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The focus of the present research includes refinement and validation of a model that might be used to understand and predict the development of certain bicultural characteristics, including personality variables relating to bicultural functioning, roles and situational factors, bicultural identity and socialization. In the area of behavior, the model emphasizes development of flexibility in different social and cultural contexts, flexibility that contributes to interpersonal capacities such as leadership, interethnic facilita-

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20 Abstract

tion, and multicultural participation. Furthermore, the role of socialization, along with extent of experience with different sociocultural systems (or diversity within a sociocultural system), is viewed as central to the development of these bicultural attributes. In addition, the concept of bicultural identity, including the individual's view of him/herself, attitudes toward other cultures, philosophy of life and world view are variables included in the model's description of bicultural persons. All of these elements are seen as interrelated, and part of the intention of the present research was to clarify the relationship of these elements while examining specific variables to determine their usefulness in describing bicultural identity, development, and functioning.

An inventory designed to assess degree of experience with Mexican-American and mainstream Anglo cultures was administered to 402 Mexican-American college students. Based on the results of the inventory, 41 of these subjects were identified as having a high degree of biculturalization and selected for administration of a battery of tests and a life history interview. Thirty-eight of the completed interviews provided sufficient information about their socialization, development, and functioning to warrant inclusion in a multidimensional content analysis. Life history interview questions centered on themes such as language learning, school experiences, family and community life, peer relations, religious orientation, political behavior, and sociocultural identity. Completed interviews were scored on the following dimensions: Contemporary Bicultural Identity, Historical Development Pattern, Sociocultural Competencies, Leadership Experiences, Multicultural Participation and Intercultural Facilitation Experience. Instruments administered to these subjects were a Spanish Proficiency measure, the California Psychological Inventory, the Leadership Flexibility Potential Scale, and the Bicognitive Orientation Scale. Results indicated support for the model of bicultural psychodynamics proposed by the authors. Subjects whose historical development pattern reflected more experience with Mexican-American and mainstream Anglo culture were more flexible in leadership, more bicognitive and scored higher on multicultural participation. Also, those subjects whose contemporary bicultural identity reflected more positive attitudes toward both Mexican-American and Anglo cultures felt more accepted by members of both cultures, had a "transcendent" philosophy of life, were more bicognitive, and scored higher on interethnic skills.

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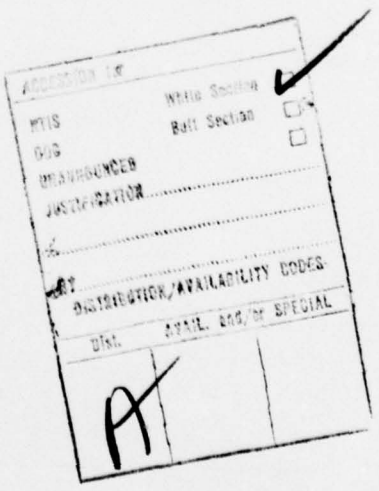
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INTRODUCTION

Bicultural persons have been described by social scientists as marginal, transcendant, unacculturated or acculturated, native or native modified, shuttlers and role players, as culturally deprived, disadvantaged, apathetic, pathological and torn by conflict. For the most part, focus has been turned toward difficulties, problems, and negative consequences of dual cultural membership. However, some research has turned interest toward describing not only the position, roles and contributions of bicultural persons in our societies, but also the positive characteristics in terms of identity, development, and functioning.

Although these areas--identity, development, and functioning--obviously have complex relations to one another, they usually have been studied in isolation, resulting in fragmented or distorted views of individuals and groups. For example, over the past few years we have seen an interest in ethnic or racial identity without adequate consideration of either situational variables and social realities or more general contexts of life experience and history (Segalman, 1968; Ramirez, 1969; Teske and Nelson, 1973; Zak, 1973). Previous to the Civil Rights Movement, moreover, focus had been on the negative consequences of ethnic group membership such as identity crisis and identity diffusion. (Child, 1943; Madsen, 1964; Rainwater, 1970.)

Views of identity among minority group members are fortunately becoming somewhat more holistic, complex, and positive. Willie (1975) speaks of a new and creative marginality in which persons find identity in synthesis of groups so that each individual in the group (and each group) learns from the other(s) to obtain or become more than was possible without such synthesis. Willie's views parallel those of Adler (1974) who discusses multicultural persons' development of fluid, adaptable identities which help them to transcend national and cultural boundaries and identities. Fitzgerald's research (1971) on bicultural Maoris in New Zealand has also produced interesting data on identity: Specifically, Fitzgerald describes bicultural persons' social and cultural identities. According to Fitzgerald, a bicultural Maori assumes any number of social identities (i.e. certain learned roles expected of an individual in European type social situations) without assuming a corresponding cultural identity (i.e. the individual retains a sense of being Maori in cultural terms).

The second area mentioned above, bicultural development, is also one that has been viewed in a simplistic and consequently distorted fashion. Personality development among minority group members has long been approached from the culture-is-damaging framework (Moynihan, 1965; Heller, 1971; Schwartz, 1969). After the advent of the Civil Rights Movement, however, the tone and attitude of work in this area changed, with con-

siderable praise being directed toward describing the developmental advantages of ethnic cultures (Billingsley, 1968; Forbes, 1967). Between these extremes, some studies have examined the possibility that development in two cultures and diverse socialization and interpersonal experiences may provide a foundation for both flexibility in functioning and bicultural identity. Furthermore, this would imply that personality flexibility may be more likely to develop in the bicultural situation because of demand for different coping techniques and life styles. It is critical to examine monocultural or bicultural exposure within different domains of life such as family, school, church, sports, politics, and work. It is also important to examine experiences in each of these domains with peers and authority figures. For example, Ramirez and Castaneda (1974) have found that Mexican-American elementary school children function effectively in their traditional Mexican-American homes, in a bicultural school, and with both Anglo and Mexican-American peers and authority figures in the community. The behavior and attitudes of these children indicate that they are in the process of developing a bicultural identity. These children also exhibit considerable flexibility in their behavior; using problem solving strategies and perceptual modes of both the field sensitive and field independent cognitive styles depending on the characteristics of the situation and the task.

Thus, flexibility is an important variable to consider in attempting to describe bicultural functioning and behavior. McFee (1968), studying bicultural Blackfeet Indians living in a bicultural reservation community, gives considerable emphasis to the relationship of the situational context to development and expression of flexibility of behavior. He hypothesizes that, in the course of tribal acculturation, a bicultural social structure has become established that provides both cultural models (white and Indian).

Fitzgerald (1971) also stresses bicultural individuals' flexibility and capacity to shuttle between cultures. Flexibility is also a central concern of Willie (1975) who emphasizes the flexibility of creative marginals, observing that they have a capacity to transcend the world of everyday premises in which most people are trapped, and are able to unite classes and races and help reconcile their differences.

The focus of the present research includes refinement and validation of a model that might be used to understand and predict the development of certain bicultural characteristics, including personality variables related to bicultural functioning, roles and situational factors, bicultural identity, and socialization. In the area of behavior, the model emphasizes development of flexibility in different social and cultural contexts, flexibility that contributes to interpersonal capacities such as leadership, interethnic facilitation, and multi-

cultural participation. Furthermore, the role of socialization, along with extent of experience with different sociocultural systems (or diversity within a sociocultural system), is viewed as central to the development of these bicultural attributes. In addition, the concept of a bicultural identity, including the individual's view of him/herself, attitudes toward other cultures, philosophy of life and world view are variables included in the model's description of bicultural persons. All of these elements are seen as interrelated, and part of the intention of the present research has been to clarify the relationships of these elements while examining specific variables to determine their usefulness in describing bicultural identity, development, and functioning.

METHODOLOGY AND INSTRUMENTATION

An inventory designed to assess degree of experience with Mexican-American and mainstream or Anglo cultures ([redacted]) was administered in the Winter of 1976 to 402 Mexican-American college students. Based on the results of the inventory, 41 of these subjects were identified as having a high degree of biculturalism and selected for inclusion in the second part of the study. (Consult report #TR1 for a detailed account of the scoring system used to identify degree of biculturalism from the inventory scores.) These 41 subjects were interviewed at length for life history information; a battery of tests was administered to each subject as well.

Thirty-eight of the completed interviews provided sufficient information about their socialization, development, and functioning to warrant inclusion in a multi-dimensional content analysis. The results of these content analyses constitute a major focus of this report. Also considered are the data obtained from the test battery. Singly and in relationship to one another, the analyzed interview and test battery data establish a valuable empirical basis for initial description and theoretical delineation of bicultural identity, development, and functioning including key psychological correlates such as cognitive style and leadership flexibility potential.

Instruments and Scoring

1. Life History Interview

The interview schedule reproduced in Appendix B served as the basis for questioning subjects about their participation and socialization experiences in Mexican, Mexican-American, and Anglo-American cultures. Interview questions centered on themes such as language learning, religious orientation, school experiences, family and community life, peer relations, political behavior, and sociocultural identity. Completed interviews were transcribed and then scored on the following dimensions:

- Contemporary Bicultural Identity
- Historical Development Pattern
- Sociocultural Competencies
    - English Language Experiences in the home, community, school
    - Spanish Language Experiences in the home, community, school
    - Interpersonal Chicano Peer Experiences in the home, community, school
    - Interpersonal Anglo Peer Experiences in the home, community, school
    - Interpersonal Chicano Authority Experiences in the home, community, school
    - Interpersonal Anglo Authority Experiences in the home, community, school
- Leadership Experiences: Home, Community, School

- Multicultural Participation: Home, Community, School
- Intercultural Facilitation Experiences: Home, Community School

Contemporary Bicultural Identity. While all were bicultural in terms of personal history, the 38 subjects varied considerably from one another in reporting or discussing contemporary identity. Subjects' identities, as described in the interviews, ranged from almost exclusively Chicano to thoroughly bicultural (strongly identified with both Chicano and Anglo cultures and expressing a transcendent philosophy of life and world view).

