1981

Self-Concept Dimensions and Linguistic Profiles of Urban Preadolescents of Mexican Descent

Albano D. Coelho
Loyola University Chicago

SELF-CONCEPT DIMENSIONS AND LINGUISTIC PROFILES OF URBAN PREADOLESCENTS OF MEXICAN DESCENT

By

Albano D. Coelho

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

April

1981

ACKNOWLEDGMENTS

The author is deeply indebted to the host of people who have provided the moral and intellectual support without which this task could not have been completed.

I would first like to extend my appreciation and admiration to my advisor and chairperson of my committee, Dr. Judy Mayo, for her consistent guidance and suggestions offered from the inception to the completion of this investigation.

I am also grateful to the committee members who provided the necessary encouragement and ideas without which I might still be searching for a topic. Most especially, I thank Dr. John Wellington, who not only served dedicatedly as committee member, but has undoubtedly, both as a mentor and friend, exercised the greatest positive influence on my personal and academic development, Drs. Jack Kavanagh and Pedro Saavedra, who contributed to this endeavor by working on the statistical aspects of this study, and Dr. Rosina Gallagher who always found time and disposition to share with the author both her large experience and expertise of Mexican children.

Last, but not least, I thank my mother, Mrs. Libania da Silva, and my wife Ana Paula. It is to them, as well as to my daughters Nicole Cristina and Carla Sofia, that this dissertation is dedicated. It was my mother's unlimited aspiration that set the stage for whatever I have or will accomplish, and my wife's belief, support, and assistance that sustained me through times when I would have preferred to stop.

VITA

The author, Albano D. Coelho, received the Baccalaureate degree in Classical Studies from the University of Philosophy, Braga, Portugal (Faculdade de Filosofia e Instituto Superior de Filosofia), in July 1964, and completed the Licentiate Degree, in Philosophy, in the same college, with minors in Sociology and Psychology, in July 1967. He pursued post-Licentiate studies in Education, at the University of Lourenco Marques, Mozambique, during the 1968-69 school year. He came to the United States, entered Loyola University of Chicago, and was awarded the Master of Arts degree, in Counseling Psychology, in Februrary 1975.

His teaching experience includes four years of teaching General Psychology, Personality Theory and Child Development at Elmhurst College, Center for Special Programs, Hispanic Extension, and two years of teaching Child Development and Humanistic Teaching Skills at Governors State University in Park Forest South, and National College of Education in Evanston. In Mozambique, the writer taught at the Instituto Industrial of the city of Lourenco Marques, now known as City of Maputo, and in Portugal, he taught elementary and high school levels at the Colegio de Sao Joao de Brito, Lisboa.

The author has worked as assistant principal at the Colegia de Sao Joao de Brito, Lisboa, and as psychotherapist at Elgin Catholic Social Services, and at the Pilsen-Little Village Community Mental Health Center, in Chicago. Counseling experience includes individual,

family, and group therapy. At present, the writer is school psychologist at the Bureau of Child Study, Board of Education, City of Chicago.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

VITA iii

LIST OF TABLES vii

CONTENTS OF APPENDICES x

Chapter

I. INTRODUCTION 1

Introduction. 1
Purpose of the Study. 6
Definition of Terms 11
Hypotheses. 13
Limitations 16
Summary 17

II. REVIEW OF THE LITERATURE 18

Self-Concept and Achievement. 18
Ethnic Group Membership 21
Second Language Acquisition 22
Self-Concept of Preadolescents of Mexican Descent 26
Self-Concept and Sex. 34
Self-Concept and Socioeconomic Status 36
Length of Stay in this Country. 39
Bilingual/Bicultural Education. 41

III. RESEARCH DESIGN. 48

Population Characteristics. 48
Home Background Information 51
Home and Neighborhood Language Use. 52
The Instruments 57
Testing Procedures. 67
Statistical Techniques. 68

IV. RESULTS AND INTERPRETATION 76

Hypothesis 1. 76
Hypothesis 2. 90
Hypothesis 3. 93

Page

Hypothesis 4. 96
Hypothesis 5. 102
Hypothesis 6. 107
Hypothesis 7. 111
Hypothesis 8. 115
Hypothesis 9. 119
Hypothesis 10 124

V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS. 131

Summary 131
Conclusions 142
Implications. 150
Recommendations for Further Research. 153

REFERENCES 155

APPENDIX A 165

APPENDIX B 169

APPENDIX C 184

APPENDIX D 199

APPENDIX E 202

LIST OF TABLES

Table		Page
1.	Participating Schools' Ethnic Composition.	49
2.	Subjects by Age by Sex by School	50
3.	Correlation Coefficients for the Relationship Between Ethnicity and Some Selected Variables.	53
4.	Correlation Coefficients for the Relationship Between Selected Variables per Ethnic Grouping	54
5.	Descriptive Characteristics of the Children Involved in the Project.	55
6.	Language Spoken at Home.	56
7.	Intercorrelations of Scores - Elementary IAV	60
8.	Testing Variables.	71
9.	Levels of the Independent Variables.	73
10.	General Model for the Multivariate Analyses for Hypotheses 1-9	74
11.	Means and Standard Deviations on Tests of Reading per Year Levels and Participation in Bilingual Education Programs .	77
12.	Means and Standard Deviations - Elementary IAV	78
13.	Means and Standard Deviations - Tests of Reading	80
14.	MANOVA Test Results for Hypothesis 1	81
15.	F-Values for the Self-Concept Dimensions	81
16.	F-Values and Significance Probabilities for Hypotheses 1-9	83
17.	MANOVA Test Results for Hypothesis 1 for each School with Classrooms Nested	86
18.	Significant Results from Multiple Regression Analysis for Hypothesis 1	89

Table Page

19. MANOVA Test Results for Hypothesis 2 91

20. Correlation Coefficients for the Dependent Variables with the Independent Variable Participation in Bilingual Education Programs 92

21. ANOVA Results for Self-Concept Dimensions with the Effect of Participation in Bilingual Education Programs 94

22. Means and Standard Deviations for the Dependent Variables by Sex 95

23. MANOVA Test Results for Hypothesis 3 96

24. Correlation Coefficients for the Dependent Variables with the Independent Variable of Sex. 97

25. ANOVA Test Results for Hypothesis 3. 98

26. Means and Standard Deviations of the Dependent Variables for Variable Age 100

27. Correlation Coefficients for the Dependent Variables with the Independent Variable Age. 101

28. MANOVA Test Results for Hypothesis 4 99

29. F-Values for the Self-Concept Dimensions 103

30. ANOVA Test Results for Hypothesis 4. 104

31. Means and Standard Deviations of the Dependent Variables for Hypothesis 5 106

32. MANOVA Test Results for Hypothesis 5 105

33. ANOVA Test Results for Hypothesis 5. 108

34. Means of Length of Stay in this Country. 110

35. MANOVA Test Results for Hypothesis 6 109

36. Regression Analysis Results for Hypothesis 6 112

37. Means and Standard Deviations of the Dependent Variables for the Mobility Effect. 114

Table Page

38. MANOVA Test Results for Hypothesis 7 113

39. Regression Analysis Results for Hypothesis 7 116

40. Means of Language Spoken at Home for Selected Variables. . 118

41. MANOVA Test Results for Hypothesis 8 117

42. ANOVA Test Results for Hypothesis 8. 120

43. Means for Some Variables per Ethnic Membership 121

44. Means and Standard Deviations for the Dependent Variables per Ethnicity. 123

45. MANOVA Test Results for Hypothesis 9 122

46. ANOVA Test Results for Hypothesis 9. 125

47. Correlation Coefficients for the Relationship Between Self-Concept and Self Acceptance for all Subjects. 126

48. Correlation Coefficients for the Relationship Between Self-Concept and Self Acceptance per Classes 127

49. Correlation Coefficients for the Relationship Between Self-Concept and Self Acceptance per Ethnicity 128

50. Results from the Test for Equality of Correlations 129

CONTENTS FOR APPENDICES

		Page
APPENDIX A	Elementary School Index of Adjustment of Values . . .	166
APPENDIX B	Test of Reading	170
APPENDIX C	Prueba de Lectura	185
APPENDIX D	Cuestionario/Questionnaire.	200
APPENDIX E	Blau and Duncan Occupational Scale.	203

CHAPTER I

INTRODUCTION

Large and complex societies such as the United States comprise not only one but multiple cultural and linguistic groups living side by side. These subcultures, which together compose a larger society, consist of a wide variety of cultural, linguistic, and ideological communities, each with its own characteristic life style, value system, and psychological make-up. In addition to their salient manifestations are more fundamental and perhaps less visible characteristics such as cognitive, perceptual, and personality structures, which underlie the differing overt manifestations.

A philosophy of cultural pluralism has emerged as a reaction to combat a prevailing tendency of mixing together these subcultures into one large melting pot. The above movement reflects a positive recognition of cultural and linguistic differences and views subcultural variability as a societal asset. Cultural pluralism rejects both assimilation and separatism as ultimate goals, and affirms the understanding and appreciation of differences that exist among the nation's citizens.

The American Association of Colleges for Teacher Education defines multicultural education as "education which values cultural pluralism" and which "affirms that schools should be oriented toward the cultural enrichment of all children and youth programs rooted in the preservation

and extension of cultural alternatives."[1]

One of such alternatives was the surge of bilingual education. Bilingual-bicultural education was introduced as an outgrowth of these new trends and as a result of an increasing recognition and acceptance of the wide variablity which exists in our society with respect to cultural and linguistic patterns.

Bilingual education accepts the child's culture, language, and different experiences and uses these as a basis to build new cultural and linguistic experiences. Bilingual education is designed to meet the cognitive and affective needs of the non-English-speaking child. As such, bilingual education involves mastery of two languages, adequate academic achievement, and healthy personality development.[2]

The U.S. Commission on Civil Rights claim that bilingual education fosters an improved self-concept among its participants and develops cognition, language expression, reading, and English skills.[3] Studies by Lambert and Peal[4] support the contention that bilinguals, when treated in two languages, become more adept at concept formation

---

[1]American Association of Colleges for Teacher Education. Commission on Multicultural Education. No one model American. Journal of Teacher Education, 1973, 24, 264-265.

[2]Board of Education, City of Chicago, A Handbook of Curriculum Models for Bilingual-Bicultural Programs (Chicago: Department of Curriculum, 1976), p. 5.

[3]U.S. Commission of Civil Rights, A Better Chance to Learn: Bilingual-Bicultural Education (Washington, D.C.: Government Printing Office, 1975, p. 30.

[4]Lambert, W.E., and Peal, E. The relation of bilingualism to intelligence. Psychological Monographs, General and Applied, LXXVI (1962), 21-22.

and abstract thinking.

Many current developers of curricula have given as much importance to building self-concept in schools as to transmitting knowledge. Lavatelli[1] and Beatty[2], for example, emphasize the importance of developing self-concept in order for learning to take place, and stress its need for children to grow into mature and functioning adults.

Providing children learning tasks at which they can succeed is fundamental in the development of any school curriculum. The experience of success ensures continued learning because it builds children's confidence in themselves and in their abilities.[3] A monolingual English curriculum has been presented as setting in motion a pattern of failure for some language of the child with limited English speaking ability. Bilingual education involves minority children because receiving instruction through a language they do not control makes learning tasks more difficult than they were designed to be.

Advocates of bilingual-bicultural education contend that failures in its implementation imply a process of assimilation to the majority, and discriminatory view of the minority language and culture. They stress that this process necessarily acts negatively on the pupil who

---

[1]Lavatelli, C.S. Piaget's Theory Applied to an Early Childhood Education. Boston: A Center for Media Development, Inc., 1973, p. 42.

[2]Beatty, W.H. Improving education assessment and an inventory of measures of affective behavior. In Walcott H. Beatty (ed.), Emotion: The missing link in education. Washington, D.C.: Association for Supervision and Curriculum, NEA, 1969, p. 76.

[3]Eson, M.E. Psychological Foundations of Education. New York: Holt, Rinehart and Winston, 1972, p. 51.

is almost exclusively exposed to the dominant language and assures him a continuing position of psychological and social inferiority.[1]

However, the gains derived from bilingual education programs, and from bilinguality in particular, have been disputed by many authors. Chapter II will provide a detailed review of the dispute. Some of these studies imply that when investigating second language learning in conjunction with self-concept, consideration should be taken to the varying levels of language proficiency and of the social and ethnic characteristics of the population being studied. For example, a study carried by UNESCO[2] seems to show that the introduction of a second language of instruction to children who still lack development in their native language could be counterproductive. According to the investigators of this project, the lack of native language development could lead to "semilingualism" (a term used to describe children with low proficiency in the native and second languages) and this problem, in turn, will produce low achievers.

Bowen[3] also suggests that there is enough data available to show that the language medium of instruction does not necessarily determine

---

[1]Christian, C.C. Social and psychological implications of bilingual literacy. In Antonio Simoes (ed.), The Bilingual Child, New York: Academic Press, 1976, p. 18.

[2]Skutnabb-Kangas, T., and Toukomaa, P. Teaching Migrant Children's Mother Tongue and Learning the Language of the Host Country in the Context of the Socio-Cultural Situation of the Migrant Family. Helsinki: The Finnish National Commission for UNESCO, 1976.

[3]Bowen, J.D. Linguistic Perspectives on Bilingual Education. In B. Spolsky and R. Cooper (Eds.), Frontiers of Bilingual Education. Rowley, Mass.: Newbury House, 1977.

academic success. Furthermore, he suggests that the language medium of instruction should be determined according to social rather than linguistic characteristics of the children. Tucker[1] made a similar conclusion in his investigation of academic success and children's language characteristics.

Based upon current evidence there appears to be an assumed relationship between self-concept and achievement. A study conducted by Ligon et.al.[2] indicated that a clear linear relationship between them could not be established. Reviewing research literature and analyzing affective and achievement data from their study revealed inconclusive patterns of correlations between affective measures and achievement measures. A small positive relationship was often found.[3] However, the idiosyncracies of evaluation designs, instruments, and local population characteristics made generalizing from the results of these studies difficult.

The findings of the above investigators indicate that ethnic group member may be a significant factor in the relationship between affect and achievement. Blacks showed the strongest relationship at the elementary levels, while the Anglos showed the strongest relationship at the secondary level, and Mexican-Americans showed no relationship past the kindergarten level.

---

[1] Tucker, C.R. The Linguistic Perspective. In Bilingual Education: Current Perspectives. Vol. 2, Linguistics, Arlington, Va.: Center for Applied Linguistics, 1977.

[2] Ligon, G., Hester, J., Baenen, N., and Matuszek, P. A Study of the Relationship Between Affective and Achievement Measurements. A paper presented at the annual meeting of the American Educational Research Association, April, 1977.

[3] Ligon, et.al., op. cit.

Purpose of the Study

The purpose of this study is to investigate the relationship between language proficiency and self-concept dimensions as found in urban preadolescents of Mexican descent participating in regular programs or in bilingual education programs.

The self-concept dimensions investigated in this study are those proposed by Bills[1] in his instrument, Elementary School Index of Adjustment and Values, namely, perceived self-concept, acceptance of self, ideal self, and self discrepancy. The linguistic profile for each student will be established in accordance with the child's varying levels of language mastery in either English or Spanish, or both, that combine to form the unique language makeup of each student. The levels of mastery in the English and the Spanish languages will be determined through the administration of tests of vocabulary and comprehension from the Inter-American Series: Tests of Reading (English) and Prueba de Lectura (Spanish).[2] Since reading facility often affects a student's performance in other areas of the school curricula, it may be used as a criteria of general school achievement.[3]

The variables of sex, socioeconomic status, length of stay in this country, student mobility, and language spoken at home were also

---

[1]Bills, R.E. A system for assessing affectivity. University, Alabama: The University of Alabama Press, 1975.

[2]Manuel, H.T. Technical Report: Tests of General Ability and Tests of Reading. Austin, Texas: Guidance Testing Associates, 1967.

[3]Bloom, B. Implications of the IEA Studies for Curriculum and Instruction. School Review, 82 (May 1974), pp. 413-35.

incorporated in this study because they were assumed to be important contributing factors to fully understand the potential relationship between self-concept and linguistic ability.

A secondary purpose of this study is to investigate the differences in self-concept and in linguistic profiles among those children who have always participated in a bilingual education program, and among those who have never participated in a bilingual education program. Children who have participated before in a bilingual education program will be included in the sample.

A main concern throughout this study is the control over some confounding variables that tend to be present in cross-cultural studies. One confounding variable of primary importance concerns the issue of translation of the measuring instruments. In many instances, a direct translation or superficial adaptation of self-concept instruments is more liable to give measures of acculturation rather than to provide the researcher with accurate descriptions of the individuals under study. The dangers involved in the process of translating existing instruments into another language have been well documented by several investigators (cf. Sechrest, Fay, and Zaidi, 1972[1]; De Avila,

---

[1]Sechrest, L., Fay, T.L., and Zaidi, S.M. Problems of translation in crosscultural research. Journal of Cross-cultural Psychology, 1972, 3, 41-56.

1973[1]; Samuda, 1975[2]; Szalay and Deese, 1978[3]). Another issue concerning cross-cultural studies has been the use of norms based on white, middle-class children, to make intergroup comparisons. Arguments against indiscriminate use of such criteria center predominantly around the personal, social, and cultural differences between a particular ethnic group and the normative groups. Examples of such practices were documented, for example, by Zirkel.[4] In an extensive review of the literature on self-concept of minority groups, Zirkel pointed out that practically none of the studies involving Spanish-speaking children mentioned any special examiner or instrument provisions to take into account the possible linguistic and cultural differences of the subjects. The findings of such studies are therefore highly questionable, especially when bilingual groups are involved, as they falsely assume equal applicability of measures and norms to children of differing backgrounds.

In order to circumvent the above difficulties, this study will pay special attention to the characteristics of the subjects, to the

---

[1]De Avila, E.A., and Havassay, B.E. Piagetian alternatives to I.Q.: Mexican American Study. In N. Hobbs (ed.), Issues in the Classification of Exceptional Children. San Francisco: Jossey-Bass, 1973.

[2]Samuda, R.S. Psychological Testing of American Minorities: Issues and Consequences. New York: Dodd, Mead, and Co., 1975.

[3]Szalay, L.B., and Deese, J. Subjective Meaning and Culture: An Assessment Through Word Associations. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1978.

[4]Zirkel, P.A. Self-concept and the disadvantage of ethnic group membership and mixture. Review of Educational Research, 1971, 41 (3), 211-225.

choice of the instruments, to specific examiner provisions, and to the issue of inter-group comparisons.

This study will attempt to take into consideration the personal, social, linguistic, and cultural differences of the group under study. In addition this investigation will include the variables of sex, socioeconomic status, length of stay in this country, student mobility, and language spoken at home, so that the gathering of more objective results may be facilitated. The above data will be gathered from a questinnaire designed by the researcher.

The instrument used in this study is Bills' Elementary School Index of Adjustment and Values.[1] The instrument was chosen since it is one of the least culture-bound instruments among those assessing self-concept. In addition, the instrument provides four different dimensions of self-concept which will help to establish clearer line separations between degree of acculturation and self-concept descriptions. The Spanish version was obtained through the double-translation method, as explained by Werner and Campbell[2], in an attempt to get an equivalent form that not only will reflect the original content of its counterpart, while maintaining congruence with the specific language orientation of the group under investigation. The test directions were given orally by a bilingual administrator, both in

---

[1]Bills, R.E. op.cit.

[2]Werner, O., and Campbell, D.T. Translating, Working Through Interpreters, and One Problem of Decentering. In A Handbook of Method in Cultural Anthropology. New York: Columbia University Press, 1973, pp. 398-420.

English and in Spanish to guarantee each student's full comprehension. The students were also provided with answer sheets containing the items in English and in Spanish.

The scope of this investigation was narrowed to a population sample of preadolescents of Mexican descent, living in an urban setting. The term "Mexican descent" was adopted in this study to facilitate the grouping of both Mexican-born and Mexican-Americans, under the same classification. Intra-group comparisons are made according to the characteristics of participation or non-participation in bilingual education programs.

The need to investigate the relationship between self-concept characteristics and the linguistic profiles of preadolescents of Mexican descent originated primarily from the dearth of objective studies in this area of research with this particular ethnic group. Though a positive relationship between self-concept dimensions and bilingual competency has been advocated and investigated in some previous studies, the findings of many of them tend to be inconclusive or contradictory. It is important to discuss under what specific conditions such relationship occurs.

The main questions which this study addresses are:

1. Do preadolescents,of Mexican descent, having varying levels of language competencies, show differences in their self-concept dimensions?

2. How do children with differing levels of participation or non-participation in bilingual education programs compare among themselves.

3. What are the most relevant student, school, and home characteristics which seem to account for a high self-concept and language competency?

Definition of Terms

The following terms will be used frequently in this study and require definition to insure a consistent interpretation.

Acculturation - that process of culture change in which more or less continuous contact between two or more culturally distinct groups results in one group taking over elements of the culture of the other group or groups. The terms is also used to designate the resultant state.[1]

Bilingual education - instruction in two languages and the use of those two languages as mediums of instruction for any part or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education.[2]

Bilingual student - a student who is able to function in two languages.[3] In this study the two languages are English and

---

[1]Could, J., and Kolb, W.L. A Dictionary of the Social Sciences. New York: Free Press of Glencoe, 1964, p. 6.

[2]Bilingual Education Act of 1967.

[3]Board of Education, City of Chicago, A Handbook of Curriculum Models, p. 2.

Spanish.

Linguistic profile - comprises the varying levels of reading facility in either English or Spanish, or both, that combine to form the unique language makeup of each student. Reading facility is described here as the degree to which a student can decode written symbols and extract information from a text.[1] The levels of mastery in the English and the Spanish languages will be determined through the administration of tests of vocabulary, speed, and comprehension from the Inter-American Series: Tests of Reading (English) and Prueba de Lectura (Spanish).[2]

Self-acceptance - a healthy attitude toward one's worth and limitations consisting of an objective recognition of each quality and an acceptance of each as being part of the self.[3]

Self-concept - a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value.[4]

---

[1]Gibson, E.J., and Levin, H. The Psychology of Reading. Cambridge, Mass.: MIT, 1975, p. 5.

[2]Manuel, H.T., op.cit.

[3]Bills, R.E., op. cit., p. 61.

[4]Purkey, W.W. Self-concept and School Achievement. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, p. 7.

Self-discrepancy - a factor which gives a measure of the discrepancy between the concept of self and the concept of ideal.[1]

Self-ideal - a view of oneself as he wishes himself to be.[2]

Hypotheses

Hypothesis 1

There will be no significant relationship between self-concept dimensions and language profiles.

Studies comparing reading achievement and self-concepts of students have found significant differences in self-concept scores between high achieving and low achieving pupils with the former receiving more positive self-concept scores.[3] The testing of this hypothesis may indicate whether this relationship holds with students where two languages are involved, and criteria for establishing linguistic dominance are introduced.

Hypothesis 2

There will be no significant relationship between participation in the bilingual education program and self-concept dimensions.

Since one of the basic tenets of bilingual education is that it will result in improved self-concept,[4] the testing of this hypothesis

---

[1]Bills, R.E. Op. cit., p. 61.

[2]Ibidem.

[3]Purkey, W.W. Self-concept and School Achievement. Englewood Cliffs, N.J.: Prentice-Hall, 1970, p. 15.

[4]U.S. Commission of Civil Rights, op. cit., p. 30.

may provide further support to the bilingual education philosophy.

Hypothesis 3

There will be no significant differences in self-concept dimensions due to sex.

Hypothesis 4

There will be no significant differences in self-concept dimensions due to age.

Hypothesis 5

There will be no significant relationship between socioeconomic status and self-concept dimensions.

Hypothesis 6

There will be no significant relationship between length of stay in this country and self-concept dimensions.

Hypothesis 7

There will be no significant relationship between student mobility and self-concept dimensions.

Hypothesis 8

There will be no relationship between language spoken at home and self-concept dimensions.

Hypotheses 3 through 8 are concerned with the impact of sex, age, socioeconomic status, length of stay in this country, student mobility, and language spoken at home, on the self-concept dimensions investigated in this study. With regard to age and sex differences, the assumption is that since the study is concerned with both the male and female preadolescent, ten to twelve years old, there is little room to suspect any differences in self-concept characteristics. This

This prediction is based on the assumption that children of this age are evaluated and self-evaluated with limited regard to sex. With regard to socioeconomic status, the self-concept is predicted to vary significantly by class. It is also expected to find positive correlations between length of stay in this country, student mobility and language spoken at home, and the self-concept dimensions of these youngsters.

Hypothesis 9

There will be no significant difference in self-concept dimensions between youngsters of Mexican descent and other youngsters.

Hypothesis 10

There will be no significant difference in the relationship between self-concept and self-acceptance among youngsters of Mexican descent and other youngsters.

In positing these hypotheses the reasoning was that children of different races need not generally feel differently about themselves since, as literature indicates,[1] self-concept is often more related to one's own group than to any external group. Similarly, no significant differences are expected to be found between Anglo students and students of Mexican descent, especially among those who are exclusively English monolinguals.

It is thought that these youngsters will find themselves equally accepting of themselves, idealizing their selves more in line with

---

[1]Coopersmith, S. The Antecedents of Self-esteem. San Francisco: Freeman, 1967, p. 86.

their reference group, and experiencing the same degree of discrepancy between their real and their ideal selves.

Limitations

This study has the following limitations:

This study is limited in that it does not specifically take into account any differences that may have occurred due to the varying quality of bilingual education programs and teacher variables. Given the transitional nature of the bilingual programs in the Chicago public schools, caution should be exercised not to establish direct cause-effect relationships between bilingual education and self-concept. In addition, though recognizing that there are many factors that affect or are antecedents to the self-concept of students, these factors are not within the scope of this study.

The study is also limited in the sense that it includes a sample of 383 students of Mexican descent, from three schools in the Chicago public school system. The latest students racial-ethnic survey[1] indicated that in the 1979-1980 school year there were 44,720 (9.4 percent of the total school population) students of Mexican background. In as much as the subjects came from this restricted population sample, the application of findings of this study to preadolescents of other ethnic backgrounds will have to be guarded.

---

[1]Board of Education, City of Chicago, Racial/ethnic survey--Students. Chicago: Department of Administration, 1979, p. 2.

Summary

Chapter I presented the problems under investigation: self-concept and its relationship with language proficiency of urban pre-adolescents of Mexican descent, as found in students participating in regular and Spanish-English bilingual education programs. The limitations of this study as well as some of the terms to be used were also described in this chapter. A brief background of the bilingual education movement along with the need for further research in this area was discussed. In addition to contributing to the scarcity of research on bilingual education and language proficiency, this study is seen as important in regard to the education of the bilingual youngster of Mexican descent.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II includes a review of literature related to self-concept dimensions and language proficiency of preadolescents of Mexican descent. Studies which have examined the relationship between self-concept and achievement measures will be presented first. These will be followed by research on the effects of second language acquisition. The last part of this review will concern studies that have investigated the correlations between self-concept and the independent variables involved in this project.

Self-Concept and Achievement

Public schools have gradually expanded their role from the teaching of knowledge to increasingly accepting responsibility to deal with the social and emotional aspects of the students' life. This is especially evident in many of the compensatory programs supported by large federal grants through the Elementary and Secondary Education Act (ESEA), Titles I (Regular and Migrant) and VII (Bilingual). The primary mandate for these programs has always been to improve academic achievement. If academic achievement is to be enhanced, the whole child must be considered, and affective objectives must be considered along with achievement objectives. Affective objectives are usually justified by the assumption that increases in a child's positive feelings toward himself and his school will contribute to the meeting of achievement

objectives. Program developers have been known to claim that their programs are justified if they make students feel good about themselves and school even though achievement is not increased by the program treatment.

Generally, the research literature shows some support for the above claim. Studies by Campbell[1], Cummings[2], and McKinney[3] have demonstrated a small positive relationship between self-concept and achievement measures. However, Wattenberg and Clifford[4], and Ozehosky and Clark[5] have narrowed down this positive correlation to only reading readiness for kindergarten students. In the same vein, Pruneda's[6] research indicated a positive correlation between self-concept and

---

[1]Campbell, P.B. School and Self-Concept. Educational Leadership, 1967, 24, 510-515.

[2]Cummings, R.N. A Study of the Relationship Between Self-Concepts and Reading Achievement at the Third Grade Level. (Doctoral Dissertation, University of Alabama, 1970). Dissertation Abstracts, 31 (10), 5195A.

[3]McKinney, A.W. A Study of the Relationship Between Self-Concept and Achievement of Elementary School Children with Classification Based on the Factors of Enrollment in Title I Schools, Race, and Aid to Families of Dependent Children. (Doctoral Dissertation, State University of New York at Buffalo, 1972). Dissertation Abstracts International, 34 (1), 69A-70A.

[4]Wattenberg, W.W., and Clifford, C. Relation of Self-concepts to Beginning Achievement in Reading. Child Development, 1964, 35, 460-467.

[5]Ozehosky, R.J., and Clark, E.T. Children's Self-Concept and Kindergarten Achievement. Journal of Psychology, 1970, 75, 185-192.

[6]Pruneda, M.C. Acculturation, self-concept, and achievement of Mexican-American Students. (Doctoral Dissertation, East Texas University, 1973). Dissertation Abstracts International, 36 (11), 7068A.

achievement at grades 6 and 8, but no relationship between the two factors at grade 10.

Calsyn[1] investigated the causal relationship between self-esteem and scholastic achievement, and discovered that scholastic achievement appeared to be causally predominant over self-concept. This finding suggests that higher academic achievement may lead to a more positive self-concept, rather than vice-versa as assumed in many compensatory education programs.

Several investigators (Buzahora, 1973[2]; Chang, 1976[3]; Cobb, Chissom, and Davis, 1975[4]), however, have failed to find a relationship between measures of self-concept and achievement in reading, mathematics, and composite achievement test scores. These studies included students from kindergarten through the sixth grade.

Thus, the results of research concerning self-concept and achievement at various grade levels have been mixed, but generally suggest a

---

[1]Calsyn, R.J. The Causal Relationship Between Self-Esteem, a Locus of Control and Achievement: Cross-lagged Panel Analysis. (Doctoral Dissertation, Northwestern University, 1973). Dissertation Abstracts International, 34 (7), 4076A-4077A. (University Microfilms No. 73-30, 556).

[2]Buzahora, R.G. Comparison of Residual Gains Analysis and the Analysis of Covariance as Measures of Change in an Experimental Program. (Doctoral Dissertation, The University of North Dakota, 1973). Dissertation Abstracts International, 34 (8), 4946A. (University Microfilms No. 74-4144).

[3]Chang, T.S. Self-concepts, Academic Achievement, and Teacher's Rating. Psychology in the Schools, 1976, 13 (1), 111-113.

[4]Cobb, P.R., Chissom, B.S., and Davis, M.W. Relationships among Perceptual-motor, Self-concept, and Academic Measures for Children in Kindergarten, grades one and two. Perceptual and Motor Skills, 1975, 41 (2), 539-546.

small positive relationship between these variables.

Ethnic Group Membership

Ethnic group membership has been considered as a variable affecting self-concept (Allen, 1972[1]; Canning, 1973[2]; Caplin, 1969[3]; LaBelle, 1969[4]). In research involving Hispanic students, findings have been ambivalent. Evans and Anderson[5] discovered that Mexican-American students in their sample had lower self-concepts and lower achievement test scores than their Anglo classmates, but similar grade point averages. Rivera[6] reported that Hispanic students participating in bilingual programs tended to show increased feelings of acceptance and self worth and a rate of academic progress similar to non-Hispanic

---

[1]Allen, J.G. The Effects of an Achievement Motivation Program on the Self-concepts of Selected Ninth-grade Students Representing Three Ethnic Groups. (Doctoral dissertation, North Carolina State University, 1972). Dissertation Abstracts International, 33 (11), 6043.

[2]Canning, J.A. A Comparison of Selected Growth Objectives of Sixth Graders in Elementary Self-contained Classrooms. (Doctoral dissertation, University of Florida, 1973). Dissertation Abstracts International, 34 (11), 6862A-6863A.

[3]Caplin, M.D. The Relationship Between Self-concept and Academic Achievement. Journal of Experimental Education, 1969, 37, 13-15.

[4]LaBelle, T.J. Attitudes and Academic Achievement Among Male and Female Anglo and Spanish American Fifth Grade Students. (Doctoral dissertation, The University of New Mexico, 1969). Dissertation Abstracts, 31 (4), 1624A.

[5]Evans, F.B., and Anderson, J.G. The Psychocultural Origins of Achievement and Achievement Motivation: The Mexican American Family. Sociology of Education, 1973, 46 (Fall), 396-416.

