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FACTORS INFLUENCING ACADEMIC PERFORMANCE OF HIGH AND LOW ACHIEVING MEXICAN AMERICAN CHILDREN

by

Macario Saldate, IV

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF SPECIAL EDUCATION

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION

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GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my direction by Macario Saldate, IV

entitled FACTORS INFLUENCING ACADEMIC PERFORMANCE OF HIGH AND LOW ACHIEVING MEXICAN AMERICAN CHILDREN

be accepted as fulfilling the dissertation requirement of the degree of DOCTOR OF EDUCATION

J. G. Ford — Dissertation Director

7/5/72 — Date

After inspection of the final copy of the dissertation, the following members of the Final Examination Committee concur in its approval and recommend its acceptance:*

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ABSTRACT

The purpose of the study was to isolate factors influencing academic achievement and attitudes of Mexican American children.

The subjects were 23 high-achieving and 23 low-achieving Mexican American students selected after having examined the school records of all 374 sixth graders in Nogales, Arizona. These students were chosen on the basis of the fact that they had obtained similar scores (within a range of two points) on the Lorge-Thorndike Form A intelligence test and had scored 4.0 or below or 6.0 or above on the California Achievement Test (C.A.T.). Subsequently (1) information on aspects of the home environment was obtained by interviewing the mothers of the subjects, (2) teachers' perceptions of childrens' behavioral characteristics were elicited through the use of a teacher rating scale, and (3) at the same time as numbers 1 and 2, childrens' self-concept, academic values, and post-school aspirations were also assessed.

The results of the study are as follows:

1. There were no significant differences between the high and low-achievement groups in mothers' and fathers' educational level.

2. The fathers' occupational status for the high-achievement group was significantly higher for the high than for the low achievers.

3. There were no significant differences in family income level between the high and low achievers.

4. There were no significant differences between the high- and low-achievement groups in terms of environmental stimulation and reinforcement modes.

5. The low achievers were provided with more models (marginal significance) and received significantly more guidance than high achievers.

6. There were no significant differences between the high- and low-achievement groups in terms of language usage.

7. The high achievers were rated significantly higher by teachers on behavior characteristics and also scored significantly higher than low achievers on the Self-Esteem Inventory.

8. With the exception of one item, there were no instances in which a significant difference was demonstrated between the high- and low-achievement groups on the academic values variable.

9. There were no significant differences between the high- and low-achievement group on the last variable, post-school aspirations.

It appears that home variables are not necessarily always more conducive or directly linked with academic performance of Mexican American children who experience more academic success than their peers from the same ethnic background. Although the homes of high- and low-achieving Mexican Americans differed considerably (in regard to the variables included in this study) the homes of neither group were consistently associated with those variables which presumably aid academic performance. There is, however, little doubt that high achievers are

perceived by their teachers as demonstrating more appropriate classroom behavior, and that these students also have a more favorable attitude about themselves.

Assumptions often made about environmental factors existing or not existing in the home of Mexican Americans should be re-examined. It is particularly important that variables identified by this study, such as language usage, be re-evaluated by those in charge of both program development and research. The distinct difference between low and high achievers on self-concept, teacher perceptions, and home aspiration indicates that greater attention should be given to these factors by those involved in the education and counseling of Mexican Americans.

Implications are:

1. A duplication of this study would help validate the present findings based on a relatively small sample.

2. Similar studies should be conducted in different geographic areas, and possibly with other ethnic groups.

3. More in-depth investigations on the effect of home aspiration level, self-concept, and teacher perceptions on achievement should be carried out on similar sample populations.

CHAPTER I

INTRODUCTION

This study attempts to isolate the factors influencing academic achievement and attitudes of Mexican American children as revealed by comparison of relatively high- and low-academic achievers with intelligence held constant. Primary attention is given to factors in the home. Of secondary concern is the teachers' perception of each child and the child's own self-evaluation.

Statement of the Problem

The purposes of this study were:

1. To determine if there is a difference between homes of high- and of low-achieving Mexican American children in: (a) aspiration level, (b) environmental stimulation, (c) range of adult "models" available, (d) type of guidance provided, (e) reinforcement modes, (f) language usage, (g) mothers' and fathers' educational levels, (h) fathers' occupational status, and (i) income level.

2. To determine if there is a difference in teacher perceptions of certain behavioral characteristics for high- and low-achieving Mexican Americans.

3. To determine if high- and low-achieving Mexican Americans differ in: (a) self-concept, (b) academic values, and (c) post-school aspirations.

Mexican American is the identifying ethnic term applied to those sixth-grade students who have Spanish surnames and have been further identified by local school authorities as being of Mexican heritage.

High-achieving children for the purpose of this study are sixth-grade subjects who scored 6.0 or above on the California Achievement Test.

Low-achieving children for the purpose of this study are sixth-grade subjects who scored 4.0 or below on the California Achievement Test.

Rationale of the Study

Since Harrington (1962) brought the plight of the disadvantaged to the attention of social scientists, the relationship of various factors to the intellectual development and academic performance of minority children has been a subject of recurring study. However, with the exception of a very limited number of projects (Dave 1963, Wolf 1964, Henderson 1966) this research has failed to isolate specific factors responsible for academic achievement. Assuming that the aim of research on the disadvantaged is to produce social change which is to increase the effectiveness of disadvantaged individuals to act within and upon the social system, it seems reasonable to state that the most pervasive and powerful environmental components affecting the behavior of Mexican American children should be identified and examined. Accordingly, the present study was undertaken in order to take a closer look at variables identified in previous research as relevant to academic performance. Moreover, since prior studies (i.e., Henderson 1966) had

confounded the variables of intelligence and school achievement, presumably assuming that the two covary, this study attempts to determine which if any of these variables distinguish between high- and low-achieving Mexican American children when intelligence is held constant.

Hypotheses

The hypotheses which gave direction to this study were that:

H_1: There will be no difference between high and low achievers on the class-linked variables of: (a) mothers' educational level, (b) fathers' educational level, (c) occupational status of fathers, and (d) family income level.

H_2: There will be no difference between high and low achievers on the home environment variables of: (a) aspiration level, (b) environmental stimulation, (c) adult models, (d) guidance, and (e) reinforcement modes.

H_3: There will be no difference between the homes of high and low achievers in the amount of English that is heard and spoken.

H_4: There will be no difference between the high and low achievers in: (a) teachers' perceptions of student behavior, (b) student self-concept, (c) student academic values, and (d) student post-school aspirations.

Organization of Study

The review of the literature as presented in Chapter II deals with factors in the home, teacher appraisals, self-evaluation of the Mexican American child, and the relationship between these variables

and school achievement. In Chapter III the population sample, the research instruments, the methodology, and the statistical methods are described. Chapter IV contains the results, followed by a summary of the results and conclusions presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The disparity between the academic performance of minority children and children of the dominant society is without question one of the most pressing problems facing American education. In the Southwest, Mexican American youth 14 years of age and over in 1960 averaged about four years less schooling than Anglos and one-and-a-half years less than nonwhites (Grebler 1967). Mexican Americans, who comprise the largest minority group residing in the five Southwestern states of Arizona, California, Colorado, New Mexico, and Texas, average 8.1 years of schooling and have a dropout rate of more than twice the national average (Inter-Agency Committee on Mexican American Affairs, 1967-1968).

Several explanations have been put forth in recent years to account for the deficient development of intellectual skills and the low academic achievement of lower-class children. Some writers attribute the problem to (a) inadequate socialization of lower-class children (Ausubel and Ausubel 1963, Bettelheim 1964), (b) lack of proper environmental stimulation needed for normal language development (Bernstein 1960), and (c) a disregard of institutions for cultural relativism (Riessman 1962, Angel 1968, Madsen 1965, Ramirez 1969), a view which has received less, but increasing attention in recent years.

It has often been assumed that the experiences of disadvantaged minority children are limited in comparison to those of middle-class children (Hunt 1961, Bloom 1964). Many studies have traced differences in IQ scores and academic achievement to differences in socio-economic and socio-cultural factors. Such broad generalizations, however, provide little insight into the specific environmental factors related to academic achievement, or failure. As Allen (1970) has noted:

> The discovery of a relationship between background (i.e., poverty) and behavior is no longer very satisfactory as an end in itself. Much more worthwhile is an understanding of the specific variables and detailed means by which environmental conditions produce the psychological dispositions, which in turn are responsible for a particular behavior (p. 155).

Social Class as a Factor

"Social class" is a factor cited repeatedly in the literature as a correlate of academic achievement (McClelland 1961, Rosen 1956, 1959). The relatively large families and low incomes of Mexican Americans (Grebler, Moore and Guzman 1970) result in low socio-economic status (SES).

The following are some of the statistics from the U.S. Bureau of the Census (1971) which support the statement given above. The median family income in 1970 for families of Spanish origin was $7,330 compared to $10,240 for all-white families; median income for men of Spanish origin was $6,200--about $2,000 less than the median for white men; the unemployment rates were higher for persons of Spanish origin than the national average and similar to the unemployment rate of Negroes and other minority races; Negro men and men of Spanish origin

were less likely, compared to white men, to be working in white-collar occupations. In addition to the above characteristics, families of Mexican origin were generally larger than Negro or white families.

