

**SABBATICAL LEAVE REPORT
1997-1998 ACADEMIC YEAR**

BY

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**Project #1:
PREPARATION FOR COMPLETION OF THE
DOCTORAL DISSERTATION IN
COUNSELING PSYCHOLOGY
(UNIVERSITY OF SOUTHERN CALIFORNIA)**

**Project #2:
RESEARCH OF
CAREER ASSESSMENT INSTRUMENTS
IN SPANISH**

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SECTION 1

TABLE OF CONTENTS

SABBATICAL LEAVE PROPOSAL AND REVISIONS SECTION 1

TABLE OF CONTENTS.	ii
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SABBATICAL LEAVE REPORT SECTION 2

PREFACE.	xii
ABSTRACT.	xvi
SUMMARY, VALUE TO Mt.SAC, AND CONCLUDING REMARKS . . .	xvii

A. Project #1: DISSERTATION SECTION 3

I. INTRODUCTION AND REVIEW OF THE LITERATURE.	26
II. METHOD.	42
III. REFERENCES	52
IV. APPENDICES	62
APPENDIX A College Student Questionnaire.	63
APPENDIX B Acculturation Rating Scale for Mexican Americans (ARSMA)	
Form "A" ARSMA II.	71
Form "B" ARSMA II.	75
APPENDIX C Self Description Questionnaire (SDQ III).	78
APPENDIX D Perception of Family Socialization Inventory (PFSSI) . . .	85

B. Project #2: SECTION 4

RESEARCH OF CAREER INSTRUMENTS IN SPANISH.	93
REFERENCES.	109

SECTION 2

TO: Salary and Leaves Committee

Peter Parra, Chairperson	Anita Millspaugh
Barbara Crane	Dick Ryerson
Ralph Greenwood	Vahe Tatoian

FROM: Alina A. Hernández
Sabbatical Leave Applicant, 1997-98

RE: SABBATICAL LEAVE PROPOSAL
1997-1998 Academic Year

The proposed Sabbatical Leave has **two** purposes. The **first** purpose is to complete my doctoral dissertation in Counseling Psychology at the University of Southern California. Its topic is " Individual and Family Factors in College Achievement, and their Correlates in Counseling Services". Specifically, it addresses the ways parents prepare or fail to prepare their children to succeed in college. It has been well documented in the literature that college students whose parents did not attend college are less likely to achieve than students whose parents attended college. Yet, very little is done in order to assess students on their "preparation" for college, or how to help students compensate if they were not "prepared".

Due to the fact that a great percentage of the students enrolling in Community Colleges are "first generation" college students, they have a higher risk of not completing their academic goals. This is particularly true for African Americans and Latino students. Many authors have suggested that Counseling and Faculty members in the Community Colleges and Universities need to provide these "first-time college students" with the skills and tools needed to succeed. Indeed, these students need to learn both the psycho-social as well as the academic skills in order to pursue and effectively complete their education.

VALUE TO Mt. SAC.

I believe as a result of my dissertation study, Counseling and other Faculty members will be able to **obtain valuable information** with which to assist "first generation" college students achieve their goals.

Whether first generation or not, I believe many students will benefit from my Sabbatical leave because they will receive counseling services and instruction from a professional who will have read extensively --and applied through a research study-- critical concepts regarding college achievement.

The **second** purpose is to research career counseling instruments in Spanish in order to assess more adequately Spanish speaking students with limited English skills. Finding adequate assessment instruments in Spanish is of special concern to the students who enroll in Counseling 54: Single Parent Academy. This course (thanks to a Carl Perkins grant) is imparted in Spanish and is known as "HAGASE" or "Realize Yourself". It has been taught since the Summer of 1992 as a way to assist Spanish-speaking "displaced homemakers" to pursue viable vocational training at Mt. SAC.

VALUE TO Mt.SAC

The **students** in the **Counseling 54** class will definitely benefit from materials developed in Spanish and normed on Spanish-speaking populations. The materials currently used are translations of some of the instruments developed and normed for English-speaking populations.

However, the benefits would **not** be limited to the students from the Counseling 54 class. Many of our students whose primary language is Spanish and have not yet acquired English fluency would be better served by taking their career assessment instruments in Spanish. Testing instruments lose much of their validity if they are not understood readily by their readers.

I look forward to a professionally rewarding time. A time when I can generate information which will directly benefit students!

Anticipated Time

I think it will take two semesters –Fall of 1997 and Spring 1998--to do the extensive literature research, perform the study, analyze the data, and finally, write the results.

TO: Salary and Leaves Committee

Peter Parra, Chairperson	Anita Millspaugh
Barbara Crane	Dick Ryerson
Ralph Greenwood	Vahe Tatoian

FROM: Alina A. Hernández
Sabbatical Leave Applicant, 1997-98

DATE: January 16, 1997

SUBJECT: Revisions to the submitted application

Thank you for reviewing my application. You requested more information regarding the distribution of the time toward the completion of the dissertation.

Based on (1) my past experience doing research projects (one of which was my Master's thesis); (2) the preliminary review of the literature; (3) the resources available to carry out the research project; and (4) my eagerness to complete it,

I estimate the following time allocation:

From June, 1997 to December, 1997:

- Update the literature review. I haven't looked at relevant literature since 1993. It was at that time that I presented a brief review of the literature to my Qualifying Exams Committee. (This was part of the requirements, in addition to three days of written comprehensive exams and the oral defense of the answers).
- Based on the results of the Literature Review, design the instruments (e.g. questionnaires) to be used in the study and present them to the members of the Dissertation Committee for approval.

of the Dissertation Committee for approval.

- Upon approval of the research instruments, start the process of data collection. This will involve the following:
 1. Selection of the college population to respond to the questionnaires. MSAC students from various academic backgrounds will be targeted for the study.
 2. Collection and codification of the data.
 3. Entering the data in the computer for statistical analysis.

From January 1998 to June 1998:

- Perform the statistical analysis of the data.
- Interpret the statistical results and write the Results and Discussion chapters of the dissertation.
- Present the dissertation to the Dissertation Committee for its defense.

As mentioned above, I believe this period of time will be appropriate because of the availability of the resources, and my eagerness to complete the last part of my doctoral program. The resources to which I am referring are external and internal.

The external resources are the extensive number of students from which to obtain information. The internal resources are my preparation and motivation. My preparation for conducting the study include the theoretical concepts covered in my courses, their application in the two year of practica (1,500 hours of internship; my work with Mt.SAC students for eight years; and most recently my auditing of a Multivariate Statistics class (Fall, 1996). (I had already taken this class in 1993, but I wanted to review the material and apply the concepts well to the design and analysis

of the study.)

The last factor, of course, is my motivation to complete this project. I am eager to acquire new insights about “student achievement”. And, I am looking forward to getting closure into this part of my education so that I can devote my professional time to be more involved in shared governance activities. Please, advice me if I may provide additional information. Thank You!

TO: Salary and Leaves Committee

Peter Parra, Chairperson	Anita Millspaugh
Barbara Crane	Dick Ryerson
Ralph Greenwood	Vahe Tatoian

FROM: Alina A. Hernández
Sabbatical Leave Applicant, 1997-98

DATE: February 5th, 1997

**SUBJECT: CORRECTIONS TO THE SABBATICAL LEAVE
APPLICATION**

THANK YOU for your comments and helpful suggestions. Your concerns that the completion of both the Dissertation and the Project may not be realistic for the given time line of two semesters were well received. After thinking about a more appropriate goal, and receiving very thoughtful feedback from Peter Parra, I have made some changes.

Attached, you will find two separate timeliness corresponding to each of the stated objectives for the Sabbatical Leave (i.e., the Dissertation, and the Project). You will also find a set of transcripts from the University of Southern California indicating my current status as a Graduate student. And, finally, you will see a statement of recommendation from Dr. Audrey Yamagata-Noji, Vice-President, Student Services. I had not requested it from her before because she had only been in her position a very short time when this Sabbatical Leave application needed to be filed. I will address your concerns in the order in which you presented them on your last communication.

1. I will be attending the University of Southern California. My "Program of study" is listed as "Doctor of Philosophy, Education Department, Counseling

Psychology Division".

2. My intentions to write and defend my dissertation by June, 1998 may be too optimistic. It is, undoubtedly, my "ideal" plan. However, I am not in control of all the variables involved, so it would be wiser to commit to "work toward completing" the dissertation. This would mean that the dissertation will be on its way to being approved . Please, refer to the enclosed time line chart for additional details.

3. The project involving research and development of more suitable materials for the Counseling 54 class is also being modified. I think a more reasonable goal would be to research the available Personality and Vocational Assessment instruments in Spanish. Then, evaluate them for their appropriateness for the "Re-entry" female Spanish-speaking student of predominantly low Socioeconomic background. This would probably take six weeks to eight weeks, provided all the targeted sources of the instruments respond on a timely basis.

4-5. Given the fact that my contract with Mt.SAC is for 11 months, from July to May, the project (# 3 above) would take approximately 2 months or 18% of the total time intended for this leave. The rest of the time would be devoted to completing the dissertation.

I hope the "time line" chart is clear enough in illustrating the intended usage of the time. Your concerns helped me to look more closely at the tasks needing to be completed in that seemingly long but "not long enough" span of time. Thank you, again, for your supportive attitude and the time you have devoted to evaluate my petition.

DISSERTATION TIMELINE

TASKS TO BE COMPLETED	1997 J A S O N D	1998 J F M A M J J A S O N D
DISSERTATION COMMITTEE FORMED (Two of the previous members have left USC)	XXX	
Review of the Literature (Library search, reading and integration)	XXXXXXXXXXXXX	
Research Instruments Developed	XXXXXXXXXXXXX	
Study Proposal Updated and Approved		XXXX
DATA COLLECTION (Distribution of Instruments to Participants and Collection)		XXXXXXXXXX XXXXX
DATA ANALYSIS (Putting data on the computer and perform statistical analyses)		XXXX
WRITE CHAPTERS:		
#1 (Introduction)	X XXX	
#2(Literature Review)	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XX	
#3 (Methodology)	XXXXX	
#4 (Results)		XXX XX
#5 (Discussion)		XXXXX
APPROVAL FOR ORAL DEFENSE		
<u>Revisions and Final Approval</u>		<u>XXXXX</u>

Preface

I would like to thank Dr. William Feddersen and the Board of Trustees for giving me the opportunity to take two semesters to devote to (1) working toward the completion of my dissertation, and (2) researching career assessment instruments in the Spanish language. It was a very full and definitely enriching year!

I especially wish to thank Mr. Peter Parra and the reviewing committee for their comments and suggestions to my original proposal. Their wisdom was of great benefit to me! In my original proposal, I had stated my purpose as “finish my doctoral dissertation, including its defense”. Mr. Parra cautioned me about my excessive optimism, and suggested I propose instead “working toward the dissertation’s completion”. That seemed a good idea to me at the time, but as the events developed, I could appreciate even better the wisdom behind his words. I am mentioning this not only as an acknowledgement, but as a way to inform both the review committee, and future applicants of the possible variables to keep in mind--especially those which are not under one’s control.

I was definitely too optimistic in my time line. The first difficulty I encountered was losing my Dissertation Committee Chair, Dr. Scott Whiteley. He left USC in May, 1997, and because of my work schedule, I was not able to meet with him before he left. That left me in the difficult position to find a new Chair, and a new committee. This has always been one of the difficulties of graduate students, and it was even more difficult to do during the summer, when the majority of the faculty was unavailable.

I was able to persuade the Department Chair, Dr. R. Goodyear to allow a newly hired professor, Dr. J. Abreu, to be my Committee Chair (this had been discouraged in order to help Dr. Abreu get acclimated to the position before taking on too many responsibilities). Dr. Abreu was willing to Chair my committee, and this helped me proceed with the task of developing my dissertation proposal, and find the other two members of the committee.

The University policy regarding dissertation committees is that (1) there has to be a minimum of three professors, all of whom must be USC faculty; (2) two of them--the Chair and a second member must be from the Education division, and (3) the third member must be from outside the division. The inclusion of the third--outside--member was to provide students with a different perspective on the research endeavor, and more importantly, a more objective voice in the process.

Finding another member from the Education Division was not difficult. However, finding the third member proved to be nearly impossible. There was no possible assistance from my Chair, because he was new. The professors the other member, Dr. Newcomb, had suggested were unable to accept because they were "too busy". And I found that there was very little that the University would do to help in this matter. It would take me nearly a year to find that third member!

In fact, it wasn't until June, 1998 that Dr. Helen Land would consent to being my third member! Dr. Land, from the department of Social Work, had been recommended by one of her students, whom I met by accident. Dr. Land was also in

her Sabbatical year and had declined, logically, because of her own Sabbatical project. When I talked to her for the first time, October of 1997, she had declined for the above reason, and had given me two or three other faculty members to approach (who also declined because of being “too busy”). However, she was kind enough to accept when, in March of 1998, I returned to her in desperation.