[6]Rivera, C.E. Academic Achievement, Bicultural Attitudes and Self-concept of Pupils in Bilingual and Non-bilingual Programs. (Doctoral dissertation, Fordham University, 1973). Dissertation Abstracts International, 34 (5), 2238A-2239A.

students. Peters[1], on the other hand, found that Puerto Rican third graders taught in Spanish and now living in the mainland do not necessarily have a significantly more positive self-concept than the students of similar backgrounds, who never studied in the U.S.A. None of these studies examined directly the correlation between self-concept and achievement. The question of relationship between the self-concept and academic achievement of Spanish American students definitely needs further study. Few studies have specifically studied the relationships among these factors, and those which have are inconclusive.

Second Language Acquisition

Because language proficiency is defined in this study in terms of reading ability in both English and Spanish, this section of the review of literature will cover only research in first and second language reading.

Studies by Cummins[2], Cziko[3], and Tucker[4], found a correlation

---

[1]Peters, A. Self-esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto Rican Students. Dissertation Abstracts International, 39 (11), 6614A.

[2]Cummins, J. Cognitive, Attitudinal, and Linguistics Determinants of Reading Skills in two Languages. Paper presented at the First Conference of the Reading Association of Ireland. St. Patrick's College, Dublin, September 1976.

[3]Cziko, G.A. The Effects of Language Sequercing on the Development of Bilingual Reading Skills. Montreal, Canada: McGill University, 1976.

[4]Tucker, G.R. The Development of Reading Skills Within a Bilingual Program. IN S.S. Smiley and J.C. Towner (eds.), Language and Reading. Bellingham, Wash.: Sixth Western Washington Symposium on Learning, 1975.

between second language and native language reading skills. This finding seems to indicate that the effective use of contextual information in reading is transferable but it is not consistent with the current view that second language reading is dependent on the overall proficiency in the second language.

Through the years, several people have been interested in the effect of learning to read in the native language (L1) versus the second language (L2). Engle[1] reviewed studies done in this area and found that most of the studies she reviewed presented flaws in design and/or implementation. Engle's summary in regard to the effect of the language used for instruction as seen in these studies is inconclusive. She found that while some of the studies showed the L1 approach to learning reading produced greater gains (Modiano, 1968[2]; Modiano, 1972[3]; Ramos, et.al., 1967[4]; UNESCO, 1953[5]), a comparable number of studies showed the L2 approach as being more effective (Lambert and

---

[1]Engle, P.L. The Use of Vernacular Languages in Education: Language Medium in Early School Years for Minority Language Groups. Papers in Applied Linguistics. Bilingual Education Series: 3. Center for Applied Linguistics, Arlington, Va., 1975.

[2]Modiano, N. National or Mother Tongue Language in Beginning Reading: A Comparative Study. Research in the Teaching of English, 1968, 2, 32-43.

[3]Modiano, N. Indian Education in the Chiapas Highlands. New York: Holt, Rinehart and Winston, 1972.

[4]Ramos, M., Aguilar, J.V., and Sibayan, N.F. The Determination and Implementation of Language Policy, Philippine Center for Language Study Monograph Series, 2, Quezon City, the Philippines. Alemar: Phoenix, 1967.

[5]UNESCO. The Use of Vernacular Languages in Education. Monographs on Fundamental Education, 8. Paris: UNESCO, 1953.

Tucker, 1972[1]; Pozas and Pozas, 1956[2]; Malherbe, 1966[3]). Cziko[4] has studied the effect on the language sequence used to teach reading to bilinguals and found no significant effects that would allow them to determine which sequence is better. More recently, some researchers (Bowen, 1977[5]; Tucker, 1977[6]) have argued the need to look at social rather than linguistic and pedagogical factors in order to explain the academic achievement of bilingual children. Bowen[7] suggests that there are enough data available to show that thelanguage medium of instruction does not necessarily determine academic success. Furthermore, he suggests that the language medium of instruction should be determined according to social rather than linguistic characteristics of the children. Tucker[8] concludes the same.

A study carried out by UNESCO (Skutnabb-Kangas and Toukomaa,

---

[1]Lambert, W.E., and Tucker, G.R. Bilingual Education of Children: The St. Lambert Experiment. Rowley, Mass: Newbury House, 1972.

[2]Pozas, I.H., and Pozas, R. Del Monolinguismo Indigena en Lengua Nacional: Una Experiencia Educativa del Centro Coordinador Indigenista. Manuscript. Oaxaca, Mexico, 1956.

[3]Malherbe, E.G. The Bilingual School: A Study of Bilingualism in South Africa. London: Green, 1966.

[4]Cziko, G.A. Op. cit.

[5]Bowen, J.D. Linguistic Perspectives on Bilingual Education. in B. Spolsky and R. Cooper (Eds.), Frontiers of Bilingual Education. Rowley, Mass: Newbury House, 1977.

[6]Tucker, G.R. The Linguistic Perspective. In Bilingual Education: Current Perspectives, Vol. 2. Linguistics. Arlington, Va.: Center for Applied Linguistics, 1977.

[7]Bowen, J.D., Ibidem.

[8]Tucker, G.R. Op. cit.

1976[1]) seems to show that the introduction of a second language of instruction to children who still lack development in their native language could be counterproductive. This could lead to "semilingualism" (a term used to describe children with low proficiency in the native and second languages) and this problem, in turn, will produce low achievers.

Cummins[2] suggests that the level of competence attained by bilingual children in both languages could be an intervening variable in regard to the effects of bilingualism on the cognitive and academic development of these children. Commins suggests that two thresholds occur in the development of bilingual subjects. If children show a low level of proficiency in both languages they are at the lower threshold of bilingual competence and the cognitive effects of this situation are negative especially in terms of achievement. In the case of children who are bilingual but who show dominance and native-like competence in one language, their bilingualism will not produce either positive or negative cognitive effects. In contrast, children who have higher levels of competence in both native and second language will show positive cognitive effects in their learning and academic

---

[1]Skunagg-Kangas, T., and Toukomaa, P. Teaching Migrant Children's Mother Tongue and Learning the Language of the Host Country in the Context of the Socio-cultural Situation of the Migrant Family. Helsinki: The Finnish National Commission for UNESCO, 1976.

[2]Cummins, J. Linguistic Interdependence and the Educational Development of Bilingual Children. Review of Educational Research, Spring 1979, Vo. 49, No. 2, pp. 222-251.

achievement. Cummins[1] proposes that the competence a child develops in the second language is partially a function of the type of competence in the first language that the child attained when he was first exposed to the second language. In turn, Cummins refers to studies done by MacNamara, Svare and Homer[2] and Skutnabb-Kangas and Taukomaa[3], which support his interdependence hypothesis which suggests that the linguistic experience in the home is a prerequisite for acquiring literacy skills and that the ability to extract meaning from printed test can be transferred easily from one language to another. Cummins' interdependence hypothesis will explain that the relatively greater success achieved through native language instruction, as shown by studies done in minority language situations, may be due to the fact that some aspects of the minority child's native language were not fully developed on entry to school. In other words, the child does not have the necessary cognitive and linguistic development to learn and to succeed in a second language medium of instruction.

Self-concept of Preadolescents of Mexican Descent

Self-concept has been quite amply researched in the context of ethnic group membership. A low self-concept has been cited as one of the major characteristics of the disadvantaged (Havighurst and

---

[1]Cummins, J. Op. cit.

[2]MacNamara, Jr., Svare, J., and Homer, S. Attending a Primary of the Other Language in Montreal. In A. Simoes, Jr. (Ed.), The Bilingual Child. New York: Academic Press, 1976.

[3]Skutnabb-Kangas, T., and Taukomaa, P. Op. cit.

Moorefield, 1967[1]). Several investigators postulate a low self-concept for minority group members based on considerations of ethnic as well as socioeconomic class (Ausubel and Ausubel, 1963[2]; Erickson, 1966[3]). For example, investigators of the self-concept among Blacks have traditionally assumed that every aspect of Black life is a reflection of group position, and that the group is incapable of rejecting the negative images of itself as perpetuated by the larger society. Thus, Clark and Clark[4], in a study which found Black children preferring white dolls, conclude that the white doll choice was a reflection of group self-hatred. Kardiner and Ovesey describe clearly the negative analysis of Black subgroup status:

> ...the Negro has no possible basis for a healthy self-esteem and every incentive for self-hatred. The basic fact is that in the Negro aspirational level, good conscience and even good performance are irrelevant in face of the glaring fact that the Negro gets a poorer reflection of himself in the behavior of whites, no matter what he does, or what his merits are. The chief distinguishing factor in the Negro is that he must identify himself with the Negro, but this initiates the compensatory identification

---

[1]Havighurst, R.J., and Moorefield, T.E. The Disadvantaged in Industrial Cities. In P.A. Witty (Ed.), The Sixty-Sixth Yearbook of the National Society for the Study of Education. Part I, The Educationally Retarded and Disadvantaged. Chicago: University of Chicag Press, 1967.

[2]Ausubel, D.R., and Ausubel, P. Ego Development Among Segregated Negro Children. In H.A. Passow (Ed.), Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

[3]Erickson, E.H. The Concept of Self in Race Relations. Paper presented at the Academy of Arts and Sciences, 1966. ERIC Document Reproduction Service No. ED 012 730.

[4]Clark, K., and Clark, M. Racial Identification and Preference in Negro Children. In T.M. Newcomb and E.L. Hartley (Eds.), Readings in Social Psychology. New York: Holt, 1947.

with the White who is also hated.[1]

Almost similar considerations in terms of language and culture seem applicable to other minorities. Among the Spanish-speaking, Mexican-Americans have received the most attention in this area of research. In a study involving ethnic rather than self identification, Anderson and Safar[2] found negative perceptions of Mexican-Americans among Anglo- and Mexican-American "significant others". By significant others the authors were mainly referring to immediate relatives and school staff. They theorized the possible internalization of such attitudes into the self-concepts of Mexican-American children. Coleman[3] found that the self-concept of Mexican-American children was significantly lower than the self-concept of both Negro and White children, while McDaniel[4] found it to be significantly below that of White but not that of Negro children.

---

[1]Kardiner, A., and Ovesey, L. Op. cit.

[2]Anderson, J.G., and Safer, D. The Influence of Differential Community Perceptions on the Provisions of Equal Educational Opportunities. Sociology of Education, 40, 1967, pp. 219-230.

[3]Coleman, J.S., et.al. Equality of Educational Opportnity. Washington, D.C.: United States Government Printing Office, 1966.

[4]McDaniel, E.L. Relationships Between Self-Concepts and Specific Variables in a Low Income Culturally Different Population. Final Report on Head Start Evaluation and Research: 1966-67.

Palomares and Cummins[1], Evans[2], and Hishiki[3] also found evidence of depressed self-concept for Mexican-American children. However, Carter[4], and DeBlaissie and Healey[5], found no significant differences between the self-concepts of Mexican-American and White children. For example, Carter suggested that the supposed negative self-concept of the Mexican-American youngster was nothing more than "our own stereotype projected unto him"[6] (p. 219).

In the same vein, Casavantes[7] contends that many social scientists who study the Mexican-American feel usually inclined to describe the poor Mexican-American and not the Mexican-Americans as they exist in toto. While many atributes have been used to characterize the Mexican-American, these are really descriptive of people living in poverty,

---

[1]Palomares, U.H., and Cummins, E.J. Assessment of Rural Mexican-American Pupils Preschool and Grades One Through Six: San Isidro, California. Sacramento: California State Department of Education, 1968.

[2]Evans, F.B. "A Study of Sociocultural Characteristics of Mexican-American and Anglo Junior High School Students and the Relation of these Characteristics to Achievement." Doctoral Dissertation, New Mexico State University, 1969.

[3]Hishiki, P.C. Self-concepts of Sixth Grade Girls of Mexican-American Descent. California Journal of Educational Research, 1969, 20 (2), 56-62.

[4]Carter, T. Negative Self-concept of Mexican-American Students. School and Society, 1968, 96, 217-219.

[5]DeBlaissie, R.R., and Healey, G.W. Self-concept: A Comparison of Spanish-American, Negro, and Anglo Adolescents Across Ethnic, Sex, and Socioeconomic Variables. Las Cruces, N.M.: ERIC Clearinghouse on Rural Education and Small Schools, 1970.

[6]Carter, Ibidem, p. 219.

[7]Casavantes, E.J. (Ed.), Pride and Prejudice: A Mexican-American Dilemma. Civil Rights Digest, 1970, 3 (1), 22-27.

regardless of ethnicity. The author concludes that poverty, more than ethnicity, seems to account for so many failures of Mexican-American children in the classroom and for a father's failure in vocational endeavors. The need to improve the self-image of the Mexican-American was stressed, so that neither the Mexican-American child nor those who interact with him act out a negative self-fulfilling prophecy.

When investigating the stereotypes and self-images held by native-born and foreign-born Mexican-Americans, Dworkin[1] confirmed his hypotheses that the Mexican-American born in Mexico and a newcomer to the United States, employs more positive, favorable, or optimistic, stereotypes in describing the Anglo-American, and more favorable or optimistic self-descriptions than does the Mexican-American born in the United States, who has lived in the same impoverished area all of his life.

The self-concept of Mexican-American children has also been studied within the context of the real-ideal self-disparity. Petersen and Ramirez[2] found a greater discrepancy between the real and the ideal selves of Negro and Mexican-American children than among Anglo children. Their study revealed the self-concept which the Mexican-American and the Negro child share in common as minority group members,

---

[1]Dworkin, A.G. Stereotypes and Self-images held by Native-born and Foreign-born Mexican-Americans. In N. Wagner, and M. Haug (Eds.), Chicanos, Social and Psychological Perspectives. Saint Lous: C.V. Mosby Company, 1971, pp. 72-79.

[2]Petersen, B., and Ramirez III, M. Real Ideal Self-Disparity in Negro and Mexican-American Children. Psychology, 1971, 8 (3), 22-28.

and also provided evidence as to the self-concept which is unique to each ethnic group.

Burger[1] compared the self-esteem of low socioeconomic Black, Spanish, and white males and females in kindergarten, first, and second grades. The subjects used were 416 primary school children from two suburban communities adjoining Chicago to whom the Coopersmith Self-Esteem Inventory was given in a revised form. The schools used in the study had the highest percentage of integration in the district. The instrument administered consisted of items which determine self-esteem and were concerned with children's attitudes toward parents, school peers, and personal interests. Findings of the three-way analysis of variance indicated that there was no significant difference in main effect for ethnic group membership or sex but there was a significant difference for school grade. There was a highly significant difference between scores of the kindergarten and second graders, but no difference between first grade children and those in second grade. It was suggested that the greatest increase in self-esteem occurred between kindergarten and first grade, possibly due to school experiences and greater peer influence.

Self-concept and/or self-esteem have been found to correlate highly with anxiety and they are often investigated in connection with each

---

[1]Burger, M.L. A Comparative Study of Self-Esteem Among Young Black, Spanish, and White Children. Bethesda, Md.: ERIC Documents Reproduction Service, ED 147 408, 1973.

other. One such study was conducted by Nasseri[1] who investigated the levels of self-esteem, general anxiety, and test anxiety, and their inter-relationships among White, Black, and Spanish-surnamed students in grades nine through twelve. The relationship of sex and grade levels were also examined. A group of 2,448 students from two public high schools were tested, using Coopersmith's Self-Esteem Inventory, and two other anxiety scales. Analysis of variance of self-esteem data showed statistically significant main differences for race, grade levels, and their interactions, but not for sex. Correlational analysis of the data showed a positive relationship between each anxiety scale and self-esteem data. Analysis of some data did show a clear pattern of the effects of sex, race, and grade levels. It was concluded that sex is not a major determinant of students' anxiety level, but ethnicity is.

Massey and Darnbusch[2] studied the relationship between attribution processes and academic self-concept among students from four ethnic groups in innercity high schools. They also attempted to find an explanation as to why low achieving minority students do not report low academic self-concepts. Questionnaires eliciting self-perceptions and responses to hypothetical feedback were administered to 772

---

[1]Nasseri, G. Self-esteem, Test Anxiety, and General Anxiety Among Students of Three Ethnic Groups in Grades Nine Through Twelve. Bethesda, Md.: ERIC Documents Reproduction Service, ED 147 407.

[2]Massey, G.C., and Darnbusch, S.M. Self-enhancement, Self-consistency, and Distinctiveness of Feedback in a Field Study of Academic Self-concept: Attribution Processes in Inner-city High Schools. Bethesda, Md.: ERIC Documents Reproduction Service, ED 128 540.

students, a five percent random sample from eight comprehensive and academic high schools in a large city. Using a symbolic interactionist approach, internalization and externalization of feedback were studied to test hypotheses derived from assumptions about self-enhancement, self-consistency, and distinctiveness of feedback. Results indicated that self-consistency has more impact than self-enhancement on the attribution of causality for evaluations in school. Hypotheses based on a tendency toward self-enhancement were more successful in predicting attributions to ability, and internal attributions in general, than were hypotheses based on self-consistency. Academic self-concept was affected by the social context of the school. Students in low achieving minority groups or in low achievement schools were less likely to atribute low grades to lack of ability than were students in high achievement schools, for whom low grades were distinctive. These results were said to help explain why more students from low achieving groups believe they are average in ability than would be expected on the basis of their grades.

In an extensive review of research on minority groups and desegregation, Weinberg[1] treats at some length such factors as the historical and legal background of the education of minority groups, the ideology of racism, a continuing reexamination and questioning of prevailing views of the role of social class and race in learning, and the impact of minority communities upon the schools. The impact of

---

[1]Weinberg, M. Minority Students: A Research Appraisal. Bethesda, Md.: ERIC Documents Reproduction Service, ED 137 483.

schooling is examined in the areas of academic achievement, self-concept, and aspirations, and the relationships of students with their peers and with their teachers. Separate chapters deal with Spanish-surnamed and American-Indian students. The findings presented in a conclusion to this book indicate that desegregation works for both White and Black children. It narrows the achievement gap between them. In addition, minority children gain a more realistic conception of their vocational and educational future through integrated settings. Positive racial attitudes by Black and White students develop as they attend school together.

A brief overview, limited to those studies which have investigated the self-concept of these subjects in terms of the remaining variables of the present study, will follow in the next pages.

Sex

Many behavioral differences are sex-related (see reviews by Korner, 1973[1]; Maccoby and Jacklin, 1975[2]). For example, it is fairly well established that when early social play beings (i.e., age 2-2½ years), males are more aggressive than females, both verbally and physically. This increased male aggressiveness persists through childhood into adult life. In addition, from adolescence onward (but not in early childhood) boys exceed girls in visuospatial and

---

[1]Korner, A.F. Sex Differences in Newborns with Special References to Differences in the Organization of Oral Behavior. Journal of Child Psychology and Psychiatry, 14, 1973, pp. 19-29.

[2]Maccoby, E.E., and Jacklin, C.N. The Psychology of Sex Differences. London: Oxford University Press, 1975.

mathematical skills.

Studies dealing with sex and self-concept of culturally different subjects present a rather simple pattern.

Beers[1], Powell and Fuller[2], comparing Anglo and Black subjects, and Harris and Braun[3], studying an all Black sample, conclude that there is no significant difference between males and females in attained self-concept scores. However, Cornwell[4], in his cross sectional study of Black and White students from kindergarten through grade twelve, found the females to have a significantly higher self-concept than the males at all grade levels, except at grade nine. Linton[5], in comparing Mexican-Americans and Anglos, and Trowbridge[6], in comparing advantaged and disadvantaged youth, found no significant differences in the self-

---

[1]Beers, J. Self-esteem of Black and White Fifth-grade Pupils as a Function of Demographic Categorization. Bethesda, Md.: ERIC Documents Reproduction Service, ED 073 209.

[2]Powell, C., and Fuller, M. School Desegregation and Self-Concept. Bethesda, Md.: ERIC Documents Reproduction Service, ED 048 391.

[3]Harris, S., and Braun, J. Self-esteem and Racial Preference in Black Children. Bethesda, Md.: ERIC Documents Reproduction Service, ED 056 773.

[4]Cornwell, H. Comparison of Changes in Self-image of Black and White Students: Kindergarten Through High School. Bethesda, Md.: ERIC Documents Reproduction Service, ED 051 308.

[5]Linton, T. A Study of the Relationship of Global Self-concept, Academic Self-concept, and Academic Achievement, Among Anglo and Mexican American Sixth-grade Students. Bethesda, Md.: ERIC Documents Reproduction Service, ED 063 053.

[6]Trowbridge, N. Self-concept and Socioeconomic Status in Elementary School Children. Journal of Cross Cultural Psychology, 1971, 2, pp. 197-202.

concept scores of males and females.

The results of these investigations appear to indicate that, in terms of elementary school students of non-Anglo cultural heritage, no significant differences on measured self-concept have been attained between males and females. Since the study is concerned with the preadolescent (between 9 and 11 years of age), the assumption is that, with regard to sex differences, there is little room to suspect any significant differences in self-concept. This prediction is based on the assumption that children of these ages are evaluated and self-evaluated with limited regard to sex.

Socioeconomic Status

There has been considerable disagreement on the impact of social class on self-concept, which may be due in part to problems in methodology and data interpretation. Specifically, the investigative problem is housed in the widespread social science tradition of identifying a theoretically central group, assessing its attitudes, disposition, and the contributing components, and analyzing all other groups as reflections of or deviations from this central group. It is therefore no surprise to find studies reporting no significant differences between socioeconomic levels and self-concept, such as the investigations by

Healey[1], Valenzuela[2], and Harris and Braun[3]. And yet, on the other side, another group of studies can be found, either establishing positive associations such as Antonovsky[4], Linton[5], and Beers[6], or then negative relationships like Dales[7], and Trowbridge[8].

It is a fact that the theoretical center of research has usually been dominated by whiteness, middle-classness, and maleness. The underlying assumption has been that this central group through its characteristics, norms, values, beliefs, and aspirations, represents normativeness and health, and that all other groups fall along a continuum toward deviance or sickness. This central or deviant assumption has, by its inherent bias, hindered both the advancement of objective scientific investigation and the recognition of legitimate group

---

[1]Healey, G. "Self-concept: A Comparison of Negro, Anglo, and Spanish-American Students Across Ethnic, Sex, and Socioeconomic Variables." Dissertation Abstracts International, 30: 7 (1970): pp. 2848-2850.

[2]Valenzuela, A. The Relationship Between Self-concept, Intelligence, Socioeconomic Status, and School Achievement Among Spanish-American Children in Omaha. Bethesda, Md.: ERIC Documents Reproduction Service, ED 056 785.

[3]Harris and Braun, op. cit., pp. 1-6.

[4]Antonovsky, A. Aspirations, Class, and Racial-Ethnic Membership. Journal of Negro Education, 36 (4): 385-393, 1967.

[5]Linton, op. cit., pp. 1-13.

[6]Beers, op. cit., pp. 1-41.

[7]Dales, R., and Keller, J. Self-concept Scores Among Black and White Culturally Deprived Adolescent Males. Journal of Negro Education, 41 (Winter 1972): 31-34.

[8]Trowbridge, op. cit., pp. 525-527.

differences. It has required lower-class and/or Black groups to provide healthy explanations for why they differ from middle-class and/or White groups, but never compels explanations in reverse. It defines the out-groups with reference to the in-groups. Many social scientists have imposed this theoretical central group as the model for the analysis of all other groups. To the extent that this theoretical position has been dominant, it is partially responsible for the use of ego-inflation mechanisms and other psychological tools to explain the processes of the out-groups.

It is not surprising then that there is such confusion in the area of racial and class differences, when differentness is synonymous with deviance, and sameness with normativeness and health. It also becomes easier to understand why the majority of past self-concept studies have posited significantly lower self-concepts as groups are further away from this theoretical center.

Length of Stay in This Country

The effects of this variable on the self-concept has also been investigated in the context of acculturation and assimilation. It has been established that while the first generation actively seeks to conform and identify with the values of the dominant society, the second generation usually experiences a reawakening of their native language and cultural tradition. However, findings by Papajohn and Spiegel[1], seem to suggest that for Greek-American families, the second

---

[1]Papajohn, J., and Spiegel, J. Transactions in Families. San Francisco: Jossey-Bass, 1975.

generation sons and daughters have accepted the dominant American pattern.

Dworkin[1], as previously noted, found an association between more negative self-images and less favorable stereotypes of the Anglos, and increased stay in this country of native-born Mexican-Americans. In studying acculturation, access, and alcohol in a tri-ethnic community, Graves[2] suggested that for the Spanish-American group acculturation is consistently associated with higher rates of drinking and deviant behavior, whereas within the Indian group the opposite is true. With the unacculturated members of the two ethnic groups, the Spanish-American does not display deviant behavior whereas the Indian group does. The explanations offered for this paradox were: (1) The acculturated ethnic members have limited economic access to the rewards of the American society, thus maintaining stronger feelings of relative deprivation, significantly greater alienation, and significantly more psychological problem-solving reasons for drinking. (2) The unacculturated Spanish-Americans display strong social and psychological controls (from family and church) that are internalized. (3) The unacculturated Indian displays weak social and psychological controls. (4) The influence of family and church begins to break down as the Spanish-Americans move toward the more secular American norm, whereas

---

[1]Dworkin, A.G. Stereotypes and self-images held by native-born and foreign-born Mexican-Americans. In N. Wagner, and M. Haug (Eds.), Chicanos, Social and Psychological Perspectives. Saint Louis: C.V. Mosby Company, 1971, pp. 72-79.

[2]Graves, T.D. Acculturation, Access, and Alcohol in a Tri-ethnic Community. American Anthropologist, 1967, 69, 306-321.

the Indians, whose non-acculturated background is socially anomic, become mapped into new control structures. These structural changes are paralleled by psychological changes. Madsen[1] studied the same problem with the sociocultural environment which tends to produce a high proportion of problem drinkers among the agringados (an acculturated Mexican-American). The cultural setting of the agringado involves value conflicts resulting in loss of identity and community, a loss which seems to be conducive to alcoholism.

Moerk[2] investigated the acculturation process of the Mexican-American youngster into Anglo-American society. His conclusions indicate that there were no significant differences in educational aspirations between the two groups. Mexican-Americans experience the same pressure to attend college and to achieve academically as do other groups. In addition, no significant differences in occupational aspirations were found. A change in values and aspirations in the Mexican-American group was clearly evident. It was suggested that the Chicano or La Raza movement appear to be a probable causal link in attitudinal change.

Papajohn and Spiegel[3] seem also to foresee the same trend in the movement of members of American subcultural groups toward renewed pride

---

[1]Madsen, W. The Alcoholic Agringado. American Anthropologist, 66 (2), 1964, 355-361.

[2]Moerk, E. The Acculturation of the Mexican-American Minority to the Anglo-American Society in the United States. Paper presented at the meetings of the Inter-American Congress of Psychology, Panama City, 1971.

[3]Papajohn and Spiegel, op. cit.

in their ethnic origins. Therefore, it seems appropriate to investigate the possible impact of length of stay in this country in conjunction with the development of self-concept.

Bilingual/Bicultural Education

Evaluations of bilingual-bicultural education programs have usually incorporated an assessment of self-concept change as one of the many criteria of success or failure of such programs. Efforts towards the implementation of bilingual-bicultural education programs have often based themselves on the assumption that they will result in reinforcement of self-confidence, increased self-concept, and healthier personality adjustment.

In an evaluation report of the Southeastern New Mexican bilingual program, Young[1] reported that the bilingual group fell lower in achievement than the control group composed of children in the standard program. It was also found that the bilingual program began to show improvement more in the higher grades. The bilingual group did not lose any of its self-image during any one year, although it did drop from the close of one grade to the close of another, whereas the control group lost during each year. Somewhat similar results were obtained by Van Wart[2] in the evaluation of a Spanish/English educational

---

[1]Young, L.R. Final Evaluation Report of Southeastern New Mexico Bilingual Program. Bethesda, Md.: ERIC Documents Reproduction Service, ED 081 549.

[2]Van Wart, G. Carrascolendas: Evaluation of a Spanish/English Educational Television Series Within Region XIII. Bethesda, Md.: ERIC Documents Reproduction Service, ED 092 089.

television series, in which she reports that the content areas which had the least impact in Spanish and English were mathematics and self-concept. Cordova, et.al.[1] findings were also that gains made in self-concept for children in a bilingual program from kindergarten through grade three, were insignificant. On the other end of the continuum, investigators like Cohen and Rodriguez-Brown[2] in an extensive and rigorous evaluation of bilingual programs of 44 school districts from downstate Illinois suggested that attitudes toward self, school, and community were negatively influenced by years of bilingual schooling, and that bilingual schooling did not appear to enhance native language skill. The authors, however, regret that lack of rigor in experimental design makes interpretation of the findings subject to debate.

The majority, nonetheless, of the evaluations of bilingual-bicultural education programs reports significant gains in self-concept. Evaluations of the Adobe educational services in Lubbock, Texas, between the years 1972 through 1975 by the researchers Ainsworth[3] and

---

[1]Cordova, I.R., et.al. Evaluation of the Second Year (1968-69) of the Sustained Primary Program for Bilingual Students in the Las Cruces, New Mexico Public School System. Bethesda, Md.: ERIC Documents Reproduction Service, ED 052 855.

[2]Cohen, A.D., and Rodriguez-Brown, F. Evaluation in Moderate-to-Small School Districts: Downstate Illinois. Bethesda, Md.: ERIC Documents Reproduction Service, ED 157 924.

[3]Ainsworth, L., and Alford, G. Responsive Environment Program for Spanish-American Children. Evaluation Report 1971-72. Bethesda, Md.: ERIC Documents Reproduction Service, ED 068 219.

Askins[1] [2] [3], consistently report observed increases in the subject's self-concept and substantial developments in various dimensions of personality growth. Sirota's[4] findings were also that success was achieved in Spanish reading, mathematics, core curriculum, cultural heritage, and self-concept, by children in a bilingual class for retarded and mental development. The pattern of findings of independent evaluators is not as simple as that outlined above. Ramirez de Arellano[5] claims that such measures as the institution of bilingual education, well-trained Spanish-speaking teachers, and instructional materials reflecting the predominant culture of the hispanic population, will help to reverse the negative self-concept that the Puerto-Ricans have of themselves and of their language. However, the author did not offer any empirical evidence.

---

[1]Askins, B.E., and Alford, G. Evaluation of Effects of the Clovis-Portales Bilingual Early Childhood Program. Final Report 1972-73. Bethesda, Md.: ERIC Documents Reproduction Service, ED 081 475.

[2]Askins, B.E., et.al. Clovis-Portales Bilingual Early Childhood Program: Second-Year Evaluation Study 1973-74. Bethesda, Md.: ERIC Documents Reproduction Service, ED 103 108.

[3]Askins, B.E., et.al. Clovis-Portales Bilingual Early Childhood Program: Third-Year Evaluation Study 1974-75, Final Report. Bethesda, Md.: ERIC Documents Reproduction Service, ED 116 812.

[4]Sirota, N. Bilingual Program for Children in Bureau crmd Classes, School Year 1975-76. Bethesda, Md.: ERIC Documents Reproduction Service, ED 137 449.

[5]Ramirez de Arellano, D. El Espanol: La Lengua de Puerto Rico. Aprecio y Defensa de Nuestra Lengua Materna en la Ciudad de Nueva York (Spanish: The language of Puerto Rico. Appreciation and defense of our mother tongue in New York City). Bethesda, Md.: ERIC Documents Reproduction Service, ED 084 913.

In a comparative study of the attitudes and aspirations of bilingual Mexican-American students, Church's[1] findings indicate that there seemed to be a strong relationship between bilingualism and the degree of the students' acculturation. It appeared that the greatest difference between bilinguals and monolinguals was home background. But, it was noted that, since the study did not include the socio-economic factor, results were inconclusive.

Rivera[2] sought to ascertain and compare the academic achievement, the bicultural attitudes, and self-concepts of third and fifth grade public elementary Hispanic and non-Hispanic pupils in bilingual and non-bilingual schools. The author concluded that a bilingual-bicultural atmosphere generated greater feelings of acceptance for the Hispanic child and a consequent greater feelings of acceptance for the Hispanic child and a consequent greater feeling of self-worth, and might possibly influence the evolving of more positive feelings of self-worth among all its pupil participants.

For the child whose parents do not speak the language of the school, the first step in the alteration of his self-concept, and a step closely associated with the beginnings of literacy, is the change

---

[1]Church, V.K. A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican-American Students with Monolingual Mexican-American Students. Bethesda, Md.: ERIC Documents Reproduction Service, ED 085 136.

[2]Rivera, C.E. Academic Achievement, Bicultural Attitudes and Self-Concepts of Pupils in Bilingual and Non-bilingual Programs. Unpublished doctoral dissertation, Fordham University, 1973.

of name. Berger and Luckmann[1] emphasize the psychological and social significance of the name: "The child learns that he is what he is called... To be given an identity involves being assigned a specific place in the world." The name establishes the child's identity even if it is not a part of a family tradition, related to the home language, or even chosen by his parents. And usually, the name fits neatly into one language and culture. Likewise, Archuleta[2] claims that knowledge of one's name is important for developing self-concept in a bilingual-bicultural education program.

