

ACCULTURATION, ATTITUDES, BEHAVIORS, AND
DEMOGRAPHICS OF HISPANIC WOMEN

By

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CHAPTER I

INTRODUCTION

Psychological literature focusing directly upon the Mexican American woman (Chicana) is extremely limited. This likely reflects a lack of interest until recent years on the part of social scientists, in both Mexican Americans and women. What little data is available does not focus upon the Chicana per se but upon specific issues such as authoritarianism, decision-making, and marriage role patterns (Carrillo-Beron, 1974; Richmond, 1976; Tharp, Meadow, Lennhoff, & Satterfield, 1968). As a consequence of the lack of empirical data on Mexican American women per se, many important aspects of this specific population remain unknown to social scientists. One of the important unresolved aspects is acculturation. Chicanas are a blend of two cultures; knowledge of the effects of acculturation is important in understanding this population.

Social scientists have long assumed that the process of acculturation operates with profound and widespread effects upon any immigrant population and most specifically upon those ethnic groups who form an identifiable minority. (However, there is a paucity of empirical data in the area of acculturation and assimilation.) Studies that do exist are limited to a specific population (Olmedo, Martinez, & Martinez, 1978; Olmedo & Padilla, 1978). Also, the measurement of acculturation has not

been consistent across studies (Olmedo et al., 1978; Satterfield, 1966; Tharp et al., 1968). There exists a need for additional studies in the area utilizing a standardized, reliable, and valid measure.)

(If one focuses upon Chicanas and acculturation then one must certainly consider male-female differences and similarities.) Individual studies focusing mainly upon Anglo Americans have demonstrated that documentable psychological differences exist between males and females.) However, it is appropriate to remember that while these studies focus upon differences between males and females, there are many studies that cannot document differences between the sexes (Maccoby & Jacklin, 1974). Additionally, a more contemporary focus in psychology is the assumption that both males and females can and do exhibit masculine and feminine characteristics and that both sexes have the capacity to exhibit all behavioral traits (Spence & Helmreich, 1978). (It is likely that situational and cultural determinants affect the types of behaviors exhibited publicly. Some cultures are more influential than others in restricting the range of acceptable behaviors for males and females. The Mexican American culture is one such culture that dramatically restricts the range of male and female behaviors.)

(Societal attitudes toward those roles appropriate to women have been undergoing great changes. Along with these changes in attitudes, have come changes in role participation), with more women participating in more diverse roles.) As more diversity has been introduced into women's roles, the impact of greater participation in those roles has become more apparent (Lewis, 1978). Thus acculturation for the Mexican American influenced by the majority culture may be experienced differentially by the different sexes, the Chicana and Chicano.) As they come in contact

with the contemporary dominant culture, Mexican American females may be presented with changes in a wider repertoire of attitudes, behaviors, and roles than are Mexican American males. Not only is the Mexican American female faced with deviating from the traditional role, but her new role is not clearly drawn for it is continuously changing in contemporary times (Kiev, 1972). Thus, both increasing contact with the dominant culture and the changing concepts with regard to women in the dominant culture must have a strong psychological impact on the Mexican American woman.

Literature Review

Traditional Mexican Family

To provide a frame of reference for changes Mexican American women are undergoing during the process of acculturation, it is necessary to understand the dynamics of the Mexican American family and how these dynamics are affected by acculturation.

Diaz-Guerrero (1975) states that

The Mexican family is founded upon two fundamental propositions: (a) the unquestioned and absolute supremacy of the father and (b) the necessary and absolute self-sacrifice of the mother" (p. 4).

There is general agreement among investigators that these two fundamental propositions are true across all classes of Mexican society (Lewis, 1961; Penalosa, 1968). Consideration of the etiology of these two propositions provides insight into the Mexican American family structure and the respective roles of the male and female.

Two basic approaches have been taken in the explication of the Mexican family structure (Penalosa, 1968). One attributes etiology to

historical causes, the other to interpersonal or situational determinants. First suggested by Samuel Ramos (1962), the historical theme is that of the creation of the mestizo, or mixed blood, now forming the bulk of the Mexican population, through the sexual exploitation of the Indian women by the Spanish conqueror. The half-breed then began to look upon his/her mother as a devalued and conquered person and upon his/her father as the conquering exploiter. Children learn that the woman who has given them warmth and love in infancy fills an inferior role. When the young male grows up, he is said to treat his wife as he saw his mother treated by his father. Thus, a peculiar family pattern begins to be passed down from generation to generation (Penalosa, 1968).

The second, more widely used approach looks at the interpersonal and situational determinants of the Mexican family structure (Penalosa, 1968). The culture defines the following norms as desirable: (1) the dominance of males over females and (2) the dominance of the older individual over the younger individual. Clearly the culture supports the domination of the father over the entire family. Such a system is seen as being based in natural law. Diaz-Guerrero (1975) states that these are probably the most rigid norms in the Mexican national culture.

Dominance of males over females and dominance of older over younger impact upon the socialization of the Mexican male and female within the traditional family structure and dictate the interaction pattern between the two. Typically, in the Mexican culture, male children are more valued than female children. Although in many societies there is a preference for baby boys, in Mexico the stress is even greater to produce a male child (Diaz-Guerrero, 1975). In both a serious and joking manner, the virility of a father who gives birth to a girl is

considered questionable. However, families desire a female child after producing several male children for she can then serve her brothers, thus freeing the mother to serve the husband (Diaz-Guerrero, 1975).

Above all, the male child must grow up to fit the dignified role of a male. The father-son relationship is generally a distant but respectful one (Penalosa, 1968). At a very early age the boy begins to identify with a very powerful, super perfect, idealized father. This strong image is manifested later in the adolescent in an attempt to create himself in his father's image. The young man finds security only in repeating the behavior of his father in the treatment of his own wife and children (Diaz-Guerrero, 1975; Penalosa, 1968). The mother-son relationship is particularly crucial in the Mexican family. During the first year of life, the relationship is one of intense closeness and pampering, which favors certain narcissistic tendencies in the child (Penalosa, 1968). As the child grows, the mother helps the boy in his striving for independence. Since the mother sees another domineering male, or macho, in the making, however, her attitude toward the boy is ambivalent. Similarly the boy develops an ambivalent attitude toward the mother; he both reveres and feels hostility toward her (McGinn, 1966; Penalosa, 1968; Diaz-Guerrero, 1975).

The female child must grow up to assume the traditional role of a Mexican woman which includes being a devoted wife, homemaker, and mother (Diaz-Guerrero, 1975). Because of the rigid standards, the daughter is brought up with more severity than the son. Compared to boys, modesty, manners, and cleanliness are taught sooner and with more conviction to girls. Infantile masturbation is dealt with more severely in the girl (Penalosa, 1968). It is the mother's duty to teach the daughter to be

submissive to men. As a consequence, the daughter learns to distrust men at the same time that she is learning to be submissive to her father and brothers (Penalosa, 1968).

As the young Mexican male advances into adolescence and adulthood, all that he was taught about male-female characteristics begins to manifest itself in male-female relationships. The pursuit of the female unfolds in two forms (Diaz-Guerrero, 1975). In one, the pursuit is for the ideal women: delicate, feminine, maternal -- one that the male would like to convert into his wife. Sexuality takes a very secondary role in the pursuit for a wife. In the second form a different type of female is sought. This sexualized female is pursued vigorously with the expressed purpose of sexual intercourse in mind. When the young male finds his "ideal woman" or novia, an elaborate courtship ensues. The girl in this period will receive poems, songs, gallantries, and all the tenderness of which the Mexican male is capable. It is during this period that the Mexican woman is going to be the happiest (Diaz-Guerrero, 1975). After the honeymoon, the husband passes from slave to master and the woman enters the hardest period of her life. The idealism that the male once had reserved for his novia is now transferred to his mother (Diaz-Guerrero, 1975). To make matters worse, the wife cannot be considered a sex object. This has been attributed to the fear that the wife might become too interested in sex if the husband introduced her to the subtleties of the pleasure (Penalosa, 1968).

A man's status is defined by his work and by his amigo system. The amigo system consists of a man's male friends and is one of the most significant influences in the socialization of the Mexican male. Typically, the man will spend much of his leisure time with his friends,

or amigos. DeHoyos and DeHoyos (1966) found a positive association between the husband's participation in the amigo system and the alienation of the wife. In contrast, the woman's position is completely tied in with her marital status, her behaviors are rigidly defined by it (Penalosa, 1968). She is responsible for the proper upbringing of the children and proper care of the home; any request for assistance is regarded as an affront to the husband's dignity and a reflection of the wife's inadequacies (Penalosa, 1968; Diaz-Guerrero, 1975).

Overall, the most consistent characteristic of the Mexican male-female relationship appears to be the basic lack of respect and consideration of the man toward the woman. It is therefore no surprise that the Mexican woman suffers socially, physically, and psychologically due to her unique role (DeHoyos & DeHoyos, 1966; Langner, 1965; Diaz-Guerrero, 1975). Although the above is a presentation of the Mexican family pattern, one can easily conclude that the unique configurations and dynamics of the traditional Mexican family must have a strong influence on Mexican American families in the United States and an especially heavy influence on Mexican American women.

Mexican American Women in the United States

Investigators are in general agreement that Mexican Americans have neither fully maintained traditional Mexican culture nor fully embraced the Anglo American values and cultural orientations (Carrillo-Beron, 1974; Satterfield, 1966). For this reason the Mexican American family and the Mexican American woman must not only be viewed in relation to Mexican and Anglo culture but must be analyzed and understood as separate, unique entities.

Marriage role patterns of the Mexican American family in Tucson, Arizona have been investigated by Satterfield (1966) and Tharp et al., (1968). Both studies revealed that the marriage role patterns of the Mexican American family were different from those found in both Anglo American and Mexican families. As the wife plays a central role in such families, both studies principally focused upon the Mexican American woman. Both studies defined acculturation by the language spoken, the assumptions being that English-speaking women were more acculturated and Spanish-speaking women were less acculturated. Tharp et al.'s (1968) study found that compared to English-speaking women: (1) Spanish-speaking women expected less and were more easily satisfied with what their husbands did, (2) Spanish-speaking women placed less importance upon the maintenance of a close intimate sexual relationship with the husband, (3) Spanish-speaking women considered the husbands' sexual fidelity after marriage to be of less importance, (4) As assessed by personal interview, Spanish-speaking women were much more concerned with housekeeping tasks and their roles as housekeeper and cook, and (5) Spanish-speakers' husbands were perceived as helping less with house-keeping chores and more with heavier chores. Additionally, Tharp et al. (1968) found the more acculturated the wife, the greater was the role change away from the Mexican tradition toward an egalitarian-companionate marriage pattern.

