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## **Social psychological correlates of expected school drop out among mainland Puerto Rican females.**

Nydia I. Santiago-Nazario  
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SOCIAL PSYCHOLOGICAL CORRELATES OF EXPECTED SCHOOL  
DROP OUT AMONG MAINLAND PUERTO RICAN FEMALES

A Dissertation Presented

By

NYDIA I. SANTIAGO NAZARIO

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 1981

Psychology Department

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SOCIAL PSYCHOLOGICAL CORRELATES OF EXPECTED SCHOOL  
DROP OUT AMONG MAINLAND PUERTO RICAN FEMALES


A Dissertation Presented

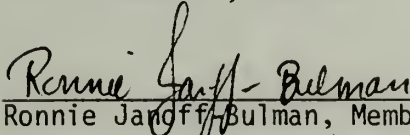
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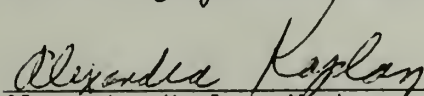
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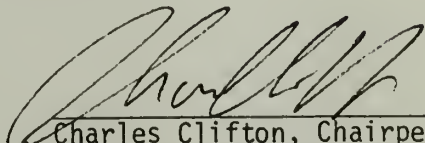
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Alexandra Kaplan, Member

  
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Psychology Department



## DEDICATION

### Mujer de 26 Años

Mujer de 26 años  
ya madurado tu cuerpo  
y es tu afán grande en la vida  
buscar esposo perfecto  
tienes un novio arquitecto  
y te dice tu intelecto,  
que aunque no te llene el alma  
sabrá ponerte en tu puesto

Y en el pueblo aquel donde saliste  
Habrá boda en el club de los Rotarios  
Tu padre feliz te dará su brindis  
Y tu madre fiel rezará un rosario  
Y tú no sabrás por qué te casaste  
Pero el tiempo ya tuvo su contraste  
Y tu fin social ya lo cumpliste  
Y el San Juan Star llevará tu parte

Mujer de 36 años  
Ya se te olvidó aquel parque  
Y el amante que negaste  
lo recuerdas cada tarde  
Era por cierto un desastre  
Pero te dice tu cuerpo  
Que quizás--quizás te hubiera dado  
Un vino de amor al tiempo

Y volviste a ver si por coincidencia  
En el club con él te tropiezas  
Pero el tiempo que estuvo el compañero  
el amor aquel se llevó el desvelo  
Y aunque tu no sepas que estás viviendo  
Se te está sirviendo y estás comiendo  
Y aunque ya tu dicha no importa nada  
En tu vida está ya determinada

Mujer de 40 años  
Busca en la piel de tu hija  
Aquel sueño que tú en junio, mataste,  
En tu pueblo viejo  
Déjala tener amores  
Aunque es posible que lllore  
Más vale vivir llorando  
Que morir sin saber cuándo

Como aquella vez en tu pueblo viejo  
Que hubo boda en el club de los Rotarios  
Y tu padre feliz te dijo su brindis  
Y tu madre fiel te rezó un rosario  
Aunque tu no sepas que estás viviendo  
Se te está sirviendo y estás comiendo  
Y aunque ya tu vida no importa nada  
En tu hija está apenas comenzada  
Y con el recuerdo de tu pasado  
Déjala vivir y échate a un lado  
Para que otro junio en tu pueblo viejo  
En el club Rotario no haya otro entierro!\*

---

\*See José Hernández Colón: "Haciendo Punto En Otro Son", Artomax Music Studio, Inc. Productions, Santurce, P.R., 1976.

## ACKNOWLEDGEMENTS

In the course of my endeavor to complete this research many people have touched my life and have been extraordinarily generous. It is but a humble gesture to bestow them with my gratitude as I inscribe their names on these pages to acknowledge their unfailing dedication both to my work and to my growth as yet a better person.

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Noteworthy also is the contribution made by Dr. Christina Torres-Matrullo who stimulated my initial thinking about the experience of mainland Puerto Rican females and who has extended a warm, caring supporting friendship in the interim. I would like to extend my warmest appreciation to the young women who participated in the study. "Gracias



y adelante nuestra juventud!"

The success of research is often synonymous with that of a smooth running machine. I am deeply indebted to several individuals who kept the level of functioning at an optimal pace. These individuals are Francis DeSantis, Director of Guidance, Edward Shevlin, Principal, Holyoke High School, Timothy Barrett, Bilingual Director, David Grosbeck, Alice Griegel and George Counter, Assistant Superintendent. Although all the various individuals who contributed in some fashion cannot be listed, I want to thank the administrative staff and teachers at Holyoke Public High School for their cooperation.

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## ABSTRACT

### Social Psychological Correlates of Expected School

### Drop Out among Mainland Puerto Rican Females

(May 1981)

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M.S., University of Massachusetts, Ph.D., University of Massachusetts

Directed by: Professor Castellano Turner

The aim of this study was to examine variables that relate to dropping out of school among mainland Puerto Rican, adolescent females. It was hypothesized that risk of drop out from high school in this sample would be related to a number of psychological variables--acculturation, sex role attitudes, and adjustment.

Sixty-five adolescent, Puerto Rican females, enrolled at the tenth and eleventh grade level at a public secondary school in Western Massachusetts completed a series of instruments. Ss were administered the Behavioral Acculturation Scale (Szapocznik, Scopetta, Kurtines & Arandalde, 1978) to establish level of acculturation. Sex-role attitudes were measured by the Traditionalism Scale (Soto, 1979). The Symptom Checklist-90 (Derogatis, 1977) was used to assess the degree of mental health symptomatology. Drop-out risk was measured by a scale designed especially for this study, as well as items derived from the Alienation Index Inventory: School Subscale (Turner, 1975).

The data were analyzed using primarily t-test, Pearson correlation and discriminant analysis. The Behavioral Acculturation Scale and

Symptom Checklist-90 were found to be highly reliable and valid for use with the adolescent, Puerto Rican female sample. The Traditionalism Scale in its original version was converted into two scales: Traditional Values Scales and Liberal Values Scales, due to inter-item correlations.

Significant relationships were found between the level of traditional sex-role attitudes and the degree of Obsessive-Compulsion. Ss reporting a low level of traditional values obtained higher scores on this symptom cluster. A significant relationship was reported between degree of symptomatology and Drop out Risk. Ss high in level of Drop out Risk obtained higher scores on the Anxiety subscale and reported a high level of symptomatology. This finding does not reflect adequately the experience of adolescent, Puerto Rican females due to the fact that adolescents at high risk for dropping out may generally manifest a high degree of symptomatology, i.e., Anxiety.

The results of the discriminant analysis did yield marginal support in tapping the experience of acculturation in differentiating the high from the low risk groups in drop out from high school. A profile of the Puerto Rican adolescent female at risk for dropping out was presented based on the discriminant analysis. The most important factor found to contribute to drop out risk was the educational experience at the secondary level which did not acknowledge and address the needs of a bilingual-bicultural female. The female at risk reported a high level of Phobic Anxiety. Ss enrolled at the tenth grade level were identified

as a high risk group.

Limitations were mentioned regarding the Traditionalism Scale (Soto, 1979). This unequivocally identifies the need for the adaptation, development and standardization of a scale that addresses the experience of Puerto Rican females on the mainland.

An educational implication would be to provide a Puerto Rican female counselor to bolster the role of education in overall development of the adolescent female. This would provide a model and support and reinforce their Puerto Rican ethnic identity. This individual could also provide training and consultation to the school personnel in meeting the unique bilingual-bicultural needs of Puerto Rican adolescent females. A clinical implication would be to develop a counseling model to promote adjustment in Puerto Rican females and to enhance their bicultural survival skills. These students could also benefit from skills in network utilization to enable them to seek out sources of information and support.

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## CHAPTER I

### INTRODUCTION

In spite of the considerable literature focusing on American adolescents and the dilemmas they encounter, very little research has been initiated examining the situation of Puerto Rican youth on the mainland United States. One possible reason for the dearth in the literature may be that Puerto Ricans as a group are relative newcomers. Thus, the Puerto Rican adolescent population has received little attention with regards to their adjustment to the North American culture.

In addition to surmounting the hurdles of adolescence, that is, the transitions from one series of roles, from one social identity to another--Puerto Rican youth also struggle with the stresses of bilingualism and biculturalism. These adolescents are not only in transition from one age-defined social status to another but also from the social world of their parental culture of origin--a socially defined minority world--to that of the surrounding dominant United States society. Many of the problems faced by Puerto Rico as a colony of the United States are also found and magnified in the American metropolis: the question of identity, the problem of language, and the achievement of political power.

In 1976, the U.S. Commission on Civil Rights reported that mainland Puerto Ricans have an educational level lower than whites, blacks, and other Hispanic minorities in the United States. According to the

1970 U.S. census, among persons 25 years and above, whites had a median of 12.1 school years completed, blacks had 9.8 school years, and mainland Puerto Ricans had completed 8.7 school years. Data in the 1970 census also revealed that Puerto Ricans are less likely to attend college than youths of other ethnic-racial origins. The percentage of college-age youths in the United States pursuing post-secondary education was 45%, of these 5% were Puerto Ricans. These figures also showed a clear difference among major Hispanic groups (i.e., Puerto Ricans, Mexican Americans, and Cubans), with Puerto Ricans generally at the bottom of the educational ladder. This suggests that the adolescent Puerto Rican is an individual at high risk for dropping out of school.

The present study is an investigation of the variables that contribute to dropping out of school among adolescent, Puerto Rican females. The author's intent is not to examine all of the variables which contribute to the situation of the mainland, Puerto Rican, adolescent female but to focus on and explore the social-psychological variables--acculturation, sex-role attitudes and adjustment problems.

An earlier research project (Santiago, 1979) highlighted the need for a framework or theory within which to present the experience of mainland, Puerto Rican adolescents. The data indicated that Puerto Rican females in a Western Massachusetts public school system, seventh through twelfth grades, were reporting greater feelings of alienation than their Puerto Rican male peers. The study found alienation to be widespread in several areas of their lives: society at large, self, family, and peers.

The author speculated that contact with the majority culture



(Anglo, North American) was a factor contributing to the reports of alienation on the Srole (society at large) and peers subscales. The author also believed that the greater incidence of report of alienation in the self and family subscales could be related to a questioning of the traditional cultural values for the Puerto Rican female.

Additional examination of the data revealed a decline in enrollment of Puerto Rican adolescents (males and females) at the secondary school level (ninth through twelfth grades). These findings contributed to thinking about the relationship of drop out to the experience of acculturation. Finally, given the fact that females were reporting greater feelings of alienation than their male peers, it appeared that this group was at high risk for dropping out of school. The author proposed that the experience of acculturation could produce a questioning of traditional sex-role values which would have an effect on the psychological well-being of the Puerto Rican adolescent female and subsequently contribute to her dropping out of school. The author also proposed that the experience of mainland, Puerto Rican adolescent females must be viewed from a psycho-social-historical perspective. Therefore, as a necessary and integral part of this study, an examination of the unique historical conditions which place the Puerto Rican, adolescent female on the mainland will be addressed.

Migration. Although the scope of this paper does not permit a recapitulation of the historic, social and economic conditions on the island which have caused Puerto Ricans to migrate to the mainland, it must be kept in mind that colonization, unemployment and poverty have functioned

as critical factors.

A review of the writings regarding the exodus of Puerto Ricans to the mainland in the postwar decade reveals three types of analysis. The first of these studies and interpretive writings are the works issued by the Puerto Rican Planning Board and the Migration Division of the Department of Labor of Puerto Rico. Clarence Senior was the dominant figure in the earlier investigations on migration and instrumental in efforts to convert the concept of migration to an instrument of policy in the planning of economic development in Puerto Rico. Dr. Senior assessed the stages of migration from its conception and massive colonization projects from 1946, through 1966 when the status Commission sought an overall assessment. A second group of writings tends to treat the appearance and experience of Puerto Ricans on the mainland as just another wave in the steady process of incorporating newly arrived minorities into the United States society. The works of Fitzpatrick (1971), Handlin (1959), Wakefield (1959), and Glazer and Moynihan (1963) tend to reflect this interpretation. The third and perhaps the most important are the contributions being made by Puerto Rican scholars, demographers such as Maldonado-Denis (1976), Nieves-Falcon (1975), Valdez-Calzada (1974), Hernandez-Alvarez (1967), who have been questioning the official version of the events and documenting the destructive effects of migration on the Puerto Rican society and on the persons displaced from their "patria."<sup>1</sup>

In a recent study undertaken by the Center of Puerto Rican Studies

---

<sup>1</sup>Patria: homeland, country.

(1974) on migration the following components for justifying the formulations for the origins and dynamics of the population exodus were outlined.

- 1) Puerto Rico had a problem of overpopulation. Poverty, unemployment, and retarded developments were the consequences of the adverse balance between resources and population. Migration was a necessary means to attain a new impulse of growth and production in order to arrive at a new equilibrium at a level comparable to that of the poorest regions of the United States. At that point migration was projected to cease.
- 2) Migration was a rational process. It is the better qualified individuals, those with initiative and imagination, who chose to transfer to places which offered better employment opportunities and material conditions. The correlation exists between the movement of migrants and improvements in the economic situation in the United States to where the unfavorable situation on the island is a constant and there is consistent exodus of Puerto Ricans.
- 3) The policy of the government of Puerto Rico is not directly to promote migration, but to provide information, orientation and legal protection to migrate thus ensuring a successful change of residence (succinct interpretation of rapid adaptation and permanent settlement away from Puerto Rico).
- 4) The United States benefits by successfully providing a work force in its lower ranks and provides benefits for the impoverished people from an underprivileged country. Since

Puerto Ricans are United States citizens, North Americans do not have to view them with the prejudice, hatred and distrust with which they have always received incoming foreigners. But the difficulty arises when Puerto Ricans are not only viewed as foreigners because of their language but seen as non-whites because of the racial differences that exist within the ethnic group.

After thirty-five years of consistent exodus some dissonance has begun to penetrate the rationale for the dynamics of migration. The Center (1974) also concluded the following:

- 1) The escape valve originally planned for overpopulation has backfired! There has been in recent years a significant number of migrants returning with their children born and raised, in part acculturated, in the United States. This has raised a good deal of concern.
- 2) There are questions being raised regarding the basis and morality of migration policy in view of the poor results both in Puerto Rico and the United States.
- 3) The systematic dispersion of the migrants to the United States outside of New York is being proposed as a solution to the process of assimilation and as a way of minimizing the danger of potential return migrants.

The term "migration" has been traditionally used to imply the movement of residence of individuals. Puerto Rican migration carries the connotation of a massive move of Puerto Ricans from the island of Puerto Rico to other places, especially the United States.

Maldonado-Denis (1975) applies the use of the term "emigration" instead of the term "migration" when addressing the exodus of Puerto Ricans from the island. He applies the following:

Puerto Rico is a Latin American nation subjected to North American colonization since 1898. In spite of the fact that, we, Puerto Ricans were declared United States citizens in 1917 (over the opposition of the Puerto Rican leaders at the time), to accept exodus towards the United States as a simple "internal migration" would be tantamount to accepting the fact that Puerto Rico is already an integral and indissoluble part of the North American Union. The concept of "migration" has been used as an ideological weapon by the defenders of the colonialism suffered by the Puerto Ricans (p. 74).

The present author believes the use of the concept of "emigration" applied to the exodus of Puerto Ricans can also create the interpretation of their presence on the mainland as aliens to the United States government. Therefore, for the sake of consistency and to minimize the confusion, the author will revert to the use of the term "migration" in discussing the movement of Puerto Ricans to the mainland United States.

The dearth of data on the motivation of Puerto Ricans who come to the mainland is surprising, especially in light of the sizeable literature on the Puerto Rican migration to the United States. The study conducted by the Center for Puerto Rican Studies (1974) demonstrates conclusively the primacy of economic motivations as a factor in migrating to the mainland. The second major reason for migrating was the family situation. The study notes that the migrants were either drawn to New York by relatives already settled there or less often they "wanted to escape or avoid family situations on the island." Expressions were commonly as follows: "was not making enough to support the family, was



looking for a better paying job, did not have a job, no opportunity on the island, hoped to make money and return to Puerto Rico." Family related reasons were expressed as: "husband sent for me, we (husband and wife) decided to come to visit family and settled, had family problems, wanted to marry, wanted better education for the children."

Various shifts in the demographic characteristics have been noted, particularly as regards sex (more males than females), age (young rather than older adults) and occupational background (skilled rather than unskilled). Whatever the economic and social reasons for migration, Puerto Ricans from rural and urban areas, who migrated to the mainland, have been described as undergoing a period of stress in adapting to the differing values and norms of the new area (Fitzpatrick, 1971; Torres-Matrullo, 1974, 1979; Soto, 1979; Wagenheim, 1970).

Wherever Puerto Ricans have settled they have found themselves sharing the poverty and degradation of life in the ghetto. These socioeconomic conditions have stimulated and perpetuated the high mobility of Puerto Ricans on the mainland as they have resettled in the urban environment from Puerto Rico. A substantial number of families have depended on subsidized income or low-paying jobs. The current reality is that an overwhelming majority of Puerto Ricans are unemployed or for those employed, underemployed or performing the worst job for the least pay. At present, the working conditions of these individuals on the mainland have deteriorated in every conceivable way, such as housing, education, employment, health, etc. The burden of poverty, along with the experience of culture shock are among the experiences faced by individuals and their families who attempt to adapt to the urban environ-

ment where they encounter linguistic and cultural barriers (Reisman, 1964; Cohen, 1970). The individuals suffer from discriminatory practices which limits their access to employment and full educational opportunities.

Acculturation. "Acculturation is the term used to describe the phenomenon which results when groups or individuals having different cultures come into continuous firsthand contact with subsequent changes in the original cultural patterns of either or both groups" (Redfield et al., 1936, p. 149). Assimilation is a product of this contact which may be the creation of a new culture which responds to the needs of both groups and which has characteristics taken from both interacting cultures. While acculturation depends mostly on the changes the migrants themselves make, assimilation is only possible if the host culture also changes to the extent that the migrants can be absorbed into the American society.

Examination of the literature reveals that until recently, psychologists had contributed little to the understanding of acculturation processes. Berry (1977) points out that the psychological aspects of acculturation have taken on increased importance. He states that "traditional investigators of cultural change (anthropologists and sociologists) are now concerning themselves with the role of the individual, and because in recent years psychologists themselves have increasingly engaged themselves with a range of psychological variables which are thought to precede and stem from changes in a cultural system" (p. 131). It is essential in the understanding of acculturative change to examine

the individual's experiences to role conflicts, interpersonal relationships, and adaption strategies.

Berry (1980) notes that acculturation is defined by the individual's retention of cultural identity, by the individual's positive or negative feeling of wanting to be related to the dominant society, and by the individual's freedom to choose whether or not they want to maintain a cultural identity and associate themselves with the dominant group.

It has been noted that it is not only important in the understanding of acculturation to examine this concept from a theoretical view but from a methodological perspective. Olmedo (1979) argues that traditional measurement models based on arbitrary cultural group or generational typologies are not optimal for addressing a number of important conceptual and methodological issues that have remained largely unresolved. Instead he proposes the creation of a full measurement model, which provides for the examination of relationships between multidimensional sets of quantitatively defined cultural and behavioral variables. The study indicates that acculturation is a complex phenomenon quantifiable along multiple dimensions that are relatively independent of one another.

Padilla (1980) presents a model of acculturation which is dependent upon cultural awareness and ethnic loyalty. Cultural awareness is composed of: respondent's cultural heritage as well as the cultural heritage of the respondent's parents and spouse, language preference and use, cultural identification and preference, and social behavior orientation. Ethnic loyalty consists of: cultural pride and affilia-

tion, perceived discrimination, and social behavior orientation. The value of a quantitative model of acculturation as presented by Padilla allows typologies of acculturation to be derived. Such a model and its associated typology is of value because it allows the investigation of the relationship between various acculturative types and other variables thought to be predictor variables of acculturation (e.g., generation, education, language preference and use).

Szapocznik, Scopetta, Kurtines and Aranalde (1978) proposed a theoretical model that views acculturation as a complex process of accommodation to a total cultural context that may be either unidimensional or two-dimensional depending upon the type of cultural context involved. Under certain conditions (i.e., a monocultural context), the model holds that acculturation will be basically a unidimensional and linear process moving from the culture of origin to the host culture. Under other conditions (i.e., a bicultural context), the biculturation model holds that acculturation will be two dimensional, involving an accommodation to the host culture as well as retention of the culture of origin. Furthermore, the model explicitly recognizes a normative component of the acculturation process which is closely related to the amount of exposure to the host culture, and a pathological component which deviates from the normative one and is reflected in over or under acculturation. What makes the deviation from the normative component maladjustive is that it renders the individual inappropriately monocultural in a bicultural context. Thus, the concept of monoculturalism/biculturalism provides a more heuristic explanation of the relationship of acculturation to adjustment.



Szapockznik et al. (1978) also found that behavioral and value acculturation are linear functions of the amount of time a person was exposed to the host culture and the rate at which the behavioral acculturation process took place, was found to be a function of the age and sex of the individual. The behavioral scale provided a highly reliable and valid measure of acculturation and proved superior to the value scale. The investigators also found that intergenerational/acculturation differences develop because younger members of the family acculturate more rapidly than older family members. These scales were validated with Cuban populations.

In a subsequent study by Szapockznik, Kurtines and Fernandez (in press) a model for two dimensions of bicultural involvement was presented. The dimension of Monoculturalism-Biculturalism, this assesses the degree to which a person is involved in only one culture (either Hispanic American or Anglo American) or in both cultures simultaneously. The second dimension was labeled "Cultural Marginality-Cultural Involvement", in order to distinguish the true bicultural individual from the "mock bicultural" individual. Subjects for this study consisted of Hispanic American junior high school students residing in the Greater Miami area. Both scales proved to be reliable and valid for use with Cuban populations. The results of the study suggest that the validity of the Biculturalism Questionnaire is dependent on its use with subjects who live in a context which appropriately reflects the subject's biculturalism. That is, the community in which the individual resides must truly afford opportunities and activities which sustain bicultural involvement.



