SOUTHWEST TEXAS STATE UNIVERSITY

MEXICAN AMERICAN COLLEGE STUDENT ASSIMILATION

IN A PREDOMINANTLY ANGLO UNIVERSITY:

A QUANTITATIVE ANALYSIS

A THESIS

Submitted to the
Graduate School of
Southwest Texas State University

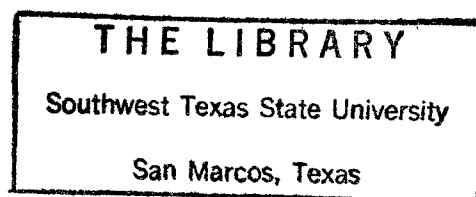In Partial Fulfillment of the Requirements
For the Degree of

MASTERS OF ARTS IN TEACHING

by

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San Marcos, Texas

July, 1987

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ACKNOWLEDGEMENTS

I would like to thank everyone who assisted me in the final production of this thesis. My sincere apologies to those I have failed to mention.

Several faculty members who were not on the committee generously provided me with research assistance, especially Dr. Donald Matlock and Dr. Ramona Ford. In addition, Dr. R. Jon McGee and Dr. David Glassman provided much needed help and comments during the long nights and even longer weekends I was working on this research. My sincere thanks to them all.

Mention should be given to my introductory students last semester who unselfishly provided their labor and assistance in aiding me with the research instrument. Without their extra hands my questionnaire would never have been mailed out in time.

Special thanks to my former undergraduate advisor, Dr. William Stone for agreeing to serve on the committee with little advance notice. He has my sincere appreciation.

The Office of Minority Student Affairs has my appreciation for their financial support of this research. Without their assistance this project would have been impossible.

Another staff member was instrumental in helping me with my research, Dr. Adolfo "Sonny" Barrera. Without his counselling and guidance my years at Southwest Texas State University could have been much rockier. In addition, his input was instrumental in the final product. My heart felt gratitude to him.

Dr. Susan Day was instrumental in aiding me with this thesis. Without her challenges I might not have achieved this degree. Without her advice I would definitely still be floundering in my life. My deepest gratitude to her.

Dr. David E. Jorgenson was the chairperson of this committee. In many ways he was the person who introduced me to sociology when I was an undergraduate. Without his help through the years I would never have made it to this point. Without his critiques and pushes, I would never have completed this thesis on time. He is a credit to his race-the human race.

Finally, special thanks goes to my father, Ramiro Martinez. Without his support I would have been unable to complete this project.

LITERATURE REVIEW OF THEORETICAL AND

CONCEPTUAL FRAMEWORKS

CHAPTER I

Introduction

Each year the higher education system faces the

difficult task of retaining college students. This period

of adjustment is even more difficult for Mexican-American

college students. Some Mexican-American college students

enter the higher education system and remain in college

until they graduate (Leon and McNeill, 1986). Others drop

out for a multitude of reasons. Crouse (1985) suggests that

the dropout rate for Mexican-American college students and

the much higher graduation rate by Anglo college students,

indicate Mexican-American college students become

"disillusioned and disheartened, and eventually drop out"

(Leon and McNeill, 1986, p. 562). As stated by Crouse:

> The relatively low levels of achievement in
> college by Chicanos are associated with complex
> factors; including familial factors, language
> background of students, motivation for college
> work, effects of discrimination and prejudice,
> sociocultural values of students, and resources of
> institutions to meet the needs of students
> (Crouse, 1985, p. 549).

Mexican-American college students often experience more

difficulty in the transition to college. This difficulty is

manifested by Mexican-American college students experiencing

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difficulty adjusting to the university and experiencing

alienation from the dominant student population (Crouse,

1985).

Attempting and consequently failing to complete a

college education has negative consequences, not only for

the Mexican-American college student, but also for the

higher education system. Failure to retain the

Mexican-American student results in a huge loss to higher

education (Crouse, 1985). Additional resources must be

allocated to compensate for the dropout, additional students

must be recruited, and funds must be provided to orient the

new students in order to alleviate the sense of anomie

incoming students experience (Leon and McNeill, 1986).

The Hispanic American population accounts for

approximately "3.5% of the undergraduates and 2.2% of the

graduate students" in the United States (McCool, 1984, p.

28). The number of Hispanic students in 1980 was 196,451

undergraduates and 13,170 graduate students, in contrast to

an overall Hispanic American population of twelve million,

approximately 1.7 million were 18 to 24 years old (McCool,

1984, pp. 28-29). Hispanic Americans are the second largest

and fastest growing minority group in the United States

(Molina and Zinam, 1984). Hispanic Americans are projected

to become the largest minority group by the turn of the

century (Baca Zinn, 1982; McCool, 1984; Zinam, 1984).

Mexican Americans constitute approximately 60% of the

Hispanic American population in the United States. McCool
(1984, p. 29) indicates more than 85% of the Mexican
Americans live in the southwestern United States, Arizona,
California, Colorado, New Mexico, and Texas. According to
de los Santos (1983, p. 29-30) Hispanics in Texas number
2,557,000 or 20.78 percent of the total population of
12,307,000. Approximately 27,705 Hispanics in the State of
Texas were enrolled in the university level in 1978 (de los
Santos, 1983).

Assimilation Models

Assimilation is a process of border contraction, or
boundary reduction, that can occur when members of two or
more cultural groups meet. As a complete process, it is the
blending into one of formerly distinguishable socio-cultural
groups (Neidart and Farley, 1985). Park (1950) indicated
that the assimilation of minority groups into dominant
groups is a complicated task that rarely leads to the
minority group's complete absorption by the dominant group.
According to Milton Gordon (1964), however, the concept of
assimilation can be categorized into seven different
components:

1. Cultural assimilation or acculturation-the
   change of cultural patterns to those of the
   host society.

2. Structural assimilation-large scale entrance into cliques, clubs and institutions of the host society.

3. Marital assimilation or amalgamation-large scale intermarriage.

4. Identificational assimilation-development of a sense of peoplehood based exclusively on the host society.

5. Attitude receptional assimilation-absence of prejudice.

6. Behavior receptional assimilation-absence of discrimination.

7. Civic assimilation-absence of value and power conflict.
(Gordon, 1964, p. 71)

Assimilation can also refer to the creation of uniformity (Murguia, 1974) as well as the destruction of cultural diversity (Yinger, 1981). This study will focus on the behavioral, attitudinal, and structural assimilation of minority college students, with reference to the entrance into the higher education institution of the dominant society. The first three components, cultural, structural, and marital assimilation, are especially crucial in viewing the college student's perception of assimilation (Murguia, 1975). The process of structural assimilation is enhanced when civic, behavior, attitude, identificational and marital assimilation have occurred to some extent (Massey et al., 1984; Mirande, 1982; Murguia, 1975; Yinger, 1981).

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Structural assimilation is more likely to occur when dominant and minority groups mingle and cooperate with each other in group activities. College students, for example, have primary relations in the university. Once college students structurally assimilate, an opportunity arises that frequently leads to marital assimilation, thereby resulting in complete assimilation. Theoretically, the immersion of the minority group into the dominant group can occur in such situations (Massey, 1981; Murguia, 1975). Structural assimilation is the key to total assimilation, and it occurs when there is a close interaction between the minority and dominant groups in primary relations. Once structural assimilation occurs, then all other assimilation elements are likely to occur consecutively and rapidly, until complete assimilation results (Gordon, 1964; Murguia, 1975). In relation to assimilation, an ideal process for the minority group to enter into the dominant group would follow seven steps:

1. Immigrant moves into a host country.

2. Immigrant comes from a less industrialized country than the host country, and the immigrants have fewer technological skills than the inhabitants of the host society.

