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Level of knowledge about Mexican Americans as held by counselor education students at San José State University as measured by the LOCCI Instrument

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LEVEL OF KNOWLEDGE ABOUT MEXICAN AMERICANS AS
HELD BY COUNSELOR EDUCATION STUDENTS AT
SAN JOSÉ STATE UNIVERSITY AS MEASURED
BY THE LOCCI INSTRUMENT

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A Thesis
Presented to
the Faculty of the Department of
Counselor Education
San José State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Stelvio G. Locci

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Level of knowledge about
Mexican Americans as held

APPROVED BY THE DEPARTMENT OF COUNSELOR EDUCATION

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CHAPTER I

INTRODUCTION

In this study it is postulated that a person's knowledge of an ethnic group may affect his attitude toward that group. It may be important to measure education counselors' knowledge of the Mexican American and look for ways to increase that knowledge so that counselors may interact more effectively with Mexican American pupils. Possibly, counselor trainee attitudes toward Chicanos can be modified by increasing knowledge of Chicanos.

The Problem

Education counselors interact with students to: (1) advise students on selection of courses; (2) assist students to decide on career choices or college and supply information about scholarships and other financial aid; (3) offer guidance to students who encounter personal problems in adjusting to school environments; (4) maintain contact with the students' parents; and (5) where necessary, refer students and their families to community agencies which provide social services. The counselor seeks to provide an accepting atmosphere so that students may freely discuss their academic and social problems.

These services offered by the counselor are of special importance for children of different ethnic backgrounds. However, the U.S. Commission on Civil Rights, in Report VI, Mexican American Education Study, February 1974, reports that counselor preparation programs generally do not require any unique or additional course work related to minority students. Some states require anthropology and sociology and recommended related training in race relations, the family, community and intergroup relations, and the school and the community. However, none of the states has established requirements for Spanish, the history of Mexican Americans and other ethnic studies courses which would be especially suitable for counselors to work with Chicanos. In addition, counselor trainees have little opportunity to work with Chicano pupils.

Carter (1970) writes that ". . . counselor preparation institutions blithely continue to certify counselors who will have lifelong contact with Mexican Americans but do little or nothing special to prepare them for that task" (p. 103). Carter stresses that counselor preparation institutions have done, and continue to do, little to cope with the problems associated with cross-cultural schooling and the counseling of the ethnically different Mexican American.

In California, the State Department of Education

Code includes requirements for:

. . . each school with a substantial population of students of diverse backgrounds provide an inservice preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environments (Reyes, 1975).

The letter and spirit of this mandate rest on the premise that increased knowledge about ethnic groups will improve attitudes toward, and ultimately the education of, these groups.

Research (Rosenthal & Jacobson, 1968; Whitehead & Miller, 1972; Williams, Whitehead, & Miller, 1971; Woodworth & Salzer, 1971; Jensen & Rosenfeld, 1974) evidences that teacher and other educational personnel attitudes affect the performance and drop-out rates of students and that Mexican American students find themselves in cultural conflict with the school and personnel. In response to these problems, California has mandated multicultural education inservice programs for school staffs, but to date no corresponding mandates have been made for counselor preparation curriculum.

If it is postulated that knowledge of an ethnic group may affect a person's attitude toward that group, then, it is important to measure counselor education student knowledge of Chicanos.

Purpose of the Study

The purpose of this study, then, is to measure counselor education student knowledge of Chicanos as revealed by the level of agreement with the criterion measures in the specified areas of Mexican American politics, psychology, heritage, sociology and education of the LOCCI Instrument (Appendix A). The LOCCI Instrument was developed by the writer and constitutes the instrument for this study. The 35 items of the questionnaire were developed from a review of the literature in the areas of Mexican American politics, psychology, heritage, sociology and education. The items selected are considered within a reasonable range of knowledge about Mexican Americans that an education counselor should have as part of his/her preparation.

It is a basic assumption of this study that there ought to be a relationship between the educational curriculum of the Counselor Education Department at San José State University and the level of agreement with the criterion measures in the areas of Mexican American politics, psychology, heritage, sociology and education.

Note: For example, if the Counselor Education Department is effective, then any student who is a member of the Department will demonstrate a high level of agreement with the criterion measures of the LOCCI Instrument

which contains statements of knowledge about Mexican Americans in the areas of politics, psychology, heritage, sociology and education.

Assumptions, however, often dictate a methodology. As a result, the study was developed as a means of initially determining the relation between selected variables and levels of agreement with the criterion measures in the specified areas. Subsequently, it became apparent that in order to determine the level of significance of the relationships, the study would have to include methods for determining the extent of knowledge about Mexican Americans possessed by members of the population. Therefore, the Statistical Package for the Social Sciences was employed as a method of statistical analysis.

The research question asks: Is there a significant relationship between selected variables and the levels of agreement of counselor education students on the criterion measures in specified areas outlined in the LOCCI Instrument? The research question the study is designed to explore is intended to bring about a better understanding of the relationship between counselor education preparation and knowledge about Chicanos.

In sum, the purpose of this study is to exact a determination of negative or positive impact of counselor education preparation on knowledge about Chicanos by means

of an assessment of the relationship between the curriculum of the Counselor Education Department at San José State University in terms of units completed and other related variables.

Significance of the Problem

If one accepts that educational counselors' knowledge of Chicanos has significant influence on the self-concept and educational/career choices made by Mexican Americans, then the education counselor's training and preparation should be analyzed through research. This study is a direct attempt to determine whether, as a counselor education student moves through a counselor education department, there is an increase in knowledge of Chicanos. Possibly any difference in knowledge will be attributed to differences in work experience, age and ethnic group identification, and maturation levels. But if a lack of a significant relationship between counselor education students' preparation and knowledge about Chicanos can be determined, there is the possibility that corresponding curricula changes can be made in a counselor education department, given that such preparation is not only mandated by State guidelines but is also a necessary pedagogical requirement for the educational counselors in San José, Santa Clara County, California and the Southwest.

Definition of Terms

Attitude, as defined by Rokeach (1968), is an empirical generalization:

An attitude is a relatively enduring organization of interrelated beliefs that describe, evaluate, and advocate action with respect to an object or situation, with each belief having cognitive, affective, and behavioral components (p. 457).

Chicano and the term Mexican American are stipulatively defined and used interchangeably (although some persons prefer to identify with one or the other or neither) to refer to a person of Mexican, Hispanic or Latin American or Black descent who may speak Spanish (or a dialect of English and Spanish) and who may speak English and who may adhere to Mexican, Hispanic, Latin American or Black cultural traditions.

The term Anglo is used to refer to a member of the majority U.S. population, often referred to as a member of the dominant group or dominant culture.

Criterion measures denote the items in the areas of knowledge about Chicanos in Politics, Psychology, Heritage, Sociology and Education.

LOCCI Instrument constitutes the instrument for this study and comprises 35 items or criterion measures in the

areas of Mexican American politics, psychology, heritage, sociology and education (see Appendix A).

Knowledge of (or about) Chicanos is operationally defined in terms of the level of agreement (low, medium, high) with the criterion measures in the specified areas of politics, psychology, heritage, sociology, and education of the LOCCI Instrument.

Units completed in the Counselor Education Department refers to any unit(s) for courses listed on pages 142-144 of the San José State University Graduate Catalog 1974-76 and for which a final grade has been issued and recorded in the official transcripts of the Registrar of the University.

Beginning Counselor Education Student in the Counselor Education Department of San José State University is operationally defined as a student who has completed zero to nine or fewer units in the Counselor Education Department of the University. The units completed must show a final grade and be recorded in the official transcripts of the Registrar of the University.

Advanced Counselor Education Student in the Counselor Education Department of San José State University is operationally defined as a student who has completed 20 or more units in the Counselor Education Department of the University. The units completed must show a final grade and be recorded in the official transcripts of the Registrar of

the University.

Hypothesis to be Tested

The research hypothesis for this study states that there is no significant relationship between the variables sex, ethnic group identification, counseling experience, teaching experience, teaching/counseling level of experience, number of units completed in the Counselor Education Department, and number of units completed in ethnic studies and the level of agreement (low, medium, high) with the criterion measures in the areas of Mexican American politics, psychology, heritage, sociology and education of the LOCCI Instrument.

Delimitations of the Problem

This study proposes an exploration and an assessment of the relation between selected variables and counselor education students' levels of agreement with the criterion measures in specified areas. As such it will not seek to establish necessary and sufficient cause-effect relationships between those variables and levels of agreement with the criterion measures. Nor will the study seek to identify, establish, or assess relations involving Counselor Education Department staff performance, curriculum, and student performance. All such questions fall beyond the purpose and scope of this study.

The population from which the sample for this study is drawn comprises the population of students in the Counselor Education Department of San José State University, San José, California.

A sample of 153 students voluntarily responded to the LOCCI Instrument. The sample represents approximately 75% of the population.

Generalizations based on the findings of this study must therefore reflect the purpose and scope of the study as well as the characteristics of the sample.

Summary and Overview

The U.S. Commission on Civil Rights (1973) and Carter (1970) have noted a lack of education counselor preparation to work with Chicano students. Furthermore, Johnson (1951) indicates a correlation between knowledge of a group and attitudes toward that group. The research of Rosenthal and Jacobson (1968), Williams, Whitehead, and Miller (1971), Woodworth and Salzer (1971), and Jensen and Rosenthal (1974) shows a relationship between teacher attitudes and student performance. This thesis is a quantitative analysis of the relationship between Counselor Education Department curriculum at San José State University and knowledge of Chicanos as measured by the level of agreement with the criterion measures in the areas of Chicano politics, psychology, heritage, sociology and education of the LOCCI Instrument.

Chapter II will review literature relevant to attitudes and knowledge; school personnel attitudes toward Mexican Americans; counselor and teacher interaction and performance with Mexican American pupils and other ethnically different pupils; teacher expectation; counselor training; and recent legislation affecting employment of Mexican American counselors.

CHAPTER II

REVIEW OF LITERATURE

This survey of literature discusses attitudes and knowledge; school personnel attitudes toward Mexican Americans; counselor and teacher interaction and performance with Mexican American pupils and other ethnically different pupils; teacher expectations; counselor training; and recent legislation affecting employment of Mexican American counselors. Abundant literature, educational statistics and research are available to reinforce the perspective that the Mexican American child is to blame for failure because his culture and values "hinder" him. This study takes the perspective that possibly the schools must reevaluate their performance, seeking ways to make schools responsive to the unique educational needs--specifically counseling needs--of Mexican American pupils.

