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Ethnic identity formation and self esteem in adolescents of Mexican descent

Barbara Jean Hale

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ETHNIC IDENTITY FORMATION AND SELF ESTEEM IN ADOLESCENTS OF MEXICAN DESCENT

A Project
Presented to the Faculty of California State University, San Bernardino

by Barbara Jean Hale June 2001

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ABSTRACT

Children of Mexican descent make up the fastest growing segment of the child population in the United States, however, little research has been done concerning their development and adaptation to American life. Identity formation is complicated for adolescents of Mexican descent who develop their ethnic identity in America while being raised by parents born in Mexico. A survey of four classes of ELD (English language deficient) students of Mexican descent was performed at Rancho Verde High School, Moreno Valley, CA in March, 2001 in an attempt to determine whether adolescents of Mexican descent who develop an identity close to their Mexican roots have higher levels of self-esteem than those who develop an identity close to their American experience.

The majority of this sample identified as either Mexican or Mexican-American. Several factors affected the choice of ethnic identity including country of birth, language used to answer the survey, and whether both parents were present in the home. Education emerged as a strong predictor of self esteem as well as country of birth of the parents. Self esteem levels were higher in adolescents whose parents had a high school education and when both parents were born in Mexico.
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CHAPTER ONE
PROBLEM STATEMENT AND PROBLEM FOCUS

Problem Statement
The United States witnessed a large influx of immigrants from Mexico beginning in the 1960s which became even larger into the 1980s when their services in the low wage labor market were needed. Then in the 1990s, as these Mexican immigrants began to define a permanent place here, the economy changed. Americans increasingly grew disconcerted by the growing number of Mexicans in their midst, leading to efforts to cut down on the flow of immigration. However, the number of Mexican immigrants living in the United States, making up 27% of the entire foreign-born population with 38.8% of this group under the age of 18, is not likely to be reduced by any means.

There are many implications of this demographic data for professionals concerned with serving children, particularly in regions of the country such as southern California where Mexican-Americans are concentrated. The level of cultural understanding of Mexican-American families and their children needs to increase. With children of Mexican descent representing the largest growing component of the child population, it is important to understand how they adjust to American society. The healthy development and successful adaptation of
adolescents of Mexican immigrant parents raised in this country are consequential for their civic participation, labor force productivity, and quality of parenting in the coming years. Despite their importance to the social and economic future of the United States, existing scientific research on them is quite limited.

All children share the same basic needs. Children in Mexican immigrant families are no different from others in the United States in their need for food, clothing, shelter, physical safety, psychological nurturing, health care, and education. They also share a dependence on adults in their families, communities and governments to ensure their healthy development. Beyond shared needs, however, the conditions associated with being raised in the United States by Mexican parents have important and distinct consequences. Along with the process of development, the process of assimilation must also be considered.

Some have speculated that during adolescence the stresses of being raised by Mexican parents in the United States are likely to be expressed as identity problems pertaining to the views of the self, issues of control and efficacy, and fit into the peer group, with the school being a particularly critical context for development. Children in these families face a challenging double bind:
if they maintain their cultural heritage over time, they risk greater discrimination and alienation from American culture; if they abandon their cultural heritage, they risk disappointment and even rejection from family and friends, with no guarantees of acceptance from American society.

Crucial to the understanding of the development of ethnic identity formation in adolescents of Mexican descent is that they vary in their identification as members of their ethnic group and thus in their cultural distinctiveness. The nature and degree of their ethnic identity may be a key determinant of self esteem. The present research will examine the levels of self esteem found in adolescents of Mexican descent related to their ethnic self-identification.

Problem Focus

It is interesting to note that the concept of identity, a term which, like ethnicity, was not in common use until 1950, was developed by an immigrant, Erik H. Erikson. Erikson's coinage of the terms identity and identity crisis was inspired by the experience of immigration and Americanization. However, Erikson applied the concepts to adolescent development rather than immigrant adaptation. According to him, adolescence spans a period of identity crisis, a passage to adulthood marked by major physical, emotional and social changes. An
essential task of development during this time of heightened self-consciousness, when the self concept is most malleable, is the formation of a healthy sense of identity (Erikson, 1968).

A wide range of conditions exist that can compromise or impair the development of adolescents of Mexican descent including poverty, low levels of parental education, living in a one-parent family or in large families with many siblings, exposure to racial or ethnic discrimination, cultural-linguistic barriers, and depleted neighborhood resources. A substantial portion of children of Mexican descent live in impoverished conditions. Even though Mexican-Americans make up a large and growing segment of the population, they are a relatively undereducated group with high school completion at 46.7% and bachelor degree attainment at 4.4%, both the lowest levels of the Latino populations in the United States. Some adolescents of Mexican descent transcend these difficult life circumstances and vulnerabilities to go on to lead successful lives and thrive despite adversity, whereas others are susceptible to negative life outcomes.

The present research explored three ways in which adolescents of Mexican descent may develop their ethnic identity while being raised in America by parents who were born in Mexico. Some adolescents turn their back on their
ethnic identity and become Americanized too fast for their traditional parents. These youths may adopt the thinking of American minority groups in a way that can lead to permanent subordination and disadvantage. Mexican immigrant parents often work long hours with little time left for communication with their children who see them toiling very hard for seemingly little gain. Increased family conflict and decreased family pride can lead to lower levels of self esteem and higher levels of depression. Lacking a strong ethnic identity, these adolescents often suffer from identity confusion.

On the other hand, some adolescents of Mexican descent do well in the United States. Mexican families tend to have strong values regarding family unity and family relationships which can be a useful protective mechanism for adolescents of Mexican descent. Those who hold fast to their parents' ethnic values and customs may do better than those who assimilate too rapidly. Strong family bonds among Mexican immigrants may act to sustain cultural orientations leading to healthful behavior, pride in their ethnicity and their family. Adolescents with a strong ethnic identity generally have a strong ego identity as well.

Becoming bicultural is the third way adolescents of Mexican descent may adjust to their ethnicity in America.
Bicultural individuals tend to experience less acculturative stress, more family pride, and the most positive outcomes. They, too, have a strong ethnic identity as well as a strong ego identity. They maintain the strengths of their Mexican culture and heritage, while developing the language and social skills needed to successfully negotiate their new cultural settings. While they function competently in both Mexican and mainstream cultures, they often have a greater commitment to Mexican culture.

Anxiety, depression, and confusion are considered part of adolescence in the Western world. For Mexican immigrant families, this scenario may be compounded by experiences of cultural alienation, discrimination, and poverty. A Mexican teenager's experience of growing up in the United States can be an uneasy coexistence between two cultural orientations, two languages, two sets of values, and two philosophies of life. The development of a coherent ethnic identity is critical to effective coping and a healthy outlook on life during adolescence.

Those Mexican-American youth who experience difficulty navigating adolescence because of identity confusion are the ones most likely to be seen in therapy. The results of this study should help social workers and other psychotherapists assist them in developing a more healthy
identity. Therapists could help Mexican-born parents find culturally consonant ways to see and accept their teenager's growth while maintaining parent-child bonds. The therapist could also help the adolescent in understanding the perspective of their parents. Hopefully, intervention would be of assistance in helping the adolescent develop a strong bicultural identity, with a healthy ethnic component, and the ability to navigate in the American world.

Based on the above discussion, it is hypothesized that adolescents of Mexican descent who become Americanized too quickly will have lower self-esteem. Those who adopt a strong Mexican identity in line with their parents' perceived ethnic identity will have higher self-esteem. Those who develop a bicultural identity will have the highest level of self-esteem.

This study posed the following research question: "Does the extent to which first and second generation adolescents of Mexican descent develop an ethnic identity consistent with their parents' values and customs affect their level of self-esteem?"
CHAPTER TWO
LITERATURE REVIEW

The standard model of immigrant assimilation and adaptation to American culture is conceptualized as an intergenerational process. The first generation of immigrants, those not born in the United States, are rarely expected to achieve socioeconomic parity with the native population. Learning a new language, adjusting to a different educational system, and experiencing native prejudice and hostility are major obstacles for immigrants (Gordon, 1964).

The second generation, U.S. born children of immigrants, are socialized in American schools and neighborhoods, receive a mainstream education, and obtain the skills needed to participate in the American occupational structure. Their progress is evidenced by the narrowing of the gap in various educational and socioeconomic outcomes between the second generation and the native population. The third generation of immigrants, native-born children of native-born parents with immigrant grandparents, are thought to differ little from the fourth or higher generations because any ethnic influence of grandparents is thought to be relatively minor. This "straight-line" model of immigrant adaptation or "Americanization" is illustrated in the first two
ethnographic studies cited below (Gordon, 1964).

A classic ethnographic study of male second generation Italian immigrants was done in the late 1930s in New Haven, Connecticut by I.L. Child who used participant observation, life history taking, and informal as well as standardized interviews to discover the general psychological significance of the acculturative experience for second generation Italians. Child described three main reactions to the dilemma of remaining within the sphere of the immigrant family of origin or breaking out of it altogether. The rebel's predominant tendency was to rid himself of habits and associations that marked him as Italian so as to achieve acceptance by the American group (Child, 1970).

Those in the in-group remained affiliated with the Italian portion of the community by striving primarily for acceptance by the Italian group rather than trying to become Americanized. Individuals with the apathetic or marginal reaction adopted the label Italian-American; at times they emphasized either the Italian or the American part of the label, but avoided totally adopting one to the exclusion of the other (Child, 1970).

Another classic ethnography done by William Foote Whyte in Boston's Italian slum district in the late 1930s, detailed the different paths of the "College Boys", a small
group of young men who assimilated out of the ethnic colony and into the larger society through higher education, and the "Corner Boys," loyal above all else to their peers, who stayed behind. At the bottom level of society within their age group, the "Corner Boys" made up the great majority of the young men in the slums, few of whom even completed high school (Whyte, 1955).

The classic model of immigration applied more to the "white ethnics," who arrived by the millions during the previous peak period of immigration preceding World War I, than to the current wave of immigrants. Class, not color, shaped their fates. For those white ethnics assimilation, amalgamation, and absorption into mainstream American life, with widespread social mobility and intermarriage, took as little as three generations. For many, ethnic identity became an optional, familial, leisure-time form of symbolic ethnicity (Alba, 1990). Despite the popularity and longevity of the classical model of immigrant adaptation, scholars have recently begun to question this hypothesis of Americanization.

One revisionist perspective focuses primarily on the changing U.S. economy and the labor market in which immigrants work. Employment opportunities for unskilled workers contracted appreciably during the 1980s as a result of industrial restructuring of the United States economy.
(Wilson, 1987). The recent generation of immigrants is expected to experience declining economic and social prospects, similar to other less educated or low-income segments of the U.S. population as in the ethnographic study discussed below.