About eight percent of the families headed by a person of Mexican origin, according to Census data, had six or more children, whereas only two percent of all other families indicated had families of a comparable size.

The tendency of Mexican American families to be larger than the average might affect the total income level as reflected by the current Census:

> Less than one-fifth of the total low-income population resided in five Southwestern states. Yet about two-thirds of the poor persons of Spanish origin lived in this part of the country. They accounted for about 32 percent of all low-income persons in this area. The poverty rate for persons of Spanish origin in the Southwest was 28 percent as compared to 19 percent in the remainder of the United States (U.S. Census 1971, p. 8).

The descriptions of the educational attainment of the Spanish-surnamed population are as startling as the data related to income previously cited from the recent Census:

> About one of every five adults (25 years old and over) of Spanish origin had completed less than 5 years of school, compared with about one of every 25 for all white persons. Among persons 25 to 29 years old, high school graduation was less common among persons of Spanish origin than among Negroes or whites--48 percent of persons of Spanish origin had graduated from high school compared to 58 percent of Negroes and 80 percent of all whites (U.S. Census 1971, p. 1).

Accordingly, it would appear that this variable (SES) warrants inclusion in a study of the environmental background of Mexican American

children. The present study will examine the relation of the class-linked variables of income, occupational status, and educational level, to academic performance.

Home as a Factor

A growing body of research indicates that specific behavioral characteristics associated with achievement have their origin in the home. The study of components of the home environment is thus justified by the role they appear to play in the socialization process ultimately affecting intellectual development (Kirk 1958, Hunt 1961, Bloom 1964). Wolf (1964) has identified 13 specific factors affecting intellectual development, all of which are found within the home or have to do with the relationship between parents and children. Seven of these factors are process variables indicative of the parents' response to the child and his capacities, their intellectual aspirations for him, rewards they offer for intellectual growth, opportunities they provide in and outside the home, and the amount and nature of help they give to promote learning in a variety of situations. The six remaining factors are characteristics of the home and parents--such as the language usage of the parents, opportunities in the home to improve and enlarge vocabulary, emphasis on correct language, and availability of books, periodicals, and library facilities.

Similarly, a number of other studies have attempted to identify specific environmental characteristics which may be related to academic achievement (Dave 1963, Wolf 1964, Henderson 1966, Henderson and Merritt 1968). Dave found a correlation of .80 between his overall

index of home environment and total score on the Metropolitan Achievement Test. Similarly Wolf's findings indicated a correlation of .78 between certain specified environmental variables and the Henmon-Nelson Intelligence Test. Henderson (1966) studied a sample consisting of 38 high and 42 low potential six-year-old Mexican American children selected on the basis of the highest and lowest performance of 378 students on the criterion measures (Goodenough Harris Drawing Test and Van Alstyne Picture Vocabulary Test). The multivariate analysis used indicated that there was a significant difference (beyond the .001 level) between the high and low potential children.

> In general, the preschool environments of the high potential children included a greater variety of intellectually stimulating experiences than did the environment of the low potential group (Henderson and Merritt 1968, p. 105)

The high potential subjects also scored significantly higher on both Spanish and English vocabulary tests.

These studies seem to approach the complex social issue of the disadvantaged with the assumption that psychological factors should not be treated in vacuo but as part of an integrated social and environmental system wherein behavior patterns are acquired.

Of the studies dealing with specific environmental characteristics and academic achievement of disadvantaged children, Henderson's study (1966) dealt exclusively with Mexican American children. This indicates a reluctance to make sweeping generalizations about the "disadvantaged" populations as a whole. The notion that the behavior patterns of ethnic groups, often treated together under the broad heading of disadvantaged, may in fact be camouflaging the differences

between ethnic groups as has been shown by some recent research. For example, Kirk (1971) and Lesser, Fifer and Clark (1965) have reported findings which indicate that members of different ethnic groups exhibit different patterns of intellectual abilities. Similarly, McClelland et al. (1953), McClelland (1961) and Rosen (1956, 1959) have found disparities in orientation toward achievement among different ethnic groups. Rosen (1959) after examining differences in motivation, values, and aspiration of six racial and ethnic groups, concluded that (p. 47):

> The disparity between the vertical mobility rates of some racial and ethnic groups can, in part, be explained as a function of their dissimilar psychological and cultural orientation towards achievement....Converging bodies of historical and ethonographic data indicate that differences between groups in motivation, values, and aspiration exist before their arrival in the Northeast, and had their origin in dissimilar socialization practices, traditions, and life-situation. Current attitudinal and personality data reveal that, for the most part, these differences still exist.

Kagan and Madsen (1972) after conducting four experiments in order to analyze cooperative and competitive behavior of Anglo-American and Mexican children discuss their finding as follows (p. 58):

> The present four studies present a more balanced picture, demonstrating that children of both cultures are, each in a different way, systematically irrational....The extreme rivalry of the Anglo-American children in Experiment II and III aims at decreasing their pair mates' outcome without decreasing their own. That almost all Anglo-American children find it reinforcing to lower the outcome of their peers, throws into question the quality of peer interaction in Anglo-American culture.

> The Mexican children appear irrational in the opposite direction. In Experiment III, a significant proportion of Mexican children made no attempt to defend their toy against the advances of rivalrous peers. The Mexican child's submission to peer's attempts to lower his outcomes is irrational in terms of self-interest. Those Mexican children in Experiment IV who allowed their peers to take all or almost all the toys demonstrated compulsive rather than rational avoidance of conflict.
>
> The present experiments demonstrate that Mexican children avoid and Anglo-American children remain in conflict to an irrational extent.

Similarly, a review of the literature on Mexican Americans (Angel 1968, Clark 1959, Madsen 1964, Ramirez 1967, Rubel 1966) indicates cultural and value characteristics which may be responsible for distinct differences in perspective and behavior of Mexican American children. These notions bring up the question of cultural relativism, which is pertinent if a conflict exists between the values of the school and the home that places the Chicano child at a disadvantage.

From the research efforts of Dave (1963), Wolf (1964), and Henderson (1966), behaviorally defined home environmental variables have emerged which exhibit substantial relationships to academic achievement. Based on the results of previous research, Henderson identified five categories of environmental influences and subsequently devised a technique to measure these environmental characteristics (Henderson Environmental Learning Process Scales, HELPS, Henderson 1971). The home and family variables identified by Henderson are: (1) aspiration level, (2) environmental stimulation, (3) range of adult "models" available for emulation by child, (4) parental guidance, and (5) reinforcement practices.

It was hypothesized that these home environmental factors, as identified by prior researchers, would distinguish the low- from the high-achieving Mexican American subjects.

Language Usage as a Factor

In addition to the five variables identified by Henderson, language usage generally distinguishes the disadvantaged child from his middle-class contemporary (Bernstein 1958, 1959, 1960, and 1961; Fishman, Nahirny, Hofman and Hayden 1966).

According to some theories (Bernstein 1960, Hess and Shipman 1965, 1967, 1968), the disadvantaged child is suffering from a general cognitive deficiency due to a home environment that did not afford him the experiences needed for normal language development to occur. Bernstein's assertion is that there exists a linguistic difference between the lower and middle class. The lower class is restricted to a "public language" while the middle class utilizes a "formal language," or both linguistic modes according to the social context. Bernstein summarizes his position as follows.

> It is suggested that the typical and dominant mode of speech of the middle class is one where speech becomes an object of special perceptual activity and one where a theoretical attitude is developed toward the structural possibilities of sentence organization. This speech mode is one where the structure and syntax are relatively difficult to predict for any one individual and where the formal possibilities of sentence organization are used to clarify meaning and make it explicit. This mode of speech will be called a formal language.
>
> By contrast, the speech mode of the lower working class may be distinguished by the rigidity of the syntax and the limited and restricted use

> of structural possibilities for sentence organization. Thus, these speech elements are highly predictable for any one speaker. It is a form of relatively condensed speech in which certain meanings are restricted and the possibility of their elaboration is reduced. Although any one content of this speech is not predictable, the class of the content, the structural organization, and syntax are highly predictable. This use of speech will be called a public language. The individual, when he speaks a public language, operates within a speech mode in which individual selection and permutation are severely restricted; whilst in the case of a formal language, the speaker is able to make a highly individual selection and permutation.

Problems related to language differences (effect on academic performance included) are particularly complicated when a coding system completely different from standard English is used. A case in point is the continued use of the Spanish language by Mexican Americans. The complexity of this issue is apparent in view of the variability of language usage that exists among Mexican Americans in the Southwest, the range of language of the Mexican American may run from monolingualism in Spanish to monolingualism in English, with the majority of individuals using either one or the other language more extensively on a continuum between these two extremes.

Loyalty to Spanish is indicated by the fact that it is the second most widely used language in the United States (Fishman et al. 1966) and by far the most persistent, often representing the primary language of third and fourth generation Mexican Americans (Nelson 1948).

The tenacity with which Mexican Americans hold on to their native Spanish is astonishing in light of the exclusionary practices that have been adopted by schools, particularly in the Southwest, which have often prohibited the speaking of Spanish.