Satterfield's (1966) study found that compared to English-speaking wives: (1) Spanish-speaking wives expected their husbands to have greater influence in decision making areas, (2) Spanish-speaking wives had only minor expectations about spousal togetherness, (3) Spanish-speaking wives expected to respect their husbands and not try to change them, (4)

Spanish-speaking wives' sexual satisfaction was related to a desirability of physical pleasure and, to a much lesser extent, to an emotional relationship with the spouse, (5) As assessed by personal interview, the Spanish-speaking wives' amount of housework performed was found to be directly related to her perception of herself as an adequate wife and housekeeper, and (6) Spanish-speaking wives' husbands were perceived as having greater influence in decision areas external to the family and the wife having greater influence in areas that were directly related to the family and home. Overall, these findings are consistent with the idea that the less acculturated the woman, the more traditional will be her values and orientations.

Because of economic and situational considerations the Mexican American woman has, in recent years, begun to experience an acceleration in her shift toward the dominant culture's structures and values. Hawkes and Taylor (1975) found that for Mexican American migrant wife and husband pairs in California, egalitarianism was by far the most common mode in both decision-making and action-taking. In urban areas, the Mexican American wife is working and in general is acquiring more economic independence (Garcia-Bahne, 1977; Sanchez, 1977). However, a clear division of labor within the home is still maintained (Garcia-Bahne, 1977). Padilla and Ruiz (1973) posit that Mexican American cultural isolation is on the wane because of a decline in educational segregation, exposure to military service, changes in housing patterns, employment, and political movements. As a result, these social scientists predict that traditional sex roles are changing and will continue to change. This may produce a good deal of conflict among Chicanos regarding the Chicana's role. Murillo (1971) maintained that

fewer women are accepting the traditional role. Many are struggling for greater equality and a greater range of personal and vocational choice within both the dominant society and Mexican American culture. Thus it appears that the Mexican American woman is rapidly moving away from traditional roles.

Previous research indicates a number of psychological differences between Mexican American males and females. However, the number of studies comprising this body of research is small and extremely limited in scope. In a multiethnic study investigating self-esteem, Larkin (1972) found that Mexican American girls from homes that gave boys higher status had lower self-esteem than their brothers. The author concluded that the Chicanas had lower self-esteem than their brothers. In another multiethnic study, Ramirez and Price-Williams (1974) found female Mexican American school children to be more field dependent than their male counterparts. If personality traits differ between Mexican American males and females, then these differences may arise in a clinical setting.

The Chicana's awareness of her physical self as manifested in dreams was investigated by Roll and Brenneis (1975). In this study, Mexican American females were found to have a higher incidence of dreams of death than Mexican American males. The latter did not differ from Anglo American males and females. The researchers explain these findings as the result of a greater tendency of Chicanas to carry the influence of the traditional culture. In another study, Chicanas were found to exhibit a greater incidence of depression than Chicanos. The latter exhibited more aggression (Stoker & Meadow, 1974). Even though this sample was taken from a clinical population, Stoker and Meadow explain

their results in terms of culturally determined aspects of family structure, role conflicts, and personality. The researchers conclude that Mexican American males suffering from psychological stress are more likely to divert it outward while females are more likely to turn it inward.

Possibly related to their not being as likely to act out their psychological conflicts, Mexican American girls were found to be more self-disclosing than black and Anglo girls (Littlefield, 1974). When black, Anglo, and Chicano ninth-graders were given a self-disclosure scale, females reported more self-disclosure than males across ethnic groups. Mexican American females indicated the following targets of self-disclosure in descending order of preference: (1) same sex friends, (2) mothers, (3) opposite-sex friends, and (4) fathers. These psychological differences between the Mexican American male and female undoubtedly influence the changing attitudes and life-style of the Mexican American woman.

In focusing upon changing aspects of the Mexican American woman, in her exposure to the majority culture, one is addressing the phenomenon of acculturation. But what is meant by acculturation? Olmedo (1979) states that the term acculturation has been used during the 20th century in reference to what may be considered one of the more elusive, albeit ubiquitous, constructs in the behavioral sciences. He continues by noting that most research on acculturation has been anthropological in nature and has focused on the acculturation of third world nations to industrialized western societies. Acculturation research has been approached from the perspective of not only anthropology, but also sociology, and more recently, psychiatry and psychology. Anthropologists

and sociologists tend to view acculturation as a group process and in terms of its relationship to socialization, social interaction, and mobility (Olmedo, 1979). On the other hand, Chance (1965) points out that psychologists and psychiatrists tend to view acculturation in terms of intrapsychic mechanisms, that is, as change in the individual's perceptions, attitudes, and cognitions. Understanding the individual's experiences in role conflicts, interpersonal relationships, and adaptation strategies are essential in our understanding of acculturative change. Given a primary focus upon the individual, we know very little about how he/she adapts and/or copes with the pressures to acculturate.)

Toward the goal of better understanding of the psychological dynamics involved in acculturation, Padilla (1980) devised a questionnaire containing 584 items that were presented in either English or Spanish, depending upon the subject's language preference. Factor analysis of the data yielded two essential elements of acculturation: cultural awareness and ethnic loyalty. Cultural awareness, the more general component of acculturation, reflects cultural heritage, cultural identification and preference, language preference and use, and social behavior orientation. Ethnic loyalty, the more subtle component of acculturation, reflects perceived discrimination, cultural pride and affiliation, and some aspects of social behavior orientation.) Padilla recommended the construction of individual profiles of acculturative types by using scores on components of cultural awareness and ethnic loyalty to arrive at a type assignment. Padilla (1980) found gender (sex) not to be a critical variable in acculturation as gender did not differentially affect the assigned category type. On the other hand, generational level,

education, income, and density of neighborhood were all important variables in acculturation.

Using the same definition of acculturation as Padilla, Keefe (1980) tested the assumption that the urban Mexican American extended family declines with acculturation. She found that interaction with primary kin (parents, siblings, and children) and secondary kin (all other family members) increased with declining cultural awareness and ethnic loyalty. Additionally Keefe (1980) found that migration factors are most important in determining contact with primary kin while SES, age and marital status are important for determining contact with secondary kin. It would appear that cultural awareness and ethnic loyalty are less important than other variables in determining contact with family for the Mexican American.

Are the results found in Mexican American acculturation research similar to those found in research with other Hispanic populations? In looking at studies that focus on Puerto Rican and Cuban populations, one finds similarities as well as differences. In investigating Puerto Ricans living in mainland United States, Torres-Matrullo (1980) found significant relationships between level of acculturation (as assessed by demographic data, place of education, and language preference) and family and sex-role attitudes. The Puerto Ricana's view of the use of higher education differed with her acculturation. Women high on acculturation generally viewed education as a vehicle for self-actualization and self-improvement while low acculturated women generally viewed education in terms of complementing the spouse's income and "becoming a better wife and mother" (p. 130).

In a similar study, Szapocznik and Kurtines (1980) investigated Cuban Americans living in Dade County, Florida. Two aspects of the acculturation process were differentiated: the process as it takes place along an overt behavioral dimension of functioning, and the process as it takes place with respect to internalized value orientations. Two factorially derived acculturation scales were constructed: a self-report behaviors scale and a value orientations scale assessing preferred relational style. These authors found: (1) behavioral and value acculturation were both linear functions of the amount of time exposed to the host culture, (2) behavioral acculturation was an inverse linear function of age (as age increased, behavioral acculturation decreased), (3) value acculturation was not found to be an inverse linear function of age, and (4) males tended to acculturate more quickly than females along behavioral dimensions but no difference was found in value orientations for men and women. Szapocznik and Kurtines summarize the implications of their findings by noting that because of intergenerational differences, younger family members acculturate faster than do older family members. They predict that the most severe intrafamily differences in behavioral acculturation occur between young males and their mothers, suggesting that the most severe intrafamily conflicts should occur between these two. Even though it has been shown that there are similarities as well as differences among data collected for different Hispanic populations, the data have not been gathered in any consistent, quantitative manner. Thus it is difficult to draw conclusions concerning the impact of acculturation upon sex roles, attitudes, and behaviors of Hispanics.

Olmedo (1980) states that quantitative models have originated primarily as a result of an increased interest on the part of

psychologists in acculturation, particularly with respect to the implications of individual differences. Until recently, acculturation has been defined in terms of single or linear dimensions. Olmedo (1979) views acculturation as a multidimensional phenomenon and believes that ongoing research has begun to uncover some of those dimensions. Thus far the measurement of acculturation has been based on self-reports and demographic variables, some of which have been factor analyzed. Since these methods have not proven to be practical or reliable, a more standardized and valid method is needed. Olmedo (1979) proposes a full measurement model that may incorporate parts of all instruments currently being utilized. For a better understanding of the "state of the art" in acculturation research it is necessary to discuss the quantitative methods that are currently being employed.

Olmedo, Martinez, and Martinez (1978) developed a paper-and-pencil measure of acculturation using multiple regression techniques. A linear combination of sociocultural and semantic differential variables was found to provide the best discrimination between Chicano adolescents and Anglo adolescents in three Southern California communities. A total of twenty variables (9 semantic differential and 11 sociocultural) were derived through regression techniques. The twenty variable regression equation proved to be reliable and valid across samples and over time. Olmedo and Padilla (1978) administered the paper-and-pencil measure of acculturation to Anglo and Mexican American adult men and women in three different Southern California communities than used in the original study. The results indicated that the scale is suitable for populations that differ widely from that of the original sample in terms of age and differ somewhat in terms of geographic location. This increases the scale's

utility as a general measure of acculturation for Mexican Americans. This study also demonstrates that the scale provides for quantitative differentiation across generations within the same ethnic group, in addition to between-ethnic-group differentiation. Although the Olmedo et al. measure of acculturation is in English only, Cortese and Smyth (1979) have developed a Spanish translation of it which allows for administration in either language. These studies provide a solid empirical base for a measure of acculturation for Mexican Americans.

By way of summary, let us examine more specifically the evidence presented within this literature review with regard to documentation of acculturation as it relates to roles, behaviors, and attitudes of Mexican American women. It was noted that the traditional Mexican woman's role is strongly influenced by her marital status, and her behaviors are rigidly defined by her role. She is to be subservient to Mexican males, be solely responsible for the proper upbringing of children and proper care of the home, and not to be concerned with areas other than the home. This unique role undoubtedly has psychological implications for the Mexican woman. Since Mexican Americans are a blend of two cultures, the norms of the Mexican culture must have some influence on Mexican Americans and the Mexican American woman in particular.