This ethnographic study, done in the mid-1980s by Jay MacLeod, paralleled the divergent ethnic fates of two groups of teenage boys in a project located in an inner city neighborhood. The first group, the "Hallway Hangers" consisted primarily of white boys who were despondent about their prospects for social mobility. The second group, the "Brothers," composed almost exclusively of black youths, constantly affirmed their belief in equality of opportunity through education (MacLeod, 1995).

Eight years later, Jay MacLeod returned to the housing project to see how the "Hallway Hangers" and the "Brothers" had fared. Most of the "Hallway Hangers," instead of being in the labor force full time, were undereducated, unemployed, or imprisoned. Unfortunately, the "Brothers," despite their optimistic ambitions, did not do much better even though all had graduated from high school. Like many other ethnic minority men, they learned that a high school education did not always pay off as promised when they found themselves employed in low-wage, dead-end jobs (MacLeod, 1995).
A revisionist thesis to the classical model of immigrant adaptation is the segmented assimilation thesis which argues that the new generation of immigrants, with a shift in composition of immigrants away from Europe toward far greater representation from Asia and Latin America, may experience different adaptation processes according to the social and economic context of the "segment" of the U.S. population in which they assimilate. As a result, greater exposure to American culture may be associated with mixed prospects for socioeconomic attainment. Different groups of immigrants will take different pathways to adulthood, depending on a variety of conditions and contexts, vulnerabilities and resources (Portes & Zhou, 1993).

Fieldwork was performed by Maria Eugenia Matute-Bianchi between 1983 and 1985 in a high school in California with a subsample of 35 Mexican descent students. The study focused on the differences between two very diverse, distinctive social groups of Mexican descent students in a high school, the successful immigrant Mexicano students and the unsuccessful nonimmigrant Chicano students. Differences in these students' expectations regarding the value of formal education in their adult lives, their self definitions, and their perceptions of success and failure were observed over a two-year period (Matute-Bianchi, 1991).
A range of ethnic identities and behaviors among Mexican-descent students were identified. (1) Recent Mexican immigrants had arrived within the past three to five years, were Spanish-speaking, identified themselves as Mexicanos, and referred to Mexico as home. (2) Mexican-oriented students self-identified as Mexicanos, tended to be bilingual, received most of their schooling in America, had parents who were Mexican-born immigrants, and maintained a strong identity as Mexicanos. (3) Mexican-American students were almost always United States-born English speakers. Some, Mexican in last name only and very acculturated, did not manifest any overt Mexican ethnic symbols. Others acknowledged their Mexican heritage, but saw themselves as having moved away from a traditional Mexican culture into a more contemporary American present. Others functioned as Mexicanos at home and Anglos at school. (4) Chicano students, typically English-speaking, usually at least the second generation of their family in America, were among the most alienated of the Mexican-descent students. They displayed an attitude of apathy or outright defiance of the school culture. (5) Cholos, the smallest of the five groups, were most distinguishable because of certain obvious stylistic cultural symbols. The manner of the cholo was symbolic of an identity that was neither Mexican nor American. There were some gang members
or gang sympathizers in the group (Matute-Bianchi, 1991).

The Mexican-descent students exhibited a range of strategies and accommodations to the schooling process. School success was much more likely to be found among the Mexican-oriented students who maintained strong, positive identities as Mexicanos as well as immigrant perspectives about the value of education necessary to achieve adult success. Patterns of school failure were more likely to be found in the nonimmigrant Chicano/cholo students who had a sense of themselves as a stigmatized group with comparatively limited adult opportunities and futures that did not require educational credentials.

The obvious scholastic success of bilingual students with a strong identity as Mexicanos contradicted conventional wisdom that academic success belonged to those who had acculturated and were monolingual English speakers. Students who entered the schools with a strong, positive identity as Mexicanos probably had different sets of experiences at home and in school that allowed them to maintain this self-confident identity system (Matute-Bianchi, 1991).

An ethnographic study conducted by Lisa C. Dietrich in the mid-1990s in an area with a long history of gang involvement in Westhills, California studied adolescent Chicana females, most of whom were of the first and second
generation. Formal and informal interviews were conducted with both gang-affiliated as well as nongang girls (Dietrich, 1998).

For the majority of the Chicano residents of Westhills, Mexican culture was a source of pride. Cultural traits were perceived as positive cultural markers of identity. However, the peer culture of the Chicano students at Westhills High School did not support school success. The ethnic disjunction between school culture, shaped by middle-class, predominantly Anglo teachers and administrators, and the school’s Chicano students made it difficult for many students to retain their ethnic identity and achieve academic success. In fact, the most academically successful Chicano students at Westhills High School assumed a "raceless" personna (Dietrich, 1998).

James Diego Vigil, in a qualitative ethnographic study in the barrio in downtown Los Angeles in 1986, used participation observation, complete life histories, questionnaire interviews, key informants, as well as numerous interviews with gang members, to examine and pinpoint the dynamic, multidimensionality of gang behavior. He plumbed the deeper private motives behind the public gang or cholo image (Vigil, 1988).

Vigil coined the term "multiple marginalities," to describe the experiences of some adolescents of Mexican
descent whose development of a sense of identity was compromised by intense cultural conflict experienced on both an individual and group level. For many second generation Mexican descent youth, a perceived gap in the quality of their environment as compared to that of the larger society, as well as the dangers and attractions of barrio streets, created an ambiguity in their ethnic identity. In some cases, youths attempted to resolve identity issues by embracing total assimilation and identification with mainstream American values. In others, a new ethnic identity was forged, which incorporated both Mexican and dominant American culture. Sometimes, however, the adaptation was not smooth and a subculture of traditional youth called cholos developed. The gang ethos provided a sense of identity and cohesion for some marginal youths during a turbulent stage of development (Vigil, 1988).

In 1988 psychological adjustment was studied in research conducted using the National Educational Longitudinal Survey (NELS) for eight graders from China, the Philippines, Mexico, and other Hispanic countries. NELS measured self-efficacy (feelings of having control over the direction of one's life), self-concept, and alienation (feelings of being unpopular among school peers). This survey selected a nationally representative
sample of 1,052 schools, with 24,599 eighth grade respondents (Kao, 1998).

The NELS analyses indicated that first and second generation youth had significantly lower feelings of self-efficacy and higher feelings of alienation from their schoolmates than third and later generation white youth. In contrast, the immigrant youth and their white counterparts with U.S.-born parents did not differ in their self-concepts. After the effects of socioeconomic status were statistically excluded, the NELS data continued to show relatively lower self-efficacy among Hispanic first and second generation youth compared with third and later generation white youth. With respect to alienation, after controls were added, among Hispanics, only the second generation continued to differ significantly from third and later generation white youth. It is also important to note that, especially for Hispanic youth in immigrant families, low socioeconomic status was an important explanatory factor, leading to reports of lower self-efficacy and greater alienation (Kao, 1998).

In 1995 the National Longitudinal Study of Adolescent Health (Add Health) for adolescents in grades 7 through 12 with origins in Mexico, Cuba, Central and South America, China, the Philippines, Japan, Vietnam, Africa and the Caribbean, and Europe and Canada assessed the constructs of
psychological distress and psychological well being. With a nationally representative sample of over 20,000 adolescents in the United States, this study examined the physical and emotional health status and health risk behaviors of immigrant adolescents and native-born adolescents with immigrant parents.

The Add Health analyses found no differences between first and second generation immigrant youth and third and later generation white youth in psychological well being and distress. Results may suggest that immigrant youth are able to maintain positive feelings about themselves and their general well being, despite perceiving that they have relatively less control over their lives and are less well accepted by their school peers (Harris, 1998).

When controls of socioeconomic influences such as family and neighborhood poverty were added in the Add Health data, differences in psychological well being and distress emerged as well, but they were in the opposite direction from those found in the NELS data. When differences were found, first and second generation immigrant youth demonstrated better psychological well being than third and later generation white youth with the exception of Filipino adolescents, among the most Americanized of the immigrant groups studied, who experienced higher psychological distress.
Harris interpreted the data as demonstrating the protective influence of immigrant status among youth that emerges once the effects of greater exposure to poverty and inner city neighborhoods are eliminated. With greater time and socialization in United States institutions, neighborhoods, and youth culture, immigrant children increasingly adopt behavioral norms regarding health status and risk (Harris, 1998).

Evaluation of suicide trends among adolescent immigrants and ethnic groups in California done in 1996 by S. B. Sorenson and H. Shen provided some evidence of a protective function of immigrant status. This study found that first generation immigrant adolescents were at a slightly lower risk of suicide, regardless of age, than third and later generation adolescents. The suicide rate for immigrants was the same as that of lifelong residents among third- and later generation white and black adolescents, but the rates for Mexican-origin adolescents were lower than those for all third and later generation adolescents (Sorenson & Shen, 1996).

A study of 188 students done in 1994 by M.M. Suarez-Orozco and C.E. Suarez-Orozco, using structured ethnographic interviews, objective and projective measures, and the Thematic Apperception Test, investigated how achievement concerns and family orientation differed
between Mexicans, Mexican immigrants, Mexican-American second generation, and white Americans (Suarez-Orozco & Suarez-Orozco, 1995).

It was found that Mexico-origin populations were more family-oriented and showed the highest sense of concern for family obligation. Second generation students, who were bicultural and shared the concerns of both cultures, fell in between the Mexicans and Mexican immigrants, on the one hand, and the white American group, on the other, in degree of concern with familism. White American students demonstrated significantly less perceived obligation to provide emotional or material support to the family (Suarez-Orozco & Suarez-Orozco, 1995).

On the issue of peer influence, the white American group was the most likely to turn toward their peers for opinions regarding behaviors and attitudes. The Mexican-American group, very close to the Mexican and Mexican immigrant groups on this dimension, raised the question of whether adolescence is necessarily a time of peer orientation and a pushing away of the family across cultures and nationalities. It is apparent that the family retains a key role for Mexico-origin adolescents. Peers may not achieve the same powerful degree of influence as they do for white adolescents (Suarez-Orozco & Suarez-Orozco, 1995).
Concerning achievement orientation, Mexican and Mexican immigrant youths did not express more concern with achievement as a means to compensate for relative deprivation and poverty than either second-generation Mexican-American or white American youths. Mexican-American youths expressed more concerns with avoiding challenging tasks than did the other three groups. Whereas the immigrant generation typically demonstrates high expectations and an optimism that they can achieve status mobility through schooling, the second generation may develop less faith in the educational system, responding to ongoing patterns of discrimination and cultural alienation in schools by giving up on education (Suarez-Orozco & Suarez-Orozco, 1995). This is compared to MacLeod's ethnographic study in which education did not assure success for inner city minority youth (MacLeod, 1995).

