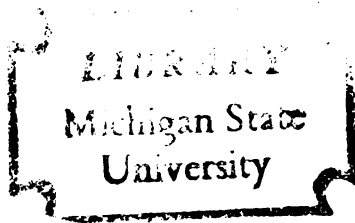


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AN INVESTIGATION OF FACTORS RELATING TO
SCHOOL SUCCESS OF A SELECTED GROUP
OF HISPANIC AND ANGLO STUDENTS

presented by

David L. Lightfoot

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

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AN INVESTIGATION OF FACTORS
RELATING TO SCHOOL SUCCESS OF A SELECTED
GROUP OF HISPANIC AND ANGLO STUDENTS

By

David L. Lightfoot

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1980

611,4252

ABSTRACT

AN INVESTIGATION OF FACTORS RELATING TO SCHOOL SUCCESS OF A SELECTED GROUP OF HISPANIC AND ANGLO STUDENTS

By

David L. Lightfoot

Purpose of the Study

The purpose of this study was to investigate the factors which contribute to school success among Hispanic and Anglo students to determine what, if any, significant differences exist between the two population groups. It is suggested from a review of the literature that the following variables are important to school success: family, peer relationships, academic achievement and the role of the teacher, extra-curricular activities, future orientation, and demography. This study sought to ascertain the impact of these variables upon a group of Hispanic and Anglo students at Holland, Michigan, High School.

Procedures

Data were gathered using a research questionnaire designed by the author. The questionnaires were administered in January of 1980 to 306 students at Holland High School with 290 or 94.7% usable returns. The final sample group included 145 Hispanic and 145 Anglo students in

Grades 10-12.

Statistical procedures used to analyze the research questions include the One-Way Analysis of Variance and the Two-Way Analysis of Variance techniques, Crosstabulation, and Descriptive Statistics: frequency counts, means, and variances. Independent variables analyzed included race, sex, and grade level.

Findings of the Study

1. Race plays a minor role in student perception of family support for and interest in school. Family support increases as grade level increases.
2. Hispanics appeared less influenced by peer pressure than Anglos. Males reported less positive attitude toward peers than females.
3. Hispanics reported a more negative response toward traditional school values such as grades, attendance, school rules and discipline than Anglos. Males were more negative than females, and acceptance increased as grade level increased.
4. Extra-curricular activities did not appear to positively influence either group surveyed.
5. Both Hispanics and Anglos surveyed appeared to be highly future oriented. Females report significantly more future orientation than males.

Conclusion

Factors which the author suggested were responsible for the similarity of student response were:

1. The selection of a non-college oriented Anglo group.
2. The relative isolation of the Hispanic community.
3. The stability of the Hispanic community.
4. The nature of the Hispanic culture.
5. The social mixing of the races.
6. The general lack of interest in extra-curricular activities.

DEDICATION

This thesis is dedicated to my family:
my daughter, Susan; my son, John; but most
to my wife, Janet. Their sacrifices, love,
and support have made this dissertation a
reality.

ACKNOWLEDGMENTS

The cooperation, support, and encouragement of others have been essential to the success of this study, and the author wishes to express his sincere appreciation to the following persons:

To Dr. Philip Cusick, Committee Chairman, for his guidance, assistance, patience, friendship, and good humor in helping me see this study to its conclusion;

To the other members of my Guidance Committee, Dr. Phillip Marcus, Dr. Louis Romano, and Dr. Keith Anderson for their interest and efforts on my behalf in the completion of this study;

To Mr. Fred Bertsch, former principal of Holland High School, for his belief in and support of me and my educational study;

To Mr. Donald Ihrman, superintendent of the Holland Public Schools, for allowing me the time and giving me the encouragement to pursue a doctoral program;

To Mrs. Necia Black for her invaluable help in design, computer programming, and statistics; and to Mrs. Ila Schutt for her help in the final manuscript preparation. Her long hours and dedication to the task were greatly appreciated.

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CHAPTER I

NATURE OF THE INVESTIGATION

Introduction

The American school system has generally upheld a success model requiring Hispanic children and adolescents to surmount their language and cultural differences, adapt to the mainstream manner of learning, and prepare for the Anglo job market. Such traditional American educational goals, while producing some Hispanic student success, has not proven successful for the majority of Hispanic students as measured by high school graduation. While studies by McKim (1978), Mech (1972), and the Texas Achievement Appraisal Study (1972) document higher achievement test scores and more school motivation for Hispanics than for Blacks surveyed, Hispanics are the most undereducated of Americans. Coleman found, "At ages 16 and 17, when dropping out of school occurs in large numbers, youths who were of Puerto Rican, of Spanish descent in the Southwest, American Indian, Negro, or foreign-born, in that order, were most likely to be out of school."¹ According to the

¹James Coleman and others, Equality of Educational Opportunity, (Washington D.C.: U.S. Government Printing Office, 1966), p. 27.

Statistical Abstract of the United States, 1978, the median school years completed for the United States' Spanish-surnamed population was 9.6 years while that of Blacks was 11.4 years.² Time Magazine reports that 40% of U.S. Hispanics have completed high school compared with 46% of U.S. Blacks and 67% of U.S. Anglos.³

A number of recent studies including Baker (1976) and Felice and Richardson (1977) have documented a secondary school dropout rate for Hispanic students of 50-85%. Evans, in a 1974 study in Fort Worth, found a 47% Hispanic dropout rate.⁴ Ramirez and Taylor note that

Mexican Americans account for about 6% of the nation's population; and yet make up 20% of our educational failures. Such a disparity can be explained in part by language difficulty and economic deprivation. However, if language ability and income are held constant, there is still a high disparity between Mexican Americans and the rest of the population in number of school dropouts....for while many of those who are of Mexican descent have lost their cultural heritage or have become integrated successfully into the mainstream of the mass society, a very great number have not.⁵

²U.S. Department of Commerce: Bureau of Census, Statistical Abstract of the United States, 1978, Washington D.C.:U.S. Government Printing Office, 1978), p. 144.

³"It's Your Turn in the Sun," Time Magazine, October 16, 1978, p. 50.

⁴Charles Evans, Mexican American Education Study, Report 1: Employment, Enrollment, and School Success of Mexican Americans, Fort Worth School District, April 1974.

⁵Manuel Ramirez and Clark Taylor, Sex Role Determinants in Attitudes Toward Education Among Mexican American Adolescents, November, 1967, p. 1.

Carter found that the literature does clearly demonstrate "that Mexican Americans, as a group, tend to: (1) do poorly in school by any measure, (2) drop out early, (3) speak Spanish, and (4) be poor."⁶ He goes on to note that, "in order to persist in the school, the child is required to drop the other culture and manifest the cultural characteristics demanded by the institution. Many cannot do this and flee the hostile school environment."⁷ Ortego says that "In fact, many Mexican Americans never get to the first grade. In Texas, only about one-third of the five- and six-year old Chicanos are enrolled in school."⁸ Again, Carter indicates that, "Mexican Americans start school late and drop out or are forced out early and at substantially higher rates than the total population. The disparity between Mexican American enrollment and Anglo enrollment is greater than it is between Mexican Americans and the total population."⁹

Several authors attribute this lack of school success to a conflict between two cultures. Anderson states,

⁶Thomas Carter, Mexican Americans in School: A History of Educational Neglect (New York: College Entrance Examination Board, 1970), p. 3.

⁷Ibid., p. 99.

⁸Philip Ortego, "Schools for Mexican Americans: Between Two Cultures," Saturday Review, April 17, 1971, p. 96.

⁹Carter, op.cit., pp. 25-26.

"The Mexican Americans studied experienced less independence training and were granted little autonomy in decision making: they were found to have little confidence in their ability to succeed in school."¹⁰ Bryant and Meadow indicate, "For some Mexican American adolescents, school is a place where teachers are frequently perceived and treated as authority figures similar to their fathers and; therefore are targets of rebellion."¹¹ Espinosa (1971) addresses the issue of cultural conflict through a feeling of alienation, the feeling of anomie. According to Espinosa, the school is weighted toward Anglo values, teachers feel threatened by the Mexican American child, and the school society is filled with stereotype conceptions of Mexican Americans.¹² He suggests the following to address the issue of cultural conflict: (1) Re-education of teachers and administrators to appreciate another culture, (2) Teacher training institutions to take the lead in such a program, and (3) The development of a positive atmosphere in the school.¹³

¹⁰James Anderson and Frances Evans, "Family Socialization and Educational Achievement in Two Cultures: Mexican American and Anglo American," Sociometry, September 1976, p. 209.

¹¹Brenda Bryant and Arnold Meadow, "School Related Problems of Mexican American Adolescents," Journal of School Psychology, Summer 1976, p. 139.

¹²Marta Espinosa, "Cultural Conflict in the Classroom," March 1971.

¹³Ibid.

Carter suggests "The Mexican Americans who do reach the last years of high school are indeed similar to the Anglos; the divergent ones have long since dropped out".¹⁴

While the "cultural shock" impact upon many Hispanic students is real, the concept that educational failure is bred by cultural/home transmission has been discounted by many authors. Coleman in Equality of Educational Opportunity found that Mexican American children are affected educationally to a somewhat limited extent by facilities and curriculum and by the quality of teachers. The key factor, according to Coleman, is the educational backgrounds and aspirations of the other students in the school.¹⁵ Other studies which find similar educational attitudes between Hispanic and Anglo students include Demos who noted,

the literature dealing with Mexican American attitudes is extremely scanty and leaves much to be desired. In summary: (a) the literature does not show unequivocal differences of attitude between Anglo American and Mexican American groups.¹⁶

Fernandez' study (1975) found that Chicanos placed a high importance on learning and grades, were no more alienated

¹⁴Carter, op.cit., p. 18

¹⁵Coleman, op.cit., p. 47.

¹⁶George Demos, "Attitudes of Mexican American and Anglo American Groups Toward Education", The Journal of Social Psychology, August 1962, p. 249.

than other students, did less homework and were more frequently absent than Anglo students but did more homework and were less frequently absent than Blacks.¹⁷

Iwamoto, in a study involving Puerto Rican and Anglo students in Philadelphia,¹⁸ and Juarez and Kuvlesky's study of Mexican American and Anglo students in three rural counties in Texas¹⁹ agree that the two study groups, whether they be Anglo, Mexican American, or Puerto Rican, held quite similar educational aspirations and expectations.

Regardless of whether or not culture is to blame for the lack of Hispanic educational success, the fact remains that the school is the best avenue to address this growing national problem. Carter indicates the past failures of the schools when he states

Mexican Americans suffer in American society from innumerable inequities and injustices. One of these is the failure of the school to provide them with the skills, knowledge, and credentials essential for entrance into the higher levels of society. Optimistically, it can be predicted that Mexican Americans will make it on their own in

¹⁷Celestino Fernandez and others, "Factors Perpetuating the Low Academic Status of Chicano High School Students" Research and Development Memorandum No. 138. July 1975.

¹⁸Carrolyn Iwamoto and others, "High School Drop-outs: Effects of Hispanic Background and Previous School Achievement", Urban Education, April 1976, p. 23

¹⁹Rumaldo Juarez and William Kuvlesky, Ethnic Identity and Orientations Toward Educational Attainment: A Comparison of Mexican American and Anglo American Boys, April 1968.

spite of the school and social conditions. Pessimistically, it can be predicted that the school and society will react negatively to the increasing pressures for change.²⁰

Other authors such as Brindley do not take such a pessimistic view. He suggests that the education of Hispanic students can be helped by the employment or retraining of teachers who would be helpful to Hispanic students. He suggests the following characteristics as being appropriate to teachers of Hispanic students:

1. Empathetic to the culture and ethnic orientation of Hispanics
2. Bolster the self-concept of each child
3. Work hard with Hispanic parents
4. Educate peers to a more humane, sympathetic approach
5. Be strict in imparting knowledge
6. Learn Spanish and neighborhood dialect²¹

While the employment or retraining of sympathetic teachers is certainly needed and appropriate to the education of Hispanic students, good teachers are but one part, this researcher believes, in directing Hispanic students toward school success. Modern high school students are directed toward school success by all or part of the following factors:

²⁰Carter, op.cit., p. 221.

²¹Thomas Brindley, "Anglo Teachers of Mexican American Students", Journal of Thought, November 1974.

(1) family support; (2) friendships with in and out of school peers; (3) academic achievement and acceptance of school mores; (4) involvement in school and extra-curricular activities; (5) future goals and how they relate to school; and (6) certain demographic variables.

Description of the Community and School

The Community

Holland, Michigan, is a community of 28,000 persons located on Lake Michigan 32 miles west of Grand Rapids. As its name implies, the community has a high concentration of persons of Dutch ancestry. However, since 1965, the Hispanic population of Holland has risen at an estimated rate of 1% per year to a current estimate of 18-20% of the total community population. The location of an H.J. Heinz pickle plant is generally credited with bringing the first migration of Hispanics to Holland. Other reasons for the population of Hispanics, as expressed by Hispanic leaders, include employment opportunities, bilingual educational opportunities, the lack of overt discrimination, the location of the city close to the Hispanic populations of Grand Rapids and Muskegon, and the "extended family" concept prevalent in the Hispanic culture.

The city serves as a shopping and employment center for about 85,000 persons. While some citizens commute to Grand Rapids, most employment is local. There is a major

parochial school system, Christian Reformed. Hope College is also located in Holland. There is a strong sense of history and community in Holland, and there has been a traditional support for all education, public, private, and college.

The School District

The School District of the City of Holland serves primarily within the corporate limits of the city of Holland. The current enrollment K-12 is 4468 students. There are 9 neighborhood elementary schools, a 7th grade intermediate school, a junior high school serving grades 8 and 9, and a 10-12 grade high school. The district also serves as the location of multi-district programs in special education, vocational education, and bilingual education. The 2318 elementary students are designated as 2% Oriental, 22% Hispanic, and 76% Anglo. The 2116 secondary students are designated as 1% Oriental, 18% Hispanic, 1% Black, and 80% Anglo. After peaking in enrollment at 5347 students during the 1974-75 school year, Holland has experienced a student population loss of about 100 students per year for the past six years.

The High School

Holland High School has a current enrollment of 1084 in grades 10-12. Its ethnic distribution is 1% Oriental, 16% Hispanic, and 83% Anglo. It is a comprehensive

high school accredited by the North Central Association with 61% of the 1979 graduates enrolling in higher education. The socioeconomic level of the students can be described as 15% lower economic level eligible for free hot lunches, i.e. income less than \$8940 per year; 20% considered below the national average economically, i.e. less than \$14499 per year; and 65% from homes of average or above average economic levels, i.e. income more than \$14499 per year.

With the influx of Hispanic students during the past fifteen years, many bilingual and English as a Second Language (ESL) programs have been instituted in the public schools. Despite these programs, school success, as measured by high school graduation, has been difficult for most Hispanic students to attain. The extent of this problem at Holland High School can be illustrated by the following table:

TABLE 1.1--HISPANIC AND ANGLO DROPOUTS AND GRADUATES AT HOLLAND HIGH SCHOOL - 1974-1979.

=====			
<u>NUMBER OF HISPANIC STUDENTS</u>			
<u>YEAR</u>	<u>As 9th Graders</u>	<u>Graduates</u>	<u>% Dropout</u>
1974-75	74	29	58%
1975-76	92	22	76%
1976-77	86	26	70%
1977-78	81	21	74%
1978-79	99	15	84%
<u>NUMBER OF ANGLO STUDENTS</u>			
1974-75	314	273	15%
1975-76	309	261	18%
1976-77	316	280	13%
1977-78	332	284	17%
1978-79	281	249	13%

Purpose of the Study

The purpose of this study was to investigate the factors which contribute to school success among Hispanic students. One of the primary concerns was to provide information which will be used to develop viable educational services, programs, and learning opportunities for Hispanic youth.

Research Questions to be Explored

The development of the research questions was based upon certain assumptions and was a multi-step process. The first step was a review of the existing literature in the field. Second, a series of discussions was held with school officials including counselors, teachers, and administrators. The third step in the process was a series of interviews with Hispanic students held during the spring term of 1979. There were a total of 53 Hispanic students interviewed at that time. (Appendix B) Finally, these research questions and variables were developed based upon the researcher's twelve years of administrative and teaching experience and observation at Holland High School.

Assumptions

- A1: For identifiable reasons, it is difficult for Hispanic students to be successful in school.
- A2: Certain student attitudes and perceptions do contribute to school success.

A3: That upon integration into the life of the school through one or more of the factors, Hispanic students are successful.