Attitudes and Knowledge

Rokeach (1968) believes that an attitude functions as an enduring entity when dependent upon a residue of past experiences. Its function is to approach, to associate, to infer and to determine what action is proper to a subsequent situation. However, an attitude is subject to change by the introduction of new residues acquired through new experiences in new situations. The result is

a synthesis of old and new residues used to behave in a particular situation. This synthesis may be described as the interplay between conforming and changing behavior.

Bernard (1967) describes this concept:

Social attitudes are as numerous as relationships between people, but they may be classified according to several general criteria, the most significant of which are: the collective relationships which standardize and stereotype attitude through interconditioning (urban, rural, sectarian, racial, actionalistic, political, occupational, etc.); the objective or aim of the behaving person (humanitarian, exploiting, protective, etc.); and the time reference of the attitude (traditional, progressive, temporary, permanent, etc.) (p. 306).

Consequently, there are many conceptual bridges between persisting psychological states of the individual and the social objects of orientation. An individual uses attitudes as a tool to come to grips with his own world and taxonomy of social objects and social events of orientation.

Alper and Korchin (1952) discovered that material that conforms to a learner's attitudes is remembered

better than that which presents conflicts. Selection of vocabulary following this principle may affect his learning. Havron and Cofer (1957) found out that it was easier for subjects to learn attitude-relevant verbal responses if they were congruent with their existing attitudes. Subject matter to be learned added to the complications of the learning process. And since attitudes depend upon experience and "By arranging environmental consequences or contingencies, the probability of a behavior's occurring can be increased; by eliminating the consequences, the probability can be decreased," (Encyclopedia of Educational Research, 1969, p. 708) a counselor training program ideally provides the "environmental contingencies" conducive to acquiring knowledge of Mexican Americans and conducive to developing a positive concept of Mexican Americans.

DeCecco (1971) defines attitudes as cognitive, affective and behavioral. Research in education and social science should stress the collocation or intersection of these three dimensions of attitudes. The integration of thought, feeling, and behavior describes a process of change as well as attitudinal states. The integration or change process is dialectical in the Hegelian sense, with each synthesis or state of integration challenged in turn by a new antithesis or disintegration and thereby evolving ever higher levels of cognitive, affective and behavioral

development.

The educational taxonomy of dividing educational experience and learning into three domains--cognitive, affective and motor, places attitudes in the affective domain. The inherent problem in the taxonomy is that attitudes are not secondary but pertain to all three levels simultaneously. To study attitudes in this taxonomy requires a re-synthesis of all three domains.

This study measures counselor trainees' knowledge of the heritage, cultural anthropology, social psychology and educational achievement of Mexican Americans. And since attitudes are "not secondary but pertain to all three levels simultaneously," counselor trainees' attitudes toward Mexican Americans are determined, in part, by their knowledge of Mexican Americans as an ethnic minority.

Lee (1973) states:

Belief is an attitude. Knowledge is not to be defined as an attitude: its differentia is evidence. Beliefs are not necessarily propositional, but knowledge is propositional. When belief is of propositions, some evidence is necessary for justified belief, but it may not be sufficient to establish knowledge. It follows, then, that there is no absolute dividing line between belief and knowledge (pp. 134-135).

Johnson (1951) measured the attitudes of bilingual male students toward the Anglo ethnic group and found that a profound knowledge of the Anglo culture or no knowledge of it yielded the least cultural prejudice.

School Personnel Attitudes Toward Mexican Americans

Dr. Tomás Arciniega (1972) classifies four approaches to the education of the Mexican American child: (1) the Mexican American student viewed as noble poor approach, (2) the Mexican American viewed as pathological approach, (3) educating Mexican Americans to be more effective copers approach, and (4) the Mexican American viewed as oppressed approach. Arciniega believes the schools reflect a pathological or cultural deficiency approach which is based on the "false premise that the problem lies primarily within the Mexican American's culture" (p. IX-18). School practices have a clear intent: ". . . the youngster must first be 'de-Mexicanized'" (p. IX-18). Arciniega maintains that schools are geared to middle-class Anglo children and the school system maintains the status quo. To adjust, schools employ mechanisms such as goal displacement (original goals are displaced partially or completely and the means, rules, regulations, procedures, etc. become more important; means are elevated to the status of goals); tracking; technical-vocational schools which serve almost entirely minority-group students;

school zone gerrymandering practices; co-curricular activity programs for the academically talented which are participated in primarily by Anglo middle- and upper-class students; and special education practices (pp. IX-21-22).

Arciniega has labeled a school adaptive mechanism the "Language Ability and Accent Coefficient (SLAAC)" (p. IX-23). The school uses this measure in subtle and extra-official ways. A student's SLAAC rating will determine the extent to which he participates in activities and will determine what the school expects of him. "It appears that school expectations for a Mexican American student rise in inverse relation to his SLAAC rating as perceived by the school" (p. IX-24).

Johnson, Scales, and Smith (1974) point out that middle-class teachers have negative attitudes about the culturally different and that those attitudes affect student achievement. The middle-class teacher, trained in a middle-class college and university, may perceive the culture of culturally different children as inferior and design curriculum in the light of middle-class backgrounds only. This negative perception presupposes certain limits on the intelligence and abilities of minority children. They refer to a recent study of teachers in a metropolitan school system which revealed that attitudes about students became less favorable as the composition of

the student body became more non-white (Wiles, 1971).

Two Mexican American educators, Aragón and Ulibarrí (1971), believe that "the whole notion of counseling presumes that there is a common understanding between the professional and the client. Even when this commonality exists, counseling and guidance present a most difficult task. The problem becomes doubly difficult when the professional and the client are culturally different. Such a counselor's training presumed that he would work only with 'normal' abnormal students. It has not always worked out that way. In some instances, a counselor trained to work with culturally different children at best learned to define them as products of the 'culture of poverty'" (p. 87).

Palomares (1971) believes that counselors "express in indirect verbal and nonverbal ways those attitudes and values willed to us by our history, our schools, and other social institutions. Further, the attitudes and values we utilize in counseling relationships tend to be those willed to us by history and environment more than those we want to believe we possess" (p. 132).

In another study on teacher attitudes, Yee (1968) shows that "lower-class children are more affected by teachers' attitudes toward them than are middle-class children" (p. 275). Yee holds that, in effect, these teachers

discriminate against lower-class students by failing to pay attention to their crucial affective needs.

The Ramírez and Taylor (1967) study on picture card perception points out that "both teachers' and students' perceptions are conditioned by respective cultural backgrounds, which in the end will determine how they will relate to each other" (p. 4). This study indicates that whenever Mexican American students experience "interpersonal relationships with teachers, counselors, and school administrators who were concerned about them, their performance in school improved. Thus, when these students perceived their teachers as being interested in their welfare, they performed much better" (p. 4).

Another study by Simmons (1966) states that society, and therefore, school, perpetuates the mutual images and expectations of both Anglo Americans and Mexican Americans. He avers that "Anglos and Mexican Americans interact on a basis of society's expectation of what their role should be" (p. 16). For Anglo counselors and teachers this has meant for too long that Mexican Americans are obviously "disadvantaged" and therefore very little in the way of academic success can be expected of them.

A study by Anderson and Safar (1967) in two multicultural Southwestern communities shows the attitudes and perceptions of community members and school personnel

demonstrated a ubiquitous feeling that Spanish-American and Indian children are less capable of achieving desirable goals than are their Anglo contemporaries. This lack of achievement of the minority groups appears to be perceived as a lack of innate ability and support rather than as the fault of inadequate school programs.

School and Society (November 12, 1966) cites a three-year field study completed by Parsons in a Southwestern elementary school where more than half of the nearly 600 pupils were Mexican American. The study documents blatant discrimination by both school administrators and teachers toward Mexican Americans.

In a report by the U.S. Commission on Civil Rights (1968), examples of individual experience with the schools were cited which included negative teachers' attitudes expressed in lunchrooms; inexperienced teachers failing students by labeling them inferior instead of analyzing their own teaching techniques; and specifically, the experience of one graduate who perceived counselors as the students' biggest enemies. Counselors tended to push Mexican American students toward shop courses. The Commission goes on to cite charges made against school administrators, including labeling Chicano children as psychotic and mentally ill; suspending Chicanos without their parents being aware of the childrens' rights and telling Chicano children to

return to Mexico where they belonged. In addition, teachers were said to have avoided communication with Chicano parents, and then, to have used the excuse that Chicano parents were not interested in their children's educations.

The purpose of a survey conducted by Hurtado (1972) was to determine the existence and consequently the degree of prejudice toward Mexican Americans by counselor education students. As a result of the writer's personal experience with counselor education students, he hypothesized that counselor education students hold prejudicial attitudes toward Chicanos based on stereotypic information. The results of the survey, however, did not show the degree of negative bias or ignorance toward Mexican Americans that was expected. Hurtado attributed the results to weaknesses inherent in the questionnaire approach and to the possibility that counselor education students, like other college students, are "extremely test-wise and know the 'game' of answering such questionnaires in the most socially (acceptable) and expedient manner possible" (p. 40).

The same survey showed that 85% of the students felt their counselor education department should provide more training to help counselors work with Chicano students.

Counselor and Teacher Interaction and Performance with Chicano Students

The findings of the U.S. Commission on Civil Rights (1973) in a study on teacher interaction with Anglo and Chicano pupils in three Southwestern states show there are important differences in teacher interaction with Mexican American students and Anglo students. The Flanders Interaction Analysis System (modified to specify ethnicity) had six categories showing statistically significant disparities: (1) praising or encouraging, (2) acceptance or use of student ideas, (3) questioning, (4) positive teacher response, (5) all noncriticizing teacher talk, (6) all student speaking. Mexican American pupils in the survey area received considerably less of some of the most educationally beneficial forms of teacher behavior than did Anglos in the same classrooms. Teachers speak less often, and less favorably, to Mexican Americans than to Anglos. At the same time, Chicano pupils generally speak out less in class than do Anglo pupils.

Report VI of the Mexican American Education Study (1974) published by the U.S. Commission on Civil Rights quotes Dr. Miguel Arciniega: "Counselors are on the whole just not doing a good job with students, particularly Chicano students" (p. 42). A counselor's job requires time to familiarize himself with the students' family

backgrounds, time to get to know students as individuals with individual aspirations and unique capabilities. Heavy workloads often leave little time for individual attention; and advice on such matters as selection of academic courses is made on the basis of incomplete or inaccurate information about a student's capabilities. "Some counselors hold stereotyped images of Mexican Americans and advise Chicano students on the basis of these stereotypes" (p. 42).