3. Immigrant begins life in the new country at the bottom of the socioeconomic ladder.

4. As the immigrant adapts to the host's cultural ways the immigrant begins to better his condition socioeconomically.

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5. Since the immigrant group begins to rise socioeconomically the immigrant rapidly become accepted as a part of the host group because they are indistinguishable.

6. The first contacts of the immigrant group with the host group are of a secondary nature. With time and acculturation the immigrant group and the host society develop more and more primary contacts, in other words they begin to assimilate structurally.

7. As primary contacts increase (structural assimilation), so does intermarriage (marital assimilation) between the two groups. (Murguia, 1975, p. 15)

Ideally the end result of the assimilation process suggests that the two groups are no longer distinguishable, having assumed common norms, values, and hierarchies of participation (Wells, 1980). The ideal result is one society, in one land (Yinger, 1981).

Minority College Students

Recent research with an emphasis on the entrance of minority college students into the higher educational structure is proliferating (Cheatham, 1982; de Armas and McDavis, 1981; Ginsburg and Giles, 1984; Leon and McNeill, 1986; McCool 1984; Patterson et al., 1984; Willies and Cunnigen, 1981). A need exists, however, for research with a special focus on assimilation, in relation to minority college students and the educational institutions of the dominant culture.

In studying minority college students, and their counterparts, dominant college students, one needs to look at the three varieties of the assimilation models that have developed in relation to this process in the United States. These models are the (1) anglo conformity model, (2) the melting pot model, and (3) cultural pluralism model (Gordon, 1964; Mirande, 1982; Murguia, 1975).

The traditional Anglo conformity model indicates that an immigrant group ingresses into the United States, and assumes the values, norms, mores and language of the dominant group, in this case, the white Anglo Saxon Protestant (Mirande, 1982). The primary language of the dominant group in the United States is English, the values developed are grounded in the Puritan work ethic as summarized by Max Weber's The Protestant Ethic and the Spirit of Capitalism (Murguia, 1975). Implied in the Anglo conformity model is the expectation that all groups must become similar to the dominant group type, at the very least culturally. Preferably, the minority group will structurally and maritally assimilate into the dominant group.

The melting pot model assumes that all groups will donate their cultural characteristics in order to develop a new society, resulting from the mixing of many cultures. The underlying assumption is that the dominant and minority groups will all make substantial contributions to the

evolution of an unprecedented society (Gordon, 1964).

Theoretically, this merger of the dominant and minority

groups will result in a class and race of people

distinctively American, and substantially diverse from the

original dominant Anglo society. It is unclear, however, if

non-Anglo groups have ever been critically included in this

model by most of its advocates (Gordon, 1964).

As suggested in the cultural pluralism model groups

maintain their cultural, linguistic, and religious

characteristics while being integrated into the dominant

culture's political and economic system. A classic

definition is provided by Gordon it is:

> a point of view which offers legitimation of
> the preservation of subnational communal life
> and some cultural differences for the nation's
> various ethnic groups, and justifies the
> results as providing a more democratic, more
> interesting, and more dynamically fruitful
> culture of all Americans than one in which
> uniformity was the norm.
> (Gordon, 1964, p. 13)

Cultural pluralism, therefore, involves a new model of

maintaining minority group's culture, and language. Based

on this model, a minority group in the United States does

not structurally or maritally assimilate. Legally, however,

all groups are equal, and cooperation between the dominant

and minority groups is the norm. The different minority

groups in the United States retain their own cultures, thereby establishing a new, diverse America (Murguia, 1975).

Upon closer inspection these three models can be seen as slight variations of a single model. According to Mirande (1982) the most basic flaw of the three models is to assume that minority groups will instinctively achieve political and economic equality. In reality the United States has historically maintained the dominant Anglo language, education system, and culture, upholding the Anglo conformity model. The American education system socializes the minority group into the Puritan work ethic, changing the traditional value system of the minority group. The Anglo education system struggles to ensure English is the only language spoken and encourages the minority group to shed any vestige of "foreignness" (Murguia, 1975, p. 20). Upward mobility is to occur, than the minority group must move out of its ethnic enclaves (i.e. barrio) and conform to the lifestyle of the dominant group (Murguia, 1975).

The melting pot model has not produced an amalgamation of diverse elements. Minor inroads have been made by the minority group in areas such as food, place names, building designs, and politics but the dominant Anglo culture has remained intact. The cultural pluralism model has been a model to be accomplished in the United States, rather than a reality; it seems an alternative for the minority group to strive for rather than to risk being homogenized into Anglo

conformity. Observations confirm that the Anglo conformity model has been the norm during the history of the United States (Murguia, 1975).

The Mexican American

With reference to the minority college student, this study will focus on the Mexican American college student in relation to assimilation. A look at the contrasting views typically associated with the Mexican American is useful. One view characterizes the Mexican American as having a traditional, strong, extended family system. Additionally, the Mexican American is categorized as being present-time oriented, and fatalistic in attitude. These traditional sociocultural values are being researched, and challenged by many social scientists. The literature indicates an emphasis away from the "traditional Mexican value", towards the Anglo values, some of which stress achievement, future time orientation, and self-fulfillment (Evans and Anderson, 1973; Miller, 1978; Moore, 1976; Moore and Pachon, 1985; Olmedo and Padilla, 1978; Penalosa, 1976).

As indicated in other recent comparative research findings the Mexican American, in relation to the Anglo culture, appears to be more in agreement with "an internal colonial framework" than with that of assimilation (Almaguer, 1974; Ford, 1980; Martinez, 1982; Murguia, 1975).

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This framework, internal colonial, arose as a reaction to the assimilation model, acknowledging that not only is the melting pot model a myth, but that the Mexican American was conquered, "forced and involuntarily introduced" into American society (Almaguer, 1974; Mirande, 1982).

Some social scientists who adhere to the assimilationist perspective see the traditional Mexican American family as a barrier to cultural assimilation, an assumption is that "traditional cultural orientations would give way to modern cultural orientations" (Baca Zinn, 1981, p. 262). It was believed that those traditional cultural aspects "would eventually disappear in the process of acculturation and modernization" (Baca Zinn, 1982, pp. 1-2; Massey, 1981). Indeed, the standard sociological position on racial and cultural groups, "the transition from traditional to modern would take place through the process of acculturation" (Baca Zinn, 1981, p. 262), was applied to the Mexican American. These different cultural values were expected to be discarded as assimilation progressed. The Mexican Americans have "clung to their traditional cultural and familial values" from this perspective.

Mirande (1978) summarizes the traditional values associated with the Mexican American as

> controlled and manipulated by traditional
> culture; docile, passive, present-oriented,
> fatalistic, and lacking in achievements,
> victimized by faulty socialization which takes

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place in an authoritarian family system, dominated by the cult of machismo, and violent and prone to antisocial and criminal behavior (Mirande, 1978, p. 295).

The inevitable judgement of some social scientists is that Mexican Americans encounter problems that are the result of imperfections in their own culture. Regardless, according to some sociologists in order for the Mexican American to succeed in the dominant society in the United States the key is complete assimilation (Baca Zinn, 1982).

Mirande describes a variant of the assimilation model, with the degree of cultural assimilation being the essential element of the model

1. American society is composed of diverse racial-ethnic groups integrated into an orderly, cohesive, "melting pot" of diverse interests.

2. The entrance of these diverse groups into American society is on an individual and voluntary basis.

3. Immigrant groups, generally, come from less industrialized and less developed nations and are lacking skills necessary to compete effectively in modern society.

4. Immigrants enter the society at the bottom of the socioeconomic ladder, but their economic position is markedly better than it was in their country of origin.

5. New arrivals are initially at a disadvantage economically, socially, and politically, but their ultimate fate is assimilation and integration into the host society.