Given these basic assumptions, the following questions will be researched:

Research Questions:

- Q1: Are there significant differences between Hispanic and Anglo students regarding family interest in and support for school? If so, what are those differences?
- Q2: Are there significant differences between Hispanic and Anglo students and the influence that peer relationships have upon school success? If so, what are those differences?
- Q3: Are there significant differences between Hispanic and Anglo students in their support for and interest in traditional academic achievement and school values? If so, what are those differences?
- Q4: Are there significant differences between Hispanic and Anglo students in their interest and participation in extra-curricular activities? If so, what are those differences?
- Q5: Are there significant differences between Hispanic and Anglo students regarding their future goals and how they relate to high school success? If so, what are those differences?
- Q6: Are there significant demographic differences between Hispanic and Anglo students which relate to school success? If so, what are those differences?

Definition of Terms

The United States Bureau of the Census did not separate Spanish-surnamed persons as a separate category until 1930. At that time they were listed under the general category of "Persons of Spanish Mother Tongue". In 1950, the designation was changed to "Persons of Spanish Surname" which remains today. Recent Census reports have further categorized the Spanish population in the following subcategories: Mexican, Puerto Rican; Cuban; Central/South American; Other Spanish surnames.²² While these are the official subgroups of the Spanish population, the following additional terms have become generally accepted in the literature of this research:

- a. Hispanic: Hispanic is a broad cultural term referring to persons of Spanish ancestry, including all the subcategories of the U.S. Department of Census. Hispanic is the most accepted current term referring to the Spanish-speaking population and is the general term to be used in this research.
- b. Latino: Latino is a broad term referring to persons of Spanish ancestry, particularly those of Mexican descent. The term has more currency in the Midwest than in the Southwest or California.
- c. Chicano: Chicano is a term that has become generally accepted as meaning a person of

²²United States Bureau of Census, Current Population Reports, P-20, No. 290 "Persons of Spanish Origin in the United States: March 1975" (Washington D.C.: U.S. Government Printing Office, 1976).

Mexican descent living in the United States. Chicano is repugnant to many older Hispanics but enjoys great support among younger Hispanics.

One of the major problems in dealing with the research of the general Hispanic population is noted by George Garcia.

The Latino populations outside of the Southwest are much more heterogeneous and culturally and racially diverse. To develop a viable educational plan, the linguistic, cultural, and historical differences between Chicanos, Puerto Ricans, Cubans, and other Latinos, as well as their diverse political goals and residential patterns will have to be considered.²³

While the students of Hispanic background are listed by sub-group on the student questionnaire, it is the intention of this research to deal only with the broad category of Hispanic or Latino students. Spanish sub-groups will not be identified unless there appears to be statistical significance in so doing.

Significance of the Study

The focus of this study will be upon those Hispanic students who have reached high school. Much of the previous literature dealt with the dropout and the Black or Anglo dropout in particular. Hopefully this study will be able to extend existing knowledge by identifying those factors

²³George Garcia, "The Latino and Desegregation," Integrated Education, September-October 1976, p. 21.

which contribute most significantly to Hispanic school success not the causes of school failure. Perhaps in the comparison of school attitudes between Hispanics who find school success difficult with Anglo students who often take such success for granted, those factors which most heavily contribute to student success or failure can be identified.

By identifying the major factors which appear to create success in school for Hispanic students, it is anticipated that this study will have an impact in the West Michigan area and the Michigan State Department of Education level. As a future outgrowth of the study, it may be possible to develop home and school programs which will help institute a greater pattern of Hispanic school success. At the state level, it may then be possible to channel funds into programs which address the specific needs of Hispanic students that show promise of school success.

Limitations of the Study

There are three limitations of this study regarding the groups surveyed. First, the Hispanic sub-groups of Mexican American, Puerto Rican, and Cuban were placed in the general category of Hispanic students. Second, an attempt was made to match parental educational backgrounds of the Anglo and Hispanic groups through the elimination of Anglo students whose father attended college. However,

socio-economic status of Anglo and Hispanic students surveyed was not considered. Third, no 9th grade students were included in the study. The study was limited to the 165 Hispanic and like number of Anglo students in Grades 10, 11, and 12 in Holland High School.

Overview of the Dissertation

In Chapter II, the literature review provides an overview of three areas: literature dealing with Hispanic culture and its educational impact; the second with minority dropouts, particularly that which pertains to Hispanics; and the third is the literature on factors that have been identified as significant in the education of Hispanics.

Chapter III presents the design and instrumentation used in the study.

Chapter IV is an analysis of the survey data as it relates to the research questions presented in Chapter I and other issues that surfaced during the analysis of the data.

Chapter V presents the summary, conclusions, and implications of this study. Recommendations are also presented.

CHAPTER II

REVIEW OF THE LITERATURE

There are three segments of the body of literature pertaining to this research which will be discussed. The first segment consists of literature dealing with Hispanic culture and its educational impact; the second with minority dropouts, particularly that which deals with Hispanics; and the third is the literature concerning various elements of and factors in the education of Hispanics.

Hispanic Culture and Education

The major thesis that evolves from this group of studies is that the primary problem of Hispanic education is the cultural clash with the Anglo school expectation and culture. Much of the lack of school success, according to these authors, is cultural stereotyping. Rios, as quoted by Simmen in Pain & Promise: The Chicano Today, says

The school teachers, all Anglo and for the most part indigeneous to the area, appeared unanimous in sharing the stereotype of Mexicans being inferior in capacity as well as performance....So firmly is the pattern in

mind, a teacher, in full view of a group of well-dressed, quietly behaved Mexican children, could describe Mexican children as noisy and dirty....Repeatedly told that they are "dumb", the children begin to behave in that pattern.¹

Ortego, writing in the Saturday Review, suggests that this cultural bias is so strong that many Mexican American youngsters never enroll in school.²

Perhaps the best known work dealing with the Mexican American culture is Steiner's, La Raza: The Mexican Americans. Steiner details the economic, political, cultural, and educational problems of the Mexican Americans in the Southwest. He suggests that political power and possible outright revolution may be the future response to the Mexican American's economic and educational problems. Steiner says that "The dropout, or push-out, rate in Texas for Chicano high school students is 89 percent....44.3 percent of the barrio residents of San Antonio are 'functionally illiterate'; 20 percent never went to school 'at all'".³

It is no longer enough that education be made available to Hispanics. The Hispanic ethnic minority is demanding a system which reflects a cultural pluralistic approach

¹Francisco Rios, as quoted by Edward Simmen, in Pain & Promise: The Chicano Today (New York: New American Library, 1972), p. 92.

²Ortego, op.cit.

³Stan Steiner, La Raza: The Mexican Americans (New York: Harper and Row, 1969), p. 215.

to American education. Rhine's study notes that

The ethnic minorities are demanding that their 'experience', values, and goals be represented in the social institutions that influence the lives of their children. They contend that the schools should support cultural pluralism in American society rather than attempting to indoctrinate all pupils with the values of the dominant Anglo middle-class culture. Ethnic minority spokesmen are insisting on a re-examination of the value assumption that underlies educational practice and evaluation. To obtain favorable scores on many existing instruments, ethnic minority pupils must evidence middle-class values and behaviors at the expense of their own ethnic groups. They want instruments that reflect the ethnic values...For a minority youngster growing up in the poverty of the ghetto, the instrument may be an inaccurate, maladaptive, and excessively intra-punitive distortion and denial of the true conditions of his environment.⁴

While cultural pluralism is an avowed goal of many educational systems and an established fact in others, the federal courts have ruled that Hispanics have the legal right to a culturally and linguistically compatible education. Three court decisions which protect the educational/cultural rights of Hispanics are Cisneros v. Corpus Christi Independent School District (1970) which ruled that "Mexican Americans are an identifiable ethnic minority group for the purposes of public school desegregation";⁵ Keyes v. School District No. 1 (1973) which

⁴Ray Rhine, Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs, p. 1.

⁵Cisneros v. Corpus Christi Independent School District - 319 U.S. 182, 176 (1970).

reaffirmed Cisneros and included Spanish-speaking students as a minority group to be protected;⁶ and Lau v. Nichols which ruled that students learn better if taught in their native tongue. Lau affirmed that school districts have a responsibility to provide instruction in that language.⁷

Many authors, while accepting the importance of court decisions regarding the rights of the Hispanic minority, believe the only true path toward success is through the political changes that unity of purpose can bring. "Solidarity" has become the watchword for many Hispanics as an increasing number believe that social change will occur most dramatically and most rapidly through solidarity of purpose. As Miller describes,

Solidarity is an essential political resource for any group desiring to effect social change. This attribute becomes particularly critical for the political efficacy of an ethnic minority, which, by definition, tends to be a group deficient in such other relevant resources as money, experience, access to authorities, and legitimacy. As well as common lifestyles and values, a high degree of ingroup interaction, and negative treatment by those of the outgroup, the development of group solidarity or 'consciousness of kind' also is dependent upon the existence of symbolic expressions of unity.⁸

⁶Keyes v. School District No. 1 - 413 U.S. 189, 197 (1973).

⁷Lau v. Nichols 413 U.S. 191, 141 (1975).

⁸Michael Miller, "Chicanos" and "Anti-Chicanos": Selected Status Indicators of Ethnic Identity Polarization, (April 1976).

While Ortego, Rios, and Steiner suggest that cultural stereotyping creates many of the educational problems of Hispanics, and authors such as Rhine and Miller suggest that more Hispanic culture, not less, is needed; other authors contend that value conflicts inherent in the Spanish culture create many of the education problems of Hispanics. Ramirez found the following value conflicts with Anglo culture:

1. Intense family loyalty;
2. La Raza (The Race) loyalty;
3. "Machismo" concept;
4. Modesty in women;
5. Education useful only as it relates to job training;
6. Strict separation of sex roles;
7. Mexican American parent seeing self as educator of home and culture.⁹

Ramirez further found that Mexican American students score significantly higher than Anglo students when tested on authoritarianism and family attitudes. "Both the Mexican American and Mexican families possess many characteristics in common, i.e. father dominance; masculine superiority; strict discipline of children; separation of sex roles; submissive and obedience to authority figures".¹⁰

⁹Manuel Ramirez, "Value Conflicts Experienced by Mexican American Students", Journal of Social Psychology, October 1967, p. 3.

¹⁰Ibid.

Mech says that "Mexican Americans tend to emphasize the importance of family and to interact with siblings, rather than with school or neighborhood children".¹¹

Bryant and Meadow list five cultural themes which are necessary for understanding of important aspects of school-related problems for some Mexican American adolescents. They are:

1. AUTHORITY - The father is all powerful in the family.
2. SEX - There is a double standard, strong authority taboo, and strong child rebellion.
3. HONOR - There is a need for honor among peers and upholding family honor.
4. COOPERATION - There is value in group success. Cooperation, not competition, is important.
5. ANGER - Anger must be expressed indirectly such as running away or dropping out.¹²

Donnelly's 1970 study of the barrio in Eastern New Mexico attempted to determine the feelings of alienation among Hispanic students in four areas: Powerlessness; Normlessness; Self-estrangement; and Isolation. His findings can be summarized as follows:

¹¹Edward Mech, Achievement-Motivation Patterns Among Low-Income Anglo American, Mexican American, and Negro Youth, September 1972, p. 1.

¹²Bryant and Meadow, op.cit.

1. Powerlessness was found to be a major recurring theme among the students. The sense of frustration reported by Steiner and other authors was much in evidence.
2. Normlessness indicated that many Mexican Americans do not understand the inconsistency of societal goal expectations and behavior patterns needed to achieve them.
3. The high level of Self-estrangement and Isolation found in the barrio became translated into (a) a high dropout rate, (b) low expression of educational or job satisfaction, and (c) a general sense of futility.¹³

The strong sense of alienation felt by many Hispanics in the barrio can be summarized by the following:

All the Mexicano knows how to do is work like a burro...they send him out to dig ditches... the jobs that are the hardest. They don't give them the opportunity. And then we ourselves are at fault because we don't have the education. You can stay year after year at a job and when it comes time for a promotion they give it to the gabacho...¹⁴

There can be little doubt that the cultural factors indicated by these authors do contribute to the cultural/educational clash between Anglo education and Hispanic success. Other researchers, though, suggest that there are more positive factors at work to change this "Two Societies" approach to American education. Alfredo

¹³Jerry Donnelly, Alienation in the Barrio: Eastern New Mexico, 1970.

¹⁴Ibid., p. 5. (gabacho is slang term of derision toward Anglos similar to Blacks use of "Whitey")

Castaneda's study of The Educational Needs of Minority Groups suggests that the Mexican American values expressed by Ramirez, Bryant and Meadow, and Donnelly begin to change according to the following factors:

1. The distance of the family from the Mexican border.
2. The length of residence in the United States.
3. The degree of urbanization of the family.
4. The degree of economic and political strength of the Mexican American community of the family.
5. The identity of the family with traditional Mexican and Mexican American history.
6. The degree of community prejudice toward Mexican Americans.¹⁵

The changing values concept is supported by Browner (1973) who compared 277 Hispanic boys and girls of Cotulla, Texas, with 277 Hispanic boys and girls of Racine, Wisconsin. She found that the migrant children of Wisconsin had a clear educational advantage over their Texas counterparts. Among her findings when cultural variables were held constant were:

Wisconsin Children: 1. Completed more grades

¹⁵Alfredo Castaneda and others, The Educational Needs of Minority Groups (Lincoln, Nebraska: Professional Educators Publications, Inc., 1974).

2. Had less grade retention
3. Had a lower dropout rate
4. Had more post secondary education¹⁶

The average number of grades completed for Hispanics in Racine was 10.5 and that for students in Cotulla was 7.3. Browner suggests that "Cultural problems were often blamed for educational failures. The longer the parents lived in the city, the better the student's chances to graduate".¹⁷ Browner's study supports Coleman's observation that contact with peers with high expectations is a major educational factor in school success.

Monk and Medina's study of Hispanic youth from the border area of South Texas lends further support to the Hispanic desire for better educational opportunities regardless of culture or race. Their findings can be noted in the following:

The middle class Mexican American youth and the most promising lower class youth will continue to leave the area for more attractive residences in areas that offer good schools, good jobs, good services, adequate recreational facilities, and proximity to an urban setting.¹⁸

¹⁶Marilyn Browner, Migration and Educational Achievement of Mexican Americans", Social Science Quarterly, March 1973, pp. 727-737.

¹⁷Ibid.

¹⁸Phillip Monk and Dennis Medina, Residence Projections of Mexican American Youth from the Border Area of South Texas: A Study of Changes Over Time, April 1975.

Provinzano reported in November 1974 that those Hispanics who had "settled out" (a) had little feeling for La Raza; (b) had little knowledge of "Brown Power"; (c) may speak only English; (d) see little group discrimination by Anglos; (e) have substantially greater income; (f) have more education; and (g) have a willingness to sever cultural ties and go it alone.¹⁹

Ramirez and others (1971) discovered that parents of Hispanic students are as anxious as Anglo parents to have their children succeed in school. They note that

Mexican Americans agreed significantly that parents should put pressure on their children to get as much education as possible. When parents demonstrated an interest in their children's education, the children became motivated to achieve.²⁰

While there are certainly diminishing differences in the desire for education between Anglos and Hispanics, most authors agree that the historical stereotyping of Hispanics is a major handicap for both Hispanic students and Anglo students and educators to overcome. Carter summarizes this historical stereotyping of Hispanics as

....children of Mexican American sociocultural background are prone to do the following: (1)

¹⁹James Provinzano, Settling Out and Settling In, Paper given at American Anthropological Association Annual Meeting, November 1974.

²⁰Manuel Ramirez, Clark Taylor, Jr., and Barbara Peterson, "Mexican American Cultural Membership and Adjust-to School", Developmental Psychology, 1971, p. 147.

Devalue formal education. (2) See success in terms of interpersonal relationships instead of material acquisition. (3) See 'time as a gift of life'. The Anglo concept of wasting time is not understood. (4) Be fatalistic - lo que sera sera - what will be, will be. (5) See change as unappealing. (6) Be submissive to the status quo. (7) Work only to satisfy present need. (8) Attach little importance to non-scientific explanation of natural phenomena.²¹

The question of culture and education is one which will continue to split much of the Hispanic community for the foreseeable future. It is perhaps best described in the following passages from Ramirez's Educating the Mexican Americans.

I don't want to be known as a Mexican American. I was born in this country and raised among Americans. I think like an Anglo, I talk like one, and I dress like one. It's true I don't look like an Anglo and sometimes I am rejected by them, but it would be worse if I spoke Spanish or said I was of Mexican descent. I am sorry I don't get along well with my parents, but their views are old fashioned. They still see themselves as Mexican, and they do not understand me.²²

I am proud of being a Mexican American. We have a rich heritage. Mexico is a great country that is progressing fast. It has a wonderful history and culture. My family is the

²¹Carter, op.cit., p. 42.

