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Information seeking behavior among Latinos in Pacifica, California

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INFORMATION SEEKING BEHAVIOR
AMONG LATINOS IN PACIFICA, CALIFORNIA

A Thesis

Presented to

The Faculty of the Department of
Library and Information Science

San José State University

In Partial Fulfillment

of the Requirements for the Degree
Master of Library and Information Science

by

Armando Ramirez

May 1997

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ABSTRACT

INFORMATION SEEKING BEHAVIOR AMONG LATINOS IN PACIFICA, CALIFORNIA

by Armando Ramírez

This thesis addresses the topic of information seeking behavior in the Latino community of Pacifica, California. It examines information, information sources, information providing agencies and personal contacts and puts in perspective the use of information by the Latino community.

Research on the subject of information seeking behavior reveals that different groups tend to use different ways of obtaining information. For the Latino community this is no exception. Latinos tend to use certain information sources more than others.

The thesis analyzes the influence that different factors have upon the receipt of information by the Latino individual. Modes of transmission of information and their importance are also discussed.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vii
LIST OF FIGURES	viii
LIST OF TABLES	ix
Chapter I INTRODUCTION	1
Chapter II LITERATURE REVIEW	8
Chapter III METHODOLOGY	24
Chapter IV MASS MEDIA	40
Chapter V PERSONAL CONTACTS	110
Chapter VI ORGANIZATIONAL CONTACTS	120
Chapter VII CONCLUSIONS	133
REFERENCES	144
APPENDIX A AGREEMENT TO PARTICIPATE	153
APPENDIX B AGREEMENT TO PARTICIPATE (SPANISH VERSION)	154
APPENDIX C QUESTIONNAIRE	155
APPENDIX D QUESTIONNAIRE--SPANISH VERSION	161
APPENDIX E INTERVIEW GUIDE	168
APPENDIX F INTERVIEW GUIDE--SPANISH VERSION	172
APPENDIX G FOCUS GROUP QUESTIONS	176
APPENDIX H FOCUS GROUP QUESTIONS (SPANISH VERSION)	177
APPENDIX I REQUEST FOR EXEMPTION FROM HUMAN SUBJECTS REVIEW FORM	178

LIST OF FIGURES

Figure	Title	Page
1	Hispanic Population in Pacifica, CA (1990 Census).	5
2	Media Access at Home	41
3	Language Preference for Watching TV	43
4	Everyday Life Use (Important or Very important reason for each Media)	49
5	Media Access at Work	54
6	Language Preference for Listening to the Radio	56
7	Entertainment Use (Important or Very important reason for each Media)	60
8	Language Preference for Reading Newspapers	66
9	Language Preference for Reading Magazines/Journals	78
10	Language Preference for Reading Books	90
11	Language Preference for Using Computers	103
12	Work Related Use (Important or Very important reason for each Media)	108
13	Language Preference for Talking to Another Person	112
14	Rating of Information Obtained from Organizations	121

LIST OF TABLES

Table IV.1	Importance of Reasons for Watching Television	45
Table IV.2	Language Preference for Television and Household Income	46
Table IV.3	Language Preference for Television and Personal Income	47
Table IV.4	Importance of Reasons for Watching Television	48
Table IV.5	Television for Everyday Life and Household Income	50
Table IV.6	Television for Entertainment & Household Income	51
Table IV.7	Television for Work and Household Income	52
Table IV.8	Television for Work and Personal Income	52
Table IV.9	Use of Television for Work and Country of Birth	53
Table IV.10	Importance of Reasons for Using Radio	57
Table IV.11	Language Preference for Radio and Country of Birth	58
Table IV.12	Language Preference for Radio and Personal Income	58
Table IV.13	Language Preference for Radio and Household Income	59
Table IV.14	Radio for Everyday Life and Household Income	61
Table IV.15	Importance of Radio Listening & Household Income	62
Table IV.16	Importance of Radio Listening & Personal Income	62
Table IV.17	Radio for Entertainment and Household Income	63
Table IV.18	Frequency of Newspaper Usage and Country of Birth	65

Table IV.19	Language Preference for Newspapers and Household Income	67
Table IV.20	Language Preference for Newspapers and Personal Income	68
Table IV.21	Newspapers for a Combination and English Proficiency	68
Table IV.22	Newspapers for a Combination and Country of Birth	69
Table IV.23	Information Found in Newspapers and Country of Birth	70
Table IV.24	Language Preference for Newspapers and Country of Birth	71
Table IV.25	Importance of Reasons for Reading the Newspapers	72
Table IV.26	Newspapers for Everyday Life and Country of Birth	72
Table IV.27	Newspapers for Everyday Life and Household Income	73
Table IV.28	Newspapers for Everyday Life and Personal Income	74
Table IV.29	Newspapers for Entertainment & Country of Birth	75
Table IV.30	Magazine Availability at Home and Level of Education	76
Table IV.31	Language Preference for Magazines and Country of Birth	77
Table IV.32	Magazines Available at Work and English Proficiency	79
Table IV.33	Language Preference for Magazines and Household Income	79
Table IV.34	Language Preference for Magazines and Personal Income	80
Table IV.35	Magazine Availability at Home and English Proficiency	81
Table IV.36	Importance of Reasons for Reading Magazines or Journals	82

Table IV.37	Usefulness of Magazines and Country of Birth	82
Table IV.38	Magazines for Everyday Life and Household Income	83
Table IV.39	Magazines for Entertainment and Country of Birth	84
Table IV.40	Magazines for Entertainment and Household Income	85
Table IV.41	Magazines for Work Related Information and Personal Income	86
Table IV.42	Books Available at Home and English Proficiency	87
Table IV.43	Books Available at Home and Language Preference	87
Table IV.44	Books Available at Work and English Proficiency	88
Table IV.45	Books Available at Home and Country of Birth	88
Table IV.46	Language Preference for Books and Country of Birth	89
Table IV.47	Language Preference for Books and Household Income	91
Table IV.48	Language Preference for Books and Personal Income	91
Table IV.49	Importance of Reasons for Using Books	93
Table IV.50	Books for Entertainment and Country of Birth	94
Table IV.51	Frequency of Book Usage and Country of Birth	94
Table IV.52	Usefulness of Books and Country of Birth	95
Table IV.53	Books For Everyday Life and Household Income	96
Table IV.54	Books for Entertainment and Household Income	97
Table IV.55	Computers Available at Home and Country of Birth	98

Table IV.56	Computers Available at Work by Country of Birth	99
Table IV.57	Computers Available at Home and English Proficiency	99
Table IV.58	Frequency of Computer Usage and Country of Birth	100
Table IV.59	Usefulness of Computers and Country of Birth	101
Table IV.60	Usefulness of Computers and Personal Income	102
Table IV.61	Language Preference for Computers and Country of Birth	104
Table IV.62	Computers Available at Home and Language Preference	104
Table IV.63	Computers Available at Home and English Proficiency	105
Table IV.64	Computers for Everyday Life and Country of Birth	106
Table IV.65	Computers for Entertainment and Household Income	107
Table IV.66	Importance of Reasons for Using Computers	109
Table V.1	Language Preference for Latinos by Country of Birth	110
Table V.2	Language Preference for People and Personal Income	111
Table VI.1	Church/Religious Center Info. Quality & Household Income	124
Table VI.2	Counseling Service Information Quality & Household Income	126
Table VI.3	Health Service Information Quality & Household Income	128
Table VI.4	Legal Service Information Quality & Household Income	130

I. INTRODUCTION

PURPOSE

The purpose of this research is to explore and study the ways in which the Latino residents of Pacifica, California obtain their information. The study will explore the role of established informational sources, television, radio, newspapers, magazines/journals, books, and computers, in meeting the information needs of Latinos. Personal contacts as an information source will also be examined. Furthermore, the use of information providing agencies, business, store or company, church or religious center, counseling services, health services, legal services, library, social services or charity, will also be investigated.

The researcher opted to research the Latino community because very little is known about the information needs and information uses of the Latino community in general. The researcher also selected the City of Pacifica because he had concerns and interests about the Latino community of the City of Pacifica and how they find information.

TERMINOLOGY

For the purpose of this study the word "LATINO" is defined as any individual with roots in the Latin American Spanish speaking world and living in the United States. Latinos include individuals with ancestral roots in any of

the South American countries, Central America, Mexico, or the Caribbean area. The individual might also be of Portuguese ancestry. Furthermore, the individual needs to identify himself or herself as a member of this particular group, because self-identification is a crucial and significantly important factor in this research.

It is important to remember, on the other hand, that the literature available on the subject of Latinos is very limited. Historically, the word Latinos had a different meaning than it has today. The literature available can also be found by searching by specific country of origin, for example, Mexican or Mexican-American. For the purpose of this research, as mentioned above, the word Latino will have a specific meaning, that of unity for all who have migrated or chosen to live in the United States for one reason or another.

THE COMMUNITY

Pacifica is a charming coastal community located eight miles south of San Francisco. It borders Daly City to the North, South San Francisco and San Bruno to the East, and Montara to the South. To the West, the Pacific Ocean gently kisses its magnificent beaches, pride and joy of the residents of Pacifica.

The City of Pacifica was incorporated November 22, 1957. The city consists of nine magnificent little communities, five old ones which include Edgemar, Sharp

Park, Vallemar, Rockaway Beach and Pedro Point and four newer ones which include Pacific Manor, Westview (now designated as "Pacific Highlands"), Fairway Park, and Linda Mar.

Don Gaspar de Portola and his expedition of 63 men made the first recorded discovery of San Francisco Bay in 1769, by land instead of by sea, from what is now known as Sweeney Ridge, which is within the eastern boundary of Pacifica. Eighteen acres at the Portola Discovery Site are now designated a National Historic Landmark and are within the Golden Gate National Recreation Area. Starting in 1785, crops were planted in San Pedro Valley as an outpost to support San Francisco's Mission Dolores. In 1839, Don Francisco Sánchez was given a Mexican land grant with boundaries very near to the present city limits. In 1846, Don Francisco Sánchez moved into the "Sánchez Adobe," now maintained as a county museum and park. Since 1904, there had been a quarry beside Calera Creek, where 200 years ago lime pits furnished whitewash for the newly built San Francisco Presidio. The Ocean Shore Railroad ran from 1906 to 1920 through what is now Pacifica and opened up the area with transportation from San Francisco to Tunitas Glen. The Tobin and Vallemar stations still stand in Pacifica as reminders of our glorious history (Hynding, 1982).

The researcher, as a Latino resident of the city of Pacifica for 27 years, can only contemplate the beauty of the Latino ancestors of this beloved city. As you drive

through Pacifica you can see several sites and streets bearing Latino names, reminders of Latino heroes and history. At night, you can hear the music in the cars going by playing the vibrant sounds of Latino music. The music is like a loyal sentinel that reminds us of yesterday, today, and the future. When you go shopping, the Spanish language is spoken by shoppers and store personnel alike.

Grocery stores cater to the Latino residents by having foods available from Latin America. The Latino phenomena and spirit are alive and strong in the City of Pacifica. The Latino residents of Pacifica are not congregated in one particular area of Pacifica, and that was one of the challenges faced by this researcher. However, as suggested by a co-worker, the researcher contacted The Peninsula Library System to assist with the demographic information of the Pacifica (Figure 1).

How do Latinos living in Pacifica view their city? They view their city as a peaceful and quiet place to raise their children. The natural beauty, beaches, trees and coastlines are just some of the characteristics mentioned by the participants in this study as reasons for choosing to live in Pacifica.

Perhaps the most moving reason was given by a research participant from South America, "I love Pacifica. I love the ocean it has. In my home country, Bolivia, we do not

**Figure 1. Hispanic Population in Pacifica, CA
By Block Group (1990 Census)**

have access to the ocean. The ocean here in Pacifica allows me to dream and think that maybe someday Bolivia will once again have access to the sea."

Pacifica is an affordable place to live. Homes are moderately priced. There are also a good number of rental units throughout Pacifica. Access to the rest of the San Francisco Bay Area is a plus for the residents of Pacifica.

However, Latinos also view the city of Pacifica as a city with problems. Some of the examples given by the participants include: gang activity, lack of employment and opportunities for the city's youth, and discrimination from several institutions and the city government. Despite some of the problems, the Latino residents feel that if they work together as a unit they will overcome all the problems. Latinos choose to stay and make Pacifica their home. In fact, according to a Pacific Bell employee who participated in the study, the number of Latinos continues to increase. She estimated that out of all the new telephones installed in Pacifica in the last year, about one third were installed in Latino households.

IMPORTANCE OF RESEARCH

As a longtime Latino resident of the City of Pacifica, California, son of struggling Mexican farm workers, and soon to be a librarian, the researcher felt obligated to undertake and complete this study. The urge grew within the researcher, like a robust tree waiting to bloom in

the springtime. Two of the researcher's professors gave him the knowledge and the desire to explore this quest. These two professors helped the researcher get up after each stumble, and provided him with the strength to proceed.

Very little is known about the subject that we are about to embark on. The researcher is anticipating that his work will give other researchers the foundation for further research. The researcher also feels like a catalyst in the research process because of the nature of the research he started. The idea of including all Latinos in one study for a specific purpose is a difficult task. However, with the right training and ideas, it can be a successful research project. The researcher feels that, as an insider, he must keep personal biases and knowledge out of this project.

II. LITERATURE REVIEW

Due to the complexity of this research project, the literature review will be divided into two categories: Latinos and information seeking. The purpose of the literature review division is to compare and define Latinos and information seeking.

LATINOS

Researchers have struggled painfully for decades to find the most appropriate word or label to identify those individuals who have ancestral roots in any of the South American countries, Central America, Mexico, or the Caribbean area. Even researchers of Latino descent struggle to accept and to reject labels placed upon us by those in power. However, it is important to understand that the Latino population is composed of a diverse collection of national origins fragmented by class (Zambrana, 1995).

Furthermore, other labels have been used and have created more confusion and chaos. Some examples of labels used to designate Latinos are: Hispanic, Chicano, Mexican-American, and of course national origin, such as Mexican, Puerto Rican, Nicaraguan, Peruvian, Colombian, and so on. Researchers have also devoted vast amounts of time and energy trying to identify the Latino culture, identity, and presence in the United States (Gamio, 1971; Cuesta & Tarin, 1978; Voigt, 1983; Chavez, 1991; Marin &

Marin, 1991; Meier & Ribera, 1993; Nobles & Lacasa, 1991; Padilla, 1991; Huesca & Dervin, 1994; Novas, 1994; Stavans, 1995).

Some of the major findings about Latinos indicate that unlike some of the other ethnic groups in the United States, the Latino population is composed of a diverse collection of national origins fragmented by socioeconomic class and generations. The category Latino does not really exist apart from the classification created by Federal statisticians to provide data on people of Mexican, Cuban, Puerto Rican, Dominican, Colombian, Salvadoran, and/or other extractions. Although "Hispanics" in theory include all those who can trace their origins to an area originally colonized by Spain, in practice this definition delineates few common traits and embraces tremendous national diversity (Zambrana, 1995).

It also has been found that stereotypes of Latino immigrants persist. Many people from the mainstream continue to think of Latinos as peasants who come north seeking jobs in agriculture. Nevertheless, the stereotype of Latino farm workers is at best an anachronism. Not only do most immigrants today work in urban areas, but most of them lived in towns and cities before coming to the United States (Chavez, 1991).

Another view of a specific group of Latinos is that the Mexican-American community is one of great homogeneity. Differences arise from occupations or professions, from

levels of formal education and use of Spanish and English, from the degree of acculturation or assimilation in American society, and from the cultural climate of both Mexico and the United States at the time of migration.

Nevertheless, despite the diversity, there are unifying factors: broad genetic makeup, language, historical experiences in both Latin America and the United States, general cultural and social customs, and, above all broadly common religious beliefs and practices. Racism, segregation, and discrimination aimed at all Mexican-Americans and Latinos in general arising from their minority position have also served to unite them. Mexican-Americans have retained traditional cultural aspects of their culture for so long because of relative isolation in the United States, closeness to Mexico, ease of travel, and the Spanish language media in the United States (Meier & Ribera, 1993).

The idea of ethnicity, rather than class, is behind the proliferation of multiple constituencies in the United States society today. Ilan Stavans, an award-winning Mexican novelist and critic, has analyzed and explained the cultural and behavioral differences and similarities among the different Latino groups now living in the United States. Mr. Stavans suggests that "culture and identity are a parade of anachronistic symbols, larger-than-life abstractions, less shared set of beliefs and values than the collective strategies by which we organize and make

sense of our experience" (Stavans, 1995 p. 21).

Perhaps it is the images that can be seen from outside the United States that are more disturbing to our society. The great Mexican writer, Carlos Fuentes, suggests that the Hispanic world did not come to the United States, but that the United States came to the Hispanic world. It is perhaps an act of poetic justice that now the Hispanic world should return, both to the United States and to part of its ancestral heritage in the Western Hemisphere. The immigrants keep coming, not only to the Southwest but up the eastern seaboard to New York and Boston and West to Chicago and the Midwest, where they meet the long-established Chicanos, the North Americans of Mexican origin, who have been here even longer than the gringos. They all join to make up the 25 million Hispanics in the United States, the vast majority of Mexican origin, but many from Puerto Rico, Cuba, Central and South America. It is the fastest growing minority in the United States (Fuentes, 1992).

Information Seeking

Before we start to understand the meaning of information seeking, first we must determine the significance of information. Contemporary accounts of information seem to suggest that somehow we have entered a new era in which information is the key element in our society. We are overwhelmed with an enormous quantity of

material that touches on this subject. This Information Age, we are led to believe, is a new phenomenon which brings with it new and unusual challenges as we seek to integrate an expanding universe of information into our life (Stevens, 1986).

Information is an expression, along with related terms such as knowledge, that is now used in a broad variety of ways by different people in different disciplines in order to allow them to make a particular case as they seek to advance understanding of their discipline, and as they attempt to relate various aspects of their discipline to the broader field of information. This has led to some confusion, especially as aspects of the definition from one discipline may be inappropriately used more widely or be adopted in part by those in another discipline (Bell, 1973; Stevens, 1986; Buckland, 1991). This is particularly true, for example, of the concept of the removal of uncertainty as a key element in the definition of information in mathematical theory research (Krippendorff, 1986). Furthermore, information has been defined as the recognition of patterns in the flow of matter reaching an individual or organization (Evans, 1995).

There is little consistency in the way the term information is used and defined, or not defined, today. For example, within the context of user studies, it has been used to denote factual data or advice or opinion, a physical object, such as a book or journal, or the channel

through which a message is conveyed, for example, oral or written communication (Freeman, 1986).

Within library and information science, the term information has been defined as the structure (or order) of any text which is capable of changing the image of a recipient (Freeman, 1986).

The key characteristic of knowledge and, therefore, of information-as-knowledge, is that it is intangible. One cannot touch it or measure it in any direct way. Knowledge, belief, and opinion are personal, subjective, and conceptual. Therefore, to communicate them, they have to be expressed, described, or represented in some physical way, as a mark, signal, or text. Any such expression, description, or representation would be information-as-thing (Buckland, 1991).

