homemaker, Black women have developed highly valued instrumental qualities stereotypically considered to be masculine by middle class Anglos (Pugh, 1982; Gump, 1975; Harrison, 1974; Staples, 1973). Sex roles for Black women have been primarily determined by problems they confront while dealing with racism and sexism (Ladner, 1971; Gump, 1975; Harrison, 1974). Thus, Black women experience physical and material oppression, while Anglo
middle class women experience discontent due to sexism, which is primarily a psychological suppression (LaRue, 1976).

However, the fact that the majority of women in the four groups in this study were androgynous (50.1%) also suggests that these college women are closer in sex role expectations and sex role identity. One reason for the similarity is perhaps that these women have similar educational levels and experiences and are very likely to share some middle class values.

**Males of the Four Ethnic/Racial Groups**

Self attributed masculine traits on the BSRI by Puerto Rican college students in Puerto Rico and in the United States and Anglo men were predicted to be significantly different from each other, with Puerto Rican men in Puerto Rico expected to rate themselves highest in masculine traits. The results of Hypothesis VI reveal that no significant differences among these three groups of men exist.

An examination of the data reveals that Puerto Rican males have the highest percentage of males in the feminine category of the BSRI compared to Black males (PR-PR = 23.4; PR-US = 16.4; Anglos = 15.1; Blacks = 4.6). These results indicate that of these two groups of Puerto Rican male respondents attributed to themselves the highest
percentage of the male feminine traits on the BSRI. Table 6 also shows that the percentage of Puerto Rican males classified as masculine on the BSRI was very small when compared to either Anglo or Black males (PR-PR = 11.7; PR-US = 9.6; Anglos = 29.0; Blacks = 26.4).

The results obtained here are interesting and unexpected. Because of the lack of data from previous research, the interpretation of these data can only be explained in a speculative manner. These findings, however, question some of the stereotypes about Puerto Rican males. The high percentage of Puerto Rican males who are androgynous along with a high percentage of cross-sex typed males when compared to Anglo and Black males suggest unsuspected flexibility that contradicts traditional expectations. Such findings, however, are not without precedent. Spence and Helmreich (1978) interpret this "cross-sex pattern" as being indicative of more egalitarian attitudes. These findings then can be considered as suggestive of flexibility and less traditional sex role concepts than is traditionally suggested by the existing literature. These data are also in agreement with the view that Puerto Rican college males have a strong identification with those qualities traditionally attributed to Puerto Rican women. Thus, these males have high levels of highly valued feminine qualities while also having low negative aspects of those attributes traditionally
associated with males. These findings suggest the existence of a degree of flexibility and understanding within Puerto Rican culture which allows men to express their feelings and emotions with more tolerance than in other cultures.

Across Ethnic/Racial Groups: Puerto Ricans, Anglos and Blacks on Ratings of the "Typical" Man and "Typical" Woman

Females of the Four Ethnic/Racial Groups

The data on ratings of the "typical" man and the "typical" woman of one own's ethnic/racial group by Puerto Rican, Anglo and Black women shows interesting results. Women on the three ethnic/racial groups were expected to show significant differences in the attribution feminine and masculine traits to be "typical" woman and the "typical" man of their same ethnic/racial group. Surprisingly, no significant differences among the four groups of women on masculine traits attributed to the "typical" woman of one own's ethnic/racial group were found.

When PR-PR, PR-US, Anglo and Black women were compared on their descriptions of the "typical" man of one's own ethnic/racial group, significant differences were found only between PR-PR and PR-US. As predicted, PR-PR females describe the "typical" Puerto Rican man as
significantly more masculine than the "typical" Puerto Rican man as described by PR-US females. No significant differences, however, were found between Anglo and Black women or between Puerto Rican females, in both groups (PR-PR or PR-US) and Anglo and/or Black females. Although no major statistical differences were found, it is interesting to notice that the "typical" man's descriptions of the Puerto Rican women in Puerto Rico were closest to those of Black women. Puerto Rican females in the United States, however, describe a "typical" man that was closer to that described by Anglo women. The mean average scores for the four groups of women on the PAQ masculine scale for PR-PR, Anglos and Blacks were 22.34, 20.73, 21.62 and 22.01, respectively.

Some sociocultural and historical factors are helpful as an explanation for these results. As stated before, the responses of Puerto Rican females in Puerto Rico when describing the "typical" Puerto Rican man as the most masculine of all four groups, are consistent with traditional cultural patterns within Puerto Rican society. Puerto Rican culture has clear, strict differentiation of sex roles and men have been traditionally viewed as aggressive, dominant and independent. The responses of Puerto Rican women in Puerto Rico appear to verify and sustain the existence of stereotyped sex role conceptions within Puerto Rican society. Puerto Rican women in the
United States, on the other hand, are closer to the ratings of Anglo women on descriptions of the "typical" man. Change in cultural context, direct contact with North American culture, acculturation process and changes in perceptions about behaviors of Puerto Rican males may be a reasonable explanation for these findings.

Males of the Four Ethnic/Racial Groups

Hypothesis II predicted that Puerto Rican men would describe Puerto Rican women as the most feminine of three ethnic/racial groups, followed by the ratings of Black women by Black men and lastly Anglo women by Anglo men. The Scheffe test shows that Puerto Rican men describe the "typical" Puerto Rican woman as significantly higher in feminine qualities than the "typical" Anglo and Black woman as described by Anglo and Black males. No significant differences, however, were found between Anglo and Black males on the PAQ feminine scale for description of the "typical" woman. The average mean score for the four groups were as follows: PR-PR and PR-US = 24.3; Anglos = 21.67; Blacks = 21.34.

These results are consistent with traditional cultural conceptions about Puerto Ricans, where women are perceived as passive, submissive, non-achieving, and therefore, with high degrees of stereotyped feminine qualities. As stated before, Puerto Rican men and women
in this study appear to be consistent in suggesting the existence of culturally ascribed stereotypes about Puerto Rican females which are contradictory to the way they view themselves.

The data on Anglo and Black males on descriptions of the "typical" man and "typical" woman of one own's ethnic/racial group did not show significant differences among these two groups of males. In other words, there are no discrepancies between the way Anglo and Black males see themselves and the way they describe the "typical" man of their respective ethnic/racial group. Anglo and Black men did not show significant differences in their ratings of the "typical" woman of their ethnic/racial group. These two groups of males are part of a college population in the United States who share some similar educational, socioeconomic and cultural experiences within North American society. Therefore, regardless of ethnic/racial differences, they appear to have similar sex role self-concepts and perceptions about the role of men and women in contemporary North American society.
Comparisons Across Ethnic/Racial Groups on Differences Between Self Ratings of Masculine and Feminine Traits (BSRI) and Ratings of the "Typical" Woman (PAQ) of One Own's Ethnic/Racial Group

As noted previously, only Anglo and Puerto Rican female college students showed a discrepancy between self descriptions and descriptions of the "typical" individual of same sex in one own's ethnic/racial group. Anglo women, for example, described themselves as having significantly more feminine traits than the "typical" Anglo woman they described. Puerto Rican women, on the other hand, attributed less masculine qualities to the "typical" Puerto Rican woman than to themselves. No significant discrepancies were found among Puerto Rican, Anglo and Black males on self attributed masculine traits and masculine traits attributed to the "typical" man of same ethnic/racial group.

These results suggest that Anglo and Puerto Rican women are in transition and are in the process of redefining which feminine and masculine qualities are appropriate for them at this time. These results are consistent with Pugh's (1982) who explained that ethnic/racial and historical factors are primarily responsible for discrepancies among Black, Anglo and Puerto Rican women on descriptions of self and "typical" woman. Men on the
four ethnic/racial groups studied, however, seem to have clearer ideas on what degree of masculine qualities are ascribed to men within contemporary society.

**Summary and Conclusions**

The primary objective of this research was to investigate and compare the sex role concepts of Puerto Rican college students in Puerto Rico with those of Puerto Rican, Anglo and Black college students in the United States. Males and females of these four ethnic/racial groups were asked to rate the degree to which the feminine and masculine qualities included in the Bem Sex Role Inventory (BSRI) apply to themselves. Students in the four samples were also asked to describe the "typical" man and "typical" woman of their own ethnic/racial group in terms of feminine and masculine qualities included in the Personal Attributes Questionnaire (PAQ). As an additional task, Puerto Rican college students in Puerto Rico and the United States also described the "typical" Anglo man and "typical" Anglo woman using the PAQ. The Cultural Life Style Inventory (CLSI) was administered to both groups of Puerto Rican students to measure levels of acculturation to North American society.

The study hypothesized significant differences among the four ethnic/racial groups. The following conclusions were drawn from the study:
1. Regardless of ethnic/racial differences, place of residence (for Puerto Rican students), sex, socioeconomic, cultural and other demographic characteristics, the majority (51.4%) of the students of the four ethnic/racial groups were found to be androgynous. The number of students in the androgynous category of the BSRI was equally distributed among both sexes, with 50% for females and 53.0% for males.

2. Ethnicity/race did not appear to significantly affect self attribution of feminine qualities among females of the four ethnic/racial groups.

3. Ethnicity/race, however, was a major factor in the frequency of expression and the degree of masculine traits women of the four ethnic/racial groups attributed to themselves. Black women attributed to themselves the most masculine qualities and Anglo women attributed to themselves the least. Puerto Rican females in Puerto Rico and the United States were between Black and Anglo women, but they were not significantly different from either Anglo nor Black females.

4. No significant statistical differences on the amount of self attributed masculine qualities
were found among Puerto Rican, Anglo and Black males.

5. No significant differences were found in the amount of masculine qualities expressed by women in the four ethnic/racial groups attributed to the "typical" woman of the same ethnic/racial groups.

6. No significant differences were found between Anglo and Black females or between Puerto Rican females in Puerto Rico and the United States and Black females on levels of masculine traits these women attributed to the "typical" man of their respective ethnic/racial group. Puerto Rican females in Puerto Rico, however, attributed significantly more masculine qualities to the "typical" Puerto Rican man than Puerto Rican females in the United States. Puerto Rican women in Puerto Rico were closest to the ratings of Black women; Puerto Rican women in the United States describe the "typical" Puerto Rican man as closer to the descriptions of the "typical" Anglo man described by Anglo women.

7. Puerto Rican men in Puerto Rico and in the United States described the "typical" Puerto Rican woman as significantly more feminine than
the "typical" woman described by Black and Anglo men. No significant statistical differences were found between the descriptions of the "typical" woman described by Anglo men and the "typical" woman described by Black males.

8. Men of the four ethnic/racial groups did not show significant statistical differences in masculine traits attributed to the "typical" man of their own ethnic/racial group.

9. Only Anglo and Puerto Rican females in Puerto Rico and in the United States showed discrepancies between self descriptions and descriptions of the "typical" individual of same sex in one own's ethnic/racial group. Anglo women attributed to themselves more feminine qualities than to the "typical" woman they described. Puerto Rican women attributed more masculine traits to themselves than to the "typical" Puerto Rican woman.

10. Puerto Rican males and females in Puerto Rico were found to be more similar than different in self attribution of feminine and masculine traits (BSRI), descriptions of the "typical" Puerto Rican woman, and descriptions of the "typical" Anglo woman (PAQ).
Puerto Rican males and females described the "typical" Puerto Rican woman as more feminine/less masculine than the "typical" woman described by Black men and women and Anglo men.

Puerto Rican females in Puerto Rico described the "typical" Puerto Rican man as significantly more masculine than the "typical" Puerto Rican man described by Puerto Rican females in the United States.