²²Manuel Ramirez, "Identity Crisis in Mexican American Adolescents", Educating the Mexican Americans (Valley Forge, Pennsylvania: Judson Press, 1970, p. 120.

most important thing in the world to me. I don't want to be like the Anglos because they don't care about their families; they just care about themselves and making money. The things I learned at school were against what my parents had taught me.²³

Hispanic Dropouts and the Literature

A second body of literature germane to this study consists of a number of studies concerning dropouts, minority dropouts, and Hispanic dropouts. After a review of the literature, there can be little doubt that the average dropout rate for Hispanic students is the highest of any ethnic group. Blacks have a higher rate in specific locations; however, when taken as a total group, Hispanics have the highest school dropout rate.

Iwamoto found a 35% Hispanic dropout rate in the Philadelphia schools. Her study, which followed 309 matched pairs throughout high school, rated the most significant difference as occurring between Spanish females where there was a 33% dropout rate and non-Spanish females who had a 17% dropout rate.²⁴ Baker's study of 20 years in the San Jose school district documented a 42% Hispanic dropout rate in a school district that is

²³Ibid., p. 121.

²⁴Iwamoto, et.al., op.cit.

33% Hispanic.²⁵

The Hispanic subgroup which appears to have the highest dropout rate is the Puerto Ricans. Cordasco, in a 1967 study, found an 87% dropout rate for Puerto Rican students in New York City.²⁶ Lucas discovered a 71% rate for Puerto Ricans in Chicago which occurred mostly in their freshman and sophomore years.²⁷ Other findings by Lucas relating to the dropouts include

1. More boys than girls dropped out
2. Puerto Rican students sampled had lowering aspirations as they got older
3. The "Gang" environment impinges on school as student gets older
4. There is little tradition for education
5. The "Generation Gap" is a major problem in Puerto Rican families
6. Parents play little or no role in school
7. Family moving is a major role in dropping out
8. Marriage is a minor factor in female dropping out
9. Grade retention is a major factor in dropping out
10. Homework correlates to dropping out
11. The teacher influence is all important
12. Only 20% of the dropouts do not want to go back²⁸

²⁵William Baker and others, Mexican Americans, Blacks, and Other Graduates and Dropouts - II: A Follow-up Study Covering 20 Years of Change, 1956-76, San Jose, California, January 1978.

²⁶Frank Cordasco, "Puerto Rican Pupils and American Education", School and Society, February 18, 1967, pp. 116-119.

²⁷Isidro Lucas, Puerto Rican Dropouts in Chicago: Numbers and Motivation, March 1971.

²⁸Ibid.

To understand the causes of educational dropping out, the concept of alienation must be addressed. Mackey defines adolescent alienation as

An attitude of separation or estrangement between oneself and salient social objects. An alienated person believes that he is not able to fulfill what he believes is his rightful role in society, that he is generally powerless in his ability to influence decision-makers in the various societal institutional spheres, that even if he possessed the power to influence, his views would have minimal impact because there is a lack of consensus on rules in the rapidly changing society.²⁹

The five sub-categories of alienation, according to Mackey, are

1. Powerlessness over the environment
2. Role estrangement (sense of being used as an instrument)
3. Meaninglessness of life alternatives
4. Guidelessness (lack of goals)
5. Cultural estrangement (separation from cultural norms)³⁰

As feelings of alienation increase, the student becomes a prime candidate for school withdrawal. Lloyd's 1976 study suggests that predictions of grade of withdrawal

²⁹James Mackey, "The Dimensions of Adolescent Alienation", The High School Journal, November 1970, p. 84.

³⁰Ibid.

can be made as early as the 6th grade. He lists the following variables as predictors during the 6th grade: age, education of mother and father, number of siblings, marital status of parents, mother employed, grades in subjects areas, absence, and grade retention.³¹ His results show that for males, age; absenteeism; and scores on standardized reading and arithmetic tests were the variables producing the highest significance; while for females, the variables were age; absenteeism, and scores on standardized spelling and arithmetic tests. The highest predictive factors regarding the level of educational attainment were test scores and teacher grades, according to Lloyd.³²

Howard and Anderson list a six-step path of the dropout:

1. Student interest sags
2. A general lowering of grades
3. The student begins to skip classes
4. Trouble beings with school authorities
5. There is disruption and temporary banishment

³¹Dee Norman Lloyd, "Concurrent Prediction of Dropout and Grades of Withdrawal", Educational and Psychological Measurement, 1976, pp. 983-991.

³²Ibid.

6. The atmosphere becomes increasingly negative - the student flees³³

According to Howard and Anderson, the major reasons involved in leaving school are (a) family history, (b) academic difficulties, (c) peer influence, (d) health problems, (e) psychological problems, (f) poor social life, and (g) car support. A hidden factor, say the authors, is the school costs for "extras" such as a year-book; gym suit; class ring; dances, and other non-required costs. The best academic predictors are grades and grade retention.³⁴ Powell and Anderson state

that a student's decision to leave school before graduation is not an isolated decision, but one based on many interactive factors, both personal and academic, that may culminate in his becoming a "fugitive from failure". These factors, often relatively easy to identify, include family status, siblings' level of education, student's motivation and aspiration, material possessions such as a car, participation in school and community activities, failure in one or more grades, attendance in several schools, irregular school attendance, and teachers' expectations and personality rating of students.³⁵

Hopkins' dissertation (1964) lists the following items as "Identification of Potential Dropouts":

³³Mary Ann Howard and Richard Anderson, "Early Identification of Potential School Dropouts: A Literature Review", Child Welfare, April 1978, pp. 221-231.

³⁴Ibid.

³⁵Ibid., p. 229.

1. Scholastic ability
2. Achievement
3. Level of reading
4. Educational attainment of parents
5. Occupational level of parents
6. School attendance
7. Participation or non-participation in school activities
8. Stability of elementary school enrollment
9. Grade
10. Age in grade³⁶

Mertens' (1972) Review of Some Dropout Research and Literature summarizes the norms to which all schools expect adherence as

1. Maintaining a certain level of performance in school work
2. Submitting to classroom and school management
3. Certain moral expectations
4. Peer group expectations
5. Social function norms³⁷

Mertens suggests that general dropout programs which have been established in recent years have two major goals: (a) to promote students' conformity to the established norms, and (b) to modify existing norms.³⁸

³⁶C.E. Hopkins, "The Derivation of a Prediction Equation to Identify Potential School Dropouts", Unpublished Dissertation (Athens, Georgia: University of Georgia, 1964).

³⁷William Mertens, Review of Some Dropout Research and Literature (Washington D.C.: Office of Education, 1972).

³⁸Ibid.

One of the best summaries of the potential school dropout is Luciano Cervantes' The Dropout, Causes and Cures. In his book, Cervantes profiles the potential dropout through four dimensions:

SELF

1. Two years behind in reading and arithmetic in the 7th grade
2. Failure in one or more school years
3. Irregular attendance with frequent tardiness
4. Performance below potential
5. No participation in extra-curricular activities
6. Frequent change of schools
7. Discipline and behavioral problems
8. Feelings of not belonging

FAMILY

9. More children than parents can control
10. Parents inconsistent
11. Unhappy family
12. Father weak or absent
13. Low parent education
14. Few family friends

PEERS

15. Friends not approved by parents
16. Friends not school oriented
17. Friends much older or much younger

PSYCHOLOGICAL ORIENTATION

18. Resentful of authority
19. Deferred gratification weak
20. Weak self image³⁹

³⁹Luciano Cervantes, The Dropout, Causes and Cures (Ann Arbor: University of Michigan Press, 1965).

While there are many reasons, academic, social, and cultural given as causes of school leaving, a study of six Los Angeles high schools found

At the heart of most problems of school leaving is the relationship of the student and teacher. Most primary teachers tend to have a reasonable empathy with students and seldom make it difficult for the student to achieve some measure of success. In junior high school a student begins to encounter the problems of school failure including poor attendance, lack of interest, resentment of school authority. Finally, comes senior high school, where more teachers believe in upholding "standards" with the result that many students with patterns of low or moderate achievement, compounded by poor attendance, find they have received four or five "fail" grades. When the student weighs the choice between repeating courses and leaving school, he often makes the choice for separation.⁴⁰

The studies which specifically analyzed the dropout patterns of Hispanics found that the reasons that Hispanics listed for dropping out were in the mainstream of the general dropout literature. Reilly (1976) found that

1. 60% of the dropouts had been retained one or more grades
2. 40% had talked to a school-related person about dropping out
3. 60% felt a teacher or counselor was interested in him/her

⁴⁰Study of Senior High School Absentees and School Leavers: An Investigation of Certain Characteristics of Absentees and School Leavers in Six Senior High Schools of Los Angeles Unified School District Conducted in the Fall of 1973. Report No. 343.

4. 45% would, if they could, change teachers

5. 70% said they would not drop out again⁴¹

She concluded that (a) the educational level of the dropout's parents was low, (b) the students surveyed indicated that the teachers were more prejudiced than their fellow students, (c) one-half of the dropouts did not participate in extra-curricular activities, (d) there was often a weak student/counselor or student/teacher affiliation, and (e) there was a high percentage of dropouts who had been retained in one or more grades.⁴²

Wages (1971) used a questionnaire to survey 74 Hispanic dropouts and 596 current students in the "Valley" in South Texas as to their reasons for dropping out of school and to analyze the educational and occupational status projections of the dropouts compared with the projections of the current students. Among her findings, Wages lists dropout problems with teachers, poor grades, lack of appreciation for subject matter, and making money as the primary causes listed by the school dropouts. Three-fourths of the dropouts listed a desire to return to school and 33% indicated a desire to go on to college.

⁴¹Rosa Delgodillo Reilly, An Analysis of Some of the Causes of the Drop Out Rate of Mexican Americans in Nampa School District No. 131, October 1976.

⁴²Ibid.

However, 75% expect never to go back to high school while 25% expect to go on to training beyond high school.⁴³ When comparing the dropouts with their in-school peers, Wages found that the current students had significantly higher aspirations and significantly higher expectations.

The prevention of minority dropouts has been subjected to many studies including Easley who suggests

1. The establishment of a regular program of school-community relations for feedback from the community;
2. The establishment of a comprehensive and coordinated pre-school program to diagnose pre-school learning disabilities;
3. The providing of experiences to ease the transition from elementary to junior high school;
4. The addition of more vocational programs to the high school curriculum;
5. The addition of more adult education programs for high school completion;
6. The reorganization of high school classes to allow for the same homeroom, core subject teachers, and counselor for all high school years;
7. The individualization and personalization of education.⁴⁴

Ballesteros' study places counseling as the major tool in dropout prevention. He suggests that dropouts can be prevented by (1) Hiring counselors who understand

⁴³Sherry Wages, Mexican American Dropouts in the Valley--Their Reasons for Leaving School and Their Educational and Occupational Status Projections, August 1971.

⁴⁴E. M. Easley, Findings of a Drop Out Prevention Study of the Spartanburg City Schools and Resultant Recommendations, Final Report, 1971.

bilingual/bicultural students; (2) Providing cultural awareness for the school staff; (3) Providing a general review of the curriculum as it relates to Spanish students; and (4) Establishing scholarships for the needy.⁴⁵

Rincon and Ray's study hypothesized that the key to solving the dropout problems of Hispanics was in the employment of bilingual ethnic teachers and aides. Their basic assumption was that ethnic teachers are better equipped to provide a more productive learning environment. Their findings, however, indicate that

1. Aides are more attuned to Spanish than teachers.
2. Little real difference exists between the Hispanic and the Anglo teacher.
3. The spirit, attitude, and concern of the teacher are the most important factors in Spanish school success.⁴⁶

Not all of the studies reviewed were optimistic about solving the minority dropout problem. Thornburg investigated the attitudes of 265 Hispanic 9th grade potential dropouts in Casa Grande, Arizona. One-half of the group were placed in an experimental program, the

⁴⁵David Ballesteros, Counseling Needs of Spanish-Speaking Americans, (New Orleans, Louisiana, March 1970).

⁴⁶Erminia Rincon and Rose Ray, "Bilingual Ethnic Teachers: An Answer to Illiteracy and Drop Out Problems", Reading Improvement, Spring 1974, pp. 34-46.

other one-half, the control group, were left in the regular program. At the conclusion of the study, Thornburg reported the following results:

	<u>Dropout Rate</u>	<u>Absence Rate</u>
<u>Experimental Group</u>	9.3%	4.5%
<u>Control Group</u>	10.0%	4.0%

Thornburg concluded that

Since the turn of the century, the quality of American public education has substantially improved. In spite of these gains, there are still educational problems confronting our nation. One of the more crucial problems is the dropout. At the present time, one out of three fifth graders does not graduate from high school. In contrast to public philosophy, it is somewhat unrealistic to expect everyone to complete school. The dropout is an inevitable fact in the educational process and will continue to be until such time as high school graduation is compulsory. Yet, a major problem to consider is the fact that our society into which the contemporary dropout seeks entrance has a diminishing place for him, a problem complicated by the related crises of the population boom, unemployment, technological evolution, and a rural to urban migration of disadvantaged minority.⁴⁷

Hispanics and School Success

The third body of literature to be reviewed are those studies which appear to point the way toward Hispanic school success. Coleman found that for minorities, the educational backgrounds and aspirations of the other students in the school was a significant factor in school

⁴⁷Hershel Thornburg, An Investigation of Attitudes Among Potential Dropouts from Minority Groups During Their Freshman Year of High School, September 1971, p. 5.

success for the minority students. Coleman indicates in his findings that "Mexican American children strongly desired to stay in school, be good students, and attend regularly, held high occupational aspirations, and planned to go to college less commonly than Anglos".⁴⁸

While Coleman and other authors suggest that Hispanic students do want to succeed in school, researchers have found that motivation for achievement is a difficult concept for many Hispanics. Bender and Ruiz note that while socioeconomic status plays an important role in the under-achievement and under-aspiration of all students, Hispanic students appear to be particularly affected.⁴⁹ Anderson and Evans' study of 126 junior high students and their families found that

1. Parents' demand for grades is independent of their desire for high school completion
2. There was little difference between Mexican American and Anglo parents in motivation for achievement
3. The desire to succeed must be in the child, not external
4. Mexican American children had less independence training - father was more dominant

⁴⁸Coleman, op.cit., p. 20.

⁴⁹Paula Bender and Rene Ruiz, "Race and Class as Differential Determinants of Under-achievement and Under-aspiration Among Mexican Americans and Anglos", The Journal of Educational Research, October 1974, pp. 51-55.

5. The lack of autonomy was severe handicap for the young Mexican American boys
6. The Mexican Americans were fatalistic about the future and skeptical about planning ahead⁵⁰

Turner lists five significant factors in academic success of Mexican Americans: (1) size of family; (2) financial condition of parents; (3) English ability of student; (4) English ability of parents; and (5) number of dropouts in the family. He goes on to say that grades are not a true indicator of Mexican Americans' abilities. Grades, he believes, are either too low because of a lack of student interest, or too high because of sympathetic teachers who require little work of minority students who are cooperative.⁵¹ Boardman and Lloyd's study of Puerto Rican 12th graders again find the problems of academic achievement and motivation at the heart of Hispanic educational problems. They found that (1) academic achievement depended upon the student's belief in his ability to control his environment; (2) Self-esteem and motivation had no direct effect on achievement of Puerto Rican

⁵⁰Anderson and Evans, op.cit., pp. 209-222.

⁵¹Paul Turner, "Academic Performance of Mexican Americans", Integrated Education, May-June 1973, pp. 3-6.

students surveyed; (3) College-preparatory programs had no effect for Puerto Ricans surveyed; (4) Achievement did not affect motivation for surveyed Puerto Ricans; and (5) Teachers' and parents' expectations were important in the educational process for survey students.⁵²

Hispanics and Traditional Anglo Education

While the preponderance of literature reviewed that relates to Hispanic attitudes toward education chronicles the difficulties of culture, language, and failure in school, there is a growing body of literature that indicates that Hispanic students can become and are becoming successful in school. Several authors reviewed concluded that there is little significant difference between the attitudes and expectations of Mexican American students and their Anglo counterparts. These authors suggest that the road to educational success for Hispanics is for them to adopt the educational attitudes of the Anglo majority and adapt to the majority education. Juarez and Kuvlesky's study of 400 Texas Mexican American and Anglo boys concludes that both groups held similar attitudes

⁵²Anthony Boardman and Anne Lloyd, "The Process of Education for Twelfth Grade Asian and Puerto Rican American Children", Integrated Education, March-April 1978, pp. 44-46.

regarding high school graduation, additional educational training, and college. The Anglos surveyed were only slightly more certain of the expected outcome than were the Mexican Americans.⁵³ Romero's Colorado study which attempted "to determine the extent of acceptance by Spanish-American students of Anglo-American values"⁵⁴ listed these findings:

1. Spanish American students demonstrated a high degree of acculturation.
2. Spanish American students in the sample appeared to be experiencing little culture conflict.
3. The teacher data revealed sensitivity to and awareness of socio-cultural differences between Spanish American and Anglo American students.⁵⁵

Demos, writing in The Journal of Social Psychology, supports the findings of Juarez and Kuvlesky and Romero in noting that there are

....contradictory results with regard to the attitudes toward education of Mexican American students. Some stated the attitudes the same as between student and other elements of his environment, namely negative. Other suggested the attitudes of Mexican Americans were not

⁵³Juarez and Kuvlesky, op.cit.

