School counselors' preferences for six socialization models as revealed by their attitudes toward hypothetical counseling situations involving Spanish surname / Spanish language students (Santa Clara County)

Roberto A. De Villar
San Jose State University

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SCHOOL COUNSELORS' PREFERENCES FOR SIX SOCIALIZATION MODELS
AS REVEALED BY THEIR ATTITUDES TOWARD HYPOTHETICAL
COUNSELING SITUATIONS INVOLVING SPANISH SURNAME/
SPANISH LANGUAGE STUDENTS
(SANTA CLARA COUNTY)

A Thesis
Presented to the Faculty
of the Department of Mexican American Graduate Studies
San Jose State University

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

by
Roberto A. DeVillar
August, 1975
Chicano Center
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[Signatures]

APPROVED FOR THE UNIVERSITY GRADUATE COMMITTEE

[Signature]
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CHAPTER 1

INTRODUCTION

Four major points of view in counseling are possible and practical to distinguish: 1

1. The trait-factor point of view.
2. The client-centered point of view.
3. The behavioral point of view.
4. The psychoanalytic point of view.

Respectively, the abstract goal of each point of view may be summarized as:

1. Programmed movement by client toward self-understanding and self-management. 2 Relative to receiving instruction in preparation of dynamic career skills, through the application of objective, statistically designed tests, an individual's hierarchy of capabilities relative to specific work tasks may be clarified, thereby allowing continuous productive and harmonious relationships between the individual and his or her particular instructional design or dynamic career goals during successive stages.

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2 Ibid., p. 261
of that individual's life.\(^3\)

2. Client behavior more congruent, more responsive to experiences and less defensive.\(^4\) By an interaction process of an objective and subjective nature between self-concept-incongruent client and self-concept-congruent (relative to the specific counseling situation) counselor, which forsakes prescribed technical application of previously learned counseling rules in favor of dynamic theorizing, the individual's behavior may reflect a congruent pattern (i.e., psychological adjustment improves, greater acceptance of individual by others, individual viewed as more realistic and more objective, individual's behavior viewed as more mature and more socialized).\(^5\)

3. Reduction in client's anxiety in order to promote more effective, less blind, behavior.\(^6\) Assuming that human behavior is a result of organismic learning in


\(\text{4 Stefflre, op. cit., p. 261.}\)


\(\text{6 Stefflre, op. cit., p. 261.}\)
previous experiences and modifiable via psychological means, the professional application of soundly-defined behavioral concepts, structured behavior involving client reinforcement, and laboratory-derived language, will ultimately result in client anxiety reduction, allowing the client to develop healthy problem-solving skills applicable to past and new experiences.

4. Behavior-reaction possibilities of client multiplied due to client acceptance, rather than fear, of different individual behavior reactions. Assuming that every client's action has both a realistic, commonplace meaning and a symbolic meaning rooted in unconscious and repressed urges, and that the client's unhealthy anxiety level is due to the symbolic meanings of which he is unconscious, the professional will encourage client verbalization as a means to healthy energy-release, non-threatening view of self, less defensive internal posture, new insights, and recognized emotional relationships. Consequently, client's unhealthy

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8 Stefflre, op. cit., p. 261.

anxiety level will be reduced to manageable proportions, allowing transfer from internally-oriented energy expenditure for defensive measures to effective ego functioning in external experiences.\footnote{Ibid.}

The counselor role, regardless of his particular point of view, will be a function of:

1. his own personality, incorporating knowledge, skills, needs, etc.;
2. his perception of the client;
3. his relationship with client in the particular ideographic instant;
4. his notion of what he "should do," which reflects a value functionally related to his overall counseling point of view.\footnote{Stefflre, \textit{op. cit.}, pp. 262-263.}

Although all counselors generally have goals determined by their values or counseling points of view, which influence techniques and methods of counseling,\footnote{Patterson, C. H. \textit{An Introduction to Counseling in the School}. New York: Harper + Row, Publishers, 1971, p. 109.} perhaps the common goal relative to client assistance, which embraces all counseling points of view stated, is to help the individual conceptualize, comprehend and decide upon one's role
commitments and their successful application. This process of self-realization and self-direction relies to varying degrees upon the counselor: (1) clarifying and understanding for himself the situation in which the individual is; (2) creating conditions which help the individual to clarify and understand the situation; and (3) developing client's decision-making skills to generate meaningful and informed decisions relative to the situation.

For the counselor who works in a formal socialization setting such as elementary, secondary, or post-secondary education institution, the primary counselor goal of assisting the child in the self-realization, self-direction process must be coupled with the student enculturation and socialization responsibilities common to all socialization agents within these institutions. Integrating the individual-loyalty component with the societal responsibility component is, according to Ronald Lippitt, "...one of the most central and challenging aspects" of the socialization agent role.


Alex Inkeles has defined socialization as "...the process whereby a person acquires the attitudes, values, ways of thinking, need dispositions, and other personal, yet social, attributes which will characterize him in the next stage of development."\textsuperscript{15} This life-long process, which serves as an institutional means to achieve the societally-approved standard relative to human development expectations, is the guide that even parents generally initiate and consciously use, with mixed expertise, in their socialization agent role.\textsuperscript{16}

A child's social orientation and enculturation experiences are primarily within the family and neighborhood social milieu during what may be termed, the first developmental stage in socialization,\textsuperscript{17} where the parents are generally the central figures of behavior reinforcement and performance arbiters, if not exclusive role models.\textsuperscript{18}

\footnotesize

\textsuperscript{16} Ibid., pp. 75-76.


example, other role models may include those persons within the parental-dominant setting whose behaviors, when imitated by the child, are sanctioned as being unacceptable by the central figures of behavior reinforcement.

Consequently, when the child reaches the age where entry into the formal education institution is normally expected, and which represents a second developmental stage within the societally established standard-achievement process, the child will have already experienced socialization practices affording the formulation of values and goals, as well as of general attitudes regarding normative expectations and their skilful application.

Whether the socialization process is characterized as first stage (parental-setting dominant) or second stage (formal socialization setting - parental setting relationship), an essential socialization objective remains: to produce an individual who will not only follow the values and cognitively apply the corresponding societally prescribed rules of conduct, but who will also affectively internalize these same values and norms of human group behavior as his or her own. This traditional societal mechanism aspires to create

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19 Inkeles, op. cit., p. 102.
20 Lippitt, op. cit., pp. 338-351.
21 Maccoby, op. cit., p. 230.
in each individual a cultural concept of monisticness; that is, converting individual or group differences to group pattern similarity to achieve essential societal goals with minimal disruption of prevailing normative standards.

Relative to the child's Stage II socialization process, the United States has traditionally been a monistically-patterned society. Therefore, to the extent that a child has been socialized by his parents and other Stage I influences to conform toward the majority societally approved standards of human development expectations, the child will generally experience insignificant socialization conflict in terms of immediate-child and ultimate-adult socialization impediments upon entry into the Stage II formal socialization setting - parental setting relationship. This is due to the child consistently rehearsing roles and social situations known to him, considered socially and individually desirable by the child and the greater society, and which prepare him for entry into those stages characterizing him in his next stage of development. Those instances of Stage I - Stage II conflict will generally be based upon individual differences toward the socialization process and will not be representative of the majority group concept of the social-

\[22\text{Inkeles, op. cit.}, p. 102.\]
The difference manifested in the socialization process causing conflict, then, is not culturally-based, but individually-based within a common majority culture.

Relative to the child's Stage I socialization process, the United States has been defined as a pluralistic society composed of majority - minority group relationships, where institutional norms experience a high degree of variance. Therefore, to the extent that a child has been socialized by his parents and other Stage I influences to conform toward the minority societally-approved standards of human development expectations, the child may generally experience significant socialization conflict in terms of immediate-child and ultimate-adult socialization impediments upon entry into the Stage II formal socialization setting - parental setting relationship. The socialization process difference, manifested by the minority child's actual behavior in contradistinction to majority expected behavior within a set of majority institutional instances is, therefore, culturally-based.

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Statement of the Problem

The purpose of this study is twofold: (1) to determine the extent to which selected formal socialization setting counselors in Santa Clara County can identify cultural differences and similarities in Spanish Surname/Spanish language school-age children, and (2) to identify the socialization models to which the selected counselors adhere as socialization agents relative to counseling experiences with Spanish Surname/Spanish Language children.

Importance of the Study

To the extent that the majority culture's socially-expected behavior patterns within the majority Stage II socialization process are in contradistinction to, or critically subordinate to, the Spanish Surname/Spanish Language minority culture's socially-expected behavior patterns as experienced by the child during the minority Stage I socialization process, the child may experience conflict upon entry into the majority Stage II socialization setting. The conflict may be both in terms of immediate-child and ultimate-adult socialization impediments and thereby restrict self-realization and self-direction, as well as enculturation and socialization.

Delimitations

This investigation was limited to 21 male and female formal socialization setting counselors during the academic
year 1974-75 located within Santa Clara County. Each counselor was personally contacted and requested to voluntarily respond to the question items presented in the C.P.S.M.Q.

The study was further limited to only the criteria generated by the C.P.S.M.Q. instrument and by the categorization of the six defined socialization models as related to question items 1-22 and 23-25, the latter serving primarily as counselor-identification mechanisms related to Spanish Surname/Spanish Language cultural stereotypes.

The generalizations from this study apply only to the voluntary respondents for the academic year 1974-75.

For the purposes of this study only, pluralism is accorded a dyadic cultural function. However, recognition is given to the multi-cultural nature of American society.

Definition of Terms

Counselor Preference of Socialization Models Questionnaire (C.P.S.M.Q.) -- Denotes the instrument questionnaire of 25 items used to generate the criteria and data for this study.