Trevino[3] adopts similar views when analyzing the problems of the Mexican-American child. While contending that past and present efforts to confront the Chicano's educational problems have been limited to attacking the language and cognitive facets, for admittedly these remain the most obvious, the author suggests that a closer look reveals that the root of the Chicano's problem is his negative self-image. Trevino concludes that:

> ...he is ashamed not only of his inability to function well in English, but also of his 'Spanglish', his home, his parents, his poverty, his 'different' customs, values, and beliefs--he thinks he isn't 'normal' because he doesn't think, act, look, or speak

---

[1]Berger, P.L., and Luckmann, T. The Social Construct of Reality: A Treatise in the Sociology of Knowledge. Garden City, N.Y.: Doubleday, 1967, p. 132.

[2]Archuleta, L. The Magic of Names--Their Origin and Meaning. A Bilingual-Bicultural Resource Booklet for Teachers Pre-School Through Grade Six. Bethesda, Md.: ERIC Documents Reproduction Service, ED 100 736.

[3]Trevino, R.E. Is Bilingual Education Shortchanging the Chicano? Bethesda, Md.: ERIC Documents Reproduction Service, ED 077 617.

like 'Dick and Jane', the kids in his readers.[1]

Del Buono[2] who probed the relationship of a bilingual-bicultural school program and the achievement and academic self-concept of Mexican-American seventh-grade students concluded that there were differences in the group mean scores between students in the program and students in the comparison group. These differences favored the students in the bilingual-bicultural group.

In a project designed to improve the English competence of Spanish-speaking students, to increase their success in school, and to help them develop stronger self-concepts, Cordova[3] did not find significant differences between the experimental and the control group, except for some improvement in self-concept. Although the author recommended caution in interpreting the data, it appeared that improvement of the experimental subjects in the areas of self-concept, emotional maturity, and development of relationships with others showed a greater degree of improvement than that displayed by the control subjects.

In brief, although, as it has been presented, bilingual-bicultural education programs are theoretically expected to develop stronger

---

[1]Trevino, Ibidem.

[2]Del Buono, A. The Relationship of Bilingual-Bicultural Instruction to theAchievvement and Self-Concept of Seventh Grade Mexican-American Students. Doctoral dissertation, Michigan State University, 1971.

[3]Cordova, J.E. English Proficiency and Behavioral Change in Spanish-speaking Children. Bethesda, Md.: ERIC Documents Reproduction, ED 066 996.

self-concepts among its participants, the evidence to support such contention is far from conclusive.

CHAPTER III

RESEARCH DESIGN

Chapter III describes the subjects of the study, the instruments used, the testing procedures, and the statistical techniques used to test the hypotheses.

Population Characteristics

The participants for this study were drawn from a sample of third and fourth grade students of Mexican descent, in three elementary schools, from two districts of the Chicago Public Schools. The setting from which the sample was selected was an inner-city neighborhood, in schools having a population of over 85 percent students of Mexican heritage. A more detailed description of the student distribution in these schools, according to ethnic membership, is provided in Table 1.

Two bilingual classrooms and three regular classrooms, with students within the predetermined age bracket, were randomly selected from a list of all the classrooms at school A. The same procedure was followed for the selection of three bilingual and three regular classrooms at school B, and four bilingual and four regular classrooms at school C.

A total of 383 subjects were drawn from the target population consisting of 2310 students. Table 2 presents a summary of the subjects by age, sex, and school.

Table 1

Ethnic Composition of Participating Schools[1]

School	Total Membership	White Non-Hispanic		Black Non-Hispanic		American-Indian Alaskan Native		Asian or Pacific Islander		Mexican		Puerto Rican		Cuban		Other Hispanic		Total Hispanic
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	%
A	852	23	2.7	3	.4			2	.2	730	85.7	88	10.3	4	.5	4	.5	97.0
B	660	21	3.2	13	2.0	1	.2			564	85.5	57	8.6			4	.6	94.7
C	798	11	1.4	28	3.5	1	.1			703	88.1	50	6.3	3	.4	2	.3	95.1

[1]Board of Education, City of Chicago, Student Health Survey (Chicago: Department of Operation Analysis, 1979), p. 24.

Table 2

Subjects by Age by Sex by School

	Ages														
School	9			10			11			12			Totals		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Totals
A	15	6	21	23	21	44	18	17	35	4	1	5	60	45	105
B	6	10	16	23	20	43	23	26	49	14	14	28	66	70	136
C	14	11	25	30	29	59	23	18	41	8	9	17	75	67	142
Total	35	27	62	76	70	146	64	61	125	26	24	49	201	182	383

The decision to choose students, ranging in age from nine to twelve years, was based on a desire to select a sample old enough to understand the measures, while still preadolescent and, therefore, less likely to experience fluctuations in self-concept dimensions. There is sufficient literature to support the belief that in stability and ability, youngsters at this age are an ideal sample for this kind of study. Coopersmith (1967), for example, points out in his explanation for selecting this age group that:

> By this age (10-12) the individual appears to have sufficient experience and ability to think abstractly so that he can make a general assessment of his powers. The period follows one of relative stability in academic and school affairs and is marked by fewer stresses and demands than the ensuing period of adolescence. These children are sufficiently advanced in their academic activities to have an idea of their relative competence.[1]

Home Background Information

Information on the students' background was obtained by the English/Spanish questionnaire. A copy of this instrument appears in Appendix D.

A correlation analysis was conducted to determine whether the three groups were initially different from each other in some family background characteristics. Correlations were run on the students' responses to the questionnaire items, comparing the Mexican group with the Mexican-American group and with the Non-Mexican group, on some selected variables. No significant differences in the correlation coefficients were found between the three treatment groups. The significant relationships found between participation in bilingual

---

[1]Coopersmith, The Antecedents of Self Esteem, p. 8.

education programs and language spoken at home for the Mexican group, and between parental education and socioeconomic status for the Mexican-American group conformed with what was expected. Thus, any performance differences between the groups at the conclusion of the study are more likely to be due to the differences in reading proficiency patterns and self-concept characteristics than they are likely to be due to any familial or environment variability. Tables 3 and 4 summarize the results of the correlations.

The overall results of the questionnaire revealed that about one-half of the students had lived in the United States between 4 and 9 years; close to a third had been in this country practically all their lives, while about 22 percent had lived here for less than 4 years (Table 5A).

Parental schooling was low and occupations were, in the whole, blue collar, low socioeconomic status. The majority of the parents were reported having attended only the elementary school level. There was a significant proportion of parents who never attended school. Only 29.5 percent had attended high school, and 5.5 percent had reached the college level (Table 5B). A great number of them were unemployed at the time of this project.

The families tended to be large; nearly two-thirds of the students responding (61.2%) had families of four or more children. In addition, four-fifths of these households were composed of the immediate, nuclear family--no other relatives were living with them.

Home and Neighborhood Language Use

One of the questionnaire items dealt with the language spoken

Table 3

Correlation Coefficients for the Relationship Between Ethnicity and Some Selected Variables

	R	PR>R
Parental Education (PED)	.33983	.0001
Socioeconomic Status (SES)	.20205	.0001
Participation Bil. Progr. (PBL)	-.28723	.0001
Language Spoken at Home (HL)	.21999	.0001

Table 4

Correlation Coefficients for the Relationship Between Selected Variables per Ethnic Grouping

	R	PR>R
1. Mexican Group		
PED / PBL	.01224	.8658
PED / SES	.09945	.1688
PED / HL	.05576	.4411
PBL / SES	.01994	.7832
PBL / HL	.19091	.0078*
SES / HL	.07464	.3022
2. Mexican-American Group		
PED / PBL	-.10929	.1787
PED / SES	.21636	.0072*
PED / HL	.11157	.1697
PBL / SES	-.04849	.5517
PBL / HL	.04116	.6134
SES / HL	.03912	.6311
3. Other Group		
PED / PBL	-.22920	.1724
PED / SES	.25166	.1330
PED / HL	-.24986	.1358
PBL / SES	.00190	.9911
PBL / HL	.09053	.5941
SES / HL	-.05899	.7288

*p < .01

Table 5

Descriptive Characteristics of the Children Involved in the Project

A.	Length of stay in U.S.	N	%
	Under 4 years	87	22.7
	4-6 years	91	23.8
	7-9 years	92	24.0
	10-12 years	113	29.5
B.	Parental Level of Education	N	%
	None	50	13.0
	Elementary School	199	52.0
	High School	113	29.5
	College	21	5.5
C.	Parental Occupation	N	%
	Lower Class	374	97.6
	Middle Class	8	2.1
	Upper Middle Class	1	0.3

at home. Table 6 shows some descriptive data on this area. The

Table 6

Language Spoken at Home

	N	%
Spanish	131	34.2
English	40	10.4
Both	212	55.4

language most often used at home was Spanish in conjunction with English. Large interaction patterns within the family indicated that Spanish continues to be the language used almost exclusively between the parents, and between parents and the children. Although most of the children seem to use Spanish predominantly with their parents, considerably fewer of the children use Spanish predominantly with their siblings. Mixing of the two languages appears to occur with children born either in the United States or elsewhere.

Spanish was the predominant language in the setting where the three project schools were located. In the neighborhood of these schools, one can find numerous Latino stores and restaurants, and the type of social interaction reminiscent of a Mexican town. This area is still considered a port of entry for Mexicans with minimal English language skills and limited economic resources.

The study of self-concept in Near West neighborhood is important at this time since many Mexicans have experienced problems related to acculturation pressures as well as in their search for identity. In

addition to shedding further light on the psychological issues, it was believed the study would yield findings with implications for other schools and classrooms in other cities.

The Instruments

Each of the instruments selected for the study contributed to the investigation of the problem.

The following data were collected for this study:

a) Data pertinent to the dependent variables of self-concept, acceptance of self, ideal self, and self-ideal discrepancy, were collected through the use of Robert E. Bills' Elementary School Index of Adjustment and Values. A copy of this instrument appears in Appendix A, page 166.

b) Data pertinent to the independent variable of language proficiency were obtained through the use of the Inter-American Series: Tests of Reading (English) and Prueba de Lectura (Spanish) (See Appendices B and C, pages 170 and 185).

c) Data pertinent to the students' age, sex, mobility, language spoken at home, length of stay in this country, participation in a bilingual education program and parents' education and occupation were gathered through the use of a Spanish/English questionnaire developed by the investigators (See Appendix D, page 200).

d) Data pertinent to the students' familial socioeconomic status were analyzed using the Blau and Duncan Index of Occupational Status (See Appendix E, page 203).

Below is information on each of these instruments:

The Elementary School Index of Adjustment and Values (ESIAV)

The ESIAV is one instrument of a five-part system designed by Bills[1] to measure positive affective change in a school setting. The other instruments are the Feelings About School Questionnaires, the Locus of Responsibility Scale, the Teacher Relationship Inventory, and the Parent Inventory. The Index of Adjustment and Values gives information about self-concept, acceptance of self, concept of the ideal self, and has forms for testing at four levels: adult, high school, junior high school, and elementary school.

The rationale for including this instrument in his system for assessing affectivity is proposed by Bills:

> ...behavior is the effort of a person to maintain or to enhance his self-organization. Stated in an oversimplified manner this implies, in part, that a person has information relative to his present self organization (self-concept is a part of that self organization) and a view of himself as he wishes to be (concept of his ideal self). A significant portion of his behavior is aimed at bridging this gap. Furthermore, his self satisfaction is directly related to the difference he perceives between his self-concept and his concept of his ideal self. Personal maladjustment exists when the discrepancy between these two concepts is sufficiently large as to cause unhappiness.[2]

It is these four different variables that the ESIAV has been designed to measure. The instrument seeks self-descriptions to better understand not only how a person sees himself, but also how he feels about being the kind of person he believes himself to be, and how he

---

[1]Bills, R.E. A System for Assessing Affectivity. University, Alabama: The University of Alabama Press, 1975.

[2]Op.cit., p. 61.

would like to be. Therefore, it provides the researcher with a measure of the perceived self-concept, self acceptance, concept of the ideal self, and, by contrasting one's self-concept and his concept of his ideal self, it offers an additional insight into the self discrepancy or degree of self satisfaction.

In the ESIAV, children are asked to answer 19 questions to describe themselves. A child is asked, for example, "Are you truthful?" He responds by answering "Yes", "No", or "Sometimes." He is then asked "Do you like the way you are?" Again, he responds on a three point scale by saying "Yes", "No", "Don't care", and finally, he is asked "Would you like to be truthful?" to which he responds "Yes", "no", or "Sometimes." A response of "Yes" is given a value of 3, while a response of "No" has a value of 1, and "Don't care" or "Sometimes" responses have a value of 2. Self-concept is the total of the values of the words encircled on line 1, from each block, acceptance of self is computed from line 2, and ideal self from line 3 (See Appendix A, page 166). Before adding lines 1 and 3, the ratings on negative traits must be reversed so they have meanings comparable to the ratings on the positive traits. Ratings on line 2 are not reversed since they are not affected by the negative-positive nature of the trait.

In general, the higher an IAV score, the more positive it is considered to be. Exception to this statement is to be found in the self-discrepancy score. The higher this score, the further the person is from his ideal and the less desirable the score. Although some of the IAV scores are highly correlated with each other, in general the scores are independent measures. Intercorrelations of the ESIAV scores

are given in Table 7.

Table 7

Intercorrelations of Scores Elementary IAV

Score	Self Acceptance	Self Ideal	Self Discrepancy
Self-Concept	.42	.27	-.88
Self Acceptance		.18	-.38
Ideal Self			-.15

Studies conducted by Renzaglia (1962)[1] offered evidence that self-describing tendencies are integral aspects of personality. Using the IAV he found that low self-describers differ significantly from high self-describers on certain MMPI scales in the following manner:

1. Low describers are not so cautious on what they are willing to say about themselves--their K scale is much lower.
2. Their mood is more depressive--D scale mean is much higher.
3. Low describers tend to feel more miserable about their symptoms and bizarre preoccupations--their Pt and SC scales are considerably higher.
4. They tend toward more social introversion--the difference on Si-e scale is very significant.
5. Generally, these low self-describers show a MMPI profile of greater elevation than the high describers.[2]

[1]Renzaglia, C.A., Henry, D.R., and Rybolt, G.A., Jr. Estimation and Measurement of Personality Characteristics and Correlates of Their Congruence. Journal of Counseling Psychology, 1962, 9, 71-78.

[2]Ibid., p. 220.

Finch[1] reported that people who are high in acceptance of self have higher group status, are more responsible, more efficient intellectually, more dominant, participate more in social events, have fewer psychosomatic complaints, less anxiety, less contacts with student-affairs counselors, a higher general psychological adjustment, are better prepared for college work, make higher scores on achievement tests, and are more proficient in English than people who are low in acceptance of self. Several other studies have found significant relationships between the self acceptance score and other personality measurements.[2]

The self discrepancy score has been described as a measure of personal adjustment. Finch, Finch, and Bills (1973)[3] studied inter-correlations between motivation, level of aspiration, and feelings about school, using the discrepancy between self-concept ratings and ratings of the ideal self as a measure of the level of aspiration. The students with a positive self-ideal discrepancy were found to be more highly motivated to achieve well in school than were students with a negative self-ideal discrepancy. Likewise, students with a negative self-ideal discrepancy were more negative in their feelings

---

[1]Finch, C.B. A Factor Analytic Study of the Self. Unpublished doctoral dissertation, University of Alabama, 1973.

[2]Bills, R.E. Rorschach Characteristics of Persons Scoring High in Acceptance of Self. Journal of Consulting Psychology, 1953, 17, 36-38.

[3]Finch, J.D., Finch, C.B., and Bills, R.E. Values and School Achievement. Newsletter (College of Education, University of Alabama), V, No. 3 (March), 1973, 3-5.

about their school, and received lower marks even when they were equated with the students with a positive self-ideal discrepancy for ability and for achievement.

As such, the instrument has proved useful in assessing the existing problems in a school setting. It was also felt that due to the simplicity of the statements and the clarity of the verbal instructions, an unambiguous understanding of the test directions could be assured, and a more adequate and faithful translation of the instrument could be more easily obtained.

An odd-even reliability of .91 is reported for the acceptance of self scores, and a similarly corrected reliability of .88 is given for the discrepancy scores on a sample of 237 students. A test-retest reliability on 175 of these students after a period of six weeks was .83 for the acceptance scores and .87 for the discrepancy scores. For the Elementary School IAV, the following coefficients of stability were presented by Bills[1]: self-concept .79; self acceptance .92; ideal self .79; and self-discrepancy .81.

The data that have been collected from several studies indicate that the index is a reliable and valid measure of adjustment and values.[2] Renzaglia[3] concluded that reliable and valid samples of the self-concept can be elicited from this instrument.

---

[1]Bills, op. cit., p. 90.

[2]Bills, op. cit., pp. 128-137.

[3]Renzaglia, C.A. Some Correlates of the Self Structure as a Measure by an Index of Adjustment and Values. Dissertation Abstracts, 1952, 12, 784-785.

Inter-American Series

These are a series of parallel standardized reading tests in English and in Spanish designed to provide comparable measures of reading competency in these languages. They were developed by educators from Puerto Rice, Mexico, and Texas, under the direction of Herschel T. Manuel.[1] Parallel forms have been developed for pretesting and posttesting.

The series presents several forms at different levels. Level I was designed for 6 and 8 year olds; Level II for 7 and 8 year olds, and Level III for 9, 10, and 11 year olds.

There were problems in deciding which level of the test to administer to the respective age groups. According to the publishers,[2] level selection is based on two criteria: (1) that the students be native speakers of the language of the test, and (2) that the language of the test be used actively in the environment in which the child lives. For the subjects of the study, either criterion was only partially satisfied. Many of the subjects had never attended school in a Spanish-speaking country nor had been enrolled in a bilingual program long enough to have attained reading skills in Spanish comparable to Spanish speakers in Mexico. For these reasons, Level II was chosen to be administered to all the subjects. In its 1977 Fall Norms - Grade Equivalents, the Guidance Testing Associates (1978) offers evidence

---

[1]Manuel, H.T. Technical Report. Tests of General Ability and Tests of Reading. Inter-American Series, Forms CE, DE, CEs, DEs. Austin, Texas: Guidance Testing Associates, 1967.

[2]Ibid.

that the Level II is adequate for the purposes of this study.[1]

Peters[2] and Rodriguez-Brown[3] studies also support the contention that the Level II is the most indicated when used with the population selected for this study.

The tests at Level 2 consist of three parts: I Level of Comprehension, II Speed of Comprehension, and III Vocabulary. Parts I and II may be combined to yield a Comprehension score. The sum of the scores on the three parts is the Total Reading Score. There are forty level of Comprehension items, thirty Speed of Comprehension, and forty Vocabulary items.

The tests may be administered in about 23 minutes (exclusive of directions). No writing is required; the child indicates his answers by marking a drawing in the test booklet. In Parts I and II the child chooses a picture to which a phrase, sentence, or paragraph refers; the test drawings are used as answers. In Part III the child chooses a word suggested by a picture; the test drawings are used as the stimuli for the words to be chosen.

The review in the Buros' Seventh Mental Measurements Yearbook describes the format of the test as "good" and instructions as

---

[1]Guidance Testing Associates, 1977 Fall Norms - Grade Equivalents. San Antonio, Texas: Guidance Testing Associates, 1978.

[2]Peters, A. "Self-Esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto Rican Students." Ed.D. Dissertation, Loyola University, Chicago, 1979.

[3]Rodriquez-Brown, F.V. The Effect of Language Used for Early Reading Instruction: A Bilingual Perspective. University of Illinois-Chicago-Circle, Bilingual Education Service Center, September, 1979.

"clear".[1] Also, it states that "the use of these tests should probably be limited to cross-cultural research and to assessment of reading competency in bilingual communities."[2] The reviewer further adds that "these tests could be very useful in measuring the vocabulary and reading comprehension of children entering the United States schools from Mexico, Cuba, Puerto Rico, and other Latin American countries."[3]

The median alternate-form reliabilities for both the English and Spanish editions are .90 and .84 respectively for total test scores.[4] The reliability for the English and Spanish editions, forms DE and CE, level 2 for grade 3 is .83 and .80 respectively for total scores.[5]

In terms of validity, the reviewer states that "in general, test items have been competently written; great care has been exercised to see that the Spanish translation is comparable to the English in both content and difficulty."[6] Also, "results from a preliminary administration were used in item analysis; items were selected in terms of difficulty, values, and discrimination indices."[7]

Although the publishers of the test recommend the use of local

---

[1]Oscar K. Buros (Ed.), Seventh Mental Measurements Yearbook (Highland Park, N.J.: Gryphon Press, 1972), p. 711.

[2]Ibidem, p. 712.

[3]Buros, op. cit., p. 714.

[4]Ibidem, p. 711.

[5]Manuel, H.T. Technical Report. Austin, Texas: Guidance Testing Associates, 1967, pp. 19-21.

[6]Buros, op. cit., p. 711.

[7]Ibidem, p. 711.

norms,[1] national norms are used. First, the local norms available are not representative of the Chicago student population but rather, are representative of Downstate Illinois students.[2] Second, these norms are only available for grades five and six and not for grade four. Third, although the Inter-American Series is being used to measure the reading comprehension of students in bilingual programs in Chicago Public Schools, local norms have not been developed.

Information on percentiles, stanines, and grade equivalents are also offered in the test manual. Because the test instructions were presented bilingually, only raw scores were used in subsequent data analyses.

Spanish/English Questionnaire

All necessary data pertaining to the independent variables of this investigation were obtained through the use of a fifteen-item questionnaire which was developed by the investigator. The instrument was completed by the subjects as the first part of the investigation. The directions of the questionnaire were given simultaneously in English and in Spanish. Questions 1 through 4 ascertain age, sex, place of birth, and ethnic group membership of the subjects. Questions 5 through 8 concerned the parents' or guardian's occupation and level of education. The remaining questions gathered information about family composition, birth order, religion, language spoken at home,

---

[1]Manuel, op. cit., p. 63.

[2]Illinois Bilingual Evaluation Center, Inter-American Series, Illinois (Downstate) Norms. Arlington Heights, Ill.: Illinois Bilingual Education, Center, 1977.

student mobility and participation in bilingual education programs.

Blau and Duncan Index of Occupational Status

As a determining instrument for class divisions, the Blau and Duncan Index of Occupational Status[1] was divided into thirds according to the occupation of the head of household. Thus, those falling below thirty-four were characterized as lower class, those between thirty-four and sixty-four were characterized as middle class, and those between sixty-four and ninety-six were characterized as upper middle class. The attempt is to approximately divide the index such that the first point approximated the separation of manual from non-manual labor, and the second division approximates the point two-thirds of the way up the index. This measure is thought to be a good one, since the authors found that occupation correlates highly with education and income. Blue collar, whie collar categories included those thiry-four and below, and those above thirty-four respectively.[2]

Testing Procedures

The data for this study were collected during the first months of March and April, 1980, at the participating schools.

All the instruments were administered in a single setting to classroom groups without teacher participation. Testing time in all cases was throughout the school day. Total testing time ranged between 45 to 60 minutes.

---

[1]Blau, P., and Duncan, O. American Occupational Structure. New York: Wiley, 1967.

[2]Blau and Duncan, op. cit., p. 122.

Measures were taken to assure students that particpation was voluntary, and honesty necessary. They were told that the investigator was interested in knowing about their English and Spanish reading ability, and in finding out how they felt about certain things. The subjects were specifically told that the investigator was doing a study about self-concept and bilingual reading ability, and needed their help. They were further told that no one but the investigator would see their answers. They were then requested again to be as honest as possible and informed that any one who did not want to participate in the experiment did not have to do so. The amount of time and effort exerted by the subjects suggested that there was a sincere attempt on the part of the subjects to report accurately what they were asked.

The first instrument administered was the questionnaire, followed by the Bills' Elementary School Index of Adjustment and Values. The administration of the Test of Reading and Prueba de Lectura came at the end, after a short break.

Of the four hundred thirty students asked to participate only thirty-four refused, and eighteen others failed to complete the schedule.

Statistical Techniques

The following hypotheses were tested:

1) There will be no significant relationship between self-concept dimensions and language profiles.
2) There will be no significant relationship between participation in the bilingual education program and self-concept dimensions.
3) There will be no significant differences in self-concept dimensions due to sex.

4) There will be no significant differences in self-concept dimensions due to age.

5) There will be no significant relationship between socioeconomic status and self-concept dimensions.

6) There will be no significant relationship between length of stay in this country and self-concept dimensions.

7) There will be no significant relationship between student mobility and self-concept dimensions.

8) There will be no significant relationship between language spoken at home and self-concept dimensions.

9) There will be no significant difference in self-concept dimensions between youngsters of Mexican descent and non-Mexican youngsters.

10) There will be no significant difference in the relationship between self acceptance and self-concept among youngsters of Mexican descent and non-Mexican youngsters.

In order to test hypotheses 1 through 9, the General Linear Model was used. The GLM procedure analyzes General Linear Models, hence the name GLM. Although GLM is a regression procedure, it handles classification variables--those than name discrete levels--as well as continuous variables, which measures quantities.[1] Thus GLM can be used for many different analyses, such as simple and multiple regression, one-way (ANOVA) and multivariate analysis of variance (MANOVA). This last

---

[1]SAS User's Guide. Raleigh, North Carolina: SAS Institute, Inc., 1979, p. 237.

analysis was the selected one for this study because of the special interest in the four dependent variables, namely, the self-concept dimensions.

The subprogram MANOVA relies on the general linear hypothesis approach to analysis of variance.[1] The F-ratio provided assumes the fixed-effect model and provides statistical significance levels. All procedures were run on an IBM computer, System 370/158, release 2.

The four self-concept scales were used as variates. Age, sex, classrooms nested within schools, parental level of education, ethnic group membership, the Blau and Duncan index of occupational status, and participation in bilingual education programs, were treated as categorical variables. The two reading proficiency scales, length of stay in this country, and the two student mobility scales were used as continuous variables. The product of the two linguistic profiles was also included as a separate variable since a possible interaction effect was expected. Table 8 shows a list of all the independent variables and their respective abbreviations. Table 9 is also presented to show the several levels of the categorical variables.

Each hypothesis was tested by controlling the effects of the other variables (continuous and categorical) and testing for the effect of the variable or variables involved in the hypothesis. Table 10 shows the general model for the multivariate analyses used for hypotheses one through nine. This model indicates that the multivariance of a given

---

[1]SAS User's guide, op. cit., p. 249.

Table 8

Testing Variables

S_1 - Self-concept

S_2 - Acceptance of self

S_3 - Ideal Self

S_4 - Self discrepancy

LSP_1 - Spanish language proficiency - Comprehension

LSP_2 - Spanish language proficiency - Speed

LSP_3 - Spanish language proficiency - Vocabulary

LSP_4 - Spanish language proficiency - Total

LEN_1 - English language proficiency - Comprehension

LEN_2 - English language proficiency - Speed

LEN_3 - English language proficiency - Vocabulary

LEN_4 - English language proficiency - Total

AGE - Age

SEX - Sex

MOB_1 - Mobility - home changes

MOB_2 - Mobility - school changes

MOB_3 - Mobility 0 total

SES - Socioeconomic status

PED - Parental level of education

CLR - Classroom

SCH - School

HL - Home language

Table 8 (continued)

PBL - Participation in bilingual education programs

ETH - Ethnic group membership

LST - Length of stay in this country

Table 9

Levels of the Independent Variables
(Categorical)

Age

1. 9 years old
2. 10 years old
3. 11 years old

Classrooms and Schools

1. School A - 5 classrooms
2. School B - 6 classrooms
3. School C - 8 classrooms

Ethnic Group

1. U.S. Anglo
2. U.S. Negro
3. Mexican
4. Mexican American
5. Other Spanish origin
6. Other Spanish origin-U.S.

Participation in Bilingual Education Programs (in months)

1. Less than 9 months
2. Between 10 and 20 months
3. Between 21 and 40 months
4. Over 41 months

Sex

1. Male
2. Female

Parental Level of Education

1. No school
2. Elementary school
3. High school
4. College

Home Language

1. Spanish only
2. English only
3. Both languages

Socioeconomic Status

1. Lower class
2. Middle class
3. Upper middle class

Table 10

General Model for the Multivariate Analyses for Hypotheses 1-9

$$Y_{ij} = \alpha_{j1} X_{ij1} + \alpha_{j2} X_{ij2} + \alpha_{j3} X_{ij3} + B_{j1} + B_{j2} + B_{j3} + B_{j4} + B_{j5} + B_{j6} + B_{j7} + B_{j8} + E_{ij}$$

$$Y_{ik} = \alpha_{k1} X_{ik1} + \alpha_{k2} X_{ik2} + \alpha_{k3} X_{ik3} + B_{k1} + B_{k2} + B_{k3} + B_{k4} + B_{k5} + B_{k6} + B_{k7} + B_{k8} + E_{ik}$$

$$Y_{il} = \alpha_{11} X_{il1} + \alpha_{12} X_{il2} + \alpha_{13} X_{il3} + 11 + 12 + 13 + 14 + 15 + 16 + 17 + 18 + il$$

$$Y_{im} = \alpha_{m1} X_{im1} + \alpha_{m2} X_{im2} + \alpha_{m3} X_{im3} + m1 + m2 + m3 + m4 + m5 + m6 + m7 + m8 + im$$

where:

$Y_{ij} \ldots Y_{im}$ - Self-concept dimensions

$\alpha_{j1} X_{ij1} \ldots \alpha_{m1} X_{im1}$ - Language proficiency scales

$\alpha_{j2} X_{ij2} \ldots \alpha_{m2} X_{im2}$ - Length of stay

$\alpha_{j3} X_{ij3} \ldots \alpha_{m3} X_{im3}$ - Mobility scales

$B_{j1} \ldots B_{m1}$ - Age; $B_{j2} \ldots B_{m2}$ - Sex; $B_{j3} \ldots B_{m3}$ - Classrooms nested within schools; $B_{j4} \ldots B_{m4}$ = Parental level of education; $B_{j5} \ldots B_{m5}$ - Home language; $B_{j6} \ldots B_{m6}$ - Ethnic group membership; $B_{j7} \ldots B_{m7}$ - Socioeconomic status; $B_{j8} \ldots B_{m8}$ - Participation in a bilingual program; $E_{ij} \ldots E_{im}$ - Error variance.

set of observations of the self-concept dimensions may be partitioned among all the continuous and categorical variables, and the error variance.

For descriptive purposes, the relationships, without controlling for the other variables, were also tested. In addition, for descriptive purposes, also the non-Mexican group was compared to various subsets of the Mexican and of the Mexican-American groups. For hypothesis ten, a test of equality of correlations for two independent samples, using Fisher transformation, was applied.

CHAPTER IV

RESULTS AND INTERPRETATION

The purpose of Chapter IV is to present specific findings of the study. Each of the ten hypotheses will be presented separately with a discussion of the relevant relationships under investigation. The implications of the study will be more fully discussed in the final chapter. A summary of these findings will follow.

Hypothesis 1

Research Hypothesis

There will be no significant relationship between self-concept dimensions and language profiles.

Discussion

Hypothesis 1 was concerned with the relationship between the four self-concept dimensions and the reading proficiency profiles of the population sample. The linguistic profiles determined by the administration of the reading tests, both in English and in Spanish, showed the following patterns, as indicated in Table 11.

The mean scores obtained on the Index of Adjustment and Values, by both the 383 subjects involved in this project, and by Bills' standardization sample, are presented in Table 12A and B respectively.

Comparing the means of the study population, with those of the standardization sample, no significant variations were found. In general, the subjects of this research scored consistently lower in

Table 11

Means and Standard Deviations on Tests of Reading per Year Levels and Participation in Bil. Ed. Programs

A. Per year levels

	9 year-olds (n=62)		10 year-olds (n=146)		11 year-olds (n=125)		12 year-olds (n=50)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Spanish - Total	48.60	27.86	39.18	31.58	43.86	33.77	56.06	32.57
English - Total	59.71	23.42	70.66	21.72	68.82	23.61	69.16	26.93

B. Per participation in bilingual education programs (in months)

	0-9 (n=181)		10-18 (n=72)		19-27 (n=49)		28-36 (n=36)		37 & up (n=45)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Span - Total	22.19	27.29	62.39	19.88	57.96	25.80	61.03	16.90	77.20	17.37
Engl - Total	72.97	21.91	66.37	23.98	60.82	21.08	57.22	25.25	67.84	26.00

Table 12

Means and Standard Deviations - Elementary IAV

A. Study Sample (N = 383)

	X	SD
Self-concept	44.07	4.09
Self acceptance	46.07	7.01
Ideal Self	50.58	4.75
Self discrepancy	10.72	4.05

B. Standardization Sample[1] (N = 1126)

	X	SD
Self-concept	45.4	4.8
Self acceptance	50.3	7.5
Ideal Self	53.0	3.3
Self discrepancy	10.2	4.9

[1]Bills, op. cit., p. 70.

all the self-concept dimensions. It should be noted that the self discrepancy score, which reportedly is a measure of personal adjustment, should be interpreted differently from all the scores. Higher scores in several are considered to be positive. The opposite holds true, however, for the seld discrepancy score; the higher the score the less desirable it becomes. Thus, it could be concluded that, although not significant, the student population involved in this study showed a less positive self-concept than that of the standardization sample.