The United States Commission on Civil Rights (1972), after conducting an extensive survey of schools in the Southwest, recently concluded that (p. 48):

> The suppression of the Spanish language is the most overt area of cultural exclusion. Because the use of a language other than English has been cited as an educational handicap as well as a deterrent to Americanization, schools have resorted to strict repressive measures. In spite of the fact that nearly 50 percent of the Mexican American first graders do not speak English as well as the average Anglo first grader, they are often compelled to learn a new language and course material in that language simultaneously during the first years of their education experience.

Findings such as those of Bernstein (1960, 1961) indicate that the child's language reflects characteristics of the home where language patterns originate and develop. Moreover, other studies document the continued influence of language characteristics of the home on academic achievement (Milner 1951; Spence, Mishra and Ghozeil 1971).

Spence, Mishra and Ghozeil (1971) tested six-year-old lower socio-economic status Mexican American children whose parents spoke both English and Spanish in the home with similar subjects whose parents spoke only Spanish at home. The conclusion by the authors, after having administered one scholastic readiness test and vocabulary portions of three intelligence tests, was that (p. 8):

> The data would seem to indicate that bilingualism in the home of disadvantaged Mexican American children may have positive instrumental effect on the children's learning in classrooms where English is spoken. While children from monolingual and bilingual homes appeared in this study to be equally disadvantaged in knowledge of scholastic skills as measured by the (MRT), children from bilingual homes did exhibit some significant initial intellectual advantages over those from monolingual homes when they entered school. Thus, on entering first grade, disadvantaged Mexican American children from bilingual homes appear to have an enhanced intellectual potential for overcoming their initial readiness deficits.

In light of recent research, however, it is interesting and pertinent to note that Bernstein recently (1970, p.26) has discussed some of the possible errors in the interpretation of his earlier findings reported in 1958, 1959, 1960, and 1961.

> Most notably, the reference has often been to the differentiation between <u>restricted</u> and <u>elaborated</u> language codes, and the consequences that these codes hold for the people who use them. The use (or abuse) of this distinction has sometimes led to the erroneous conception that a restricted code can be directly equated with linguistic deprivation, linguistic deficiency, or being nonverbal.
>
> The error here seems largely due to the superficial focus upon the spoken details of two codes rather than the broader conception of the codes as referring to the transmission of the basic or deep-meaning structures of the culture or subculture. This broader conception links code with communication context, and both with social structure. To emphasize this broader concept, consider the distinction between uses of language which can be called context-bound and uses of language which are less context-bound.

There appear to be two camps in regard to this language issue. Some writers see a language deficit among disadvantaged children where

others only see a language difference. This deficit-difference controversy is described by Ammon (1971) as follows (p. 593):

> Deficit theorists look at the disadvantaged child's low scores on conventional measures of attitudes and achievement and conclude that he must be suffering from a general cognitive deficiency in which language plays a central role.
>
> (Whereas the) difference theorists claim that the disadvantaged child acquires a linguistic system which, though different, is just as complex and logical in its structural properties as the standard English usually demanded by the school. The same argument applies to nonstandard varieties of English as well as to a wholly different language, such as Spanish.

Although the controversy cited above obviously indicates that the state of the art concerning language and its effect on achievement is equivocal, the relevancy of this factor is unanimously accepted; thus substantiating the need for inclusion of language as a variable to be investigated within the milieu of the home.

Self-Concept

Self-concept is another factor which has been receiving increasing research consideration (Wylie 1961). Jerseld (1952), Reeder (1955), Stevens (1956), and Brookover and Thomas (1964) have demonstrated a significant interrelationship between academic achievement and positive self-concept.

Recently, the relationship between self-concept and ethnic group membership has become part of the growing number of studies related to self-concept reported in the literature. Unfortunately,

these studies have included Mexican Americans far less frequently than Blacks, and worse yet, the results using both minority groups have been plagued by contradictory findings. Palomares and Cummins (1968 a, 1968b), Evans (1969), Coleman et al. (1966), and Hishiki (1969) found the self-concept of Mexican American children to be lower than that of white children, while Carter (1968) and DeBlassie and Healy (1970) and Najmi (1962) found no significant differences.

Although more research is warranted to contend with the incomplete and inconsistent findings cited above, the relationship between self-concept and scholastic performance of non-minority children is evident. Yet, more important to this study is the fact that there is evidence, including an eight-year study by Coopersmith (1967), which traces self-concept to home and family influences. Such studies have found self-concept to be related to perceived evaluation of "significant others," notably the parents, but not excluding "significant others" found in school. The strong influence teacher expectancy exerts on an individual's academic performance as demonstrated (but now challenged) by Rosenthal and Jacobson (1968) is a case in point, one which justifies consideration of the teacher's role in defining self-concept.

Academic Values and Post-School Aspirations

The child's academic values and post-school aspirations are important correlates also deemed appropriate in evaluating antecedents of self-esteem. Rotters' (1954) social learning theory maintains that anticipated failure in achievement of value goals may produce low

freedom of movement and subsequent avoidance of goals. This conceptualization promotes the hypothesis that when Mexican American children are confronted with the consequences of their school failure (as they often are) this failure has a greater impact in lowering self-esteem than success of similar proportion would have in raising it.

Academic values and academic aspirations have also been assumed to be strongly influenced by the family, particularly by the mother (Bayley and Jones 1937). Evidence exists, moreover, which supports the notion that the educational level of the mother affects child-rearing patterns, ultimately related to academic achievement of children (Kagan and Freeman 1963, Malloy 1954, Henderson 1966).

The nature of the relationship between mothers' educational level and the educational achievement, academic aspirations, and expectations of their children is nevertheless conjectural at this point due to conflicting findings. Nemzek (1940), for instance, found that the educational level of mothers was positively related to school achievement. Osborn (1971) and Hood (1967) found no major relationship between the academic achievement of children and the educational level of their mothers.

Hood summarizes his finding as follows (1967, p. 34):

> It had been expected that a number of differences would be found on various personality and educational factors between students whose mothers were college educated and whose fathers did not complete high school, and other samples with which this group was compared. Three hypotheses regarding these differences were tested and none received support. No major differences between

> this mother-educated sample and the one in which the father was a college graduate and mother did not complete high school, was discovered among the variables explored in the study. Any effect of differing parental educational patterns appeared to operate equally for either type of pattern on children of either sex. These results suggest the counselor or teacher should not expect any particular patterns of achievement or personality from such students. This research does not support the popular assumption of the extremely powerful maternal influence which is supposed to prevail in the present-day American family.

It therefore seems safe to construe from the research that the relationship between the educational level of parents and the educational achievement, aspirations, and expectations of their children is unclear.

Summary

Evidence cited early in this chapter indicated that disproportionately few Mexican Americans are well-paid and well-educated. If education is the best--perhaps the only--means by which Mexican Americans can gain economic parity, then factors influencing their academic performance are of central importance.

A review of the literature revealed a variety of factors that prior research has identified as correlated to academic achievement. Some of the variables more frequently associated with academic performance include certain class-linked variables, home environment factors, language usage, and attitudes and aspirations of the learners and of "significant others" in his environment. The present study was

undertaken to determine which--and to what extent--factors identified by prior research influence the academic achievement of groups of high- and low-achieving Mexican American children who are matched on intelligence scores.

CHAPTER III

PROCEDURES

Discussion of methods and procedures used in the study will be presented in this chapter. Within the sections of this chapter, descriptions are included of the criteria and process for the selection of subjects, the research instruments, the methodology used in gathering the data, and the statistical methods employed in the analysis of the data.

Selection of Subjects

Initially the school records of all sixth-grade students (374) in Nogales, Arizona, were examined. This preliminary examination was undertaken in the fall of 1971 in order to determine the range of scores for this population on the California Achievement Test (C.A.T.) and on the Lorge-Thorndike Group Intelligence Test. On the basis of the district's testing records, Mexican American students who scored 6.0 or above or 4.0 or below on the C.A.T. were initially selected. Those students in both groups who had similar IQ's were then selected, thus resulting in two groups of low and high achievers with matched IQ's. The group fell within the range of 70 to 100 IQ.

As a result of this procedure, 23 high achievers (12 girls and 11 boys) were identified and a corresponding number of female and male subjects (12 girls and 11 boys) were identified as low achievers.

As shown in Table 1, the mean achievement level for the high-achievement group was 6.5 while the achievement level for the low-achievement group was 3.6. The mean IQ for both groups on the Lorge-Thorndike was 89.0.

Table 1

Low and High Achievers Selected on the Basis of IQ and School Achievement

	High Achievement Group	Low Achievement Group	t-ratio
Chronological Age	11.2	11.4	N.S.
IQ Score on the Lorge-Thorndike Group Intelligence Test	89.0	89.0	N.S.
California Achievement Test Grade Level	6.5	3.55	$p < .001$

Description of Instruments

The instruments used for comparing the high and low achievers included the Henderson Environmental Learning Process Scale (HELPS, see Appendix A), the Self-Esteem Inventory (SEI, see Appendix B), and the Behavior Rating Form (BRF, see Appendix C).

