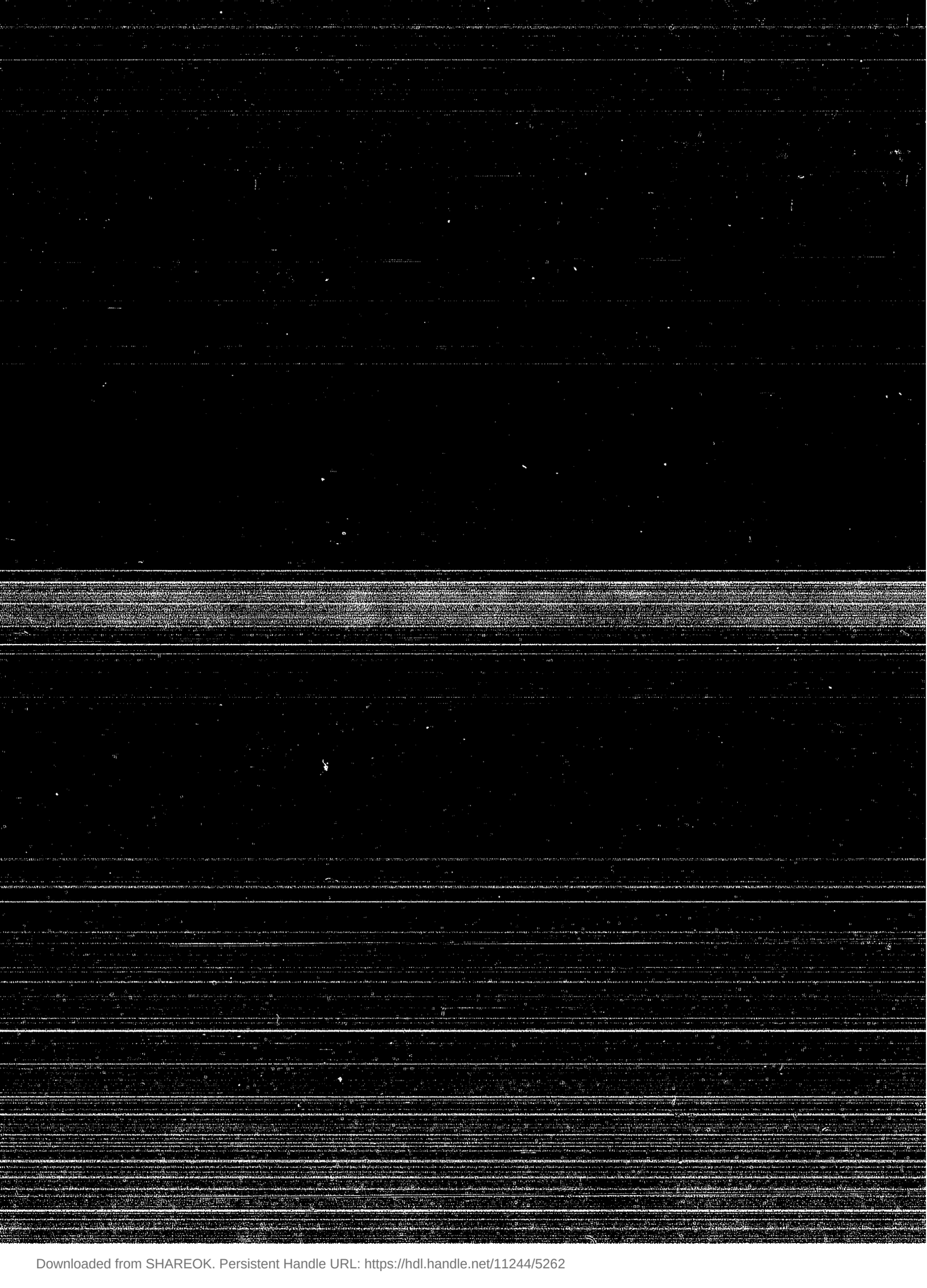

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CULTURAL DIVERSITY AND MANAGEMENT STYLE

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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of

DOCTOR OF PHILOSOPHY

BY

AGAPITO MENDOZA

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1984

CULTURAL DIVERSITY AND MANAGEMENT STYLE

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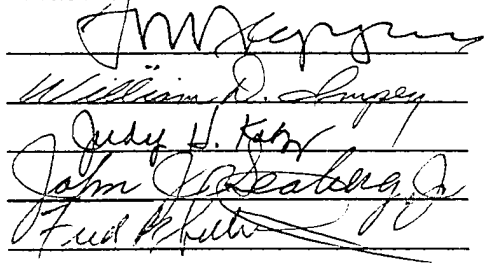

DISSERTATION COMMITTEE

1984

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DEDICATION

This study is dedicated to my jefita, and my jefito, ellos me dieron la energía para terminar éste proyecto.

Sra. Tomasa Mendoza and Sr. Cosme Mendoza.

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ABSTRACT OF DISSERTATION

CULTURAL DIVERSITY AND MANAGEMENT STYLE

BY: AGAPITO MENDOZA

MAJOR PROFESSOR: THOMAS W. WIGGINS, PH. D.

Data on the occupational distribution patterns and education of Hispanics in the United States has revealed that the majority may be living in low socio-economic-status (SES) environments. Variance in the acculturation/socialization of persons associated with low SES environments becomes more apparent when viewed through their responses to management techniques based on SES or culturally different value systems. The dynamic that results from this ideological confrontation has been referred to as "culture clash."

The majority of Hispanics living in the United States reside in the west and southwest part of the country. The instrument for this research was specifically designed for this study and was implemented in those parts of the nation. The subject populations consisted of Hispanics who grew up in or are presently living in low SES environments and Anglo-Americans who were either raised in middle SES environments or are presently living in that milieu.

The data were analyzed by two-way analysis of

variance, one-way analysis of variance, Pearson Product Moment Correlation, multiple regression analysis and scattergram plots. The .05 level of significance was established as the Alpha level.

The findings of the study showed that for the subject population there was no difference between Hispanics' and Anglos' socialization/acculturation environment, racial membership and their reaction to participatory management. When variables were isolated and analyzed as to their influence upon reaction to participatory management, there were significant findings. Race, age, and gender were shown to have a significant relationship with participatory management.

The conclusions derived from this study indicate that both subject groups' reactions to participatory management was not related to their environments. This raised questions regarding the credibility of the conceptual bases upon which the study was framed and justifies the need for continued research.

CULTURAL DIVERSITY AND MANAGEMENT STYLE

CHAPTER I

INTRODUCTION

Background of the Problem

There are increasingly larger populations of culturally diverse people living in the United States today.[1] Variance in the socialization process/patterns and the value orientations of these groups becomes apparent when viewed through their diverse responses to participatory management techniques.[2] Kranz[3] has pointed this out by stating that "decision making in bureaucratic organizations is significantly influenced and affected by the personal characteristics and socialization of those participants."

In the case of this study, the culturally diverse populations under consideration are those of persons who grew up or are presently living in either low-income

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[1]James F. Downes, Culture in Crisis, (London: Collier-MacMillian, 1975).

[2]Holger R. Stub, The Sociology of Education, (London: Irwin-Dorsey, 1975).

[3]Harry Kranz, The Participatory Bureaucracy, (Lexington: D.C. Heath and Co., 1976), p. 108.

Hispanic or middle-income Anglo environments.

The 1980 Census of the Population and Housing defines the Hispanic population in the United States as persons

> ...of Spanish origin or descent who have classified themselves in one of the specific Spanish origin categories listed on the questionnaire as Mexican, Puerto Rican, or Cuban-as well as those who indicated that they were of other Spanish/ Hispanic origin or those whose origins are from Spain or the Spanish speaking countries of Central or South America, or they are Spanish origin persons identifying themselves generally as Spanish, Spanish-American, Hispanic, Latino, etc. Origin or descent can be viewed as the ancestry, nationality group, lineage, or country in which the person or person's parents or ancestors were born before their arrival in the United States. Persons of Spanish origin may be of any race.[4]

Addressing this population, Galarza, Gallegos, and Samora[5] conducted an in-depth analysis after the 1960 census to ascertain how economics, politics, education, and other environmental factors influenced the demographic and economic situation of the majority of Hispanic people in the United States. They found that the Hispanic population at that time numbered approximately 6 million. Two-thirds of the total resided in the states of Texas,

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[4]U.S. Department of Commerce. 1980 Census Report of the Population and Housing: Advanced Report, U.S. Summary. April, 1981, p. 4.

[5]Ernesto Galarza, Herman Gallegos, and Julian Samora, Mexican Americans in the Southwest, (Santa Barbara: McNally and Lofton, 1969).

New Mexico, Arizona, California, and Colorado. Most were manual workers earning the minimum wage at that time. Over half of these people lived below the official poverty level.

Reports for the last census taken in 1980 shows that the reported Hispanic population has had an approximate 8.5 million increase to 14,605,261 in the last twenty years.[6] The Northeast sector of the United States (New England and the Middle Atlantic) reports 2,604,261; the North Central area (east North Central and West North Central) totals 1,276,405; the South area, (South Atlantic, East South Central) reported 4,473,172; while the West (Mountain and Pacific areas) topped the area totals with 6,252,045. As in the 1960 census, the largest concentration of Hispanics was again the Southwestern and Western parts of the United States. The 1980 report reflected that Texas had 2,985,643, New Mexico 476,089, Arizona 440,915, California 4,543,770, and Colorado 339,300. This particular area represented more than half of the total Hispanic population in the United States. Other concentrations were found in New York, 1,659,245, and Florida, 857,898.[7] This may, however, represent an inaccurate count of the actual Hispanic population in the country.

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[6] 1980 Census Report of Population and Housing, p. 4.

[7] Ibid.

The advance report also notes that "in the 1980 census, persons who did not classify themselves in one of the specific race categories but reported entries such as Cuban, Puerto Rican, Mexican, or Dominican, were included in the 'other' categories."[8]

Barrera[9] claims that within this total population, at least 85% of the males and 88% of the females may hold low paying menial jobs. Table I reveals that the higher concentration of males were employed as operatives and laborers, while the majority of females were clerical operative, or service personnel. These figures reflect the period between the 1970 and 1980 census.

The latest data on occupational distribution of Hispanics in the United States shows that not much has changed as far as the high-income versus low-income representation in the work force. Table II shows the previously mentioned data as compared to current information available.