The same report cites statistics compiled in 1969 which show for the Southwest a ratio of 1,926 Mexican American pupils for every counselor in secondary schools in districts with ten percent or more Mexican Americans. That ratio is two times higher than the ratio of Black pupils per counselor, and almost six times higher than the ratio of Anglo pupils per counselor. The ratios at the elementary levels are even higher. The lack of counselors, and particularly the lack of Mexican American counselors in the schools of the Southwest, has the effect of denying many Chicano students the benefit of advice and guidance from persons whose own backgrounds would tend to assure a more sympathetic understanding of the problems these children face in school.

Counselors are forced to rely heavily upon IQ and standardized achievement tests, very often being fully

aware that such tests carry cultural and language bias and are inadequate for validity assessing Chicano students' actual intelligence and abilities.

In an issue of the Journal of Mexican American Educators (1973), dedicated to educational testing, the consensus of the contributors is that IQ tests are inadequate to measure the intelligence and school potential of children from backgrounds different from the dominant society. As far back as 1934, Sánchez pointed out the controversial nature of intelligence and intelligence testing, especially as they apply to children who display fundamental personal, social, and cultural differences.

DeAvila (1973) asks why IQ tests in the first place? The pat answer is that the IQ test is used to screen for mental retardation. However, according to DeAvila, there is serious doubt that the test is valid even for that. Research indicates that most Mexican Americans placed in special education classes do not belong there and are normal learners (Arciniega, 1972). Special education classes in the Southwest, almost without exception, are comprised of Mexican American and Black student population.

Arciniega (1972) avers that Mexican Americans are not being counseled properly and that preference is usually given in public schools to the college-bound students. Basic criticisms of counseling and guidance programs

include: (1) overemphasis on college-prep students, (2) culturally insensitive counselors, (3) counselors overly preoccupied with IQ and achievement testing, (4) counselors channeling Mexican Americans into vocational trades and Armed Services, and (5) counselors not interested in relating to Mexican American parents and community.

Teacher Expectations

Rosenthal and Jacobson touched off a great deal of research on expectancy effects with the publication of their book Pygmalion in the Classroom (1968). In their study involving Chicano children, they manipulated teachers' expectations by providing teachers with information concerning students' capabilities for academic achievement. They report that a "teacher's attitude affects not only the student's desire to learn, but his performance, his grades, and most significantly his IQ scores" (p. 65). Also revealed was that by allowing teachers to believe in a student's increased potential to learn, this factor alone could cause the student's performance to improve considerably in school achievement as well as in IQ scores. However, in many classrooms, initial expectations for students' classroom behavior may result from social stereotypes. If stereotypes do influence teachers' expectations for student achievement and classroom behavior, then it follows that teachers will devalue Black and Chicano

students in line with their ethnic stereotypes. A number of studies support this idea: Whitehead and Miller (1972), Williams, Whitehead, and Miller (1971), Woodworth and Salzer (1971).

Social class, like ethnicity, may also serve as a basis for stereotyping, and numerous investigations have documented the negative stereotypes which portray lower-class students: Becker (1952), Miller (1973), Rosen (1969), Sexton (1961), Sewell, Haller, and Strauss (1969).

Ethnic and social class cues are transmitted both visually and vocally. Secord (1958), Clifford and Walster (1973) and Williams, Whitehead, and Miller (1971) offer evidence supporting the idea that ethnic and social class cues are transmitted visually.

The aim of a study performed by Jensen and Rosenfeld (1974) was to investigate the possible influence of ethnic and social class stereotyping on teachers' judgments of students as well as the way in which these stereotypes might be transmitted. After seeing, hearing, or seeing and hearing videotapes of middle- and lower-class Anglo, Black and Chicano students, teachers evaluated students on a set of 15 semantic differential scales dealing with teachers' classroom evaluative criteria. Patterns in the data showed that Anglos were rated most favorably. Middle-class Anglos and Blacks were rated more favorably than

lower-class Anglos and Blacks, respectively; however, class made no difference in the ratings of Chicanos. In practical terms, this study provides evidence that educational equality for students from different ethnic and social-class backgrounds is a myth, at least in the study's test city. Teachers' expectations for students' classroom behavior are affected by their stereotypes of different ethnic and social-class groups.

Ethnically Different Counselors and Students

Maes and Rinaldi (1974) list desired characteristics of the counselor who works with Chicano children, and emphasize that the counselor does not have to be Chicano to be successful. The counselor, from any background, must display empathy, warmth and positive regard for Chicano children as human beings. Bilingualism, however, is considered very important to have full range of discussion with the children and to build rapport, and use of a translator is considered to be of questionable value. The counselor should also have a cultural awareness to understand goals, values and behavior based on first-hand experience and understanding of Chicano religion, history, art, music, dance and literature. In addition, the counselor should have a thorough counseling repertoire, including behavior modification and Adlerian techniques.

And since the family is of utmost importance to the child, the counselor must act as consultant to teachers and principals to insure educational environments conducive and responsive to Chicano children's language, culture and psychosocial needs.

In a summer school reading project, Hosford and Bowles (1974) identified learning reinforcers by sex and ethnicity (Anglo and Chicano) by means of questionnaires, personal interviews, observations, surveys of literature on reinforcers, and reviews of literature having relevance to Chicano values and interests. The implications resulting from the research are that "providing students with the opportunity to select their own reinforcers might well be a potent technique for teachers and counselors to use to help students modify a variety of behaviors. In addition to allowing the students to select their own reinforcers, it might also be advantageous to encourage them to choose their own contingencies for earning them" (p. 299). This position holds great promise for counselors of the ethnically different because the children can develop their own reinforcers based on their own value systems.

In a dialogue, Nelson, Myers, Moore, and Callao (1974) react to propositions made about counseling culturally different children. All agree that every effort should be made to have culturally different children

participate as fully as possible in all school activities, but keeping in mind their needs and desires. The four participants (each one representing an ethnic group) suggest that those who "work with children as teachers or counselors need to experience both empathy and respect for their customs, patterns of behavior, and environmental conditions. Differences should be valued over homogeneity; within group differences should be looked at so that stereotypes and generalizations are avoided" (p. 308).

Ho and Shipley (1974) discuss the situation of minority counselors counseling white students, and suggest that the minority counselor "makes an effort to understand his cross-racial feelings and their social and cultural antecedents" (p. 288).

Counselor Training

The well-known educator, Thomas P. Carter (1970), writes that "counselor preparation institutions blithely continue to certify counselors who will have lifelong contact with Mexican Americans but do little or nothing special to prepare them for that task" (p. 103). Carter stresses the point that counselor preparation institutions have done, and continue to do, little to cope with the problems associated with cross-cultural schooling and the counseling of the ethnically different Mexican American.

Public schools are attempting much more. Colleges and universities are not only failing to pave the way towards improved school opportunity for this minority, but they are also failing to follow the lead of the lower-level institutions. Carter contends that "no counselor can succeed with the culturally different and/or poverty community unless some rather personal things occur" (p. 150). The student's basic assumptions about himself and the world he lives in, and his explanations of both, must be subjected to reappraisal. The "folk myth" explanations of such items as race achievement, or poverty must be destroyed. Also Carter holds that no teacher should be just told about Mexican American culture. Instead programs must be established to force him "to see it and feel it" (p. 150).

Palomares (1971) avers that counselors have tended to experience frustrations in communicating with persons from divergent racial and ethnic groups as largely their fault. "We have blamed the lack of genuine communication on those whom we counsel" (p. 144). Palomares points out that it was groups of minorities who forced educators to examine the racist attitudes, values and communications within the entire educational system. "Now no section of the country, no segment of the educational establishment can rest secure against such critical self-scrutiny"

(p. 140). He continues by saying that counselor education training has not equipped counselors to ". . . include ethnicity, race, or the minority perspective as valid reasons for being and feeling. As a result, we have not been made to systematically scrutinize those verbal and nonverbal behaviors which handicap our communication with ethnically divergent persons" (p. 140). Palomares recommends that counselor training should include: (1) intensive scrutiny of trainees' non-verbal behavior (via videotape), (2) trainees' encountering persons from other ethnic groups as their peers in training, and (3) training institutions utilizing Chicanos and members of other ethnic groups in planning, developing, coordinating and implementing training programs.

In discussing the counseling needs of Mexican American children, Guerra (1965) stated "the problem originates at the institution of counselor preparation where the counselor receives his training" (p. 6). Guerra maintains that to date, no curriculum for counselor education requires a trainee to take Spanish language instruction or the sociology of Spanish-speaking communities. In general, future teachers, counselors and administrators are not required to follow courses which in any way prepare them to work with Chicano children. He goes on to say that at present in all state colleges in California,

less than one percent of the graduates ever take a course in Spanish language or Mexican American sociology. The problem lies in the current practice of grouping the sociology of all ethnic minorities into one course as if their problems were similar or identical. "In other words, the counselor, who has a key job of establishing a unique rapport with children, does not often have the professional background that is necessary to do the job" (p. 6).

Aragón and Ulibarrí (1971) identify five aspects of behavior that begin to identify culture in the context of the educational world: language, diet, ethics, costuming and social patterns. "A group of people who are alike in these five areas could safely be called a cultural group" (p.89). That is why education counselors need preservice preparation and inservice training, experience that familiarizes them with "the magic components that make a culturally diverse society exciting and productive" (p. 89).

According to Report VI: Mexican American Education Study (1974) published by the U.S. Commission on Civil Rights, most southwestern states require counselors to have teaching certification or experience. And because of the low number of Chicano teachers, there are very few Chicano counselors. In addition, counselor preparation programs generally do not require any unique or additional course work related to minority students. Some states

require anthropology and sociology courses, but none has established requirements for courses such as Spanish, the history of Mexican Americans, and other ethnic studies courses which would be especially suitable for training counselors to work with Chicano pupils. In addition, counselor trainees have little opportunity to work with Chicano pupils since most universities are not located in areas of heavy Chicano population; and since most trainees are Anglos also living outside these areas, there is little chance that these trainees will have practice counseling experience in a school with a high proportion of Mexican Americans.