The Henderson Environmental Learning Process Scale (Henderson, 1971) is designed to measure characteristics of the home environment related to the intellectual and scholastic performance of young children. HELPS contains items designed to elicit quantifiable information on the aspiration level of the home, the range of environmental stimulation

available to the child, the parental guidance or direct teaching provided in the family, the range of adult models available for emulation by the child, and the nature of reinforcement practices used in the family to influence the child's behavior. A Likert-type format was used.

The Self-Esteem Inventory, based mostly on items selected from the Rogers and Dymond scale devised in 1954 was first reported by Coopersmith in 1959. Several of the original items from the Rogers and Dymond scale were included and all statements were reworded in order to use them with children aged eight and older. Coopersmith's original 50-item inventory, concerned with the self-attitude of children in four areas (peer, parents, school, and personal interests) resulted in a single index. The use of a total score for the inventory was recommended by Coopersmith.

The test-retest reliability for the SEI, taken over a five-week interval with a sample of 30 fifth-grade children, was .88 (Coopersmith 1967). Subsequent testing of a sample of 56 fifth-grade children over a three-year interval yielded a test-retest reliability of .70 (Coopersmith 1967).

The SEI normative data is based on a sample of 1,748 children of diverse ability, interest, and social background. The mean for the males was 70.1, standard deviation 13.9, not significantly different from the mean and standard deviation for the females of 72.2 and 12.8, respectively.

The Behavior Rating Form: There are two parts to the 13 items of the Self-Esteem Behavior Rating Form (Coopersmith 1967). The first ten items provide an appraisal of behaviors that are associated with poise, assurance, and self-trust. The items include reactions to new situations, sociability with peers, and need for encouragement and reassurance. The second part (three items), which provides an index of behaviors that are frequently defensive in nature, was not used in this study.

Each behavior on the BRF is rated on a five-point scale. The test-retest reliability after an eight-week interval was .96. Cross-rater reliability was .73 (Coopersmith 1967).

Teacher ratings for the basic sample (1,748 subjects) range between 23-100, with a mean of 68.4 and a standard deviation of 15.4. The mean ratings were 65.0 (S.D., 15.4) for the boys and 71.3 (S.D., 13.6) for the girls (Coopersmith 1967).

Data Collection

Home Environment

Information on aspects of the home environment was obtained by interviewing the mothers of the subjects using the HELPS questionnaire. Interviews were conducted in Spanish or English, or both, depending on the personal preference of the mothers concerned. Home interviews were conducted by a bilingual Mexican American woman who resided in the community and had prior experience in working with parents in the Head Start Program. This individual was trained by the author to conduct the interviews, because it was felt that a female with her background and

experience would be able to establish better rapport with Mexican American mothers, thus facilitating the procurement of more reliable data on the characteristics of the home.

Children's Perceptions

At the same time, also, children's self-concept, academic values, and post-school aspirations were assessed using an extended form of the SEI. The extended form of the SEI was administered to the children in the study in groups of four. All questions were read aloud by the author while the subjects read silently and answered each item individually. This procedure was followed to preclude the possibility that some subjects, particularly those in the low-achievement group, might not be able to read some of the items.

Teachers' Perceptions

The teachers' perceptions of children's behavior characteristics were elicited through the use of the Behavior Rating Form. Teachers were asked to rate each subject in the study on the basis of ten items on this rating scale. Testing occurred during the same time period in which home interviews were being conducted in the Spring of 1972.

Analysis of Data

The data related to all hypotheses (1-4) were statistically treated by multiple discriminant analysis. Multiple discriminant analysis may be conceptualized as an extension of single-classification analysis of variance to include simultaneously a group of dependent variables. This statistical technique revealed the extent and manner

in which the two previously defined groups of subjects were differentiated on the basis of the set of dependent variables operating together.

DSCRIM (Veldman 1967) a computer program available at the University of Arizona Computer Center, was used to process this data.

CHAPTER IV

RESULTS OF THE STUDY

The results of this study are presented in terms of: (1) class-linked variables which include mothers' and fathers' educational level, fathers' occupational status, and family income; (2) home environment which includes home aspirational level, environmental stimulation, adult models, guidance, and reinforcement modes; (3) language usage; and (4) teachers' perception and students' self-concept, post-school aspirations and academic values.

The statistical treatment used was multiple discriminant analysis. The null form of the hypotheses stated in Chapter I was tested using a two-tail statistical test.

Class-linked Variables

The first hypothesis stated that there would be no significant differences between high and low achievers in parents' educational level, fathers' occupational status, and family income level.

Table 2 presents the multiple discriminant analysis on the class-linked variables of mothers' and fathers' educational level, fathers' occupational status, and family income.

It will be noted from Table 2 that:

1. There were no significant differences between the high and low-achievement groups in mothers' and fathers' educational level.

Table 2

Multiple Discriminant Analysis on Class-linked Variables

Variable	High-Achievement Group (Means)	Low-Achievement Group (Means)	F-ratio	p <
Mothers' Educational Level	7.48	7.87	.180	.68
Fathers' Educational Level	9.13	8.87	.058	.81
Fathers' Occupational Status *	4.04	5.09	5.91	.02
Family Income Level	7.09	6.39	1.60	.21

* NOTE: High number denotes low-occupational status and high figure denotes low academic status.

An explanation for this lack of difference between the high- and low-achievement group in terms of parents' educational level is that the schools they attended may have had a policy of social promotion which would not reflect the true academic level reported by the parent.

2. The fathers' occupational status for the high-achievement group was significantly higher (1 on the Warner, Meeker and Eells scale, 1949, represents high and a 7 low) for the high than for the low achievers. This finding confirms most of the prior research, although as stated in the review of the literature, this variable by itself contributes little to the understanding of the specifics affecting academic performance.

3. There were no significant differences in family income level between the high and low achievers. The apparent conflict of this finding with the one stated above--significant differences in occupational status--may be due to the fact that many "low status" occupations are now associated with higher wages than in the past. The occupational scale used in this study was developed in 1949, and its present utility may be open to question.

Home Environment

Hypothesis 2 indicated that there would be no significant differences between the high- and low-achievement groups in relation to home environment variables of aspiration level, environment stimulation, adult models, guidance, and reinforcement modes. Table 3 presents the multiple discriminant analysis on these home variables.

Table 3

Multiple Discriminant Analysis on Home Aspiration, Environmental Stimulation, Adult Models, Guidance, and Reinforcement Modes

Variable	High-Achievement Group (Means)	Low-Achievement Group (Means)	F-ratio	p <
Home Aspiration Level	30.83	28.30	11.01	.002
Environmental Stimulation	49.74	48.26	.484	.50
Adult Models	39.48	43.13	2.64	.11
Guidance	32.26	36.04	3.34	.07
Reinforcement Modes	26.83	26.40	.200	.66

It should be noted from Table 3 that:

1. Home aspiration level was significantly higher for high achievers than for low achievers. This finding is in keeping with previous research (Henderson 1966).

2. There were no significant differences between the high- and low-achievement groups in terms of environmental stimulation and reinforcement modes. The fact that there were no differences between groups on these two variables is extremely interesting. This is contrary to what is generally expected and takes issue not only with previous research but also with educational programs which have presumed such differences exist.

3. The low achievers were provided with more models and received significantly more guidance than high achievers. Although these findings may seem incongruent, a possible explanation for these results can be derived from studies conducted on achievement motivation (McClelland 1961, Winterbottom 1958). One of the major themes of these studies, which have investigated the origin of achievement motivation, is that training in independent mastery is an antecedent condition to achievement. Thus what may superficially appear as an apparent lack of training due to infrequent availability of models and guidance may in fact be the reliance of the higher achievers' homes on independent behavior.

Language Usage

Hypothesis 3 stated that there would be no significant difference between high and low achievers in the amount of English they heard and used in their homes. Table 4 presents the multiple discriminant analysis on language usage.

Table 4

Multiple Discriminant Analysis on Language Usage

Variable	High-Achievement Group (Means)	Low-Achievement Group (Means)	F-ratio	p <
Language Usage:				
All Items Treated Collectively	24.70	24.96	.017	.89
Language Used by Subjects:				
With Friends	3.17	3.13	.048	.82
With Siblings	2.87	2.83	.018	.88
With Parents	1.91	1.83	.057	.81
Radio: Child Listens	3.39	3.30	.047	.82
TV: Child Watches	4.78	4.70	.168	.69
Radio: Mother Listens	1.70	2.04	.903	.65
TV: Mother Watches	3.48	3.35	.079	.78
Language: Mother to Father	1.57	1.61	.016	.90
Language: Mother to Child	1.61	2.00	1.084	.30

NOTE: High numbers denote English emphasis and low numbers denote Spanish emphasis.

It will be noted from Table 4 that:

1. There were no significant differences between the high- and low-achievement groups in terms of language usage when all items related to this variable were analyzed collectively.

2. There were no significant differences between high and low achievers when the two groups were compared on each item individually.

The specific findings associated with this variable were that high and low achievers resembled each other in that both groups spoke English as often as Spanish with their friends, spoke more Spanish than English to their brothers and sisters, spoke mostly Spanish with their parents, listened with about the same frequency to Spanish and English radio programs, and watched mostly English television programs.

Mothers of high and low achievers were very similar to each other in that they listened mostly to Spanish radio programs, watched about the same number of English as Spanish television programs and spoke almost exclusively in Spanish to both their husbands and children.