A quick glance at the data reveals that in the ten year period of comparison, the majority of Hispanics have remained in low-income producing occupations. Only 5.6% of this population has been engaged as professional or technical; 4% as managers, proprietors, or officials-which are

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[8] Ibid., p. 2.

[9] Mario Barrera, Race and Class in the Southwest: Theory of Racial Inequality, (Notre Dame: University of Notre Dame Press, 1979), p. 151.

Table I

Pre-1980 Census Occupational Distribution of Hispanics in the United States by Sex and in Percentages[10]

Occupation	Male	Female	Both
Professional/Technical	5.4%	5.1%	5.2%
Managers, Proprietors, Officials	5.6	2.6	4.1
Clerical	4.9	27.5	16.2
Sales	2.4	4.8	3.6
Craftspersons	19.5	1.6	10.5
Operatives	27.8	25.1	26.4
Laborers	14.4	1.2	7.8
Service Personnel	11.0	28.1	19.5
Farm Laborers	8.5	2.5	5.5

[10]Mario Barrera, Race and Class in the Southwest: Theory of Racial Inequality, p. 151.

Table II

A Comparison of Occupational Distribution Patterns
For Hispanics in the United States:
1970 Census - 1980 Census[11]

Occupation	1970 Census	1980 Census	Change
Professional/Technical	5.2%	6.0%	+.8%
Managers, Proprietors, Officials	4.1	3.9	-.2
Clerical	16.2	13.5	-2.7
Sales	3.6	5.7	+2.1
Craftspersons	10.5	12.2	+1.7
Operatives	26.4	27.9	+1.5
Laborers	7.8	18.7	+10.9
Service Personnel	19.5	12.1	-7.4
Farm Laborers	5.5	-----*	
Farmers/Farm Managers	.2	.1	+.1

*
Post-census information included laborers and farm laborers as one category.

[11]"The Hispanic Labor Force: Data," Caminos (March, 1981), Vol. 2, No. 2, p. 22.

normally higher paying jobs. This reflects a total of 9.6% of the estimated 16 million Hispanics listed in the latest census. The generalization can then be made that a large percentage of Hispanics in the United States are living in environments that reflect low-income socio economic status. (SES)

When dealing with the subject of assimilation and acculturation of Hispanic people, a comment is frequently made when conversing about melting pot ideologies. The comment is about how Europeans become so much more easily "Americanized" within one generation, but the Hispanic (especially the Mexican-American) generally resists complete assimilation. One needs to examine the dissimilarities present in the contrast. Europeans were separated by hundreds of miles from their mother country, therefore, delimiting any language or cultural interchange. Hispanics in the southwest are separated from their source of language and culture by only the Rio Grande River or isolated areas of unmarked border. Interchange is common everyday procedure.

Europeans came to a land that was foreign to them. The incentive to blend in was heightened by a feeling of new-found nationalism. The Hispanic had lived for generations as a group of people extensively in parts of what is now known as the United States, giving them a feeling of racial identity with a common language and culture. As long

as the Hispanic way of living exists, the basis for culture clash will persist. Culture clash is the dynamic that occurs when two cultures ideologically meet. Differences in beliefs, socialization, and value orientations are primarily responsible for this phenomenon.

There is a danger that exists when talking about generalizable attributes based on the culture of poverty and in assigning those attributes to a group of people as a whole. Casavantes[12] suggests that sociologists and anthropologists have studied acculturation and value orientations of Hispanics and have deduced that the Hispanic culture and the culture of poverty are one and the same. Erroneous deductions such as this tend to mar otherwise competent research.

Participatory management as a technique in motivation of personnel in any organization elicits certain behavioral expectations. These expectations tend to reflect norms and patterns based on those owned by the persons who designed them. Shermerhorn[13] addresses the fact that the basic cultural patterns present in the United States reflect Anglo, middle-SES orientation. Management of personnel is

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[12]Edward Casavantes, "Pride and Prejudice: A Mexican American Dilemma," in Chicanos: Social and Psychological Perspectives, ed. Carrol Hernandez (St. Louis: The C.V. Mosby Co., 1976), p. 9.

[13]R.A. Shermerhorn, These Our People: Minorities in American Culture, (Boston: D.C. Heath and Co., 1949), p. 455.

one of the basic areas of study which reflects this viewpoint. Divergent cultural patterns may clash because of this fact. The generalizations in the assumptions of participatory management techniques are largely derived from empirical observations of mainstream organizational settings. These settings less often reflect cultural specific populations.[14] The research and literature in the field of organization and administration implicitly suggest that participatory management techniques are generalizable across cultural and subcultural boundaries.[15]

Statement of the Problem

The basic problem under consideration in this investigation is: What is the relationship between the nature of socialization of low-SES Hispanics and middle-SES Anglos and the assumptions inherent in participatory management techniques?

Definition of Terms

Participatory Management: A management technique employed by organizations, usually under

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[14]Thomas Wiggins, "Emergent Shifts in Administrative Models in the Americas," paper presented at the I Congreso Interamericano de Administração de Educação, Brasilia, Brasil, December, 1979.

[15]Jacob Getzels, James M. Lipham, and Roald Campbell, Educational Administration as a Social Process, (New York: Harper and Row, 1968).

the direction of the management specialist. The basis for this procedure is the involvement of all echelons within an organization in planning goals and objectives for that organization. It can be thought of as a cycle which provides feedback for reformulation or reimplementation of methods to insure the success of any given organization.

Socialization: That process that human beings go through as they mature both physically and mentally. As individuals, people take on certain characteristics, values, beliefs, and ways of thinking and acting that reflect those influential factors that are obtained at an early age, and on to adolescence and adulthood. As groups, there are certain traits that generally reflect that group's social orientation, again based on early influential factors.

Culture Clash: The dynamics that occur when two

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[16]Wilbur B. Brookover and Edsel L. Erickson, Society, Schools, and Learning, (Boston: Allyn and Bacon Co., 1969), pp. 212.

or more cultures ideologically meet head-on. In the case of this study, the low-SES Hispanic and the middle-SES Anglo.

Culture: Similarities in behavior that tend to reflect a certain group of people and their environment. Brookover and Erickson[16] refer to this human phenomenon as "an organized group of learned responses characteristic of a particular society." They further add that "culture is learned behavior associated with a particular society because teaching and learning the culture is the essence of education in any society." Culture can reflect either ethnicity or SES.

Management by Objectives (MBO): Gibson, Ivancevich, and Donnelly[17] state that there are three basic guidelines for the implementation of MBO: "1) superiors and subordinates meet and discuss objectives which, if met, would contribute to overall goals; 2) superiors and subordinates jointly

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[17]James L. Gibson, John M. Ivancevich, and James H. Donnelly Jr., Organizations: Behavior, Structure, Processes, (Dallas: Business Publications, Inc., 1979), p. 490.

establish attainable goals for the subordinates; 3) superiors and subordinates meet at a predetermined later date to evaluate the subordinates' progress toward the objective."

Socio-Economic-Status (SES): In the United States, a person's occupation, income, and education are basically three levels of categorization that are utilized by sociologists/government recordkeepers: upper, middle, and lower; there are also varying sub-levels attached to each one. For the purpose of this study, occupation and education is used, as well as income. The Hispanic sample consists primarily of people employed as laborers, service workers, and unemployed-status persons who grew up in low-SES environments as determined by responses to certain items in the research instrument. The middle-SES Anglo sample consists of teachers and administrators.

Mexican-American: That segment of the population that resides permanently in the United States who have origins in Mexico. The largest concentration of Mexican-Americans

is found in the southwest part of the United States due to historical and geographical situations.

Hispanics: That group of people living in the United States that have as their primary origin, the geographical area that extends from the southern United States border to the southern most tip of South America. Also included in this group are those people who have migrated to the United States from Puerto Rico and Cuba. Generally, they include Latin Americans residing in the United States, Chicanos, Spanish-Americans, Mexican-Americans, Cuban-Americans, Black Hispanics, Latinos, or any other identifier with roots in the Spanish culture.

Anglos: As used by Hispanics (mostly Mexican-Americans) in the southwest, all residents of the United States who have Caucasian origins.

Significance of the Study

This investigation will bring to the field added knowledge of how low-SES socialized Hispanics in the United States react to participatory management. As a result, organizations in the United States will be able to anticipate and insure the repesentative inclusion of these people in a meaningful way. It will further reflect how middle-SES Anglos accept/reject participatory management in comparison with the Hispanic group.

This study has been organized into five chapters. The first chapter is the Introduction. This includes the background of the problem, definition of terms, significance of the study, and a general outline of the study itself. The second chapter is the Review of the Literature. Within this chapter, the author has included a review of current research and literature on the study at hand, as well as both the theoretical framework and the conceptual hypotheses addressed. The third chapter deals with Design of the Study. This particular chapter will include an outline of population and sampling, method or gathering data, and the method of analyzing the data. Chapter Four will describe Findings of the Study. The fifth and final chapter will provide a summary, conclusion, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Current Research and Literature

In "The Culture of Poverty," Lewis[18] points to the fact that living in a low-SES environment elicits certain characteristic traits that are non-racial and transcend any regional boundaries or delineating borders. He was also of the belief that living in this environment was not only a simple matter of deprivation and disorganization, but rather a culture in itself which reflected traditional behavior. This approach to living regularly occurs through different nationalities and cultures where people that live in this milieu show similarities in everyday affairs.

A decisive factor that points to membership in the low-SES strata of any individual or family group is their dependence on welfare as their primary source of income. Schmidt and Koford,[19] after an analysis of data available

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[18]Oscar Lewis, "The Culture of Poverty," Scientific American, (October, 1966) 215:4, p. 19.

[19]Fred Schmidt and Kenneth Koford, "The Economic Condition of the Mexican-American," in Mexican-Americans Tomorrow, ed. Gus Taylor (Albuquerque: University of New Mexico Press, 1975), p. 97.

for selected areas in the United States, mention that "in the southwest, the difference in the proportion of Spanish-surnames and Anglo-surnamed families who received public income assistance is indeed great. The percentage of Anglo families ranges from 2.0% in Arizona to 5.9% in Colorado, whereas for the Spanish-surnamed families in their study, it goes from 8.4% to 14.9% in the same areas."