Information seeking behavior describes how individuals go about fulfilling a need to know. Information seeking is a natural reaction of human beings when they encounter problems or concerns or need to adjust to the environment in which they live. In order to appreciate the dynamic nature of the information search process, it is helpful to look at the literature describing the constructive process (Kuhlthau, 1994). Information seeking behavior should be viewed within the context of the individual's cultural experience (Metoyer-Duran, 1993d). Information seeking is a powerful transformative tool for accessing others' perspectives. Opportunities for enhanced awareness and

understanding can develop from a new recognition or connection, and result from encounters with new ideas. In other words, we can create new information about ourselves for ourselves and, thereby, transform our very experience of existence (Huston, 1992). Information seeking is a fundamental human process closely related to learning and problem-solving. Nature has evolved tools and methods to support information seeking, resulting in physiological and psychological abilities that are well suited to information seeking. Our perceptual organs gather massive streams of environmental data; our muscles aim these organs and carry us closer to the objects of search; and our cognitive and emotive engines direct muscles and organs and process the incoming data. Our cognitive processors adopt various organizational structures and systematic strategies for filtering, comparing, and storing information in a variety of media. Our emotive selves derive stimulation and pleasure from seeking and integrating information. Information seeking is thus a natural and necessary mechanism of human existence (Marchionini, 1992).

Today information seeking is most frequently studied from the perspective of users rather than information providing institutions. Dervin (1976) and her colleagues developed a set of theories and methodologies known as "sense-making." Savolainen (1993) notes that a major contribution of sense-making is to critique the limitations of the traditional, intermediary, institutionally based

approach.

In this theory, the information needs of individuals are situationally bound. Information seeking and information using occur when individuals find themselves unable to progress through a particular situation without making "SENSE" about something. In sense-making theory, information does not have an independent existence but is a construct of the user.

By examining information needs outside of institutional contexts, the sense-making approach emphasizes everyday life needs of people. In Information Needs of Californians (Dervin, 1984), the following situations were studied: governmental concerns and issues; learning something new; job-related concerns; recreation and leisure time; caring for children; neighborhood or community concerns; housing concerns; transportation; shopping or buying things; managing money; relationships with family or friends; being in school; health matters; discrimination or race relations; legal matters; safety or crime concerns; concerns about current events or news; and religious concerns.

Over the years many researchers have conducted studies using sense-making theory. Of particular interest to the present project is Savolainen's (1995) study of everyday life information seeking in the context of way of life and mastery of life. In way of life, information seeking is seen as a natural component of everyday practices which

incorporate socially and culturally determined systems of thinking, perception and evaluation. In general, Savolainen's findings support earlier studies in which study participants with a relatively high level of education seek information more actively from a variety of channels such as the public library. Way of life, defined in terms of education and occupation, tells us how members of a social class tend to prefer various sources and channels due to their education and economic status.

The literature review concerning information seeking behavior in specific populations is subdivided into five groups: the aged, the impoverished, Latinos and other ethnic groups, professional occupations, and youth.

The Aged

The researcher was able to obtain two excellent studies that pertain to the aged. The first study was done by Elfreda Chatman. In her study Professor Chatman investigates the information world of retired women. The information needs of this particular group are complicated. However, the findings do lead us to believe that the complicated information needs of the aged are far from being met. Adult women tend to use their own experience to solve their everyday life situations. Some also use family members to get information. For financial and personal matters the participants used caretakers to assist them with the information (Chatman, 1992). Chatman uses a

variety of research methods to study how information needs are being addressed by older women. Her study makes a significant contribution not only to information studies but also to other disciplines. Chatman's work should be the starting point for any researcher who wishes to learn more about the aged and their information world and needs.

The second study was conducted by Celia Hales-Mabry. In her study Ms. Hales-Mabry investigates, in general, the world of the aged. She also investigates the influence of aging processes on the receipt of information, information seeking patterns of the older adult in society, how the older adults use mass media to obtain information, and how the adults make use of friends and family to obtain information. Furthermore, she provides a theoretical framework for understanding a simple request for help, seen in our context as resolving a problem that is usually, at base, an information need. The study also looks at "asking" behavior by the elders towards the individuals who are close to them. In moving from theory to particulars and finally to practicalities, we should never lose sight of the fact that elders, like most of us, do not like to ask for help. To the extent that asking for information is actually asking for help, the same situation holds (Hales-Mabry, 1993).

The Impoverished

The concept of the impoverished in the information world has been studied with some success by some researchers. Nonetheless, it is Elfreda Chatman's persistence that gives life to those understanding the information needs of those less fortunate in society. In trying to examine the information environment of the poor, she suggests that it might be useful to conceptualize poverty of information in terms of first and second-level knowledge of things. First-level knowledge relies either on one's own experience or on hearsay from someone else who is accepted as having the knowledge of the things being discussed. On the other hand, secondary knowledge is knowledge about that which does not yet exist in one's immediate awareness of things (Chatman, 1991).

Chatman also conducted a study with janitors. In this study the researcher probed into information sources used by this particular group of individuals. The researcher found that most janitors use mainly non-printed sources for information. Low reading skills of the participants was a major factor that determined the high use of non-print sources. The use of interpersonal sources among the janitor studied was also high for certain kinds of information. For work-related information the participants relied on their superiors. However, this study revealed that for personal information the participants relied on friends more than their superiors

(Chatman, 1990).

Chatman has identified four important concepts that serve as the foundation for her research. They are risk-taking, secrecy, deception, and situational relevance. Using these concepts to study information seeking activities of several marginal groups, Chatman concludes with the idea that the information world of specialized groups is very localized (Chatman, 1996).

Latinos and Other Ethnic Groups

Research concerning Latinos and their information seeking needs is almost non-existent. One major research project that was undertaken in the early 90's dealt with ethnic population groups within the United States. The research looked at five different ethnolinguistic groups concentrated in the Los Angeles area, information gatekeepers, and the influence the gatekeepers had in each ethnic group. The Latino community was one of the ethnic groups studied. The researcher found that ethnolinguistic groups within the same language family also provided an opportunity to test the gatekeeper model.

"Gatekeepers act as agents of acculturation when they disseminate information within their communities"

(Metoyer-Duran, 1993a, p. 23). The gatekeeper model drew from an interdisciplinary body of research, which included theory and methodologies from linguistics, education, information science, urban planning, mass communication,

and demography.

The planning and execution of the study also involved a number of ethnic and social science research centers, libraries, and community and state agencies. These are some of the important findings in this research. Almost all gatekeepers read newspapers daily. The majority read magazines. Almost every gatekeeper watches television, and more than half of the respondents watch non-English television. Yet, only a small number of them rely on television for information (Metoyer-Duran, 1993a; Metoyer-Duran, 1993c; Metoyer-Duran, 1993d).

The world and role of the public library and Latinos is best described in several articles that deal with specific areas. The world and role of the public library is seen through bilingual education issues. In order to put into perspective the need for library services to Hispanics and other minority communities we must understand that public libraries are failing to develop appropriate programs to attract the non-user (Cuesta & Tarin, 1978; Haro, 1981; Allen, 1987; Payne, 1988; Benavides, 1989; Howard, 1992; Chao, 1993; Evans, 1995).

It is also understood, that in the Southwest in particular, a large number of Latinos make their homes and many of these Latinos are Spanish-speaking. Unfortunately, if Spanish-speaking people seem indifferent to public libraries, it is not due to a lack of interest, but rather to a misunderstanding of how libraries function and a

mistrust and uneasiness about what to expect from them (Cuesta & Tarin, 1978).

The recognition that immigrants from all over the globe, but primarily from Latin America and Asia, are beginning to play a significant role in the demographic landscape of California is important. These newcomers come to this country and to California, in particular, from all types of backgrounds. Their adaptation is frequently difficult even under the best of circumstances. Many immigrants, even those in possession of considerable education, come to this country with different perceptions and expectations. By understanding these perceptions and expectations, it then becomes possible to plan and implement services that meet the needs of immigrant communities and to assist them to the fullest extent possible. It is important for professional librarians to understand and validate these perceptions (Padilla, 1991).

With data collected from a technical report on the information needs of California residents, Atwood and Dervin studied the importance of race and information seeking. The data was gathered in 1979. The researchers concluded that most studies using race as a predictor variable of sources sought have elicited respondents' reports in the form of across time and space measures -- cross situational estimates of how often respondents turn to certain sources or the duration of their exposure to certain information channels (Atwood &

Dervin, 1981).

Professional Occupations

Research studies of information seeking behavior among professional groups are abundant in the literature. The researcher was able to locate four articles that apply the idea of information seeking to specific professional groups. The four professional groups are: geoscientists, academic researchers, engineers, and an academic community.

One common theme that runs through all four articles is that all the participants have a college education. Therefore, digital information and printed information are sources that are used widely by them. Journals and peer contacts did rank highest in one of the research studies (Bichteler & Ward, 1989). Another one of the studies describes the use of qualitative techniques in obtaining a rich data set of information seeking activities among members of an academic community. The researcher concludes that the study confirmed the usefulness of a new paradigm in studying information use and users; she was able to examine the process of information seeking through a flexible research design driven by simple questions and basic hypothesis (Reneker, 1993). Looking at how academic researchers find their information, the researcher concludes that this group of information-seekers is highly motivated and educated in the ways one obtains information (Ellis, 1993).

The study of engineers and information seeking is

perhaps the most comprehensive of the four studies. The study looks at information sources, knowledge and a great body of literature to formulate the idea of technical information transfer among this group. The basic conclusion of this study is that engineers are also high information-seekers. Engineers use printed formats, CD-ROM's, and a variety of information sources to satisfy their information needs (Pinelli, Bishop, Barclay & Kennedy, 1993).

Youth

Carol Kuhlthau has done a great deal of research on the young and information seeking. In one of her articles Kuhlthau investigates the ways in which libraries help children obtain their information. In this study the author claims that students do use a variety of sources to obtain needed information, and that includes technology. The author suggests that librarians in the information age are needed to identify areas of intervention in which students may benefit from counseling in their information searches. Librarians must also develop processes to guide students in finding deep understanding from information (Kuhlthau, 1988; Kuhlthau, 1994).

III. METHODOLOGY

INTRODUCTION

This research is a pilot study of information seeking behavior among the Latino residents in the City of Pacifica, California. The research was conducted and administered within the legal boundaries of the city. Because of time constraints, general knowledge about Latino preferences for personal contact through networks of friends, and the belief that an anonymous survey would yield low response rates, the researcher did not sample the Latino population randomly. The researcher also visited several established social groups, church groups, businesses, and a local high school in order to obtain responses within the Latino community. In total, one hundred and eighty eight ($N=188$) individuals participated in this research.

The research was conducted in three stages. The first stage of the research was a questionnaire. One hundred and seventy four ($N=174$) people participated in the first phase of the research. The second phase of the research consisted of thirty ($N=30$) personal interviews. The personal interviews were all conducted in English because that was the choice of the participants. The participants in the personal interviews all came from the questionnaire participants. The final phase was a set of three ($N=3$)

focus groups. Two of the focus groups, or 17 participants, also came from the 174 questionnaire participants. The third focus group, 14 individuals, only participated in the focus group part of the study. One of the focus groups was administered in Spanish, with an entire family whose ancestral background was from El Salvador; the other two focus groups were conducted in English.

THE QUESTIONNAIRE

The questionnaire was designed to survey Latino participants on the following topics: their information needs and uses, their technology use and its availability at home and work, their tendency to use mass media, and their attitudes about information providing agencies. The instrument was constructed with mostly closed-ended questions, with multiple choice answers.

The questionnaire probed into the use of information sources: television, radio, newspapers, magazines/journals, books, computers, and any other information source that might be used by Latinos. Furthermore, the questionnaire dealt with the use of information providing agencies: business, store or company, church or religious center, counseling service, health service, legal service, library, social service or charity, and any other agency that might be used by Latinos.

The questionnaire (Appendices I and II) was constructed to obtain general information about the information seeking

behavior of the Latino residents in Pacifica. The questionnaire was divided into two parts: Mass Media and Demographic Information. The Mass Media part of the questionnaire was subdivided into six groups. The tool was also designed to elicit the following information:

- 1) Reasons for using certain media (Questions 1-24).
- 2) Language preference for each media (Question 25).
- 3) Access to each media (Question 26-28).
- 4) Frequency of each media (Question 29).
- 5) Usefulness of each media (Question 30).
- 6) Organizational exchange of information (Question 31).

The questionnaire was printed in both Spanish and English in order to give the participants the choice of language.

PERSONAL INTERVIEWS

The personal interviews were designed to survey Latino participants on the same topics as the questionnaire. However, the personal interview instrument was designed with open-ended questions so that the participants would have a chance to reply to specific questions or circumstances. The questions were structured to invite participants to talk on the subject of information and Latinos.

The interview guide (Appendices III and IV) was also designed to draw a more complete picture of the

information seeking behavior of the Latino. The majority of the questions are open-ended questions. The tool is divided into six different sections: Life Style, Social Contacts, Interpersonal, Other Sources, Safety and Privacy, and Demographics:

- 1) Life Style (Questions 1-14).
- 2) Social Contacts (Questions 15-16).
- 3) Interpersonal (Questions 17-23).
- 4) Other Sources (Questions 24-33).
- 5) Safety and Privacy (34-37).
- 6) Demographic information (Questions 38-44).

The interview guide was also printed in Spanish and English. However, all 30 interviews were conducted in English.

FOCUS GROUPS

Focus groups are typically composed of 6 to 10 individuals. Focus groups are also composed of people who are similar to each other. The nature of this homogeneity is determined by the purpose of the study. Focus groups engage in data collection procedures that produce qualitative data.

Focus groups, as a research method, have acquired acceptability within academia as a reliable way of conducting ethnographic research. Up until the early 1980's focus groups were not considered suitable data gatherers for scholarly journals or dissertations (Krueger,

1995). Obviously, focus group interviewing was not part of the curriculum of any university or graduate school in any area of study. However, by the end of the 1980's focus groups were fast becoming the standard method in many fields of study. Focus groups have transformed the way researchers gather qualitative data.

Qualitative research using focus group interviews often yields information that is rich in detail and substance. While the results of this research usually cannot be quantified or generalized beyond that participant sample, many of the findings are compelling and instructive. In the focus group setting, participants respond to each other and react to the comments, opinions, and answers of other group participants. Thus, focus group interviews have the potential to elicit information that would not be captured in survey questionnaires, personal interviews, or other types of research methods (Asbury, 1995).

Many researchers use focus groups because they allow the participants to hear ideas and use those concepts in formulating their own opinions. Focus groups capture the complexity of the human experience and provide valuable information to researchers and decision makers. People will continue to modify and adapt focus group interviews to suit their needs. The change and challenge will be driven by emerging opportunities, technology, resources, changes in thinking, and the desire for descriptive information. The changes will have an impact on the precision or

usefulness of future focus group studies (Krueger, 1994; Krueger, 1995).

One of the advantages of focus group interviews is that they can be adapted for almost any purpose. Such versatility means, however, that there are numerous issues and problems that may come up in the conduct of focus groups that are specific to a particular application. Having trained moderators for the focus group session is an example. If the moderator cannot take charge of the group, the discussion will most likely be taken over by the most active and talkative group members (Stewart & Shamdasani, 1990).

The focus group interviews in this study were designed to gather Latino input as to the meaning of information, use of information in personal life and social agencies, organizational exchange of information and information sources in general. The focus group tool was designed to facilitate the exchange of ideas about information and information seeking in a group environment. The goal of the tool was to initiate, or encourage, a dynamic conversation within the group setting. The foremost purpose of the focus group was to build on the ideas of one group member and to continue until all members had answered the same question.

The survey, personal interview, and focus group instruments were translated into Spanish and tested and verified for accuracy by a certified translator from the

State of California. Additionally, the instruments were also tested with eight family members for language appropriateness and validity of instruments. Family members gave input for additional information to be added to the instruments, and suggested several changes that were essential to the instruments.

SELECTING PARTICIPANTS

According to the 1990 U.S. Census, there are over 4,500 Latinos in Pacifica. Even so, the researcher had some difficulties in obtaining published lists of individuals to use as a basis for selection. Friends of friends provided names of organizations that might help with the research. Using organizations, the researcher was able to make contact and open new doors for the research. Furthermore, the researcher was able to gain access to a high school and two church groups.

The high school provided a list of Latino students. In the list there were 14 students that were 18 years of age or older. Some students who were not 18 years of age, but were interested in assisting with the research, managed to convince their parents to participate in the research. A focus group was also conducted with high school seniors, over 18 years of age. The church groups were also very helpful in the completion of the survey and personal interviews.

Using established groups, like the church groups, to

select participants was valuable. Inside of each group one can find Latinos of all ages, social status, economic backgrounds, educational experience, and different levels of assimilation into the main culture. The church groups had Latinos from different national origins: Mexico, El Salvador, Guatemala, Honduras, Puerto Rico, Peru, Bolivia, and Venezuela. Of equal significance to this study, the Latinos who attend church include people who are new immigrants, as well as those Latinos who are long-time residents. For all the reasons mentioned above, the church groups provided one of the best populations for a complex research study of this character.

DATA COLLECTION

Because the researcher found it impossible to obtain a comprehensive name list for the Latinos in Pacifica, this research was conducted by personal contact with groups rather than random sampling or a mail survey. The initial step taken by the researcher was to make contact with the established educational, religious, social, and business groups. The researcher attended several meetings with each of the groups and was able to get invited to the next meeting. Time was given to introduce the research project to the group members. After the second meeting group members were assisting with the completion of the survey, volunteering for the personal interviews and convincing other members to do focus group interviews. This group

effort was exemplified by the students of Oceana High School. These students were energetic, enthusiastic and wanted to participate in all levels of the study. The students from the high school felt that participating in this research was very important to them because they had the final word in what was going to be said about Latinos and information. Inspiring participants to volunteer their time in the social group environment was not a difficult task.

The two church groups, the social group, the high school group, and the three businesses chosen for this survey, and the particular circumstances concerning each group are discussed below.

1) Oceana High School.

The researcher contacted the high school principal and obtained permission to talk to Latino students. The high school principal assisted the researcher with statistical information, names and addresses of the students. The researcher was invited to attend meetings, during the lunch hour, with a newly formed student group, "Mi Familia, Latinos Unidos." The group consisted of about 40 members. About 15 of the members were living outside of the city boundary and were asked not to participate because of the geographic limits imposed on this research. Those students that did not meet the research criteria, age or residency, were invited to participate by observing in the process.

Those students who lived in Pacifica, but did not meet the age criteria, were invited to take the survey instrument home and ask their parents, uncles, aunts, and grandparents to do the survey. However, the students did not have any input in the research process itself. Altogether, the students from Oceana High School provided the researcher with approximately 42 questionnaires and one focus group.