Legislation

Recent Task Force findings (1975), specifying remedies for eliminating past educational practices ruled unlawful under Lau v. Nichols, indicate that "schools must develop strong incentives and encouragement for minority students to enroll in electives where minorities have not traditionally enrolled" (p. 14). In this regard, counselors, principals and teachers have a most important role. Title VI compliance questions are raised by any analysis of counseling practices which indicates that minorities are being advised in a manner which results in their being disproportionately channeled into certain

subject areas or courses. And " . . . insist that to eliminate discrimination and to provide equal educational opportunities, districts must take affirmative duties to see that minority students are not excluded from any elective courses and over-included in others" (p. 15).

Recent 1975 amendments to California Title V Administrative Code mandate that "each public education agency will develop and implement an affirmative action employment program for all operating units . . . no later than January 1, 1976" (Section 34, Division I, Part I). In the same chapter, earlier legislation under Section 30 "Findings of Fact" states under (c):

It is educationally sound for the minority student attending a racially impacted school to have available to him the positive image provided by minority teacher, counselor, and administrator. It is likewise educationally sound for the child from the majority group to have positive experiences with minority people which can be provided, in part, by having minority teachers, counselors, and administrators at schools where the enrollment is largely made up of majority-group students

Summary and Overview

This review of literature did not attempt to be comprehensive, but sought: (1) to define briefly the term attitude, (2) to show the relationship between attitude/belief and knowledge, (3) to document the existence of

negative attitudes toward Mexican American children held by school personnel, (4) to document the lack of adequate counselor training to work effectively with Mexican Americans, and (5) to present recommendations for counselor training institutions to meet the need for programs to prepare trainees to work effectively with Chicano counselees.

Rokeach (1968) believes that attitudes are dependent upon experience. In education, environmental experiences are controllable to a certain extent, and the resultant attitudes of these experiences depend upon the inseparability of knowledge and belief. Johnson (1951) has shown that in terms of attitudes towards a group, a profound knowledge of their culture or no knowledge of it yielded the least cultural prejudice.

Educational literature has produced an abundance of research on Mexican American pupils that generally tends to put the blame for underachievement on the pupil himself and on his cultural traditions which "hinder" success. In contrast, the authors Arciniega (1972), Johnson (1951), Aragón and Ulibarrí (1971), Yee (1968), Ramírez and Taylor (1967), Simmons (1966) and Anderson and Safar (1971) have demonstrated that the negative attitudes of school personnel toward Chicano pupils have consistently managed to keep Mexican Americans from

attaining educational success. The primordial source identified is school personnel who do not take into consideration the cultural values and attributes displayed by Mexican American pupils, and often openly reject those values, thus rejecting the child personally.

Blatant discrimination against Mexican American children is cited in the U.S. Civil Rights Commission reports of 1968, 1973 and 1974. They also point out that teachers interact less favorably and less often with Mexican American children than with Anglo children. More specifically, counselors do not meet the needs of Chicano counselees, depending too much on I.Q. tests which do not accurately measure Chicano children's potential (Sánchez, 1971; DeAvila, 1973); counsel Mexican Americans less often than Anglos; and place more Chicano than Anglo children in special education classes (Arciniega, 1972).

Teacher expectations have been shown to directly affect student performance (Rosenthal & Jacobson, 1968; Whitehead & Miller, 1972; Williams, Whitehead, & Miller, 1971; Woodworth & Salzer, 1971). Social class and ethnicity can also determine teachers' judgments (Becker, 1952; Miller, 1972; Rosen, 1969; Sexton, 1961; Sewell, 1969; Secord, 1958; Clifford & Walster, 1973; Williams, Whitehead, & Miller, 1971; Jensen & Rosenfeld, 1974).

Necessary requirements for counselors who work with

Chicanos, according to Maes and Rinaldi (1974), include: cultural awareness; a thorough counseling repertoire; interaction with the family; consultant work to teachers and principals to insure a positive environment for Chicano children.

In addition, Hosford and Bowles (1974) discovered that the best learning reinforcers are those chosen by the children themselves. These results can be effectively applied to the ethnically different child, because the child himself chooses reinforcers that fit his own cultural value system.

The recommendations of four ethnically different counselors (Nelson, Myers, Moore, & Callao, 1974) include: making sure all children participate as fully as possible in school activities; counselors being aware of their own values and prejudices; counselors placing value on heterogeneity; and counselors avoiding the pitfalls of stereotypes.

When the tables are turned and ethnically different counselors counsel Anglo children (Ho & Shipley, 1974), the recommendations are basically the same; i.e., to remember that a child is a person first and a member of an ethnic group second.

Counselor training institutions, according to educators, Mexican American counselors, the Civil Rights

Commission, and California State and U.S. federal law (Carter, 1970; Palomares, 1971; Aragón & Ulibarrí, 1971; U.S. Commission on Civil Rights, 1968; Lau v. Nichols, 1975; and California Title V, 1975) must take the responsibility for adequate preparation for trainees to work with Mexican American counselees. Most of the recommendations involve: (1) special courses in the sociology, history, language and culture of Mexican Americans in the United States; (2) trainee value clarification to be able to perceive other cultural value systems as different rather than inferior; (3) on-the-job experience working with Chicano children; (4) developing awareness of the educational inequality that has disenfranchised Chicano children; (5) developing an open attitude to seek ways a school and community may meet the needs of Chicano children; (6) trainees encountering persons from other ethnic groups as peers in training; and (7) training institutions utilizing Chicanos as staff members planning, developing, and implementing training programs.

In conclusion, the recommendations for improved education counselor preparation indicates a strong relationship between pre-employment course work and field experience and knowledge of Chicanos. This proposition as a basic assumption tends to support the research question which is designed to bring about a better

understanding of the relation between counselor education preparation and knowledge about Chicanos.

Chapter III presents the specific procedures and statistical methods used to test this hypothesis.

CHAPTER III

METHODOLOGY

This chapter comprises descriptions of the population and sample, procedures for the collection of data, rationale for the instrument, and statistical methods used to test the research hypothesis: There is no significant relationship between selected variables and the level of agreement with the criterion measure in specified areas of the LOCCI Instrument.

Definition of the Population

The population for this study consisted of students enrolled in courses in the Counselor Education Department of San José State University at the time of this study (fall semester of 1975).

The Sample

A sample of 153 students voluntarily responded to the LOCCI Instrument. The sample represents approximately 75% of the population. Table 3.1 displays the percentages of the sample in selected demographic categories taken from the LOCCI Instrument.

TABLE 3.1
 PERCENTAGES OF SAMPLE IN
 EIGHT SELECTED DEMOGRAPHIC CATEGORIES

TOTAL N = 153

	Categories	Percentages
Sex	Male	40
	Female	60
Age	20 - 25	28.0
	26 - 30	32.0
	31 - 40	29.0
	41 or more	10.0
Ethnic Group Identification	Mexican American	15.0
	Black	7.2
	Anglo	63.0
	Asian	7.0
	Other	8.0
Counseling Experience	None or little	50.0
	1 - 2 years	31.0
	3 - 5 years	13.0
	5 or more	6.0

Teaching Experience	None or a little	40.0
	1 - 2 years	17.0
	3 - 5 years	15.0
	5 or more	28.0
Teaching/ Counseling Level of Experience	Elementary	20.0
	Middle	9.0
	Secondary	39.0
	College/Adult Ed./ Agency	32.0
No. of Units Completed in Counselor Educa- tion Department	0 - 9	50.0
	10 - 19	20.0
	20 - 29	22.0
	30 or more	8.0
No. of Units Completed in Ethnic Studies	0 - 9	66.0
	10 - 19	22.0
	20 - 29	5.0
	30 or more	7.0

Procedures for the Collection of Data

The following steps were followed in collecting the data for the study:

1. The LOCCI Instrument was completed by students in attendance at ten counselor education classes during a two-week period in October 1975. Approximately one-third of the classes selected for the study were arbitrarily designated as beginning, one-third at the intermediate, and one-third at the advanced stage of the counselor education curriculum sequence.

2. Scorings on the LOCCI Instrument itself had to be translated into workable data cards by transferring responses to code sheets and by punching cards from the code sheets. Identifiable values were assigned for each variable.

3. The resultant punched output cards were of the form necessary for use in the Statistical Package for the Social Sciences (SPSS).

4. A special program was designed (see Appendix C) which allowed for manipulation and calculation of the data and for sufficient print-out detail for accurate analysis.

5. For analysis, categories of "low," "medium," and "high" were assigned to indicate levels of agreement with the criterion measures. One or two correct responses out of seven items in each area were assigned to the "low"

category; three to five correct responses were assigned to the "medium" category; and six or seven correct responses were assigned to the "high" category.

6. The criterion measures were preceded by requests for responses in eight selected demographic categories:

(a) sex, (b) age, (c) ethnic group identification, (d) counseling experience, (e) teaching experience, (f) teaching/counseling level of experience, (g) number of units completed in the Counselor Education Department of San José State University, and (h) number of units completed concerning any ethnic group at any college or university.

7. Tables were constructed to compare the levels of agreement (low, medium, high) with the criterion measures in the specified areas and with: (a) sex, (b) ethnic group identification, (c) years of counseling experience, (d) years of teaching experience, (e) level of counseling experience, (f) number of units completed in counselor education, and (g) number of units completed in ethnic studies.

8. A separate table was constructed to compare the percentage difference between the levels of agreement (low, medium, high) with the criterion measures and the two variables: 0 to 9 units completed in the Counselor Education Department; and 20 or more units completed in the Counselor Education Department.

9. The mean percentage was computed for each variable for each level of agreement (low, medium, high) and presented on a separate table.

10. In addition, a percentage summary is presented as an indication of total levels of agreement with the criterion measures in the specified areas of the LOCCI Instrument.

11. An ANOVA table was constructed displaying the R at the .05 alpha level, the F for each variable and significance when applicable.

Description of Selected Variables

Five subgroups were selected and constituted the specified areas of Mexican American politics, psychology, heritage, sociology and education, making up the 35 criterion measures of the LOCCI Instrument. The 35 items were divided equally into the five specified areas. Although statements concerning any social group defy absolute categorization, the items were assigned to specified areas for purposes of this study. Appendix B classifies the criterion measures in their respective areas.