Barrera[20] has pointed to the fact that a high percentage of Hispanics in the United States may be living in what Lewis[21] has previously described as the culture of poverty. Cohen and Hodges[22] have also arrived at some general characterological and interpersonal styles which they attributed to most people living in this environment. They found that they spent their time in an extended family atmosphere or interacting with close relations and other significant persons. They were usually "non-joiners," especially of voluntary groups which included fraternal/social organizations and church or politically oriented clubs. They would usually favor the "old and familiar," which is examplified by their hesitance to accept change. Further, their subject

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[20]Barrera, Race and Class in the Southwest: Theory of Racial Inequality, p. 151.

[21]Lewis, "The Culture of Poverty," p. 19.

[22]A.K. Cohen and H.M. Hodges, Jr., "Characteristics of the Lower Blue-Collar Class," in A New Look at the Attributes of the Mexican-American, ed. Edward Casavantes (Albuquerque: Southwestern Cooperative Lab, Inc., 1971), p. 2.

group exhibited characteristics that could lead a culture non-member to believe that they consider any intellectual accomplishments as a negative factor in their everyday lives. The authors finalize their research by generally pointing out that people in those surroundings appear to have a penchant for living on a day-to-day basis and having a feeling of non-mastery over "everyday affairs or little control over nature, over institutions, or other events."

Addressing the issue of those Hispanics that are living in low-SES environments in the southwest, Carter[23] has deduced some structural-demographic attributes of the majority. He states that not only do they primarily speak Spanish, but that great numbers were actually born in Mexico or had grandparents or parents who were also born there. The predominantly listed religion was Roman Catholic and the generally populated areas included Texas, New Mexico, Colorado, Arizona, and California.

A large majority of the Hispanic people in the United States are made up of recent immigrants from Mexico. The proximity of that country to the United States and the current peso devaluations have added to the great surge of people coming north. They bring with them problems that are

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[23]Thomas Carter, "Structural-Demographic Attributes of the Majority of the Mexican-Americans," in A New Look at the Mexican-American, ed. Edward Casavantes (Albuquerque: Southwestern Cooperative Lab, Inc., 1971), p. 4.

not only associated with poverty, but also some characterological traits previously referred to as the culture of poverty.

The socialization process that involves various different SES and cultural groups in the United States results in persons that reflect their reference groups' cultural or SES orientation. For example, it is general fact that Hispanic children who grow up in low-SES environments achieve less well in school than others.[24] This is based on the fact that the school setting is normally Anglo, middle-SES oriented. Value patterns tend to clash because of this difference.

Culture as a concept has been described in Lucero's[25] research as "a very wide range of phenomena, material achievements, norms, beliefs, and feelings such as loyalty to certain standards, manners, and morals... It denotes also certain shared regularities of behavior and expectations. Hence, culturally standardized behavior is transmitted socially rather than biologically." Each member of society is born into a particular cultural/SES setting that dictates that person's beliefs, ideas, customs, while

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[24]Ysidro A. Cabrera, "A Study of American and Mexican American Culture Values," (Ph.D. dissertation, University of Colorado, 1963), p. 3.

[25]Alfonso Lucero, "Job Performance of Spanish-American Office Employees, Bookkeeping Employees, and Sales Employees," (Ph.D. dissertation, University of New Mexico, 1971), p. 29.

that person is alive. Culture is a product of human environment and how people relate to others.[26]

Cultural factors have had an effect on the large populations of Hispanics in the United States. When speaking of that particular group of people, consideration must be given to those things that affect that culture in an Anglo setting. Such things as language, religion, food, traditions, and customs, reflect the everday life that Hispanics lead.

Kluckholn and Strodbeck[27] generalized from their studies that Hispanics, especially in the southwest, are a good example of minimally assimilated peoples. The dynamics that occur when these diverse value orientations are brought to the middle-SES Anglo workworld may have an effect on participatory management as an organizational tool.

Parsons[28] has suggested that the value systems of ethnic and racial groups will vary from those of the majority society. He further added that the "actions of an ethnic group should be interpreted in terms of their distinctive cultures including its own internal stratification

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[26] Ibid., p. 40.

[27] Florence R. Kluckholn and F.L. Strodbeck, Variations in Value Orientations, (Evanston: Row, Peterson, and Co., 1961), p. 26.

[28] Talcott Parsons, Family, Socialization and Interaction Process, (Glencoe: Free Press, 1955).

and the ways in which it can, according to its values, appropriately articulate with the main class system." Cabrera[29] further mentions that many minority groups, including the Hispanic cling to various traditional values knowing that U.S. society in general, has differentiating opinions. Bullock[30] notes that cultural factors have had an effect on organizational effectiveness for Hispanics. Franc[31] tells us that Hispanic participants in public administration training programs speak of attitudinal differences that exist between themselves and the establishment. His research showed that Hispanics in his study felt that organizational expectations with respect to time management were overly emphasized. They further responded that such things as requirements for organizational goals, required quantitative analysis, and the extent of need for word-oriented rules was of little consequence to them in their field. Triandis and Malpass[32] note that Anglo middle-SES behavior is so much more under the influence of norma-

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[29]Cabrera, "A Study of American and Mexican-American Culture Values," p. 83.

[30]Paul Bullock, "Employment Problems of the Mexican American," Industrial Relations, (May, 1964) Vol. 3, No. 3.

[31]Max B. Franc, "Minority Attitudes and Opinions," paper presented at the annual PCAA convention, 3 March, 1972.

[32]H.C. Triandis and R.S. Malpass, "Studies of Black and White Interaction in Job Settings," Journal of Applied Social Psychology, (April, 1971), 1:101, p. 102.

tive factors than that of low-SES minority people. Reynolds[33] believes that as a result of this, decision-making often reflects cultural norms. He further states that any given individual has two important factors involved in the choice process: the impact of cultural conditioning which establishes priorities and the values present in the social group, which in turn reinforces and supports those values.

Cabrera,[34] in a study conducted with low-SES Hispanics and middle-SES Anglos in Colorado, found that his control group (Anglos) reflected an orderly conceived environment and distinct feeling of mastery over situations. They generally indicated a leaning towards optimism and conformity. On the other hand, the Hispanic sample in the study, which was defined as low-SES with roots in village folk culture, reflected the following group generalizations: 1) family was center of importance, 2) orientation was present-time conscious, 3) goods and production thereof, were for the immediate family, 4) minimal stress was placed on projected material gain, 5) the father was the dominant figure of authority, 6) minimal importance was placed on the

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[33]Clarence R. Reynolds, "Decision Making and Cultural Change: The Status of Spanish-American Small Farms in New Mexico," (Ph.D. dissertation, Southern Methodist University, 1974).

[34]Cabrera, "A Study of American and Mexican-American Culture Values," abstract.

role of the female, 7) there existed non-complex patterns of group cooperation and work organization, 8) there was minimal value placed on being rather than doing. Similar studies by Edmunson,[35] Martinez and Edwards,[36] Bullock,[37] Heller,[38] and Knowlton,[39] reflect Cabrera's findings.

What then, are some patterns that lead to culture clash for the low-SES Hispanic when s/he enters the middle-SES Anglo workworld? Ulibarri[40] conducted research with low-SES Hispanics in New Mexico and found certain characterological differences between his Hispanic and Anglo subject groups. Table III gives a comparative analysis of his results. The dynamics that occur when one set of acculturation factors meets another is the basis for cultural clash. It is the contention of this researcher that these accul-

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[35]Munro S. Edmunson, Los Manitos: A Study of Institutional Values, (New Orleans: Middle America Research Institute Publishing, 1957).

[36]Gilbert Martinez and Jane Edwards, The Mexican American: His Life Across Four Centuries, (Boston: Houghton-Mifflin Co., 1973).

[37]Bullock, "Employment Problems of the Mexican-American."

[38]Celia S. Heller, New Converts to the American Dream?, (New Haven: College and University Press, 1971).

[39]Clark Knowlton, "Problems and Difficulties in Planning and Development in Areas with Large Minority Groups," paper presented at the 27th Annual Conference of the Southern Sociological Society, Asheville, N.C., 17 April 1964.

[40]Horacio Ulibarri, "The Spanish-American: A Study on Acculturation," unpublished manuscript, University of New Mexico at Albuquerque, 1969.

Table III

A Comparative Analysis of Ulibarri's Findings

Low-SES Hispanic Value	Middle-SES Anglo Value
Family Orientation	Individualism
Ascriptivism	Achievement
Cooperation	Competition
Subsistent	Profit Making
Narrow Time Orientation	Wide Time Orientation
Personalism	Organization
Reticence for Change	Cult for Change
Work for a Particular Reason	Work for Work's Sake
Dependence on Environment	Independence
Church Orientation	Verbalization of Religion
Religious-Magical Orientation	Cult for the Scientific
Concern for Family Members	Lonely-Crowd Orientation

turation factors are SES motivated rather than racially significant. Second generation and above middle-SES Hispanics will reflect in general, those characteristics mentioned as pertaining to middle-SES Anglos.

Fundamentally, the theory base underlying participatory management/goal-setting has been in existence for hundreds of years. Ancient documents such as the Koran and the Old Testament refer to it in context. Aristotle and Disraeli were proponents of having ends plotted by the participants of any venture.[41] As time passed, management and organizational theory became more complex, then sophisticated. Organizational executives became even more aware of the need to effectively motivate people and improve productivity to enable organizations to move successfully toward goal achievement.[42] In general, participatory management can be illustrated in a cycle similar to management by objectives (MBO). It is the contention of some writers in the field that one cannot be without the other.[43] The cycle involved in participatory management-MBO is illustrated in Figure I.