2) Good Shepherd Catholic Church--Grupo Uvas.

The researcher first contacted the parish priest to introduce the research project. After the initial meeting the parish priest introduced the researcher to an outreach person for the parish. The outreach person then put the researcher in contact with an organizer of a Latino group for the parish. The researcher attended two Wednesday night meetings and presented the research project to the group. The research project got an immediate welcome and group members started to do surveys. In all, this church group completed 27 questionnaires and ten personal interviews.

3) St. Peter's Church.

Several church members from Good Shepherd parish had friends that lived in Linda Mar, the other side of Pacifica. The friends attended mass and were active members of St. Peter's Church. The church members from Good Shepherd introduced the researcher to the Latino group

from the St. Peter's Church. The researcher attended several group meetings and services. The researcher took the same approach to introducing the project to potential participants. In all, 15 people participated in the research by answering the questionnaire.

4) Grupo Latinos Unidos de Pacifica.

This is a social club for people of Latino descent or people interested in Latino issues or concerns. The membership consists of mainly Pacifica residents. However, there are members from the neighboring cities. The membership is very socially and economically diverse. The members are from different parts of Latin America. The researcher was invited to attend a monthly meeting and was able to introduce the project to the group. Grupo Latinos Unidos de Pacifica provided the researcher with six personal interviews and 17 questionnaires.

5) Pacifica Glass Company.

This private business allowed me to set up shop for three consecutive Saturdays. During the three consecutive Saturdays Latino residents and residents of Pacifica were introduced to the project and asked if they would participate in the research. During the three consecutive Saturdays a total of 14 individuals participated by completing the questionnaire form and six also participated in the personal interviews phase of this project.

6) Taqueria Guerrero.

This fairly new business is operated by one family. I was introduced to this family-owned business by a friend of a friend. The family had recently, within five years, immigrated from Mexico. The family consisted of 12 family members. The primary language of the family was Spanish and for that reason they opted to do 12 questionnaires in the language of their choice.

7) Restaurante Acapulco.

This family-owned restaurant is the oldest family-owned Mexican restaurant in Pacifica. It was established in the late fifties by two sisters and their husbands. Now the restaurant is operated by two children of one of the sisters. Because this restaurant has a reputation in Pacifica for being one of the area's best providers of Mexican food, many Latinos see this restaurant as a piece of their heritage. Many Latinos visit this establishment on a regular basis. After being introduced to one of the original owners, the researcher approached the rest of the family about the research project. The researcher was invited to the restaurant one late morning to explain the project to the family and employees, all Pacifica residents. In all, four personal interviews and 23 questionnaires were completed at this restaurant.

BARRIERS TO DATA COLLECTION

The difficulties in data collection may be divided into five major areas: 1) Time required to collect information from participants; 2) Lack of interest among some Latino residents; 3) The complex issues related to the research project; 4) Fear of participating in the research project; and 5) Lack of support from some institutions.

1) Time required to collect information from participants.

Because the questionnaire was quite extensive, participants would tell the researcher that they did not have time to do the questionnaire. On an average, the questionnaire would take about 15 minutes to complete. The average time to complete a personal interview was about 30 minutes. The focus groups needed organizing and scheduling of specific times when participants could meet; in general, the focus group lasted about one hour. For the reasons mentioned above many Latinos chose not to participate in this study. Over 40 participants rejected the invitation to participate. A common reason not to participate was that they did not have time to do this study. Sometimes, it was necessary to give participants additional time to do the questionnaire. The researcher had to return to certain homes several times in order to retrieve the survey

instrument.

2) Lack of interest among some Latino residents.

It was evident by the number of rejections that certain segments of the Latino population did not have any interest in the research project. As a researcher, one must admit failure when one cannot convince people to participate in a given project. Several times the researcher was told to his face that this study was not necessary.

3) The complex issues related to the research project.

Because there is so little knowledge about the subject, the researcher had to explain the process and reasoning behind the research that was being conducted throughout the project. The questionnaire was designed so that the best possible data could be gathered. Participants would question the reason and validity of a given question. The only thing that the researcher would respond was that if the participants felt that the question would have no value to them to please not answer the question. Participants would also ask the researcher to explain certain terms, like "information seeking behavior" and questions like "Why do you want to know how much money we make?". In general, the researcher had to do at least some explaining after each questionnaire or each interview.

4) Fear of participating in the research project.

The most common reason given to the researcher for not participating in the research process was fear. Latinos would tell the researcher that they felt that this information was going to be used against them; this research was pointless since nothing was going to be done about it; the information was going to go to the wrong hands, and so forth. No matter how much the researcher tried to convince participants of all the safeguards for protecting the confidentiality of the information they provided, still many people chose not to participate.

5) Lack of support from some institutions.

The researcher tried, unsuccessfully, to make contact with several institutions. For example a junior college that serves many Pacifica residents refused to allow me to post fliers and/or talk to students. The administrator of the junior college said that the school district could not allow researchers access to demographic information. Therefore, I could not obtain valuable data for research with students because of security reasons. The researcher also tried to obtain statistical and demographic information from the Laguna Salada School District. The researcher hoped that the demographic information would help to prove the point that the Latino population of Pacifica had increased since the 1990 census.

Unfortunately, the Laguna Salada School District did not provide the researcher with any data. The researcher also asked the Chamber of Commerce to provide him with a list of businesses owned by Latinos in Pacifica. People in charge of the Chamber of Commerce cited several reasons for not providing the information needed. But perhaps the most ridiculous suggestion was that the researcher "should visit some of the Mexican restaurants in the area." As this study continued, the researcher found that the city of Pacifica does have Latinos who own other kinds of businesses, such as accounting, veterinary and retail businesses.

IV. MASS MEDIA

The six media types investigated in this study are television, radio, newspapers, magazines/journals, books, and computers. Each media was investigated for access, language preference, and reasons for media usage.

Access can be defined "as the means to enable an inquirer to learn from-to become informed by-a source pertinent to an inquiry, to accede to the evidence that results in acquiring the knowledge desired" (Buckland, 1991, p.78).

TELEVISION

Access

As we look at television as an information providing source and at Latinos, we can determine that this media plays a major role in how Latino residents of Pacifica obtain their information. The great majority of Latinos surveyed have television available at home. 99.4 percent (172 of the 174 participants) said that they had access to television at home (Figure 2). Some participants also reported having multiple televisions sets at home, giving them more access to different programs, languages and information choices obtained through television. As one participant reported. "Having two television sets at home helps me because as my children watch their shows, I can listen to my tapes so that I can learn English." It is

Figure 2. Media Access at Home

also important to note that over one third of the respondents had access to television at work. These findings confirm that Latinos have many chances to use television as an information source.

Language Preference

Latinos also have the choice of watching television in Spanish or English. However, 36 percent of the respondents said that they preferred to watch television in English, 34.3 percent preferred to watch in Spanish, and 29.7 percent had no preference (Figure 3). In the San Francisco Bay area there are two television stations, Telemundo and Televisa, that broadcast totally in Spanish. There are several other television stations that broadcast in Spanish as well; for example, the local PBS stations occasionally will broadcast movies and general programs in Spanish. The programs that are aired on the two television stations come from Mexico, Venezuela, Chile, Spain, Puerto Rico, and even the United States. Television stations that broadcast in Spanish concentrate their efforts on catering information to the Latinos who need information about Latino concerns or Latin America. As a participant stated:

When I watch television in Spanish I am most likely to get information that is related to Latin America. The reporters that cover the stories will travel to different parts of Latin America and will have produced the stories from there. You do not see that from the

Figure 3. Language Preference for Watching Television (N = 174)

Spanish N = 59; English N = 62; No Preference N = 51

Note: 2 respondents did not indicate language preference

regular TV stations.

Latinos do make use of television broadcasts in the English language. However, there were participants who had some concerns about TV media. Some respondents' concerns are: that the mainstream TV networks do not have good coverage of Latino events, that Latinos are not portrayed appropriately, that coverage of major events in Latin America is minimal, and finally, but most importantly, that television stereotypes Latinos.

What is this stereotype? When Latinos appear on television programs, the United States-made television programs, Latinos are the drug dealers, the maids, the lazy people who are out of work, and the opportunistic clowns who will do anything to get what they want. In general, there are no positive role models for Latinos in the mainstream television industry.

Language preferences definitely are related to television use patterns of participants. Latinos who were born outside of the United States are more likely to watch television in Spanish. However, Latinos who were born in the United States are more likely to watch television in English (Table IV.1).

Table IV.1

Language Preference for Television and Country of Birth

Preference	United States	Other Country
Spanish Language	4.3%	46.6%
English Language	67.4%	24.6%
No Language Preference	28.3%	28.8%
Total %	100%	100%
Number of Respondents	(46)	(118)

$\chi^2=33.5959$, $p=.000$
Missing Responses=10

Language preferences are also related to income. Latinos with a combined family income under \$25,000 are more likely to watch television in Spanish. 54.5 percent of the participants, in this income category, reported watching television in Spanish. However, Latinos with a combined family income over \$75,000 are more likely to watch television in English. 55.6 percent of the participants with household income of \$15,000 or more reported doing so in contrast to 6.1 percent of Latinos with household incomes of under \$25,000 (Table IV.2).

Table IV.2

Language Preference for Television and Household Income

Language Preference	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Spanish	54.5%	35.6%	30.0%	11.1%
English	6.1%	37.8%	45.0%	55.6%
No Preference	39.4%	26.7%	25.0%	33.3%
Total %	100%	100%	100%	100%
Number of Respondents	(33)	(45)	(20)	(27)

$\chi^2=21.592$, $p=.001$
Missing Responses=49

Latinos with a personal income under \$15,000 are more likely to watch television in Spanish. 46.9 percent of the participants reported doing so. On the other hand, Latinos with a personal income over \$30,000 are more likely to watch television in English. 56.5 percent of the participants with personal incomes of over \$30,000 reported this fact in contrast to 26.5 percent of Latinos with incomes under \$15,000. The evidence suggests that as income increases so does the choice to watch television in English. The same is true for the opposite, the less personal income Latinos have the more chances there are of watching television in Spanish (Table IV.3).

Table IV.3

Language Preference for Television and Personal Income

Language Preference	Under 15,000	15,001 to 30,000	Over 30,000
Spanish	46.9%	40.4%	8.7%
English	26.5%	29.8%	56.5%
No Preference	26.5%	29.8%	34.8%
Total %	100%	100%	100%
Number of Respondents	(49)	(47)	(46)
$\chi^2=19.436, p=.000$			
Missing Responses=32			

Reasons

Latinos have different reasons for watching television. In general, Latinos find the information they get from television very useful. The majority of the participants, 85.1 percent ($N=148$), said they watched television every day. The most important reasons for watching television are to obtain information useful in everyday life and for entertainment purposes. Almost 50 percent of the participants reported using television for entertainment as an important or very important reason. On the other hand, over 71 percent of the participants reported using television to obtain information useful in everyday life as an important or very important reason (Table IV.4).

Table IV.4
Importance of Reasons for Watching Television

Degree of Importance	Entertainment	Everyday Life	Work-Related
Not a Reason	12.4%	4.7%	51.8%
Slightly Important	37.9%	24%	24.7%
Important Reason	35.5%	48.5%	17.1%
Very Important	14.2%	22.8%	6.5%
Total %	100%	100%	100%
Number of Respondents	(169)	(171)	(170)

Everyday Life

Latinos are more likely to view television as very important for obtaining information for everyday life (Figure 4) when they have a combined family income over \$75,000. As income decreases so does use of television as a very important reason to obtain information useful in everyday life (Table IV.5).

**Figure 4. Everyday Life Use
Important or Very Important Reason for Each Media**

Table IV.5
Television for Everyday Life and Household Income

Everyday Life Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason	12.1%	2.2%	15.0%	0%
Slightly Important Reason	9.1%	21.7%	15.0%	36.0%
Important Reason	66.7%	50.0%	40.0%	28.0%
Very Important Reason	12.1%	26.1%	30.0%	36.0%
Total %	100%	100%	100%	100%
Number of Respondents	(33)	(46)	(20)	(25)

$\chi^2=20.627, p=.014$
Missing Responses=50

Entertainment

Latinos with a household income under \$25,000 are less likely to use television for entertainment reasons in contrast to Latinos in more wealthy households. As combined family income increases so does the chance of using television for entertainment. Over half of those who gave entertainment as an "important or very important reason" for watching television have a combined family income over \$50,000 (Table IV.6).

Table IV.6
Television for Entertainment & Household Income

Entertainment Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason	30.3%	8.9%	0%	4.0%
Slightly important reason	30.3%	42.2%	35.0%	40.0%
Important Reason	33.3%	35.6%	40.0%	44.0%
Very Important Reason	6.1%	13.3%	25.0%	12.0%
Total %	100%	100%	100%	100%
Number of Respondents	(33)	(45)	(20)	(25)

$\chi^2=17.865$, $p=.036$
Missing Responses=51

Work Related

Latinos are more likely to use television for work related information needs when they have a combined family income under \$50,000. For one third of Latinos in this income category, work related information needs was an "important or very important" reason to use television. As income increases, the use of television for work related reasons decreases (Table IV.7). Latinos with a personal income over \$30,000 are also less likely to use television to obtain information for work related needs (Table IV.8).

Latinos who were born in the United States are more likely not to use television to meet work related needs. For 63 percent of the participants who were born in the

Table IV.7

Television for Work and Household Income

Work-Related Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly important reason	66.7%	67.4%	85.0%	92.6%
Important or Very Important Reason	33.3%	32.6%	15.0%	7.4%
Total %	100%	100%	100%	100%
Number of Respondents	(33)	(43)	(20)	(27)

$\chi^2=8.165$, $p=.042$
Missing Responses=51

Table IV.8

Television for Work and Personal Income

Work-Related Use	Under 15,000	15,001 to 30,000	Over 30,000
Not a Reason or Slightly important reason	77.1%	61.7%	84.8%
Important or Very Important Reason	22.9%	38.3%	15.2%
Total %	100%	100%	100%
Number of Respondents	(48)	(47)	(46)

$\chi^2=6.775$, $p=.037$
Missing Responses=33

United States, obtaining information for work related needs is not a reason for watching television (Table IV.9).

Table IV.9

Use of Television for Work and Country of Birth

Work-Related Use	United States	Other Country
Not a Reason	63.0%	48.7%
Slightly Important	21.7%	25.2%
Important Reason	15.2%	17.4%
Very Important Reason	0.0%	8.7%
Total %	100%	100%
Number of Respondents	(46)	(115)
$\chi^2=5.538, p=.135$		
Missing Responses=13		

RADIO

Access

Radio, as an information providing source, is used by Latinos in great numbers. Almost all (173 out of the 174) participants had access to radio at home. At work 84.3 percent, or 113 out of the 174 participants, reported having radio available at work (Figure 5). Besides at home and work the participants also reported having access to radio in many places; the car, a bar, and a friend's house are just some of the places where Latinos make use of radio. To many Latinos the radio is versatile and can

Figure 5. Media Access at Work

easily be accessed from different places.

Language preference

Compared to use of other media, Spanish language preference when listening to the radio is very high (See Figure 6). Latinos reported listening to at least four different radio stations in Spanish: KBRG, KLOK, KIQI, and KOFY. Latinos reported that they like to wake up in the morning by listening to the radio in Spanish. As one respondent said:

I like to get up in the morning, turn the radio on, cook breakfast for my husband and see him off to work. I will keep listening, almost inadvertently, to the radio until lunch time. I like the music, the news and the things they talk about.

Another good reason for listening to the radio in Spanish was mentioned by another participant who said:

The quality of news, music and jokes in the radio station I listen to is very good. In the mornings especially, when I go to work and the traffic is heavy, I like to listen to the traffic reports and the nice music.

Unlike television, Latinos do not see any discrimination in radio. Radio is simply auditory. Because there are many more choices for listeners, radio stations need to be more competitive and selective as to how they deliver information, entertainment and general

Figure 6. Language Preference for Listening to the Radio (N = 174)
Spanish N = 82; English N = 50; No Preference N = 39
Note: 3 respondents did not indicate their language preference

news to their customers.

One important observation for radio is that young Latinos tend to listen to radio in English. One possible explanation might be peer pressure. Latinos born outside of the United States are more likely to listen to the radio in Spanish (Table IV.10). However, Latinos born in the United States are more likely to listen to the radio in English (Table IV.11).

Table IV.10
Importance of Reasons for Using Radio

Degree of Importance	Entertainment	Every Day Life	Work-Related
Not a Reason	6.5%	11.9%	49.1%
Slightly Important	30.4%	26.2%	21.2%
Important Reason	37.5%	41.7%	23.0%
Very Important	25.6%	20.2%	6.7%
Total % Number of Respondents	100% (168)	100% (168)	100% (165)

Table IV.11

Language Preference for Radio and Country of Birth

Preference	United States	Other Country
Spanish Language	15.2%	60.3%
English Language	60.9%	17.2%
No Language Preference	23.9%	22.4%
Total %	100%	100%
Number of Respondents	(46)	(116)

$\chi^2=35.304$, $p=.000$
Missing Responses=12

Lower income is also related to language preference in listening to the radio. Latinos with a personal income under \$15,000 are more likely to listen to the radio in Spanish (Table IV.12). Latinos with a combined family income under \$25,000 are more likely to listen to the radio in Spanish (Table IV.13).

Table IV.12

Language Preference for Radio and Personal Income

Language Preference	Under 15,000	15,001 to 30,000	Over 30,000
Spanish	68.8%	51.1%	22.2%
English	20.8%	23.4%	48.9%
No Preference	10.4%	25.5%	28.9%
Total %	100%	100%	100%
Number of Respondents	(48)	(47)	(45)

$\chi^2=22.095$, $p=.000$
Missing Responses=34

Table IV.13

Language Preference for Radio and Household Income

Language Preference	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Spanish	75.0%	37.8%	52.6%	22.2%
English	0%	35.6%	31.6%	48.1%
No Preference	25.0%	26.7%	15.8%	29.6%
Total %	100%	100%	100%	100%
Number of Respondents	(32)	(45)	(19)	(27)

$\chi^2=24.499$, $p=.000$
Missing Responses=51

Reasons

Data from Figure 7 indicate that the majority, 63.1 percent, of the respondents view entertainment as an important or very important reason for listening to the radio. Almost as many, or 61.9 percent, reported listening to the radio for information useful in everyday life as an important or very important reason. The data also indicate that most Latinos do not use the radio for meeting their work related information needs. Only 29.7 percent listed work related needs as an important or very important reason for listening to the radio (Table IV.10).

Everyday Life

Latinos are less likely to listen to the radio for information useful in everyday life when they have a combined family income under \$25,000 (Table IV.14). For

Figure 7. Entertainment Use Important or Very Important Reason For Each Media

Latinos who have a combined family income between \$25,000 and \$75,000, it appears that the radio is most useful for information for everyday life (Table IV.15). Also, Latinos who have a personal income between \$15,000 and \$30,000 are more likely to use the radio to obtain information useful in everyday life (Table IV.16).