No relationship was found between levels of feminine traits on the BSRI and levels of acculturation of Puerto Rican females as measured by the CLSI.

No relationship was found between levels of masculine qualities on the BSRI and levels of acculturation of Puerto Rican males as measured by the CLSI.

Puerto Ricans in the United States scored significantly higher on the measure of acculturation used in this study (CLSI).

Puerto Rican males in Puerto Rico and the United States were found to have the largest percentage of males classified as feminine on the BSRI, with Puerto Rican males in Puerto Rico having a significantly higher percentage of males within this category.
17. Puerto Rican males of both groups (Puerto Rico and United States) have the smallest percentage of males classified as masculine on the BSRI. Based on these results, it is concluded that regardless of ethnic/racial, sex, socioeconomic and other demographic characteristics, this sample of college students appear to be more similar than different on most of the variables studied in this investigation. Educational level, sociocultural experiences within contemporary society, and being part of a special and privileged group of college students, results in the four groups being homogeneous with similar sex role concepts. However, generalizations to the general population or to non-college individuals within the four ethnic/racial groups cannot be made because college students are a select and unique group. Nevertheless, in its limited way, this study represents an effort to contribute to the knowledge about differences and similarities between the four groups in the area of sex role concepts.

One of the most significant contributions of this study has been data that suggest a need to further explore, question and eventually redefine some of the existing myths and stereotypes about Puerto Rican males and females. According to the results of this investigation, for example, Puerto Rican college students in Puerto Rico and in the United States provided a
description of the "typical" Puerto Rican man and woman that may be interpreted as evidence of some stereotyped ideas about men and women within Puerto Rican society. However, it is possible that these students are only describing men and women as traditionally stereotyped in Puerto Rico; it is not clear what specific male or female individuals they are describing. Furthermore, the results of the study suggest that these Puerto Rican students do not hold stereotyped ideas about themselves as presented in the literature on the sex role system of Puerto Ricans. Contrary to what is suggested in the literature, these Puerto Rican male college students attribute to themselves a high degree of qualities stereotypically associated with women. These findings not only question prevailing stereotypes about Puerto Rican males, but also bring a positive view and hope about male/female relationships within contemporary Puerto Rican society.

The results of this study will hopefully encourage other male and female Puerto Rican researchers to work together in efforts to clarify and update some of the issues and stereotypes existing in the literature on sex role concepts of this unique ethnic/racial group.
Limitations of the Study

This study focused on sex role orientations of Puerto Rican college students in the United States and in Puerto Rico, as compared with Black and Anglo students. The findings of the study will contribute to the understanding of differences and similarities among these three groups. The results of this study also provide information that can be useful in the development of programs, not only for Puerto Ricans and other Hispanics, but also for other minority groups.

However, some limitations of this study are significant and should be noted. The first limitation has to do with the nature of the sample. While the sample is large enough to legitimately utilize the statistical procedures implemented here, it is not well representative of all Puerto Rican, Anglo and Black college students. It was drawn basically from several colleges in the Northeastern part of the United States which are intrinsically different from the rest of the country. Thus, differences in terms of students' demographic and socioeconomic background as well as regional and environmental characteristics of the colleges they attend should be considered when interpreting the results. Therefore, results of this study cannot be generalized to all Puerto Rican, Anglo and Black college and non-college populations.
Since a large portion of Puerto Ricans and Blacks in the United States never even graduate from high school, much less attend college, the sample, unfortunately, excludes a large sector of this population, who probably would respond differently.

The norms for the BSRI and the PAQ were constructed using a largely middle class Anglo population and not minorities. There may exist intrinsic differences among the different ethnic/racial groups. The CLSI was originally developed for Mexican-Americans and although the adaptation for Puerto Ricans used in this study was previously used with a Puerto Rican adolescent population, no norms for Puerto Ricans exist.

There are existing difficulties any time an instrument is translated from one language to another. Problems of equivalence between both forms (English and Spanish) of the BSRI, the PAQ and CLSI as well as different connotations of words and phrases in different languages are obvious limitations.

Recommendations for Further Research

Critical to future research would be to develop a reliable, valid, well standardized instrument to measure sex role perceptions among Puerto Ricans. This instrument should take into account the unique cultural definitions of masculinity and femininity prevalent in Puerto Rican
culture. Semantic differential scales to include culturally defined behaviors for men and women are an alternative.

Validation studies of the current measures of sex role behaviors on Puerto Ricans should be conducted. Development and validation of a measure of sex roles for Puerto Ricans and other Hispanics should include direct observations of behaviors to assess discrepancies found between self attribution of feminine and masculine qualities and descriptions of others.

Studies of perceptions of masculinity and femininity need to include male perceptions of female roles and of their own roles. Because of the complementary of their roles, understanding men's perceptions of their own masculinity will help to understand women's perceptions. Again, using direct observations to ascertain differences between men's attitudes and their behaviors is imperative.

Studies that include short term educational training experience on the area of sex role behaviors, using an experimental model with instruments and training on sex role awareness exercises as treatment interventions should be considered for further research.

Validation studies of a measure of acculturation with specific norms for Puerto Ricans and other Hispanic groups is imperative. Emphasis in Puerto Ricans in Puerto Rico and differences in their process of acculturation compared
to Puerto Ricans in the United States is an area that needs further research.

Further research should include samples of Puerto Rican males and females from the general population in order to expand our knowledge beyond college populations. Studies should hold tighter control over age, social class, and years of living in the United States or in Puerto Rico. Multi-generational and comparative studies of men and women in the United States and in Puerto Rico offer a unique opportunity to study changes in sex roles.

Future studies should examine sex role stereotypes and behaviors of socializing agents, such as educators, parents and members of other social institutions and their input on the young. The role of these individuals in the sex role socialization process in Puerto Rican society should be considered as a target for research, intervention and change.

Studies comparing Puerto Ricans and other Hispanic groups as well as crosscultural studies including other ethnic/racial groups should continue. This would help in understanding the differences and similarities among specific groups.
Implications for Clinical Practice

Further research should be conducted to determine the most appropriate clinical interventions for particular ethnic/racial groups. When counseling Puerto Ricans, for example, their sociocultural background and culturally defined sex role behaviors and attitudes must be taken into account to determine areas of conflict and dysfunction. Their cultural value system with clear, strict differentiation between the sexes may be viewed by a therapist who is not familiar with their culture as dysfunctional and even pathological. Diagnoses of Puerto Ricans, therefore, should be examined to determine to what extent clinicians are misinterpreting cultural, ethnic differences as pathology.

Knowledge about cultural values of different ethnic/racial groups is helpful in understanding what type of therapeutic approach would be more effective to a particular male or female client. This also helps the therapist to understand responses to the therapeutic process. While most Puerto Rican, Anglo and Black males in this study appear to be more similar than different in self attributed masculine qualities, awareness about differences in social class and cultural, historical and ethnic/racial identity is imperative.

The therapist must also be aware that the dynamics in sex role behaviors for each ethnic/racial group, sex
identity orientation and cultural values of both the therapist and the individual client will largely determine men and women's responses to a therapeutic relationship.

Due to ethnic/racial differences Black women, for example, tend to be high in valued instrumental/masculine qualities. Therefore, these women would respond better to a non-directive, democratic approach that understands and respects their assertion and strength. Puerto Rican women, on the other hand, may appear dependent, passive if the counselor does not know that due to their cultural values, these women tend to have less directive ways of reaching their goals.

Levels of acculturation and sex role development of Puerto Ricans in the United States should be taken into account in the provision of educational and career advice, psychological services and in the development of mental health, educational and social welfare programs.
APPENDIX A:

Letters to Consulting Psychologists Press, Inc.
April 12, 1988

Ms. Pamela Griffen  
Permission Department  
Consulting Psychologist Press  
577 College Ave.  
Palo Alto, CA 94306

Dear Ms. Griffen:

My name is Brunilda De Leon, and I am a doctoral student in School Psychology at the University of Massachusetts at Amherst. As per our telephone conversation on 4/12/88, you suggested that I formally request permission to translate the Bem Sex Role Inventory. The scale will be used as part of the instruments to be administered for dissertation research purposes.

This dissertation project is centered on the changing sex roles of Puerto Rican college males and females in the United States and in Puerto Rico. One of the key hypotheses of this research is that Puerto Rican college students in the United States are being assimilated into patterns of attitudes and behaviors which are similar to those of Anglos on the mainland. Another research question compares the sex role attitudes of Puerto Rican, Anglos and Blacks in the United States. Here it is hypothesized that Puerto Rican college students hold more conservative sex role attitudes than Black college students, who in turn, are more conservative in their sex role orientations than Anglos.

In order to conduct this research with students whose dominant language is Spanish, it is necessary to administer the scale in their native language. As far as we know, there is no formal translation of this scale. The Breslin "back to back" method will be used. All copyright information will be acknowledged on the scale and the final document. If this instrument is used for future research, permission will be requested. We have recently ordered 100 copies of the original instrument (Client # 147209, Invoice # 161622).
The data gathering will conducted and directed by myself and a fellow graduate student, Mercedes Del Valle. We are in the same graduate program and are going to share the data. Our is a cooperative effort in which we hope to lessen the inconvenience to students in the sample, and to gather the data in the most efficient manner.

It is extremely important that we hear from you as soon as possible due to our time limitation.

Thank you very much for your assistance in this matter.

Sincerely yours,

Brunilda De Leon

Mercedes Del Valle

Graduate Students
May 24, 1988

Ms. Pamela J. H. Griffen  
Supervisor of Contracts,  
Permission, and Licences  
Consulting Psychologist Press  
577 College Ave.  
Palo Alto, CA 94306  

Dear Ms. Griffen:

Enclosed please find three copies of the translation of the short form of the Bem Sex Role Inventory and contract signed by us and our supervising professor. Regarding item 1 of the conditions stated in the contract, we anticipate to administer 400 copies of the inventory.

Sincerely Yours,

Brunilda De Leon  
Mercedes Del Valle  
Graduate Students
APPENDIX B:

Contract and Permission Letter for Translation of
the Bem Sex Role Inventory
Dear Ms. De Leon,

We appreciate your interest in our test, Bem Sex Role Inventory, by Sandra Bem, copyright 1981, and are responding to your letter of April 12, in which you request permission to translate the test into Spanish for your use in research.

We would be willing to authorize you to make this translation provided you agree to the following conditions:

1. You will inform us of the subject of your research and how many copies of the translation you expect to use. If you intend to make more than 200 copies, please notify us regarding further permission and a possible fee.

2. You will send us three (3) copies of your translation and all rights to the translation will be assigned by you to Consulting Psychologists Press, Inc.

3. The translation will be used for your own research project only, and you will not sell or give away any copies for others to use. Upon completion of the project you agree to destroy the copies printed except for the few you need for your records.

4. Each copy of your translation will have on it a credit line to indicate, in English, the test name, author, copyright date, publisher, translator's name, and the date of the translation.

If you agree to these conditions, sign the enclosed copy of this form and return it to me at Consulting Psychologists Press. I will then sign this form and return a fully-executed copy to you for your records. At that time you may proceed with the translation. If you decide not to proceed, return this agreement to me and indicate that you have elected not to proceed with the translation.