The results suggest a range of adjustment possibilities for the notion of biculturalism: (1) well-adjusted bicultural youngster. This requires an acceptance of both worlds as well as skills to live among and interact with both Hispanic and American cultural groups. (2) Over-acculturated, maladjusted youngster. The individual gives up his/her cultural roots as s/he becomes Americanized. At this point, there is a tendency to reject their culture of origin and problems such as family, intergenerational and interpersonal identity conflicts begin to arise (Szapocznik, Scopetta & King, 1978). Another example of the conflict arises when they rebel against all authority figures, generalizing to the school setting where they become highly disruptive discipline problems. (3) Under-acculturated maladjusted youngsters. These individuals retain their cultural heritage and fail to learn adaptive Americanized behaviors. These youngsters remain close to their families, which often times are families who are traumatized by the experience of culture shock. These individuals have not been able to develop adequate coping skills in their new environment.

Prieto (1978) notes that in these families, the children tend to get along well with their parents. But they also develop a depressed, neurotic pattern of behaviors. They become withdrawn, isolated and apathetic. Under extreme circumstances, these "internal responses" contribute to risk of suicide among these individuals. It is also noted that underacculturated youth very rarely are identified by the school system since they are not very disruptive or problematic.

It is important to stress that these studies were conducted with Cuban populations. Cubans are an immigrant population and therefore

their experience in the United States reflects an experience different from that of the Puerto Rican population. The Puerto Rican experience is a reflection of the colonialistic ties of Puerto Rico to the United States. Specific historical and cultural differences must be taken into account when attempting to understand the relationship between culture contact and the acculturative stress.

Puerto Ricans on the mainland United States. Migration among members of minority groups has often been considered to have an extremely disruptive effect on the individual's links with family, friends and historical roots, to the point of behavioral disorganization (Brody, 1968). Migration often produces various types of disruptions in the social and cultural systems. One of the first consequences of migration for the individual is the destruction of his system of social relations. "The result," according to Maldonado-Denis (1972), "is the phenomenon of alienation; a feeling of impotence and fatalism in the face of the surrounding world." Many Puerto Ricans face psychological and sociological problems as they migrate to the mainland and try to rebuild their lives (Cohen, 1970).

The acquisition of a second language often creates a problem for the Puerto Rican family. A frequent phenomenon among Puerto Rican families is the bilingual family in which the children and the parents converse in two different languages: parents address the children in Spanish and the children respond in English. The fact that children often adapt to the language and habits of the new culture faster than their parents has many psychological implications. For example, contact

with the new culture may reinforce the questioning of the authority of the parents. It may also make the parents dependent on the adolescents for contacts in the outside community. This role reversal may take place and burden the adolescent with the responsibility of surrogate parent for the uprooted parents. This conflict involves the individual's assumption of roles and values that are alien to the parents' traditions and values. The individual may be compared with the "marginal man" who has one foot in the majority world and one in his own but does not feel completely accepted by or comfortable in either (Brody, 1968). Therefore, it is essential to understand the impact of acculturative stress on the Puerto Rican family in examining the changes in subsystem sibling coalitions, hierarchical changes in parentification of children and the diffusion of generational boundaries.

Puerto Ricans on the mainland face prejudice and suffer the consequences of discrimination. A number of authors agree that the Puerto Rican population on the mainland experiences adverse psychological reactions to prejudice and discrimination. Some identify these reactions as denial of group membership, withdrawal, passivity, obsessive concerns with negative implications of ethnicity, and aggression against one's own group. Another aspect of racial prejudice is that it contributes to intrafamilial prejudice given the fact that Puerto Ricans have a range of tonalities in skin color within the family unit. The social structure of the American society does not take into account the issue of color differences in the Puerto Rican population. Piri Thomas in "Down These Mean Streets" (1973) has described the marginal situation of the intermediate Puerto Rican who does not wish to become part of the black

society. In the 70's a movement began as a consequence of the American black revolution. These individuals began to search for a new black identity. A process of reverse acculturation was stimulated to move toward an African cultural identity.

It appears that Puerto Ricans with the impetus of the movement of the blacks also sought an identity to define themselves. Naturally, the first substitute they came to was identity as "Puerto Rican," the reference point used by Americans in their relationship with so-called second generation Puerto Ricans. Seda-Bonilla (1971) states that the Niuyorrican, like the American black, has been very deeply hurt by the colonizing experience and often assumes a self-defeating reverse racism, rather than a strictly anti-racist position. Reverse racism often leads the individual to an anti-white, anti-semitic, anti-liberal position. Impelled by the same irrational hatred, the individual accepts the prevalent confusion of capitalism with democracy and opposes both equally.

The problem of the application of the term "Niuyorrican" is that in the final analysis these individuals accept the American identification of a person by "race" and the subsequent American implication that Puerto Ricans are a race. It has been noted that the consequences of identity for second generation Puerto Ricans or "Niuyorrican" has been in effect the loss of his roots, remaining Puerto Rican only because Americans call them so. Seda-Bonilla notes that the Niuyorrican, quite literally the man without a country, can recover from his dilemma only by choosing one of three possible courses of action. The first, that of reverse acculturation, in order to become Puerto Rican. The second, assimilation into the American black community, or third, passing for



"white" and abandoning his Puerto Rican ancestry. The task of attempting a rediscovery and reaffirmation of the Puerto Rican ethnic identity is perhaps the only viable alternative for the definition of the Puerto Rican population on the mainland.

The assimilation of Puerto Ricans to the mainland culture appears difficult, perhaps even impossible. There are strong ties between the "boricuas" (islanders) on the mainland and those on the island. For this reason, constant movement exists between the island and the mainland. Nieves-Falcon (1975) has stated that the following phenomenon exists, "a psychological wish to be on the homeland."

Sex role traditionalism. Puerto Ricans who migrate to the mainland arrive with a socio-cultural history of strictly differentiated sex roles (Torres-Matrullo, 1974, 1976). While there are differences in sex role traditionalism between urban and rural subcultures on the island (Stewrad, 1956; Stycos, 1952; Wolf, 1952) and between social classes (Stycos, 1952; Tumin & Felman, 1961; Wagenheim, 1970), these differences are mainly in form and degree, not kind. The traditional sex role values held on the island have been attributed to the Catholic church and to Spanish culture, both of which are associated with a patriarchal family structure (Stycos, 1952; Torres-Matrullo, 1976). Traditionally the Puerto Rican culture gives much emphasis to the cult of virginity and "machismo," and these expectations serve to sharply demarcate the approved behaviors of each sex. Sex roles in the more traditional cultures tend to be clearly defined, and sanctions are applied with vigor to those who fail to stay within their assigned roles.



When the Puerto Ricans migrate to the mainland the traditional family patterns and roles require many adjustments. Some investigators have stated that the family resists change with culture contact. In fact, behavior which functions on a family level is said to be the most difficult to change in a changing society. The early learning hypothesis of culture states that cultural values and orientations having to do with kinship and sex role behavior are very resistant to change.

The Puerto Rican family on the mainland has been said to be experiencing a lack of cohesion. The conflicts revolve around the traditional unchallenged male superiority vis a vis the increased independence of women in urban settings where job opportunities are greater for them. There is a resultant, "fragmentation of the extended family," a cornerstone of Puerto Rican society. Not only do these sex role conflicts threaten the stability of traditional values, but intergenerational conflicts arise as the English-speaking young people learn and adopt values, attitudes, and sex roles that vary widely from those of their parents. Arce and Torres-Matrullo (1978) in a study conducted with lower socio-economic Puerto Rican population found that the level of acculturation of Hispanic people in the United States strongly influence their psychological problems. The newly arrived women appear less severely depressed and her problems generally revolve around marital and child-rearing issues. Newly migrated males, on the other hand, are more severely depressed when they first seek psychological assistance, in some cases, they have serious drinking problems for which they are often referred for treatment stipulated by courts. Among the various psychological responses to acculturation considered are stress, attitudes,

identity, personality and cognitive style.

Does the Latin American's belief system regarding traditional family values affect psychiatric morbidity? Jaco (1959), in a study of Mexican Americans in Texas, attributed their low incidence of mental disorders to family ethos. Madsen's (1969) findings concur with these results. In Mexico City, Diaz-Guerrero (1955) found very different results. He thought that the "unquestioned and absolute supremacy of the father, and the necessary and absolute self-sacrifice of the mother," prevalent in the Mexican family were a source of emotional stress sufficient to provoke neurotic conflicts. In 1958, Fernandez-Marina et al. reported that the strict role definitions in the Mexican family were also found among Puerto Ricans. In subsequent research in Puerto Rico, Maldonado-Sierra et al. (1960) tested Diaz-Guerro's hypothesis. A comparison was made of neurotic and normal individuals and findings concluded, contrary to expectation, that the normal group was significantly more accepting of traditional family values than was the neurotic group. It was hypothesized that Puerto Ricans might be experiencing conflicts as a result of progressive Americanization, with its accelerated change in value systems. The sample used by Maldonado-Sierra had consisted entirely of students. Concerns had been raised regarding sample bias and the authors encouraged a replication of the study with another sample.

Fernandez-Pol (1980) replicated the study to test the hypothesis raised by Diaz-Guerrero among a sample of lower-class Puerto Ricans in New York City. Two themes emerged in the findings. First, among lower-class Puerto Rican subjects, the non-patients were significantly

more accepting of traditional Latin American family beliefs than were the psychiatric patients. Second, middle-class non-patients were significantly less accepting of traditional family beliefs than were the lower-class non-patients. The results did not support Diaz-Guerrero's hypothesis regarding the psychopathologic effect of acceptance of traditional Latin American family values. Instead, evidence supports the findings of Maldonado-Sierra et al.: there is evidence that an inverse relationship exists between adherence to Latin American family beliefs and the development of psychopathology.

Profile of the Puerto Rican female. In Puerto Rico, females tend to have their roles more clearly marked than the males. The Puerto Rican woman tends to adapt more readily, is more striving, and is more oriented toward achievement. King (1974) has written the following about Puerto Rican women in Puerto Rico.

The situation in Puerto Rico helps to debunk further the stereotype of a passive Puerto Rican woman. The women in Puerto Rico, despite the discrimination which persists against the woman employed outside the home, has played an unusually important role, especially in public and academic life. Even before gaining the right to vote in 1932, she has been active and outspoken--from the courageous Indian Cacica Yuisa in 1514 to Mariana Bracetti (Brazo de Oro), who embroidered the standard of the Grito de Lares proclaiming the 24-hour Puerto Rican Republic in 1868, on down throughout Puerto Rican history (King, 1974, p. 26).

The Puerto Rican woman is more likely to have learned to accomplish things through peaceful, typically educational endeavors, rather than through direct exertion of power. These qualities can be traced directly or indirectly to the childrearing patterns dominant in the culture.

Christensen (1975) outlines the following qualities:

1. Typically the Puerto Rican female child encounters early restrictions in dress, conduct, freedom, language, usage, and social associations. These restrictions stem from the traditional Spanish value placed upon virginity and family honor. (While these limitations actually discriminate against the female, they have required the Puerto Rican woman to concentrate her efforts and her energy along the paths that are left open to her, thereby assuring her some success.)

2. The female's role is much more narrowly conceived than is the male's role in Puerto Rico. Typically, little latitude in the feminine sex role is permitted, especially in regard to social and vocational behavior. Although severely limiting, this narrowness of role has simplified the female task of growing up. The limits of conduct are clearly marked. However, the rewards for following the "right" path seems to facilitate the growth of achieving and persevering behavior in the Puerto Rican woman.

3. Generally the Puerto Rican female child is permitted little aggressive behavior; she grows up abhorring either physical or emotional turmoil. This probably is why Puerto Rican woman learns to achieve her goals in non-violent but, often, inexorable ways. Her aggressive energies are often channeled into educational and socially acceptable achievement.

Although the values and attitudes of Puerto Rican society are undergoing continual change, it seems as if the Puerto Rican woman is eagerly grasping the freedom that economic and sociological circumstances permit her. At the same time, she is reluctant to let go of her



inherited cultural traditions. It seems that the woman in Puerto Rico, when faced with alternatives, prefers not to make an open choice, but to opt for both choices. Inevitably, this leads toward increased stress, for choices have, in fact, not been chosen. The very strengths of the Puerto Rican woman bring conflicts and dilemmas, chiefly in the decisions involved in accepting and seeking new roles without relinquishing old roles.

Elam (1960) reported that the little girl who has been compliant in the Puerto Rican culture is now expected to be active and responsive, to take the initiative, to face new people and situations on her own. Brody (1968) has cited that in the process of migration and acculturative stress it is the Puerto Rican female rather than the male who suffers most social and psychological pressures.

The following case illustration presented by Canino and Canino (1980) exemplifies the paradoxical situation of the Puerto Rican female on the mainland.

Maria Perez, 14 years old, was referred to our mental health clinic by her school for occasional truancy and defiant behavior in the classroom. The school had previously requested a parents' conference to discuss this problem, and Maria served as the translator between the English-speaking school officials and her Spanish-speaking parents. Maria's parents felt, as do many Puerto Rican parents, that the school, as an extension of the family, should discipline her. The school felt otherwise. Mr. and Mrs. Perez perceived the school as hostile and intrusive. They fluctuated between severely punishing Maria and siding with her against the school. The problems were compounded when Mr. Perez was told that Maria's truancy was due to her "escapadas" to meet a boyfriend. Mr. Perez reacted demanding that Maria be home earlier than before, by withdrawing permission for his daughter to leave the household unless accompanied by a family member, and by accusing his wife of not raising her correctly.



Maria openly rebelled, citing the behavior of her peer group and accusing her father of ridiculous and old-fashioned attitudes. The once normally enmeshed, culturally acceptable pattern, whereby young girls are overly protected and discouraged from becoming independent, had broken down. In addition, Maria was bilingual and had become the family translator in its relations with outside institutions. As a "parentified" child with many responsibilities, it was difficult for her to assume a more submissive, dependent, and "respectful" role. In response to her increasing protestations and lack of respect, Mr. Perez forced Maria to stay at home and eventually did not even trust her to go to school. Mr. Perez became increasingly overprotective toward his daughter and developed difficulties with his wife concerning childrearing practices. Maria's need to differentiate and express autonomous behavior had been curtailed. From the family's perspective Maria had brought verguenza (shame) to her family and had broken the prescribed mores of respeto and dignidad (self-worth of the family) (p. 39).

Adolescent girls experience severe depression, running-away behavior and suicide attempts as responses to parental conflicts. The abrupt change from a warm and sheltered relationship at her home to a new situation in which mothers and daughters become distant often proves to be too much for the young adolescent female. Often feeling unwanted, she runs away to her boyfriend's mother's home. Pregnancy is one other mechanism to replenish the loss of self-esteem and the sense of helplessness she suffers from. Pregnancy is often the most important contributing factor to an adolescent, Puerto Rican female dropping out of school. There are social sanctions on the mainland, at age 16, if pregnant, an adolescent female can declare herself an emancipated minor and is, therefore, eligible for welfare benefits.

Preble (1968) concluded that for females at the courtship age, there are basically three choices: to stay upstairs/indoors; to deceive her parents about her outside activities; or to marry at a young age.

Narita (1955) in a study of delinquent Puerto Rican females in New York found that the following cultural differences contributed to delinquency: (1) restriction of activities and friends compared with the freedom of native New York girls resulted in friction between parents and daughters. The girls felt that "they were in jail"; (2) conflicts due to precautions because parents had a better knowledge of the danger of living in an urban environment; (3) the girl was seen as an asset because of the aid she provided in the care of the younger children; and (4) strict curtailment of outside activities and attempts made toward independence.

Canino (1979) in a study of eight Puerto Rican female adolescents found that there is a tendency among these girls to maintain traditional values regarding virginity and childrearing practices. A certain rigidity in adhering to these traditional values and in not considering the possibility for failure was observed. These girls had a prescribed set of patterns they had to follow and deviation from this was not considered a possibility. For example, they believed that a girl cannot drop out of school and go back to finish without endangering her future, a woman that goes beyond high school childless and unmarried was unthinkable. This rigidity of thought, as a result, limited the options available and created excessive stress when failure was encountered. This could in part explain the early pregnancies and high incidence of pathology observed in this population. It seems, therefore, as if the need to adhere to a prescribed pattern becomes more imminent in the face of a different culture which threatens the old values. This rigidity without considering options may be, thus, the result of a defensive

mechanism to resist acculturation. Canino (1979) reports that females who considered different options and who were more open to accomodate, in fact, exhibited the most acute symptomatic behavior. These females had been victims of their parents' rigid adherence to old values, and of the pathological exaggeration of the traditional mores.

Given these assertions about the difficult experience of the Puerto Rican family on the mainland, one cannot deny the necessity of a systematic investigation of the pace of acculturation, and the resultant personal insecurity and conflict experienced by Puerto Rican adolescent females.

Researchers are beginning to focus attention on the problems women face in adaption in the United States. Several studies of Puerto Rican migration have recognized that more women than men have migrated and live in the mainland, but no detailed explanation has been given (Fitzpatrick, 1971). In practical terms, this situation implies that many Puerto Rican women are responsible for households. In fact, the average is higher than that for the total U.S. population. While less than 10 percent of "white" households are "female-headed," 17 percent of Hispanic households and over 30 percent of Puerto Rican households are so labeled. These households are relatively disadvantaged, since the responsible adult, as a member of a minority group and a female, may be unable to work outside the home, may have a low-paid job, or may be trying to survive on a limited support basis.

The literature has documented the effects of migration and acculturation on the changing sex role conceptions of Puerto Rican women (Preble, 1968; Cordasco & Bucchioni, 1975; Stycos, 1952; Tumin & Feld-

man, 1961; Wagenheim, 1970). They have stated that traditional family values are weakening, the double standard is declining, and Puerto Rican women in the United States are acquiring greater equality with men (Steward, 1965; Wagenheim, 1970). Ginorio (1976) states that, although the behavior of women is traditionally more controlled in the Puerto Rican culture and their opportunities for acculturation are fewer than those for men, once exposed to less traditional sex roles in the United States, Puerto Rican women tend to change their sex role attitudes.

Ramos-McKay (1976) found that Puerto Rican college women in her sample superficially adapted their sex role attitudes. That is, while in the academic environment they maintained attitudes congruent with the norm expected so that no philosophical conflicts arose between themselves and their peers. However, in the family context they sustained their traditional sex role attitudes/behaviors. Ramos-McKay suggests that this adaption takes place so the interpersonal, familial conflicts are minimized. These results concur with the hypothesis postulated by Christensen (1975), in which the Puerto Rican woman does not make a choice to change sex role attitudes but accomodates to the expectations of the particular situation.

Soto (1979) conducted a study to examine the relationship between sex role traditionalism, assertiveness and symptomatology. One purpose of the study was to determine whether generation (first versus second) and education affect sex role traditionalism, assertiveness and symptoms in Puerto Rican women living in the United States. The results supported the hypothesis that traditionalism was strongly related to generational status and educational level. Assertiveness was related to



traditionalism; subjects who were first generation, less educated and more traditional were less assertive. The less assertive the subject, the more symptomatic (and depressed) she tended to be. The findings also indicated that age of arrival and length of residence correlated significantly with generation, education, sex role traditionalism, and symptomatology. Subjects who first arrived in the United States at an early age tended to be better educated, less traditional, more assertive and less bothered by symptoms than subjects who were older when they arrived. Age of arrival appeared to account for variance in symptom scores even after the effects of education were removed. Migrating at a more advanced stage appears to be stressful, aside from the educational and economic issues. A limitation was discussed, the sample was biased toward educated women, because of the imposing length of the questionnaire and its demanding five-point Likert format.

Torres-Matrullo (1973), investigating the relationship between acculturation and changing sex role stereotypes among Puerto Rican women in the United States, found that in the process of acculturation these women were experiencing changing concepts of womanhood. They seemed to be questioning traditional concepts of women's role in the Puerto Rican society. These findings must also be interpreted with some caution in that the sample group were Puerto Rican college-educated women.

Torres-Matrullo (1974), in a subsequent study, investigated the relationship between acculturation, sex role values and its affect on personality adjustment in Puerto Rican women. Puerto Rican women varying in degree of acculturation, education, socioeconomic and occupational backgrounds were extensively interviewed and administered a person-



ality questionnaire and a psychiatric rating scale. The hypothesis that Puerto Rican women low on acculturation would be more likely to exhibit greater psychopathology was supported by these findings. However, the hypothesis that family and sex role related attitudes undergo change with acculturation was not entirely supported. Education was found to be an important variable which influenced and entered into differences in personality, psychopathology and sex role change. An interesting finding in conflict with findings of previous studies of psychopathology among Puerto Ricans on the mainland was the low incidence of schizophrenia in this sample population. The finding of significant differences between subjects differing in both acculturation and education with respect to the Depression symptom may be related to the prohibition of the expression of aggression in the Puerto Rican culture, particularly for women.

In a replication study, Torres-Matrullo (1979) examined the relationship between acculturation sex role values and its effect on Puerto Rican men on the mainland. The findings reported that with increased acculturation, education, traditional family and sex role values are changing among Puerto Rican men in the United States. Significant relationships were also found between education and personal adjustment. It appears on the basis of these two studies on Puerto Rican men and women that traditional Puerto Rican values are changing with increased exposure to the Anglo American society. Traditional concepts of Puerto Rican womanhood and manhood are changing but more basic family values appear to remain relatively unchanged with increased acculturation and education. While some traditional values are found to be weakening with

increased acculturation and the flow of Puerto Ricans to urban areas, there appears to be an adherence to traditional family-related values among both males and female groups. The double sex role standard appears to be declining and Puerto Rican women are being perceived as acquiring greater equality in the United States.

On the basis of the responses on the part of the Puerto Rican men, it appears that Puerto Rican men are not experiencing a great deal of difficulty in accepting the new active role of the Puerto Rican female, as hypothesized in some reports. However, it is noteworthy that the mean age for the male sample was 27.41 years, and that there was a large percentage of single men represented in the study and that the men recruited through agencies may represent a particular type of Puerto Rican male.