The great problem with not finding a third member was that without him or her, I didn't have a full committee to approve my proposal. In the meantime, I had meetings with my other two members, who would give me feedback on the research design. And, of course, I continued reading and writing the dissertation chapters I, II, and III. However, I could not get my proposal approved, and that meant I couldn't officially start collecting data.

Dr. Land agreed (late April) to read the proposal and return it with her feedback to my Chair, but Dr. Abreu didn't receive her comments until the first week of June, 1998. One of Dr. Land's suggestions was to include an “acculturation stress” scale. This meant I had to find such a scale in the literature and incorporate it into the proposal before submitting it for approval. And, because it is customary in research to use measurement instruments which have already been developed and used in published work, it took time to find such a scale.

To make matters worse, my mother had a diabetic coma in February, was hospitalized for over a month, and had a subsequently slow recovery period. This interfered with the process for that time because as her only daughter (and only one of my brothers living in the area), I had to be more involved in her care.

I have described the above situations mainly to illustrate the complications few of us consider before setting some goals. Peter Parra was right, I definitely had been too optimistic in my objective to finish the dissertation in that timeline.

However, those and many other experiences as a student at USC helped me to realize how important a faculty member can be in making the process of learning either edifying or counterproductive for a student. It has helped me to return as an even more sensitive professor and counselor. I also was able to confirm the idea that Mt.SAC is definitely premier in its execution of the mission to help students be successful. I know we are much more responsive to the students' needs at Mt.SAC than many other colleges and universities!

Finally, the most valuable experience of this Sabbatical leave was being able to have uninterrupted hours in the library searching for books and research articles in all the areas involved: achievement, self-concept, parenting styles, acculturation and acculturation stress. It has been a wonderful opportunity to examine these success factors and think about how to better apply them with our students. I know I have returned a greater resource to the Mt.SAC student and faculty community. Thanks again!

ABSTRACT

Two projects were undertaken during the 1997-1998 academic year: (1) preparation for completion of the doctoral dissertation, and (2) research of vocational instruments written in Spanish and validated for adult Spanish Speaking students. The first project was advanced to the data gathering stage. The second project was productive in yielding two reasonably adequate instruments: the Self-Directed Search (SDS), Forms "R" and "E", and the Myers--Briggs Type Inventory (MBTI). Overall, both projects contributed a wealth of information regarding important variables which have not been customarily included in the vocational assessment and counseling of students from other cultures. **Self-concept**, and **acculturation level** are discussed in the literature as playing a crucial role in **decision making** (e.g. choosing a major and/or career) and **achievement**. Two other variables, **acculturation stress**, and **family socialization style**, may prove equally important for many of the students. The analysis of the data may help illustrate that fact.

SUMMARY STATEMENT AND VALUE TO MT.SAC

STATEMENT OF PURPOSE

As presented in the 1997-1998 Sabbatical Leave proposal, the purpose of my sabbatical leave was to (1) work toward the completion of my doctoral dissertation in Counseling Psychology; and (2) research career testing instruments in Spanish to use with many of my students. Following, the reader will find a more specific description of the purpose of each of the projects.

PROJECT #1: DISSERTATION WORK

Dissertation work is, typically, very time consuming. This was the basic reason for requesting a sabbatical leave. As much as I had tried, it had been difficult for me to find sections of time to work uninterruptedly on the dissertation during my regular work assignment.

The first order of business was to locate references through various sources and libraries. As books, research articles, and data gathering instruments were being located and read, the information was integrated into the development of the research design and other instruments.

As explained in the Preface, time was spent consulting with my advisor at USC, finding new dissertation committee members, and arranging times to meet as a group.

The above objectives guided my work during the 1997-1998 academic year. The majority of the time was devoted to locating key books and articles, reading them,

and continuing the process of finding more references to incorporate into the body of each of the projects.

As the books and articles were being digested, the writing process was taking place while trying to obtain the guidance and approval of the dissertation committee members. Undoubtedly, without the flexibility of time on my side it would have been impossible to meet the time demands of professors and consultants required to bring this project to this advanced phase.

Something not included in the original proposal but essential as my work progressed was developing my own research instruments. When this became necessary (as with the Perceived Family Socialization Styles Inventory) because no other instrument was available, I had to devote time to become proficient in the Excel computer program to develop and / or adapt the instruments needed to collect the data (please, see Appendices A, B, C, and D).

The dissertation proposal was officially approved the second week of May, 1998. However, Dr. Land (third member) requested that an inventory of "acculturation stress" be included. This proved to be a more difficult project than expected. Dr. A. Padilla's inventory is the indicated one, but it's revised form has been difficult to locate. Because it is proper procedure to use an instrument which has already been used to facilitate validation, the literature search had to be renewed to find a substitute, before I would be allowed to design my own. This has just recently resolved itself, and the process of starting data collection is scheduled for February, 1999.

Value to Mt. San Antonio College

The dissertation work resulted in a broader understanding of academic achievement to be applied in my work as counselor and teacher. Reading classic writings by James, Mead, Coopersmith, Baumrind and Tinto --as well as current literature-- in the topics of achievement, self-concept, family influences, and acculturation has given me a much deeper appreciation for the complexity of student achievement and retention.

Self-concept, family socialization style, and acculturation (when applicable) have not figured in the list of variables assessed typically by most career counselors. It has been standard practice for the academic and career counseling professionals to focus on college entrance placement scores, vocational or occupational interviews, and the results of personality and career inventories to guide students to success. However, as the literature reflects, the personal and family factors addressed in this project may result in better indices of the students' capacity to persist in college enough to choose a major and complete their chosen goal.

Given the relevance of these issues to our work as counselors and educators, I have determined to (1) disseminate the information to my colleagues in the department; and, (2) develop a more thorough approach to assessment of students in these areas. Becoming aware of potential sources of difficulties and discouragement will help students generate strategies to circumvent them. It is my belief that when students are aware of areas in which their backgrounds either help or hinder them in their pursuit of a college degree, they are better able to manage their lives to succeed.

To help in the implementation of the above mentioned plan, I will offer for use some of the questionnaires I have developed (e.g., the Perceived Family Socialization Style Inventory [PFSSI]; the College Student General Questionnaire [CSGQ]), or adapted for this purpose (e.g., Self Description Questionnaire III [SDQ III]). The questionnaires (which were also translated into Spanish to use with the students of limited English) will assist students in evaluating their personal preparation --or lack of it-- for persisting in college. Once issues are detected and clarified, students can be better equipped to apply a variety of strategies to their college success plan.

PROJECT #2: RESEARCH OF CAREER ASSESSMENT INSTRUMENTS IN SPANISH

The impetus behind this project was the limited information and availability of vocational and personality inventories in the Spanish language. This issue presented a problem for the vocational assessment of the typically monolingual Spanish-Speaking students of the Single Parent Academy program "HAGASE", which I've taught since 1992.

The instruments that I had used since the beginning of the program were translations of tests which had been standardized on White, middle-class individuals. The experts in the areas of cultural issues in instrumentation (e.g. Dr. Amado Padilla, from Stanford University, and Dr. Gerardo Marin, from the University of California, San Francisco) warn professionals in the field about using translated materials because without careful validation procedures, the translations cannot be held to the same validity criteria as the original instruments (Padilla and Medina, 1996; Marin, 1992).

My search for vocational assessment instruments in Spanish involved two tasks: (1) doing the library search; and (2) finding samples of the actual instruments.

This project gave me a greater appreciation for the complex process of test validation. Given the rigor expected in research for the validation of instruments in a language other than English, it is more understandable to me why we still don't have sound instruments to use with limited English speaking individuals in this country.

However, my search for adequate instruments to use with our limited English students was not entirely futile. I feel there are at least two instruments which can be reasonably used in the vocational assessment of these students, the Self-Directed Search (SDS) and the Myers-Briggs Type Indicator.

Value to Mt. San Antonio College

I think that the real value to Mt.SAC is the reassurance that the instruments used in the evaluation of the Spanish speaking who have limited English speaking skills are being assessed as well as they can be given the state of the art in this field. This information is important to the counseling professionals who feel responsible for the quality of guidance given to their counsels. Therefore, the information I found is useful to our Counseling Department. As counselors, we can be more sensitive to the degree of competence in English a Spanish-speaking student may have, and tailor the assessment instruments accordingly.

Above all, when offering our interpretations of the results to the students, we can be more emphatic about the results only being a general guide to the self-discovery

process rather than a description of the self. Although this principle is highlighted in most counselors' delivery of the testing results to counsels, it may need to be expanded. The consumers of this information need to understand more thoroughly the issues behind validity and population norms, so that they can question the results and the applicability to their ethnic group. This does not necessarily have to limit the usefulness of the information they receive, but rather, it may help them to be more objective.

CONCLUDING REMARKS

These experiences as a student have helped me to return as an even more sensitive professor and counselor. I was able to realize how important a faculty member can be in making the process of learning either edifying or counterproductive for a student.

I also was able to confirm the idea that Mt.SAC is definitely premier in its execution of the mission to help students and faculty be successful. I have returned feeling more competent and inspired to be even better as counselor and professor. Thank you for this opportunity!

SECTION 3

**SABBATICAL LEAVE REPORT
1997-1998 ACADEMIC YEAR**

by

**Alina A. Hernández
Counseling and Matriculation Department**

**Project#1:
Preparation toward completion of the
Doctoral Dissertation in
Counseling Psychology**

1998—1999

INDIVIDUAL AND FAMILY INFLUENCES IN THE ACADEMIC
ACHIEVEMENT OF LATINO COLLEGE STUDENTS

A Dissertation Proposal Presented to the
Faculty of the
University of Southern California

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Philosophy
in
Counseling Psychology

By
Alina Aymara Hernández

Approved by:

José M. Abreu, Ph. D., Committee Chair
Counseling Psychology Department

Date

Michael Newcomb, Ph. D., Member
Counseling Psychology Department

Date

Helen Land, Ph. D., Member
Social Work Department

Date

Academic achievement in Latino college students: Individual and Family Influences

The goal of social mobility in modern America has depended greatly on college education. A college degree has generally led to a higher occupational status and income, serving as "a passport to the American middle class" (Pascarella & Terenzini, 1991, p. 389). Colleges and universities --as degree granting institutions-- play a key role in the realization of that social climb. This is especially true for individuals of African American, Latino, and Native American descent, who have relied on a college education to emerge out of poverty. At the same time, they are also the most likely to leave their academic institutions without realizing their degree objectives.

These students who are "at risk" for failing and/or abandoning their academic plans have been the focus of much research. Some of the questions asked by researchers have been: do achievers differ from non-achievers? If there are differences, how do they happen? What family environment fosters achievement? What are the differences-- if any --between the parents of an achiever and those of a non-achiever? And if these were known, how could the information be used by academic institutions to formulate effective interventions?

Results from studies on achievement and student attrition have generated a variety of interventions now implemented by many colleges and universities. Many of these interventions have consisted of assigning students to special (remedial) classes and providing tutorial services. This "solution" to students' underperformance has not

yielded outstanding results. When students are placed in remedial courses at a time when they were hoping to take "college" courses, their morale suffers, and as a consequence, so does their motivation. (Astin, 1971b, 1975b; Pace, 1979; Tinto; 1987; Pascarella, Terenzini & Wolfe, 1986; Pascarella & Terenzini, 1991).

Some studies have found that counseling and advising were more effective interventions than remedial class placement during their first term in college (Pascarella & Terenzini, 1990, p.388). This is of particular importance because of the students' need for direction and support, not only for the "academic" areas, but understanding the "college system" in America. That is, academic achievement seems to be related more to psychological, social and cultural factors than intellectual ability. Academic under-achievement and college attrition in the minority student population is a problem whose solution is still being sought.

The Problem

It is the purpose of this study to investigate academic achievement in Latino college students and its relationship to individual and family of origin characteristics. Specifically, **level of acculturation**, **self-concept**, and **parenting style** (i.e. child rearing pattern used by the students' parents) will be examined in relation to **academic achievement** in a sample of Latino college students.

The remaining part of this introduction will focus on four topics: (1) a brief discussion of college **achievement** outcome studies; (2) a presentation of the issues concerning the definition and measurement of **acculturation**; (3) a brief review of the

literature on **self concept**; and (4) a preliminary review of the literature on **parenting style** and its effects on **self-concept** and **academic achievement**. Following the Introduction, there will be a Method section, where the study will be described, as well as the instruments intended to measure each variable. The reader will also find references and appendices at the end of the paper.

Academic Achievement in College

Academic achievement in college refers to the students' successful completion of the requirements of a degree program. Persistence and adequate grades are the most basic conditions for achievement. In fact, grades are considered the most significant indicator of the students' successful adjustment to the intellectual demands of college work. Even though grades are influenced by academic ability, they are also affected by the students' motivation, organization, study habits and quality of effort (Astin, 1971b; 1975b). Therefore, grades reflect not only the necessary intellectual ability but also personal qualities, attitudes, and work habits. Because of this, Pascarella & Terenzini (1991) found that grades were the "single best predictor" of college success. These authors, in their comprehensive review of the literature on the effects of college, found that "grades remained the 'best predictor' of college success even when academic ability, aspirations, secondary school achievement, the characteristic of the school attended (such as selectivity), major, and social involvement were taken into account (Anderson, 1986; Ethington, & Smart, 1986; Sharp, 1970; Spaeth and Greelry, 1970; Stoecker, Pascarella, & Wolfe, 1988; and Tinto, 1981" (Pascarella & Terenzini, 1991, p.388).