Reported in International Migration Review were the results of a survey done in 1992 of over 5000 first and second generation adolescent children of immigrants in the San Diego and Miami metropolitan areas. The respondents represented most of the major groups of new immigrants from Asia and Latin America including 757 teenage children of Mexican immigrants (Rumbaut, 1994).

Self-esteem and depressive symptoms, English and parental non-English language proficiency, educational
aspirations, familism, American preference, and parent-child conflict were all measured by various scales. Also measured were perceptions and experiences of discrimination, perceptions of their family's economic situation compared with five years ago, and feelings of being embarrassed by one's parents. An open-ended question was asked of each respondent to state their ethnic self-identity (Rumbaut, 1994).

Examination of multiple aspects of the psychosocial adaptation of children of the new immigration to the United States, particularly how adolescents formed their ethnic identities, showed major differences in patterns of ethnic self-identification among teenage children of immigrants from Asia and Latin America. Instead of a uniform assimilative path, this study found multiple or segmented paths to identity formation and resolution (Rumbaut, 1994).

Children's psychosocial adaptation is shaped by the family context. The likelihood of identificational assimilation is moderated by parental ethnic socialization, social status, and parent-child relationships. Children's ethnic self-identities tend to strongly mirror the perceptions of their parents' (and especially their mother's) own ethnic self-identities, as if they were reflections in an ethnic looking-glass. Children who felt embarrassed by their parents were significantly more likely
to identify assimilatively as unhyphenated Americans (Rumbaut, 1994).

Separate logistic regressions were run for selected subsamples to explore the association of variables with specific types of racial/panethnic self-identities, such as Hispanic and Chicano. For an analysis of the odds of selecting a Hispanic identity, they examined the subsample of 3,033 respondents of Latin American origins. The results showed that a Hispanic self-identification was significantly more likely to be made by females, who are foreign-born, living in the United States less than 10 years, whose English is poor but whose Spanish is very good, and who speak in Spanish with their parents and close friends, who are not embarrassed by their parents, and whose parents are not conationals and themselves identify in panethnic terms or as a mixed identity (Rumbaut, 1994).

For an analysis of the odds of selecting a Chicano identity, they focused separately on the subsample of 729 respondents of Mexican origin in San Diego. The results showed that a Chicano self-identification was significantly more likely to be made by males, who were U.S. born (with odds of 37 to 1) and whose close friends were also U.S.-born. They were significantly more likely to feel that they had been discriminated against. Moreover, among these 729 teenagers, the lower their academic grade point
averages and the lower their educational and occupational aspirations, the greater were the odds of identifying as Chicano (Rumbaut, 1994).

The significant association of flattened aspirations and low educational attainment with a Chicano ethnic identity was not found for any other type of ethnic self-identification in the data set. This supports findings in the literature that link a Chicano self-definition among U.S.-born high school youth with the development of adversarial modes of reaction. These include defensive nonlearning strategies in the classroom, anticipation of bleak adult futures, rejection of behaviors defined as acting white, and rejection of school and of teachers, in contrast to the more optimistic outlook and valuation of schooling reported among Mexican-born immigrant youth (Dietrich, 1998; Matute-Bianchi, 1991; Suarez-Orozco & Suarez-Orocozo, 1995; Vigil, 1988).

The health and adaptation of children in immigrant families unfolds in the context of two inextricably linked processes: the process of assimilation and the process of development. Efforts to understand the development of children of immigrants must examine both processes. The theoretical basis for most research on identity formation has been provided by the writings of Erik Erikson in his well-known Childhood and Society (1963) and other works.
Erikson viewed identity, a subjective sense of wholeness, as achieved during adolescence through the experience of an identity crisis. The process of identity formation involves an exploration of one's abilities, interests, and options, leading to a commitment to a personal identity. According to Erikson, "The young person, in order to experience wholeness, must feel a progressive continuity . . . between that which he conceives himself to be and that which he perceives others to see in him and to expect of him" (1963, p. 91). Those who fail to achieve a secure identity are faced with identity confusion, a lack of clarity of who they are and what their role in life is.

Indeed, Erikson, an immigrant himself, was inspired by "the experience of emigration, immigration, and Americanization in a country which attempts to make a super-identity of all the identities imported by its constituent immigrants" to establish the concepts of identity formation (1963, p. 287). For children of Mexican immigrants, that developmental process can be complicated by experiences of intense acculturative and intergenerational conflicts as they strive to adapt to American society within a Mexican family context.

The studies summarized above from the ethnographic study by Jay MacLeod to the survey done in 1992 of children
of immigrants used the Eriksonian model of identity formation as a theoretical perspective on which to base their studies. To examine the formation and affirmation of a self-identity, it is necessary to discuss how personal needs combine and intersect with group and role sociopsychological features. Each affects, and in turn is affected by, the other, especially during adolescence. As Erikson has said, "Psychosocial identity thus depends on a complementarity of an inner (ego) synthesis in the individual and of role integration in his group" (1968: 61). The present research will also utilize the theory of Erik H. Erikson.

Peer group activity is important during this phase of life. The importance that peers play in Mexican-descent adolescents' lives was a point of difference between the studies. In the ethnographic study by Dietrich, peers assumed an important role in the Chicanas' lives and perceptions of themselves.

In Vigil's study, those Chicanos with the most fragmented egos during adolescence were especially attracted to the gang as a source of self-identity. Since self-identity usually begins to develop under parental influence, youths who grew up in very low income, single-parent, highly stressful family situations were the most likely to become core gang members. Thus, the group
operated to give many young males a role in society at the adolescent transition period, when the peer group dominated socialization and largely replaced the already weakened family and authority influences (Vigil, 1988).

Although Suarez-Orozco & Suarez-Orozco predicted that Mexican-American second generation and white American adolescents would be influenced by peers more than would either the Mexican or Mexican immigrant youths, instead the Mexican-American group was very close to the Mexican and Mexican immigrant groups in this regard. This prompted the researchers to question whether peer influence is invariably important in adolescence across cultures and nationalities (Suarez-Orozco & Suarez Orozco, 1995).

Matute-Bianchi's study of Mexican descent students in California suggested that recruitment into a Chicano identity begins in elementary school and is confirmed and reinforced by the time the student reaches junior high, when similarly minded peer groups begin to assume much greater influence than the family (Matute-Bianchi, 1991). This agrees with the above studies where recruitment into a Chicano identity seemed to be peer-related.

Theories of social identity and self-esteem have suggested various social psychological mechanisms underlying the formation of ethnic self-images (Bernal and Knight, 1993). Youths see and compare themselves in
relation to those around them, based on their social similarity or dissimilarity with the reference groups that most directly affect their experiences. Ethnic self-awareness is either heightened or blurred, depending on the dissonance or consonance of the social contexts that are basic to identity formation. For youths in a consonant context, ethnicity is not salient; while for those facing contextual dissonance the salience of ethnicity and ethnic group boundaries increases, all the more so when it is accompanied by disparagement and discrimination (Bernal and Knight, 1993).

In theory, self-esteem should be lower where social dissimilarity is greater along with exposure to negative stereotypes and reflected appraisals about one's group of origin. However, mechanisms of perceptual defense are often deployed to protect self-esteem (Rosenberg, 1965). Adolescents may cope with the psychological pressure by seeking to reduce conflict and to assimilate within the relevant social context. An alternative and opposite reaction may lead to the rise and reaffirmation of ethnic solidarity and self-consciousness (Portes and Zhou, 1992).

The theory of segmented assimilation as developed by Min Zhou will be utilized in this research. The segmented assimilation theory offers a theoretical framework for understanding the process by which the children of
contemporary immigrants become incorporated into the system of stratification in the United States. The question is to what sector of American society a particular immigrant group assimilates (Portes & Zhou, 1993).

There are three possible patterns of adaptation most likely to occur among contemporary immigrants and their offspring. One pattern is to follow the relatively straight-line theory of assimilation into the white middle-class majority. An opposite type of adaptation may lead to downward mobility and assimilation into the inner city underclass. Yet another may combine upward mobility and heightened ethnic awareness within immigrant communities. The divergent destinies from these distinct patterns of adaptation are known as segmented assimilation (Portes & Zhou, 1993).

Such divergent modes of incorporation would be accompanied by changes in the character and salience of ethnicity—from linear to reactive processes of ethnic solidarity and identity formation—and hence by divergent modes of ethnic self-identification. Thus, ethnicity may for some groups become optional and recede into the social twilight, as it did for the descendants of the white Europeans, or it may become a resilient resource or an engulfing master status (Portes & Rumbaut, 1990).

As noted above in the ethnographic studies on the
barrios in the inner cities, one effect can be the development of an adversarial subculture among those trapped in inner city ghettos. A negative outlook consisting of the willful refusal of mainstream norms and values can exercise a powerful influence on the newcomers and their children. The confrontation with the inner city places the second generation in a forced choice dilemma. If they strive to meet their parents' expectations for academic achievement, they are likely to be ostracized by their peers in school. Alternatively, if they submit to peer pressure and attempt to become "American," they are likely to adopt the cultural ways of the inner city, including the language and behavior of the cholo (Portes & Zhou, 1993).

However, it has been found that socioeconomic status and race are not all that count; just as important is social capital embedded in the family and the ethnic community. Recent research has shown that immigrant children from intact families or from families associated with tightly knit social networks consistently show better psychological conditions, higher levels of academic achievement, and stronger educational aspirations than those in single parent or socially isolated families. Since members of racial or ethnic minorities can respond to the disadvantages imposed by the larger society via
established group solidarity, it is important to consider the extent to which immigrants and their children are able to use a common ethnicity as a basis for cooperation to overcome structural disadvantages.

Generational consonance occurs when parents and children both remain unacculturated, both acculturate at the same rate, or both agree on selective acculturation which should lead to higher levels of self-esteem and lower levels of depressive symptoms. Generational dissonance occurs when children neither correspond to levels of parental acculturation nor conform to parental guidance, leading to role reversal and intensified parent-child conflicts. This may lead to lower levels of self-esteem and higher levels of depression (Zhou, 1997).
CHAPTER THREE
RESEARCH DESIGN AND METHODS

Study Design

The specific purpose of the study was to determine whether adolescents of Mexican descent who chose an ethnic self identity close to their Mexican roots (that is, Mexican or Mexican-American) had higher levels of self esteem than those who chose an identity further away from their Mexican heritage (such as an assimilative American national identity without the hyphen or a dissimilative racial or panethnic identity such as Hispanic, Latino, or Chicano).

The research method used for this study was a survey which was conducted at Rancho Verde High School, Moreno Valley, California on March 19-20, 2001 of children of Mexican immigrants who were in four ELD (English language deficient) classes. See Appendix A for a copy of the letter of approval from Rancho Verde High School. Rancho Verde High School is a large high school with over 2000 students, with a high percentage of students of Mexican descent. This researcher was given access to the ELD classes because the administration of the school wanted all the students in the class to be able to complete the questionnaire since class time was being used. Most of the
students in these classes were adolescents of Mexican
descent with a few from Guatemala and one from Africa. All
students who brought back their parental permission slip
and who signed their own permission slip were administered
the survey. Those completed surveys of adolescents who
were descended from countries other than Mexico were
removed from the sample.