Sincerely,

Pamela J.H. Griffen
Supervisor of Contracts, Permissions, and Licenses

Agreed to by: ____________________________

(name)

Date: ____________________________

Students must have a supervising professor sign this form: Ena Unwalla, Ed.D

(name of professor)

Date: April 23, 1988

Acknowledged by CPP: ____________________________ Date: ____________________________

Thank you for your very clearly stated letter!
May 2, 1988

Brunilda De Leon  
Mercedes Del Valle  
721 Lincoln Apts.  
Amherst, MA 01002

Dear Ms. De Leon,

Thank you for sending us the three copies of your translated version of the short form of the Bem Sex Role Inventory. Enclosed is your fully-executed copy of the contract for your records.

You are entitled to make 200 copies of your translated version without owing us permission fees. Since you indicated that you will make 400 we must charge you for the extra 200 x $.11 = $22.00. Please pay this amount when you have actually made the copies you will use for your study.

Thank you, and please contact me if you have any questions concerning the above.

Sincerely,

Pamela J.H. Griffen  
Contracts Supervisor

PJHG:mo  
encl
APPENDIX C:

Letters to Administrators
May 28, 1988

Dear Dean ____,

We are two graduate students in School and Counseling Psychology at the University of Massachusetts at Amherst. Professor A. G., Director of Latin American and Caribbean Studies, suggested that we ask for your help in soliciting volunteers for our dissertation projects. Our research studies are important in that they compare the changing sex roles, attitudes and behaviors of Puerto Rican, Black and Anglo students.

We anticipate that we will need at least 150 Puerto Rican students, 100 Anglo students, and 100 Black students. Our pilot study indicates that it will take approximately 35 minutes to administer the questionnaires to each group of students. The instruments which will be administered to the students are: 1) Demographic Questionnaire; 2) the Short Version of the Bem Sex Role Inventory; 3) the Short Version of the Personal Attributes Questionnaire; 4) Cultural Life Style Inventory; and 5) a Racial Definition Scale.

These research projects have been approved by our Human Subjects Review Committee in the School of Education at the University of Massachusetts.

We are eager to talk with you about our projects. If you have any question, please contact us by letter or leave a message at the numbers listed below.

Attached please find a description of the proposed dissertation studies.

Thank you for your anticipated cooperation.

Sincerely,

Brunilda De Leon
Phone Number

Mercedes Del Valle
Phone Number
August 1, 1988

Dr. Z. Santiago
Name of University
Address

Dear Dr. Santiago:

We are two graduate students in the School and Counseling Psychology Program at the University of Massachusetts at Amherst. Mrs. A. A. suggested that we ask for your help in soliciting volunteers for our dissertation projects. Our research studies are important in that they compare the changing sex roles, attitudes and behaviors of Puerto Rican, Black and Anglo college students.

We anticipate that we will need at least 150 Puerto Rican students. Our pilot study indicates that it will take approximately 35 minutes to administer the questionnaires to each group of students. The instruments that will be administered to the students are: 1) Demographic Questionnaire; 2) the Short Version of the Bem Sex Role Inventory; 3) the Short Version of the Personal Attributes Questionnaire; 4) the Cultural Life Style Inventory; and 5) a Racial Definition Scale.

These research projects have been approved by our Human Subjects Review Committee in the School of Education at the University of Massachusetts.

We apologize for the delay of this request. We will be in Puerto Rico from August 12 thru August 28 and we are hoping to make arrangements to collect part of our data with your assistance.

We are eager to talk to you about our projects. We will be contacting your office within the next week as a follow up to this letter. If you have any questions, please contact us by letter or leave a message at the numbers listed below.

Thank you for your anticipated cooperation.

Sincerely,

Brunilda De Leon
Phone Number

Mercedes Del Valle
Phone Number
APPENDIX D:
Letter to Students in English
Dear Student:

My name is Brunilda De Leon. I am a doctoral student at the University of Massachusetts in Amherst, Massachusetts. As part of my research study I would like to examine personality characteristics of college students.

In this package you will find a set of questionnaires. Each questionnaire has specific instructions on how to fill it out. Please read each question carefully and respond to all questions. This is not a test and there are no right or wrong answers. These questionnaires do not request any type of personal identification, so that responses are strictly confidential.

I am available to answer any question you may have. You may withdraw from participating in this research study.

The results of this research study will help understand the differences and similarities among college students. Studies in this area are scarce. Significant findings will be used to plan services and programs.

You may contact me at (413)545-3610. This is the phone number at the Division of Human Services at the University of Massachusetts-Amherst.

Thanks for taking the time to participate in this project.

Sincerely,

Brunilda De Leon
Graduate Student
APPENDIX E:
Letter to Students in Spanish
Estimado estudiante,

Me llamo Brunilda De Leon y soy estudiante doctoral de la Universidad de Massachusetts en Amherst, Massachusetts. En mi tesis doctoral me propongo investigar cuales son las características de personalidad de los estudiantes universitarios.

Adjunto va a encontrar un grupo de cuestionarios. Cada uno provee instrucciones específicas de como llenarlos. Lea cada pregunta cuidadosamente y responda a todas ellas. Esto no es un examen. No hay repuestas correctas ni incorrectas. Ninguno de los cuestionarios requiere tipo alguno de identificación personal, lo que garantiza la estricta confidencialidad de sus respuestas.

Me encuentro en la mejor disposición de contestar cualquier pregunta que usted pueda tener. Es importante aclararle que la participación en este estudio es enteramente voluntario. Usted puede escoger no formar parte del mismo.

Los resultados de esta investigación van a ayudarnos a entender mejor las diferencias y semejanzas que existen entre los estudiantes universitarios, ya que son pocos los estudios hechos en esta área. Los resultados del mismo se utilizaran para planificar servicios y programas que sirvan mejor a los diversos grupos estudiantiles.

Si lo desea, puede comunicarse conmigo, llamando al (413)545-3610. Este teléfono pertenece a la División de Servicios Humanos de la Universidad de Massachusetts en Amherst.

Le agradezco de antemano su participación en este proyecto.

Atentamente,

Brunilda De Leon
Estudiante Graduada
APPENDIX F:

Background Questionnaire for Anglo and Black Students
BACKGROUND QUESTIONNAIRE

SEX: F___ M___

1. How old are you? _____

2. What is your race? (Please check one)
   Black ___ White ___ Other___

3. What is your mother's ethnic background?
   (Please check one)
   Irish___ Polish___ Italian___ Jewish___
   Other (Please specify)_________

4. What is your father's ethnic background?
   (Please check one)
   Irish___ Polish___ Italian___ Jewish___
   Other (Please specify)_________

5. Which ethnic group do you identify yourself with?
   (Please check one)
   Irish___ Polish___ Italian___ Jewish___
   Other (Please specify)_________

6. What is your religion? (Please check one)
   Protestant ___ Catholic ___ Jewish ___
   Other ________ (Specify) None___

7. What is your native language (Please check)
   English ___ Other________

8. Where were you born? If you were born in the United State, please give the exact State
   United States ________ Other ________ (Specify)
9. Please check the year in college in which you are enrolled?
   A. Freshman  Sophomore  Junior  Senior
   B. Full time  Part time  (Please check)

10. Do you live with your parents?  yes  no
    Please specify: Both parents  Mother  Father

11. How many family members live at home?  

12. What is your marital status?
    Single  Married  Divorced
    Separated  Other (Please specify)

13. What is/or was your father’s occupation? Be specific

14. What is/or was your mother’s occupation? Be specific

15. How far in school did your father go? Please circle
    (1) Less than seventh grade
    (2) Junior high school (9th grade)
    (3) Partial high school (10th or 11th grade)
    (4) High school or technical school graduate
    (5) Partial college (at least one year) or specialized training
    (6) College graduate
    (7) Graduate professional training
16. How far in school did your mother go? Please circle
   (1) Less than seventh grade
   (2) Junior high school (9th grade)
   (3) Partial high school (10th or 11th grade)
   (4) High school or technical school graduate
   (5) Partial college (at least one year) or specialized training
   (6) College graduate
   (7) Graduate professional training

17. What is your family income? Please circle
   (1) Under 5,000
   (2) 5,000-9,999
   (3) 10,000-14,999
   (4) 15,000-19,999
   (5) 20,000-24,999
   (6) 25,000-34,999
   (7) 35,000-49,999
   (8) 50,000-over
APPENDIX G:

Background Questionnaire for Puerto Rican Students in English
BACKGROUND INFORMATION
SEX: F  M  

1. How old are you?

2. What is your national origin? Puerto Rican ___
   Cuban ___  Dominican ___  Mexican ___
   Other (Please specify) ___

3. What is your mother’s national origin? _________

4. What is your father’s national origin? _________

5. What is your religion? (Please specify) _________

6. What is your native language? (Please check)
   Spanish___  English___  Other (Please specify)___

7. What is the dominant language spoken at home?
   Spanish___  English___  Other (Please specify)___

8. Which do you consider to be your dominant language?
   Spanish___  English___  Other (Please specify)___
   Spoken? _________
   Written? _________
   Reading Comprehension? _________

9. Where were you born? U.S.___  Puerto Rico___
   Other (Please specify) _________

10. If born in P.R. or other country, how long have
    you lived in the U.S.? ___yrs.

11. Please circle the year of college in which you
    are enrolled.
    A. Freshman  Sophomore  Junior  Senior
    B. Full Time____  Part Time (Please check)
12. Do you live with your parents?  yes  no
   Please specify: Both parents  Mother  Father
13. How many family members live at home?  ____
14. How many brothers are living at home?  ____
15. How many sisters are living at home?  ____
16. Any other persons living at home? (Please specify)
   How many?  ____  Relationship  _______
17. What is your marital status?
   Single  Married  Divorced
   Separated  Other (Please specify)  ________
18. What is/or was your father’s occupation? Be specific
19. What is/or was your mother’s occupation? Be specific
20. How far in school did your father go? Please circle
   (1) Less than seventh grade
   (2) Junior high school (9th grade)
   (3) Partial high school (10th or 11th grade)
   (4) High school or technical school graduate
   (5) Partial college (at least one year) or
        specialized training
   (6) College graduate
   (7) Graduate professional training
21. How far in school did your mother go? Please circle
(1) Less than seventh grade
(2) Junior high school (9th grade)
(3) Partial high school (10th or 11th grade)
(4) High school or technical school graduate
(5) Partial college (at least one year) or specialized training
(6) College graduate
(7) Graduate professional training

22. What is your family income? Please circle
(1) Under 5,000
(2) 5,000-9,999
(3) 10,000-14,999
(4) 15,000-19,999
(5) 20,000-24,999
(6) 25,000-34,999
(7) 35,000-49,999
(8) 50,000-Over

23. Are you planning to return to Puerto Rico?
Yes___ No___ Maybe___
APPENDIX H:

Background Questionnaire for Puerto Rican Students in Spanish
DATOS DEMOGRAFICOS

SEXO: F__ M__

1. Que edad tiene? ______

2. Cual es su origen nacional? Puerto Rico____
   Cuba____ Republica Dominicana____ Mejico____
   Otro (especifique) ______

3. Cual es el origen nacional de su madre? ______

4. Cual es el origen nacional de su padre? ______

5. A que religion pertenece? (especifique) ______

6. Cual es su primer idioma? (marque una solamente)
   espanol____ ingles____ otro (especifique) ______

7. Que idioma se habla mas en su hogar?
   espanol____ ingles____ otro (especifique) ______

8. Que idioma Usted domina mejor?
   hablado______ escrito______
   comprension en lectura______

   Otro (especifique) ______

10. Si nacio en Puerto Rico u otro pais, cuanto tiempo
    hace que vive en los Estados Unidos? _____ anos.

11. Marque que ano de universidad o colegio cursa en
    este momento.

   A. primer ano (freshman) ___ segundo (sophomore)___
      tercer ano (junior)___ cuarto ano (senior)___
   B. Tiempo completo ___ tiempo parcial ___
12. Vive con sus padres? si ___ no ___

   Especifique: ambos padres __ mare__ padre__

13. Cuantos miembros de la familia viven en la casa? ___

14. Cuantos hermanos viven en la casa? ___

15. Cuantos hermanas viven en la casa? ___

16. Hay alguna(s) otra(s) persona(s) viviendo en su casa?

   Especifique: Cuantas___ Relacion con usted________

17. Cual es su estado marital?

   soltero/a___ casado/a___ divorciado/a___

   separado/a___ otro (especifique)___

18. Cual es o era la ocupacion de su padre? Especifique.


20. Hasta donde llego su padre en la escuela?

   (Marque una solamente)

   ___ (1) Menos de septimo grado
   ___ (2) Escuela Intermedia (grados 7, 8, o 9)
   ___ (3) Parte de la escuela Superior (grados 10, oll)
   ___ (4) Escuela Superior o graduado de una escuela tecnica
   ___ (5) Uno o mas anos de universidad o adiestramiento especializado
   ___ (6) Grado universitario
   ___ (7) Estudios post-graduados (maestria o doctorado)
21. Hasta donde llega su madre en la escuela?