Table IV.14

Radio for Everyday Life and Household Income

Everyday Life Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason	25.8%	13.6%	10.0%	0%
Slightly Important	29.0%	6.8%	15.0%	44.4%
Important	16.1%	47.7%	60.0%	40.7%
Very Important	29.0%	31.8%	15.0%	14.8%
Total %	100%	100%	100%	100%
Number of Respondents	(31)	(44)	(20)	(27)
$\chi^2=29.396$, $p=.000$				
Missing Responses=52				

Table IV.15

Importance of Radio Listening & Household Income

Reason	Under 25,000	to 25,001 50,000	to 50,001 75,000	Over 75,000
Entertainment	74.2%	36.4%	40.0%	53.8%
Information Useful in Everyday Life	12.9%	43.2%	45.0%	30.8%
Work Related Needs	0.0%	0.0%	0.0%	0.0%
Combination of Reasons	12.9%	20.5%	15.0%	15.4%
Total %	100%	100%	100%	100%
Number of Respondents	(31)	(44)	(20)	(26)

$\chi^2=12.474$, $p=.052$
Missing Responses=53

Table IV.16

Importance of Radio Listening & Personal Income

Reasons	Under 15,000	15,001 to 30,000	Over 30,000
Entertainment	58.7%	48.9%	44.4%
information Useful in Everyday Life	15.2%	42.6%	31.1%
Work Related Needs	0.0%	0.0%	0.0%
Combination of Reasons	26.1%	8.5%	24.4%
Total %	100%	100%	100%
Number of Respondents	(46)	(47)	(45)

$\chi^2=11.329$, $p=.023$
Missing Responses=36

Entertainment

Latinos in all income categories indicated that the most important reason to listen to the radio is for entertainment. Latinos with a combined household income under \$25,000 are less likely to listen to the radio for entertainment reasons (Table IV.17). For the most wealthy households, over half of the Latinos gave entertainment as the most important reason to listen to the radio (Table IV.15). However, respondents with personal income under \$15,000 are more likely to indicate use for entertainment as the most important reason (Table IV.16).

Table IV.17

Radio for Entertainment and Household Income

Entertainment Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly important reason	54.8%	26.7%	20.0%	38.5%
Important or Very Important Reason	45.2%	73.2%	80.0%	61.5%
Total %	100%	100%	100%	100%
Number of Respondents	(31)	(45)	(20)	(26)

$\chi^2=8.819$. $p=.031$
Missing Responses=52

NEWSPAPERS

Access

Reading the newspapers for many Latinos is a daily ritual. The newspaper serves as the backdrop for other routines, such as eating breakfast, watching television in the morning, talking to others, sharing the newspaper and talking about the content of the day ahead. The newspaper format and layout lends itself to sharing with others.

Over 71 percent of the participants reported having access to newspapers at home, and more than 61 percent said that they had newspapers at work (Figure 5). While the numbers are not as great as television and radio, it is important to note that out of the "print" media, newspapers ranked the highest. Besides home and work, Latinos also reported that they had access to newspapers in bars, trains, buses, waiting rooms, and restaurants.

Latinos born in the United States are more likely to read the newspaper every day. 43.5% of those born in the United States read the newspapers daily in contrast to 31.1 percent of those born outside of the United States (Table IV.18).

Table IV.18

Frequency of Newspaper Usage and Country of Birth

Frequency	United States	Other Country
Every Day	43.5%	31.1%
Few Times a Week	34.8%	17.9%
Once a Week	13.0%	13.2%
Once or Twice a month	4.3%	4.7%
Almost Never	2.2%	11.3%
Never	2.2%	21.7%
Total %	100%	100%
Number of Respondents	(46)	(106)
$\chi^2=16.254$, $p=.006$		
Missing Responses=22		

Language Preference

Language preference for newspapers is somewhat uneven. The majority of the Latinos prefer to read the newspaper in English (Figure 8).

Spanish language newspaper availability is also important for many Latinos. Several respondents said that if they want to read a newspaper in Spanish that they would drive to the Mission District of San Francisco and would be happy to pick up a paper from their native country. Respondents are aware that newspapers which are imported will have delayed news, but respondents do not see this as an important issue.

Language preference and household income for newspaper

Figure 8. Language Preference for Reading Newspapers (N=174)
Spanish N=44; English N=80; No Preference N=35
Note: 15 respondents did not indicate their language preference

usage are similar to other media preferences. Latinos who have a combined household income less than \$25,000 are more likely to read newspapers in Spanish. On the other hand, Latinos who make over \$75,000 are more likely to prefer to read newspapers in English. 47.8 percent of those participants with household incomes under \$25,000 preferred Spanish in contrast to 70.4 percent of Latinos with household incomes over \$75,000, who preferred English (Table IV.19). Latinos with a personal income under \$15,000 are more likely to prefer reading newspapers in Spanish whereas, Latinos with a personal income over \$30,000 are more likely to prefer newspapers in English. 75.6 percent of the participants with personal income of over \$30,000 preferred English in contrast to less than half of Latinos with lower personal incomes (Table IV.20).

Table IV.19

Language Preference for Newspapers and Household Income

Language Preference	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Spanish	47.8%	27.3%	26.3%	7.4%
English	21.7%	50.0%	57.9%	70.4%
No Preference	30.4%	22.7%	15.8%	22.2%
Total %	100%	100%	100%	100%
Number of Respondents	(23)	(44)	(19)	(27)

$\chi^2=14.740$, $p=.023$
Missing Responses=61

Table IV.20

Language Preference for Newspapers and Personal Income

Language Preference	Under 15,000	15,001 to 30,000	Over 30,000
Spanish	35.0%	35.6%	6.7%
English	47.5%	37.8%	75.6%
No Preference	17.5%	26.7%	17.8%

Total %	100%	100%	100%
Number of Respondents	(40)	(45)	(45)

$\chi^2=17.050$, $p=.001$
Missing Responses=44

Latinos who speak English very well or fairly well are more likely to find newspaper information important or very important for a combination of reasons (Table IV.21). Also, Latinos born in the United States are slightly more likely to use newspapers to obtain information for a combination of reasons (Table IV.22).

Table IV.21

Newspapers for a Combination and English Proficiency

Combination of Reasons	Very Well	Well	Not Well	Not at All
Slightly Important	24.6%	21.6%	42.4%	75.0%
Important Reason	57.4%	37.8%	30.3%	0.0%
Very Important Reason	18.0%	40.5%	27.3%	25.0%

Total %	100%	100%	100%	100%
Number of Respondents	(61)	(37)	(33)	(4)

$\chi^2=16.315$, $p=.012$
Missing Responses=39

Table IV.22

Newspapers for a Combination and Country of Birth

Combination of Reasons	United States	Other Country
Slightly Important	25.0%	32.6%
Important Reason	59.1%	34.9%
Very Important	15.9%	32.6%
Total %	100%	100%
Number of Respondents	(44)	(86)
$\chi^2=7.510$, $p=.023$		
Missing Responses=44		

Latinos born in the United States are more likely to find the information available in newspapers very useful. 57.8 percent of the participants born in the United States reported that the information they obtain from the newspaper is very useful, in contrast to 38.5 percent born outside of the United States (Table IV.23).

Table IV.23

Information Found in Newspapers and Country of Birth

Degree of Usefulness	United States	Other Country
Very Useful	57.8%	38.5%
Moderately Useful	40.0%	30.8%
Slightly Useful	2.2%	15.4%
Not at All Useful	0.0%	15.4%
Total %	100%	100%
Number of Respondents	(45)	(104)
$\chi^2=15.135$, $p=.001$		
Missing Responses=25		

Latinos born outside of the United States are more likely to prefer to use newspapers in Spanish. On the contrary, Latinos that were born in the United States prefer to use newspapers in English. 91.3 percent of the participants born in the United States prefer English in contrast to 32.7 percent born in another country (Table IV.24).

Table IV.24

Language Preference for Newspapers and Country of Birth

Preference	United States	Other Country
Spanish Language	0.0%	40.4%
English Language	91.3%	32.7%
No Language Preference	8.7%	26.9%
Total %	100%	100%
Number of Respondents	(46)	(104)

$\chi^2=45.168$, $p=000$
Missing Responses=24

Reasons

Everyday Life

Table IV.25 shows that newspapers also play a very important role in the way Latinos obtain information for everyday life. 42 participants (24.6% of respondents) said that using the newspapers for information useful in everyday life is very important. Latinos born outside of the United States are also less likely to use the newspaper to obtain information for everyday life (Table IV.26).

Table IV.25

Importance of Reasons for Reading the Newspapers

Degree of Importance	Entertainment	Every Day Life	Work-Related
Not a Reason	36.9%	29.8%	51.8%
Slightly Important	29.8%	16.4%	19.3%
Important Reason	24.4%	32.2%	19.9%
Very Important	8.9%	24.6%	9.0%
Total %	100%	100%	100%
Number of Respondents	(168)	(165)	(166)

Table IV.26

Newspapers for Everyday Life and Country of Birth

Everyday Life Use	United States	Other Country
Not a Reason	10.9%	33.6%
Slightly Important	17.4%	17.2%
Important Reason	34.8%	29.3%
Very Important Reason	37.0%	19.8%
Total %	100%	100%
Number of Respondents	(46)	(116)

$\chi^2=10.511$, $p=.014$
Missing Responses=12

Latinos with a combined family income between \$25,001 and \$50,000 are more likely to find information useful for everyday life as an important or very important reason. 75.6 percent of the participants with a moderate income reported everyday life needs as an important reason in contrast to 34.4 percent of Latinos with a combined family income of under \$25,000 (Table IV.27).

Table IV.27

Newspapers for Everyday Life and Household Income

Everyday Life Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	65.6%	24.4%	35.0%	37.0%
Important or Very Important Reason	34.4%	75.6%	65.0%	63.0%
Total %	100%	100%	100%	100%
Number of Respondents	(32)	(45)	(20)	(27)
$\chi^2=13.643, p=.003$				
Missing Responses=50				

Slightly less than half of Latinos with a personal income under \$15,000 reported finding information regarding everyday life as an important or very important reason to read newspapers. On the other hand, more than half of Latinos with a personal income over \$30,000 reported using the newspapers to obtain information for everyday life as an important or very important reason (Table IV.28).

Table IV.28

Newspapers for Everyday Life and Personal Income

Everyday Life Use	Under 15,000	15,001 to 30,000	Over 30,000
Not a Reason Slightly or Important Reason	54.2%	38.3%	23.3%
Important or Very Important	45.8%	61.7%	76.6%
Total % Number of Respondents $\chi^2=9.475$, $p=.008$ Missing Responses=32	100% (48)	100% (47)	100% (47)

Entertainment

Latinos born outside of the United States are less likely to use newspapers for entertainment reasons. 43.4 percent of the respondents born outside of the United States said that entertainment was not a reason to use newspapers compared to only 23.9 percent of Latinos born in the United States who said that this was not a reason (Table IV.29).

Table IV.29
Newspapers for Entertainment & Country of Birth

Entertainment Use	United States	Other Country
Not a Reason	23.9%	43.4%
Slightly Important Reason	41.3%	23.9%
Important Reason	30.4%	22.1%
Very Important Reason	4.3%	10.6%
Total %	100%	100%
Number of Respondents	(46)	(113)
$\chi^2=9.083$, $p=.028$ Missing Responses=15		

Work Related

86 participants (51.8 % of respondents) said that they do not read the newspapers for meeting their work related needs (Table IV.25).

MAGAZINES/JOURNALS

Access

As with newspapers, Latinos also rely on magazines/journals for information. Latinos do have access to magazines/journals in different places, such as libraries, bookstores, news stands and other homes. The majority of the Latinos do have magazines at home. 75 percent of the respondents, or 129 out of the 174, said

they had magazines/journals at home (Figure 2). At their place of employment, Latinos also have access to magazines/journals. 56.7 percent, or 76 out of 174 respondents, said they have magazines/journals at work. Latinos also prefer to read "fotonovelas", an adult version of comic books, as a source they had at home. The fotonovelas provide a world of fantasy and easy to read materials. When Latinos need magazines/journals from Latin America they will also drive to the Mission District of San Francisco. Latinos are aware that magazines/journals are available for them there.

Latinos with a high school education are more likely to have magazines/journals available at home. 47.7 percent of the participants reported so (Table IV.30).

Table IV.30

Magazine Availability at Home and Level of Education

Level of Education	Not Available at Home	Available at Home
No Formal Education	2.4%	1.6%
Elementary School	38.1%	16.4%
High School	45.2%	47.7%
College	14.3%	28.9%
Graduate School	0.0%	5.5%
Total %	100%	100%
Number of Respondents	(42)	(128)
$\chi^2=11.963, p=.017$		
Missing Responses=4		

Language preference

Only 31.2% of the participants preferred to read magazines/journals in Spanish. On the other hand, almost 50% preferred to read magazines/journals in English (Figure 9).

Latinos born outside of the United States are more likely to read magazines in Spanish. For those Latinos born in the United States, the opposite is true. 93.5 percent of the Latinos born in the United States preferred to read magazines/journals in English (Table IV.31).

Table IV.31

Language Preference for Magazines and Country of Birth

Preference	United States	Other Country
Spanish Language	2.2%	42.7%
English Language	93.5%	29.1%
No Language Preference	4.3%	28.2%
Total %	100%	100%
Number of Respondents	(46)	(103)

$\chi^2=52.848$, $p=.000$
Missing Responses=25

Latinos who speak English very well or well are more likely to have magazines/journals available at their place of employment (Table IV.32).

Figure 9. Language Preference for Reading Magazines/Journals (N=174)

Spanish N=49; English N=75; No Preference N=33

Note: 17 respondents did not indicate their language preference

Table IV.32

Magazines Available at Work and English Proficiency

Available at Work	Very Well	Well	Not Well	Not at Well
No	31.6%	44.1%	51.5%	80.0%
Yes	68.4%	55.9%	48.5%	20.0%
Total	100%	100%	100%	100%
Number of Respondents	(57)	(34)	(33)	(10)

$\chi^2=9.592$, $p=.022$
Missing Responses=40

Income and language preference are also related. Latinos who have lower combined household income are more likely to prefer magazines/journals in Spanish (Table IV.33). Latinos who have a higher combined household income preferred reading magazines/journals in English. Also, Latinos with personal income over \$30,000 are more likely to prefer magazines/journals in English (Table IV.34).

Table IV.33

Language Preference for Magazines and Household Income

Language Preference	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Spanish	60.0%	24.4%	31.6%	7.4%
English	16.0%	48.8%	52.6%	70.4%
No Preference	24.0%	26.8%	15.8%	22.2%
Total %	100%	100%	100%	100%
Number of Respondents	(25)	(41)	(19)	(27)

$\chi^2=21.802$, $p=.001$
Missing Responses=62

Table IV.34

Language Preference for Magazines and Personal Income

Language Preference	Under 15,000	15,001 to 30,000	Over 30,000
Spanish	42.9%	38.6%	6.8%
English	42.9%	40.9%	70.5%
No Preference	14.3%	20.5%	22.7%
Total %	100%	100%	100%
Number of Respondents	(42)	(44)	(44)
$\chi^2=17.042$, $p=.001$			
Missing Responses=44			

Latinos who speak English very well are more likely to have magazines available at home. 87.9 percent of the participants who reported speaking English very well also reported having magazines at home. On the other hand, Latinos who do not speak English very well are less likely to have magazines at home (Table IV.35). Latinos who speak English very well are also more likely to have magazines available at their place of employment. 68.4 percent of the respondents who speak English well reported having magazines available at work in contrast to 20 percent of Latinos who spoke very limited English (Table IV.32).

Table IV.35

Magazine Availability at Home and English Proficiency

Availability	Very Well	Well	Not Well	Not at Well
No	12.1%	22.7%	32.6%	62.5%
Yes	87.9%	77.3%	67.4%	37.5%
Total %	100%	100%	100%	100%
Number of Respondents	(66)	(44)	(46)	(16)

$\chi^2=19.379$, $p=.000$
Missing Responses=2

Reasons

Everyday Life

A substantial number of the respondents, 40 percent, said that for them information useful in everyday life was an important or very important reason to use magazines or journals (Table IV.36). Over 72.7 percent of the respondents born in the United States reported that magazines are very or moderately useful compared to only 53 percent of those born outside of the United States (Table IV.37).

Table IV.36

Importance of Reasons for Reading Magazines or Journals

Degree of Importance	Entertainment	Everyday Life	Work-Related
Not a Reason	20.8%	45.4%	45.4%
Slightly Important	39.3%	30.8%	26.4%
Important Reason	25.6%	31.0%	17.2%
Very Important	14.3%	12.4%	11.0%
Total %	100%	100%	100%
Number of Respondents	(168)	(169)	(163)

Table IV.37

Usefulness of Magazines and Country of Birth

Usefulness	United States	Other Country
Very Useful	43.2%	23.0%
Moderately Useful	29.5%	30.0%
Slightly Useful	27.3%	29.0%
Not at all Useful	0.0%	18.0%
Total %	100%	100%
Number of Respondents	(44)	(100)

$\chi^2=12.221$, $p=.006$
Missing Responses=30

Latinos with combined household income between \$25,000 and \$50,000 are more likely to use magazines for useful everyday life information. 63.6 percent of the respondents reported that for them everyday life is an important reason, in contrast to Latinos in other income groups (Table IV.38).

Table IV.38

Magazines for Everyday Life and Household Income

Everyday Life Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	65.6%	36.4%	60.0%	66.7%
Important or Very Important Reason	34.4%	63.6%	40.0%	33.3%
Total %	100%	100%	100%	100%
Number of Respondents	(32)	(44)	(20)	(27)

$\chi^2=9.288$, $p=.025$
Missing Responses=51

Entertainment

Magazines or journals do play a role in the dissemination of information for the Latinos surveyed, especially in entertainment (Table IV.36).

Latinos who were born in the United States are more likely to use magazines for entertainment purposes. 52.3 percent of those surveyed said that for them, using

magazines for entertainment was an important or very important reason. However, for Latinos born outside of the United States, the opposite is true. 64.4 percent of those Latinos born outside of the United States reported that entertainment was not a reason or was a slightly important reason for reading magazines or journals (Table IV.39).

Table IV.39

Magazines for Entertainment and Country of Birth

Entertainment Use	United States	Other Country
Not a Reason	9.1%	26.1%
Slightly Important Reason	38.6%	38.3%
Important Reason	40.9%	20.0%
Very Important Reason	11.4%	15.7%
Total %	100%	100%
Number of Respondents	(44)	(115)
$\chi^2=10.100$, $p=.017$		
Missing Responses=15		

Latinos that earn over \$25,000 indicated that the most important reason to read magazines/journals was entertainment. Latinos with a combined household income under \$25,000 are less likely to read magazines/journals for entertainment reasons (Table IV.40).