The studies cited above indicate that grades are a measure of academic adjustment because they represent the capable student's motivation, perseverance and study habits. The lack of these individual traits would predict poor academic adjustment, and result in the student's academic underperformance.

This concept of grades as "a measure of a student's adjustment to the academic environment" is crucial to understanding the complexity of academic achievement. College is a new context, a system to be understood and assimilated. A college freshman's experience with this new environment was well depicted by Kenneth A. Feldman and Theodore Newcomb. In their thorough analysis of research in higher education and college students commissioned by the Carnegie Foundation for the Advancement of Teaching, they wrote:

In general terms, the freshman in college is a novice in an unfamiliar social organization, and is therefore confronted with the values, norms, and role structures of a new social system and various subsystems....Therefore, regardless of the degree to which the new college environment matches what the entering freshmen expected, he[she] (sic) faces a variety of expected and unexpected academic, intellectual, and social challenges. (Feldman & Newcomb, 1969, p.89)

Adding a different cultural background --with all of its implications-- to the above depiction of the entering college student's challenges would certainly accentuate the difficulty of the college experience. From this perspective, the culturally different student's adjustment to college would depend on the successful negotiation of academic, intellectual, social, psycho-logical, and cultural factors. Born (1970) explained the stress experienced by immigrants and their descendants trying to resolve

the conflict of their cultural differences as "acculturative stress". However, the amount of stress or difficulties experienced by Latino college students due to cultural conflicts is not clearly understood. A major reason for the scarcity of data in this area is the lack of specificity regarding the level of acculturation of the Latino research participants. That is, studies on "Hispanics" or "Latinos" have failed to assess the degree of acculturation of their participants, assuming that ethnicity would automatically make their samples homogeneous. This has been referred to as the "glossing over effect" by Trimble (1990-1991) because behavioral differences that might be related to the acculturation level of its respondents are attributed to ethnicity. **Important intragroup differences** otherwise obscured by inconsistent and/or irrelevant findings can be revealed when acculturation is measured and operationalized consistently. An adequate measure of acculturation becomes essential in order to fully understand the psychological makeup and behavior of the members of ethnic groups (Trimble, 1990-1991).

Acculturation: Definition and Operationalization

Acculturation, by definition, is "the process of attitudinal and behavioral changes undergone by individuals who reside in multicultural societies (e.g., the United States, Israel, Canada, and Spain) or who come in contact with a new culture due to colonization, invasions, or other political changes" (G. Marín, in Geisinger, 1992, p. 236).

The psychological and social changes involved in the acculturation process are "fluid or never-ending" (Berry, Trimble & Olmedo, 1986) because they depend on the

individuals' characteristics (e.g., level of initial identification with the values of the original culture), and the importance, intensity, and frequency of contact with members of their own culture.

Among the characteristics that define members of a group are **generational history, national background, and those demographic characteristics that may be of relevance for a given study such as poverty level, educational attainment, and migration history** (Trimble, 1990--1991). Trimble also suggested that a proper measure of people's ethnicity becomes essential in order to understand properly the psychological makeup and behavior of the members of ethnic groups.

Ethnic identification has been considered a "process variable that must be measured on a continuum" (Smith, 1980). It includes "three basic components: (a) birth and generational history; (b) culture-specific behaviors and practices (e.g., language use, peer influences, and media use); and (c) culture specific attitudes that include adherence to a culture's values and norms as well as in-group and out-group attitudes, and of course, self-identification" (Smith, 1980). Changes in these components of ethnicity have usually been considered an integral part of the acculturation process of cultural groups or of ethnic-racial minorities (Gordon, 1984). According to G. Marín (1992), the process of acculturating takes place at three levels.

First, and probably the most superficial level, is the learning (and forgetting) of the facts that are part of one's cultural history or tradition.

A **second** and intermediate level involves behaviors perceived to be at the core of a person's social life. Language preference and use are but two of these

central behaviors that may reflect a more significant change in an acculturating individual. Other possible indicators of this level of acculturation are ethnicity of friends, neighbors, and coworkers, ethnicity of spouse, names given to children, and preference for ethnic media in multicultural environments.

A **third**, and more significant level at which changes can take place in individuals as a function of acculturation, is in terms of values and norms, those constructs that prescribe people's world views and interaction patterns. Changes at this level can be expected to be permanent and to reflect actual culture learning (or adoption). For example, changes in cultural values regarding "familialism" (sense of obligation and the power of the family as a behavioral referent) may change, but others (e.g. support received and expected from relatives) remain important for the highly acculturated Hispanics as well as for the less acculturated.

(G. Marín in Geisinger, 1992, pp. 238-239)

Differentiating levels of acculturation is useful in order to measure and understand an individual's behavior as a function of the acculturation process. Various operational definitions have been used to measure level of acculturation, depending on the researcher's perspective. Some definitions are consistent with the idea of the acculturating individual "assimilating" or "folding in" with the members of the host culture (Berry, 1980). An alternative possibility is defining it as "integration" (Berry, 1980) or "biculturalism" (J. Szapocznik & W. Kurtines in Padilla, 1980), which suggest that individuals undergoing acculturation will learn the characteristics of the new culture while retaining some or all of the cultural components of the original group. In this case, bicultural or integrated individuals will feel equally comfortable with both cultures, will hold values and respect the norms of both cultures, and will retain a dual

cultural identity. A bicultural Hispanic, for example, would act, think, and feel as a Hispanic when dealing with other Hispanics, but would switch with equal ease to a non-Hispanic perspective when interacting with non-Hispanics (Marín, 1992).

Berry (1980) suggested that there are six areas of psychological functioning where acculturation has a direct effect: language, cognitive styles, personality, identity, attitudes, and acculturative stress. Changes in each of these areas occur in the individual going through the acculturation process as a reaction to it. That is, acculturation is viewed as a multidimensional process where individuals move at different speeds across various dimensions or planes. This is important because it implies the acquisition of new behaviors, attitudes, norms and values in one area of living (the new culture) without causing a deficit (the loss of the original culture) (Marín, 1992).

Acculturation and Achievement

Based on the above explanation of acculturation, and the fact that the higher education system in America is based on values of the middle class American culture, it is logical to assume that a minority student's success in college will tend to reflect his or her higher acculturation to the American culture with respect to education.

Latino college students entering college will be confronting, like their Anglo-American counterparts, "new values, norms and role structures, and negotiating the academic, intellectual and social challenges involved in acquiring a college education" (Feldman & Newcomb, 1969). However, Latino students will face additional stress

depending on their level of acculturation. Students who are less acculturated to the American culture will be more likely to experience conflict between their families' values and expectations and those of the American culture, than the more highly acculturated students (Mena, Padilla & Maldonado, 1987).

One of the more significant cultural values for Latino students to negotiate is that of "independence" from the family. "American" young adults are expected to "grow-up" and be "self-reliant". Part of that injunction is the assumption that "to be mature and responsible" is "to develop self-interests, be autonomous, set ambitious goals and generate appropriate plans to make those goals realized" (Sue & Sue, 1990, p.230). By contrast, in the Latino culture (without addressing specific subcultures), young adults are discouraged from detaching from the parental home, expected to live at home while unmarried, remain involved in the nuclear as well as the extended family activities, and contribute to the parental household in financial and/or other significant ways (e.g. looking after younger siblings, doing many of the chores, or being a source of emotional support for the parents and extended family members) (Hurtado & Gauvain, 1997, pp. 507-509).

It seems obvious that Latino --and other minority students-- would confront cultural conflicts trying to meet divergent cultural role expectations when in college. The degree of acculturation of the student and his or her family to the American culture will have a definite influence on the student's abilities to confront the challenges posed by the "American college culture".

Because autonomy has been identified as a precursor to academic achievement

(Steinberg, 1989), as cultural expectations regarding autonomy clash, Latino students' academic self-concept and achievement may suffer. According to a study of high school students, higher academic competence was due to the students' acquired maturity which led to autonomy (Steinberg, 1989). The more autonomous the youngster, the higher his or her ability to achieve. This more mature and autonomous individual was found to have a greater sense of his or her own abilities as well as limitations, and was motivated to face challenges.

Achievement and Self-concept

That ability to see oneself as capable of meeting life's challenges has been referred to as "self-confidence", which comes from one's capacity to evaluate one's "self". Such an evaluation may yield positive or negative conclusions about who one is, so one may **esteem** oneself or not. According to William James (1890)

our self-feeling in this world depends entirely on what we back ourselves to be and do. Human aspirations and values have an essential role in determining whether we regard ourselves favorably. Our achievements are measured against our aspirations for any given area of behavior. If achievement approaches or meets aspirations in a valued area, then the result is high self-esteem. If there is wide divergence, then we regard ourselves poorly. It is determined by the ratio of our actualities to our supposed potentialities; a fraction of which our pretensions are the denominator, and the numerator our success; thus
self esteem = success / pretensions (James, 1890, p.296).

The above description of "self-esteem" was reiterated years later by Stanley Coopersmith (1969). He defined it as "an attitude of approval or disapproval,

indicating the extent to which an individual believes himself to be capable, significant, successful, and worthy. [It is] the relatively enduring evaluative attitudes an individual holds toward himself as an object...carrying affective loadings and [having] motivational consequences" (Coopersmith, 1969, pp.6-7). Coopersmith wanted to expand on James' theories of self-esteem by exploring its "antecedents". He found some of his inspiration in the works of sociologist G. H. Mead. Mead (1934) believed self-esteem resulted when

"the individual internalized the ideas and attitudes expressed by the key figures in his life. . .observing their actions and attitudes, adopting them (often unknowingly), and expressing them as his own. This holds true for attitudes and actions expressed toward himself as well as toward external objects. He comes to respond to himself and develop self-attitudes consistent with those expressed by the significant others in his world. Internalizing their posture toward him, he values himself as they regard and value him and demeans himself to the extent that they reject, ignore or demean him." (Mead, 1934, p.17)

Self-esteem as a result of "others' esteem" has been referred to as the "social mirror" or "looking glass self" theory, which according to Mahoney (1991), has contributed greatly to the areas of personality and child development. Some of the seminal works in the study of self-esteem and/or self-concept came from Diana Baumrind (1963), Morris Rosenberg (1965), and Stanley Coopersmith (1969). In their extensive and carefully executed studies, they helped to define self-esteem empirically and set standards for the investigation of its correlates.

Approaching the subject matter from different perspectives, doing their studies with different age groups, Baumrind, Rosenberg and Coopersmith concurred in their

findings of behavioral, affective, and cognitive dimensions of self-esteem. Individuals with higher self-concept or self-esteem were more competent, happier, and more likely to face challenges appropriately than those with lesser levels of self-esteem. More importantly, their results generated a consistent picture of the home environment associated with high and low levels of self-esteem. A high level of personal esteem or higher self-concept originated in a home in which parents provided acceptance, respect, and warmth, as well as clearly defined expectations and limits.

Parenting styles and achievement

Parents' behavior and attitude toward their children has been directly related to their children's achievement and failure to achieve. According to Baumrind (1967,1975), parents who were capable of balancing warmth, control, and high demands with clear communication about what they expected of their child consistently promoted social and academic competence in their children. Baumrind referred to this style of parenting as "**authoritative**". In essence, these parents **"showed acceptance and respect for the child, maintained good lines of communication with them, set clear and firm rules and standards, expected mature behavior from the child, and encouraged the child's independence.** They fostered verbal interaction with their child while being mindful of their own as well as their children's rights" (Baumrind, 1975, p. 275).

Other parenting styles were correlated with lower competence and/or failure to achieve. Baumrind referred to those styles as "authoritarian" and "permissive", respectively (1975, p. 275). Parents who used an **authoritarian** style attempted to control their child using absolute standards. Authoritarian parents were characterized

by **high demandingness** and **low responsiveness** to their child. For these parents, control was key and verbal interaction was discouraged.

In contrast to the authoritarian approach to parenting, **permissive** parents were characterized by **tolerance** and **acceptance** of their child's impulses, **making few demands** for mature behavior in the child and **applying little punishment**. This **overly nurturing style** of parenting allowed for self-regulation by the child. Both authoritarian and permissive parenting styles (characterized by excessive control and excessive nurturance, respectively) have consistently been found to produce children with **decreased** academic competence.