6. The keys to gaining parity for immigrant groups are education and acculturation to the values and culture of the dominant group and

rejection of more traditional cultural and
familial values.

7. Groups who do not attain parity are those that
for one reason or another have failed to
assimilate and to take advantage of the
opportunities afforded in our open,
pluralistic society.
(Mirande, 1983, pp. 206-207)

In this model, assimilation can be categorized as a
culturally deficient perspective of race and ethnic
relations. If a group does not become upwardly mobile after
entering society at a disadvantaged position, the ultimate
blame is within the minority group itself, the family
structure and cultural values, as an example. From this
viewpoint the Mexican American has not assimilated as a
result of the impediments created by the Mexican American
culture and the Mexican American family (Mirande, 1982;
Yinger, 1981). Evidence suggests, however, that broad
statements regarding Mexican American familism should be
regarded with caution (Miller, 1978). An extreme contrast
to assimilation would be complete isolation, leading to the
possibility of creating "a State within a State", e.g.
Quebec (Molina and Zinam, 1984).

It is asserted that the Mexican American lingers behind
the Anglo population (Almaguer, 1974) by every standard of
"social well-being" (Baca Zinn, 1982). Among all minorities
"they rank close to lowest in socioeconomic characteristics"
and "are the only group for which there is no rise in

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socioeconomic status when the census data for first and second generations are compared" (Zinam, 1984, p. 5).

As alluded to previously, several factors are attributed to the resistance of Mexican Americans to assimilation in the United States (Dowdall and Flood, 1982). Alienation from the dominant society is an experience by Mexican Americans, one aspect being the lack of internalized success values (Moore, 1976). In addition, Piven and Cloward (1971) comment on the "loss of legitimacy" or minority trust in the system, a comparison of the concept of alienation with all of its shortcomings. Fatalism has been viewed as an attitude leading to isolation and helplessness (Moore, 1976). It is an attitude not of weakness, but of a different philosophy of life for some Mexican Americans. Certainly these values and attitudes affect the Mexican Americans' social structures (Zinam, 1984).

Mirande (1978) concludes that

> From the early work of Bogardus to the present, sociologists have demonstrated an inordinate concern with acculturation, assimilation, and integration. Much contemporary research of Chicanos continues to focus on differential rates of social mobility, intermarriage, achievement, occupational and educational aspiration and the like, and despite greater methodological sophistication its underlying thesis is still that the ultimate fate of ethnic minorities is assimilation into the melting pot (Mirande, 1978, p. 298).

Regardless of theoretical frameworks, the Mexican American culture is diverse and cannot be characterized by any one conventional model (Moore, 1976; Miller, 1978).

As indicated in recent findings the number of Mexican American college students is increasing (de los Santos et al., 1983, McCool, 1984), and attaining a higher education is a means for achieving complete assimilation (Moore and Pachon, 1984). Educational advancement, however, is but one method of attaining assimilation for the Mexican American. The difficulties in pursuing higher education by the Mexican American have been well documented (Cheatham, 1982; Crouse, 1985; Leon and McNeill, 1986; Patterson et al. 1986; Pinkney and Ramirez, 1985; Sanchez and King, 1986).

Buzan and Phillips (1980) suggest assimilation is achievable only for the middle class Mexican American; indeed the barrio culture is viewed as an obstacle to complete immersion by the dominant culture. In order to become an integral part of American society, a large Mexican American middle class should be developed (Buzan and Phillips, 1980; Molina and Zinam, 1984). In addition, achieving a higher educational status is one significant criterion in assuming complete assimilation (Zinam, 1984).

Summary

Even with the belief that the Mexican American is assimilating in society by attending the university, further empirical research is needed to verify it. This research is an attempt to investigate some of the issues associated with the conflicting data. In particular an examination of the relationship between ethnicity, socieconomic status, and assimilation will be made.

This research is an attempt to clarify some of the issues examined. Specifically an examination of the connection between ethnicity and assimilation as it is to be operationalized in Chapter Two. This paper is an expansion of an earlier pilot study conducted in 1987, measuring assimilation of two groups, blacks, and Mexican Americans. Finally, this research will examine assimilation, Mexican American college students, and the factors related to assimilation, specifically attitudes, values, and structural participation, on the university campus.

Hypotheses

The assumption that there is a connection between ethnicity and assimilation is the basis for the testing of hypotheses in this research. The following hypotheses are to be tested

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1. Mexican American college students will be less assimilated, in terms of attitudes and values, than Anglo college students.

   a. Mexican American college students who speak Spanish as a primary language will score lower on the Anglo conformity subscale than Mexican American college students who speak English as a primary language.

   b. Mexican American college students will score lower on the Anglo conformity subscale than Anglo college students.

   c. Mexican American college students will score lower on the Puritan Ethic subscale than Anglo college students.

   d. Mexican American college students will score higher on the Minority Dominance subscale than Anglo American college students.

   e. Mexican American college students will score higher on the Fatalism subscale than Anglo college students.

   f. Mexican American college students will score higher on the Anomia scale than Anglo college students.

   g. Mexican American college students will score lower on the Assimilation attitudinal scale than Anglo college students.

2. College students whose parents have low socioeconomic status will be less assimilated, in terms of attitudes

and values, than college students whose parents have a high socioeconomic status.

a. Mexican American college students' parents will have a lower Occupational Index Score than parents of Anglo college students.

b. Anglo college students' parents will have a higher combined yearly income than parents of Mexican American college students.

c. Mexican American college students whose parents graduated with a four year college degree will score less on the Anglo Con subscale than Anglo college students whose parents graduated with a four year college degree.

3. Mexican American college students will be less structurally assimilated than Anglo college students.

a. Mexican American college students will participate in fewer organizations than Anglo college students.

b. A greater proportion of Anglo college students will belong to college organizations of more than 50% Anglo membership than Mexican American college students.

c. A greater proportion of Mexican American college students belong to college organizations of less than 50% Anglo membership than Anglo college students.

d. Anglo college students will have more frequent
    contact with Anglo college students than with
    Mexican American college students.

e. Mexican American college students will have more
    frequent contact with Mexican American college
    students than Anglo college students.

f. Mexican American college students will date on the
    average more Mexican Americans, while Anglos will
    date on the average more Anglos than Mexican
    Americans.

g. Mexican American college students will have fewer
    Anglo roommates than Mexican American roommates.

CHAPTER II

METHODOLOGY

Sample

The data were gathered using a questionnaire mailed to
students in two social groups, Anglos and Mexican Americans,
living in the dormitories on campus at a southwestern
university. The questionnaire (See Appendix A) consisted of
53 items containing background information and questions
related to the variables discussed in the next section.
Eleven hundred and eight students were selected from the
Anglo group, through a quasi-random sampling. A list of all
Anglo students living on campus was generated; one out of
every four student's name and address was printed on a
mailing label. Four hundred and forty-four questionnaires
were mailed to the Mexican American group, the entire
population of Mexican Americans living on campus.
Since there were more Anglos living on campus, it was
necessary to include the entire population of Mexican
Americans living on campus. The list of students was
obtained from the Office of Minority Students Affairs. The
social group category was based on how the students
identified themselves on their registration forms. A total
of 1552 questionnaires were mailed out. Eleven Hundred and
eight for Anglos, and 444 for Mexican Americans, 374 were

returned for a return rate of 24.0 percent. Anglo

respondents returned 284 questionnaires, for a return rate

of 25.6 percent. Ninety questionnaires were received from

Mexican Americans for a return rate of 20.2 percent. A

letter was sent to the hall directors of all the dormitories

on campus requesting assistance in reminding students to

fill out and return the questionnaires. For financial and

convenience reasons the sample was targeted to college

students living on campus. Neither funds nor time was

available for a follow-up mail out.