⁵⁴Fred Romero, A Study of Anglo American and Spanish American Culture Value Concepts and Their Significance in Secondary Education. Volume III, No. 2, A Research Contribution for Education in Colorado, September 1966.

⁵⁵Ibid.

different from the attitudes of Anglo Americans of similar socioeconomic background.⁵⁶

A common thread which binds these studies together is student integration into the life of the school. McKim and others found in their Racine, Wisconsin, study (1978) a highly integrated Hispanic school population that reflected the same student and parental educational aspirations by Hispanics as for Anglos.

There are increasing similarities in outlook among the Mexican Americans, Negroes, and Anglos. Mexican Americans and Negroes have come to want the same amount of education as that desired by Anglos. Mexican Americans, Negroes, and Anglos have become quite similar in their almost complete dissatisfaction with junior high as adequate education and increasingly with only high school.⁵⁷

Gillingham found in Dade County, Florida, that school success for Hispanics could be achieved by (a) development of strong home and family ties, (b) the selection of sympathetic teachers, and (c) encouragement of student participation in student activities.⁵⁸ The integration of Hispanics into the activity life of the school appears to be a key factor in student success. Lucas, in his

⁵⁶Demos, op.cit.

⁵⁷Judith McKim and others, "Becoming 'We' Instead of 'They': The Cultural Integration of Mexican Americans and Negroes", Urban Education, July 1978, p. 175.

⁵⁸J. Gillingham, A Study of Dropouts, Dade County, Florida, Public Schools, 1960-63, 1964.

Puerto Rican study in Chicago, notes

Youngsters who enroll in extracurricular activities in school are substantially more likely to succeed. This confirms the pattern that one of the major causes for dropping out is the progressive estrangement between pupil and school which ignore each other and thus the school loses the power to influence the student to stay. This estrangement is bridged when the student is able to relate to one or two teachers.⁵⁹

Hispanics and Cultural Education

The "Melting Pot" philosophy of education described previously is not satisfactory to many modern Hispanics. Luis Valdez is quoted in LaRaza: The Mexican Americans about his feelings about the "melting pot".

They say this is the melting pot. I wonder who invented the melting pot. Horrible term! You melt people down, God! It shouldn't be that way. Our country should be a place where the individual is sacred. We have so many different sorts of people. Every man has his own heart. Who gives you the right to cut out a man's heart and put it in a melting pot.⁶⁰

Valdez notes that formerly the word of "el professor" and "la profesora" was law. Today, according to Valdez, parents are not only questioning but are demanding a say

⁵⁹Lucas, op.cit., p. 61

⁶⁰As quoted in Steiner, La Raza: The Mexican Americans, p. 337.

in school decisions. Valdez suggests that meaningful dialogue must take place in

1. curriculum
2. community involvement
3. evaluation
4. tutorial programs
5. instructional innovation
6. personnel matters
7. federal program guidelines
8. legislation
9. recreation
10. goals and objectives development
11. teacher in-service⁶¹

Increased community involvement and a move toward cultural pluralism in the schools are two trends in Hispanic education noted by Vasquez. Vasquez lists the passage of the Bilingual Education Act of 1968, which guarantees instruction in the language and culture of recognized minorities, as being a watershed event in the history of Hispanic education in the United States.

Ramirez suggests that "Cultural Democracy" is the answer for successfully educating the Hispanic children in a pluralistic society. He states that, "The melting pot philosophy emphasizes that the child must change to fit the educational system; the cultural democracy philosophy, in turn, states that the institution

⁶¹Rudy Valdez, "Chicano Culture and Decision Making", Paper presented at the AASA Annual Meeting (Las Vegas, Nevada, February 25, 1977).

must change to fit the child",⁶² Ramirez' model for educating the Mexican American child as a bilingual/bicultural person includes:

1. Active parent involvement
2. Mexican and Mexican American heritage curriculum
3. Culture matching curricula and teaching styles⁶³

Heussenstamm sums up the position of many of the authors who suggest a "Cultural Pluralistic" approach to Hispanic education when he notes that

The society at large is only beginning to realize the value of bilingualism and biculturalism. These children should be a great asset, but, instead of their being developed into highly productive citizens, thousands have been forced out of the schools with damaged self-concepts.⁶⁴

The Role of the Teacher in Hispanic Education

A recurring theme of the literature involves the importance of the role of the teacher to school success. Ramirez and Taylor say

In this regard the teacher plays a very important role. That is to say, a positive attitude

⁶²Ramirez, "Cultural Democracy: A New Philosophy for Educating the Mexican American Child", Elementary Principal, November 1970, pp. 45-46.

⁶³Ibid.

⁶⁴F.K. Heussenstamm, "Student Strike in the East Los Angeles High Schools", School and Society, March 1972, pp. 182-185.

toward education and contentment with school is strongly related to the teacher-student relationship; for the more closely a teacher meets the expectations, preferences and positive values that Mexican American children have, the less likely the children are to feel hostile toward school and education in general.⁶⁵

Howard and Anderson also recognize the importance of the teacher in encouraging school success. Their observation places much of the blame for the lower socioeconomic child's school failure clearly upon the teacher. They say

The lower class child, not prepared to be studious, obedient, and docile, comes into conflict with the middle-class teacher. His language, poor social adjustment and 'cult of immediacy' impair his chance of success. It is here that day after day, most of the children in the lower fourth of the socioeconomic distribution have their sense of worth destroyed, develop feelings of insecurity, become frustrated and lose confidence in their ability to learn even what they are capable of learning.⁶⁶

Brindley, in a short study in the Journal of Thought, suggests that Anglo teachers are often detrimental to the potential school success of Hispanic students. He lists the following characteristics of Anglo teachers which tend to clash with the cultural backgrounds of their Hispanic students:

⁶⁵Ramirez and Taylor, op.cit.

⁶⁶Howard and Anderson, op.cit., p. 225.

1. The Anglo teacher does not want to stay in a racially changed school generally;
2. The Anglo teacher may show a "patronizing" attitude toward culturally different students;
3. The Anglo teacher often acquires certain prejudices from his/her and colleagues experiences with Hispanic students. Hispanic students are often referred to as "they";
4. The Anglo teacher will often manifest certain behavioral patterns such as expecting less work from Hispanic students;
5. The Anglo teacher will often expect conformity to his/her value system;
6. The Anglo teacher will often not respond to individual differences in students.⁶⁷

While Brindley suggests that the ideal Anglo teacher would be bilingual, he notes that such a desire is not practical at this time. If not bilingual teachers, Brindley sets the task at hand for current teachers

In most of the schools which are predominately Mexican American, middle-class Anglo teachers and administrators hold most of the positions. While this situation is slowly changing, the real situation requires that the available Anglo teachers be well-trained and particularly sympathetic toward the Mexican American school children and their cultural heritage. While continuing efforts to hire as many bilingual person as possible, the immediate task at hand, and probably for some time to come, is to educate the Anglo teachers who do hold these

⁶⁷Brindley, op.cit.

positions to be effective and understanding exemplaries of good bicultural relations.⁶⁸

Summary

Three areas of interest to this study have been covered in the review of pertinent literature. Although the studies surveyed varied in degrees of sophistication, population, findings, and recommendations, several common elements surfaced: (1) the extent of the Hispanic school "problem" in the United States; (2) the split between those advocates of a traditional Anglo school program for Hispanics and those authors who favor a full bilingual/bicultural approach; (3) the differences in educational and cultural attitudes of Hispanic migrants who have "settled out" from Hispanics who have remained in highly populated centers of Hispanic culture and education; and (4) the crucial role played by the teacher in Hispanic school success.

The issue of Hispanic education is one with which the United States' political and educational leaders must deal. There is little doubt that Hispanics are becoming and will become a major political and economic power during the 1980's. The extent of the situation

⁶⁸Ibid., p. 263.

can be seen in the following population statistics:

	<u>1970</u>	<u>1975</u>	<u>1980</u> (est)
<u>U.S.Spanish Population</u>	9,072,602	11,202,000	15,000,000
Median Age:	29.8	28.6	27.3
Mexican American	21.3	20.7	20.2
Puerto Rican	20.2	19.8	19.4
Schooling:			
Percent Less Than 5 Years:			
Mexican American	28%	25%	22%
Puerto Rican	19%	17%	16%
Percent With 4 Yrs. H.S.:			
Mexican Americans	26%	28%	29%
Puerto Ricans	28%	29%	30% ⁶⁹

Carter indicates that the low educational status of Hispanics is being recognized as a problem when he says

Leaders in the Southwest now recognize that maintaining a rapidly increasing Mexican American population with low status as a group and poor education represents a serious threat to societal stability. While such a population may have served the old rural Southwest well, its persistence at present contributes to many undesirable and unsettling conditions. Even the more politically and socially conservative Anglo groups see these conditions as alarming and are exerting pressure on the schools to eliminate overt manifestations of the Mexican American's low social status. Pressures from within society are forcing action to resolve grave problems; problems partially created by the fact that schools inadvertently functioned to maintain the minority in a subordinate position. A low-status Mexican American is no

⁶⁹United States Bureau of Census, Current Population Reports, P-20, No. 290 "Persons of Spanish Origin in the United States: March 1975", (Washington D. C.: U. S. Government Printing Office, 1976).

longer functional; the "natural order" has changed.⁷⁰

An educational question which may never be resolved deals with the question of which approach, traditional Anglo or bilingual/bicultural, is most appropriate for Hispanic school success. Several authors reviewed; Juarez, Romero, and McKim suggested that Hispanic parental and student attitudes are not significantly different from Anglo parental and students' attitudes. Their position can be summarized in the often heard statement, "They have to live in our society, they should have to attend the same schools and take the same classes as everybody else". Some of the literature reviewed supports that point of view.

Most authors reviewed, however, take a more moderate approach to Hispanic education. Then Vice-President Johnson, in a 1963 White House Conference on Bilingual Education, stated that "Schools should capitalize on the bilingual situation in the Southwest rather than ignore or suppress it". The rationale developed for bilingual education includes:

1. To develop pride in the language and culture
2. To increase student school motivation
3. To develop less student guilt and anxiety about giving up his/her culture

⁷⁰Carter, op.cit., pp. 205-206.

4. To facilitate less academic failure because of the language barrier
5. To develop better educated, bilingual persons⁷¹

The development of this bilingual/bicultural educational system is predicated on five basic assumptions:

1. Maintaining a positive cultural identity contributes to a positive self concept;
2. Motivated children are more academically successful;
3. Harmonious cultural teaching strategies motivate students;
4. Strategies relating to cognitive development of the cultural group will bring desired objectives;
5. Success in high school brings societal success.⁷²

Puglisi and Hoffman summarize the thinking of the bilingual education advocates when they indicate that the "Culturally Different Model"

is the "culturally different" paradigm, which assumes that each culture in a multi-cultural milieu has a worth and a raison d'etre. Cultural variations enrich a person's academic, intellectual, and social experiences and contribute to the social and political qualities of a society. Cultural variation is desirable

⁷¹Armando Ayala, Rationale for Early Childhood Bilingual-Bicultural Education (February 1971).

⁷²Dick Puglisi and Alan Hoffman, "Cultural Identity and Academic Success in a Multicultural Society: A Culturally Different Approach", Social Education, October 1978, pp. 495-498.

and should be encouraged by educational practices and political behavior.⁷³

According to the findings of the literature, the question of educational success for Hispanics may be dependent upon the "Settling Out" aspect of many migrants. As indicated earlier, authors McKim, Romero, and Browner found that as Hispanics left the "mainstream" of Hispanic culture, they did, in fact, express the same basic aspirations, desires, and expectations as their Anglo counterparts.

The other side of this argument is expressed by Carter

In attempting to convert Mexican Americans to 'our way of life', the school inadvertently creates an environment that does not reflect the real American culture. Rather, the climate is ideal middle class: the 'unsavory' aspects of American culture, its diversity and controversial elements, are excluded. The enforcement of strict behavioral standards promotes serious culture conflict. Children learn a culture (language, values, expectations, roles, and so on) in their homes or from their peers. The school enforces another and different culture.⁷⁴

As previously stated, the 1980's will be a crucial period in American history relative to the education of the Hispanic population. Although the methods

⁷³Ibid., p. 496.

⁷⁴Carter, op.cit., p. 99.

and philosophy of education may differ, there is general agreement in the literature that it will be done because it must. The challenge is not new. The United States has faced similar times in the past. Cordasco helps place the current situation into perspective when he says that

for the mainland schools, the (Hispanic) migration presents distinct and yet, in many ways a recurrent phenomenon. With the imposition of immigration quotas in the early 1920's, the non-English speaking student gradually disappeared. The great European migration and the manifold educational problems to which the American schools had addressed themselves had been resolved in a manner. With the increasing (Hispanic) migration and the recurrent pattern of ghettoization of the new arrivals, the migrant child, non-English speaking and nurtured by a different culture, presented the schools with a new, yet very old, challenge.⁷⁵

⁷⁵Cordasco, op.cit., p. 117.

CHAPTER III

DESIGN OF THE STUDY

This study was undertaken to help determine the attitude toward high school education among the Hispanic students and a like number of Anglo students at Holland High School. The study is predicated upon the assumption that certain student attitudes, as reflected by their responses on the Holland High School Questionnaire, do contribute to school success. The information gained from this study will then be used to develop viable educational services, programs, and learning opportunities for Hispanic youth.

It is suggested from the review of the literature that several variables are important to the school success of Hispanic students. The variables noted include: (1) the role of the family (Ramirez,¹ Bryant and Meadow²); (2) the impact of peers (Casteneda,³

¹Ramirez, "Value Conflicts Experienced by Mexican American Students".

²Bryant and Meadow, op.cit.

³Casteneda, op.cit.

Provinzano⁴); (3) academic achievement and the role of the teacher (Ramirez and Taylor,⁵ Brindley⁶); (4) the importance of extra-curricular activities (Reilly,⁷ Lucas⁸); (5) future orientation (Carter,⁹ Ballesteros¹⁰); and (6) demography (Boardman and Lloyd,¹¹ Romero¹²).

This study sought to ascertain the impact of these variables upon Hispanic student attitudes at Holland High School as compared with a like number of Anglo students.

Research Questions

This study involves Hispanic and Anglo students in exploring the following research questions:

- Q1: Are there significant differences between Hispanic and Anglo students regarding family interest in and support for school? If so, what are those differences?
- Q2: Are there significant differences between Hispanic and Anglo students and the influence that peer relationships have upon school success. If so, what are those differences?

⁵Ramirez and Taylor, op.cit.

⁶Brindley, op.cit.

⁷Reilly, op.cit.

⁸Lucas, op.cit.

⁹Carter, op.cit.

¹⁰Ballerteros, op.cit.

¹¹Boardman and Lloyd, op.cit.

¹²Romero, op.cit.

- Q3: Are there significant differences between Hispanic and Anglo students in their support for and interest in traditional academic achievement and school values? If so, what are those differences?
- Q4: Are there significant differences between Hispanic and Anglo students in their interest and participation in extra-curricular activities? If so, what are those differences?
- Q5: Are there significant differences between Hispanic and Anglo students regarding their future goals and how they relate to high school success? If so, what are those differences?
- Q6: Are there significant demographic differences between Hispanic and Anglo students which relate to school success? If so, what are those differences?

Sample Population

The sample population of this study consisted of all of the Hispanic students enrolled in Holland High School as of January 14, 1980, and a like number of randomly selected Anglo students with the following exceptions: (1) Hispanic students who are language impaired; (2) special education students; (3) Anglo students whose fathers attended college; and (4) students who did not wish to participate in the study. The selection of only Anglo students whose fathers did not attend college was done to (1) minimize the variance in the area of family support for education, and (2) somewhat balance the groups socioeconomically.

The following table shows the student population groups on January 14, 1980:

TABLE 3.1

STUDENT POPULATION GROUPS AT HOLLAND HIGH SCHOOL

	<u>Enrollment</u>	<u>Surveyed</u>	<u>Final Use</u>
All Hispanics	165	153	145
12th Grade	43	38	36
11th Grade	53	52	49
10th Grade	69	63	60
Randomized Anglos	484		
12th Grade	111	38	36
11th Grade	169	52	49
10th Grade	206	63	60

Of the 306 research questionnaires distributed in this study, 290 or 94.7% were usable returns. Ten of the students could not, or would not, report for the questionnaire; fourteen students refused to take the questionnaire; and sixteen students did not complete the questionnaire leaving 290 usable returns including 145 Hispanic students and 145 randomized Anglo students. The 290 usable returns constitute the sample of this study. All responses were completed on all questionnaires used; there are no missing data.