Using Baumrind's classifications of parenting styles, Dornbush, Liederman, Roberts, & Fraleigh (1987) found that in fact, **authoritarian** and **permissive** parenting styles were **negatively** associated with grades. Using a large and ethnically diverse sample of high school students, Dornbush et.al. generated much support for Baumrind's hypotheses. In fact, these authors found that those students from "purely Authoritative parents" (i.e. high on authoritative but low on authoritarianism and permissiveness) had the highest mean grades, while students from inconsistent families (which combined authoritarian and permissive styles) had the lowest grades. Overall, these styles were found to be stable in their effects across parental education, gender, ethnicity and family structure categories (i.e. five family composition categories, including natural parents, step parents, single parents). Some gender and ethnicity differences were found. For example, females had a lower tendency to be authoritarian than males, but no gender difference was found for the "permissive" styles. With regard to ethnicity, there was an interaction between African-American male students

in authoritarian families. It seemed that they were the only ones whose grades were higher under the authoritarian condition. Their female counterparts had a negative effect from it, like the rest of the sample (Dornbusch et. al., 1987, pp.1246-1247).

Steinberg, Elmen & Mounts (1989) expanded on Dornbusch et.al.'s study. They wished to find reasons for the positive impact of the "authoritative" parenting style on children's grades. Thus, their study had several goals. First, it was aimed at identifying specific constructs involved in "authoritativeness". Secondly, the study was supposed to tap on the psychological processes mediating between authoritative parenting and better school performance.

And, thirdly, the authors wished to examine the over-time relationship between various aspects of authoritative parenting and school achievement. Specifically, Steinberg et. al. wished to test the hypothesis that authoritative parenting led to academic success, and not the other way around (p.1425). They described "authoritative" as combining both parental responsiveness and parental demandingness (described by Maccoby & Martin, 1983), a high degree of warmth and acceptance, a high degree of democracy or psychological autonomy, and a high degree of behavioral control. They proposed that each of these components of "authoritativeness" would contribute to adolescents' school performance because they facilitated psychosocial maturity in the children, which led to autonomy. The more autonomous the students, the better their performance in school. Their results gave ample support to their hypotheses.

Their findings have been replicated as well. However, methodological

limitations have impaired the ability to generalize those findings, especially to the Latino population. Although the above researchers had Latino participants in their samples, they were not assessed for **level of acculturation**. To treat all Latinos as a homogeneous group is inappropriate. A first generation Latino student may be very different from a second generation student, whose parents may be more adapted to the American culture. This problem is characteristic of many studies in the areas of achievement and self-concept as well. Byrne (1996) stressed the need for more research on self-concept with individuals **across the life span and from a variety of cultural and or/ethnic backgrounds**.

This marked deficit of data based on individuals of diverse ethnic and cultural backgrounds in the areas of self-concept and parenting is particularly pronounced regarding late adolescents and/or young adults entering college (Halote & Michael, 1984, Byrne, 1996). The majority of the studies in these areas have had participants from **preschool and grade school** (Baumrind, 1967, 1975) to **junior high school** (Coopersmith, 1969, Wylie (1972); Shavelson, & Bolus, (1982); Michael, Byrne & Marsh, (1996), and **high school** (Rosenberg (1965); Michael, (1984); Dornbush, Liederman, Roberts, & Fraleigh (1987); Steinberg, Elmen & Mounts (1989); and Byrne & Marsh (1996) respectively.

As the efforts to increase the achievement level of under-represented minority students in college meet with inconsistent results (Moore & Carpenter, 1985), it seems relevant to study achievement variables associated with self-concept and parenting styles in these populations. It is the goal of this researcher to explore the effects of parenting styles on Latino college students' self-concept and achievement.

With that objective, **academic achievement** will be measured by the participants previous (i.e. high school) and current (college) **grade point average**. These measures of achievement will be compared to measures of the students' (1) level of acculturation (2) level of acculturative stress, (3) self-concept; and (4) perception of style in which they were parented. **Acculturation** will be measured by the Acculturation Rating for Mexican Americans (**ARSMA II**), slightly modified to include students from other Latin American backgrounds (**ARSMA-II-A**) and (2) an adapted version to assess acculturation in students of other ethnicities (**ARSMA-II-B**). **Acculturative Stress** will be measured by the Acculturation Issues Scale (**AIS**). **Self-concept** will be assessed by Marsh's Self Description Questionnaire III (**SDQ III**) (1992d). The students' perception of their **parents' style** of child rearing will be assessed using the Perceived Family Socialization Style Inventory (**PFSSI**).

In addition, in order to eliminate confounding of the variables above listed with the possible effects of family financial status or level of education, a general questionnaire (**College Student General Questionnaire**) will be given to the participants to provide that information.

METHOD

Summary of Design

Multiple Regression analyses will be used to evaluate the relationship between the predictors and dependent variable. This statistical analysis approach will also serve to obtain the relative contribution of the variables in the multiple regression prediction equation.

In this study, the **predictors** are: (1) level of acculturation as measured by the Acculturation Rating Scale for Mexican Americans II [ARSMA--II] and illustrated on Appendix "B"; (2) level of acculturative stress, measured by the Acculturation Issues Scale [AIS], (Appendix "C"); (3) Self-concept, measured by the Self Description Questionnaire [SDQ III], (Appendix "D"); and (4) Parents' Socialization Style, obtained through the Perceived Family Socialization Style Inventory [PFSSI], (Appendix "E"). Family financial status and gender will be explored for their potentially significant interaction effects with the other variables. This information will be obtained from the participants' answers to the **College Student General Questionnaire** [CSGQ], (Appendix "A").

The **predicted (criterion) variable** is: Academic achievement, as indicated by the participants' reported Grade Point Average (G. P. A.) from high school and college. Participants' answers to the College Student General Questionnaire (Appendix "A") will provide information regarding their G.P.A. as well as other relevant personal information (e.g. age, sex, and demographic data).

The above independent variables are expected to be useful in predicting academic achievement, specifically G.P.A. **Simultaneous entry** of the variables is expected to result in a significant prediction equation. All predictors are expected to be strongly related to the criterion, yielding a Multiple Regression coefficient, which will meaningfully account for a high percentage of the variance.

Of special interest to this study is determining which of the above variables will be the most influential in the students' G.P.A. Given the literature, it is predicted that the most important variable for the students' achievement will be Parenting Style. However, to test the degree of importance, hierarchical entry of the predictors (Parenting Style, Self-concept, Acculturation, and Acculturation Stress scores) will be conducted. This Multiple Regression technique will be used to estimate the hypothesized unique contribution of each predictor to the criterion variable (i.e. academic achievement). SPSS^X withholds each predictor's correlation to the other predictors (i.e. semi-partialling process) to obtain a more accurate correlation value with the criterion variable. Sex of the respondents as well as sex of the parents will be used as co-variates to explore the interaction effects. (Norusis, 1983, pp. 154-170).

Participants

The participants will be 400 students (200 males and 200 females) enrolled in various courses at a large community college. In order to ensure that there will be students at all the levels of acculturation, the classes will be chosen so that there will be students who are in the process of learning English, as well as students who may only speak English. The courses' sections chosen will be those which meet for three hours, once a week, to allow for intact testing time.

Procedure and Materials

Informed Consent: The participants will receive an explanation of the general objectives of the study. Students will receive a phone number and office location where they could go for assistance regarding any concerns they may have from being participants. These sources would also furnish them with the results of the study when these become available.

The participants will be told that the purpose of the study is "to investigate family influences in college students." In addition, they will be reassured of the anonymity of the information given. The only identification asked of them will be their student identification number (I.D.) in order for the researcher to show legitimacy of the study's data. (See the introduction section to the College Student General Questionnaire (Appendix "A").

The participants will also receive instruction regarding data management, emphasizing the fact that each individual's answers will not be studied independently, but that they would be combined with the answers from the rest of the respondents for analysis. The researcher will be available to answer questions and to address any concerns during the class session's time, and later at the phone number provided.

Administration. The College Student General Questionnaire will be administered first, followed by the ARSMA-II, and the AIS. The respondents will then take a 20 minute brake to avoid fatigue. After the recess, the Self Description Questionnaire (SDQ III) will be administered, followed by the Perception of Family

Socialization Style Inventory (PFSSI). Participants will receive class credit for their participation in the study.

Measures. The College Student General Questionnaire is a 66-item instrument which was designed to obtain demographic information (e.g. gender, age, etc.), as well as data of interest in the present study such as ethnic identification, family constellation, academic history, and grade point average. Illustrated in Appendix "A", it contains "fill in the blanks" items as well as "multiple choice".

The Acculturation Rating Scale for Mexican Americans--II (ARSMA-II), like its precursor, the ARSMA (Cuéllar, Harris & Jasso, 1980), was designed to measure cultural orientation toward the Mexican culture and the Anglo culture independently. It was revised "for the purpose of developing an instrument that assessed acculturation processes through an orthogonal, multidimensional approach" (Cuéllar, Arnold, & Maldonado, 1995, p.275) in order to accomplish the measurement of acculturation to both cultures independently.

Description and scoring: The ARSMA-II has two scales, (1) the Acculturation Scale and (2) the Marginality scale. The ARSMA-II is a bilingual instrument, an English and Spanish version are printed on the same page.

Scale 1 contains 30 items distributed between two subscales: (1) the Anglo Orientation Scale (AOS) and (2) the Mexican Orientation Scale (MOS). The AOS is comprised of 13 items (Items 2, 4, 7, 9, 10, 13, 15, 16, 19, 23, 25, 27, and 30). The MOS is composed of 17 items, (Items 1, 3, 5, 6, 8, 11, 12, 14, 17, 18, 29, 21, 22, 24, 26, 28, and 29). Scale 1 is illustrated on Appendix "B", "Form "A".

Reliability: Scale 1's two subscales, the Anglo Orientation Subscale (AOS) and the Mexican Orientation Subscale (MOS), were developed from items from the original ARSMA scale. The two cultural orientation subscales were found to have good internal reliabilities. Its authors reported a Cronbach's Alpha of .86 and .88 for the AOS and the MOS, respectively (Cuéllar et. al., 1995). The revised ARSMA-II yielded a high Pearson correlation coefficient ($r = .89$) with the original scale.

Construct Validity: The authors reported a high construct validity. The ARSMA-II was used in their sample of 379 individuals representing generations "one" (i.e., respondent was born outside the United States) to "five" (i.e., respondent, her/his parents and all grandparents were born in the United States).

Scoring: The sum of the AOS scale is divided by 13 to obtain a mean score for that subscale. The sum of MOS is divided by 17 to obtain a mean score for that subscale. The MOS mean is subtracted from the AOS mean to obtain a linear acculturation score that represents an individual's score along a continuum from very Mexican oriented to very Anglo oriented. The acculturation score can be used to obtain an acculturation level for the subject by employing the suggested cutting scores shown on Table 1. These cutting scores were selected based on standard deviation units from the mean of the combined sample of the 379 subjects representing the five generations.

Insert Table 1 about here

Because it was impossible to locate an acculturation instrument with reliable

statistical norms for every respondent's nationality and/or ethnic background, a "general" version of the ARSMA-II was created. ARSMA-II Form "B" is a modification of the original ARSMA-II developed for this study to give to respondents whose backgrounds are Non-Mexican or Non-Mexican/American. Appendix "B" illustrates ARSMA-II, Forms "A" and "B". Form "A" is a categorization unique to this study's purposes to refer to the original ARSMA-II (Cuéllar et. al.,1995). Statistical analyses will be performed after the data are collected.

Acculturation Issues Scale (AIS). It is a 20 item questionnaire designed to measure the respondent's degree of stress from trying to resolve the conflicts presented by the acculturation process (Cuellar, Arnold and Glazer, 1993). It is a multiple choice instrument, whose answers range from (1) "does not apply" to (5) "bothers me a lot".

Self Description Questionnaire III (SDQ III): The SDQ III (Marsh, 1992d) was designed to measure multiple dimensions of self-concept in college students and other adults. It comprises a multidimensional structure that is based on the Shavelson, Hubner & Stanton (1976) theoretical model of self-concept. It is designed to measure global perception of self (i.e. general self-concept), as well as specifically identified self-concepts related to academic and nonacademic areas. Based on the information included in the SDQ III's manual provided by its author (Marsh, 1990), the SDQ III is a 136-item self-report scale that comprises 13 subscales: (a) 8 nonacademic (Physical Ability, Physical Appearance, Peer Relations {Opposite Sex and Same Sex}, Parent Relations, Emotional Stability, Honesty/Trustworthiness, and Spiritual Values/Religion); (b) 4 academic (Verbal, Mathematics, Problem Solving, and

General--Academic); and (c) one that measures overall global self-concept (General-Self).

The items are structured on an 8-point Likert-type scale format, from "[1] Definitely False" to [8] Definitely True", as illustrated on Appendix "C". Some subscales are composed of 10 items, whereas others are composed of 12. To prevent acquiescence response biases, half of the items in each subscale are worded negatively (Marsh,1989, p.8).

Psychometric properties

Reliability: Reporting on the basis of the full set of responses comprising the normative sample (N=2,436), Marsh (1992d) stated internal consistency reliability coefficients ranging from .76 (Honesty/Trustworthiness) to .95 (Spiritual Values/Religion), with a mean alpha over the 13 subscales of .90. In fact, only the Honesty/Trustworthiness subscale was less than .84 (Byrne, 1996, p.200).