The background information for the sample is shown in

Table 1. The largest percentage of the respondents were

Table 1. General Description of College Student Sample.

| | | Ethnic Group | | | |
| | | Anglo | | Mexican American | |
		N	Percent	N	Percent
		284	75.9	90	24.0
Sex					
Male		91	32.1	20	22.3
Female		193	67.9	70	77.7
	Total	284	100.0	90	100.0
Age					
18-20		215	75.7	65	72.2
21-23		52	18.3	18	20.1
24-29		13	4.5	6	6.6
30-36		4	1.5	1	1.1
	Total	284	100.0	90	100.0

Class				
Freshman	117	42.7	38	42.3
Sophomore	72	26.3	23	25.5
Junior	57	20.8	18	20.0
Senior	20	7.3	10	11.1
Graduate	8	2.9	1	1.1
Total	274	100.0	90	100.0

GPA	2.7		2.6	

Parents Education				
Graduate Degree	81	28.5	9	10.0
College Degree	102	35.9	21	23.3
Some College	47	16.5	18	20.0
High School Graduate	49	17.3	28	31.1
Less than High School Graduate	5	1.8	14	15.6
Total	284	100.0	90	100.0

Parents Occupation Duncan's Index Mean				
Father's	54.9		38.3	
Mother's	45.6		32.8	

Parents Combined Income				
Less Than $10,000	4	1.5	10	11.2
$10,001-$20,000	18	6.7	21	23.6
$20,001-$30,000	27	10.0	24	27.0
$30,001-$40,000	46	17.0	15	16.9
$40,001-$50,000	33	12.2	5	5.6
$50,001=$75,000	66	24.4	9	10.1
More than $75,000	76	28.1	5	5.6
Total	270	99.9	89	100.0

Percent of College Finances Respondent is Responsible				
0%-25%	188	66.2	40	45.5
26%-50%	31	10.9	16	18.2
51%-75%	13	4.6	12	13.6
76%-100%	52	18.3	20	22.7
Total	284	100.0	88	100.0

Employment Status				
Not employed	184	65.2	47	52.8
Less than 10 hours a week	22	7.8	15	16.9
11-20 hours a week	54	19.1	23	25.8
21-30 hours a week	16	5.7	3	3.4
31-40 hours a week	2	.7	0	0.0
More than 40 a week	4	1.4	1	1.1
Total	282	99.9	89	100.0

females. The majority of the respondents were between the ages of 18 to 20. The largest percentage of the respondents were classified as freshmen. The grade point average for both social groups was similar. The education category of the parents revealed some wide disparities. The Anglo parents had a much greater percentage of college graduates and undergraduates, while the Mexican American sample had a greater percentage of parents who had some college and a high school diploma. In addition, the Mexican American sample had a higher percentage of parents who did not graduate from high school than the Anglo sample.

Duncan's occupational classification was used to determine the occupational status of the respondents' mothers and fathers. In deriving socioeconomic status the occupational mean can be numerically divided into blue collar and white collar (Duncan, cited in Miller, 1983). The break point for blue collar and white collar was 47. This put some lower-skilled white-collar jobs into the blue collar group, thereby making the division into "middle class" and "working class". As indicated in Table 1, the Anglo students' father's occupation mean, 54.9, is solidly middle class and well above the Mexican American students' father's occupation mean of 38.3. The disparity between the respondents mother's occupation mean is just as glaring.

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The Anglo respondents mean was 45.6, in contrast, the Mexican American mean was 32.8.

Vast differences existed between the respondent's parent's combined income as well. Ten percent of the Mexican American parents' combined income was less than $10,000, while the parents of Anglos had only 1.5 percent in that same category. The Anglo sample had parents with the percentage in the "more than $75, 000" category. In contrast, parents of the Mexican American sample had the highest percentage in the "20,001-$30,000" category. Some researchers believe that an income of more than $30,000 is one criterion for inclusion into the middle class (Blumberg, 1980).

The majority of the Anglo respondents indicated they were not responsible for financing their college education. On the other hand, Mexican Americans had a higher percentage than Anglos of being totally responsible for financing their education.

The majority of both social groups were not employed. However, Mexican Americans has a higher percentage of students working between 11 and 20 hours a week. This category had the largest number of responses by both social groups.

Operationalization of Variables

In the analysis of data collected by this research, ethnicity is used as a major independent variable. Respondents were asked to indicate what they would consider their ethnic identification. The responses were coded as Anglo, Mexican American or other.

A major dependent variable used was assimilation. One measure of assimilation was evaluated on the basis of a 15 item attitudinal scale modified by Gurin (1969) that contained five responses. This scale has been used elsewhere in measuring college students' integration into the university structure (Anderson, 1985). These 15 items were scored on a Likert-type scoring system ranging from, (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. Answers were reversed for items 9, 10, 11, 13, 14. The reliability or internal consistency of these items was .69 as measured by Cronbach's Alpha. The scale was factor analyzed. Two items were deleted after being analyzed, as indicated in Table 2,

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Table 2.   Varimax rotated principal components matrix.

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1. V1	0.64923	-0.19541	0.02364	0.15774	0.02139
2. V2	0.75266	0.13751	-0.04443	0.02293	-0.12434
3. V3	0.87215	0.11377	0.13128	0.12942	0.07518
4. V4	0.84682	0.14248	0.14078	0.16306	0.02262
5. V5	0.05263	0.11202	0.77059	0.05706	-0.10624
6. V6	0.14202	0.01680	0.74569	-0.01349	0.07572
7. V7	0.01510	-0.02108	0.63919	0.27058	0.24633
8. V8	0.04325	0.17890	0.22870	-0.02498	0.80635
9. V9	0.19504	0.15962	0.07503	0.81842	0.06988
10. V10	0.25677	0.61659	0.02246	0.22085	0.08516
11. V11	0.15539	0.24153	0.10031	0.82144	-0.05460
12. V12	0.42142	0.33268	0.27561	-0.01985	0.13212
13. V13	-0.03149	0.86251	0.09477	0.07505	0.00167
14. V14	0.02680	0.85431	0.00246	0.16797	0.06000
15. V15	0.05756	0.06802	0.52120	-0.08403	-0.58086
Eigenvalue	3.94	1.90	1.70	1.09	1.07
Percentage of Variance	26.30	12.70	11.40	7.30	7.20

V8 and V12 in the fifteen item attitudinal scale. Variable 8 loaded high only on factor 5 and was deleted, while the loading of variable 12 did not clearly place it on any factor. After the two items were deleted the Alpha score increased to .72. The remaining 13 items constituted the scale.

   The four subscales were named Anglo conformity, factor #1, puritan work ethic, factor #2, minority dominance,

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factor #3, and fatalism, factor #4. The Anglo conformity
subscale consisted of items V1, V2, V3, and V4. The puritan
work ethic subscale consisted of items V5, V6, V7, and V15.
The minority dominance subscale consisted of items V9 and
V11. The fatalism subscale consisted of items V10, V13, and
V14. Each subscale measured attitudes or beliefs towards
the name of the subscale. It is shown in Table 2 that the
strongest factor is factor 1, Anglo conformity which
explains over 26% of the variance in the scale and
eigenvalue of 3.94.

There were other variables used to measure assimilation
in this study: dating, rooming, organizational
participation, membership in college organizations, and
social contact with other college students. Respondents
were asked whether or not they dated someone of a different
race or ethnicity. Also respondents were asked if they
roomed with someone of a different race of ethnicity. For
both questions the responses were tallied as "Yes" or "No".
The questions were specific in determining membership in
college organizations that were over 50% Anglo and under 50%
Anglo. Respondents were asked to write the number of
organizations to which they belonged. Two items on the
questionnaire dealt with the number of social contacts the
respondents had in mixed groups (Anglo, Mexican American).
The respondents were asked to choose one: Daily, weekly,

monthly, once a semester, and never. These are variables which may be effected by ethnicity (Rooney, 1985).