Pluralistic Socialization Model (P)--In this study, the term denotes a formal socialization setting generally characterized by a functional relationship made possible by socialization agents' recognition and maintenance of (1) differentiation between and (2) integration of the particular minority group's language, norms, values, and other related
cultural attributes with the majority group's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a particular socialization agent, as a means to assisting Spanish Surname/Spanish language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P.S.M.Q. responses to items 1, 2, 3, 7, 12, 15, 23, 24 and 25, in selected degrees of agreement or disagreement.

Traditional Monistic/Majority Culture Model (TML)-- In this study, the term denotes a formal socialization setting generally characterized by the socialization agents' recognition and maintenance of the majority group's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a particular socialization agent, as a means to assisting Spanish Surname/Spanish Language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P.S.M.Q. responses to items 1, 12, 13, 15, 16, 18, 23, 24, and 25, in selected degrees of agreement or disagreement.
Traditional Monistic/Minority Culture Model (TM2)--

In this study, the term denotes a formal socialization setting generally characterized by socialization agents' recognition and maintenance of the minority culture's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a particular socialization agent, as a means to assisting Spanish Surname/Spanish Language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P.S.M.Q. responses to items 4, 6, 10, 15, and 19, in selected degrees of agreement or disagreement.

Transfer-Monistic/Majority Culture Model (TrsfM1)--

In this study, the term denotes a formal socialization setting generally characterized by socialization agents' recognition and terminal maintenance (3 years or less) of the minority group's language, norms, values, and other related cultural attributes to serve as a mechanism for transferring the child from the minority group's language, norms, values, and other related cultural attributes to the majority group's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a
particular socialization agent, as a means to assisting Spanish Surname/Spanish Language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P. S.M.Q. responses to items 2, 9, 14, and 17 in selected degrees of agreement or disagreement.

Transfer-Monistic/Minority Culture Model (TrsfM2)--In this study, the term denotes a formal socialization setting generally characterized by socialization agents' recognition and maintenance of the majority group's language, norms, values, and other related cultural attributes to serve as a mechanism for transferring the child from the majority group's language, norms, values, and other related cultural attributes to the minority group's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a particular socialization agent, as a means to assisting Spanish Surname/Spanish Language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P.S.M.Q. responses to items 8, 11, and 21 in selected degrees of agreement or disagreement.
Dual Monistic (DM)--In this study, the term denotes a formal socialization setting generally characterized by socialization agents' recognition and maintenance of a general Standard Spanish-language variety (external to generally perceived minority group Spanish Language variety), general norm and value varieties (external to generally perceived minority group's norms and values), and other general cultural attributes (external to generally perceived minority group's related cultural attributes), in conjunction with majority group's language, norms, values, and other related cultural attributes within a specific spatio-temporal instant involving a Spanish Surname/Spanish Language student and a particular socialization agent, as a means to assisting Spanish Surname/Spanish Language students in the processes of (1) self-realization and self-direction, and (2) enculturation and socialization. A counselor's identified preference for this model was a function of his or her C.P.S.M.Q. responses to items 5, 20, and 22 in selected degrees of agreement or disagreement.

Spanish surnamed/Spanish Language Student -- The term denotes persons attending formal socialization setting institutions during the school year 1974-75 and who are Mexican, Central American, Puerto Rican, Latin American, Spanish American, Mexican American, and Chicano. "Spanish
surname/ Spanish Language" will be used to identify these students.

Research Questions

When participating in a counseling situation with a child socialized under minority-Stage I socialization process conditions and presently acting under majority - Stage II socialization setting conditions:

(1) is the counselor aware of possible culturally-based socialization process differences and similarities which may be significant in assisting the child in the process of (a) self-realization and self-direction, and (b) enculturation and socialization?

(2) Assuming that the counselor were to identify culturally-based differences and similarities, toward which socialization model does the counselor adhere: Pluralistic, Traditional Monistic 1 or 2, Transfer-Monistic 1 or 2 or Dual Monistic?

A third question extending beyond the scope of this particular study concerns the counselor's awareness of his or her responsibility of culturally sensitizing and integrating the immediate formal socialization setting staff-group relative to the possibly culturally-based socialization differences and similarities.
Hypotheses

$H_1$ There is no significant difference between counselors' pooled-group mean preference for one socialization model or combination of such models and their mean preference for the remaining socialization model(s) presented, as revealed by items 1-25 of the C.P.S.M.Q. and measured by One-way Analysis of Variance at the .05 level of significance.

$H_2$ There is no significant difference between Spanish Surnamed/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Pluralistic Formal Socialization Model, as revealed by items 1, 2, 3, 7, 12, 15, 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "$t$" at the .05 level of significance.

$H_3$ There is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Traditional Monistic/Majority Culture Formal Socialization Model, as revealed by items 1, 12, 13, 15, 16, 18, 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "$t$" at the .05 level of significance.
H₄ There is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Traditional Monistic/Minority Culture Formal Socialization Model, as revealed by items 4, 6, 10, 15, and 19 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

H₅ There is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Transference-Monistic/Majority Culture Formal Socialization Model, as revealed by items 2, 9, 14, and 17 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

H₆ There is no significant difference between Spanish Surname/Spanish Language counselor's mean group preference and Anglo American counselors' mean group preference for a Transfer-Monistic/Minority Culture Formal Socialization Model, as revealed by items 8, 11, and 21 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

H₇ There is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Dual Monistic Formal Socialization Model, as
revealed by items 5, 20, and 22 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

$H_8$ There is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference for Cultural Stereotypes regarding Spanish Surname/Spanish Language students, as revealed by items 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.
CHAPTER II

REVIEW OF RELATED LITERATURE

The theme expressed in many professional educational and psychological publications concerning the need to improve counselor-minority group client relationships, especially in the schools, is only recent, and generally reflects the failure of urban school guidance programs to adapt themselves to the "increasing severe needs of urban students." Prior to this, counseling had focused more on the needs of the middle-class student.

Generally speaking, publications addressing counselor-client relationships involving Spanish Surname/Spanish Language children in the United States are scarce, and related research even more so. Vontress (1967, 1970), Smith (1967), Irvine (1968), and Bancroft (1967), as Linberg and Wrenn (1972) point out, have examined various Anglo-American counselor difficulties emanating from majority-culture

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counselor and minority-culture client relationships.\textsuperscript{27} Although difficulties have been examined in terms of racism and elitism,\textsuperscript{28} current writings reviewed generally stress cultural bias and ignorance, as well as counselor conflict generated by the dual professional responsibility of assisting the minority-culture individual under constraints of the majority-culture school's institutional policies and practices.\textsuperscript{29}

These difficulties, and the subsequent failure to resolve them, generally have been seen by counselors and educators as emanating from the child's so-called cultural deprivation. Consequently, Carter states that due to the conflicting familial and neighborhood socialization practices experienced by the minority-culture child in his pre-school years, the child, upon entering school, must be changed to fit the values of the school, as these are reflected in the socialization process, rather than having the institution and its personnel adapt their collective

\begin{itemize}
  \item \textsuperscript{28}Tolson, Henrietta. "Counseling the Disadvantaged," \textit{TPAGJ}, Vol. 50, No. 9, May, 1972, pp. 735-736.
  \item \textsuperscript{29}Armor, David J. \textit{The American School Counselor}. New York: Russell Sage Foundation, 1969, pp. 46-47.
\end{itemize}
values to the cultural needs of the child. For the educational institution or its personnel to engage in value adaptation would conflict with the majority-culture educational goal of teaching a common language, behavior pattern(s), political faith, national faith, and dominant culture. Therefore, for the counselor educated and trained in counseling programs and techniques reflecting client adjustment to majority-culture middle-class values, difficulties would well arise given the culturally-different backgrounds of the parties involved. This situation of cultural conflict due to cultural differences may occur even if the counselor shares the same racial, ethnic, or socioeconomic background of the minority client if the former attempt to apply institutionally learned theories and techniques.

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31 Ogletree, op. cit., p. 122.


33 Ibid.
Essentially, then, the difficulties which the counselor and his colleagues have experienced relative to Spanish surname/Spanish Language minorities have been generally viewed as related to socialization conflict resulting from cultural differences.

In reference to the role of socialization in cultures, Clausen (1968, pages 4-5) states that socialization, in its societal sense, serves as a means to social and cultural continuity. In the generic sense, it is the process by which "...patternings of social learning are transmitted through child care and training, language and concept of selfhood are attained, and social roles and moral norms are learned."34 As Inkeles (1968, page 83) indicates, there are interdependent and parallel relationships functioning between the individual and his society in order that both entities continue according to expected development patterns. He adds that a society's shared articulated goals are a related function of the value development in the individual to share these goals. Also, according to Inkeles, the societally-regulated choice of means toward the articulated goals are a related function of the individual's ego-development and self-system.35

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34 Clausen, op. cit., pp. 4-5.
35 Inkeles, op. cit. p. 83.
A socialization process, then, generally reflects a specific culture's value orientation and normative means by which to ideally realize the articulated goals. Golightly (1971, page 289) states that a responsibility within the counseling profession is to make rational decisions concerning values, and if the counselor is to perform his individual assistance function unbiasedly, then specific cultural attributes of Spanish surname/Spanish Language minorities in the United States should be examined by the counselor. The attitudes which the counselor has toward the culturally different should also be self-examined.