Because the variables to be measured in this study
were amenable to measurement using the survey method, the
use of a self-administered questionnaire was chosen. The
Rosenberg self-esteem scale was chosen to measure the level
of self-esteem of the respondents because it has been
widely used in the literature and has been found to be a
valid and reliable measurement of self-esteem (Rosenberg,
1965, 1979). The survey method, including the use of the
Rosenberg Self-Esteem Scale, has been successfully used by
Rumbaut in his study of ethnic identity, self-esteem and
segmented assimilation of over 5000 adolescent children of
immigrants (Rumbaut, 1994).

The purpose of the survey was to contribute to the
empirical knowledge about the psychosocial adaptation of
adolescents of Mexican descent, focusing on ethnic identity
formation and self esteem. The questions asked concerned
self-esteem, ethnic self-identification, whether the
respondents or their parents were born in the United States
or Mexico, how many years the respondents had lived in the United States, whether parents were high school or college graduates, whether father and mother were in the labor force, whether both parents lived in the home, and ethnic identity of parents as perceived by the respondents.

This researcher used the survey data to attempt to answer the research question of whether those adolescents of Mexican descent who stayed close to their Mexican roots (adopting either a Mexican or Mexican-American identity) had higher levels of self-esteem than those who moved away from their Mexican roots (adopting either an assimilative unhyphenated American identity or a dissimilative ethnic identity such as Latino, Hispanic, or Chicano). This research has hypothesized that positive Mexican ethnic identity is a protective factor in assisting adolescents of Mexican descent in their adaptation to American society.

The sample was representative of both Mexican-born (first generation) and U.S.-born (second generation) adolescents of Mexican descent. There were 43 first generation adolescents of Mexican descent and 25 second generation adolescents of Mexican descent. The students sampled in this survey were in the ELD (English language deficient) classes. Their skills in speaking the English language ranged from speaking little to no English, having a fair command of the English language, to having a very
good command of the English language. Of the 68 respondents in this study, 47 answered the survey in English and 21 answered the survey in Spanish.

The research question was: Does the extent to which first and second generation adolescents of Mexican descent develop an ethnic identity consistent with their parents' values and customs affect their level of self esteem?

It was hypothesized that those adolescents who identified as Mexican would have a higher level of self-esteem than those who identified as American, Hispanic, Latino, or Chicano. It was further hypothesized that those who identified with the bicultural label of Mexican-American would have the highest level of self-esteem.

Sampling

Adolescents of Mexican descent in four ELD (English language deficient) classes at Rancho Verde High School, Moreno Valley, California were surveyed. To be eligible for inclusion in the study, a student had to be either Mexican born (first generation) or U.S. born (second generation) with at least one Mexican-born parent. All eligible students who expressed a willingness to participate in the study were given parental consent forms which they took home to be signed. See Appendix B for a copy of the Parent/Guardian Permission form in English and Spanish. The students who returned consent forms signed by
their parents and who themselves signed a consent form agreeing to be part of the research were administered the survey questionnaire at school on March 20, 2001. See Appendix C for a copy of the Student Permission Form in both English and Spanish.

Data Collection and Instruments

The Rosenberg Self-Esteem Scale (Rosenberg, 1965, 1979) was used in the survey to determine level of self esteem. This is a standardized instrument widely used in the research literature. Other areas covered by the questionnaire included open-ended questions to ascertain the respondent's ethnic self-identity as well as the ethnic identity of parents, and close-ended questions regarding gender and age, whether respondents were born in the United States or Mexico, whether mother or father were born in the United States, whether father and/or mother work, education of parents, and family situation (whether both parents live in the home or either father or mother are absent from the home).

For this research the dependent variable was level of self-esteem (ordinal, measured by Rosenberg Self-Esteem Scale). The primary independent variable was ethnic self-identification of the respondent including: Mexican, Mexican-American, American, Hispanic, Latino, Chicano, or other. Other independent variables included gender
(nominal), age (ordinal), language used to answer the survey (nominal), nativity (nominal), how many years lived in the United States (ordinal), both parents born in Mexico (nominal), one parent U.S. born (nominal), socioeconomic status (nominal, whether or not mother or father are high school or college graduates, whether or not mother or father are in the labor force), whether both parents lived in the home (nominal), whether the mother or father was absent from the home (nominal), parents' perceived ethnic identity (nominal), and ethnic identity same as father, same as mother, or same as both parents (nominal).

Procedure

The data was gathered on March 20, 2001 by administration of a survey concerning ethnic self-identification and levels of self esteem of adolescents of Mexican descent (first and second generation) to four ELD classes at Rancho Verde High School, Moreno Valley, California. The present researcher administered the survey and collected the data. This researcher was given access to four ELD classes at the high school since most of the students who attended these classes were adolescents of Mexican descent. Because class time was being used for the survey, the school administration wanted the survey done in classes where all students would be able to complete the survey. The surveys of the few respondents who were
descended from countries other than Mexico were discarded.

On March 19, 2001, the researcher was introduced by the assistant principal to the two teachers of the classes involved in the survey. The researcher then explained the purpose of the study, how the survey would be administered, and how much class time would be required to complete the survey (approximately 15 minutes). Participation by the teachers in the survey was voluntary. Both teachers of the ELD classes agreed to participate in the study and signed permission slips. See Appendix D for a copy of the Teacher Permission Form.

There were two classes of the four in which the students did not speak English very well. In this case, the teacher explained to the students in Spanish the purpose of the survey and then asked for volunteers to take the survey. The survey was available in both English and Spanish and the students were allowed to choose which one they wished to use. In the other two classes, the students' level of understanding of the English language was such that this researcher was able to explain to them in English concerning the study and asked for volunteers. The researcher gave to each student who was interested in participating in the study a Parent/Guardian Permission Form (which was provided in both English and Spanish). They were asked to take the permission form home and have
their parents sign it and to return the permission slips the following day.

On March 20, 2001, the day after the permission forms had been given to the students, the researcher returned to the classes. Those volunteers who returned permission slips from their parents were given a permission form to sign giving their willingness to participate. The survey was administered to those students who agreed to participate and had returned the permission forms signed by their parents/guardians. All students who did this were administered the survey regardless of whether they were eligible for this particular study. Of the 72 surveys administered, three were done by adolescents from Guatemala and one was done by an adolescent from Africa. The other 68 completed surveys were done by first and second generation adolescents of Mexican descent. The four surveys done by adolescents who did not meet the requirements for this particular study were discarded. After the surveys were completed each student was given a Parent/Guardian Debriefing Form to take home to their parents and a Student Debriefing form. See Appendix E for a copy of the Parent/Guardian Debriefing Form printed in English and Spanish and Appendix F for a copy of the Student Debriefing Form printed in English and Spanish. See Appendix G for a copy of the Teacher Debriefing Form which was given to each
teacher after the survey was administered. See Appendix H for a copy of the survey in both English and Spanish.

Protection of Human Subjects

The issue concerning the protection of human subjects was handled by assuring the students and their parents/guardians that participation in the study was completely voluntary. They were assured that their grades in the classes in which the surveys were administered would in no way be affected by whether or not they completed the survey. They were told that since their names would not be placed on the surveys there would be no way that the present researcher would be able to identify any of the individual respondents of the survey, therefore neither confidentiality nor anonymity would be jeopardized. Only students who returned a Parent/Guardian Permission Form signed by their parent/guardian and who have signed an Adolescent Permission Form were administered the survey.
CHAPTER FOUR
RESULTS

In order to summarize the characteristics of the sample, frequencies and descriptive statistics were run for all dependent and independent variables. Table 1 shows the breakdown of the various types of ethnic self-identification chosen by the respondents.

Table 1. Self-Reported Ethnic Identity of First and Second Generation Adolescents of Mexican Descent

<table>
<thead>
<tr>
<th>Ethnic Identity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>38</td>
<td>55.9</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>13.2</td>
</tr>
<tr>
<td>Chicano</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Latino</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Total Sample (N)</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2 shows the social characteristics of the 68 respondents including whether the survey was answered in English or Spanish, age, gender, whether born in the United States or Mexico, number of years lived in the United States, socioeconomic status, whether both parents were present in the home, as well as ethnic identities of the mother and father as reported the adolescents.
<table>
<thead>
<tr>
<th>Social Characteristic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Sample</td>
<td>68</td>
<td>100.0</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent answered in English</td>
<td>47</td>
<td>69.1</td>
</tr>
<tr>
<td>Adolescent answered in Spanish</td>
<td>21</td>
<td>30.9</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 years old</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>14 years old</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>15 years old</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>16 years old</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>17 years old</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>18 years old</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>51.5</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>48.5</td>
</tr>
<tr>
<td>Nativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent born in the U.S.</td>
<td>25</td>
<td>36.8</td>
</tr>
<tr>
<td>Adolescent born in Mexico</td>
<td>43</td>
<td>63.2</td>
</tr>
<tr>
<td>Mother born in Mexico</td>
<td>63</td>
<td>92.6</td>
</tr>
<tr>
<td>Father born in Mexico</td>
<td>63</td>
<td>92.6</td>
</tr>
<tr>
<td>Both parents both in Mexico</td>
<td>58</td>
<td>85.3</td>
</tr>
<tr>
<td>Number of Years Lived in U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 years</td>
<td>16</td>
<td>23.6</td>
</tr>
<tr>
<td>4-9 years</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>14</td>
<td>20.6</td>
</tr>
<tr>
<td>Entire life</td>
<td>26</td>
<td>38.2</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father high school graduate</td>
<td>25</td>
<td>36.8</td>
</tr>
<tr>
<td>Father college graduate</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>Mother high school graduate</td>
<td>34</td>
<td>50.0</td>
</tr>
<tr>
<td>Mother college graduate</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Father in labor force</td>
<td>59</td>
<td>86.8</td>
</tr>
<tr>
<td>Mother in labor force</td>
<td>33</td>
<td>58.5</td>
</tr>
<tr>
<td>Family and Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both parents live in home</td>
<td>46</td>
<td>67.7</td>
</tr>
<tr>
<td>Father absent from home</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Mother absent from home</td>
<td>6</td>
<td>8.8</td>
</tr>
</tbody>
</table>
The mean age of the entire group of 68 adolescents in the sample was 15.2 years of age. The ages of the entire sample ranged from 13 years old to 18 years old. Respondents have lived in the United States from one year to their entire lives. The mean number of the years that respondents have lived in the United States is 9.7 years.