Even though Mexican Americans are a blend of two cultures, there is general agreement that Mexican Americans have historically neither fully maintained traditional Mexican culture nor fully embraced the Anglo American values and cultural orientations. In recent years, however, the Mexican American woman has begun to accelerate her shift toward the dominant culture's structures and values. Although a clear division of labor is still maintained in the home, the Mexican American wife is

participating more in both decision-making and action-taking; she is also working outside the home more and acquiring more economic independence. Fewer Mexican American women are accepting the traditional role and many are striving for a greater range of personal and vocational choice. Thus it appears that the Mexican American woman is moving away from traditional roles.

The process of acculturation is implicated in the move away from traditional roles and attitudes, the more acculturated the wife, the greater was the role change away from Mexican tradition. The attitudes of low acculturated Mexican American women have been shown to be more traditional or conservative than high acculturated Mexican American women. Also, behaviors and roles have been shown to be more traditional in low acculturated Mexican American women. But what are their attitudes concerning women in general and do these attitudes change as acculturation proceeds? In this same vein, what personal attributes do Mexican American women see themselves as having? Thus far the research literature has not addressed these questions. Although studies on acculturation are in general agreement that less acculturated Mexican Americans are more traditional, the studies of Satterfield (1966) and Tharp et al. (1968) are the only studies that address Mexican American women and acculturation per se. Acculturation research on other Hispanic populations has also shown that less acculturated Hispanics are more traditional. As the data were not gathered in any consistent, quantitative manner, it is difficult to draw conclusions concerning the impact of acculturation and specifically difficult to draw conclusions about Hispanic females. It seems important that these areas be

investigated more thoroughly and that such investigation be contingent on a knowledge of the Chicana's level of acculturation.

To understand potential female role changes accompanying acculturation, it is important to understand male-female roles in Anglo society. In the United States, societal attitudes concerning appropriate roles and behaviors for men and women have been undergoing great changes. More diversity has been introduced into women's roles, liberalization of traditional male and female roles is occurring, and reversal of roles is becoming more prevalent. In a contemporary time when women's roles, attitudes, and behaviors are being redefined, a most important question would be how do such changes affect the Chicana as she is incorporated into American society.

If one focuses on the measurement of acculturation and the effects of changing women's roles, attitudes, and behaviors on the Chicana, then a most important question would be are there reliable and valid instruments available to measure roles, attitudes, and behaviors? The Personal Attributes Questionnaire (PAQ) (Spence, Helmreich, & Stapp, 1975) is a measure of sex role attribution. The PAQ can be used to measure how self attributed characteristics of the Chicana reflect masculinity or femininity as indicated in Anglo society. The Attitudes toward Women Scale (AWS) (Spence & Helmreich, 1972) reflects the degree to which an individual holds traditional or liberal views with regard to women's roles in Anglo society. The AWS can be used to measure how much the Chicana has assimilated the more liberal attitudes toward women expressed by some segments of American society. The Household Behavior Scale (HBS) (Green & Desdin, Note 1) measures how household chores are divided among members of a domicile and categorizes responses as

stereotypically masculine or feminine. The Bem Sex Role Inventory - Behavior Scale (BSRI-B) (Green & Desdin, Note 2) is an extension of the Bem Sex Role Inventory (BSRI) (Bem, 1974). Behavioral statements reflecting twelve of the BSRI adjectives are categorized as a stereotypically masculine or feminine. Both the HBS and BSRI-B can be used to measure whether the Chicana's behavior reflects masculinity or femininity as indicated by Anglo society.

The following hypotheses are generated:

1. As Olmedo et al. (1978) found that Mexican Americans can be placed on a continuum of acculturation, the level of acculturation being derived by investigating specific sociocultural and semantic variables, it is predicted that Mexican American women in Oklahoma can be placed on a continuum of acculturation that will resemble data found in the Olmedo et al. studies.
2. As previous research has indicated that acculturation is related to a move away from traditionalism, it is predicted that Mexican American women who are lower in acculturation will perceive themselves as being more traditionally feminine as measured by the Personal Attributes Questionnaire.
3. As previous research has indicated that lower acculturated Mexican American women have more traditional attitudes and that women in the United States with more traditional attitudes perceive the role of women in a traditional fashion, it is predicted that Mexican American women who are lower in acculturation will have more traditional attitudes toward women as measured by the Attitudes toward Women Scale.
4. As previous research has indicated that lower acculturated Mexican American women behave in a more traditional manner, it is

predicted that Mexican American women who are lower in acculturation will report behaving in a more traditional manner as measured by the Household Behavior Scale and Bem Sex Role Inventory-Behavior Scale.

CHAPTER II

METHOD

Subjects

Sixty female Hispanics (48 Mexican American, 5 Puerto Rican, 3 Peruvian, 2 Cuban, 1 Spanish, and 1 Bolivian) served as subjects. Subjects were asked to volunteer their participation in the study and were contacted, either individually or in small groups, through the Hispanic Cultural Center, Oklahoma City, Oklahoma; Haggars Slacks, Lawton, Oklahoma; University of Oklahoma, Norman, Oklahoma; and Oklahoma State University, Stillwater, Oklahoma.

Instruments

The following instruments were administered:

1. The Olmedo, Martinez, and Martinez (1978) measure of acculturation. This is a 31 item instrument developed using multiple regression techniques. A linear combination of sociocultural and semantic differential variables has been found to provide for optimal discrimination between Chicanos and Anglos. The acculturation score for an individual was defined as the linear combination of semantic and sociocultural variables which provided the best least squares estimate of that individual's score on a dichotomous variable in which Chicanos were assigned a value of 0 and Anglos a value of 1. The mean for Mexican American women was found to be .33. A double cross-validation procedure

in the 1978 study indicated that the 20-variable regression equation is reasonably stable, yielding validity coefficients from .66 to .80. Test-retest reliability ranged from .66 to .89 for Chicano and Anglo junior college students over a three week period. Intergenerational difference, as an indicator of construct validity, was tested by Olmedo and Padilla (1978) who found that third generation Mexican Americans scored significantly higher in acculturation than first generation Mexican Americans. Refer to Appendix A for a copy of the Olmedo et al. measure of acculturation.

Both the Olmedo et al. instrument, which is written in English, and the Spanish translation of this instrument (Cortese & Smyth, 1979) were used. Back-translation and decentering techniques (Brislin, Lonner, & Thorndike, 1973) were used by Cortese and Smyth to produce equivalent Spanish and English versions of the measure of acculturation. The Spanish version was administered twice over a two-week interval to college students enrolled in a senior-level linguistics course. The test-retest correlation for the Spanish version was .85 while the correlation between the Spanish and English versions was .86. A copy of the Spanish version of the measure of acculturation is included in Appendix B.

The last two questions concerning education and marital status were not part of the original acculturation measure but were added for purposes of this study. Marital status was scored: (1) single, (2) married, (3) divorced, and (4) widowed. This manner of scoring may not be the best, therefore, future researchers should be cautious when employing this type of scoring.

2. The short form of the Personal Attributes Questionnaire (PAQ). The original (longer) form of the PAQ was developed by Spence, Helmreich, and Stapp (1974), as a revision of the Rozenkrantz, Vogel, Bee, Broverman, and Broverman (1968) Sex Role Stereotype Questionnaire. The PAQ short form (abbreviated from the original PAQ by Spence & Helmreich, 1978) is composed of three eight-item subscales consisting of (1) male-valued items (primarily connoting instrumentality), (2) female-valued items (consisting of expressive characteristics), and (3) sex-specific items (ideal male and female characteristics which fall toward different poles). Each item is accompanied by a 5-point Likert-type scale, with two end points labelled by a verbal description (e.g., Not at all aggressive - Very aggressive). Subjects were instructed to rate themselves on each bipolar item. Each item is given a score ranging from 0 to 4, so scores may range from 0 to 32 for each subscale. The subject's subscale scores were obtained by summing the masculine, feminine, and sex-specific items separately. For the purposes of this study, only masculine and feminine scores will be used. The higher the score, the more the individual attributes her/himself with a given characteristic. Spence, Helmreich, and Stapp (1974) found the PAQ full form to have satisfactory internal consistency and test-retest reliability. For one sample of college students given the full PAQ, the correlations between the full scale scores and the 8-item versions were .93, .93, and .91 for masculine, feminine, and sex-specific items respectively (Spence & Helmreich, 1978). Refer to Appendix C for a copy of the PAQ short form. Translation into Spanish and back-translation were used to produce equivalent Spanish and English versions of the PAQ

short form (Kranau, Note 3). Refer to Appendix D for a copy of the Spanish version of the PAQ.

3. The 25-item short form of the Spence and Helmreich (1978) Attitudes toward Women Scale (AWS). The AWS consists of 25 declarative statements for which there are four response alternatives: Agree Strongly, Agree Mildly, Disagree Mildly, and Disagree Strongly. Each item was given a score ranging from 0 to 3, with 3 reflecting the most liberal, profeminist attitude using Spence and Helmreich's definition. The subject's score was obtained by summing the values for the individual items. Scores may range from 0 to 75, with higher scores reflecting more liberal attitudes and lower scores reflecting more conservative attitudes. A comparison of data collected from introductory psychology students at the University of Texas during two different semesters (Fall, 1971 and Spring, 1972) indicates that the AWS is a reliable instrument (Spence & Helmreich, 1978). Correlations between the full form AWS and the 25-item version were .97 for both male and female students. Refer to Appendix E for a copy of the 25-item AWS. Translation into Spanish and back-translation were used to produce equivalent Spanish and English versions of the 25-item AWS (Kranau, Note 3). Refer to Appendix F for a copy of the Spanish version of the AWS.

4. The Household Behavior Scale (HBS). The HBS, developed by Green and Desdin (Note 1), is a 10-item instrument that measures how frequently the individual engages in specific household chores. The chores (items) are categorized as role stereotyped masculine or role stereotyped feminine as indicated by Anglo society. Responses to each item were to be chosen from a 5-point Likert-type scale with two end points (e.g., Never - Always). Each item was given a score ranging from

1 to 5, with 1 reflecting never participating in a given behavior and 5 reflecting always participating in a given behavior. Two subscale scores were obtained; one by summing the values of the stereotyped masculine items (masculine subscale), and, the other, by summing the values of the stereotyped feminine items (feminine subscale). Scores may range from 5 to 25 for each subscale; the higher the score, the more participation in stereotyped masculine or feminine behavior. Test-retest reliability over a 6 week interval with graduate and advanced undergraduate students enrolled in psychology classes was .88 for masculine items, .91 for feminine items, and .92 overall (Green & Desdin, Note 1). Refer to Appendix G for a copy of the HBS. Translation into Spanish and back-translation were used to produce equivalent Spanish and English versions of the HBS (Kranau, Note 3). Refer to Appendix H for a copy of the Spanish version of the HBS.