Instrumentation

The LOCCI Instrument (See Appendix A) was developed by the writer and constitutes the instrumentation for this study. The instrument was generated to meet the

particular design of this study. A review of instruments available in the field revealed an abundance of attitude scales which were found to be inappropriate. Although a relationship may exist between attitudes toward a specific group and knowledge of that group, more reliable research results may be generated by measuring levels of knowledge or levels of agreement. The 35 items were developed from a review of the literature in the areas of Mexican American politics, psychology, heritage, sociology and education. The items selected are considered within reasonable range of knowledge about Mexican Americans that an education counselor should have as part of his/her preparation.

The LOCCI Instrument comprises a total of 35 positive and negative declarative statements (approximately one-half positive and one-half negative), with seven statements per area. The items were altered so that all the responses would not require an "agree" response. In addition, the statements were mixed so that no item followed another item belonging in the same area. Respondents indicated their level of agreement with the criterion measures by marking: agree (A), don't know (DK), and disagree (D). Statements marked "don't know" and statements left unmarked were coded as incorrect. No answer sheets were rejected for incomplete data.

A pilot run of the instrument was administered to 50 counselor education students at San José State University. The respondents were encouraged to write comments on the test items and on the definitions of Chicano, Mexican American and Anglo. The pilot run results and respondents' comments served to generate the present version of the LOCCI Instrument.

Statistical Methods

The research hypothesis of this study states that there is no significant relationship between the level of agreement with the criterion measures in the specified areas and selected variables.

The statement of the research hypothesis suggested three statistical tests: χ^2 , t and one-way ANOVA.

To compute the value of χ^2 , the following formula (Smith, 1970) was applied):

$$\chi^2 = \sum_{1}^{k} \frac{(f_o - f_t)^2}{f_t}$$

To compute the value of \underline{t} , the following formula was applied (Smith, 1970):

$$\underline{t} = \frac{P_1 - P_2}{\sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}}}$$

To compute the one-way ANOVA values, the following formulas (Roscoe, 1975) were applied where:

$$\underline{F} = \frac{MS_b}{MS_w} \quad \text{with } \underline{df} = \underline{k} - 1, \underline{N} - \underline{k}$$

calculated at the .05 alpha level.

Summary and Overview

The specific procedures for the collection of data, related descriptions of population sample, variables, instrument, and the statistical methods used to test the research hypothesis of this study were presented in this chapter.

Data resulting from the application of these procedures and statistical methods will be presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

Purpose

The purpose of this study, as previously noted, is to measure counselor education students' knowledge of Chicanos as revealed by the level of agreement with the criterion measures in specified areas of the LOCCI Instrument.

Chapter IV presents the findings of the study. The analysis of data is presented in two parts. The first part restates the original hypothesis in versions modified to adequately assess the relationship between variables and levels of agreement with the criterion measures in the specified areas.

The second part presents the results or findings and interpretation of the hypotheses under investigation in terms of χ^2 values, t distribution and one-way analysis of variance.

Hypotheses

From the general research hypothesis, 16 null hypotheses were formulated:

1. There is no significant relationship between the variable sex and the level of agreement with the criterion

measures in the areas of politics, psychology and education.

2. There is no significant relationship between the variable sex and the level of agreement with the criterion measures in the areas of heritage and sociology.

3. There is no significant relationship between the variable ethnic group identification and the level of agreement with the criterion measures in the areas of sociology and education.

4. There is no significant relationship between the variable ethnic group identification and the level of agreement with the criterion measures in the areas of politics, psychology and heritage.

5. There is no significant relationship between the variable years of counseling experience and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

6. There is no significant relationship between the variable years of teaching experience and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

7. There is no significant relationship between the variable level of counseling experience and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

8. There is no significant relationship between the variable 0 to 9/20 or more units completed in counselor education--scoring "low" and the level of agreement with the criterion measures in the areas of politics and education.

9. There is no significant relationship between the variable 0 to 9/20 or more units completed in counselor education--scoring "low" and the level of agreement with the criterion measures in the areas of psychology, heritage and sociology.

10. There is no significant relationship between the variable 0 to 9/20 or more units completed in counselor education--scoring "medium" and the level of agreement with the criterion measures in the areas of politics, psychology, heritage and sociology.

11. There is no significant relationship between the variable 0 to 9/20 or more units completed in counselor education--scoring "medium" and the level of agreement with the criterion measures in the areas of education.

12. There is no significant relationship between the variable 0 to 9/20 or more units completed--scoring "high" and the level of agreement with the criterion measures in the areas of politics, heritage and education.

13. There is no significant relationship between the variable 0 to 9/20 or more units completed--scoring "high"

and the level of agreement with the criterion measures in the areas of psychology and sociology.

14. There is no significant relationship between the variable 0 to 9/10 or more units completed in ethnic studies--scoring "low" and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

15. There is no significant relationship between the variable 0 to 9/10 or more units completed in ethnic studies--scoring "medium" and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

16. There is no significant relationship between the variable 0 to 9/10 or more units completed in ethnic studies--scoring "high" and the level of agreement with the criterion measures in the areas of politics, psychology, heritage, sociology and education.

Findings

Table 4.1 presents a comparison of levels of agreement (low, medium, high) with the criterion measures in the specified areas for the variable sex. It includes the corresponding χ^2 values and levels of significance at the .01 and the .001 levels.

Null hypothesis 1, which states that there is no

significant relationship between sex and the levels of agreement with the criterion measures in the specified areas of politics, psychology and education, is accepted; and null hypothesis 2, which states that there is no significant relationship between sex and the levels of agreement with the criterion measures in the specified areas of heritage and sociology, is rejected.

By comparison of the percentage results in these data, it appears that men possess more knowledge of Mexican American heritage and sociology.

Table 4.2 shows a comparison of the levels of agreement (low, medium, high) with the criterion measures in specified areas and the variable ethnic identification. It includes the corresponding χ^2 values and levels of sign at the .05 and .001 levels where applicable.

Null hypothesis 3, which states that there is no significant relationship between ethnic group identification and the levels of agreement with the criterion measures in the specified areas of sociology and education is, therefore, accepted. It is interesting to note, however, that the area of sociology, with a χ^2 value of 14.57 and a level of significance at the .06, approaches very closely this study's established level of significance of .05.

The null hypothesis 4, which states that there is

no significant relationship between ethnic group identification and the levels of agreement on the criterion measures in the specified areas of politics, psychology and heritage, is rejected.

Table 4.3 compares levels of agreement (low, medium, high) with the criterion measures in the specified areas and the variable years of counseling experience. It includes the corresponding χ^2 values. It is interesting to note that none of the χ^2 values approached a .05 level of significance. The null hypothesis 5 is, therefore, accepted, since it states that there is no significant relationship between years of counseling experience and the levels of agreement on the criterion measures in all the specified areas.

Table 4.4 shows the comparison of the levels of agreement (low, medium, high) with the criterion measures in the specified areas for the variable years of teaching experience. It also includes the corresponding χ^2 values, none of which reach an .05 level of significance. Hence, null hypothesis 6, which states that there is no significant relationship between the years of teaching experience and the levels of agreement with the criterion measures in all the specified areas, is accepted.

Table 4.5 shows a comparison of the levels of agreement (low, medium, high) with the criterion measures in the

completing 20 or more counselor education units.

Table 4.7 compares the levels of agreement (low, medium, high) with the criterion measures of the specified areas for the two variables 0 to 9 units and 10 or more units completed in ethnic studies. Under low, medium and high and for each area, the difference is indicated as a percent. The χ^2 test of proportionality was applied and null hypothesis 14 is rejected. It states that there is no significant relationship between the "low" level of agreement with the criterion measures in all the specified areas of respondents who have completed 0 to 10 units in ethnic studies and the "low" level of agreement with the criterion measures of respondents who have completed 10 or more units in ethnic studies. Similarly, null hypothesis 15, for the "medium" level of agreement with the criterion measures in all the specified areas, is rejected, since there is a significant relationship between the responses of respondents who have completed 0 to 10 units and respondents who have completed 10 or more units in ethnic studies. In contrast, null hypothesis 16 is accepted, since it states that there is no significant relationship between the "high" level of agreement with the criterion measures in all the specified areas of respondents who have completed 0 to 10 units in ethnic studies and respondents who have completed 10 or more units in ethnic

specified areas for the variable level of counseling experience. It includes the corresponding χ^2 values, four of which do not meet the criterion .05 level of significance. The χ^2 value of 12.177 for the area of education, however, approaches the .05 level, falling closest to a .20 level of significance. Nevertheless, the magnitude of the difference is not sufficient to reject null hypothesis 7, which states that there is no significant relationship between the levels of counseling experience and the levels of agreement with the criterion measures in all the specified areas.

Table 4.6 compares the levels of agreement (low, medium, high) with the criterion measures of the specified areas for the two variables of 0 to 9 units completed in the counselor education department and 20 or more units completed in the counselor education department. Under low, medium and high and for each area, the difference is indicated as a percent. The t test of proportionality was applied, hence, null hypothesis 8 is accepted. It states that there is no significant relationship between the "low" level of agreement with the criterion measures in the areas of politics and education of respondents who have completed 0 to 9 counselor education units and the respondents who have completed 20 or more counselor education units. In contrast, the t values show a significant

relationship exists between the "low" level of agreement with the criterion measures in the areas of psychology, heritage and sociology of respondents who have completed 0 to 9 counselor education units and the corresponding results of respondents who have completed 20 or more counselor education units. Null hypothesis 9 is, therefore, rejected.

Table 4.6 also indicates that null hypothesis 10 is accepted, since the t values indicate no significant relationship between the "medium" level of agreement with the criterion measures in the areas of psychology, heritage, sociology and politics for respondents who have completed 0 to 9 counselor education units and respondents who have completed 20 or more counselor education units. However, for that same group, but in the area of education, the t values show a significant relationship and hence null hypothesis 11 is rejected.

For respondents scoring at the "high" level of agreement, there is no significant relationship between their responses in the areas of politics, heritage and education, which leads us to accept null hypothesis 12. However, null hypothesis 13 is rejected, since it pertains to the area of psychology and sociology and there is a significant relationship between the responses of respondents completing 0 to 9 counselor education units and respondents

studies.

Table 4.8 presents a mean percentage comparison of the levels of agreement (low, medium, and high) with the criterion measures in the specified areas and all the variables.

Table 4.9 summarizes all the levels of agreement (low, medium, high) with the criterion measures in all the specified areas and indicates their corresponding percent of the total number ($N = 153$).

Table 4.10 is a summary of a one-way analysis of variance for all the variables. It also indicates the corresponding degrees of freedom, the critical regions of rejection, the F values and significance at the .05 alpha level.