Functional bicultural categories indicated competency in both cultures but comparatively greater comfort and participation in one culture. This initial, informal classification gave way to a typology that proved to be successful from the standpoint of reliable scoring. Independent ratings of contemporary sociocultural identity in a random sample of subjects by two scorers were unerringly consistent (r=1.00). The overall ratings yielded the following distribution:

Table 1

Distribution of 38 Interviewed Subjects by Contemporary Bicultural Identity

n	Name and Defining Characteristics of Type	
10	Synthesized Bicultural	Positive attitudes toward both Chicano and Anglo cultures; competent functioning in both cultures; feels accepted by members of both cultures; "transcendent" philosophy of life and world view.
6	Functional Bicultural/ Anglo Orientation	Functions competently in both Chicano and Anglo cultures; more comfortable in Anglo culture.
19	Functional Bicultural/ Chicano Orientation	Functions competently in both Chicano and Anglo cultures; more comfortable in Chicano culture.
3	Predominantly Chicano	Predominantly oriented to Chicano culture with minimal competencies in Anglo culture.
0	Predominantly Anglo	Predominantly oriented to Anglo culture with minimal competencies in Chicano culture.

Historical Development Pattern. Five historical development patterns became conceptually apparent in the course of preliminary contextual examinations of the interviews. The first of these patterns, "Parallel," is descriptive of persons whose lives as children and adolescents were influenced by equally intimate association with both Chicano and Anglo cultures. A typical example is that of a person from a traditional

Chicano family residing in a predominantly Anglo community. Definitions of the remaining four historical development patterns are suggested by their respective titles: Early Chicano/Abrupt Anglo; Early Chicano/Gradual Anglo; Early Anglo/Abrupt Chicano; Early Anglo/Gradual Anglo.

The second pattern, Early Chicano/Abrupt Anglo, would apply to persons who experienced nearly exclusive association with or functioning in Chicano culture relatively early in life and who were later suddenly and extensively placed in contact with Anglo culture. This pattern contrasts with that used to describe persons who experienced early familiarity with only one culture and gradually gained increasing exposure to or familiarity with a second culture. Similar descriptions would hold for the "Early Anglo" categories, changing, of course, the order in which participation occurred in the two cultures.

The number of interviewed subjects assigned to each of the five historical development patterns is indicated below. The reliability of two independent judges in making these assignments in a randomly selected sample of the larger subject pool was virtually perfect (r=1.00).

Table 2

Distribution of 38 Interviewed Subjects by Historical Development Pattern

n	Historical Development Pattern
7	Parallel
7	Early Chicano, Abrupt Anglo
21	Early Chicano, Gradual Anglo
2	Early Anglo, Abrupt Chicano
1	Early Anglo, Gradual Chicano

Sociocultural Competencies. In addition to providing scores for Contemporary Bicultural Identity and Historical Development Pattern, the interviews yielded further scorable information about cultural participation, personal history, and competent functioning in both Mexican-American and Anglo sociocultural systems. Subjects' functioning was assessed according to competent experiential history in three general domains or settings: home, community, and school. These were each examined in terms of each culture. Three areas of functioning were assessed in this manner: language, peer relations, and relations with authority figures.

Language Experience. Each subject's experience with Spanish and English in the home, community, and school was rated on a five point scale. A score of zero indicated virtually no experience with the language in a given setting; a score of four indicated continual, consistent experience in a given setting to the language in question. Rating language experience in both English and Spanish for each of the three settings (home, community, and school) yielded six separate scores for each subject on the language experience variable. (An additional language measure, Spanish Proficiency, is described at the conclusion of this section.)

Interpersonal Experiences with Chicano and Anglo Peers and Authorities. Additional series of five point scales were created for purposes of evaluating the extent of subjects' experiences in relating competently to both Chicano and Anglo peers and authority figures in the home, community, and school. A low score indicated few reported experiences of having related competently to, for example, Chicano peers in the school setting. Conversely, a high score indicated extensive experience in relating competently to either Chicano or Anglo peers or authority figures in a setting. Scoring

of these variables produced twelve separate values for each subject.

Leadership Experience. Each subject's leadership experience in the home, community, or school was evaluated on a three point scale (0 to 2). The lower the score, the more inexperienced the subject was judged to have been in filling a leadership role in one of the three key settings or domains. A higher score required reporting by the subject of having assumed leadership responsibilities in specific settings.

Multicultural Participation. Again differentiated by setting (home, community, or school), ratings were made of each subject's degree of participation in cultures other than Chicano and Anglo. A high rating on the three point scale was assigned in cases where the subject reported extensive participation in cultures such as those of the Black American, Filipino, or Asian American. For purposes of making such a determination, participation was defined as behaviors such as dating, club or gang membership, or intimate involvement in a family or community. Furthermore, a distinction was made by scorers between involvement and contact, the latter not necessarily indicating participation.

Interethnic Facilitation. Pilot interviews conducted as preliminary to the investigation being reported here

provided a strong indication that persons with extensive bicultural histories seemed to have had experiences facilitating contact, understanding, and cooperation between groups and individuals of different cultural backgrounds. To pursue this indication, and because this variable may be one of high return in various areas of race relations, leadership, and mediation, a category now being called "interethnic facilitation" was included in the scoring structure. Examples of experience in this area would include facilitating contact or resolving conflict between Chicano students and Anglo school administrators, or acting as intermediators between monocultural family members and Anglo dominated institutions. Scoring of such functioning was not limited to Mexican-American and Anglo groups, individuals, and institutions: Wherever subjects reported these experiences in the context of other cultures, the facilitation experience was recognized.

(Note: Reliability of scoring the component dimensions of the Sociocultural Competencies variables and the Leadership Experience, Multicultural Participation, and Interethnic Facilitation variables was consistently high. In no instance of repeated reliability checks were two independent raters

more than one point apart in their scoring of the same subject; in over 90% of the reliability checks, the two judges produced identical ratings.)

2. Spanish Proficiency

Since results from the biculturalism inventory indicated that Spanish language was a fairly powerful predictor, an additional measure for this variable was included in this investigation. Simplified administration and scoring procedures for a card from the DAILEY LANGUAGE FACILITY TEST were used for this purpose.

After completion of the Life History Interview, each subject was given the same Dailey picture card and asked to tell a story in Spanish based on the picture. The interviewer left the room while each subject recorded the story. The recordings were later transcribed and then rated 0 to 4 based on the following simple scoring key:

0 No Spanish

1 A few words and phrases

2 A few complete sentences. Not a complete description or story. Included English words or phrases. Errors of usage.

3 Card description or story more developed. Few errors.

4 Story told well. No usage errors.

3. California Psychological Inventory

The CPI (Gough, 1953) was included in the battery of tests administered to each subject in order to determine whether responses of bicultural subjects would fall into meaningful clusters to contribute to further understanding or description of bicultural functioning. It was also anticipated that this data would provide preliminary data for further investigations in the area of personality and biculturalism.

In order to determine if CPI responses of bicultural individuals fell into sufficiently meaningful clusters to create a simplified structure or scoring system, the CPI scale scores of the 38 interviewed subjects were factor analyzed by the SPSS factor analysis program.[1] This procedure yielded one clearly identifiable factor which accounted for 39% of the total CPI variance in the interviewed sample. This factor, entitled "Interpersonal Effectiveness," was comprised of the following CPI scales: Sense of Well Being, Self-Control, Good Impression, Achievement via Conformance, and Psychological Mindedness. Summing across these subscale

[1] The scores on the 20 subscales were intercorrelated and, entering squared multiple correlations in the main diagonal, the principal factor-method was used to extract factors from the resulting matrix. Kaiser's Varimax technique was used to rotate the components to an orthogonal simple structure.

scores and dividing by five (the number of scales) provided for each subject a separate CPI Interpersonal Effectiveness score.

In addition to the composite Interpersonal Effectiveness measure, scores on four conventional subscales (Responsibility, Flexibility, Achievement via Conformance, and Achievement via Independence) were entered into the statistical analysis reported in detail below. The subscales were included because of their theoretical relevance to the questions posed by the present investigation.

4. Leadership Flexibility Potential Scale

An instrument entitled "The Leadership Flexibility Potential Scale" (LFP) was developed in the course of the present investigation to assess potential for flexibility in leadership behavior. The scale is based on Fiedler's contingency theory (1964-65) and attempts to identify individuals who can adjust their leadership strategies according to situational constraints.

Fiedler has proposed that there are two basic leadership styles: person-oriented and task-centered. Fiedler and his associates have also identified three basic situational dimensions in determining leadership style effectiveness: leader's personal relations with members, task structure, and position power. The

research literature on leadership style and situational determinants indicates that the degree to which conditions are favorable or unfavorable to the leader is extremely important in determining leadership effectiveness. Person-centered leaders are most effective when conditions are moderate, either favorable or unfavorable, and when the leader's influence and power are mixed or moderate. However, task-centered leaders are most effective when group conditions are either very favorable or very unfavorable.

The implications of the theoretical model that has stimulated and provided direction for the present research project, however, indicate the necessity to depart from Fiedler's notion that leadership style is a fixed personality characteristic. The present model sets forth the hypothesis that some individuals, especially biculturals, are able to adapt their leadership style or strategies according to situational factors. The LFP scale was designed to yield an indication of the extent to which an individual is able to adjust his or her leadership strategies for greater effectiveness.

Ten one-paragraph leadership situations were created on the basis of Fiedler's findings on leadership style and situational factors which affect leadership effectiveness. Varying these situational factors

made it possible to designate ten scenarios or situations: five requiring person-centered leadership strategies and five calling for task-centered leadership strategies. In each case, three possible responses are provided to the respondent: a person-centered leadership response, a task-centered leadership response, and a non-leadership (inappropriate or erroneous) response. The individual is asked to choose the most likely and the least likely course of action he or she would take in each situation.

A Leadership Flexibility Potential score is computed according to the following formula:

$$LFP = (2np_c + np_i)\ (2nt_c + nt_i)$$

wherein n = number, p = person-centered response, t = task-centered response, c = correct, i = incorrect.

5. Bicognitive Orientation

Recent evidence (Ramirez & Castaneda, 1974) suggests that persons with multicultural experiences tend to develop bicognitively; that is, they both can and do function in the field independent and the field sensitive cognitive styles. These persons are able to use behaviors of both styles depending upon the situation in which they find themselves at any given time. The greater behavioral repertoires of such persons make them more flexible and better able to cope with a broad

range of situations. This account is equivalent in many respects to the description of truly bicultural persons: Their dual cultural experiences should, at least in theory, render them more likely to be bicognitive. The Bicognitive Orientation Scale was developed to provide a means of assessing this proposition by asking respondents to state their agreement or disagreement with statements reflecting either a field independent or field sensitive orientation. Twenty-four scale items express a field sensitive orientation in the areas of (1) interpersonal relationships, (2) leadership style, (3) learning style, (4) attitudes toward authority, (5) interest in science versus humanities. Twenty-four corresponding items express a field independent orientation in the same areas of behavior. Subjects express extent of agreement with each statement on a four point Likert scale. Each statement is subsequently scored on a scale from 1 to 4, with higher scores indicating greater agreement with the statement.