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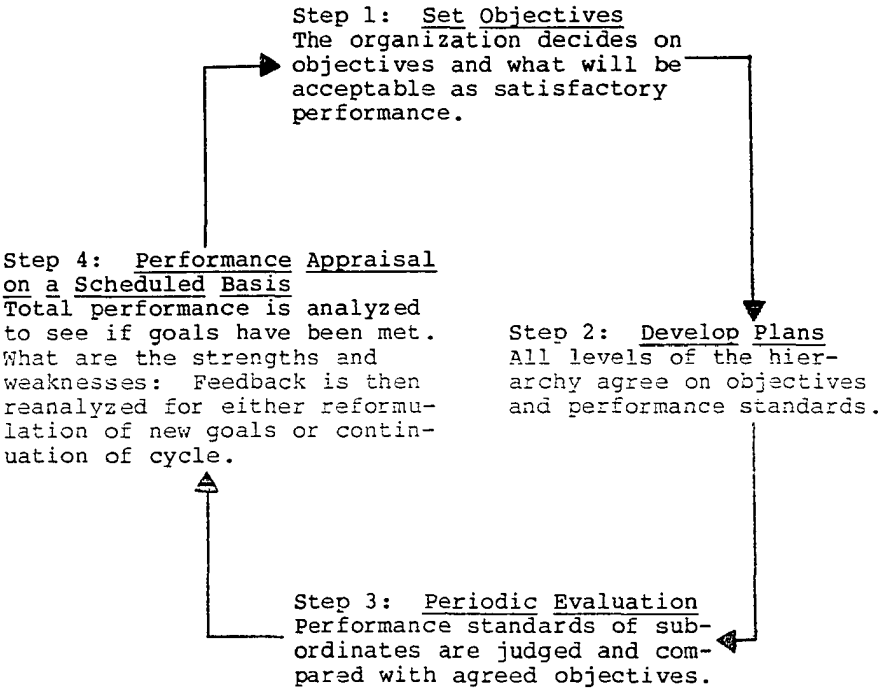
[41]George S. Odiorne, "MBO: A Backward Glance," Business Horizons, (October, 1978), p. 15.

[42]Stephen J. Carrol and Henry L. Tosi, Management by Objectives, (New York: The MacMillan Co., 1973), p. 3.

[43]Ibid.

Figure I

Participatory Management-MBO Cycle[47]



[47]Robert Kreitner, Management: A Problem Solving Process, (Boston: Houghton-Mifflin Co., 1980), p. 125.

Peter Drucker[44] in his The Practice of Management was one of the first to produce literature based on participatory management-MBO. Linked with his notion of MBO was the fact that goal setting by both worker and management was a necessary part of successful goal attainment. Scanlon and Keys[45] are of the opinion that both superordinate personnel and subordinate workers in any organization need to set common goals and objectives. Carrol and Tosi[46] address the fact that there must be mutual goal setting for the success of any organization. They add that this is the only way that any organization can successfully utilize all its human resources.

The participatory approach in management and planning not only gives a feeling to all levels in an organization that they "belong," but also lessens the possibility of internal/external role conflict. Role conflict in an organization results when an individual is subjected to conflicting demands placed on that individual by two or more persons in command positions. It further avoids role ambi-

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[44]Peter F. Drucker, The Practice of Management, (New York: Harper and Row, 1954), p. 131.

[45]Burt Scanlon and Bernard J. Keys, Management and Organizational Behavior, (New York: John Wiley and Sons, 1979), p. 186.

[46]Carrol and Tosi, Management by Objectives, p. 3.

[47]Robert Kreitner, Management: A Problem Solving Process, (Boston: Houghton-Mifflin Co., 1980), p. 125.

guity, which is the uncertainty about the way one's work is evaluated, about the scope of one's responsibilities, and about the performance level expectations of others.[48]

Kreitner[49] believes that motivation positively tends to increase when participatory management is employed. Drucker[50] further states that the participatory mode in MBO has to be real, not imagined. If the manager utilizing this approach only makes employees "feel" that they are participating, the results may be negative. Cornell[51] states that in systems analysis, "planning is the major source of identifying and providing all the inputs that serve to establish some kind of desired goals, some kind of beginning to the entire process." Those inputs include the participatory mode in setting-up and carrying out a comprehensive analysis with contributions from all within an organization.

Davies,[52] a researcher involved in industrial training, believe that participatory management has resolved

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[48]Carrol and Tosi, Management by Objectives, p. 3.

[49]Kreitner, Management: A Problem Solving Process, p. 126.

[50]Peter F. Drucker, People and Performance: The Best of Peter Drucker on Management, (New York: Harper and Row, 1977), p. 161.

[51]Alexander H. Cornell, The Decision Maker's Handbook, (Englewood Cliffs: Prentice-Hall, Ins., 1980), p. 9.

[52]Ivor K. Davies, The Organization of Training, (London: McGraw-Hill, 1973), p. 26.

conflict by taking care of the task and interpersonal relationship needs of the classes or groups of people making-up the organization or institution. Bass and Deep[53] contend that the secret to participatory management largely depends on a personal contact between supervisor and worker. Instead of directly ordering a subordinate to perform a given task, checking up on that person/performance periodically to make sure the task is being done, and rewarding or punishing depending upon the assessment, this system allows for joint problem solving, defining and structuring job responsibilities, and gives a personal touch to any assigned task.

The pattern has been established for the possibility of culture clash when two divergent SES and value orientation/socialization backgrounds meet on common terms. Mishler[54] suggests that human actions and reactions to any given situation depend upon experience and what context that person brings from his/her environment. Louch[55] adds that all human action is closely linked with "socially grounded rules that determine how anyone will react to a given situa-

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[53]Bernard M. Bass and Samuel Deep, Current Perspectives for Managing Organizations, (Englewood Cliffs: Prentice-Hall, 1970), p. 111.

[54]E. Mishler, "Meaning in Context: Is There Any Other Kind?" Harvard Educational Review, (1979), 49:1.

[55]A.R. Louch, Exploration and Human Action, (Berkeley: University of California Press, 1969).

tion." Based on established norms of the cultural or SES diverse populations, it can be seen where conflict may result when participatory management techniques are applied to people whose socialization and value orientation are different than the basis for the establishment of those techniques.

Theoretical Framework

Little empirical research has actually been collected upon the cultural clash that results from low-SES Hispanics' reaction to norms based on middle-SES Anglo expectations. Some peripheral work has shown that among some selected Hispanic patients who were in hospitals for psychiatric help, those who were marginally acculturated to Anglo norms had more hospitalizations than those who were considered acculturated.[56] Anglo norms are those which are based on certain Caucasian characteristics acquired through socialization in a dominantly Caucasian environment. An example of these characteristics would be such things as the Protestant work ethic and work for personal gain as opposed to group endeavor. As for differences in coping with daily

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[56]Frank Acosta, "Ethnic Variables in Psychotherapy: The Mexican-American," in Chicano Psychology, ed. Joe L. Martinez (New York: Academic Press, 1977), p. 215.

situations, Diaz-Guerrero[57] developed a Filosofía de Vida (View of Life) inventory which relies on forced choices to reflect coping styles. His instrument was implemented in both Mexico and the United States. The basis for the research was the author's belief that people in all cultures have needs to deal with problems and, therefore, develop coping styles. The study showed that the traditional Mexican culture exhibited "passive" coping styles, while the United States Anglo sample exhibited "active" coping styles. The basic difference reflects the fact that people with "passive" styles will attempt to solve problems by either enduring them or accepting them. The "active" style shows that the attempt at problem solving takes the form of "actively modifying their physical, interpersonal, or social environment." Both cultures traditionally face everyday problems from different points of view.

Current research by Kagan[58] shows that there is a difference in early development of social motives and behaviors of Hispanic and Anglo children. Similar studies by

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[57]Rogelio Diaz-Guerrero, "A Social Psychology?" Chicano Psychology, ed. Joe L. Martinez (New York: Academic Press, 1977), p. 74.

[58]Spencer Kagan, "Social Motives and Behaviors of Mexican-American and Anglo-American Children," Chicano Psychology, ed. Joe L. Martinez, (New York: Academic Press, 1977), p. 74.

Ramirez[59] and Rusmore and Kirmeyer[60] have confirmed that part of the traditional upbringing of Hispanic children in low-SES environments involves unquestionable loyalty to family members and respect for or strict obedience to elders.

Ramirez,[61] using a family attitudes scale on a large number of college students, showed that the Hispanic subjects as opposed to the Anglos, placed more emphasis on the cohesion of the family unit and conformity to adult and family expectations. Furthermore, his Hispanic population generally reflected expectations of complete respect for elders and obedience to authority. The second study, by Rusmore and Kirmeyer,[62] also found that Hispanic heads-of-families believed, more than their Anglo counterparts, that children should have respect for adult authority. They further reflected a strong bias towards strong family ties and unquestioning family loyalty, whether right or wrong,

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[59]M. Ramirez, "Identification with Mexican-American Family Values and Authoritarianism in Mexican-Americans," p. 3-11.

[60]J. Rusmore and S. Kirmeyer, "Family Attitudes Among Mexican-American and Anglo-American parents in San Jose, California," paper presented at Western Psychological Association Conference, April 1976.

[61]Ramirez, "Identification with Mexican-American Family Values and Authoritarianism in Mexican-Americans," p. 3-11.

[62]Rusmore and Kirmeyer, "Family Attitudes Among Mexican-American and Anglo-American Parents in San Jose, California," p. 7.

this socialization at an early age

> ...may occur at both the affective and cognitive levels and may result from many processes, including modeling, prescription, reinforcement, and detachment. Further emphasis on respect and obedience toward authorities may increase the tendency of children to act in conformity to adult norms...socialization practices that create family unity and place clear norms and expectations that also may produce a sense of identity and security in children and in turn may diminish the need for competition.

Why is it then that low-SES Hispanics in the United States come to exhibit certain characteristics that are different from those exhibited by middle-SES Anglos? The literature in the field has shown that a difference does exist. Kagan[63] is of the opinion that SES membership urban/rural living, and family background definitely influence each member of society. He believes that although the majority of Hispanics are now concentrated in large inner-city settings, a great many of them historically came from poor/rural environments in Mexico and Puerto Rico. As stated earlier, low-SES people in general will tend to exhibit a type of behavior that has no racial or cultural boundaries, i.e., a culture of poverty. The focus of this study is to record the reaction of low-SES Hispanics to middle-SES managerial techniques and a comparison of satisfaction with participatory management between middle-SES

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[63]Kagan, "Social Motives and Behaviors of Mexican-American and Anglo-American Children," p. 79.

Anglos and low-SES Hispanic subject groups.

General Hypotheses

There are differences between the socialization experiences of low-SES Hispanics and middle-SES Anglos and their reaction to participatory management.

Conceptual Hypotheses

HYPOTHESIS I: There is a difference between low SES Hispanics' and middle-SES Anglos' socialization environment and racial membership and their degree of satisfaction with participatory management.

HYPOTHESIS II: There is a difference between low-SES Hispanics' and middle-SES Anglos' racial membership and their degree of satisfaction with participatory management.