The mean scores and standard deviations obtained on the Tests of Reading are presented in Table 13. It is observed that the subjects of this study were performing consistently below norms obtained in other parts of the country.[1] Also, the higher standard deviations obtained indicate that the scores of students in this project are more widely dispersed away from the mean.

The MANOVA test results for this hypothesis were analyzed under four different conditions: 1) when the effects of all the dependent variables were accounted for altogether; 2) when the effects for each dependent variable were considered individually; 3) when the subjects were grouped between Mexican-born students, Mexican-American students, and all the others; and 4) when the variable classrooms nested within schools was isolated.

Table 14 presents a summary of the findings for hypothesis 1 when the effects of all the dependent variables are considered. These results indicate that the significance probability that variables of

---

[1]GTA 1977 Fall Norms, op. cit., pp. 10 and 83.

Table 13

Means and Standard Deviations - Tests of Reading

Spanish		X	SD
	Comprehension	16.20	12.12
	Speed	7.76	7.64
	Vocabulary	20.54	14.23
	Total	44.43	32.34
English			
	Comprehension	25.69	8.54
	Speed	14.00	7.87
	Vocabulary	28.30	9.62
	Total	68.09	23.55

Table 14

MANOVA Test Results for Hypothesis 1

	F-Value	PR>F
Spanish Language - Total	2.34	0.0553
English Language - Total	1.81	0.1265
English * Spanish	1.99	0.0955

reading proficiency have a relationship with the self-concept dimensions is too high, and, therefore are not responsible for a significant contribution to the total variablity of the dependent variables. The same lack of a significant relationship was found when the interaction effects of the products of the two linguistic profiles were considered.

The individual contribution of each of the self-concept dimensions was significant, as can be seen in Table 15. The F-Value presented is

Table 15

F-Values for the Self-Concept Dimensions

	F-Value	PR>F
Self-concept	2.18	0.0001*
Self acceptance	2.47	0.0001*
Ideal self	2.52	0.0001*
Self discrepancy	1.69	0.0077*

*p < .01

the ratio produced by dividing MS (Model) by MS (Error). The F-Value

tests how well the model as a whole (after adjusting for the mean (accounts for the dependent variable's behavior.[1] Because the significance probability, labeled PR>F, is small, it indicates significance.[2]

Table 16 indicates the specific relationship of each of the dependent variables with the language proficiency scores - total, for both English and Spanish. The Type IV SS is the sum of squares due to adding that variable last in the model. The F-value and PR F values for Type IV SS tests in this context are equivalent to the results of a t-test for testing the hypothesis that the regression parameter equals zero.[3] It can be inferred from Table 16 that when the aggregate effects of all the independent variables were studied on each of self-concept scales, some significant relationships were found for the self acceptance dimension with the total score of both the English and Spanish reading proficiency, and of the product of these two scores. Also, a significant relationship at $p < .05$ was found between the self-concept dimension and the Spanish language proficiency. Therefore, it appears that feeling competent in either Spanish only, or in both Spanish and English, is somewhat related to positive feelings about self, and about acceptance of self.

The last condition under which the relationship between language profiles and self-concept dimensions was investigated, concerned the possible variability due to ethnic group membership. The contribution

---

[1]SAS User's Guide, op. cit., p. 238.

[2]SAS User's Guide, op. cit., p. 238.

[3]Ibidem, p. 239.

Table 16

F-Values and Significance Probabilities for Hypotheses 1-9

	Type IV SS	F-Value	PR>F
Self-concept			
Length of stay	3.9934	0.27	0.6044
Home mobility	20.1709	1.36	0.2447
School mobility	0.2449	0.02	0.8979
Mobility-Total	1.0948	0.07	0.7862
Spanish-Total	34.5383	2.33	0.1282
English-Total	0.5764	0.04	0.8439
Spanish*English	14.9554	1.01	0.3164
Sex	77.3477	5.21	0.0231**
Home Language	61.9651	2.09	0.1258
Part. Bil. Progr.	199.6945	3.36	0.0103**
Age	32.9252	0.74	0.5327
Socioeconomic St.	6.8457	0.46	0.4977
Parental Education	154.9278	3.48	0.0163**
Ethnicity	63.3397	2.13	0.1202
Self acceptance			
Length of stay	5.7563	0.13	0.7136
Home mobility	22.6252	0.53	0.4670
School mobility	49.2678	1.15	0.2833
Mobility-Total	52.8737	1.24	0.2664
Spanish-Total	306.7734	7.19	0.0077*
English-Total	210.1259	4.93	0.0271**
Spanish*English	318.0387	7.45	0.0067*
Sex	8.7818	0.21	0.6504
Home Language	92.4966	1.08	0.3394
Part. Bil. Progr.	53.9486	0.32	0.8671
Age	262.7849	2.05	0.1047
Socioeconomic St.	2.9850	0.07	0.7916
Parental Education	213.6292	1.67	0.1717
Ethnicity	61.5330	0.72	0.4870

*p < .01
**p < .05

Table 16 (continued)

	Type IV SS	F-Value	PR>F
Ideal Self			
Length of stay	0.4717	0.02	0.8774
Home mobility	23.7989	1.20	0.2736
School mobility	5.4366	0.27	0.6005
Mobility-Total	0.5720	0.03	0.8651
Spanish-Total	53.1162	2.68	0.1023
English-Total	32.1949	1.63	0.2030
English*Spanish	22.3549	1.13	0.2886
Sex	4.7656	0.24	0.6239
Home Language	24.8294	0.63	0.5346
Part. Bil. Progr.	186.4723	2.36	0.0536
Age	13.0934	0.22	0.8813
Socioeconomic St.	12.9507	0.65	0.4191
Parental Education	7.9435	0.13	0.9360
Ethnicity	12.0177	0.30	0.7383
Self discrepancy			
Length of stay	23.9087	1.55	0.2134
Home mobility	8.9992	0.59	0.4449
School mobility	7.2466	0.47	0.4929
Mobility-Total	1.1605	0.08	0.7837
Spanish-Total	5.2284	0.34	0.5603
English-Total	0.9059	0.06	0.8084
English*Spanish	13.5407	0.88	0.3488
Sex	109.1049	7.09	0.0081*
Home Language	36.9593	1.20	0.3021
Part. Bil. Progr.	73.6232	1.20	0.3121
Age	49.2771	1.07	0.3634
Socioeconomic St.	0.0887	0.01	0.9395
Parental Education	103.2534	2.24	0.0823
Ethnicity	33.4152	1.09	0.3387

*p < .01

of ethnicity to the total variability of the overall self-concept scores was not found to be significant as it can be seen from the F-Values and PR>F values presented in Table 16.

The MANOVA test results for this hypothesis when relationships were sought for the effect of classrooms nested within schools, did provide some significant results for school C. Table 17 gives a breakdown of the F-values and the PR>F values for the variables involved in this hypothesis for each school.

A multiple regression analysis was also performed to ascertain linear relationships between the variables involved in this hypothesis. In contrast with the results from the MANOVA statement, some different meaningful relationships were found as illustrated in Table 18. In multiple regression, the values of a dependent variable (or response variable) are described or predicted in terms of one or more independent or explanatory variables. The value given in the table for PR>|T| answers the question, "If the parameter is really equal to zero, what is the probability of getting a larger value of t?"[1] Thus, a very small value for this probability indicates that the parameter is not likely to equal zero, and therefore that the independent variable con tributes significantly to the model.

Decision

With regard to hypothesis 1, that there would be no significant relationship between self-concept dimensions and language profiles, the findings support the hypothesis. Hypothesis one was therefore

---

[1]SAS User's Guide, op. cit., p. 239.

Table 17

MANOVA Test Results for Hypothesis 1 for Each School with Classrooms Nested Within Them

	F-Value	PR>F
School A (n = 105)		
LSP1 Effect - Sp. Comprehension	0.98	0.4225
LEN1 Effect - Eng. Comprehension	0.23	0.9211
LSP1 * LEN1 Effect	0.91	0.4621
LSP2 Effect - Sp. Speed	0.51	0.7283
LEN2 Effect - Eng. Speed	1.37	0.2517
LSP2 * LEN2 Effect	0.25	0.9074
LSP3 Effect - Sp. Vocabulary	0.15	0.9634
LEN3 Effect - Eng. Vocabulary	0.66	0.6231
LSP3 * LEN3 Effect	0.19	0.9447
LSP4 Effect - Sp. Total	0.31	0.8723
LEN4 Effect - Eng. Total	0.16	0.9581
LSP4 * LEN4 Effect	0.21	0.9326

Table 17 (continued)

	F-Value	PR>F
School B (n = 135)		
LSP1 Effect - Sp. Comprehension	0.92	0.4536
LEN1 Effect - Eng. Comprehension	1.36	0.2507
LSP1 * LEN1 Effect	1.23	0.3027
LSP2 Effect - Sp. Speed	0.82	0.5169
LEN2 Effect - Eng. Speed	0.65	0.6285
LSP2 * LEN2 Effect	0.72	0.5821
LSP3 Effect - Sp. Vocabulaty	1.72	0.1498
LEN3 Effect - Eng. Vocabulary	1.44	0.2260
LSP3 * LEN3 Effect	1.56	0.1881
LSP4 Effect - Sp. Total	1.13	0.3436
LEN4 Effect - Eng. Total	1.12	0.3503
LSP4 * LEN4 Effect	1.31	0.2716

Table 17 (continued)

	F-Value	PR>F
School C (n = 143)		
LSP1 Effect - Sp. Comprehension	3.36	0.0118**
LEN1 Effect - Eng. Comprehension	3.83	0.0056*
LSP1 * LEN1 Effect	3.16	0.0163**
LSP2 Effect - Sp. Speed	1.44	0.2257
LEN2 Effect - Eng. Speed	1.93	0.1091
LSP2 * LEN2 Effect	1.96	0.1041
LSP3 Effect - Sp. Vocabulary	2.68	0.0344**
LEN3 Effect - Eng. Vocabulary	3.42	0.0108**
LSP3 * LEN3 Effect	2.25	0.0674
LSP4 Effect - Sp. Total	3.21	0.0150**
LEN4 Effect - Eng. Total	3.83	0.0056*
LSP4 * LEN4 Effect	3.19	0.0156**

*p < .01
**p < .04

Table 18

Significant Results from Multiple Regression Analysis

For Hypothesis 1

A. Tests of Reading - Spanish Language Total

	F-Value	PR>F	T for Ho Parameter=0	PR>|T|
Self-concept	8.62	.0035	2.94	.0035*
Ideal Self	11.639	.0008	3.37	.0008*

B. Tests of Reading - English Language Total

	F-Value	PR>F	T for Ho Parameter=0	PR>|T|
Self acceptance	5.78	.0166	2.41	.0166**

*p < .01
**p < .05

accepted.

Hypothesis 2

Research Hypothesis

There will be no significant relationship between participation in bilingual education programs and self-concept dimensions.

Discussion

Hypothesis 2 was concerned with the relationship between the self-concept dimensions and participation in bilingual education programs. It was assumed that participation in these programs would not have any effect on the overall scores obtained on the self-concept dimensions of the youngsters involved in this study.

The mean duration of participation in the bilingual education programs for the participating students was found to be approximately 16 months. Of the 383 participating students, 272 (71%) had attended or were presently enrolled in a bilingual education program. At the time of this project, 199 students, representing 51% of the whole sample were participating in the bilingual program.

All the students were encouraged to take the tests of reading, both in English and in Spanish, even in case they were not attending the bilingual program at that time. Eighty of these students in regular programs also volunteered to take the reading test in Spanish obtaining the following mean scores: Spanish - Comprehension, $\overline{X} = 17.95$; Spanish - Speed Test, $\overline{X} = 9.24$; Spanish - Vocabulary Test, $\overline{X} = 24.46$; Spanish - Total, $\overline{X} = 51.50$. It can be concluded that these students obtained consistently higher mean scores in all tests than those

obtained by all the students altogether in the tests of reading in Spanish (Refer to Table 13).

Table 19 presents a summary of the findings for hypothesis 2

Table 19

MANOVA Test Results for Hypothesis 2

F-Value	PR F
1.76	.0314**

**p < .05 level

when the effects of all the dependent variables are considered. These results indicate that the significance probability that participation in a bilingual education program has some relationship with the self-concept dimensions is small enough to be considered responsible for a significant contribution to the total variability of the dependent variables.

The presence of significant relationships were also found when the dependent variables were analyzed separately. As illustrated in tabular form, the levels of significance were indicated for each one of the self-concept dimensions in Table 16.

Observation of the correlations for the variable labeled participation in bilingual education programs with the dependent variables did not reveal any significant relationships. Table 20 shows these different relationships. Only the four groups with a duration over nine months were considered because this period of time thought to be minimal to have any meaningful effects on its participants.

Table 20

Correlation Coefficients for the Dependent Variables with the Independent Variable Participation in Bilingual Ed Programs

	R	PR>R	
Self-concept	.04577	.3718	n.s.
Self acceptance	.05151	.3147	n.s.
Ideal Self	.06917	.1767	n.s.
Self discrepancy	.09413	.0657	n.s.

The results from univariate analysis of variance confirmed the presence of significant relationships for the dependent variables of self-concept and self discrepancy. Table 21 presents a detailed summary of these findings.

Decision

Both for the four self-concept dimensions altogether, and for the dimension of self-concept individually, a significant relationship at the .05 level was found for the independent variable participation in bilingual education programs. Hypothesis 2 was, therefore, rejected.

Hypothesis 3

Research Hypothesis

There will be no significant sex differences in self-concept due to sex.

Discussion

Hypothesis 3 was concerned with the relationship between self-concept dimensions and sex differences. It was assumed that sex would not have any effect on the overall scores obtained on the self-concept dimensions of the youngsters involved in this study.

Table 22 shows the mean scores obtained by the male and female subjects on each one of the self-concept dimensions. It can be observed from the comparison between the two groups that there were a few differences between males and females.

The MANOVA test results for hypothesis 3 with all the dependent variables taken together is shown in Table 23. Table 16 illustrates the specific contribution of the sex effect on the four self-concept

Table 21

Analysis of Variance Results for Self-Concept Dimensions With the Effect of Participation in Bilingual Education Programs

	ANOVA SS	F-Value	PR>F
S1	217.1646	3.31	0.0110**
S2	84.1861	0.43	0.7901
S3	187.4927	2.10	0.0830
S4	176.9391	2.73	0.0288**

**p < .05 level

Table 22

Means and Standard Deviations for the Dependent Variables by Sex

	X	SD
A. Males (N = 201)		
S1 - Self Concept	44.43	3.9682
S2 - Self Acceptance	45.80	6.7395
S3 - Ideal Self	50.24	4.7300
S4 - Self Discrepancy	10.37	4.0921
B. Females (N = 182)		
S1 - Self Concept	43.68	4.2110
S2 - Self Acceptance	46.38	7.3051
S3 - Ideal Self	50.96	4.7557
S4 - Self Discrepancy	11.23	3.9850

dimensions.

Table 23

MANOVA Test Results for Hypothesis 3

F-Value	PR>F
2.93	.0210**

**p < .05 level

Observation of the significant relationships between the self-concept variables and the sex effect, revealed the results presented in Table 24, in tabular form.

The ANOVA results showed only one significant relationship at the .05 level of significance, between the self discrepancy dimension and sex. Table 25 shows the results from this analysis.

Decision

It can be concluded that a significant relationship was found for the variables involved in this hypothesis, specifically, for the dimensions of self-concept and self discrepancy with differences due to sex. In view of these findings the null hypothesis for hypothesis 3 was rejected.

Hypothesis 4

Research Hypothesis

There will be no significant differences in self-concept due to age.

Table 24

Correlation Coefficients for the Dependent Variable with the Independent Variable of Sex

	R	PR>R	
Self-concept	-.09172	.0730	n.s.
Self acceptance	.04163	.4166	n.s.
Ideal Self	.07551	.1402	n.s.
Self discrepancy	.10565	.0388**	

**p < .05 level

Table 25

ANOVA Test Results for Hypothesis 3

	ANOVA SS	F-Value	PR>F
S1 - Self Concept	53.9444	3.23	0.0730
S2 - Self Acceptance	32.5334	0.66	.4166
S3 - Ideal Self	49.1354	2.18	.1402
S4 - Self Discrepancy	70.2544	4.30	.0388**

**p < .05 level

Discussion

Hypothesis 4 was concerned with the relationship between the self-concept dimensions and the age differences. It was assumed that age would not have any effect on the overall scores obtained on the self-concept dimensions of the youngsters involved in this study.

The variable age ranged between nine and twelve year olds. In some analyses the group effect was studied, while in some other analyses age was partioned on four distinct smaller groups, each one corresponding to a different year level. Table 26A shows the means and the standard deviations for the scores obtained by all the subjects on the self-concept dimensions considered in this study. Table 26B shows the number of students corresponding to each age group and their respective mean scores and standard deviations.

Given the homogeneity of the age group, only one positive correlation, significant at the .05 level, was found between the dependent variables and the variable age group, for all the subjects altogether. However, a closer observation of the correlations between the self-concept dimensions and other variables, when scrutinized per age levels, offered some significant results, as illustrated in Table 27.

Table 28 presents a summary of the findings for hypothesis 4

Table 28

MANOVA Test Results for Hypothesis 4

	F-Value	PR>F
Age		.3594 N.S.

Table 26

Means and Standard Deviations of the Dependent Variables for Variable Age

A. For the whole group

	$\bar{X}$	SD
S1 - Self-concept	44.0757	4.0947
S2 - Self acceptance	46.0783	7.0094
S3 - Ideal self	50.5796	4.7293
S4 - Self discrepancy	10.7807	4.0661

B. For each year level

	9 year-olds (n=62)		10 year-olds (n=146)		11 year-olds (n=125)		12 year-olds (n=50)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
S1	44.7097	4.0016	43.6301	4.3644	44.1920	3.8827	44.3000	3.9031
S2	45.0161	6.9080	45.8630	6.8799	46.4000	7.4303	47.2200	6.3897
S3	49.3387	5.5484	50.5205	4.6775	51.1440	4.4644	50.8800	4.4154
S4	11.3064	4.0391	10.5205	4.0840	10.7840	4.2589	10.8800	3.5088

Table 27

Correlation Coefficients for the Dependent Variables with the Independent Variable Age

	R	PR>R	
Self-concept	-.00164	.9745	n.s.
Self acceptance	.09018	.0779	n.s.
Ideal self	.10730	.0358**	
Self discrepancy	.07411	.1477	n.s.

**p < .05

when the effects of all the dependent variables are considered. These results indicate that the signficiance probability that the age variable has some relationship with the self-concept dimensions here investigated is too high, and, therefore, is not considered responsible for a significant contribution to the total variablity of the dependent variable.

Table 29 indicates the specific relationship of each of the dependent variables with the age effect. As was mentioned previously, the Type IV SS is the sum of squares due to adding that variable last in the model, and the F-values and PR>F values for this Type IV SS are equivalent to the results of a t-test for testing the hypothesis that the regression parameter equals zero. It can be inferred from Table 16 that when the aggregate effects of all the independent variables were studied for each of the dependent variables separately, no significant relationships could be found.

Univariate analyses of variance revealed the same lack of significance for the relationships between the dependent variables and the age effect, as presented in Table 30.

Decision

In view of these results, the null hypothesis for hypothesis 4 was accepted, since no significant age differences were found for the self-concept scores obtained in this study.

Hypothesis 5

Research Hypothesis

There will be no significant relationship between socioeconomic status and self-concept dimensions.

Table 29

F-Values for the Self-Concept Dimensions

	F-Value	PR>F
Self-Concept	.74	.5327
Self Acceptance	2.05	.1047
Ideal Self	.22	.8813
Self Discrepancy	1.07	.3634

Table 30

ANOVA Test Results for Hypothesis 4

	ANOVA SS	F-Value	PR>F
S1 - Self Concept	58.1106	1.16	.3267
S2 - Self Acceptance	154.8260	1.05	.3709
S3 - Ideal Self	140.3077	2.09	.0993
S4 - Self Discrepancy	27.5132	.55	.5495

Discussion

Hypothesis 5 was concerned with the relationship between the self-concept dimensions and the socioeconomic status effect. It was assumed that socioeconomic status would not have any effect on the self-concept scores obtained by the youngsters involved in this study.

As previously mentioned in Chapter III, theBlau and Duncan index of occupational status was chosen as the determining instrument for class divisions, and was divided into thirds according to highest occupation of household. Table 31 shows both the means and the standard deviations of all the dependent variables for all the subjects as a whole, and for each of the class divisions.

It was expected that the homogeneity of the socioeconomic status of all the participants would produce no significant correlations were found, neither when the socioeconomic status was considered as a unit, nor when the class divisions were taken into account separately.

Table 32 presents a summary of the findings for hypothesis 5

Table 32

MANOVA Test Results for Hypothesis 5

	F-Value	PR>F
Socioeconomic Status	0.34	0.8511

when the effects of all the dependent variables are considered. These results indicate that the significance probability that the socioeconomic status variable has some relationship to the self-concept dimensions is too high. Socioeconomic status is not considered then responsible

Table 31

Means and Standard Deviations of the Dependent Variables for Hypothesis 5

	X	SD
A. For all the subjects		
S1 - Self-Concept	44.08	4.0972
S2 - Self Acceptance	46.08	7.0107
S3 - Ideal Self	50.58	4.7496
S4 - Self Discrepancy	10.78	4.0590
B. Per Class Divisions		
1. Lower Class (N=371)		
S1 - Self-Concept	44.04	4.0721
S2 - Self Acceptance	46.07	7.0529
S3 - Ideal Self	50.54	4.7964
S4 - Self Discrepancy	10.83	4.0407
2. Middle Class (N=12)		
S1 - Self-Concept	45.25	4.8641
S2 - Self Acceptance	46.42	5.7912
S3 - Ideal Self	51.83	2.7907
S4 - Self Discrepancy	9.33	4.5394
3. Upper Middle Class (N=0)	____	____

for a significant contribution to the total variability of the dependent variables.

Table 16 indicates the specific relationship of each of the dependent variables with the socioeconomic status effect. The F-values and PR>F values for Type II Sums of Squares are equivalent to the results of a t-test for testing the hypothesis that the regression parameter equals zero. As it can be concluded from Table 16, when the aggregate effects of all the independent variables were studied for each of the dependent variables separately, no significant relationships could be found.

Univariate analyses of variance showed the same lack of significance for the relationship between the dependent variables and the socioeconomic status effect, as presented in Table 33.

Decision

In view of these results, the null hypothesis for hypothesis 5 was accepted. No significant relationship between socioeconomic status and self-concept dimensions, as investigated in this study, was found.

Hypothesis 6

Research Hypothesis

There will be no significant relationship between length of stay in this country and self-concept dimensions.

Discussion

Hypothesis 6 was concerned with the relationship between the self-concept dimensions and the effect of the independent variable labeled length of stay in this country. It was hypothesized that

Table 33

ANOVA Test Results for Hypothesis 5

	ANOVA SS	F-Value	PR>F
S1 - Self-Concept	17.0825	1.02	0.3137
S2 - Self Acceptance	1.4181	0.03	0.8654
S3 - Ideal Self	19.4720	0.86	0.3535
S4 - Self Discrepancy	29.9508	1.58	0.2099

length of stay in this country would not have any meaningful effect on the self-concept scores obtained by the subjects of this study.

Length of stay was reported in years. Table 34 describes some of the means of this variable for all the categorical variables, namely, sex, age, home language, participation in bilingual education programs, socioeconomic status, parental education and ethnicity.

Observation of the correlations between the variables directly involved in this hypothesis provided a .05 level of significance for the relationship between the independent variable and the dimension of self-concept.

The MANOVA test results for hypothesis 6 indicate that when the aggregate effect of all the independent variables is considered, no significant relationship was found, as showh in Table 35. Thus, the

Table 35

MANOVA Test Results for Hypothesis 6

	F-Value	PR>F
Length of Stay	.39	.8154

significance probability that the variable length of stay has some relationship with the self-concept dimensions is too high, and, therefore, is not considered responsible for a significant contribution to the total variability of the dependent variables.

Table 16 indicates the specific relationship of each of the dependent variables with the effect of the length of stay. The F-values and PR>F values for Type IV Sums of Squares are equivalent to the

Table 34

Means of Length of Stay in This Country (In Years)

By Sex		By Part. Bil. Ed. Progr.	
Males	7.01	10-18 months	5.20
Females	7.25	19-27 months	5.55
By Age		28-36 months	6.88
9 year olds	6.06	Over 36 months	8.40
10 year olds	7.24	By Socioeconomic Status	
11 year olds	7.38	Lower Class	7.10
12 year olds	7.50	Middle Class	7.90
By Home Language		By Parental Education	
Spanish only	5.20	No School	5.96
English only	10.53	Elementary School	6.76
Both	7.85	High School	7.91
By Ethnicity		College	9.52
Mexican	4.57		
Mexican-American	10.20		
Others	8.04		

results of a t-test for testing the hypothesis that the regression parameter equals zero. Table 16 indicates that when the effects of all the independent variables for each of the dependent variables were considered separately, no significant relationships could be found.

The regression analysis results (See Table 36) showed a significant relationship for the dimension of self-concept with the length of stay effect. The value given in Table 36 for PR>|T| answers the question, "If the parameter is really equal to zero, what is the probability of obtaining a larger value of t?" Thus, a very small value for this probability indicates that the parameter is not likely to equal zero, and that the independent variable contributes significantly to the model. Such a small value was only found for the dimension of self-concept.

Decision

In view of these results, the null hypothesis for hypothesis 6 was accepted, since no significant relationship was found between length of stay and the self-concept dimensions, as investigated in this study.

Hypothesis 7

Research Hypothesis

There will be no significant relationship between student mobility and self-concept dimensions.

Discussion

Hypothesis 7 was concerned with the relationship between the self-concept dimensions and the effect of the independent variable

Table 36

Regression Analysis for Hypothesis 6

	F-Value	PR>F	T for Ho Parameter=0	PR>|T|
Self-Concept	8.15	.0045	-2.85	.0045*
Self Acceptance	.54	.4610	.74	.4610
Ideal Self	.12	.7271	-.35	.7271
Self Discrepancy	.98	.3217	.99	.3217

*p < .01

labeled student mobility. The hypothesis, as stated, postulated that student mobility would not have any meaningful effect on the self-concept dimensions on the self-concept scores obtained by the subjects of this study.

The student mobility variable referred to both home and school changes and to their combined effects. Table 37 presents the means and standard deviations of the dependent variables for the student mobility effect. No major variations were detected from the comparison of the means and standard deviation for each mobility factor.

Scrutiny of the correlations between the variables directly involved in this hypothesis did not provide any significant relationship between them.

Table 38 gives MANOVA results for hypothesis 7. The data indi-

Table 38

MANOVA Test Results for Hypothesis 7

	F-Value	PR>F	
Home Mobility	1.15	.3326	n.s.
School Mobility	.45	.7755	n.s.
Mobility Total	.48	.7479	n.s.

cates that when the aggregate effect of all the independent variables was considered, no significant relationships were found. Thus, the significance probability that the three levels of the variable mobility have some relationship with the self-concept dimensions is too high, and, are not considered responsible for a significant

Table 37

Means and Standard Deviations of
The Dependent Variables for the Mobility Effect

	X	SD
A. Home Mobility		
Self-Concept	44.0757	4.1024
Self Acceptance	46.0738	7.0199
Ideal Self	50.5796	4.7383
Self Discrepancy	10.7807	4.0638
B. School Mobility		
Self-Concept	44.0757	4.1005
Self Acceptance	46.0783	7.0147
Ideal Self	50.5796	4.7557
Self Discrepancy	10.7806	4.0637
C. Mobility - Total		
Self-Concept	44.0757	4.0984
Self Acceptance	46.0783	7.0178
Ideal Self	50.5796	4.7551
Self Discrepancy	10.7807	4.0639

contribution to the total variability of the dependent variables.

Table 16 indicates the specific relationship of each of the dependent variables with the three levels of the student mobility variable. As it can be concluded from the above table, no significant relationships could be found, when each of the dependent variables was isolated and analyzed independently.

The same absence of significant relationships was observed when ANOVAS were performed to detect possible linear relationships. Table 39 gives an illustration of all the relationships involved for each one of the dependent variables with the three levels of the independent variable. None of the relationships were found to be significant.

Decision

A consistent lack of significant relationships was observed. The null hypothesis for hypothesis 7 was accepted.

Hypothesis 8

Research Hypothesis

There will be no significant relationship between language spoken at home and self-concept dimensions.

Discussion

Hypothesis 8 was concerned with the relationship between the self-concept dimensions and the effect of the independent variable labeled home language. The hypothesis, as stated postulated that the language spoken by the subjects at home would not have any meaningful effect on the self-concept scores obtained by them in this study.

The languages spoken by the subjects were considered to be

Table 39

Regression Analysis Results for Hypothesis 7

	F-Value	PR>F	T for Ho Parameter=0	PR>|T|
A. Home Mobility				
Self-Concept	.03	.8597	.18	.8597 n.s.
Self Acceptance	.01	.9239	-.10	.9239 n.s.
Ideal Self	2.81	.0943	-1.68	.0943 n.s.
Self Discrepancy	.09	.7650	.30	.7650 n.s.
B. School Mobility				
Self-Concept	.39	.5318	.63	.5318 n.s.
Self Acceptance	.57	.4509	.75	.4509 n.s.
Ideal Self	.02	.8904	.14	.8904 n.s.
Self Discrepancy	.10	.7473	-.32	.7473 n.s.
C. Mobility Total				
Self-Concept	.78	.3780	.88	.3780 n.s.
Self Acceptance	.23	.6315	.48	.6315 n.s.
Ideal Self	.12	.7320	-.34	.7320 n.s.
Self Discrepancy	.07	.7912	-.26	.7912 n.s.

either Spanish only, or English only, or the interchangeable or simultaneous use of both. Table 40 presents the means, according to the various language modalities used, for the following variables: self-concept, self acceptance, ideal self, self discrepancy, length of stay, home, school, and total student mobility, and Spanish and English language (total).

The correlation matrix provided only one significant relationship for the variables directly involved in this hypothesis. The correlation coefficient for the self acceptance dimension with home language was .17, while the PR>R, under Ho: RHo=0 was .007, and therefore, significant at the .01 level.

The MANOVA test results for hypothesis 8 indicate that when the aggregate effect of all the independent variables were considered, no significant relationship was found, as presented in Table 41. Thus,

Table 41

MANOVA Test Results for Hypothesis 8

	F-Value	PR>F
Home Language	.94	.4834 n.s.

the significance probability that the variable home language has some relationship with the self-concept dimensions is too high, and, therefore, is not considered responsible for a significant contribution to the total variability of the dependent variables.

Table 16 indicates the specific relationship of each of the dependent variables with the home language variable. It can be

Table 40

Means for Some Variables per Home Language Use

	Self-Concept	Self Acceptance	Ideal Self	Self Discrepancy
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
1 - Spanish only	44.01	44.27	50.01	11.12
2 - English only	44.50	46.46	50.00	9.61
3 - Both Languages	44.00	46.96	51.00	10.79

	Length of stay	Home Mobility	School Mobility	Total Mobility
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
1 - Spanish only	5.21	1.89	2.52	4.41
2 - English only	10.54	2.00	3.32	5.36
3 - Both Languages	7.85	1.68	2.78	4.43

	Spanish Language	English Language
	$\bar{X}$	$\bar{X}$
1 - Spanish only	52.56	54.55
2 - English only	10.50	84.86
3 - Both Languages	46.11	73.67

concluded from table 16 that no significant relationships could be found when each of the dependent variables was isolated and analyzed independently.

The ANOVA test results, however, demonstrated that there was a linear relationship between the self acceptance and home language, significant at the .01 level, as illustrated in Table 42.

Decision

In view of the results obtained for hypothesis 8, the null hypothesis was accepted, since no significant relationships could be accountable for the home language effect.

Hypothesis 9

Research Hypothesis

There will be no significant differences in self-concept dimensions between youngsters of Mexican descent and non-Mexican youngsters.