A separate field sensitive and field independent score is obtained for each subject. A bicognitive score is then calculated from the two scores according to the following formula: $\frac{(FI - FS)}{(FI + FS)}$

The closer a respondent's score is to zero (as determined by applying the above formula), the more bicogni-

tive is the respondent judged to be. The further the score from zero, the greater the degree of either field independence or field sensitivity. (Departures from zero in the negative direction indicate field sensitivity while departures in positive numbers indicate field independence.)

For purposes of the present analysis, final Bicognitive Orientation scores were computed by creating a dichotomy between individuals with a greater tendency toward bicognitivism and the remaining individuals with tendencies toward either field independence or field sensitivity.

RESULTS

Sex Differences in Personality and Sociocultural Data

The average score of male and female subjects, as well as a combined average, was computed for each of the personality and sociocultural variables described above. This descriptive summary is located in Table 3. (See page 23.) Interrelationships of the individual measures with other variables are reported separately.

Only three of the 46 comparisons between male and female subjects proved to be statistically significant. Males were found to be more bicognitive than were females. With respect to the Sociocultural variables, males were rated as having had significantly greater experience in community settings with Participation in Other Cultures and Interethnic Mediation Experiences.

For purposes of the data analysis as a whole, the primary importance of sex differences resides in the contribution made by the sex variable to variance of Bicognitive Orientation Scale scores and Contemporary Bicultural Identity. (See pages 37-43 and page 63 for further discussion.)

Table 3

S U M M A R Y

Personality Variables	MALES (N=20) Mean	SD	FEMALES (N=18) Mean	SD	TOTAL (N=38) Mean	SD
Interpersonal Effectiveness (CPI)	42.10	6.40	42.66	10.57	42.36	8.51
Achievement via Independence (CPI)	48.25	10.55	50.61	14.27	49.36	12.34
Achievement via Conformance (CPI)	44.85	9.24	43.44	13.60	44.18	11.37
Flexibility (CPI)	52.30	13.54	57.72	10.11	54.86	12.19
Responsibility (CPI)	38.75	7.95	38.72	7.59	38.73	7.67
Leadership Flexibility Potential	33.65	14.57	35.56	13.17	34.55	13.77
Bicognitive Orientation (Zero=highest bicognitivism)	.50**	.51	.88**	.32	.68	.47
Sociocultural Variables						
Spanish Proficiency	2.32	1.19	2.77	.82	2.53	1.04
English Language Experience	8.80	1.88	9.11	1.96	8.94	1.90
English in Home	1.95	1.14	2.27	1.27	2.10	1.20
English in Community	3.10	.71	3.16	.70	3.13	.70
English in School	3.75	.71	3.66	.48	3.71	.61
Spanish Language Experience	7.05	2.96	6.66	3.16	6.86	3.02
Spanish in Home	3.00	1.07	2.72	1.22	2.86	1.14
Spanish in Community	2.30	1.30	2.22	1.06	2.26	1.17
Spanish in School	1.75	1.02	1.72	1.22	1.73	1.10

* Sex difference significant at $P < .05$
** Sex difference significant at $P < .01$

Table 3 (continued)

SUMMARY	MALES (N=20)		FEMALES (N=18)		TOTAL (N=38)	
Sociocultural Variables (cont.)	Mean	SD	Mean	SD	Mean	SD
Interpersonal Chicano Peer Experiences	9.60	2.39	8.83	2.47	9.23	2.43
Home Settings	3.50	.68	3.50	.85	3.50	.76
Community Settings	3.10	.91	2.55	1.14	2.84	1.05
School Settings	3.00	1.02	2.77	.94	2.89	.98
Interpersonal Anglo Peer Experiences	6.20	2.48	7.16	2.64	6.65	2.57
Home Settings	1.25	1.07	1.72	1.12	1.47	1.10
Community Settings	2.55	1.09	2.50	1.04	2.52	1.05
School Settings	2.40	.94	2.94	.80	2.65	.90
Interpersonal Chicano Authority Experiences	7.70	2.53	6.83	1.72	7.28	2.20
Home Settings	3.75	.44	3.66	.59	3.71	.51
Community Settings	2.05	1.50	1.66	1.02	1.86	1.29
School Settings	1.90	1.16	1.50	.92	1.71	1.06
Interpersonal Anglo Authority Experiences	5.45	2.25	6.05	2.73	5.73	2.47
Home Settings	.50	1.00	.94	1.21	.71	1.11
Community Settings	2.15	1.18	2.16	1.24	2.15	1.19
School Settings	2.80	.95	2.94	1.25	2.86	1.09
Leadership Experience	2.10	1.55	1.94	1.51	2.03	1.51
Home Settings	.30	.57	.55	.78	.42	.68
Community Settings	.75	.78	.38	.60	.57	.72
School Settings	1.05	.82	1.00	.76	1.02	.78

Table 3 (continued)

SUMMARY

Sociocultural Variables (cont.)	MALES (N=20) Mean	SD	FEMALES (N=18) Mean	SD	TOTAL (N=38) Mean	SD
Multicultural Participation	3.25	1.80	2.39	1.75	2.84	1.81
Home Settings	.45	.60	.44	.61	.44	.60
Community Settings	1.40*	.75	.83*	.78	1.13	.81
School Settings	1.40	.75	1.11	.67	1.26	.72
Interethnic Facilitation Experiences	1.80	1.88	1.11	1.57	1.47	1.75
Home Settings	.25	.55	.22	.54	.23	.54
Community Settings	.75*	.78	.27*	.57	.52	.72
School Settings	.80	.76	.61	.69	.71	.73

* Sex difference significant at $P < .05$
** Sex difference significant at $P < .01$

Contemporary Bicultural Identity

Table 1 (page 9) shows that of the 38 subjects, ten were classified as Synthesized Biculturals (7 males, 3 females). Twenty-five subjects were classified as Functional Biculturals, 19 of these with a Chicano orientation (10 males, 9 females) and six with an Anglo orientation (1 male, 5 females). Three subjects were classified as Predominantly Chicano (2 males, 1 female) and could be viewed as having been incorrectly identified on the basis of their responses to the biculturalism inventory. (This will be examined in the process of revising the inventory for later phases of this study.) No subjects were categorized as having a Predominantly Anglo identity.

Table 4 (page 27) summarizes the data according to the categories of the Contemporary Bicultural Identity variable, showing means, standard deviations, significance figures (F), and sources of differences (Sheffé). (While data for the subgroup Predominantly Chicano is shown on this table, the extremely small n renders the data for this category essentially meaningless, and only the Synthesized and Functional Bicultural categories will be considered in the text of this report.)

Table 4

Contemporary Bicultural Identity	Synthesized Bicultural (N=10)		Functional Bicultural/ Anglo (N=6)		Functional Bicultural Chicano (N=19)		Predominantly Chicano (N=3)		
Personality Variables	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F
Interpersonal Effectiveness	41.40	5.70	40.17	7.44	43.47	10.61	43.00	3.61	n.s.
Achievement via Independence	48.30	12.16	48.67	17.22	48.63	11.19	59.00	11.53	n.s.
Achievement via Conformance	46.00	7.48	39.33	11.59	44.89	13.54	43.33	8.02	n.s.
Flexibility	52.40	12.55	58.00	13.45	54.32	12.47	60.33	9.07	n.s.
Responsibility	38.30	7.42	34.17	11.22	40.37	6.82	39.00	4.58	n.s.
Leadership Flexibility Potential	34.50	17.42	40.67	15.02	32.79	10.84	33.67	19.40	n.s.
Bicognitive Orientation (Zero=highest bicognitivism)	.60	.52	.67	.52	.79	.42	.33	.58	n.s.
Sociocultural Variables									
Spanish Proficiency	3.00	.47	2.17	1.21	2.39	1.22	2.67	.76	n.s.
English Language Experience	9.50B	1.72	10.67A	1.21	8.53B	1.54	6.33C	2.52	5.67***
English in Home	2.00	1.41	3.17	.75	1.89	1.15	1.67	.58	n.s.
English in Community	3.60A	.52	3.67A	.52	2.89B	.46	2.00C	1.00	10.50***
English in School	3.90A	.32	3.83A	.41	3.74A	.45	2.67B	1.53	4.19** note

NOTE: The source of statistical difference for this variable English in School, lies in the Predominantly Chicano category with N=3. This is the only variable showing significant differences that does not show these differences between any of the other three categories

TABLE 4 (continued)

Contemporary Bicultural Identity	Synthesized Bicultural (N=10)		Functional Bicultural/ Anglo (N=6)		Functional Bicultural/ Chicano (N=19)		Predominantly Chicano (N=3)		
Sociocultural Variables (cont.)	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F
Spanish Language Experience	7.00AB	2.26	4.17B	2.64	7.32A	3.09	9.00A	3.46	2.51*
Spanish in Home	3.30A	1.06	1.83B	1.17	2.89A	1.05	3.33A	1.15	2.58*
Spanish in Community	2.20AB	.92	1.33A	1.03	2.42B	1.22	3.33B	1.15	2.45*
Spanish in School	1.50	.71	1.00	.89	2.00	1.25	2.33	1.15	n.s.
Interpersonal Chicano Peer Experiences	9.10	2.81	7.83	2.32	9.53	2.32	10.67	1.53	n.s.
Home Settings	3.20	.79	3.50	.84	3.63	.76	3.67	.58	n.s.
Community Settings	2.90	1.10	2.17	.98	2.89	1.05	3.67	.58	n.s.
School Settings	3.00	1.15	2.16	.75	3.00	.94	3.33	.58	n.s.
Interpersonal Anglo Peer Experiences	8.40A	2.01	8.67A	1.97	5.74B	1.94	2.67C	1.15	10.65***
Home Settings	2.00A	1.05	2.33A	1.03	1.16B	.90	.00B	.00	5.93***
Community Settings	3.20A	.79	3.17A	.41	2.21B	.98	1.00C	1.00	7.03***
School Settings	3.20A	.92	3.17A	.75	2.37B	.76	1.67B	.58	4.76***
Interpersonal Chicano Authority Experiences	7.40AB	2.41	5.50B	1.64	7.47A	1.90	9.33A	2.89	2.50*
Home Settings	3.70	.48	3.50	.84	3.74	.45	4.00	.00	n.s.
Community Settings	1.90	1.45	1.17	.41	1.89	1.29	3.00	1.73	n.s.
School Settings	1.80	.92	.83	.75	1.84	1.12	2.33	1.16	n.s.
Interpersonal Anglo Authority Experiences	7.50A	2.51	6.33AB	2.50	5.16B	1.86	2.33C	1.15	5.50***
Home Settings	.80	1.48	1.17	1.17	.58	.96	.33	.58	n.s.
Community Settings	3.10A	.87	2.17AB	1.47	1.84B	1.07	1.00C	.00	4.38**
School Settings	3.60A	.70	3.00AB	1.26	2.74B	.87	1.00C	1.00	6.56***