Torres-Matrullo (1979) recommended that the next area of investigation suggested by the results would be to explore the relationship between mental health and family and sex role values among Puerto Rican adolescents. This group has been identified as a high risk group with the Puerto Rican, adolescent female being a particular case in point. It was also recommended that for future research in this area that alternative instruments for measurement of mental health and personality adjustment be identified which would be particularly appropriate for use with the Puerto Rican population.

School drop out. The educational statistics that were briefly mentioned in the introductory statements were researched by the U.S. Commission of Civil Rights for Hispanics and other minority groups. The results of

the 1960 and 1970 census of population and the 1976 Survey of Income and Education were compared to see if any changes had occurred during the 1960's and 1970's. For Hispanics, some improvement was evident, but whatever gains were made proved to be in proportion to the general improvement of education in the United States, particularly when compared with the white Anglo majority. This means that in relation to the rest of American society, Hispanics remain in about the same situation as in 1960, before legal reforms were attempted to strengthen distributive equity and facilitate progress by minorities. Whatever arguments may be made to explain the lack of change, the fact remains that twenty years have passed without any clear indication of a positive trend for the future. An encouraging aspect of the 1970's has been the development of research documenting the educational problems of Hispanics and serving to explain in an initial way why these problems remain unresolved. The documentation itself has had some impact on school boards, administrators, and teaching staff, particularly in areas where the Hispanic community has pressured the school system to give the issue attention or where the school system has been held accountable through litigation or program evaluation for the conditions documented. To the extent that knowledge of the documentation has raised the awareness of non-Hispanics to the need for solutions and changed their attitudes regarding the nature of solutions, the research effort may have beneficial results for the children in the school system.

In certain limited aspects, the direction to be taken in working for improvements has become evident. For example, practices such as leaving Hispanic students back in the grade sequence toward graduation

or classifying them as retarded because of language deficiencies should not be used as solutions for learning and disciplinary difficulties. Rather than avoiding the need to provide positive solutions the schools should seek ways of promoting a favorable self-image among Hispanic students, motivating them to take interest in their studies and perform to the level of their abilities. Changes are needed in curriculum, learning materials and (especially) the didactic style and interpersonal relations between teacher and student, school and parents, school system and community.

During the recent years most research has dealt with the topic of noncontinuance variously called "drop out" or "push out." Factors closely related to drop out--such as unemployment and poverty among parents, the school system's isolation--have been found to explain the unsuccessful performance of Puerto Ricans in formal education. These and many related factors have a depressing effect on the school performance of Puerto Rican children, resulting in a below-average achievement and a low rate of continuance and graduation at the secondary level.

The Aspira Study (1976) of noncontinuance among Puerto Ricans in twelve cities concluded that the problem was worse where the students were delayed in the usual sequence of schooling; primarily as a result of the practice of leaving them back at least one year as a solution to such things as a teacher's assessment of language and behavioral "problems." The delay was most apparent in Boston and other highly segregated cities like Bridgeport, Hartford and New Haven, Connecticut, and Patterson and Passaic, New Jersey. The Universidad Boricua Study (1975) revealed further details that link the difficult circumstances of life



in Puerto Rican "barrios" (communities) to school performance, particularly in terms of the survival strategies devised by students and their families. Contrary to widely held assumptions, the crucial factors influencing school retention and success were found to be a supportive attitude among teachers (not necessarily associated with "special schools, programs and expenditures") and greater communication and guidance from parents (not necessarily associated with employment, financial status, or educational background).

The negative implication of the institutional assault on the culture of Puerto Rican youth has been reflected in the "Results of the First Pilot Study" (Center for Puerto Rican Studies, 1970).

One gets the impression that those who eventually drop out from school, drop out in spirit long before they actually leave. It also seems as if the drop outs do not identify with Spanish terms and that their parents and grandparents have been in the U.S. longer. This could mean that what they experience in school is not a culture conflict but a sense of cultural loss because they do not have a heritage they can identify with readily. This would mean that they are not bi-cultural or culturally different but that they are marginal mainstreamers (p. 4).

Some educational programs intended to strengthen the components of cultural identification are, in fact, geared to increase the rate of assimilation into the American culture--primarily by means of language acquisition. Frantz Fanon (1963) has pointed out that the essential goal of any colonial regime is the cultural assimilation of the colonized people. He further states that colonialism creates in the minds of the colonized people a sense of inferiority, a feeling of impotence and self-destruction, a desire to negate themselves by becoming more like



the colonialist. Accordingly one of the responses to colonialism may be not liberation but submission to the colonizer, assimilation, not the struggle for identity. Maldonado-Denis (1969) stated that the price a Puerto Rican youth often pays for his assimilation is the cost of his emotional impairment.

As powerful representatives of the majority culture and its values, the schools force students to choose between the values, customs, language and culture of the home and those of the school. Rather than teach Puerto Rican children that it is desirable and admirable to integrate school and home values, the schools create a dangerous emotional conflict within the adolescents.

In 1979, the New York City Board of Education reported that in the "system's 950,000 pupils, the largest in the nation, 71% are black and Hispanic." It was also noted that "65% of the city's Puerto Rican students and 55% of the black students drop out before the twelfth grade." Boredom and alienation were identified as the main reasons for the evidence of drop out. A typical high school drop out in New York City appears to be a turned-off teenager who has only a fourth-grade reading level when he begins high school, does not know how to study and has repeatedly failed to achieve any academic success.

Vazquez (1974) presented a dismal picture for the educational future of Puerto Rican students. He identified alienation as a major contributor to the drop out situation among Puerto Rican students in Philadelphia. He presents the manifestation of alienation in four forms: Powerless, meaningless, normlessness and isolation in self-estrangement. He also discusses five means of adapting to alienation

available to the individual. They are as follows: conformity assumes that most of the members of the society feel that their needs for satisfaction are being met." Innovation emphasizes goals "to the detriment of an emphasis on means." In ritualism, "the individual has. . .lowered his aspirations with regard to the pecuniary goals of the society. . . ." Retreatism "is the mode of adaption whereby the individual completely withdraws his support from the norms of society. . . ." Finally, rebellion, not really a form of adaption, ". . .is rather an adaption by the 'out-group' to establish their structure as the conventional, supplanting those of the 'in-group'" (Merton, 1957).

Many school administrators insist that there are no serious drop out problems among Puerto Rican students. High school principals prefer to say that Puerto Rican students who leave school are not really drop outs--they are simply "transfers to another school." It is merely a mobility problem, not a drop out problem. The drop out problem appears to become evident during the ages of 14 to 19 (Lucas, 1971; Santiago, 1979; U.S. Commission on Civil Rights, 1976). Falcon (1977) found that 16 and 19 year olds had the highest frequency level for dropping out. The incidence of older students enrolled in ninth and tenth grade contributed to a sharp decline in enrollment preceding the eleventh grade. Reasons such as boredom, lack of responsiveness of schools to meet the Puerto Rican student's cultural background and the desire to obtain a job have been noted to contribute to Puerto Rican students' dropping out of school.

In 1977, La Casa de Puerto Rico, Inc., conducted a study to examine the problem of drop out among Puerto Rican students in the area of Hart-

ford, Connecticut. The following profile was compiled for the Puerto Rican adolescent drop out:

(1) There appears to be a correlation between age and grade classification. The older student is prone to dropping out.

(2) Birthplace, residence and length of time living on the mainland seem to impact on the performance of Puerto Rican students. Drop outs report fewer number of years in residence on the mainland.

(3) The mobility rate of Puerto Rican families appears to affect school performance. Drop outs have a higher incidence of relocation during a shorter span of time.

(4) Drop outs have a tendency to come from large families, where siblings have also left school.

(5) More experience and exposure of the parents, particularly the mother to education enhances the child's chances to pursue postsecondary education.

(6) Unemployment is reported highest among households of drop outs. Drop outs report the least number of working mothers, the majority are housewives. The occupations for mothers reported working did not differ from those in households where fathers were employed. Educational background appeared limited to high school education in this group.

(7) Lack of work/study or part time job opportunities were associated with dropping out of school.

(8) Language proficiency in English is associated with staying in school. The more a youngster is Spanish dominant, the more likely the chance of dropping out.

(9) Disciplinary measures operate as push out mechanisms. Major disciplinary offenses and suspensions occur at a much higher rate among students that drop out.

Studies have indicated that Puerto Rican adolescent males have a higher incidence than Puerto Rican females as high school drop outs (Alicia & Mathis, 1975; Falcon, 1977; U.S. Commission on Civil Rights, 1976).

As mentioned earlier in the study conducted by this author (Santiago, 1979) it was found that the enrollment tapered off at the tenth grade level for both Puerto Rican males and females. The results also revealed that there was a group of males enrolled at the eleventh and twelfth grades ranging from the ages of 18-21 years. This group was exceptional in that students usually complete their high school education at approximately age 18. Therefore it appears that education becomes a prized value which the male chooses to partake of. The present author examined the findings that the enrollment for females was also steadily decreasing and questioned what reasons would contribute to their dropping out of school.

It appears that while a reasonable amount of attention has been given to the study of Puerto Ricans on the mainland, the knowledge is limited by the relative frequency of their migration, by the fluidity of the community itself (largely as a result of substantial return migration), and the lack of studies which have dealt with a representative sample of the entire mainland Puerto Rican population. There is a dearth in the literature regarding Puerto Rican adolescents.

Purpose of study and hypotheses. The central purpose of this study was to determine the variables that contribute to dropping out of school among Puerto Rican, adolescent females. It was hypothesized that risk of drop out from high school in this sample would be related to a number of psychological variables--acculturation, sex role attitudes and adjustment.

The following hypotheses were postulated:

1. High acculturated subjects would be significantly lower on sex role traditionalism than low acculturated subjects.
2. High acculturated subjects would present less mental health problems as compared to low acculturated subjects.
3. High acculturated, as compared to low acculturated, subjects would indicate less risk toward dropping out of school.
4. Low sex role traditional subjects would present less mental health problems than high sex role traditional subjects.
5. Low sex role traditional subjects would show less risk toward dropping out of school in comparison to high sex role traditional subjects.
6. Subjects reporting a low degree of mental health problems would show less risk of dropping out of school as compared to subjects reporting a high degree of mental health problems.



## CHAPTER II

### METHOD

Subjects. The subjects (Ss) in the present study were sixty-five Puerto Rican adolescent females. The students were enrolled at the tenth and eleventh grade level at a public secondary school in Western Massachusetts. The interviewees ranged in age from 15 to 18 years old and were enrolled in either a bilingual or mainstream (i.e., English dominant) program.

#### Measures.

Personal data sheet. Basic biographical data were requested of the subjects such as age, place of birth, educational background both in Puerto Rico and on the mainland United States. The subjects were also asked to respond to questions regarding the educational background of their parents or their guardians (see Appendix F).

Behavioral Acculturation Scale. The Behavioral Acculturation Scale (Szapocznik, Scopetta & Kurtines, 1977) consists of 24 items constructed on a five-point Likert scale (see Appendix F). The areas addressed in the scale were nine idealized life style, eight language and seven customs items. The format of the scale consisted primarily of self-reported behaviors. The Ss were asked to report the relative frequency with which she engaged in each behavior. The anchors for the scale varied for each of the four clusters on the scale, but follow the general format of a five-point Likert scale. The anchors for items 17

to 24 are: (1) "Spanish all the time" to (5) "English all the time." The anchors for items 25 to 28 are: (1) "Puerto Rican all of the time" to (5) "American all of the time." The anchors for items 29 to 31 are: (1) "Completely Puerto Rican" to (5) "Completely American." The final items 32 to 40 range as follows: (1) "I would wish this to be completely Puerto Rican" to (5) "I would wish this to be completely American." The items are scored using unit weights<sup>1</sup> and the individual's total score consisted of a simple sum of her response weights to each of the 24 items. The total scores on the scale ranged from 24 to 120, and were interpreted as follows: 24 indicated minimum acculturation and 120 indicating maximum acculturation.

Traditionalism Scale. Soto (1979) developed a sex-role traditionalism scale for Puerto Rican women. The scale consisted of combined items from the short version of the Attitudes toward Women Scale (Spence, Helmreich & Stapp, 1973) and items appropriate for Puerto Rican women living in the United States (see Appendix F). The Attitudes toward Feminism Scale (FEM) measured attitudes toward feminism. Four items from this scale were included. The items dealt with the acceptance or rejection of the cultural beliefs of feminism. (These numbers correspond to the items in the questionnaire, #49, #51, #52.)

The Attitudes toward Women Scale (AWS) contained eight items from the original fifteen-item version of the AWS. These items contained statements about the rights and roles of women. The areas focused on

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<sup>1</sup>A unit weight is the keyed response of the anchors of the five-point Likert-type scale (Szapocznik, Scopetta & Kurtines, 1978, p. 9).

were vocational, educational and intellectual activities, behavior and etiquette of dating, sexual behavior and marital relationships. (The corresponding items were #41 to #48.)

An additional eight items were created by Soto (1979) to measure sex-role traditionalism. These items were considered to be relevant to the experience of Puerto Rican women on the mainland. These items included attitudes about virginity, pre-marital sexual experimentation, shame, and the roles of males and females in heterosexual relationships. (These items were #53 to #61.)

The twenty items in the Traditionalism scale were scored on a five-point Likert scale, the range of responses were from: (1) "Agree Strongly" to (5) "Disagree Strongly." The traditionalism scale was scored inversely; the higher the score the less traditional were the sex-role attitudes of the individual.

Symptom Checklist-90. The Symptom Checklist-90 (SCL-90) (Derogatis, 1977) consisted of a multi-dimensional symptom self-report inventory scale (see Appendix F). It was comprised of ninety items, each measured on a five-point scale of distress from (1) "not at all" to (5) "extremely." The SCL-90 was scored and interpreted in terms of seven primary symptom dimensions and a global index of distress. The clinical definitions of the construct, along with the operational definition of each, in terms of the items, are given below. The description for the various subscales are derived from the SCL-90R (revised) Version Manual (Derogatis, 1977).

1. Somatization: The Somatization (SOM) dimension reflects distress arising from perceptions of bodily dysfunction. Complaints

focused on cardiovascular, gastrointestinal, respiratory, and other systems with strong autonomic mediation were included. Headaches, pain and discomfort of the gross musculature and additional somatic equivalents of anxiety were components of the definition. These symptoms and signs have all been demonstrated to have a functional etiology, although all may reflect true physical disease. (Items are #62, #65, #71, #83, #95, #97, #102, #103, #106, #107, #110, #112.)

2. Obsessive-Compulsive: The Obsessive-Compulsive (O-C) dimension reflects symptoms that are highly identified with the standard clinical syndrome of the same name. This measure focused on thoughts, impulses, and actions that were experienced as unremitting and irresistible by the individual but were of an ego-alien or unwanted nature. Behaviors and experiences of a more general cognitive performance attenuation were also included in this measure. (Items are #64, #68, #69, #84, #93, #99, #100, #105, #109, #118.)

3. Interpersonal Sensitivity: The Interpersonal Sensitivity (INT) dimension focused on feelings of personal inadequacy and inferiority, particularly in comparisons with others. Self-depreciation, feelings of uneasiness, and marked discomfort during interpersonal interactions were the characteristic manifestations of this syndrome. In addition, individuals with high scores on this scale reported acute self-consciousness and negative expectancies concerning the communications and interpersonal behaviors with others. (Items are #67, #78, #90, #91, #92, #96, #115, #121, #125.)

4. Depression: The symptoms of the Depression (DEP) dimension reflect a broad range of the manifestations of clinical depression.



Symptoms of dysphoric mood and affect were represented as were signs of withdrawal of life interest, lack of motivation, and loss of vital energy. In addition, feelings of hopelessness, thoughts of suicide, and other cognitive and somatic correlates of depression were included. (Items are #66, #73, #74, #77, #79, #82, #85, #86, #87, #88, #108, #123, #129.)

5. Anxiety: The Anxiety (ANX) dimension was composed of a set of symptoms and signs that are associated clinically with high levels of manifest anxiety. General signs such as nervousness, tension and trembling were included in the definition, as were panic attacks and feelings of terror. Cognitive components involved feelings of apprehension and dread, and some of the somatic correlates of anxiety were also included as dimensional components. (Items are #63, #75, #80, #89, #94, #111, #124, #128, #130, #133.)

6. Hostility: The Hostility (HOS) dimension reflected thoughts, feelings or actions that are characteristics of the negative affect state of anger. The selection of items included all three modes of manifestation and reflected qualities such as aggression, irritability, rage and resentment. (Items are #70, #81, #116, #120, #126, #131.)

7. Phobic Anxiety: Phobic Anxiety (PHOB) was defined as a persistent fear response to a specific person, place, object, or situation which was characterized as being irrational and disproportionate to the stimulus, and which led to avoidance or escape behavior. The items of this dimension focused on the more pathognomic and disruptive manifestations of phobic behavior. (Items are #72, #101, #104, #113, #117, #122, #135.)



8. Global Index of Distress: The function of the Global Index of Distress (GSI) was to communicate in a single score the level or depth of the individual's psychopathology. The GSI combines information on numbers of symptoms and intensity of perceived distress.

### Drop Out Risk Scale

Alienation from School. The Alienation from School Scale (Turner, 1975) consisted of five items which tapped feelings of estrangement from school and education. This scale measured the degree to which an individual saw education as having meaning and importance to herself or to her future. The Ss were asked to indicate their agreement or disagreement as follows: Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). A low score indicated feelings of alienation. (See items #142 to #146, Appendix F).

Drop Out Risk. These items were based on the literature reviewed in Chapter I and included the following elements: the completion of grades ten through twelve. This scale ranged from (1) "Very Certain to Complete" to (4) "Very Certain Will Not Complete." This scale was scored inversely; a high score was interpreted to indicate drop out risk. (See items #147 to #149, Appendix F).

Drop Out Consideration. This scale included items regarding consideration to dropping out of school. Questions were also asked regarding siblings' history of drop out. A low score indicated high drop out risk. (See items #150, #154, #155, Appendix F).

There were items that were also included in this section regarding hypothetical circumstances which could contribute to drop out. These

items were not used in the overall establishment of reliability for the various scales which addressed drop out risk but subsequently will be referred to in the discussion section. (These items are #151, #156, see Appendix F).

### Procedures.

Selection of subjects. The subject selection procedure was as follows: (1) initial contact was made with the Superintendent of the public school system; and the experimenter (a bilingual, Puerto Rican, female, graduate student) submitted a research proposal. This was in accordance with the guidelines mandated by the school committee as it pertains to research conducted within its educational system. A favorable response was secured in a letter from the Superintendent which indicated that the experimenter had permission to conduct the research project and request student participation at the public high school. (2) The experimenter presented the written consent statement from the Superintendent to the high school principal. Arrangements were made by the principal to inform the teachers at the school that the students would be participating in the project and that permission was granted to excuse the students from two class periods to participate in the study. (3) The sampling procedure involved the identification of Puerto Rican females enrolled in tenth and eleventh grade at the high school. In order to select the students, the experimenter obtained a list of students from the Bilingual Director and the Director of Guidance. The Hispanic counselor and a Hispanic teacher's aide at the high school were consulted in order to identify the females of Puerto Rican ethnic back-

ground. (4) Prior to the administration of the questionnaire, the experimenter made arrangements to secure parental permission for the subjects as stipulated by the Psychology Department Human Subjects Committee. The experimenter provided a statement of the nature and goals/objectives of the study which was forwarded to the parents through distribution to the students (see Appendix A). (5) The experimenter made arrangements with the principal to: (a) notify the various classroom instructors regarding the schedule for the administration of the questionnaire, (b) notify the students to report at a designated time and location for their participation in the study, and (c) administer the questionnaire to the students in the school cafeteria during the first four periods of the school day.

The necessary arrangements were expedited and facilitated through full cooperation of the various school personnel involved. On several occasions due to inadequate scheduling of school activities; i.e., exams, auditorium presentations, the experimenter found it necessary to postpone the administration of the questionnaire to a later date.

In addition, the experimenter was confronted with a circumstance created by demands of cut-backs in the fiscal educational budget. A major cut-back was made on funds allocated for public transportation to and from the public high school so that, in essence, students were no longer provided transportation within a one mile radius of the school. More specifically, inclement weather often deterred students from a deprived socio-economic area, from attending classes on a regular basis and contributed to a decrease in school attendance during these periods. This factor also contributed to a delay in the collection of the data.

The experimenter was able to obtain participation by the total number of Puerto Rican females enrolled during the period of the data collection.

Data collection. During recruitment the Ss were told that the purpose of the study was to survey attitudes and opinions among Puerto Rican females enrolled at the tenth and eleventh grade level. Prior to the administration of the questionnaire the experimenter secured the appropriate consent forms as stipulated by the Psychology Department Human Subjects Committee. The consent took form as follows: (1) written consent from the parents or guardians (see Appendix A), and (2) written consent from the individual participant (see Appendix B).

Following this, the questionnaires were administered to groups of 10 students each during two consecutive class periods. The completion of the questionnaire took approximately ninety minutes. The subjects were divided into two groups: Spanish language dominant and English language dominant. The subjects were requested to indicate a language preference upon the collection of the parental consent forms and subsequently were assigned to their respective language groups. The subjects were requested to follow along with the experimenter in the booklets while the questions were read aloud either in Spanish or English. The students were instructed to note their answers in the questionnaire booklet provided by the experimenter.

Subsequent to the completion of the data collection, the experimenter met with the students and informed them of the specific purpose of the study: to explore the relationship between the stress of

acculturation, the change of sex-role attitudes and the degree of mental health symptomatology to the incidence of drop-out among Puerto Rican females.

Spanish versions of the questionnaires were provided for those scales that had not been translated previously. The versions were validated according to a method described by Child (1968). Child recommends that a culturally informed individual independently translate the instruments from Language A (English) to Language B (Spanish) and another individual translate back from Language B to Language A. The translators discussed discrepancies that arose and resolved them through a joint agreement.