Table 3 shows the number of adolescents who have ethnically identified the same as their fathers, their mothers, the same as both parents, the same as both parents as Mexican, the same as both parents as Mexican-American, the same as both parents as other, and the number of adolescents whose parents identified as Mexican and the adolescents identified as Mexican-American.
Table 3. Number of Adolescents of Mexican Descent with Ethnic Identity the Same as Parents

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Parent</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity Same as Father</td>
<td>43</td>
<td>63.2</td>
</tr>
<tr>
<td>Ethnic Identity Same as Mother</td>
<td>43</td>
<td>63.2</td>
</tr>
<tr>
<td>Ethnic Identity Same as Parents</td>
<td>40</td>
<td>58.8</td>
</tr>
<tr>
<td>Ethnic Identity Same as Parents, Reported as Mexican</td>
<td>32</td>
<td>47.1</td>
</tr>
<tr>
<td>Ethnic Identity Same as Parents, Reported as Mexican-American</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>Ethnic Identity Same as Parents, Reported as Other</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Ethnic Identity Parents Reported as Mexican, Adolescent Reported as Mexican American</td>
<td>8</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Overall self esteem levels of the 68 respondents in this study according to the Rosenberg Self Esteem Scale ranged from a low level of 2.10 to a high level of 3.9 (with a possible range between 1 and 4). The mean self esteem score of all respondents was 3.0059. The mean self esteem score of respondents who identified the same ethnically as their mother was 3.0163. The mean self esteem score of respondents who identified the same ethnically as their father was 3.0372. The mean self esteem score of respondents who identified the same ethnically as both parents was 3.04. The mean self esteem score of respondents who identified the same ethnically as
both parents as Mexican was 3.0094.

Pairs of nominal variables were tested by Chi squares. Of those only the following were found to be statistically significant.

The two variables of language used to answer survey with two levels (English and Spanish) and country of birth with two levels (United States and Mexico) were found to be significantly related (Chi Square (1, N = 68) = 17.665, p = 0.000. (See Appendix I, Table 1 for cross tabulations.) Adolescents born in the United States were more likely to answer the survey in English than adolescents born in Mexico. Adolescents born in Mexico were equally as likely to answer in English as in Spanish.

The two variables of language used to answer survey with two levels (English and Spanish) and ethnic identity the same as parents, Mexican with two levels (yes and no) were found to be significantly related (Chi Square (1, N = 68) = 4.689, p = .030. (See Appendix I, Table 2 for cross tabulations.) Adolescents who answered the survey in English were less likely to ethnically identify the same as their parents as Mexican than if they answered in Spanish.

The two variables language used to answer the survey with two levels (English and Spanish) and ethnic identity the same as father with two levels (yes and no) were found to be significantly related (Chi Square (1, N = 68) =
4.102, \( p = .043 \). (See Appendix I, Table 3 for cross tabulations.) Adolescents who answered the survey in English were more likely to ethnically identify the same as their father than adolescents who answered in Spanish.

The two variables of both parents present in the home with two levels (yes and no) and ethnic identity same as both parents (yes and no) were found to be significantly related (Chi Square \( 1, N = 68 \) = 4.309, \( p = .038 \). (See Appendix I, Table 4 for cross tabulations.) Adolescents with both parents present in the home were more likely to ethnically identify the same as both parents.

The two variables of father absent from the home with two levels (yes and no) and ethnic identity same as mother with two levels (yes and no) were found to be significantly related (Chi Square \( 1, N = 68 \) = 5.961, \( p = .015 \). (See Appendix I, Table 5 for cross tabulations.) Adolescents were more likely to ethnically identify the same as mother when the father was absent from the home.

The two variables of father absent from the home with two levels (yes and no) and ethnic identity same as both parents, Mexican with two levels (yes and no) were found to be significantly related (Chi Square \( 1, N = 68 \) = 4.087, \( p = .043 \). (See Appendix I, Table 6 for cross tabulations.) Adolescents whose father was absent from the home were less likely to identify as Mexican the same as their parents.
The two variables of mother works outside the home with two levels (yes and no) and ethnic identity same as mother with two levels (yes and no) were found to be significantly related (Chi Square (1, N = 68) = 4.324, p = .038. (See Appendix I, Table 7 for cross tabulations.) Adolescents were more likely to ethnically identify the same as mother when the mother works outside of the home.

The two variables of ethnic identity the same as father with two levels (yes and no) and ethnic identity same as both parents, Mexican with two levels (yes and no) were found to be significantly related (Chi Square (1, N = 68) = 35.142, p = .001. (See Appendix I, Table 8 for cross tabulations.) Those adolescents who identified ethnically the same as the father were more likely to identify ethnically as Mexican the same as both parents.

The two variables of ethnic identity same as father with two levels (yes and no) and ethnic identity of respondent with three levels (Mexican, Mexican-American, and Other) were found to be significantly related (Chi Square (2, N = 68) = 26.797, p = .000. (See Appendix I, Table 9 for cross tabulations.) Adolescents who ethnically identified the same as the father were more likely to identify as Mexican than Mexican-American or other.

The two variables of ethnic identity the same as father with two levels (yes and no) and ethnic identity the
same as mother with two levels (yes and no) were found to be significantly related (Chi Square \(1, N = 68\) = 44.640, \(p = .00\). (See Appendix I, Table 10 for cross tabulations.) Adolescents of Mexican descent who identified ethnically the same as the father were also likely to identify ethnically the same as the mother.

The two variables of ethnic identity the same as mother with two levels (yes and no) and ethnic identity the same as both parents, Mexican with two levels (yes and no) were found to be significantly related (Chi Square \(1, N = 68\) = 44.640, \(p = .00\). (See Appendix I, Table 11 for cross tabulations.) Those adolescents who identified ethnically the same as the mother were more likely to identify ethnically the same as both parents as Mexican.

The two variables of ethnic identity the same as mother with two levels (yes and no) and ethnic identity the same as both parents with two levels (yes and no) were found to be significantly related (Chi Square \(1, N = 68\) = 56.478, \(p = .000\). (See Appendix I, Table 12 for cross tabulations.) Adolescents who identified ethnically the same as the mother were more likely to ethnically identify the same as both parents.

The two variables of ethnic identity the same as mother with two levels (yes and no) and ethnic identity of the respondent with three levels (Mexican,
Mexican-American, and Other) were found to be significantly related (Chi Square (2, N = 68) = 25.650, p = .00. (See Appendix I, Table 13 for cross tabulations.) Those adolescents who identified the same as their mother were more likely to identify as Mexican.

The two variables of ethnic identity the same as both parents with two levels (yes and no) and ethnic identity of the respondent with three levels (Mexican, Mexican-American, and Other) were found to be significantly related (Chi Square (2, N = 68) = 47.719, p = .000. (See Appendix I, Table 14 for cross tabulations.) Respondents who identified ethnically as Mexican were more likely to identify the same as both parents as Mexican.

Independent sample t tests were conducted to assess differences in levels of self esteem with various variables. Of these only the following were significant.

Self esteem was higher in the overall sample of adolescents of Mexican descent when the mother had a high school education (see Appendix J, Table 1). Self esteem was higher in adolescents who identified the same ethnically as their parents as Mexican when the mother had a high school education (see Appendix J, Table 2). Self esteem was higher in adolescents who identified the same ethnically as their parents as Mexican when the father had a high school education (see Appendix J, Table 3).
Self esteem was higher in adolescents in the overall sample of adolescents when the mother was born in Mexico. (See Appendix J, Table 4). Self esteem was higher in adolescents who identified the same ethnically as both parents when the mother was born in Mexico (see Appendix J, Table 5). Self esteem was higher in adolescents who identified the same ethnically as the mother when the mother was born in Mexico (see Appendix J, Table 6). Self esteem was higher in adolescents who identified the same ethnically as both parents as Mexican when both parents were born in Mexico (see Appendix J, Table 7). Self esteem was higher in adolescents who identified the same ethnically as their mother when both parents were born in Mexico (see Appendix J, Table 8).
CHAPTER FIVE
DISCUSSION

This study has touched on several aspects of the psychosocial adaptation of children of Mexican immigrants in the United States, focusing on the formation of ethnic identities during adolescence and self esteem. Certain findings are particularly noteworthy.

The sample of 68 adolescents of Mexican descent came from four English Language Deficient (ELD) classes at Rancho Verde High School. Because of this, the sample was quite homogeneous with approximately 2/3 of the sample being born in Mexico and 1/3 in the United States. Most of the parents were both born in Mexico. Three main types of ethnic self-identities were apparent in this sample. Most of the sample (38 adolescents) ethnically identified with an immigrant or national-origin identity as Mexican. There were 15 adolescents who identified with an additive, hyphenated identity as Mexican-American. A smaller number of respondents identified with a dissimilative racial or panethnic identity (only nine respondents identified as Hispanic and three each identified as Chicano and Latino).

In the present study, only three adolescents (4.4%) identified as Chicano which differed from Rumbaut's 1994 study in which 123 adolescents (16.2%) identified Chicano.

Unlike the Rumbaut study, no respondents in this study
self identified as an assimilative or American national identity, without the hyphen. Part of the reason for this is that most of the sample was born in Mexico. However, Rumbaut found that among the U.S. born in his sample, less than 4% of Mexican-descent youth identified as American (the lowest proportion of any group). Respondents self-identifying as American in Rumbaut's study were much more likely to be U.S.-born, with at least one U.S.-born parent who also (especially if it is the mother) self-identifies as American. This was not the case in the sample in this study. Because of their status in the ELD classes, this sample was thought to not be as assimilated into American culture as would be the case if the sample was taken from the mainstream classes.

The language used to the answer the survey (Spanish or English) was found to be significant. Adolescents born in the United States were more likely to answer the survey in English than adolescents born in Mexico. Those who answered in English were less likely to ethnically identify the same as their parents as Mexican than were those who answered in Spanish. This supports findings in the Rumbaut study which found that foreign born are more likely to identify by their own national origin, but that proportion drops sharply among the U.S. born.

Another factor that affected the choice of ethnic
identity in this sample was whether or not both parents were present in the home. When both parents were present in the home, adolescents were more likely to ethnically identify the same as both parents. This coincides with the results of Rumbaut's study in which having both parents born in the same nation and present in the home significantly boosts the odds of the child identifying with the parents' nationality which is evidence that the parents' own nativity itself exerts a strong influence in the ethnic socialization of the child.