Discussion

Hypothesis 9 was concerned with the differences in self-concept dimensions between children of Mexican and students of other ethnic origin. The hypothesis, as stated, postulated that the ethnicity effect would not result in differences on the self-concept dimensions of the student sample.

The students were grouped as a) Mexican-born, b) Mexican-Amrican, i.e., of Mexican ancestry, born in this country, and c) students of any other descent. Table 43 presents a breakdown of the means, for each of these groups, for the following variables: the four self-concept dimensions, the length of stay in this country, the

Table 42

ANOVA Test Results for Hypothesis 8

	ANOVA SS	F-Value	PR>F
Self-Concept	16.5272	.49	.6124 n.s.
Self Acceptance	646.9364	6.78	.0013*
Ideal Self	88.2566	1.97	.1414 n.s.
Self Discrepancy	70.5730	2.15	.1173 n.s.

*p < .01 level

Table 43

Means for Some Variables per Ethnic Membership

	Self Concept	Self Acceptance	Ideal Self	Self Discrepancy
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Mexican	44.40	46.25	50.83	10.90
Mexican-American	43.25	45.56	50.25	10.88
Others	46.04	46.50	50.69	9.88
	Length of stay	Home Mobility	School Mobility	Total Mobility
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Mexican	4.57	1.81	2.71	4.52
Mexican-American	10.20	1.68	2.67	4.29
Others	8.04	2.12	3.23	5.42
	Spanish Language	English Language		
	$\bar{X}$	$\bar{X}$		
Mexican	56.97	58.55		
Mexican-American	32.85	78.22		
Others	37.42	75.54		

three mobility factors, and the Spanish and English languages.

The correlation matrix did not provide any significant relationship for the variables directly involved in this hypothesis. Comparison of the means and of the standard deviations for the dependent variables related to ethnic group membership revealed some differences. Differences were obtained on the self-concept scores between the group of the Mexican-American students and the group of the Other students. Table 44 shows the means and the standard deviations for each one of these ethnic groupings.

The MANOVA test results for hypothesis 9 indicate that when the aggregate effect of all the independent variables was considered, no significant relationship was found, as it is presented in Table 45.

Table 45

MANOVA Test Results for Hypothesis 9

	F-Value	PR>F
Ethnicity	1.09	.3711

Thus, the significance probability that the variable of ethnicity has some relationship to the self-concept dimensions is too high and, therefore, is not considered responsible for a significant contribution to the total variability of the dependent variables.

Table 16 indicates the specific relationship of each of the dependent variables with the ethnicity variable. It can be concluded from table 16 that no significant relationships could be found when each of the dependent variables was isolated and analyzed independently.

Table 44

Means and Standard Deviations for the Dependent Variables per Ethnic Group

	X	SD
A. Mexican		
Self-concept	44.40	3.85
Self acceptance	46.25	7.27
Ideal Self	50.83	4.88
Self discrepancy	10.90	3.86
B. Mexican-American		
Self-concept	43.25	4.30
Self acceptance	45.56	6.70
Ideal self	50.25	4.54
Self discrepancy	10.87	4.31
C. Others		
Self-concept	46.04	3.81
Self acceptance	46.50	7.80
Ideal self	50.69	5.30
Self discrepancy	9.88	4.02

The ANOVA test results, however, demonstrated that there was a linear relationship between the dimension of self-concept and the variable of ethnicity, significant at the .01 level, as illustrated in Table 46.

Decision

Hypothesis 9 stated that there would be no difference in self-concept dimensions between youngsters of Mexican descent and other children. The findings support the hypothesis. Hypothesis 9 was, therefore, accepted.

Hypothesis 10

Research Hypothesis

There will be no significant difference in the relationship between self acceptance and self-concept among youngsters of Mexican descent and non-Mexican youngsters.

Discussion

Hypothesis 10 was concerned with the relationship between the dimensions of self-concept and self acceptance between students of Mexican descent and students of other ethnic origin. For hypothesis 10, a test of equality of correlations for two independent variables, using the Fisher transformations, was applied. The question asked through this test is, "Do both of these correlation coefficients represent populations having the same true value of ρ?" As stated, the hypothesis postulated that there would be no such difference, and, consequently, that the correlation coefficients represent populations having the same true value of ρ.

Table 46

ANOVA Test Results for Hypothesis 9

	ANOVA SS	F-Value	PR>F
Self-Concept	225.3115	6.91	.0011*
Self Acceptance	47.6809	.48	.6172
Ideal Self	29.1226	.64	.5284
Self Discrepancy	24.3481	.74	.4789

*p < .01

Hypothesis 10 is investigated following these procedures: 1) observations of the relationship between self-concept and self acceptance were made for when correlations between all the variables were obtained; 2) scrutiny of the above relationship is also from specific correlations among selected variables in isolation; 3) comparison of the same relationship is done for the three ethnic groupings, when investigated separately; 4) a test for equality of correlations, using the Fisher transformations was performed. Tables 47 through 50 correspond to procedures 1 through 4, respectively.

It can be inferred from Tables 47, 48 and 49, the relationship

Table 47

Correlation Coefficients for the Relationship Between Self-Concept and Self Acceptance for all Subjects

	R	PR>R
For all subjects	.41235	.0001

between self-concept and self acceptance held consistently significant values, both for all subjects together, and per class levels, except for the 9 and 12 year-olds, for the students who had participated in bilingual education programs for over 36 months, and for the subjects whose families were found to be in lower socioeconomic class.

Table 50 shows the correlation coefficients and the significance levels for this relationship between the three ethnic groupings. As illustrated in tabular form, the significance of the correlations was well beyond the .01 level, and, therefore, the correlations found were

Table 48

Correlation Coefficients for the Relationship
Between Self-Concept and Self Acceptance per Class Levels

	R	PR>R
Males	.40539	.0001
Females	.43074	.0001
9 year-olds	.22909	.0733
10 year-olds	.52174	.0001
11 year-olds	.43171	.0001
12 year-olds	.27225	.0558
10-18 mths. bil. progr.	.52062	.0001
19-27 mths. bil. progr.	.39692	.0047
28-36 mths. bil. progr.	.33600	.0451
Over 36 mths. bi. progr.	.09145	.5502
Lower class students	.40954	.0001
Lower middle class	.54138	.0691

Table 49

Correlation Coefficients for the Relationship Between Self-Concept and Self Acceptance per Ethnicity

	R	PR>R
Mexican	.39545	.0001
Mexican-American	.38553	.0001
Others	.57515	.0002

Table 50

Results from the Test for Equality of Correlations

	r	significance
Mexican group/ Mexican-American group	.2985	over .01
Mexican group/ Others group	.4049	over .001
Others group/ Mexican-American group	.5687	over .001

accepted and interpreted as meaning that there was no significant differences in the relationships between the dimensions of self-concept and self acceptance for the three ethnic groups. A further logical inference was that the instrument used in this investigation to assess the self-concept characteristics of these youngsters did not appear to discriminate against any particular ethnic group cultural value orientation.

Decision

In view of the above findings, hypothesis 10 is accepted, as stated, since no significant difference in the relationship between self-concept and self acceptance could be found for any of the ethnic groups involved in this study.

accepted and interpreted as meaning that there was no significant differences in the relationships between the dimensions of self-concept and self acceptance for the three ethnic groups. A further logical inference was that the instrument used in this investigation to assess the self-concept characteristics of these youngsters did not appear to discriminate against any particular ethnic group cultural value orientation.

Decision

In view of the above findings, hypothesis 10 is accepted, as stated, since no significant difference in the relationship between self-concept and self acceptance could be found for any of the ethnic groups involved in this study.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the problems, the results, and other components of this study. Based on the obtained findings, several conclusions, implications, and recommendations for future research will be discussed.

Summary

The study was undertaken to reinvestigate the impact, if any, of such variables as, monolingual and/or bilingual reading ability, participation in bilingual education programs, sex, age, socioeconomic status, length of stay in this country, home and school mobility, language spoken at home, and ethnicity, on the child self-concept and self evaluation.

The need for such a study emerged from the largely contradictory findings of several studies which have varied from concluding that such variations in child characteristics exercise no influence, to positing a causal relationship between the child's socioeconomic class and sense of self worth.

A secondary purpose of this study was to investigate the differences in self-concept and in linguistic profiles among those children who had always participated in a bilingual education program, and among those who had never participated, or just participated for some time in a bilingual education program.

Throughout the study, careful consideration was given to the personal, social, linguistic, and cultural characteristics of the subjects, to the choice of the instruments, to specific examiner provisions, such as, bilingualism, and biculturalism, and to issue of inter-group comparisons.

Hypotheses

In order to investigate the problem, ten major hypotheses were posited. They were:

#1 - There will be no significant relationship between self-concept dimensions and language profiles.

#2 - There will be no significant relationship between self-concept dimensions and participation in bilingual education programs.

#3 - There will be no significant differences in self-concept due to sex.

#4 - There will be no significant differences in self-concept due to age.

#5 - There will be no significant relationship between socio-economic status and self-concept dimensions.

#6 - There will be no significant relationship between length of stay and self-concept dimensions.

#7 - There will be no significant relationship between student mobility and self-concept dimensions.

#8 - There will be no significant relationship between language spoken at home and self-concept dimensions.

#9 - There will be no significant difference in self-concept

dimensions between youngsters of Mexican descent and non-Mexican youngsters.

#10 - There will be no significant difference in the relationship between self acceptance and self-concept among youngsters of Mexican descent and non-Mexican youngsters.

Population

The population consisted of 383 students, most of them of Mexican descent, were selected from three Chicago public schools. The students were drawn from a predominantly Mexican neighborhood, and from schools with a predominantly Mexican student enrollment, with a less than two-mile radius of each other. The students were nine to twelve years old, from the third and fourth grades.

The decision to choose this age group was based on a desire to select a population old enough to understand the measures, while still preadolescent and, therefore, theoretically, not likely to experience fluctuations in self-concept dimensions, in accordance with changes in body image, as in adolescence.

The Instruments

Data for this investigation were obtained through the use of four instruments: an English/Spanish questionnaire, developed by the investigator, the Inter-American Series: Tests of Reading (English form) and Prueba de Lectura (Spanish form), the Blau and Duncan Index of Occupational Status, and Bills' Elementary School Index of Adjustment and Values. The investigator's questionnaire was used to gather information on the background of the students. The reading tests were used to assess the students' reading proficiency in one or both

languages. The Blau and Duncan Index of Occupational Status was used to determine the students' familial socioeconomic status. Finally, the Index of Adjustment and Values was administered to obtain values for the dependent variables, namely, the dimensions of self-concept, self acceptance, ideal self, and self discrepancy.

Statistical Procedures

A General Linear Model (GLM) was used to test Ho 1 through 9. The rationale for the use of the GLM allows its user many different analyses, such as, simple and myltiple regression, one-way (ANOVA) and multivariate analysis of variance. The MANOVA was selected to investigate the effects of the four dependent variables, i.e., the four self-concept dimensions.

The four self-concept dimensions were used as variates. Age, sex, classrooms nested within schools, parental level of education, ethnic group membership, socioeconomic status, and participation in bilingual education programs, were treated as categorical variables. Two reading proficiency scales, length of stay in this country, and three student mobility scales were used as continuous variables. The product of the two linguistic profiles was also included as a separate variable since a possible interaction effect was expected.

Each of the hypotheses was tested by controlling the effects of the other variables (continuous and categorical) and testing for the effect of the variable or variables involved in the hypothesis. ANOVAS were also performed for each of the hypotheses involving categorical variables, while regression analysis was used for the hypotheses involving continuous variables.

The relationships, without controlling for the other variables, were also tested for descriptive purposes. In addition, also for descriptive purposes, the ethnic group of non-Mexican heritage was compared to various subsets of the Mexican and of the Mexican-American groups. A test of equality of correlations for two independent samples was used for Ho 10, using Fisher transformations.

Results

Hypothesis 1

Hypothesis 1, that there will be no significant relationship between self-concept dimensions and language profiles, was accepted. The results obtained for this hypothesis indicated that the effect of language proficiency does not necessarily have a positive relationship with the several dimensions of self-concept as described in this study.

However, several significant relationships were found when the effects of the independent variables were separately observed for each of the dependent variables. For example, a significant relationship was found for the dependent variable of self acceptance with the effects of Spanish language - total, of English language - total, and of the interaction effect of these two languages, at the .01, .05, and .01 levels of significance, respectively.

Thus, it was found that students high in Spanish, high in English, or high in both languages may exhibit higher acceptance of themselves, and conversely.

Similar levels of significance were reached when the effect of nestedness of clasrooms within schools was singled out for purposes of

different analyses. However, such relationships were found to be significant only for the school with the highest number of participants, namely School C.

Significant results were obtained when regression analysis was conducted on hypothesis 1. Specifically, significant relationships were found a) at the .01 level of significance, between the Spanish language - total and both the dimensions of self-concept and ideal self, and b) at the .05 level of significance for the relationship between English language - total and the self acceptance dimension.

In brief, though not negating the presence of some significant relationships between some of self-concept dimensions and language ability, be it monolingual or bilingual, the language effect lost its significance when all the independent variables were considered together. In other words, when other relevant factors were considered such as, those independent variables incorporated in this study, the relationship between the dimensions of self-concept, did not prove to be significant, and, consequently, hypothesis 1 was accepted.

Hypothesis 2

Hypothesis 2, that there will be no significant relationship between participation in bilingual education programs and self-concept dimensions, was rejected. The results for this hypothesis indicated that when all the variables were considered, a significant relationship was found between the self-concept dimensions and the effect of the variable labeled participation in bilingual education programs.

Interestingly enough, only one significant relationship was found for the dependent variable of self-concept with the effect of

participation in bilingual education programs, at the .05 level of significance. The correlation matrix for independent correlations between all the variables did not show any significant relationship for the variables directly involved in this study. On the other side, the ANOVA results confirmed the presence of a significant relationship for the dimension of self-concept, and provided an extra one for the dimension of self discrepancy, with the same levels of significance of .05.

In summary, it can be said that the effect of participation in bilingual education programs assumes particular relevance for the way a child views himself, when all the conditions described in this study are considered. Under the circumstances discussed in this investigation for the participating students, the effect of enrollment in a bilingual education program proved to be meaningful, and, consequently, hypothesis 2 was rejected, as stated.

Hypothesis 3

Hypothesis 3, that there will be no significant differences in self-concept due to sex, was rejected. The results for this hypothesis indicated that when all the variables were considered, there existed significant sex differences.

Both the correlation matrix and the ANOVA test results provided evidence of relationships significant at the .05 between sex and the self discrepancy dimension. When the simultaneous effects of all the independent variables were studied for each one of the self-concept dimensions, the same relationship was found to be significant at the .01 level. This same analysis provided one extra relationship,

significant at the .05 level, between sex and the dimension of self-concept.

In brief, the female participants appeared to have a less positive self-concept and to experience greater personal maladjustment. In view of these findings, hypothesis 3 was rejected.

Hypothesis 4

Hypothesis 4, that there will be no significant differences in self-concept due to age, was accepted. The results for this hypothesis indicated that when all the variables were considered, there existed no significant age differences.

Only the correlation matrix offered a relationship, significant at the .05, for the dimension of ideal self with the age effect for the eleven year-olds. Neither the MANOVA or the ANOVA test results provided any other significant relationship.

In view of these findings, the age effect was not considered to have a significant relationship with the self-concept dimensions, and, consequently, hypothesis 4 was accepted.

Hypothesis 5

Hypothesis 5, that there will be no significant relationship between socioeconomic status and self-concept dimensions, was accepted. It was anticipated, given the homogeneity of the socioeconomic status of all the participants, that when the combined effects of all the variables were considered, no significance would be found in the relationship between the effect of socioeconomic class division and the self-concept dimensions.

No significant relationships did surface from the correlation

matrix, or from the MANOVA or ANOVA test results. Hypothesis 5 was therefore accepted, as stated.

Hypothesis 6

Hypothesis 6, that there will be no significant relationship between length of stay in this country and the self-concept dimensions, was accepted. The results indicated that when all the variables were considered, no significant relationship was found for the dependent variables of self-concept with the effect of length of stay in this country.

The same absence of significant relationships was observed when the simultaneous effects of all the independent variables were studied for each of the self-concept dimensions. However, both the correlation matrix and the results from regression analysis point to the presence of a negative correlation between the dimension of self-concept and the effect labeled length of stay in this country. The conclusion for the aforementioned findings is that, the longer the stay the less positive is the self-concept. Possibly, the positive correlation found for the dimension of self-concept with the effect of participation in a bilingual education program can then be better understood, because the bilingual education programs would serve the newly arrived with language problems, and would facilitate the acculturation process.

In conclusion, although a significant relationship was found between the self-concept dimension and length of stay in this country, when the effects of other variables were not controlled, this significance was lost when the simultaneous effects of all the other variables were taken into account. Hypothesis 6 was, therefore,

accepted.

Hypothesis 7

Hypothesis 7, that there will be no significant relationship between student mobility and self-concept dimensions, was accepted. The results obtained for this hypothesis indicated that when all the variables were considered, no significant relationship was found for the dependent variables of self-concept dimensions with the effect of the three mobility factors.

No significant relationships surfaced from the correlation matrix or from the regression analysis results. Hypothesis 7 was, therefore, accepted, as stated.

Hypothesis 8

Hypothesis 8, that there will be no signficant relationship between language spoken at home and self-concept dimensions, was accepted. The results obtained for this hypothesis indicated that when the simultaneous effects of all the variables were considered, no significant relationship could be found for the dependent variables of the self-concept dimensions with the effect labeled language spoken at home.

Both the correlation matrix and the ANOVA test results manifested a relationship, significant at the .01 level, for the dependent variable of self acceptance with the effect of language spoken at home. It can then be concluded that a child was more accepting of himself when both English and Spanish were spoken at home. This finding seems to be in line with previous findings of significant relationships for the dimension of self acceptance with high reading ability in both Spanish and

English. Therefore, it appears that the use and ability in both languages reflects in higher acceptance of self.

The significance was lost however, when the simultaneous effects of all the variables were studied on both all the dependent variables, as a unit, and on each of the dependent variables, separately. In view of these findings, hypothesis 8 was accepted, as stated.

Hypothesis 9

Hypothesis 9, that there wll be no significant differences in self-concept dimensions between youngsters of Mexican descent and youngsters of other ethnic origin, was accepted. The results obtained for this hypothesis indicated that when the simultaneous effects of all the variables were considered, no significant relationship could be found for the dependent variables of self-concept dimensions with the effect labeled ethnicity.

While the correlation matrix did not provide any significant relationship, the ANOVA test results offered one, significant at the .01 level for the variables of self-concept and ethnicity. Thus, it follows that when no other variables are controlled, the dimension of self-concept appears to be higher for the students of non-Mexican descent. Therefore, in line with all the previous findings, it can be concluded that students of Mexican descent do demonstrate a less positive self-concept than that of other students.

However, this effect of ethnicity losts its relevance when the simultaneous effects of all the independent variables were studied for all the dependent variables, and for each one of them, separately,

and, consequently, hypothesis 9 was accepted, as stated.

Hypothesis 10

Hypothesis 10, that there will be no significant difference in the relationship between the self-concept and the self acceptance variables among youngsters of Mexican descent and youngsters of other ethnic descent, was accepted. The results obtained for this hypothesis indicated the correlations obtained for the above relationship were highly significant, and, therefore, that there were no differences among the three different ethnic groupings for this particular relationship.

One of the main purposes for formulating hypothesis ten was to obtain a further check on the validity of the instrument used in this investigation; namely, Bills' Index of Adjustment and Values, to gather information on the self-concept characteristics. Specifically, it was attempted to determine whether a particular relationship, such as, between the variables of self-concept and self acceptance, would correlate significantly with similar relationships among different ethnic groups. As previousl mentioned, the correlations are found to be sufficiently high to allow one to speculate that the self-concept instrument did not appear to be culturally biased, and that it could be taken as rendering accurate self descriptions rather than acculturation scores. Hypothesis 10 was, consequently, accepted, as stated.

Conclusions

Based on the findings of this investigation, several conclusions can be drawn relative to the impact on self-concept of these variables:

reading ability in either Spanish, or English, or both, participation in bilingual education programs, sex, age, socioeconomic status, length of stay in this country, home, school, and total student mobility, language spoken at home, and ethnic group membership. The conclusions are:

1. Reading ability, either in Spanish or English, or in both languages, did not correlate significantly with the overall dimensions of self-concept, when the multiple impact of all the variables was considered.

2. Students with high reading ability, either in Spanish or English, or in both languages, appeared to demonstrate a more positive self-concept and self acceptance, and higher ideal self, when the multivariate impact of all the conditions was not taken into account.

Both conclusions were taken from hypothesis 1. They seem to indicate that self-concept scores did not vary significantly with different levels of reading ability. This finding was observed when all the variables were considered simultaneously. This relationship may have lost its significance due to the interaction effects of the multiple variables. However, when the relationship between self-concept and reading ability was considered independently, i.e., not taking into account all the variables, those students with high reading ability demonstrated a more positive self-concept and self acceptance, and higher ideal self.

Conclusions 1 and 2 tend to support the findings of Skutnabb-

Kangas and Toukomaa.[1] These authors have concluded that the introduction of a second language of instruction to children who still lack development in their native language could be counterproductive. This could lead to "semilingualism" (a term used to describe children with low proficiency in the native and second languages) and this problem, in turn, could produce low achievers, with negative self-concepts. Peters[2] and Thiel[3] obtained similar results while investigating the self-esteem of Puerto-Rican students. They found that the self-esteem of those students appeared to be negatively affected if they were unable to read at least one language adequately.

However, these conclusions should be interpreted with caution because of the limited range of the socioeconomic levels of participants. Most students were from lower socioeconomic level.

3. Those bilingual Mexican students who have participated in a bilingual education program appeared to have more positive self-concept dimensions than those who have never received this type of instruction. This conclusion is restricted to the group in this study. No other major trends confirming these findings could be obtained from other

---

[1]Skutnabb-Kangas, T., and Toukomaa, P. Teaching migrant children's mother tongue and learning the language of the host country in the context of the sociocultural situation of the migrant family. Helsinki: The Finnish National Commission for UNESCO, 1976.

[2]Peters, A., "Self-esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto-Rican Students." Ed.D. Dissertation, Loyola University, Chicago, 1979.

[3]Thiel, W. "The Impact of Minority Status on Self-Esteem and Cultural Values of Preadolescent Puerto Ricans." Ph.D. Dissertation, Loyola University, Chicago, 1976.

different analysis when selected effects were investigated independently.

This conclusion supports similar findings by Rivera.[1] This investigator found that a bilingual/bicultural atmosphere generated greater feelings of acceptance for the Spanish-speaking child and a consequent greater feeling of self-worth, and might possibly influence the evolving of more positive feelings of self-worth among all its pupil participants.

4. In considering the impact of sex on the self-concept dimensions of the students of Mexican descent, female subjects appeared to have more negative self-concepts than the male subjects, particularly for that aspect of the self-concept dimensions which is, reportedly, related to personal adjustment. This finding is somewhat at odds with previous studies that have posited either no correlation between these factors, such as those of Beers,[2] Powell and Fuller,[3] and Harris and Braun,[4] or a positive correlation in favor of the female subjects, as

---

[1]Rivera, C.E. Academic Achievement, Bicultural Attitudes, and Self-Concepts of Pupils in Bilingual and Non-bilingual Programs. Unpublished doctoral dissertation, Fordham University, 1973.

[2]Beers, J. Self Esteem of Black and White Fifth Grade Pupils as Function of Demographic Categorization (Bethesda, Md.: ERIC Document Reproduction Service, ED 073 209, 1973), pp. 1-44.

[3]Powell, G., and Fuller, M. School Desegregation and Self-Concept (Bethesda, Md.: ERIC Document Reproduction Service, ED 048 391, 1970), pp. 1-35.

[4]Harris, S., and Braun, J. Self Esteem and Racial Prejudice in Black Children (Bethesda, Md.: ERIC Document Reproduction Service, ED 056 773, 1971), pp. 1-6.

in the studies of Cornwell.[1] However, when considering the interaction effect of socioeconomic status, Soares and Soares[2] reported that disadvantaged males tended to have a more positive self-concept than disadvantaged females, while the advantaged females tended to achieve a more positive self-concept than advantaged males. The findings of these investigators appear to concur with the results achieved in this study.

5. The four self-concept dimensions were not affected in this study by the age of the preadolescent of Mexican descent, neither when these dimensions were considered globally, nor when analyzed independently.

This conclusion supports the findings of Beers,[3] Harris and Braun,[4] Dreyer and Havighurst,[5] and Thiel,[6] and others who obtained similar results when considering the relationship of age and self-concept of preadolescent, culturally different children.

---

[1]Cornwell, H. Comparison of Change in Self Image of Black and White Students: Kindergarten through High School (Bethesda, Md.: ERIC Document Reproduction Service, ED 051 308, 1970), pp. 1-116.

[2]Soares, A., and Soares, L. "Comparative Differences in the Self Perceptions of Disadvantaged and Advantaged Students," Journal of School Psychology, 9 (1971), 424-9.

[3]Beers, Self Esteem of Black and White Pupils, pp. 52-53.

[4]Harris and Braun, Self Esteem and Racial Prejudice in Black Children, pp. 1-6.

[5]Dreyer, P., and Havighurst, R. The Self Esteem of American Indian Youth: The National Study of American Indian Education - Final Report (Bethesda, Md.: ERIC Document Reproduction Service, ED 045 273, 1970), pp. 1-20.

[6]Thiel, The Impact of Minority Group Status..., p. 192.

6. The socioeconomic level of the preadolescents of Mexican descent from this investigation did not contribute significantly to the measured self-concept dimensions of the subjects. Although significant contribution to the self-concept is attributable to the socioeconomic status of the subjects, its contribution in this study was meaningless, perhaps due to the almost exclusive participation of students in the lower class range.

These results support the findings of Valenzuela[1] who reported low intercorrelations between self-concept and socioeconomic status of culturally different children.

7. The variable labeled length of stay in this country did not appear to correlate significantly with the various dimensions of self-concept for the preadolescents of Mexican descent, under the specific conditions described in this study. However, when these conditions were investigated independently, an inverse correlation was found for the relationship between length of stay in this country and the self-concept dimension. In other words, the longer had been the stay of these students in this country, the less positive was their self-concept. Thus, it could be inferred that students recently arrived from their native country had a more positive self-concept than the ones who were residing longer in this country, and that there were decreasing gains in self-concept as children were enduring the

---

[1]Valenzuela, A. The Relationship Between Self-Concept, Intelligence, Socioeconomic Status, and School Achievement Among Spanish American Children in Omaha (Bethesda, Md.: ERIC Document Reproduction Service, ED 056 785, 1971), pp. 1-64.

acculturation processes.

This conclusion gives some indirect support to the association described by Dworkin[1] between more negative self images and less favorable stereotypes of the Anglos, and increased stay in this country for native born Mexican-Americans.

8. In considering the effects of both the home and the school mobility, separately and globally, it was found that these variables did not appear to have any significant impact on the overall characteristics of self-concept of the preadolescents of Mexican descent. It is hypothesized that possibly the above effects might have been more relevant, had the socioeconomic levels of the student population been more widely diversified.

9. The overall characteristics of self-concept of the preadolescents of Mexican descent were not affected by the type of language spoken at home, probably because of the nature of the neighborhood where these students live. Spanish is considered to be the predominant language of the neighborhood. However, there seemed to exist an independent trend in the direction of a close association between higher acceptance of self and the use of both Spanish and English. As Peters pointed out, the language of the dominant culture appears

---

[1]Dworkin, A.G. Stereotypes and Self Images Held by Native-born and Foreign-born Mexican-Americans. In N. Wagner and M. Haug (Eds.), Chicanos, Social and Psychological Perspectives. St. Louis: C.V. Mosby, Co., 1971, pp. 72-79.

to be a key factor in the students' self-concept. Larkin[1] and Cottrell[2] reported similar findings that culturally different children who could not communicate in English have lower self esteem than their peers who could communicate in English.

10. The overall dimensions of self-concept did not differ significantly for the preadolescents of Mexican descent when compared with those of students of different ethnic backgrounds. However, when other variables were not controlled, a significant difference was found between the self-concept dimension of the students of Mexican descent versus that of the other remaining students. Thus, it appeared that the subjects of Mexican heritage demonstrate a less positive self-concept than the other students.

This conclusion supports findings by Evans and Anderson[3] who found that Mexican-American students in their sample had lower self-concepts than their Anglo classmates but similar grade point averages.

11. High correlations were found for the relationships between self-concept and self acceptance among the three ethnic groupings. This finding can be interpreted as meaning that the self-concept instrument used in this study did not appear to be culturally biased.

---

[1]Larkin, R. Class, Race, Sex, and Preadolescent Attitude. California Journal of Educational Research, 23, (November, 1972), 215-23.

[2]Cottrell, M. Education in San Juan County, Utah: A Cross-Cultural Emphasis. Bethesda, Md.: ERIC Document Reproduction Service, ED 047 855, 1971.

[3]Evans, F.B., and Anderson, J.C. The Psychocultural Origins of Achievement and Achievement Motivation: The Mexican-American Family. Sociology of Education, 1973, 46, 396-416.

The instrument may, therefore, be considered a valid measure of self-concept and not merely of acculturation. A final assumption that also seems justified is that the translation of the instrument was adequate because no variations in the relationships were observed.

Implications

Several implications can be derived from this study for educators interested in providing successful academic experiences to urban pre-adolescents of Mexican descent from inner city areas such as Chicago. Other implications emerge which are of importance to counselors and educators. In addition, certain hypothetical explanations may be offered to account for the major findings of this study.

When the simultaneous interaction effects of all the variables involved in this study were investigated, few significant relationships with the self-concept characteristics are found. In effect, only the variables of sex and participation in bilingual education programs appeared to have an overall significant impact on the self-concept dimensions of the participating students. However, several isolated trends were observed that seem to deserve some consideration.

Although the overall effect of language proficiency was found to be insignificant, some direct, positive correlations were observed for the dimensions of self-concept. In other words, feelings of self worth appeared to increase with higher levels of mastery of either English, Spanish, or both languages.

The first implication is that teachers should look at other factors than English language proficiency to determine the type of

instructional method used in the area of reading. This is especially true for the first grade levels. Studies done by Skutnabb-Kangas and Toukomaa[1] show that first language development is a prerequisite for second language as well as for achievement in general.

Since bilingual education programs are designed to build upon the child's language and experiences it appears that improved self-concept should follow as a necessary consequence.

However, caution should be exercised in interpreting the above speculations. As Cummins[2] has shown, different degrees of bilingualism may affect learning in either a negative or positive direction. Bilingual programs should strive toward developing "additive bilinguals" who are able to benefit from the effects of bilingualism. At the same time, careful program planning and model designs should avoid the development of "semilinguals", as labeled by Skutnabb-Kangas and Toukomaa,[3] who are adversely affected by the lack of adequate development in either/or both languages.

Two significant correlations were found that appear to go together. First, children who spoke both Spanish and English demonstrated higher acceptance of themselves. Second, the longer pre-adolescents of Mexican descent lived in this country, the less positive feelings about themselves they exhibited.

It appears that mastery of the language of the dominant culture

---

[1]Skutnabb-Kangas and Toukomaa, op. cit.

[2]Cummins, op. cit.

[3]Skutnabb-Kangas and Toukomaa, op. cit.

is a key factor in the students' self-concept. As Peters[1] pointed out, if the student reads Spanish adequately, but is inadequate in reading English, his self-concept appears to be less positive.

It is possible that feelings of inadequacy may be also tied in with an extended length of stay in this country. For a great number of students, years of residency correlated negatively with self-concept. Unequipped with the language skills of the dominant culture, the many psychological and sociological problems that the majority of these students had to face, might have assumed even greater proportions. Many of these children were uprooted from their own cultural setting and moved to a world with differing cultural patterns. In this way, their normal culture processes were interrupted. Gradually, these children sensed that many of their values were running counter to some of the basic values of the mainstream culture.

As counseling and educational psychology are concerned with helping the growing person to cope with his learning environment, counselors and educators need more information and sensitivity concerning the values and characteristics of children from a culturally different heritage in order to adequately help them and assess their behavior in the learning situations. This study has shown that it is necessary to look at the home characteristics of the children to determine which values they prize, and which instructional method would benefit him most.

It is equally important to gather more specific information about the communities as a whole in order to understand, appreciate, and

---

[1]Peters, Ibidem.

interpret the behavior of the learner. This understanding will contribute to the education and personal growth of the child.

Recommendations for Further Research

Additional inquiries and research problems have been raised concerning further investigation:

1. This study might be replicated with students from more diversified socioeconomic levels.

2. With more varied class strata and greater representation of community settings and ethnic representation, a further check on the validity of Bills' self-concept instrument should be done to determine up to what extent the Index of Adjustment and Values is applicable to students of Mexican background.