Instrumentation

The design for the study included procedures for the development and collection of data to investigate the study's research questions. The data were gathered through the development of the following research instruments:

1. HOLLAND HIGH SCHOOL EDUCATIONAL BACKGROUND SURVEY¹³

The purpose of the "Educational Background Survey" was to identify those Anglo students whose fathers did not attend college. To identify those students, the researcher developed a short, three item questionnaire which was administered to all Holland High School students. The Survey indicated the college educational backgrounds of the student's father and mother as well as the student's own college plans. The purpose of the Survey, however, was to identify the pool of Anglo students whose fathers had not attended college. After discarding the surveys of Hispanic students, language impaired and special education students, and students whose fathers attended college, the remaining students were randomized with 145 Anglo students eventually becoming one half of the sample population.

¹³See Appendix A

2. HOLLAND HIGH SCHOOL STUDENT SURVEY¹⁴

In preparation for the development of a research questionnaire, a Student Survey was development in a pilot study in the spring of 1979. The Survey was basically "open-ended" in nature with an emphasis on demographic data and on school affiliation. The demographic data included: student's name, age, grade, sex, children in family, grade student began in Holland, Holland elementary school attended, language in home, and educational level of parents and siblings. The school affiliation questions concentrated on extra-curricular activities participation, outside work experiences, peer group, teachers and classes, quitting school, and future plans. The questions were exploratory in nature, calling for a written response.

The Holland High School Student Survey was administered to 52 Hispanic students by this researcher. Students surveyed included 15-12th grade members of the Class of 1979; 12-11th graders; 12-10th graders; and 13-9th graders who are current 10th graders at Holland High School. After completing the written portion of the survey, verbal feed-back with the student concerning the instrument's questions was exchanged. The student responses

¹⁴See Appendix B

were noted and incorporated into the design of the final questionnaire.

3. HOLLAND HIGH SCHOOL STUDENT QUESTIONNAIRE¹⁵

As an outgrowth of the review of the literature, the researcher's observation and experience, and the survey pilot, a two-part Holland High School Student Questionnaire was developed. Part I consisted of 47 Likert Scale attitude questions using the following key:

- (1) STRONGLY AGREE WITH STATEMENT
- (2) AGREE WITH STATEMENT
- (3) UNDECIDED OR UNCERTAIN WITH STATEMENT
- (4) DISAGREE WITH STATEMENT
- (5) STRONGLY DISAGREE WITH STATEMENT

The questions were designed to gain attitude responses to the following variables:

QUESTIONS	1-10:	Parental interest in and support for school
QUESTIONS	11-20:	Peer influence
QUESTIONS	21-30:	School integration and acceptance of traditional school values
QUESTIONS	31-40:	Importance of extra-curricular activities
QUESTIONS	41-47:	Future orientation of students

¹⁵See Appendix C

QUESTIONS 48-50 are summary questions in that, based upon attitudes displayed in the prior 47 questions, QUESTION 48 dealing with desired schooling; QUESTION 49 dealing with expected schooling; and QUESTION 50 dealing with certainty of schooling will derive certain responses.

Part II of the Questionnaire contains student demographic information. The information includes: sex, age, grade, language in home, parental and sibling educational backgrounds, size of family, race, educational plans, head of household, family income, and high school activities.

Because there was a possibility of student intimidation in regard to the principal administering the questionnaire, the actual administering was done by bilingual/bicultural personnel. The testing was done in small groups of 6-8 students in an office area away from the administrative offices. Student answer forms were coded for identity to provide for future follow-up relative to future school success.

No student, Hispanic or Anglo, was required to participate in the survey. Student/Parent release forms written in both English and Spanish were used.¹⁶ As noted earlier, only 14 students refused to fill out the questionnaire. Of significance was the support for the

¹⁶Appendix D

project given by the District Bilingual Office¹⁷ and by the District Superintendent of Schools.¹⁸

Statistical Analysis

The data of this study consist of two important sets of variables. The independent variables to be used are race, class, and sex. The dependent variables are (1) family, (2) peers, (3) school integration, (4) extra-curricular activities, and (5) future orientation.

Among the statistical procedures employed was a Reliability Analysis on the questions relating to the dependent variables. By using the alpha levels of the questions as they cluster together, a grouping of most positively correlated questions was developed for each dependent variable.

Other Statistical Procedures Employed

1. DESCRIPTIVE STATISTICS

Descriptive statistics such as frequency counts, means, and variances are reported by race, sex, and grade level.

2. TWO-WAY ANALYSIS OF VARIANCE

¹⁷Appendix E

¹⁸Appendix F

The Two-Way Analysis of Variance was employed to test for significant differences among the population means of the various levels of the independent variables. The 2-Way ANOVA procedure tested for significant differences between Hispanic and Anglo students, and by grade level and sex within and between groups. The scale scores means developed for the dependent variables of family, peers, school integration, extra-curricular activities, and future orientation were tested by the 2-Way ANOVA. A confidence level of .05 was established for the Two-Way ANOVAS.

The ANOVA procedure assumes that respondents are independent of each other, and the dependent variable is continuous and normally distributed with the same population variance in each sub-group. Since the total number of respondents was large (290), the assumption of normality was less likely to be violated.

3. ONE-WAY ANALYSIS OF VARIANCE

The One-Way Analysis of Variance procedure was employed to test for significant differences. The dependent variables of family, peers, school integration, extra-curricular activities, and future orientation were analyzed using race as the independent variable. A confidence level of .05 was established for the One-Way ANOVAS.

4. CROSSTABULATION

QUESTION 48: If you could have as much schooling as you wanted, which of the following would you do?

QUESTION 49: What do you really expect to do about your education?

QUESTION 50: How certain are you that you will really achieve the education you want?

Questions 48, 49, and 50, which appear to represent the outgrowth of student attitude toward school, were crosstabulated by race, sex, and grade level.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to produce descriptive research comparing Hispanic and Anglo students' attitudes regarding high school education and school success patterns as related to several specific variables.

The accumulated data of the questionnaire were tabulated, and the results summarized in a series of tables which are presented as follows: (1) Analysis of the sample by race, sex, and grade level; (2) Frequency distributions used to summarize response patterns of the dependent variables; (3) Two-Way and One-Way Analysis of Variance (ANOVA) procedures to test for significance among population means of various levels of independent variables; and (4) Crosstabulations used to analyze associations among selected variables of the study.

The major headings for the data analysis which follow are:

General Characteristics of the Sample

Student Attitudes Toward Variables in the Study

Statistical Comparisons Between Hispanic and Anglo Students' Attitudes

Hispanic/Anglo Schooling Wanted; Expected;
Certain

General Summary

General Characteristics of the Sample

In an attempt to obtain an analysis of factors relating to Hispanic school success, several factors were considered. These variables included race, sex, and grade level of the sample. The demographic data of the sample are summarized in Tables 4.1, 4.2, 4.3, and 4.4.

Table 4.1 indicates the size of the Hispanic and Anglo sample groups. Equal N = 145 groups were surveyed in this study. Table 4.3 further categorizes the general Hispanic group into the subcategories used by the United States Department of the Census. Hispanic students reported themselves as Mexican American (112); Puerto Rican (7); Cuban (3); South American (4); and Other (19). The "Other" responses included seven students who listed "Chicano", six students who noted "American", two students "Mexican", and four students checked Hispanic, Other; but did not indicate a descriptive term.

Table 4.3 shows the sample population breakdown by race and sex. The total sample was virtually evenly split with 49% female and 51% male respondents. The Hispanic population contained 12% more males than females, 56%-44%, while the Anglo population included 8% more females than males, 54%-46%.

TABLE 4.1

ANALYSIS OF TOTAL SAMPLE DISTRIBUTION BY RACE

Race	All Students	
	N	%
Hispanic	145	50.0
Anglo	145	50.0
Totals	290	100.0

TABLE 4.2

ANALYSIS OF HISPANIC SAMPLE DISTRIBUTION BY SUBGROUP

Group	Hispanic Students	
	N	%
Mexican American	112	77.0
Puerto Rican	7	5.0
Cuban	3	2.0
South American	4	3.0
Other	19	13.0
Totals	145	100.0

TABLE 4.3

ANALYSIS OF TOTAL SAMPLE DISTRIBUTION BY SEX

=====		
Sex	All Students	
	N	%
<hr/>		
Female	142	49.0
Male	148	51.0
Totals	290	100.0
	Hispanic Students	
	N	%
Female	63	44.0
Male	82	56.0
Totals	145	100.0
	Anglo Students	
	N	%
Female	79	54.0
Male	66	46.0
Totals	145	100.0
<hr/>		

TABLE 4.4

ANALYSIS OF TOTAL SAMPLE DISTRIBUTION BY GRADE

=====		
Grade	All Students	
	N	%
Grade 10	116	40.0
Grade 11	98	34.0
Grade 12	76	26.0
Totals	290	100.0
	Hispanic Students	
	N	%
Grade 10	58	40.0
Grade 11	49	34.0
Grade 12	38	26.0
Totals	145	100.0
	Anglo Students	
	N	%
Grade 10	58	40.0
Grade 11	49	34.0
Grade 12	38	26.0
Totals	145	100.0
=====		

Table 4.4 describes the sample population by grade level. The population of 116 10th graders, 98 11th graders, and 76 12th graders was evenly split between Hispanic and Anglo students. In percentages, 40% were in the 10th grade, 34% in 11th grade, and 26% in 12th grade.

Student Attitudes Toward Variables in the Study

Family Support

Of the 145 Hispanic and 145 Anglo students responding to the items relating to family support for education, the data in Tables 4.5 and 4.6 show that both groups are generally consistent in their answers to the items on the questionnaire. The question totals show a remarkable overall similarity. The similarity of response can be seen in a comparison of the groups means of 2.37 for Hispanics and 2.39 for Anglos. While the two groups appear to generally answer the questions regarding family in a similar manner, there are areas of differences. Hispanic students disagree less in their response toward conformity to parent's ideas while Anglo students appear less willing to accept parental pressure regarding education. Neither the Hispanic nor the Anglo group report a high parental interest in attending school events and activities.

The use of the Two-Way ANOVA statistical procedure further indicates the lack of significant differences between Hispanics and Anglos regarding family support.

TABLE 4.5

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO HISPANIC ATTITUDES TOWARD FAMILY

=====

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
1. Parents should teach their children to have unquestioned loyalty to them.	29	52	36	17	11
2. It helps a child in the long run if he/she is made to conform to his/her parents' ideas.	15	51	40	24	15
5. It is good for parents to put pressure on their children to get as much education as possible.	28	46	32	26	13
7. My family discusses school during supper or at other times at home.	18	68	27	25	7
8. My parents often question me about homework.	24	58	27	27	9
10. My parents attend school events and activities.	10	31	32	42	30
Totals	124	306	194	161	85

Alpha = .54 Mean = 2.37

TABLE 4.6

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO ANGLO ATTITUDES TOWARD FAMILY

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
1. Parents should teach their children to have unquestioned loyalty to them.	18	49	44	26	8
2. It helps a child in the long run if he/she is made to conform to his/her parents' ideas.	11	42	33	42	17
5. It is good for parents to put pressure on their children to get as much education as possible.	20	47	32	36	10
7. My family discusses school during supper or at other times at home.	23	74	22	17	9
8. My parents often question me about homework.	22	65	15	30	13
10. My parents attend school events and activities.	14	32	34	34	31
Totals	108	309	180	185	88

Alpha = .54 Mean = 2.39

From Table 4.7, the F-test of the interaction between race and sex is 2.557 and is not significant at the .05 level. Table 4.8 shows the F-test interaction between race and grade level is .134 and is not significant at the .05 level. The F-test for Grade Effect is significant at the .05 level indicating that grade level does affect students' attitudes regarding family support.

Tables 4.9, 4.10, 4.11 show means and standard deviations of attitudes toward family support by race, sex, and grade level. The only area of difference in family support perception involves grade level. The means of Grades 10, 11, and 12 are 2.26, 2.39, and 2.56 respectively. It appears that the perception of family support is more positive as the student grade level increases.

Peer Pressure

The data in Tables 4.12 and 4.13 show the responses to the questionnaire items that cluster to the variable of peers. The group means are 3.62 for Hispanics and 3.58 for Anglos. Both groups appear to be similar in their belief in group mixing, aversion to fighting, and staying in school if their friends drop out, but differences are apparent. Hispanics appear to be more influenced by parents and teachers and less influenced by friends than Anglos as reported in Questions 14 and 15. There is strong agreement by both Hispanics and Anglos regarding staying in school.

TABLE 4.7--Results of Testing Variable Family by Race (R1) and Sex (V51)
by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
<hr/>					
Main Effects					
R1	.112	2	.056	.112	.894
V51	.073	1	.073	.145	.704
	.053	1	.053	.106	.745
<hr/>					
2-Way Interactions					
R1	1.283	1	1.283	2.557	.111
V51	1.283	1	1.283	2.557	.111
<hr/>					
Explained	1.395	3	.465	.927	.428
<hr/>					
Residual	141.964	283	.502		
<hr/>					
Total	143.359	286	.501		
<hr/>					

TABLE 4.8--Results of Testing Variable Family by Race (R1) and Grade (V53)
by using Two-Way ANOVA.

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
Main Effects					
R1	4.182	3	1.394	2.822	.039
V53	.019	1	.019	.038	.846
	4.154	2	2.077	4.204	.016
2-Way Interactions					
R1	.132	2	.066	.134	.875
V53	.132	2	.066	.134	.875
Explained	4.315	5	.863	1.747	.124
Residual	139.817	283	.494		
Total	144.131	288	.500		

TABLE 4.9--Means and Standard Deviations, Classified by Race and Dependent Variables.

	Race				Total Mean for Groups
	Hispanic		Anglo		
	Mean	S.D.	Mean	S.D.	
Family Support	2.37	.68	2.39	.74	2.37
Peer Pressure	3.62	.82	3.58	.77	3.60
School Integration	2.73	.71	2.98	.60	2.85
Extra Curricular Activities	3.13	.70	3.19	.66	3.14
Future Orientation	1.60	.74	1.60	.75	1.59

TABLE 4.10--Means and Standard Deviations, Classified by Sex and Dependent Variables.

	Sex				Total Mean for Groups
	Female		Male		
	Mean	S.D.	Mean	S.D.	
Family Support	2.37	.69	2.39	.72	2.38
Peer Pressure	3.78	.72	3.44	.82	3.58
School Integration	2.95	.65	2.78	.67	2.86
Extra Curricular Activities	3.23	.61	3.07	.72	3.16
Future Orientation	1.40	.57	1.77	.81	1.60

TABLE 4.11--Means and Standard Deviations, Classified by Grade and Dependent Variables.

	Grade						Total Mean for Groups
	10		11		12		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Family Support	2.26	.65	2.39	.75	2.56	.71	2.38
Peer Pressure	3.50	.84	3.67	.67	3.65	.87	3.60
School Integration	2.80	.69	2.85	.63	2.93	.69	2.85
Extra Curricular Activities	3.13	.72	3.11	.63	3.24	.69	3.16
Future Orientation	1.55	.76	1.54	.63	1.74	.83	1.60

TABLE 4.12

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO HISPANIC ATTITUDES TOWARD PEERS

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
12. It is good to mix only with people of your own kind.	5	4	11	35	90
13. Sometimes talking is not enough, and you must use your fists to convince someone.	10	19	28	25	63
14. What my friends want me to do is more important than what my teachers and parents want me to do.	8	13	26	39	59
16. It is important to have a "gang" to buddy around with.	10	23	29	52	31
18. If my friends drop out of school, I will probably also drop out.	6	4	9	32	94
Totals	39	63	103	183	337

Alpha = .53 Mean = 3.62

TABLE 4.13

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO ANGLO ATTITUDES TOWARD PEERS

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
12. It is good to mix only with people of your own kind.	4	9	16	48	68
13. Sometimes talking is not enough, and you must use your fists to convince someone.	10	10	16	40	69
14. What my friends want me to do is more important than what my teachers and parents want me to do.	3	7	30	61	44
16. It is important to have a "gang" to buddy around with.	7	45	36	35	22
18. If my friends drop out of school, I will probably also drop out.	5	2	2	24	112
Totals	29	73	100	208	315

Alpha = .53 Mean = 3.59

Table 4.14 shows the interaction between race and sex regarding peers is 1.983 and is not significant at the .05 level. Table 4.15 shows an F-test of .106 interaction between race and grade level and also is not significant at the .05 level. Only race as a Main Effect with sex is significant at the .05 level.