When the father was present in the home, they were more likely to identify ethnically the same as the father. However, when the father was absent from the home, they were more likely to ethnically identify the same as the mother. They were less likely to identify as Mexican the same as their parents when the father was absent from the home. This differs slightly from Rumbaut's study in which the effect of the mother's perceived identity was stronger than the father's, pointing to the possibly stronger effect of mothers in ethnic (and other) socialization processes along with the actual absence of fathers in a substantial number of these families. In Rumbaut's study, approximately 38% of the fathers were absent from the home, while in this study approximately 23% of the fathers were absent from the home.
Adolescents were more likely to ethnically identify the same as the mother when the mother works outside the home. Mothers of about half the sample (33 mothers) were in the labor force. Many of the mothers who worked outside the home did so because the father was absent which could account for why the adolescents whose mothers worked outside the home tended to ethnically identify with her.

Those adolescents who identified ethnically the same as the father and mother were more likely to identify as Mexican than as Mexican-American or other. In this sample, adolescents of Mexican descent who identified ethnically the same as the father were also likely to identify ethnically the same as the mother. This is likely because of the homogeneity of this particular sample where most of the respondents' parents were both born in Mexico, eliminating the need for the adolescent to choose between two different ethnic choices. Rumbaut's sample was much more diverse. In Rumbaut's sample 76.9% of the children in the sample had parents who were conationals, while in this sample 87.9% had parents who were both born in Mexico. In Rumbaut's sample 12.6% of the respondents had one parent who was U.S.-born while in this sample only one parent was U.S.-born (1.5%).

The mean self esteem score of all respondents in this study was 3.0059. Slightly higher than the mean level of
all respondents was the mean esteem score of respondents who identified the same ethnically as both parents as Mexican at a level of 3.0094. The highest mean level of self esteem of 3.04 in this study was reported for respondents who identified the same ethnically as both parents. A slightly lower level of self esteem of 3.0373 was noted for respondents who identified the same ethnically as their father. Respondents who identified the same ethnically as their mother had a mean level of self esteem of 3.0163.

All the above self esteem levels were lower than the level reported in the Rumbaut study for adolescents of Mexican descent which, at 3.17, was one of the lowest levels of global self-esteem scores reported. Self esteem levels in the Rumbaut study ranged from a low level of 2.99 (Hmong) to a high level of 3.44 (West Indies). The levels reported in this study were closest to the low level of 2.99. The lower levels of self esteem reported in this study could be accounted for by the fact that all the respondents in this study were from ELD classes, a designation for non-English-speaking immigrants in the school system, which might be considered a stigmatized status that has placed them outside the mainstream English-language curriculum and could expose them to teasing and ridicule by other students. Perhaps a larger, more diverse
sample of adolescents of Mexican descent from all classes at Rancho Verde High School would have resulted in higher overall levels of global self-esteem scores.

Several factors were found to relate to levels of self esteem in the present study. Education emerged as a strong predictor of self esteem. Self esteem was higher in the overall sample of adolescents of Mexican descent when the mother had a high school education. Self esteem was also noted to be higher in adolescents who identified the same as their parents as Mexican and the father and mother had a high school education. This finding coincides with Rumbaut's findings in that both levels of parental education and levels of self esteem were among the lowest in the Mexican part of their sample. The levels of parental education were generally low in this study but self esteem was higher in adolescents who parents had completed high school.

It was found that in the overall sample levels of self esteem were higher in adolescents of Mexican descent whose mother was born in Mexico. Self esteem was higher in adolescents who identified the same ethnically as their parents when the mother was born in Mexico. Self esteem was noted to be higher in adolescents who identified the same ethnically as their parents as Mexican when both parents were born in Mexico. These results support the
research question of whether the extent to which first and second generation adolescents of Mexican descent develop an ethnic identity consistent with their parents' perceived ethnic identity affects their level of self esteem.

One limitation of this particular study was that the sample was not very large. Statistical tests were conducted to assess differences in levels of self esteem of adolescents who identified ethnically as Mexican, Mexican-American, and Other. Even though the results were not statistically significant, the self esteem levels for adolescents who identified as Mexican-American were higher in all cases than those who identified as Mexican and Other which supports both this study's hypothesis and past research findings the literature that bicultural individuals have higher levels of self esteem than those who identify as Mexican. This suggests that the difference might have been statistically significant in a larger and would have supported the hypothesis.

Another limitation of the study was that the sample was not diverse enough because it was limited to the four ELD classes. Had access been given to the mainstream classes in addition, the sample collected would have been larger and undoubtedly the spread of ethnic identities would have been greater with more adolescents falling into Hispanic, Latino, and Chicano categories allowing for more
statistical tests to be run and further conclusions to be made.

Further research should be conducted with a more diverse sample of adolescents of Mexican descent. The sample should include students from the ELID classes as well as those students who attend classes in the mainstream school setting. A sample of this type would include more second generation adolescents of Mexican descent who were more acculturated into American society. It would be interesting to compare levels of self esteem of students from the ELID classes with those from the mainstream classes to see if being in the ELID classes might be one of the causes for the overall low levels of self esteem found in the above study.
APPENDIX A

LETTER OF APPROVAL, RANCHO VERDE HIGH SCHOOL
September 11, 2000

Dr. Rosemary McCaslin
California State University, San Bernardino
Department of Social Work
5500 University Parkway
San Bernardino, CA 92407.

Dear Dr. McCaslin,

This letter is in support of Barbara Hale's proposed research project on our campus. I have had the opportunity to work with Barbara before and know that she is ethical and compassionate and will be very responsible in carrying out this survey on our campus.

I am fully aware of the content and purpose of this survey. I understand that our participating teachers and students will work with Barbara on a voluntary basis only. I further understand that parental permission is required for each student to participate and will be sent home in English and in Spanish.

Sincerely yours,

Joy Bramlette
Assistant Principal
APPENDIX B

PARENT/GUARDIAN PERMISSION FORM
I agree to allow my child to participate in the study, "Ethnic Identity Formation and Self Esteem in First and Second Generation Adolescents of Mexican Descent." This study is being conducted by Barbara Hale, a Masters of Social Work student at California State University, San Bernardino under the supervision of Professor Rosemary McCaslin. This study has been approved by the University’s Institutional Review Board. The California Education Code 51513 requires that parents must be notified and must consent to having their children questioned about personal beliefs or practices.

The benefits of this study include helping researchers understand how self esteem is affected by ethnic self identity in adolescents of Mexican descent. The survey is not a test. My child’s choice to participate or not to participate in this study and whatever responses he or she provides will not influence his or her grades in any way. The short survey will take my child about 15 minutes to complete. My child will be asked about ethnic identity and will be asked a few questions to determine level of self esteem. I understand my child’s participation in this study is completely voluntary. If at any time he or she wants to discontinue his/her participation, it can be done without penalty.

I also understand that the information my child provides will be held in strict confidence by the researcher. At no time will my name or my child’s name be reported along with his or her responses. All data collected by the researcher will be reported in group form only. At the conclusion of the study, I may review the results of the study which will be available at Rancho Verde High School. If I have any questions or concerns, I am aware that I can contact the researcher’s faculty advisor, Dr. Rosemary McCaslin (909-880-5507) for information.

I acknowledge that my child and I have been informed about and understand the purpose of the "Ethnic Identity Formation and Self Esteem in First and Second Generation Adolescents of Mexican Descent" study. I freely consent to allow my child to participate and acknowledge that I am the parent/guardian and I am at least 18 years of age.
FORMULARIO DE AUTORIZACIÓN DEL PADRE / CUSTODIO

Estoy de acuerdo en permitir que mi hijo/a participe en el estudio: "La Formación de la identidad étnica y la autoestima en adolescentes descendientes de mexicanos de primera o segunda generación". Dicho estudio será realizado por Barbara Hale, una estudiante de maestría de Trabajo Social en la Universidad del Estado de California, San Bernardino, y será supervisado por la Profesora Rosemary McCaslin. Este estudio ha sido aprobado por la Junta de Revisiones Institucionales de la Universidad. El código de California 51513 exige que se notifique a los padres y se pida el consentimiento de los mismos antes de interrogar a sus hijos sobre sus creencias y costumbres personales.

Uno de los beneficios de este estudio es que ayudará a los investigadores a entender cómo la autoestima es afectada por la identidad étnica que eligen los adolescentes de descendencia mexicana. La encuesta no es un examen. Que mi hijo decida participar o no participar en este estudio, y cualquier respuesta que él o ella pueda suministrar, no influenciarán sus notas para nada. A mi hijo/a le tomará unos quince minutos completar la encuesta corta. Mi hijo/a será cuestionado sobre su identidad étnica y se le harán unas pocas preguntas para determinar su nivel de autoestima. Entiendo que es completamente voluntaria la participación de mi hijo/a en este estudio. Si en cualquier momento él o ella quiere dejar de participar, puede hacerlo sin ninguna sanción.

También entiendo que la confidencialidad de la información que suministre mi hijo/a será estrictamente protegida por la investigadora. Mi nombre o el nombre de mi hijo/a en ningún momento será reportado junto con las respuestas de mi hijo/a. Todos los datos recolectados por la investigadora serán reportados sólo como datos de grupo. Al finalizar el estudio, tendré la posibilidad de revisar los resultados del mismo que estarán disponibles en la Escuela Secundaria Rancho Verde [Rancho Verde High School]. Si tengo alguna pregunta o preocupación, sé que puedo obtener más información comunicándome con la asesora académica de la investigadora, la Dra. Rosemary McCaslin, llamando al (909-880-5507).

DECLARO QUE A MI HIJO/A Y A MÍ SE NOS HA INFORMADO Y QUE ENTENDEMOS EL PROPOSITO DEL ESTUDIO: "FORMACIÓN DE LA IDENTIDAD ÉTNICA Y LA AUTOESTIMA EN ADOLESCENTES DESCENDIENTES DE MEXICANOS DE PRIMERA O SEGUNDA GENERACIÓN".

FORMULARIO DE AUTORIZACIÓN DEL PADRE / CUSTODIO

Nombre del estudiante (en letra de imprenta)

Firma del padre / custodio
APPENDIX C

STUDENT PERMISSION FORM
STUDENT PERMISSION FORM

I am Barbara Hale, a Masters student of the Social Work Department at California State University, San Bernardino. I am conducting a study under the supervision of Professor Rosemary McCaslin. I would like to ask you to be part of this study. This study tries to identify the relationship between the way you choose to identify yourself ethnically (for example, Mexican, Mexican-American, American, Hispanic, Chicano, Latino, or other) and your level of self esteem. It is hoped that by learning more about you and your lives, I will be able to better understand your strengths and how ethnic identity helps increase the chances of you as adolescents of Mexican descent succeeding and doing well in the United States.

This is not a test and there are no right or wrong answers. You will not be graded on your performance. Participating in this study is completely voluntary. The grade in your class will not be affected in any way whether your choose to participate or not. If you do not want to participate, are uncomfortable with a question, or do not want to finish the survey once you have started, just tell me and we can talk about your concern or you may go back to your class.

Your name will not be on the survey so you can be assured that no one will know how you answered any of the questions, including myself. This is called confidentiality and it means that I respect your privacy. The survey will take about 15 minutes to finish. I really appreciate your participation.