Validity. Byrne (1996) in her extensive and thorough review of available instruments on self-concept, reported a very strong construct and concurrent validity, respectively (Byrne, 1996, pp.200-202). The only concern stated was the limitation of the normative sample to Australian and Canadian participants. This has also been improved, as the solidity of the SDQ III is resulting in vigorous researchers using this instrument in European countries and in the United States. However, the limitations inherent in this issue of sample characteristics is even more pronounced when referring to the Latino population. The need for research studies using this and other self-concept instruments with Latino respondents is essential in order to generate

information relevant to Latinos and other ethnic groups.

Parenting styles will be evaluated using the The Perception of Family Socialization Style Inventory (PFSSI) based on Baumrind's (1967) **authoritative, authoritarian, permissive, and neglectful** styles. The **PFSSI** is an adaptation of the parenting instrument used by Dornbush et.al (1987, 1989), and Steinberg et. al. (1989, 1992). Creating a new instrument was necessary due to the fact that (1) Baumrind used interviews and field observations to obtain their data from preschool and grade-school children and their parents. And, (2) no other parenting perception instrument is available using Baumrind's criteria for young adult college students.

The Perception of Family Socialization Style Inventory (PFSSI) is a 35- item inventory based on Dornbusch et. al. 's (1987, 1989) & Steinberg's et. al (1992) instrument. The **PFSSI** was modified to suit the college student population. It is aimed at classifying the respondents' family socialization style using Baumrind's (1967) typology. Respondents' scores on Nurturance (Affection and Support) and Monitoring (Discipline/Autonomy granting) will yield four classifications of Authoritative, Authoritarian, Neglectful, and Permissive categories.

Scoring: As illustrated on Appendix "D", to the first 18 items, respondents answer on a 4-point Likert scale ranging from (1) Strongly Agree to (4) Strongly Disagree. Steinberg et.al.'s version reported on the composite scores which were formed for each clustering of items Alpha values of .72 (Acceptance/ Involvement); .76 (Strictness/ Supervision, and .82 (Autonomy Granting), respectively. The remaining items were assigned response categories of "Never", "Sometimes" and

"Usually". Steinberg et. al (1992) averaged across the items to form a composite score (5 items, Alpha =.74).

The first 18 items alternate between the Nurturance (odd numbered items) and Monitoring (even items). All the Monitoring items are reversed scored, with the exception of #12. The last 8 items compose the Discipline/Supervision scale.

Table 1

Cutting Scores for Determining Acculturation Level Using ARSMA-II

Acculturation Levels	Description	ARSMA-II Acculturation Score*
Level I	Very Mexican oriented	< -1.33
Level II	Mexican oriented to Approximately balanced individual	≥ -1.33 and ≤ .07
Level III	Slightly Anglo oriented, bicultural	> -.07 and < 1.19
Level IV	Strongly Anglo oriented	≥ 1.19 and < 2.45
Level V	Very assimilated; Anglicized	> 2.45

Raw scores were used to calculate the Acculturation Score. The choices selected for each item are added and divided by the number of items on the MOS and AOS scales separately to obtain the raw score mean for each scale. These means were used in the formula:

$$\text{Acculturation Score} = \text{AOS (Mean)} - \text{MOS (Mean)} *$$

* (Replicated from Cuéllar et.al, 1995, p. 285)

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APPENDICES

Appendix "A"
College Student General Questionnaire

DIRECTIONS: The following questions were designed to study academic and family characteristics in college students. Your answers are **confidential**, and will **not** be analyzed separately. Instead, your answers will be combined with the answers of the rest of the participants in this study to be analyzed as a **group**. Your identification number (I.D.) will be used for **our** records only, to be able to demonstrate the legitimacy of the data. Your permission is needed to have your academic record accessed through the Admissions Office. **If you agree to give your consent, please put a check mark on "yes" on the line provided below. If you don't, it will not be accessed.**

Yes ___ I give my consent to the researcher Alina Hernández to view my records.

No ___ I don't give my consent to the researcher
Alina Hernández to view my records.

PLEASE, ANSWER THE FOLLOWING QUESTIONS BY FILLING IN THE BLANKS OR WRITING AN "X" NEXT TO (IN FRONT OF) THE CHOICE MOST RELEVANT TO YOU. THANKS!

(01) Identification Number: _____

(02) **Gender:**(a)___Female (b)___Male

(03) **Course:**(a)___Psych 1A (b)___Psych 5 (c)___(Other)

(04) **ESL:** (a)___Level 1 (b)___L-2 (c)___L-3 (d)___L-4 (e)___L-5 (f)___L-6

(05) **Other:** _____ (06)___Age (07)___Date of Birth

(08) **Marital Status:**(a)___Single (b)___Married(or in a Relationship)
(c)___Other

(09) Do you have children? (a)___Yes (b)___No If yes, how many?___

(10) Number of Units (or credit) to be completed **this semester:** #_____.

(a)___ESL Credit (b)___(non-ESL student/NO college units)

(c)___(1 to 3 units) (d)___4 to 9 units (e)___10 to 12 units (f)___over 13 units.

- (11) Grade Point Average (G.P.A.) expected this semester. Give # ____.
(Overall GPA from **all** courses)
(a) ___ 4.0 (b) ___ 3.5 to 3.9 (c) ___ 3.0 to 3.49
(d) ___ 2.5 to 2.9 (e) ___ 2.0 to 2.49 (f) ___ 1.5 to 1.9 (g) ___ 0 to 1.5

- (12) Total number of units taken after High School (at **Mt.SAC** or in
other colleges or universities) Give Number:# ____

- (13) Overall (Total)G.P.A. you have accumulated (approximately).
Give # ____.
(a) ___ 4.0 (b) ___ 3.5 to 3.9 (c) ___ 3.0 to 3.49
(d) ___ 2.5 to 2.9 (e) ___ 2.0 to 2.49 (f) ___ 1.5 to 1.9 (g) ___ 0 to 1.5

- (14) Grade Point Average (G.P.A.) in High School : Give # ____.
(a) ___ 4.0 (b) ___ 3.5 to 3.9 (c) ___ 3.0 to 3.49
(d) ___ 2.5 to 2.9 (e) ___ 2.0 to 2.49 (f) ___ 1.5 to 1.9 (g) ___ 0 to 1.5

- (15) I attended **Pre-School** in the U.S.(a) ___ Yes (b) ___ No

If "No", Where?

- (a) ___ Mexico
(b) ___ Other Latin American country (country's name) _____.
(c) ___ Europe (name of country) _____.
(d) ___ Asia (name of country) _____.
(e) ___ Africa (name of country) _____.
(f) ___ Other (name of country) _____.

- (16) The Pre-school I attended was "**Headstart**" (a) ___ Yes (b) ___ No

I attended **Pre-School** in the U.S.(a) ___ Yes (b) ___ No

If "No", Where?

- (a) ___ Mexico
(b) ___ Other Latin American country (country's name) _____.
(c) ___ Europe (name of country) _____.
(d) ___ Asia (name of country) _____.
(e) ___ Africa (name of country) _____.
(f) ___ Other (name of country) _____.

(17) I attended Elementary School in the U. S. (a)___Yes (b) ___No

If "No", Where?

(a)___Mexico

(b)___Other Latin American country (country'sname)_____.

(c)___ Europe (name of country) _____.

(d) ___ Asia (name of country) _____.

(e)___ Africa (name of country) _____.

(f) ___ Other (name of country) _____.

(18) I attended Junior High School in the U.S. (a)___Yes (B) ___No

If "No", Where?

(a)___Mexico

(b)___Other Latin American country (country'sname)_____.

(c)___ Europe (name of country) _____.

(d) ___ Asia (name of country) _____.

(e) ___ Africa (name of country) _____.

(f) ___ Other (name of country) _____.

(19) I attended High School in the U. S. (a)___Yes (B) ___No

If "No", Where?

(a)___Mexico

(b)___Other Latin American country (country'sname)_____.

(c)___ Europe (name of country) _____.

(d) ___ Asia (name of country) _____.

(e) ___ Africa (name of country) _____.

(f) ___ Other (name of country) _____.

(20) I attended a **college or university** in another country

(a) ___Yes (b) ___NO.

(21) I grew up thinking that

(a) I was expected to graduate from high school.

(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(b) I was expected to go to college after high school.

(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(c) I was expected to go to work and take care of my own expenses.
(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(d) I was expected to go to work and and help my family financially.
(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(e) I was expected to get married after high school.
(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(f) I was expected to do whatever I wanted after I finished High School.
(1)___Strongly disagree (2)___ Disagree (3)___ Agree (4)___ Strongly Agree

(22) I was born in the United States. (a) ___ Yes (b) ___ No

If "No", Where?

(a)___ Mexico

(b)___ Other Latin American country (country's name)_____.

(c)___ Europe (name of country) _____.

(d) ___ Asia (name of country) _____.

(e)___ Africa (name of country) _____.

(f) ___ Other (name of country) _____.

(23) I consider myself a(n) _____ (preferred nationality and/or ethnicity).

(24) My **mother** (or person acting as mother) was born in the U.S.

(a)___ Yes (b)___ No

If "No", Where?

(a)___ Mexico

(b)___ Other Latin American country (country's name)_____.

(c)___ Europe (name of country) _____.

(d) ___ Asia (name of country) _____.

(e)___ Africa (name of country) _____.

(f) ___ Other (name of country) _____.

(25) My **mother** learned to drive

(a) _____ before I was born or while I was in Pre-school.

(b) _____ while I was in Elementary School.

(c) _____ while I was in Junior School.

(d) _____ while I was in High School.

(e) _____ has not learned or does not apply.

(26) My **father** (or person acting as father) was born in the U.S.
(a) __ Yes (b) __ No

If "No", Where?

(a) __ Mexico

(b) __ Other Latin American country (country's name) _____.

(c) __ Europe (name of country) _____.

(d) __ Asia (name of country) _____.

(e) __ Africa (name of country) _____.

(f) __ Other (name of country) _____.

(27) My **father** learned to drive

(a) _____ before I was born or while I was in Pre-school.

(b) _____ while I was in Elementary School.

(c) _____ while I was in Junior School.

(d) _____ while I was in High School.

(e) _____ has not learned or does not apply.

(28) My **paternal grandmother** was born in the U.S. (a) __ Yes (b) __ No

If "No", Where?

(a) __ Mexico

(b) __ Other Latin American country (country's name) _____.

(c) __ Europe (name of country) _____.

(d) __ Asia (name of country) _____.

(e) __ Africa (name of country) _____.

(f) __ Other (name of country) _____.

(29) My **paternal grandfather** was born in the U.S. (a) __ Yes (b) __ No

If "No", Where?

(a) __ Mexico

(b) __ Other Latin American country (country's name) _____.

(c) __ Europe (name of country) _____.

(d) __ Asia (name of country) _____.

(e) __ Africa (name of country) _____.

(f) __ Other (name of country) _____.

(30) My maternal grandmother was born in the U.S. (a)___Yes (b) ___No

If "No", Where?

(a)___Mexico

(b)___Other Latin American country (country'sname)_____.

(c)___ Europe (name of country) _____.

(d)___ Asia (name of country) _____.

(e)___ Africa (name of country) _____.

(f)___ Other (name of country) _____.

(31) My maternal grandfather was born in the U.S. (a)___Yes (b)___No

If "No", Where?

(a)___Mexico

(b)___Other Latin American country (country'sname)_____.

(c)___ Europe (name of country) _____.

(d)___ Asia (name of country) _____.

(e)___ Africa (name of country) _____.

(f)___ Other (name of country) _____.

(32) Other relatives (e.g. aunts / uncles, grandparents) used to live in my house when I was growing up. (a)___Yes (b)___No

Please, indicate the financial situation of your family as you perceived it (You don't need worry about the accuracy of the facts).

I felt that my family's income was/ is

(33) (a)___lower (b)___similar (c)___better than that of the average child in my

Pre-school.

(34) (a)___lower (b)___similar (c)___better than that of the average child in my

Elementary School.

(35) (a)___lower (b)___similar (c)___better than that of the average child in my

Junior High School.

(36) (a)___lower (b)___similar (c)___better than that of the average student in my

High School.

(37) (a)___lower (b)___similar (c)___better than that of the average student in

College.

(30) My maternal grandmother was born in the U.S. (a) __ Yes (b) __ No

If "No", Where?

(a) __ Mexico

(b) __ Other Latin American country (country's name) _____.

(c) __ Europe (name of country) _____.

(d) __ Asia (name of country) _____.

(e) __ Africa (name of country) _____.

(f) __ Other (name of country) _____.

(31) My maternal grandfather was born in the U.S. (a) __ Yes (b) __ No

If "No", Where?

(a) __ Mexico

(b) __ Other Latin American country (country's name) _____.

(c) __ Europe (name of country) _____.