Table IV.40

Magazines for Entertainment and Household Income

Entertainment Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	78.1%	45.5%	45.0%	57.7%
Important or Very Important Reason	21.9%	54.5%	55.0%	42.3%
Total %	100%	100%	100%	100%
Number of Respondents	(32)	(44)	(20)	(26)

$\chi^2=9.366$, $p=.024$

Missing Responses=52

Work Related

Magazines or journals are not used very much by Latinos to obtain information for meeting work related needs (Table IV.36). Personal income is also associated with magazine usage and work related information usage. Latinos with a personal income under \$15,000 are less likely to use magazines for employment reasons. 68.1 percent of the respondents said that for them obtaining work related information from magazines is not a reason or slightly important reason, in contrast to smaller proportions of Latinos with higher personal income (Table IV.41).

Table IV.41

Magazines for Work Related Information and Personal Income

Work-Related Use	Under 15,000	15,001 to 30,000	Over 30,001
Not a Reason or Slightly Important	68.1%	38.3%	52.2%
Important or Very Important	31.9%	61.7%	47.8%
Total %	100%	100%	100%
Number of Respondents	(47)	(47)	(46)
$\chi^2=8.380, p=.015$			
Missing Responses=34			

BOOKS

Access

Books for Latinos represent a media format of great importance. Books represent culture. As one respondent said, "When I think of books I think of the great authors that Latin America has, like Gabriel García Márquez, Mario Vargas Llosa, Manuel Puig, and many, many others."

Latinos do have books available at home. 83.7 percent of the participants reported having books at home. At their place of employment, 50 percent of the respondents said that they had books available at work (Figure 5). Other places that Latinos have access to books include: libraries, a friend's house, doctors' offices, and waiting rooms.

English language proficiency is associated with books

available at home. Latinos who speak English better are more likely to have books available at home (Table IV.42). Latinos who prefer English are also more likely to have books available at home (Table IV.43). Latinos who speak English "very well" are also more likely to have books available at their place of employment (Table IV.44).

Table IV.42
Books Available at Home and English Proficiency

Available at Home	Very Well	Well	Not Well	Not at All Well
No	7.6%	9.1%	19.6%	62.5%
Yes	92.4%	90.9%	80.4%	37.5%
Total %	100%	100%	100%	100%
Number of Respondents	(66)	(44)	(46)	(16)

$\chi^2=30.781$, $p=.000$
Missing Responses=2

Table IV.43
Books Available at Home and Language Preference

Available at Home	Spanish	Either Spanish or English	English
No	26.6%	9.4%	9.5%
Yes	73.4%	90.6%	90.5%
Total %	100%	100%	100%
Number of Respondents	(64)	(85)	(21)

$\chi^2=8.763$, $p=.012$
Missing Responses=4

Table IV.44

Books Available at Work and English Proficiency

Available at Home	Very Well	Well	Not Well	Not at All Well
No	36.8%	50.0%	60.6%	90.0%
Yes	63.2%	50.0%	39.4%	10.0%
Total %	100%	100%	100%	100%
Number of Respondents	(57)	(34)	(33)	(10)

$\chi^2=11.832$, $p=.007$
Missing Responses=40

Latinos who were born in the United States are more likely to have books available at home. 93.3 percent of the participants who were born in the United States reported having books available at home in contrast to 79.7 percent who were born in another country (Table IV.45).

Table IV.45

Books Available at Home and Country of Birth

Choice	United States	Other Country
No	6.7%	20.3%
Yes	93.3%	79.7%
Total %	100%	100%
Number of Respondents	(45)	(118)

$\chi^2=4.406$, $p=.035$
Missing Responses=11

Language preference

Latinos also have the choice to read books in Spanish or English. English is the language choice for reading books. 41.2 percent of the participants reported doing so. 34.4 percent of the participants reported that for them Spanish was the language for reading books, and 24.4 percent of the participants had no preference (Figure 10). However, it is important to note that for the Latinos who were born outside of the United States, the language they prefer for books is Spanish. On the other hand, those Latinos who were born in the United States are more likely to read books in English (Table IV.46).

Table IV.46

Language Preference for Books and Country of Birth

Preference	United States	Other Country
Spanish	0.0%	47.2%
English	89.1%	22.6%
No Preference	10.9%	30.2%
Total %	100%	100%
Number of Respondents	(46)	(106)

$\chi^2=59.779$, $p=.000$
Missing Responses=22

Household income is associated with language preference for books. Latinos who make over \$75,000 are more likely to prefer to read books in English. However, Latinos who make under \$25,000 are more likely to prefer books in Spanish (Table IV.47).

Figure 10. Language Preference for Reading Books (N=174)
 Spanish N=55; English N=66; No Preference N=39

Note: 14 respondents did not indicate their language preference

Table IV.47**Language Preference for Books and Household Income**

Language Preference	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Spanish	64.3%	28.6%	31.6%	11.5%
English	14.3%	38.1%	52.6%	65.4%
No Preference	21.4%	33.3%	15.8%	23.1%
Total %	100%	100%	100%	100%
Number of Respondents	(28)	(42)	(19)	(26)

$\chi^2=23.199$, $p=.000$
Missing Responses=59

Just like household income, personal income is also associated with language preference for books. Latinos with a personal income over \$30,000 are more likely to prefer books in English. Latinos who earn under \$15,000 are more likely to prefer books in Spanish (Table IV.48).

Table IV.48**Language Preference for Books and Personal Income**

Language Preference	Under 15,000	15,001 to 30,000	Over 30,000
Spanish	47.6%	37.8%	11.1%
English	33.3%	37.8%	62.2%
No Preference	19.0%	24.4%	26.7%
Total %	100%	100%	100%
Number of Respondents	(42)	(45)	(45)

$\chi^2=15.213$, $p=.004$
Missing Responses=42

If Latinos need to have or want to read books in Spanish they will also go to the Mission District in San Francisco. One respondent's comments about reading books in Spanish exemplifies the reasons for books in Spanish: "My mother is very old and she loves to read in Spanish, so we go buy her books in San Francisco, at the store on Mission Street."

Reasons

Table IV.49 shows that the respondents do make use of books for all three categories. For entertainment and for every day life, more than 50 percent of the respondents said that using books for these two reasons are important or very important reasons. For the work related category, almost 40 percent of the participants said that using books for meeting their work related needs is important or very important.

Table IV.49
Importance of Reasons for Using Books

Degree of Importance	Entertainment	Every Day Life	Work-Related
Not a Reason	16.3%	21.4%	42.7%
Slightly Important	27.7%	24.4%	18.3%
Important Reason	29.5%	26.2%	19.5%
Very Important	26.5%	28.0%	19.5%
Total %	100%	100%	100%
Number of Respondents	(166)	(168)	(164)

Everyday Life

Latinos who were born in the United States are more likely to use books for entertainment (Table IV.50). Latinos who were born in the United States are also more likely to use books more frequently, whereas almost one-fifth of Latinos born outside of the United States reported never using books (IV.51). Latinos who were born in a country other than the United States are more likely to find the information they obtain from books not at all useful (Table IV.52).

Table IV.50

Books for Entertainment and Country of Birth

Entertainment Use	United States	Other Country
Not a Reason	4.3%	22.5%
Slightly Important Reason	30.4%	27.0%
Important Reason	34.8%	26.1%
Very Important Reason	30.4%	24.3%
Total %	100%	100%
Number of Respondents	(46)	(111)
$\chi^2=7.696$, $p=.052$		
Missing Responses=17		

Table IV.51

Frequency of Book Usage and Country of Birth

Frequency	United States	Other Country
Every Day	22.2%	24.0%
Few Times a Week	31.1%	19.2%
Once a Week	17.8%	11.5%
Once or Twice a month	15.6%	16.3%
Almost Never	13.3%	9.6%
Never	0.0%	19.3%
Total %	100%	100%
Number of Respondents	(45)	(104)
$\chi^2=11.968$, $p=.035$		
Missing Responses=25		

Table IV.52

Usefulness of Books and Country of Birth

Usefulness	United States	Other Country
Very Useful	40.0%	42.9%
Moderately Useful	28.9%	23.8%
Slightly Useful	28.9%	13.3%
Not at all Useful	2.2%	20.0%
Total %	100%	100%
Number of Respondents	(45)	(105)
$\chi^2=11.404$, $p=.009$		
Missing Responses=24		

Over half of Latinos with a combined household income between \$25,000 and \$75,000 reported that information for everyday life was an important or very important reason for using books in contrast to respondents from poor or wealthy Latino households (Table IV.53).

Table IV.53

Books For Everyday Life and Household Income

Everyday Life Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	54.8%	31.8%	45.0%	63.0%
Important or Very Important Reason	45.2%	68.2%	55.0%	37.0%
Total % Number of Respondents	100% (31)	100% (44)	100% (20)	100% (27)
$\chi^2=7.631$, $p=.054$ Missing Responses=52				

Entertainment

Almost 70 percent of Latinos with a combined household income between \$25,000 and 75,000 reported that for them using books for entertainment is an important or very important reason (Table IV.54). Respondents in the poorest Latino households (under \$25,000) and the wealthiest households (over \$75,000) were less likely to see entertainment as an important or very important reason for reading books.

Table IV.54

Books for Entertainment and Household Income

Entertainment Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	60.0%	28.6%	30.0%	55.6%
Important or Very Important Reason	40.0%	71.4%	70.0%	44.4%
Total %	100%	100%	100%	100%
Number of Respondents	(30)	(42)	(20)	(27)

$\chi^2=10.227, p=.016$
Missing responses=55

Work Related

Data from this survey suggest that Latinos do not use books to obtain information for work related needs.

COMPUTERS

Access

One of the most alarming findings of this project is that computers, as an information source, are used less frequently by Latinos compared to all the other sources studied. First of all, very few Latinos own or have a computer at home. Only 35.7 percent of the respondents (N=60) have computers available at home (Figure 2). Even at the place of employment the relatively low access for computers is startling for Latinos: only 56.7 percent

(N=76) have computers at work (Figure 5).

Both country of birth and language proficiency are related to access to computers. Latinos who were born in the United States are more likely to have computers available at home (Table IV.55) and available in their place of employment (Table IV.56). Latinos who speak English very well are more likely to have computers available at home. 68.4 percent of the participants who speak English very well reported having computers available at home (Table IV.57).

Table IV.55

Computers Available at Home and Country of Birth

Available at Home	United States	Other Country
No	48.8%	72.4%
Yes	51.2%	27.6%
Total %	100%	100%
Number of Respondents	(43)	(116)
$\chi^2=7.775, p=.005$		
Missing Responses=15		

Table IV.56

Computers Available at Work by Country of Birth

Available at Home	United States	Other Country
No	30.0%	50.0%
Yes	70.0%	50.0%
Total %	100%	100%
Number of Respondents	(40)	(86)
$\chi^2=4.439$, $p=.035$		
Missing Responses=48		

Table IV.57

Computers Available at Home and English Proficiency

Choice	Very Well	Well	Not Well	Not at All Well
No	31.6%	35.3%	54.5%	100.0%
Yes	68.4%	64.7%	45.5%	0.0%
Total %	100%	100%	100%	100%
Number of Respondents	(57)	(34)	(33)	(10)
$\chi^2=18.873$, $p=.000$				
Missing Responses=40				

Latinos who were born in the United States are more likely to use computers every day. On the other hand, Latinos who were born outside of the United States are more likely to never use computers (Table IV.58). Latinos who were born in the United States are more likely to find computers very useful, compared to Latinos who were born outside of the United States (Table IV.59).

Table IV.58

Frequency of Computer Usage and Country of Birth

Frequency	United States	Other Country
Every Day	42.2%	27.2%
Few Times a Week	15.6%	7.6%
Once a Week	8.9%	2.2%
Once or Twice a month	6.7%	3.3%
Almost Never	8.9%	9.8%
Never	17.8%	50.0%
Total %	100%	100%
Number of Respondents	(45)	(92)
$\chi^2=15.895$, $p=.007$		
Missing Responses=37		

Table IV.59

Usefulness of Computers and Country of Birth

Usefulness	United States	Other Country
Very Useful	56.1%	48.8%
Moderately Useful	12.2%	12.2%
Slightly Useful	17.1%	4.9%
Not at all Useful	14.6%	34.1%
Total %	100%	100%
Number of Respondents	(41)	(82)
$\chi^2=8.595, p=.035$		
Missing Responses=51		

Income also plays a major role in the way Latinos view and use computers. Latinos with lower personal incomes are more likely to find the information they obtain from computers not at all useful (Table IV.60).

Table IV.60
Usefulness of Computers and Personal Income

Usefulness	Under 15,000	15,001 to 30,000	Over 30,000
Very Useful	50.0%	61.5%	46.2%
Moderately Useful	12.5%	7.7%	23.1%
Slightly Useful	3.1%	5.1%	17.9%
Not at all Useful	34.4%	25.6%	12.8%
Total %	100%	100%	100%
Number of Respondents	(32)	(39)	(39)

$\chi^2=13.092$, $p=.041$
Missing Responses=64

Language preference

Language preference for using computers is overwhelmingly English. 61.7 percent of the respondents said that they preferred to use computer programs in English (Figure 11).

Latinos who were born in the United States are more likely to prefer the English language for using computers. 88.1 percent of the participants reported that they preferred English over Spanish. Even for Latinos who were born outside of the United States, 43.1 percent reported that English is the language of choice for computers (Table IV.61).

Figure 11. Language Preference for Using Computers (N=174)
Spanish N=15; English N=71; No Preference N=29
Note: 59 respondents did not indicate their language preference

Table IV.61

Language Preference for Computers and Country of Birth

Preference	United States	Other Country
Spanish	2.4%	21.5%
English	88.1%	43.1%
No Preference	9.5%	35.4%
Total %	100%	100%
Number of Respondents	(42)	(65)
$\chi^2=21.953$, $p=.000$		
Missing Responses=67		

Language preference and access to computers at home are related issues for Latinos. Latinos who prefer English as a language are more likely to have computers available at home. On the other hand, those Latinos who prefer Spanish as a language are less likely to have computers available at home (Table IV.62). Latinos who speak English very well are more likely to have computers available at home (Table IV.63).

Table IV.62

Computers Available at Home and Language Preference

Available at Home	Spanish	Either Spanish or English	English
No	73.0%	63.9%	40.0%
Yes	27.0%	36.1%	60.0%
Total %	100%	100%	100%
Number of Respondents	(63)	(83)	(20)
$\chi^2=7.249$, $p=.026$			
Missing Responses=8			

Table IV.63

Computers Available at Home and English Proficiency

Available at Home	Very Well	Well	Not Well	Not at All Well
No	44.4%	63.6%	82.2%	93.8%
Yes	55.6%	36.4%	17.8%	6.3%
Total %	100%	100%	100%	100%
Number of Respondents	(63)	(44)	(45)	(16)

$\chi^2=23.166$, $p=.000$
Missing Responses=6

Reasons

Everyday Life

Latinos who were born outside of the United States are less likely to use computers for everyday life information. Over half, or 54.9 percent, of the respondents born in another country said that everyday life information is not a reason, in contrast to 38.6 percent of respondents born in the United States (Table IV.64).

Table IV.64

Computers for Everyday Life and Country of Birth

Everyday Life Use	United States	Other Country
Not a Reason	38.6%	54.9%
Slightly Important Reason	11.4%	15.7%
Important Reason	27.3%	9.8%
Very Important Reason	22.7%	19.6%
Total %	100%	100%
Number of Respondents	(44)	(102)
$\chi^2=8.396$, $p=.038$		
Missing Responses=28		

Entertainment

Latinos with a combined household income of over \$75,000 are less likely to use computers for entertainment. Latinos with higher household incomes are less likely to view entertainment as an important or very important reason for using computers (Table IV.65).

Table IV.65

Computers for Entertainment and Household Income

Entertainment Use	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,000
Not a Reason or Slightly Important Reason	56.7%	56.4%	68.4%	91.7%
Important or Very Important Reason	43.3%	43.6%	31.6%	8.3%
Total %	100%	100%	100%	100%
Number of Respondents	(30)	(39)	(19)	(24)
$\chi^2=9.868, p=.019$				
Missing Responses=62				

Work Related

The data on Table IV.66 show us that about half of Latinos are more likely to use the computer for meeting work related needs (Figure 12). More than 41 percent of the respondents said that for them using the computer for work related needs is an important or very important reason. 27.6 percent of the respondents reported that work related needs is a very important reason for using computers (Table IV.66).

**Figure 12. Work Related Use
Important or Very Important Reason for Each Media**

Table IV.66
Importance of Reasons for Using Computers

Degree of Importance	Entertainment	Everyday Life	Work-Related
Not a Reason	51.9%	48.7%	49.4%
Slightly Important	17.9%	13.6%	9.6%
Important Reason	17.3%	17.5%	13.5%
Very Important	12.8%	20.1%	27.6%
Total %	100%	100%	100%

V. PERSONAL CONTACTS

Obtaining information from personal contacts is another effective way to get information useful in everyday life. This chapter will explore how Latinos make use of personal contacts from their family, friends, co-workers, and other professionals to satisfy their information needs.

Language preference for interpersonal communication among the Latino participants of this study yielded several significant findings. First, Latinos who were born outside of the United States prefer to communicate in Spanish; almost 50 percent of the participants reported doing so. On the other hand, Latinos who were born in the United States prefer to communicate in English. Over 53 percent of the participants reported English as the language of choice (Table V.1).

Table V.1

Language Preference for Latinos by Country of Birth

Language Preference	United States	Other Country
Spanish	8.9%	48.8%
English	53.3%	9.8%
No Preference	37.8%	46.4%
Total %	100%	100%
Number of Respondents	(45)	(112)
$\chi^2=39.366$, $p=.000$		
Missing Responses=17		

Second, language preference and personal income seem to have a significant relationship. Latinos who have a personal income under \$15,000 prefer to communicate in Spanish. As personal income increases, the proportion of Latinos preferring Spanish decreases (Table V.2).

Table V.2
Language Preference for People and Personal Income.

Language Preference	Under 15,000	15,001 to 30,000	Over 30,001
Spanish	43.2%	36.2%	13.3%
English	25.0%	12.8%	31.1%
No Preference	31.8%	51.1%	55.6%
Total %	100%	100%	100%
Number of Respondents	(44)	(47)	(45)

$\chi^2=5.538$, $p=.135$
Missing Responses=38

Language preference serves both to strengthen the role within the family and to isolate the Latinos or Spanish speaking from the larger society. While study findings indicate that over 44 percent of those surveyed have no language preference, over one third, or 33.7 percent, of the participants reported that for them Spanish is the language of choice to communicate with other people. 36 participants, or 21.7 percent, reported that for them English is the language of choice to communicate with other people (Figure 13).