5. The Bem Sex Role Inventory - Behavior Scale (BSRI-B) (Green & Desdin, Note 2). The BSRI-B is an extension of the Bem Sex Role Inventory (BSRI) (Bem, 1974). The BSRI is a scale for measuring sex role attribution, and is based upon the degree to which a person defines him/herself using stereotypic "masculine" and "feminine" adjectives. Bem (1974) found the BSRI to have satisfactory internal consistency and satisfactory test-retest reliability, (masculinity .90, femininity .90, androgyny .93, social desirability .89). The BSRI-B is a 12-item instrument that measures how actively the individual engages in specific sex role stereotyped behaviors as indicated by Anglo society. The scale consists of six masculine and six feminine items. Responses to each item were to be chosen from a 5-point Likert-type scale with two end points (e.g., Never - Always). Subjects were to indicate the degree to which

he/she participates in a given behavior with 5 reflecting always exhibiting that behavior. Two subscale scores were obtained: one by summing the values of the masculine items (masculine subscale) and, the other, by summing the values of the feminine items (feminine subscale). Scores may range from 6 to 30 for each subscale; the higher the score, the more participation in a given masculine or feminine behavior. Test-retest reliability over a 6 week interval with graduate and advanced undergraduate students enrolled in psychology classes was .88 for masculine items, .66 for feminine items, and .80 overall (Green & Desdin, Note 2). Refer to Appendix I for a copy of the BSRI-B. Translation into Spanish and back-translation were used to produce equivalent Spanish and English versions of the BSRI-B (Kranau, Note 3). Refer to Appendix J for a copy of the Spanish version of the BSRI-B.

Procedure

Each subject was given a packet that contained all questionnaires in both English and Spanish. A packet consisted of, in order: (1) English instructions, (2) Spanish instructions, (3) English Acculturation scale, (4) Spanish Acculturation scale, (5) English Personal Attributes Questionnaire, (6) Spanish Personal Attributes Questionnaire, (7) English Attitudes toward Women Scale, (8) Spanish Attitudes toward Women Scale, (9) English Household Behavior Scale, (10) Spanish Household Behavior Scale, (11) English Bem Sex Role Inventory - Behavior Scale, and (12) Spanish Bem Sex Role Inventory - Behavior Scale. A brief explanation of the study and general instructions written in both English and Spanish accompanied each packet of questionnaires. Refer to Appendices K and L for copies of the instructions. At the beginning of each scale

there were specific instructions in either English or Spanish, whichever was appropriate, pertaining to that questionnaire. Subjects were instructed to answer the version of questionnaire, English or Spanish, that they were more comfortable with. However, if the subject began to answer one version, she was encouraged to complete that version of questionnaire. If the subject did not understand an item of the version she was answering, she could look at that item on the equivalent other language questionnaire but was asked to answer the item in the version she began. A researcher was present for clarification purposes.

No time constraints were placed upon the subjects and the average amount of time for completion was approximately twenty minutes. All questionnaires were administered individually in the subject's home, at her place of employment, at her school or college, or at the Hispanic Cultural Center. Upon completion of the study, the results were made available to all participants.

CHAPTER III

RESULTS

For purposes of defining the sample for comparisons to other research populations, Table I presents a summary of demographic variables. The average subject was approximately 37 years old ($SD = 11.64$), was a high school graduate, and was married. Additionally, Table I presents summary statistics for all questionnaire variables.

A statistical test of hypothesis 1 was obtained through the use of a one-sample t -test. The mean acculturation score, .30, of the sample investigated in the present study did not significantly differ from the mean of the population employed by Olmedo et al. (1978), $t(59) = -0.57$, $p = .57$. This result suggests that this measure of acculturation is not affected by regional differences and can therefore reliably discriminate among persons at different levels of acculturation by utilizing certain sociocultural and semantic variables.

Statistical tests of hypotheses 2, 3, and 4 (the correlation of acculturation level with other attitudinal and behavioral measures) were obtained through the use of zero-order correlations. Table II presents the zero-order correlations among all variables. Neither PAQ-M nor PAQ-F correlated significantly with acculturation indicating no linear relation between Hispanic women's level of acculturation and their personal masculine and feminine attributes. Thus, hypothesis 2, that Hispanic women who were lower in acculturation would perceive themselves as being more traditionally feminine, was not supported.

TABLE I
 MEAN, STANDARD DEVIATION, AND RANGE FOR
 QUESTIONNAIRE AND DEMOGRAPHIC
 VARIABLES

Variable	Mean	Std. Dev.	Minimum	Maximum
Acculturation	0.30	0.31	-0.51	1.00
PAQ-M	19.68	3.93	10.00	28.00
PAQ-F	23.07	4.43	9.00	32.00
AWS	59.82	9.86	33.00	75.00
HBS-M	17.68	3.29	11.00	24.00
HBS-F	22.38	2.68	13.00	25.00
BSRIB-M	20.17	2.10	14.00	25.00
BSRIB-F	21.80	2.65	15.00	27.00
Marital Status	1.82	0.54	1.00	3.00
Education	4.45	1.48	1.00	7.00
Age	36.78	11.64	18.00	61.00

TABLE II
 INTERCORRELATIONS OF ACCULTURATION SCORES, QUESTIONNAIRE
 SCORES, AND DEMOGRAPHIC VARIABLES

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Acculturation	---	.06	.27	.22*	-.01	-.28*	-.05	-.01	-.28*	.42***	-.21*
2. PAQ-M		---	.49***	-.14	-.07	-.20	.32*	.33**	-.10	.42***	.17
3. PAQ-F			---	-.28*	-.23*	-.06	.07	.28**	-.34**	-.02	-.22*
4. AWS				---	.38**	-.07	.34*	.02	-.11	.23*	.11
5. HBS-M					---	.24*	.56***	-.05	-.08	.06	.16
6. HBS-F						---	.07	.25*	.09	-.61***	.33**
7. BSRIB-M							---	.31**	-.20	.25*	.05
8. BSRIB-F								---	-.01	-.02	.19
9. Marital Status									---	-.19	.39***
10. Education										---	-.08
11. Age											---

* p < .05, one-tailed

** p < .01, one-tailed

*** p < .001, one-tailed

A significant correlation was found between acculturation level and AWS scores, indicating that higher acculturation corresponds to more liberal attitudes toward women. Thus, hypothesis 3, that Hispanic women who were lower in acculturation would have more traditional or conservative attitudes toward women, was supported.

Hypothesis 4 focused upon the relationship of the Household Behavior Scale (HBS) and the Bem Sex Role Inventory-Behavior Scale (BSRI-B) scores to the acculturation scale. In examining the results pertaining to the Household Behavior Scale, it was evident that masculine scores (HBS-M) did not correlate significantly with acculturation level but feminine scores (HBS-F) did correlate significantly with acculturation level in a negative direction. That is to say, as acculturation level increases for Hispanic women, the less frequently they engage in feminine role typed behaviors in the home. The Bem Sex Role Inventory-Behavior Scale did not correlate significantly with acculturation level, suggesting that the degree to which one engages in sex role stereotypic behavior does not consistently vary with acculturation. Thus, hypothesis 4, that Hispanic women who were lower in acculturation would report behaving in a more traditional manner, was only partially supported.

The demographic variables were found to be related to acculturation. Marital status, education, and age all correlated significantly with acculturation level. Education correlated positively with level of acculturation indicating that the more educated Hispanic women are more likely to be acculturated into Anglo society. Marital status and age correlated negatively with acculturation level suggesting that the more highly acculturated Hispanic women are more likely to be single and are more likely to be young.

Multiple regression techniques were utilized to determine if acculturation scores could be predicted using questionnaire and demographic variables. The sample size for a random model (Park & Dudycha, 1974) was determined by a seven predictor regression equation. Two stepwise multiple regression analyses were performed using SAS PROC STEPWISE (Helwig & Council, 1979). In the first analysis the seven questionnaire variables were used to predict the criterion variable of acculturation level. In the second analysis the seven questionnaire variables plus three demographic variables (marital status, education, and age) were used to predict the criterion variable of acculturation level. The significance level for inclusion or removal of a variable, or predictor, was set at .05.

In the analysis using seven questionnaire variables to predict acculturation, three variables, HBS-F, PAQ-F, and AWS, were found to be significant predictors. Tables III and IV present summaries of the regression analyses. The squared multiple correlation obtained was .2237 ($F(3,56) = 5.38, p < .01$), indicating that these three variables accounted for approximately 22% of the criterion variance. HBS-F accounted for approximately 8% of the variance, and was the first variable to enter the equation. This was followed by PAQ-F, accounting for an additional 6% of the variance, and AWS, accounting for still another 8% of the variance. In the fourth step of the stepwise regression, HBS-F was dropped from the equation because of its marginal level of probability, $p = .0502$. In this two variable equation, using PAQ-F and AWS, the squared multiple correlation obtained was .1681 ($F(2,57) = 5.76, p < .01$), indicating that these two variables accounted for approximately

TABLE III
STEPWISE MULTIPLE REGRESSION ANALYSIS FOR
QUESTIONNAIRE VARIABLES

Source	DF	SS	MS	F
Regression	3	1.299	0.433	5.38**
HBS-F	1	0.323		4.01*
AWS	1	0.475		5.89*
PAQ-F	1	0.607		7.53**
Error	56	4.512	0.081	
Total	59	5.812		

* $p < .05$

** $p < .01$

TABLE IV
 STEPWISE MULTIPLE REGRESSION EQUATIONS FOR
 SIGNIFICANT QUESTIONNAIRE VARIABLES

Step	Predictor	Beta weight	Intercept	R ²	F
I	HBS-F	-0.0327	1.0351	.0779	4.90*
II	PAQ-F	0.0179	0.5816	.1420	4.72*
	HBS-F	-0.0309			
III	AWS	0.0095	-0.1937	.2237	5.38**
	PAQ-F	0.0239			
	HBS-F	-0.0278			
IV	AWS	0.0102	-0.8922	.1681	5.76**
	PAQ-F	0.2532			

* p < .05

** p < .01

17% of the criterion variance. The remaining four variables, PAQ-M, HBS-M, BSRI-B-M, and BSRI-B-F did not enter the equation, nor were their zero-order correlations with the criterion significant. These findings suggest that more highly acculturated Hispanic women tended to engage in feminine role typed behaviors in the home less frequently, attributed more feminine characteristics to themselves, and were more liberal in their attitudes toward women while less acculturated women tended to engage in feminine role typed behaviors in the home more frequently, attributed less feminine characteristics to themselves, and were more traditional or conservative in their attitudes toward women.