(d) __ Asia (name of country) _____.

(e) __ Africa (name of country) _____.

(f) __ Other (name of country) _____.

(32) Other relatives (e.g. aunts / uncles, grandparents) used to live in my house when I was growing up. (a) __ Yes (b) __ No

Please, indicate the financial situation of your family as you perceived it (You don't need worry about the accuracy of the facts).

I felt that my family's income was/ is

(33) (a) __ lower (b) __ similar (c) __ better than that of the average child in my

Pre-school.

(34) (a) __ lower (b) __ similar (c) __ better than that of the average child in my

Elementary School.

(35) (a) __ lower (b) __ similar (c) __ better than that of the average child in my

Junior High School.

(36) (a) __ lower (b) __ similar (c) __ better than that of the average student in my

High School.

(37) (a) __ lower (b) __ similar (c) __ better than that of the average student in

College.

(38) The U.S. Census gives the median income for **all** families in the U.S. in **1970** as **\$ 33, 519** (in**1994** money standards)

For households with **3** persons was **\$38,937** per year.
For households with **4** persons was **\$44,392** per year.
For households with **5** persons was **\$ 42,471** per year.
For households with **6** persons was **\$37,455** per year.

What is your estimate of your family's income in **1970**?

The family's income was (approximately): \$_____.

(39) In your estimation, your family's financial situation in 1970 was considered

- (a) _____ **Poor.**
- (b) _____ **Lower middle.**
- (c) _____ **Middle.**
- (d) _____ **Upper middle**
- (e) _____ **High income**

(40) In **1975** the U.S. Census gives the median income for **all** families in the U.S. as \$ **34, 519** (**1994** money standards)

What is your estimate of your family's income for **1975**?

My family's income was (approximately): \$_____.

(41) In your estimation, your family's income in 1975 was

- (a) _____ **Poor.**
- (b) _____ **Lower middle income.**
- (c) _____ **Middle.**
- (d) _____ **Upper middle**
- (e) _____ **High income**

(42) In **1980** the U.S. Census gives the median income for **all** families in the U.S. as \$ **33, 8399**. (**1994** money standards)

What is your estimate of your family's income in **1980**?

The family's income was (approximately): \$_____.

(43) In your estimation, your family's income in **1980** was

- (a) _____ **Poor.**
- (b) _____ **Lower middle income.**
- (c) _____ **Middle.**
- (d) _____ **Upper middle**
- (e) _____ **High income**

(44) In **1985** the U.S. Census gives the median income for **all** families in the U.S. as \$ **36,164** (**1994** money standards) .

What is your estimate of your family's income in **1985**?

The family's income was (approximately): \$_____ .

For the next questionnaire, please follow the guidelines given below. Thank You!

A. If either you, your parents, grandparents or great grandparents were born in Mexico or in other Latin American countries, please answer the questions in Form "A" (attached). Please, use the answer sheet provided. Thank you.

B. If either you, your parents, grandparents or great grandparents were born in a country other than the United States, and are not included in section "A"(above), please answer the questions in **Form "B"** (attached). Please, use the answer sheet provided. Thank you.

APPENDIX "B"
FORM "A" : Acculturation Rating Scale--II (ARSMA-II)

ARSMA-II Form "A"		1	2	3	4	5
		Not at all	Very little or Not very often	Moderately	Much or Very often	Extremely Often or Almost Always
1	I speak Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I speak English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I enjoy speaking Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I associate with Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I associate with Mexicans and/or Mexican Americans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I enjoy listening to Spanish language music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I enjoy listening to English language music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I enjoy Spanish language TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I enjoy English language TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I enjoy English language movies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I enjoy Spanish language movies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I enjoy reading in Spanish (e.g. books in Spanish).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I enjoy reading in English (e.g. books in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I write in Spanish (e.g. letters in Spanish).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I write in English (e.g. letters in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	My thinking is done in the English language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	My thinking is done in the Spanish language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	My contact with Mexico has been.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	My contact with the USA has been.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	My father identifies or identified himself as "Mexicano".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	My mother identifies or identified herself as "Mexicana".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	My friends, while I was growing up, were of Mexican origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	My friends, while I was growing up were of Anglo origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	My family cooks Mexican foods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	My friends now are of Anglo origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	My friends now are of Mexican origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	I like to identify myself as an Anglo American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	I like to identify myself as a Mexican American or Latino.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	I like to identify myself as a Mexican.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	I like to identify myself as an American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

end of scale 1 of ARSMA-II "A"

ARSMA-II Form "A"		1	2	3	4	5
		Not at all	Very Little or Not very often	Moderately	Much or Very Often	Extremely Often or Almost Always
1	I have difficulty accepting some ideas held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I have difficulty accepting certain attitudes held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I have difficulty accepting some behaviors exhibited by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I have difficulty accepting some values held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have difficulty accepting certain practices and customs commonly found in some Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I have --or think I would have--difficulty accepting Anglos as close personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I have difficulty accepting ideas held by some Mexicans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I have difficulty accepting certain attitudes held by Mexicans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I have difficulty accepting behaviors exhibited by Mexicans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I have difficulty accepting some values held by some Mexicans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I have difficulty accepting certain practices and customs commonly found in some Mexicans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I have --or think I would have--difficulty accepting Mexicans as close personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I have difficulty accepting some ideas held by Mexican Americans/Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have difficulty accepting certain attitudes held by Mexican Americans/Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I have difficulty accepting behaviors exhibited by Mexican Americans/Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have difficulty accepting some values held by some Mexican Americans/Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I have difficulty accepting certain practices and customs commonly found in some Mexican Americans/Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	I have --or think I would have--difficulty accepting Mexican Americans/Latinos as close personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Scale II

APPENDIX "B"

FORM "B" : Acculturation Rating Scale--II (ARSMA-II)

Appendix "B" ARSMA II " Form "B"

<h2 align="center">ARSMA-II Form "B"</h2>		1	2	3	4	5
		Not at all	Very Little or Not very often	Moderately	Much or Very Often	Extremely Often or Almost Always
1	I speak a language other than English that is/was my family's language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I speak English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I enjoy speaking my family's language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I associate with Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I associate with people from my family's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I enjoy listening to music that's in my family's language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I enjoy listening to English language music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I enjoy TV that's in my family's language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I enjoy English language TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I enjoy English language movies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I enjoy movies that are in my family's non-English language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I enjoy reading in my family's non-English language (e.g. books).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I enjoy reading in English (e.g. books in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I write in my family's non-English language (e.g. letters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I write in English (e.g. letters in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	My thinking is done in the English language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	My thinking is done in my family's non-English language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	My contact with my family's non-American country of origin has been.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	My contact with the USA has been.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	My father identifies or identified himself as from a non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	My mother identifies or identified herself from a non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	My friends, while I was growing up, were of my family's non-American origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	My friends, while I was growing up were of Anglo origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	My family cooks foods that are from their non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	My friends now are of Anglo origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	My friends now are of my family's non-American origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	I like to identify myself as an Anglo American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	I like to identify myself as an American from a non-American country of origin. (e.g. German/American)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	I like to identify myself as someone from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	I like to identify myself as an American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix "B" ARSMA II "Form "B"

<p style="text-align: center;">ARSMA-II Form "B"</p>		<p style="text-align: center;">1</p> <p style="text-align: center;">Not at all</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Very Little or Not Very often</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Moderately</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Much or Very Often</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">Extremely Often or Almost Always</p>
1	I have difficulty accepting some ideas held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I have difficulty accepting certain attitudes held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I have difficulty accepting some behaviors exhibited by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I have difficulty accepting some values held by Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have difficulty accepting certain practices and customs commonly found in some Anglos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I have --or think I would have--difficulty accepting Anglos as close personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I have difficulty accepting ideas held by people from my family's non-American family of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I have difficulty accepting certain attitudes held by people from my family's non-American family of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I have difficulty accepting behaviors exhibited by people from my family's non-American family of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I have difficulty accepting some values held by people from my family's non-American family of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I have difficulty accepting certain practices and customs commonly found in some people from my family of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I have --or think I would have--difficulty accepting people from my family of origin as close personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I have difficulty accepting some ideas held by an American from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I have difficulty accepting certain attitudes held by an American from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I have difficulty accepting behaviors exhibited by an American from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	I have difficulty accepting some values held by some Americans from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I have difficulty accepting certain practices and customs found in some people from my family's country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	I have --or think I would have--difficulty accepting an American from my family's non-American country of origin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scale II

APPENDIX "C"
SELF DESCRIPTION QUESTIONNAIRE III (SDQ-III)

	SDQ III	Self Description Questionnaire III Developed by H. W. Marsh (1982)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
1		I find many mathematical problems interesting and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2		My parents are not very spiritual/religious people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3		Overall, I have a lot of respect for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4		I often tell small lies to avoid embarrassing questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5		I get a lot of attention from members of the opposite sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6		I have trouble expressing myself when trying to write something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7		I am usually pretty calm and relaxed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8		I hardly ever saw things the same way as my parents when I was growing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9		I enjoy doing work for most academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10		I am never able to think up answers to problems that haven't already been figured out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11		I have a physically attractive body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12		I have few friends of the same sex that I can really count on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13		I am a good athlete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14		I have hesitated to take courses that involve mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15		I am a spiritual/religious person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16		Overall, I lack self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17		People can always rely on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18		I find it difficult to meet members of the opposite sex whom I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19		I can write effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20		I worry a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21		I would like to bring up children of my own (if I have any) like my parents raised me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22		I hate studying for many academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23		I am good at combining ideas in ways that others have not tried.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24		I am ugly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25		I am comfortable talking to members of the same sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SDQ III	Self Description Questionnaire III Developed by H. W. Marsh (1982)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
26	I am awkward and poorly coordinated at many sports and physical activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	I have generally done better in mathematics courses than other courses.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Spiritual/religious beliefs have little to do with my life philosophy.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Overall, I am pretty accepting of myself.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Being <u>honest</u> is not particularly important to me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	I have lots of friends of the opposite sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	I have a poor vocabulary.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	I am happy most of the time.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	I still have many unresolved conflicts with my parents.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	I like most academic subjects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	I wish I had more imagination and originality.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	I have a good body build.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	I don't get along very well with other members of the same sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	I have good endurance and stamina in sports and physical activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Mathematics makes me feel inadequate.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	Spiritual/religious beliefs make my life better and make me a happier person.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	Overall, I don't have much respect for myself.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	I nearly always tell the truth.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Most of my friends are more comfortable with members of the opposite sex than I am.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	I am an avid reader.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	I am anxious much of the time.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	My parents have usually been unhappy or disappointed with what I do and have done.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	I have trouble with most academic subjects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	I enjoy working out new ways of solving problems.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	There are a lot of things about the way I look that I would like to change.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SDQ III	Self Description Questionnaire III Developed by H. W. Marsh (1982)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
51	I make friends easily with members of the same sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	I hate sports and physical activities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	I am quite good at mathematics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	My spiritual/religious beliefs provide the guidelines by which I conduct my life.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	Overall, I have a lot of self-confidence.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	I sometimes take things that do not belong to me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	I am comfortable talking to members of the opposite sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	I do not do well on tests that require a lot of verbal reasoning ability.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	I hardly ever feel depressed.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	My values are similar to those of my parents.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	I'm good at most academic subjects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	I'm not much good at problem solving.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	My body weight is about right (neither too fat nor too skinny)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	Other members of the same sex find me boring.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	I have a high energy level in sports and physical activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	I have trouble understanding anything that is based upon mathematics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	Continuous spiritual/religious growth is important to me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68	Overall, I have a very good self-concept.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	I never cheat.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	I'm quite shy with members of the opposite sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	Relative to most people, my verbal skills are quite good.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	I tend to be highly strung, tense, and restless.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73	My parents have never had much respect for me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74	I'm not particularly interested in most academic subjects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75	I have a lot of intellectual curiosity.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SDQ III		Self Description Questionnaire III Developed by H. W. Marsh (1982)							
		DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
76	I dislike the way I look.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77	I share a lot of activities with members of the same sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78	I'm not very good at any activities that require physical ability and coordination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79	I have always done well in mathematics classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80	I rarely if ever spend time in spiritual meditation or religious prayer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81	Overall, nothing that I do is very important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82	Being dishonest is often the lesser of two evils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83	I make friends easily with members of the opposite sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84	I often have to read things several times before I understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85	I do not spend a lot of time worrying about things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86	My parents treated me fairly when I was young.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87	I learn quickly in most academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88	I'm not very original in my ideas, thoughts, and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89	I have nice facial features.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90	Not many people of the same sex like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91	I like to exercise vigorously at sports and/or physical activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92	I never do well on tests that require mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93	I am a better person as a consequence of my spiritual/religious beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94	Overall, I have pretty positive feeling about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95	I am a very honest person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96	I have had lots of feelings of inadequacy about relating to members of the opposite sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97	I am good at expressing myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98	I am often depressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99	It has often been difficult for me to talk to my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100	I hate most academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SDQ III	Self Description Questionnaire III Developed by H. W. Marsh (1982)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
101	I am an imaginative person.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102	I wish that I were physically more attractive.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103	I am popular with other members of the same sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104	I am poor at most sports and physical activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105	At school my friends always came to me for help in mathematics		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106	I am basically an atheist, and believe that there is no being higher than man.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107	Overall, I have a very poor self-concept.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108	I would feel OK about cheating on a test as long as I did not get caught.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109	I am comfortable being affectionate with members of the opposite sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110	In school I had more trouble learning to read than most other students.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111	I am inclined towards being an optimist.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112	My parents understand me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113	I get good grades in most academic subjects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114	I would have no interest in being an inventor.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115	Most of my friends are better looking than I am.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116	Most people have more friends of the same sex than I do.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117	I enjoy sports and physical activities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118	I have never been very excited about mathematics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119	I believe that there will be some form of continuation of my spirit or soul after my death.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120	Overall, I have pretty negative feelings about myself.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121	I value integrity above all other virtues.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122	I never seem to have much in common with members of the opposite sex.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123	I have good reading comprehension.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124	I tend to be a very nervous person.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125	I like my parents.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	SDQ III	Self Description Questionnaire III Developed by H. W. Marsh (1982)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
126		I could never achieve academic honors, even if I worked harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127		I can often see better ways of doing routine tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128		I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129		I have lots of friends of the same sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130		I am a sedentary type who avoids strenuous activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131		Overall, I do lots of things that are important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132		I am not a very reliable person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133		Spiritual/religious beliefs have little to do with the type of person I want to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134		I have never stolen anything of consequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135		Overall, I am not very accepting of myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136		Few --if any of my friends-- are very spiritual or religious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX "D"