Table 4 (continued)

Contemporary Bicultural Identity	Synthesized Bicultural (N=10)		Functional Bicultural/ Anglo (N=6)		Functional Bicultural/ Chicano (N=19)		Predominantly Chicano (N=3)		
Sociocultural Variables (cont.)	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F
Leadership Experience	2.70	2.16	2.17	.98	1.84	1.21	.67	.58	n.s.
Home Settings	.50	.85	.50	.84	.37	.60	.33	.58	n.s.
Community Settings	1.00	.82	.50	.55	.47	.70	.00	.00	n.s.
School Settings	1.20	.92	1.17	.75	1.00	.74	.33	.58	n.s.
Multicultural Participation	4.40A	1.51	3.50AB	1.76	2.16BC	1.34	.67C	1.15	7.96***
Home Settings	.90A	.74	.67AB	.52	.21B	.42	.00B	.00	4.83***
Community Settings	1.70A	.67	1.33AB	.82	.89BC	.74	.33C	.58	4.09**
School Settings	1.80A	.42	1.50AB	.55	1.05BC	.71	.33C	.58	5.93***
Interethnic Facilitation Experiences	3.40A	1.96	.83B	.98	.84B	1.12	.33B	.58	9.27***
Home Settings	.90A	.74	.00B	.00	.00B	.00	.00B	.00	13.80***
Community Settings	1.20A	.79	.33B	.52	.32B	.58	.00B	.00	5.59***
School Settings	1.30A	.68	.50	.55	.53B	.70	.33B	.58	3.64**

*P<.1

**P<.05

***P<.01

1. Contemporary Bicultural Identity: CPI

None of the analyses performed with CPI scale scores as the dependent variable and Contemporary Bicultural Identity as the independent variable were statistically significant. This consistently negative finding can be interpreted to mean either that young adults' contemporary bicultural identities are not systematically related to personality variables, or that a personality--bicultural identity relationship does exist but is not identifiable by means of the two CPI scoring systems utilized in the present data analysis. The latter conclusion appears to be more tenable. It would be difficult to argue that personality differences are not partly responsible for one individual's successfully meeting the considerable challenges of establishing an identity anchored in two markedly different cultures. Whatever the personality differences between such individuals might be, there is little reason (judging from the present data analysis) to think that these differences can be identified realiably with the California Psychological Inventory.

Parenthetically, it is worth noting that while traditional personality constructs may not be affected by Contemporary Bicultural Identity, they are affected by differential socialization experiences (Historical Development Pattern) as discussed later in this report.

2. Contemporary Bicultural Identity: Leadership Flexibility Potential and Bicognitive Orientation

Analyses performed with the LFP and the BO as the dependent variables and Contemporary Bicultural Identity as the independent variable did not show statistical significance. (See Table 4, page 27.) The tendencies, however, indicated Synthesized Bicultural subjects to be more bicognitive than the Functional Biculturals. Functional Biculturals with an Anglo orientation tended to score somewhat higher than those with a Chicano orientation or the Synthesized Biculturals on the LFP.

3. Contemporary Bicultural Identity: Language

The most pronounced differences in language experience appeared in connection with English in Community. The two subgroups, Functional Bicultural/Anglo Orientation and Synthesized Biculturals, had significantly more experience with English in community settings than Functional Bicultural/Chicano Orientation subjects. The same trend was evident, although to a lesser degree, in the analysis of experiences with English in the other two settings and in composite English Language Experience figures (collapsed across home, community, and school).

A weaker but significant trend was also evident in the case of Spanish Language Experience. In this case, as might reasonably be expected, the consistently lowest

scores were earned by the Functional Bicultural/Anglo Orientation subjects, whose composite average across the three Spanish Language Experience subscales was reduced by 60% from the composite average for English Language Experience. This dramatic reversal, noteably absent in the case of Functional Bicultural/Chicano Orientation subjects, suggests (at least in the interviewed sample) that possibly the clearest factor contributing to an Anglo-oriented identity is limited Spanish language experience on the one hand and, extensive English language experience on the other. This is supported by the Multiple Regression Analyses reported below.

Also, as would be expected, the school setting showed lower scores for the Spanish language experience variable than either community or home. This was the only domain or dimension of the Spanish Language Experience variable that showed no significant differences between any of the Contemporary Bicultural Identity Subgroups.

The measure of facility in Spanish showed no significant differences between the Contemporary Bicultural Identity subgroups even though their experiences with the language were judged to have been different. The

trend of lower scores on Spanish language dimensions being obtained by the Functional Bicultural/Anglo Orientation subgroup did also hold true in this case. Furthermore, the Synthesized Biculturals scored higher than the Functional Bicultural/Chicano Orientation subjects on this facility measure, which was true only for the home setting on the experience dimension. This data suggests a relationship between facility and early language experience that is supported by socialization data (HDP) later in this report.

4. Contemporary Bicultural Identity: Interpersonal Experiences with Anglo and Chicano Peers and Authorities.

Paralleling their superior standing on the English Language Experience variable, Synthesized Bicultural subjects and Functional Bicultural/Anglo Orientation subjects gave evidence of more competent interpersonal experiences within Anglo culture than do either of the more Chicano-oriented groups. Many of the comparisons between these two subgroups of subjects on the Interpersonal Anglo Peer Experiences dimension favored the Synthesized Bicultural and Anglo oriented subjects by a factor of between 2 and 3 to 1. A similar magnitude of difference was evident in the case of Interpersonal Anglo Authority Experiences. Once again the Chicano oriented subjects, and especially the Predominantly

Chicano subjects, were rated as having had significantly fewer competent interpersonal experiences with Anglo authorities.

The foregoing interpretations are subject to some degree of criticism on the grounds of criterion contamination since experiences with Anglos and Chicanos could be partly responsible for the classification of subjects by Contemporary Bicultural Identity. The force of this argument is considerably weakened by the fact that the basis for assigning values to the Contemporary Bicultural Identity variable was not primarily that of experiences with Anglos and Chicanos, but an appraisal of answers given by subjects to questions concerning their <u>current</u> feelings of identifying with the Chicano and/or Anglo culture. While such feelings are doubtlessly influenced by previous experiences with persons from the two cultures, it is specious to argue that these experiences directly cause the formation of one identity rather than another. A consistently significant difference between bicultural persons with a synthesized or Anglo-oriented identity and those with a Chicano-oriented identity, is greater experience on the part of the former group, with Anglo peers and authorities in a variety of settings. Confirmation of this conclusion awaits additional validation using external indices of bicultural interpersonal experiences.

5. Contemporary Bicultural Identity: Leadership Experiences.

While there were no significant differences among the subgroups of Contemporary Bicultural Identity subjects on the Leadership Experience variable, the highest scores were consistently obtained by the Synthesized Bicultural subjects, followed by subjects in the subgroup Functional Bicultural/Anglo Orientation.

6. Contemporary Bicultural Identity: Multicultural Participation.

One of the most striking differences between individuals representing the different types of Contemporary Bicultural Identity was found in connection with the variable used to designate participation in cultures other than Anglo and Chicano. Invariably the degree of participation was greatest among the Synthesized Bicultural subjects, followed in order by the Functional Bicultural/Anglo Orientation subjects, and the Functional Bicultural/Chicano Orientation subjects. This pattern was constant across the home, community, and school settings.

As is reflected in the findings, extent of participation in other cultures is clearly related to Contemporary Bicultural Identity. The particular contemporary identity of a bicultural person reflects his or her history of personal involvement with members of other cultures.

7. Contemporary Bicultural Identity: Interethnic Facilitation

As was true with the Multicultural Participation variable, the ratings on Interethnic Facilitation were significantly highest for the Synthesized Bicultural subjects. In the first division of this variable, Home Setting, Synthesized Bicultural subjects were virtually the only group rated as having had such experiences. This pattern changed only slightly when the emphasis was shifted to Community Settings.

The nearly identical rating of the two Functional Bicultural groups was approximately 25% of that calculated for the Synthesized Bicultural subjects. The difference between the groups was still considerable in the other settings. Here a minimal level of experience on the part of both groups of Functional Bicultural subjects contrasts with an experience rating of the Synthesized Bicultural subjects.

Shifting attention from between group comparisons, it is interesting to note that every group appears to have had progressively more extensive interethnic facilitation experiences in the school setting than in the community and, correspondingly, in the community than in the home. This is readily understandable in light of

greater opportunities provided by schools than the other two settings for prolonged and close contact between different ethnic groups. Thus, it may be the school setting, more than any other, which can provide persons with emerging bicultural identities the necessary opportunities for the kinds of interethnic mediation experiences required for achieving a truly synthesized identity; rather than one with a less flexible orientation.

8. Contemporary Bicultural Identity: Multiple Regression Analyses

All multiple regression analyses reported below were conducted in a step-wise fashion as described by Kerlinger and Pedhazur (1973). The personality and sociocultural variables discussed above constituted the potential predictor variables which were entered into the multiple regression equations step-wise until the F-ratio assessing the significance of the standardized regression coefficient of the prospective predictor variable was less than unity. The statistical significance of the semi-partial correlations, R^2 Change, was tested by means of an F-ratio test using the final residual mean square value as the error term for each analysis.