Teacher Perceptions and Students' Self-Concept, Academic Values, and Post-school Aspirations

Hypothesis 4 stated that there would be no difference between high and low achievers in terms of teacher perceptions of the students' behavior characteristics and in the students' self-concept, students' academic values, and students' post-school aspirations.

Table 5 presents the multiple discriminant analysis on teachers' perceptions, self-concept, academic values, and post-school aspirations.

Table 5 indicates that:

1. The high achievers were rated significantly higher by teachers on behavior characteristics and also scored significantly higher than low achievers on the Self-Esteem Inventory. When the lie factor was incorporated in the scoring of the Self-Esteem Inventory, the difference between groups was highly significant. These findings confirm studies discussed in the review of the literature indicating a

Table 5

Multiple Discriminant Analysis on Teacher Perception, Self-concept, Academic Values, and Post-school Aspirations

Variable	High-Achievement Group (Means)	Low-Achievement Group (Means)	F-ratio	p <
Teachers' Perception	35.61	29.09	11.237	.002
Self-concept	69.13	59.13	6.976	.01
Self-concept (Lie Factor)	391.83	203.65	11.827	.002
Academic Values				
Value of:				
Doing Well in School	4.96	4.17	13.92	.0008
School (Waste of Time?)*	4.78	4.48	1.83	.18
Things Learned (Will Help in Future?)	4.57	4.30	.998	.68
Outdoing Others	3.78	4.04	.705	.59
Good Grades	4.74	4.61	.360	.56
Post-school Aspirations	4.83	4.74	.494	.51

* The higher score indicates school was rarely or never seen as a waste of time.

strong relationship between self-concept and academic achievement (Coopersmith 1967). Moreover, the fact that teachers rated the behavior of low achievers as less appropriate than that of high achievers is also in accordance with research that indicates that poor self-concept is related to manifest anxiety (Lipsitt 1958, Mitchell 1959, and Coopersmith 1959). Research evidence also substantiates the effect of anxiety level in learning (Sarason et al. 1960, Ruebush 1963).

2. With the exception of one item (how important is it that you do well in school?) there were no instances in which a significant difference was demonstrated between the high- and low-achievement groups on the academic values variable. For the most part, both high and low achievers in this study valued education and deemed it important to do well in school.

3. There were no significant differences between the high- and low-achievement group on the last variable, post-school aspirations. According to the results of the study, both high and low achievers seemed to have similar post-school aspirations. Both groups in the study indicated a desire to attend college.

Summary

The purpose of this chapter was to present the results of the study in terms of (1) class-linked variables, which included mothers' and fathers' educational level, fathers' occupational status and family income; (2) home environment which included home aspiration level, environmental stimulation, adult models, guidance and reinforcement modes; (3) language usage; and (4) teachers' perception and students' self-concept, post-school aspirations and academic values.

It was found that the high-achievement group scored higher than the low achievers on the following variables: (a) fathers' occupational status, (b) home aspiration level, (c) teachers' perceptions, (d) self-concept, and one item related to (e) academic values.

Low achievers scored higher than high achievers on two variables, guidance and adult models available in the home. The latter difference was of marginal significance only.

No differences between the two groups were demonstrated on the variables of (a) mothers' and fathers' educational level, (b) family income level, (c) environmental stimulation, (d) reinforcement modes, (e) language usage, (f) post-school aspirations, and in all except one item associated with (g) academic values.

CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the Problem

The purpose of this study was to identify factors influencing academic achievement and attitudes of Mexican American children, as revealed by comparison of relatively high and low achievers with intelligence held constant. Attention was given primarily to factors in the home, with attention also given to teacher perceptions of child behavior and child self-evaluation.

The specific objectives were:

1. To determine if there was a difference between homes of high- and of low-achieving Mexican American children in (a) aspiration level, (b) environmental stimulation, (c) range of adult "models" available, (d) type of guidance provided, (e) reinforcement modes, (f) language usage, (g) mothers' and fathers' educational level, (h) fathers' occupational status, and (i) income level.

2. To determine if there was a difference in teacher perceptions of certain behavioral characteristics for high- and low-achieving Mexican Americans.

3. To determine if high- and low-achieving Mexican Americans differ in (a) self-concept, (b) academic values, and (c) post-school aspirations.

Procedures

The preliminary investigation of school records resulted in selection of a total N of 46 Mexican American children from sixth-grade classes in Nogales, Arizona. These students were chosen on the basis of the fact that they had obtained similar scores (within a range of two points) on the Lorge-Thorndike Intelligence Test Form A, and had achieved scores of 4.0 or lower or 6.0 or higher on the California Achievement Test. As a result of this procedure, 12 girls and 11 boys were designated as "high achievers" and a corresponding number of female and male subjects were assigned to the "low achievement" group.

Subsequent to the examination of the school records, by which the subjects were identified, home interviews were conducted with mothers of both groups in order to obtain information on aspects of the home environment.

Teachers' perceptions of the children's behavior characteristics were elicited at the same time home interviews were conducted, which also coincided with the students' own assessments of their self-concept, academic values, and post-school aspirations.

Results

The major results of this study were as follows:

1. The high-achievement group scored higher than the low achievers on the following variables: (a) fathers' occupational status, (b) home aspiration level, (c) teachers' perceptions, (d) self-concept, and (e) academic values.

2. Low achievers scored higher than high achievers on guidance and adult models available in the home.

3. No difference between the two groups were demonstrated on the variables of (a) mothers' and fathers' educational level, (b) family income level, (c) environmental stimulation, (d) reinforcement modes, (e) language usage, (f) post-school aspirations, and in all except one item associated with (g) academic values.

Discussion

It appears that home variables are not necessarily always more conducive to, or directly linked with, academic performance of Mexican American children who experience more academic success than their peers from the same ethnic background.

Although the homes of high- and low-achieving Mexican Americans in general differed considerably (in regard to the variables included in this study), the homes of neither group were consistently associated with those variables which presumably aid academic performance.

Moreover, in spite of the fact that low- and high-achieving Mexican Americans tended to differ on a number of variables considered jointly, they also were very similar with respect to certain variables previously associated only with either high or low achievement. For example, there were extensive similarities between groups on language usage. This finding questions the notion that the greater use of the English language at home assures Mexican Americans of academic success.

The homes and families of both groups also resemble each other on such variables as environmental stimulation, reinforcement modes,

mothers' and fathers' educational level, and family income. The fact that high and low achievers were not differentiated on these variables re-affirms the research that has questioned the reliability of class-linked variables (such as parents' education level and family income) in predicting achievement. These findings also take issue with the identification of environmental stimulation and reinforcement patterns as variables which can discriminate between high- and low-achieving Mexican American children.

The results of this study did, however, indicate that fathers' occupational status, home aspiration level, teachers' perceptions, and self-concept were variables on which the high achievers unequivocally scored higher than the low achievers.

With the possible exception of occupational status, all the other variables stated above represent areas which warrant the attention of educators and parents of Mexican American children.

It is more difficult to draw conclusions from the findings indicating that low achievers did better than high achievers in terms of models and guidance provided in the home. As mentioned earlier, these two findings may be due to the emphasis put on independent behavior in the homes of high achievers. This explanation, however, is strictly speculative in nature.

Some of the results of this study that did not show significant difference may be due to (a) the small sample of 23 subjects in each group and/or (b) the lack of sensitivity of some of the instruments used.

Implications for Further Study

1. A duplication of this study would help validate the present findings, which were based on a relatively small sample.

2. Similar studies (on a larger scale, where feasible) should be conducted in different geographic areas, and possibly with other ethnic groups.

3. In particular, the effects of home aspiration level, self-concept, and teacher perceptions on achievement should be investigated in greater depth using Mexican American children, and children of other minorities.

APPENDIX A

HENDERSON ENVIRONMENTAL LEARNING PROCESS SCALE

HOME INTERVIEW

Statement of Purpose

This is a study of the kinds of experiences which sixth grade children have before they enter school, and which they now have outside of school. We hope that such information will make it possible to improve the kinds of experiences which schools provide for children. This research project is being conducted with the approval of both the Department of Education at the University of Arizona and the Nogales Public School districts.

Guarantee to Respondent

Any information which you may give to the interviewer will be held in strict confidence. In analyzing the information obtained in the interview your name will never be associated with the data you have given us. You will be identified only by a number, thus your privacy will be insured.

Explanation of the Interview Procedure

First, I would like to ask you some questions about the experiences your child has had and about things you do as a family. For this part of the interview I will read the question out loud while you read each question to yourself. After we have finished reading a question please mark an X on the blank next to the word which best describes your response. You will understand the procedure better after we do a few sample questions.

After this interview we would like you to fill out a questionnaire which asks questions about your family which you will seal in an envelope once completed. We guarantee this information will be identified only by a number.

AGAIN, WE ASSURE YOU THAT ALL INFORMATION OBTAINED WILL BE HELD IN STRICT CONFIDENCE.

Neither your name or that of any member of your family will ever be used or appear on any of these papers.