(Marque una solamente)

- (1) Menos de septimo grado
- (2) Escuela Intermedia (grados 7, 8 o 9)
- (3) Parte de la escuela Superior (grados 10 o 11)
- (4) Escuela Superior o graduada de una escuela técnica
- (5) Uno o más años de universidad, o adiestramiento especializado
- (6) Grado universitario
- (7) Estudios post-graduados (maestría o doctorado)

22. Cual es el ingreso de su familia?

(Marque una solamente)

- (1) Menos de 5,000
- (2) 5,000-9,999
- (3) 10,000-14,999
- (4) 15,000-19,999
- (5) 20,000-24,999
- (6) 25,000-34,999
- (7) 35,000-49,999
- (8) 50,000 o más

23. Piensas regresar a Puerto Rico?

- Si  - No  - Quizas
APPENDIX I:

Short Form of the Bem Sex Role Inventory in English
DIRECTIONS

On the opposite side of this sheet, you will find listed a number of personality characteristics. We would like you to use those characteristics to describe yourself, that is, we would like you to indicate, on a scale from 1 to 7, how true of you each of these characteristics is. Please do not leave any characteristic unmarked.

Example: sly

Write a 1 if it is never or almost never true that you are sly.
Write a 2 if it is usually not true that you are sly.
Write a 3 if it is sometimes but infrequently true that you are sly.
Write a 4 if it is occasionally true that you are sly.
Write a 5 if it is often true that you are sly.
Write a 6 if it is usually true that you are sly.
Write a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sly</td>
<td>3</td>
</tr>
<tr>
<td>Malicious</td>
<td>1</td>
</tr>
<tr>
<td>Irresponsible</td>
<td>7</td>
</tr>
<tr>
<td>Carefree</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Never or almost never true</td>
<td>Usually not true</td>
</tr>
<tr>
<td>Defend my own beliefs</td>
<td>Adaptable</td>
</tr>
<tr>
<td>Affectionate</td>
<td>Dominant</td>
</tr>
<tr>
<td>Conscientious</td>
<td>Tender</td>
</tr>
<tr>
<td>Independent</td>
<td>Conceited</td>
</tr>
<tr>
<td>Sympathetic</td>
<td>Willing to take a stand</td>
</tr>
<tr>
<td>Moody</td>
<td>Love children</td>
</tr>
<tr>
<td>Assertive</td>
<td>Tactful</td>
</tr>
<tr>
<td>Sensitive to needs of others</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Reliable</td>
<td>Gentle</td>
</tr>
<tr>
<td>Strong personality</td>
<td>Conventional</td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Jealous</td>
<td></td>
</tr>
<tr>
<td>Forceful</td>
<td></td>
</tr>
<tr>
<td>Compassionate</td>
<td></td>
</tr>
<tr>
<td>Truthful</td>
<td></td>
</tr>
<tr>
<td>Have leadership abilities</td>
<td></td>
</tr>
<tr>
<td>Eager to soothe hurt feelings</td>
<td></td>
</tr>
<tr>
<td>Secretive</td>
<td></td>
</tr>
<tr>
<td>Willing to take risks</td>
<td></td>
</tr>
<tr>
<td>Warm</td>
<td></td>
</tr>
</tbody>
</table>

Diagram:

```
R.S.       D       Class
S.S.       
```

*
APPENDIX J:

Short Form of the Bem Sex Role Inventory in Spanish
BEM INVENTORY

Developed by Sandra L. Bem, Ph.D.

Nombre __________________________ Edad _______ Sexo _______

Teléfono o Dirección __________________________

Fecha _______ 19 ______

Si es estudiante: Escuela __________________________ Año en la Escuela _______

Si no es estudiante: Ocupación__________________________

Al dorso de esta hoja encontrará una lista de rasgos de personalidad. Nos gustaría que usted se describiera a sí mismo utilizando esos rasgos; es decir, que indique en una escala de 1 a 7 hasta qué punto estas características le describen a usted.

Ejemplo: astuto (a)

Escriba un 1 si nunca o casi nunca es cierto que usted es astuto (a)
Escriba un 2 si generalmente no es cierto que usted es astuto (a)
Escriba un 3 si puede ser cierto en raras ocasiones que usted es astuto (a)
Escriba un 4 si a veces no es cierto que usted es astuto (a)
Escriba un 5 si a menudo es cierto que usted es astuto (a)
Escriba un 6 si generalmente es cierto que usted es astuto (a)
Escriba un 7 si siempre o casi siempre es cierto que usted es astuto (a)

Por lo tanto, si usted cree que puede ser cierto en raras ocasiones que es usted "astuto (a)"; nunca o casi nunca es usted "malicioso (a)"; siempre o casi siempre usted es "irresponsable", y a menudo es cierto que usted es "descuidado (a)", entonces usted clasificaría estas características de la siguiente manera:

<table>
<thead>
<tr>
<th>Astuto (a)</th>
<th>Irresponsable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Malicioso (a)</td>
<td>Descuidado (a)</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
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APPENDIX K:

Short Version of the Personal Attributes Questionnaire:

Typical Woman in English
TYPICAL WOMAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical woman of the same racial/ethnic group as you are. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic A...B...C...D...E Very Artistic

Each pair describes contradictory characteristics—that is, you can not choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the "typical" woman. For example, if you think she would have no artistic ability, you would choose A. If you think she would be pretty good, you might choose D. If you think she would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the typical woman and circle it. Please be sure to answer every item.

1. Not at all aggressive Very aggressive
   A...B...C...D...E
2. Not at all independent Very independent
   A...B...C...D...E
3. Not at all emotional Very emotional
   A...B...C...D...E
4. Very submissive Very dominant
   A...B...C...D...E
5. Not at all excitable Very excitable
   in a major crisis in a major crisis
   A...B...C...D...E
6. Very passive Very active
   A...B...C...D...E
7. Not at all able to Able to devote
   devote self completely to others
   A...B...C...D...E
8. Very rough
A...B...C...D...E
Very gentle

9. Not at all helpful
to others
A...B...C...D...E
Very helpful
to others

10. Not at all
competitive
A...B...C...D...E
Very competitive

11. Very home
orientated
A...B...C...D...E
Very worldly

12. Not at all kind
A...B...C...D...E
Very kind

13. Indifferent to
others' approval
A...B...C...D...E
Highly needful of
others' approval

14. Feelings not easily
hurt
A...B...C...D...E
Feelings easily
hurt

15. Not at all aware of
feelings of others
A...B...C...D...E
Very aware of
feelings of others

16. Can make decisions
easily
A...B...C...D...E
Has difficulty
making decisions

17. Gives up very
easily
A...B...C...D...E
Never gives up
easily

18. Never cries
A...B...C...D...E
Cries very easily

19. Not at all self-
confident
A...B...C...D...E
Very self-confident
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<td>A...B...C...D...E</td>
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<td><strong>21. Not at all understanding of others</strong></td>
<td>Very understanding of others</td>
<td>A...B...C...D...E</td>
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<td>A...B...C...D...E</td>
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<td><strong>22. Very cold in relations with others</strong></td>
<td>Very warm in relations with others</td>
<td>A...B...C...D...E</td>
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<td>A...B...C...D...E</td>
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<td><strong>23. Very little need for security</strong></td>
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<td>A...B...C...D...E</td>
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<tr>
<td><strong>24. Goes to pieces under pressure</strong></td>
<td>Stands up well under pressure</td>
<td>A...B...C...D...E</td>
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<td>A...B...C...D...E</td>
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APPENDIX L:

Short Version of the Personal Attributes Questionnaire:

Typical Man in English
TYPICAL MAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical man of the same racial/ethnic group as you are. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic  A...B...C...D...E  Very Artistic

Each pair describes contradictory characteristics—that is, you cannot choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the "typical" man. For example, if you think he would have no artistic ability, you would choose A. If you think he would be pretty good, you might choose D. If you think he would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the typical man and circle it. Please be sure to answer every item.

1. Not at all aggressive  A...B...C...D...E  Very aggressive
2. Not at all independent  A...B...C...D...E  Very independent
3. Not at all emotional  A...B...C...D...E  Very emotional
4. Very submissive  A...B...C...D...E  Very dominant
5. Not at all excitable in a major crisis  A...B...C...D...E  Very excitable in a major crisis
6. Very passive  A...B...C...D...E  Very active
7. Not at all able to devote self completely to others
A...B...C...D...E

Able to devote self completely to others

8. Very rough
A...B...C...D...E

Very gentle

9. Not at all helpful to others
A...B...C...D...E

Very helpful to others

10. Not at all competitive
A...B...C...D...E

Very competitive

11. Very home orientated
A...B...C...D...E

Very worldly

12. Not at all kind
A...B...C...D...E

Very kind

13. Indifferent to others' approval
A...B...C...D...E

Highly needful of others' approval

14. Feelings not easily hurt
A...B...C...D...E

Feelings easily hurt

15. Not at all aware of feelings of others
A...B...C...D...E

Very aware of feelings of others

16. Can make decisions easily
A...B...C...D...E

Has difficulty making decisions

17. Gives up very easily
A...B...C...D...E

Never gives up easily

18. Never cries
A...B...C...D...E

Cries very easily

19. Not at all self-confident
A...B...C...D...E

Very self-confident
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<td></td>
<td>A...B...C...D...E</td>
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<tr>
<td>21. Not at all understanding of others</td>
<td>Very understanding of others</td>
</tr>
<tr>
<td></td>
<td>A...B...C...D...E</td>
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<tr>
<td>22. Very cold in relations with others</td>
<td>Very warm in relations with others</td>
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<td></td>
<td>A...B...C...D...E</td>
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<tr>
<td>23. Very little need for security</td>
<td>Very strong need for security</td>
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<td></td>
<td>A...B...C...D...E</td>
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<tr>
<td>24. Goes to pieces under pressure</td>
<td>Stands up well under pressure</td>
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<td>A...B...C...D...E</td>
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APPENDIX M:

Short Version of the Personal Attributes Questionnaire:

Typical Puerto Rican Woman in English
TYPICAL PUERTO RICAN WOMAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical Puerto Rican woman. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic  A...B...C...D...E  Very Artistic.