HYPOTHESIS III: There is a relationship between the socialization of Hispanic subjects and Anglo subjects and their reaction to participatory management.

HYPOTHESIS IV: There is a relationship between the racial membership of Hispanic subjects and Anglo subjects and their reaction to

participatory management.

HYPOTHESIS V: There is a relationship between gender of Hispanic subjects and Anglo subjects and their reaction to participatory management.

HYPOTHESIS VI: There is a relationship between the age of Hispanic subjects and Anglo subjects and their reaction to participatory management.

CHAPTER III

DESIGN OF THE STUDY

The basic problem of this study is the relationship between the nature of the socialization of low-SES Hispanics and middle-SES Anglos and the assumptions inherent in participatory management techniques. The purpose was to determine whether the subjects' socialization background was instrumental in their reactions to participatory management.

Population and Sampling

The population for this investigation consists of Hispanics who were either raised in low-SES environments or are presently living in low-SES environments. The sample was taken in Los Angeles, California, El Paso, Texas, and San Antonio, Texas. These geographical areas have traditionally exhibited a high percentage of Hispanic people in past census reports. The subjects were selected in the geographical areas mentioned above.

The Los Angeles subjects were selected at an iron works company which employs primarily first generation Hispanics and a smattering of illegal aliens. This company

pays minimum wage or lower, depending on the worker's acceptance of either. Questionnaires were provided both in English and Spanish (see Appendix A). Returns show that the majority of respondents favored the Spanish version.

The San Antonio subjects were selected at a warehouse that employs primarily first and second generation Hispanics. The research assistant mentioned that illegal aliens were not knowingly hired because of government regulations and the threat thereof. All subjects were making the minimum wage or better and belonged to crews whose primary job was to load and unload cases of goods.

The El Paso subjects were selected primarily by the researcher. They were mainly employed at a cement plant and a refining company that are within a two-mile radius of where they were raised.

The secondary population for this investigation is made-up of Anglos who either were raised or are presently living in middle-SES environments in Texas and Oklahoma. These subjects are, by selection, working in environments that would give them at least a middle-SES membership. They are working as teachers, counselors, or administrators in two school districts; one in Texas, the other in Oklahoma. The minimum education level for this group is a bachelor's degree, the maximum, a Ph.D. or Ed.D. The Texas sample was taken by the author, the Oklahoma sample by a research assistant.

The SES and racial background of each subject was determined by questionnaire (see Appendix A). Selection of items a through g on the personal information side of the questionnaire give a general idea of the subject's income. Selection or specification of racial membership is included on bottom portion of same side of questionnaire. Responses such as "Lithuanian-American," and "German-American" were placed under the Anglo category. In the same respect, answers such as "Chicano," "Mexican-American," and "American of Mexican descent," were noted as Hispanics.

There was a total of three hundred subjects contacted. The total number of questionnaires returned was sixty Hispanic and seventy-two Anglo. Fifty-one questionnaires for each group, Hispanics and Anglos, were randomly selected. This was done in the belief that in consideration of the total returns, fifty-one would assure that each return would have an equal opportunity of being selected, decreasing the possibility of bias. The fifty-one questionnaires were selected randomly by assigning sixty (60) numbers to the Hispanic returns and seventy-two (72) numbers to the Anglo returns. Numbers for each individual subject group were then drawn randomly until a total of fifty-one was selected for each group.

Method of Gathering Data

It was previously mentioned that any individual possesses cultural conditioning that establishes given

priorities and values that are brought forth in the presence of any social interaction.[64] Taking this contention further, it can be stated that a person will react to any given situation by referring back to that conditioning for any response. Those issues were taken into consideration when developing the instrument for the collection of data.

The original anonymous questionnaire was a fifty item instrument that was condensed to its present form. An English and Spanish version was developed to insure that all subjects understood the content. The original version was presented for critique at the National Graduate Student Research Seminar in Educational Administration during the 1981 American Educational Research Association's convention in Los Angeles, California. In group and individual sessions with graduate peers and educational and administration professors from across the United States and Canada, the consensus was that it was too long and would require selected subjects to spend too much time completing it. The recommendation was to shorten it and eliminate some items not pertinent to the study.

A shortened version of the instrument containing 24 items was utilized for a pilot research study (Pilot Project I) shortly thereafter. The findings were presented

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[64]Reynolds, "Decision Making and Cultural Change: The Status of Spanish-American Small Farms in New Mexico."

at the "Midwest Regional Conference on Ethnic and Minority Studies," at Iowa State University, on October 30, 1981. This was a paper presented in co-authorship with Thomas Wiggins of the University of Oklahoma.[65]

A second pilot research study (Pilot Project II) was conducted a few months later using the same amount of items on the questionnaire, only rewording them to avoid interpretive ambiguity mentioned by some subjects answering questionnaires during Pilot Project I. The results of Pilot Project II were presented at the "Families and Close Relationships Conference" at Texas Tech University in February of 1982.[66] This conference also presented an opportunity to hear constructive criticism about the hypothesis of this study by a panel of sociology professors.

The anonymous questionnaire used for the present research study consists of three basic components based on nineteen items: 1) personal information regarding age, sex, income, and race; 2) extent of democratic/authoritarian environment during formative years; and 3) reaction to participatory management. It was designed with a Likert scale

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[65]Agapito Mendoza and Thomas Wiggins, "Cultural Diversity and Management Style," paper presented at the Midwest Regional Conference on Ethnic and Minority Studies, Iowa State University, Ames, Iowa, October, 1981.

[66]Agapito Mendoza, "Cultural Diversity and Management Style: Pilot StudyII," paper presented at the Families and Close Relationships Conference, Texas Tech University, Lubbock, Texas, February, 1982.

approach using always, usually, sometimes, and never as choices for response.

Where this scale was utilized within the questionnaire, a choice of a, b, c, and d was employed. Individual weights were assigned to each letter that would reflect subject's acculturation environment (authoritarian----democratic) and their response to participatory management (accept ----reject). The letter a was assigned the weight of 4, b was 3, c was 2, and d was 1. On side 1, which involved five alphabetical selections, the higher the average response on a sliding scale of 1 to 4 , the more authoritarian the respondents acculturation years. On side 2, which contains ten responses, the higher the average responses on a sliding scale of 1 to 4, the less satisfaction that respondent had with any form of participatory management.

Method of Analyzing Data

The analysis of collected data was conducted in the following stages: 1) compilation of raw data-one Hispanic, one Anglo; 2) two-way analysis of variance; 3) one-way analysis of variance; 4) Pearson Product Moment Correlation Coefficient; 5) multiple regression, and 6) scattergrams to give a visual review of data results, and a raw data run based on gender. The alpha level was established at .05.

The two-way analysis of variance (ANOVA), was used to determine whether there is a difference between low-SES Hispanics' and middle-SES Anglos' socialization environment and racial membership and their degree of satisfaction with participatory management.

The one-way analysis of variance (ANOVA), was employed to establish if there is a difference beween low-SES Hispanics' and middle-SES Anglos' racial membership and their degree of satisfaction with participatory management.

The Pearson Product Moment Correlation Coefficient was computed to ascertain any significant relationship between: 1) socialization of subject group members and their reactions to participatory management; 2) racial membership of subject group members and their reaction to participatory management; 3) gender of subject group members and their reaction to participatory management; and 4) age of subject group members and their reaction to participatory management. A raw data run was used to present a clearer picture of how subjects reaction to participatory management was affected by sex.

Multiple regressions were designed to test whether the results of the correlational analyses were true. Scattergrams were plotted to give a visual representation of Hypotheses III, IV, and VI.

CHAPTER IV

FINDINGS

This chapter is concerned with the results of subjecting the hypotheses to various analytical procedures mentioned in Chapter III.

HYPOTHESIS I. There is a difference between low-SES Hispanics' and middle-SES Anglos' socialization environment and racial membership and their degree of satisfaction with participatory management.

A two-way analysis of variance (ANOVA) was used to test the null hypothesis. The dependent variable, the degree of satisfaction with participatory management, was treated by the variables of race and SES-membership. This was done in order to determine if a difference existed in subjects' satisfaction with participatory management based on racial and SES-membership. Results of the analysis proved to not be significant at the .05 alpha level. The null hypothesis is, therefore, not rejected. (Table IV)

The results of this procedure have pointed to the fact that social environment and racial membership of the

Table IV

Two-Way Analysis of Variance Designed to Test Hypothesis I

Source	SS	DF	Mean S	F	F
Main Effects	.768	4	.192	1.12	.354
Race	.271	1	.271	1.57	.213
Socialization	.578	3	.193	1.12	.345
Two-Way Interactions					
Race-Socialization	.332	3	.111	.64	.589
Explained	1.101	7	.157	.91	.500
Residual	16.192	94	.172		
Total	17.293	101	.171		

subject population groups had no bearing on attitudes towards participatory management. Management techniques organizational dynamics have been described by Shermerhorn[66] as being reflective of Anglo, middle-SES values. This can be rationalized as valid because it is surmised that the people who developed those techniques were middle-SES themselves.

Humans may tend to impose their normative structures on their products. A good example of this is the standardized testing that students must take during their educational careers. Low-SES students and minority students generally tend to score lower on these assessments. The argument there is that the standardized tests are traditionally formulated by persons who may reflect middle-SES orientation.

HYPOTHESIS II: There is a difference between low-SES Hispanics and middle-SES Anglos racial membership and their degree of satisfaction with participatory management.

The second null hypothesis was tested by using a one-way analysis of variance (ANOVA). The dependent variable, the degree of satisfaction with participatory manage-

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[66]Shermerhorn, These Our People: Minorities in American Culture, p. 455.

ment, was compared to the variable of racial membership of subjects. As addressed in Chapter I, a person's racial membership could possibly influence decision-making. The statistical analysis utilized to test this hypothesis showed that it was not so with the subjects in this investigation. Results showed that there was no difference between racial membership and satisfaction with participatory management. The null hypothesis is, therefore not rejected. (Table V)

Historically, racial membership has been described by researchers like Acosta,[67] Diaz-Guerrero,[68] and Kagan[69] as being significant in a person's value system. They generally contend that whatever race one belongs to will establish norms and coping styles that will follow that individual for his/her life. The results of the particular investigation have rejected those assumptions. It is imperative that a point made by the author in Chapter II be taken into consideration-SES environment may have more to do with a person's value/socialization structure than race. Middle-SES Hispanics, in general, will reflect those identifiable traits/characteristics attributed to middle-SES Anglos.