In the analysis using seven questionnaire variables plus three demographic variables to predict acculturation, three variables, education, PAQ-F, and PAQ-M, were found to be significant predictors. Table V and VI present summaries of the regression analyses. The squared multiple correlation obtained was .3539 ($F(3,56) = 10.23, p < .001$), indicating that these three variables accounted for approximately 35% of the criterion variance. Education accounted for approximately 17% of the variance, and was the first variable to enter the equation. This was followed by PAQ-F, accounting for an additional 8% of the variance, and PAQ-M, accounting for still another 10% of the variance. The remaining seven variables, AWS, HBS-M, BSRI-B-M, BSRI-B-F, marital status, and age, did not enter the equation. However, the zero-order correlations of AWS, HBS-F, marital status, and age with the criterion was significant. This discrepancy was attributed to the large amount of variance accounted for by education. Even though AWS, HBS-F, marital status, and age did

TABLE V
STEPWISE MULTIPLE REGRESSION ANALYSIS
FOR ALL VARIABLES

Source	DF	SS	MS	F
Regression	3	2.057	0.686	10.23***
Education	1	1.602		23.89***
PAQ-F	1	0.966		14.41***
PAQ-M	1	0.604		9.01**
Error	56	3.755	0.067	
Total	59	5.812		

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE VI
 STEPWISE MULTIPLE REGRESSION EQUATIONS
 FOR ALL SIGNIFICANT VARIABLES

Step	Predictor	Beta Weight	Intercept	R ²	F
I	Education	0.0885	-0.0899	.1735	12.18***
II	PAQ-F Education	0.0196 0.0895	-0.5462	.2500	9.50***
III	PAQ-M PAQ-F Education	-0.0337 0.0345 0.1276	-0.3946	.3539	10.23***

*** p <.001

correlate significantly with the criterion, once education was entered into the regression equation, the other four variables could not account for any additional criterion variance. These findings suggest that more highly acculturated Hispanic women were better educated and attributed more feminine characteristics and fewer masculine characteristics to themselves, while less acculturated Hispanic women were less well educated and tended to attribute fewer feminine and more masculine characteristics to themselves.

In comparing the two regression equations, the seven predictor model and the ten predictor model, it was noted that they had only one common predictor, PAQ-F. Again, this discrepancy was attributed to the large amount of variance accounted for by education and an overlap of other variables with education. The squared multiple correlation between education and the predictors AWS and HBS-F was .40 ($F(2,57) = 19.02$, $p < .001$), indicating that these two variables accounted for 40% of the variance in education. The squared semi-partial r between acculturation and AWS adjusted for education was .0161 as opposed to .0484 unadjusted for education and the squared semi-partial r between acculturation and HBS-F adjusted for education was .0009 as opposed to .0784 unadjusted for education. Thus, when education was entered in the ten predictor equation first, a significant amount of the variance attributed to AWS and HBS-F in the seven predictor equation was accounted for by education. These findings indicated that out of the ten variables investigated for predicting acculturation level, the most efficient subset of predictors was education, PAQ-F, and PAQ-M.

CHAPTER IV

DISCUSSION

The results of this study supported previous research (Olmedo & Padilla, 1978) concerning the empirical and construct validity of the acculturation measure developed by Olmedo, Martinez, and Martinez (1978). The evidence indicates that the scale is suitable for populations that differ widely from that of the original sample in terms of age and geographical location, thus increasing its utility as a general measure of acculturation for Mexican Americans and other Hispanics. Furthermore, this study demonstrated that the scale provides for quantitative differentiation across generations within the same ethnic group. Olmedo and Padilla (1978) noted that because a Spanish version of the acculturation measure was not employed in their study, there was probably a truncated distribution at the lower end of the acculturation continuum. Through the use of the English acculturation scale and the Spanish version of the acculturation scale developed by Cortese and Smyth (1979), individuals who are Spanish monolingual could be included in this study.

Beyond confirming the psychometric adequacy of the scale, the present study provided additional evidence concerning the nature of the acculturation process in Mexican Americans. With respect to theoretical implications, the findings of this study supported the notion that Chicanas do indeed exhibit a wide range of variability in cultural

characteristics. Small sample size notwithstanding, they exhibit a wide range of individual differences in the extent to which they have assimilated the sociocultural and psychological characteristics of the Anglo society as measured by this scale. This result confirmed previous findings concerning the heterogeneity of the Mexican American population in the United States (Hawkes & Taylor, 1975; Keefe, 1980; Olmedo et al., 1978; Olmedo & Padilla, 1978; Padilla, 1980; Satterfield, 1966; Tharp et al., 1968). These acculturation data constitute prima facie evidence that members of this minority group cannot be meaningfully described in terms of a single category with respect to the variables here investigated. An understanding of within-ethnic-group differences is an essential prerequisite to studying the relevance of cultural variables to the psychological and educational assessment of Chicanos.

Due to the small sample size, Hispanic ethnic groups other than Mexican American were included in this study. However, since 80% of the sample employed was Mexican American, inferences concerning Mexican American women can be made.

The absence of experimental manipulations precludes any inference about causal relations among acculturation, attitudes, and behaviors of Hispanic women. However, the data do suggest a number of associative relations that carry implications for the way clinicians and researchers conceptualize acculturation.

The study demonstrated a relationship between level of acculturation and attitudes toward women. Mexican American women who are highly acculturated tend to have more liberal attitudes toward women, and those who are lower in acculturation tend to have more traditional or conservative attitudes toward women. Because attitudes toward women's roles

are becoming liberalized in the contemporary United States, the Mexican American woman who is more closely identified with the majority culture (highly acculturated) is likely to have liberal attitudes concerning the roles of women in the United States. This finding should be kept in mind by those who plan to work with Mexican American women. The assumptions one makes concerning the Chicana's attitudes about women should be based on a knowledge of her level of acculturation.

The study demonstrated a relationship between level of acculturation and frequency of feminine role typed behaviors in the home. The finding that more highly acculturated Mexican American women tend to engage in feminine role typed behaviors in the home less frequently supports the results of previous studies (Satterfield, 1966; Tharp et al., 1968). However, no relationship was found between level of acculturation and frequency of masculine role typed behaviors in the home. One might speculate that these two findings in combination indicate that highly acculturated Mexican American women are moving away from the traditional stereotyped feminine roles but are yet to take on some of the stereotyped masculine roles of the male.

The study was unable to demonstrate a linear relationship between level of acculturation and self attribution of masculine and feminine characteristics. Although highly acculturated Mexican American women have more liberal attitudes toward women and engage less frequently in feminine role typed behaviors in the home, they are not more likely to attribute such characteristics to themselves than their acculturated counterparts.

The study was also unable to demonstrate a relationship between level of acculturation and the degree to which one engages in sex role

stereotypic behavior (other than related to household chores). It is unclear whether the data indicate the subject's actual behavior or her willingness to acknowledge her atypical behavior. There is a possibility that the highly acculturated Mexican American woman may engage in sex role stereotypic behavior, but may be unwilling to say that she engages in such behaviors. There is also the possibility that in this case attitude change has occurred before behavioral change.

The analysis involving variables that were not included in any of the four formal hypotheses yielded significant results. Marital status, education, and age were found to be related to level of acculturation. The more educated Mexican American women were more likely to be acculturated into Anglo society. This is not surprising given the high value that any society places on education and the fact that the content of an educational institution reflects the society in which it exists. Any person that is educated will more likely be acculturated or assimilated into the society in which he/she resides. Marital status and age related negatively to level of acculturation: the highly acculturated Mexican American women were less likely to be married and were more likely to be young. These findings provide additional support for results found in previous studies in that age, marital status, and level of education are all important variables in acculturation (Padilla, 1980; Keefe, 1980; Szapocznik & Kurtines, 1980).

In the multiple regression analysis using seven questionnaire variables to predict level of acculturation, it was found that three variables, HBS-F, PAQ-F, and AWS, were significant predictors. These findings indicate that compared to less acculturated Mexican American women, highly acculturated Mexican American women engage in feminine role

typed behaviors in the home less frequently, attribute more feminine characteristics to themselves, and are more liberal in their attitudes toward women. The discrepancy that PAQ-F was found to be a significant predictor in the multiple regression equation but did not have a significant zero-order correlation can be explained by the fact that the formal hypothesis was directional. In other words, it was predicted that more highly acculturated Mexican American women would attribute themselves with less feminine attributes. The opposite was found: highly acculturated Mexican American women attributed more feminine characteristics to themselves than did less acculturated Mexican American women. The regression analysis finding suggests that highly acculturated Mexican American women are willing to attribute themselves with feminine characteristics at the same time that they espouse liberal attitudes toward women and engage less frequently in feminine role typed behaviors in the home. One might speculate that this cluster of findings is approaching the concept of androgyny currently espoused in well informed and educated groups. More specifically individuals can display both masculine and feminine behaviors or varying degrees of any sex role stereotyped behavior depending upon the situational pull. An alternate explanation is related to the fact that the PAQ is an instrument in English that most likely measures an American concept of femininity. Perhaps to the Hispanic female the adjectives in the Spanish PAQ do not have identical meanings to those in the English PAQ for an Anglo American female. Also, since the PAQ is a relatively "wordy" scale, the lower acculturated Hispanic females may have had some difficulty in understanding it.

The remaining four variables, PAQ-M, HBS-M, BSRIB-M, and BSRIB-F, were not found to be significant predictors of acculturation, indicating that there is no pattern relating those characteristics to acculturation. Or, given Mexican American women who are the same with respect to HBS-F, PAQ-F, and AWS, their scores on PAQ-M, HBS-M, BSRIB-M, and BSRIB-F do not provide any information about their levels of acculturation. This suggests that even though a Mexican American woman is highly acculturated, she may or may not be willing to attribute to herself masculine characteristics, to engage in masculine role typed behaviors in the home, or to exhibit stereotypic masculine behaviors. This is not surprising given the traditional cultural and familial role of the Mexican American woman. Also, her stereotypic feminine behaviors are unlikely to be different from those of the less acculturated Mexican American women. Even though the highly acculturated Mexican American woman is moving away from traditional feminine roles, there is no evidence suggesting that she has begun to engage in traditional masculine roles.