Table 5 (page 39) summarizes multiple regression analyses on the three criterion identity variables--

Synthesized Biculturalism, Functional Biculturalism with Chicano Orientation, and Functional Biculturalism with Anglo Orientation. For the Synthesized Bicultural type, analysis of the semi-partial correlation (R^2 Change) indicated that two variables contributed significantly to the overall variance: Interethnic Facilitation Experiences (44%) and the Historical Development Pattern, Early Chicano/Gradual Anglo (11%).

The direction of the relationship involving the Early Chicano/Gradual Anglo pattern was negative, indicating that Synthesized Biculturals are less likely to have experienced this socialization history type.

Synthesized Bicultural subjects are more likely to have had Multicultural Participation Experiences (.52) and Experiences with Anglo authority figures (.43).

The regression analyses further supported indications of the strong relationships between the Functional Bicultural/Anglo Orientation subgroup type and greater English Language experience (R^2 Change = .157). Simple R correlations showed that these subjects were more likely to be female (.31) and less likely to have had high Spanish Language Experience (-0.39).

Functional Bicultural/Chicano Orientation subjects were shown to be less likely to have participated in other cultures (R^2 Change for Multicultural Participation = 0.146).

Table 5

Brief Summary of Multiple Regression Analyses

Contemporary Bicultural Identity

Criterion Variable	Predictor Variables Contributing Significantly to Variance
Synthesized Bicultural	Interethnic Facilitation Experiences (+) Early Chicano/Gradual Anglo (-)
Functional Bicultural/ Anglo Orientation	English Language Experiences (+) Sex (Females) (+)
Functional Bicultural/ Chicano Orientation	Multicultural Participation (-)

Note: + or - indicates direction of relationship. Several additional interesting relationships between the predictor variables and each criterion can be seen on the r columns of Tables 6, 7, and 8. These are zero-order correlations indicating the relationship between two variables.

Table 6

Multiple Regression

Synthesized Biculturals

Predictor Variable	R	R^2	R^2Chg	r
Interethnic Facilitation Experiences	.666	.444	.444**	.666**
Early Chicano/Gradual Anglo	.742	.551	.107**	-.424**
Spanish Proficiency	.761	.579	.029	.266
Multicultural Participation	.776	.603	.024	.522**
Bicognitive Orientation	.789	.623	.020	-.108
Subject's Sex	.802	.643	.020	-.208
Interpersonal Effectiveness (CPI)	.812	.659	.016	-.069
Achievement via Conformance (CPI)	.834	.696	.037	.097
Interpersonal Chicano Peer Experiences	.845	.714	.018	-.034
English Language Experience	.849	.721	.007	.176
Leadership Flexibility Potential	.851	.733	.012	-.002
Responsibility (CPI)	.862	.743	.010	-.034
Interpersonal Chicano Authority Experiences	.868	.754	.011	.030
Early Chicano/Abrupt Anglo	.877	.769	.015	.179
Achievement via Independence (CPI)	.883	.780	.011	-.052
Flexibility (CPI)	.889	.790	.010	-.223
Parallel Development	.891	.794	.004	.179
Leadership Experiences	.892	.796	.001	.269
Interpersonal Anglo Authority Experiences	.893	.798	.003	.431**
Spanish Language Experience	.894	.799	.001	.026

$\bar{R}^2$ (Adjusted R^2) = .562

*p < .05

**p < .01

Table 7

Multiple Regression

Functional Bicultural/Anglo Orientation

Predictor Variable	R	R^2	R^2Chg	r
English Language Experience	.397	.157	.157**	.397**
Subject's Sex	.486	.236	.078*	.312*
Interethnic Facilitation Experiences	.523	.274	.038	-.160
Bicognitive Orientation	.575	.330	.056	-.016
Multicultural Participation	.626	.391	.061	.160
Early Chicano/Gradual Anglo	.669	.447	.056	.010
Interpersonal Anglo Peer Experiences	.701	.492	.045	.343*
Responsibility (CPI)	.731	.535	.043	-.261
Early Chicano/Abrupt Anglo	.765	.585	.050	-.206
Interpersonal Effectiveness (CPI)	.785	.616	.072	-.113
Achievement via Conformance (CPI)	.823	.677	.061	-.187
Parallel Development	.835	.698	.021	.167
Leadership Experiences	.844	.712	.014	.041
Spanish Language Experience	.851	.725	.013	-.392**
Flexibility (CPI)	.855	.731	.006	.113
Leadership Flexibility Potential	.858	.735	.005	.195
Interpersonal Chicano Peer Experiences	.860	.740	.004	-.253
Interpersonal Chicano Authority Experiences	.862	.743	.003	-.356*
Interpersonal Anglo Authority Experiences	.863	.746	.002	.106
Spanish Proficiency	.864	.746	.001	-.156
Achievement via Independence (CPI)	.864	.747	.001	-.025

$\hat{R}^2$ (Adjusted R^2) = .415

*p < .05

**p < .01

Table 8

Multiple Regression

Functional Bicultural/Chicano Orientation

Predictor Variable	R	R^2	R^2Chg	r
Multicultural Participation	.383	.147	.147*	-.383*
Responsibility (CPI)	.451	.204	.057	.215
Achievement via Independence (CPI)	.504	.254	.051	-.061
Spanish Proficiency	.559	.313	.058	-.140
Interpersonal Anglo Peer Experiences	.597	.357	.044	-.363*
Bicognitive Orientation	.615	.378	.022	.226
Parallel Development	.626	.392	.013	-.204
Leadership Experiences	.637	.406	.014	-.123
Early Chicano/Abrupt Anglo	.650	.423	.017	.068
Early Chicano/Gradual Anglo	.661	.437	.014	.159
Spanish Language Experience	.675	.456	.019	.150
Interpersonal Chicano Authority Experiences	.693	.481	.025	.085
Interpersonal Chicano Peer Experiences	.708	.502	.021	.121
Flexibility (CPI)	.716	.513	.011	-.046
Interethnic Facilitation Experiences	.722	.522	.009	-.365*
Leadership Flexibility Potential	.726	.528	.006	-.130
Interpersonal Effectiveness (CPI)	.730	.532	.005	.131
Interpersonal Anglo Authority Experiences	.731	.534	.002	-.237
Subject's Sex	.731	.535	.000	.0

$\hat{R}^2$ (Adjusted R^2) = .043

*$p < .05$

Historical Development Pattern

As shown in Table 2 (page 11), most of the subjects, 21 out of 38, were classified as Early Chicano/Gradual Anglo. Of these, 10 were male, 11 female. Seven subjects were classified as Early Chicano/Abrupt Anglo (3 males, 4 females) and seven as Parallel (5 males, 2 females). The remaining three subjects were categorized as Early Anglo, two as Abrupt Chicano and one as Gradual Chicano. Because of the very small number of subjects in the Early Anglo categories, these were not included in the data analysis.

Table 9 (page 44) summarizes the data according to Historical Development Pattern, showing means, standard deviations, significance figures (F), and sources of differences (Sheffé).

Table 9

Historical Development Pattern	Early Chicano/ Gradual Anglo (N=21)		Early Chicano/ Abrupt Anglo (N=7)		Parallel Development (N=7)		
Personality Variables	Mean	SD	Mean	SD	Mean	SD	F
Interpersonal Effectiveness	43.14AB	7.47	46.86A	9.65	35.29B	8.92	3.75**
Achievement via Independence	52.48	14.02	43.14	8.28	49.71	8.92	n.s.
Achievement via Conformance	44.86	9.89	50.43	12.35	37.43	14.38	n.s.
Flexibility	56.57	12.16	50.71	10.08	55.14	15.70	n.s.
Responsibility	39.90	8.35	41.86	2.27	34.00	8.15	n.s.
Leadership Flexibility Potential	32.48	14.75	27.43	9.81	41.86	7.31	n.s.
Bicognitive Orientation	.76	.44	.71	.49	.43	.54	n.s.
Sociocultural Variables							
Spanish Proficiency	2.50AB	1.10	3.21A	.49	1.93B	1.24	2.69*
English Language Experience	8.53B	1.89	7.86B	1.07	10.57A	.98	5.69***
English in Home	2.00AB	1.14	1.14B	1.07	2.86A	.69	4.61**
English in Community	2.86B	.66	3.14AB	.69	3.71A	.49	4.84**
English in School	3.67	.73	3.57	.54	4.00	.00	n.s.
Spanish Language Experience	7.14AB	2.94	9.29A	2.93	4.86B	1.68	4.56**
Spanish in Home	2.95AB	1.12	3.71A	.76	2.29B	1.11	3.20*
Spanish in Community	2.48A	1.08	3.00A	1.29	1.29B	.76	4.90**
Spanish in School	1.71AB	1.10	2.57A	1.27	1.29B	.76	2.64*

*P < .1
**P < .05
***P < .01

TABLE 9 (continued)

Historical Development Pattern	Early Chicano/ Gradual Anglo (N=21)		Early Chicano/ Abrupt Anglo (N=7)		Parallel Development (N=7)		
Sociocultural Variables (cont.)	Mean	SD	Mean	SD	Mean	SD	F
Interpersonal Chicano Peer Experiences	9.76	2.49	9.00	2.83	8.71	1.98	n.s.
Home Settings	3.62	.81	3.43	.79	3.43	.79	n.s.
Community Settings	3.10	1.00	2.86	1.07	2.43	1.13	n.s.
School Settings	3.05	.97	3.71	1.38	2.86	.69	n.s.
Interpersonal Anglo Peer Experiences	5.91B	2.43	6.14AB	2.19	8.43A	2.30	3.08*
Home Settings	1.19B	1.03	1.29AB	1.11	2.29A	1.11	2.87*
Community Settings	2.29	1.10	2.57	.98	2.71	.95	n.s.
School Settings	2.43B	.81	2.29B	.95	3.43A	.54	4.82**
Interpersonal Chicano Authority Experiences	7.67	2.11	7.29	2.29	6.86	2.67	n.s.
Home Settings	3.76	.54	3.71	.49	3.86	.38	n.s.
Community Settings	2.05	1.32	2.00	1.29	1.57	1.40	n.s.
School Settings	1.86	1.06	1.57	1.13	1.43	1.27	n.s.
Interpersonal Anglo Authority Experiences	4.95B	2.38	5.86AB	1.46	7.57A	2.37	3.65**
Home Settings	.71	1.06	.00	.00	1.14	1.46	n.s.
Community Settings	1.62B	1.07	2.43AB	.98	3.29A	.95	7.25***
School Settings	2.62	1.24	3.43	.54	3.14	.90	n.s.