The questions on the Henderson Environmental Learning Process Scale were related to the variables investigated as follows:

1. Aspiration Level:
   Questions Number 3, 4, 5, 30, 31, 32, 33.

2. Environmental Stimulation:
   Questions Number 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 24, 25, 34, 35, 36, 42.

3. Models:
   Questions Number 14, 15, 16, 17, 18, 19, 22, 23, 29, 37, 38, 40.

4. Guidance:
   Questions Number 20, 21, 26, 41, 43, 44, 45, 50, 51.

5. Reinforcement Modes:
   Questions Number 27, 28, 46, 47, 48, 49.

6. Language:
   Questions Number 52, 53, 54, 55, 56, 57, 58, 59, 60.

Date of Interview_____

Identification #_____

FAMILY DATA QUESTIONNAIRE

1. Are you now employed? Yes_____ No_____

2. If so, do you work: full-time_____part-time_____

   once in a while_____

3. Is your husband employed? Yes_____ No_____

4. If so, does he work: full-time_____part-time_____

   once in a while_____

5. If so, where?_____What specific job?_____

6. If husband is unemployed, how long?_____

   What is his occupation?_____

7. What is the highest school grade which you completed in the United States?

   1 2 3 4 5 6 7 8 9 10 11 12

   College: 1 year 2 years 3 years 4 years

8. What is the highest school grade completed by your husband in the United States?

   1 2 3 4 5 6 7 8 9 10 11 12

   College: 1 year 2 years 3 years 4 years

9. If you attended school in Mexico what was the highest school grade completed?_____

10. If your husband attended school in Mexico what was the highest school grade completed?_____

We assure you that your answers to the following two questions will be strictly confidential.

11. How much did the head of your household earn last year?

_____

12. How much income from all sources did your family have last year?

Less than $1,000	_____	$6,000 - $7,999	_____
$1,000 - $1,999	_____	$8,000 - $9,999	_____
$2,000 - $2,999	_____	$10,000 - $14,999	_____
$3,000 - $3,999	_____	$15,000 - $19,999	_____
$4,000 - $4,999	_____	$20,000 plus	_____
$5,000 - $5,999	_____	Don't know	_____

13. How many of your children live with you?_____

14. Are there other relatives or friends living with you?_____

_____

1. Not counting what happens at school, how often does (child) go to the library, or a museum, or someplace similar?

   Once/Week_____Twice/month_____Once/month_____Few time/year_____
   Never_____

2. Not counting things like school, field trips, how often does (child) go to a zoo, an aquarium, or someplace similar?

   Once/week_____Twice/month_____Once/month_____Few time/year_____
   Never_____

3. What chance does your husband have to get ahead in his job?

   Good_____Fair_____Uncertain_____Poor_____None_____

4. If (and when) (child) graduates from high school, what are his/her chances of getting a good job?

   Good_____Fair_____Uncertain_____Poor_____None_____

5. What kind of grades do you expect (child) to get in school?

   Excellent_____Above average_____Uncertain_____Poor_____
   Below average_____

6. When (child) has a chance to choose what to do around the house, how often does he/she choose to look at a book or magazine?

   Daily_____Once/week_____Once/month_____Few times/year_____
   Never_____

7. How often do you attend social gatherings? (e.g., parties, dances, church activities, PTA)

   Once/week_____Once/month_____Several time/year_____Once/year_____
   Never_____

8. How often do you take (child) on a trip out of town?

   Once/week_____Once/month_____Few time/year_____Once/year_____
   Never_____

9. How often do you take (child) along when you go shopping?

   Daily_____Weekly_____Monthly_____Less than once/month_____
   Never_____

10. (IF APPLICABLE) How many organizations does your husband belong to? (e.g., PTA, unions, fraternal orders, service clubs, fraternities)

    None_____One_____Two_____Three_____More than three_____

11. How many organizations do you belong to? (e.g., PTA, service clubs, church groups, sororities)

    None_____One_____Two_____Three_____More than three_____

12. How often do you take part in social activities in which some of the people are of different ethnic groups or races? (e.g., church, parties, etc.)

    Once/week_____Once/month_____Few time/year_____Once/year_____
    Never_____

13. How often do you take part in a community action or political activity? (e.g., CAP, PAC, AREA council, Young Rep., Young Demo., League of Women Voters)

    Once/week_____Once/month_____Few time/year_____Less than once/month_____Never_____

14. How often do you visit someone who is not related to you?

    Daily_____Weekly_____Monthly_____Several times/year_____
    Never_____

15. How often do you visit with friends who live in neighborhoods other than your own?

    Daily_____Weekly_____Monthly_____Several times/year_____
    Never_____

16. How often do you talk to (child) about things he/she has seen on TV?

    Daily_____Weekly_____Monthly_____Several times/year_____
    Never_____

17. If (child) asks you a question you can't answer, how often do you try to find the answer by looking in a book?

Always_____Usually_____Occasionally_____Rarely_____Never_____

18. How often does (child) see you reading something?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

19. How often does (child) see you reading a novel, or some other book?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

20. (IF APPLICABLE) How often does (child) help his/her father when he is working on some project? (Building something, fixing something, working around the home)

Very often_____Sometimes_____Uncertain_____Rarely_____
Never_____

21. When you are working around your home how often does (child) help? (e.g., cooking, sweeping, picking up)

Often_____Sometimes_____Uncertain_____Rarely_____Never_____

22. How often does (child) play school at home or at a neighbor's place?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

23. How often does (child) play that he/she is grownup?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

24. How much do you (or some other adult) talk with (child) at mealtime?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

25. How much did you read to (child) before he/she could read for himself/herself?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

26. How often does your child come to you for help on school work?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

27. How often do you tell your child that he/she has behaved well at school?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

28. How often do you tell your child that he/she has done good work at school?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

29. How often do you watch the news on television?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

30. How important will practical or vocational job training be for (child's) future?

Very_____Somewhat_____Depends on situation_____Not very_____
Not at all_____

31. How important will formal schooling be for (child's) future?

Very_____Somewhat_____Depends on situation_____Not very_____
Not at all_____

32. What kinds of grades do your children (does your child) have to get in school in order to satisfy you?

Excellent_____Above average_____Uncertain_____Average_____
Below average_____

33. Does formal education really help people to get a better life?

Very_____Somewhat_____Uncertain_____Little_____Not at all_____

34. How many organizations or clubs does (child) belong to? (e.g., scouts, little league, YMCA, church youth groups)

None_____One_____Two_____Three_____More than three_____

35. How many children's books do you have in your home?

None_____One/two_____Three/five_____Five/ten_____
More than ten_____

36. How often do members of your family (including the children) get together on weekends to do something to enjoy themselves?

Weekly_____Twice/month_____Once/month_____Less than once/month
_____Never_____

37. How often do you have as guests in your home, or visit in the homes of friends who have more education or better jobs than yourself (your husband)?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

38. What is the most school completed by any friends or relatives who have frequent contact with your children?

0-6 yrs._____7-8 yrs._____9-12 yrs._____13-14 yrs._____
15+ yrs._____

39. How many magazines (give examples) do you subscribe to?

One_____Two_____Three_____More than three_____None_____

40. How often do you read the newspaper?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

41. When you are planning some activity for the family (e.g., taking a trip) how often do your children participate?

Each time_____Usually_____Uncertain_____Rarely_____Never_____

42. How often do your children talk to adults about things that interest them?

Often_____Occasionally_____Uncertain_____Rarely_____Never_____

43. How often do your children (child) come to you with homework problems?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

44. How often did you try to help (child) count or learn numbers before he started school?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

45. How much did you help (child) to recognize words or letters before he entered school?

A great deal_____Some_____Uncertain_____Little_____None_____

46. If (child) brings something home that he has done at school, how likely are you to comment on it or talk with him/her about it?

Very likely_____Somewhat_____Uncertain_____Unlikely_____
Very unlikely_____

47. How often do you ask (child) about what he has done in school?

Daily_____Weekly_____Monthly_____Several times/year_____
Never_____

48. How often do you give (child) a pat or hug or something similar when you are pleased with the way he is learning?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

49. How often do you tell friends or family members about some clever thing(child) has said?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

50. When (child) goes someplace with you, how likely are you to try to point out things which he/she may not have noticed before?

Very likely_____Somewhat_____Uncertain_____Unlikely_____
Very unlikely_____

51. How often do you explain to (child) what steps must come first, second, and so on in doing some task?

Very often_____Sometimes_____Uncertain_____Rarely_____Never_____

52. What language does your child use with his (her) friends?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

53. What language does your child use with his (her) brother(s) and sister(s)?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

54. What language does your child use when he (she) speaks to you?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

55. Which type of radio program does your child generally listen to?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

56. Which type of TV program does your child prefer to watch?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

57. Which type of radio program do you listen to?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

58. Which type of TV program do you prefer to watch?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

59. What language do you use more often with your husband?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

60. What language do you generally use when you speak to your child?

Spanish only_____Mostly Spanish_____Spanish & English_____
Mostly English_____English only_____

ENTREVISTA DE HOGAR

Motivo:

Éste es un estudio de las clases de experiencias que tienen niños de sexto grado antes de haber asistido la escuela además de las experiencias que actualmente estos niños estan teniendo afuera de sus clases escolares. Esperamos que esta información nos permita mejorar las experiencias que se les ofrezcan a los niños en las escuelas.