**PERCEIVED FAMILY SOCIALIZATION STYLE INVENTORY
(PFSSI)**

Appendix "D"

PFSSI	<p align="center">Perception of Family Socialization Style Inventory Developed by Alina A. Hernández (May1998)</p>	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	THAN FALSE	MORE TRUE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
"For as long as I can remember..."(Elementary school and after)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 I could count on my mother to help me out if I had some kind of problem.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could count on my father to help me out if I had some kind of problem.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 My mother kept pushing me to do my best.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father kept pushing me to do my best.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 My mother said that I shouldn't argue with adults.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father said that I shouldn't argue with adults.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 My mother said that you should give in on arguments rather than make people angry.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father said that you should give in on arguments rather than make people angry.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 My mother kept pushing me to think independently.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father kept pushing me to think independently.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 When I got a poor grade in school, my mother would make my life miserable.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I got a poor grade in school, my father would make my life miserable.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 My mother would help me with my schoolwork if there was something I didn't understand.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father would help me with my schoolwork if there was something I didn't understand.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 My mother would tell me that her ideas were correct and that I should not question them.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father would tell me that his ideas were correct and that I should not question them.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 When my mother wanted me to do something, she explained why.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my father wanted me to do something, he explained why.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Whenever I argued with my mother, she'd say things like, "You'll know better when you grow up."		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whenever I argued with my father, he'd say things like, "You'll know better when you grow up."		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 When I got a poor grade in school, my mother encouraged me to try harder.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I got a poor grade in school, my father encouraged me to try harder.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 My mother let me make my own plans for things I wanted to do.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father let me make my own plans for things I wanted to do.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PFSSI	Perception of Family Socialization Style Inventory Developed by Alina A. Hernández (May1998)	DEFINITELY	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY
		FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	TRUE
13	My mother knew who my friends were/are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father knew who my friends were/are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	My mother acted cold and unfriendly if I did something she didn't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father acted cold and unfriendly if I did something he didn't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	My mother would spend time just talking with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father would spend time just talking with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	When I got a poor grade in school, my mother made me feel guilty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	When I got a poor grade in school, my father made me feel guilty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	It was important to my mother that our family have fun together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It was important to my father that our family have fun together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	My mother would not let me do things with her/the family when I did something she didn't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father would not let me do things with him/the family when I did something he didn't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	My mother knew where I went at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father knew where I went at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	My mother knew what I did with my spare time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father knew what I did with my spare time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	My mother knew where I was most afternoons after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father knew where I was most afternoons after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	My mother wanted to know where I went at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father wanted to know where I went at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	My mother wanted to know about what I did with my free time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father wanted to know about what I did with my free time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	My mother gave me more work and responsibilities than a child should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father gave me more work and responsibilities than a child should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PFSSI	Perception of Family Socialization Style Inventory Developed by Allina A. Hernández (May1998)	DEFINITELY	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY
		FALSE							TRUE
25	My mother attempted to control me using a rigid, unchanging standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father attempted to control me using a rigid, unchanging standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	My mother valued obedience as a virtue in her children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father valued obedience as a virtue in his children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	My mother believed that children should be seen and not heard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father believed that children should be seen and not heard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	My mother assigned household chores in order to develop respect for work in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father assigned household chores in order to develop respect for work in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	My mother believed that I should accept her word for what was right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father believed that I should accept his word for what was right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	My mother attempted to direct my activities in a rational, facts oriented manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father attempted to direct my activities in a rational, facts oriented manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	My mother encouraged verbal give and take and told me the reasoning behind her rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father encouraged verbal give and take and told me the reasoning behind his rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	My mother encouraged me to come to my own conclusions as well as conforming to the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father encouraged me to come to my own conclusions as well as conforming to the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	When we disagreed, my mother explained where we disagreed, rather than force her will on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	When we disagreed, my father explained where we disagreed, rather than force his will on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	My mother would enforce her own perspective, but would recognize my views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father would enforce his own perspective, but would recognize my views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	My mother respected who I was, yet set standards for my conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father respected who I was, yet set standards for my conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	My mother used reason, authority, and rewards to achieve her objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My father used reason, authority, and rewards to achieve his objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	My mother would not base her decisions on what everyone else was doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My father would not base his decisions on what everyone else was doing.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
PFSSI	Perception of Family Socialization Style Inventory Developed by Alina A. Hernández (May 1998)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
		37	My mother has been counting the days until I leave the house. My father has been counting the days until I leave the house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	My mother allowed me to regulate my own activities as much as possible. My father allowed me to regulate my own activities as much as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	My mother avoided trying to control me and did not encourage me to obey her rules. My father avoided trying to control me and did not encourage me to obey his rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	There were no consequences when I broke my mother's rules. There were no consequences when I broke my father's rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	I could usually talk my mother out of punishing me when I should have been punished. I could usually talk my father out of punishing me when I should have been punished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	It was difficult for me to figure out how my mother felt about what I did. It was difficult for me to figure out how my father felt about what I did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	My mother didn't care what I did as long as it didn't interfere with her plans. My father didn't care what I did as long as it didn't interfere with his plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	My mother wasn't interested in how I did in school. My father wasn't interested in how I did in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	When things weren't going well, I could count on my mother's encouragement. When things weren't going well, I could count on my father's encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	My mother attended many of my school activities. My father attended many of my school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PFSSI	Perception of Family Socialization Style Inventory Developed by Alina A. Hernández (May1998)	DEFINITELY FALSE	FALSE	MOSTLY FALSE	MORE FALSE THAN TRUE	MORE TRUE THAN FALSE	MOSTLY TRUE	TRUE	DEFINITELY TRUE
47 My mother and I enjoy being with each other. My father and I enjoy being with each other.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48 My mother and I helped each other when needed. My father and I helped each other when needed.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49 My mother and I said what we meant and meant what we said to each other. My father and I said what we meant and meant what we said to each other.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50 I could go to my mother for understanding and support. I could go to my father for understanding and support.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51 My mother used physical punishment to discipline me. My father used physical punishment to discipline me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52 My mother never hesitated to confront me when I did something wrong. My father never hesitated to confront me when I did something wrong.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53 My mother values independence and integrity above all. My father values independence and integrity above all.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54 My mother enjoys being my father. My father enjoys being my mother.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55 My mother sets the rules firmly but is not inflexible My father sets the rules firmly but is not inflexible.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56 My mother held me accountable for what I said I would do. My father held me accountable for what I said I would do.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58 My mother liked my father and had respect for him. My father liked my mother and had respect for her.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

**SABBATICAL LEAVE REPORT
1997-1998 ACADEMIC YEAR**

by

**Alina A. Hernández
Counseling and Matriculation Department**

Project#2:

**RESEARCH OF
CAREER ASSESSMENT INSTRUMENTS
IN SPANISH**

1998—1999

RESEARCH IN CAREER ASSESSMENT INSTRUMENTS IN SPANISH

The impetus behind this project was the need to expand the limited information and availability of vocational and personality inventories in the Spanish language. This need became an issue for me when trying to assess vocationally the monolingual, Spanish-speaking students of the Single Parent Academy Program "HAGASE". Since the beginning of the program in 1992, I have used translations of tests which had been standardized on White, middle class individuals. Experts in multicultural assessment have cautioned professionals in the field about using translated materials. In their opinion, the use of translations which have not undergone careful test validation is limiting due to the fact that translations cannot be held to the same validity criteria as the original instruments (Padilla and Medina, 1996; Marin, 1992).

My initial task was to read the literature on test instrument evaluation in order to locate instruments that had corresponding Spanish versions. The secondary task was to acquire said instruments. This process yielded mixed results. The Strong Interest Inventory (which is the most widely used and researched career instrument) had excellent reviews in the literature, including its Spanish version. However, when trying to acquire the test for personal evaluation, the publisher no longer carried it. When contacting representatives from many of the publishers I received consistently the response that the low demand for Spanish versions didn't permit profitable publication of them (phone conversations, 1997, 1998). In addition, the publishers

of the few existing Spanish instruments were reluctant to share single copies of the tests for fear of their illegal reproduction. Therefore, it was difficult for me to obtain single copies without purchasing the instruments in the pre-packaged quantities. Financial constraints didn't permit me to purchase the instruments in quantity as their publishers required. Hopefully, this is something I'll be able to do in the future, with some assistance from the Counseling Department.

The following report is organized in four areas: (I) a description of the measures used to evaluate standardized instruments (i.e. pertinent variables of reliability, validity and norms); (II) a description of the specific issues regarding vocational assessment in general, and testing in various cultures; (III) a general review of the instruments found in Spanish; and (IV) some concluding remarks.

I. Description of the variables considered in the evaluation of standardized instruments

Reliability

Technically, reliability is a characteristic of the scores, not the instrument. That is, the scores should do not fluctuate due to random error. Reliability indices of the scores may be estimated through an internal consistency analysis, through equivalent forms analysis, or through a measure of stability across time. In general, reliability estimates should be above 0.80 for well developed instruments (Kapes, Mastie & Whitfield, 1994, p. 26). This is the criterion I used in evaluating the reliability measures of the instruments.

Validity vs. Validation

Geisinger (1992) found that

two conditions confound the simple explanation of test validity. First, test validity refers to a collection of concepts rather than to a singular one. That is, validity as traditionally defined involves several meanings and each of these entails its own empirical methodology. The specific use to which a test may be put determines in part the validation principles and procedures that are applied to the test in context. Second, test validity has not been a static concept; rather, it has evolved considerably in recent years” (Geisinger, 1992, p. 18).

Validity

Validity refers to the “appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Test validation is the process of

accumulating evidence to support such inferences” (AERA, APA, NCME, 1985, p. 9).

The end user of the information generated from the instrument must have in mind (1) the specific inferences intended to be drawn from the scores, and must seek evidence that such inferences are appropriate, meaningful and useful. “It is useful to think about two general types of inferences: (1) making inferences about performance other than that measured (criterion-related validity), and (2) making inferences about a characteristic of the person measured (content or construct validity)” (Kapes et. al., 1994, p.26). Information for this project regarding validity was obtained from the critical reviews in the Mental Measurements Yearbooks and/or the technical manual of the instrument.

Test Validation

Geisinger (1992) explained the validation process as the “validation complex”. . . “three forms of test validation have been recently recognized: criterion-related validation, content-related validation, and construct-related validation” (p. 18).

Criterion-related validation

Criterion-related validation is determined by the degree of relationship (estimated by correlation coefficients) between the test scores and the criterion values, such as grade point average or indices of job success. These relationships are quantified by correlations and modeled by regression lines. Messick referred to it as “utility” (1989, p.17) or the “predictive efficiency relative to base rates, mean gains in criterion performance due to selection, the dollar value of such gains relative to costs, and so forth” Messick, 1980, p. 1017). This means that criterion-related validation is

of central importance, as logically, “the value of a criterion-related study depends on the relevance of the criterion measure that is used”. (Standards, 1985, p.11)

With respect to testing of minority populations, the “Achilles heel ...is the requirement that the criterion be free from bias. Should it be tainted, it will almost necessarily be a similarly biased test that best predicts that criterion” (Cronbach, 1988, p. 9).

Content validation

The basis for content validation is “professional judgements about the relevance of the test content to the content of a particular behavioral domain of interest and about the representativeness with which item or task content covers that domain” (Messick, 1989, p. 17).