Finally, six questions dealing with alienation were also asked. For example, "These days a person doesn't really know whom s/he can count on"; "Nowadays a person has to live pretty much for today and let tomorrow take care of itself"; and "In spite of what some people say, the lot of the average person is getting worse, not better". These questions focused on feelings of powerlessness and were derived from Srole's Anomia Scale (Miller, 1983).

Statistical Analysis

Statistical analyses were computed through the use of SPSSX (SPSS, Incorporated, 1983). Cronbach's Alpha Reliability Test computed for the 15 item attitudinal scale. A factor analysis produced the four subscales of Anglo conformity, Puritan work ethic, minority dominance, and fatalism. Additionally, analysis of variance was used to determine if there was a significant difference between the groups, relative to the assimilation variables. A multiple regression analysis was computed to determine which variables best predicted variation in attitudinal assimilation.

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Summary

Variables used in the sample were ethnicity and assimilation, as measured by attitude, behavior, and participation, to determine if there is a significant difference in the two groups. The sample was drawn from college students at a southwestern university. The questionnaire was mailed out to Anglo and Mexican American college students. These students all lived on campus. Analysis of the data obtained was done by one of 4 methods; reliability analysis, factor analysis, analysis of variance, and a multiple regression analysis.

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CHAPTER III

FINDINGS AND DISCUSSION

In this chapter the results of the respondents will be presented. Each hypothesis will be stated along with the statistical findings associated with it.

Hypothesis One

Mexican American college students will be less assimilated, in terms of attitudes and values, than Anglo college students.

Hypothesis 1a. Mexican American college students who speak Spanish as a primary language will score lower on the Anglo conformity sub scale than Mexican American college students who speak English as a primary language. As indicated in Table 3, the findings reveal a strong

Table 3. Anglo Conformity and Its Relation to Spanish and Non-spanish Speaking Mexican Americans.

| | Anglo Conformity | | |
Spanish Speaking	Number	Mean	Difference in Means
Yes	54	1.81	0.14*
No	35	1.95	
Total	89	1.86	

*p>.05

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difference between speaking Spanish as a primary language and Anglo conformity. The results, however, are not statistically significant, therefore the hypothesis is rejected. As indicated in the literature a group loses its cultural characteristics, including language, as it gradually assimilates into the dominant culture (Park, 1964).

Hypothesis 1b. Mexican American college students will score lower on the Anglo conformity sub scale than Anglo college students. As indicated in Table 4 there is a strong

Table 4. Mean on Sub scales by Ethnicity

	Anglo*		Puritan*		Minority**		Fatalism**		Anomia***	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Anglo	2.57	282	4.20	282	4.13	288	3.40	288	1.64	284
Mexican American	1.80	90	4.30	89	3.64	89	2.82	90	1.90	90
F score	32.73		1.58		23.64		25.18		17.77	
P =	0.00		0.20		0.00		0.00		0.00	

  * 5=High, 1=Low
  ** 1=High, 5=Low
*** 3=High, 1=Low

difference between ethnicity and Anglo conformity. The results were statistically significant at the .01 level, this hypothesis cannot be rejected.

The non-rejection of the hypothesis supports the existing literature on assimilation. Mexican Americans are not assimilating into the Anglo dominated culture (Almaguer, 1974; Mirande, 1982; Moore, 1976).

Hypothesis 1c. Mexican American college students will score lower on the Puritan Ethic sub scale than Anglo college students. As indicated in Table 4, there were no statistically significant differences between ethnicity and belief in the Puritan work ethic.

Mexican Americans scored higher than the Anglos, the results, however, were not statistically significant. This hypothesis must be rejected. Rejecting this hypothesis supports the view of a growing emphasis towards Anglo values by the Mexican American (Miller, 1978; Moore and Pachon, 1984).

Hypothesis 1d. Mexican American college students will score higher on the Minority Dominance sub scale than Anglo American college students. The findings indicate a difference between ethnicity and belief in minority dominance. As indicated in table 4, the results were statistically significant at the .01 level. This hypothesis cannot be rejected. This supports the contention that Mexican Americans are maintaining their traditional characteristics and are not giving way to Anglo cultural orientations (Baca Zinn, 1981: Mirande; 1987).

Hypothesis 1e. Mexican American college students will score higher on the Fatalism sub scale than Anglo college students. As indicated in Table 4, there were statistically significant differences between ethnicity and fatalistic attitudes at the .01 level. The hypothesis cannot be rejected.

The non-rejection of the hypothesis is in agreement with the literature. Mexican Americans have traditionally been associated with fatalistic attitudes (Dowdall and Flood, 1982; Zinam, 1984).

Hypothesis 1f. Mexican American college students will score higher on the Anomia scale than Anglo college students. The findings indicate a difference between anomia, or alienation, and ethnicity. As seen in Table 4 statistically significant differences at the .01 level. The hypothesis cannot be rejected.

The literature is in agreement that Mexican American college students display a large degree of alienation (Crouse, 1985). Also, Mexican Americans, in general, exhibit a high amount of alienation (Molina and Zinam, 1984; Moore, 1976).

Hypothesis 1g. Mexican Americans will score lower on the

15 item attitudinal scale than Anglo. As indicated in

Table 5. Assimilation by Ethnicity.

| | Assimilation | | |
Ethnicity	Number	Mean	Difference in Means
Anglo	284	3.5	0.4*
Mexican American	90	3.1	
Total	374	3.4	

*p<.001

Table 5 , there were statistically significant differences

at the .001 level. The hypothesis cannot be rejected. The

literature indicates that Mexican Americans are not

assimilated, in attitudes and beliefs, into the Anglo

culture (Mirande, 1982).

Hypothesis Two

College students whose parents have low socioeconomic

status will be less assimilated, in terms of attitudes and

values, than college students whose parents have a high

socioeconomic status.

Hypothesis 2a. Mexican American college students

parents will have a lower Occupational Index Score than

parents of Anglo college students. As indicated in

Table 6. Respondents Parents Occupational Status by
Ethnicity.

| Ethnicity | Parent's Occupation | | |
	Father	Mother	Difference in Means
Anglo	54.9	45.6	16.6*
Mexican American	38.3	32.8	
Total	50.93	42.6	

*p<.001

Table 6, a strong difference between ethnicity and parents

occupation. For both parents, mother and father, the mean

scores for Mexican Americans were much lower than for

Anglos.

The results were statistically significant at the .001

level. This hypothesis cannot be rejected. The literature

is in agreement that the occupational status of Mexican

Americans is much lower than that of Anglos (Almaguer, 1974;

Baca Zinn, 1982; Yinger, 1981; Zinam, 1984).

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Hypothesis 2b. Anglo college students' parents will have a higher combined yearly income than parents of Mexican American college students. The findings indicate, in Table 7, a strong difference between ethnicity and income.

Table 7. Parents Yearly Income By Ethnicity.

| | Ethnicity | | | | | |
| | Anglo | | Mexican American | | Total | |
Parents Income	N	%	N	%	N	%
Less than $10,000	4	1.5	10	11.2	14	3.8
$10,001-$20,000	18	6.7	21	23.6	39	10.8
$20,001-$30,000	27	10.0	24	27.0	51	14.2
$30,001-$40,000	46	17.0	15	16.9	61	16.9
$40,001-$50,000	33	12.2	5	5.6	38	10.5
$50,001-$75,000	66	24.4	9	10.1	75	20.8
More than $75,000	76	28.1	5	5.6	81	22.5
Total	270	99.9	89	100.0	359	99.5

*p<.001

The results indicate statistically significant differences at the .001 level. The hypothesis cannot be rejected.