Este proyecto de investigaciones se está llevando a cabo con la aprobación del Departamento de Educación de la Universidad de Arizona y el Distrito Escolar de Nogales, Arizona.

Garantía al Respondiente:

Toda información que usted dé a la entrevistadora quedará en estricta confidencia.

Al analizar la información obtenida en esta entrevista su nombré nunca será asociado con los datos que usted ha dado. Usted será identificado por número únicamente--en esta manera su vida particular permanecerá privada.

Explicación del Proceso de la Entrevista:

Primero me gustaría hacerle unas preguntas sobre las ex-experiencias que ha tenido su hijo(hija) y de las actividades familiares en que participa su familia. En esta parte de la entrevista yo leeré las preguntas en voz alta mientras usted leeré las preguntas para sí.

Después de haber terminado de leer una pregunta favor de marcar una X en la línea en seguida de la palabra que más bien describa su respuesta.

Después de esta entrevista quisiéramos que nos completara un cuestionario que contiene preguntas acerca de su familia que

al terminar cerrará usted en un sobre. Le garantizamos que esta información se identificará por número únicamente.

REPETIMOS, LE ASEGURAMOS QUE TODA LA INFORMACIÓN QUE SE OBTENGA SE MANTENDRÁ EN COMPLETA CONFIDENCIA.

En ninguna ocación aparecerán en estas formas su nombre o el nombre de ningún miembro de su familia.

Fecha de la entrevista_____

Numero_____

CUESTIONARIO DEL HOGAR

1. Trabaja ud. fuera de casa? Sí_____No_____

2. Si es que sí, trabaja la semana completa_____parte del tiempo_____de vez en cuando_____

3. Tiene empleo su marido? Sí_____No_____

4. Si es que sí, trabaja la semana completa_____parte del tiempo_____de vez en cuando_____

5. Dónde trabaja su marido?_____
Especificamente cual es su oficio?_____

6. Si se encuentra su marido sin trabajo que tanto tiempo tiene sin empleo_____
Qué es su oficio generalmente?_____

7. Cuál es el nivel educativo más alto que completó usted en los Estado Unidos?_____

8. Cuál es el nivel educativo más alto que completó su marido en los Estado Unidos?_____

9. Si se educó en México cuál fue el nivel educativo más alto que usted completé?_____

10. Si su marido se educó en Héxico cuál fue el nivel educative más alto que él completó?_____

Le aseguramos que las respuestas que usted de a las dos preguntas que siguen se mantendrán en completa donfidencia.

11. Cuántos fueron los ingresos que hizo el señor de la casa el año pasado?_____

12. Cuántos ingresos de todas fuentes recibió su familia el año pasado?

Menos de $1,000_____	$1,000 - $1,999_____
$4,000 - $4,999_____	$5,000 - $5,999_____
$10,000 - $14,999_____	$15,000 - $19,999_____
$2,000 - $2,999_____	$3,000 - $3,999_____
$6,000 - $7,999_____	$8,000 - $9,999_____
Más de $20,000_____	Incierta_____

13. Cuántos niños viven con usted?_____

14. Hay otros parientes o amistades viviendo con usted?_____

INVENTARIO

1. No incluyendo lo que ocurre en la escuela, cada cuánto tiempo va su niño/a la biblioteca, o a un museo, o algun lugar semejante?

   Cada semana_____Dos veces al mes_____Cada mes_____Varias veces al año_____Nunca_____

2. No incluyendo cosas como viajes escolares, qué tan frecuentemente visita su niño/a un parque zoológico, el museo del desierto, o algún lugar semejante?

   Cada semana_____Dos veces al mes_____Cada mes_____Varias veces al año_____Nunca_____

3. Qué oportunidades tiene su esposo para avanzar en su trabajo?

   Buenas_____Favorables_____Incierta___Escasos_____Ningunas_____

4. Si (el niño/a) termina la escuela secundaria, que oportunidades tendra para obtenes trabajo?

   Buenas_____Favorables_____Incierta_____Escasas_____Ningunas_____

5. Qué nivel de calificaciones (notas) espera que su (hijo/a) obtenga en su escuela?

   Sobresaliente_____Sobre medio_____Incierta_____Promedio_____ Bajo de promedio_____

6. Cuando (el niño/a) tiene la oportunidad de escoger lo que quiere hacer en casa con que frecuencia escoge (el/ella) un libro or una revista?

   Diariamente_____Una vez/semana_____Una vez/mes_____ Varias veces/año_____Nunca_____

7. Qué tan frecuentemente asiste usted a actividades sociales? (por ejemplo: fiestas, balies, activadades religiosas, PTA)

   una vez/semana_____una vez/mes_____varias veces/año_____ una vez/año_____Nunca

8. Qué tan frecuentemente la acompana el (niño/a) cuando sale usted fuera de la ciudad?

   Una vez/semana_____Una vez/mes_____varias veces/año_____
   Una vez/año_____Nunca_____

9. Qué tan frecuentemente la acompaña (el niño/a) a usted cuando sale de compras?

   Diariamente_____Una vez/semana_____Mensualmente_____
   Menos de una vez/mes_____Nunca_____

10. De cuántas organizaciones es su esposo miembro? (por ejemplo: la Asociación de Padres y Maestrea (PTA), clubs de servicion, grupos políticos, etc.)

    Ninguna_____Una_____Dos_____Tres_____Mas que tres_____

11. De cuántas organizaciones es usted miembro? (por ejemplo: Asociatión de Padres y Maestras, grupos religiosos, clubs de servicio)

    Ninguna_____Una_____Dos_____Tres_____Mas que tres_____

12. Que tan frecuentemente toma usted parte en actividades en las cuales hay personas de otras razas? (por ejemplo: fiestas)

    Una vez/semana_____Una vez/mes_____Cuantas veces/ano_____
    Una vez/año_____Nunca_____

13. Con qué frecuencia toma usted parte en actividades de la comunidad o en actividades politicas? (por ejemplo: CAP, PAC, Concilio del Área, o algún grupo político)

    Una vez/semana_____Una vez/mes_____Cuántas veces/ano_____
    Una vez/año_____Nunca_____

14. Qué tan frecuentemente visita usted a alguien que no es pariente suyo?

    Diariamente_____Semanalmente_____Mensualmente_____
    Varias veces/año_____Nunca_____

15. Qué tan frecuentemente visita usted a amistades que viven en vecindades fuera de la suya?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

16. Con qué frecuencia habla con (el niño/a) acerca de las coasa que el o ella ha visto en la televisión?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

17. Si (el nifío/a) le hace una pregunta que usted no puede contestar, qué frecuentemente trata usted de encontrar la respuesta en un libro?

Siempre_____Usualmente_____Ocasionalmente_____Raramente_____
Nunca_____

18. Qué tan frecuentemente la ve (el niño/a) leyendo algo?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

19. Qué tan frecuentemente ve (el niño/a) que usted esta leyendo una novela o algun otro libro?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/ano_____Nunca_____

20. (Si aplica) Qué tan frecuentemente le ayuda (el niño/a) a su padre cuando esta trabajardo (construyendo algo, componiendo algo, trabajando alrededor de la casa?)

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

21. Cuando usted está trabajando en su casa, qué tan frecuentemente le ayuda (el niño/a)? (por ejemplo: cocinando, barriendo, hanciendo el asea)

Frequentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

22. Qué tan frecuentemente juega a la escuela (escuelitas) (el niño/a) en su casa o en la casa de un vecino?

Frecuentemente_____Algunas veces_____Indeciso_____Raremente_____
Nunca_____

23. Cuando (el niño/a) juega, con qué frecuencia juega que es adulto?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

24. Cuánta conversación hay entre Ud. u otro adulto y (el niño/a) durante la comida?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

25. Antes de que comenzara a leer (el niño/a), cuanto le leía Ud. a él/ella?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

26. Qué tan frecuentemente le pide su niño que le ayude Ud. con su tarea escolar?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

27. Qué tan frecuentemente le dice Ud. a su niño/a que él/ella se ha portado bien en la escuela?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

28. Qué tan frecuentemente le dice que él/ella ha hecho bien en la escuela?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

29. Qué tan frecuentemente ve Ud. las noticieas en la televisión?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

30. Qué tan importante será el entrenamiento practico or vocacional para el futuro de su niño/a?

Muy_____Poco_____Depende en la situación_____No mucho_____
Sin importancia_____

31. Qué tan importante será la educación formal para el futuro de su hijo/a?

Muy_____Poco_____Depende en la situación_____No mucho_____
Sin importancia_____

32. Qué clase de notas tiene(n) que obtener su(s) niña/o/os para que Ud. esté satisfecha?

Sobresalientes_____Sobre medio_____Indeciso_____Promedias_____
Pasaderas_____

33. Cree Ud. que la educación formal de veras le ayuda a ano/a obtenee una vida mejor?

Mucho_____Un poco_____Indeciso_____Muy poco_____No ayuda_____

34. De cuántas organizaciones es miembro su niño?

Ninguna_____Una_____Dos_____Tres_____Mas que tres_____

35. Cuántos libros de niño tiene Ud. en su hogar?

Ninguno_____Uno-dos_____Tres-cinco_____Cinco-diez_____
Más que diez_____

36. Cuántas veces se juntan miembros de su familia (incluyendo los niños) durante el fin de semana para divertirse o tomar parte en alguna actividad?