*P < .1
**P < .05
***P < .01

TABLE 9 (continued)

Historical Development Pattern	Early Chicano/ Gradual Anglo (N=21)		Early Chicano/ Abrupt Anglo (N=7)		Parallel Development (N=7)		
Sociocultural Variables (cont.)	Mean	SD	Mean	SD	Mean	SD	F
Leadership Experience	2.10	1.48	2.29	2.06	1.86	1.46	n.s.
Home Settings	.48	.75	.57	.79	.29	.48	n.s.
Community Settings	.57	.81	.43	.79	.57	.54	n.s.
School Settings	1.05	.81	1.29	.76	1.00	.82	n.s.
Multicultural Participation	2.43	1.75	2.43	1.62	4.14	1.57	n.s.
Home Settings	.38	.59	.29	.49	.71	.76	n.s.
Community Settings	1.05B	.71	.71B	.95	1.71A	.49	3.35**
School Settings	1.00B	.78	1.43AB	.54	1.71A	.49	3.20*
Interethnic Facilitation Experiences	1.24	1.64	1.43	.98	1.57	2.15	n.s.
Home Settings	.14	.48	.14	.38	.29	.49	n.s.
Community Settings	.48	.75	.43	.54	.57	.79	n.s.
School Settings	.62	.67	.86	.69	.71	.95	n.s.

*P<.1
**P<.05
***P<.01

1. Historical Development Pattern: CPI Data

As evidenced in Table 9 (page 44) the only statistically significant difference in CPI scale scores between subjects representing the three types of historical development patterns was in the composite scale "Interpersonal Effectiveness." The two subgroups with early Chicano developmental backgrounds scored higher in interpersonal effectiveness than did the Parallel Development subjects with the Early Chicano/Abrupt Anglo subgroup scoring significantly higher than the Parallel group.

2. Historical Development Pattern: Leadership Flexibility Potential, and Bicognitive Orientation

Neither of the two personality measures developed in the course of the present research investigation bore a significant relationship to Historical Development Pattern. Given that Leadership Flexibility and Bicognitive Orientation represent two of the primary concerns of this investigation, Historical Development Pattern appeared to have limited utility as a predictor of Leadership Flexibility Potential and Bicognitive Orientation. This latter point will be reemphasized in a later section outlining correlations of key variables with the criterion measures of central concern to this investigation.

3. Historical Development Pattern: Language Experience and Proficiency

Five of the six comparisons between Historical Development Pattern and English/Spanish experience in the home, community, and school were statistically significant. English experience in the Community and in the Home favored subjects representing the Parallel Development Pattern. Experience with Spanish, on the other hand, favored subjects representing the Early Chicano patterns in all three settings: Home, Community and School. Furthermore, in each case, Early Chicano/Abrupt Anglo subjects scored significantly higher than Parallel subjects.

It is interesting to note a contrast in the case of Parallel Development subjects: Compared to subjects in the two Early Chicano patterns, the Parallel Development subjects have had the greatest experience with English in community settings but the least experience with Spanish in the same setting. Highlighting this comparison is the magnitude of contrast between the Parallel Development subjects' experience with English and Spanish in community settings: These two ratings approach a ratio of nearly 3:1 (3.71 for English compared to 1.29 for Spanish).

The data arising from the test of Spanish proficiency are in line with the finding that subjects representing the Early Chicano patterns have greater experience with Spanish: Subjects categorized as Early/Chicano/Abrupt Anglo scored significantly higher than those categorized as Parallel, with Early Chicano/Gradual Anglo subjects scoring in between.

4. Historical Development Pattern: Interpersonal Experiences with Anglo and Chicano Peers and Authorities

No significant differences appeared in Interpersonal Chicano Peer or Authority Experiences, although a trend is suggested in that Parallel Development subjects tended to score lower than the other subjects on both variables. Several differences were significant in the Anglo Peer and Authority dimensions, however: As shown in Table 9 (page 45) subjects of the Parallel Development Pattern scored significantly higher than those of the Early Chicano/Gradual Anglo pattern on the Anglo peer dimension in the home and school, and on the Anglo authority dimension in the community. In sum, the Early Chicano subgroups generally showed higher scores on Chicano interpersonal experiences and Parallel Development subjects generally showed higher scores on Anglo interpersonal experiences.

5. Historical Development Pattern: Leadership Expereiences, Multicultural Participation, and Interethnic Facilitation Experiences

Of these three variables, only Multicultural Participation appeared to bear appreciable relation to Historical Development Pattern: In the school setting, subjects representing the Parallel Development Pattern scored significantly higher than those representing the Early Chicano/Gradual Anglo type. Furthermore, in the community setting dimension, Parallel Development subjects scored significantly higher than both Early Chicano subgroups.

6. Historical Development Pattern: Multiple Regression Analyses

All multiple regression analyses reported below were conducted in a step-wise fashion as described by Kerlinger and Pedhazur (1973) as was done for the Contemporary Bicultural Identity dimensions. (See page 37.)

Table 10 summarizes multiple regression analyses on the three criterion development pattern variables--Parallel, Early Chicano/Gradual Anglo, and Early Chicano/Abrupt Anglo. For the Parallel Development type, analysis of the semi-partial correlation (R^2 Change) indicated that three variables contributed significantly to the overall variance: English Language Experience (17%), Interpersonal Effectiveness (14%),

and Leadership Experiences (8%). The direction of the relationship of the latter two variables to Parallel development pattern was negative, indicating that subjects of this pattern are less likely to have had Leadership Experiences or to have scored high on the Interpersonal Effectiveness scale. Additional relationships between the predictor variables and the Parallel Development Pattern can be seen in the Simple R column of Table 11 (page 53).

The regression analyses showed a negative relationship between the Early Chicano/Gradual Anglo Development Pattern and the Bicultural Identity type Synthesized Bicultural (R^2 Change = .180, R = - .424). The Simple R figures also show negative relationships between this development pattern and Interpersonal Anglo peer and authority experiences.

Two variables, Spanish Language Experience and the CPI subscale Responsibility contributed significantly to the overall variance for the Historical Development Pattern Early Chicano/Abrupt Anglo (R^2 Change = .148 and .135 respectively). The Simple R figure for Spanish Proficiency (.310) was also significant.

Table 10

Summary of Multiple Regression Analyses

Historical Development Pattern

Criterion Variable	Predictor Variables Contributing Significantly to Variance
Parallel Development	English Language Experience (+) Interpersonal Effectiveness (-) Leadership Experience (-)
Early Chicano/ Gradual Anglo	Synthesized Bicultural (-)
Early Chicano/ Abrupt Anglo	Spanish Language Experience (+) Responsibility (CPI) (+)

Note: + or - indicates direction of relationship. Several additional interesting relationships between the predictor variables and each criterion can be seen on the r columns of Tables 6, 7, and 8. These are zero-order correlations indicating the relationship between two variables.

Table 11

Multiple Regression

Historical Development Pattern

Parallel

Predictor Variable	R	R	R^2Chg	r
English Language Experience	.411	.169	.169**	.411**
Interpersonal Effectiveness (CPI)	.560	.313	.144**	-.400**
Bicognitive Orientation	.605	.366	.053	-.261
Interpersonal Anglo Authority Experiences	.631	.399	.032	.356*
Leadership Experiences	.689	.475	.077*	-.054
Spanish Proficiency	.725	.526	.051	-.281
Achievement via Independence (CPI)	.750	.563	.037	.014
Multicultural Participation	.764	.583	.020	.346*
Responsibility (CPI)	.778	.606	.023	-.297
Interethnic Facilitation Experiences	.796	.634	.028	.027
Functional Bicultural/Anglo Orientation	.812	.660	.026	.167
Leadership Flexibility Potential	.826	.683	.023	.255
Flexibility (CPI)	.833	.695	.012	.011
Spanish Language Experience	.839	.704	.010	-.320*
Interpersonal Anglo Peer Experiences	.847	.718	.014	.331*
Achievement via Conformance (CPI)	.849	.721	.004	-.286
Interpersonal Chicano Peer Experiences	.853	.727	.006	-.103
Subject's Sex	.855	.730	.003	-.179
Interpersonal Chicano Authority Experiences	.856	.733	.003	-.094
Synthesized Bicultural	.857	.735	.002	.179

$\hat{R}^2$ (Adjusted R^2) = .423

*p < .05

**p < .01

Table 12

Multiple Regression

Historical Development Pattern

Early Chicano/Gradual Anglo

Predictor Variable	R	R^2	R^2Chg	r
Synthesized Bicultural	.424	.180	.180*	-.424**
Achievement via Independence (CPI)	.498	.248	.069	.284
Leadership Flexibility Potential	.604	.364	.116	-.170
Interpersonal Chicano Peer Experiences	.630	.397	.033	.243
Functional Bicultural/Chicano Orientation	.648	.420	.023	.159
Bicognitive Orientation	.659	.435	.015	.186
Leadership Experiences	.671	.450	.015	.051
Interpersonal Anglo Authority Experiences	.690	.476	.026	-.356*
Multicultural Participation	.701	.491	.015	-.258
Interpersonal Effectiveness (CPI)	.712	.506	.015	.102
Interethnic Facilitation Experiences	.726	.527	.020	-.152
English Language Experience	.742	.550	.023	-.251
Achievement via Conformance (CPI)	.755	.570	.020	.067
Subject's Sex	.763	.583	.013	.112
Interpersonal Chicano Authority Experiences	.771	.594	.011	.193
Functional Bicultural/Anglo Orientation	.775	.601	.008	.100
Spanish Language Experience	.778	.606	.004	.102
Spanish Proficiency	.782	.611	.005	-.042
Flexibility (CPI)	.786	.618	.007	.157
Responsibility (CPI)	.787	.619	.001	.171
Interpersonal Anglo Peer Experiences	.787	.620	.001	-.330*