When the demographic variables were added to the acculturation prediction equation, there was a substantial increase in the predicted variance. The most dramatic increase occurred when education was entered into the equation. However, there is a possibility that, in some cases, education correlated with head of household education which may have inflated the predictive power. Education alone accounted for 17% of the variance in level of acculturation. This indicates that education plays a substantial role in the assimilation into Anglo society, or perhaps, any society. The findings indicate that highly acculturated Mexican American women were better educated and attributed more feminine characteristics and fewer masculine characteristics to themselves than did their less acculturated counterparts. Thus, the personal attributes of Mexican American women and their level of education account for 35%

of the variance in level of acculturation. These data can provide information for those working with Mexican American women. If one has an understanding of the Chicana's level of acculturation, certain assumptions can be made about her educational level and her self attribution of sex role characteristics to allow for proper psychological and educational assessment. It would be of great value to the educator to have an understanding of the Chicana's level of acculturation so that a proper curriculum could be devised, or for the clinician, so that an appropriate treatment plan and therapeutic style could be employed.

The results of this study provided additional confirmation evidence concerning the nature of the acculturation process in Mexican Americans. Not only was the psychometric adequacy of the acculturation scale demonstrated, but the findings also support the idea that Chicanas do indeed exhibit a wide range of individual differences in the extent to which they have assimilated the sociocultural and psychological characteristics of the Anglo society. Also, this study has provided empirical evidence for the relationship of the acculturation measure with other proven reliable and valid instruments. This provides additional support for the empirical and construct validity of the acculturation scale. Furthermore, if a relationship can be found between the instruments employed in this study and acculturation, then it is feasible that other instruments such as the MMPI, WAIS-R, or WISC-R might also have a relationship with level of acculturation. Future research in this area might be directed toward examination of the relationship of other instruments with acculturation.

This study has taken an initial step in better understanding the Chicana as she becomes acculturated. Although this study has provided

empirical data concerning the Chicana, a few suggestions might be made so that future research may take into account some of the problems encountered herein. The questionnaires were presented with English and Spanish versions alternating. It might be easier for the subject if each page, English - Spanish, was alternated rather than each questionnaire. The instructions of the semantic differential items in the acculturation scale were a bit vague for some subjects. Future research should take this into consideration if the same measure of acculturation is to be employed. During the collection of data, Hispanic groups other than Mexican American were included. Future research might endeavor to attain equal numbers in each of these groups to allow for intergroup comparisons.

Empirical evidence has been provided by this study in areas that heretofore had been ruled by intuition and speculation. It is hoped that this information will be used to further our understanding of Mexican Americans and acculturation.

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APPENDIXES

APPENDIX A

MEASURE OF ACCULTURATION (ENGLISH)

THE PURPOSE OF THIS STUDY IS TO FIND THE MEANING THAT CERTAIN CONCEPTS HAVE FOR DIFFERENT PEOPLE. ON THE FOLLOWING PAGES YOU WILL FIND A CONCEPT PRINTED AT THE TOP OF EACH PAGE. BELOW THAT CONCEPT THERE IS A SET OF SCALES. YOU ARE ASKED TO RATE EACH CONCEPT IN RELATION TO THOSE SCALES.

HERE IS HOW TO USE THESE SCALES:

IF YOU FEEL THAT THE CONCEPT AT THE TOP OF THE PAGE IS VERY CLOSELY RELATED TO ONE OR THE OTHER END OF THE SCALE, PLACE A CHECKMARK AS FOLLOWS:

JUST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNJUST	}	EXAMPLE
			OR						UNJUST		
JUST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNJUST		

IF YOU FEEL THAT THE CONCEPT IS CLOSELY RELATED TO ONE OR THE OTHER END OF THE SCALE, PLACE YOUR MARK AS FOLLOWS:

JUST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNJUST	}	EXAMPLE
			OR				<input checked="" type="checkbox"/>		UNJUST		
JUST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNJUST		

IF THE CONCEPT SEEMS ONLY SLIGHTLY RELATED TO ONE END AS OPPOSED TO THE OTHER, PLACE YOUR CHECKMARK AS FOLLOWS:

JUST	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNJUST	}	EXAMPLE
			OR			<input checked="" type="checkbox"/>			UNJUST		
JUST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNJUST		

IF YOU CONSIDER THE CONCEPT NEUTRAL ON THE SCALE, PLACE YOUR CHECKMARK IN THE MIDDLE SPACE:

JUST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNJUST	- EXAMPLE
------	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------	-----------

1. IT IS IMPORTANT THAT YOU PLACE THE CHECKMARK ON TOP OF THE LINE THAT DESIGNATES YOUR OPINION.
2. DO NOT PUT MORE THAN ONE CHECKMARK ON A SINGLE SPACE.
3. PLEASE COMPLETE PERSONAL BACKGROUND INFORMATION.

PERSONAL BACKGROUND INFORMATION

PLEASE ANSWER WITH A MARK, WHENEVER POSSIBLE, IN THE APPROPRIATE SPACES. TRY NOT TO SKIP ANY ITEMS AND ANSWER AS ACCURATELY AS POSSIBLE.

1. SEX: MALE FEMALE

2. WHAT IS YOUR ETHNIC BACKGROUND?

HISPANIC

CUBAN
 MEXICAN/MEXICAN AMERICAN
 PUERTO RICAN
 OTHER (WHICH?) _____

ANGLO
 BLACK
 ASIAN
 OTHER (WHICH?) _____

3. YEAR OF BIRTH: _____

4. WHERE WERE YOU BORN?

U.S.A.
 CUBA
 MEXICO
 PUERTO RICO
 ANOTHER COUNTRY (WHERE?) _____

5. WHO LIVES AT HOME? (YOU MAY CHECK MORE THAN ONE)

1-3 BROTHERS (OR SONS)
 4-6 BROTHERS (OR SONS)
 MORE THAN 6 BROTHERS (OR SONS)
 1-3 SISTERS (OR DAUGHTERS)
 4-6 SISTERS (OR DAUGHTERS)
 MORE THAN 6 SISTERS (OR DAUGHTERS)

6. WHAT LANGUAGES DO YOU SPEAK AT HOME?

SPANISH ONLY
 MOSTLY SPANISH
 MOSTLY ENGLISH
 ENGLISH ONLY
 OTHER (WHICH?) _____

7. WHAT KIND OF JOB DOES THE HEAD OF THE HOUSEHOLD HAVE? _____

8. WHAT IS THE CITIZENSHIP OF THE HEAD OF YOUR HOUSEHOLD?

U.S.A.

MEXICO

OTHER (WHICH?) _____

9. WHERE DID THE HEAD OF YOUR HOUSEHOLD GROW UP?

IN THE COUNTRY

IN THE CITY

10. HOW MANY YEARS OF EDUCATION DOES THE HEAD OF YOUR HOUSEHOLD HAVE?

0-8 YEARS

9 OR MORE

11. MARITAL STATUS:

SINGLE

MARRIED

DIVORCED

WIDOWED

12. YOUR EDUCATIONAL LEVEL:

POST GRADUATE DEGREE/PROFESSIONAL DEGREE

COLLEGE GRADUATE

SOME COLLEGE OR BUSINESS SCHOOL

HIGH SCHOOL GRADUATE

SOME HIGH SCHOOL

GRADES 7 OR 8

GRAMMAR SCHOOL TO 6TH GRADE

APPENDIX B

MEASURE OF ACCULTURATION (SPANISH)

EL OBJETO DE LA PRESENTE INVESTIGACIÓN ES AVERIGUAR LOS SIGNIFICADOS QUE TIENEN CIERTOS CONCEPTOS PARA DIVERSAS PERSONAS. EN LA PARTE SUPERIOR DE CADA UNA DE LA PÁGINAS SIGUIENTES APARECE EL NOMBRE DE UN CONCEPTO. MÁS ABAJO HAY UNA SERIE DE ESCALAS. UD. DEBE CALIFICAR CADA CONCEPTO EN RELACIÓN CON LAS ESCALAS.

HE AQUÍ CÓMO SE UTILIZAN LAS ESCALAS:

SI LE PARECE A UD. QUE EL CONCEPTO EN LA PARTE SUPERIOR DE LA PÁGINA SE RELACIONA MUY ESTRECHAMENTE CON UNO U OTRO DE LOS EXTREMOS DE LA ESCALA, INDÍQUELO COLOCANDO UN GANCHO (✓) DE LA MANERA SIGUIENTE:

JUSTO	✓	—	—	—	—	—	—	INJUSTO	} EJEMPLO
			O BIEN						
JUSTO	—	—	—	—	—	—	✓	INJUSTO	

SI LE PARECE QUE EL CONCEPTO SE RELACIONA ESTRECHAMENTE CON UNO U OTRO EXTREMO DE LA ESCALA, INDÍQUELO COLOCANDO EL GANCHO ASÍ:

JUSTO	—	✓	—	—	—	—	—	INJUSTO	} EJEMPLO
			O BIEN						
JUSTO	—	—	—	—	—	✓	—	INJUSTO	

SI EL CONCEPTO SOLO PARECE RELACIONARSE LIGERAMENTE CON ALGUNO DE LOS EXTREMOS, COLOQUE EL GANCHO ASÍ:

JUSTO	—	—	✓	—	—	—	—	INJUSTO	} EJEMPLO
			O BIEN						
JUSTO	—	—	—	—	✓	—	—	INJUSTO	

SI UD. CONSIDERA EL CONCEPTO INDIFERENTE RESPETO A LA ESCALA, COLOQUE EL GANCHO EN EL ESPACIO MEDIO:

JUSTO	—	—	—	✓	—	—	—	INJUSTO - EJEMPLO
-------	---	---	---	---	---	---	---	-------------------

1. IMPORTA MUCHO QUE UD. COLOQUE EL GANCHO SOBRE EL ESPACIO QUE INDIQUE SU OPINIÓN.
2. NO DEBE PONER MÁS QUE UN SOLO GANCHO EN CADA ESCALA.
3. NO DEJE DE RELLENAR LA PARTE DE LOS DATOS PERSONALES.

DATOS PERSONALES

CONTESTE, SIEMPRE QUE LE SEA POSIBLE, INDICANDO CON UN GANCHO (✓) EL DATO CORRECTO. NO OMITA NINGUNA DE LAS PREGUNTAS, E INDIQUE SIEMPRE LA RESPUESTA MÁS EXACTA.

1. SEXO: HOMBRE ____ MUJER ____

2. ¿CUÁL ES SU ORIGEN ÉTNICO?

HISPANO

____ CUBANO
 ____ MEXICANO/MEXICANO AMERICANO
 ____ PUERTORRIQUEÑO
 ____ OTRO (¿CUÁL?) _____

____ NORTEAMERICANO DE HABLA INGLESA
 ____ NEGRO
 ____ ASIÁTICO
 ____ OTRO (¿CUÁL?) _____

3. ¿EN QUÉ AÑO NACIO? _____

4. ¿DÓNDE NACIÓ?