Although in these tables each variable is not broken down by specified area, the levels of significance support the decisions made to accept and reject the 16 null hypotheses.

Summary

Chapter IV presented the results, findings and interpretations of the hypotheses under investigation. These hypotheses, describing significant relationships between the variables and the criterion measures in specified areas, were subjected to t tests of proportionality, χ^2 ,

and ANOVA tests.

Hypotheses 1, 3, 5, 6, 7, 8, 10, 12 and 16 were accepted, since the t test or χ^2 results did not meet the .05 alpha level of significance.

Hypotheses 2, 4, 9, 11, 13, 14 and 15 were rejected, since the t tests or χ^2 results reached or exceeded the .05 alpha level of significance.

It is interesting to note, as shown in Tables 4.1 through 4.7, no respondents scored in the high range for the areas of politics and heritage. That is, regardless of sex, ethnic group identification, years of counseling experience, years of teaching experience, level of counseling experience, number of units completed in counselor education, or units completed in ethnic studies, no respondent scored "high." It is possible, therefore, that: (1) there is an inherent and consistent weakness in the criterion measures for those two areas; or (2) the counselor education students in this study indeed possess less knowledge of Mexican American politics and heritage than they do of Mexican American psychology, sociology and education.

There is another pattern that appears from observation of the percentage data on Tables 4.1 through 4.7. Respondents scored more frequently in the "high" range for psychology and education than for other areas.

Possibly this pattern is attributable to the fact that the academic preparation for counselor education students gives more emphasis to the areas of psychology and education than to politics, heritage and sociology of any group.

TABLE 4.1

Comparison of Levels of Agreement (Low, Medium, High) With
the Criterion Measures in Specified Areas and Sex

Area	Low		Medium		High		χ^2
	Female	Male	Female	Male	Female	Male	
	N	%	N	%	N	%	
Politics	68	40	24	21	-	-	.85
	74	66	26	34	-	-	
Psychology	28	20	57	34	7	7	.90
	30	33	62	56	8	12	
Heritage	66	31	26	30	-	-	6.04*
	72	51	28	49	-	-	
Sociology	56	23	36	32	-	6	14.32**
	61	38	39	53	-	10	
Education	28	19	59	39	5	3	.025
	30	31	64	64	5	5	

\bar{N} = 153

* Significant at the .01 level

** Significant at the .001 level

TABLE 4.2
 Comparison of Level of Agreement (Low, Medium, High) with the Criterion Measures in Specified Areas and Ethnic Group Identification, χ^2 Values and Levels of Significance

Area	Low					Medium					High					χ^2
	MA	B	An	As	Ot	MA	B	An	As	Ot	MA	B	An	As	Ot	
Politics	N 6	9	75	7	11	17	2	21	4	1	-	-	-	-	-	28.05**
	%	26	82	78	64	92	74	18	22	36	8	-	-	-	-	
Psychology	N 1	5	35	2	5	18	5	52	9	7	4	1	9	0	0	14.78*
	%	4	46	37	18	42	78	46	54	81	58	17	9	9	-	
Heritage	N 5	9	66	8	9	18	2	30	3	3	-	-	-	-	-	21.10**
	%	23	82	69	73	75	78	18	31	27	25	-	-	-	-	
Sociology	N 8	9	49	8	5	12	2	45	3	6	3	0	2	0	1	14.51
	%	35	82	51	73	42	52	18	47	27	50	13	-	2	-	
Education	N 5	4	30	4	4	15	7	61	7	8	3	0	5	0	0	5.35
	%	22	36	31	36	33	65	64	64	64	47	13	-	5	-	

N = 153; * = Significant at .05 level; ** = Significant beyond .001 level

† MA: Mexican American
 B: Black
 An: Anglo
 As: Asian
 Ot: Other

TABLE 4.3
 Comparison of Levels of Agreement (Low, Medium, High) with the Criterion Measures in Specified
 Areas and Years of Counseling Experience, χ^2 Values and Levels of Significance

Area	N	Low					Medium					High			χ^2	
		None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.	None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.	None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.			
Politics	8	55	33	12	6	20	14	8	3	-	-	-	-	-	-	.7055
Psychology	8	24	16	5	2	47	25	12	6	4	6	3	1	-	-	.07105
Heritage	8	64	64	50	78	36	36	50	22	-	-	-	-	-	-	.05016
Sociology	8	37	26	9	5	36	19	10	3	2	2	1	1	-	-	.8447
Education	8	31	32	30	22	64	64	60	78	4	2	2	0	-	-	.9235

N = 153

* = Significant at .05 level
 ** = Significant at .001 level

TABLE 4.4
 Comparison of Levels of Agreement (Low, Medium, High) with the Criterion Measures in Specified Areas and Years of Teaching Experience

Area	Low					Medium					High			X ²
	None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.	None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.	None or Little	1-2 yrs.	3-5 yrs.	5-10 yrs.		
Politics	N 39	18	17	33	22	8	6	9	-	-	-	-	-	2.7225
	8	69	74	79	36	30	26	21	-	-	-	-	-	
Psychology	N 14	7	10	16	41	18	10	22	6	1	3	4	4	6.8248
	23	27	44	38	67	69	44	52	10	4	13	10	10	
Heritage	N 36	17	15	28	25	9	8	14	-	-	-	-	-	.7692
	59	65	65	67	41	35	35	33	-	-	-	-	-	
Sociology	N 29	13	12	24	31	10	11	16	1	3	0	2	2	7.25316
	48	50	52	57	51	39	48	38	2	12	-	5	5	
Education	N 18	8	8	12	40	16	14	28	3	2	1	2	2	.69447
	30	31	35	29	66	62	61	67	5	8	4	5	5	

N = 153

* = Significant at .05 level

** = Significant at .001 level

TABLE 4.5
 Comparison of Levels of Agreement (Low, Medium, High) with the Criterion Measures in Specified
 Areas and Level of Counseling Experience

Area	Low			Medium			High			χ^2												
	El	Mid	Sec	El	Mid	Sec	El	Mid	Sec													
Politics	N	23	9	40	20	13	6	4	18	7	8	-	-	-	-	-	-	-	-	-	-	
	%	79	69	69	74	62	20	31	31	26	38	-	-	-	-	-	-	-	-	-	-	2.07419
Psychology	N	10	4	19	10	5	19	7	32	13	15	0	2	7	4	1	1	1	1	1	1	7.16307
	%	35	31	33	37	24	66	54	55	48	71	-	15	12	15	5	5	5	5	5	5	5
Heritage	N	18	8	34	21	15	11	5	24	6	6	-	-	-	-	-	-	-	-	-	-	3.52725
	%	62	62	59	78	71	38	39	41	22	29	-	-	-	-	-	-	-	-	-	-	3.52725
Sociology	N	14	6	31	14	12	14	7	23	13	8	1	0	4	0	1	1	1	1	1	1	4.05198
	%	48	46	53	52	57	48	54	40	48	38	3	-	7	-	5	5	5	5	5	5	4.05198
Education	N	9	2	15	13	7	20	10	39	14	11	0	1	4	0	3	3	3	3	3	3	12.17713
	%	31	15	26	48	33	69	77	67	52	52	-	8	7	-	14	14	14	14	14	14	12.17713

N = 153

* = Significant at .05 level

** = Significant beyond .001 level

TABLE 4.6

Comparison of Levels of Agreement (Low, Medium, High) With the Criterion Measures in Specified Areas and 0-9 Counselor Education Units Completed and 20 or More Counselor Education Units Completed; Percentage Difference, \bar{x} Values, and Levels of Significance

Area	Low			Medium			High				
	0-9 Units N	20 or more N	% Diff.	0-9 Units N	20 or more N	% Diff.	0-9 Units N	20 or more N	% Diff.		
Politics	L 107	57	.943	19	25	18	35	-10	.943	-	-
	M 45	28	65	10	10	10	35	-10	.943	-	-
	H 0	75	28	65	10	10	35	-10	.943	-	-
Psychology	L 48	27	36	10	17	19	67	-10	.869	6	8
	M 90	10	17	19	43	57	29	67	-10	6	8
	H 14	36	10	17	19	43	57	29	67	6	8
Heritage	L 97	54	71	26	54	17	29	20	46	-17	.252
	M 55	26	54	17	22	29	20	46	-17	.252	-
	H 0	71	26	54	17	22	29	20	46	-17	.252
Sociology	L 79	46	61	19	39	22	38	23	53	-15	1.094
	M 67	19	39	22	29	38	23	53	-15	1.094	1
	H 6	61	19	39	22	29	38	23	53	-15	1.094
Education	L 47	25	33	13	22	11	65	30	71	-6	2.816**
	M 97	13	22	11	49	65	30	71	-6	2.816**	2
	H 8	33	13	22	11	49	65	30	71	-6	2.816**

N = 153

* = Significant at .05 level
 ** = Significant at .01 level
 *** = Significant at .10 level
 *-- = > > .20 level

TABLE 4.7
 Comparison of Level of Agreement (Low, Medium, High) with the Criterion Measures in Specified Areas
 and 0-9 Ethnic Studies Units Completed and 10 or more Ethnic Studies Units Completed; Percentage
 Difference; t Values; and Level of Significance

Area	Low			Medium			High			% Diff.	t							
	N	N	10 +	N	N	10 +	N	N	10 +									
Politics	L	107																
	M	45	77	76	30	59	18	1.875	24	24	41	-17	.261	-	-	-		
Psychology	L	48																
	M	56	39	39	9	15	24	1.319**	53	53	74	-21	2.12*	9	9	11	2	.581
Heritage	L	93																
	M	56	73	72	23	49	24	.388	28	28	51	-23	1.825**	-	-	-	-	-
Sociology	L	78																
	M	68	59	58	19	41	18	.373	40	40	55	-15	1.23***	2	2	4	4	-2
Education	L	47																
	M	97	35	35	12	22	13	2.006*	62	62	73	-11	1.245**	3	3	5	5	-2

N = 153

* = Significant at .05 level

** = Significant at .10 level

*** = Significant at .20 level

TABLE 4.8

Comparison of Levels of Agreement (Low, Medium, High) With the Criterion Measures in the Specified Areas and all the Variables