Literature recently published in counseling journals concerning values is dated by half a century relative to studies of value in philosophical journals. Dated literature on values tends to complicate rather than simplify the task of understanding and applying the value principles of the counselor's profession as stated, for example, in the American Personnel and Guidance Association's Ethical Standards (APGA, 1961) or in Ethical Standards of Psychologists (American Psychological Association, 1953). Confusion

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37 Christensen, op. cit., p. 351.
38 Ibid., p. 353.
39 Golightly, op. cit., p. 290.
as to value principle application is especially the case when interacting with culturally-different clients whose norms and values differ from those of the institution in which the counselor practices. 40

Goodstein (1973, page 64) states that a "direct and open" counseling manner will be the most functional since both the counselor's firmly held values and beliefs, as well as his predictions of societal reaction to the client's actions reflecting different values and beliefs, may be stated. Patterson (1973, page 66) recognizes that the counselor expresses values and influences the value orientation of the client, but inquires as to the specific procedure in counseling for value acceptance, adoption, and transmission. Relating the counselor value dilemma to the school setting, Thomas (1973, page 7) indicates that increased minority group awareness, identity and pride serve as means to understand and reject the school's (i.e., middle class) values.

Littlefield (1974, pages 133-136) observed differences in self-disclosure among selected male and female Black, white and Mexican American students and found that, when sexes were pooled, Mexican American males reported the least total disclosure, while the white group reported the greatest amount. Difference between the Mexican American males and

40 Ibid.
females observed concerned their relative amount of self-disclosure. Relative to all samples (White, Black, Mexican American) observed, the Mexican American males reported the least amount of self-disclosure, while the Mexican American females reported the highest amount of disclosure. Panyard (1973, page 66) states that self-disclosure responses allow quantification relative to the amount of personal information an individual has shared with another.

Moerk (1974, pages 294-297) carried out two cross-sectional comparative studies based upon observation of educational and vocational aspirations of selected Mexican American, Black, and Anglo male and female adolescents. He found that significant differences had occurred in the educational and vocational aspirations of the minority groups studied in 1970 relative to those studied in 1967. Also, when Black, Mexican American, and Anglo males were pooled, no significant difference in either aspiration was reported. Again, the Mexican American female sample observed in 1967 reported higher occupational aspirations than Mexican American males, and were nearly identical in occupational aspiration to the other two female groups observed. In 1974, the Mexican American female sample reported educational aspirations "a good deal higher" than in 1967.  

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employing terminology defined by R. B. Cattell, attributes these significant changes in Mexican American (and Black) educational and vocational aspirations to the epogenic influences, or environmental influences which "derive from particular historical events of a given life time or epoch" experienced by various cultures within American society during recent years.  

Regarding counselor attitudes toward client characteristics, Crowl and Mac Ginitie (1970) reported evaluation variance attributable to race among teacher ratings of tape responses by Black and Anglo males. However, studies by Dietz and Rurkey (1969), Roeber (1970), and Vail (1970) reported that the race factor failed to influence systematically client assessments by professionals. Finally, Bryson and Cody (1970, page 495), stating that research relative to the effects of race on the counselor-client relationship was "meager," reported that results of their study indicated a positive relationship between client and counselor. Accordingly, the counselors who were Black had

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42 Ibid.
44 Ibid.
a better understanding of Black clients, while the counselors who were Anglo had a better understanding of White clients. 46

A study involving school counselors carried out by Garfield, Weiss and Pollack (1973, pages 166-167) supported findings of previous studies (Hollingshead and Redlick, 1958; Haase, 1956; Kee and Temerlin, 1968) identifying social class as a significant influence affecting counselor and related professionals' expectations and behavior toward clients. 47 According to these studies, counselor have become more involved with and have displayed higher expectations of, upper-class students, while manifesting pessimistic expressions (i.e., headshaking) coinciding with their unfavorable expectations of the lower-class child. 48 The predisposition on the part of the counselors to respond to the lower-class child in a consistently unfavorable manner reflects a negative attitude by the counselor.

Counselor-client relationships may conflict due to preferred learning means. Ramirez and Price-Williams (1974, page 212) apply value-criteria to differentiate between

46 Ibid.


48 Ibid., p. 168.
cognitive styles among different cultures. They cite research by Witkin (1967), Berry (1966), Rand (1971), Derskowitz (1971), and Cohen (1969), demonstrating that a child's cognitive style is affected by the cultural values experienced in the socialization practices. Mexican Americans and Blacks are identified as generally characterizing cultural traits common to shared-function (field-dependent) groups, while Anglo Americans generally characterize cultural traits common to formally organized (field-independent) groups.

Cohen (1969) reported field-independent bias in the United States by most educational settings and tests relative to intelligence and achievement used within those settings. Consequently, socialization practices reinforcing cultural values such as respect for authority, close material ties, formal paternal relationships, and family loyalty (all of which generally characterize shared-function groups such as Mexican Americans), may conflict with the formally organized groups with socialization practices reinforcing cultural values such as informal child-adult relationships and early peer group identification (both of


50 Ibid., p. 212.

51 Ibid., p. 218.
which are generally characteristic of the Anglo American majority cultural model.\textsuperscript{52} The probability of cultural conflict in a formal socialization setting decreases as dominant-culture values are increasingly incorporated by the Mexican American field-dependent child.\textsuperscript{53}

Regarding possible consequences of such conflict, Armor (1969, page 108) states that the possibility of conflict may well arise between the client-oriented professional and the normative-oriented institution in the school setting relative to what is best for the client versus what is best for the school.\textsuperscript{54} Banks and Martens (1973, page 457) label counselors as traditionally willing agents and apologists for the school system, who avoid change, and attempt to fit the child to the school's norms, while labeling clients' behavior as "deviant" or "abnormal" if their behavior is inconsistent with the expectation of the school.\textsuperscript{55}

\begin{thebibliography}{1}
\bibitem{52}Ibid., pp. 214-215.
\bibitem{54}Armor, \textit{op. cit.}, p. 108.
\end{thebibliography}
According to Bell (1974, pages 14-15), this general failure of counselor preparation programs to confront the problems generated by normative variations reflecting cultural values or to include relevant courses addressing culturally different actions as representative of a cultural group, serves to impede effective application of counselor theory and methodology. Smith (1974, page 120) adds that such faulty preparation limits minority individuals from appropriate counseling and testing.

Menacker (1974, pages 48-52) writes that reliance upon standardized tests to determine a child's school role is commonplace among lower socioeconomic urban schools; that guidance tests serve a "sorting" function which reinforces majority culture's negative attitude toward the poor and culturally-different; and, that "normality" as reflected in the tests in generally nonexistent and meaningless in urban schools.56 The "sorting" function of guidance tests is recorded by Chandler and Plakos (1969) whose study identified the California state-practice of classifying Spanish-speaking children as Educable Mentally Retarded (EMR) on the basis of student performance on the English-language

56 Menacker, op. cit., pp. 48-52.
version of the Wechsler Intelligence Scale for Children (WISC). They found that of the children who were retested with the same instrument in their native language (Spanish), three-fourths of these children who had been labeled Educable Mentally Retarded had been wrongly labeled. Clements, Duncan and Taylor (1969) reported that effects of test performance and interpretation may be attributable to value and attitudinal differences between the middle-class counselors and their culturally-different clients.

Summary

Literature relative to counselor-client difficulties impeding the former's function of assisting the client in his or her self-realization, self-direction process, as well as his or her enculturation and socialization process, is meager.

However, literature that is available generally emphasizes that counselor-client difficulties stem largely from cultural differences respecting differently perceived norms and values and their actual, as opposed to anticipated,

57 Ibid., pp. 49-50.
58 Ibid., p. 50.
59 Ibid., p. 56.
application in a monistic socialization setting.

Also, generally due to attitudes toward lower socioeconomic classes, ignorance and goal conflict (i.e., school's best interest vs. client's best interest), counselors have been reported as extending different, less positive, less energetic, services to the poor and culturally different.

Literature reviewed stated that stereotypes of Mexican American occupational and vocational aspirations are faulty indicators of reported aspiration levels. Also, significant differences are in evidence between male and female Mexican American occupational and vocational aspirations. Significant differences were also reported relative to male and female Mexican American self-disclosure levels, implying that counselor techniques may vary according to sex as well as culture.

The literature reviewed indicated that specific techniques in counseling would generally be a function of clarifying Spanish surname/Spanish Language minorities' norms and values as they relate to behavior patterns of the individual and group, the groups' general aspirations, their learning preferences, etc.

Finally, the literature reviewed implied that counselors were majority-culture-institution oriented and tended to fit the minority child to the demands of the school.
CHAPTER III

METHODS AND PROCEDURES

In the preceding chapters the particular problem to be considered was stated, hypotheses to be tested were formulated, and the related literature reviewed. This chapter will focus on the methods and procedures used in the planning and design of the study.

The major steps examined are: (1) methodology, (2) description of the instrument, (3) description of the sample, (4) collection of the data, and (5) statistical procedures.

Methodology

Design -- C.P.S.M.Q. Items 1-22 were selected as criteria in categorizing the selected counselor-respondents within six cluster groups:

1. Pluralistic counseling pattern preferences
2. Traditional Monistic/Majority Culture counseling pattern preferences
3. Traditional Monistic/Minority Culture counseling pattern preferences
4. Transfer-Monistic/Majority Culture counseling pattern preferences
5. Transfer-Monistic/Minority Culture counseling pattern preferences
6. Dual Monistic counseling pattern preferences

In this manner, Hypotheses 1-7 could be tested.
C.P.S.M.Q. Items 23-25 were selected as criteria for testing H 8.

C.P.S.M.Q. Items 1, 2, 3, 7, 12, and 15 were selected to isolate pluralistic counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.

Items 1, 12, 13, 15, 16, and 18 were selected to isolate Traditional Monistic/Majority Culture counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.

Items 10, 15, 19, and 21 were selected to isolate Traditional Monistic/Minority Culture counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.

Items 2, 9, 14, and 17 were selected to isolate Transfer-Monistic/Majority Culture counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.

Items 4, 6, 8, and 11 were selected to isolate Transfer-Monistic/Minority Culture counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.