Each pair describes contradictory characteristics—that is, you can not choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the typical Puerto Rican woman. For example, if you think she would have no artistic ability, you would choose A. If you think she would be pretty good, you might choose D. If you think she would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the typical Puerto Rican woman and circle it. Please be sure to answer every item.

1. Not at all aggressive  Very aggressive
   A...B...C...D...E

2. Not at all independent  Very independent
   A...B...C...D...E

3. Not at all emotional  Very emotional
   A...B...C...D...E

4. Very submissive  Very dominant
   A...B...C...D...E

5. Not at all excitable in a major crisis  Very excitable in a major crisis
   A...B...C...D...E

6. Very passive  Very active
   A...B...C...D...E

7. Not at all able to devote self completely to others  Able to devote self completely to others
   A...B...C...D...E
8. Very rough
Very gentle
A...B...C...D...E

9. Not at all helpful to others
Very helpful to others
A...B...C...D...E

10. Not at all competitive
Very competitive
A...B...C...D...E

11. Very home orientated
Very worldly
A...B...C...D...E

12. Not at all kind
Very kind
A...B...C...D...E

13. Indifferent to others' approval
Highly needful of others' approval
A...B...C...D...E

14. Feelings not easily hurt
Feelings easily hurt
A...B...C...D...E

15. Not at all aware of feelings of others
Very aware of feelings of others
A...B...C...D...E

16. Can make decisions easily
Has difficulty making decisions
A...B...C...D...E

17. Gives up very easily
Never gives up easily
A...B...C...D...E

18. Never cries
Cries very easily
A...B...C...D...E

19. Not at all self-confident
Very self-confident
A...B...C...D...E

20. Feels very inferior
Feels very superior
A...B...C...D...E
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<td>22. Very cold in relations with others</td>
<td>Very</td>
<td>warm in relations with others</td>
<td>A...B...C...D...E</td>
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<td>Very</td>
<td>strong need for security</td>
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<td>24. Goes to pieces under pressure</td>
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APPENDIX N:

Short Version of the Personal Attributes Questionnaire:

Typical Puerto Rican Man in English
TYPICAL PUERTO RICAN MAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical Puerto Rican man. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic A...B...C...D...E Very Artistic.

Each pair describes contradictory characteristics—that is, you can not choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the typical Puerto Rican man. For example, if you think he would have no artistic ability, you would choose A. If you think he would be pretty good, you might choose D. If you think he would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the typical Puerto Rican man and circle it. Please be sure to answer every item.

1. Not at all aggressive Very aggressive
   A...B...C...D...E

2. Not at all independent Very independent
   A...B...C...D...E

3. Not at all emotional Very emotional
   A...B...C...D...E

4. Very submissive Very dominant
   A...B...C...D...E

5. Not at all excitable in a major crisis Very excitable in a major crisis
   A...B...C...D...E

6. Very passive Very active
   A...B...C...D...E

7. Not at all able to devote self completely to others Able to devote self completely to others
   A...B...C...D...E
8. Very rough
   Very gentle
   A...B...C...D...E

9. Not at all helpful to others
   Very helpful to others
   A...B...C...D...E

10. Not at all competitive
    Very competitive
    A...B...C...D...E

11. Very home orientated
    Very worldly
    A...B...C...D...E

12. Not at all kind
    Very kind
    A...B...C...D...E

13. Indifferent to others’ approval
    Highly needful of others’ approval
    A...B...C...D...E

14. Feelings not easily hurt
    Feelings easily hurt
    A...B...C...D...E

15. Not at all aware of feelings of others
    Very aware of feelings of others
    A...B...C...D...E

16. Can make decisions easily
    Has difficulty making decisions
    A...B...C...D...E

17. Gives up very easily
    Never gives up easily
    A...B...C...D...E

18. Never cries
    Cries very easily
    A...B...C...D...E

19. Not at all self-confident
    Very self-confident
    A...B...C...D...E

20. Feels very inferior
    Feels very superior
    A...B...C...D...E
21. Not at all understanding of others
   Very understanding of others
   A...B...C...D...E

22. Very cold in relations with others
    Very warm in relations with others
    A...B...C...D...E

23. Very little need for security
    Very strong need for security
    A...B...C...D...E

24. Goes to pieces under pressure
    Stands up well under pressure
    A...B...C...D...E
APPENDIX O:

Short Version of the Personal Attributes Questionnaire:

Typical Anglo Woman in English
TYPICAL ANGLO WOMAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical Anglo woman. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic A...B...C...D...E Very Artistic

Each pair describes contradictory characteristics—that is, you can not choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the "typical Anglo woman". For example, if you think she would have no artistic ability, you would choose A. If you think she would be pretty good, you might choose D. If you think she would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the "typical Anglo woman" and circle it. Please be sure to answer every item.

1. Not at all aggressive A...B...C...D...E Very aggressive

2. Not at all independent A...B...C...D...E Very independent

3. Not at all emotional A...B...C...D...E Very emotional

4. Very submissive A...B...C...D...E Very dominant

5. Not at all excitable in a major crisis A...B...C...D...E

6. Very passive A...B...C...D...E Very active

7. Not at all able to devote self completely to others A...B...C...D...E Able to devote self completely to others
8. Very rough
   Very gentle
   A...B...C...D...E

9. Not at all helpful to others
   Very helpful to others
   A...B...C...D...E

10. Not at all competitive
    Very competitive
    A...B...C...D...E

11. Very home orientated
    Very worldly
    A...B...C...D...E

12. Not at all kind
    Very kind
    A...B...C...D...E

13. Indifferent to others’ approval
    Highly needful of others’ approval
    A...B...C...D...E

14. Feelings not easily hurt
    Feelings easily hurt
    A...B...C...D...E

15. Not at all aware of feelings of others
    Very aware of feelings of others
    A...B...C...D...E

16. Can make decisions easily
    Has difficulty making decisions
    A...B...C...D...E

17. Gives up very easily
    Never gives up easily
    A...B...C...D...E

18. Never cries
    Cries very easily
    A...B...C...D...E

19. Not at all self-confident
    Very self-confident
    A...B...C...D...E

20. Feels very inferior
    Feels very superior
    A...B...C...D...E
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<td></td>
<td>Very understanding of others</td>
<td>A...B...C...D...E</td>
</tr>
<tr>
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<td></td>
<td>Very warm in relations with others</td>
<td>A...B...C...D...E</td>
</tr>
<tr>
<td>23. Very little need for security</td>
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<td></td>
<td></td>
<td>Very strong need for security</td>
<td>A...B...C...D...E</td>
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<td>24. Goes to pieces under pressure</td>
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<td>Stands up well under pressure</td>
<td>A...B...C...D...E</td>
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</table>
APPENDIX P:

Short Version of the Personal Attributes Questionnaire:

Typical Anglo Man in English
TYPICAL ANGLO MAN QUESTIONNAIRE

You are asked to consider the attributes below as they apply to the typical Anglo man. Each item consists of a pair of characteristics with the letters A--E in between. For example:

Not at all Artistic  A...B...C...D...E  Very Artistic

Each pair describes contradictory characteristics—that is, you can not choose very artistic and not at all artistic at the same time.

The letters form a scale between the two extremes. You are to choose a letter which best describes your perception of the typical Anglo man. For example, if you think he would have no artistic ability, you would choose A. If you think he would be pretty good, you might choose D. If you think he would be only medium, choose C, and so forth. For each item, select the letter on the scale that to you best represents the characteristic of the typical Anglo man and circle it. Please be sure to answer every item.

1. Not at all aggressive  A...B...C...D...E

2. Not at all independent  A...B...C...D...E

3. Not at all emotional  A...B...C...D...E

4. Very submissive  A...B...C...D...E

5. Not at all excitable in a major crisis  A...B...C...D...E

6. Very passive  A...B...C...D...E

7. Not at all able to devote self completely to others  A...B...C...D...E

Able to devote self completely to others
8. Very rough
A...B...C...D...E

9. Not at all helpful to others
A...B...C...D...E

10. Not at all competitive
A...B...C...D...E

11. Very home orientated
A...B...C...D...E

12. Not at all kind
A...B...C...D...E

13. Indifferent to others' approval
A...B...C...D...E

14. Feelings not easily hurt
A...B...C...D...E

15. Not at all aware of feelings of others
A...B...C...D...E

16. Can make decisions easily
A...B...C...D...E

17. Gives up very easily
A...B...C...D...E

18. Never cries
A...B...C...D...E

19. Not at all self-confident
A...B...C...D...E

20. Feels very inferior
A...B...C...D...E

Very gentle
Very helpful to others
Very competitive
Very worldly
Very kind
Highly needful of others' approval
Feelings easily hurt
Very aware of feelings of others
Has difficulty making decisions
Never gives up easily
Cries very easily
Very self-confident
Feels very superior
21. Not at all understanding of others

Very understanding of others

A...B...C...D...E

22. Very cold in relations with others

Very warm in relations with others

A...B...C...D...E

23. Very little need for security

Very strong need for security

A...B...C...D...E

24. Goes to pieces under pressure

Stands up well under pressure

A...B...C...D...E
APPENDIX Q:
Short Version of the Personal Attributes Questionnaire:
Typical Puerto Rican Woman in Spanish
CUESTIONARIO
"La Mujer Tipica Puertorriquena"

Considere los atributos que aparecen a continuacion en terminos de como describen a la mujer tipica Puertorriquena. Los atributos aparecen en forma de dos caracteristicas separadas por las letras A, B, C, D, E. Por ejemplo:

No es nada artistica A...B...C...D...E... Es muy artistica

Cada par describe caracteristicas opuestas, por lo cual Ud. no puede escoger, por ejemplo, muy artistica y nada artistica a la vez.

Las letras forman una escala entre extremos opuestos. Usted debe escoger la letra que mejor describa su concepto de la mujer tipica Puertorriquena. Por ejemplo, si Ud. cree que la mujer tipica Puertorriquena no tiene ninguna habilidad artistica, Ud. escogeria la letra "A". Si Ud. cree que la mujer Puertorriquena tipica tiene solo un nivel mediano de habilidad artistica, escogeria la letra "C". Y asi por el estilo. Para cada uno de los atributos, escoja la letra que mejor describa esa caracteristica en la mujer tipica, y trace un circulo alrededor de esa letra. Asegurese de escoger una letra para cada atributo.

1. No es agresiva. A...B...C...D...E Es muy agresiva.
2. No es independiente. A...B...C...D...E Es muy independiente.
4. Es sumisa. A...B...C...D...E Es muy dominante.
5. No se exalta en situaciones de crisis. A...B...C...D...E Se exalta en situaciones de crisis
6. Es muy pasiva. A...B...C...D...E Es muy activa.
7. No es capaz de dedicarse por completo a los demás.  
A...B...C...D...E  
Es capaz de dedicarse por completo a los demás.

8. Es ruda.  
A...B...C...D...E  
Es gentil.

9. No es de ayuda a otros.  
A...B...C...D...E  
Es de mucha ayuda a otros.

10. No es competitiva  
A...B...C...D...E  
Es muy competitiva.

11. Es hogareña.  
A...B...C...D...E  
No es hogareña.

12. No es amable.  
A...B...C...D...E  
Es muy amable.

13. Es indiferente a la aprobación de otros.  
A...B...C...D...E  
Necesita mucho de la aprobación de otros.

14. Sus sentimientos no se lastiman fácilmente.  
A...B...C...D...E  
Sus sentimientos se lastiman fácilmente.

15. No está conciente de los sentimientos de otros.  
A...B...C...D...E  
Esta conciente de los sentimientos de otros.

16. Toma decisiones con facilidad.  
A...B...C...D...E  
Le es difícil tomar decisiones.

17. Se da por vencida fácilmente.  
A...B...C...D...E  
Nunca se da por vencida fácilmente.

18. Nunca llora.  
A...B...C...D...E  
Llora fácilmente.
19. No tiene ninguna confianza propia.  
   A...B...C...D...E  
   Tiene mucha confianza propia.