3. Further exploration should be directed at determining which economic, social, psychological, familial, educational factors may account for the lower self-concept of disadvantaged female preadolescents of Mexican descent.

4. A replica of this study could prove even more enlightening if additional measures for assessing academic achievement, cognitive skills, and cultural value orientation, were to be included. More specific objectives and strategies to achieve both academic success and improved self-concept growth could be further explored and implemented in the classroom.

5. Finally, the interaction of home and school variables in determining school success and enhancing personal adjustment, should be explored further. This will give practitioners much needed

information as to how they can better serve culturally and linguistically different children.

REFERENCES

A. Books

Ausubel, D.R., and Ausubel, P. Ego Development Among Segregated Negro Children. In Passow, H.A. (Ed.), Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

Beatty, W.H. Improving Educational Assessment and an Inventory of of Measures of Affective Behavior. In Wolcott H. Beatty (Ed.), Education: The Missing Link in Education. Washington, D.C. Association for Supervision and Curriculum, NEA, 1969.

Berger, P.L., and Luckmann, T. The Social Construct of Reality: A Treatise in the Sociology of Knowledge. Garden City, N.Y.: Doubleday, 1967.

Bills, Robert E. A System for Assessing Affectivity. University, Alabama: The University of Alabama Press, 1975.

Blau, P., and Duncan, O. American Occupational Structure. New York: Wiley, 1967.

Bowen, J.D. Linguistic Perspectives on Bilingual Education. In B. Spolsky and R. Cooper (Eds.), Frontiers of Bilingual Education. Rowley, Mass.: Newburg House, 1977.

Buros, O.K. (Ed.), The Seventh Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1972.

Clark, K., and Clark, M. Racial Identification and Preference in Negro Children. In Newcomb, T.M., and Hartley, E.L. (Eds.), Readings in Social Psychology. New York: Holt Rinehart and Winston, 1947.

Coopersmith, S. The Antecedents of Self-Esteem. San Francisco: W.H. Freeman, 1967.

Cziko, C.A. The Effects of Language Sequencing on the Development of Bilingual Reading Skills. Montreal, Canada: McGill University, 1976.

De Avila, E.A., and Havassy, B.E. Piagetian Alternatives to I.Q.: Mexican American Study. In Hobbs, N. (Ed.), Issues in the Classification of Exceptional Children. San Francisco: Jossey-Bass, 1975.

Dworkin, A.G. Stereotypes and Self-Images Held by Nativeborn and Foreign-Born Mexican Americans. In Wagner, N., and Haug, M.

(Eds.), Chicanos, Social and Psychological Perspectives. Saint Louis: C.V. Mosby Company, 1971.

Eson, M.E. Psychological Foundations of Education. New York: Holt, Rinehart and Winston, 1972.

Gibson, E.J., and Levin, H. The Psychology of Reading. Cambridge, Mass.: MIT, 1975.

Guidance Testing Associates, 1977 Fall Norms-Grade Equivalents. San Antonio, Texas: Guidance Testing Associates, 1978.

Havighurst, R.J., and Moorefield, T.E. The Disadvantaged in Industrial Cities. In P.A. Witty (Ed.), The Sixty-Sixth Yearbook of the National Society for the Study of Education. Part I, The Educationally Retarded and Disadvantaged. Chicago: University of Chicago Press, 1967.

Hertzler, J. A Sociology of Language. New York: Random House, 1965.

Kardiner, A., and Ovesey, L. The Mark of Oppression. New York: Norton, 1951.

Kitagawa, E.M., and Taeuber, K.E. (Eds.), Local Community Fact Book, Chicago Metropolitan Area, 1960. Chicago: University of Chicago, 1963.

Lambert, W.E., and Peal, E. The Relations of Bilingualism to Intelligence. Psychological Monographs, General and Applied. LXXVI (1962).

Maccoby, E.E., and Jacklin, C.N. The Psychology of Sex Differences. London: Oxford University Press, 1975.

MacNamara, J., Svare, J., and Homer, S. Attending a Primary School of the Other Language in Montreal. In A. Simoes, Jr. (Ed.), The Bilingual Child. New York: Academic Press, 1976.

Modiano, N. Bilingual Education for Children of Linguistic Minorities. In S.K. Ghosh (Ed.), Man, Language, and Society. The Hague: Mouton, 1972.

Modiano, N. Indian Education in the Chiapas Highlands. New York: Holt, Rinehart and Winston, 1972.

Papajohn, J., and Spiegel, J. Transactions in Families. San Francisco: Jossey-Bass, 1975.

Purkey, W.W. Self-Concept and School Achievement. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Rogers, C.R. Client-Centered Therapy. Boston: Houghton Mifflin Company, 1951.

Samunda, R.S. Psychological Testing of American Minorities: Issues and Consequences. New York: Dodd, Mead and Company, 1975.

SAS User's Guide. Raleigh, North Carolina: SAS Institute, Inc., 1979.

Skutnabb-Kangas, T., and Toukomaa, P. Teaching Migrant Children's Mother Tongue and Learning the Language of the Host Country in the Context of the Socio-Cultural Situation of the Migrant Family. Helsinki: The Finnish National Commission for UNESCO, 1976.

Szalay, L.B., and Deese, J. Subjective Meaning and Culture: An Assessment Through Word Associations. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1978.

Tucker, G.R. The Linguistic Perspective. In Bilingual Education: Current Perspectives, Vol. 2, Linguistics. Arlington, Va.: Center for Applied Linguistics, 1977.

Werner, O., and Campbell, D.T. Translating, Working Through Interpreters, and One Problem of Decentering. In A Handbook of Method in Cultural Anthropology. New York: Columbia University Press, 1973.

B. Journals

American Association of Colleges for Teacher Education, Commission on Multicultural Education. No One Model American. Journal of Teacher Education, 1973, 24, 264-265.

Anderson, J.C., and Safar, D. The Influence of Differential Community Perceptions on the Provisions of Equal Educational Opportunities. Sociology of Education, 1967, 40, 219-230.

Antonovsky, A. Aspirations, Class, and Racial-Ethnic Membership. Journal of Negro Education, 1967, 36 (4), 385-393.

Bills, R.E., Vance, E., and Mclean, O. An Index of Adjustment and Values. Journal of Consulting Psychology, 1951, 15, 257-261.

Bills, R.E. Rorschach Characteristics of Persons Scoring High in Acceptance of Self. Journal of Consulting Psychology, 1953, 17, 36-38.

Campbell, P.B. School and Self Concept. Educational Leadership, 1967, 24, 510-515.

Caplin, M.D. The Relationship Between Self-Concept and Academic Achievement. Journal of Experimental Education, 1969, 37, 13-15.

Carter, T. Negative Self-Concept of Mexican-American Students. School and Society, 1968, 96, 217-219.

Casavantes, E.J. (Ed.), Pride and Prejudice: A Mexican-American Dilemma. Civil Rights Digest, 1970, 3 (1), 22-27.

Chang, T.S. Self-Concepts, Academic Achievement, and Teacher's Rating. Psychology in This Schools, 1976, 13 (1), 111-113.

Cobb, P.E., Chissom, B.S., and Davis, M.W. Relationships Among Perceptual-Motor, Self-Concept, and Academic Measures for Children in Kindergarten, Grades One and Two. Perceptual and Motor Skills, 1975, 31 (2), 539-546.

Cummins, J. Linguistic Interdependence and the Educational Development of Bilingual Children. Review of Educational Research, Spring 1979, Vol. 49, No. 2, 222-251.

Dales, R., and Keller, J. Self-Concept Scores Among Black and White Culturally Deprived Adolescent Males. Journal of Negro Education, 1972, 41, 314.

Evans, F.B., and Anderson, J.G. The Psychocultural Origins of Achievement and Achievement Motivation: The Mexican American Family. Sociology of Education, 1973, 46 (Fall), 396-416.

Finch, J.D., Finch, C.B., and Bills, R.E. Values and School Achievement Newsletter (College of Education, University of Alabama), V. No. 3 (March, 1973), 3-5.

Graves, T.D. Acculturation, Access, and Alcohol in a Tri-Ethnic Community. American Anthropologist, 1967, 69, 306-321.

Hishiki, P.C. Self-Concepts of Sixth Grade Girls of Mexican-American Descent. California Journal of Educational Research, 1969, 20 (2), 56-62.

Korner, A.F. Sex Differences in Newborns with Special References to Differences in the Organization of Oral Behavior. Journal of Child Psychology and Psychiatry, 1973, 14, 19-29.

Madsen, W. The Alcoholic Agringado. American Anthropologist, 1964, 66 (2), 355-361.

Modiano, N. National or Mother Tongue Language in Beginning Reading: A Comparative Study. Research in the Teaching of English, 1968, 2, 32-43.

Ozehosky, R.J., and Clark, E.T. Children's Self Concept and Kindergarden Achievement. Journal of Psychology, 1970, 75, 185-192.

Petersen, B., and Ramirez III, M. Real-Ideal Self Disparity in Negro and Mexican-American Children, Psychology, 1971, 8 (3), 22-28.

Renzaglia, C.A., Henry, D.R., and Rybolt, G.A., Jr. Estimation and Measurement of Personality Characteristics and Correlates of Their Congruence. Journal of Counseling Psychology, 1962, 9, 71-78.

Sechrest, L., Fay, T.L., and Zaidi, S.M.H. Problems of Translation in Crosscultural Research. Journal of Cross-Cultural Psychology, 1972, 3, 41-56.

Soares, A., and Soares, L. Comparative Differences in the Self Perceptions of Disadvantaged and Advantaged Students. Journal of School Psychology, 1971, 9, 424-429.

Trowbridge, N. Self-Concept and Socio-Economic Status in Elementary School Children. American Educational Research Journal, 1972, 9, 525-537.

Zirkel, P.A. Self-Concept and the Disadvantage of Ethnic Group Membership and Mixture. Review of Educational Research, 1971, 41 (3), 211-225.

C. Abstracts

Ainsworth, L., and Alford, G. Responsive environment program for Spanish-American Children. Evaluation Report 1971-72. Bethesda, Md.: ERIC Documents Reproduction Service, ED 068 219, 1972.

Allen, J.G. The Effects of an Achievement Motivation Program on the Self-Concepts of Selected Ninth-Grade Students Representing Three Ethnic Groups (Doctoral Dissertation, North Carolina State University, 1972). Dissertation Abstracts International, 33 (11), 6048A. (University Microfilms No. 73-12, 906).

Archuleta, L. The Magic of Names - Their Origin and Meaning. A Bilingual-Bicultural Resource Booklet for Teachers, Pre-School Through Grade Six. Bethesda, Md.: ERIC Documents Reproduction Service, ED 100 736, 1973.

Askins, B.E., and Alford, G. Evaluation of Effects of the Clovis-Portales Bilingual Early Childhood Program. Final Report 1972-73. Bethesda, Md.: ERIC Documents Reproduction Service, ED 081 475, 1973.

Beers, J. Self-Esteem of Black and White Fifth-Grade Pupils as a Function of a Demographic Categorization. Bethesda, Md.: ERIC

Documents Reproduction Service, ED 073 209, 1974.

Burger, M.L.H. A Comparative Study of Self-Esteem Among Young Black, Spanish, and White Children. Bethesda, Md.: ERIC Documents Reproduction Service, ED 147 408, 1973.

Buzahora, R.G. Comparison of Residual Gains Analysis and the Analysis of Covariance as Measures of Change in an Experimental Program (Doctoral Dissertation, The University of North Dakota, 1973). Dissertation Abstracts International, 34 (8), 4946A.

Calsyn, R.J. The Causal Relationship Between Self-Esteem, a Locus of Control and Achievement: Cross-lagged Panel Analysis (Doctoral Dissertation, Northwestern University, 1973). Dissertation Abstracts International, 34 (7), 4076A-4077A (University Microfilms No. 73-30, 556).

Canning, J.A. A Comparison Study of Selected Growth Objectives of Sixth Graders in Elementary Self-Contained Classrooms (Doctoral Dissertation, University of Florida, 1973). Dissertation Abstracts International, 34 (11), 6862A-6863A (University Microfilms No. 74-10, 031).

Church, V.K. A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican-American Students with Monolingual Mexican-American Students. Bethesda, Md.: ERIC Documents Reproduction Service, ED 085 136, 1971.

Cohen, A.D., and Rodriguez-Brown, F. Evaluation in Moderate-to-Small School Districts: Downstate Illinois. Bethesda, Md.: ERIC Documents Reproduction Service, ED 157 924, 1977.

Cerdeva, I.R., and others. Evaluation of the Second-Year (1968-1969) of the Sustained Primary Program for Bilingual Students in the las Cruees, New Mexico Public School System. Bethesda, Md.: ERIC Documents Reproduction Service, ED 052 855, 1970.

Cornwell, H. Comparison of Change in Self-Image of Black and White Students: Kindergarten through High School. Bethesda Md.: ERIC Documents Reproduction Service, ED 051 308, 1970.

Cordova, J.E. English Proficiency and Behavioral Change in Spanish-Speaking Children. Bethesda, Md.: ERIC Documents Reproduction Service, ED 066 996, 1972.

Cummings, R.N.P. A Study of the Relationship Between Self-Concepts and Reading Achievement at the Third Grade Level. (Doctoral Dissertation, University of Alabama, 1970). Dissertation Abstracts International, 31 (10), 5195A (University Microfilms No. 71-9073).

Del Buono, A. The Relationship of Bilingual-Bicultural Instruction to the Achievement and Self-Concept of Seventh Grade Mexican-American students. Doctoral Dissertation, Michigan State University, 1971.

Dreyer, P. The Relation of Self-Esteem to Personal-Social Adjustment Among American Indian Students: The National Study of American Indian Education, Final Report. Bethesda, Md.: ERIC Documents Reproduction Service, ED 045 276, 1970.

Evans, F.B. A Study of Sociocultural Characteristics of Mexican-American and Anglo Junior High School Students and the Relation of These Characteristics to Achievement. Doctoral Dissertation, New Mexico State University, 1969.

Harris, S., and Braun, J. Self-Esteem and Racial Preference in Black Children. Bethesda, Md.: ERIC Documents Reproduction Service, ED 051 308, 1970.

Healey, G. Self-Concept: A Comparison of Negro, Anglo, and Spanish-American Students Across Ethnic, Sex, and Socioeconomic Variables. Dissertation Abstracts International, 1970, 30 , 7, 2849-50.

Hertzler, J. A Sociology of Language. New York: Random House, 1965.

LaBelle, T.J. Attitudes and Academic Achievement Among Male and Female Anglo and Spanish American Fifth Grade Students (Doctoral Dissertation, The University of New Mexico, 1969). Dissertation Abstracts International, 31 (4), 1624A (University Microfilms No. 70-17, 287).

Linton, T. A Study of the Relationship of Global Self-Concept. Academic Self-Concept, and Academic Achievement, Among Anglo and Mexican-American Sixth Grade Students. Bethesda, Md.: ERIC Documents Reproduction Service, ED 063 053, 1972.

Massey, G.C., and Darnbusch, S.M. Self-Enhancement, Self-Consistency, and Distinctiveness of Feedback is a Field Study of Academic Self-Concept: Atrribution Processes in Inner City High Schools. Bethesda, Md.: ERIC Documents Reproduction Service, ED 128 540.

McKinney, A.W. A Study of the Relationship Between Self-Concept and Achievement of Elementary School Children with Classification Based on the Factors of Enrollment in Title I Schools, Race and Aid to Families of Dependent Children. (Doctoral Dissertation, State University of New York at Buffalo, 1972). Dissertation Abstracts International, 34 (1), 69A-70A.

Nasseri, G. Self-Esteem, Test Anxiety, and General Anxiety Among Students of Three Ethnic Groups in Grades Nine Through Twelve. Bethesda, Md.: ERIC Documents Reproduction Service, ED 147 407.

Peters, A. Self-Esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto Rican Students. Dissertation Abstracts International, 39 (11), 6614A.

Powell, G., and Fuller, M. School Desegregation and Self-Concept. Bethesda, Md.: ERIC Documents Reproduction Service, ED 056 773, 1971.

Pruneda, M.C. Accultural, Self-Concept, and Achievement of Mexican-American Students. (Doctoral Dissertation, East Texas State University, 1973). Dissertation Abstracts International, 36 (11), 7068A.

Ramirez De Arellano, D. El Espanol: La Lengua de Puerto Rico. Aprecio y Defensa de Nuestra Lengua Materna en la Ciudad de Nueva York (Spanish: Language of Puerto Rico. Appreciation and defense of our mother tongue in New York City). Bethesda, Md.: ERIC Documents Reproduction Service, ED 084 913, 1974.

Renzaglia, C.A. Some Correlates of the Self Structure as a Measure by an Index of Adjustment and Values. Dissertation Abstracts International, 1952, 12, 784-785.

Rivera, C.E. Academic Achievement, Bilcultural Attitudes, and Self-Concepts of Pupils in Bilingual and Nonbilingual Programs. Unpublished doctoral dissertation, Fordham University, 1973.

Sirota, N. Bilingual Program for Children in Bureau crmd Classes, School Year, 1975-76. Bethesda, Md.: ERIC Documents Reproduction Service, ED 137 449, 1976.

Thiel, W. The Impact of Minority Status on Self-Esteem and Cultural Values of Preadolescent Puerto Ricans. Ph.D. Dissertation, Loyola University, Chicago, 1976.

Trevino, R.E. Is Bilingual Education Short-changing the Chicano? Bethesda, Md.: ERIC Documents Reproduction Service, ED 077 617, 1973.

Valenzuela, A. The Relationship Between Self-Concept, Intelligence, Socioeconomic Status, and School Achievement Among Spanish-American Children in Omaha. Bethesda, Md.: ERIC Documents Reproduction Service, ED 056 785, 1971.

Van Wart, G. Carrascolendas: Evaluation of a Spanish/English Educational Television Series Within Region XIII. Bethesda, Md.: ERIC Documents Reproduction Service, ED 092 089, 1974.

Weinberg, M. Minority Students: A Research Appraisal. Bethesda, Md.: ERIC Documents Reproduction Service, ED 137 483, 1977.

Young, L.R. Final Evaluation Report of Southeastern New Mexico Bilingual Program. Bethesda, Md.: ERIC Documents Reproduction Service, ED 081 549, 1972.

D. Reports and Documents

Aragon, J. Cultural Conflicts Inherent in the Traditional Curriculum. Text of Speech Delivered at the Multilingual, Multicultural Conference, San Diego, California, April 2, 1973.

Askins, B.E. and others. Clovis-Portales Bilingual Early Childhood Program: Second-Year Evaluation Study, 1973-74. Bethesda, Md.: ERIC Documents Reproduction Service, ED 166 812, 1976.

Askins, B.E. and others. Clovis-Portales Bilingual Early Childhood Program: Third-Year Evaluation Study, 1974-75. Final Report. Bethesda, Md.: ERIC Documents Reproduction Service, ED 166 812, 1976.

Board of Education, City of Chicago. A Handbook of Curriculum Models for Bilingual-Bicultural Programs. Chicago: Department of Curriculum, 1976.

Board of Education, City of Chicago. Students Racial Survey. Chicago: Department of Operation Analysis, 1979.

Coleman, J.S., et.al. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1966.

DeBlaissie, R.R., and Healey, C.W. Self-Concept: A Comparison of Spanish-American, Negro, and Anglo Adolescents Across Ethnic, Sex, and Socioeconomic Variables. Las Cruces, N,M,: ERIC Clearinghouse on Rural Education and Small Schools, 1970.

Engle, P.L. The Use of Vernacular Languages in Education: Language Medium in Early School Years for Minority Language Groups. Papers in Applied Linguistics. Bilingual Education Series: 3. Center for Applied Linguistics, Arlington, VA., 1975.

Eriekson, E.H. The concept of self in race relations. Paper presented at the Academy of Arts and Sciences, 1966. ERIC: ED 012 730.

Illinois Bilingual Evaluation Center, Inter-American Series, Illinois (Downstate) Norms. Arlington Heights, Ill.: Illinois Bilingual Education Center, 1977.

McDaniel, E.L. Relationships Between Self-Concepts and Specific Variables in a Low Income Culturally Different Population. Final Report on Head Start Evaluation and Research: 1966-67. Institution for Educational Development Section VIII, August 31, 1967. ERIC: ED 019 124.

Moerk, E. The Acculturation of the Mexican Minority to the Anglo-American Society in the United States. Paper presented at the meeting of the Inter-American Congress of Psychology, Panama City, 1971.

Palomares, U.H., and Cummins, E.J. Assessment of Rural Mexican-American Pupils Preschool and Grades One Through Six: San Isidro, California. Sacramento: California State Department of Education, 1968 (a).

Palomores, U.H., and Cummins, E.J. Assessment of Rural Mexican-American Pupils Preschool and Grades One Through Twelve: Wasco, California. Sacramento: California State Department of Education, 1968 (b).

Ramos, M., Aguilar, J.V., and Sibayan, N.F. The Determination and Implementation of Language Policy. Philippine Center for Language Study Monograph Series, 2, Quezon City, The Philippines. Alemar: Phoenix, 1967.

UNESCO. The Use of Vernacular Languages in Education. Monographs on Fundamental Education, 8. Paris: UNESCO, 1953.

APPENDIX A

Self Instructions, Elementary School
Index of Adjustment and Values

DIRECTIONS: Each one of us would like to know more about himself; so let's see if we can do just that by playing this game.

I am going to read some sentences to you. I want you to tell me just exactly how you feel. There are no right or wrong answers, because everyone is different.

1. Are you truthful?
   Do you like the way you are?
   Would you like to be truthful?

2. Are you helpful?
   Do you like the way you are?
   Would you like to be helpful?

3. Do you play fair?
   Do you like the way you are about being fair?
   Would you like to be fair?

4. Are you kind?
   Do you like the way you are?
   Would you like to be kind?

5. Are you smart?
   Do you like the way you are?
   Would you like to be smart?

6. Are you healthy?
   Do you like the way you are?
   Would you like to be healthy?

7. Are you happy?
   Are you glad you are this way?
   Would you like to be happy?

8. Are you brave?
   Do you like the way you are?
   Would you like to be brave?

9. Are you friendly?
   Do you like the way you are?
   Would you like to be friendly?

10. Do you share your toys?
    Do you like the way you are?
    Would you like to share your toys?

11. Are you nice looking?
    Do you like the way you are?
    Would you like to be nice looking?

12. Are you honest?
    Do you like the way you are?
    Would you like to be honest?

13. Do you play with others?
    Do you like the way you are?
    Would you like to play with others?

14. Do you get made?
    Do you like the way you are?
    Do you like to get made?

15. Do you make fun of others?
    Do you like the way you are?
    Do you like to make fun of others?

16. Do you say and do funny things?
    Do you like the way you are?
    Would you like to say and so funny things?

17. Do you like grown ups?
    Do you like the way you are?
    Do you want to like grown ups?

18. Are you a good worker?
    Do you like the way you are?
    Would you like to do good work?

19. Do you get scared?
    Do you like the way you are?
    Would you like to get scared?

NCS Trans-Optic F4811 54321

ELEMENTARY SCHOOL IAV

MYSELF

NAME _____ SCHOOL _____ SEX _____

1	YES	NO	SOMETIMES	2	YES	NO	SOMETIMES	3	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
4	YES	NO	SOMETIMES	5	YES	NO	SOMETIMES	6	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
7	YES	NO	SOMETIMES	8	YES	NO	SOMETIMES	9	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
10	YES	NO	SOMETIMES	11	YES	NO	SOMETIMES	12	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
13	YES	NO	SOMETIMES	14	YES	NO	SOMETIMES	15	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
16	YES	NO	SOMETIMES	17	YES	NO	SOMETIMES	18	YES	NO	SOMETIMES
	YES	NO	DON'T CARE		YES	NO	DON'T CARE		YES	NO	DON'T CARE
	YES	NO	SOMETIMES		YES	NO	SOMETIMES		YES	NO	SOMETIMES
19	YES	NO	SOMETIMES								
	YES	NO	DON'T CARE								
	YES	NO	SOMETIMES								

©University of Alabama Press, University, Alabama

APPENDIX B

Reading | Level 2 | English | Form B Post Test

TEST OF READING

Inter-American Series | Form Number 12221

Score | Scaled | %iles

Name ..... Level .....

Grade ..... Date ..... Speed .....

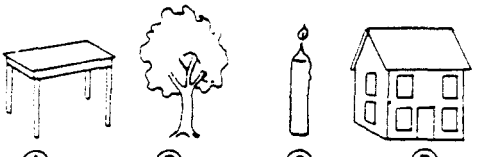
Age ..... Sex ..... Vocab. .....

School ..... Total .....

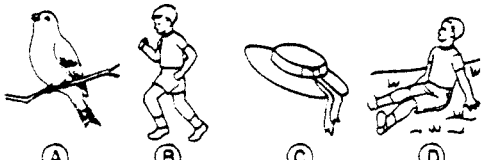
City ..... Norms .....

Practice Exercises

1 The house.

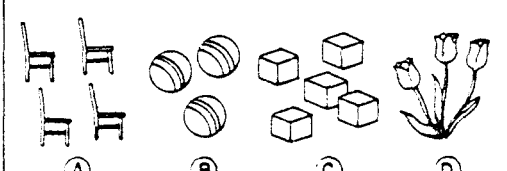


2 The boy runs.



3 This is my father.

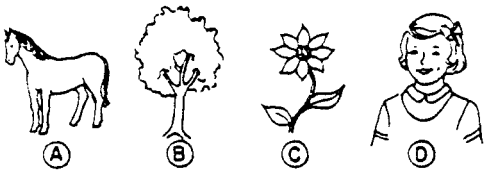
4 Do you like flowers? Here are three.



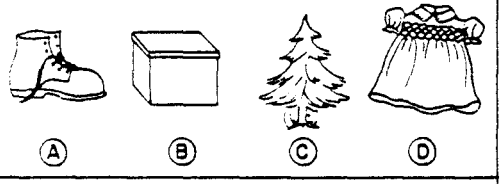
Wait here.

PART I. READING: LEVEL

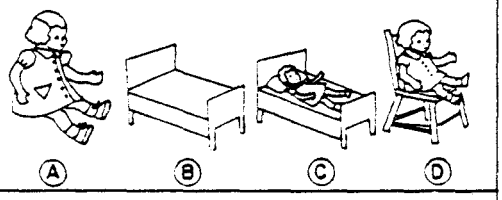
1 The girl.



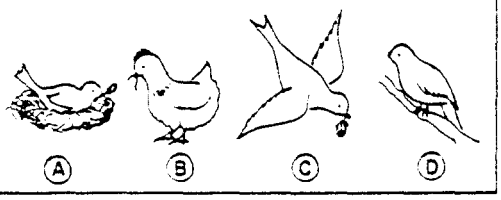
2 This is a big box.



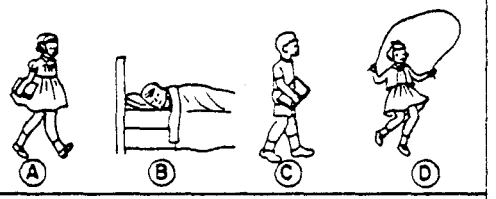
3 Which of these is my doll? It is in the bed.



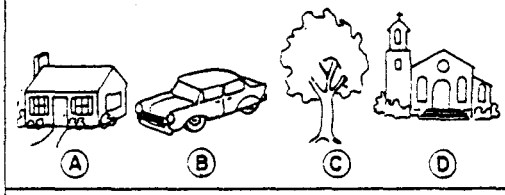
4 The bird is flying. It has a feather in its mouth.



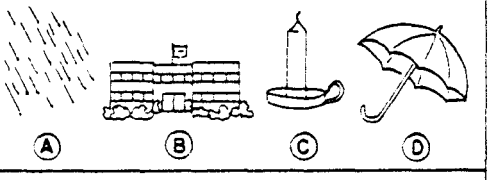
5 Ann and John are going to school. Which one is Ann?



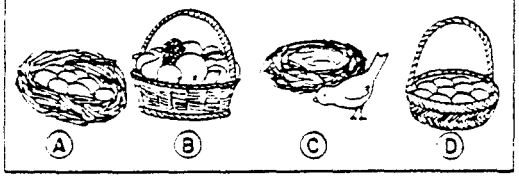
6 On Sunday many people were coming from a big building. Where had they been?



7 Helen was going to school. It was raining hard. What did her mother give her?

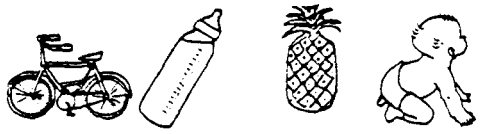


8 There are eggs in the nest.



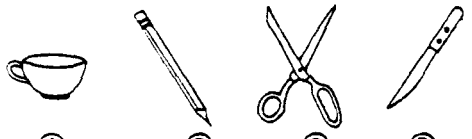
Go on to the next page.

9 Which of these four things would be best for a very little baby?



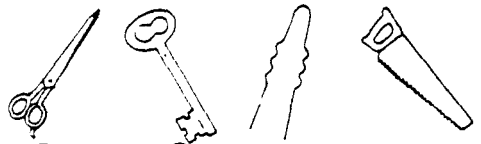
Ⓐ Ⓑ Ⓒ Ⓓ

10 I saw a little girl who was writing. Which one of these four things did she have?



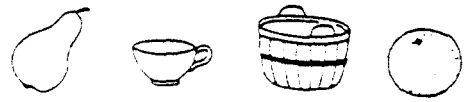
Ⓐ Ⓑ Ⓒ Ⓓ

11 The barber cuts my hair. What does he use?



Ⓐ Ⓑ Ⓒ Ⓓ

12 Into which one of these four things can we put all the others?

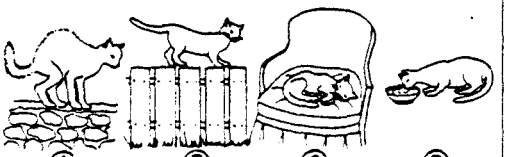


Ⓐ Ⓑ Ⓒ Ⓓ

13 John had an accident. As he was pouring water into his glass, he let it fall. When it fell to the floor, it broke into many pieces. Which is John's glass?

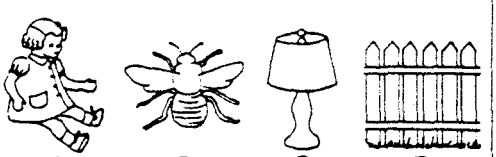
Ⓐ Ⓑ Ⓒ Ⓓ

14 Tabby was fast asleep in the chair. Every evening she found her way there, curled up, and went to sleep. Other cats like to play outdoors, but not Tabby. Which of these cats is Tabby?



Ⓐ Ⓑ Ⓒ Ⓓ

15 "What shall we do now?" asked Alice. "You may play with this," answered Mother. What did she give to Alice?



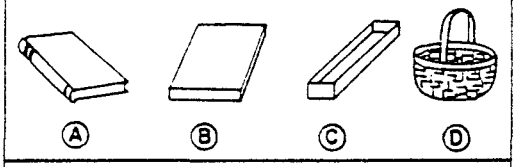
Ⓐ Ⓑ Ⓒ Ⓓ

16 Mary is a little girl. When she is thirsty, she uses a very little glass because her hands are not large. Which of these glasses is Mary's?

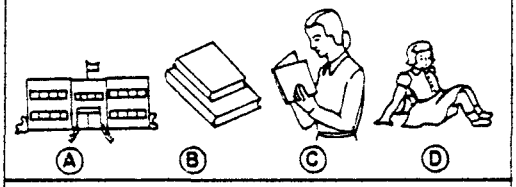
Ⓐ Ⓑ Ⓒ Ⓓ

Go on to the next page.

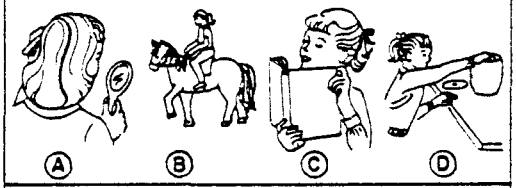
17 John needed a box for some long pencils. He thought that the box should be narrow like the pencils. What did he buy?



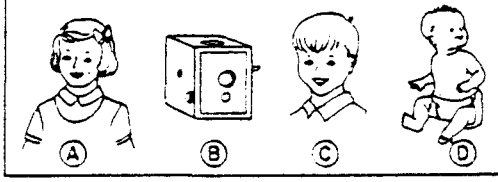
18 "Mother, the teacher gave us new books today," said Lucy. Where had the children been?



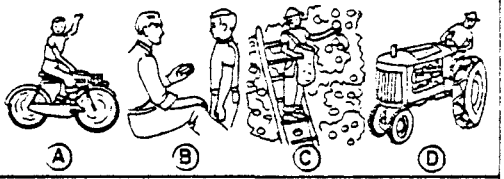
19 There were many reasons for going to Grandmother's house. One which should not be forgotten was the jar of cookies, and Ann knew exactly where it was. Here she is helping herself.