Items 5, 20, and 22 were selected to isolate Dual Monistic counseling patterns within particular counseling situations involving Spanish Surname/ Spanish Language students.
Items 23, 24, and 25 were selected to isolate counselor identification of stereotypes regarding Spanish Surname/Spanish Language students.

Five professionals, who are presently or who have been in the helping professions, volunteered to answer the C.P.S.M.Q. as a preapplication procedure.

Description of Questionnaire

The instrument used for this study was designed by the investigator and termed Counselor Preference for Socialization Models Questionnaire (C.P.S.M.Q.)

The descriptive items for the questionnaire were generated by the investigator and relate six socialization models to counselor-respondents' range of agreement or disagreement with the six models in given hypothetical counseling situations.

Questions Items 1 and 3 relate to a counselor's preference for functioning within the formal and informal domains present in traditional Mexican-American culture.

Question Item 2 relates to a counselor's preference for maintaining the shared function (field dependent) value in traditional Mexican-American culture.

Question Items 4, 6, 8, 10, and 11 relate to counselor's preference for a minority-culture traditional value system in an educational setting.
Question Items 5, 20, and 22 relate to a counselor's preference for maintaining a standard-language/standard-cultural educational model in Spanish and English.

Question Items 7, 12, and 13 relate to a counselor's preference for maintaining familial and interpersonal relationship values found in traditional Mexican-American culture.

Question Items 9, 14, 17, and 24 relate to a counselor's preference for recognizing and utilizing minority-culture characteristics as a means to maintaining traditional majority-culture educational models.

Question Item 15 relates to a counselor's preference for maintaining traditional behavior pattern concepts to reflect a particular culture.

Question Item 16 relates to a counselor's preference for maintaining educational program preparation in isolation from community input (i.e., parents, community agencies, etc.).

Question Item 18 relates to a counselor's preference for maintaining behavior reflecting traditional majority-culture values.

Question Item 19 relates to a counselor's preference for maintaining a minority-culture local community educational model.

Question Item 20 relates to a counselor's preference for utilizing majority-culture characteristics as a means to maintaining minority culture traditional behavior patterns.
Question Item 23 relates to a counselor's preference for maintaining the standard-language use value as an entry level requirement for formal education.

Question Item 25 relates to a counselor's preference for maintaining a stereotyped Spanish Surname/Spanish Language cultural attribute.

Description of the Sample

The sample used for this study consisted of twenty-one (21) formal socialization setting counselors, male and female, within Santa Clara County, who volunteered to respond to the C.P.S.M.Q. The general sample was subdivided into three (3) groups representing samples of the Spanish Surname/Spanish Language counselor population, the Anglo-American counselor population, and the Other Minority Group counselor population.

A partial list of the counselor population within Santa Clara County was obtained from the Counseling Department at San Jose State University as an identification mechanism. In a few cases, counselor-respondents would identify other potential counselor-respondents not identified on the partial list and contact would be made.

Personal contact was made with thirty-five (35) counselors to request their voluntary participation in this study. Twenty-one (21) counselors of the thirty-five contacted volunteered to participate.
The counselor population in Santa-Clara County was selected due to the high concentration of Spanish Surname/Spanish Language students in the County.

Each counselor-respondent identified his or her ethnic background, sex, formal educational attainment, present job function, number of years counseling, and counseling experience with Spanish Surname/Spanish Language students and Anglo American students.

Collection of the Data

Data was collected for the study by means of the Counselor Preference for Socialization Models Questionnaire (C.P.S.M.Q.).

The investigator administered the instrument, scored the instrument, and tabulated the resulting data. The instrument was administered during the period May-June, 1975, in accordance with the scheduling limitations of each counselor-respondent.

The following statistical procedures were applied to determine if a significant difference occurred between the means of one sample population (Spanish Surname/Spanish Language) and the means of a second sample population for six socialization models.

A third group entitled "All Other Minority Groups," although originally scheduled for analysis, was eliminated from this particular study since counselor-respondents in
this sample population only totalled three (3).

The eight research hypotheses were stated as null hypotheses due to the statistical limitations enabling determination of probabilities from one sample population of means scores, but not two.

Statistical Procedure

Since properties of the normal curve such as symmetry, mean-model-medium exactness and standard deviation, cannot be used in deciding to reject or accept null hypotheses from small samples, values, termed "t" values, which reflect the flatter distribution must be utilized. These values have been computed to provide \( P = .05 \) and \( P = .01 \) values for samples of any given size through the application of the particular Student's Distribution of "t" formula and "t" table.

The particular "t" formula employed relates to independent means, that is, the researcher assumes the data to be uncorrelated as matched pairs were not involved. Also, since the standard errors could not be obtained from the population parameters, and the sample consisted of less than 20 respondents, the assumption of homogeneity of variance was made. Therefore, given the stated conditions, the particular "t" test employed to determine significant differences between two means is defined as:
\[
\frac{(\bar{X} - \bar{Y})}{\sqrt{\frac{\sum X^2 + \sum Y^2}{(n_x - 1) + (n_y - 1)}} \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}
\]

\(\bar{X}\) = the mean of the Spanish Surname/Spanish Language sample

\(\bar{Y}\) = the mean of the Anglo American sample

\(\chi^2\) = the square of the standard deviation of the Spanish Surname/Spanish Language sample

\(\gamma^2\) = the square of the standard deviation of the Anglo American sample

\(n_x\) = the total number of respondents within the Spanish Surname/Spanish Language sample

\(n_y\) = the total number of respondents within the Anglo American sample

To test the null hypotheses at the .05 level of significance, the values of Student's Distribution of "t" for the samples used in this study were 2.120 \(d_f = 16\) and 1.984 \(d_f = 102\).

The advantages of using Student's Distribution of "t" is evident when comparing two means for significant difference. However, when multiple means comparisons are also involved (as in the case of this study), then the investigator has to employ a more satisfactory statistical approach. Since subgroups were selected independently, the One Way Analysis of Variance techniques were employed.
Specifically, the application of Within-Groups and Among-Groups Variance Estimates were utilized, since they, as does the particular variation of Student's Distribution of "t", assume homogeneity of variance. The Within-Groups Variance Estimate is defined as:

\[
S_W^2 = \frac{\sum (X_D - \bar{X}_D)^2 + \sum (X_E - \bar{X}_E)^2 + \ldots}{(N_D-1) + (N_E-1) + \ldots}
\]

Where:

- \(X_D\) represents a particular score within subgroup D, and so on for each subgroup (i.e., \(X_E\), etc.).
- \(\bar{X}_D\) represents the mean of subgroup D, and so on for each subgroup (i.e., \(\bar{X}_E\), etc.).
- \(N_D\) represents the number of respondents in subgroup D, and so on for each subgroup of respondents (i.e., \(N_E\), etc.).

Given the equality of subgroup size, the formula for Among-Groups Variance Estimate is defined as:

\[
S_A^2 = n \left[ \sum \frac{(\bar{X} - \bar{X})^2}{K-1} \right]
\]

Where:

- \(\bar{X}\) represents the mean of each particular subgroup
- \(\bar{X}\) represents the mean of the total distribution of scores
- \(K\) represents the total number of subgroups
- \(n\) represents the total number of scores within each subgroup
Difference effect may be reflected in the comparative size of each variance estimate. Thus, if $S_A^2$ is larger than $S_W^2$, a difference among the groups is being reflected.

In order to compare the two variance estimates defined above, the following F ratio was applied:

$$F = \frac{S_1^2}{S_2^2}$$

where:

- $S_1^2$ represents $S_A^2$
- $S_2^2$ represents $S_W^2$

To the extent that $S_A^2$ equal $S_W^2$, the null hypothesis would normally be sustained. If $S_A^2$ is larger than $S_W^2$, a difference effect will be observed which may possibly fail to substantiate the null hypothesis when F calculated is compared with F tabled.

To test the null hypothesis at the .05 and .01 level of significance, the values of the F-ratio for the samples used in this study were 1.69 and 2.13 respectively.
CHAPTER IV

ANALYSES OF THE DATA

This chapter presents the results of the study and is reported in terms of analyses designed to test each of the eight null hypothesis. The analyses of data collected consisted of the following procedure: (1) tabulation of raw data, (2) restatement of the hypotheses, (3) tabular and statistical analysis, and (4) descriptive analysis.

The data were first quantified and then recorded on a master data sheet (See Appendix A) in order to facilitate computer programming and processing of data, which was a selected method of statistical analysis. Given the relatively small size of the total sample (21), statistical analysis was also carried out by the use of a hand calculator.

A summary of the results for each of the following hypotheses is presented in a set of tables to facilitate reading of the data, as well as a descriptive text of the analysis of the data for each hypothesis.

Null-Hypothesis 1 -- there is no significant difference between counselors' pooled-group mean preference for one socialization model or combination of such models and their mean preference for the remaining socialization model(s) presented, as revealed by items 1-25 of the C.P.S.M.Q. and measured by One-way Analysis of Variance at the .05 level of significance.

44
Results of the first hypothesis tested are presented in Table 1. The hypothesis was rejected at the .05 level of significance.

Table 1. Partition of Sums of Squares, Degrees of Freedom, Variance Estimates, and F Ratio for Measuring the Significance of Difference Between and Among the Mean Scores of Pooled Counselors Preference for Socialization Models P, TM1, TM2, TRSFM1, TRSFm2, DM, (N=18)

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>$S^2$</th>
<th>F RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within Groups</td>
<td>102</td>
<td>129.98</td>
<td>1.27</td>
<td>4.70</td>
</tr>
<tr>
<td>Among Groups</td>
<td>30</td>
<td>1.66</td>
<td>5.97</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>132</td>
<td>131.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparison by means of the F ratio of the Within-Groups and Among Groups variance estimates' distribution characteristics reflected probability of preference effect at the .05 and .01 levels of significance. Thus, the assumption of overall equality of subgroup means in terms of no significant difference was not substantiated.