20. Se siente muy inferior.  
   A...B...C...D...E  
   Se siente muy superior.

21. No es nada comprensiva.  
   A...B...C...D...E  
   Es muy comprensiva.

22. Es muy fría en sus relaciones.  
   A...B...C...D...E  
   Es muy cordial en sus relaciones.

23. Tiene poca necesidad de seguridad.  
   A...B...C...D...E  
   Tiene mucha necesidad de seguridad.

24. Pierde la compostura bajo presión.  
   A...B...C...D...E  
   Se mantiene serena bajo presión.
APPENDIX R:

Short Version of the Personal Attributes Questionnaire:
Typical Puerto Rican Man in Spanish
CUESTIONARIO
"El Hombre Tipico Puertorriqueno"

Considere los atributos que aparecen a continuación en términos de como describen al hombre tipico Puertorriqueno. Los atributos aparecen en forma de dos características separadas por las letras A, B, C, D, E. Por ejemplo:

No es nada artístico A...B...C...D...E... Es muy artístico.

Cada par describe características opuestas, por lo cual Ud. no puede escoger, por ejemplo, muy artístico y nada artístico a la vez.

Las letras forman una escala entre extremos opuestos. Usted debe escoger la letra que mejor describa su concepto del hombre típico. Por ejemplo, si Ud. cree que el hombre típico Puertorriqueno no tendría ninguna habilidad artística, Ud. escogería la letra "A". Si Ud. cree que el hombre típico Puertorriqueno tiene solo un nivel mediano de habilidad artística, Ud. escogería la letra "C". Y así por el estilo. Para cada uno de los atributos, escoja la letra que mejor describa esa característica en el hombre típico, y trace un círculo alrededor de esa letra. Asegúrese de escoger una letra para cada atributo.

1. No es agresivo.
   A...B...C...D...E

2. No es independiente.
   A...B...C...D...E

3. No es emocional.
   A...B...C...D...E

4. Es sumiso.
   A...B...C...D...E

5. No se exalta en situaciones de crisis.
   A...B...C...D...E

6. Es muy pasivo.
   A...B...C...D...E
7. No es capaz de dedicarse por completo a los demás.
A...B...C...D...E

8. Es rudo.
A...B...C...D...E

9. No es de ayuda a otros.
A...B...C...D...E

10. No es competitivo.
A...B...C...D...E

11. Es hogareño.
A...B...C...D...E

12. No es amable.
A...B...C...D...E

13. Es indiferente a la aprobación de otros.
A...B...C...D...E

14. Sus sentimientos no se lastiman fácilmente.
A...B...C...D...E

15. No está consciente de los sentimientos de otros.
A...B...C...D...E

16. Toma decisiones con facilidad.
A...B...C...D...E

17. Se da por vencido fácilmente.
A...B...C...D...E

18. Nunca llora.
A...B...C...D...E
19. No tiene ninguna confianza propia. 
   A...B...C...D...E

20. Se siente muy inferior. 
   A...B...C...D...E

21. No es nada comprensivo. 
   A...B...C...D...E

22. Es muy frío en sus relaciones. 
   A...B...C...D...E

23. Tiene poca necesidad de seguridad. 
   A...B...C...D...E

24. Pierde la compostura bajo presión. 
   A...B...C...D...E

Tiene mucha confianza propia. 
Se siente muy superior. 
Es muy comprensivo. 
Es muy cordial en sus relaciones. 
Tiene mucha necesidad de seguridad. 
Se mantiene sereno bajo presión.
APPENDIX S:
Short Version of the Personal Attributes Questionnaire:
Typical Anglo Woman in Spanish
CUESTIONARIO
LA MUJER TIPICA NORTEAMERICANA

Considere los atributos que aparecen a continuación en términos de cómo describen a la "mujer típica Norteamericana". Los atributos aparecen en forma de dos características separadas por las letras A, B, C, D, E. Por ejemplo:

No es nada artística A...B...C...D...E... Es muy artística

Cada par describe características opuestas, por lo cual Ud. no puede escoger, por ejemplo, muy artística y nada artística a la vez.

Las letras forman una escala entre extremos opuestos. Usted debe escoger la letra que mejor describa su concepto de la "mujer típica Norteamericana". Por ejemplo, si Ud. cree que la mujer típica no tendría ninguna habilidad artística, Ud. escogería la letra "A". Si Ud. cree que la mujer típica tendría solo un nivel mediano de habilidad artística, escogería la letra "C". Y así por el estilo. Para cada uno de los atributos, escoja la letra que mejor describa esa característica en la "mujer típica Norteamericana" y trace un círculo alrededor de esa letra. Asegúrese de escoger una letra para cada atributo.

1. No es agresiva.
   A...B...C...D...E
   Es muy agresiva.

2. No es independiente.
   A...B...C...D...E
   Es muy independiente.

3. No es emocional.
   A...B...C...D...E
   Es muy emocional.

4. Es sumisa.
   A...B...C...D...E
   Es muy dominante.

5. No se exalta en situaciones de crisis.
   A...B...C...D...E
   Se exalta en situaciones de crisis.

6. Es muy pasiva.
   A...B...C...D...E
   Es muy activa.
7. No es capaz de dedicarse por completo a los demás.
   A...B...C...D...E
   Es capaz de dedicarse por completo a los demás.

8. Es ruda.
   A...B...C...D...E
   Es gentil.

9. No es de ayuda a otros.
   A...B...C...D...E
   Es de mucha ayuda a otros.

10. No es competitiva
    A...B...C...D...E
    Es muy competitiva.

11. Es hogareña.
    A...B...C...D...E
    No es hogareña.

12. No es amable.
    A...B...C...D...E
    Es muy amable.

13. Es indiferente a la aprobación de otros.
    A...B...C...D...E
    Necesita mucho de la aprobación de otros.

14. Sus sentimientos no se lastiman fácilmente.
    A...B...C...D...E
    Sus sentimientos se lastiman fácilmente.

15. No está consciente de los sentimientos de otros.
    A...B...C...D...E
    Esta consciente de los sentimientos de otros.

16. Toma decisiones con facilidad.
    A...B...C...D...E
    Le es difícil tomar decisiones.

17. Se da por vencida fácilmente.
    A...B...C...D...E
    Nunca se da por vencida fácilmente.

18. Nunca llora.
    A...B...C...D...E
    Llora fácilmente.
19. No tiene ninguna confianza propia.  
A...B...C...D...E  

20. Se siente muy inferior.  
A...B...C...D...E  

21. No es nada comprensiva.  
A...B...C...D...E  

22. Es muy fría en sus relaciones.  
A...B...C...D...E  

23. Tiene poca necesidad de seguridad.  
A...B...C...D...E  

24. Pierde la compostura bajo presión.  
A...B...C...D...E  

Tiene mucha confianza propia.  

Se siente muy superior.  

Es muy comprensiva.  

Es muy cordial en sus relaciones.  

Tiene mucha necesidad de seguridad.  

Se mantiene serena bajo presión.
APPENDIX T:

Short Version of the Personal Attributes Questionnaire:
  Typical Anglo Man in Spanish
CUESTIONARIO
EL HOMBRE TIPICO NORTEAMERICANO

Considere los atributos que aparecen a continuación en términos de cómo describen al "hombre típico Norteamericano". Los atributos aparecen en forma de dos características separadas por las letras A, B, C, D, E. Por ejemplo:

No es nada artístico A...B...C...D...E... Es muy artístico.

Cada par describe características opuestas, por lo cual Ud. no puede escoger, por ejemplo, muy artístico y nada artístico a la vez.

Las letras forman una escala entre extremos opuestos. Usted debe escoger la letra que mejor describa su concepto del "hombre típico Norteamericano". Por ejemplo, si Ud. cree que el "hombre típico Norteamericano" no tendría ninguna habilidad artística, Ud. escogería la letra "A". Si Ud. cree que el "hombre típico Norteamericano" tendría solo un nivel mediano de habilidad artística, escogería la letra "C". Y así por el estilo. Para cada uno de los atributos, escoja la letra que mejor describa esa característica en el "hombre típico Norteamericano" y trace un círculo alrededor de esa letra. Asegúrese de escoger una letra para cada atributo.

1. No es agresivo.
   A...B...C...D...E
   Es muy agresivo.

2. No es independiente
   A...B...C...D...E
   Es muy independiente

3. No es emocional.
   A...B...C...D...E
   Es muy emocional.

4. Es sumiso.
   A...B...C...D...E
   Es muy dominante.

5. No se exalta en situaciones de crisis.
   A...B...C...D...E
   Se exalta en situaciones de crisis.

6. Es muy pasivo.
   A...B...C...D...E
   Es muy activo.
7. No es capaz de dedicarse por completo a los demás.  
A...B...C...D...E
Es capaz de dedicarse por completo a los demás.

8. Es rudo.  
A...B...C...D...E
Es gentil.

9. No es de ayuda a otros.  
A...B...C...D...E
Es de mucha ayuda a otros.

10. No es competitivo.  
A...B...C...D...E
Es muy competitivo.

11. Es hogareno.  
A...B...C...D...E
No es hogareno.

12. No es amable.  
A...B...C...D...E
Es muy amable.

13. Es indiferente a la aprobación de otros.  
A...B...C...D...E
Necesita mucho de la aprobación de otros.

14. Sus sentimientos no se lastiman fácilmente.  
A...B...C...D...E
Sus sentimientos se lastiman fácilmente

15. No está conciente de los sentimientos de otros.  
A...B...C...D...E
Esta conciente de los sentimientos otros.

16. Toma decisiones con facilidad.  
A...B...C...D...E
Le es difícil tomar decisiones.

17. Se da por vencido fácilmente.  
A...B...C...D...E
Nunca se da por vencido fácilmente.

18. Nunca llora.  
A...B...C...D...E
Llora fácilmente.
19. No tiene ninguna confianza propia.
   A...B...C...D...E
Tiene mucha confianza propia.

20. Se siente muy inferior.
   A...B...C...D...E
Se siente muy superior.

21. No es nada comprensivo.
   A...B...C...D...E
Es muy comprensivo.

22. Es muy frío en sus relaciones.
   A...B...C...D...E
Es muy cordial en sus relaciones.

23. Tiene poca necesidad de seguridad.
   A...B...C...D...E
Tiene mucha necesidad de seguridad.

24. Pierde la compostura bajo presión.
   A...B...C...D...E
Se mantiene sereno bajo presión.
APPENDIX U:

Cultural Life Style Inventory in English
CULTURAL LIFE STYLE INVENTORY

The questions in this booklet are designed to describe certain aspects of your particular cultural life style. There are questions concerning the foods you like to eat, the language you use when speaking with your friends and relatives, and the various preferences that you have in many other areas. This is not a test, and there are no right or wrong answers. Please read each question carefully and answer as accurately as you can.

Thank you for taking the time and effort to complete this questionnaire. If you would like information about your results, please enclose the following information:

______________________________

______________________________

______________________________

______________________________
CULTURAL LIFE STYLE INVENTORY

Please read each question carefully and provide your response to each item with a ___ mark. Try not to skip any item and answer as accurately as you can.