Figure 13. Language Preference for Talking to Another Person (N=174)

Spanish N=56; English N=36; No Preference N=74

Note: 8 respondents did not indicate their language preference

For many Latinos in the United States, Spanish is a common language that unites. Nothing so stirs animosity towards Latinos as the belief that they do not wish to learn English. Although the United States has no official language, as about half of the countries in the world do, English has been the common language for our entire history as a nation. While enclaves of non-English speaking immigrants have existed throughout that history, most immigrants, especially those of the great migration of this century, adopted English quickly, usually within one or two generations. The demand for bilingual education voting materials, and even pilot-licensed exams in Spanish has irritated many Americans whose own grandparents managed to learn English and would not have dreamed of demanding that the citizens of their adopted country be forced to communicate with them in their native language. The proliferation of programs and services in Spanish, coupled with increasingly strong demands by Latino leaders that Latinos remain separate and distinct within this society, brought a reaction which resulted in a proposed amendment to the U.S. Constitution (Chavez 1991). Many researchers like Earl Shorris (1992), Matt S. Meier & Felicino Ribera (1993), and Ruth E. Zambrana (1995), just to name a few, share similar findings about how language unites some Latinos living in the United States.

THE FAMILY

For the Latinos, the family traditionally represents a source of great influence, and there is a great value in preserving family unity, respect, and loyalty. Latino family structure is founded upon respect for parental authority, not the egalitarianism between parent and offspring that is often found in the mainstream society. There are also strong ties between relatives that prevail among family members for whom association and interdependency are encouraged, which contrasts with the sense of independence or autonomy most members of the American society seek to achieve. American culture clashes with traditional Latino family values, as it has with the values of earlier waves of immigrants (Zambrana, 1995). Latino families tend to differ from many of their contemporary non-Latino counterparts. Latinos are more likely than Anglo Americans to believe that the demands and needs of the family should take precedence over those of the individual. Family members are expected to help each other in times of financial or other personal needs, which some analysts believe explains why so many Mexican-origin families shun welfare even when poverty makes them eligible for assistance (Chavez, 1991). The concept of family values has been proposed as one of the most important culture-specific values of Latinos. Researchers working with Latino populations will find that an understanding of and respect for familism are

helpful (Marin & Marin, 1991).

The family plays a crucial role in the distribution of information in the Latino community. Many Latinos will share information in the decision making process by talking over decisions with family members and reaching an agreement on what to do in a given situation. For example, survey participants stated:

Just last week our son was going to make a decision about what university to go to. We had all the information about all the schools that he wanted to attend. My husband and I wanted our son to go to the best university possible. However, because we do not have a lot of money available we wanted him to make a choice that would fit our budget. So, all of us talked about the schools and our son opted to go to a local school.

For Latinos, the family environment plays a vital role in the dissemination of information. Latino families, while trying to maintain the traditional ways, encourage and foster the flow of information among family members. Families spend a lot of time together. Families go out to dinner, to the park, to the movies, and on family outings. These activities contribute to the maintenance of the family unit. The family is an important institution for the Latino participants in this research project. The majority of those interviewed see the family as an irreplaceable informational resource. For example,

participants mentioned that the family was the key to obtaining information because as infants we learn to talk and to ask our family for our every need and that includes information. We know whom to ask, when to ask and why to ask for information. The closeness and relatedness of the family make it easy to access the information that is needed and available for our consumption. Many Latino families live very close to each other and provide assistance at all levels to all family members.

FRIENDS

Friends, like family members, also play a special role in the dissemination of information in the Latino community. Latinos will often turn to friends for assistance when family members are not available to assist or family members cannot be trusted with the information.

Research suggests that friends in the Latino community play a role very similar in nature to the family. Often friends are accepted and made compadres. The compadres role in the family is that of trust and respect (Zambrana, 1995).

During the interviews and focus groups, participants had the opportunity to tell the researcher the role friends played in the transferring of information. One participant stated that:

I trust my friends very much for information,
especially my friends from school. I know I have often

trusted some of my close friends with information that I cannot trust some family members because they are close to my age and they know what I am going through. Friends often are the buffer between the family and the individual. If friends have problems, like with the family, I will tell them to go to the school counselor and seek information there. Then, they will talk it over and solve any problems they might have.

In general, the participants in this research see friends as family members. Several participants said that they had friends that helped with information. Furthermore, participants said that they would prefer to share and get information from friends because there is a "trust" factor among friends. As one participant said: "My friends, especially the ones that are my age, are very dear to me and I can share with them any personal information and I know that they will not share it with other individuals."

CO-WORKERS

Co-workers are also another effective source which Latinos use to obtain information. Knowing who the experts are in a job setting is important. The experts are not necessarily the "boss" or "supervisor" but those individuals who know the ins and outs of any work area. As one participant put it:

I trusted this co-worker because he seems to know what

he is doing. A lot of the people here at work ask him for information and he provides it all the time. He seems to know what he is doing all the time. And for that reason, if I have any questions, I will usually trust him first.

The participants in this survey also mentioned that because they spend a great deal of time at work, creating a network of information from co-workers is important. As one participant indicated, "The information that is provided by co-workers helps Latinos to mature and in a way be more productive, responsible, and knowledgeable in working and expanding the knowledge needed to do the work that needs to be done."

PROFESSIONALS

Latinos also seem to make use of, and to trust, those individuals who are "professionals" in their field. A teacher, a priest, a doctor and even librarians were mentioned by the participants. Latinos will go to those "professionals" for information because they feel that the expertise that those individuals possess will satisfy their information needs better. For example, if Latinos need health information, they are more likely to trust someone in that field. One participant reported:

My friend had cancer, and she had no one to go to. She trusted me with that information, so I suggested that she talk to a doctor. She was afraid to go to the

doctor because the doctor was a stranger. However, then both of us went to the doctor and the doctor convinced my friend to continue with the treatment and regular visits to the doctor. Now my friend likes going to the doctor and tells me that she trusts the doctor with the information he gives her.

It is apparent that Latinos depend on and entrust certain personal contacts to solicit information. While family members and friends are the most obvious sources, it is important to note that Latinos count on other personal contacts to satisfy their information needs. The use of co-workers and professionals to obtain information is also conspicuous and unmistakable.

The researcher acknowledges that the sample data gathered for this research was not random, hence the percents may not be representative of the whole latino community.

VI. ORGANIZATIONAL CONTACTS

The last part of this study deals with how Latinos use information providing agencies to satisfy their information needs. We will examine the significance and the influence of institutions in the information world of the Latinos in Pacifica. It is obvious that in our society we, as individuals, turn to several kinds of institutions for some kind of information. That information can be obtained by one individual or in a group setting. Each institution is set up to meet the diverse needs of each member of society, or at least those who wish to participate in the information process.

The institutions that were suggested by the researcher to respondents to the questionnaire are: Business/Store or Company, Church or Religious Center, Counseling Service, Health Service, Legal Service, Library and Social Service. The researcher asked each of participants if they use each of the organizations, and to rank the quality of information they obtain from each of the institutions.

BUSINESS, STORE OR COMPANY

Many Latinos do make use of businesses, stores and/or companies to obtain information. However, over one-fifth of all participants reported that they did not use these sources for information (Figure 14).

Figure 14. Rating of Information Obtained from Organizations

The information that Latinos obtain from these organizations are definitely related to doing business. Out of the 174 participants, 57.4 percent said that the information they obtained from businesses, stores, or companies is of excellent or good quality. For example, participants reported remembering instances when they obtained information that was of good quality. "When I go to a particular store and if I cannot find something, then I will ask one of the salespeople and they usually know where they are located." Searching for specific information about individual products also seemed to generate many responses from the participants. For example, one participant mentioned looking for tires for a vehicle and not being able to obtain information from one store but then going to another store and receiving the information necessary to satisfy his quest for information.

Out of 174 participants, 4.3 percent said that the information they obtained from store or company is of poor quality and 15.9 percent reported that the information is of only fair quality. However, during the personal interviews only one participant mentioned that he had a particularly dissatisfying experience with a company. The claimant said:

I had called my insurance company because I wanted some information and the person on the other side of the phone was not able to help me. So, I called my agent. Once again, I was not happy because he did not want to

assist me with my problems. Obviously, I changed my insurance company.

CHURCH OR RELIGIOUS CENTER

One fifth of all participants also reported that they did not use the church or religious center as a source of information. However, 59 percent of participants rated the services as excellent or good (Figure 14).

During the personal interviews and focus groups the participants had the opportunity to tell the researcher how they used the church or religious center as an organization that provides information. Most of the participants see the church as a center for religious thoughts and not as an information center. They do, however, see some kind of a relationship between religion and questions about religion and the church. Several participants suggested that if they had any "religious questions" the priest would be the right person to contact. When Latinos search for information at a church or religious center they search for specific information. For example, a participant said:

I was looking for information about my divorce. So, I went to see the priest. The priest told me that the church did not allow divorces. Nevertheless, because I was an abused wife the priest suggested to me to leave my husband. I felt really good when the priest gave that information. The information given to me helped me to decide what I was going to do. So I did

leave my husband. I became self-sufficient and have been by myself ever since.

Most respondents, under all household income categories, ranked the information they obtained from a church or religious center as excellent or good in quality. Nevertheless, participants who have a combined family income under \$25,000 are more likely to find the information from a church or religious center of excellent or good quality (Table VI.1).

Table VI.1

Church/Religious Center Info. Quality & Household Income

Quality of Information	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,001
Excellent or Good	76.7%	47.7%	66.7%	55.6%
Fair or Poor	10.0%	22.7%	33.3%	11.1%
Do Not Use	13.3%	29.5%	0.0%	33.3%
Total %	100%	100%	100%	100%
Number of Respondents	(30)	(44)	(18)	(27)

$\chi^2=15.017$, $p=.020$
Missing Responses=55

COUNSELING SERVICE

In general, Latinos do not use counseling services to obtain information (Figure 14). Almost half of all of the 174 participants, or 48.4 percent, reported not making use of these kind of agencies to obtain information. However,

interview participants provide some good examples of how some Latinos obtain information from counseling services organizations:

Yes, the problem that I have is that my oldest son has an alcohol problem and I went to see a priest. The priest told me to go to AA and that they would help me there. One of the counselors there helped me and my son. He gave us many brochures and information about the problem we had. I felt very comfortable with them because they were very open and caring with us. My son liked the way he was treated and for that reason I feel that my son has not taken a drop of alcohol in the last four years.

Another good example was given by a participant who was going through a divorce. He reported that:

The counselor had helped me go through a tough time by providing me with guidance and assistance with his problem. The only thing that I want is to be able to see my two little girls in the future. So, I want to make sure I have the right information to the right thing for the future.

Latinos who have a combined family income of under \$25,000 are more likely to find excellent or good information from counseling service organizations. 64.3 percent of the participants with household income under \$25,000 said that the information they obtain from a counseling service organization is excellent or good in

quality. On the other hand, 66.7 percent of the Latinos who have a combined family income over \$75,000 do not use counseling service organizations to obtain information (Table VI.2).

Table VI.2
Counseling Service Information Quality & Household Income

Quality of Information	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,001
Excellent or Good	64.3%	26.2%	31.6%	22.2%
Fair or Poor	3.6%	23.8%	26.3%	11.1%
Do Not Use	32.1%	50.0%	42.1%	66.7%
Total %	100%	100%	100%	100%
Number of Respondents	(28)	(42)	(19)	(27)

$\chi^2=18.422, p=.005$
Missing Responses=58

HEALTH SERVICE

This study indicates that of the surveyed Latino population of Pacifica, a significant minority (24.4 percent) does not obtain information from health service providing agencies. It is important to note, however, that 54.9 percent, or 62, of the participants reported that the information they obtain from these organizations in fact is of "good" quality (Figure 14).

Latinos are aware that health information is very important. As one of the participants pointed out:

Knowing where to go to get information concerning my health is very important to me. I know that if I have any questions regarding my health I will go to my doctor and get the right information. I do not want to be misinformed when it comes to my health.

The same sentiments were expressed by another participant who stated that "the information I obtain from the hospital is crucial to me. I want to have all the facts before I make any decisions about what I'm going to do with my body."

Most Latinos, at all levels of combined family income, ranked the information they obtain from a health providing agency as excellent or good quality. Latinos who have a combined family income of under \$25,000 are more likely to find good or excellent information at health providing agencies. Latinos with household income of over \$75,000 are more likely to report not using health providing agencies to obtain information (Table VI.3).

Table VI.3

Health Service Information Quality & Household Income

Quality of Information	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,001
Excellent or Good	69.0%	46.5%	47.4%	48.1%
Fair or Poor	20.7%	30.2%	31.6%	7.4%
Do Not Use	10.3%	23.3%	21.1%	44.4%
Total %	100%	100%	100%	100%
Number of Respondents	(29)	(43)	(19)	(27)

$\chi^2=13.365$, $p=.037$
Missing Responses=56

LEGAL SERVICE

When asked to rate the information and assistance participants get from legal services, some participants emphatically denied getting information from this type of organization. Furthermore, 58 of the participants, or 33 percent, reported not using legal service for information. 37.1 percent of the respondents said that the information they obtained from a legal service organization is of excellent or good quality (Figure 14).

During the personal interviews, participants were asked to tell us about their experiences in getting information from legal service organizations. Participants would often joke and would say that they did not trust lawyers. Participants felt that lawyers would often deny information to them and they would feel left in the dark. One

participant, in particular, had experienced a most disturbing incident. The participant was sent to "Legal Aid" to obtain some information. An attorney recommended the legal aid office, and when she arrived at the legal aid office she had to wait a very long time. She said:

I did not mind the wait, but at the end I was not helped. Not only did I feel cheated because they did not help me but I had taken the bus with my two small children because my husband was at work and now I had to take the bus home again. I did not understand why they had me come to the office if they were not going to serve me.

The results from this survey also reveal that almost 60 percent of the participants with a combined family income of over \$75,000 do not use legal service organizations to obtain information. However, over 60 percent of participants with income under \$25,000 found the quality of information to be excellent or good (Table VI.4).

Table VI.4

Legal Service Information Quality & Household Income

Quality of Information	Under 25,000	25,001 to 50,000	50,001 to 75,000	Over 75,001
Excellent or Good	62.1%	26.8%	42.1%	25.9%
Fair or Poor	13.8%	41.5%	36.8%	14.8%
Do Not Use	24.1%	31.7%	21.1%	59.3%
Total %	100%	100%	100%	100%
Number of Respondents	(29)	(41)	(19)	(27)

$\chi^2=20.740$, $p=.002$
Missing Responses=58

LIBRARY

The library, as an information providing agency, plays a major role for some of the Latino population of Pacifica. 59.5 percent of the participants who use the library reported that the information or assistance they get from the library is good or excellent. In fact, the library was one of the highest ranked in terms of quality of information out of the seven information providing agencies that were investigated (Figure 14).

However, one must note that 30 percent of the respondents do not use the library. Furthermore, there were several instances when participants reported having a particularly dissatisfying experience with the library. One participant's experience summarizes the way some Latinos view of the library:

One time I felt so uncomfortable when I went to the Pacifica Library. I felt that the people there were very rude and I felt that they were racist. I just felt that they did not like us, I felt very uncomfortable. I don't go to the Pacifica Library anymore, now I go to the library in San Bruno or Daly City. I won't go to where I am uncomfortable. I had taken my children to borrow books and I needed help locating one of them. The lady at the reference desk told me that she would help me in a minute, but she never came to us. Another Caucasian family came in and the librarian was eager to help them first and ignore us completely. So I got up from the table where I was waiting, gathered my children and left the library. We have never returned to that library.

SOCIAL SERVICE OR CHARITY

Social service or charity proved to be one of the most complex organizations to investigate. First of all, 30 participants did not respond to this question. Additionally, 56.3 percent of the participants that answered the question reported not using social service or charity organizations to obtain information. Out of all the participants that reported using social service or charity organizations to obtain needed information, 32.5 percent reported that the information they obtained was of excellent or good quality (Figure 14).

It is also obvious that Latinos depend on and entrust certain organizations, some more than others, to obtain needed information for different reasons. It is also important to remember that within the Latino community family members are expected to help each other in times of financial or other personal needs, which some analysts believe explains why so many Mexican-origin families shun assistance from welfare even when poverty makes them eligible (Chavez, 1991).

VII. CONCLUSIONS

SIGNIFICANT FINDINGS

This thesis deals with the information seeking behavior of Latino residents from the city of Pacifica, California. The ultimate purpose of this project was to explore the ways in which the research participants obtain their information, what sources they use, and how they rate information sources and information providing agencies. The most important findings from this project will be reviewed and compared to other similar studies. The findings will be discussed in three separate categories: mass media, personal contacts, and organizational contacts.

Mass Media

The mass media plays the most important information role in entertainment and everyday life. In contrast printed sources and computers play the most important role in work related life information needs.

For entertainment, radio followed by books is rated as important or very important by the highest proportion of Latinos, with computers being rated as important or very important by the smallest proportion (Figure 7). For everyday life, the mass media sources, television and radio, are rated as important or very important by the highest proportion of Latinos, with computers being rated as important or very important by the smallest percentage

(Figure 4). For work related reasons, magazines, books, and computers are rated as important or very important by the highest proportion of Latinos, with television being rated as important or very important by the smallest percentage (Figure 12).

Access to different media is also important. Latinos are most likely to have access to radio and television at home. 100.00 percent of the participants reported having access to radio at home and 99.4 percent to television. On the other hand, Latinos are less likely to have computers available at home (Figure 2). Latinos are also more likely to have radio available at work. Newspapers are the second highest media reported as available at work.

Comparing all the forms of media, mass media plays a predominant role in the dissemination of information among the Latino community studied in this project. Two crucial observations are worth discussing. The first observation is that language preference for the Latino community is a determining factor for the use of certain media. Length of time of residence in the United States and formal education are linked to language preference. Latinos who were born outside of the United States are more likely to prefer different media in Spanish. On the other hand, Latinos who were born in the United States are more likely to prefer different media in English. However, it is important to note that the language preference for computers was English. One possible explanation is that computer

software is more readily available in English and therefore people really do not have a choice in language. In the case of computers, Latinos will adapt. Another important fact about computers is that out of all the media, Latinos use less and have less access at home or work, compared with other mass media (Figure 2).

Other studies have also found that language preference is also important in selecting information sources. Metoyer-Duran (1993a) in her research with the ethnolinguistic communities found that recent immigrants, before they become acculturated, tend to search for information sources that are in their own language. One cannot forget that for many Latinos, language is not a necessity but a choice. Latinos, in an attempt to maintain the culture, struggle to learn Spanish, and in order to survive in the United States must choose to adopt and master a new language (Meier & Ribera, 1993). Metoyer-Duran and Meier & Ribera suggest that it is true that those Latinos who speak English better are more likely to succeed in the United States.

The second observation to be discussed is income. Income, household or personal, also seems to be associated with how the Latino community uses different media types. With money, individuals can purchase information in many forms: a newspaper, book, radio, TV, or any other informational source. Nevertheless, the fact is that Latinos who have less disposable income prefer not to

use the printed media.