$\hat{R}^2$ (Adjusted R^2) = .120

*p < .05

**p < .01

Table 13

Multiple Regression

Historical Development Pattern

Early Chicano/Abrupt Anglo

Predictor Variable	R	R^2	R^2Chg	r
Spanish Language Experience	.385	.148	.148*	.385*
Interpersonal Chicano Authority Experience	.476	.226	.078	-.001
Achievement via Independence (CPI)	.525	.275	.049	-.243
Responsibility (CPI)	.640	.410	.135*	.196
Interpersonal Effectiveness (CPI)	.680	.462	.052	.154
Synthesized Bicultural	.704	.495	.033	.179
Interethnic Facilitation Experiences	.745	.555	.059	-.012
Subject's Sex	.754	.568	.013	.093
Bicognitive Orientation	.758	.574	.006	.031
Leadership Flexibility Potential (CPI)	.765	.585	.011	-.249
Interpersonal Anglo Authority Experiences	.769	.591	.006	.023
Interpersonal Anglo Peer Experiences	.777	.604	.013	-.100
Leadership Experiences	.781	.610	.007	.082
Spanish Proficiency	.786	.617	.007	.310*
Interpersonal Chicano Peer Experiences	.790	.624	.007	-.047
Achievement via Conformance (CPI)	.794	.630	.005	.264
Multicultural Participation	.795	.633	.003	-.110
Functional Bicultural/Anglo Orientation	.796	.634	.001	-.206
Functional Bicultural/Chicano Orientation	.803	.645	.011	.068
Flexibility (CPI)	.805	.648	.004	-.164
English Language Experience	.806	.650	.001	-.276

$\hat{R}^2$ (Adjusted R^2) = .190

*p < .05

**p < .01

Relationship Between Historical Development Pattern and Contemporary Bicultural Identity

The most frequently occurring intersection between these two classification variables was that of Early Chicano/Gradual Anglo and Functional Bicultural/Chicano Orientation. Of the 38 interviewed subjects, 13 (34%) fell into this category. The next most frequently recurring joint categories had the numerical value of four. (See Table 14, page 58.)

Few definitive conclusions can be reached on the basis of a distribution such as that shown in Table 14. The extremely small frequencies in some cells precluded the application of inferential statistics such as Chi square. There is thus no statistically sound basis for entertaining definitive hypotheses about the relationship between Historical Development Pattern and Contemporary Bicultural Identity. It may nonetheless be instructive to comment in a speculative vein on the asymmetrical distribution of Early Chicano/Gradual Anglo subjects across the Bicultural Identity variable. This group is disproportionately concentrated in the Functional Bicultural/Chicano Orientation identity category. This atypical clustering provides the single strongest case for thinking that contemporary bicultural identity is related to, and at least partly predictable from, historical development pattern. The theoretical importance of such a relationship is tied to the moderately strong relationship reported below (page 58) between Contemporary Bicultural Identity and

Table 14

Frequency Table for Contemporary Bicultural Identity By Historical Development Pattern.

HISTORICAL DEVELOPMENT PATTERN	CONTEMPORARY BICULTURAL IDENTITY: Synthesized Bicultural	Functional Bicultural/ Anglo Orientation	Functional Bicultural/ Chicano Orientation	Predominantly Chicano
Early Chicano/ Gradual Anglo	1 (2½%)	4 (11%)	13 (34%)	3 (8%)
Early Chicano/ Abrupt Anglo	3 (8%)	--	4 (11%)	--
Parallel	3 (8%)	2 (5%)	2 (5%)	--
Early Anglo/ Gradual Chicano	1 (2½%)	--	--	--
Early Anglo/ Abrupt Chicano	2 (5%)	--	--	--

both Leadership Flexibility and Bicognitive Orientation. Investigating the effect of Historical Development Pattern on Bicultural Identity with a larger number of subjects might prove useful in identifying developmental considerations which either accompany or give rise to the kinds of bicultural identity predictably associated with leadership potential and cognitive preference.

Another important consideration bearing on the discussion of Historical Development Pattern and Contemporary Bicultural Identity is their dimensional independence. The present study, although restricted in sample size, provides some basis for contending that the dimensions are reasonably independent. Further empirical substantiation of this contention is necessary in order to strengthen the case for measuring both Historical Development Pattern and Contemporary Bicultural Identity in studying the psychodynamics of biculturalism.

Discussion of Multiple Regression Analysis

The psychodynamics of biculturalism were further investigated by conducting separate multiple regression analyses on the criterion variables, Leadership Flexibility Potential (LFP), Bicognitive Orientation (BO), and Interethnic Skills (IES). (See pages 37-42 for Multiple Regression Analyses on Contemporary Bicultural Identity.) The LFP score constituted a continuous measure, with higher scores indicating greater potential for leadership flexibility. The Bicognitive Orientation responses were categorically analyzed (0,1), with lower scores reflecting a greater degree of bicognitivism. (This scoring measure was undertaken in order to obtain a meaningful contrast on bicognitivism.) Finally, a continuous index of Interethnic Skills was obtained by summarizing Multicultural Participation scores and Interethnic Facilitation Experience scores across home, community, and school settings.

The potential predictor variables included the five personality variables and the ten sociocultural composite variables created by collapsing across home, community and school. (See pages 7-14.) Each criterion variable was also used as a predictor in the other two regressions in order to obtain an indication of the degree of interrelationship among the three criterion variables.

All multiple regression analyses were conducted in a step-wise fashion as described by Kerlinger and Pedhazuz (1973). The personality and sociocultural variables described earlier in the report constituted the potential predictor variables which were entered into the multiple regression equations step-wise until the F-ratio assessing the significance of the standardized regression coefficient of the prospective predictor variable was less than unity. The statistical significance of the semi-partial correlations, R^2 Change, was tested by means of an F-ratio test using the final residual mean square value as the error term for each analysis.

1. Leadership Flexibility

The results of the multiple regression analysis on leadership flexibility are shown in Table 16 (page 65) All potential predictor variables entered into the regression equation, resulting in a Multiple R of .91. Hence, the 18 personality and sociocultural variables accounted for 82% of the variance of Leadership Flexibility scores. (Application of the "small sample" correction formula reduced this figure to 56%.) An analysis of semi-partial correlation (R2 Change) indicated that five variables contributed significantly to the overall variance. These variables, in descending order of magnitude, are Achievement via Independence (24%), English Language Experiences (16%), Leadership

Experience (11%), Bicognitive Orientation (7%), and Historical Development Pattern (7%).

An examination of the zero-order correlations in Tables 16 and 19 (pages 65 and 68) reveal the relation of the predictor variables to Leadership Flexibility. Achievement via Independence, English Language Experience, Leadership Experience, and Spanish Language Experience correlated significantly with Leadership Flexibility. Contemporary Bicultural Identity and Historical Development Pattern are categorical variables with more than two levels: Zero-order correlations of the specific categories and the criterion measures are presented in Table 19.

2. Bicognitive Orientation The multiple regression analysis using Bicognitive Orientation as the criterion is summarized in Table 17 (page 66). Sixteen of the 19 potential predictor variables entered into the regression equation, yielding a multiple R of .90 (81%) of the variance, or 59% when corrected by application of the small sample correction formula. Sex, Historical Development Pattern, Contemporary Bicultural Identity, and Spanish Language Experience, all made significant individual contributions, cumulatively accounting for 51% of the total variance on the Bicognitive Orientation.

The statistically significant simple correlation of Sex and Bicognitive Orientation showed that males scored

much higher on bicognitivism than did their female counterparts. It was also found that individuals with a greater degree of Spanish Language Experience tended to score in the bicognitive direction. (It should be noted that, due to the scoring procedure, assigning a value of 0 to bicognitivism and 1 to nonbicognitivism, negative zero-order correlations indicate more frequent agreement with scale statements indicating a bicognitive orientation.)

A highly significant semi-partial correlation indicated that Contemporary Biculture Identity is a potent predictor of Bicognitivism. A correlational analysis of the three Contemporary Bicultural Identity types and the criterion measure Bicognitive Orientation is shown in Table 19 (page 68).

3. Interethnic Skills

Table 18 (page 67) contains the results of the multiple regression analysis on Interethnic Skills. Seventeen predictor variables were entered into the regression equation with five of the 17 accounting for 73% of the variance on the Interethnic Skills index. The overall Multiple R of .95 indicates that 90% of the variance was accounted for by the 14 predictor variables. The small sample correction formula caused only minor reduction in the total accounted variance ($\hat{R}^2$=.76).

Contemporary Bicultural Identity accounted for an impressive 49% of the variance of Interethnic Skills. Using artificial vectors to assess the relationship of Contemporary Bicultural Identity and Interethnic Skills, the analysis identified a significant positive correlation between Synthesized Bicultural Identity and Interethnic Skills (r=.68). (Table 19, page 68.)

The analysis also revealed a significant negative relationship between Functional Bicultural with Chicano Orientation and Interethnic Skills (r=.43). The other strong predictors of Interethnic Skills were Leadership Experience and English Language Experience.

An examination of the simple correlations presented on the right hand column of Table 13 (page 55) reveals the additional salient relationships of Interpersonal Anglo Peer and Authority Experiences.

4. Summary of Regression Analysis

An examination of the three multiple regression analyses revealed several noteworthy findings. The Table 15 (page 64) presents a breakdown of all predictor variables making statistically significant contributions to criterion variance.

Table 15

Summary of Multiple Regression Analyses:

Criterion Measures

Criterion Variable	Predictor Variables Contributing Significantly to Variance
Leadership Flexibility Potential	Achievement via Independence; English Language Experience; Leadership Experience; Bicognitive Orientation
Bicognitive Orientation	Sex; Contemporary Bicultural Identity; Spanish Language Experience; Historical Development Pattern
Interethnic Skills	Contemporary Bicultural Identity; Leadership Experience; Historical Development Pattern; English Language Experience.