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[67] Acosta, "Ethnic Variables in Psychotherapy: The Mexican American," p. 215.

[68] Diaz-Guerrero, "A Social Psychology?" p. 74.

[69] Kagan, "Social Motives and Behaviors of Mexican-American and Anglo-American Children," p. 74.

Table V

One-Way Analysis of Variance Designed to Test Hypothesis II

Source	DF	SS	Mean S	F	F
Between Groups	1	.1898	.1898	1.110	.2947
Within Groups	100	17.1027	.1710		
Total	101	17.295			

HYPOTHESIS III: There is a relationship between the socialization of Hispanic and Anglo subjects and their reaction to participatory management.

HYPOTHESIS IV: There is a relationship between the racial membership of Hispanic subjects and Anglo subjects and their reaction to participatory management.

HYPOTHESIS V: There is a relationship between the gender of Hispanic subjects and Anglo subjects and their reaction to participatory management.

HYPOTHESIS VI: There is a relationship between the age of Hispanic subjects and Anglo subjects and their reaction to participatory management.

Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis were used to test the possible relationships between socialization, racial membership, gender, and age of subject group members and how those factors might influence reaction to participatory management. Some interesting relationships at the .05 alpha level were found

Table VI

Pearson Product Moment Correlation Coefficient

H_oIII through VI

	S^1	PM^2	Race	Age	Gender
S^1	---	r=.150 p=.067	r=-.222 p=.012*	r=.136 p=.087	r=.024 p=.404
PM^2		---	r=.105 p=.147	r=.267 p=.003*	r=.070 p=.243
Race			---	r=.117 p=.121	r=-.356 p=.001*
Age				---	r=.025 p=.403
Gender					---

S^1 = Socialization

PM^2 = Reaction to participatory management

* = Significant at the .05 level

between specific factors. There was a significant relationship found between racial membership, socialization, and reaction to participatory management, p=.012; age of subject group members and their reaction to participatory management, p=.003; and gender, racial membership and reaction to participatory management, p=.001. (refer to Correlation Matrix, Table VI)

Hypothesis III and Hypothesis IV tested the possible relationship that might exist between subject members socialization, racial membership, and how those factors affected their reaction to participatory management. The results indicated that there is a positive correlation between both as they affect acceptance/rejection of participatory management as an organizational dynamic in their lives.

Analysis of backup scattergrams (Figures II and III) also show these interesting results. The bivariate distribution plotted in Figure II present the Anglo subject group members and their socialization experience as a factor in their acceptance/rejection of participatory management. The horizontal axis, or $\underline{x}$ as it is normally referred to, represents subject's exposure to either democratic or authoritarian environment during their formative years. The total weight assigned to this component through the Likert-approach questionaire items (Appendix A, side 1, items 1 through 5), was a scale of 1 to 4, the lower being democratic, the higher authoritarian. Reading the $\underline{x}$ axis from left

Figure 11

Scattergram: Anglo Subject Group's Reaction to Participatory Management by Socialization

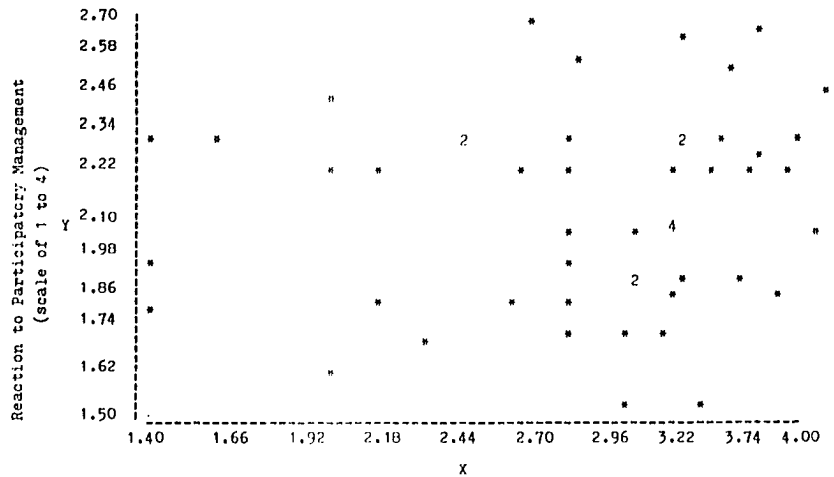
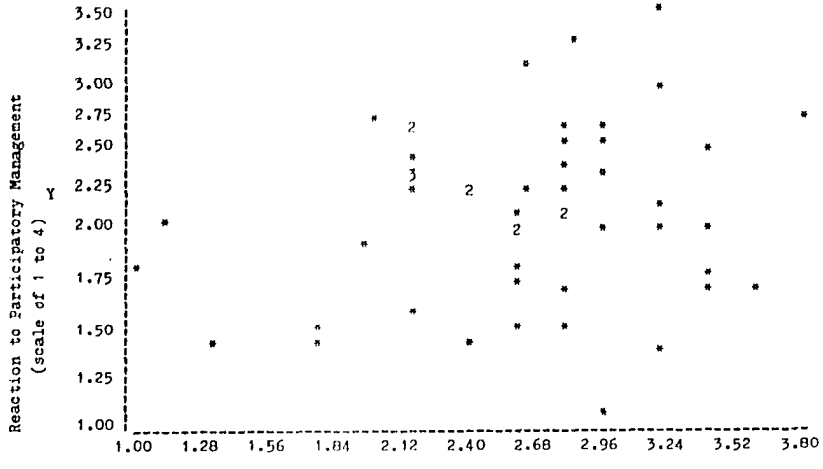


Figure III

Scattergram: Hispanic Subject Group's Reaction to Participatory Management by Socialization



to right, shows that Anglo subjects had a range of 1.40 to 4.00. This range difference of 2.6 indicates that this particular sample group had a wide range of socialization experiences. The concentration towards the middle and right do indicate that the majority had an equal balance of semi-democratic and authoritarian homelives, while very few were exposed to a totally democratic upbringing.

The vertical axis, or y, also had a total weight of four assigned, on a scale of 1 to 4. The questionnaire items (Appendix A, side 2, items 1 through 10) were also Likert-approach and provided the respondents with four choices of response. The closer to 4 they answered, the less they were inclined to accept participatory management. The closer to 1 from the mid-point, the more they were accepting of participatory management. Reading the y axis from the bottom to top, the responses went from a 1.50 to 2.70, a range difference of 1.2 which indicates that this sample response was not too definite in its acceptance/ rejection of participatory management in their lives. The main concentration between 2.58 and 1.74, a range of .84, points to this ambivelance.

Figure III, the Hispanic sample scattergram, shows a definite indication of the relationship previously mentioned. The horizontal axis, x, shows a total range of possibilities available (democratic-authoritarian) in the 1 to 4 range. (Appendix A, side 1, items 1 through 5) The

lowest is 1.00, the highest 3.80. The intense concentration of responses on this axis is found between 2.12 and 3.52. This indicates that this sample, more than the Anglo one, had more authoritarian exposure in their formative years. The 1.4 range represented between both concentration points on the plot is indicative of this.

The vertical axis, y, represents what the Hispanic subject groups' attitude towards participatory management was. The higher the response on a scale of 1 to 4, the more they would tend to reject, the lower the response, the more they would tend to accept participatory management. Again, as with the x axis, the difference between low to high results indicated a larger span than the Anglo sample. The 1.00 low to 3.50 high represents a range difference of 2.5 (reading from the bottom up), much larger than the 1.2 range in Figure II. The Hispanic sample had the larger concentration between the 1.50 and 3.00, much stronger than the Anglo sample of 1.74 and 2.58. The difference indicates that even though the Hispanic sample had more of a concentration towards rejection of participatory management based on race and socialization, there was a significant trend towards acceptance also.

The results indicate that there is a relationship between the Anglo and Hispanic subject groups and their reaction to participatory management based on socialization

Table VII

Mean Responses by Gender and Race: Reaction to Participatory Management

Total n=102

Hispanic Female (n=12)			Anglo Female (n=32)				Hispanic Male (n=39)					Anglo Male (n=19)	
1.4	2.2	3.1	1.9	1.9	2.2	2.2	2.3	1.9	2.3	2.1	1.6	2.0	2.2
1.4	2.8	2.4	1.8	2.4	2.0	2.0	1.8	2.0	2.6	2.1	2.3	1.6	2.0
1.7	3.0	1.6	1.5	2.3	2.2	1.8	2.1	1.9	1.9	2.6	2.2	1.7	2.0
3.3	3.5	2.4	1.4	2.3	2.3	2.2	1.8	1.0	2.7	2.7		1.9	2.2
			1.7	1.7	1.9	2.6	1.6	1.5	2.4	2.2		2.0	2.3
			1.8	1.6	2.2	1.8	1.4	1.6	2.2	2.0		2.0	1.9
			1.7	2.5	2.7	2.3	2.3	2.1	2.6	2.2		2.5	1.8
			1.9	2.4	2.3	2.3	2.0	2.7	2.2	1.8		2.3	1.8
												2.3	

Anglo Female Mean = 2.06 Hispanic Male Mean = 2.08 Anglo Male Mean = 2.09

by race, male + female		by gender	
	Hispanic = 2.25	Hispanic + Anglo Female = 2.24	
	Anglo = 2.08	Hispanic + Anglo Male = 2.09	

patterns. Hypotheses III and IV are therefore not rejected at the .05 alpha level.

Hypothesis V, which addressed the possible relationship between subjects' gender and their reaction to participatory management showed that no relationship existed (p=.243) at the .05 alpha level. (Table VI) This indicates that neither men nor women in this study exhibited any particular relationship between their individual sexes and acceptance/ rejection of participatory management in their lives. A raw data run (Table VII) shows the individual average scores divided by sex and race. Again, with the set scale of 1 to 4, with higher pertaining to rejection of participatory management, lower, acceptance--Hispanic females' mean was 2.42, Anglo females' mean 2.06, Hispanic males' mean 2.08, and Anglo males' mean 2.09. Collectively, women had a 2.24 and men a 2.09. The results indicate that there was no particular leaning toward any direction, but rather a steady mid-point position. Hypothesis V is therefore rejected at the .05 alpha level.