Pooled counselor mean preference between Socialization Models P, TM2, TRSFM2 and Socialization models TM1, TRSFm1, DM reflected a significant difference at the .05 level of significance. Results of the comparative mean preferences for groups of socialization models
are presented in terms of means, standard deviations, degrees of freedom, and $t$ calculated in Table 2.

Table 2. Means, Standard Deviations, Degrees of Freedom, and $t$ calculated for Measuring Pooled Counselor Mean Preferences Between Socialization Models $P$, $TM_2$, $TRSFM_2$ and Socialization Models $TM_1$, $TRSFM_1$, $DM$ ($N = 18$)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>df</th>
<th>$t$ calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialization Models, $PTM_2$, $TRSFM_2$</td>
<td>5.11</td>
<td>1.01</td>
<td>51</td>
<td>26.87</td>
</tr>
<tr>
<td>Socialization Models $TM$, $TRSFM$, $DM$.</td>
<td>4.26</td>
<td>1.32</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

Pooled counselor mean preference for Socialization Models $P$, $TM_2$, $TRSFM_2$, $TRSFM_1$, reflected no significant difference at the .05 level of significance. Results of the pooled mean preferences for the four socialization models in terms of squares, degrees of freedom, variance estimates, and $F$ ratio are presented in Table 3.

Table 3. Partition of Sums of Squares, Degrees of Freedom, Variance Estimates, and $F$ Ratio for Measuring the Significance of Difference Between and Among the Mean Scores of Pooled Counselors Preferences for Socialization Models $P$, $TM_2$, $TRSFM_2$, $TRSFM$, ($N=18$)
Pooled counselor mean preference for socialization models P, TM2, TRSFIM2, DM reflected no significant difference at the .01 level of significance. A significant difference was reflected at the .05 level of significance. Results of the pooled mean preferences for the four socialization models in terms of sums of squares, degrees of freedom, variance estimates, and F ratio are presented in Table 4.

Table 4. Partition of Sums of Squares, Degrees of Freedom, Variance Estimates, and F Ratio for Measuring the Significance of Difference Between and Among the Mean Scores of Pooled Counselors Preferences for Socialization Models P, TM2, TRSFIM2, DM. (N=18)
Pooled counselor mean preference for socialization models P, TM2, TRSF M2, TRSF M, TM, reflected a significant difference at the .05 level of significance. Results of the pooled mean preferences for the five socialization models in terms of sums of squares, degrees of freedom, variance estimates, and F ratio are presented in Table 5.

Table 5. Partition of Sums of Squares, Degrees of Freedom, Variance Estimates, and F Ratio for Measuring the Significance of Differences Between and Among the Mean Scores of Pooled Counselor Preferences for Socialization Models P, TM2, TRSF M2, TRSF M1, TM1, (N=18)

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>S2</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within Groups</td>
<td>85</td>
<td>80.91</td>
<td>.95</td>
<td></td>
</tr>
<tr>
<td>Among Groups</td>
<td>16</td>
<td>1.865</td>
<td>7.02</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>101</td>
<td>82.775</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Null Hypothesis 2 -- there is no significant difference between Spanish Surnamed/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Pluralistic Formal Socialization Model, as revealed by items 1, 2, 3, 7, 12, 15, 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.
Null Hypothesis 2 was not rejected at the .01 level of significance. Means, standard deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 2 are shown in Table 6. The Spanish Surname/Spanish Language counselor group mean score reflecting the degree of preference for the Pluralistic Formal Socialization Model was 5.04 with a standard deviation of 4.51, while the Anglo American counselor mean score reflecting the degree of preference for the same model was 4.81 with a standard deviation of 9.88. Thus, the Student's Distribution of t value relative to comparative mean preference for a Pluralistic Formal Socialization Model by Spanish Surname/Spanish Language counselors-respondents and Anglo-American counselor-respondents was .51, which indicates no significant difference between the two groups' means.

Table 6. Means, Standard Deviations, Degrees of Freedom, and t calculated for Measuring Counselor Preference for a Pluralistic Formal Socialization Model Between Ethnically Different Counselors (N=18)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>df</th>
<th>t calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Surname/Spanish Language</td>
<td>5.04</td>
<td>4.51</td>
<td>8</td>
<td>.51</td>
</tr>
<tr>
<td>Anglo American</td>
<td>4.81</td>
<td>9.88</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Null Hypothesis 3 -- there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Traditional Monistic/Majority Culture Formal Socialization Model, as revealed by items 1, 12, 13, 15, 16, 18, 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

Null Hypothesis 3 was not rejected at the .01 level of significance. Means, standard deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 3 are shown in Table 7. The Spanish Surname/Spanish Language Counselor group mean score reflecting the degree of preference for the Traditional Monistic/Majority Culture Formal Socialization Model was 3.75 with a standard deviation of .76, while the Angle American counselor mean score reflecting the degree of preference for the same model was 3.73 with a standard deviation of 1.07. Thus, the Student's Distribution of t value relative to comparative mean preference for a Traditional Monistic/Majority Culture Formal Socialization model by Spanish Surname/Spanish Language counselor-respondents and Anglo American counselor-respondents was .01, indicating no significant difference between the two groups' means.
Table 7. Means, Standard Deviations, Degrees of Freedom, and \( t \) calculated for Measuring Counselor Preference for a Traditional Monistic/Majority Culture Formal Socialization Model between Ethnically Different Counselors (N=18).

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>( d_f )</th>
<th>( t ) calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Surname/Spanish Language</td>
<td>3.75</td>
<td>.76</td>
<td>8</td>
<td>.01</td>
</tr>
<tr>
<td>Anglo American</td>
<td>3.73</td>
<td>1.07</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Null Hypothesis 4 -- there is no significant difference between Spanish Surname/Spanish Language counselors mean group preference and Anglo American counselors' mean group preference for a Traditional Monistic/Minority Culture Formal Socialization Model, as revealed by items 4, 6, 10, 15, and 19 of the C.P.S.M.Q. and measured by Student's Distribution of "\( t \)" at the .05 level of significance.

Null Hypothesis 4 was not rejected at the .01 level of significance. Means, standard deviations, degrees of freedom, and the \( t \) distribution value from testing Null Hypothesis 4 are shown in Table 8. The Spanish Surname/Spanish Language counselor mean score reflecting the degree of preference for the Traditional Monistic/Minority Culture Formal Socialization Model was 5.33 with a standard deviation of .92, while the Anglo American counselor mean score
reflecting the degree of preference for the same model was 4.73 with a standard deviation of 1.06. Thus, the Student's Distribution of t value relative to comparative mean preference for a Traditional Monistic/Minority Culture Formal Socialization Model by Spanish Surname/Spanish Language counselor respondents and Anglo American counselor respondents was 1.2, which indicates no significant difference between the two groups' means.

Table 8. Means, standard deviations, degrees of freedom, and t calculated for measuring counselor preference for a Traditional Monistic Minority Culture Formal Socialization Model between ethnically different counselors. (N-18)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>df</th>
<th>t calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Surname/Spanish Language</td>
<td>5.33</td>
<td>.92</td>
<td>8</td>
<td>1.2</td>
</tr>
<tr>
<td>Anglo American</td>
<td>4.73</td>
<td>1.06</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Null Hypothesis 5 -- there is no significant difference between Spanish/Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Transference-Monistic/Majority Culture Formal Socialization Model, as revealed by items 2, 9, 14, and 17 of the C.P.S.M.Q. and measured by Student's Distribu-
tion of "t" at the .05 level of significance.

Null Hypothesis 5 was not rejected at the .01 level of significance. Means, standard deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 5 are shown in Table 9. The Spanish Surname/Spanish Language counselor mean score reflecting the degree of preference for the Transfer-Monistic/Majority Culture Formal Socialization Model was 4.64 with a standard deviation of 1.07, while the Anglo American counselor mean score reflecting the degree of preference for the same model was 4.78 with a standard deviation of .79. Thus, the Student's Distribution of t value relative to comparative mean preference for a Transfer Monistic/Majority Culture Formal Socialization Model by Spanish Surname/Spanish Language counselor-respondents and Anglo American counselor-respondents was .30, indicating no significant difference between the two groups' means.

Table 9. Means, standard deviations, degrees of freedom and t calculated for measuring counselor preference for a Transfer Monistic/Majority Culture Formal Socialization Model between ethnically-different counselors. (N-18)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>d_f</th>
<th>t calculated</th>
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<td>Anglo American</td>
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<td>.30</td>
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Null Hypothesis 6 -- there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Transfer-Monistic/Minority Culture Formal Socialization Model, as revealed by items 8, 11, and 21 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

Null Hypothesis 6 was rejected at the .05 level of significance. Means, standard deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 6 are shown in Table 10. The Spanish Surname/Spanish Language counselor mean score reflecting the degree of preference for the Transfer Monistic/Minority Culture Formal Socialization Model was 5.19 with a standard deviation of .355, while the Anglo American counselor mean score reflecting the degree of preference for the same model was 5.52 with a standard deviation of 1.29. Thus, the Student's Distribution of t value relative to comparative mean preference for a Transfer-Monistic/Minority Culture Formal Socialization Model by Spanish Surname/Spanish Language counselor respondents and Anglo American counselor respondents was 2.34, indicating a significant difference between the two groups' means.
Table 10. Means, Standard Deviations, Degrees of Freedom, and t calculated for Measuring Counselor Preference for a Transfer-Monistic/Minority Culture Formal Socialization Model between ethnically-different Counselors (N=18)

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<th>t calculated</th>
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<td>.355</td>
<td>8</td>
<td>2.34</td>
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<td>Anglo American</td>
<td>5.52</td>
<td>1.29</td>
<td>8</td>
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Null Hypothesis 7 -- there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Dual Monistic Formal Socialization Model, as revealed by items 5, 20, and 22 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

Null Hypothesis 7 was not rejected at the .01 level of significance. Means, standard deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 7 are shown in Table 11. The Spanish Surname/Spanish Language counselor mean score reflecting the degree of preference for the Dual Monistic Formal Socialization Model was 3.85 with a standard deviation of 1.62, while the Anglo American counselor mean score reflecting the degree
of preference for the same model was 4.78 with a standard deviation of 1.55. Thus, the Student's Distribution of t value relative to comparative mean preference for a Dual Monistic Formal Socialization Model was 3.85 with a standard deviation of 1.62, while the Anglo American counselor mean score reflecting the degree of preference for the same model was 4.78 with a standard deviation of 1.55. Thus, the Student's Distribution of t value relative to comparative mean preference for a Dual Monistic Formal Socialization Model by Spanish Surname/Spanish Language counselor-respondents and Anglo American counselor-respondents was 1.17, which indicates no significant difference between the two groups' means.