Now that I have explained the project, would you like to participate? If so, please sign this permission form and have your parent sign their permission form and bring it back so that you may be a part of the study. This permission form is also available in Spanish.

Adolescent Permission Form
Ethnic Identity Formation and Self Esteem Study

Student Name (please print) ____________________________________________

Student Signature ____________________________________________________

Date ____________________________
Yo soy Barbara Hale, una estudiante de maestría del departamento de Trabajo Social de la Universidad del Estado de California, San Bernardino. Estoy realizando un estudio bajo la supervisión de la Profesora Rosemary McCaslin. Me gustaría solicitarte que participes en este estudio. El presente estudio intenta identificar la relación entre cómo eliges identificarte étnicamente (por ejemplo, como mexicano, mexicano americano, americano, hispánico, chicano, latino u otra categoría) y tu nivel de autoestima. Aprendiendo más sobre ustedes y sobre sus vidas, espero poder entender mejor sus puntos fuertes y cómo la identidad étnica ayuda a aumentar las probabilidades de que ustedes, siendo adolescentes de descendencia mexicana, tengan éxito en los Estados Unidos.

Esto no es un examen y no hay respuestas correctas o incorrectas. No se le pondrá nota a lo que hagas. La participación en este estudio es completamente voluntaria. Las notas de tus clases no serán afectadas participes o no participes. Si no deseas participar, estás incómodo con una pregunta o no quieres terminar la encuesta una vez que has comenzado, sólo avísame y podemos hablar de tu preocupación, o puedes regresar a tu salón de clase.

Tu nombre no aparecerá en la encuesta así que nadie sabrá cómo respondiste a las preguntas, ni siquiera yo misma. Esto se llama confidencialidad y significa que respeto tu derecho a mantener tu vida en privado. La encuesta tomará unos 15 minutos. Realmente agradezco tu participación.

Ahora que he explicado de qué se trata el proyecto ¿te gustaría participar en él? De ser así, por favor firma este formulario de autorización, pídele a tu padre o madre que firme su respectivo formulario de autorización y tráelo de vuelta para que puedas participar en el estudio. Este formulario de autorización también está disponible en inglés.

Formulario de autorización de los adolescentes
Estudio de formación de la identidad étnica y la autoestima

<table>
<thead>
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<th>Nombrem del estudiante (en letra de imprenta)</th>
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<tr>
<td>Firma del estudiante</td>
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<td>Fecha</td>
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APPENDIX D

TEACHER PERMISSION FORM
TEACHER PERMISSION FORM

I agree to allow the eligible students in my class to participate in the study "Ethnic Identity Formation and Self Esteem in First and Second Generation Adolescents of Mexican Descent." This study is being conducted by Barbara Hale, a Masters of Social Work student at California State University, San Bernardino under the supervision of Professor Rosemary McCaslin. This study has been approved by the University’s Institutional Review Board.

The benefits of this study include helping researchers understand how self esteem is affected by ethnic self identity in adolescents of Mexican descent. The short survey will take students about 15 minutes of class time to complete. Participants will be asked about ethnic identity and will be asked a few questions to determine their level of self esteem. A student’s participation in the study is completely voluntary. He or she is free to discontinue his/her participation at any time during the administration of the survey.

The information that each participant provides will be held in strict confidence by the researcher. At no time will any of the participants’ names be reported along with their responses. All data collected by the researcher will be reported in group form only.

At the conclusion of the study, I may review the results of the study which will be available in the office of Joy Bramlette, Assistant Principal. If I have any questions or concerns, I am aware that I can contact Dr. Rosemary McCaslin, Professor of Social Work at California State University, San Bernardino (909-880-5507) for information. I acknowledge that my student, his or her parent or guardian, and I have been informed about and understand the purpose of the "Ethnic Identity Formation and Self Esteem in First and Second Generation Adolescents of Mexican Descent" study. I freely consent to allow my students to participate in the study and I am at least 18 years of age.

Teacher Permission Form

Ethnic Identity Formation and Self Esteem Study

Teacher Name (please print) ________________________________________________________________

Teacher Signature ________________________________________________________________

Date ____________________________________________
APPENDIX E

PARENT/GUARDIAN DEBRIEFING
PARENT/GUARDIAN DEBRIEFING

Thank you for allowing your child to participate in the Ethnic Identity Formation and Self Esteem Study. I am grateful for their time and effort. The questionnaire your child completed will help me understand how their choice of ethnic self identification and self esteem are related. If you have any questions about the study, please contact Dr. Rosemary McCaslin, Professor of Social Work of California State University of San Bernardino, telephone number 909-880-5507. You may review the results of the study by contacting Joy Bramlette, Assistant Principal. A copy of the study will be available in her office upon its completion.

If your child's participation in this survey should cause him or her to feel uncomfortable about answering any of the questions or brings up any issues regarding ethnic identity or family issues, please be advised that bilingual counseling is available at no cost to you or your child through the GRIP program which is in place at Rancho Verde High School. Please feel free to ask Joy Bramlette, Assistant Principal, for a referral. Again, thank you so much for allowing your child to participate.
INSTRUCCIONES PARA LOS PADRES / CUSTODIOS

Gracias por permitir que su hijo/a participe en el estudio: "Formación de identidad étnica y la autoestima". Agradezco su tiempo y esfuerzo. El cuestionario que completó su hijo/a me ayudará a entender cómo están relacionadas la elección de identidad étnica de su hijo/a con la autoestima del/de la mismo/a. Si tiene alguna pregunta sobre el estudio, por favor comuníquese con la Dra. Rosemary McCaslin, Profesora de Trabajo Social de la Universidad del Estado de California de San Bernardino, número de teléfono: 909-880-5507. Usted puede revisar los resultados del estudio comunicándose con Joy Bramlette, Directora Asistente. Una vez se complete el estudio, habrá una copia del mismo disponible en la oficina de la Sra. Bramlette.

Si la participación de su hijo/a en este estudio hace que él/ella se sienta incomodo/a por responder a cualquier pregunta o le causa cualquier problema relacionado con la identidad étnica o los asuntos de la familia, no olvide que su hijo/a puede hablar gratuitamente con un consejero bilingüe a través del programa GRIP que se encuentra en la Escuela Secundaria Rancho Verde [Rancho Verde High School]. Por favor, hable con Joy Bramlette, Directora Asistente, si necesita que su hijo/a hable con un consejero. Una vez más, muchas gracias por permitir que su hijo/a participe en el estudio.
APPENDIX F

STUDENT DEBRIEFING
STUDENT DEBRIEFING

Thank you for your participation. I am grateful for your time and effort. The questionnaire you just completed will help me understand how your choice of ethnic self identification and self esteem are related. If you have any questions about the study, please contact Dr. Rosemary McCaslin, Professor of Social Work of California State University of San Bernardino, telephone number 909-880-5507.

If your participation in this survey should cause you to feel uncomfortable about answering any of the questions or brings up any issues regarding ethnic identity or family issues, please be advised that bilingual counseling is available at no cost to you through the GRIP program which is in place at Rancho Verde High School. Please feel free to ask Joy Bramlette, Assistant Principal, for a referral. Again, thank you so much for your participation.
Gracias por tu participación. Agradezco tu tiempo y esfuerzo. El cuestionario que acabas de completar me ayudará a entender cómo están relacionadas la forma que eliges para identificarte a ti mismo y tu autoestima. Si tienes alguna pregunta sobre el estudio, por favor comunícate con la Dra. Rosemary McCaslin, Profesora de Trabajo Social de la Universidad del Estado de California, San Bernardino, número de teléfono: 909-880-5507.

Si tu participación en este estudio hace que te sientas incómodo por contestar cualquiera de las preguntas o si te causa algún problema que tenga que ver con tu identidad étnica o tus asuntos familiares, por favor ten en cuenta que puedes hablar gratuitamente con un consejero bilingüe a través del programa GRIP que se encuentra en la Escuela Secundaria de Rancho Verde [Rancho Verde High School]. Por favor, habla con Joy Bramlette, la Directora Asistente, si necesitas hablar con un consejero. Una vez más, muchísimas gracias por tu participación.
TEACHER DEBRIEFING

Thank you for allowing your students to participate in the "Ethnic Identity Formation and Self Esteem in First and Second Generation Adolescents of Mexican Descent" study. Your time and effort are greatly appreciated. It is anticipated that the understanding of how adolescents of Mexican descent choose to ethnically self identify themselves and its effects on their level of self esteem will help to identify a potential protective factor in their successful adaptation to American society.

I would like to once again tell you how much I appreciate your willingness to allow me to use class time to allow students of Mexican descent to provide this important information. Thank you for participation.

Please feel free to call my faculty advisor, Dr. Rosemary McCaslin (909-880-5507) at California State University, San Bernardino, Department of Social Work, if you have any questions or concerns. If you would like to review the results of this study, a copy will be available in the office of Joy Bramlette, Assistant Principal.
APPENDIX H

SURVEY
SURVEY

ETNIC SELF IDENTITY AND SELF ESTEEM ADOLESCENTS OF MEXICAN DESCENT

1. What is your age in years? ________________________________

2. What is your gender? Male________ Female________

3. Where were you born? __________________________________

4. How many years have you lived in the U.S.? ________________

5. Was your mother born in Mexico? Yes_____ No_____

6. Was your father born in Mexico? Yes_____ No_____

7. Is your father a high school graduate? Yes_____ No_____

8. Is your father a college graduate? Yes_____ No_____

9. Is your mother a high school graduate? Yes_____ No_____

10. Is your mother a college graduate? Yes_____ No_____

11. Does your father work? Yes_____ No_____

12. Does your mother work? Yes_____ No_____

13. Do both parents live in your home? Yes_____ No_____

14. Is your father absent from the home? Yes_____ No_____

15. Is your mother absent from the home? Yes_____ No_____

The following questions concern ethnic identity choices (for example, Mexican, Mexican-American, American, Hispanic, Chicano, Latino, or other).

16. How does your father choose to identify himself ethnically? __________________________________________

17. How does your mother choose to identify herself ethnically? __________________________________________

18. How do you choose to identify yourself ethnically? __________________________________________
Rosenberg Self-Esteem Scale

The following is a list of statements dealing with your general feelings about yourself. Please check "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" below according to which answer most closely describes how you feel about each statement.