## CHAPTER III

### RESULTS

Demographic and social characteristics of the sample. The subjects were enrolled at the tenth and eleventh grade levels at a Western Massachusetts public secondary school. The sample contained sixty-five Puerto Rican females. Tenth graders accounted for 52.3% of the sample, 47.7% constituted the group enrolled in eleventh grade (see Table 1). The age range of the sample was between 15 and 18 years. As displayed in Table 2, given the age distribution, it appears that some students either have been retained or repeated a grade level at some point in their education. Students in the bilingual program constituted 24.6% of the sample as compared to 75.4% enrollment in the mainstream program (see Table 3).

Of the respondents, 70% were born in Puerto Rico and 29% reported their birthplace as regions of the mainland. For their place of residence, 55% indicated either never having lived in Puerto Rico or residing there for a period of less than six years. Forty-five percent of the sample reported a residency period of more than six years in Puerto Rico. Of the Ss, 41% noted having had no exposure to the educational system in Puerto Rico, while 24% had previously been enrolled in schools in Puerto Rico prior to their migration.

In addition, students were requested to state the highest level of education attained by their parents or respective guardians (see Table 4). An examination of the overall distribution indicates that 70.7% of

TABLE 1  
Grade Distribution of Students within the Sample

<u>Grade</u>	<u>n</u>	<u>%</u>
10	34	52.3
11	<u>31</u>	<u>47.7</u>
Total	65	100.0

TABLE 2  
Crosstabulations of Grade by Age

<u>Grade</u>	<u>Age</u>				<u>Total</u>
	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	
10	18	8	5	3	34
11	<u>2</u>	<u>13</u>	<u>12</u>	<u>4</u>	<u>31</u>
Total	20	21	17	7	65

Mean = 16.47

Standard Deviation = .5034

TABLE 3  
Number and Percentage of Students Enrolled  
in the Bilingual and Mainstream Program

<u>Program</u>	<u>n</u>	<u>%</u>
Bilingual	16	24.6
Mainstream	<u>49</u>	<u>75.4</u>
Total	65	100.0

TABLE 4  
Distribution of Percentage Levels of Education Attained  
by Father, Mother or Guardian within the Sample

<u>Educational Level</u>	<u>Father</u>	<u>Mother</u>	<u>Guardian</u>
Under 7 years of schooling	16.9 (n = 11)	41.5 (n = 27)	.00
Junior High School (7-9th grade)	13.8 (n = 9)	20.0 (n = 13)	.00
Partial High School (10-11th grade)	7.7 (n = 5)	9.2 (n = 6)	.00
High School Graduate	6.2 (n = 4)	3.1 (n = 2)	.00
Partial College Training	1.5 (n = 1)	3.1 (n = 2)	.00
College/University Graduate	.00	.00	.00
Completion Graduate Professional Training	.00	1.5 (n = 1)	.00
I Don't Know	53.8 (n = 35)	21.5 (n = 14)	3.1 (n = 2)*

\*The guardian stated in both cases was aunt.



the educational background reported for the mothers and 38.4% for the fathers is far below the educational level of the students in the sample. The findings also indicate that 53.8% in the case of the father's education, in contrast to the mother's 21.5% of the sample the subjects did not know the educational background of their parents. This leads the author to speculate that the lack of information about the father's educational background may be due to the factor that some of these homes may be headed by single parents, a reflection in the data given the findings. This is merely an observation and much care should be given to generalizing this information to the Puerto Rican population and the status of the family on the mainland.

Establishment of reliability of instruments. Prior to the reporting of the results of the data collected, it was important to review the reliability of the various measures constructed or adapted from previous research for this study. The measures were as follow: Behavioral Acculturation Scale, Traditionalism Scale, Symptom Checklist-90, Alienation from School Scale and the Drop-out Risk Scale.

Behavioral Acculturation Scale. The Behavioral Acculturation Scale devised by Szapocznik, Scopetta and Kurtines (1978) was originally devised and standardized with an adult and adolescent Cuban population. This scale provided a highly reliable and valid measure of acculturation and; furthermore, the authors found that behavioral acculturation was a linear function which corresponded to the amount of time a person had been exposed to the host culture (American). It was also found that the rate at which behavioral acculturation took place was a function of

the age and sex of the individual. The experimenter adapted this scale to reflect the population of interest, therefore, there was a substitution for the word "Cuban" to "Puerto Rican" wherever it was necessary. This was the only change accorded to the items in the scale. The total scores on the scale ranged from 24 to 120, and were interpreted as follows: 24 indicating minimum acculturation and 120 indicating maximum acculturation. A Cronbach Alpha test of reliability was performed and the results are summarized in Table 5. The alpha coefficient .92 sets the scale within the limits of acceptable reliability.

In addition, in light of the reference made to the importance of establishing a correlation between the length of exposure to the host culture and acculturation, the experimenter computed t-tests for the Behavioral Acculturation Scale scores on three variables: birthplace, residence and proportion of education in the United States to test the validity of the scale. Table 6 summarizes these findings, the scale proved to be highly reliable and valid as a measure of acculturation for the Puerto Rican population and the results were significant at a .02 level.

Traditionalism Scale. The Traditionalism Scale designed by Soto (1979) was developed to examine the attitudes of Puerto Rican women on the mainland regarding sex-role values. The final 20-item scale yielded a Cronbach alpha of .89 as the index of internal consistency reliability as recorded by Soto. The reliability coefficient computed for the Traditionalism Scale as reported with the adolescent, Puerto Rican population yielded an alpha level of .38 and the majority of the items were negatively correlated (see Appendix G). Therefore the scale

TABLE 5

Inter-Item Correlations, Item-Scale Correlations, and Alpha Reliability  
Coefficient for the Behavioral Acculturation Scale

<u>Items</u>	<u>V17</u>	<u>V18</u>	<u>V19</u>	<u>V20</u>	<u>V21</u>	<u>V22</u>	<u>V23</u>	<u>V24</u>	<u>Item-Scale Correlation</u>
Lang. prefer to speak	1.00000								.603
Lang. spoken at home	.55367	1.00000							.534
Lang. spoken at school	.39987	.38956	1.00000						.541
Lang. spoken at work	.53784	.41250	.62578	1.00000					.560
Lang. spoken with friends	.42817	.16429	.55337	.55569	1.00000				.469
Lang. of T.V. programs watched	.17026	.14526	.26142	.08370	.24388	1.00000			.302
Lang. of radio stations	.46663	.46576	.28492	.30363	.34281	.21347	1.00000		.532
Lang. of books and magazines	.53233	.56726	.57841	.50728	.38311	.31574	.52901	1.00000	.654

TABLE 5 (continued)

<u>Items</u>	<u>V17</u>	<u>V18</u>	<u>V19</u>	<u>V20</u>	<u>V21</u>	<u>V22</u>	<u>V23</u>	<u>V24</u>
Sort of Music Listened to	.36610	.29814	.30674	.30424	.35318	.20288	.41435	.26855
Sort of Dances	.43007	.44696	.30200	.34015	.32718	.16990	.35466	.51660
Sort of Places You Go to	.34125	.27988	.31024	.49389	.38976	.12317	.37189	.34146
Sort of Recreation	.39528	.28607	.15312	.29856	.17350	.11033	.33328	.43053
Way of Celebrating Birthdays	.56445	.34734	.34918	.38927	.40921	.14265	.39013	.45863
Way of Relating to Fiancee	.28819	.18456	.22573	.33678	.17206	.12140	.32455	.30618
Gestures Used in Talking	.36204	.31301	.47024	.43510	.37854	.19680	.16704	.30988
Food	-.04453	-.09101	.03997	-.03260	.06648	.16120	.08623	.07503

TABLE 5 (continued)

<u>Items</u>	<u>V17</u>	<u>V18</u>	<u>V19</u>	<u>V20</u>	<u>V21</u>	<u>V22</u>	<u>V23</u>	<u>V24</u>
Language	.23194	.26909	.35116	.36029	.27597	.40097	.34033	.34548
Music	.26190	.30505	.21269	.10156	.13283	.19752	.38693	.40136
Television	.37754	.32685	.32297	.27921	.16640	.23455	.31394	.34949
Books and Magazines	.30895	.37342	.25202	.12723	.11592	.15586	.36409	.54052
Dances	.35735	.42285	.42723	.40987	.28879	.20315	.31311	.43530
Radio Programs	.29903	.40700	.24673	.21411	.03008	.16708	.34701	.50131
Way of Celebrating Birthdays	.37204	.39205	.32825	.34524	.24710	.18351	.18663	.30943
Way of Celebrating Weddings	.23396	.07819	.21513	.24899	.36666	.12781	.13495	.06829



TABLE 5 (continued)

<u>Items</u>	<u>V25</u>	<u>V26</u>	<u>V27</u>	<u>V28</u>	<u>V29</u>	<u>V30</u>	<u>V31</u>	<u>V32</u>	<u>Item-Scale Correlation</u>
Sort of Music Listened to	1.00000								.625
Sort of Dances	.56006	1.00000							.646
Sort of Places You Go to	.59629	.52519	1.00000						.628
Sort of Recreation	.33882	.54010	.54012	1.00000					.615
Way of Celebrating Birthdays	.42576	.45699	.49718	.50006	1.00000				.688
Way of Relating to Fiance	.30000	.23824	.44896	.35049	.36053	1.00000			.491
Gestures Used in Talking	.24834	.27103	.36512	.29402	.44954	.51623	1.00000		.526
Food	.18000	.06678	.07690	.16258	.07369	.04203	-.05702	1.00000	.190

TABLE 5 (continued)

<u>Items</u>	<u>V25</u>	<u>V26</u>	<u>V27</u>	<u>V28</u>	<u>V29</u>	<u>V30</u>	<u>V31</u>	<u>V32</u>
Language	.48720	.27892	.47128	.37135	.34872	.41706	.32850	.37187
Music	.30847	.24268	.23229	.43112	.36306	.41486	.23393	.32500
Television	.61492	.44537	.46700	.56541	.50600	.31541	.38956	.22043
Books and Magazines	.45635	.49579	.35816	.57013	.40164	.36010	.26329	.20787
Dances	.47397	.63877	.51705	.52331	.51553	.28091	.30445	.18335
Radio Programs	.45550	.54331	.34351	.64934	.43734	.30598	.24532	.14056
Way of Celebrating Birthdays	.42646	.41132	.34583	.36071	.67459	.30533	.50264	.21980
Way of Celebrating Weddings	.30303	.17348	.21504	.09592	.33949	.22367	.42178	.36761

TABLE 5 (continued)

<u>Items</u>	<u>V33</u>	<u>V34</u>	<u>V35</u>	<u>V36</u>	<u>V37</u>	<u>V38</u>	<u>V39</u>	<u>V40</u>
Sort of Music Listened to	.48720	.30847	.61492	.45635	.47397	.45550	.42646	.30303
Sort of Dances	.27892	.24268	.44537	.49579	.63877	.54331	.41132	.17348
Sort of Places You Go to	.47128	.23229	.46700	.35816	.51705	.34351	.34583	.21504
Sort of Recreation	.37135	.43112	.56541	.57013	.52331	.64934	.36071	.09592
Way of Celebrating Birthdays	.34872	.36306	.50680	.40164	.51553	.43734	.67459	.33949
Way of Relating to Fiance	.41706	.41486	.31541	.36010	.28091	.30598	.30533	.22367
Gestures Used in Talking	.32850	.23393	.38956	.26329	.30445	.24532	.50264	.42178
Food	.37187	.32500	.22043	.20787	.18335	.14056	.21980	.36761

TABLE 5 (continued)

<u>Items</u>	<u>V33</u>	<u>V34</u>	<u>V35</u>	<u>V36</u>	<u>V37</u>	<u>V38</u>	<u>V39</u>	<u>V40</u>	<u>Item-Scale Correlation</u>
Language	1.00000								.613
Music	.51485	1.00000							.542
Television	.50751	.47785	1.00000						.702
Books and Magazines	.35894	.74300	.63611	1.00000					.634
Dances	.43907	.26312	.73248	.42938	1.00000				.697
Radio Programs	.32972	.56901	.61792	.80488	.48710	1.00000			.623
Way of Celebrating Birthdays	.41191	.21966	.52128	.34655	.60024	.38882	1.00000		.622
Way of Celebrating Weddings	.40045	.22864	.29572	.03091	.31254	-.03190	.55578	1.00000	.371
Reliability Coefficients:									
Alpha = .92394									
Standardized Item Alpha = .92424									

TABLE 6

Means and Standard Deviations for the Behavioral Acculturation Scale  
by Birthplace, Residence and Proportion of Education in United States

	<u>n</u>	<u>M.</u>	<u>S.D.</u>	<u>t</u>	<u>p</u> <
Birthplace--Puerto Rico	46	67.443	13.460		
United States	19	75.828	11.968	-2.48	.018
Residence--low Puerto Rico	36	73.605	11.140		
high Puerto Rico	29	65.287	14.907	2.50	.016
Education--None Puerto Rico	41	73.091	12.343		
some Puerto Rico	24	64.431	13.905	2.52	.015



was not used in its entirety, instead, items were evaluated and included in the development of two separate scales. The findings indicated that there were significant inter-item correlations and therefore the following scales were devised: Sex-Role I--Traditional Values and Sex-Role II--Liberal Values. The alpha reliability coefficient reported for the Traditional Values Scale was at the .61 level. This scale was composed of eight items as follow: two items from the AWS, one item from the FEM and five items developed by Soto. These items all reflect traditional attitudes toward sex-role values (see Table 7).

Four items comprised the Liberal Values Scale which primarily reflected liberal views towards roles of women in society. A Cronbach Alpha reliability coefficient of .57 was established for this scale (see Table 8).

Symptom Checklist-90. The SCL-90 consisted of a ninety-item self-report inventory designed primarily to reflect the psychological symptom patterns of psychiatric and medical patients. This scale has been utilized with individuals falling into these broad categories, since these were represented in the principal normative groups. The SCL-90 has also been used with adolescents (minimum age 13). Each of the items were rated on a five-point scale of distress ranging from (1) "not at all" to (5) "extremely." The SCL-90 was scored and interpreted in terms of seven primary symptom clusters and a global index of distress.

This scale was originally translated and adapted for use with a Puerto Rican adult female population by Soto (1979). The Cronbach Alpha level was determined at .98 and therefore was established as a valid measure for use with a Puerto Rican, adult female population. The

TABLE 7

## Inter-Item Correlations, Item-Scale Correlations, and Alpha Reliability

## Coefficients for the Sex Role 1 Scale-Traditional Values

	<u>V41</u>	<u>V45</u>	<u>V49</u>	<u>V54</u>	<u>V56</u>	<u>V58</u>	<u>V60</u>	<u>V61</u>	<u>Item-Scale Correlation</u>
V41	1.00000								.311
V45	-.17729	1.00000							.068
V49	.27070	.08934	1.00000						.510
V54	.18119	.30125	.08805	1.00000					.233
V56	.39121	.05486	.20420	.15708	1.00000				.375
V58	.36483	.11409	.32457	.08303	.25060	1.00000			.469
V60	-.07496	-.09424	.56176	-.12504	-.00198	.28362	1.00000		.187
V61	.52107	-.04410	.29769	.31898	.56410	.38603	.20258	1.00000	.574

Reliability Coefficients:

Alpha = .60995

Standardized Item Alpha = .66131

TABLE 8  
 Inter-Item Correlations, Item-Scale Correlations,  
 and Alpha Reliability Coefficients  
 for the Sex Role II--Liberal Values

<u>Item</u>	<u>V42</u>	<u>V43</u>	<u>V44</u>	<u>V46</u>	<u>Item-Scale Correlation</u>
V42	1.00000				.323
V43	.23490	1.00000			.264
V44	.13788	.20067	1.00000		.402
V46	.35518	.16885	.52088	1.00000	.497

Reliability Coefficients:

Alpha = .57383

Standardized Item Alpha = .59635

Cronbach Alpha computed for the sample in this study .90 was also within the established acceptable limits of reliability. The interscale correlations are displayed in Table 9. This scale was interpreted in the direction of a high score indicating a high level of distress of symptomatology.

Drop-out Risk Scales. The three measures of risk for dropping out of school were as follows: Alienation from School Scale, Likelihood to Complete Grade Scale and Consideration to Drop Out Scale.

Alienation from School Scale. This scale consisted of five items taken from the Alienation Index Inventory Scale (Turner, 1975). This scale has previously been used with adolescent populations in research on alienation. In a study (1978) conducted by the experimenter, the scale was translated and adapted in its entirety, as well as, standardized for use with Puerto Rican adolescent populations. A Cronbach test of reliability in this study yielded an alpha coefficient at the .60 level (see Table 10) for the Alienation from School Scale.

Drop Out Risk. The second measure of the risk for dropping out of school was developed by the experimenter, and therefore it was necessary to demonstrate the reliability of the scale. The respondents were requested to indicate the likelihood of completing various grades, tenth through twelfth on a scale that consisted of three response categories ranging from (1) "Very Certain Will Complete" to (4) "Very Certain Will Not Complete." The reliability analysis yielded a Cronbach alpha coefficient of .77 (see Table 11).

Consideration to Drop Out. The final measure of risk for dropping out of school was also developed by the experimenter. As mentioned

TABLE 9

Intersubscale-scale Correlations, Item-subscale and Alpha Reliability  
Coefficients for the Symptom Checklist--90

<u>Subscales</u>	<u>SOM</u>	<u>O-C</u>	<u>INT</u>	<u>DEP</u>	<u>ANX</u>	<u>HOS</u>	<u>PHOB</u>	<u>Item- Subscale Correlation</u>
Somatization	1.00000							.724
Obsessive-Compulsive	.57565	1.00000						.751
Interpersonal Sensitivity	.54223	.64019	1.00000					.736
Depression	.70276	.72943	.65522	1.00000				.816
Anxiety	.57096	.71482	.55095	.75768	1.00000			.752
Hostility	.49275	.38713	.62499	.52148	.37700	1.00000		.565
Phobic Anxiety	.63080	.60517	.52741	.54634	.69337	.42241	1.00000	.701
Reliability Coefficients:								
Alpha = .90208								
Standardized Item Alpha = .90772								



TABLE 10  
Inter-Item Correlations, Item-Scale Correlation  
and Alpha Reliability Coefficients  
for the Alienation from School Scale

<u>Item</u>	<u>V142</u>	<u>V143</u>	<u>V144</u>	<u>V145</u>	<u>V146</u>	<u>Item-Scale Correlation</u>
V142	1.00000					.422
V143	.36190	1.00000				.485
V144	.36591	.42157	1.00000			.426
V145	.05059	.26386	.08937	1.00000		.176
V146	.32165	.18666	.24959	.14515	1.00000	.352

Reliability Coefficients:

Alpha = .60416

Standardized Item Alpha = .61948

TABLE 11  
Inter-Item Correlations, Item-Scale Correlation  
and Alpha Reliability Coefficients  
for the Drop Out Risk Scale

<u>Item</u>	<u>V147</u>	<u>V148</u>	<u>V149</u>	<u>Item-Scale Correlation</u>
V147	1.00000			.521
V148	.48113	1.00000		.660
V149	.47416	.67855	1.00000	.668

Reliability Coefficients:

Alpha = .77218

Standardized Item Alpha = .78203

earlier, the experimenter's criteria for item inclusion was based on the literature review of research focused on the area of school drop out among Puerto Rican adolescents. There were three items which constituted the construction of this scale. Table 12 illustrates the inter-item correlations which although moderate support the demonstration of internal consistency. An alpha level of .49 exemplifies the marginal internal reliability of the scale. In effect this suggests that whether the respondents have considered dropping out of school is not clearly related to siblings dropping out.

Hypothesis testing. The central purpose of this study was to determine the variables that contribute to adolescent, Puerto Rican females dropping out of school. These variables reflected the central hypothesis that risk of drop out from high school in this sample would be related to a number of psychological variables--acculturation, sex roles attitudes and adjustment.

Specific hypotheses were also formulated to inspect and establish the relationship between each of the variables. The following hypotheses were postulated:

1. High acculturated subjects would be significantly lower on sex role traditionalism than low acculturated subjects.
2. High acculturated subjects would present less mental health problems than low acculturated subjects.
3. High acculturated, as compared to low acculturated subjects, would indicate less risk toward dropping out of school.
4. Low sex role traditional subjects would present less mental

TABLE 12  
Inter-Item Correlations, Item-Scale Correlation  
and Alpha Reliability Coefficients  
for the Drop Out Consideration Scale

<u>Item</u>	<u>V150</u>	<u>V154</u>	<u>V155</u>	<u>Item-Scale Correlation</u>
V150	1.00000			.072
V154	.12309	1.00000		.503
V155	.00516	.57430	1.00000	.402

Reliability Coefficients:

Alpha = .49013

Standardized Item Alpha = .47845

- health problems than high sex role traditional subjects.
5. Low sex role traditional, as compared to high sex role traditional subjects, would indicate less risk toward dropping out of school.
  6. Subjects reporting low mental health problems would indicate less risk to dropping out of school as compared to those reporting high mental health problems.

In the present study, two types of statistical methods were used to analyze the data. The two statistical methods applied were the Pearson Correlation and the Discriminant Analysis (i.e., step-wise Discriminant Analysis). A presentation will be made of the selection of each of the methods, as well as the results derived from these computations.

Pearson Correlation. This analysis consists of bivariate correlation and summarizes the strength of the association between a pair of variables. It also provides a means of comparing the strength of the relationship between one pair of variables to another different pair. This statistical correlation indicates the degree to which variation or change in one variable is related to variation (change) in another.

An initial inspection of the results of the Pearson Correlation analysis established that there was no significant relationship between several of the total scale scores: Behavioral Acculturation Scale, Sex-Role Traditionalism Scale, Symptom Checklist-90, and the total Drop Out Risk Scale (see Appendix H).

Subsequently a Pearson Correlation analysis applied to the various subscales revealed significant results. The findings for the bivariate



correlation coefficients have been presented for the following: Symptom Checklist--90 total and subscales, the Sex Role I--Traditional Values Scale, the Sex Role II--Liberal Values Scale and the Drop Out Consideration Scale. The results for the above-mentioned scales have been presented in Table 13.