1. When you talk with your grandparents, in what language do you speak? (please check only one answer)
   a. Spanish only ___
   b. Mostly Spanish ___
   c. Mostly English ___
   d. English only ___
   e. Both English and Spanish about equal ___
   f. Other language (please specify: _________________________)
   g. I do not have grandparents ___

2. When you talk with your father, in what language do you speak? (please check only one answer)
   a. Spanish only ___
   b. Mostly Spanish ___
   c. Mostly English ___
   d. English only ___
   e. Both English and Spanish about equal ___
   f. Other language (please specify: _________________________)
   g. I do not have a father ___

3. When you talk with your mother, in what language do you speak? (please check only one answer)
   a. Spanish only ___
   b. Mostly Spanish ___
   c. Mostly English ___
   d. English only ___
   e. Both English and Spanish about equal ___
   f. Other language (please specify: _________________________)
   g. I do not have a mother ___
4. When you talk with your **brothers** and **sisters**, in what language do you speak? (please check only one answer)
   a. Spanish only
   b. Mostly Spanish
   c. Mostly English
   d. English only
   e. Both English and Spanish about equal
   f. Other language (please specify: ____________________________)
   g. I do not have brothers or sisters

5. When you talk with your **spouse**, in what language do you speak? (please check only one answer)
   a. Spanish only
   b. Mostly Spanish
   c. Mostly English
   d. English only
   e. Both English and Spanish about equal
   f. Other language (please specify: ____________________________)
   g. I am not married

6. When you talk with your **children**, in what language do you speak? (please check only one answer)
   a. Spanish only
   b. Mostly Spanish
   c. Mostly English
   d. English only
   e. Both English and Spanish about equal
   f. Other language (please specify: ____________________________)
   g. I do not have children

7. When you talk with your **friends**, in what language do you speak? (please check only one answer)
   a. Spanish only
   b. Mostly Spanish
   c. Mostly English
   d. English only
   e. Both English and Spanish about equal
   f. Other language (please specify: ____________________________)
8. In what language are the newspapers and magazines that you read? (please check only one answer)
   a. All are written in Spanish __
   b. Most are written in Spanish __
   c. Most are written in English __
   d. All are written in English __
   e. Some are written in English and some are written in Spanish, about equal __
   f. Other language (please specify: ______________________)

9. What kind of music do you listen to? (please check only one answer)
   a. Spanish speaking music only __
   b. Mostly Spanish speaking music __
   c. Mostly English speaking music __
   d. English speaking music only __
   e. English and Spanish speaking music about equal __
   f. Other language (please specify: ______________________)

10. When you listen to the radio, do you listen to: (please check only one answer)
    a. Spanish speaking stations only __
    b. Mostly Spanish speaking stations __
    c. Mostly English speaking stations __
    d. English speaking stations only __
    e. English and Spanish speaking stations about equal __
    f. Other language (please specify: ______________________)

11. When you watch television, do you watch: (please check only one answer)
    a. Spanish speaking channels only __
    b. Mostly Spanish speaking channels __
    c. Mostly English speaking channels __
    d. English speaking channels only __
    e. English and Spanish speaking channels about equal __
    f. Other language (please specify: ______________________)
12. In what language do you pray? (please check only one answer)
   a. In Spanish only  _____
   b. Mostly in Spanish  _____
   c. Mostly in English  _____
   d. In English only  _____
   e. In English and Spanish about equal  _____
   f. Other language (please specify: __________________________)
   g. I do not pray  _____

13. In what language are the jokes that you are familiar with? (please check only one answer)
   a. In Spanish only  _____
   b. Mostly in Spanish  _____
   c. Mostly in English  _____
   d. In English only  _____
   e. Some are in English and some are in Spanish, about equal  _____
   f. Other language (please specify: __________________________)

14. What is the ethnic background of the people that you consider to be your closest friends? (please check only one answer)
   a. All Puerto Rican  _____
   b. Mostly Puerto Rican  _____
   c. Mostly Anglo-American  _____
   d. All Anglo-American  _____
   e. Anglo-American and Puerto Rican about equal  _____
   f. Other ethnic group (please specify: __________________________)

15. What is the ethnic background of the people that you have dated? (please check only one answer)
   a. All Puerto Rican  _____
   b. Mostly Puerto Rican  _____
   c. Mostly Anglo-American  _____
   d. All Anglo-American  _____
   e. Anglo-American and Puerto Rican about equal  _____
   f. Other ethnic group (please specify: __________________________)
   g. I have not dated  _____
16. Would you say that the people that you would most like to be accepted by (such as friends, relatives and teachers) are: (please check only one answer)
   a. Only Puerto Rican
   b. Mostly Puerto Rican
   c. Mostly Anglo-American
   d. Only Anglo-American
   e. Both Anglo-American and Puerto Rican about equal
   f. Other ethnic group (please specify: ______________________)

17. When you go to social functions such as picnics, dances, or sports events, are the people you go with: (please check only one answer)
   a. Only Puerto Rican
   b. Mostly Puerto Rican
   c. Mostly Anglo-American
   d. Only Anglo-American
   e. Both Anglo-American and Puerto Rican about equal
   f. Other ethnic group (please specify: ______________________)

18. What kind of foods do you eat? (please check only one answer)
   a. Only Puerto Rican food
   b. Mostly Puerto Rican food
   c. Mostly Anglo-American food
   d. Only Anglo-American food
   e. Anglo-American and Puerto Rican food about equal
   f. Other types of food (please specify: ______________________)

19. Do you celebrate: (please check only one answer)
   a. Only Puerto Rican holidays
   b. Mostly Puerto Rican holidays
   c. Mostly Anglo-American holidays
   d. Only Anglo-American holidays
   e. Anglo-American and Puerto Rican holidays about equal
   f. Other ethnic holidays (please specify: ______________________)
20. Would you say that you are familiar with: (please check only one answer)
   a. Only the Puerto Rican culture (way of life) 
   b. Mostly the Puerto Rican culture (way of life) 
   c. Mostly the Anglo-American culture (way of life) 
   d. Only the Anglo-American culture (way of life) 
   e. Both Anglo-American and Puerto Rican cultures about equal 
   f. Other cultures (please specify: ____________________________)

21. Of the various cultures with which you are familiar, which do you criticize the most? (please check only one answer)
   a. Most definitely the Puerto Rican culture (way of life) 
   b. Probably the Puerto Rican culture (way of life) 
   c. Probably the Anglo-American culture (way of life) 
   d. Most definitely the Anglo-American culture (way of life) 
   e. Both Anglo-American and Puerto Rican cultures about equal 
   f. Other cultures (please specify: ____________________________)

22. Of the various cultures with which you are familiar, which do you feel most proud of? (please check only one answer)
   a. Most definitely the Puerto Rican culture (way of life) 
   b. Probably the Puerto Rican culture (way of life) 
   c. Probably the Anglo-American culture (way of life) 
   d. Most definitely the Anglo-American culture (way of life) 
   e. Both Anglo-American and Puerto Rican cultures about equal 
   f. Other cultures (please specify: ____________________________)

23. Would you say that the people that you admire the most (such as friends, relatives, teachers, doctors, movie stars, and professional athletes) are: (please check only one answer)
   a. Only Puerto Rican 
   b. Mostly Puerto Rican 
   c. Mostly Anglo-American 
   d. Only Anglo-American 
   e. Both Anglo-American and Puerto Rican about equal 
   f. Other ethnic group (please specify: ____________________________)
24. If you had a choice, would you want to marry? (please check only one answer)
   a. Most definitely a Puerto Rican _____
   b. Probably a Puerto Rican _____
   c. Probably an Anglo-American _____
   d. Most definitely an Anglo-American _____
   e. Either an Anglo-American or a Puerto Rican, it would not matter to me _____
   f. Other ethnic group (please specify: __________________________)

25. If you had a choice, what type of community would you want to live in? (please check only one answer)
   a. Most definitely a Puerto Rican community _____
   b. Probably a Puerto Rican community _____
   c. Probably an Anglo-American community _____
   d. Most definitely an Anglo-American community _____
   e. A Mixed Anglo-American and Puerto Rican community _____
   f. Other ethnic community (please specify: __________________________)

26. If you had children, what types of names would you give them? (please check only one answer)
   a. Most definitely Spanish or Puerto Rican names _____
   b. Probably Spanish or Puerto Rican names _____
   c. Probably English or Anglo-American names _____
   d. Most definitely English or Anglo-American names _____
   e. Either English/Anglo-American or Spanish/Puerto Rican names, it would not matter to me _____
   f. Other ethnic names (please specify: __________________________)

27. If you had children, would you teach them to read, write, and speak in? (please check only one answer)
   a. Spanish only _____
   b. Mostly Spanish _____
   c. Mostly English _____
   d. English only _____
   e. Both English and Spanish about equal _____
   f. Other language (please specify: __________________________)
28. Of the various cultures with which you are familiar, which would you say you feel most comfortable with? (please check only one answer)
   a. Most definitely the Puerto Rican culture (way of life) 
   b. Probably the Puerto Rican culture (way of life) 
   c. Probably the Anglo-American culture (way of life) 
   d. Most definitely the Anglo-American culture (way of life) 
   e. Both Anglo-American and Puerto Rican cultures about equal 
   f. Other cultures (please specify: _________________________)

29. Of the various cultures with which you are familiar, which has had the most positive impact on your life? (please check only one answer)
   a. Most definitely the Puerto Rican culture (way of life) 
   b. Probably the Puerto Rican culture (way of life) 
   c. Probably the Anglo-American culture (way of life) 
   d. Most definitely the Anglo-American culture (way of life) 
   e. Both Anglo-American and Puerto Rican cultures about equal 
   f. Other cultures (please specify: _________________________)
APPENDIX V:

Cultural Life Style Inventory in Spanish
INVENTARIO DE ESTILO DE VIDA CULTURAL

Las preguntas en este libreto han sido diseñadas para describir ciertos aspectos de su estilo de vida cultural. La encuesta incluye preguntas acerca de las comidas que usted prefiere comer, el idioma que usted emplea para comunicarse con sus amistades y familiares, y las preferencias que usted tiene en otras áreas culturales. Este inventario no es un examen, y no hay respuestas correctas o incorrectas. Por favor lea cada pregunta cuidadosamente y responda con la mayor precisión que usted pueda.

Gracias por tomar el tiempo y hacer el esfuerzo para completar esta encuesta. Si usted quiere información acerca de sus resultados, por favor incluya la siguiente información:
INVENTARIO DE ESTILO DE VIDA CULTURAL

Por favor lea cada pregunta cuidadosamente y responda con una marca en los espacios provistos. Trate de no esquivar ninguno de los puntos en consideración y responda con la mayor precisión que usted pueda.