Table 11. Means, Standard Deviations, Degrees of Freedom, and t calculated for Measuring Counselor Preference for a Dual Monistic Formal Socialization Model Between Ethnically-different Counselors (N=18)

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Null Hypothesis 8 -- there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for Cultural Stereotypes regarding Spanish Surname/Spanish Language students, as revealed by items 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

Null Hypothesis 8 was not rejected at the .01 level of significance. Means, standards deviations, degrees of freedom, and the t distribution value from testing Null Hypothesis 8 are shown in Table 12. The Spanish Surname/Spanish Language counselor mean score reflecting the degree of preference for the cultural stereotypes regarding Spanish Surname/Spanish Language students was 3.30 with a standard deviation of 3.09, while the Anglo American counselor mean score reflecting the degree of preference for the same cultural stereotypes was 3.15 with a standard deviation of 5.71. Thus, the Student's Distribution of t value relative to comparative preference for cultural stereotypes regarding Spanish Surname/Spanish Language students by Spanish Surname/Spanish Language counselor-respondents was .43, indicating no significant difference between the two groups' means.
Table 12. Means, Standard Deviations, Degrees of Freedom, and \( t \) calculated for Measuring Counselor Preference for Cultural Stereotypes regarding Spanish Surname/Spanish Language Students Between Ethnically-different Counselors.

<table>
<thead>
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<th>Subgroup</th>
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<th>Standard Deviation</th>
<th>( d_f )</th>
<th>( t ) calculated</th>
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<td>3.15</td>
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CHAPTER V

DISCUSSION

As previously stated in Chapter 1, the purpose of this study was two-fold: (1) to determine the extent to which selected formal socialization setting counselors in Santa Clara County voluntarily could identify cultural differences and similarities in Spanish Surname/Spanish Language students, and (2) to identify the socialization models which the selected counselors prefer relative to counseling experiences with Spanish Surname/Spanish Language students.

Although the review of related literature pointed out that publications and research addressing counselor-client relationship involving Spanish Surname/Spanish Language students in the United States are scarce, the problem which counselors have reportedly encountered generally stem from socialization conflict resulting from cultural differences.

Two questions were isolated that address this culture-conflict situation. The first concerned the ability of a counselor to perceive that different children in the same formal Majority-Culture socialization setting (i.e., Stage II) may have entered it with norm and value patterns indicative of a prior socialization setting which may or may not conflict with the formal setting's expectation of student
behavior. The second concerned the ability of a counselor to identify the collection of norms and values under which he or she operates as reflecting a particular preference which may or may not: (a) reflect the enculturation and socialization expectations of the particular culture and/or socialization setting and, (b) assist the Spanish Surname/Spanish Language client in the processes of (1) self-direction and self-realization and (2) enculturation and socialization.

The methods by which to empirically address these questions resulted in the design of a related questionnaire (See Appendix B), coded to reflect socialization model preference, as well as the formulation of eight null hypotheses and application of three statistical methods presented and rationalized in Chapters I, II, and III, of this study.

Findings and Interpretation

On the basis of the results of Null Hypothesis 1, there is statistical evidence at the .05 level of significance that a significant difference exists between pooled counselor socialization model preference for one socialization model or combination of models and pooled counselor preference for the remaining socialization model(s).

Thus, pooled counselor preference for the six socialization models is not uniform since the counselors
indicated a stronger pooled preference for one or more of the models than for the remaining model(s).

The statistical procedure adopted does not allow identification of the model or models significantly different in terms of preference by the counselors. However, the relative level of agreement regarding general socialization model preference is nearly uniform. This near-uniformity of general degree of preference for the socialization models is supported by the failure to reject Null Hypotheses 2, 3, 4, 5, and 7, indicating equality of preference between the Spanish Surname/Spanish Language and Anglo American Counselor subgroups.

General uniformity relative to degree of preference among counselors, independent of ethnic identity, for the six socialization models presented was further supported by comparison of two sets of three multiple means scores indicative of pooled counselor preference. Thus, through application of analysis-of-variance techniques relative to Socialization Models P, TM2, and TFM2, no significant difference was revealed between the three means (See Appendix C). That is, all three means tended toward a definite attitude of agreement with each of the three socialization models presented.

Application of analysis of variance techniques relative to Socialization Models TM1, TRSFMI, and DM revealed a significant difference between the three means (See
Appendix D), that is, the three means did not tend toward a common definite attitude of disagreement with each of the three socialization models presented. However, further analysis of variance (See Table 3) revealed no significant difference between Socialization Models P, TM2, TRSFM2, TRSFM1. Thus, counselor-respondents tended towards a definite attitude of agreement regarding four of the six socialization models presented.

Application of analysis of variance techniques relative to the Socialization Models P, TM2, TRSFM2, TRSFM, TM, revealed a significant difference between the means, indicating that Socialization Model TM2 does not reflect a pooled counselor attitude of agreement as do the remaining four socialization models (See Table 5).

Application of analysis of variance techniques relative to Socialization Models P, TM2, TRSFM2, TRSFM1, DM revealed no significant difference at the .05 and .01 levels of significance.

In summary, Spanish Surname/Spanish Language counselor respondents and Anglo American counselor respondents revealed no significant differences relative to their degrees of preferences for five of the six socialization models presented. Generally speaking, counselor-respondent preferences reflected a definite preference in terms of agreement
with the five socialization models.

The exception occurred in Socialization Model TRSFM2, where Anglo American counselors' responses reflected a definite preference toward agreement, while the Spanish Surname/Spanish Language counselors' responses reflected an indefinite preference (i.e., "Don't know").

Spanish Surname/Spanish Language counselor-respondents and Anglo American counselor-respondents revealed no significant differences relative to their degrees of preference for Socialization Model TM1 in terms of disagreement. When Socialization Model TM1 was compared with the pooled mean of Socialization Models P, TM2, TRSFM1, TRSFM2, DM, through application of Student's Distribution of "t". a significant difference was revealed at the .05 level of significance.

Implications

The findings of this study indicate that, generally speaking, Spanish Surname/Spanish Language counselors and Anglo American counselors share similar attitudes in terms of preference for specific socialization models and differ to a significant degree in terms of definite and indefinite preference, rather than opposing attitudes, in a relatively small amount of cases.
One implication is that, generally speaking, Spanish Surname/Spanish Language counselors and Anglo American counselors do not differentiate to a significant degree in terms of functional preference between Socialization Models of Pluralism, Traditional Monism/Minority Culture, Transfer-Monism/Majority Culture, Transfer-Monism/Minority Culture and Dual Monism, as defined in this study, in counseling situations involving Spanish Surname/Spanish Language students.

A second implication is that, generally speaking, Spanish Surname/Spanish Language counselors and Anglo American counselors, to a relatively equal degree, prefer not to agree with the Traditional Monistic/Majority Culture Socialization Model, as defined in this study, when counseling Spanish Surname/Spanish Language students.

Recommendations

Results of the study suggest that socialization model alternatives to the Traditional Monistic/Majority Culture Socialization Model are preferred by counselors in general, regardless of their ethnic identification.

The findings of this study also indicate, however, a need for counselor clarification of the essential elements, relationships, principles, and generalizations relative to each of the six socialization models in order that clear,
functional and purposeful differentiations be made and utilized. In this manner, cultural conflict between counselor and client, based upon a lack of differentiating between distinct socialization processes may be reduced and the assistance, relative to the optimal and efficient development of the student, especially in terms of the processes of 1) self-realization and self-direction and 2) enculturation and socialization, may be enhanced.

Given the exploratory nature of this study, the investigator suggests that a related study involving a much larger sample of the counselor population be executed as a means to general refinement of the data presented.
CHAPTER VI

SUMMARY

This study investigated the preferences of formal socialization setting counselors for six socialization models termed Pluralistic, Traditional Monistic/Majority Culture, Traditional Monistic/Minority Culture, Transfer-Monistic/Majority Culture, Transfer-Monistic/Minority Culture, and Dual Monistic. The instrument utilized to measure counselor preference for the six socialization models mentioned was designed by the investigator and termed the Counselor Preference for Socialization Models Questionnaire.

Eight null hypotheses were investigated: (1) there is no significant difference between counselors' pooled-group mean preference for one socialization model or combination of such models and their mean preference for the remaining socialization model(s) presented, as revealed by items 1-25 of the C.P.S.M.Q. and measured by One-way Analysis of Variance at the .05 level of significance, (2) there is no significant difference between Spanish Surnamed/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Pluralistic Formal Socialization Model, as revealed by items 1, 2, 3, 7, 12, 15, 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.
as revealed by items 8, 11, and 21 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance, (7) there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for a Dual Monistic Formal Socialization Model, as revealed by items 5, 20, and 22 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance, (8) there is no significant difference between Spanish Surname/Spanish Language counselors' mean group preference and Anglo American counselors' mean group preference for Cultural Stereotypes regarding Spanish Surname/Spanish Language students, as revealed by items 23, 24, and 25 of the C.P.S.M.Q. and measured by Student's Distribution of "t" at the .05 level of significance.