Elfreda Chatman indicates that people who are less well off financially or have less formal education, are less likely to make use of printed information sources such as books, newspapers and magazines (Chatman, 1996). For the participants in this research project in Pacifica this is also true.

Personal Contacts

Language preference for personal contacts seems to coincide with preference for mass media. It is clear that language preference and country of birth are also relevant. Latinos who were born in the United States are more likely to prefer to communicate with other individuals in English. On the other hand, Latinos who were born outside of the United States are more likely to communicate in Spanish. 33.7 percent of the participants in this survey reported that they preferred Spanish to communicate with other people. On the other hand, only 21.7 percent of the participants reported that they preferred English. The category with the highest proportion of respondents, with 44.6 percent, is the category of no preference.

The interpersonal networks, that certain groups have, appear to determine the framework in which information seeking takes place. Therefore, emphasizing the role of personal interaction in gathering information is a critical component (Latrobe & Havener, 1997). Furthermore, the

literature that deals with the types of relationships that comprise a network proposes that they fall into two categories: primary and secondary. Primary relationships consist of immediate family members, and secondary relationships encompass everyone else (Chatman, 1992). Transferring of information via interpersonal contacts has a different function within each group. For example, the elderly will substitute communication via mass media for interpersonal communication when the latter is unavailable or difficult to obtain (Hales-Mabry, 1993). Among geoscientists personal contacts are extremely valuable, especially to those under severe time constraints and those who lack substantial on-site library resources. Some scientists tend to think first of fellow employees who can give them quick references and suggestions (Bichteler & Ward, 1989). The researcher found also that among the Latino participants obtaining information from personal contacts was important. Word of mouth seemed the best way to obtain and disseminate information.

Income also seems to be a factor in language preference for personal communication. Latinos who earn less are more likely to prefer to communicate in Spanish. It is important to note that participants in this income category are likely to be new immigrants and as new immigrants they seem to associate more with family or friends. Ruth Zambrana suggests that although Latino families are clearly affected by some of the same dynamics faced by other

families of color, they also have certain unique experiences. In addition, as many are currently immigrant families, they must struggle to adjust to a foreign language and new culture (Zambrana, 1995).

Organizational Contacts

Latinos are more likely to find excellent or good information from a library. The information Latinos obtain from the library was rated as excellent or of good quality by the highest proportion of Latinos. The library also was rated as only fair or of poor quality by the smallest proportion of Latinos. The information that Latinos obtain from a social services agency was rated as excellent or of good quality by the lowest proportion of Latinos (Figure 14).

The library, as an information providing organization, has been studied in great detail. The California State Library study found that "among ethnic groups Asians and Hispanics are the heaviest users of the public library (Institute for the Future, 1996)."

Organizations that are used the least to obtain information are social services. Latinos depend upon and trust certain organizations, some more than others, to obtain needed information. Within the Latino community family members are expected to help each other in times of financial or other personal needs.

Income is associated with the perceived value of

different organizations for information seeking. Research participants who earn under \$25,000 are more likely to find information from church or religious centers, counseling service, health service, and legal service excellent or of good quality.

PRACTICAL IMPLICATIONS

The current realities of information seeking among the Latino residents of the City of Pacifica cannot be ignored. Information providing agencies need to be aware of the information needs of Latinos. Those agencies and sources that can tailor their services to fit the needs of the Latinos will most certainly be used time after time by the Latino community.

Organizations that specialize in providing information to the Latino population, for example a television station or radio station, will also be successful because they are aware of the information needs of the community.

It is true that libraries can do much to provide informational services to Latinos. For those who need economic assistance and information, libraries may have materials on different subjects that are of interest to the entire community. One very important need is for libraries to provide information on the cultural heritage of all Latinos. The Latino population needs to know who they are, their history, where they come from and where they are going.

Libraries cannot forget to provide materials that relate to the Latino experience. Libraries must add to their collections materials, in all formats, whatever they see appropriate to meet the needs of all Latinos.

FUTURE DIRECTIONS

This study of information-seeking behavior among the Latino residents of Pacifica was an exploratory study. First, the questionnaire, interview, and focus group instruments were adapted from other researchers. Adapting instruments from other researchers might be considered a strength of this research. The instruments used in this research were adapted from the following researchers: (Dervin, 1976; Fowler, 1990; Chatman, 1992; Metoyer-Duran, 1993a; Krueger, 1994; Kuhlthau, 1994; Institute for the Future, 1996).

This project uses both quantitative and qualitative data collection methods. This characteristic is called methodological triangulation. Each method measures a different quality. For example, questionnaires may determine which features of an information system respondents like best (Fidel, 1993). J. Lofland and L. Lofland (1984, p.1) explain that "Qualitative research uses the data collection techniques of participant observation and/or intensive interviewing...."

The use of quantitative and qualitative data

enriched the findings in this research project. The qualitative data approach offers the best methods for exploring human behavior. It is exploratory because it investigates complex phenomena when very little is known about them, and it is not usually employed for studying retrieval systems from a purely mechanical or computational perspective (Fidel 1993).

On the other hand, methods such as survey questionnaires, inventories, and demographic analysis, produce quantitative data and allow researchers to statistically prove relationships between operationally defined variables (Sandstrom & Sandstrom, 1995).

The results of this research indicate that further inquiry into the information seeking behavior of Latinos is needed. Studies of information-seeking in the Latino community are limited. Even studies of information-seeking among other ethnic groups are almost non-existent. Some of the studies, concerning information seeking and ethnic groups, included in the bibliography only touch on the subject. Perhaps it is because there are few researchers with the skills needed to accomplish such tasks. Researchers must also possess the knowledge to create the data needed to establish a foundation for future research.

This research study was conducted among a very special group of Latinos. The research also represents a very small community in the San Francisco Bay area. The Latino population of Pacifica is only 14.5%, of the total,

according to the 1990 census. Therefore more research needs to be done with other Latino groups in different parts of the United States. Other researchers (Zambrana, 1995; Cuesta & Tarin, 1978; Haro, 1981; Marin & Marin; Noble & Lacasa, 1991; Stavans, 1995) just to name a few, have taken the time to define and identify subgroups, like Mexican-Americans, Cuban-Americans and Puerto Ricans. Maybe the time has come for researchers to formulate unity among all the "LATINO" subgroups and projects.

The most important area of inquiry would appear to include the use of a combination of quantitative and qualitative methodologies of gathering data in other Latino communities. The lack of these studies, for foundation building, was perhaps the greatest barrier for this researcher in accomplishing his research goals. Researchers could determine the pattern of current information needs of the different ethnic groups that make up the Latino population in the United States as well as patterns in other Latino communities in the United States. This approach would allow an assessment of whether there were information seeking differences between the groups.

Because of the exploratory nature of this research study, additional research is obviously needed to determine whether the information seeking behavior of this group is representative of other Latino groups. For example, are Latinos from Pacifica typical of the way in which most Latinos seek information? Do Latinos from other parts of

the country seek information differently? The only way we can answer the above questions is by doing research with Latinos from those places. This researcher would like to encourage other researchers to continue the study of information seeking behavior among the Latino community.

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Attachement A

AGREEMENT TO PARTICIPATE

Principal Investigator: Armando Ramirez, School of Library & Information Science, San Jose State University, San Jose, CA 95192-0029 (408 924-2465 or 924-2742)

Project Title: Information-Seeking Behavior Among the Latino Residents of Pacifica, California.

I have been asked to participate in a study of the information environment of the Latino residents of Pacifica. The mission of the study is to provide insights into the quality and effectiveness of certain information providing agencies and personal networks of residents.

I understand that my participation is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect my relations with any person or agency doing the study.

Records concerning your individual interview will remain confidential to ensure that you experience no harm or discomfort. The results of this study may be published but any information that could result in your identification will remain confidential. Questions about the research may be addressed to the investigator. Complaints about research may be presented to Stuart Sutton, School of Library and Information Science (408-942-2490). Questions or complaints about research, subject rights, or research-related injury may be presented to Serena Stanford, Ph.D, Associated Academic Vice President for Graduate Studies and Research, at (408) 924-2480.

My signature indicates agreement to participate in this study:

_____(date)_____

The researcher agrees to include the subject named above in the research and has fully informed the subject of his/her rights:

_____(date)_____

ACUERDO PARA PARTICIPAR

Investigador Principal: Armando Ramirez, School of Library & Information Science, San Jose State University, San Jose, CA 95192-0029 (408 924-2465 or 924-2742)

Título del Proyecto: Comportamineto en la Búsqueda de Información entre los Residentes de la Ciudad de Pacífica, California.

Me han pedido que participe en este estudio sobre el ambiente de la información de los residentes latinos en Pacífica. El propósito de este estudio es de proveer una nueva percepción acerca de la eficacia y calidad de algunas agencias que proporcionan información y además la red personal de los residentes.

Yo comprendo que mi participación es voluntaria y si escojo no participar en este estudio, o en cualquier parte de este estudio, mis relaciones con cualquier persona o agencia que realiza este estudio no se verán afectadas.

Los datos concernientes a su entrevista personal serán confidenciales para asegurarnos que esta experiencia no le cause ningún daño o incomodidad. Los resultados de este estudio tal vez sean publicados pero cualquier información que pueda resultar en que usted sea identificado será confidencial. Cualquier pregunta que usted tenga se puede dirigir al investigador. Cualquier queja que usted pueda tener se pueden presentar a Stuart Sutton, School of Library and Information Science (408-942-2490). Preguntas o quejas acerca del estudio, derechos del sujeto, o cualquier daño referente a este estudio se pueden presentar a Serena Stanford, Ph.D, Associated Academic Vice President for Graduate Studies and Research, al (408) 924-2480.

Mi firma indica que estoy de acuerdo en participar en este estudio:

_____ (fecha) _____

Este investigador está de acuerdo en incluir el nombre de la persona que acaba de firmar y también le ha informado acerca de sus derechos:

_____ (fecha) _____

QUESTIONNAIRE

People have different reasons for using different sources of information. Some of these reasons and sources are listed below. Please read each source of information and then ask yourself....

"IS THIS THE REASON WHY I WATCH TELEVISION?" (For Example)
If no, please circle 0 = "This is not a reason why I watch television"

If yes, please circle the number which best describes how important the reason is.....

1 = "This is a slightly important reason why I watch television"

2 = "This is an important reason why I watch television"

3 = "This is a very important reason why I watch television"

	Not a Reason	Slightly Important	Important Reason	Very Important
1. I watch television for entertainment.....0		1	2	3
2. I watch television for information useful in everyday life.....0		1	2	3
3. I watch television for meeting work-related needs.....0		1	2	3
4. I watch television for a combination of reasons. (Circle the ones that apply).....0		1	2	3
5. I listen to the radio for entertainment.....0		1	2	3
6. I listen to the radio for information useful in everyday life.....0		1	2	3
7. I listen to the radio for meeting my work related needs.....0		1	2	3
8. I listen to the radio for a combination of reasons. (Circle the ones that apply).....0		1	2	3

9. I read newspapers for entertainment.....0	1	2	3
10. I read newspapers for information useful in everyday life.....0	1	2	3
11. I read newspapers for meeting my work related needs.....0	1	2	3
12. I read newspapers for a combination of reasons. (Circle the ones that apply).....0	1	2	3
13. I read magazines/journals for entertainment.....0	1	2	3
14. I read magazines/journals for information useful in everyday life.....0	1	2	3
15. I read magazines/journals for meeting work-related needs.....0	1	2	3
16. I read magazines/journals for a combination of reasons. (Circle the ones that apply).....0	1	2	3
17. I read books for entertainment.....0	1	2	3
18. I read books for information useful in everyday life.....0	1	2	3
19. I read books for meeting work-related needs.....0	1	2	3
20. I read books for a combination of reasons (Circle the ones that apply).....0	1	2	3
21. I use computers for entertainment.....0	1	2	3
22. I use computers for information useful in everyday life.....0	1	2	3
23. I use computers for meeting work-related needs.....0	1	2	3

24. I use computers for a combination of reasons.
 (circle the ones the apply).....0 1 2 3

25. When you have a choice, what language do you prefer for each of the following sources:

	Spanish	English	No Preference	Other
1) Watching television	1	2	3	4 _____
2) Listening to the radio	1	2	3	4 _____
3) Reading newspapers	1	2	3	4 _____
4) Reading magazines /journals	1	2	3	4 _____
5) Reading books	1	2	3	4 _____
6) Using computers	1	2	3	4 _____
7) Talking to another person	1	2	3	4 _____

26. Please circle each source you have available in your home:
 (Circle all that apply.):

1. Television
2. Radio
3. Newspapers
4. Magazines/Journals
5. Books
6. Computer

27. Please circle each source you have available in your place of work: (Circle all that apply.):

1. Television
2. Radio
3. Newspapers
4. Magazines/Journals
5. Books
6. Computer

28. Please tell us other places where you go to use each of these sources besides home and work:

1. Television	_____	_____
2. Radio	_____	_____
3. Newspapers	_____	_____
4. Magazines/Journals	_____	_____
5. Books	_____	_____
6. Computer	_____	_____

29. How frequently do you use each of the following sources:

	Every day	Few times a week	Once a week	Once or twice per month	Almost never	Never
1. Television	1	2	3	4	5	6
2. Radio	1	2	3	4	5	6
3. Newspapers	1	2	3	4	5	6
4. Magazines/Journals	1	2	3	4	5	6
5. Books	1	2	3	4	5	6
6. Computer	1	2	3	4	5	6

30. For meeting your informational needs how useful is the information you obtain through each of the following sources:

	Very useful	Moderately useful	Slightly useful	Not at all useful
1. Watching television	1	2	3	4
2. Listening to the radio	1	2	3	4
3. Reading newspapers	1	2	3	4
4. Reading magazines/journals	1	2	3	4
5. Reading books	1	2	3	4
6. Using computer	1	2	3	4

31. Everyone gets information and assistance from a variety of organizations. For helping you personally with information or assistance, how would you rate each of the following:

	Excellent	Good	Only fair	Poor	Do not use
1. Business, store or company	1	2	3	4	5
2. Church or religious center	1	2	3	4	5
3. Counseling Service	1	2	3	4	5
4. Health Service	1	2	3	4	5
5. Legal Service	1	2	3	4	5
6. Library	1	2	3	4	5
7. Social Service or Charity	1	2	3	4	5
8. Other (please tell us what)					

DEMOGRAPHIC INFORMATION

Finally, I need to ask you a few questions in order to determine how others with similar backgrounds find out useful information that can help them. Please remember that no names will be used and that all of your answers will be confidential.

32. My Gender is:

- 1. Female
- 2. Male

33. As you know, some people in the U.S. are bilingual. If you speak Spanish, would you say you speak Spanish:

- ___ 1. Very well
- ___ 2. Well
- ___ 3. Not well
- ___ 4. Not at all

34. Would you say you speak English:

- ___ 1. Very well
- ___ 2. Well
- ___ 3. Not well
- ___ 4. Not at all

35. If you had a chance to communicate with someone just as well in English or Spanish, which you prefer to converse with them?

- ___ 1. Spanish
- ___ 2. Either Spanish or English
- ___ 3. English

36. How long have you lived in the U.S.? _____ years

37. What is your current age? _____ years

38. Are you:

- ___ 1. Married
- ___ 2. Single
- ___ 3. Divorced
- ___ 4. Widowed

39. If married, to which ethnic or racial group does your spouse belong, or is identified with?

39. What is your highest level of formal education?

- ___ 1. No formal school
- ___ 2. Elementary school
- ___ 3. High School
- ___ 4. College
- ___ 5. Graduate school

41. What is your personal income?

- ___ 1. Under \$15,000
- ___ 2. \$15,001 to \$30,000
- ___ 3. \$30,001 to \$45,000
- ___ 4. \$45,001 to \$60,000
- ___ 5. Over \$60,000

42. If you live with family, which of the following categories describes your total household income?

- ___ 1. Under \$25,000
- ___ 2. \$25,001 to \$50,000
- ___ 3. \$50,001 to \$75,000
- ___ 4. \$75,001 to \$100,000
- ___ 5. Over \$100,000.

43. Please circle the most important reason for using each of the following:

	Entertainment	Information useful in everyday life	Meeting work related needs	Combination
1. Watching television	1	2	3	4
2. Listening to the radio	1	2	3	4
3. Reading newspapers	1	2	3	4
4. Reading magazines /journals	1	2	3	4
5. Reading books	1	2	3	4
6. Using computer	1	2	3	4

44. Are there any comments that you would like to share that were not covered in this questionnaire?

45. I am also conducting personal interviews and focus groups as part my research. Are you interested in participating in one of them?

Yes _____ Personal Interview

Yes _____ Focus Group

Name _____

Address _____

Phone Number _____

ENCUESTA

Ciertas personas tienen distintas razones para usar diferentes recursos de información. Algunos de estos recursos están anotados enseguida. Por favor observe cada recurso de información y pregúntese.....

¿"ESTA ES LA RAZON POR LA CUAL VEO TELEVISION"? (Por ejemplo)
Si no es la razón, circule el 0 = "Esta no es una razón por la cual miro televisión".

Si la razón es sí, por favor circule el número más apropiado a la razón que es.....

1 = "Esta es la razón menos importante por la cual veo TV"
2 = "Esta es una razón importante por la cual veo TV"
3 = "Esta es una razón muy importante por la cual veo TV"

	No es Razón	No Muy Importante	Razón Importante	Razón Muy Importante
1. Yo veo televisión como diversión.....0		1	2	3
2. Yo veo televisión para información útil en mi vida cotidiana.....0		1	2	3
3. Yo veo televisión para encontrar información referente a mi trabajo.....0		1	2	3
4. Yo veo televisión por más de una razón. Por favor circule el/los número(s) apropiado.....1			2	3
5. Yo escucho la radio como diversión.....0		1	2	3
6. Yo escucho la radio para encontrar información útil en mi vida cotidiana.....0		1	2	3
7. Yo escucho la radio para encontrar información referente a mi trabajo...0		1	2	3

8.	Yo escucho la radio por más de una razón. Por favor circule el/los número(s) más apropiado(s).....	1	2	3	
9.	Yo leo el periódico como diversión.....	0	1	2	3
10.	Yo leo el periódico para información útil en la vida cotidiana.....	0	1	2	3
11.	Yo leo el periódico para encontrar información referente a mi trabajo.....	0	1	2	3
12.	Yo leo el periódico por más de una razón. Por favor circule el/los número(s) más apropiado(s).....	1	2	3	
13.	Yo leo revistas como diversión.....	0	1	2	3
14.	Yo leo revistas para información útil en mi vida cotidiana.....	0	1	2	3
15.	Yo leo revistas para encontrar información referente a mi trabajo.....	0	1	2	3
16.	Yo leo revistas por más de una razón. Por favor circule el/los número(s) más apropiado(s).....	1	2	3	
17.	Yo leo libros como diversión.....	0	1	2	3
18.	Yo leo libros para información útil en mi vida cotidiana.....	0	1	2	3
19.	Yo leo libros para encontrar información referenta a mi trabajo.....	0	1	2	3
20.	Yo leo libros por más de una razón. Por favor circule el/los número(s) más apropiados.....	1	2	3	

21. Yo uso la computadora
como diversión.....0	1	2	3
22. Yo uso la computadora
para encontrar información
útil en la vida
cotidiana.....0	1	2	3
23. Yo uso la computadora
para encontrar información
referente a mi
trabajo.....0	1	2	3
24. Yo uso la computadora
por más de una razón(es).
Por favor circule el/los
números apropiados.....1		2	3
25. Cuando usted tiene la oportunidad, ¿Qué idioma prefiere usar
para cada uno de los siguientes recursos.			