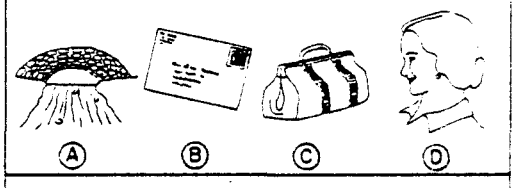
20 Ann had something in her hand, and she wanted to take a picture of Jack. She told Jack to stand still and smile. What did Ann have in her hand?



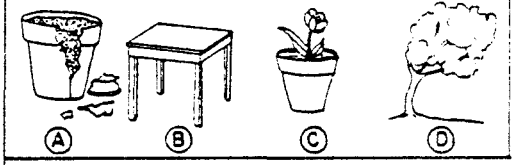
21 Joe wants to earn some money to buy a bicycle. His father told him that he could pick fruit in the orchard or work in the garden. Which job did Joe take?



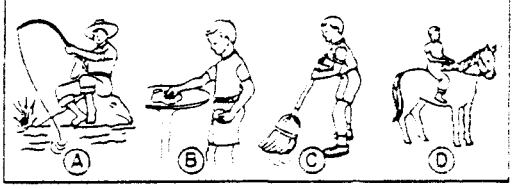
22 "Goodbye, Mother," said Richard, and he went away. One day something came that made his mother very happy. What was it?



23 Our window was open, and the wind was blowing hard. We had left a flower pot on the table. What happened?



24 "I will dust the furniture," said Mike. Mother was glad to hear that, for it takes a great deal of work to keep a house clean. Here you may see Mike doing what he said he would do.

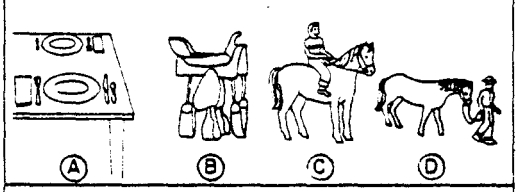


Go on to the next page.

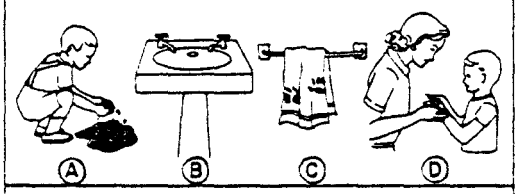
Page 6

25 He was alone on the streets of a big city. Not another person was in sight. He paused a moment by a street lamp to read again the address for which he was looking. He felt lost.

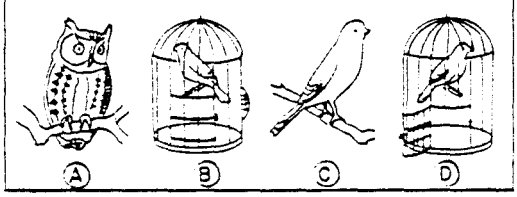
26 This tired horse has done his work and now is being led to the stable. Since there is no one in the saddle, he has already started to rest. He will be ready to eat a good supper.



27 Tom was playing in the mud and got his hands very dirty. He tried to wash his hands in the dark. You can tell that he did not succeed very well if you will look at his towel. Here it is.

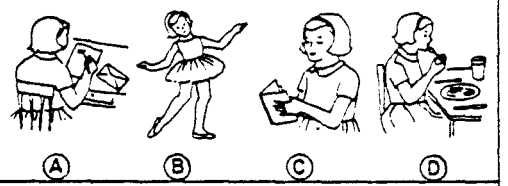


28 Martha keeps her bird in one of the cages. If she did not, it might fly away. In fact, it could fly away today, for Martha's little brother has left the door open. Which is Martha's bird?

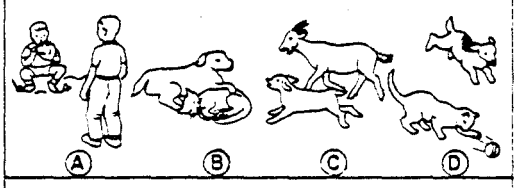


29 Carl and his family were eating dinner one evening when the electricity went off, and left them in the dark. They could see again when his mother found something and set it on the table. What was it?

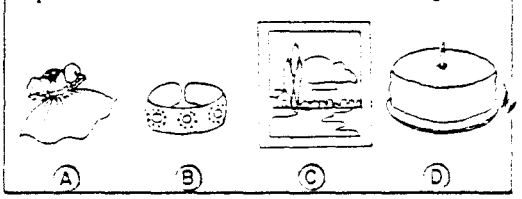
30 Lucy's grandmother sent her a pretty book for her birthday. Now Lucy wishes to thank her grandmother. What should Lucy do?



31 Sometimes cats and dogs are enemies, but Whitie and Spot are great friends. They sleep on the same rug. They seem to run a race when they are called. In this picture they are playing together.



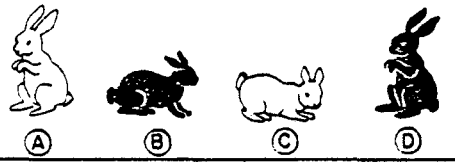
32 Joan has become interested in art, and she is taking lessons in drawing. Her teacher says that she is doing quite well, and her mother thinks so too. Here is the latest product of the work which she is doing.



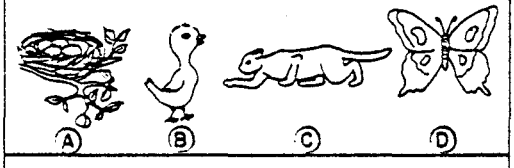
Go on to the next page.

33 Every day after breakfast Carl brushes his teeth. But today he slept late and left for school just as soon as he had eaten his breakfast. What did he forget?

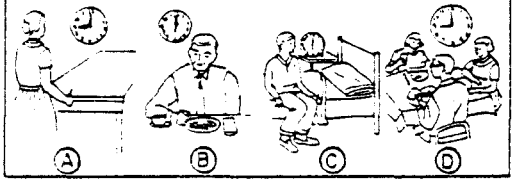
34 Two of these rabbits have very big ears, but we shall not choose them. Find which of the other rabbits is white.



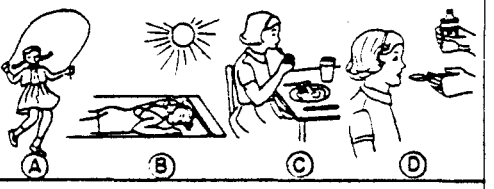
35 A young bird was just out of its nest. Suddenly the mother bird became frightened and began to make a loud noise. What did she see?



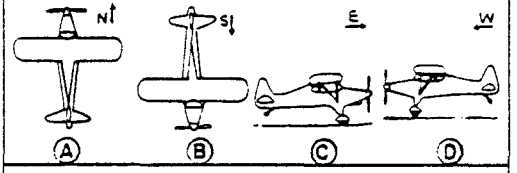
36 My neighbor is sitting down for breakfast. The time is six o'clock, no sooner and no later. He is alone. Other members of his family think it is too early.



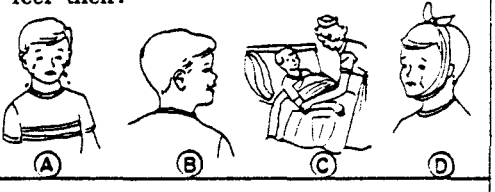
37 Joan has been sick and cannot play. She eats well, she takes medicine, and she enjoys sun baths. What is she *not* doing?



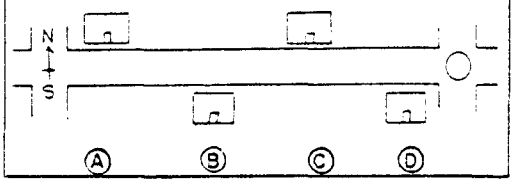
38 When an airplane faces a strong headwind, less speed is necessary to lift the plane. If the wind is from the north, which of these planes will need the least speed?



39 Mike always enjoys visits with his grandfather. It had been a long time since the last visit. One day Mike asked his mother, "When are we going?" The answer was, "Tomorrow." How did Mike feel then?



40 Here is a map. Now you may find where Richard's house is on the map. It is the first one on the south side of the street if you start at the circle and walk west. Which house is it?

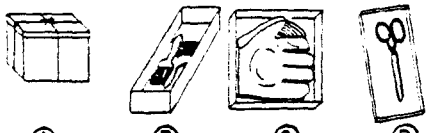


STOP. Wait here.

Page 8

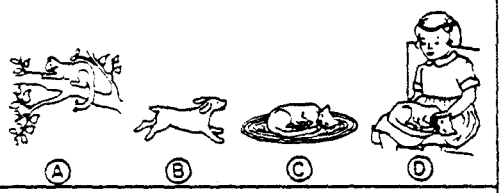
PART II, READING: SPEED

1 Joey wanted to help his father paint the house. So Father told him to get two paint brushes. He told him that he would find them in a long box.

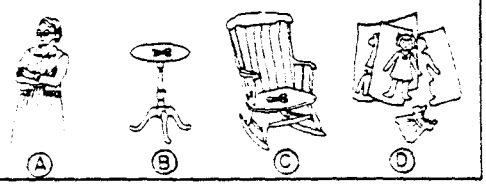


2 Mary is helping her mother by feeding the baby. After this she will go out to play with the other children. You may find which of these girls is Mary.

3 Mary has a cat but she does not know where it is. It saw a dog and ran up a tree. Mark the letter under the tree where it is.

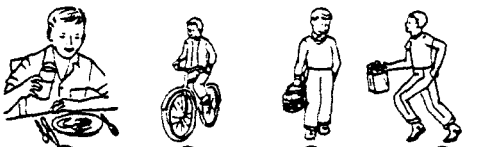


4 Sarah wanted to cut out paper dolls but she could not find the scissors. Her mother said she could find them in Grandmother's chair. Can you find where Sarah looked?

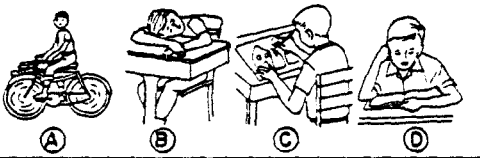


5 Maggie is at the beach playing in the sand just far enough from the water that the waves cannot quite reach her. She is building a castle while her little dog looks on.

6 Dick has been to the store to buy bread. He is carrying it in his hand and wants to get home before time for supper. Now he is running.



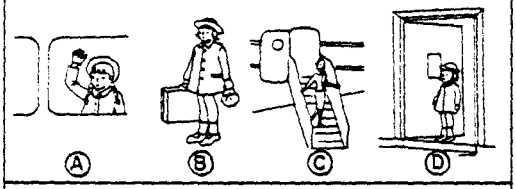
7 John is drawing a picture and does not hear what the teacher is saying. Poor John! Quickly mark the letter under his picture so he will listen to the teacher.



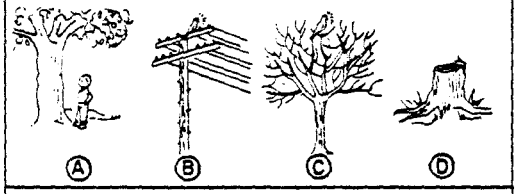
8 Mary was playing and tore her dress. Mother said, "Take it off and I will mend it for you." Mary is happy because that is what Mother is doing now.

Go on to the next page.

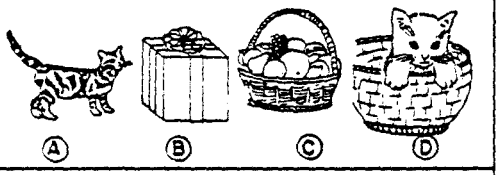
9 The airplane has just landed. The girls want to get out but they must wait for someone to open the door. You can see one of them through the window.



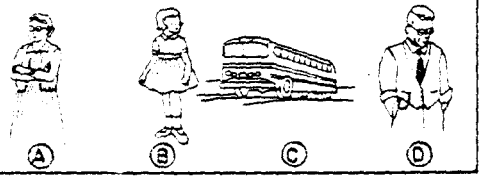
10 This tree must be very sad. It has lost all of its leaves, and no children are playing under it. At the top a little bird is singing to cheer it up.



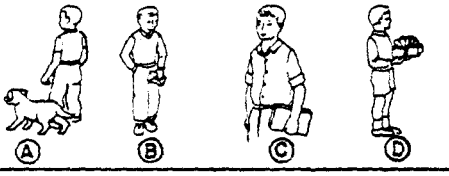
11 It is Bob's little white kitten. You will find him in the basket. He was a present from his Uncle Henry. His bright little eyes are looking right at you.



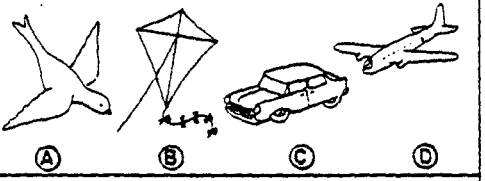
12 This is a picture of Mary's grandmother. Mary has been visiting her grandmother and is now in the bus on her way home. I think that her grandmother feels sad.



13 At school one day Bob wrote a letter to his mother. There were only four words in it, "I love you, Mother." You can see him going home with it.

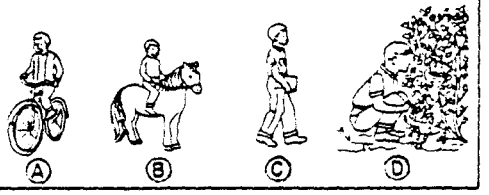


14 One day an airplane was flying over the house where Lois lived. She and her brother ran outside to see it. In this picture you too can see it.



15 Joe has learned how to balance many things on his head. Now he is carrying a basket of fruit without even touching it with his hands. Which of these boys is Joe?

16 Today Louis and Lola are at home and we three are playing hide-and-seek. I have found Lola, but I cannot find Louis. Can you find him for me?

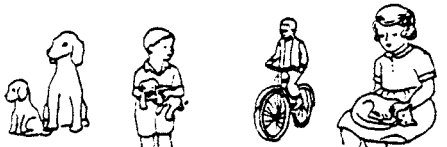


Go on to the next page.

Page 10

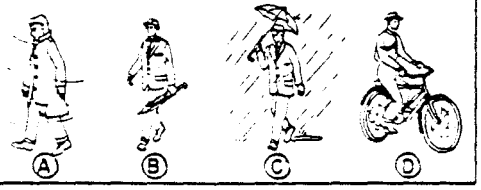
17 Louis went into the house to get a drink. He was thirsty because it was hot and he had been playing. Soon he will be ready to go out again.

18 Our dog had four fat little babies. When they grew older we gave them to other children. The boy who lives across the street has one of them now.



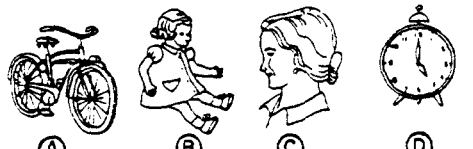
19 Bill and Joan are brother and sister. Their Uncle Pete bought them a bicycle. Sometimes one rides it, and sometimes the other. This is Bill's day. Here he is riding fast!

20 Even though the wind was blowing, Mr. Jones could be thankful that it was not raining. He had left the car at home and was walking to work. He had no umbrella.



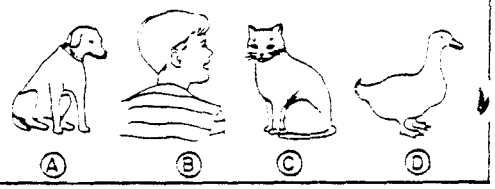
21 Ted has a puppy and he likes to play with him very much. He sits up when he is hungry so Ted will feed him. Can you find him?

22 Mirna is very glad. Her aunt sent her a gift. She will use it every day so she won't be late to school. It will tell her what time it is.



23 These four boys go to the same school, but only one of them is working on his lesson. He will soon have it ready. Which of the boys is he?

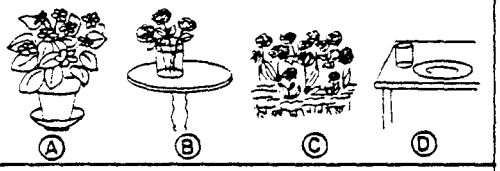
24 The children heard a noise outside in the yard. "It is a cat, I am sure," said John. When they opened the door, there it was just as John had said.



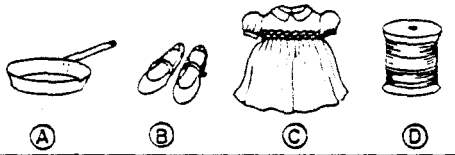
Go on to the next page.

25 Last night I dreamed that my brother and I were in the forest. Under a tree was a little log house, and we stood in front of it, as in this picture.

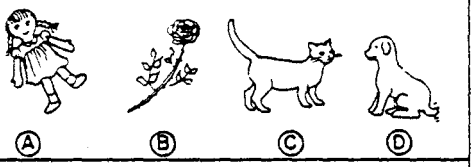
26 Johnny went into the garden to cut some flowers for Grandmother. Grandmother was sick. Johnny brought them inside and put them in a glass of water on the little table.



27 Joan's mother is almost ready to begin sewing on a new dress. She will send Joan to the store to get something which she needs for the dress. What is it?

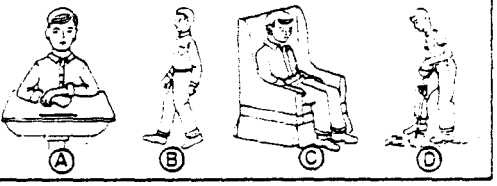


28 Lola likes to have flowers. One day she was sick and her friend went to visit her. She gave Lola something that made her very glad. What did her friend bring?



29 Iris has a little broom, but she thinks that it is big enough to use on the floor. You can see her now as she helps her mother with it.

30 This young friend is asleep when he should be at work. I think that he is tired. Although he looks a little uncomfortable in his chair, we must not disturb him now.

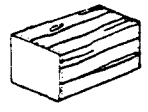


STOP. Wait here.

Page 12

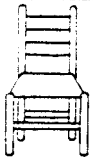
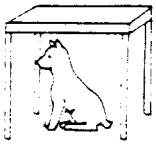
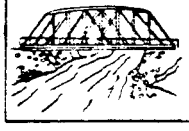
PART III, VOCABULARY

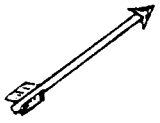
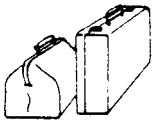
Practice Exercises

1		book ○ table ○	duck ○ nest ○
2		bed ○ the ○	mother ○ not ○
3		box ○ boy ○	face ○ cow ○
4		duck ○ house ○	red ○ rat ○
5		fat ○ hat ○	that ○ cat ○
6		sweep ○ bathe ○	boil ○ swing ○

Wait here.

PART III, VOCABULARY

1		cat ○	horse ○	
		boy ○	chair ○	
2		cow ○	door ○	
		bag ○	chair ○	
3		wood ○	flag ○	
		bottle ○	play ○	
4		far ○	other ○	
		under ○	work ○	
5		push ○	teach ○	
		begin ○	sing ○	
6		hanging ○	losing ○	
		asking ○	counting ○	
7		written ○	taken ○	
		broken ○	shut ○	
8		town ○	bridge ○	
		point ○	bring ○	

9		stay ○	burn ○	
		want ○	turn ○	
10		arrive ○	float ○	
		arrow ○	mirror ○	
11		happy ○	food ○	
		outside ○	heavy ○	
12		choose ○	eat ○	
		cook ○	catch ○	
13		baggage ○	bandage ○	
		pastime ○	pearl ○	
14		straight ○	shoot ○	
		still ○	spill ○	
15		boot ○	bottom ○	
		button ○	dress ○	
16		gallop ○	crawl ○	
		crave ○	creak ○	

Go on to the next page.

Page 11

17 

desert ○ aware ○
avoid ○ awakened ○

18 

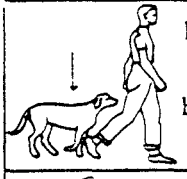
month ○ better ○
half ○ hall ○

19 

know ○ grow ○
gnaw ○ laugh ○

20 

crown ○ robe ○
rope ○ handle ○

21 

behind ○ bring ○
between ○ fingers ○

22 

proper ○ heavy ○
pardon ○ person ○

23 

stream ○ sheep ○
string ○ store ○

24 

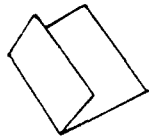
asleep ○ bent ○
spoken ○ burst ○

25 

cushion ○ fashion ○
lameness ○ sew ○

26 

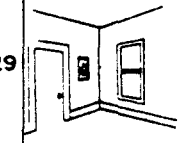
gallery ○ road ○
garbage ○ garage ○

27 

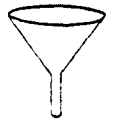
fall ○ fasten ○
fold ○ donate ○

28 

husband ○ honest ○
sword ○ asleep ○

29 

cover ○ corner ○
crown ○ thorn ○

30 

height ○ funnel ○
embark ○ funny ○

31 

flaming ○ dense ○
brilliant ○ floating ○

32 

tamed ○ extended ○
railing ○ tangled ○

Go on to the next page.

33 

bundle ○ bottle ○
candle ○ peace ○

34 

vestige ○ apartment ○
garment ○ garnet ○

35 

essential ○ enormous ○
empty ○ equivalent ○

36 

register ○ nourish ○
shorten ○ twist ○

37 

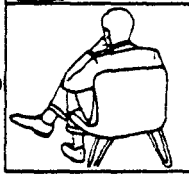
affectionate ○ shroud ○
executive ○ idleness ○

38 

expensive ○ rash ○
ignorant ○ irregular ○

39 

autograph ○ speak ○
autumn ○ author ○

40 

imaginary ○ rejoiced ○
solitary ○ solicitous ○

STOP. Wait here.

Vocabulary.....

APPENDIX C

Reading | Level 2 | Spanish | Form A Pre Test

PRUEBA DE LECTURA

Serie Interamericana | Form Number 12111

Puntos Convertidos Percentiles

Nombre | Nivel

Grado | Fecha | Veloc.

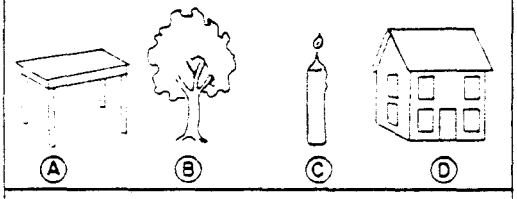
Edad | Sexo | Vocab.

Escuela | Total

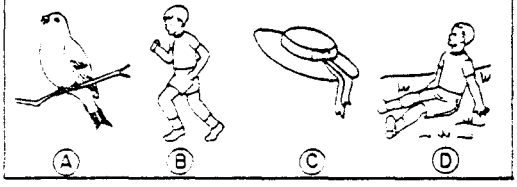
Ciudad | Normas

Ejercicios de Práctica

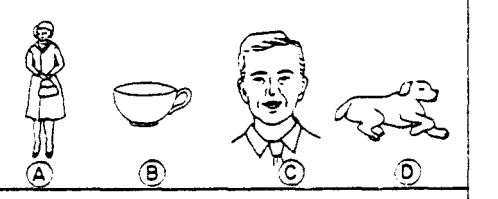
1 La casa.



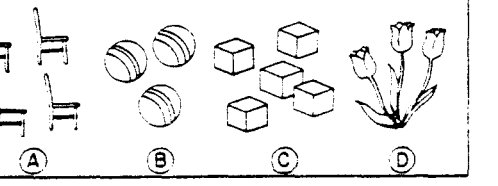
2 El niño corre.



3 Este es mi papá.



4 ¿Te gustan las flores? Aquí hay tres.



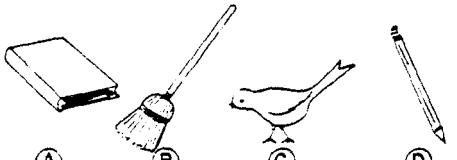
Espere aquí.

PARTE I, LECTURA: NIVEL

La pelota.

Ⓐ Ⓑ Ⓒ Ⓓ

2 Tengo un libro.

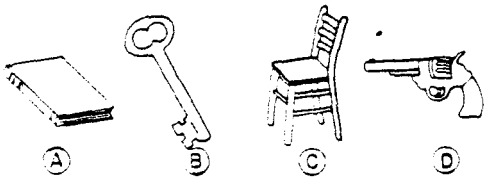


Ⓐ Ⓑ Ⓒ Ⓓ

3 Cuando los niños van a la escuela, ¿qué llevan?

Ⓐ Ⓑ Ⓒ Ⓓ

4 Papá no pudo abrir la puerta porque había olvidado una cosa. ¿Qué era?



Ⓐ Ⓑ Ⓒ Ⓓ

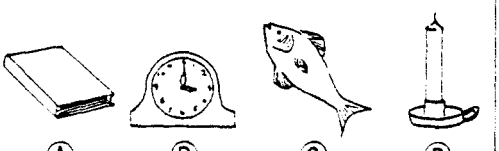
5 Estoy pensando en algo. Puede volar y puede cantar. ¿Qué será?

Ⓐ Ⓑ Ⓒ Ⓓ

6 Dos de éstos son animales. ¿Cuál es el más pequeño?

Ⓐ Ⓑ Ⓒ Ⓓ

7 Yo fuí al río esta mañana. ¿Qué crees tú que ví allí?



Ⓐ Ⓑ Ⓒ Ⓓ

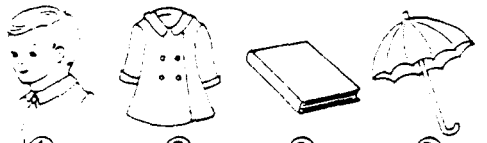
8 Hoy hace viento. Enrique ha salido a jugar. ¿Qué está haciendo?

Ⓐ Ⓑ Ⓒ Ⓓ

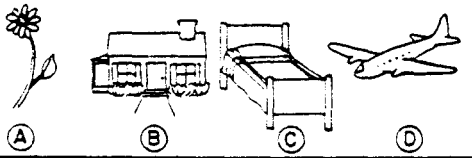
Pase a la página siguiente.

Página 4

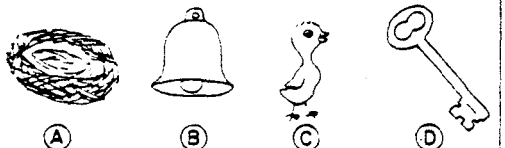
9 Juan quiere leer. ¿Puedes encontrar lo que él necesita?



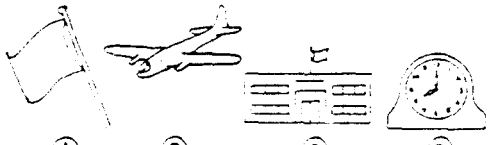
10 Un día yo entré en el jardín. ¿Qué crees tú que encontré allí?



11 "Mira lo que encontré," dijo Carlos. "Vamos a ponerlo otra vez en el nido," dijo su hermana. ¿Qué encontró Carlos?



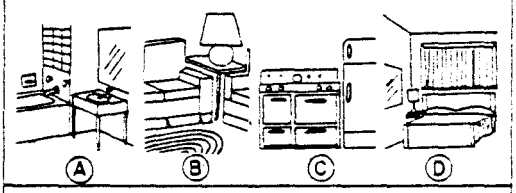
12 ¿Cuál de estas cosas nos dice la hora de ir a la escuela?



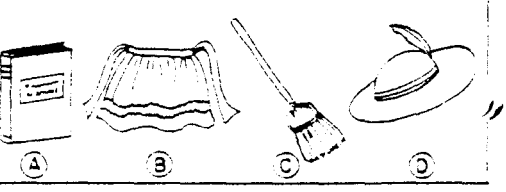
13 Hay cinco cuadros colgados en la pared. ¿Puedes encontrar la casa que tiene cuatro ventanas en el frente?

14 Abuelita casi no podía andar sin una de estas cosas. Carlitos, su nieto, se la había regalado el día de Año Nuevo. ¿Qué era?

15 Nuestra casa tenía cinco cuartos. Era temprano por la mañana y mamá estaba preparando el desayuno. ¿En qué parte de la casa estaba ella trabajando?

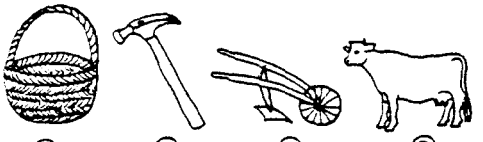


16 A María le gusta cocinar, y en la cocina siempre usa el delantal. ¿Qué usa María cuando está haciendo lo que le gusta?



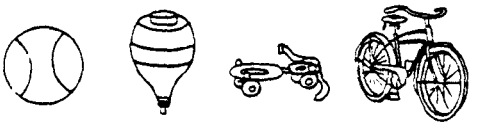
Pase a la página siguiente.

17 ¿Qué necesitará el Señor López? El es agricultor y cría una gran cantidad de pollos. Muchas de la gallinas ponen huevos. Todos los días él tiene que recoger los huevos.



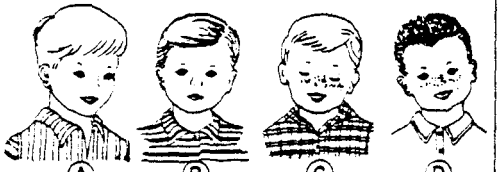
Ⓐ Ⓑ Ⓒ Ⓓ

18 Juan y Guillermo jugaban con juguetes. El juguete de Guillermo era redondo y rebotaba. El de Juan podía bailar sobre su punta. ¿Cuál era el juguete de Juan?



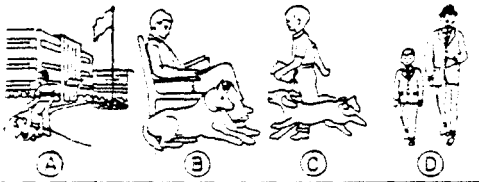
Ⓐ Ⓑ Ⓒ Ⓓ

19 Debes escoger uno de estos cuatro niños. Sus ojos están abiertos. se está sonriendo y hay pecas en su nariz. Lleva una camisa blanca lisa.



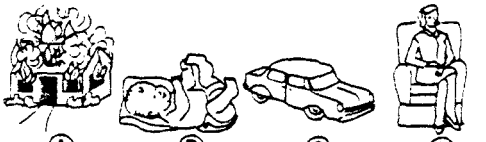
Ⓐ Ⓑ Ⓒ Ⓓ

20 Quique va camino a su casa después de clases. Este ha sido un día perfecto y él está contento. Lleva un libro interesante para leer en la casa. Su perro salió a recibirlo.



Ⓐ Ⓑ Ⓒ Ⓓ

21 A media noche doña Juana salió corriendo de su casa con su nene en los brazos. ¿Qué crees tú que había pasado?



Ⓐ Ⓑ Ⓒ Ⓓ

22 Una tarde Pedro y María estaban diciendo adivinanzas. María dijo una acerca de una fruta. "¿Es una manzana?" preguntó Pedro. "No," dijo María. ¿Qué era?

Ⓐ Ⓑ Ⓒ Ⓓ

23 Este patito va en dirección equivocada. Mientras los otros se me acercan, él se aleja. ¿Lo puedes encontrar?

Ⓐ Ⓑ Ⓒ Ⓓ

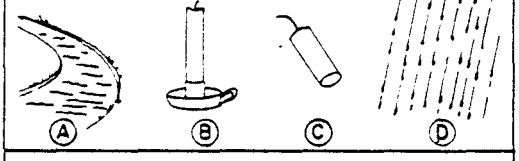
24 El cartero le trajo algo a Margarita. "¿De quién es?" preguntó la mamá. "De Eva—y dice que pronto vendrá a visitarme." contestó Margarita. ¿Qué le había traído el cartero?

Ⓐ Ⓑ Ⓒ Ⓓ

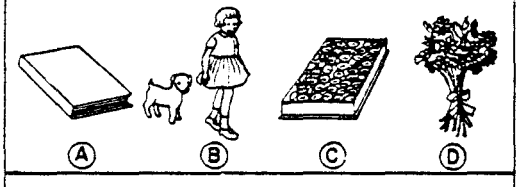
Pase a la página siguiente.

Página 6

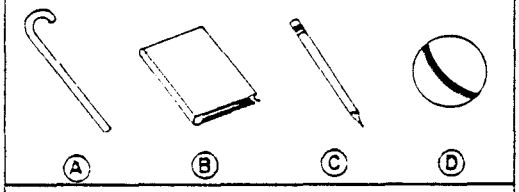
25 Era un día obscuro. A veces oíamos un fuerte ruido y veíamos una luz brillante. El agua corría por el suelo. ¿Qué sucedía?