A total of 21 counselors within Santa Clara County volunteered to participate in this study. Nine identified themselves as Spanish Surname/Spanish Language (as defined in this study), nine identified themselves as Anglo American, and three identified themselves as belonging to other ethnic groups. Given the small size and unequal sample population distribution, only the two major numerical groups were analyzed in terms of socialization and model preferences.

On the basis of the results there was sufficient evidence to conclude that no significant differences existed
between Spanish Surname/Spanish Language counselors and Anglo American counselors in terms of preferences toward five of the six models. Preferences were significantly different in one model, but interpretation of the analysis considered the difference to be one of definite preference and indefinite preference, rather than opposing definite preferences.

The implication is that counselor identification regarding the essential elements, relationships, principles and generalizations relative to each of the six socialization models is needed in order that clear, functional, and purposeful differentiations be made and utilized. In this manner, cultural conflict between counselor and client based upon the lack of differentiating between distinct socialization processes may be reduced and assistance relative to the optimal and efficient development of the student, especially in terms of the processes of 1) self-realization and self-direction and 2) enculturation and socialization, may be enhanced.

Apple, Joe A. Readings in Educating the Disadvantaged. New York: Selected Academic Readings, 196_.


Ulibarri, Horacio. Teacher Awareness of Socio-Cultural Differences in Multi-Cultural Classrooms. Unpublished Ph.D. dissertation, the University of New Mexico, 1959.

APPENDIX A

MASTER DATA SHEET
## MASTER DATA SHEET

### Socialization Model Preferences

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<th>TM2</th>
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*Data Breakdown Not Available*
APPENDIX B

SEMANTIC DIFFERENTIAL INSTRUMENT TO MEASURE COUNSELOR ATTITUDES TOWARD SIX SOCIALIZATION MODELS IN HYPOTHETICAL COUNSELING SITUATIONS INVOLVING SPANISH SURNAME/SPANISH LANGUAGE STUDENTS
QUESTIONNAIRE

You have been selected as part of a sample of the counselors in Santa Clara County to be interviewed concerning the following questionnaire. Your cooperation is solicited in answering the following questions with complete honesty. The entire questionnaire is anonymous. No counselors' names will be made public at any time, and the information will be kept confidential. Only the compilation of the results will be made public.

Official Position held

Degree(s) held Institution(s)

Number years of counseling experience: In state_____ Out of State____ (including this year)

Have you counseled these groups of students? Anglo Spanish surname/
Spanish Language

How many college hours (approximately) do you have in:

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<th>Field</th>
<th>Hours</th>
</tr>
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Of what ethnic group do you consider yourself a member? Asian American

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<th>Group</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Anglo</td>
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<td>Spanish surname/</td>
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<tr>
<td>Spanish Language</td>
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<th>Group</th>
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<tr>
<td>Black</td>
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<td>Native American</td>
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Age____ Sex____
The questionnaire is scaled from 1 to 7, or "strongly disagree" to "strongly agree."

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Please circle the number which most appropriately indicates your opinion regarding each item. If in doubt, select the answer which is closest to your opinion.
1. According to his counselor, Ramon's counseling sessions had been developing in a positive manner until the subject of a son's love for his parents had been approached. Prior topics dealing with education and occupation had elicited generally smooth responses, but now Ramon was struggling with words and phrases. His counselor believed that perhaps a home-life problem might be the cause.

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2. Teresa worked well in Ms. La Vera's third grade class. However, since most of Teresa's special projects and other tasks had been a product of her being in a group (with Linda and Jeannette), Ms. La Vera thought it wise to have the counselor test Teresa's individual aptitude, skills, and interest levels. Mr. Segal, the counselor, interpreted the results as indicating a rather low self-concept which affected Teresa's individual performance, but which was neutralized in a group-performance situation. Ms. La Vera and Mr. Segal agreed that some counseling sessions would probably be helpful toward improving her self-concept and individual performance, while allowing Teresa to continue in a group-performance situation in order to facilitate her movement from group-dependence to independence.

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3. Mr. Benson had been counseling Luis for some weeks, but still felt that Luis and he had a structured relationship that impeded deep, personal communication of feelings. Mr. Benson knew that he and Luis shared a common interest in photography and felt if he were to invite Luis for an afternoon of shooting, perhaps their relationship could become more open.

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4. Ms. Hernandez had tested 75 Spanish surname/Spanish Language students and found them to reflect primarily a Mexican American value system. On the basis of these findings, the students' lack of command of the English language, and the absence of any bilingual-bicultural program, she began advocating in the school and community. Her goal: an educational program in the native language of the children which reflected their value system.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
5. Beatriz Villegas, one of the eight district counselors, felt that the district needed a bilingual (Spanish + English)-bicultural program to serve the needs of the predominantly Spanish surname/Spanish Language student population. She sought and gained approval of the District Superintendent and Board, and began organizing a curriculum committee. Some months later, the committee presented a K - 4 course model structured nearly identically with the best private schools in Mexico. Ms. Villegas reviewed the model and felt that initiating the curriculum content, once teachers who were proficient in standard Spanish were hired, would be of maximum psychological benefit to the young children in the district since they would be participating in a true bilingual-bicultural setting.

6. Lately, Marcos had been speaking Spanish less at home and in the school. Also, his usual circle of friends interacted without him now, as Marcos seemed to wish to remain alone. Mauricio Diaz, the school counselor, saw Marcos sitting under a tree during recess and went over to speak to him. Their conversation, which began in Spanish but soon transferred to English, brought out that Marcos was questioning the viability of future success as long as he maintained a strong identification with his ethnic group. Mr. Diaz made several comments concerning the positive aspects of maintaining a strong ethnic identification in the United States. His reasons were based upon the basic philosophical differences between Anglos and Chicanos, the job opportunities available to Chicanos in many different professional areas, the spiritual essence which transcended national boundaries and identified all Spanish-speakers as Raza, and so on. The next time Mr. Diaz saw Marcos, he was with his usual group of friends, all of who were laughing heartily and speaking Spanish. Mr. Diaz felt that he had assisted Marcos in maintaining a positive and realistic self-concept.

7. Eight year old Rosario and her nine year old brother Enrique spent a great deal of their free school time together. When Rosario contacted hepatitis, Enrique began to miss school to stay home with his sister. Enrique's teacher, Consuelo Martinez, informed the counselor that for Mexican
Americans this was an understandable react on on Enrique's part and that he should reconsider applying the school's policy of counseling children absent four days or more without valid excuses. She, on the other hand, would spend time with Enrique to ensure that he would not fall behind in his classwork. The counselor agreed with Ms. Martinez.

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8. Jaime's undisciplined behavior generally stemmed from his great dislike on Anglo American models presented in his middle school. 65% of the student population was Chicano, yet only 2 out of 35 teachers were Chicano - and one was a PE instructor who rarely got into the classroom. Consequently, Jaime manifested his discontent verbally and physically, necessitating constructive intervention by the school counselor, Mr. Roy Martinez. The regular sessions with Mr. Martinez proved satisfying to Jaime, who began to understand that other Chicanos shared his discontent and were channeling their emotions into positive endeavors to slowly but surely change the present Anglo model to one that reflected Chicano values. Mr. Martinez felt that he had assisted Jaime in understanding healthy alternatives to unhealthy situations.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

9. Maria Elena spoke Spanish beautifully upon entering school. She also demonstrated a high capability in foreign language learning. Since her grades were outstanding, her personality well-adjusted, and her ability to learn quickly in new situations was evident, the school counselor, Mrs. Jean Sellers, felt that it would be an excellent opportunity to place Maria Elena in the intensive English-as-a-Second-Language group. Mrs. Sellers felt that Maria Elena could easily grasp the fundamentals of the English language and become functional in it within the year. In this manner, Maria Elena would be able to by-pass the second year of the bilingual program and enter into the regular instructional component. When this plan was presented to the principal and teacher, they agreed that Mrs. Sellers had adopted a realistic plan of action for the child.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
10. Irma was undecided as to whether she should continue in her social studies class or drop it. Although she needed the course, she disagreed greatly with her teacher's (Ms. Jackson) approach toward Mexican Americans - a "culture of poverty" approach is what her teacher called it. Seeking assistance, she went to Ms. Godoy, the school counselor. After listening, Ms. Godoy agreed that the statements were unrepresentative of the Chicano culture, and since Mr. Villalobos would be teaching the course during the summer, Irma could take it then. Ms. Godoy informed Irma that Mr. Villalobos had a Chicano perspective regarding the social studies course. Ms. Godoy's assistance had been appropriate.

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11. There was a great degree of hostility between the Anglo American and Mexican American boys at a particular middle school. Much had been done to diminish the degree of hostility, but up to now nothing had really been successful. Ms. Trevino, the middle school counselor, introduced a series of movies from Mexico, Latin America and Spain that, in her professional estimation, represented common values within the Mexican American culture also. The movies were scheduled during school hours, and attendance by both groups was assured. Since the movies were in Spanish with English subtitles, there were no significant problems concerning language communication. After each of the nine movies (one every other day for 3 weeks), discussions were to take place respecting the nature of the behavior and feelings of the movie characters. Ms. Trevino felt that this action would facilitate communication and comprehension between the two groups.