____ EE.UU.
 ____ CUBA
 ____ MÉXICO
 ____ PUERTO RICO
 ____ OTRO PAÍS (¿DÓNDE?) _____

5. ¿QUIÉNES VIVEN EN SU CASA? (PUEDE INDICAR VARIAS RESPUESTAS)

____ DE 1 A 3 HERMANOS (O HIJOS)
 ____ DE 4 A 6 HERMANOS (O HIJOS)
 ____ MÁS DE 6 HERMANOS (O HIJOS)
 ____ DE 1 A 3 HERMANAS (O HIJAS)
 ____ DE 4 A 6 HERMANAS (O HIJAS)
 ____ MÁS DE 6 HERMANAS (O HIJAS)

6. ¿QUÉ IDIOMA HABLA UD. EN SU CASA?

____ SÓLO EL ESPAÑOL
 ____ PRINCIPALMENTE EL ESPAÑOL
 ____ PRINCIPALMENTE EL INGLÉS
 ____ SÓLO EL INGLÉS
 ____ OTRO (¿CUÁL?) _____

7. ¿QUÉ TIPO DE EMPLEO TIENE JEFE DE SU FAMILIA? _____

8. ¿DE QUÉ PAÍS ES CIUDADANO EL JEFE DE SU FAMILIA?
- EE.UU. (ESTADOS UNIDOS)
 MÉXICO
 OTRO PAÍS (¿CUÁL?) _____
9. ¿DÓNDE SE CRIÓ EL JEFE DE SU FAMILIA?
- EN EL CAMPO
 EN LA CIUDAD
10. ¿CUÁNTOS AÑOS ASISTIÓ A LA ESCUELA EL JEFE DE SU FAMILIA?
- DE 0 A 8 AÑOS
 9 AÑOS O MÁS
11. CONDICIÓN DE MATRIMONIO:
- SOLO
 CASADO
 DIVORCADO
 VIUVADO
12. SU PLANO DE EDUCACIÓN:
- GRADO PROFESIONAL
 SE GRADUÓ DE LA UNIVERSIDAD
 ALGUNOS CURSOS EN UNA UNIVERSIDAD O UNA ESCUELA DE LOS NEGOCIOS
 SE GRADUÓ DE LA ESCUELA SECONDARIA
 ALGUNOS CLASES EN LA ESCUELA SECONDARIA
 PLANO SIETE O OCHO
 ESCUELA PRIMARIA

APPENDIX C

PERSONAL ATTRIBUTES QUESTIONNAIRE

(ENGLISH)

PERSONAL ATTRIBUTES QUESTIONNAIRE

The items below inquire about what kind of a person you think you are. Each item consists of a pair of characteristics, with the letters A-E in between. For example:

Not at all Artistic A....B....C....D....E Very Artistic

Each pair describes contradictory characteristics - that is, you cannot be both at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you would choose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth.

- | | | |
|-----------------------------------------------------------|-----------------------|---------------------------------------------|
| 1. Not at all aggressive | A....B....C....D....E | Very aggressive |
| 2. Not at all independent | A....B....C....D....E | Very independent |
| 3. Not at all emotional | A....B....C....D....E | Very emotional |
| 4. Very submissive | A....B....C....D....E | Very dominant |
| 5. Not at all excitable
in a <u>major</u> crisis | A....B....C....D....E | Very excitable in
a <u>major</u> crisis |
| 6. Very passive | A....B....C....D....E | Very active |
| 7. Not at all able to devote
self completely to others | A....B....C....D....E | Able to devote self
completely to others |
| 8. Very rough | A....B....C....D....E | Very gentle |
| 9. Not at all helpful to
others | A....B....C....D....E | Very helpful to
others |
| 10. Not at all competitive | A....B....C....D....E | Very competitive |
| 11. Very home oriented | A....B....C....D....E | Very worldly |
| 12. Not at all kind | A....B....C....D....E | Very kind |
| 13. Indifferent to others'
approval | A....B....C....D....E | Highly needful of
others's approval |
| 14. Feelings not easily hurt | A....B....C....D....E | Feelings easily
hurt |
| 15. Not at all aware of
feelings of others | A....B....C....D....E | Very aware of
feelings of others |

- | | | |
|----------------------------------------|-----------------------|------------------------------------|
| 16. Can make decisions easily | A....B....C....D....E | Has difficulty making decisions |
| 17. Gives up very easily | A....B....C....D....E | Never gives up easily |
| 18. Never cries | A....B....C....D....E | Cries very easily |
| 19. Not at all self-confident | A....B....C....D....E | Very self-confident |
| 20. Feels very inferior | A....B....C....D....E | Feels very superior |
| 21. Not at all understanding of others | A....B....C....D....E | Very understanding of others |
| 22. Very cold in relations with others | A....B....C....D....E | Very warm in relations with others |
| 23. Very little need for security | A....B....C....D....E | Very strong need for security |
| 24. Goes to pieces under pressure | A....B....C....D....E | Stands up well under pressure |

APPENDIX D

PERSONAL ATTRIBUTES QUESTIONNAIRE

(SPANISH)

Las siguientes preguntas nos permiten comprender mejor el tipo de persona que Vd. siente ser. Cada pregunta consiste de un par de características, con cinco alternativas posibles (A-E). Por ejemplo:

Nada artístico A....B....C....D....E Muy artístico

Cada par describe características contradictorias es decir no puede ser usted ambas al mismo tiempo (muy artístico y nada artístico).

Las letras forman una escala entre los dos extremos. Usted debe de escoger la letra que describa mejor su posición dentro de la escala. Por ejemplo, si usted cree no poseer ninguna habilidad artística, escogería A. Si Vd. cree ser medianamente habil escoja C y si Vd. cree que es mejor de lo normal escoja D. RESPONDA RAPIDAMENTE: SU PRIMERA REACION ES LA MEJOR. Una vez que haya Vd. seleccionado la letra que mejor lo describe, marque su contestacion a la pregunta poniendo un circulo alrededor de la letra correspondiente. Por ejemplo si Vd. escogio la letra B en la primera pregunta y la E en la segunda sus respuestas se veran como se ilustra abajo:

1. A....B....C....D....E

2. A....B....C....D....E

Ahora empiece a contestar las preguntas. Debera contestar todas las preguntas un cuando este seguro de su respuesta.

- | | | |
|---------------------------------------------|-----------------------|-----------------------------------|
| 1. Nada agresivo | A....B....C....D....E | Muy agresivo |
| 2. Nada independiente | A....B....C....D....E | Muy independiente |
| 3. Nada emocional | A....B....C....D....E | Muy emocional |
| 4. Muy sumiso | A....B....C....D....E | Muy dominante |
| 5. Nada nervioso en un problema grave | A....B....C....D....E | Muy nervioso en un problema grave |
| 6. Muy pasivo(a) | A....B....C....D....E | Muy activo(a) |
| 7. Nada capaz de darse por completo a otros | A....B....C....D....E | Capaz de darse totalmente a otros |
| 8. Muy rudo | A....B....C....D....E | Muy gentil (amable) |
| 9. Nada servicial a los demas | A....B....C....D....E | Muy servicial a los demas |
| 10. Nada competitivo | A....B....C....D....E | Muy competitivo |

11. Muy hogareño(a)	A....B....C....D....E	Nada hogareño(a)
12. Nada amable	A....B....C....D....E	Muy amable
13. Indiferente a la aprobación de los demos	A....B....C....D....E	Muy necesitado de aprobación de los demos
14. Es difícil herir sus sentimientos	A....B....C....D....E	Es fácil herir sus sentimientos
15. Nada consciente de los sentimientos de otros	A....B....C....D....E	Muy consciente de los sentimientos de otros
16. Le es fácil tomar decisiones	A....B....C....D....E	Le es difícil tomar decisiones
17. Se da por vencido fácilmente	A....B....C....D....E	No se da por vencido fácilmente
18. Nunca llora	A....B....C....D....E	Llora fácilmente
19. Nada seguro(a) de si mismo	A....B....C....D....E	Muy seguro(a) de si mismo
20. Se siente muy inferior	A....B....C....D....E	Se siente muy superior
21. Nada comprensivo(a)	A....B....C....D....E	Muy comprensivo(a)
22. Muy frío en sus relaciones con los demás	A....B....C....D....E	Afectuoso en sus relaciones con los demás
23. Poca necesidad de seguridad económica	A....B....C....D....E	Gran necesidad de seguridad económica
24. Se enferma bajo presión	A....B....C....D....E	Es muy estable bajo presión

APPENDIX E

ATTITUDES TOWARD WOMEN SCALE (ENGLISH)

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (1) Agree Strongly, (2) Agree Mildly, (3) Disagree Mildly, or (4) Disagree Strongly. Please indicate your opinion by marking 1, 2, 3, 4, whichever corresponds to the alternative which best describes your personal attitude on the blank line preceding each statement. Also, please indicate your response on the answer sheet. Please be sure to answer every item.

1. Agree Strongly
2. Agree Mildly
3. Disagree Mildly
4. Disagree Strongly

- ___ 1. Swearing and obscenity are more repulsive in the speech of a woman than a man.
- ___ 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
- ___ 3. Both husband and wife should be allowed the same grounds for divorce.
- ___ 4. Telling dirty jokes should be mostly a masculine prerogative.
- ___ 5. Intoxication among women is worse than intoxication among men.
- ___ 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
- ___ 7. It is insulting to women to have the "obey" clause remain in the marriage ceremony.
- ___ 8. There should be a strict merit system in job appointment and promotion without regard to sex.
- ___ 9. A woman should be as free as a man to propose marriage.
- ___ 10. Women should worry less about their rights and more about becoming good wives and mothers.
- ___ 11. Women should assume their rightful place in business and all the professions along with men.
- ___ 12. Women earning as much as their dates should bear equally the expense when they go out together.
- ___ 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
- ___ 14. Sons in a family should be given more encouragement to go to college than daughters.