The non-rejection of the hypothesis is in agreement with the literature. Mexican Americans have traditionally lagged behind Anglos in relation to income (Baca Zinn, 1981).

Hypothesis 2c. Mexican American college students whose parents graduated with a four year college degree will score less on the Anglo Con sub scale than Anglo college students whose parents graduated with a four year college degree. The findings indicate in Table 8 a strong difference

Table 8. College Education and Anglo Conformity Measured by Ethnicity.

| Ethnicity | Anglo Conformity | | |
	Mean	Number	Difference In Means
Anglo	3.7	284	0.9*
Mexican American	2.8	90	
Total	3.5	374	

*p<.001

between ethnicity, education, and Anglo conformity. The results were statistically significant at the .001 level, this hypothesis cannot be rejected.

The non-rejection of the hypothesis is in agreement with the literature. Education is one criterion in adopting an attitude of Anglo conformity. (Moore and Pachon, 1984).

Hypothesis 3.

Mexican American college students will be less
structurally assimilated than Anglo college students.

Hypothesis 3a. Mexican American college students will
participate in fewer organizations than Anglo college
students. Mexican American college students did participate
in fewer organizations than Anglos. The results, however,
as indicated in Table 9, were not statistically significant.

Table 9. College Participation Measured by Ethnicity.

Ethnicity	Participation		
	Mean	Number	Difference in Means
Anglo	1.2	284	0.1*
Mexican American	1.3	90	
Total	1.2	374	

*p>.05

The hypothesis must be rejected.

Participation of minority students in college
organizations has increased within the last two decades,
thereby, providing an opportunity to be involved in campus
life (Rooney, 1985).

Hypothesis 3b. A greater proportion of Anglo college students will belong to college organizations of more than 50% Anglo membership than Mexican American college students. A greater proportion of Anglos than Mexican Americans as indicated in Table 10

Table 10. Membership in College Organization Over 50% Anglo Measured By Ethnicity.

Membership in Organizations	Anglo		Mexican American		Total	
	N	%	N	%	N	%
0	122	43.0	43	47.7	164	43.9
1	71	25.0	27	30.0	98	26.2
2	57	20.0	12	13.3	69	18.4
3	27	9.5	5	5.6	32	8.5
4	7	2.5	2	2.2	9	2.4
5	0	0.0	1	1.1	1	0.2
Total	284	100.0	89	99.9	373	99.6

*$p > .05$

did belong to college organizations of more than 50% Anglo membership. The results however, were not statistically significant. The hypothesis must be rejected.

The literature suggests that minority students have difficulty participating in Anglo dominated organizations. Minority students may have joined student groups but they were not always receptive (Rooney, 1985).

Hypothesis 3c. A greater proportion of Mexican American college students will belong to college organizations of less than 50% Anglo membership than Anglo college students. As indicated in Table 11 a greater

Table 11. Membership in College Organization Under 50% Anglo Measured By Ethnicity.

Membership in Organizations	Anglo		Mexican American		Total	
	N	%	N	%	N	%
0	262	92.3	73	81.1	335	89.8
1	16	5.6	10	11.1	26	6.9
2	6	2.1	4	4.4	10	2.6
3	0	0.0	2	2.2	2	0.5
Total	284	100.0	89	98.8	373	99.8

*$p < .001$

proportion of Mexican Americans than Anglos did belong to college organizations or less than 50% Anglo membership.

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The results were statistically significant at the .001 level. The hypothesis cannot be rejected.

As indicated in the literature the availability of minority student organizations has had a positive influence on minority students. The results are that "students feel less isolated and more a part of campus life" (Rooney, 1985).

Hypothesis 3d. Anglo college students will have more frequent contact with Anglo college students than with Mexican American college students. The results were not statistically significant. The hypothesis cannot be

Table 12. College Students Contact Measured By Ethnicity.

| Ethnicity | Contact | | |
	Mean	Number	Difference in Means
Anglo	4.69	284	
			0.26*
Mexican American	4.43	90	
Total	4.62	374	

*p > .05

accepted. Dominant students tend to interact with each other more than with minority students (Patterson, Sedlack, and Perry, 1984).

Hypothesis 3e. Mexican American college students will have more frequent contact with Mexican American college students than Anglo college students. The findings indicate in Table 13 a relationship between ethnicity and contact

Table 13. Mexican American College Students Contact Measured By Ethnicity.

| Ethnicity | Contact | | |
	Mean	Number	Difference in Means
Anglo	4.1	284	
			0.4*
Mexican American	4.5	90	
Total	4.2	374	

*p<.05

with minority students. The results were statistically significant at the .05 level. The hypothesis cannot be rejected.

The non-rejection of the hypothesis is in agreement with the literature. Minority students interact with each other more than with Anglos (Patterson, Sedlack, and Perry, 1984).

Hypothesis 3f. Mexican American college students will

date on the average more Mexican Americans, while Anglos

will date on the average more Anglos than Mexican

Americans. The findings reveal strong differences between

ethnicity and dating. As indicated in Table 14, the results

Table 14. Mexican American College Students Dating

Dating	Anglo		Mexican American		Total	
	N	%	N	%	N	%
Black	6	15.0	4	11.8	10	11.9
Anglo			30	88.2	34	40.4
Mexican American	34	85.0			40	47.6
Total	40	100.0	34	100.0	84	99.9

*p<.001

were statistically significant at the .001 level, the

hypothesis cannot be rejected. The non-rejection of the

hypothesis supports the existing literature. Mexican

Americans will date other Mexican Americans more than Anglos

(Moore and Pachon, 1984).

Hypothesis 3g. Mexican American college students will have fewer Anglo roommates than Mexican American roommates. The findings indicate in Table 15, strong differences

Table 15. Mexican American College Students Roommates.

Ethnicity	Anglo		Mexican American		Total	
	N	%	N	%	N	%
Black	8	26.7	8	15.4	16	19.5
Anglo			44	84.6	44	53.6
Mexican American	22	73.3			22	26.8
Total	30	100.0	52	100.0	82	99.9

*p<.001

between ethnicity and rooming. The results were statistically significant at the .001 level, the hypothesis cannot be rejected. The literature indicates that Mexican Americans have limited their integration on the college campus (McCool, 1984)

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<u>Additional Findings</u>

The attitudinal assimilation scale was examined further through a multiple regression analysis. As indicated in Table 16, the variables of sex, parents education, parents income, employment status, and parents occupation, were regressed on attitudinal assimilation to see if ethnicity was the best predictor when the other variables were held constant. Sex and ethnicity were treated as dummy variables in this analysis with sex coded as males=1 and females=2, and ethnicity coded Anglo=1 and Mexican American=2.

Table 16. Beta Coefficients and Tests of Significance for Selected Variables on Attitudinal Assimilation.

Variable	Beta	F	Sig F
	Attitudinal Scale		
Sex ****	.038561	.481	.4885
Parents Education	.024243	.134	.7141
Employment Status	-.051901	.864	.3533
Mother's Occupation	.017964	.091	.7631
Father's Occupation	-.203550	8.758	.0033 **
Parents' Income	-.172394	5.474	.0200 *
Ethnicity	-.211084	11.377	.0008 ***

Total R^2 .09

*	p<.05	****	1=Male, 2=Female
**	p<.01	*****	1=Anglo, 2=Mexican American
***	p<.001		

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As indicated by the strength of the beta, ethnicity is the best predictor of attitudinal assimilation and produces the greatest effect while the other variables are held constant. The results were statistically significant at the .001 level. Father's occupation is the next best predictor of attitudinal assimilation, the results were statistically significant at the .01 level. Parents income was also a predictor of assimilation, the results were statistically significant at the .05 level. The R square in this regression explains nine percent of the variation between the variables tested and assimilation.