Variables	Mean Percentages		
	Low	Medium	High
<u>Sex</u>			
Male	43.8	51.2	5.4
Female	53.4	43.8	2.6
<u>Ethnic Group Identification</u>			
Mexican American	22.0	69.4	8.6
Black	65.6	32.8	3.6
Anglo	53.8	43.6	3.2
Asian	52.8	47.0	0.0
Other	56.8	41.6	1.6
<u>Years of Counseling Experience</u>			
None or little	49.8	47.6	2.6
1 - 2	51.0	44.6	4.2
3 - 5	42.0	52.0	6.0
5 - 10	49.0	46.6	4.4
<u>Years of Teaching Experience</u>			
None or little	44.8	52.2	3.4
1 - 2	48.4	47.0	4.8

3 - 5
5 - 10

42.8
42.2

54.0
54.0

Level of Counseling Experience

Elementary	0.6	48.2	51.0
Middle	4.6	51.0	44.6
Secondary	5.2	46.8	48.0
College/Adult Education	3.0	39.2	57.8
Agency	4.8	45.6	49.4

Units Completed in Counselor
Education

2.4
6.4

42.8
54.4

55.2
26.4

0 - 9

20 or more

Units Completed in Ethnic Studies

2.8
4.0

41.4
58.8

56.0
37.2

0 - 9

10 or more

TABLE 4.9
 Percentage Summary of Levels of Agreement (Low, Medium, High)
 in Specified Areas on the LOCCI Instrument

Area	Low		Medium		High	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Politics	108	71	45	29	-	-
Psychology	48	31	91	59	14	9
Heritage	97	63	56	37	-	-
Sociology	79	52	68	44	6	4
Education	47	31	98	64	8	5

N = 153

TABLE 4.10
 Summary of a One-Way Analysis of Variance for Variables

Variables	<u>df</u>	<u>R</u> at .05	<u>F</u>	Sig. at .05
Sex	1,151	<u>F</u> \geq 3.84	4.1225	*
Ethnic Group Identification	4,148	<u>F</u> \geq 2.37	7.7650	*
Counseling Experience	3,147	<u>F</u> \geq 2.60	0.5238	
Teaching Experience	3,148	<u>F</u> \geq 2.60	0.3858	
Teaching/Counseling Level of Experience	4,143	<u>F</u> \geq 2.37	0.9255	
Number of Units in Counseling	3,148	<u>F</u> \geq 2.60	2.6699	*
Number of Units in Ethnic Studies	3,148	<u>F</u> \geq 2.60	5.1914	*

* Significant at .05 level

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The purpose of this study was to assess the level of knowledge of Chicanos that counselor education students have, as measured by the level of agreement with the criterion measures in the specified areas of politics, psychology, heritage, sociology and education. Analysis of the relationships between selected variables and the level of agreement was undertaken by means of a t test of proportionality, χ^2 , and ANOVA tests.

Sixteen hypotheses were formulated from the general hypothesis: There is no significant relationship between the variables sex, ethnic group identification, years of counseling experience, years of teaching experience, level of counseling experience, units completed in counselor education and units completed in ethnic studies and the level of agreement (low, medium, high) with the criterion measures in the specified areas of Mexican American politics, psychology, heritage, sociology and education of the LOCCI Instrument. The 16 subsequent null hypotheses are summarized:

<u>Variable</u>	<u>Level of Agreement</u> <u>in the Area(s) of:</u>
1. Sex	Politics, psychology, education
2. Sex	Heritage, sociology
3. Ethnic group identification	Sociology, education
4. Ethnic group identification	Politics, psychology, heritage
5. Years of counseling experience	Politics, psychology, heritage, sociology, and education
6. Years of teaching experience	Politics, psychology, heritage, sociology and education
7. Level of counseling experience	Politics, psychology, heritage, sociology and education
8. 0 - 9/20 or more units completed in counselor education--scoring "low"	Politics, education

- | | | |
|-----|---|--|
| 9. | 0 - 9/20 or more units completed in counselor education--scoring "low" | Psychology, heritage, sociology |
| 10. | 0 - 9/20 or more units completed in counselor education--scoring "medium" | Politics, psychology, heritage, sociology |
| 11. | 0 - 9/20 or more units completed in counselor education--scoring "medium" | Education |
| 12. | 0 - 9/20 or more units completed in counselor education--scoring "high" | Politics, heritage, education |
| 13. | 0 - 9/20 or more units completed in counselor education--scoring "high" | Psychology, sociology |
| 14. | 0 - 9/10 or more units completed in ethnic studies--scoring "low" | Politics, psychology, heritage, sociology, education |
| 15. | 0 - 9/10 or more units completed in ethnic studies--scoring "medium" | Politics, psychology, heritage, sociology, education |

- | | |
|--|--|
| 16. 0 - 9/10 or more units
completed in ethnic
studies--scoring "high" | Politics, psychology,
heritage, sociology,
education |
|--|--|

It was theorized that counselor education students are ill-prepared to counsel Mexican American students because of a lack of adequate relevant coursework and field training experience. It would appear that the number of units completed in counselor education has little impact on a counselor education student's level of knowledge about Chicanos.

A review of the literature revealed no studies directly related to the problem under investigation: level of counselor education students' knowledge about Mexican Americans. There is evidence that current research underway seeks to determine counselors' and teachers' attitudes toward Chicanos; however, no empirical investigations concern the relationship between counselor preparation and knowledge about Mexican American politics, psychology, heritage, sociology and education.

Methodology

The population under investigation consisted of students enrolled in courses in the Counselor Education Department of San José State University, San José,

California, at the time of this study (fall semester of 1975). A sample of $N = 153$ students out of approximately 225 were requested to respond voluntarily to the criterion measures of the LOCCI Instrument.

In order to test the hypotheses, it was necessary to collect data on sex, ethnic group identification, counseling experience, teaching experience, level of counseling experience, number of units completed in the Counselor Education Department of San José State University, and number of units completed in ethnic studies at any college or university.

Students responded to the criterion measures divided into the areas of politics, psychology, heritage, sociology, and education, by indicating their level of agreement (agree, don't know and disagree). One or two correct responses out of seven items in each area were assigned to the "low" category; three to five correct responses were assigned to the "medium" category; and six or seven correct responses were assigned to the "high" category.

Hypotheses 1-7 were statistically analyzed by χ^2 values. Hypotheses 8-16 were analyzed using the t test of proportionality. The .05 level of significance was selected as the critical region of rejection.

Conclusions of the Study

The tests of significance revealed the following

findings and conclusions:

1. A non-significant relationship between sex and the areas of politics, psychology and education indicates that sex does not make a difference in the level of agreement for those areas. However, sex does make a difference when responding to the criterion measures in the areas of heritage and sociology.

2. A non-significant relationship between ethnic group identification and responses in the areas of sociology and education indicates that ethnic group identification does not make a difference in the way respondents scored for those areas. However, for the areas of politics, psychology and heritage, ethnic group identification does make a difference.

3. A non-significant relationship exists between responses in all the specified subgroups (politics, psychology, heritage, sociology and education) and the following variables: (1) years of counseling experience, (2) years of teaching experience, and (3) level of counseling experience. Hence, there is insufficient evidence to indicate that neither the years of teaching and counseling experience nor the level at which the counseling experience is gained increase a respondent's knowledge of Mexican Americans.

4. A non-significant relationship exists between

responses of subjects scoring "low" who have completed 0-9 units and responses of subjects who have completed 20 or more units in counselor education in the areas of politics and education. In addition, a non-significant relationship exists between responses of subjects scoring "medium" who have completed 0-9 units or 20 or more units in counselor education in the areas of psychology, heritage, sociology and politics. In addition, a non-significant relationship exists between responses of subjects scoring "high" who have completed 0-9 units or 20 or more units in counselor education in the areas of heritage, politics and education. This lack of significance indicates that the number of units completed in counselor education does not affect the way subjects respond to the criterion measures for those areas.

5. A significant relationship, on the contrary, does exist between the responses of subjects scoring "low" who have completed 0-9 or 20 or more units in counselor education in the areas of psychology, heritage and sociology; between responses of the same group of subjects scoring "medium" in the area of education; and between the responses of the same group of subjects scoring "high" in the areas of psychology and sociology. Thus, respondents who have completed 20 or more units in counselor education respond more accurately to the criterion measures for

those areas.

When comparing conclusions 4 and 5, we note that there exists a non-significant relationship for ten sets (e.g., 0-9 and 20 or more scoring "low" in politics, etc.). Conversely, there is a significant relationship existing for only six sets (e.g., 0-9 and 20 or more scoring "low" in psychology, etc.). The greater number of sets of non-significant relationships indicates that for this study, there is a predominate lack of relationship between the number of units completed in counselor education and accuracy in response to the criterion measures.

6. A significant relationship exists between the responses of subjects scoring "low" and scoring "medium" who have completed 0 to 9 and 10 or more units in ethnic studies in all the areas. It is only for respondents scoring "high" that there is no significant relationship between their responses and the number of units completed in ethnic studies. These results indicate that the more units respondents completed, the more accurately they respond to the criterion measures. It is interesting to note, however, that even where we see a positive relationship between units completed and responses, a low number of respondents (14 out of a total $N = 153$) who have completed 10 or more units, scored in the "high" range.

Discussion

The research hypothesis for this study postulated no significant relationship between certain variables and the levels of agreement (low, medium, high) with the criterion measures in specified areas of the LOCCI Instrument.

The analyses of the data in Chapter IV indicate that there were both significant and non-significant relationships between sex and ethnic group identification and the levels of agreement with the specified areas. A perusal of Table 4.8, which presents the percentage mean for each variable indicates that in terms of mean percentages, males scored with higher percentages in the medium and high ranges than females.

The χ^2 results in Table 4.2 indicate a significant relationship between ethnic group identification and the levels of agreement in the areas of politics, psychology and heritage and no such relationship for sociology and education. However, the mean percentages reported in Table 4.8 show that Mexican Americans scored better overall than any other group. However, the question may be asked why Mexican Americans were not represented heavily in the "high" range, since the criterion measures concerned their cultural historical background. Although possibly closely associated with the culture, Mexican

American counselor education students are products of a white, middle-class educational system, and Chicano students who have reached the graduate level are possibly the Mexican Americans who have most effectively become acculturated and assimilated. Hence, as products of the same educational system as the other ethnic groups, Mexican Americans would tend to respond at the same levels.

Chapter IV also shows χ^2 results which indicate that neither the number of years of counseling and teaching experience nor the level at which the counseling experience was acquired seem to make any difference in the way students responded. It is also interesting to note the percentage means in Table 4.8 indicate, for example, the same mean percentage of 49.8 in the "low" range for both students who have little or no experience in counseling and students who have five to ten years' experience. The same pattern is repeated for the "medium" range for all three of these variables. This lack of difference in the way inexperienced and experienced counselors respond may indicate California's Education Code Article 3.3 has had little effect on counselor inservice.