From the Means Tables 4.9, 4.10, 4.11, two conclusions can be drawn: (1) males are less positive in their attitude toward peers (3.44 males; 3.78 females) and (2) 10th grade students are similarly less positive than upperclassmen. (3.50 10th; 3.67 11th; 3.65 12th)

School Integration

The data in Tables 4.16 and 4.17 show the responses to the questionnaire items that cluster to the variable of school integration. The group means are 2.73 for Hispanics and 2.98 for Anglos. The differences in means indicate that there are differences in Hispanic and Anglo attitudes toward school values. From the data responses, Questions 21, 27, 28, and 30 contain the largest differences in raw scores. In this set of questions, a (4) Disagree or (5) Strongly Disagree response would represent an acceptance of traditional school values such as grades, attendance, school rules, and discipline. The major areas of disagreement appear to be on Hispanic and Anglo attitudes toward grades, attendance, and school discipline with Hispanics,

TABLE 4.14--Results of Testing Variable Peers by Race (R1) and Sex (V51)
by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
<hr/>					
Main Effects	9.912	2	4.956	8.512	.001
R1	.730	1	.730	1.254	.264
V51	9.684	1	9.684	16.632	.001
<hr/>					
2-Way Interactions	1.155	1	1.155	1.983	.160
R1 V51	1.155	1	1.155	1.983	.160
<hr/>					
Explained	11.066	3	3.689	6.335	.001
<hr/>					
Residual	164.774	283	.582		
<hr/>					
Total	175.840	286	.615		
<hr/>					

TABLE 4.15--Results of Testing Variable Peers by Race (R1) and Grade (V53)
by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
<hr/>					
Main Effects	2.246	3	.749	1.186	.315
R1	.087	1	.087	.139	.710
V53	2.166	2	1.083	1.715	.182
<hr/>					
2-Way Interactions	.134	2	.067	.106	.899
R1 V53	.134	2	.067	.106	.899
<hr/>					
Explained	2.380	5	.476	.754	.584
<hr/>					
Residual	178.651	283	.631		
<hr/>					
Total	181.031	288	.629		
<hr/>					

TABLE 4.16

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO HISPANIC ATTITUDES TOWARD SCHOOL
INTEGRATION

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
21. There is too much importance placed on grades in this school.	19	48	53	13	12
22. Students really do not learn the things in school that they want to learn.	11	37	52	35	10
27. Your grade is pretty much set when you first come into a class.	3	18	31	56	37
28. Good class attendance doesn't really matter as long as you pass the course.	8	16	16	64	41
29. There are just too many school rules.	12	17	52	49	15
30. School discipline is unfair.	21	44	42	29	9
Totals	74	180	246	246	124

Alpha = .68 Mean = 2.73

TABLE 4.17

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO ANGLO ATTITUDES TOWARD SCHOOL
INTEGRATION

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
21. There is too much importance placed on grades in this school.	11	36	54	35	9
22. Students really do not learn the things in school that they want to learn.	14	39	57	30	5
27. Your grade is pretty much set when you first come into a class.	6	5	22	52	60
28. Good class attendance doesn't really matter as long as you pass the course.	4	6	12	60	63
29. There are just too many school rules.	9	17	50	57	12
30. School discipline is unfair.	21	38	46	30	10
Totals	65	141	241	264	159

Alpha = .68 Mean = 2.98

generally, being more negative toward traditional school values and Anglos more accepting.

Tables 4.18 and 4.19 show that both of the Two-Way ANOVA F-tests interactions by race and sex (.008); and by race and grade (.631) are not significant at the .05 level. However, the Main Effects of race and sex are significant at the .05 level. Thus, the attitude toward school integration is not the same for Hispanics and Anglos nor for males and females.

The Means Tables 4.9, 4.10, 4.11 show the following data: (1) Anglos appear more accepting of traditional school integration than Hispanics; (2) Females are more accepting than males; and (3) Acceptance of school integration increases as grade level increases.

Extra-curricular Activities

The sample group attitude regarding extra-curricular activities is shown on Tables 4.20 and 4.21. Questionnaire Items 32, 33, 34, 35, 38, and 39 clustered to the variable regarding the impact of extra-curricular activities. The data show relatively little difference in student attitudes between Hispanics (3.13) and Anglos (3.19). Both groups agree that they would remain in school regardless of extra-curricular activities. With the exception of Question 33 (Quitting School), both Hispanics and Anglos tended to avoid the (1) Strongly Agree and (5) Strongly

TABLE 4.18--Results of Testing Variable Integration by Race (R1) and Grade (V53) by using Two-Way ANOVA.

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
Main Effects					
R1	5.272	3	1.757	4.031	.008
V53	4.278	1	4.278	9.815	.002
	.929	2	.464	1.065	.346
2-Way Interactions					
R1	.550	2	.275	.631	.533
V53	.550	2	.275	.631	.533
Explained	5.822	5	1.164	2.671	.022
Residual	123.362	283	.436		
Total	129.183	288	.449		

TABLE 4.19--Results of Testing Variable Integration by Race (R1) and Sex (V51) by using Two-Way ANOVA.

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
Main Effects					
R1	5.290	2	2.645	6.255	.002
V51	3.099	1	3.099	7.327	.007
	1.572	1	1.572	3.717	.005
2-Way Interactions					
R1	.004	1	.004	.008	.928
V51	.004	1	.004	.008	.928
Explained	5.294	3	1.765	4.173	.007
Residual	119.675	283	.423		
Total	124.969	286	.437		

TABLE 4.20

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO HISPANIC ATTITUDES TOWARD EXTRA-CURRICULAR ACTIVITIES

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
32. There is no reason to go out for sports because the coaches have already picked the teams.	11	26	34	50	24
33. If it were not for the extra-curricular activities here at school, I would probably quit school.	7	6	18	54	60
34. One group of kids runs things in school, and the other kids can't do much.	13	40	40	35	17
35. The athletic and music activities are the things that make school worthwhile.	11	34	49	36	15
38. There are no school activities that appeal to me or my friends.	4	18	35	56	32
39. This school puts too much emphasis on sports and activities and not enough on academic work.	3	14	47	63	18
Totals	49	138	223	294	166
Alpha = .58 Mean = 3.13					

TABLE 4.21

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO ANGLO ATTITUDES TOWARD EXTRA-CURRICULAR ACTIVITIES

=====

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
32. There is no reason to go out for sports because the coaches have already picked the teams.	7	20	28	61	29
33. If it were not for the extra-curricular activities here at school, I would probably quit school.	5	2	10	56	72
34. One group of kids runs things in school, and the other kids can't do much.	21	31	44	41	8
35. The athletic and music activities are the things that make school worthwhile.	8	36	53	35	13
38. There are no school activities that appeal to me or my friends.	6	16	24	69	30
39. This school puts too much emphasis on sports and activities and not enough on academic work.	6	9	41	62	27
Totals	53	114	200	324	179

Alpha = .58 Mean = 3.19

Disagree responses. The majority of responses tended to be conservative clustering toward the middle.

The Two-Way ANOVA F-test for the interaction between race and sex (Table 4.22) shows an F value of 1.195 which was not significant at the .05 level. The Main Effect level of .733 for race was not significant, but the .020 level for the Sex Main Effect was significant at the .05 level. Table 4.23 shows a similar result for the interaction between race and grade regarding extra-curricular activities. The F-test interaction value is .935, not significant at .05, while the Race Effect (.638) and Grade Effect (1.143) are also not significant at .05.

The means of the groups in Tables 4.9, 4.10, 4.11 are interpreted to show: (1) Little meaningful significance between Hispanics and Anglos test regarding attitudes toward extra-curricular activities; (2) Females appear slightly more positively affected; and (3) 12th graders also appear to be more positively influenced by extra-curricular activities.

Future Orientation

With the exception of Question 46, Tables 4.24 and 4.25 show that there was a high degree of consistency between Hispanic and Anglo students in responding to questions regarding future orientation. Both groups strongly felt the need to stay in school and were accepting of the

TABLE 4.22--Results of Testing Variable Extra-Curricular by Race (R1) and Sex (V51) by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
<hr/>					
Main Effects	2.626	2	1.313	2.930	.055
R1	.052	1	.052	.116	.733
V51	2.447	1	2.447	5.461	.020
<hr/>					
2-Way Interactions	.535	1	.535	1.195	.275
R1 V51	.535	1	.535	1.195	.275
<hr/>					
Explained	3.161	3	1.054	2.352	.073
<hr/>					
Residual	126.811	283	.448		
<hr/>					
Total	129.972	286	.454		
<hr/>					

TABLE 4.23--Results of Testing Variable Extra-Curricular by Race (R1) and Grade (V53) by using Two-Way ANOVA.

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
Main Effects	1.367	3	.456	.989	.398
R1	.294	1	.294	.638	.425
V53	1.054	2	.527	1.143	.320
2-Way Interactions	.862	2	.431	.935	.394
R1 V53	.862	2	.431	.935	.394
Explained	2.229	5	.446	.967	.438
Residual	130.449	283	.461		
Total	132.678	288	.461		

TABLE 4.24

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO HISPANIC ATTITUDES TOWARD FUTURE
ORIENTATION

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
41. It is necessary for me to complete high school.	92	32	9	4	8
42. I would prefer to stay in school and graduate even if I were offered a good job tomorrow.	81	41	18	1	4
43. What I learn in school will help me even if I don't go to college.	59	59	14	7	6
45. I have never doubted that staying in school would lead to things I want out of life.	34	54	40	13	4
46. I consider high school graduation only the first step in my formal education.	39	54	39	6	7
Totals	305	240	120	31	29

Alpha = .76 Mean = 1.60

TABLE 4.25

FREQUENCY DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS RELATED TO ANGLO ATTITUDES TOWARD FUTURE
ORIENTATION

Questionnaire Items	Response Category				
	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree
41. It is necessary for me to complete high school.	102	25	5	3	10
42. I would prefer to stay in school and graduate even if I were offered a good job tomorrow.	89	38	7	7	4
43. What I learn in school will help me even if I don't go to college.	64	56	13	8	4
45. I have never doubted that staying in school would lead to things I want out of life.	39	52	36	16	2
46. I consider high school graduation only the first step in my formal education.	33	39	40	27	6
Totals	327	210	101	61	26

Alpha = .76 Mean = 1.60

need of school as a path for future reward. The only question answered significantly different was the Hispanic feeling that high school graduation was a terminal educational step while Anglos more generally saw high school graduation as a step toward additional formal education. The means for the two groups were identical at 1.60 which was highly positive regard future orientation.

The Two-Way ANOVA F-test for the interaction between race and sex (Table 4.26) shows an F value of 4.469. For the interaction between race and grade (Table 4.27), the F-test value was .425. Neither value was significant at the .05 level. However, the Main Effect value for sex was significant at .05.

The Group Means (Tables 4.9, 4.10, 4.11) for future orientation show the following: (1) There appears to be no difference between Hispanics and Anglos tested regarding attitudes regarding future orientation; (2) Females appear significantly more future oriented than males (1.40 mean to 1.77 mean); and (3) 12th graders appear slightly less future orientated than underclassmen.

One-Way ANOVA Tests

Tables 4.28, 4.29, 4.30, 4.31, 4.32 show the results of testing the variables of Family, Peers, Integration, Extra-curricular, and Future by Race by a One-Way

TABLE 4.26--Results of Testing Variable Future by Race (R1) and Sex (V51)
by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	Significance of F	
Main Effects					
R1	10.461	2	5.230	10.649	.001
V51	.331	1	.331	.674	.412
	10.428	1	10.428	21.230	.001
2-Way Interactions					
R1	2.195	1	2.195	4.469	.035
V51	2.195	1	2.195	4.469	.035
Explained	12.656	3	4.219	8.589	.001
Residual	139.003	283	.491		
Total	151.659	286	.530		

TABLE 4.27--Results of Testing Variable Future by Race (R1) and Grade (V53)
by using Two-Way ANOVA.

=====					
Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
<hr/>					
Main Effects					
R1	2.116	3	.705	1.273	.284
V53	.005	1	.005	.009	.923
	2.114	2	1.057	1.907	.150
<hr/>					
2-Way Interactions					
R1 V53	.472	2	.236	.425	.654
	.472	2	.236	.425	.654
<hr/>					
Explained	2.588	5	.518	.934	.459
<hr/>					
Residual	156.851	283	.554		
<hr/>					
Total	159.439	288	.554		
<hr/>					

TABLE 4.28--Results of Testing Variable Family by Race
by One-Way ANOVA.

=====			
Source	Sum of Squares	D.F.	Main Square
Between Groups	6.0686	3	2.0229
Within Groups	144.1032	287	.5021
Total	150.1718	290	

F = 4.0288 Significance = .0079

TABLE 4.29--Results of Testing Variable Peers by Race
by One-Way ANOVA.

=====			
Source	Sum of Squares	D.F.	Main Square
Between Groups	15.5646	3	5.1882
Within Groups	180.9509	287	.6305
Total	196.5155	290	

F = 8.2288 Significance = .0000

TABLE 4.30--Results of Testing Variable Integration
by Race by One-Way ANOVA.

=====			
Source	Sum of Squares	D.F.	Main Square
Between Groups	13.2008	3	4.4003
Within Groups	124.8405	287	.4350
Total	138.0412	290	
<hr/>			
F =	10.1159	Significance	.0000

TABLE 4.31--Results of Testing Variable Extra-curricular
by Race by One-Way ANOVA.

=====			
Source	Sum of Squares	D.F.	Main Square
Between Groups	11.5737	3	3.8579
Within Groups	132.3644	287	.4612
Total	143.9381	290	
<hr/>			
F =	8.3649	Significance =	.0000

TABLE 4.32--Results of Testing Variable Future by Race by One-Way ANOVA.

Source	Sum of Squares	D.F.	Main Square
Between Groups	2.7139	3	.9046
Within Groups	159.4373	287	.5555
Total	162.1512	290	

F = 1.6284 Significance = .1829

Analysis of Variance. In the case of Family (.008), Peers (.000), Integration (.000), and Extra-curricular (.000) the differences in variance were significant at the .05 level. Only the Future variable (.183) failed to show significance.

Hispanic and Anglo Schooling Wanted, Expected, Certain

As a result of student attitudes, as reflected on their responses on the questionnaire, the questions of amount of school wanted; amount of school expected; and certainty of school appear to this researcher to summarize a student's or group of students' attitude toward school and school importance. Questions 48, 49, and 50 attempted to elicit student response to these summary questions. The results were then Crosstabulated by race.

Table 4.33 shows the student responses by race to the amount of schooling students indicated they wanted. In both sample populations, a high percentage (Hispanic 97.9; Anglo 97.3) wanted to finish high school. More Anglos wanted to complete 4 years of college, but more Hispanics indicated a desire to complete graduate school.

Table 4.34 shows the student responses by race to the amount of schooling students indicated they actually expected. Again a high percentage (Hispanic 97.2; Anglo 99.3) expected to complete high school. The number of both Hispanics and Anglos who expected to complete 4 years of college or graduate school dropped with an increase in students who expected only to complete high school. The change of educational level was somewhat more for Hispanics than for Anglos.

Table 4.35 shows the student responses by race as to certainty of schooling completion. A majority of Hispanics (70%) and Anglos (80%) indicated that they were certain or very certain of their education. However, 30% of the Hispanics indicated they were not very certain or uncertain of their educational plans as compared to 20% of the Anglos.

In summary, the data show that both the Hispanic and Anglo groups set high educational goals and expectations for themselves. The Hispanics appear to be less certain of achieving their desired education.

TABLE 4.33
CROSSTABULATION OF DIVISION OF RACE AND
SCHOOLING WANTED (Item 48)

		Response Category									
Race	(1) Quit School	(2) Complete H.S.		(3) 2 Years College		(4) 4 Years College		(5) Graduate School			
		N	%	N	%	N	%	N	%	N	%
Hispanic	3	2.1	38	26.2	40	28.0	39	26.7	25	17.5	
Anglo	4	2.7	40	27.4	39	26.7	51	33.7	11	7.5	
Totals	7	2.4	78	26.9	79	27.3	90	31.0	36	12.4	

Raw Chi Square = 301.65; 15 Degrees of Freedom; Significance = 0.00

TABLE 4.34

CROSSTABULATION OF DIVISION OF RACE AND
SCHOOLING EXPECTED (Item 49)

Response Category										
Race	(1) Quit School		(2) Complete H.S.		(3) 2 Years College		(4) 4 Years College		(5) Graduate School	
	N	%	N	%	N	%	N	%	N	%
Hispanic	4	2.8	57	38.4	31	21.7	31	21.7	22	15.4
Anglo	1	.7	53	36.6	39	26.7	42	29.8	9	6.2
Totals	5	1.8	110	37.9	70	24.2	73	25.3	31	10.8

Raw Chi Square = 303.18; 15 Degrees of Freedom; Significance = 0.00

TABLE 4.35

CROSTABULATION OF DIVISION OF RACE AND
SCHOOLING CERTAINTY (Item 50)

Race	Response Category							
	(1) Very Certain		(2) Certain		(3) Not Very Certain		(4) Uncertain	
	N	%	N	%	N	%	N	%
Hispanic	35	24.5	66	45.5	41	27.9	2	1.4
Anglo	44	30.1	73	50.3	27	18.9	1	.7
Totals	79	27.3	139	47.9	68	23.4	3	1.1
							1	.4

Raw Chi Square = 299.72; 15 Degrees of Freedom; Significance = 0.00

Summary

Chapter IV presented the analysis and findings of the data gained through responses to the 290 research questionnaires employed in this study. Six research questions were analyzed and the findings are summarized as follows:

Question 1: Family Support

Both groups report similar responses to the questions dealing with family on the questionnaire. Neither parent group is reported to attend school events and activities. Hispanics are more willing to conform to parents' views, while Anglos are less willing to accept parental pressure regarding education.