Summary

The previous section provides a general description of the findings for this study. Presented first was a general description of the sample which indicates Spanish speaking and Non-spanish speaking Mexican Americans indicated no differences in relation to Anglo conformity.

Ethnicity responses to the attitudinal subscales were examined. Anglos had a higher mean than Mexican Americans in response to the Anglo conformity subscale. Mexican Americans scored a higher mean than the Anglos on the puritan work ethic subscale. In addition, Mexican Americans had a lower mean on the minority dominance subscale. In responding to fatalism, Mexican Americans had a lower mean

than Anglos. When the responses to the entire attitudinal scale were calculated Mexican Americans had a lower mean than Anglos. In response to Anomia or Alienation, Mexican Americans had a higher mean than Anglos.

The next section describes the responses to socieconomic status. Anglos had a higher occupational index for both parents than Mexican Americans. Mexican Americans had a lower combined yearly income than Anglos. Anglo college students whose parents graduated with a four year degree scored higher on the Anglo conformity subscale than Mexican American college students whose parents graduated with a four year college degree. Anglos indicated more participation in college organizations than Mexican Americans. Anglos belonged to more organizations that were over 50% Anglo than Mexican Americans. Mexican Americans belonged to more college organizations of less than 50% Anglo membership than Anglos. Anglos indicated more frequent contact with Anglos than with Mexican Americans. Mexican Americans had more frequent contact with Mexican Americans than with Anglos. Mexican Americans dated more Mexican Americans than Anglos. Mexican Americans roomed with Mexican Americans more than with Anglos.

CHAPTER IV

CONCLUSIONS

A combination of social factors is responsible for low
minority student enrollment in the higher educational
system. The endeavor here has been to attempt a test of
attitudinal, behavioral, and structural variables that
havebeen suggested in the literature and a pilot study
administered earlier on this campus, against ethnicity.

The hypotheses were tested in the predicted direction,
whereby twelve of the original seventeen hypotheses were
supported. Mexican Americans as a group scored higher than
Anglos in reference to assimilation, attitudinal,
behavioral, and structural, the differences were
statistically significant. The data were conflicting in the
contention that Mexican Americans are assimilating into the
dominant society in the United States. It has been suggested
in previous research conducted on this campus, with similar
demographic data, that Mexican American college students are
assimilating into the college structure. As suggested in
this study, the opposite could, perhaps be implied. This
could be attributed to the sampling which perhaps produced
better results, due to a specific group being targeted for
thier responses instead of an at large sample.

As indicated, Mexican Americans scored lower on the 15 item attitudinal scale than Anglos, with one exception. Mexican Americans had a slightly higher mean towards the Puritan Work Ethic subscale, than Anglos. One can assume that the sample had already conformed to the Anglo norm by attending college, therefore a high score would be inevitable. Some of the researchers in the literature have characterized Mexican Americans as a fatalistic subculture. These college students have not assumed that fatalistic orientation. It is interesting to note that a similar sample of Mexican Americans produced the same results in viewing the Puritan Work Ethic (Anderson, 1984).

The students socioeconomic status was an important variable. Mexican Americans have a much lower occupational status than Anglos. This was plainly evident in this study. Mexican American college students are breaking the cycle by attending college, perhaps this could indicate that the students are more concerned more with succeeding in school than with enjoying the fringe benefits associated with living on campus. In regard to income the majority of Mexican American respondents come from families with salaries associated with the blue collar working class, in contrast, the highest percentage of Anglos have salaries in line with the upper middle class. In regard to assimilation the lack of finances would hinder the Mexican American from

being absorbed into the Anglo culture. The lack of finances could produce strain in the lifestyles of the Mexican American, in fact, in this milieu, low income would prevent integration, due to the traditional discriminatory practices against the working class.

It could be surmised at this point that, perhaps, occupation and income could possibly be a better predictor of assimilation than ethnicity. It should be noted, however, that even when the Mexican American college students parent graduated with at least a four year college degree, attitudinally, they still did not assimilate when compared to the Anglo. It does appear that the Mexican American is increasingly participating in more college organizations. According to the data, Mexican Americans belong to college organizations that are predominantly Anglo. It should be noted that on this campus, minority organizations are mostly black, e.g. fraternities, sororities. While creating an alternative structure for Mexican Americans, e.g. fraternities and sororities, would not be a panacea, it could perhaps be an option for participation.

As indicated, Mexican Americans have more frequent contact with other Mexican Americans, however the frequency of contact with Anglos is almost the same. This is definitely an area that indicates the Mexican American is integrating into the college environment. In reference to

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dating and rooming, Anglos and Mexican Americans remain homogeneous.

It would be interesting to mention the gendar variable and its impact in this research. Females had a higher response rate than males, though there were no statistically significant differences, in reference to assimilation. Taking this factor into account, it could be easy to surmise that the double jeopardy, sex and ethnicity, provide insurmountable obstacles for the Mexican American to overcome, in college as well as in society. Further research in this area would be useful.

As suggested in this study, Mexican Americans scored higher on the alienation scale than Anglos. This is not an amazing discovery, however, it should be noted that the research instrument was mailed out the last two weeks of the semester, approximately one week before finals. What sort of an impact the timing factor had on the respondents can only be speculated at. Completing a questionnaire during this time period was, perhaps, an extra burden to some students. Examining these factors further would be a constructive undertaking.

A limitation to this research project should be noted. The respondents lived on campus and perhaps were not representative of the student body as a whole. Given the limited funds for this project, measuring a broader sample

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would have been difficult. In addition, the time factor

played an important part in this research. If the research

had been delayed another week, the respondents would have

been inaccessible. The low return rate on the

questionnaire, perhaps, might suggest another explanation

for the lack of structural assimilation and feelings of

alienation on campus, apathy or disinterest in participating

outside of one's domain. Future research could prove to be

interesting, one area would be surveying a non-college

student sample of identical demographic characteristics, and

examining the differences between the non-college sample and

thier college counterparts

As suggested in this research the Mexican American is

not assimilating into the Anglo dominated structure. The

implications are obvious if the Mexican American is not

assimilating. A recent report from the Coordinating Board

Texas College and University System suggests that "the low

and in some cases shrinking minority student enrollment is

attributed by a combination of economic, social, and

political factors". With a year remaining under a five year

federally ordered desegregation plan the higher educational

system in Texas is far short of meeting the minority student

enrollment goals. With the plan coming to an end the Office

for Civil Rights "could withhold federal funds from Texas

universities if the plan is not fulfilled" (CB Report, 1987). It is possible that the federal government will offer alternatives, such as, extend the five year plan, offer a shorter plan, or possibly not take any action.

Many factors are involved in the lack of full scale assimilation of the Mexican American into the Anglo dominated university system. There are indications that the Mexican American is assimilating and progressing into the Anglo culture, if that is occurring, the Mexican American college student will play a significant role in that process, especially if they graduate. If obstacles continue to proliferate, thereby preventing the Mexican American from fully and actively participating in the university structure, our society will suffer.

QUESTIONNAIRE

Please answer the following questions on this paper.
DO NOT PUT YOUR NAME ON THIS PAPER.

1. Age _____

2. Sex _____

3. What is your current Marital Status? (Check One)
    _____ Married
    _____ Single, never married
    _____ Divorced
    _____ Widowed
    _____ Separated
    _____ Other (please specify) _____

4. How many TOTAL semester hours have you completed?
    _____

5. What is your Religious preference? (Check One)
    _____ No preference
    _____ Catholic
    _____ Protestant (Please specify) _____
    _____ Jewish
    _____ Other (Please specify) _____

6. What is your Ethnic group? (Check One)
    _____ Anglo/white-American
    _____ Mexican-American
    _____ Black-American
    _____ Other (Please specify) _____

7. Is any language other than English, spoken as the primary language at
    your home address? (Check One)
    _____ Yes (Please specify) _____
    _____ No

8. What is your Father's Occupation? _____
    (Please be specific. Example: "Shoe salesperson",
     not "salesperson").