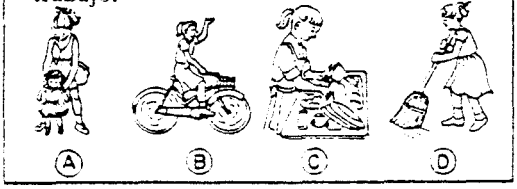
26 La abuela de Ana iba a venir de visita. Acordándose que a ella le gustaban mucho las flores, Ana corrió hacia el jardín. ¿Qué crees que encontró la abuela en su cuarto cuando llegó?



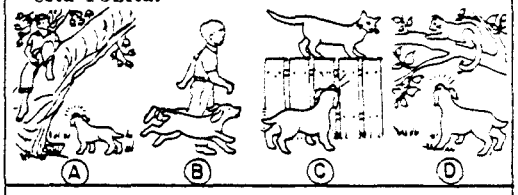
27 Hoy en la escuela todos trabajamos juntos. Después del almuerzo Jorge no pudo hacer su trabajo, porque había perdido algo que era largo y redondo. ¿Qué era?



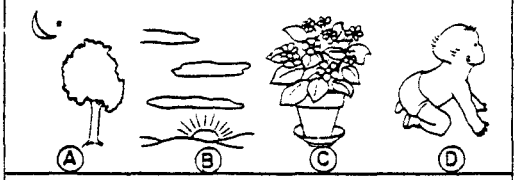
28 Habían acordado que Jorge barrería el piso y Elsa lavaría los platos. Los dos eran niños muy considerados y querían ayudarle a su mamá todos los días. Aquí tienes a Elsa cumpliendo su parte del trabajo.



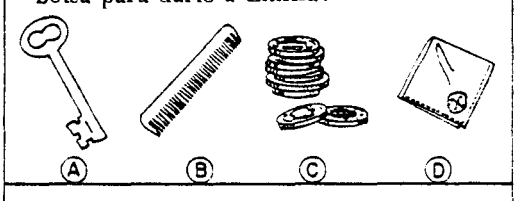
29 Este gato se llama Tobita. El puede descansar tranquilamente, a pesar del perro. Está echado en la rama de un árbol y los perros no pueden trepar árboles como éste. Mira qué tranquilo está Tobita.



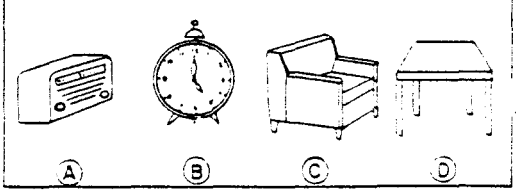
30 Marina ha aprendido a gozar la puesta del sol. Todos los días, cuando hace buen tiempo, sale y mira hacia el oeste. Ella piensa que la que ve hoy es muy hermosa.



31 Emilia fue a buscar una taza al armario, pero notó que estaba cerrado con llave. "Mamá, necesito abrir el armario." dijo Emilia. "Tráeme mi bolsa, entonces." dijo la mamá. ¿Qué sacó la mamá de la bolsa para darle a Emilia?

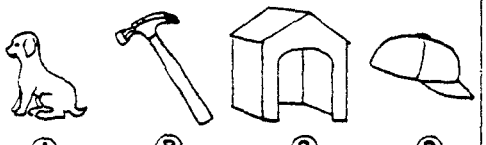


32 Mi mamá les dijo a los hombres que trajeron los muebles que ella solamente había pedido la radio, un reloj y una silla. ¿Cuál les dijo ella que se llevaran?

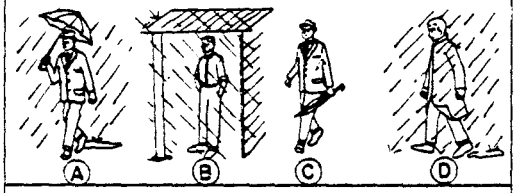


Pase a la página siguiente.

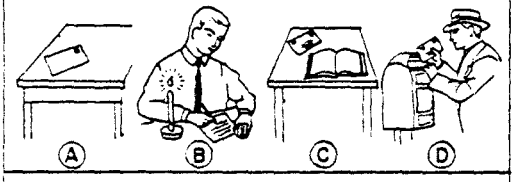
33 Guillermo quiere hacer una casa nueva para su perro. El tiene las tablas, tiene un serrucho y tiene clavos; pero se le ha olvidado algo. ¿Qué es?



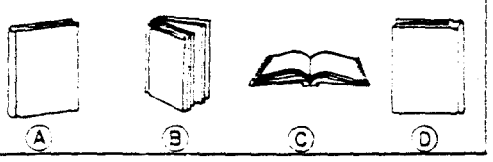
34 Don Pedro es un viejo extraño. El nunca lleva un paraguas aunque esté lloviendo. Este es uno de esos días y aquí puedes verlo, caminando rápido, en busca de refugio.



35 La dirección ya no era legible, pero la estampilla todavía estaba allí. Ninguna otra persona estaba interesada en la carta, pero ésta era visiblemente importante para él. Es la única cosa sobre la mesa.

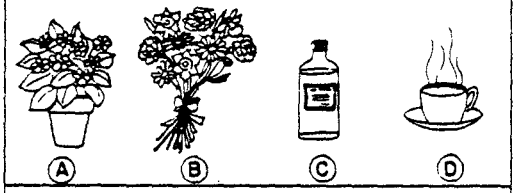


36 Aquí hay cuatro libros escolares. Busca los tres libros que están parados. Luego, marca de estos tres libros el que está abierto.

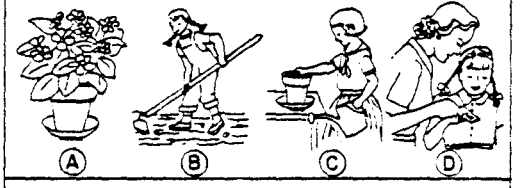


37 "Estoy cansada de leer; vamos a hacer algo nuevo," dijo Anita. "Sólo tenemos el periódico," contestó Juan. ¿Qué hicieron?

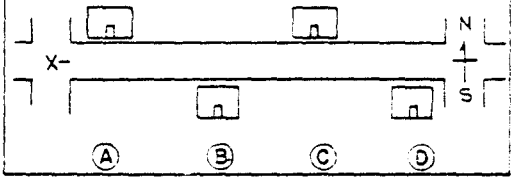
38 La tía de Susana estaba enferma en el hospital y Susana quería llevarle algo que se conservara lindo por mucho tiempo. Podría llevarle rosas, pero se marchitarían. ¿Qué le llevó?



39 En este dibujo vemos a Margarita plantando las semillas que su mamá le dió. Las está plantando en un florero. La mamá le ha dicho que algún día darán hermosas flores.



40 Este es un mapa. Si caminamos hacia el este, desde X, encontraremos que Juan vive en la segunda casa en el lado norte. ¿Cuál es la casa de Juan?



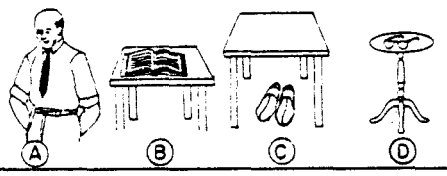
Página 8

PARTE II, LECTURA: VELOCIDAD

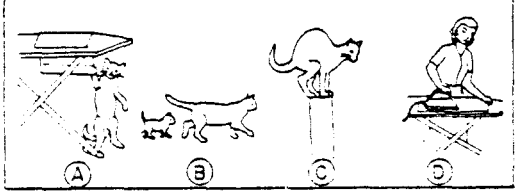
1 En este dibujo vemos a Josefina colgando ropa en el cordel. A ella le gusta ayudar a su mamá con el lavado. ¿Puedes encontrar cuál de estas niñas es Josefina?

2 Es el gatito de Guillermo. Ya ha comido y ahora está echado en la cama, profundamente dormido. Marca la letra que está debajo de él, pero no lo despiertes.

3 Quizás tú puedes encontrarle los lentes al abuelo. A él le gusta leer, pero no puede leer sin ellos. Si miras sobre la mesa, los encontrarás en seguida.



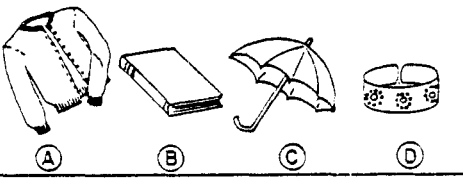
4 A mi gato le gusta jugar. Cuando mamá está planchando, él tira de la ropa con sus patas. Eso es lo que está haciendo ahora, tal como lo vemos en el dibujo.



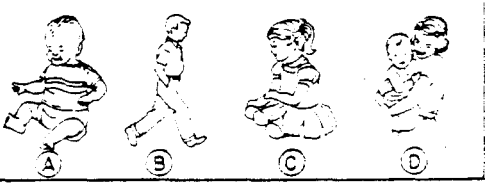
5 Puedes ver que Rosita está muy infeliz. Su madre le regaló una bonita muñeca de pelo largo trenzado, pero ésta tiene una sola pierna ahora. Ella no sabe qué hacer.

6 Belia tiene un lindo caballito blanco y lo que más le gusta es pasearse en él. Puedes verla montada ahora. Su amiga Sara va con ella.

7 Margarita y Yolanda le llevan un regalo a Juana y ella lo usará en su muñeca. Es de oro y es bonito. ¿Qué regalo llevan ellas?



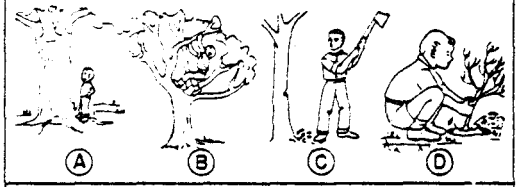
8 Este es mi hermanito. Está aprendiendo a caminar y no va lejos sin que se siente en el piso. Míralo ahora. Está muy feliz.



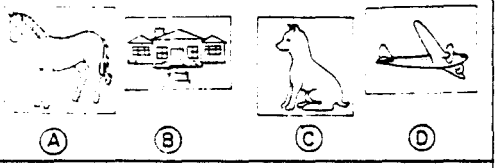
Pase a la página siguiente.

9 Pitusa, nuestra gata, tuvo cuatro gatitos. Los pusimos en una caja en el balcón, pero ella cargó los gatitos de vuelta adentro de la casa. Aquí está ahora con uno.

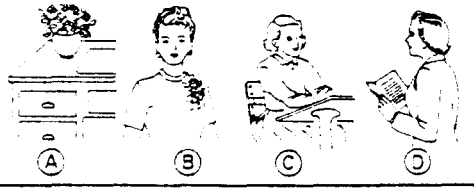
10 Hoy la maestra les contó a los niños un viejo proverbio, "El que planta un árbol no vivirá en vano." A Luis le agradó esto y en este momento lo vemos plantando uno.



11 A Julia le gusta leer. Sobre todo, le gusta leer acerca de animales. Hoy leyó sobre un perro, y dibujó un retrato de él después de leer el cuento.

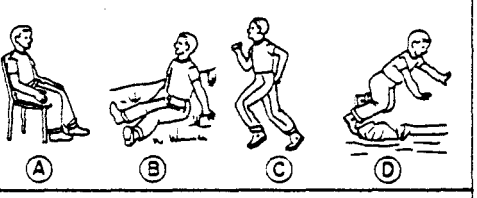


12 Rosa está en la escuela. Todas las mañanas le lleva flores a su maestra, y la maestra las coloca en un florero sobre el escritorio. Tú puedes ver lo bonitas que son.

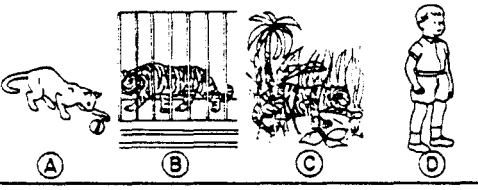


13 ¿Cuál de estas cosas necesitará la abuela? Berta está lista para irse a la cama y la abuela va a leerle un cuento. Ella le lee a Berta todas las noches.

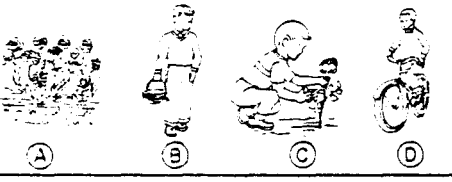
14 Tomás está sentado en el suelo donde se cayó. Estoy seguro que no se ha lastimado porque se está riendo. Ahora puedes encontrar a Tomás entre estos cuatro niños.



15 Estaban en el zoológico. "¡Mira ese gato grande rayado!" gritó el hermanito de Pedro. "Ese no es un gato; es un tigre." explicó Pedro. "Ves, lo tienen en una jaula."



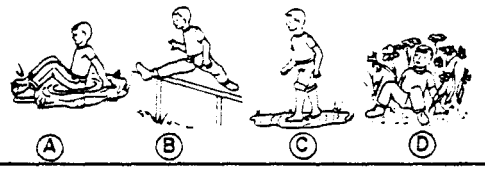
16 La mamá de Juan le dió las tijeras. Luego le pidió que le cortara la flor más bonita que pudiera encontrar. Aquí lo tienes haciendo lo que su mamá pidió.



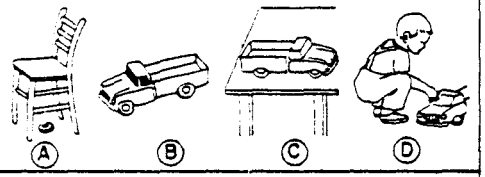
Pase a la página siguiente.

Página 10

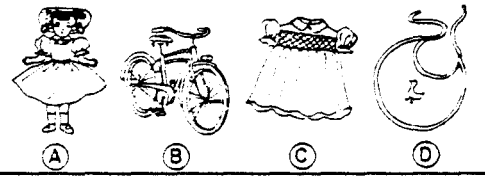
17 Pedro trató de saltar una charca, pero era demasiado ancha. ¿Qué crees que pasó? Se cayó sentado en medio. Mira, ahí puedes verlo ahora.



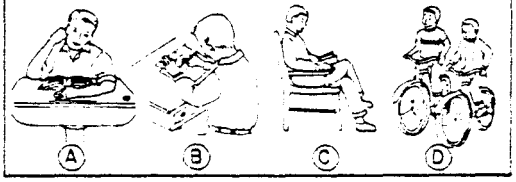
18 Héctor estaba jugando con su camioncito cuando una de las ruedas se salió y rodó debajo de una silla. El no sabe dónde está. Búscasela.



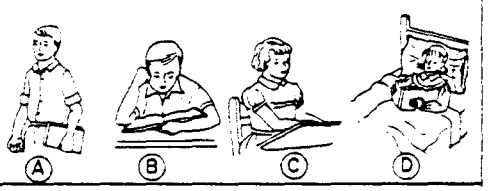
19 Aquí hay cuatro regalos que don Jaime compró para sus hijos. Su hijo Juan tiene ocho años. Marca la letra que está debajo del regalo que su padre le compró para él.



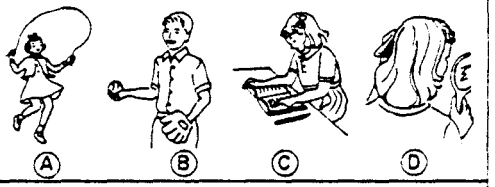
20 Pepito está en casa escribiendo una carta a su abuela para agradecerle la bicicleta que ella le mandó ayer. Quisiera estar afuera jugando, pero primero debe darle las gracias a la abuela.



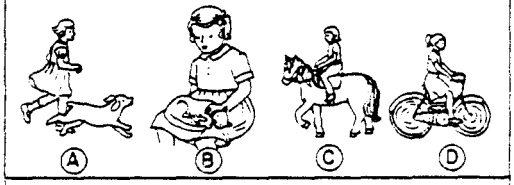
21 Un día Yolanda estaba enferma y no fue a la escuela. Mientras estaba en la casa en cama, su hermano le trajo un libro para leer. Aquí está ella ahora.



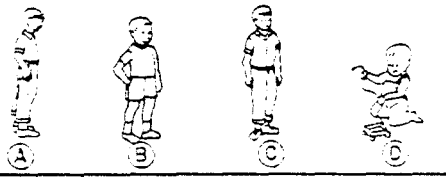
22 Este es un retrato de Luisa. Mira lo que está haciendo ahora. Ella quiere salir y jugar con su hermano Luis, pero primero debe estudiar su lección.



23 Leal es mi perro. También tengo un gato y un caballito. Me gusta jugar con todos ellos. Ahora estoy jugando con Leal. ¿Puedes encontrarnos?

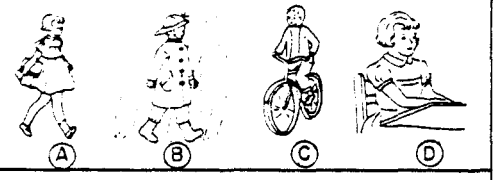


24 Estos cuatro niños son hermanos. Tres de ellos van al parque a nadar. Uno se quedará en casa. Ahora, busca a el que no irá.

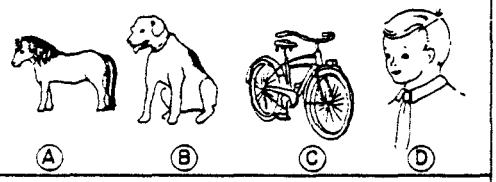


Pase a la página siguiente.

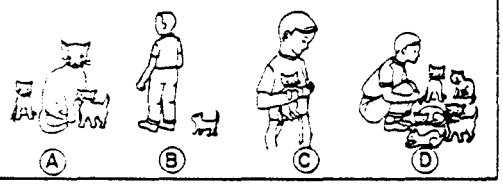
25 Este dibujo enseña como estaba el tiempo cuando emprendimos el regreso de la escuela a casa. La mañana había sido brillante. casi sin una nube en el cielo. Ahora todo era diferente.



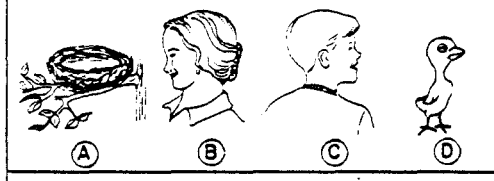
26 El cumpleaños de José se acerca. A él le gustan los animales y desea tener un perro. Su papá ha comprado uno. José no lo ha visto. pero tú sí puedes ver su retrato.



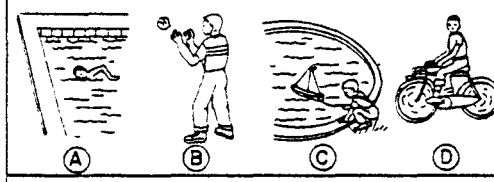
27 El papá y la mamá de Juan le regalaron un gatito para su cumpleaños. La gata tuvo cinco gatitos. pero solamente uno fue blanco. Juan lo tiene ahora en sus brazos.



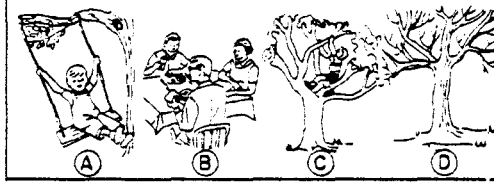
28 "Mira lo que encontré debajo del árbol." dijo Juan. "Pongámoslo en el nido." dijo la mamá. "Se cayó porque no sabía volar." ¿Qué era?



29 Antonio está jugando con su juguete nuevo en el estanque del parque. Es un botecito de vela que su mamá le regaló para su cumpleaños. Se está divirtiendo mucho.



30 Juan oyó que su madre lo llamaba a comer. pero él quería su nuevo columpio más que la comida. Su padre acababa de colocar el columpio en una rama del árbol grande.



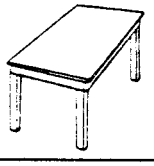
BASTA. Espere aquí.

Velocidad .....

Página 12

PARTE III, VOCABULARIO

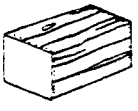
Ejercicios de Práctica

1 

libro ○ pato ○
mesa ○ nido ○

2 

cama ○ mamá ○
caja ○ libro ○

3 

caja ○ cara ○
niño ○ vaca ○

4 

pato ○ rojo ○
casa ○ rata ○

5 

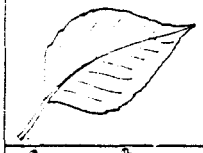
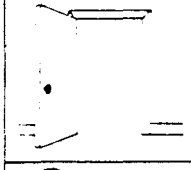
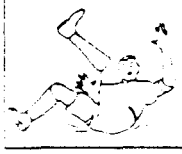
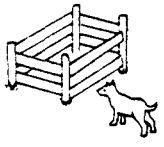
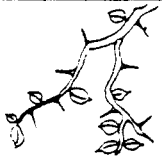
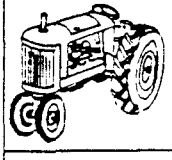
gordo ○ aquel ○
sombrero ○ gato ○

6 

barrer ○ hervir ○
bañar ○ mecer ○

Espere aquí.

PARTE III, VOCABULARIO

1		nene ○ bola ○	mano ○ papá ○
2		jabón ○ abra ○	calle ○ cabra ○
3		lago ○ hoja ○	ayuda ○ hoyo ○
4		flor ○ puente ○	barco ○ fuerte ○
5		llamar ○ flotar ○	llevar ○ casar ○
6		abierta ○ abajo ○	delantal ○ tierra ○
7		cuento ○ juego ○	cambio ○ campo ○
8		coser ○ correr ○	caer ○ llenar ○
9		pagar ○ página ○	paquete ○ pálido ○
10		para ○ carta ○	cara ○ mano ○
11		agua ○ afuera ○	ahora ○ rueda ○
12		alcanzar ○ enseñar ○	estudiar ○ almorzar ○
13		cuerno ○ ardilla ○	espuma ○ espina ○
14		tráfico ○ herradura ○	trazar ○ tractor ○
15		sonido ○ allá ○	ala ○ viento ○
16		cómico ○ silencio ○	silbido ○ tarde ○

Pase a la página siguiente.

Página 14

17 

revuelta ○ imán ○
carta ○ revista ○

18 

aprisa ○ puño ○
paño ○ pie ○

19 

lavar ○ terminar ○
levantar ○ encender ○

20 

corto ○ carta ○
cuarto ○ afilado ○

21 

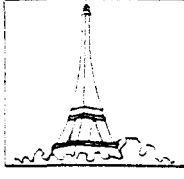
prado ○ potro ○
vaca ○ cerrojo ○

22 

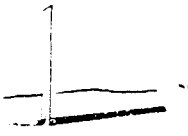
visitante ○ corteza ○
visible ○ ayudante ○

23 

aunque ○ tomar ○
tirar ○ torcer ○

24 

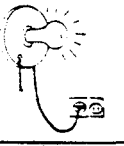
tronco ○ torre ○
remo ○ toalla ○

25 

sombra ○ sombrilla ○
sombrero ○ baja ○

26 

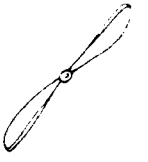
párrafo ○ alivio ○
accidente ○ columna ○

27 

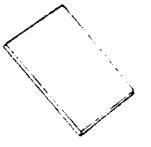
enérgico ○ obscura ○
pendiente ○ eléctrico ○

28 

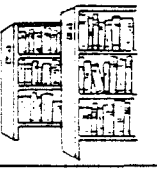
mercado ○ alimentando ○
marcado ○ plantando ○

29 

propio ○ hélice ○
profesor ○ propiedad ○

30 

pienso ○ delante ○
dulce ○ delgado ○

31 

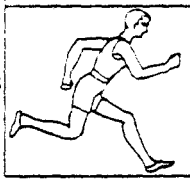
libertad ○ biblioteca ○
bosque ○ laboratorio ○

32 

flotar ○ proclamar ○
explorar ○ reparar ○

Pase a la página siguiente.

Página 15

33		traer ○ vehículo ○	discípulo ○ bicicleta ○
34		experto ○ exporta ○	narrador ○ aparece ○
35		presión ○ persecución ○	recrear ○ celestial ○
36		activo ○ ausente ○	adjetivo ○ adversario ○
37		continente ○ texto ○	profeta ○ médico ○
38		caliente ○ torrente ○	carretera ○ tormento ○
39		inventar ○ apearse ○	regañar ○ remontarse ○
40		chocando ○ herido ○	adherido ○ repicando ○

BASTA. Espere aquí.

Vocabulario

APPENDIX D

Cuestionario/Questionnaire _____

1. Sexo/Sex Muchacho/Boy_____ Muchacha/Girl_____

2. Fecha de nacimiento
Birth date _____
Mes/Month Año/Year

3. Origen Etnico
Ethnic Origen
EEUU Blanco/U. S. Anglo_____
EEUU Negro/U. S. Negro_____
Mexicano(a)/Mexican_____
Otro(a)/Other_____

4. Lugar de nacimiento
Birthplace _____
País/Country

5. Padre
Father
Occupación _____
Occupation

Nivel más alto de educación
Highest level of education
Elemental _____
Elementary
Secundaria _____
High School
Universidad _____
College

6. Madre
Mother
Occupación _____
Occupation

Nivel más alto de educación
Highest level of education
Elemental _____
Elementary
Secundaria _____
High School
Universidad _____
College

(Si otra persona cuida de tí, indica aquí_____y contesta el ítem 5)
(If you have a guardian, indicate here_____and fill up item 5)

7. Religión
Religion
Protestante _____
Protestant
Católico(a) _____
Catholic
Otro(a) _____
Other

8. ¿Qué idiomas hablas usualmente en tu casa?
At home, what language do you usually speak?

Sólo español _____
Only Spanish

Sólo Inglés _____
Only English

Español e Inglés igualmente _____
Spanish and English equally

9. ¿Cuántos de los siguientes familiares viven en tu casa?
How many of the following relatives live at your home?

Hermanos/Brothers_____ Padres/Parents_____

Hermanas/Sisters_____ Tíos/Uncles_____

Abuelos/Grandparents_____ Tías/Aunts_____

Primos(as)/Cousins_____ Otros(as)/Others_____

10. ¿En qué orden naciste entre tus hermanos y hermanas?
Among your brothers and sisters, in what order were you born?

Primero(a)/First_____ Cuarto(a)/Fourth_____

Segundo(a)/Second_____ Quinto(a)/Fifth_____

Tercero(a)/Third_____ Otro(a)/Other_____

11. ¿En cuántas escuelas has estado desde el primer grado?_____
Since first grade, in how many schools have you been?

12. ¿Cuántas veces has cambiado de domicilio?_____
How many times have you changed address?

13. ¿Cuánto tiempo has estado en el programa bilingüe?_____/_____
How long have you been in the bilingual program? Años/Years / Meses/Months

14. Indica cómo te gusta el programa bilingue.
Indicate how you like the bilingual program.

Me gusta muchísimo /I like it very much_____

Me gusta algo/I like it somewhat_____

No me gusta/I don't like it_____

15. Indica quién decidió tu participación en el programa bilingüe.
Indicate who decided your participation in the bilingual program.

Yo/I_____ Mis padres/My parents_____ La escuela/The School_____

APPENDIX E

TABLE 4.1. OCCUPATIONS ILLUSTRATING VARIOUS

Score Interval	Title of Occupation (Frequency per 10,000 Males in 1960 Experienced Civilian Labor Force in Parentheses)
90 to 96	Architects (7); dentists (18); chemical engineers (9); lawyers and judges (45); physicians and surgeons (47)
85 to 89	Aeronautical engineers (11); industrial engineers (21); salaried managers, banking and finance (30); self-employed proprietors, banking and finance (5)
80 to 84	College presidents, professors and instructors (31); editors and reporters (14); electrical engineers (40); pharmacists (19); officials, federal public administration and postal service (13); salaried managers, business services (11)
75 to 79	Accountants and auditors (87); chemists (17); veterinarians (3); salaried managers, manufacturing (133); self-employed proprietors, insurance and real estate (9)
70 to 74	Designers (12); teachers (105); store buyers and department heads (40); credit men (8); salaried managers, wholesale trade (41); self-employed proprietors, motor vehicles and accessories retailing (12); stock and bond salesmen (6)
65 to 69	Artists and art teachers (15); draftsmen (45); salaried managers, motor vehicles and accessories retailing (18); self-employed proprietors, apparel and accessories retail stores (8); agents, n.e.c. (29); advertising agents and salesmen (7); salesmen, manufacturing (93); foremen, transportation equipment manufacturing (18)
60 to 64	Librarians (3); sports instructors and officials (12); postmasters (5); salaried managers, construction (31); self-employed proprietors, manufacturing (35); stenographers, typists, and secretaries (18); ticket, station, and express agents (12); real estate agents and brokers (33); salesmen, wholesale trade (106); foremen, machinery manufacturing (28); photoengravers and lithographers (5)
55 to 59	Funeral directors and embalmers (8); railroad conductors (10); self-employed proprietors, wholesale trade (28); electrotypers and stereotypers (2); foremen, communications, utilities, and sanitary services (12); locomotive engineers (13)
50 to 54	Clergymen (43); musicians and music teachers (19); officials and administrators, local public administration (15); salaried managers, food and dairy products stores (21); self-employed proprietors, construction (50); bookkeepers (33); mail carriers (43); foremen, metal industries (28); toolmakers, and die-makers and setters (41)
45 to 49	Surveyors (10); salaried managers, automobile repair services and garages (4); office machine operators (18); linemen and servicemen, telephone, telegraph and power (60); locomotive firemen (9); airplane mechanics and repairmen (26); stationary engineers (60)
40 to 44	Self-employed proprietors, transportation (8); self-employed proprietors, personal services (19); cashiers (23); clerical and kindred workers, n.e.c. (269); electricians (77); construction foremen (22); motion picture projectionists (4); photographic process workers (5); railroad switchmen (13); policemen and detectives, government (51)

SCORES ON THE INDEX OF OCCUPATIONAL STATUS*

Score Interval	Title of Occupation (Frequency per 10,000 Males in 1960 Experienced Civilian Labor Force in Parentheses)
35 to 39	Salaried and self-employed managers and proprietors, eating and drinking places (43); salesmen and sales clerks, retail trade (274); bookbinders (3); radio and television repairmen (23); firemen, fire protection (30); policemen and detectives, private (3)
30 to 34	Building managers and superintendents (7); self-employed proprietors, gasoline service stations (32); boilermakers (6); machinists (111); millwrights (15); plumbers and pipe fitters (72); structural metal workers (14); tinsmiths, coppersmiths, and sheet metal workers (31); deliverymen and routemen (93); operatives, printing, publishing and allied industries (13); sheriffs and bailiffs (5)
25 to 29	Messengers and office boys (11); newsboys (41); brickmasons, stonemasons, and tile setters (45); mechanics and repairmen, n.e.c. (266); plasterers (12); operatives, drugs and medicine manufacturing (2); ushers, recreation and amusement (2); laborers, petroleum refining (3)
20 to 24	Telegraph messengers (1); shipping and receiving clerks (59); bakers (21); cabinetmakers (15); excavating, grading, and road machine operators (49); railroad and car shop mechanics and repairmen (9); tailors (7); upholsterers (12); bus drivers (36); filers, grinders, and polishers, metal (33); welders and flame-cutters (81)
15 to 19	Blacksmiths (5); carpenters (202); automobile mechanics and repairmen (153); painters (118) attendants, auto service and parking (81); laundry and dry cleaning operatives (25); truck and tractor drivers (362); stationary firemen (20); operatives, metal industries (103); operatives, wholesale and retail trade (35); barbers (38); bartenders (36); cooks, except private household (47)
10 to 14	Farmers (owners and tenants)(521); shoemakers and repairers, except factory (8); dyers (4); taxicab drivers and chauffeurs (36); attendants, hospital and other institution (24); elevator operators (11); fishermen and oystermen (9); gardeners, except farm, and groundskeepers (46); longshoremen and stevedores (13); laborers, machinery manufacturing (10)
5 to 9	Hucksters and peddlers (5); sawyers (20); weavers, textile (8); operatives, footwear, except rubber, manufacturing (16); janitors and sextons (118); farm laborers, wage workers (241); laborers, blast furnaces, steel works, and rolling mills (26); construction laborers (163)
0 to 4	Coal mine operatives and laborers (31); operatives, yarn, thread and fabric mills (30); porters (33); laborers, saw mills, planing mills, and millwork (21)

*n.e.c. means "not elsewhere classified"

SOURCES: Reiss, op. cit., Table B-1; and U.S. Bureau of the Census, 1960 Census of Population, Final Report, PC(1)-1D, Table 201.

APPROVAL SHEET

The dissertation submitted by Albano D. Coelho has been read and approved by the following committee:

Dr. Judy J, Mayo, Director
Assistant Professor, Guidance and Counseling, Loyola

Dr. John A. Wellington
Professor, Guidance and Counseling, Loyola

Dr. Jack A. Kavanagh
Associate Professor and Chairman, Foundations, Loyola

Dr. Rosina Gallagher
School Psychologist, Chicago Board of Education

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 20, 1981
Date

Judy Mayo Ph.D.
Director's Signature