Question 2: Peer Pressure

Both groups are similar in their belief in groups mixing and staying in school if friends drop out. Hispanics are more influenced by teachers and parents, while Anglos are more influenced by peers. Race is a significant factor in peer pressure.

Question 3: School Integration

The major differences found between Hispanics and Anglos are in the two group's acceptance of traditional school values. The research found that Hispanics were less supportive of traditional school areas such as grades, attendance, and discipline.

Question 4: Extra-curricular Activities

There appeared to be little significant difference between Hispanic and Anglo attitudes toward extra-curricular activities. Neither group responded that extra-curricular activities played an important part in their school lives.

Question 5: Future Orientation

Both sample groups felt the need to remain in school. The basic difference between the two groups was the Hispanic feeling that high school graduation was a terminal educational step while Anglos saw high school completion as a step toward additional formal education.

Question 6: Demographic Variables

Besides race, the sample populations were tested using the demographic variables of sex and grade level. The following results were found:

1. Grade Level was an important variable in relationship to perception of family support;
2. Sex was an important variable in relationship to importance of peer pressure;
3. Grade Level was an important variable in relationship to importance of peer pressure;
4. Sex was an important variable in relationship to importance of school integration;
5. Grade level was an important variable in relationship to importance of school integration;
6. Grade Level was an important variable in relationship to importance of extra-curricular activities.

Chapter V presents a summary of this study and a report of its findings. Conclusions and recommendations for further study are also included.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to investigate selected factors which contribute to school success among Hispanic and Anglo students. Based upon the review of the literature, preliminary interviews with students, teachers, counselors, and administrators, and the researcher's educational experience, the following factors were selected for study: (1) family support; (2) peer pressure; (3) school integration; (4) extra-curricular activities; (5) future orientation; and (6) the demographic variables of race, sex, and grade level.

To investigate these factors and their impact upon the school success of the sample population, the following research questions were developed:

1. Are there significant differences between Hispanic and Anglo students regarding family interest in and support for school? If so, what are those differences?
2. Are there significant differences between Hispanic and Anglo students and the influence that peer relationships have upon school success? If so, what are those differences?

3. Are there significant differences between Hispanic and Anglo students in their support for and interest in traditional academic achievement and school values. If so, what are those differences?
4. Are there significant differences between Hispanic and Anglo students in their interest and participation in extra-curricular activities? If so, what are those differences?
5. Are there significant differences between Hispanic and Anglo students regarding their future goals and how they relate to high school success? If so, what are those differences?
6. Are there significant demographic differences between Hispanic and Anglo students which relate to school success? If so, what are those differences?

Methodology

The sample for this study consisted of all of the Hispanic students and a like number of randomly selected Anglo students enrolled at Holland, Michigan, High School with the following exceptions: (1) Hispanic students who are language impaired; (2) special education students; (3) Anglo students whose fathers attended college; and (4) students who did not wish to participate in the study. The elimination of Anglo students whose fathers attended college, this researcher believes, was a key factor in the results of the study and will be discussed later in this chapter. From a possible sample of 165 Hispanic and 484 Anglo students, 145 Hispanic students or 88% of the possible

total population and 145 Anglo students or 30% of the possible total Anglo population were identified and surveyed.

A two-part HOLLAND HIGH SCHOOL STUDENT QUESTIONNAIRE was administered to the two sample population. Part I asked the student to indicate the extent to which each questionnaire item characterized his or her attitude and perception by the following scale:

1. STRONGLY AGREE
2. AGREE
3. UNDECIDED OR UNCERTAIN
4. DISAGREE
5. STRONGLY DISAGREE

Part II of the questionnaire included demographic data including race, sex, age, grade, language, parent and sibling education, income, and high school activities. The response set was recoded for the purpose of reporting the data.

With assistance from the Office of Research Consultation at Michigan State University, the Statistical Package for the Social Sciences (SPSS) was employed as the procedure for carrying out various forms of analysis. Statistical procedures used to analyze the data were:

1. Reliability Scales
2. Descriptive Statistics
 - a. Frequency Counts
 - b. Means
 - c. Variances

3. Two-Way Analysis of Variance
4. One-Way Analysis of Variance
5. Crosstabulation

Findings

- Q1: Are there significant differences between Hispanic and Anglo students regarding family interest in and support for school?

On the basis of the findings of the groups sampled, it appears that race plays little role in students' responses as to their perceptions of family support for and interest in school. The data indicate that grade level is an important factor in family educational support as it appears that student family support increases as grade level increases.

- Q2: Are there significant differences between Hispanic and Anglo students and the influence that peer relationships have upon school success?

On the basis of the findings, it appears that Hispanics are less influenced than Anglos by peers and peer pressure. Hispanics tended to respond that parents and teachers had more influence on their attitude regarding school. This loyalty to family was reflected in the literature as well as in the responses of Table 4.12. The research found strong agreement by both Hispanics and Anglos in the need to remain in school. Other findings noted include sex and grade level as important peer factors. Males are less positive in their attitude toward peers than females, and 10th graders less positive than upperclassmen.

Q3: Are there significant differences between Hispanic and Anglo students in their support for and interest in traditional academic achievement and school values?

On the basis of the findings, it appears that race has its biggest impact in the area of school integration; that is, the acceptance by students of traditional school values such as grades, attendance, school rules, and discipline. The data found the following:

1. Hispanic students reported a more negative feeling toward school integration than Anglos;
2. Males reported more negative responses to school integration than females;
3. Acceptance of school integration increased as grade level increased.

Q4: Are there significant differences between Hispanic and Anglo students in their interest and participation in extra-curricular activities?

The role of extra-curricular activities appears to be of little significance according to the students' responses on the questionnaire. Females tended to be slightly more affected by extra-curricular activities, and 12th graders also appeared to be more positively influenced. However, both sample groups tended to give similar responses to the questions dealing with the role of extra-curricular activities.

Q5: Are there significant differences between Hispanic and Anglo students regarding their future goals and how they relate to high school success?

Perhaps most surprising to the researcher was similarity of response between Hispanics and Anglos on those questions regarding future orientation. Both groups appear to be highly future oriented with each group producing a mean score of 1.60 for the questionnaire items. Race does not appear to play a significant role in values regarding future orientation. Sex does appear to play a role: Females appear significantly more future oriented than males.

The Crosstabulation of questionnaire items of schooling wanted, schooling expected, and schooling certain continued to show a high similarity of response. Over 97% of both groups wanted and expected to finish high school. School certainty produced less of a percentage but still a majority (70% Hispanic and 80% Anglo) of students who were certain of their educational future.

Discussion of Findings

In general, it was anticipated that the findings of this study would indicate a far more varied response between Hispanics and Anglos than appeared. In the main, the findings tended to point out similarities between Hispanic and Anglo attitudes toward family, peers, school integration, extra-curricular activities, and future orientation rather than significant differences. This similarity, according to this researcher, can be attributed to

1. The elimination from the Anglo population of students whose fathers attended college

With the elimination of the Anglos whose fathers attended college, the wide differences in attitude between groups were narrowed considerably. It is this researcher's observation that students whose parents attended college, as a group, are more positively directed to school by family, more accepting of traditional school values, more active in extra-curricular activities, and more future oriented.

2. The relative isolation of Holland's Hispanic community from major Hispanic population centers of the Southwest

As was discussed in Chapter II in the Racine, Wisconsin, and other studies, there appears to be a correlation between successful Hispanic school integration and distance from the Mexican border. As the population group becomes more isolated from the center of Hispanic activity, the attitudes and educational expectations of Hispanics seem to become increasingly similar to the majority population. The factors that McKim, Romero, and others discussed appeared to be at work in Holland, Michigan.

3. The stability of the Hispanic community

Even though the Hispanic population of the community continues to grow at a substantial rate, a stability is beginning to appear in the Hispanic community. Particular family groups or church-related groups appear to be

adopting the attitudes and educational expectations of the Anglo majority. Since educational peer pressure appears to play a less important role for Hispanics, this integration often takes the path of family or church, or is sparked by the interest of a teacher or coach.

4. The nature of the Hispanic culture

As was discussed in Chapter II, a common thread of the Hispanic culture is the acceptance of authority by the Hispanic child from parent, teacher, or other person in a dominant role. Many of the questionnaire items dealt with attitudes of staying in school and additional education. It is certainly possible, and within the framework of the Hispanic culture, to answer those questions in a positive way knowing that such answers are what are correct or expected or even desired. At the same time, however, while the answers may be similar to the Anglos, actual Hispanic student actions, such as dropping out of school, may be far different from stated desires.

5. The social mixing of the races

Aside from the other factors cited which may lead to similarity of response, there is, in fact, an expressed desire for and observed participation in social mixing of the sample groups. Mixed racial peer groups are common, particularly among the girls and male athletes. This mixed grouping is expanded as grade level increases. The

one group which appears to lack this mixing is among 10th grade, non-athlete Hispanic males. It might be noted that the largest Hispanic drop out rate at Holland High School is among 10th grade Hispanic males.

6. The lack of general participation in extra-curricular activities

The similarity in response regarding extra-curricular activities can be attributed to neither group's participation in school activities. As in most schools, at Holland High School social class and status play a major role in extra-curricular activities such as student council, clubs, and music programs. Participation is based more on class, tradition, and family than on race, this observer believes. Neither of the groups surveyed fits the pattern of school activity participation.

Conclusions

- Conclusion 1: From the data collected and studied, there appears to be little practical difference in educational attitudes on the variables studied among the Hispanic and Anglo students studied at Holland High School.
- Conclusion 2: The answers on the items that were given by the students appear to reflect a concern for self and not for a strong group attachment among Hispanics. This was particularly evident in Hispanic response to items dealing with peers.
- Conclusion 3: There appears to be a high acceptance on the part of the Hispanics surveyed for the need to adopt traditional Anglo values and integrate into the life of the school.

Conclusion 4: The nature of the community of Holland and its community agencies devoted to improvement of Hispanic education do make an impact on the attitudes of many Hispanic students. Hispanics are told to stay in school; to go to college; and to look to the future. While many Hispanics may not individually respond as they indicate, they do know the "right" answers.

Conclusion 5: There is a genuine desire for school success on the part of Holland's Hispanic population. Translating that desire into the self-discipline and acceptance of school rules and regulations needed for school success is not always accomplished. Nevertheless, there is a recognition of the need for education evidenced by Hispanics.

Conclusion 6: From the data reviewed, as well as the interviews conducted, the classroom teacher plays an important key to Hispanic school success. When a teacher becomes aware of and takes an interest in the Hispanic student, the data show that the student indicated an attitude to succeed.

Commentary and Recommendations

In a time when the United States' federal government is spending \$250 million per year for bilingual education with a built-in increase to \$400 million by 1983, it would have been comfortable to find that the massive amounts of money expended were paying dividends through increased Hispanic school success. The Holland Public Schools alone have expended over \$2.5 million in bilingual funds the past seven years.

While such a conclusion might be politically expedient, the facts are that neither the literature

reviewed, nor the results of this study support the concept that the implementation of a bilingual program has had a significant impact upon promoting school success in the United States or specifically in Holland, Michigan. As was noted in Chapter I, the drop out rate for Hispanics has continued at a very high rate, actually reaching 85% in 1979. Further, both the literature and the data show that those educational systems which have shown the greatest Hispanic success have been those programs which are most in the mainstream of American education. As Bethell notes in Harper's, "it is not clear how educating children in the language and culture of their ancestral homeland will better equip them for the rigors of contemporary life in the United States."¹ Studies previously cited by Browner, Monk and Medina, Provinzano, Coleman, Romero, and McKim indicate that the path to Hispanic school success is through traditional American education.

This study supported that same basic concept. Conclusions 1 and 3 note that the data show little practical difference in attitude and school acceptance between Hispanics and Anglo students surveyed. There is a high acceptance by Hispanics for the need to adopt traditional Anglo educational values and integrate into the life of the school. As suggested in Chapter I, Assumption 3, school success

¹Tom Bethell, "Against Bilingual Education," Harper's, February 1979, p. 30.

will follow the acceptance of traditional school values and integration into the school mainstream. The data from the following table support that assumption:

TABLE 5.1--RELATIONSHIP OF HISPANIC AND ANGLO ATTENDANCE TO GRADE POINT AVERAGE (GPA):HOLLAND HIGH SCHOOL 1979.

<u>G.P.A.</u>	N	<u>HISPANICS</u>	Abs.	N	<u>ANGLOS</u>
		Median			Median
3.50-4.00	0	-		13	2.5
3.00-3.49	9	4.0		24	3.8
2.50-2.99	23	6.1		35	3.9
2.00-2.49	40	7.1		36	5.7
1.50-1.99	38	10.7		30	7.9
1.00-1.49	22	11.7		7	11.3
0.50-0.99	7	15.0		0	-
0.00-0.49	6	21.3		0	-

As suggested earlier, it would, perhaps, be more politically expedient to suggest that more money for bilingual education would ensure more school success for Hispanics. However, educationally, that is not this researcher's conclusion. It is the author's conclusion that the bilingual program's funds have little real impact on Hispanic school success. While English as a Second Language (ESL) programs are needed to serve the truly language-impaired students, the funds expended for bilingual education could better be utilized by school districts to improve the general curricular and instructional program of the school. By so doing, the literature and data confirm that Hispanic school success will follow. Educationally, the best answer for Hispanics has worked since the beginning of the public schools in this country - the American school "melting pot."

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APPENDICES

APPENDIX A

HOLLAND HIGH SCHOOL EDUCATIONAL
BACKGROUND SURVEY

EDUCATIONAL BACKGROUND SURVEY

Dear Student:

To help us better understand the needs and aspirations of our Holland High students, we need some information about your parents educational background and your own future educational plans. Please take a moment and fill out the following items.

1. Did your father attend college? ☐yes ☐no

2. Did your mother attend college? ☐yes ☐no

3. Are you planning to attend college? ☐yes ☐no

NAME _____ GRADE _____

Thank you

APPENDIX B

HOLLAND HIGH SCHOOL

STUDENT SURVEY

HOLLAND HIGH SCHOOL



David L. Lightfoot, Principal
Alice M. Beukema, Assistant Principal

Gerald B. Burg, Assistant Principal
Thomas A. Carey, Director of Guidance

(616)396-3511
600 VAN RAALTE AVENUE
HOLLAND, MICHIGAN 49423

May 10, 1979

Dear Holland Student:

Attached you will find a "Holland High School Student Survey." Because you, the students of Holland High School, are our most important school element, we want to help and encourage more students to successfully complete our high school program.

In order for us to do this, we need to know some answers to some questions about your experiences at Holland High. The answers you give will be kept in strictest confidence. They will be placed on computer cards to protect your privacy. In no instance will any teachers, students, parents, other principals or counselors be shown or given individual students' questionnaires. The purpose of this questionnaire is to develop programs for future students that will better serve their needs.

I sincerely appreciate your help and cooperation in taking the time to thoughtfully answer this survey and would appreciate your comments and criticisms about it.

Sincerely,

A handwritten signature in black ink, appearing to read 'David L. Lightfoot', is written over the printed name.

David L. Lightfoot
Principal

HOLLAND HIGH SCHOOL STUDENT SURVEY

PART I: DEMOGRAPHIC DATA

1. NAME _____ 2. AGE _____
3. GRADE _____ 4. MALE _____ 5. FEMALE _____
6. YOUR PLACEMENT _____
7. NUMBER OF CHILDREN IN FAMILY _____
8. GRADE YOU BEGAN IN HOLLAND SCHOOLS _____
9. ELEMENTARY SCHOOL ATTENDED _____
10. LANGUAGE GENERALLY SPOKEN IN HOME _____
11. EDUCATION OF: MOTHER _____
FATHER _____
12. NUMBER OF BROTHERS WHO GRADUATED FROM HIGH SCHOOL _____
13. NUMBER OF SISTERS WHO GRADUATED FROM HIGH SCHOOL _____
14. NUMBER OF BROTHERS WHO DROPPED OUT OF SCHOOL _____
15. NUMBER OF SISTERS WHO DROPPED OUT OF SCHOOL _____

PART II: SCHOOL AFFILIATION

1. What clubs or organizations have you participated in during your school years?
2. a. For what sports did you try-out at school?

b. Did you make the team?

c. Did you stay on the team? If the answer is no, why did you not continue on the team?

yes _____ no _____

3. Do you work outside school hours? yes_____ no_____

If yes, how many hours per week?_____

4. a. Who do you consider to be very close high school friends?

b. Who do you consider to be friends but not as close as those mentioned above?