An examination of the results displayed demonstrate that the Symptom Checklist-90 total and the seven subscales of this scale are highly correlated and consistently significant at a .001 level. Further, the obsessive-compulsive sub-scale is correlated with the Sex-Role Traditional values scale, significant at the .001 level. This finding supports a hypothesis that a reporting of a low degree of traditional values is related to a report of distress of the obsessive-compulsive symptom. The original hypothesis postulated that a high report of traditional values would be related to high distress.

The Drop Out Consideration Scale is highly correlated with the SCL-90 total scale significantly at the .05 level. These results demonstrate that individuals considering dropping out of school noted a high degree of overall symptomatology distress. This scale is also highly correlated with the anxiety subscale at the .01 level. This result is interpreted in the direction that high consideration of dropping out is related to a report of high anxiety.

No further presentation will be made in the text of the results for the original four measures in light of the lack of support for the hypotheses postulated in Chapter I. A statistical design was selected to adequately and approximately examine the data to determine the variables contributing to the risk of dropping out among adolescent, Puerto Rican

TABLE 13

Pearson Correlation Coefficients between Total Symptom Checklist-90 and Seven Subscales,  
Sex Role Subscales and the Drop Out Consideration Scale

<u>Scales</u>	<u>SOM</u>	<u>O-C</u>	<u>INT</u>	<u>DEP</u>	<u>ANX</u>
Somatization	1.0000				
Obsessive-Compulsive	.5756***	1.0000			
Interpersonal Sensitivity	.5422***	.6402***	1.0000		
Depression	.7028***	.7294***	.6522***	1.0000	
Anxiety	.5710***	.7148***	.5509***	.7577***	1.0000
Hostility	.4927***	.3871***	.6250***	.5215***	.3771***
Phobic Anxiety	.6308***	.6052***	.5274***	.5463***	.6934***
SCL-90 Total	.7938***	.8189***	.8131***	.8667***	.8268***
Sex-Role Traditional	.2564	.3030***	.2647	.2377	.2554
Sex-Role Liberal	.1609	.1400	.1538	.2081	.1561
Drop Out Consideration	.1641	.2350	.2077	.2260	.2767**

\*p &lt; .05

\*\*p &lt; .01

\*\*\*p &lt; .001

TABLE 13 (continued)

<u>Scales</u>	<u>HOS</u>	<u>PHOB</u>	<u>SCL-90 (Total)</u>	<u>SRT</u>	<u>SRL</u>	<u>DOC</u>
Hostility	1.0000					
Phobic Anxiety	.4224***	1.0000				
SCL-90 Total	.7034***	.7895***	1.0000			
Sex-Role Traditional	.0568	.3595	.3034	1.0000		
Sex-Role Liberal	.1672	-.0292	.1695	-.0522	1.0000	
Drop Out Consideration	-.0789	.1348	.1954*	.2310	.2420	1.0000

\*p &lt; .05

\*\*p &lt; .01

\*\*\*p &lt; .001

females. The application of the discriminant analysis method was designated as the most suitable test to investigate the contribution by individual items to the drop out risk factor.

Discriminant analysis. The statistical method, discriminant analysis,<sup>2</sup> was determined to be the most appropriate analysis to evaluate the original hypotheses. The experimenter then proceeded to establish the groups for the analysis. The selection of the variables reflected the central hypothesis that risk of drop out from high school in this sample would be related to a number of socio-psychological variables: acculturation, sex role attitudes and adjustment. Two separate variables were used to distinguish between high and low risk of dropping out. The criteria for the first group was the variable "Completion of Twelfth Grade," the two groups were those who responded "Certainly Will," to those indicating "Certainly Will Not." The latter group consisted of collapsing the three categories of response for this item. The second variable consisted of the item: "Have You Considered Dropping Out." The response categories were: "Yes" or "No." Initially two separate statistical tests were performed for the above-mentioned variables. Sixty-two items, as well as seven symptomatology subscales, were submitted directly for the discriminant analysis simultaneously. An examination of the results led to the selection of a collection of potential discriminating variables. The items were then considered for

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<sup>2</sup>"...[T]he mathematical objective of discriminant analysis is to weight and linearly combine the discriminating variables in some fashion so that the groups are forced to be statistically as distinct as possible" (Nie et al., p. 435).

inclusion in a step-wise discriminant analysis based on their potential discriminating power and the feasibility of their interpretation. The function of the step-wise procedure is to select the various items for entry into the analysis according to their ability to contribute to further discrimination. At each step, items already selected may be removed if they are found to reduce discrimination when combined with more recently selected items. Subsequently the analysis will proceed until either all the items selected have been included or it has been found that the remaining items no longer contribute to further discrimination.

For the first variable, a cut-off level of .25 was established and items with that loading power were entered into the analysis. There were seventeen items and three subscales: Depression, Anxiety and Phobic Anxiety. Table 14 displays the means and standard deviations for the two groups and the items included in the analysis. The univariate F-ratios are presented along with the significance levels. The F-ratios indicate whether the item itself significantly differentiates between the two groups.

The results indicate that there is a relationship between the items which contribute to the drop out risk factor. Since the items were taken from the original four measures, a presentation will be made in reference to the scales. Further discussion and implications will be presented in the following chapter. The order of the items correspond to the following scales; Alienation from School Scale, Behavioral Acculturation Scale, SCL-90: Phobic-Anxiety Subscale. These findings suggest that there are several factors which contribute to drop out risk.



TABLE 14

Scale Means, Standard Deviations and Univariate F Ratios  
Completion of 12th Grade (N = 65)

<u>Items</u>	<u>Certainly Will</u>		<u>Certainly Will Not</u>		<u>Univariate F</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Most of What They Teach Makes No Sense	2.37	.84	3.00	.99	7.261**
Language of Books and Magazines	3.33	1.27	4.05	1.04	6.283**
Language Spoken at Home	2.70	1.07	2.42	.79	1.502
Phobic Anxiety	1.98	.80	1.53	.56	7.114**
Grade	1.33	.48	1.57	.50	3.930*
Highest Level of Father's Education	.74	1.06	1.18	1.50	1.732
Sort of Dances	2.81	.88	3.26	.92	3.886*
School Is a Waste of Time	3.37	.79	3.68	.47	3.997*
Ever Been in Bilingual Program	1.56	.51	1.82	.39	5.441
Bearing Children	2.22	1.48	2.76	1.60	.1707
Are You in Bilingual Program	1.67	.48	1.82	.39	1.888

\*p &lt; .05

\*\*p &lt; .01

Education must be relevant and seen as an important need for the individual. The second item supports the importance of an educational program which addresses the needs of bilingual-bicultural students. The next item which contributes to drop out risk and demonstrates significance is the Phobic-Anxiety subscale. The report of this symptom suggests that the individuals at risk for dropping out of school are feeling alienated from people, places, things (i.e., education) in their lives. At the .05 significance level, the item "grade" has been designated as a highly important factor in drop out risk. The following item, "sort of dances," is an interesting finding, although it may suggest that the type of extracurricular activity that an individual engages in contributes to dropping out of school. The final item that is significant again reflects upon the importance and relevance of education to the individual in the decision to complete a high school education.

The results of the step-wise discriminant analysis are summarized in Table 15. The following statistics are reported: Wilks-Lambda<sup>3</sup> and RAO's V,<sup>4</sup> the significance levels and change in RAO's V are also docu-

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<sup>3</sup>"A. . . criterion for eliminating discriminant function is to test for the statistical significance of discriminating information not already accounted for by the earlier functions. As each function is derived, starting with no (zero) functions, Wilks-Lambda is computed. Lambda is an inverse measure of the discriminating power in the original variables which have not yet been removed by the discriminant functions" (Nie et al., p. 442). The smaller the Lambda is, the closer one is to the best solution for the discriminant.

<sup>4</sup>"RAO's V is a generalized distance measure. The larger RAO's V, the further apart the combined variables have pushed the groups" (Nie et al., p. 445).

TABLE 15

Summary Table for Stepwise Discriminant Analysis (N = 65)

<u>Items</u>	<u>Wilks Lamda</u>	<u>Sig.</u>	<u>RAO'S V</u>	<u>Sig.</u>	<u>Change in V</u>	<u>Sig.</u>
Most of What They Teach Makes No Sense	.896661	.0090	7.2606	.0071	7.2606	.0071
Language of Books and Magazines	.805496	.0012	15.2127	.0005	7.9520	.0048
Language Spoken at Home	.632607	.0000	36.5880	.0000	21.3753	.0000
Phobic	.591752	.0000	43.4635	.0000	6.8755	.0087
Grade	.554301	.0000	50.6567	.0000	7.1932	.0073
Highest Level of Father's Education	.503827	.0000	62.0430	.0000	11.3863	.0007
Sort of Dances	.471188	0	70.7046	.0000	8.6615	.0033
School Is a Waste of Time	.453485	.0000	75.9240	.0000	5.2194	.0223
Ever Been in Bilingual Program	.427310	0	84.4341	.0000	8.5101	.0035
Bearing Children	.416252	.0000	88.3505	.0000	3.9165	.0478
Are You in Bilingual Program	.406826	0	91.8574	.0000	3.5069	.0611

mented.

The findings indicate that of the items originally selected, that their contribution to the change in RAO's V became non-significant at the level of  $p < .05$ . The final Wilks-Lambda (.407) and the canonical correlation (.770) revealed a high degree of separation resulted from the eleven items included based on the selection of discriminant analysis. The canonical correlation is a measure of the discriminant functions' ability to discriminate the groups. Figure 1 presents the stacked histogram representing the classification of subjects in the two groups on the canonical discriminant function.

A cut-off level of .30 was established for the second variable and seventeen items were selected, as well as the Interpersonal-Sensitivity Subscale were submitted for statistical analysis. Table 16 represents the scale means, standard deviations, and univariate 7-ratios in addition to the display of the significance levels for the item: "Drop Out Consideration." In this analysis, two items were noted to be significant regarding drop out risk. Education and extracurricular activities were reported as important factors in a student considering dropping out of school. The report for the summary of the step-wise discriminant analysis is presented in Table 17. In this analysis there were no significant levels noted. A great degree of separation occurred and the final Wilks-Lambda (.455) and the canonical correlation was reported at the .738 level. The stacked histogram representing the classification and frequency of the responses to the item "Drop Out Consideration" are noted in Figure 2.

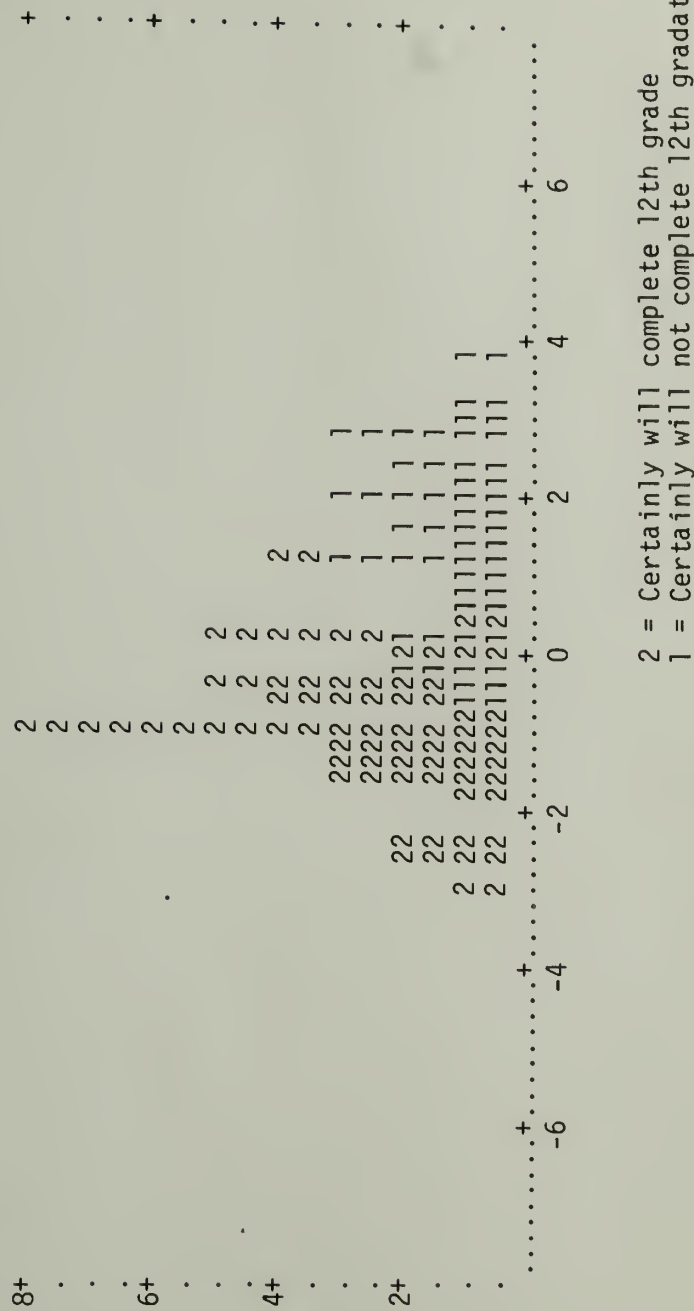


Figure 1. Canonical discriminant function all-groups stacked histogram (N = 65)



TABLE 16

Scale Means, Standard Deviations and Univariate F Ratios  
Have You Considered Dropping Out (N = 65)

<u>Items</u>	<u>YES</u>		<u>NO</u>		<u>Univariate F</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
I Like School .	2.40	1.05	3.08	.70	9.753
Most of What They Teach Makes No Sense	2.25	1.16	2.96	.94	8.092**
Sort of Places You Go To	3.45	1.15	2.91	.97	3.804*
Books and Magazines	3.00	.97	3.28	.94	1.272
Language	3.05	.39	2.76	.65	3.557
Mother Must Sacrifice for Children	1.30	.92	1.56	.89	1.110
Music	2.75	.64	3.02	.84	1.669
Books and Magazines	3.00	.97	3.28	.94	1.272
Important to Be Virgin	3.70	1.49	4.38	.96	4.841
Are You in Bilingual Program	1.85	.37	1.71	.46	1.427
Interpersonal Sensitivity	2.02	.54	2.27	.72	1.894

\*p &lt; .05

\*\*p &lt; .01

TABLE 17

Summary Table for Stepwise Discriminant Analysis (N = 65)

<u>Items</u>	<u>Wilks Lambda</u>	<u>Sig.</u>	<u>RAO'S V</u>	<u>Sig.</u>	<u>Change in V</u>	<u>Sig.</u>
I Like School	.865941	.0027	9.7532	.0018	9.7532	.0018
Most of What They Teach Makes No Sense	.783410	.0005	17.4176	.0002	7.6644	.0056
Sort of Places You Go To	.698581	.0001	27.1828	.0000	9.7651	.0018
Books and Magazines	.650918	.0000	33.7864	.0000	6.6036	.0102
Language	.600018	.0000	41.9968	.0000	8.2104	.0042
Mother Must Sacrifice for Children	.551653	.0000	51.2022	.0000	9.2054	.0024
Music	.520803	.0000	57.9670	.0000	6.7649	.0093
Books and Magazines	.526809	.0000	56.5880	.0000	-1.3790	.2403
Important to Be Virgin	.501368	0	62.6563	.0000	6.0683	.0138
Are You in Bilingual Program	.465312	.0000	72.3932	.0000	9.7369	.0018
Interpersonal Sensitivity	.4823661	0	75.3177	.0000	2.9245	.0872

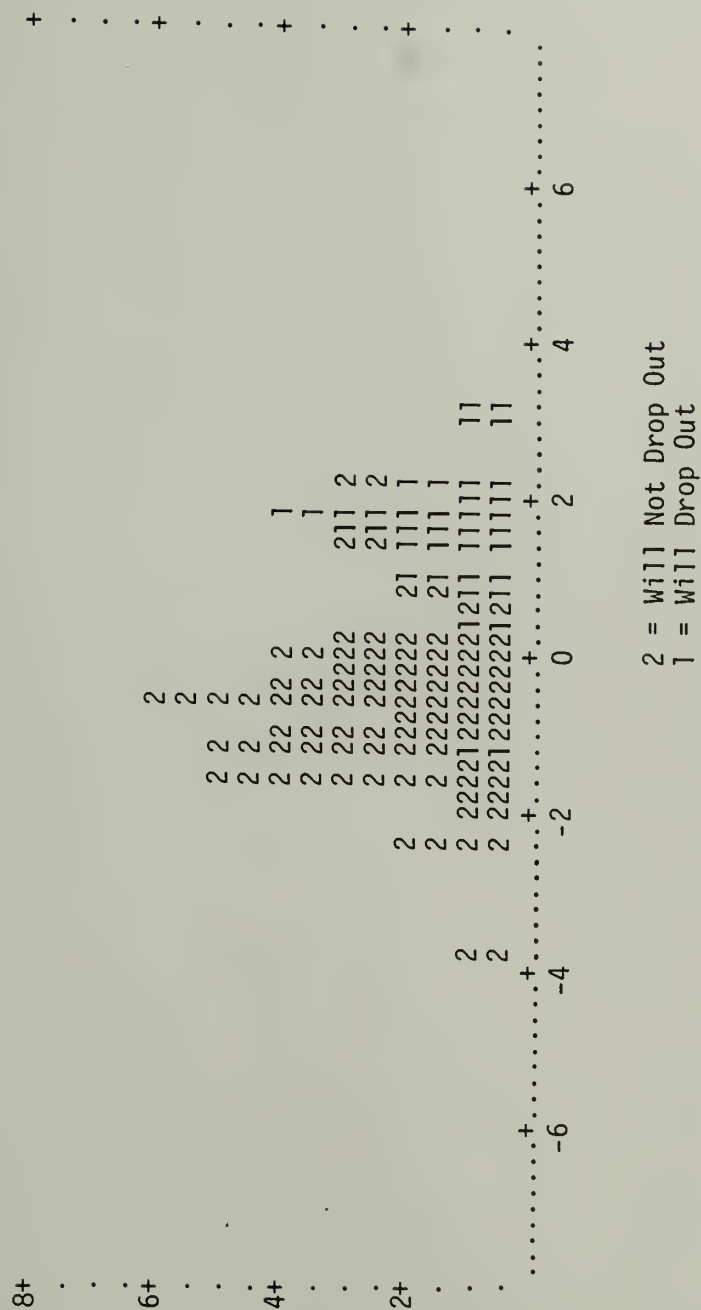


Figure 2. Canonical discriminant function all-groups stacked histogram (N = 65)

## CHAPTER IV

### DISCUSSION

The central purpose of this study was to determine the variables that contribute to dropping out of school among Puerto Rican, adolescent females. It was hypothesized that risk of drop out from high school in this sample would be related to a number of psychological variables--acculturation, sex role attitudes and adjustment. Data were gathered from students enrolled at the tenth and eleventh grade level in a Western Massachusetts public secondary school. The data were analyzed by t-tests, Pearson Correlation and Discriminant Analysis. The format for discussion and interpretation for the significant findings will focus on the dependent variable: Drop Out Risk. The following measures: Behavioral Acculturation, Sex Role Traditionalism, Symptomatology, have been analyzed as predictor variables in the examination of drop out risk.

Correlates of school drop out risk. The measure used to study the drop out risk factor was designed by the investigator for this study. The hypothesis as originally posited was supported: Subjects reporting a low degree of mental health problems would show less risk of dropping out of school as compared to subjects reporting a high degree of mental health problems. The findings reveal significant contributions in the area of drop out risk.

First, there was a strong relationship between anxiety and risk of

dropping out. Hinsie and Campbell (1975) describe anxiety as an affect which differs from other affects in its specific unpleasurable characteristics. Anxiety consists of a somatic, physiological side (disturbed breathing, increased heart activity, vasomotor changes, musculoskeletal disturbances, such as trembling or paralysis, increased sweating, etc.). The psychological side is ". . . a specific conscious inner attitude and a peculiar feeling state characterized by a physically as well as mentally painful awareness of being powerless to do anything about a personal matter; (2) by presentiment of an impending and almost inevitable danger; (3) by a tense and physically exhausting alertness as if facing an emergency; (4) by an apprehensive self-absorption which interferes with an effective and advantageous solution of reality problems; and (5) by an irresolvable doubt concerning the nature of the threatening evil, probability of the actual appearance of the threat, concerning the best objective means of reducing or removing the evil, and concerning one's subjective capacity for making effective use of those means if and when the emergency arises" (p. 49). Anxiety is to be differentiated from fear. Fear is a reaction to a real or threatened danger, while anxiety is more typically a reaction to an unreal or imagined danger.

The second significant finding in this sample was that drop out risk was highly correlated with an overall report of high symptomatology. This finding supports the fact that the high level of functioning required to succeed in educational attainment is slightly impaired. A high degree of distress indicated by the symptomatology scale would create difficulty in concentration and reasoning, as well as, attention to the environment which plays an important role in determining success.



Such distress would also make it more likely to create difficulty in planning for the future. These characteristics are also highlighted by an inability to anticipate the consequences of initial acts or situations, which often but not always, involve interpersonal relations. There would, therefore, be a reluctance to criticize, assert and critically appraise aspects of the environment. These conditions may produce feelings of helplessness and passivity as well as, feelings of estrangement from people and a need for contact.

These findings although obtained with a Puerto Rican, adolescent female sample should not be exclusively generalized to this population. This finding appears to be congruent with the notion that students that are likely candidates for dropping out of school will be experiencing overall distress and anxiety. Therefore it is not only Puerto Rican, adolescent females who experience this symptomatology but students considering dropping out of school in general.

Further presentation in the discussion provides a profile of the Puerto Rican adolescent female at risk for dropping out, based on the discriminant analysis, which attempted to differentiate those low in risk for dropping out from those high in risk for dropping out.