When racial membership was added to gender during the Pearson Product Moment Correlation Coefficient run, there was a significant relationship found, p=.001 at the .05 alpha level. (Table VI) This would seem to indicate that sex membership across both Hispanic and Anglo subjects had no relationship to reaction to participatory management. Once race was also included, the relationship changed. (Table VI) This unexpected result also may open up a new

Table VIII

Multiple Regression Summary Table--Dependent Variable:

Reaction to Participatory Management

Step	Variable Entered-Removed	F to Enter or Remove	Sign.	Mult.R	RS*	RSC**	Overall SR	Overall F	Overall S***
1	Socialization	2.29018	.133	.14963	.02239	.02239	.149	2.29	.133
2	Race	2.07272	.153	.20600	.04244	.02005	.105	2.19	.117
3	Gender	1.63966	.203	.24124	.05819	.01576	.070	2.02	.116
4	Age	6.79054	.011	.34709	.12047	.06221	.266	2.63	.028

*R = Square
**R = Square Change
*** = Significance

Figure IV

Scattergram: Anglo Subject Group's Reaction to Participatory Management by Age

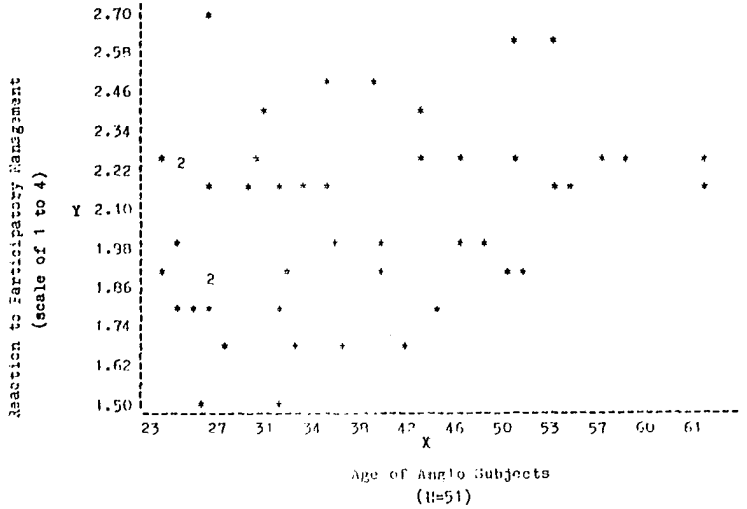
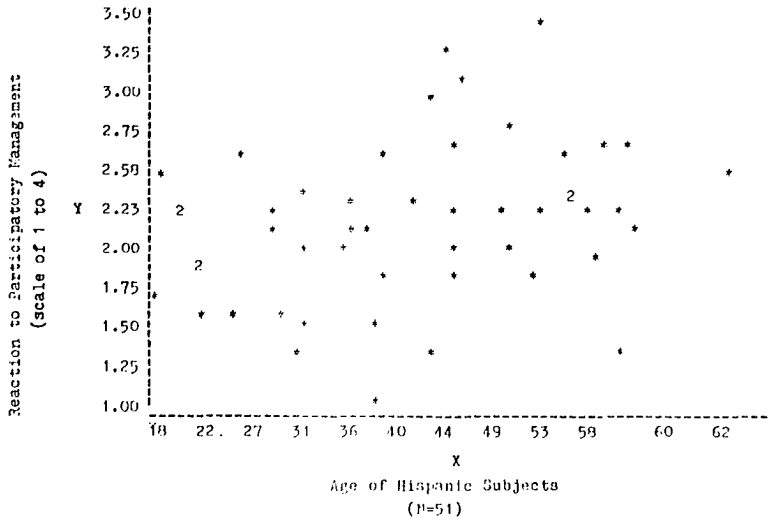


Figure V

Scattergram: Hispanic Subject Group's Reaction to Participatory Management by Age



area of investigation.

The investigation into the possible relationship between the age of Hispanic and Anglo subjects and their reaction to participatory management based on this variable provided results that indicated such a relationship existed. Through a multiple regression procedure, the relationship ($p=.028$) was proven to be of significant nature at the .05 alpha level. (Table VIII) A subsequent set of scattergrams, Figures IV and V, were plotted to give a visual interpretation of results.

Taking the $\underline{x}$ axis in Figure IV, the readout portrays the various individual ages of the Hispanic subject group, $n=51$. The ages of the respondents varied from a minimum of 18 to a maximum of 62, progressing from the left to the right. The concentration was between 29 and 60.

The vertical axis, $\underline{y}$, shows the responses, by individual, to items on questionnaire, 1 through 10, side 2. (Appendix A) The Likert-approach taken with this data collection would reflect a previously mentioned scale of 1 to 4. The closer to 4, the less that individual would accept participatory management, based on age; the closer to 1, the more it would be accepted. The lowest-score response for this group was 1.0, the highest 3.50, for a range difference of 2.5. The pattern shows that the majority of Hispanic subjects between the ages of 31 and 60 were concentrated in the upper middle, with a slight leaning towards rejection of

participatory management. The 18 to 27 age group had a definite concentration towards acceptance of participatory management.

The Anglo subject group by age (Figure V), also outlined the individual ages of this group on the x axis. This particular sample reflected an age span between 23 and 61, n=51. The main age concentration was evenly divided between 23 and 53.

The y axis indicates that the lowest response average on the aforementioned scale of 1 to 4, was 1.50, the highest 2.70. This reflects a range difference of 1.2 as compared with 2.5 for the Hispanic group.

The concentration of responses for this group on the y axis, indicates a more widely scattered pattern than that of the Hispanic. The 2.70 maximum, reading from bottom to top, would indicate that as a whole, this group is less likely to reject participatory management, than the Hispanic group. Even the older members of this group tended to lean towards acceptance, while the older the Hispanic subject, the least likely s/he would accept participatory management. The possible reasons for this will be discussed in Chapter V. Hypothesis VI has proven to be significant at the .05 alpha level of significance, it is therefore not rejected.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to investigate relationships that may exist between the socialization patterns of low-SES Hispanics and middle-SES Anglos and whether these patterns have any influence on their reaction to participatory management.

The questionnaire was administered to the Hispanic subjects by the author and research assistants. The questionnaire was prepared in both English and Spanish to insure that Hispanic respondents understood the contents in their most familiar language.

The Anglo subjects were selected from work environments that would reflect either present or past membership in the minimum level of middle-SES. Respondents, because of their occupational status, had a minimum of a bachelor's degree, a maximum of a doctorate. They were teachers, counselors, or administrators in public school districts in two states. Since level of education is often used as evidence of SES-membership, completion of a degree in higher education added to the control of this subject

group. A total of 51 subjects were randomly selected from each group, Hispanics (n=51) and Anglos (n=51), for final analysis and interpretation of results. The unit of analysis was the Hispanic or Anglo.

The instrument for collecting data was designed by the author of this investigation after condensing the original questionnaire from 50 items to the present version. This was done through implementation of two pilot studies, the results of which were presented at two regional conferences. The instrument was also presented for criticism at a national graduate AERA pre-meeting conference in Los Angeles in 1981. Items judged to be non-critical were eliminated resulting in a more concise, shorter product.

There were primarily four states of analysis: a two-way analysis of variance (ANOVA) was utilized to test the null hypothesis that there is no difference between low-SES Hispanics' and middle-SES Anglos' socialization and racial membership and their degree of satisfaction with participatory management; a one-way analysis of variance (ANOVA) to test the null hypothesis that there is no difference between low-SES Hispanics and middle-SES Anglos racial membership and their degree of satisfaction with participatory management; Pearson Product Moment Correlation Coefficient and multiple regression were designed to test any possible relationship between socialization, racial membership, gender, and age of subject group members and

their reaction to participatory management. Scattergrams were plotted to give a visual presentation of the effect that socialization patterns and age of respondents had on their reaction to participatory management.

Conclusions and Recommendations

Results of this investigation showed that there was no difference between low-SES Hispanics' and middle-SES Anglos' socialization environment and racial membership and their degree of satisfaction with participatory management. The analysis of variance utilized for this part of the research study indicated that both subject groups had nothing that would indicate their responses, based on division by race and socialization environment, was significant. This points to the fact that the subject population used for this investigation contradicts much of the referenced literature in Chapter II.

The reason for this contradiction may be that the literature in this particular field is outdated and needs more generated research to become dated/current. Oscar Lewis'[70] research on the "culture of poverty" is almost twenty years old. Perhaps his studies in Mexico of poor people in village settings are not significant anymore. If they are, then the possibility exists that they are left

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[70]Lewis, "The Culture of Poverty," p. 19.

behind or lost more rapidly than previous Mexican immigrant groups. His belief that living in this type of environment was not only a matter of supposed deprivation and disorganization, but a culture in itself that reflected traditional behavior, may need further investigation. This study negated his contention that this approach to living regularly occurs through different nationalities and cultures where people live, and that they show similarities in everyday affairs.

Other researchers such as Barrera,[71] Cohen and Hodges,[72] and Carter[73] must conduct new investigations to see if their previous results are still significant in 1984. These authors also espoused Lewis' findings only a few years after the "Culture of Poverty" appeared in the Scientific American in 1966. The acculturation patterns exhibited by his subjects may have changed since then or are rapidly being lost as environment is exchanged.

Kluckholn and Strodbeck[74] generalized from their studies that Mexican Americans in the southwest are a good example of minimally assimilated peoples in 1961. Talcott

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[71]Barrera, Race and Class in the Southwest: Theory of Racial Inequality, p. 151.

[72]Cohen and Hodges, "Characteristics of the Lower Blue-Collar Class," p. 2.

[73]Carter, "Structural-Demographic Attributes of the Majority of Mexican Americans," p. 4.

[74]Kluckholn and Strodbeck, Variations in Value Orientations, p. 26.

Parsons[75] suggested that the value systems of ethnic and racial groups are different than the majority society in 1955. Cabrera,[76] in 1964, declared that the Hispanic people cling to traditional values even though they know different. In 1974, Reynolds[77] stated that decision making reflects cultural/racial norms. The list could go on forever.

The possibility also exists that researchers in the field have become more sensitive and aware of the negative conclusions that can be drawn from their research as it affects minority people in the United States. As previously mentioned in Chapter I, Casavantes[78] was of the opinion that many sociologists and anthropologists in the past who have investigated acculturation and value orientation of Hispanics, have concluded that the culture of the Hispanic and the culture of poverty are one and the same. The fear of this happening may keep investigation limited.