- ___15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
- ___16. In general, the father should have greater authority than the mother in the bringing up of children.
- ___17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.
- ___18. The husband should not be favored by law over the wife in the disposal of family property or income.
- ___19. Women should be concerned with their duties of childrearing and housetending, rather than with desires for professional and business careers.
- ___20. The intellectual leadership of a community should be largely in the hands of men.
- ___21. Economic and social freedom are worth far more to women than acceptance of the ideal of femininity which has been set by men.
- ___22. On the average, women should be regarded as less capable of contribution to economic production than are men.
- ___23. There are many jobs in which men should be given preference over women in being hired or promoted.
- ___24. Women should be given equal opportunity with men for apprenticeship in the various trades.
- ___25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

APPENDIX F

ATTITUDES TOWARD WOMEN SCALE (SPANISH)

Las afirmaciones que encontrará abajo describen actitudes asumidas por diversas personas con respecto al papel de la mujer en la sociedad. No hay respuestas correctas o incorrectas; solamente opiniones. Vd. debe expresar sus opiniones acerca de cada afirmación, indicando si Vd. está: (1) totalmente de acuerdo, (2) ligeramente de acuerdo, (3) ligeramente en desacuerdo, (4) totalmente en desacuerdo. Por favor, indique su opinión marcando 1, 2, 3, 4, cualquiera que corresponda a la alternativa que más describe su actitud personal en la línea blanca que precede cada afirmación. Por favor, responda a todos los artículos.

1. totalmente de acuerdo
2. ligeramente de acuerdo
3. ligeramente en desacuerdo
4. totalmente en desacuerdo

- ___ 1. Las malas razones y las obscenidades son más repulsivas en el lenguaje de una mujer que en el de un hombre.
- ___ 2. Las mujeres deben de asumir mayores responsabilidades para dirigir a otros hacia la búsqueda de soluciones para los problemas intelectuales y sociales de nuestro tiempo.
- ___ 3. Tanto el marido como la mujer deben de tener las mismas razones para el divorcio.
- ___ 4. El contar chistes "colorados" debe de ser una prerrogativa de los hombres.
- ___ 5. La intoxicación de la mujer es peor que la intoxicación en el hombre.
- ___ 6. En las condiciones de la vida moderna, con la mujer con actividades fuera del hogar, los hombres deben de compartir las tareas domésticas tales como lavar ropa y los trastos.
- ___ 7. Es insultante para la mujer el tener que someterse a la cláusula de "obediencia" contenida en el rito del matrimonio.
- ___ 8. Debería existir un sistema estricto de méritos en los nombramientos de trabajo, así como en los ascensos, sin tomar en cuenta el sexo de la persona.
- ___ 9. Una mujer debería de tener la misma libertad que el hombre para proponer matrimonio.
- ___ 10. Las mujeres deberían de preocuparse menos de sus derechos y más de ser buenas esposas y madres.
- ___ 11. Las mujeres deberían de ocupar el lugar al que tienen derecho a la par que los hombres tanto en los negocios como en las profesiones.

- ___12. Las mujeres que ganan igual sueldo que el joven con quien salen deberían de compartir igualmente los gastos cuando salen con él.
- ___13. Una mujer no debería de aspirar a ir exactamente a los mismos lugares, o tener la misma libertad que los hombres.
- ___14. Los hijos varones en una familia deberían de tener mayor estímulo para asistir a la universidad que las mujeres.
- ___15. Es ridículo ver a una mujer manejando una locomotora o a un hombre remendando ropa.
- ___16. En general, el padre debería de tener mayor autoridad que la madre en la educación de los hijos.
- ___17. Las mujeres no deberían de tener intimidades sexuales con nadie antes del matrimonio; ni siquiera con sus novios.
- ___18. Las leyes no deberían de favorecer al marido por encima de la esposa en la distribución de los bienes o de los ingresos familiares.
- ___19. Las mujeres deberían de preocuparse por sus obligaciones caseras y del cuidado de los niños más que por carreras profesionales o de negocios.
- ___20. El liderato intelectual de una sociedad debería de estar principalmente en manos de los hombres.
- ___21. La libertad social y económica es más valiosa para la mujer que la aceptación del ideal de feminidad que ha sido establecido por los hombres.
- ___22. En general, puede decirse que las mujeres deben considerarse como menos capaces que los hombres para contribuir a la productividad económica.
- ___23. Hay muchos trabajos para los cuales debe de darse preferencia a los hombres, sobre las mujeres, tanto en la contratación como en los ascensos.
- ___24. Debe de proporcionarse igual oportunidad a las mujeres que a los hombres en el aprendizaje de los diversos oficios.
- ___25. La mujer moderna debe de tener la misma libertad de regulación y de control de que goza el hombre moderno.

1. totalmente de acuerdo
2. ligeramente de acuerdo
3. ligeramente en desacuerdo
4. totalmente en desacuerdo

APPENDIX G

HOUSEHOLD BEHAVIOR SCALE (ENGLISH)

Please indicate the degree to which you participate in the following behaviors by placing the appropriate number by the corresponding statements.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS

- 1. taking out the garbage
- 2. washing the dishes
- 3. paying the bills
- 4. driving the car
- 5. cleaning the house
- 6. fixing things around the house
- 7. taking care of the car
- 8. doing the laundry
- 9. doing the cooking
- 10. buying the groceries

Sex: Male

Female

APPENDIX H

HOUSEHOLD BEHAVIOR SCALE (SPANISH)

Por favor, indique el rango que Vd. participa en las conductas siguientes. Ponga Vd. el propio numero al lado de los frases correspondiente.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
NUNCA	RARAS VECES	ALGUNAS VECES	MUCHAS VECES	SIEMPRE

- 1. sacar la basura
- 2. levar la vajilla
- 3. pagar las cuentas
- 4. manejar el carro
- 5. limpiar la casa
- 6. arreglar cosas en la casa
- 7. atender al carro
- 8. levar la ropa
- 9. cocinar
- 10. comprar los comestibles

Sexo: Hombre

Hembra

APPENDIX I

BEM SEX ROLE INVENTORY-BEHAVIOR SCALE

(ENGLISH)

Please indicate the degree to which you participate in the following behaviors by placing the appropriate number by the corresponding statement.

1	2	3	4	5
NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS

- ___ 1. If you hurt someone, wanting to make him/her feel good as quickly as possible.
- ___ 2. Hugging someone.
- ___ 3. Hardly ever raising your voice.
- ___ 4. Fixing things without anyone's help.
- ___ 5. Initiating sex.
- ___ 6. Being publicly opinionated.
- ___ 7. Knowing what to do in an emergency.
- ___ 8. Saying "I'm sorry" after you've hurt someone.
- ___ 9. Striving for a high goal.
- ___ 10. Saying "you are full of it".
- ___ 11. Being in a heartwarming situation.
- ___ 12. Stopping to play with an infant or child.

Sex: Male ___

Female ___

APPENDIX J

BEM SEX ROLE INVENTORY-BEHAVIOR SCALE

(SPANISH)

Por favor, indique el rango que Vd. participa en las conductas siguientes. Ponga Vd. el propio numero al lado de los frases correspondiente.

1	2	3	4	5
NUNCA	RARAS VECES	ALGUNAS VECES	MUCHAS VECES	SIEMPRE

- ___ 1. Si lastimas a alguien, inmediatamente queriendo a consolarlo.
- ___ 2. Abrazar alguien.
- ___ 3. Apenas gritar a alguien.
- ___ 4. Arreglar cosas sin ayuda de alguien.
- ___ 5. Empezar a enamorar a su querido(a).
- ___ 6. Tener un opinión en público.
- ___ 7. Saber que necesita hacer en una emergencia.
- ___ 8. Decir "Lo siento mucho" despues de Vd. hace daño a alguien.
- ___ 9. Esforzarse por unobjetivo alto.
- ___ 10. Diciendo que ya no te aguantas mas.
- ___ 11. Estando en situación de sentimiento.
- ___ 12. Pararse para jugar con un nene o un niño.

Sexo: Hombre ___

Hembra ___

APPENDIX K

INSTRUCTIONS (ENGLISH)

INSTRUCTIONS

I am interested in learning more about Mexican American women and the changes that they are going through in America. To do this, I need your help. I have given you five questionnaires to fill out. You have both a Spanish and an English version of all of these questionnaires. You may choose whichever is easier or more comfortable for you. However, if you begin answering an English questionnaire, please answer all items on that English questionnaire. If you begin answering a Spanish questionnaire, please answer all items on that Spanish questionnaire. If, for example, you begin an English questionnaire and you do not understand an item, you may look at that item on the Spanish version, but please go back and answer the English version.

Each questionnaire has specific instructions appearing at the beginning of it. I will be available to explain things further. You may take as long as you wish to answer the questions. Do not put your name on the questionnaire. Please answer all of the questions as honestly and as accurately as you can. Although I encourage you to answer all items, you may stop anytime you like. After I have asked a larger number of women to fill out these questionnaires, I will then summarize all the information. When I have the information put together, I will be happy to discuss the results with all of you who are interested and will be happy to provide a copy of the results to the Hispanic Cultural Center.

APPENDIX L

INSTRUCTIONS (SPANISH)

INSTRUCCIONES

Me interesa aprender más sobre las damas "Hispana" y los cambios que las afectan en los Estados Unidos. Para hacerlo, necesito su ayuda. He dado a Vd. cinco cuestionarios para completar. Vd. tiene una versión en español y en inglés para todos estos cuestionarios. Vd. puede escoger cualquier cuestionario que sea más cómodo a más fácil para Vd. Sin embargo, si Vd. empieza a responder un cuestionario en inglés, por favor responda a todos los artículos en este cuestionario en inglés. Si Vd. empieza a responder un cuestionario en español, por favor responda todos los artículos en este cuestionario en español. Por ejemplo, si Vd. empieza un cuestionario en inglés y no puede comprender un artículo, Vd. puede mirar el artículo correspondiente en la versión española, pero por favor responda en la versión en inglés.

Cada cuestionario tiene indicaciones específicas que aparecen al principio. Estaré a su disposición para explicar más los artículos. Vd. puede pasar todo el tiempo que Vd. quiera para responder a los artículos. No ponga su nombre en el cuestionario. Por favor, responda a todos los artículos tan honradamente y correctamente como Vd. pueda. Aunque le aliento a responder a todos los artículos, a Vd. se le permite parar cuando quiera. Después de haber pedido a un grupo más grande de mujeres que respondan a estos cuestionarios, voy a resumir toda la información. Cuando tenga la información recogida, tendré mucho gusto en discutir los resultados con todas las personas que están interesadas y proveeré una copia de los resultados al "Hispanic Cultural Center".

APPENDIX M

ALPHABETICAL LIST OF SELECTED VARIABLES
AND THEIR ABBREVIATIONS

<u>Abbreviation</u>	<u>Variable</u>
AWS	Attitudes Toward Women Scale
BSRIB-F	Bem Sex Role Inventory Behavior - Feminine
BSRIB-M	Bem Sex Role Inventory Behavior - Masculine
HBS-F	Household Behavior Scale - Feminine
HBS-M	Household Behavior Scale - Masculine
PAQ-F	Personal Attributes Questionnaire - Feminine
PAQ-M	Personal Attributes Questionnaire - Masculine

VITA²

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