The findings indicate that the first and foremost factor contributing to drop out risk is the relevance of education to the individual. As mentioned earlier Christensted (1975) pointed out that education is an important value in the traditional role for the Puerto Rican female. Therefore, it appears that the educational experience of the mainland Puerto Rican female is not satisfying. The educational experience is not culturally relevant in that it does not acknowledge and meet the

needs of the bilingual-bicultural individual. This fact is also exemplified in the identification of two items from the Behavioral Acculturation Scale contributing to the risk of drop out. The first item identified was the language of books and magazines which address the linguistic differences and highlights the problem of second language acquisition. The second item, "What sort of places do you go out to?", addresses, speculatively, the lack of community resources which assist the individual in maintaining a sociocultural environment which is supportive to the Puerto Rican values, life-styles and relationships. The individual often times does not have resources in his community which reinforce the need for an education. But then again that the life of Puerto Ricans in the United States is one of pretty strong continual personal crises cannot be denied.

In this profile of the high risk adolescent female, the finding reveals that these females are reporting a higher level of Phobic Anxiety. Although a presentation was made earlier of the Anxiety subscale in relation to the drop out risk factor, this scale addresses variants of that symptom. Phobic Anxiety was defined as a persistent fear response to a specific person, place, object or situation which is characterized as being irrational and disproportionate to the stimulus, and which leads to avoidance or escape behavior. The dimension of this symptom cluster is in close agreement with agoraphobia, the dread of open spaces. As a reaction against the impending visit to an open space, against such an eventuality the individual generally remains indoors and prefers to be at home, near the mother or someone possessing a kind, helpful, guiding influence. The Puerto Rican female at risk for drop

out, it appears, does not feel safe and secure in her environment. The individual feels alienated, rejected as she experiences the school environment as hostile which is congruent with some of the research in the area of education regarding the experience of Puerto Rican adolescents.

The level of the grade in which the student was enrolled is a contributing factor. This finding indicates that students in the tenth grade are perhaps more at risk for dropping out when compared to those in the eleventh grade. It appears that a consideration in the decision to drop out would be the number of years remaining to complete high school.

Extra-curricular activities were noted to influence completion of high school. Two items from the Behavioral Acculturation Scale provided evidence for this finding. The items were: "sort of dances" and "sort of places you go to." This finding reflects the need for students to have peer support for the activities they undertake. It would appear that if a student were offered extra-curricular activities in the school environment, she would not be forced to seek that out elsewhere.

The most important factor found to contribute to drop out risk was that, if school was not important to the individual and relevant, the student will not remain in school. In the sample 30% of the females stated a consideration to drop out of school as compared to 70%. In the questionnaire, a hypothetical situation was presented in which the student was asked to respond to the most likely reason for her leaving school prior to the completion of a high school education. The responses were as follow: Family Reasons: Marriage, 9%; Pregnancy, 5%; Family conflicts, 11%; Assist in care of infirmed family members, 6%;

Assist in care of younger siblings, 3%; (2) Financial Reasons: Economic problems in family, 28%; and (3) School-Related Problems: Suspension-Behavioral problems, 9%; Retained in grade, 6%; Prejudice and discrimination, 14%; and Academic performance, 8%.

The subjects were also asked to state future plans. Although it was clear that some students did not commit themselves to any responses given the listing of various plans, the following was reported: College/Career Plans, 73%; Marriage Plans, 13%; and Employment Plans, 21%. Therefore, education appears to be an important value for the students in this sample.

At this point, I would also like to point out data on sibling history of drop out given the finding by the study conducted by La Casa de Puerto Rico, Inc. (1977) whereby a relationship was found between drop out and siblings having left school. In the question regarding male siblings the data indicated that 51% of the sample had brothers who had left school as compared to 47% who did complete high school. The report for female siblings is as bleak as the picture presented for the males, 47% had left school as compared to 46% that finished school.

It is in the schools that Puerto Rican identity has been subjected to the greatest pressures and it is the educational experience on the mainland which for Puerto Ricans is generally bad and from which despair and alienation emerge (Cordasco & Bucchioni, 1973). Nieves-Falcon (1975) has stated that one of the solutions to the crises of Puerto Ricans will necessarily be based on the development of a solid Puerto Rican identity and the prevention of further pillages on his/her culture.



Santiago (1979) in a study of alienation among Puerto Rican adolescents on the mainland found that students at the tenth grade level were reporting alienation from society at large. In general, during this period of individual development, adolescence is a period of an emerging reality which encourages the questioning of values upheld by the family and an initiation process of breaking away from it. The individual is in a transition from child to adult. Changes both physically and psychologically begin to emerge which the student confronts daily.

Expectations begin to emerge as these students must act as adults and begin to assume responsibility for their academic and social performance. As the individual progresses, feelings of estrangement appear to be at their peak level at the tenth grade level. The transition is that from intermediate to secondary school. The demands have changed in that these students must begin to formulate career goals. The academic tracking system requires students to choose either vocational or college preparatory programs to meet their desired objectives. The feelings of estrangement are reduced at the eleventh and twelfth grades and it appears that these students have taken on direction in their lives, have considered completion of high school given their educational investment or that the more alienated have dropped out of the academic setting altogether.

If the more alienated do, in fact, drop out of school, a question arises regarding the "holding power" of the educational system. Is the school system prepared to meet the complex and multiple needs of the Puerto Rican youth? On the contrary, the school system has often highlighted and emphasized their weakness, deficiencies and failures. Inse-



cure and unable to determine their own political and economic future the only recourse Puerto Rican students have had available to them has been to drop out, both physically and emotionally.

Studies indicate that another reason for the incidence of drop outs may be due to the fact that Puerto Rican youth are often pushed into the labor force to provide additional financial income for the support of their families. These individuals will usually be without formal educational credentials or job skills and experience. As a result they are forced to take the most menial and low paying jobs. These are also the jobs most easily mechanized and they are quickly disappearing. Thus, Puerto Rican youth appear to become alienated from the educational process, dropping out of school and joining the ranks of the unemployed.

It is recognized that for most of these adolescents, to identify any one variable as the tip of the iceberg would be an insurmountable task. There are a whole range of problems--poverty, broken homes, inadequate housing and health facilities, and inappropriate educational programs (and insensitive school personnel). The difficulties are further compounded by exposing these adolescents to educators who are insensitive to the bicultural needs of these students.

Behavioral acculturation. The literature indicates that a sudden move into another cultural environment can cause emotional disturbances and, on a continuum of reaction, approach serious psychological trauma. The traditional custom, beliefs and values are modified through interaction with different institutions and individuals in the host culture, mainland United States, but cultural uniqueness will be maintained. Bicul-

tural group membership creates the potential, but not necessarily the actual experience, of divided group loyalty and confusion about the self.

An initial inspection of the results revealed that there was no support for the hypotheses posited regarding acculturation: (1) High acculturated subjects would be significantly lower on sex role traditionalism than low acculturated subjects, (2) High acculturated subjects would present less mental health problems as compared to low acculturated subjects, and (3) High acculturated, as compared to low acculturated, subjects would indicate less risk toward dropping out.

The measure proved to be highly valid and reliable with the Puerto Rican adolescent female population in this sample, but it did not yield statistical support for the hypothesis that level of acculturation would be related to risk of high school drop out.

In Chapter I, it was noted that the study of acculturation requires an examination of the concept from a theoretical view, as well as, from a methodological perspective. Acculturation was stated to be a multidimensional phenomenon. Examination of the literature reveals that there is a dire need to develop experimental tools to properly assess the process of acculturation for Puerto Ricans given their experience of migration to the mainland. Inclan (1979) noted that the work on acculturation and Puerto Ricans completed to this date reveal several conclusions: (1) acculturation is an important factor that needs to be considered further, (2) socioeconomic measures need to be differentiated from psychological and behavioral measures of acculturation, (3) the American and Puerto Rican ends on the continuum of the acculturation

phenomenon appear to be both important considerations. The results of the discriminant analysis did yield marginal support in tapping the experience of acculturation in differentiating the high from the low risk groups in drop out from high school. There were several items from the Behavioral Acculturation Scale that appeared in the discriminant analysis. The items were as follows: "sort of places you go to," "books and magazines," "language," and "music." These items reflect important variables such as language and books/magazines which tap the educational experience on the mainland and contact with the second culture.

Sex role traditionalism. Sex role traditionalism was measured by a scale designed by Soto (1979) specifically to tap the experience of Puerto Rican women living on the mainland United States. The original twenty-one item scale proved to have some limitations with this sample. As Soto (1979) originally pointed out the scale is biased toward educated women and the demanding five-point Likert format may have also been the contributing factor with the adolescent, Puerto Rican sample. This unequivocally stresses the need for the adaptation development and standardization of a scale which addresses the experience of Puerto Rican females on the mainland. This represents a formidable research task due to the operation of a multiplicity of factors associated with societal and cultural differences which influence the reliability, the relevance and the validity of techniques. Among the most obvious issues to be resolved are problems in semantics and alterations in the socio-psychological meaning of words in the translation from one language to another; variations in the definitions, limits and the range of toler-

ance for "normal" and "abnormal" behavior within different societies and cultures; the subtle cultural effects upon the forms and personality disorders and their underlying psychodynamic processes; and, societal differentials related to the individual's set readiness and orientation toward tests.

From the original twenty-one item scale, two scales were devised with the items that were highly correlated. These scales were: Traditional Values Scale and the Liberal Values Scale. No presentation will be made of the Liberal Values Scale since there were no significant overall findings.

The Traditional Value Scale reflected roles/behaviors considered to be traditional within the Puerto Rican culture, as well as, perhaps the ascribed roles/behaviors for women on a universal level. There was no support for the original hypothesis posited. Instead there was a significant correlation between the Traditional Value Scale and the Obsessive-Compulsive symptom cluster. Subjects low in sex role traditionalism, as compared to subjects high in sex role traditionalism, were reporting a high degree of distress. Therefore it is the individual who is beginning to question the traditional sex role values who appears to be at risk for developing mental health pathology.

Shapiro (1965) has described the characteristics of the obsessive-compulsive style: intellectual rigidity, relationship with paranoid style, doubt and uncertainty and over control. It is important for this individual to always be aware of his/her role. Once the role is established in the individual's mind, it becomes a general directive for behavior. The individual, objectively, does not feel that the responsi-



bility for the commands and directives are his/hers. The individual always feels that he/she is reminding him/herself of some compelling objective necessity, some imperative or higher authority than his/her is obliged to serve. This, therefore, limits his/her own free choice.

The pressures and directives with which the obsessive-compulsive person lives are beyond doubt extremely burdensome to him/her, but they are authoritative guides. It provides a framework within which he/she can function relatively comfortably, but outside of which he/she is extremely discomforted.

The obsessive-compulsive is characterized by his/her restriction of affect, "overcontrol," which suggests that these individuals can deliberately or by effort of will restrict or otherwise control their own experience of affect or impulse. Sometimes these individuals experience an unusual impulse or temptation together with a specific kind of anxiety and discomfort. That is the "fear of going crazy," or "losing control." In other words, this experience seems to represent no more than their sensation of a loss or relaxation of "will," and while this experience which from their standpoint may seem like "going crazy," it is by no means equivalent to a loss or breakdown of their defense mechanism.

The narrow, rigid attention of the obsessive-compulsive allows him/her to avoid new information; the individual regards it not as potentially interesting, but only as potentially distracting.

Lidz (1976) points out that just as at other phases of development, adolescents are apt to defend against anxieties by regressing. They seek ways of being cared for by the parents, by being ill, suffering in-



jury, or invoking pity because no one seems to want them. They spend more and more time at home, giving up efforts to become members of the peer groups, where they must be responsible for themselves. These children will then be confronted by adolescence without the adequate preparation in relating beyond the family. The ambivalent feelings toward parents and siblings and the fear that harm may come to them because of hostile feelings are of particular importance. Reaction formation, undoing and isolation are the mechanisms of defense in obsessive ritualization.

Reaction formation concerns the tendency to repress an unacceptable impulse or wish and manifest its opposite. Undoing consists of rituals or prayers that have the magical property of undoing a wish. Isolation has to do with the separation of affect and idea; the idea is somehow deprived of its emotional impact, often by keeping ideas from linking up which would force recognition of consequences and therefore arouse anxiety. It is held that the obsessive and compulsive patterns are attempts to overcome anxiety or to assuage guilt feelings. These individuals need to satisfy or placate the needs of others in order to feel secure through unconsciously resenting the demands they believe others place on them.

This finding supports the work of Canino (1979) who reported that females who consider different role options and who are more open to accomodate, in fact, exhibit the most acute symptomatic behaviors.

Although there were no significant findings between level of acculturation and Traditional values, it is important to note that the latter scale may suffer from its own limitations. Soto (1979) found that As-

sertiveness was related to traditionalism; subjects who were first generation, less educated and more traditional were less assertive. The less assertive the subject, the more symptomatic (and depressed) she tended to be. Although the subject in the sample did not demonstrate symptomatology in the depression cluster, the findings support a relationship to the lessening of traditional values contributing to an increase in pathology. This finding also supports previous research findings which have indicated that there exists an inverse relationship between adherence to Latin American family belief and the development of psychopathology (Fernandez-Pol, 1980; Maldonado-Sierra et al., 1960).

Rendon (1974) noted that the Puerto Rican adolescent responds to the conflict with a typical predominant defense mechanism: dissociation. During adolescence, the main task of achieving a sense of identity is compounded for the Puerto Rican adolescent on the mainland due to the differences in cultural factors. The culture at home and that of the society, more specifically the school, appear to be at odds with each other. Rendon also states that dissociation is the predominant defense in dealing with those conflicts and dissociative phenomenon may be misdiagnosed as schizophrenia because of a lack of understanding.

By and large, the finding that Puerto Rican females are reporting obsessive-compulsive symptomatology is most significant. The environment on the mainland promulgates a change in her traditional values. Her self-esteem is strongly influenced through her interacting with this environment and she has to develop coping mechanisms to master these adaptational crises. In many instances the dominant or first-order value choices of the Puerto Ricans and their resulting behavior clash

strongly with prevailing American social values. This difference between the value profile of the migrating group and the value patterns of the mainland society produces much of the strain while manifests itself in high anxiety levels as the Puerto Rican's sense of identity is undermined; thus the stage is set for the development of mental health problems.

The Puerto Rican female in her attempt to retain her cultural roots, maintain an ethnic identity, as well as, to the ethos of her ancestry will, therefore, construct a schematic structure with obsessive-compulsive traits that will provide the necessary structure to function. Although it appears that this group is questioning the traditional values, the price that will be paid may be at the expense of losing her cultural identity.

Conclusion. In conclusion, among this sample of Puerto Rican females there was substantial relationship between symptomatology and the drop out risk factor. More specifically, Anxiety and Phobic Anxiety symptoms were identified as important contributing factors. These findings support the study by Santiago (1979) in which the females reported estrangement from society at large, ego one, family and peers. Education as noted by Christensen (1975) is an important value ascribed to women in the Puerto Rican culture. Therefore, the implication of this fact would seem to be that education is prized as a sex role traditional value. Although it also appears that the attainment of an education is also used to confine the female in her traditional role.

On the mainland, it appears that the attainment of an education is

not only a problem for Puerto Rican females, but the Puerto Rican population as a whole has to contend with this problem. This society unfortunately has not recognized the right of an education for the Puerto Rican people due to the fact that they have been maintained at the bottom of the social strata. Puerto Rican females cannot aspire to move out and into another reality until the Puerto Rican people have been afforded equal membership into our society. The fate of the Puerto Rican people can only be determined once they have attained the political power necessary to equip themselves to move out of the situation they are presently in.

Overall the results of this research endeavor suggest that a substantial amount of further research in various areas of social and clinical psychology is needed in regards to Puerto Rican adolescent females. Further investigation should examine sociological, psychological, cultural and political factors in understanding the problems Puerto Rican adolescents on the mainland given their exposure to the dominant society.

Implications and future research. An educational implication would be to provide a Puerto Rican female counselor to bolster the role of education in the overall development of the adolescent female. This would provide a model and support, reinforce their Puerto Rican ethnic identity. This individual would also facilitate the acquisition of an education in the direction of a specific and instructional nature to be effective in helping these youngsters with school work, problems and identifying careers. This individual could also provide training and con-



sultation to the school personnel in meeting the unique bilingual-bicultural needs of Puerto Rican adolescent females.

A clinical implication would be to develop a counseling model to promote adjustment in Puerto Rican females and to enhance their bicultural survival skills. In an effort to promulgate biculturalism, sessions in ethnic value clarification would be helpful. In this process, students could learn about those aspects that are particular to their Puerto Rican culture, as well as those in contrast in the dominant North American society. These students could also benefit from skills in network utilization to enable them to seek out sources of information and support.

Overall the results of this research endeavor suggest that a substantial amount of work is necessary in understanding the factors that contribute to drop out among Puerto Rican adolescent females. It is a multi-dimensional problem that requires a close inspection of the factors, societal and psychological, that constitute the problem.

Future research on acculturation should begin to address the problem from the perspective of the individual. That is, how much does the individual prize or not prize the acquisition of another culture? Does the family encourage or discourage acquisition of values of the second culture? It appears that the research in acculturation has focused on a linear model in the attempt to measure the extent of contact with the second culture. It would be interesting to examine the motivational factors in the extent of the contact with the second culture.

The need for a sex-role scale to adequately measure the experience of mainland, Puerto Rican women was highlighted earlier in this study.



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## APPENDIX A

### Parental Consent Form

Dear Parents:

This is to notify you that your daughter has been selected to participate in a study being conducted by Nydia I. Santiago at \_\_\_\_\_ High School in collaboration with Title VII.

Miss Santiago formerly worked as a guidance counselor at \_\_\_\_\_ High School. The goals of the study are to find better ways to service the Hispanic female in counseling. The students will be asked to complete a questionnaire to survey their opinions and attitudes.

Miss Santiago will meet with the students during school hours for two class periods.

All the information obtained is confidential and will be used solely for the purpose of this study.

In order to obtain the student's participation in this study we ask that the attached form be returned as soon as possible. If you have any questions regarding the nature of this study, please feel free to contact Miss Santiago during her visit to the high school.

Thank you for your cooperation and interest in this matter.

-----

We hereby give our consent to have our daughter, \_\_\_\_\_, participate in the study being conducted by Nydia I. Santiago, at \_\_\_\_\_ High School. We understand that the purpose of the study will be to survey the opinions and attitudes of the Hispanic females. We understand that we can, at any time, withdraw our consent and our daughter's participation in the study, if we so wish. We agree to meet with Miss Santiago if we withdraw our daughter's participation and discuss our reasons for this action. We also understand that we may meet with Miss Santiago during her visits to the high school if we have any questions regarding this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

### Forma Para Permiso de Padres

Estimados Padres:

Le envío la siguiente carta para informarle que su hija ha sido seleccionada para participar en un estudio que se llevara acabo en la escuela superior de \_\_\_\_\_ en colaboración con el Titulo VII.

Este trabajo se llevara acabo por la Srta. Nydia I. Santiago, quien trabajo como consejera en la escuela superior. El estudio se dedicara a ver como se le puede proveer mejor servicios en consejería a la estudiante hispana. Se le pedira a los estudiantes que completen un cuestionario guiado a evaluar las opiniones y actitudes de ellas.

La Srta. Santiago se reunira con los estudiantes y los entrevistara durante las horas escolares durante dos períodos de clase.

La información que se obtenga sera confidencial y se usara solamente para el proposito de esta encuesta.

Necesitamos que su hija pueda participar en la encuesta y le pedimos que nos devuelva la siguiente parte de esta carta. Es importante que todas las estudiantes participen en esta encuesta ya que queremos ver o' mejor buscar la forma de ayudar el estudiante Hispana en este escuela.

Sí en algun momento desean saber mas información sobre el estudio puede hacer contacto con la Srta. Santiago durante las visitas de ella a la escuela.

Gracias anticipadas por su cooperación y continuo interes en estos asuntos.

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Permitíre a mi hija, \_\_\_\_\_, participar en la encuesta que se llevara acabo por la Srta. Nydia I. Santiago, en la escuela superior de \_\_\_\_\_. Entiendo el proposito del estudio y que podemos ponernos en contacto con ella sí queremos mas información. Entendemos tambien que podemos retirar la participación de nuestra hija y hablar con ella sobre nuestras razones por haber tomado esta medida.

Firma: \_\_\_\_\_

Fecha: \_\_\_\_\_

## APPENDIX C

### Introduction for Participation

For the purposes of this study, your participation will consist of contributing two of your class periods (approximately 90 minutes) during school hours for the completion of a questionnaire. During this time you will be asked to share your attitudes and opinions about Puerto Rican adolescent females.

You will be requested to identify yourself on this questionnaire. Upon completion of the administration of the questionnaires, the names will be removed from the forms. This method will insure the confidentiality of those of you who are participating in the study. Your participation will end with this task.

Upon completion of the administration of the questionnaires, specific times will then be arranged so that the major goals and the purpose of this study can be thoroughly explained. At that time any questions or comments you might have will be welcomed.

If for any reason you wish to withdraw your participation, you are free to do so. Times will be arranged for you to discuss your decision to withdraw from the study with the investigator.

All the information gathered from you will be destroyed upon completion of this study.

### Student Consent Form

I hereby give my consent to participate in the study being conducted by Nydia I. Santiago, with the understanding that I can, at any time, withdraw my consent and participation if I so wish. I agree that if I decide to do so I will meet with Miss Santiago at another time to discuss the reasons for my withdrawal from the study.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX D

### Presentación Para Participación

Para los propósitos de este estudio, su participación consistirá de contribuir dos períodos de clase (aproximadamente 90 minutos) durante horas escolares para completar un cuestionario. Durante ese tiempo se le pedirá que comparta su actitudes y opiniones sobre adolescentes puertorriqueñas.

Se le pedirá que se identifiquen en este cuestionario. Al terminar de administrar todos los cuestionarios, las formas con los nombres serán removidos. De esta manera aseguramos la mayor confidencialidad para los estudiantes que están participando en el estudio. Su participación terminará con esta tarea.

Al momento que se haya completado la administración de los cuestionarios, se harán arreglos para que la investigadora del estudio regrese y le hable a ustedes sobre el propósito de este estudio. Le invito a comentar, compartir o hacer preguntas que puedan tener sobre el estudio en ese momento.