This investigation also concluded that, for this subject group, there was no difference between racial membership and degree of satisfaction with participatory

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[75]Parsons, Family, Socialization and Interaction Process.

[76]Cabrera, "A Study of American and Mexican-American Culture Values," p. 83.

[77]Reynolds, "Decision Making and Cultural Change: The Status of Spanish-American Small Farms in New Mexico," p. 102.

[78]Casavantes, "Pride and Prejudice: A Mexican American Dilemma," p. 9.

management. The evidence can also be presented for these results as was presented above. Findings mentioned in Chapter II can also be connected to the lack of recently generated research. The sensitivity attached to SES-oriented cultural characteristics can also be applied to research along racial lines.

The Correlation Matrix and Multiple Regression analysis data provided results that led to interesting conclusions. The visual presentation given by the scattergrams (Figures II and III) presented an interpretive breakdown of each subject by race and how their socialization environment affected their acceptance or rejection of participatory management. The fact that the differential range of authoritarian to democratic in the Anglo group (1.40 to 4.00) differed very little in range from the Hispanic group (1.00 to 3.80) may bring up new avenues of investigation. The intense concentration of Hispanic responses between 2.12 and 3.52 versus the widely scattered one for the Anglo plot may indicate that the Hispanic sample has more exposure to authoritarian demands than the Anglo one. Previously mentioned findings by Knowlton,[79] Heller,[80] and

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[79]Knowlton, "Problems and Difficulties in Planning and Development in Areas with Large Minority Groups."

[80]Heller, New Converts to the American Dream?

Bullock[81] reflect this investigations' findings.

On the other hand, the individual results for each group as it applied to acceptance or rejection of participatory management showed that there was more of a rejection from the Hispanic group (3.50 for high) than the Anglo group (2.70 for high). The contention that an authoritarian socialization environment can result in non-acceptance of participatory management has gained evidence.

The last two findings of this study indicated that there was no relationship between the subject gender and reaction to participatory management, unless race was added, but a relationship was found to exist between the age of the individual subjects and their reaction to participatory management based on that variable. The mean averages for the gender component depicted on Table VII point to that ambivalence previously mentioned. The results of analysis, $p=.243$ at the .05 alpha level, also showed no relationship between gender and reaction to participatory management. This investigation showed that excluding race, the gender of subject participants did not affect reaction to participatory management.

The significant relationship found between age and reaction to participatory management ($p=.028$ at the .05 alpha level) is perhaps the most interesting finding/result

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[81] Bullock, "Employment Problems of the Mexican American."

of this investigation. In the Hispanic sample, there is a definite relationship between age and rejection of participatory management, more so than in the case of the Anglo sample. This would indicate that the older Hispanics were more tied to traditionalism and authoritarian socialization (as pointed out in Figure III) than their Anglo counterparts. There was also more of a chance established because of immigration patterns, that the older Hispanics brought these traditional-authoritarian models from an era in their country where this dynamic existed, or that they were first generation and were exposed to these experiences during their formative years. The question can then be posed whether the younger Hispanics are not bringing these models with them from their mother country, or are so acculturated in the United States that they no longer reflect what the older Hispanics do.

Since the concentration of age for the Hispanic was between 29 and 60 versus the Anglo's 23 to 53 (Figure VI and V), one can surmise that the former had an older age group, that is why leaning was towards authoritarian socialization and rejection of participatory management.

The generated results from this study have definitely indicated new directions that researchers in the field must consider for future research. The researcher submits the following recommendations for further study:

1. That Lewis' theories about the culture of poverty be investigated to reaffirm or negate his findings. Careful consideration must be given to the fact that the majority of his studies were conducted with low-SES village culture Mexicans. Are his findings no longer valid and if they are, are they left behind immediately after immigrating to the United States or are they lost gradually through acculturation?
2. That a thorough investigation of the literature in the field be conducted to assert if available research is current or outdated. A measuring instrument must also be developed that will outline by what criteria a research piece will be judged as current or outdated.
3. That an investigation be conducted that will provide information about present literature in the field that assumes low-SES people in the United States have more of an exposure to authoritarian socialization than middle-SES people. This can be connected or not to racial membership.
4. That this author's research be replicated in other parts of the United States with

the same basic population groups, and results be compared with the results of this study.

5. That investigations be conducted that compare relationships of acceptance or rejection of already generated SES/racial traits and characteristics based on SES/racial membership, between the following groups:
   a. Low-SES Hispanics and low-SES Anglos.
   b. Middle-SES Hispanics and middle-SES Anglos.
   c. Low-SES Anglos and middle-SES Hispanics.
   d. Low-SES Hispanics and middle-SES Hispanics.
   e. Low-SES Anglos and middle-SES Anglos.
6. Are young immigrants in fact losing any semblance of acculturation patterns faster than other era immigrants or are they not bringing them from their mother country?
7. What influence does race have when it is added to gender, in subject members' reaction to participatory management? There was no relationship found between gender and reaction to participatory management. Once the variable of race was included,

there was a significance found.

8. The fact that research in this field could not generate more current information, even after an exhaustive computer search that produced over 800 items for investigation in the initial stages of this study bears investigation.

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APPENDIX A

PERSONAL INFORMATION

age_____ Sex: Male_____
Female_____

Income last year: (circle one)

a. $0-1,000
b. $1,001-3,000
c. $3,001-5,000
d. $5,001-10,000
e. $10,001-15,000
f. $15,001-20,000
g. $20,001- or above

The following questions pertain to/are about your home life as you were growing up. (approximately ages 0-18) Please circle the most appropriate answer for each item as you best remember.

1. In your home, who made the decisions?

a. father
b. mother
c. other family member
d. the family together

2. When decisions were made in your home, was there an opportunity for discussing that decision?

a. never
b. sometimes
c. usually
d. always

3. I did what I was told in my home, knowing that there was no purpose in arguing.

a. always
b. usually
c. sometimes
d. never

4. Our family had planning sessions to decide on any decisions that had to be made that would affect us.

a. never
b. sometimes
c. usually
d. always

5. The person who made decisions in my home expected feedback from the rest of the family on those decisions.

a. never
b. sometimes
c. usually
d. always

Racial Background: (please circle one or fill in the blank)

a. Hispanic (Mexican-American, Puerto Rican, South American, Cuban, etc.)
b. Anglo
c. Other (Specify)_____

The following questions are about your work life as it is now. Please answer each item by circling the most appropriate answer.

1=always
2=usually
3=sometimes
4=never

1. My direct supervisor involves me in planning the work that I do.

   1 2 3 4

2. I feel badly when my direct supervisor does not ask me to contribute my ideas.

   1 2 3 4

3. I enjoy discussing work to be done with my direct supervisor and my fellow workers.

   1 2 3 4

4. I feel that whatever work we do as a group should represent the ideas decided upon as a group.

   1 2 3 4

5. When I disagree with my direct supervisor, I try to discuss the situation with him/her.

   1 2 3 4

6. I believe that whatever is to be expected as work from employees should be discussed by both workers and management.

   1 2 3 4

7. I think that cooperation between employees and management should be a strong relationship when planning for any work.

   1 2 3 4

8. Any discussion about work that is to be done by employees should also include at least one representative from management.

   1 2 3 4

9. I believe that if I make a mistake, my fellow employees should help me work it out.

   1 2 3 4

10. Planning for any work should be done by all levels in an organization, not only those involved in that project.

    1 2 3 4

INFORMACIÓN PERSONAL

edad_____ Sexo: Hombre_____
Mujer_____

Su sueldo el año pasado, en dólares: (indique con un círculo)

a. $0-$1,000
b. $1001-3,000
c. $3,001-5,000
d. $5,001-10,000
e. $10,001-15,000
f. $15,001-20,000
g. $20,001 o mas

Las preguntas siguientes refieren al hogar donde usted creció. (approximadamente, edad 0 a 18) Escojá la mejor ítem y indique con un círculo.

1. En su hogar, quién hacía las decisiones?

   a. el padre
   b. la madre
   c. otro miembro de la familia
   d. la familia junta

2. Cuando se hacían estas decisiones, había oportunidad de discutir/ deliberar las decisiónes?

   a. nunca
   b. a veces
   c. por lo regular
   d. siempre

3. Yo hacía lo que me decían en mi hogar, sabiendo que no había propósito en discutir las decisiónes.

   a. siempre
   b. por lo regular
   c. a veces
   d. nunca

4. Nuestra familia tenía sesiónes para discutir las decisiónes que nos afectaba como miembros de la familia.

   a. nunca
   b. a veces
   c. por lo regular
   d. siempre

5. La persona que hacía las decisiones en mi hogar, contaba con realimentación de los miembros de la familia.

   a. nunca
   b. a veces
   c. por lo regular
   d. siempre

Las siguientes preguntas refieren a su trabajo. Escoja la mejor selección y indiquela con un círculo:

1=siempre
2=por lo regular
3=a veces
4=nunca

1. Mí director immediato (o jefe) me incluye en planear el trabajo que yo hago.

   1 2 3 4

2. Me siento mal cuando mí director immediato (o jefe) no me incluye en las decisiones del trabajo.

   1 2 3 4

3. Me da gusto discutir cualquier proyecto con me director (o jefe)

   1 2 3 4

4. Yo pienso que cualquier trabajo que nosotros hacemos en el taller debe representar las ideas de todos los trabajadores.

   1 2 3 4

5. Cuando no estoy de acuerdo con mí director immediato (o jefe) yo se lo digo sin miedo.

   1 2 3 4

6. Yo pienso que los participantes de un proyecto en mí taller deben discutirlo con los directores (o jefes) primero.

   1 2 3 4

7. Yo pienso que la cooperación entre empleados y los directores (o jefes) debe ser primario cuando planeando un proyecto en mi taller.

   1 2 3 4

8. Cualquier discusión del trabajo que va afectar a los trabajadores debe ser asistido por un director (o jefe).

   1 2 3 4

9. Si me equivoco en mi trabajo, yo pienso que mis compañeros deben asistirme a corregir ese problema.

   1 2 3 4

10. Todos los proyectos en mi taller deben ser formulados por representantes de todos los niveles en la compañía, incluyendo directores (o jefes).

    1 2 3 4