5. Do you have a teacher or teachers you consider a friend? If so, who? Why is he or she a friend?

6. What subjects do you like the most at Holland High?

Why do you like these classes the most?

7. What subjects do you like the least at Holland High?

Why do you dislike these classes?

Are these classes the most difficult for you?

8. What reasons make you want to stay in school?

9. a. What reasons would make you want to quit school?

- b. What reasons have made others you know quit school?

10. If you have a school related problem at Holland High, to whom do you take it?

Teacher____ Counselor____ Parent____ Student____

No one____ Other person (explain)_____

11. How do you think the education you are receiving at Holland is helpful in your obtaining your future goals?

How do you think it is not helpful?

12. What are your future plans upon graduation?

What are your plans for your life?

13. What improvements could be made at Holland High to help you be successful as a student and help you graduate from high school?

14. What do you think have been important factors in your school success thus far?

Are there other factors, perhaps less important, that have also contributed to your school success? Please discuss them.

APPENDIX C

HOLLAND HIGH SCHOOL
STUDENT QUESTIONNAIRE

HOLLAND HIGH SCHOOL

600 VAN RAALTE AVE. HOLLAND, MICHIGAN 49423 616/396-3511

OFFICE OF
THE PRINCIPAL

January 15, 1980

Dear Holland High Student:

Attached you will find a HOLLAND HIGH SCHOOL STUDENT SURVEY. Because the students of Holland High School are the most important part of the school, we want to help and encourage all students to be successful at HHS and to graduate.

To help us make our program more successful for our students, we would like you to answer some questions about your attitudes toward and experiences regarding school, extra-curricular activities, family, and friends. The answers you give will be kept in strict confidence. Other principals, counselors, teachers, or students will not be shown individual student questionnaires.

Again, the purpose of this questionnaire is to help us develop programs for Holland High students that will better serve all of our students. We sincerely appreciate your help and cooperation in taking the time to thoughtfully answer this questionnaire.

Most sincerely,



David L. Lightfoot
Principal

STUDENT QUESTIONNAIRE

This questionnaire is designed to assess how you feel about school and about a variety of other things. There are no right or wrong answers. Each person has the right to feel the way he/she does about the things mentioned in the group of questions.

The data are confidential; therefore, please be honest in your answers. Also, please answer all questions.

DIRECTIONS:

Use the following key to describe your feelings:

- 1 - STRONGLY AGREE WITH STATEMENT
- 2 - AGREE WITH STATEMENT
- 3 - UNDECIDED OR UNCERTAIN WITH STATEMENT
- 4 - DISAGREE WITH STATEMENT
- 5 - STRONGLY DISAGREE WITH STATEMENT

For example: In the item - "I like school because of my friends".

If you strongly agree with that statement, answer by circling Number "1". On the other hand, if you strongly disagree with that statement, answer by circling Number "5". If your feelings are somewhat between the two, pick the number that best describes your feelings toward the statement.

Now try the questions: Circle the number you choose:

1. Parents should teach their children to have unquestioned loyalty to them. 1 2 3 4 5
2. It helps a child in the long run if he/she is made to conform to his/her parents' ideas. 1 2 3 4 5
3. The stricter the parents, the better the child. 1 2 3 4 5

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 4. | It is far more important for a man than for a woman to get a good education. | 1 | 2 | 3 | 4 | 5 |
| 5. | It is good for parents to put pressure on their children to get as much education as possible. | 1 | 2 | 3 | 4 | 5 |
| 6. | I feel that my parents do not care whether or not I graduate from high school. | 1 | 2 | 3 | 4 | 5 |
| 7. | My family discusses school during supper or at other times at home. | 1 | 2 | 3 | 4 | 5 |
| 8. | My parents often question me about homework. | 1 | 2 | 3 | 4 | 5 |
| 9. | If it were not for my parents, I would probably drop out of school. | 1 | 2 | 3 | 4 | 5 |
| 10. | My parents attend school events and activities. | 1 | 2 | 3 | 4 | 5 |
| 11. | Some kids are always making fun of other kids in school. | 1 | 2 | 3 | 4 | 5 |
| 12. | It is good to mix only with people of your own kind. | 1 | 2 | 3 | 4 | 5 |
| 13. | Sometimes talking is not enough, and you must use your fists to convince someone. | 1 | 2 | 3 | 4 | 5 |
| 14. | What my friends want me to do is more important than what my teachers and parents want me to do. | 1 | 2 | 3 | 4 | 5 |
| 15. | The students at this school are friendly. | 1 | 2 | 3 | 4 | 5 |
| 16. | It is important to have a "gang" to buddy around with. | 1 | 2 | 3 | 4 | 5 |
| 17. | It does not matter to me whether my friends drop out of school. | 1 | 2 | 3 | 4 | 5 |
| 18. | If my friends drop out of school, I will probably also drop out. | 1 | 2 | 3 | 4 | 5 |
| 19. | It is important to have both Anglo and Latino friends. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 20. | My parents do not approve of my friends. | 1 | 2 | 3 | 4 | 5 |
| 21. | There is too much importance placed on grades in this school. | 1 | 2 | 3 | 4 | 5 |
| 22. | Students really do not learn the things in school that they want to learn. | 1 | 2 | 3 | 4 | 5 |
| 23. | It is wise to take part in class discussions as much as possible. | 1 | 2 | 3 | 4 | 5 |
| 24. | Students should not feel free to disagree with the teacher. | 1 | 2 | 3 | 4 | 5 |
| 25. | Even though a student speaks another language at home, he/she should not do it at school. | 1 | 2 | 3 | 4 | 5 |
| 26. | I feel that I can talk over my problems with a teacher or counselor. | 1 | 2 | 3 | 4 | 5 |
| 27. | Your grade is pretty much set when you first come into a class. | 1 | 2 | 3 | 4 | 5 |
| 28. | Good class attendance doesn't really matter as long as you pass the course. | 1 | 2 | 3 | 4 | 5 |
| 29. | There are just too many school rules. | 1 | 2 | 3 | 4 | 5 |
| 30. | School discipline is unfair. | 1 | 2 | 3 | 4 | 5 |
| 31. | It is important to take part in extra-curricular activities. | 1 | 2 | 3 | 4 | 5 |
| 32. | There is no reason to go out for sports because the coaches have already picked the teams. | 1 | 2 | 3 | 4 | 5 |
| 33. | If it were not for the extra-curricular activities here at school, I would probably quit school. | 1 | 2 | 3 | 4 | 5 |
| 34. | One group of kids runs things in school, and the other kids can't do much. | 1 | 2 | 3 | 4 | 5 |
| 35. | The athletic and music activities are the things that make school worthwhile. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 36. | You can really get to know a teacher through an extra-curricular activity. | 1 | 2 | 3 | 4 | 5 |
| 37. | I spend more of my time working at school activities than I do on school work. | 1 | 2 | 3 | 4 | 5 |
| 38. | There are no school activities that appeal to me or my friends. | 1 | 2 | 3 | 4 | 5 |
| 39. | This school puts too much emphasis on sports and activities and not enough on academic work. | 1 | 2 | 3 | 4 | 5 |
| 40. | My parents are happy if I get involved in extra-curricular activities. | 1 | 2 | 3 | 4 | 5 |
| 41. | It is necessary for me to complete high school. | 1 | 2 | 3 | 4 | 5 |
| 42. | I would prefer to stay in school and graduate even if I were offered a good job tomorrow. | 1 | 2 | 3 | 4 | 5 |
| 43. | What I learn in school will help me even if I don't go to college. | 1 | 2 | 3 | 4 | 5 |
| 44. | One must live for today. | 1 | 2 | 3 | 4 | 5 |
| 45. | I have never doubted that staying in school would lead to things I want out of life. | 1 | 2 | 3 | 4 | 5 |
| 46. | I consider high school graduation only the first step in my formal education. | 1 | 2 | 3 | 4 | 5 |
| 47. | Working to get good grades will not really help get a good job in the future. | 1 | 2 | 3 | 4 | 5 |
| 48. | If you could have as much schooling as you <u>wanted</u> , which of the following would you do? (Check One) | | | | | |
| <u> </u> a. Quit school right now or very soon | | | | | | |

- ☐ b. Complete high school
 - ☐ c. Complete a business, technical, or two-year college
 - ☐ d. Graduate from a 4-year college or university
 - ☐ e. Complete additional studies after graduation from a college or university
49. What do you really expect to do about your education?
(Check One)
- ☐ a. Quit school right now or very soon
 - ☐ b. Complete high school
 - ☐ c. Complete a business, technical, or 2-year college
 - ☐ d. Graduate from a 4-year college or university
 - ☐ e. Complete additional studies after graduating from a college or university
50. How certain are you that you will really achieve the education you want? (Check One)
- ☐ a. Very Certain
 - ☐ b. Certain
 - ☐ c. Not Very Certain
 - ☐ d. Uncertain
 - ☐ e. Very Uncertain

STUDENT INFORMATION

In order to complete this questionnaire, we need to know some basic information about you and your family.

1. What is your sex? (Check One)

_____ a. Female

_____ b. Male

2. What was your age at your last birthday? (Check One)

_____ a. 14

_____ b. 15

_____ c. 16

_____ d. 17

_____ e. 18 or older

3. What is your current grade in school? (Check One)

_____ a. 10

_____ b. 11

_____ c. 12

4. What grade did you begin in the Holland Public Schools? (Check One)

_____ a. Kindergarten to 6th grade

_____ b. 7th-8th grades

_____ c. 9th-10th grades

_____ d. 11th-12th grades

5. What language is spoken most often in your home?
(Check One)

_____ a. English

_____ b. Spanish

6. What grade was your mother in when she left school?
(Check One)

_____ a. 1-2 grades

_____ e. 9-10 grades

_____ b. 3-4 grades

_____ f. 11-12 grades

_____ c. 5-6 grades

_____ g. Graduated from high
school

_____ d. 7-8 grades

_____ h. Graduated from college

7. What grade was your father in when he left school?
(Check One)

_____ a. 1-2 grades

_____ e. 9-10 grades

_____ b. 3-4 grades

_____ f. 11-12 grades

_____ c. 5-6 grades

_____ g. Graduated from high
school

_____ d. 7-8 grades

_____ h. Graduated from college

8. How many brothers do you have? (Check One)

_____ a. 0

_____ b. 1

_____ c. 2

_____ d. 3

_____ e. 4 or more

9. How many sisters do you have? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

10. How many other school aged children (Cousins, Friends, etc.) live in your home? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

11. How many of your brothers and sisters have dropped out of school? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

12. How many brothers and sisters are still in school? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

13. How many brothers and sisters graduated from high school? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

14. How many brothers and sisters graduated from college? (Check One)

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

15. What group best describes you? (Check One)

- ☐ a. Hispanic - Mexican American
- ☐ b. Hispanic - Puerto Rican
- ☐ c. Hispanic - Cuban
- ☐ d. Hispanic - South American
- ☐ e. Hispanic - Other _____ (Please Indicate)
- ☐ f. Anglo/White

16. What are your plans for the first year after you graduate from high school? (Check One)

- ☐ a. Work
- ☐ b. Go to college
- ☐ c. Get married and work

- ☐ d. Get married and stay home
 - ☐ e. Go to some kind of school, but not necessarily college
 - ☐ f. Work during the day and go to night school
 - ☐ g. Don't know or undecided
17. How certain are you of your plans after high school?
(Check One)
- ☐ a. Very Certain
 - ☐ b. Certain
 - ☐ c. Not Very Certain
 - ☐ d. Uncertain
 - ☐ e. Very Uncertain
18. With whom do you live? (Check One)
- ☐ a. Both natural parents
 - ☐ b. Mother-Stepfather or Father-Stepmother
 - ☐ c. Mother only
 - ☐ d. Father only
 - ☐ e. Grandparent(s)
 - ☐ f. Other relative or friend, husband or wife
19. To the best of your knowledge, what was your family's total income in 1979? (Check One)
- ☐ a. \$ 0 - \$ 4,999
 - ☐ b. \$ 5,000 - \$ 7,999
 - ☐ c. \$ 8,000 - \$11,999
 - ☐ d. \$12,000 - \$14,999
 - ☐ e. \$15,000 - \$19,999
 - ☐ f. \$20,000 and over

20. List below the high school activities you have participated in.

APPENDIX D

PARENT/STUDENT RELEASE FORMS

HOLLAND HIGH SCHOOL

David L. Lightfoot, Principal
Alice M. Beukema, Assistant Principal



(616)396-3511
600 VAN RAALTE AVENUE
HOLLAND, MICHIGAN 49423

Gerald B. Burg, Assistant Principal
Thomas A. Carey, Director of Guidance

January 4, 1980

Dear Parent or Guardian:

Holland High School is attempting to meet the needs of all of its students. In order for us to do this, we need some information from its students.

Your son or daughter has been chosen to participate in a study which will, hopefully, provide us with information which will be helpful to us in the future.

While we would encourage him or her to do so, it is not required that your son or daughter take part in the survey. Would you please fill out the form below and have your son or daughter return it to the Office at Holland High School.

Thank you for your cooperation.

Sincerely,

David L. Lightfoot
Principal

=====

I give permission for my son/daughter to participate in a study-survey at Holland High School.

(Parent or Guardian)

(Student)

HOLLAND HIGH SCHOOL



David L. Lightfoot, Principal
Alice M. Beukema, Assistant Principal

Gerald B. Burg, Assistant Principal
Thomas A. Carey, Director of Guidance

(616)396-3511
600 VAN RAALTE AVENUE
HOLLAND, MICHIGAN 49423

Enero 4, 1980

Estimado Padre o Tutor:

La escuela de Holland High esta tratando the attender los intereses de todos sus estudiantes. Para poder llevar a caba la cliche, necesitamos cierta informacion sobie los estudiantes.

Su hijo/ija a sido escojido para participar en un estudio, el cual esperamos nos proveera informacion la cual sera de ayuda en el futuro.

Mientras que ud puede alentar-lo-a a tomar da encuesta, no es requerido que su hijo/hija tome' parte da encuesta. Podia vd llenar la forma debajo y desela a su hijo/hija para que este la entregue en la oficena de Holland High.

Gracias por su cooperacion.

Sinceramente,

David L. Lightfoot
Director

=====

Yo doy permiso para que mi hijo/hija participe en el estudio-encuesta en la Holland High.

(Pare o Tutor)

(Estudiante)

APPENDIX E

LETTER FROM DISTRICT
BILINGUAL DIRECTOR

SCHOOL DISTRICT OF THE CITY OF HOLLAND

CRISTINA MANKER, Director
Migrant - Bilingual Education

96 West 15th Street
Holland, Michigan 49423

September 12, 1979

Mr. David Lightfoot, Principal
Holland High School
600 Van Raalte Ave.
Holland, Michigan

Dear Dave:

It has come to my attention that you are working on a project for your dissertation at Michigan State which may be of help to our program. There are so many unknown factors which influence the drop out rate, particularly of the Latino student. We need to know more about the perceived problems so we can plan programs to meet the needs.

The study which you have begun has our full support as it might help us to understand what the major stumbling blocks are to high school graduation. If students who drop out seem to follow a certain pattern, it will indicate to us where we need to concentrate our efforts. This can be a great help in planning our programs.

If I can be of help to you as you progress in your program, do not hesitate to call.

Sincerely,



Christina Manker, Director
Migrant-Bilingual Education

is

cc. Mr. Ihrman

APPENDIX F

LETTER FROM SUPERINTENDENT

HOLLAND PUBLIC SCHOOLS

SCHOOL DISTRICT OF THE CITY OF HOLLAND
OFFICE OF THE SUPERINTENDENT
633 APPLE AVENUE
HOLLAND, MICHIGAN 49423

January 15, 1980


TO WHOM IT MAY CONCERN:

This is to confirm the fact that Mr. David Lightfoot, Principal, Holland High School, has been encouraged to pursue a study dealing with school attitudes of Hispanic children as a part of his program of doctoral studies.

It is anticipated that the results of Mr. Lightfoot's studies will be used with Hispanic in school students, dropouts, and their parents.

Please be assured that Principal Lightfoot has the complete support of our Board of Education, Bilingual Office and district administration.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Donald L. Ihrman".

Donald L. Ihrman
Superintendent