Sí por alguna razón quieren retirarse del estudio, cual pueden hacer sí lo desean, le pedire que se reúnan conmigo para darme la oportunidad para discutir las razones por haber retirado su participación.

Toda la información que obtenga de usted será destruida al completarse este estudio.

### Forma De Consentimiento

Doy mi consentimiento para participar en el estudio que está conduciendo Nydia I. Santiago y entiendo que puedo, en cualquier momento, retirar este consentimiento y mi participación sí lo deseo. Estoy de acuerdo en reunirme con ella en otro momento para discutir con ella mis razones por haber retirado mi participación en este proyecto.

Firma: \_\_\_\_\_

Fecha: \_\_\_\_\_



## APPENDIX E

### Presentation Format

The subjects will be informed that the purpose of this study is to survey the attitudes and opinions among Puerto Rican females enrolled in the tenth and eleventh grades.

The experimenter will proceed by distributing the questionnaire booklets and pencils.

The experimenter will ask the students (respondents) to complete the responses to the questions on the cover page. The experimenter will then ask the students to read along while the experimenter reads the questions aloud. The experimenter will instruct the respondents to locate the answer choices. The experimenter will ask the subjects if they have any difficulty understanding how they are to mark their answers in the booklet. The experimenter will provide no further instructions or clarification for the students once they have begun their task. The subjects will be informed that they will have until the end of their second class period to complete the questionnaire. The experimenter will follow the instructions in the captions in both English and Spanish.

## APPENDIX F

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Sex

\_\_\_\_\_  
Grade

- Are you in the Bilingual program now? (Check one)  
1. \_\_\_\_ Yes    2. \_\_\_\_ No
- Have you ever been in the Bilingual program? (Check one)  
1. \_\_\_\_ Yes    2. \_\_\_\_ No
- Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                         month      day      year
- Place of Birth: \_\_\_\_\_  
                         city/town                                  state
- How many years did you live in Puerto Rico? (If you never lived  
in Puerto Rico go to question #9)  
  
\_\_\_\_\_ years
- Where did you live just before you came to the mainland?  
  
\_\_\_\_\_  
                                 city/town
- How many years did you attend school in Puerto Rico? \_\_\_\_\_ years
- Check all the grades you attended in Puerto Rico.  
  
1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_  
7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_
- How many years have you lived on the mainland? \_\_\_\_\_ years
- Where have you lived most of the time on the mainland?  
  
\_\_\_\_\_  
                                 state
- Check all the grades that you have completed on the mainland.  
  
1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_  
7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_
- How many years have you lived in Holyoke? \_\_\_\_\_ years
- Do you have any plans to return to Puerto Rico? 1. \_\_\_\_ Yes 2. \_\_\_\_ No  
  
If you answered yes, when?

14. What is the highest level of education your father reached?  
(Check one)

- 1. ☐ Under 7 years of schooling
- 2. ☐ Junior High School (7-9th grade)
- 3. ☐ Partial High School (10-11th grade)
- 4. ☐ High School Graduate
- 5. ☐ Partial College Training
- 6. ☐ College/University Graduate
- 7. ☐ Completed Graduate Professional Training
- 8. ☐ I don't know

15. What is the highest level of education your mother reached?

- 1. ☐ Under 7 years of schooling
- 2. ☐ Junior High School (7-9th grade)
- 3. ☐ Partial High School (10-11th grade)
- 4. ☐ High School Graduate
- 5. ☐ Partial College Training
- 6. ☐ College/University Graduate
- 7. ☐ Completed Graduate Professional Training
- 8. ☐ I don't know

16. If you answered questions #14 & 15 by checking off: "I don't know", then answer question #16.

Please state the highest level of education of your present guardian. (State the relationship of this person to you)

- 
- 1. ☐ Under 7 years of schooling
  - 2. ☐ Junior High School (7-9th grade)
  - 3. ☐ Partial High School (10-11th grade)

4. \_\_\_\_ High School Graduate
5. \_\_\_\_ Partial College Training
6. \_\_\_\_ College/University Graduate
7. \_\_\_\_ Completed Graduate Professional Training
8. \_\_\_\_ I don't know

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Instructions: In the following questions please mark an X in the column that applies to you.

	<u>Spanish all the time</u>	<u>Spanish most of the time</u>	<u>Spanish &amp; English equally</u>	<u>English most of the time</u>	<u>English all the time</u>
17. Which language do you prefer to speak?	_____	_____	_____	_____	_____
18. What language do you speak at home?	_____	_____	_____	_____	_____
19. What language do you speak in school?	_____	_____	_____	_____	_____
20. What language do you speak at work?	_____	_____	_____	_____	_____
21. What language do you speak with friends?	_____	_____	_____	_____	_____
22. In what language are the T.V. programs that you watch?	_____	_____	_____	_____	_____
23. In what language are the radio stations that you listen to?	_____	_____	_____	_____	_____
24. In what language are the books and maga- zines you read?	_____	_____	_____	_____	_____



	<u>Puerto Rican all the time</u>	<u>Puerto Rican most of the time</u>	<u>Puerto Rican at times and American other times</u>	<u>American most of the time</u>	<u>American all of the time</u>
25. What sort of music do you listen to?	_____	_____	_____	_____	_____
26. What sort of dances do you dance?	_____	_____	_____	_____	_____
27. What sort of places do you go out to?	_____	_____	_____	_____	_____
28. What sort of recreation do you engage in?	_____	_____	_____	_____	_____

	<u>Completely Puerto Rican</u>	<u>Mostly Puerto Rican</u>	<u>Mixed: Some- times and others American</u>	<u>Mostly American</u>	<u>Completely American</u>
29. My way of cele- brating birthdays is:	_____	_____	_____	_____	_____
30. My way of relating to my fiancée is:	_____	_____	_____	_____	_____
31. The gestures I use in talking are:	_____	_____	_____	_____	_____

Instructions: Sometimes life is not as we really want it. If you could have your way, how would you like the following aspects of your life to be?

	<u>I would wish this to be completely Puerto Rican.</u>	<u>I would wish this to be mostly Puerto Rican</u>	<u>I would wish this to be both Puerto Rican and American</u>	<u>I would wish this to be mostly American</u>	<u>I would wish this to be completely American</u>
32. Food:	_____	_____	_____	_____	_____
33. Language:	_____	_____	_____	_____	_____
34. Music:	_____	_____	_____	_____	_____

	I would wish this to be completely Puerto Rican	I would wish this to be mostly Puerto Rican	I would wish this to be both Puerto Rican and American	I would wish this to be mostly American	I would wish this to be completely American
35. Television:	_____	_____	_____	_____	_____
36. Books/ Magazines:	_____	_____	_____	_____	_____
37. Dances:	_____	_____	_____	_____	_____
38. Radio Programs:	_____	_____	_____	_____	_____
39. Way of cele- brating birthdays:	_____	_____	_____	_____	_____
40. Way of cele- brating weddings:	_____	_____	_____	_____	_____

Instructions: Circle the number which best states how you feel about each of the following statements.

	Agree Strongly	Agree Mildly	Neither Agree nor Disagree	Disagree Mildly	Disagree Strongly
41. Cursing and using bad words are worse in the speech of a woman than in the speech of a man.	1	2	3	4	5
42. Under modern economic conditions, with women working outside the home, men should share in household work such as washing the dishes and doing the laundry.	1	2	3	4	5
43. It is insulting to women to have to agree, during the marriage ceremony, to "obey" their husbands for the rest of their lives.	1	2	3	4	5
44. Women should take their rightful place in business and the professions along with men.	1	2	3	4	5
45. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	1	2	3	4	5
46. Women should be given equal opportunity with men to learn the various trades.	1	2	3	4	5

	<u>Agree Strongly</u>	<u>Agree Mildly</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree Mildly</u>	<u>Disagree Strongly</u>
47. Women earning as much as their dates should share the expense equally when they go out together.	1	2	3	4	5
48. Sons in a family should be given more encouragement to go to college than daughters.	1	2	3	4	5
49. A woman who refuses to bear children has failed in her duty to her husband.	1	2	3	4	5
50. Women should not be allowed to hold political offices that involve great responsibility.	1	2	3	4	5
51. It is all right for women to work, but men will always be the basic breadwinners.	1	2	3	4	5
52. A woman should be expected to change her name when she gets married.	1	2	3	4	5
53. It is not important for a woman to be a virgin when she gets married.	1	2	3	4	5
54. Sex is all right as long as the woman is married to the man.	1	2	3	4	5
55. There is nothing wrong with an unmarried woman leaving her parent's home to get her own apartment.	1	2	3	4	5
56. A woman should be careful about what she does in public because people will talk about her and this will bring shame on her and her family.	1	2	3	4	5
57. It is the job of the man to protect and take care of his woman.	1	2	3	4	5
58. A good mother will have to sacrifice most of her life for her children.	1	2	3	4	5
59. Women have just as much right to show their anger as men.	1	2	3	4	5
60. A married woman should not participate in activities outside of her home; her only job is to take care of her husband, home, and children.	1	2	3	4	5
61. Daughters have to be more protected sexually than sons.	1	2	3	4	5

## COMMENTS:

Instructions: Below is a list of problems and complaints that people sometimes have. Read each one carefully, and CIRCLE THE NUMBER that best describes HOW MUCH DISCOMFORT THAT PROBLEM HAS CAUSED YOU DURING THE PAST FEW MONTHS, INCLUDING TODAY. Please do not skip any items.

	<u>Not at all</u>	<u>A little bit</u>	<u>Moderately</u>	<u>Quite a bit</u>	<u>Extremely</u>
62. Headaches . . . . .	1	2	3	4	5
63. Nervousness or shaking inside . . . . .	1	2	3	4	5
64. Repeated unpleasant thoughts that will not leave your mind . . . . .	1	2	3	4	5
65. Faintness or dizziness . . . . .	1	2	3	4	5
66. Loss of sexual interest or pleasure . . . . .	1	2	3	4	5
67. Feeling critical of others . . . . .	1	2	3	4	5
68. Trouble remembering things . . . . .	1	2	3	4	5
69. Worried about sloppiness or carelessness . . . . .	1	2	3	4	5
70. Feeling easily annoyed or irritated . . . . .	1	2	3	4	5
71. Pains in heart or chest . . . . .	1	2	3	4	5
72. Feeling afraid in open spaces or the streets . . . . .	1	2	3	4	5
73. Feeling low in energy or slowed down . . . . .	1	2	3	4	5
74. Thoughts of ending your life . . . . .	1	2	3	4	5
75. Trembling . . . . .	1	2	3	4	5
76. Poor appetite . . . . .	1	2	3	4	5
77. Crying easily . . . . .	1	2	3	4	5
78. Feeling shy or uneasy with the opposite sex . . . . .	1	2	3	4	5
79. Feelings of being trapped or caught . . . . .	1	2	3	4	5
80. Suddenly scared for no reason . . . . .	1	2	3	4	5
81. Temper outbursts that you could not control . . . . .	1	2	3	4	5
82. Blaming yourself for things . . . . .	1	2	3	4	5
83. Pains in lower back . . . . .	1	2	3	4	5
84. Feeling blocked in getting things done . . . . .	1	2	3	4	5

	Not at all	A little bit	Moderately	Quite a bit	Extremely
85. Feeling lonely . . . . .	1	2	3	4	5
86. Feeling blue . . . . .	1	2	3	4	5
87. Worrying too much about things . . . . .	1	2	3	4	5
88. Feeling no interest in things . . . . .	1	2	3	4	5
89. Feeling fearful . . . . .	1	2	3	4	5
90. Your feelings being easily hurt . . . . .	1	2	3	4	5
91. Feeling others do not understand you or are unsympathetic . . . . .	1	2	3	4	5
92. Feeling that people are unfriendly or dislike you . . . . .	1	2	3	4	5
93. Having to do things very slowly to insure correctness . . . . .	1	2	3	4	5
94. Heart pounding or racing . . . . .	1	2	3	4	5
95. Nausea or upset stomach . . . . .	1	2	3	4	5
96. Feeling inferior to others . . . . .	1	2	3	4	5
97. Soreness of your muscles . . . . .	1	2	3	4	5
98. Trouble falling asleep . . . . .	1	2	3	4	5
99. Having to check and doublecheck what you do . . . . .	1	2	3	4	5
100. Difficulty making decisions . . . . .	1	2	3	4	5
101. Feeling afraid to travel on buses or trains . . . . .	1	2	3	4	5
102. Trouble getting your breath . . . . .	1	2	3	4	5
103. Hot or cold spells . . . . .	1	2	3	4	5
104. Having to avoid certain things, places or activities because they frighten you . . . . .	1	2	3	4	5
105. Your mind going blank . . . . .	1	2	3	4	5
106. Numbness or tingling in parts of your body . . . . .	1	2	3	4	5
107. A lump in your throat . . . . .	1	2	3	4	5
108. Feeling hopeless about the future . . . . .	1	2	3	4	5
109. Trouble concentrating . . . . .	1	2	3	4	5
110. Feeling weak in parts of your body . . . . .	1	2	3	4	5
111. Feeling tense or keyed up . . . . .	1	2	3	4	5
112. Heavy feelings in your arms and legs . . . . .	1	2	3	4	5
113. Thoughts of death or dying . . . . .	1	2	3	4	5
114. Overeating . . . . .	1	2	3	4	5
115. Feeling uneasy when people are watching or talking about you . . . . .	1	2	3	4	5
116. Having urges to beat, injure or harm someone . . . . .	1	2	3	4	5
117. Awakening in the early morning . . . . .	1	2	3	4	5
118. Having to repeat the same actions such as touching, counting, washing . . . . .	1	2	3	4	5



	Not at all	A little bit	Moderately	Quite a bit	Extremely
119. Sleep that is restless or disturbed . . . . .	1	2	3	4	5
120. Having urges to break or smash things . . . . .	1	2	3	4	5
121. Feeling very self-conscious with others . . . . .	1	2	3	4	5
122. Feeling uneasy in crowds, such as shopping or at a movie . . . . .	1	2	3	4	5
123. Feeling everything is an effort . . . . .	1	2	3	4	5
124. Spells of terror or panic . . . . .	1	2	3	4	5
125. Feeling uncomfortable about eating or drinking in public . . . . .	1	2	3	4	5
126. Getting into frequent arguments . . . . .	1	2	3	4	5
127. Feeling nervous when you are left alone . . . . .	1	2	3	4	5
128. Feeling so restless you couldn't sit still . . . . .	1	2	3	4	5
129. Feelings of worthlessness . . . . .	1	2	3	4	5
130. The feeling that something bad is going to happen to you . . . . .	1	2	3	4	5
131. Shouting or throwing things . . . . .	1	2	3	4	5
132. Feeling afraid that you will faint in public . . . . .	1	2	3	4	5
133. Thoughts and images of a frightening nature . . . . .	1	2	3	4	5
135. Feelings of guilt . . . . .	1	2	3	4	5

-----

FOR THE FOLLOWING, CIRCLE THE NUMBER WHICH BEST  
DESCRIBES HOW MUCH DISCOMFORT THE PROBLEM HAS  
EVER CAUSED YOU (NOT JUST IN THE LAST FEW MONTHS).

136. "ataques" or attacks . . . . .	1	2	3	4	5
137. hypertension or high blood pressure . . . . .	1	2	3	4	5
138. asthma . . . . .	1	2	3	4	5
139. bronchitis . . . . .	1	2	3	4	5
140. arthritis . . . . .	1	2	3	4	5
141. If there are any other things that have given you problems, please mention them in the following section.					

COMMENTS:

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The following are some statements that people have different feelings about. Read each sentence and decide whether you: STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), or STRONGLY DISAGREE (SD). Then CIRCLE the answer that tells how you feel about it.

THERE ARE NO RIGHT OR WRONG ANSWERS. JUST MARK HOW YOU REALLY FEEL.

- |  |    |   |   |    |
|--|----|---|---|----|
| 142. School does not teach a person anything that helps in life or helps to get a job. | SA | A | D | SD |
| 143. School is a waste of time.  | SA | A | D | SD |
| 144. School is just a way of keeping young people out of the way.                      | SA | A | D | SD |
| 145. I like school.  | SA | A | D | SD |
| 146. Most of the stuff I am told in school just does not make sense to me.             | SA | A | D | SD |
- 

Indicate how likely it seems to you that you will complete the following levels of school (education).

147. You will finish tenth grade (if you are in eleventh grade go to question #148). [Circle one]
- Very certain I will complete 10th grade.
  - Probably I will complete 10th grade.
  - Probably I will not complete 10th grade.
  - Very certain I will not complete 10th grade.
148. You will finish eleventh grade (everyone should answer this question). [Circle one]
- Very certain I will complete 11th grade.
  - Probably I will complete 11th grade.
  - Probably I will not complete 11th grade.
  - Very certain I will not complete 11th grade.
149. You will finish twelfth grade (everyone should answer this question). [Circle one]
- Very certain I will complete 12th grade.
  - Probably I will complete 12th grade.
  - Probably I will not complete 12th grade.
  - Very certain I will not complete 12th grade.
-

150. Have you ever considered dropping out of school?

1. \_\_\_\_\_ Yes    2. \_\_\_\_\_ No

151. As you know some people leave school before getting a high school diploma. Suppose this were to happen to you; what would be the most likely reason that you would have to do so? Consider that this may happen to you whether or not you expect that this will be true for you.

PLEASE CIRCLE ONE OF THE FOLLOWING REASONS AND EXPLAIN YOUR ANSWER AS COMPLETELY AS YOU CAN IN THE SPACE PROVIDED.

a. Family Reasons:

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b. Financial Reasons:

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c. School-related Reasons:

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d. Other Reasons: (please explain)

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152. Do you work after school?

1. \_\_\_\_\_ Yes    2. \_\_\_\_\_ No

153. Do you currently have a boyfriend?

1. \_\_\_\_\_ Yes    2. \_\_\_\_\_ No

154. Have any of your brothers dropped out of school?

1. \_\_\_\_\_ Yes    2. \_\_\_\_\_ No    3. \_\_\_\_\_ I don't have any brothers.

155. Have any of your sisters dropped out of school?

1. \_\_\_\_\_ Yes    2. \_\_\_\_\_ No    3. \_\_\_\_\_ I don't have any sisters.

156. What do you plan to do after you complete your high school education?

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## APPENDIX G

Nombre \_\_\_\_\_

Dirección \_\_\_\_\_

Ciudad \_\_\_\_\_ Estado \_\_\_\_\_

teléfono \_\_\_\_\_

Sexo \_\_\_\_\_

Grado \_\_\_\_\_



1. ¿Estas en el programa bilingüe actualmente? (Marca uno)  
1. \_\_\_\_ Si    2. \_\_\_\_ No
2. ¿Has estado en el programa bilingüe alguna vez? (Marca uno)  
1. \_\_\_\_ Si    2. \_\_\_\_ No
3. Fecha de nacimiento: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
mes                      día                      año
4. Lugar de nacimiento: \_\_\_\_\_  
ciudad/pueblo                      estado
5. ¿Cuántos años vivistes en Puerto Rico? \_\_\_\_\_ años  
(Si nunca has vivido en P.R., pasa a la pregunta #9)
6. ¿Donde vivías antes de venir a los Estados Unidos?  
\_\_\_\_\_  
ciudad/pueblo
7. ¿Cuántos años estuvistes en la escuela en Puerto Rico? \_\_\_\_\_ años
8. Marca todos los grados que completastes en Puerto Rico?  
1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_  
7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_
9. ¿Cuántos años has vivido en los Estados Unidos? \_\_\_\_\_ años
10. ¿Donde has vivido la mayor parte del tiempo en los Estados Unidos?  
\_\_\_\_\_  
estado
11. Marca todos los grados que has completado en los Estados Unidos.  
1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_  
7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_
12. ¿Cuántos años has vivido en Holyoke? \_\_\_\_\_ años
13. ¿Tienes algunos planes de regresar a Puerto Rico? 1. \_\_\_\_ Si    2. \_\_\_\_ No  
Sí contestastes que si, cuando?

14. ¿Cual es el grado de educación mas alto que alcanzo tu padre?  
(Marca uno)

1. \_\_\_\_\_ menos de sexto grado
2. \_\_\_\_\_ Escuela Intermedia (de 7-9 grado)
3. \_\_\_\_\_ algunos grados de escuela superior (10-11 grado)
4. \_\_\_\_\_ Graduación de escuela superior
5. \_\_\_\_\_ algun entrenamiento de universidad
6. \_\_\_\_\_ Graduado de universidad
7. \_\_\_\_\_ Completo entrenamiento a nivel graduado professional
8. \_\_\_\_\_ No se

15. ¿Cual es el grado de educación mas alto que alcanzo tu madre?  
(Marca uno)

1. \_\_\_\_\_ menos de sexto grado
2. \_\_\_\_\_ Escuela Intermedia (de 7-9 grado)
3. \_\_\_\_\_ algunos grados de escuela superior (10-11 grado)
4. \_\_\_\_\_ Graduacion de escuela superior
5. \_\_\_\_\_ algun entrenamiento de universidad
6. \_\_\_\_\_ Graduado de universidad
7. \_\_\_\_\_ Completo entrenamiento a nivel graduado profesional
8. \_\_\_\_\_ No se

16. Sí contestastes las preguntas #14 & 15 marcando "No se", entonces debes contestar la pregunta #16.

Por favor indica cual es el grado de educacion mas alto de tu encargado. (Indica la relación de esta persona a ti.)

- 
1. \_\_\_\_\_ menos de sexto grado
  2. \_\_\_\_\_ escuela Intermedia (de 7-9 grado)
  3. \_\_\_\_\_ algunos grados de escuela superior (10-11 grado)

4. \_\_\_\_\_ Graduacion de escuela superior  
 5. \_\_\_\_\_ algun entrenamiento de universidad  
 6. \_\_\_\_\_ Graduado de universidad  
 7. \_\_\_\_\_ Completo entrenamiento a nivel graduado profesional  
 8. \_\_\_\_\_ No se

Instrucciones: En las siguientes preguntas haga una cruz (X) en la columna que mas se aplique a usted.