Semanalmente_____Dos veces/mes_____una vex/mes_____
Menos de una vez/mes_____Nunca_____

37. Cuántas veces tiene invitados en su casa, o visita Ud., a amigos que tienen más educación o mejores trabajos que el suyo o de su esposo?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

38. De sus amigos o de sus parientes que visitan frecuentemente con sus niños, cuántos años de educación han cumplido?

0-6 años_____7-8 años_____9-12 años_____13-14 años_____
15 o más años_____

39. Cuántas revistas recibe o a cuántas se suscribe (Redbook, Life, Time, Ladies Home Journal, por ejemplo)?

Ningunas_____Una_____Dos_____Tres_____Más que tres_____

40. Cada cuánto tiempo lee Ud. el periódico?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

41. Cuándo está Ud. haciendo un plan para alguna actividad (tal como un viaje) cuantas veces participan sus niños?

Cada vez_____Usualmente_____Indeciso_____Raramente_____Nunca_____

42. Cuántas veces platican sus niños con adultos acerca de cosas que les interesan?

Frecuentemente_____Ocasionalmente_____Indeciso_____Raramente_____
Nunca_____

43. Con que frecuencia le piden sus niños ayuda con algunos problems de tarea escolar?

Con frecuencia_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

44. Cuántas veces le ayudo Ud. a su hijo/a a aprender los números antes de que empezara la escuela?

Con Frecuencia_____Algunas veces_____Indeciso_____Raramento_____
Nunca_____

45. Cuánto le ayudó a su hijo/a a conocer o leer palabras o letras antes de que comenzara su hijo/a en la escuela?

Mucho_____Un poco_____Indeciso_____Muy poco_____Nunca_____

46. Si su niño/a trae algo que ha hecho en la escuela, qué tan frecuentemente le hace comentarios o platica con él/ella acerca de ello?

Casi siempre_____A veces_____Indeciso_____Casi nunca_____
Por lo mas nunca_____

47. Con cuánta frecuencia le pregunta a su niño acerca de lo que ha hecho en la escuela?

Diariamente_____Semanalmente_____Mensualmente_____
Varias veces/año_____Nunca_____

48. Cada cuánto tiempo le da a su niño un abrazo o lo acaricia cuando le gusta el modo en el cual está aprendiendo?

Con frecuencia_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

49. Qué tan frecuentemente le platica a sus amistades o parientes acerca de alguna cosa graciosa que ha dicho su niño/a?

Frecuentemente_____Algunas veces_____Indeciso_____Raramente_____
Nunca_____

50. Cuando su niño/a va con Ud. a algun lugar, qué tan frecuentemente le llama Ud. la atención a cosas que no haya notado antes?

Casi siempre_____A veces_____Indeciso_____Casi nunca_____
Por lo más nunca_____

51. Qué tan frecuentemente le explica a su niño lo que sigue en primer lugar, en segundo lugar, etc. en algún trabajo o alguna tarea que está haciendo?

Casi siempre_____A veces_____Indeciso_____Casi nunca_____
Por lo más nunca_____

52. Qué idioma usa su niño/a con sus amigos(as)?

Únicamente español_____Por lo más español_____
español e ingles_____por lo más ingles_____únicamente ingles_____

53. Qué idioma usa su niño/a con sus hermano(s) y hermana(s)?

Únicamente español_____Por lo mas español_____español e ingles_____Por lo más ingles_____únicamente ingles_____

54. Qué idioma usa con usted su niño/a?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____únicamente ingles_____

55. Qué tipo de programa escucha en la radio?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____Únicamente ingles_____

56. Qué tipo de programa prefiere escuchar su niño/a en la televisión?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____Únicamente ingles_____

57. Qué tipo de programa escucha Ud. en la radio?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____únicamente ingles_____

58. Qué tipo de programa prefiere usted ver en la televisión?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____Únicamente ingles_____

59. Qué idioma usa usted por lo más con su marido?

Únicamente español_____Por los más español_____español e ingles_____Por los más ingles_____Únicamente ingles_____

60. Qué idioma por lo general usa usted con su niño/a?

Únicamente español_____Por lo más español_____español e ingles_____Por lo más ingles_____Únicamente ingles_____

APPENDIX B

BEHAVIORAL RATING FORM

STUDENT'S NAME_____TEACHER_____DATE_____

1. Does this child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

2. Does this child hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

3. Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

4. How often is this child chosen for activities by his classmates? Is his companionship sought for and valued?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

5. Does this child become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled or strange individuals are in the room?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

6. Does this child seek much support and reassurance from her/his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

7. When this child is scolded or criticized does he become either very aggressive or very sullen and withdrawn?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

8. Does this child deprecate his school work, grades, activities, and work products? Does he indicate he is not doing as well as expected?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

9. Does this child show confidence and assurance in his actions towards his teachers and classmates?

   Always_____Usually_____Sometimes_____Seldom_____Never_____

10. To what extent does this child show a sense of self-esteem, self-respect and appreciation of his own worthiness?

    Very strong_____Strong_____Medium_____Mild_____Weak_____

11. Does this child publicly brag or boast about his exploits?

    Always_____Usually_____Sometimes_____Seldom_____Never_____

12. Does this child attempt to dominate or bully other children?

    Always_____Usually_____Sometimes_____Seldom_____Never_____

13. Does this child continually seek attention as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

    Always_____Usually_____Sometimes_____Seldom_____Never_____

14. Check the one or two most appropriate statements for this child:

    _____High ability and disinterested

    _____Fighting to maintain position

    _____Content with the status quo

    _____Striving for perfection

    _____Putting up a bold front

    _____Low ability and disinterested

    _____Eager but little ability

    _____Average ability and getting along

    _____Average ability and disinterested

    _____High ability and motivated

APPENDIX C

SELF-ESTEEM INVENTORY

NAME_____ SCHOOL_____

CLASS_____ DATE_____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (X) in the column "LIKE ME."

If the statement does not describe how you usually feel, put a check (X) in the column "UNLIKE ME."

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
Example: I'm a hard worker._____		
1. I spend a lot of time day-dreaming._____		
2. I'm pretty sure of myself._____		
3. I often wish I were someone else._____		
4. I'm easy to like._____		
5. My parents and I have a lot of fun together._____		
6. I never worry about anything._____		
7. I find it very hard to talk in front of the class._____		
8. I wish I were younger._____		
9. There are lots of things about myself I'd change if I could._____		

	LIKE ME	UNLIKE ME
10. I can make up my mind without too much trouble.		
11. I'm a lot of fun to be with.		
12. I get upset easily at home.		
13. I always do the right thing.		
14. I'm proud of my schoolwork.		
15. Someone always has to tell me what to do.		
16. It takes me a long time to get used to anything new.		
17. I'm often sorry for the things I do.		
18. I'm popular with kids my own age.		
19. My parents usually consider my feelings.		
20. I'm never unhappy.		
21. I'm doing the best work that I can.		
22. I give in very easily.		
23. I can usually take care of myself.		
24. I'm pretty happy.		
25. I would rather play with children younger than me.		
26. My parents expect too much of me.		
27. I like everyone I know.		
28. I like to be called on in class.		
29. I understand myself.		
30. It's pretty tough to be me.		

	LIKE ME	UNLIKE ME
31. Things are all mixed up in my life.		
32. Kids usually follow my ideas.		
33. No one pays much attention to me at home.		
34. I never get scolded.		
35. I'm not doing as well in school as I'd like to.		
36. I can make up my mind and stick to it.		
37. I really don't like being a boy/girl.		
38. I have a low opinion of myself.		
39. I don't like to be with other people.		
40. There are many times when I'd like to leave home.		
41. I'm never shy.		
42. I often feel upset in school.		
43. I often feel ashamed of myself.		
44. I'm not as nice looking as most people.		
45. If I have something to say, I usually say it.		
46. Kids pick on me very often.		
47. My parents understand me.		
48. I always tell the truth.		
49. My teacher makes me feel I'm not good enough.		
50. I don't care what happens to me.		

	LIKE ME	UNLIKE ME
51. I'm a failure.		
52. I get upset easily when I'm scolded.		
53. Most people are better liked than I am.		
54. I usually feel as if my parents are pushing me.		
55. I always know what to say to people.		
56. I often get discouraged in school.		
57. Things usually don't bother me.		
58. I can't be depended on.		

59. How important is it that you do well in school?

Very_____Some_____Uncertain_____Not very_____Not important_____

60. School is a waste of time.

Always_____Usually_____Sometimes_____Rarely_____Never_____

61. The things you do now in school will help you when you finish school.

Always_____Usually_____Sometimes_____Rarely_____Never_____

62. It is important to try to do better than other kids in school.

Always_____Usually_____Sometimes_____Rarely_____Never_____

63. It is important that you get good grades in school.

Always_____Usually_____Sometimes_____Rarely_____Never_____

64. I am going to quit school after I finish:

6th grade_____8th grade_____high school_____college_____

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