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12. Alfonso's (second grade) teacher was worried that Alfonso spent a disproportionate amount of free time at school with his nine year old brother, who was also enrolled at the same school. She expressed her feeling to the counselor, suggesting the possibility that Alfonso might perhaps develop an unusually dependent and socialy distant personality if his behavior were to continue without effective counseling. The counselor agreed to see Alfonso.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
13. Andre's progress in his third grade class was now considered to be average. Earlier in the year, his teacher had recommended that Andres visit Ms. Kirkland, the school counselor, in order that his self-concept might improve. Ms. Kirkland was pleased that Andres was coming to school more regularly, that he was communicating more, and getting along better with the other children. Last Thursday, however, a very important test had been scheduled and Andres had not attended school. Ms. Kirkland found that Andres had attended his second-aunt's funeral. Consequently, according to school policy, Andres had been given an unexcused absence, as well as a failing grade on his test. Ms. Kirkland knew she couldn't do too much to change the school's policies toward unexcused absences, but felt that she could work with Andres so that this particular incident wouldn't negatively affect his future attendance at school.

14. Luisa's lack of command of English was impeding her school grades and progress. The counselor suggested, on the basis of her Spanish language tests, that she should be placed in the Spanish-speaking section of the school's bilingual program for approximately two years. During this time, her cognitive learning process would not be retarded and, by teaching her English within those same two years, Luisa could easily return to receiving instruction in English.

15. Neto's counseling sessions revealed to his counselor, Ms. Alicia Delgado, that he was engaged in cross-cultural value practices - sometimes reacting and acting in a manner reflecting Anglo American values and norms, and at other times in a manner reflecting Mexican American values and norms. Neto's behavior seemed culturally inconsistent to Ms. Delgado and would not generate positive expectations from either cultural group. Consequently, she decided that possibly the most appropriate action to take would involve assisting Neto to clarify which values reflected Anglo and Mexican American cultures in order that his behavior be consistent.
16. Virgilio Chavez and Jill Locke, two counselors from an elementary school district with a Spanish surname/Spanish Language student enrollment representing 73% of the 15,556 total district student enrollment, decided to advocate for a district-wide bilingual-bicultural education program. With approval of the District Superintendent and Board, Virgilio and Jill began to develop a functional model. Also, consultant services were scheduled in order to allow participation of specialists from other bilingual-bicultural programs, university language-linguistic professors, and curriculum specialists. At the end of the four months, Jill and Virgilio, with the assistance of the consultants, had developed their functional program model. When it was reviewed by the District Superintendent, administrative staff, and faculty, agreement was nearly unanimous that the 3-year model was desirable and a product of well-planned counselor advocacy.

17. Amparo, an eighth-grade Spanish surname/Spanish Language child of Mexican parents, informed her counselor that she was unsure as to what course of action she should take. Amparo loved her family very much, but felt badly that she was not allowed to go to the movies in the evenings with girlfriends, to attend parties without her older brother, or even to read certain books that older male members of the family had around the house. Amparo felt that all these actions inhibited her growth and reflected distrust of her actions on the part of her family. Ms. Palacios (her counselor) then took the initiative to schedule a meeting between Amparo's parents and herself in order that she could describe how Amparo's desires to go out with her girlfriends, see certain movies and read certain books were perfectly appropriate for young girls in the United States and, while Amparo had correctly been strongly dependent upon her parents' views, she now desired and needed to develop her own independent personality through social experiences under less restrictive conditions.

18. Lately, Carlitos's behavior had altered visibly. His once inconsistent attendance was now consistent, and his limited classroom attention was now extended. Other noticeable
changes involved his relationships with his friends. Where once he was called "Carlitos" by them, he now insisted they call him "Carl." Also, an obvious linguistic shift had taken place, for he was now speaking more English than Spanish and displaying an avid interest in transferring from the Spanish Language dominant program to the English Language dominant program. Mr. Torres, the school counselor, was asked by Carlitos's teacher if such behavior was positive. Mr. Torres knew that Carlitos came from a Mexican immigrant family of very modest means, little education, and limited opportunity. He was also aware that Carlitos was a highly motivated individual who set goals for himself and pursued them diligently. Therefore, when Carlitos's behavior shifted to a more consistent role pattern, his counselor felt assured that the child had set some worthwhile personal goals and was now in the process of pursuing them.

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19. Beverly Ventris, school counselor at an elementary school, was asked to participate in a bilingual curriculum program plan for the school. Ms. Ventris felt extremely pleased that she had been asked because she had tried very hard during the last two years to influence school policy regarding bilingual education. She felt that majority-culture education had negative learning effects on minority-culture children at the total expense of their culture. Consequently, her curriculum plan included basic instruction in "community" Spanish, using materials with which the children were familiar, along with the learning of Mexican and Southwestern folkdances, and similar elements stemming from the actual Mexican American community. Ms. Ventris, once her plan was adopted, received a letter of enthusiastic support from the District Superintendent stating the timeliness of such a community-oriented bilingual learning model.

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20. Antonio Riva-Palacios considered his role of counselor to include advocacy of students' rights to qualitative instruction. Through various methods of testing, interviews, etc., he found that a large number of students were practicing cultural norms unrepresentative of dominant-culture's (i.e., the school's) norms. He identi-
fied these norms as representing Chicano culture and proceeded to advocate for an instructional plan and materials addressing this culture. History, Social Science, Humanities, Literature and Math texts and manuals were ordered from Mexico, Latin America and Spain. Dozens of records from these same countries, along with the printed words and music, were ordered, as were posters, maps, and reproductions. Two teachers were hired - both fluent in Spanish and English, having been educated in Mexico and Argentina, in American schools abroad, as well as in the United States. Mr. Riva-Palacios' efforts were as highly praised by the principal and District Superintendent as having coordinated the materials and personnel needed to initiate a preliminary bilingual program addressing the school's children.

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21. Mari Carmen was born in Mexico and came to California when she was three years old. Since she lived in a neighborhood where English was spoken, by four years of age she spoke fluent English and Spanish. When she entered school, however, she preferred English as the sole medium of communication. Her teachers thought that Mari Carmen was a charming, somewhat reserved, child of obvious intelligence. However, she did tend to keep apart from the other students who spoke Spanish - a fact that brought resentment by the group in the form of ridicule. Fernando Suarez, one of the two school counselors, approached Mari Carmen and found that many people in her neighborhood were continually remarking as to the excellence of her English and how odd it was that a Mexican child could speak English so well and so soon. Over a period of weeks, Mr. Suarez communicated with Mari Carmen - at first speaking with her in English and steadily speaking more and more Spanish, until they were communicating only in Spanish. Her social behavior improved and her use of Spanish increased noticeably. Within four months, Mari Carmen was considered to be, by children and teachers alike, just as normal as the rest of the children. Mr. Suarez felt that he had assisted Mari Carmen in developing an improved self-concept.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
22. Lately, Angela hadn't been attending school regularly, whereas in the past, she had rarely been absent. In accordance with school policy (as well as professional concern), her counselor, Felipe Padilla, contacted her one day during school. Angela informed him that the Spanish teacher corrected her Spanish quite often and that, although she spoke almost nothing but Spanish at home, she was worried about failing Spanish in school. Mr. Padilla, who spoke fluent Spanish and who knew the Spanish teacher, realized that Spanish dialects differed from region to region as well as from country to country. He also knew, however, that while dialects may be spoken in the home, a commonly-agreed upon Spanish had to be spoken in the schools in order to produce true bilinguals and competent speakers of languages. Hopefully in this manner, the children would speak a common Spanish among themselves at school and perhaps even have a positive effect upon their parents and friends in the community. Angela listened thoughtfully, grinned and said she would really try very hard to pronounce Spanish well and that she wouldn't be missing school from now on.

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23. A Chicano child is automatically at an educational disadvantage when he or she enters school for the first time because the language of low-income populations is strongly underdeveloped and thereby impedes control of a fully-formed grammatical system.

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24. Spanish-speakers who can also speak English, should speak English among themselves when in a dominant English-speaking setting.

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25. Bilingual (Spanish-English) children who when excited change from English to Spanish, display that Spanish is the dominant language.

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APPENDIX C

ANALYSIS OF VARIANCE MEASURING
SIGNIFICANT DIFFERENCES BETWEEN
SOCIALIZATION MODELS P, TM\textsubscript{2}, TRSF\textsubscript{M}\textsubscript{2}
PARTITION OF SUMS OF SQUARES, DEGREES OF FREEDOM, VARIANCE ESTIMATES, AND F-RATIO FOR MEASURING THE SIGNIFICANCE OF DIFFERENCE BETWEEN AND AMONG THE MEAN SCORES OF POOLED COUNSELOR PREFERENCES FOR SOCIALIZATION MODELS $P, TM_2, TRSF_2$ ($N = 18$)

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<thead>
<tr>
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<th>$ss$</th>
<th>$s^2$</th>
<th>F Ratio</th>
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<tr>
<td>Within Groups</td>
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<td>.856</td>
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<tr>
<td>Among Groups</td>
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<td>.0925</td>
<td>.83</td>
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<td>Total</td>
<td>57</td>
<td>49.7025</td>
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APPENDIX D

ANALYSIS OF VARIANCE MEASURING SIGNIFICANT DIFFERENCES BETWEEN SOCIALIZATION MODELS $TM_1$, $TRSFM_1$, $DM$
PARTITION OF SUMS OF SQUARES, DEGREES OF FREEDOM, VARIANCE ESTIMATES, AND F RATIO FOR MEASURING THE SIGNIFICANCE OF DIFFERENCE BETWEEN AND AMONG THE MEAN SCORES OF POOLED COUNSELOR PREFERENCES FOR SOCIALIZATION MODELS $T_{M1}$, $TSFM_1$, $DM$ ($N = 18$)

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<td>Among-Groups</td>
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<td>Total</td>
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