28. Por favor díganos en que otros lugares usted hace uso de estos recursos, aparte de en casa y trabajo:

1. Televisión	_____	_____
2. Radio	_____	_____
3. Periódicos	_____	_____
4. Revistas	_____	_____
5. Libros	_____	_____
6. Computadora	_____	_____

29. ¿Con qué frecuencia hace uso de los siguientes?

	Diario	Varias veces a la semana	Una vez a la semana	Una o dos veces por mes	Casi nunca	Nunca
1. Televisión	1	2	3	4	5	6
2. Radio	1	2	3	4	5	6
3. Periódicos	1	2	3	4	5	6
4. Revistas	1	2	3	4	5	6
5. Libros	1	2	3	4	5	6
6. Computadoras	1	2	3	4	5	6

30. Para encontrar sus necesidades de información ¿qué tan útil es la información que usted obtiene por medio de cada uno de los siguientes recursos?

	Muy útil	Moderadamente útil	Más o menos útil	De ninguna manera útil
1. Viendo televisión	1	2	3	4
2. Escuchando la radio	1	2	3	4
3. Leyendo el periódico	1	2	3	4
4. Leyendo revistas	1	2	3	4
5. Leyendo libros	1	2	3	4
6. Usando la computadora	1	2	3	4

31. Todo mundo obtiene información y asistencia de una variedad de organizaciones. Para ayudarle a usted personalmente con su información o asistencia, ¿cómo calificaría las siguientes?

	Excelente	Bueno	Solo regular	Mal	No la uso
1. Negocio, tienda o compañía	1	2	3	4	5
2. Iglesia o centro religioso	1	2	3	4	5
3. Servicio de consejero	1	2	3	4	5
4. Servicios de salud	1	2	3	4	5
5. Servicios legales	1	2	3	4	5
6. Biblioteca	1	2	3	4	5
7. Servicios sociales o de caridad	1	2	3	4	5
8. Otros (por favor díganos cual)					

INFORMACION DEMOGRAFICA

Finalmente, necesito hacerle algunas preguntas para tratar de averiguar cómo otras personas, igual que usted, obtienen información que les pueda ayudar. Quiero recordarle que su nombre no será usado y que todas sus respuestas serán confidenciales.

32. Mi género es:

1. Hombre
2. Mujer

33. Como usted sabe, muchas personas en los Estados Unidos son bilingües. Si usted habla español, ¿usted diría que habla español?

- ___ 1. Muy bien
- ___ 2. Bien
- ___ 3. No muy bien
- ___ 4. De ninguna manera

34. ¿Cómo diría que habla inglés:

- ___ 1. Muy bien
- ___ 2. Bien
- ___ 3. No muy bien
- ___ 4. De ninguna manera

35. Si se le le presentara la oportunidad de comunicarse con alguien en inglés o en español, ¿qué idioma escogería para conversar con ellos?

- ___ 1. Español
- ___ 2. Español e inglés
- ___ 3. Inglés

36. ¿Cuántos años tiene viviendo en los Estados Unidos? _____ Años

37. ¿Cuántos años tiene? _____ Años

38. Usted Está:

- _____ 1. Casado
- _____ 2. Soltero
- _____ 3. Divorciado
- _____ 4. Viudo

39. Si está casado, ¿A que grupo étnico pertenece, o se identifica, su pareja?

40. ¿Cuál es el último año de escuela que completó?

- _____ 1. No fui a la escuela
- _____ 2. Primaria
- _____ 3. Secundaria
- _____ 4. Universidad
- _____ 5. Graduado después de la universidad

41. ¿Cuánto gana usted personalmente por año?

- _____ 1. Menos de \$15,000
- _____ 2. \$15,001 a \$30,000
- _____ 3. \$30,001 a \$45,000
- _____ 4. \$45,001 a \$60,000
- _____ 5. Más de \$60,000

42. Si usted vive con su familia, ¿cuál de las siguientes cantidades describe el ingreso total de la familia por año?

- _____ 1. Menos de \$25,000
- _____ 2. \$25,001 a \$50,000
- _____ 3. \$50,001 a \$75,000
- _____ 4. \$75,001 a \$100,000
- _____ 5. Más de \$100,000.

43. Por favor circule la razón más importante para usar cada una de las siguientes cosas:

	Pasa tiempo	Información útil en la vida cotidiana	Para uso referente a mi trabajo	Combinación
1. Viendo televisión	1	2	3	4
2. Escuchando la radio	1	2	3	4
3. Leyendo el periódico	1	2	3	4
4. Leyendo revistas	1	2	3	4
5. Leyendo libros	1	2	3	4
6. Usando la computadora	1	2	3	4

44. ¿Tiene algún comentario que quisiera compartir con nosotros y que no le hicimos en esta entrevista?

45. También, estamos haciendo entrevistas personales y en grupos sobre temas para este estudio: Estaría dispuesto a participar en alguno de ellos?

Si _____ Entrevistas Personales Si _____ Grupo de temas

Nombre _____

Domicilio _____

Número de teléfono _____

INTERVIEW GUIDE

LIFE STYLE

1. How would you describe your household, where is it located? Why did you choose to live in Pacifica?
2. What do you like most about Pacifica?
3. What do you do with your free time?
4. What sort of things concern you most about living in Pacifica? How are you resolving these concerns?
5. What is your favorite place?
6. Whom do you consider to be members of your immediate family?
7. Could you describe the role your family plays in your life?
8. How often do you do things with your family?
9. What types of activities do you do with your family?
10. Could you describe the role your friends play in your life?
11. How often do you do things with your friends?
12. What types of activities do you do with your friends?
13. Tell me, how do you usually spend a typical day?
(Describe activities you generally do, for example get up, cook breakfast, and so on.)
14. How do you see yourself a few years from now?

SOCIAL CONTACTS

15. Do you meet socially with people: (A) you work with?
(B) You go to school with?
16. I know you lead a busy life, but do you participate in any organization, club, church or other groups?
What groups and activities?

CONTENT OF EXCHANGE - INTERPERSONAL

17. Do you ever discuss what you've seen on TV with your friends? If you do, what things do you talk about?

18. Describe a time in the past several months when you asked someone for advice or information.
19. What was it about that person that made you decide to ask for information?
20. How did the information the person provided help you?
21. Have you ever asked your boss, or supervisor, for information or advice? If yes, how were they able help you?
22. What sort of informational things have you needed that you've just had to work out for yourself?
23. Are there different cultural aspects to seeking information which you find help or inhibit successfully obtaining needed information?

OTHER SOURCES BESIDES PEOPLE YOU KNOW

Now I would like to ask you about other ways, aside from asking people you know, that you may have used to find out something about employment, work, politics, or personal life.

24. Aside from asking people you know, when you have needed to obtain some information, how did you find out where to go to get the information?
25. Once you found out where to go for the information did you share that knowledge with other people? Can you give me an example?
26. Tell me about a couple of times when you advised other people where to go for information?
27. How often do you advise other people where to go for information?
28. What kind of information do you need that you haven't been able to get from TV, radio, books, newspaper, magazines/journals or computer?

29. Do you ever get information that is useful in solving your problems or concerns from organizations that provide information? If yes, give me an example:

- a. _____ Business, stores or company _____
- b. _____ Church or religious center _____
- c. _____ Counseling service _____
- d. _____ Health service _____
- e. _____ Legal service _____
- f. _____ Library _____
- g. _____ Social service or charity _____
- h. _____ Other _____

30. Tell me about a situation when you have had a particularly satisfying or dissatisfying experience with an organization that provides information.

31. What circumstances led to the situation?

32. What did the person, or persons, from the organization say or do?

33. What made you feel that the incident was satisfying or dissatisfying?

SAFETY & PRIVACY

34. Is there any area in Pacifica where you would be afraid to walk alone at night?

35. Do you think other people in Pacifica would come to your aid if you asked for help?

36. How important is your privacy? Can you give me some examples when your privacy is most important?

37. Most of us have friends or family who have had some problems. What strategies do your friends or family use to cope with their situation? How well do you think their strategies work?

DEMOGRAPHIC INFORMATION

Finally, I need to ask you a few questions to determine how others with similar background find out useful things that can help them. Please remember that no names will be used and that all of your answers will be confidential

38. Ethnically, what group(s) do you belong or identify with?

39 How strongly do you identify yourself with the ethnic or racial group(s) you mentioned above?

- ☐ 1 Very strongly
- ☐ 2. Strongly
- ☐ 3. More or less
- ☐ 4. Weak
- ☐ 5. very weak

40. What country do your parents come from??
a. Mother?
b. Father?

41. How much formal educations your parents have?
a. Mother?
b. Father?

42. What type of work do your parents do?
a. Mother?
b. Father?

43. What is your major means of transportation?

44. Are there any comments that you would like to share that were not covered in this interview?

GUIDA DE ENTREVISTA

ESTILO DE VIDA

1. ¿Me podría describir su hogar? ¿Dónde se encuentra?
¿Por qué decidió vivir en Pácifica?
2. ¿Qué es lo que le gusta más de Pácifica?
3. ¿Qué hace usted con su tiempo libre?
4. ¿Que cosas le preocupan más acerca de vivir en Pácifica? Y cómo está resolviendo estas preocupaciones?
5. ¿Cual es su lugar favorito?
6. ¿A quien considera cómo miembros de su familia más cercana?
7. ¿Me puede describir el papel que su familia desempeña en su vida?
8. ¿Con qué frecuencia hace usted cosas con su familia?
9. ¿Que clase de actividades hace usted con su familia?
10. ¿Me puede describir el papel que sus amigos desempeñan en su vida?
11. ¿Con qué frecuencia hace usted cosas con sus amigos?
12. ¿Qué clase de actividades hace usted con sus amigos?
13. ¿Me puede describir cómo pasa un día típicamente?
(Describame las actividades que hace, por ejemplo, me levanto, cocino el desayuno, u otras cosas).
14. ¿Cómo se imagina a usted mismo dentro de unos pocos años?

CONTACTOS SOCIALES

15. ¿Se junta usted socialmente con las personas: (A) que trabaja? ¿(B) o con las que va a la escuela?
16. Se que vive una vida muy ocupada, ¿pero de todas maneras me puede decir si participa en alguna organización, club, iglesia, u otro grupo social? ¿Que grupos y/o actividades?

CONTENIDO DE CAMBIOS - INTERPERSONALES

17. ¿Discute alguna vez lo que ha visto en la televisión con sus amigos? ¿Si lo hace me puede contar de las cosas que platican?

18. Describame un incidente ocurrido en los últimos meses en el cual usted acudió a otra persona para pedirle información o un consejo.
19. ¿Que cosa fue lo que le facilitó acercarse a esa persona para pedirle información o consejo?
20. ¿Cómo fue que la información proporcionada le ayudó?
21. ¿Le ha pedido alguna vez a su patrón, o supervisor, información o consejo? Si lo ha hecho, ¿De que forma le ayudaron?
22. ¿Que clase de cosas realcionadas con la información ha necesitado usted y ha tenido que encontrar respuestas por su propia cuenta?
23. ¿Hay aspectos culturales en la forma en que usted busca información la cual le ayuda o le impide satisfactoriamente a obtener la infromación?

OTROS RECURSOS ADEMAS DE LA GENTE QUE USTED CONOCE

Ahora me gustaría preguntarle de otra forma, además de preguntarle a la gente que usted conoce, de las cuales usted usó para encontrar algo acerca de empleo, trabajo, política, o vida personal.

24. Además de preguntarle a la gente que usted conoce, cuando usted necesita obtener alguna información, ¿como es que usted se dio cuenta de donde obtener la información?
25. Una vez que se dio cuenta de donde obtener la inofrmación, ¿Usted compartió con otra gente su nuevo recurso de información? ¿Me puede dar un ejemplo?
26. ¿Me podria decir si alguna vez usted le ha ayudado o dicho a otra gente de donde encontrar información?
27. ¿Con que frecuencia le da consejos a otra gente acerca de donde ir a conseguir información?
28. ¿Que clase de información necesita que no ha podido obtener de la TV, radio, libros, y otros recursos?

29. ¿Alguna vez ha obtenido información útil para solucionar su problema o asunto de las siguientes organizaciones que proporcionan información? ¿Si lo ha hecho me puede dar un ejemplo?

a. _____ Negocio, Tienda o Compañía _____

b. _____ Iglesia o Centro Religioso _____

c. _____ Servicio de Consejero _____

d. _____ Servicio de Salud _____

e. _____ Servicio Legal _____

f. _____ Biblioteca _____

g. _____ Servicio Social o Caridad _____

h. _____ Otro _____

30. ¿Me puede contar acerca de una situación en la cual usted experimentó satisfacción o insatisfacción con alguna agencia que proporciona información?

31. ¿Qué circunstancias lo dirigieron a esta situación?

32. ¿Qué fue lo que la persona, o personas, de esta organización le dijeron a usted?

33. ¿Qué lo hizo sentir que el incidente fue satisfactorio o insatisfactorio?

PRIVACIDAD Y SEGURIDAD

34. ¿Hay algún lugar en Pácifica en el cual a usted le daría miedo caminar a solas por la noche?

35. ¿Piensa que otra gente vendría a su ayuda si usted se los pidiera?

36. ¿Qué tan importante es su privacidad? ¿Me puede dar algunos ejemplos cuando su privacidad es más importante?

37. ¿La mayoría de nosotros tenemos amistades o familiares con problemas. ¿Qué estrategias usan sus amigos/familiares para arreglar la situación? ¿Piensa usted que estas estrategias dan buen resultado?

INFORMACION DEMOGRAFICA

Finalmente, necesito hacerle algunas preguntas para tratar de averiguar cómo otras personas, igual usted, obtienen cosas útiles que les puedan ayudar. Quiero recordarle que su nombre no será usado y que todas sus respuestas serán confidencial.

38. ¿Étnicamente, a que grupo(s) pertenece o con cual grupo se identifica usted?
- 39 ¿Con que fuerza se identifica con el grupo étnico o racial que acaba de mencionar?
- ___ 1. Muy fuerte
 - ___ 2. Fuerte
 - ___ 3. Más o menos
 - ___ 4. Menos que más
 - ___ 5. No muy fuerte
40. ¿De que país son originarios sus padres?
- a. Madre?
 - b. Padre?
41. ¿Hasta que año estudiaron sus padres?
- a. Madre?
 - b. Padre?
42. ¿Que clase de trabajo hacen sus padres?
- a. Madre?
 - b. Padre?
43. ¿Cual es su medio de transporte (el suyo)?
44. ¿Tiene algún comentario que le gustaría compartir con nosotros y que no le hicimos en esta entrevista?

FOCUS GROUPS

In order to determine how Latinos, Hispanics, or others like ourselves, find out useful information, we are going to ask you some questions.

1. A lot of people use the term "information" to mean different things. What does the term "information" mean to you?
2. When you need information, to whom (an individual) do you go? Why do you turn to those individual(s)?
3. When you need information, where do you go? (that is any organization that provides information) Why do you turn to those organizations?
4. Do you think that language is a barrier to information in your life? Why or why not? Can you tell me about other barriers that have made it difficult in the past to get information?
5. When you need personal information, whom do you trust to ask? Why do you trust that particular individual or organization?
6. When you need information for a work-related decision, how do you usually obtain the information? Can you give me an example?
7. When you need information for a personal decision related to your household affairs, how do you usually obtain the information? Can you give me an example?
8. When you need general information (for example politics or current affairs) whom do you trust? Why do you trust that particular individual or organization?
9. Are there any comments that you would like to share with us that were not covered in these questions?

GRUPO DE TEMA

Para determinar como los Latinos, Hispanos, u otros como nosotros, encontramos información útil, le vamos a hacer algunas preguntas.

1. Mucha gente usa el término "INFORMACION" para querer decir diferentes cosas. ¿Qué significa el término "información" para usted?
2. ¿Cuándo usted necesita información, a quien (individuo) se dirige usted? ¿Por qué se dirige usted a ese/esos individuo(s)?
3. ¿Cuándo usted necesita información, a donde se dirige usted? (eso es cualquier organización que provee información) ¿Porque se dirige usted a esa(s) organización(es)?
4. ¿Usted piensa que el idioma es una barrera para obtener información en su vida? ¿Por qué o por qué no? ¿Nos puede decir de otras barreras que le han dificultado obtener información en el pasado?
5. ¿Cuándo usted necesita información personal a quien le tiene confianza usted? ¿Por qué le tiene usted confianza a esa persona o organización?
6. ¿Cuándo usted necesita información para una decisión que tiene que tomar en su trabajo, por lo regular como obtiene la información? Nos puede dar un ejemplo?
7. ¿Cuándo usted necesita información para una decisión personal relacionada con su hogar, por lo regular como obtiene la información? Nos puede dar un ejemplo?
8. ¿Cuándo usted necesita información general, en quien confía usted? Porque confía particularmente en ese individuo o organización?
9. ¿Tiene alguna pregunta o comentario que quiera compartir con nosotros y que no cubrimos en estas preguntas?

Attachment I

A campus of The California State University

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TO: Armando Ramirez
654 Manor Drive
Pacifica, CA 94044

FROM: Adrian Rodriguez, Ph.D.
Chairperson, Human Subjects-
Institutional Review Board

A handwritten signature in cursive script that reads "Adrian Rodriguez".

DATE: February 26, 1996

The Human Subjects-Institutional Review Board has approved your request to use human subjects in the study entitled:

"Information Seeking-Behavior of Latinos in Pacifica, California"

This approval is contingent upon the subjects participating in your research project being appropriately protected from risk. This includes the protection of the anonymity of the subjects' identity when they participate in your research project, and with regard to any and all data that may be collected from the subjects. The Board's approval includes continued monitoring of your research by the Board to assure that the subjects are being adequately and properly protected from such risks. If at any time a subject becomes injured or complains of injury, you must notify Serena Stanford, Ph.D., immediately. Injury includes but is not limited to bodily harm, psychological trauma and release of potentially damaging personal information.

Please also be advised that each subject needs to be fully informed and aware that their participation in your research project is voluntary, and that he or she may withdraw from the project at any time. Further, a subject's participation, refusal to participate, or withdrawal will not affect any services the subject is receiving or will receive at the institution in which the research is being conducted.

If you have any questions, please contact me at (408) 924-2480.