Construct validation

Anastasi (1988) defined **construct validation** as follows:

[T]he construct-related validity of a test is the extent to which the test may be said to measure a theoretical construct or trait. . . It derives from established interrelationships among behavioral measures. Construct-related validation requires the gradual accumulation of information from a variety of sources. Any data throwing light on the nature of the trait under consideration and the conditions affecting its development and manifestations represent appropriate evidence for its validation (p. 153).

Standards (1985) added

Evidence of construct validity is not found in a single study; rather judgements of construct validity are based upon the accumulation of research results. In obtaining the information needed to establish construct validity, the investigator begins by formulating hypotheses about the characteristics of those who have high scores on the test in contrast to those who have

low scores. Taken together, such hypotheses form at least a tentative theory about the nature of the construct that the test is believed to be measuring (p. 30).

In addition to the above, Geisinger (1992) added one more type of validity, “population validity”. “Population validity is used to describe the evidence supporting the ability to generalize validation results across subgroups. Hence, it is a term used to describe a situation where no unintended systematic variance due to group membership is found” (1992, p. 21).

Norms

In order to evaluate the appropriateness of a certain instrument for use with an individual, it is important to know how the individual compares to the group members on whom the instrument was tested. This is called “norm referencing” and it provides information regarding the “representative and relevant” quality of the norm group.

A norm group is typically a sample of individuals from a larger population. In order to make inferences regarding how an individual compares to the population, it is important that the sample be representative of that population. In my evaluations I looked for sampling procedure that included relevant variables such as age, gender, ethnicity, socioeconomic status, size of community, and geographic location (Kapes et.al., 1994, p.27). In fact, a common criticism of the studies done on Spanish translations of standardized instruments is that researchers have grouped under “Hispanics” individuals from different countries, different levels of education, socioeconomic status, length of time living in this country and different acculturation

levels, which have resulted in a group too heterogeneous to be considered useful as a reference sample for individuals of any hispanic subculture (Marin, 1992).

Needless to say, worthwhile validation studies which carefully control for the above factors would require much time and money. Therefore, they have only been done with instruments used to assist professionals in making decisions that tend to critically impact the lives of the individuals concerned, such as when diagnosing and/or referring individuals for specific clinical, education or job programs. However, research studies with cross-cultural vocational assessment instruments are limited, and most of the available studies have examined only interest inventories. Other dimensions of vocational assessment such as personality and values have been neglected.

II. Specific issues regarding vocational assessment across cultures.

A. Vocational Assessment

Vocational assessment is viewed as an indispensable step in the process of career counseling (Walsh, 1990). An accurate vocational assessment is a prerequisite for effective career intervention, as it provides useful data about an individual (for example, aptitudes, interests, vocational maturity) that are useful in (1) formulating intervention goals and objectives, and (2) predicting the probabilities that an individual may attain future success and satisfaction in different educational and occupational areas.

Vocational assessment almost always involves the use of standardized

instruments. Several categories of tests are commonly used for vocational assessment, including measures of interests, aptitudes, values, personality, vocational development, and decision making. The quality of vocational assessment is affected by a number of factors, including the appropriateness of the selected tests in meeting the needs of the individuals being assessed, the validity and reliability of these instruments, and the ability of a counselor to accurately interpret the test scores and use them to benefit the assessed individual.

An important factor to consider in the selection, administration, and interpretation of vocational tests is the cultural background of the test taker. Many assessment instruments commonly used in vocational assessment are developed from a Euro-American cultural perspective, which is transmitted by the language, education level and socioeconomic status of the white middle class norming group (Padilla, 1994).

B. Vocational assessment across cultures.

According to Leung (1996), there are at least three major issues concerning the use of vocational tests across cultures. The first issue is related to the concurrent and predictive validity of vocational assessment instruments. For example, one of the major functions of vocational interest inventories is to predict occupational choice and satisfaction. Yet, there is some evidence suggesting that the predictive validity of interest inventories might be lower for minority persons than for Anglo-American individuals (Carter and Swanson, 1990). A second issue is related to differences in test scores between Anglos and ethnic minorities. For example, some studies have

found differences between Whites and ethnic minority individuals in career interest scores (Hansen, 1977), and in career maturity scores (Leong, 1991a; Westbrook, Cutts, Madison, and Arcia, 1980). Differences in scores between White and ethnic minorities could be due to biases in testing instruments, and could lead to inaccurate conclusions about the test taker. The third issue is related to the theoretical structure of testing instruments. Most vocational assessment instruments are based on theoretical structures that reflect a Eurocentric world view. The use of inappropriate theoretical models for minority individuals could result in inaccurate data and conclusions about the assessed individuals (Leung, 1996, pp. 475-477).

Thus, when choosing a testing instrument for individuals from other cultures-- especially if their native language is other than English-- it should reflect or closely approximate the educational level , both in their native language and in English, acculturation level and socioeconomic status of the assessed individual (Padilla, 1994).

III. A General Review of Vocational Interest Inventories

The most commonly used category of vocational assessment instrument is “interest” inventories. The assessment of vocational interest is based on a trait-factor assumption that career satisfaction could be best attained by matching the interests of an individual with the characteristic occupations. This trait-factor assumption has been developed to incorporate a person-environment fit approach, in which the goal of the assessment is to examine the match between a person and the characteristics of the work environment (Holland, 1985a; Rounds and Tracey, 1990). Existing research studies on the cross-cultural assessment of interests have focused mainly on the

Strong Interest Inventory (Hansen and Campbell, 1985), and the Self-Directed Search (Holland, 1985c).

Strong Interest Inventory

The Strong Interest Inventory (SII) is the most popular interest inventory (Zytowski and Warman, 1982). The SII is designed for a wide spectrum of individuals who are making educational, career, and lifestyle decisions, including high school and college students, adults, career changers, and individuals who are returning to work. It is also one of the most researched assessment instruments (Walsh and Betz, 1990), and its reliability and validity have been well documented in the research literature (Hansen, 1986; Hansen and Campbell, 1985).

The SSI provides the user with a variety of information. There are 6 General Occupation Themes (GOT) 23 Basic Interest Scales (BIS), and 207 Occupational Scales (OS) representing 106 different occupations. The GOT, BIS, and the OS are organized according to the Holland (1973;1985a) theory of vocational interest in which vocational interests are organized into six different types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These six vocational interest types are often represented by the acronym RIASEC. The RIASEC ordering of interests is presented in a hexagonal model in which the degrees of similarities and dissimilarities between any two interest types are indicated by the distance between the types in the hexagon.

An Introversion-Extraversion scale provides information about preferences in terms of working with ideas, things, and people. An Academic Comfort scale provides information about a person's degree of interest in an academic environment.

Several Administrative Indexes provide information about the validity of the profile. Information about the SII scales, and the reliability and validity of the instrument, is presented in the SII Manual (Hansen and Campbell, 1985) and User's Guide (Hansen, 1992a).

The use of the SII among Hispanic Americans has been examined in a limited number of research studies. Hansen's and Fouad's study (1984) was the first to use a valid Spanish translation of the SII. A three step procedure was used, consisting of translation, back-translation, and field-testing. These authors found high correlations between the correspondent scales of the two language versions of the SII in a group of Hispanic and Anglo bilingual students and adults. No differences were found between the two language versions at the level of the individual profile.

Other studies using the Spanish language version have compared specific groups of professions, such as engineering (Fouad and Dancer, 1992; Fouad, Hansen and Arias, 1986, 1989). The findings from these studies support some degree of cross-cultural validity of the SII for Hispanics, but with limitations. They only used males, of Mexican origin (no other nationality was represented) and did not include information about socio economic status.

Availability: The publisher no longer carries the Spanish version and there was no information available regarding a new publisher.. From the publisher representatives to whom I spoke, the frequent sentiment was that there wasn't a large number of individuals demanding these tests, and therefore, it was not financially viable to invest in developing and/or carrying such tests (phone conversations, 1997, 1998).

The Self-Directed Search (SDS)

Objective: Assesses the abilities and interests of adolescents and adults. Used for career planning and counseling.

Description: Two booklets give the test-takers an opportunity to (1) assess their occupational types --The **Evaluation** Booklet-- and (2) match their scores to career titles in the **The Occupations Finder** booklet.

The **Evaluation** booklet provides a simple multiple-item test yielding six interest scores (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), and a **three-letter code** used for exploring occupational possibilities. **The Occupations Finder** booklet lists occupational titles under the three-letter codes. Thus, the self-scoring instrument provides the individual with immediate feedback about his/her vocational areas of interest as well as related job titles.

Languages: Spanish and Vietnamese.

No validation studies available.

Publisher: Psychological Assessment Resources, Inc.

The SDS has been adapted and translated into twenty languages. A number of studies were mentioned in the SDS manual (Holland, 1985c)⁹³ supporting the

⁹³ The most recent manual (1997) is not available from the publisher until the tests are purchased. Understandably, due to its recency, the information was unavailable to the authors here referenced.

international use of the SDS. However, the amount of published research about its publication for ethnic minorities in the United States is still quite limited (Leung, 1996, p.483).

The recent (1994) Spanish version is a significant improvement over the older version (1979). It provides a much needed update about the world of work. The older edition [which was the one obtained for my students by Mt.SAC's Assessment Center] reflected only the early 1970's occupations. A disappointing feature is its continued use of the two letter code (instead of the three letter code used in the English version). The two letter code had been the original means of assessment (PAR, 1970, 1973) by the SDS, but was updated in 1979 to improve its efficiency.

There is still the possibility of including the third code in the assessment of Spanish speaking test-takers, but it involves a additional steps, with their time-consuming and lower specificity drawbacks.

Personality Inventories

The Myers-Briggs Type Indicator (MBTI) was the only personality inventory published in Spanish which can be used in career counseling. The information available regarding reliability and validity is very limited. It is primarily considered a translation of the English version, and should be interpreted with caution to the Hispanic-American population. The questionnaire is in Spanish as well as a limited description of each of the possible sixteen types. However, the extensive

explanation and richness of the description of each of the types are not available in Spanish.

Information regarding the English version:

The following information is derived from the publisher (Consulting Psychology Press) and Kape et. al. (1994).

Target Population: The MBTI is used in business and industry, counseling, education, and other settings. It is used by a wide age group including high school students and adults.

Statement of the Purpose of the Instrument: The MBTI enables people to communicate and work together more effectively through understanding individual differences. It's used in business and education for career counseling, team building, conflict resolution and management development.

Titles of Subtests, Scales, Scores Provided: Scales reported are: Extraversion--Intraversion; Sensing--Intuition; Thinking--Feeling; Judging--Perceiving.

Scoring: Machine scoring service and computer generated results available in English. The Spanish version can only be hand-scored. The results are described briefly as a synopsis of each of the types. A more elaborate explanation of the applications of each of the types in social and career settings must come from the counselor.

IV. Concluding remarks

The goal for this project was to find vocational instruments in Spanish which could be used adequately with Spanish speaking individuals of middle to low socio-economic status. The findings revealed that although much has been written about the need for appropriate testing instruments in the first language of those tested, little has been done to establish the validity of translated instruments. Indeed, the Spanish instruments which were found with adequate reliability and validity indices were **not** in the vocational assessment area, but in the clinical and learning areas. The availability of information in the clinical and learning disabilities areas is due to the need to have valid tests to support the critical decisions for placement based those tests' results.

In the vocational assessment area, the academic critiques of the available instruments focused exclusively on the English versions, and only mentioned the fact that the instrument had been translated to Spanish (and/or another language). However, information about having undergone standardization or validation processes was absent.

Despite the fact that the validity of the translations found is questionable, the result of this search was definitely fruitful. One of the "fruits" was finding improved versions of the two instruments that I had been using in the vocational assessment of my students. I had used an older version (1979) of the Self-Directed Search (SDS) . Now, I have the means to order a more recent (1994) version (Psychological Assessment Resources, 1997). In the personality assessment area, I

had been using my own translation of the **Keirsey Temperament Sorter** (Keirsey and Bates, 1978), a short version of the Myers-Briggs Type Indicator. Now, I am looking forward to ordering the translated version of the MBTI from the publisher.

Above all, this project gave me a greater appreciation for the complex process of test validation. Given the rigor expected in research for the validation of instruments in a language other than English, it is more understandable to me why we still don't have sound instruments to use with non-English speaking individuals in this country. This is something which I will now convey more emphatically than before to the students. It is important that they understand that their scores may not necessarily coincide with those of the tests' group norm. Although these concepts are expressed in the standard delivery of the testing results, I will now take additional time to ensure that the students understand the implications. In my interpretations of their results, I will emphasize (even more) the fact that such information should only be considered a general "guide to the self-discovery process" rather than "a true description of the self".

I will also convey my findings to my colleagues in the Counseling department so they consider doing the same. Even though there may be concerns that students/counselees will have less confidence in their vocational assessment results, there is also the potential for benefit from the counselees' taking more time to evaluate the received information and involve themselves in their personal "validity" testing.

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