	<u>Español todo el tiempo</u>	<u>Español la mayor parte del tiempo</u>	<u>Español e ingles a partes iguales</u>	<u>Ingles la mayor parte del tiempo</u>	<u>Ingles todo el tiempo</u>
17. ?Que idioma usted prefiere hablar?	_____	_____	_____	_____	_____
18. ?Que idioma habla usted en su casa?	_____	_____	_____	_____	_____
19. ?Que idioma habla usted en la escuela?	_____	_____	_____	_____	_____
20. ?Que idioma habla usted en el trabajo?	_____	_____	_____	_____	_____
21. ?Que idioma habla usted con sus amigos?	_____	_____	_____	_____	_____
22. ?En que idioma son los programas de T.V. que usted mira?	_____	_____	_____	_____	_____
23. ?En que idioma son las estaciones de radio que usted escucha?	_____	_____	_____	_____	_____
24. ?En que idioma son los libros y revistas que usted lee?	_____	_____	_____	_____	_____

	<u>Latina/o todo el tiempo</u>	<u>Latina/o la mayor parte del tiempo</u>	<u>A veces latina y otras veces americana</u>	<u>America- na/o la mayor parte del tiempo</u>	<u>America- na/o todo el tiempo</u>
25. ?Que tipo de musica escucha usted?	_____	_____	_____	_____	_____
26. ?Que tipo de bailes baila usted?	_____	_____	_____	_____	_____
27. ?Que tipo de lugares va Ud. cuando sale?	_____	_____	_____	_____	_____
28. ?Que tipo de recreación par- ticipa Ud.?	_____	_____	_____	_____	_____
			Mixta: algunas veces latina/o otros america- na/o	Mayor- mente america- na/o	Completa- mente america- na/o
29. Mi manera de celebrar cumple- años es:	_____	_____	_____	_____	_____
30. Mi manera de llevar el noviasgo es:	_____	_____	_____	_____	_____
31. Los gestos que yo uso al hablar son:	_____	_____	_____	_____	_____

Instrucciones: A veces uno no puede vivir como quisiera. Si usted pudiera elegir libremente, ?como quisiera que fueron los siguientes aspectos y costumbres en su vida?

	Yo quisiera que esto fuera siempre latino	Yo quisiera que esto fuera casi siempre latino	Yo quisiera que esto fuera una combinacion entre latino y americano	Yo quisiera que esto fuera casi siempre americano	Yo quisiera que esto fuera siempre americano
32. Comidas:	_____	_____	_____	_____	_____
33. Idioma:	_____	_____	_____	_____	_____
34. Musica:	_____	_____	_____	_____	_____
35. Programas de T.V.:	_____	_____	_____	_____	_____
36. Libros/Revistas:	_____	_____	_____	_____	_____
37. Bailes:	_____	_____	_____	_____	_____
38. Programas de radio:	_____	_____	_____	_____	_____
39. Manera de celebrar cumpleaños:	_____	_____	_____	_____	_____
40. Manera de celebrar bodas:	_____	_____	_____	_____	_____

Instrucciones: Circule el numero que corresponde a como usted opina acerca de los siguientes.

	Estoy muy en acuerdo	Estoy un poco en acuerdo	No estoy de acuerdo ni en desacuerdo	Estoy un poco en desacuerdo	Positivamente no estoy de acuerdo
41. Maldecir y usar malas palabras luce peor en el lenguaje de la mujer que en el lenguaje del hombre.	1	2	3	4	5
42. En esta vida moderna y economica con la mujer trabajando afuera del hogar, el hombre debe ayudar en los trabajos de la casa, tales como lavar los trastes y la ropa.	1	2	3	4	5



	<u>Estoy muy en acuerdo</u>	<u>Estoy un poco en acuerdo</u>	<u>No estoy de acuerdo ni en desacuerdo</u>	<u>Estoy un poco en desacuerdo</u>	<u>Positivamente no estoy de acuerdo</u>
43. Es un insulto a la mujer tener que ponerse de acuerdo a "obedecer" a su marido por el resto de su vida en la ceremonia del matrimonio.	1	2	3	4	5
44. Las mujeres deben tener igual derecho que el hombre en el negocio y las profesiones.	1	2	3	4	5
45. La mujer no debe esperar ir a los mismos lugares y tener la misma libertad de acción que el hombre.	1	2	3	4	5
46. A la mujer se le debe dar igual oportunidad que al hombre para aprender varios oficios.	1	2	3	4	5
47. La mujer que gana un salario igual a su compañero debe cooperar igualmente con los gastos cuando salen juntos.	1	2	3	4	5
48. Los hijos en la familia se deben aconsejar mas que vayan a la universidad que a las hijas.	1	2	3	4	5
49. Una mujer que se niega a tener hijos ha fallado en su deber con esposo.	1	2	3	4	5
50. A la mujer no se le debe permitir tomar puestos politicos que envuelven grandes responsabilidades.	1	2	3	4	5
51. Esta bien que la mujer trabaje pero el hombre debe siempre ser el ganador del pan de la familia.	1	2	3	4	5
52. La mujer debe cambiarse el apellido cuando se casa.	1	2	3	4	5
53. No es importante que la mujer sea virgen/señorita cuando se case.	1	2	3	4	5
54. El acto sexual es correcto siempre y cuando que la mujer este casada con el hombre.	1	2	3	4	5
55. Esta correcto que una muchacha soltera deje el hogar de sus padres, y se mude a un apartamento sola.	1	2	3	4	5
56. Una mujer debe tener cuidado con su comportamiento en publico, porque la gente la desacreditan y avergüenzan a su familia.	1	2	3	4	5

	<u>Estoy muy en acuerdo</u>	<u>Estoy un poco en acuerdo</u>	<u>No estoy de acuerdo ni en desacuerdo</u>	<u>Estoy un poco en desacuerdo</u>	<u>Positivamente no estoy de acuerdo</u>
57. Es el deber de un hombre proteger a su mujer.	1	2	3	4	5
58. Una buena madre a veces tiene que sacrificar una gran parte de su vida por sus hijos.	1	2	3	4	5
59. La mujer tiene el mismo derecho que el hombre a demostrar su enojo.	1	2	3	4	5
60. La mujer casada no debe tomar parte en ninguna actividad fuera del hogar; su deber es solamente atender su hogar, esposo e hijos.	1	2	3	4	5
61. Se debe proteger mas la virginidad de las hijas que la de los hijos.	1	2	3	4	5

Commentarios:

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Instrucciones: Sique una lista de problemas y quejas que se dan amenudo. Lee cada pregunta cuidadosamente y CIRCULE EL NUMERO que mejor describe: ?CUANTA MOLESTIA LE HA CAUSADO ESTE PROBLEMA EN LOS ULTIMOS MESES INCLUYENDO HOY?

	<u>Ninguno</u>	<u>Un poco</u>	<u>Moderada- mente</u>	<u>Bastante</u>	<u>Extremada- mente</u>
62. Dolores de cabeza	1	2	3	4	5
63. Nerviosidad o' temblor por dentro	1	2	3	4	5
64. Pensamientos desagradables y persistentes	1	2	3	4	5
65. Mareos o' desmayos	1	2	3	4	5

	<u>Ninguno</u>	<u>Un poco</u>	<u>Moderada- mente</u>	<u>Bastante</u>	<u>Extremada- mente</u>
66. Falta de interes o' placer en el sexo	1	2	3	4	5
67. Sentirse critico de otros	1	2	3	4	5
68. Problemas recordando las cosas	1	2	3	4	5
69. Preocupación por negligencia o' descuidos	1	2	3	4	5
70. Sentirse facilmente molesta o' irritada	1	2	3	4	5
71. Dolores de pecho o' corazon	1	2	3	4	5
72. Sentir miedo en la calle o' espacios abiertos	1	2	3	4	5
73. Sentirse baja de energía o lenta	1	2	3	4	5
74. Pensamientos de matarse	1	2	3	4	5
75. Temblores	1	2	3	4	5
76. Poco apetito	1	2	3	4	5
77. Llorando facilmente	1	2	3	4	5
78. Sentirse tímida o' intranquila con gente del sexo opuesto	1	2	3	4	5
79. Sentirse atrapada	1	2	3	4	5
80. Estar de pronto asustada sin razon ninguna	1	2	3	4	5
81. Tener mal genio cual no ha podido controlar	1	2	3	4	5
82. Culparse usted misma por las cosas	1	2	3	4	5
83. Dolores de espalda o' cintura	1	2	3	4	5
84. Sentirse obstruida en hacer las cosas	1	2	3	4	5
85. Sentirse solitaria o' sola	1	2	3	4	5
86. Sentirse triste	1	2	3	4	5
87. Tener demasiado preocupación por las cosas	1	2	3	4	5
88. Falta de interes en las cosas	1	2	3	4	5
89. Sentirse temerosa	1	2	3	4	5
90. Sentirse herida facilmente	1	2	3	4	5
91. Sentirse que otros no la entienden	1	2	3	4	5
92. Sentirse que la gente son poco amistosas	1	2	3	4	5
93. Tener que hacer las cosas muy despacio para estar segura que estan correcta	1	2	3	4	5
94. Palpitaciones y latidos de corazon	1	2	3	4	5
95. Nausea ó trastornos de estomago	1	2	3	4	5
96. Sentirse inferior a otros	1	2	3	4	5
97. Dolor en los musculos	1	2	3	4	5
98. Dificultad en dormir	1	2	3	4	5
99. Tener que frenar y refrenar lo que hace	1	2	3	4	5
100. Dificultad haciendo decisiones	1	2	3	4	5
101. Sentir miedo en viajar en el subterraneo, la guagua o' el tren	1	2	3	4	5
102. Dificultad en respirar	1	2	3	4	5
103. Episodios de calor y frio	1	2	3	4	5
104. Tener que evitar cosas y sitios porque le asustan	1	2	3	4	5

	Ninguno	Un poco	Moderada- mente	Bastante	Extremada- mente
105. Sentirse que su mente se le va en blanco	1	2	3	4	5
106. Entumecimiento o hormigueo en partes de su cuerpo	1	2	3	4	5
107. Tener un nudo en la garganta	1	2	3	4	5
108. Sentirse desesperada acerca del futuro	1	2	3	4	5
109. Dificultad en concentrar	1	2	3	4	5
110. Sentirse debil en partes de su cuerpo	1	2	3	4	5
111. Sentirse tensa o' apretada	1	2	3	4	5
112. Sentir los brazos o' las piernas pesadas	1	2	3	4	5
113. Pensamientos de la muerte o de estarse muriendo	1	2	3	4	5
114. El comer en exceso	1	2	3	4	5
115. Sentirse incomoda cuando la gente la esta mirando ó hablando de usted	1	2	3	4	5
116. Tener el impulso de lastimar o hacerle daño a alguien	1	2	3	4	5
117. Despertar temprano por la mañana	1	2	3	4	5
118. Tener que reptir las mismas acciones como tocar, contar, lavarse	1	2	3	4	5
119. Sueño que es inquieto o' perturbado	1	2	3	4	5
120. Tener el impulso de romper o' destrozar las cosas	1	2	3	4	5
121. Sentirse timida con otros	1	2	3	4	5
122. Sentirse incomoda en multitudes de gente comprando, o' en teatros	1	2	3	4	5
123. Sentirse que todo es un esfuerzo	1	2	3	4	5
124. Ratos de terror y panico	1	2	3	4	5
125. Sentirse incomoda al comer o' beber en publico	1	2	3	4	5
126. Entrar en argumentos frecuentemente	1	2	3	4	5
127. Sentirse nerviosa cuando la dejan sola	1	2	3	4	5
128. Sentirse tan inquieta que no se puede sentar	1	2	3	4	5
129. Sentirse sin valor	1	2	3	4	5
130. Sentirse que algo malo le va a suceder	1	2	3	4	5
131. El gritar y tirar las cosas	1	2	3	4	5
132. Sentirse con miedo que se puede marear en publico	1	2	3	4	5
133. Pensamientos e imagenes que le asustan	1	2	3	4	5
134. Sentirse culpable	1	2	3	4	5

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Instrucciones: Para las siguientes CIRCULE EL NUMERO que mejor describe cuanta molestia le ha causado este problema EN SU VIDA.

	Ninguno	Un poco	Moderadamente	Bastante	Extremadamente
136. "ataques"	1	2	3	4	5
137. Hipertensión ó la alta presión	1	2	3	4	5
138. Asma	1	2	3	4	5
139. Bronquitis	1	2	3	4	5
140. Artritis	1	2	3	4	5

141. Sí hay otras cosas que le han dado problema, favor de mencionarlas en la sección de comentarios que sigue.

Comentarios:

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Los siguientes son oraciones a las cuales las personas reaccionan en forma diferente. Lee cada oración y decide si tu estas: Muy De Acuerdo (MA), De Acuerdo (A), En Desacuerdo (D), o' Muy En Desacuerdo (MD). Entonces circula la contestacion que indica como tu te sientes.

No hay respuestas correctas o' incorrectas. SOLO MARCA COMO TU TE SIENTES REALMENTE.

142. La escuela no le enseña a la persona nada que le ayude en la vida o' a conseguir un trabajo.	MA	A	D	MD
143. La escuela es una perdida de tiempo.	MA	A	D	MD
144. La escuela es solamente un medio de mantener a la gente joven fuera del camino.	MA	A	D	MD
145. Me gusta la escuela.	MA	A	D	MD
146. La mayoría de las cosas que me dicen en la escuela sencillamente no hacen sentido para mi.	MA	A	D	MD



Indica cuan probable te parece que vas a completar los siguientes niveles de escuela (educación).

147. Termináras el decimo grado (sí estas en undecimo, pasa a la pregunta #148). [Marca uno haciendo un circulo alrededor de la letra]

- a. Estoy bien segura de que completare en grado decimo.
- b. Probablemente completare el grado decimo.
- c. Probablemente no completare el grado decimo.
- d. Estoy bien segura de que no completare el grado decimo.

148. Termináras el undecimo grado (todas deben contestar esta pregunta). [Marca uno haciendo un circulo alrededor de la letra]

- a. Estoy bien segura de que completare el grado undecimo.
- b. Probablemente completare el grado undecimo.
- c. Probablemente no completare el grado undecimo.
- d. Estoy bien segura de que no completare el grado undecimo.

149. Termináras el cuarto año (todas deben contestar esta pregunta). [Marca uno haciendo un circulo alrededor de la letra]

- a. Estoy bien segura de que completare el cuarto año.
- b. Probablemente completare el cuarto año.
- c. Probablemente no completare el cuarto año.
- d. Estoy bien segura de que no completare el cuarto año.

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150. ¿Has considerado alguna vez dejar la escuela?

1. \_\_\_\_\_ Si    2. \_\_\_\_\_ No

151. Como sabes, algunas personas tienen que dejar la escuela antes de obtener su diploma de escuela superior. Vamos a suponer que esto te pasará a ti, cual sería la razon mas probable para tener que hacer esto. Considera que esto te puede pasar aunque no esperes que sería cierto para ti.

Por favor haz un circulo en una de las siguientes razones y explica tu contestación lo mas completo que puedas en el espacio que se ha provisto.

a. Razones de familia:

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b. Razones económicas:

c. Razones relacionadas con la escuela:

d. Otras razones: (Explica por favor)

152. ?Trabajas despues de la escuela?

1. \_\_\_\_\_ Si    2. \_\_\_\_\_ No

153. ?Tienes un novio actualmente?

1. \_\_\_\_\_ Si    2. \_\_\_\_\_ No

154. ?Alguno de tus hermanos han dejado la escuela?

1. \_\_\_\_\_ Si    2. \_\_\_\_\_ No    3. \_\_\_\_\_ No tengo hermanos

155. ?Alguna de tus hermanas han dejado la escuela?

1. \_\_\_\_\_ Si    2. \_\_\_\_\_ No    3. \_\_\_\_\_ No tengo hermanas

156. ?Que planes tienes para despues que completes tu educación de escuela superior?

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TABLE 18

Inter-Item Correlations, Item-Scale Correlations for the Traditionalism Scale

<u>Items</u>	<u>V41</u>	<u>V42</u>	<u>V43</u>	<u>V44</u>	<u>V45</u>	<u>V46</u>	<u>V47</u>	<u>Item-Scale</u>
Cursing	1.00000							-.10513
Men Should Share in Household	-.11197	1.00000						.28247
Insulting for Women to Obey	-.11946	.23490	1.00000					.13213
Women Should Be in Business	-.15981	.13788	.20067	1.00000				.23629
Women Not Have Male Freedoms	-.17729	.05099	-.00311	-.04721	1.00000			.04624
Equal Opportunity to Learn Trades	-.37782	.35518	.16885	.52088	.08447	1.00000		.33285
Share Date Expenses	-.08617	-.20721	.21844	.23305	-.01410	.13713	1.00000	-.11686

TABLE 18 (Continued)

<u>Items</u>	<u>V41</u>	<u>V42</u>	<u>V43</u>	<u>V44</u>	<u>V45</u>	<u>V46</u>	<u>V47</u>
Sons Encouraged More for College	-.13281	.33559	-.12388	.05753	.12786	.20756	-.06619
Bearing Children	.27070	.16082	.01339	.01450	.08934	.00833	-.26440
Not Allowed to Hold Office	-.06839	.45509	.16506	.20699	-.00870	.45441	-.12510
OK to Work, But Men Breadwinners	.26473	.22191	-.03789	-.17135	-.07192	-.23985	-.32232
Change Name When Married	-.33549	-.25977	.12839	.10636	-.12881	-.06147	.28878
Important to Be Virgin	-.20353	-.06652	-.04297	.31531	-.14917	.23340	.06360
Sex OK for Married Women Only	.18119	.20514	.06387	.07420	.30125	.19970	.09330



TABLE 18 (Continued)

<u>Items</u>	<u>V41</u>	<u>V42</u>	<u>V43</u>	<u>V44</u>	<u>V45</u>	<u>V46</u>	<u>V47</u>
OK for Single Women to Get Apartment	-.17065	.09855	.07064	.04602	-.00148	.18284	-.00436
Women Should Be Careful in Public	.39121	-.04209	-.16222	-.22881	.05486	-.11736	-.18771
Men Should Protect Women	.22120	-.07593	-.01854	-.16404	.09956	-.10481	-.06841
Mother Must Sacrifice for Children	.36483	-.20384	.06637	-.06668	.11409	-.15837	-.14212
OK for Women to Show Anger	-.65872	-.05536	.17913	.04597	.21511	.23308	.18195
Married Women Should Refrain from Activities	-.07496	.05989	-.10676	.12357	-.09424	.09920	-.26637
Daughters Protected Sexually	.52107	.01629	-.13804	-.02068	-.04410	-.12412	-.14070

TABLE 18 (Continued)

<u>Items</u>	<u>V48</u>	<u>V49</u>	<u>V50</u>	<u>V51</u>	<u>V52</u>	<u>V53</u>	<u>V54</u>	<u>Item-Scale</u>
Sons Encouraged More for College	1.00000							.06284
Bearing Children	-.05773	1.00000						.31542
Not Allowed to Hold Office	.22457	.29213	1.00000					.44991
OK to Work, But Men Breadwinners	-.05711	.43429	.07164	1.00000				.09180
Change Name When Married	.05640	-.67354	-.18296	-.46086	1.00000			-.44160
Important to Be Virgin	.12461	-.06716	.12893	-.06488	.16770	1.00000		.00258
Sex OK for Married Women Only	.18959	.08805	.15087	-.02049	-.08514	-.27360	1.00000	.25606

TABLE 18 (Continued)

<u>Items</u>	<u>V55</u>	<u>V56</u>	<u>V57</u>	<u>V58</u>	<u>V59</u>	<u>V60</u>	<u>V61</u>
Sons Encouraged More for College	-.07600	.14345	.29555	-.02958	.05754	.12967	-.00577
Bearing Children	-.04167	.20420	.00782	.27432	-.30716	-.23964	.15708
Not Allowed to Hold Office	-.11209	.09551	-.06623	.23168	-.24154	-.14808	.24098
OK to Work, But Men Breadwinners	-.18093	.32457	.06148	.38031	-.24218	-.16484	.08303
Change Name When Married	-.08293	-.19481	-.05476	-.23882	.16834	.11499	-.24379
Important to Be Virgin	.03588	.56176	.30115	.24606	-.34292	.13161	-.12504
Sex OK for Married Women Only	-.14662	.29769	.03391	.42203	-.42797	-.13692	.31898

TABLE 18 (Continued)

<u>Items</u>	<u>V55</u>	<u>V56</u>	<u>V57</u>	<u>V58</u>	<u>V59</u>	<u>V60</u>	<u>V61</u>	<u>Item-Scale</u>
OK for Single Woman to Get Apartment	1.00000							.14846
Women Should Be Careful in Public	-.35580	1.00000						-.02097
Men Should Protect Women	-.05298	.32679	1.00000					.18186
Mother Must Sacrifice for Children	.03987	.25060	.46718	1.00000				.27275
OK for Women to Show Anger	.27216	-.44980	-.05051	-.15942	1.00000			-.17053
Married Women Should Refrain from Activities	.23817	-.00198	.11281	.28362	-.03912	1.00000		.23838
Daughters Protected Sexually	-.21442	.56410	.56428	.38603	-.42531	.20258	1.00000	.23487

Reliability Coefficients:

Alpha = .37771

Standardized Item Alpha = .40577

TABLE 19  
 Pearson Correlation Coefficients between Behavioral  
 Acculturation Scale, Traditionalism Scale,  
 Symptom Checklist-90 Scale, Drop Out Risk Total Scale and Grade

<u>Scales</u>	<u>Scales</u>				
	<u>BACC</u>	<u>TRAD</u>	<u>SYMP</u>	<u>DOR</u>	<u>GRADE</u>
Behavioral Acculturation Scale	1.0000				
Traditionalism Scale	-.1051	1.0000			
Symptom Checklist-90 Scale	-.0481	.3361	1.0000		
Drop Out Risk Scale	-.0193	.2980	.1588	1.0000	
Grade	-.1269	.1014	.0744	-.1939	1.0000