1. On the whole, I am satisfied with myself.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

2. At times I think I am no good at all.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

3. I feel that I have a number of good qualities.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

4. I am able to do things as well as most other people.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

5. I feel I do not have much to be proud of.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

6. I certainly feel useless at times.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

7. I feel that I am a person of worth.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

8. I wish I could have more respect for myself.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.
   ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree

10. I take a positive attitude toward myself.
    ( ) Strongly Agree; ( ) Agree; ( ) Disagree; ( ) Strongly Disagree
IDENTIDAD ÉTNICA Y AUTOESTIMA

ADOLESCENTES DE DESCENDENCIA MEXICANA

1. ¿Cuál es tu estado?
2. ¿Cuál es tu género? Masculino _______ Femenino _______
3. ¿Dónde naciste?
4. ¿Cuántos años has vivido en los Estados Unidos?
5. ¿Tu madre nació en México? Sí _____ No _____
6. ¿Tu padre nació en México? Sí _____ No _____
7. ¿Tu padre se graduó de la escuela secundaria? Sí _____ No _____
8. ¿Tu padre se graduó de la universidad [College]? Sí _____ No _____
9. ¿Tu madre se graduó de la escuela secundaria? Sí _____ No _____
10. ¿Tu madre se graduó de la universidad [College]? Sí _____ No _____
11. ¿Tu padre trabaja? Sí _____ No _____
12. ¿Tu madre trabaja? Sí _____ No _____
13. ¿Tus dos padres viven en casa? Sí _____ No _____
14. ¿Falta tu padre en la casa? Sí _____ No _____
15. ¿Falta tu madre en la casa? Sí _____ No _____

Las siguientes preguntas tienen que ver con la elección de identidad étnica (por ejemplo, mexicano, mexicano americano, americano, hispano, chicano, latino u otro).

16. ¿Cómo elige identificarse étnicamente tu padre?
17. ¿Cómo elige identificarse étnicamente tu madre?
18. ¿Cómo eliges identificarte étnicamente?
Escala de autoestima de Rosenberg

La siguiente es una lista de oraciones que expresan lo que opinas generalmente de ti mismo. Por favor marca la opción "estoy muy de acuerdo", "estoy de acuerdo", "no estoy de acuerdo", o "no estoy para nada de acuerdo" según la respuesta que más se acerque a lo que sientes sobre la oración.

1. En general, estoy satisfecho/a conmigo mismo/a. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

2. A veces pienso que no sirvo para nada. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

3. Siento que tengo una variedad de cualidades positivas. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

4. Soy capaz de hacer las cosas tan bien como los demás. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

5. Siento que no tengo mucho de qué estar orgulloso/a. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

6. A veces realmente me siento inútil. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

7. Siento que soy una persona valiosa. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

8. Quisiera sentir más respeto por mí mismo/a. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

9. En general, tiendo a sentir que soy un/a fracasado/a. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

10. Tengo una actitud positiva hacia mí mismo/a. ( ) estoy muy de acuerdo; ( ) estoy de acuerdo; ( ) no estoy de acuerdo; ( ) no estoy para nada de acuerdo

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Appendix I

Cross Tabulations of Chi Squares
Table 1. Cross Tabulation of Chi Square of Language Used to Answer Survey and Country of Birth

<table>
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<td>United States</td>
<td>25</td>
</tr>
<tr>
<td>Mexico</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

(N = 68) = 17.665, p = .000.

Table 2. Cross Tabulation of Chi Square of Language Used to Answer Survey and Ethnic Identity Same as Both Parents, Mexican

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Both Parents, Mexican</th>
<th>Language Used to Answer Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

(N = 68) = 4.689, p = .030.
Table 3. Cross Tabulation of Chi Square of Language Used to Answer Survey and Ethnic Identity Same as Father

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Father</th>
<th>English</th>
<th>Spanish</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>21</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 4.102, p = .043.

Table 4. Cross Tabulation of Chi Square of Both Parents Present in the Home and Ethnic Identity Same as Both Parents

<table>
<thead>
<tr>
<th>Both Parents Present in Home</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>22</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 4.309, p = .038.
Table 5. Cross Tabulation of Chi Square of Father Absent from the Home and Ethnic Identity Same as Mother

<table>
<thead>
<tr>
<th>Father Absent from Home</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same as Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>47</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 5.961, p = .015.

Table 6. Cross Tabulation of Chi Square of Father Absent from the Home and Ethnic Identity Same as Both Parents, Mexican

<table>
<thead>
<tr>
<th>Father Absent from Home</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same as Both Parents,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>52</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 4.087, p = .043.
Table 7. Cross Tabulation of Chi Square of Mother Works Outside the Home and Ethnic Identity Same as Mother

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Mother</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Works Outside Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>35</td>
<td>68</td>
</tr>
</tbody>
</table>

\[(N = 68) = 4.324, p = .038.\]

Table 8. Cross Tabulation of Chi Square of Ethnic Identity Same As Father and Ethnic Identity Same as Both Parents, Mexican

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Both Parents, Mexican</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same as Both</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>--</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>25</td>
<td>68</td>
</tr>
</tbody>
</table>

\[(N = 68) = 35.142, p = .00.\]
Table 9. Cross Tabulation of Chi Square of Ethnic Identity Same As Father and Ethnic Identity of Respondent

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Father</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity Same as Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td>34</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>25</td>
<td>68</td>
</tr>
</tbody>
</table>

\( (N = 68) = 26.797, p = .000. \)

Table 10. Cross Tabulation of Chi Square of Ethnic Identity Same As Father and Ethnic Identity Same as Mother

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Father</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity Same as Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>25</td>
<td>68</td>
</tr>
</tbody>
</table>

\( (N = 68) = 44.640, p = .00. \)
Table 11. Cross Tabulation of Chi Square of Ethnic Identity Same As Mother and Ethnic Identity Same as Both Parents, Mexican

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Both Parents, Mexican</th>
<th>Ethnic Identity Same as Mother</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>32</td>
<td>--</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>11</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>43</td>
<td>25</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 44.640, \( p = .00 \).

Table 12. Cross Tabulation of Chi Square of Ethnic Identity Same As Mother and Ethnic Identity Same as Both Parents

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Both Parents</th>
<th>Ethnic Identity Same as Mother</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>40</td>
<td>--</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>3</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>43</td>
<td>25</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 56.478, \( p = .000 \).
### Table 13. Cross Tabulation of Chi Square of Ethnic Identity Same As Mother and Ethnic Identity of Respondent

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Mother</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity of Respondent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td>34</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>26</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 25.650, \( p = .00 \).

### Table 14. Cross Tabulation of Chi Square of Ethnic Identity Same As Both Parents and Ethnic Identity of Respondent

<table>
<thead>
<tr>
<th>Ethnic Identity Same as Both Parents</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Identity of Respondent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td>32</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>28</td>
<td>68</td>
</tr>
</tbody>
</table>

(N = 68) = 47.719, \( p = .000 \).
APPENDIX J

RESULTS OF INDEPENDENT SAMPLE T TESTS
Table 1. Results of Independent Sample t Test Using the Variables Mother with High School Education and Self Esteem Levels

<table>
<thead>
<tr>
<th>Mother H.S. Education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Levels</td>
<td>Yes</td>
<td>34</td>
<td>3.0971</td>
<td>0.3717</td>
<td>1.826</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>34</td>
<td>2.9147</td>
<td>0.4487</td>
<td>1.826</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 2. Results of Independent Sample t Test Using the Variables Mother with High School Education and Self Esteem Ethnic Identity Same as Parents, Mexican

<table>
<thead>
<tr>
<th>Mother H.S. Education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Levels</td>
<td>Yes</td>
<td>12</td>
<td>3.1917</td>
<td>0.3397</td>
<td>2.060</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>20</td>
<td>2.9000</td>
<td>0.4129</td>
<td>2.165</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3. Results of Independent Sample t Test Using the Variables Father with High School Education and Self Esteem Ethnic Identity Same as Parents, Mexican

<table>
<thead>
<tr>
<th>Father H.S. Education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Levels</td>
<td>Yes</td>
<td>13</td>
<td>3.2077</td>
<td>0.3593</td>
<td>2.455</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>19</td>
<td>2.8737</td>
<td>0.3899</td>
<td>2.494</td>
<td>27</td>
</tr>
</tbody>
</table>

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Table 4. Results of Independent Sample t Test Using the Variables Mother Born in Mexico and Self Esteem Levels

<table>
<thead>
<tr>
<th>Mother Born In Mexico</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Yes</td>
<td>63</td>
<td>3.0302</td>
<td>.4226</td>
<td>1.721</td>
<td>66</td>
<td>0.050</td>
</tr>
<tr>
<td>Levels No</td>
<td>5</td>
<td>2.7000</td>
<td>.2121</td>
<td>3.035</td>
<td>6</td>
<td>0.019</td>
</tr>
</tbody>
</table>

Table 5. Results of Independent Sample t Test Using the Variables Mother Born in Mexico and Self Esteem Levels Ethnic Identity Same as Both Parents

<table>
<thead>
<tr>
<th>Mother Born In Mexico</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Yes</td>
<td>35</td>
<td>3.0886</td>
<td>.4093</td>
<td>2.067</td>
<td>38</td>
<td>0.046</td>
</tr>
<tr>
<td>Levels No</td>
<td>5</td>
<td>2.7000</td>
<td>.2121</td>
<td>3.309</td>
<td>9</td>
<td>0.009</td>
</tr>
</tbody>
</table>

Table 6. Results of Independent Sample t Test Using the Variables Mother Born in Mexico and Self Esteem Levels Ethnic Identity Same as Mother

<table>
<thead>
<tr>
<th>Mother Born In Mexico</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem Yes</td>
<td>38</td>
<td>3.0579</td>
<td>.4304</td>
<td>1.816</td>
<td>41</td>
<td>0.047</td>
</tr>
<tr>
<td>Levels No</td>
<td>5</td>
<td>2.7000</td>
<td>.2121</td>
<td>3.038</td>
<td>9</td>
<td>0.014</td>
</tr>
</tbody>
</table>
Table 7. Results of Independent Sample t Test Using the Variables Both Parents Born in Mexico and Self Esteem Levels Ethnic Identity Same as Parents, Mexican

<table>
<thead>
<tr>
<th>Parents Born In Mexico</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>Yes</td>
<td>28</td>
<td>3.0607</td>
<td>.4049</td>
<td>1.972</td>
<td>30</td>
</tr>
<tr>
<td>Levels</td>
<td>No</td>
<td>4</td>
<td>2.6500</td>
<td>.2082</td>
<td>3.179</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 8. Results of Independent Sample t Test Using the Variables Both Parents Born in Mexico and Self Esteem Levels Ethnic Identity Same as Mother

<table>
<thead>
<tr>
<th>Parents Born In Mexico</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>Yes</td>
<td>36</td>
<td>3.0611</td>
<td>.4416</td>
<td>1.556</td>
<td>41</td>
</tr>
<tr>
<td>Levels</td>
<td>No</td>
<td>7</td>
<td>2.7857</td>
<td>.2340</td>
<td>2.393</td>
<td>15</td>
</tr>
</tbody>
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BIBLIOGRAPHY