9. What is your Mother's Occupation? _____
    (Please be specific. Example: "Shoe salesperson",
     not "salesperson").

10. What is your parents combined yearly income? (Check One)
    _____ Less than $10,000
    _____ Between $10,001-$20,000
    _____ Between $20,001-$30,000
    _____ Between $30,001-$40,000
    _____ Between $40,001-$50,000
    _____ Between $50,001-$75,000
    _____ More than $75,000

TURN THE PAGE OVER

11. For approximately how much of your college finances are
    you responsible? (Check One)   _____
    _____   0%-25%   19
    _____   26%-50%
    _____   51%-75%
    _____   76%-100%

12. About how many hours a week do you work at a job?   _____
    _____   Not employed   20
    _____   Less than 10 hours a week
    _____   Between 11-20 hours a week
    _____   Between 21-30 hours a week
    _____   Between 31-40 hours a week
    _____   More than 40 hours a week

13. What is your current overall GPA? _____   ___ ___
                                                              21   22

14. How many hours are you carrying THIS semester?   ___ ___
    _____   23   24

15. What is the highest level of education attained by either of your
    parents?
    _____   Graduate degree
    _____   College degree
    _____   Some college
    _____   High school graduate   _____
    _____   Less than high school degree   25

16. Have you, or are you currently dating someone of a different ethnicity
    or race than yourself? (Check One)
    _____   Yes (Please specify. Example: black, Hispanic, Anglo/white)
    _____   No   _____
               _____   26

17. Are you currently rooming with someone of a different ethnicity
    or race than yourself? (Check One)
    _____   Yes (Please specify. Example: black, Hispanic, Anglo/white)
    _____   No   _____
               _____   27

Below is a list of issues concerning college students. Please read all
statements very carefully and respond to all of them on the basis of your
own beliefs. After each statement circle the ONE statement which comes
closest to your own attitude.

SD=Strongly Disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly Agree

1. At SWT, I usually compare myself to Anglo/White college students rather
    than to minority college students.

                    SD   D   U   A   SA   _____
                                                                    28

2. I would prefer to go to college only with Anglos/Whites.

                    SD   D   U   A   SA   _____
                                                                    29

                    GO TO THE NEXT PAGE

                            55

3. I would prefer to belong to university sponsored groups, clubs, and organizations that are Anglo dominated.

SD   D   U   A   SA

_____
30

4. I would prefer to go to college in an Anglo/white dominated institution.

SD   D   U   A   SA

_____
31

5. Becoming a success is a matter of hard work and perseverance.

SD   D   U   A   SA

_____
32

6. There is a direct connection between how hard I study and the grades I get.

SD   D   U   A   SA

_____
33

7. When I make plans, I am almost certain that I can make them work.

SD   D   U   A   SA

_____
34

8. Many times I feel that I have little influence over the things that happen to me.

SD   D   U   A   SA

_____
35

9. I would prefer to belong to university sponsored groups, clubs, and organizations that are minority dominated. (Example: Mexican-American, Black American)

SD   D   U   A   SA

_____
36

10. Minority students (Example: Mexican Americans, Black Americans) are under represented at Southwest Texas State University.

SD   D   U   A   SA

_____
37

11. I would prefer to go to college in a minority dominated institution.

SD   D   U   A   SA

_____
38

12. Many minorities have only themselves to blame for not doing better.

SD   D   U   A   SA

_____
39

13. Many qualified minorities can't get a good job. Anglo/White Americans with the same skills wouldn't have any trouble.

SD   D   U   A   SA

_____
40

14. Many minorities who don't do well in life do have good training, but the opportunities just always go to Anglos/whites.

SD   D   U   A   SA

_____
41

<u>TURN THE PAGE OVER</u>

15. Discrimination may affect all minorities but the best way to handle it
    is for each individual member to act like any other American; to work
    hard, and to get a good education.

                    SD   D   U   A   SA
                                                                    _____
                                                                      42
16. In how many college organizations do you participate at SWT (Example:
    social clubs, student government, athletics, student religious groups).
    _____ (Give actual number)
                                                                    _____
                                                                      43
17. How many college organizations, in which you participate at SWT, are:
    (Write the Number in the Blank):
    _____ Over 50% Anglo/white in membership.   _____
    _____ Under 50% Anglo/white in membership.   _____
    _____ Do not belong to any.   _____

18. How often do you have social contact, (not including classes) with
    Anglo/white college students in mixed groups at SWT (For example:
    studying or socializing).(Check One).

    ___Daily ___Weekly ___Monthly ___Once a semester____Never
                                                                    _____
                                                                      47
19. What is the frequency of social contacts, not including classes, with
    Mexican American/Hispanic college students in mixed groups at SWT (For
    example: studying or socializing).(Check One).

    ___Daily ___Weekly ___Monthly____Once a semester____Never
                                                                    _____
                                                                      48
20. There's little use writing to public officials because they often
    aren't really interested in the problems of the average person.
    (Circle One) =   (Agree)   (Undecided)   (Disagree)   _____
                                                                      49
21. Nowadays a person has to live pretty much for today and let tomorrow
    take care of itself.(Circle One)= (Agree)   (Undecided)   (Disagree)
                                                                    _____
                                                                      50
22. In spite of what some people say, the lot of the average person is
    getting worse, not better.(Circle One)=(Agree) (Undecided) (Disagree)

                                                                    _____
                                                                      51
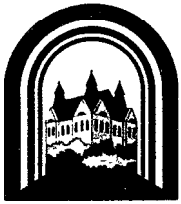23. It's hardly fair to bring children into the world with the way things
    look for the future.(Circle One)= (Agree)   (Undecided)   (Disagree)

                                                                    _____
                                                                      52
24. These days a person doesn't really know whom he/she can count on.
    (Circle One)=   (Agree)   (Undecided)   (Disagree)   _____
                                                                      53

                            THANK YOU

                               57

Southwest Texas State University
San Marcos, Texas 78666-4616 AC512 245-2113

Department of
Sociology and Anthropology

April 20, 1987

Dear SWT Student:

You have been selected along with several hundred other SWT students to participate in an **important survey**. The purpose of this survey is to gather information concerning SWT student social participation, along with some background information about students.

We want to assure you that we are not interested in any one individual's response but in the responses of a large number of students which can be analyzed by the computer.

Therefore, do not sign your name anywhere on the questionnaire. Your responses will be completely anonymous.

When you have completed the questionnaire, **please place it in the enclosed envelope and return by campus mail.**

The information is **very important;** it will be incorporated into a master's thesis in the Sociology Department. We **urge** you to respond as **soon as possible.**

Your cooperation is greatly appreciated.

Sincerely,

David E. Jorgenson, Ph.D
Professor of Sociology

Ramiro Martinez, Jr.
Graduate Student

Southwest Texas State University
San Marcos, Texas 78666-4615   AC512 245-2278

Office of Minority
Student Affairs

April 20, 1987

Dear SWT Student:

You have been selected along with several hundred other SWT students to participate in an **important survey**. The purpose of this survey is to gather information concerning SWT student social participation, along with some background information about students.

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Your cooperation is greatly appreciated.

Sincerely,

Adolfo Barrera (A.R.B.)
Adolfo Barrera, Ed. D
Director of Minority Student Affairs

Ramiro Martinez, Jr.
Ramiro Martinez, Jr.
Graduate Student

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