1. Cuando usted habla con sus abuelos, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español
   b. Mayormente Español
   c. Mayormente Inglés
   d. Solamente Inglés
   e. Ambos, Inglés y Español por igual
   f. Otro idioma (por favor especifique: _____________________)
   g. Yo no tengo abuelos

2. Cuando usted habla con su padre, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español
   b. Mayormente Español
   c. Mayormente Inglés
   d. Solamente Inglés
   e. Ambos, Inglés y Español por igual
   f. Otro idioma (por favor especifique: _____________________)
   g. Yo no tengo padre

3. Cuando usted habla con su madre, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español
   b. Mayormente Español
   c. Mayormente Inglés
   d. Solamente Inglés
   e. Ambos, Inglés y Español por igual
   f. Otro idioma (por favor especifique: _____________________)
   g. Yo no tengo madre
4. Cuando usted habla con sus hermanos y hermanas, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español _____
   b. Mayormente Español _____
   c. Mayormente Inglés _____
   d. Solamente Inglés _____
   e. Ambos, Inglés y Español por igual _____
   f. Otro idioma (por favor especifique: ________________________)
   g. Yo no tengo hermanos o hermanas _____

5. Cuando usted habla con su esposo o esposa, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español _____
   b. Mayormente Español _____
   c. Mayormente Inglés _____
   d. Solamente Inglés _____
   e. Ambos, Inglés y Español por igual _____
   f. Otro idioma (por favor especifique: ________________________)
   g. Yo no estoy casado (a) _____

6. Cuando usted habla con sus hijos, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español _____
   b. Mayormente Español _____
   c. Mayormente Inglés _____
   d. Solamente Inglés _____
   e. Ambos, Inglés y Español por igual _____
   f. Otro idioma (por favor especifique: ________________________)
   g. Yo no tengo hijos _____

7. Cuando usted habla con sus amistades, en qué idioma habla usted? (por favor marque solo una respuesta)
   a. Solamente Español _____
   b. Mayormente Español _____
   c. Mayormente Inglés _____
   d. Solamente Inglés _____
   e. Ambos, Inglés y Español por igual _____
   f. Otro idioma (por favor especifique: ________________________)

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8. En qué idioma están escritos los periódicos y las revistas que usted lee? (por favor marque solo una respuesta)
   a. Todos están escritos en Español
   b. La mayoría están escritos en Español
   c. La mayoría están escritos en Inglés
   d. Todos están escritos en Inglés
   e. Unos están escritos en Inglés y otros están escritos en Español por igual
   f. Otro idioma (por favor especifique: __________________)

9. ¿Qué clase de música escucha usted? (por favor marque solo una respuesta)
   a. Solamente música en Español
   b. Mayormente música en Español
   c. Mayormente música en Inglés
   d. Solamente música en Inglés
   e. Música en Inglés y Español por igual
   f. Música en otro idioma (por favor especifique: _________________)

10. Cuando usted escucha la radio, usted escucha: (por favor marque solo una respuesta)
    a. Solamente estaciones en Español
    b. Mayormente estaciones en Español
    c. Mayormente estaciones en Inglés
    d. Solamente estaciones en Inglés
    e. Estaciones en Inglés y Español por igual
    f. Estaciones en otro idioma (por favor especifique: _________________)

11. Cuando usted mira televisión, usted mira: (por favor marque solo una respuesta)
    a. Solamente canales en Español
    b. Mayormente canales en Español
    c. Mayormente canales en Inglés
    d. Solamente canales en Inglés
    e. Canales en Inglés y Español por igual
    f. Canales en otro idioma (por favor especifique: _________________)
12. En qué idioma reza usted? (por favor marque solo una respuesta)
   a. Solamente en Español _____
   b. Mayormente en Español _____
   c. Mayormente en Inglés _____
   d. Solamente en Inglés _____
   e. En Inglés y Español por igual _____
   f. En otro idioma (por favor especifique: __________________) _____
   g. Yo no rezo _____

13. En qué idioma son los chistes que usted conoce? (por favor marque solo una respuesta)
   a. Solamente en Español _____
   b. Mayormente en Español _____
   c. Mayormente en Inglés _____
   d. Solamente en Inglés _____
   e. Algunos son en Inglés y algunos son en Español por igual _____
   f. En otro idioma (por favor especifique: __________________) _____

14. Cuál es el origen étnico de sus amigos más cercanos? (por favor marque solo una respuesta)
   a. Todos son Puertorriquenos _____
   b. La mayoría son Puertorriquenos _____
   c. La mayoría son Anglo-Americanos _____
   d. Todos son Anglo-Americanos _____
   e. Anglo-Americanos y Puertorriqueños por igual _____
   f. Otro grupo étnico (por favor especifique: __________________) _____

15. Cuál es el origen étnico de las personal con las que usted ha salido? (por favor marque solo una respuesta)
   a. Todos han sido Puertorriquenos _____
   b. La mayoría han sido Puertorriquenos _____
   c. La mayoría han sido Anglo-Americanos _____
   d. Todos han sido Anglo-Americanos _____
   e. Anglo-Americanos y Puertorriquenos por igual _____
   f. Otro grupo étnico (por favor especifique: __________________) _____
   g. No he salido con nadie _____
16. Diría usted que las personas por las que usted quiere ser más aceptado (como amigos, familiares, y maestros) son: (por favor marque solo una respuesta)
   a. Solamente Puertorriqueños _____
   b. Mayormente Puertorriqueños _____
   c. Mayormente Anglo-Americanos _____
   d. Solamente Anglo-Americanos _____
   e. Anglo-Americanos y Puertorriqueños por igual _____
   f. Otro grupo étnico (por favor especifique: _____________)

17. Cuando usted va a eventos sociales como paseos campestres, bailes, o deportes, las personas con las que usted va son: (por favor marque solo una respuesta)
   a. Solamente Puertorriqueños _____
   b. Mayormente Puertorriqueños _____
   c. Mayormente Anglo-Americanos _____
   d. Solamente Anglo-Americanos _____
   e. Anglo-Americanos y Puertorriqueños por igual _____
   f. Otro grupo étnico (por favor especifique: _____________)

18. Qué clase de alimentos usted come? (por favor marque solo una respuesta)
   a. Solamente alimentos Puertorriqueños _____
   b. Mayormente alimentos Puertorriqueños _____
   c. Mayormente alimentos Anglo-Americanos _____
   d. Solamente alimentos Anglo-Americanos _____
   e. Alimentos Anglo-Americanos y Puertorriqueños por igual _____
   f. Otros tipos de alimentos (por favor especifique: _____________)

19. Usted celebra: (por favor marque solo una respuesta)
   a. Solamente las fiestas Puertorriqueñas _____
   b. Mayormente las fiestas Puertorriqueñas _____
   c. Mayormente las fiestas Anglo-Americanas _____
   d. Solamente las fiestas Anglo-Americanas _____
   e. Las fiestas Anglo-Americanas y Puertorriqueñas por igual _____
   f. Otras fiestas étnicas (por favor especifique: _____________)
20. Diría usted que es familiar con: (por favor marque solo una respuesta)
   a. Solamente la cultura Puertorriqueña (el estilo de vida) 
   b. Mayormente la cultura Puertorriqueña (el estilo de vida) 
   c. Mayormente la cultura Anglo-Americana (el estilo de vida) 
   d. Solamente la cultura Anglo-Americana (el estilo de vida) 
   e. Ambas, la cultura Anglo-Americana y Puertorriqueña por igual 
   f. Otras culturas (por favor especifique: ________________)

21. De las varias culturas con las que usted es familiar, cuál es la que usted critica más? (por favor marque solo una respuesta)
   a. Definitivamente más la cultura Puertorriqueña (el estilo de vida) 
   b. Probablemente la cultura Puertorriqueña (el estilo de vida) 
   c. Probablemente la cultura Anglo-Americana (el estilo de vida) 
   d. Definitivamente más la cultura Anglo-Americana (el estilo de vida) 
   e. Ambas, la cultura Anglo-Americana y Puertorriqueña por igual 
   f. Otras culturas (por favor especifique: ________________)

22. De las varias culturas con las que usted es familiar, de cuál se siente más orgulloso? (por favor marque solo una respuesta)
   a. Definitivamente más de la cultura Puertorriqueña (el estilo de vida) 
   b. Probablemente más de la cultura Puertorriqueña (el estilo de vida) 
   c. Probablemente más de la cultura Anglo-Americana (el estilo de vida) 
   d. Definitivamente más de la cultura Anglo-Americana (el estilo de vida) 
   e. De ambas, la cultura Anglo-Americana y la cultura Puertorriqueña por igual 
   f. De otras culturas (por favor especifique: ________________)
23. Diría usted que las personal que admira más (como amigos, familiares, maestros, doctores, estrellas del cine, y atletas profesionales) son: (por favor marque solo una respuesta)
   a. Solamente Puertorriqueños
   b. Mayormente Puertorriqueños
   c. Mayormente Anglo-Americanos
   d. Solamente Anglo-Americanos
   e. Ambos Anglo-Americanos y Puertorriqueños por igual
   f. Otro grupo étnico (por favor especifique)

24. Si usted pudiera escoger, quisiera casarse con: (por favor marque solo una respuesta)
   a. Definitivamente más con un Puertorriqueño
   b. Probablemente con un Puertorriqueño
   c. Probablemente con un Anglo-Americano
   d. Definitivamente más con un Anglo-Americano
   e. Con un Anglo-Americano o Puertorriqueño, a mi no me importaría
   f. Otro grupo étnico (por favor especifique)

25. Si usted pudiera escoger, en qué clase de comunidad quisiera vivir? (por favor marque solo una respuesta)
   a. Definitivamente más en una comunidad Puertorriqueña
   b. Probablemente en una comunidad Puertorriqueña
   c. Probablemente en una comunidad Anglo-Americana
   d. Definitivamente más en una comunidad Anglo-Americana
   e. En una comunidad mezclada de Anglo-Americanos y Puertorriqueños
   f. Otra comunidad étnica (por favor especifique)

26. Si usted tuviera niños, que clase de nombres le pondría a ellos? (por favor marque solo una respuesta)
   a. Definitivamente más nombres Españoles o Puertorriqueños
   b. Probablemente nombres Españoles o Puertorriqueños
   c. Probablemente nombres Ingleses o Anglo-Americanos
   d. Definitivamente más nombres Ingleses o Anglo-Americanos
   e. Nombres Ingleses/Anglo-Americanos o Españoles/Puertorriqueños no me importaría a mí
   f. Otros nombres étnicos (por favor especifique)
27. Si usted tuviera niños, les enseñaría a leer, escribir, y hablar en: (por favor marque solo una respuesta)
   a. Español solamente ___
   b. Mayormente Español ___
   c. Mayormente Ingles ___
   d. Ingles solamente ___
   e. Ambos, Ingles y Español por igual ___
   f. Otro idioma (por favor especifique: __________________)

28. De las varias culturas con las que usted es familiar, de cual diria usted que se siente más a gusto? (por favor marque solo una respuesta)
   a. Definitivamente más con la cultura Puertorriqueña (el estilo de vida) ___
   b. Probablemente más con la cultura Puertorriqueña (el estilo de vida) ___
   c. Probablemente más con la cultura Anglo-Americana (el estilo de vida) ___
   d. Definitivamente más con la cultura Anglo-Americana (el estilo de vida) ___
   e. Con ambas, la cultura Anglo-Americana y Puertorriqueña por igual ___
   f. Con otras culturas (por favor especifique: __________________)

29. De las varias culturas con las que usted es familiar, cuál es la que ha tenido el impacto más positivo en su vida? (por favor marque solo una respuesta)
   a. Definitivamente más la cultura Puertorriqueña (el estilo de vida) ___
   b. Probablemente más la cultura Puertorriqueña (el estilo de vida) ___
   c. Probablemente más la cultura Anglo-Americana (el estilo de vida) ___
   d. Definitivamente más la cultura Anglo-Americana (el estilo de vida) ___
   e. Ambas, la cultura Anglo-Americana y Puertorriqueña por igual ___
   f. Otras culturas (por favor especifique: __________________)


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