Of particular interest in this study is the relationship between the number of counseling units completed and levels of agreement with the criterion measures in the specified areas. An analysis of the various related

hypotheses and the results of the data indicate that the number of units completed in counselor education has little impact on a counselor education student's knowledge about Mexican Americans. On the contrary, however, respondents who have completed ten or more units in any type of ethnic studies seem to have greater knowledge of Mexican Americans than respondents who have completed less than ten units.

Recommendations

San José State University is located in an area with a 25% Mexican American population. Hence, the Counselor Education Department of San José State University must take the responsibility to prepare future counselors to effectively counsel Mexican Americans in the schools.

Results of this study indicate that counselor education students who responded to the questionnaire lack sufficient knowledge about Chicano politics, psychology, heritage, sociology and education.

It is recommended, therefore, that counselor education curriculum changes be directed toward:

1. establishing a multicultural/cross-cultural component reflected in all the course work in order to increase knowledge about ethnic groups.
2. providing the opportunity to learn counseling techniques which facilitate effective interaction with

Chicano pupils and families.

3. requiring students to counsel Mexican Americans in schools and/or community agencies as a part of pre-service training.

4. requiring a pre- and post-questionnaire (diagnostic) to measure the levels of knowledge about Chicanos and other ethnic groups.

5. requiring Spanish as a second language for those students planning to counsel in schools with high Mexican American populations.

As a complement to curriculum modifications, an increase in the number of Chicano Counselor Education Department staff members is recommended. In support of the multicultural/cross-cultural component, Counselor Education Department staff--both classified and certified--and students could actively participate in in-service training devoted to counseling in multicultural/cross-cultural environments.

In addition to the above recommendations, the American Association of Colleges for Teacher Education (1974) has proposed the following recommendations for improving minority-group education. A few of those recommendations which pertain particularly to Chicanos are presented here:

1. Institutions which train counselors should actively recruit Chicanos as trainees and staff members, establishing numerical goals and timetables for securing equitable Chicano representation.

2. Institutions which train counselors should maintain data on the trainees' ethnic background to determine the representation of various ethnic groups and to provide needed information to school districts seeking increased minority representation on the counseling staffs of their schools.

3. Institutions which train counselors should actively recruit candidates who have previous experience in working with youth, community organizations, and social or welfare agencies.

4. State departments of education in all five Southwestern states should modify state certification requirements for counselors to insure that all counselors, before they are certified, receive instruction in the history, language, and culture of Chicanos.

5. State departments of education should require that school districts with students whose primary language is not English provide counselors who speak the students' language and understand their cultural background.

(a) State departments of education should establish procedures for assessing the language

skills and cultural understanding of applicants for counseling certificates.

(b) State departments of education should indicate on all counselors' certificates the cultural and linguistic groups of students the certificate holder is qualified to counsel (pp. 274-275).

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APPENDICES

APPENDIX A
LOCCI INSTRUMENT

These statements about Mexican Americans (or Chicanos) come from five areas: sociology, psychology, education, politics and heritage. We are asking your cooperation in responding to the items with the hope that the results will provide information to improve the education and training of counselors.

PLEASE DO NOT MARK YOUR NAME ANYWHERE, but please circle:

1. Your sex

- (a) female (b) male

2. Your age

- (a) 20-25 (b) 26-30 (c) 31-40 (d) 41-50 (e) over 50

3. Your ethnic group identification

- (a) Mexican American or Chicano (d) Asian
(b) Black (e) Other
(c) Anglo

4. Your counseling experience

- (a) none or a little (d) 5-10 years
(b) 1-2 years (e) more than 11
(c) 3-5 years years

5. Your teaching experience

- (a) none or a little
- (b) 1-2 years
- (c) 3-5 years
- (d) 5-10 years
- (e) more than 11 years

6. What teaching/counseling level(s) is your experience in

- (a) elementary
- (b) middle
- (c) secondary
- (d) college/adult ed
- (e) agency

7. The number of units you've completed in the Counselor Education Dept., SJSU

- (a) 0-9
- (b) 10-19
- (c) 20-29
- (d) 30-39
- (e) 40-49
- (f) 50 or more

8. The number of units you've completed in any coursework dealing with Chicanos and/or minorities at any college or university (e.g., courses in Mexican American Graduate Studies at SJSU, Chicano Studies, sociology, psychology, anthropology, history, etc.)

- (a) 0-9
- (b) 10-19
- (c) 20-29
- (d) 30-39
- (e) more than 40

2. Chicano students display characteristics of marginality (living in two cultures--Anglo and Mexican American--but not completely belonging to either). A DK D
3. In the Southwest, the number of students per counselor is almost six times as great for Chicanos as it is for Anglos. A DK D
4. Cinco de mayo is Mexican Independence Day. A DK D
5. César Chávez started his training as a community organizer in Sal Si Puedes in San José. A DK D
6. Chicanos are a mixture of European and American Indian descent. A DK D
7. Bilingual education and ESL (English as a second language) have the same goals. A DK D
8. "Machismo" is encouraged by all members of the Chicano family. A DK D
9. There are less than six million Spanish-speaking people in the U.S. A DK D
10. World War I represented a turning point in the history of the Chicano. A DK D

11. One of the provisions of the Treaty of Guadalupe Hidalgo established Spanish as an official language in the Southwest. A DK D
12. 90% of the Mexican Americans live in rural rather than urban areas. A DK D
13. Mexican Americans account for more than 40% of the so-called mentally handicapped in California schools. A DK D
14. "Curanderismo" (witchcraft and folk medicine) provides great psychological emotional comfort to Chicanos. A DK D
15. The Los Angeles riots of the 30's were representative of the Chicano's struggle for identification. A DK D
16. San José has the largest California Mexican American population after San Diego. A DK D
17. Chicanos are descendants of and carry on many of the traditions of one of the world's greatest civilizations. A DK D

18. The dominant Anglo society's rejection of Chicano nutrition habits is reflected in Chicano self-concept. A DK D
19. Mexican American parents don't care very much about their children's education. A DK D
20. Chicanos pioneered the mining, land distribution, irrigation, agriculture and government systems of the Southwest. A DK D
21. Chicanos have not organized to represent themselves politically. A DK D
22. The father is the ultimate authority in the Chicano extended family ("extended" as opposed to the smaller "nuclear" family). A DK D
23. MECHA is a Mexican American fraternity. A DK D
24. The ideal situation is to have only Chicano counselors to counsel Chicano children. A DK D
25. Over the years, thousands of Chicanos have been illegally repatriated (sent to Mexico). A DK D

26. For the Chicano family, money represents an end rather than a means. A DK D
27. Four out of five Chicanos fall behind Anglo classmates before they reach the 5th grade. A DK D
28. Death, in the Chicano culture, is accepted as a part of living. A DK D
29. The 16th of September is celebrated by U.S. Chicanos, but not in Mexico. A DK D
30. Chicanos are still underrepresented in the State legislatures, State boards of education, and State Departments of Education. A DK D
31. Research shows that teachers and counselors interact more favorably with Anglo children than with Chicano children. A DK D
32. Historically, churches have supported the Mexican American movement for economic, social and political equality. A DK D
33. Females in a Chicano family are regarded as secondary members often being left unprotected. A DK D

34. AMAE is the Mexican American Elk's organization. A DK D
35. Chicano children have great respect for age, i.e., for persons older than themselves. A DK D

APPENDIX B

SPECIFIED AREAS OF THE LOCCI INSTRUMENT

Politics

Item Number

5. César Chávez started his training as a community organizer in Sal Si Puedes in San José.
10. World War I represented a turning point in the history of the Chicano.
15. The Los Angeles riots of the 30's were representative of the Chicano's struggle for identification.
21. Chicanos have not organized to represent themselves politically.
23. MECHA is a Mexican American fraternity.
25. Over the years, thousands of Chicanos have been illegally repatriated (sent to Mexico).
30. Chicanos are still underrepresented in the State legislatures, State boards of education, and State Departments of Education.

PsychologyItem Number

2. Chicano students display characteristics of marginality (living in two cultures--Anglo and Mexican American--but not completely belonging to either).
14. "Curanderismo" (witchcraft and folk medicine) provides great psychological emotional comfort to Chicanos.
18. The dominant Anglo society's rejection of Chicano nutrition habits is reflected in Chicano self-concept.
19. Mexican American parents don't care very much about their children's education.
28. Death, in the Chicano culture, is accepted as a part of living.
33. Females in a Chicano family are regarded as secondary members often being left unprotected.
35. Chicano children have great respect for age, i.e., for persons older than themselves.

HeritageItem Number

4. Cinco de mayo is Mexican Independence Day.
6. Chicanos are a mixture of European and American Indian descent.
11. One of the provisions of the Treaty of Guadalupe Hidalgo established Spanish as an official language in the Southwest.
17. Chicanos are descendents of and carry on many of the traditions of one of the world's greatest civilizations.
20. Chicanos pioneered the mining, land distribution, irrigation, agriculture and government systems of the Southwest.
29. The 16th of September is celebrated by U.S. Chicanos, but not in Mexico.
32. Historically, churches have supported the Mexican American movement for economic, social and political equality.

SociologyItem Number

1. Chicanos do not form the largest ethnic group in the Southwest.
8. "Machismo" is encouraged by all members of the Chicano family.
9. There are less than six million Spanish-speaking people in the U.S.
12. Ninety per cent of the Mexican Americans live in rural rather than urban areas.
16. San José has the largest California Mexican American population after San Diego.
22. The father is the ultimate authority in the Chicano extended family ("extended" as opposed to the smaller "nuclear" family).
26. For the Chicano family, money represents an end rather than a means.

EducationItem Number

3. In the Southwest, the number of students per counselor is almost six times as great for Chicanos as it is for Anglos.
7. Bilingual education and ESL (English as a second language) have the same goals.
13. Mexican Americans account for more than 40% of the so-called mentally handicapped in California schools.
24. The ideal situation is to have only Chicano counselors to counsel Chicano children.
27. Four out of five Chicanos fall behind Anglo classmates before they reach the 5th grade.
31. Research shows that teachers and counselors interact more favorably with Anglo children than with Chicano children.
34. AMAE is the Mexican American Elk's organization.