Table 16

Multiple Regression

Leadership Flexibility Potential

Predictor Variable	R	R	R^2Chg	r
Achievement via Independence (CPI)	.485	.235	.235**	.485**
English Language Experience	.630	.397	.161**	.463**
Leadership Experiences	.713	.508	.111**	-.363*
Bicognitive Orientation	.761	.579	.071*	-.110
Historical Development Pattern	.805	.648	.070*	.264+
Interpersonal Anglo Authority Experiences	.832	.692	.044	.029
Contemporary Bicultural Identity	.857	.734	.042	.205+
Interethnic Facilitation Experiences	.864	.746	.012	-.023
Interpersonal Chicano Peer Experiences	.871	.759	.013	-.182
Interpersonal Chicano Authority Experiences	.884	.781	.022	-.265
Responsibility (CPI)	.890	.792	.011	.130
Achievement via Conformance (CPI)	.895	.803	.010	.150
Flexibility (CPI)	.901	.811	.008	.287
Interpersonal Anglo Peer Experiences	.902	.813	.002	.170
Subject's Sex	.904	.817	.004	.070
Spanish Proficiency	.906	.821	.004	-.078
Interpersonal Effectiveness (CPI)	.906	.822	.0004	.171
Spanish Language Experiences	..907	.822	.0003	.319*

$\hat{R}^2$ (Adjusted R^2) = .561

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*p < .05

**p < .01

+Since Contemporary Bicultural Identity and Historical Development Pattern are categorical variables with more than two levels, the semi-partial correlation was obtained by creating artificial vectors and regressing the criterion on bicultural type. It should <u>not</u> be interpreted as a zero-order correlation. The zero-order correlations of the specific categories and the criterion measure are shown in Table 18.

Table 17

Multiple Regression

Bicognitive Orientation

Predictor Variable	R	R^2	R^2Chg	r
Subject's Sex	.418	.175	.175*	.418**
Historical Development Pattern	.549	.301	.127*	.356+
Contemporary Bicultural Identity	.643	.414	.112*	.335+
Spanish Language Experience	.713	.508	.094*	-.334*
Leadership Flexibility Potential	.736	.541	.033	-.110
Leadership Experience	.768	.591	.049	-.253
Interpersonal Effectiveness (CPI)	.790	.624	.033	.164
Interpersonal Chicano Peer Experiences	.811	.657	.033	-.074
Interpersonal Chicano Authority Experiences	.831	.691	.034	-.274
Responsibility (CPI)	.862	.742	.051	.118
Achievement via Conformance (CPI)	.876	.768	.025	-.019
Interethnic Facilitation Experiences	.890	.792	.024	-.264
Flexibility (CPI)	.896	.803	.012	.171
Interpersonal Anglo Peer Experiences	.899	,808	.005	-.002
Achievement via Independence (CPI)	.901	.811	.003	.076
Interpersonal Anglo Authority Experiences	.901	.813	.001	-.027

$\hat{R}^2$ (Adjusted R^2) = .592

*p < .05

**p< .01

+Since Contemporary Bicultural Identity and Historical Development Pattern are categorical variables with more than two levels, the semi-partial correlation was obtained by creating artificial vectors and regressing the criterion on bicultural type. It should <u>not</u> be interpreted as a zero-order correlation.. The zero-order correlations of the specific categories and the criterion measure are shown in Table 18.

Table 18

Multiple Regression

Interethnic Skills

Predictor Variable	R	R	R^2Chg	r
Contemporary Bicultural Identity	.699	.488	.488**	.699+
Leadership Experiences	.765	.585	.096**	.482**
Historical Development Pattern	.808	.653	.069*	.262+
Interpersonal Chicano Peer Experiences	.829	.687	.033	.216
English Language Experience	.854	.730	.043*	.301
Interpersonal Chicano Authority Experiences	.867	.752	.022	.180
Interpersonal Anglo Peer Experiences	.879	.773	.020	.473**
Flexibility (CPI)	.889	.791	.018	-.044
Subject's Sex	.904	.817	.027	-.253
Spanish Language Experiences	.913	.833	.015	.088
Interpersonal Anglo Authority Experiences	.916	.838	.005	.423**
Responsibility (CPI)	.924	.853	.015	.030
Leadership Flexibility Potential	.936	.877	.023	-.023
Bicognitive Orientation	.940	.885	.008	-.264
Interpersonal Effectiveness (CPI)	.943	.890	.005	-.020
Achievement via Conformance (CPI)	.947	.897	.007	.109
Achievement via Independence (CPI)	.947	.897	.0001	.007

$\hat{R}^2$(Adjusted R^2) = .762

*p < .05

**p < .01

+Since Contemporary Bicultural Identity and Historical Development Pattern are categorical variables with more than two levels, the semi-partial correlation was obtained by creating artificial vectors and regressing the criterion on bicultural type. It should <u>not</u> be interpreted as a zero-order correlation. The zero-order correlations of the specific categories and the criterion measure are shown in Table 18.

Table 19

Zero-Order Correlations of Historical Development Pattern and Contemporary Bicultural Identity Categories with the Criterion Measures

	Leadership Flexibility Potential	Bicognitive Orientation[1]	Interethnic Skills
Historical Development Pattern			
Early Chicano/Gradual Anglo	-.170	.186	-.236
Early Chicano/Abrupt Anglo	-.249	.031	-.071
Parallel	.255	-.261	.218
Contemporary Bicultural Identity			
Synthesized Bicultural	-.002	-.108	.682**
Funtional Bicultural/Anglo Orientation	1.195	-.016	.002
Functional Bicultural/Chicano Orientation	-.130	.226	-.431*

*p < .05

**p < .01

[1]Note that due to scoring of bicognitivism as 0 and nonbicognitivism as 1, negative zero-order correlations indicate more frequent agreement with scale statements indicating a bicognitive orientation.

DISCUSSION

A few of the sex differences were significant. Males scored higher than females on the measure of Cognitive Flexibility; they also scored higher in the community domain for Multicultural Participation and Interethnic Facilitation. These results may be reflective of the separation of sex roles encouraged in traditional Mexican-American culture. Males are usually afforded more opportunities to interact with people of other cultures.

On the other hand, of the regression analyses done for classifications of Contemporary Bicultural Identity, the Functional Bicultural/Anglo Orientation was the only subgroup showing the sex variable as a significant contributor to the variance--in this case indicating that these subjects are more likely to be female. This is in line with their having reported more experience with English--both points being worthy of further investigation.

Males reported having more experience with Spanish in all three scored domains (home, community, school) while females generally reported having more experience with English. On the measure of Spanish proficiency, however, females demonstrated greater language facility. These results were not statistically significant, but are suggestive of areas for further investigation. It is also interesting to note in this vein that females scored higher, although again not

significantly so, on the measure of Leadership Flexibility Potential. (This is perhaps surprising when considered together with the fact that males scored significantly higher on cognitive flexibility.) Females also scored somewhat higher on the Flexibility subscale of the CPI.

The language data viewed in relation to bicultural identity showed expected results in terms of experience with the languages--that is, subjects with Anglo orientation scored highest on English language experience with the Synthesized Biculturals again scoring second highest. However, on the measure of Spanish proficiency, the Synthesized Biculturals demonstrated greater fluency than any of the other such groups. The Identity subgroup, Functional Bicultural/Anglo Orientation, had more experience with English and less with Spanish than the other subgroups. These subjects also scored highest on the Leadership Flexibility Potential scale. Future research will have to determine if it is facility with the English language or greater experience with Anglo culture or both which contribute to high scores on Leadership Flexibility Potential.

On the Bicognitive Orientation measure, Synthesized Biculturals scored more bicognitive than the other groups; they also reported having more interethnic facilitation experience and multicultural participation. Multiple regressions on Interethnic Skills (Multicultural Participation and

Interethnic Facilitation combined) showed a positive significant correlation between this variable and Synthesized Biculturalism. The latter findings support the observation by Willie (1975) that some biculturals can adopt a transcendent view and can bring people of different races together. The former finding regarding cognitive flexibility confirms the results obtained by Ramirez and Castaneda (1974) indicating that some biculturals are more able to use both field sensitive and field independent styles in different situations.

The finding that subjects who had been classified either as Early Chicano/Gradual Anglo or Early Chicano/Abrupt Anglo with regard to their Historical Development Pattern had scored higher than other subjects on the interpersonal effectiveness rating derived from the CPI, supported earlier findings by Ramirez and Castaneda (1974) that socialization in traditional Chicano culture is related to high need-affiliation, sensitivity to social cues, and use of tact and diplomacy in interpersonal relationships.

Subjects of the Parallel Development Pattern scored highest on the LFP and indicated more Bicognitive Orientation than subjects of the other development patterns. They also scored significantly higher on Multicultural Participation. These subjects also had more interpersonal experience with Anglos, both peers and adults.

One of the most interesting findings, and possibly one of the most suggestive or directive for future research, that has emerged from this study is the relationship between identity and historical development pattern. The multiple regression analyses on Contemporary Bicultural Identity showed that subjects classified as Functional Bicultural/ Chicano Orientation were more likely to also have the historical development pattern classification, Early Chicano/ Gradual Anglo. Furthermore, most subjects classified as Synthesized Biculturals were not gradually introduced to a second culture, but were initially socialized almost exclusively in one culture and then abruptly introduced to a second culture, as indicated by the multiple regression on this variable. This seems to support one commonly held opinion--that successful bicultural development may occur more readily amongst persons who established a firm and secure identity and mode of functioning in one culture before being introduced to a second culture. It has also been suggested that persons who are gradually introduced to a new culture are not as receptive or do not feel the need to become familiar with the other culture and, therefore, do not become as bicultural. Another suggestion has been that persons who are gradually exposed to a second culture are exposed to more negative stereotypes--in other words, where there are no contacts with other cultures, negative stereotypes and prejudice are less likely to occur.

Looking at the overall picture, the identity variable (Contemporary Bicultural Identity) obtained from the life history data seems to be more strongly related to the sociocultural competencies, Multicultural Participation, Interethnic Facilitation and Bicognitive Orientation than to the personality variables of the CPI or the Leadership Flexibility Potential. The development patterns obtained from the life history data, on the other hand, showed relationship to the interpersonal effectiveness factor derived from the CPI, Leadership Flexibility Potential, but not to the sociocultural competencies or other life history variables. It could be possible that opportunities for Multicultural Participation and Interethnic Facilitation may be one of the keys to development of bicultural identity--which is more reflective of philosophy of life and social and political attitudes as well as current cultural involvement. This, of course, holds implications for research that would control for the opportunity variables. Historical Development Pattern taps this to a certain degree, and further phases of this study should investigate this more directly in the life history interviews.

The results obtained in this study suggest certain directions which should be taken in future research. The relationship of parallel development and synthesis in bicultural functioning to flexibility in leadership and cognitive styles and to degree of interethnic skills needs to be explored in

greater depth. There is also a need for further validation of the instruments developed to assess each interpersonal dimension. The zero-order correlations indicate a modest but consistent degree of construct validity for both the LFP and the Bicognitive Orientation instruments. There is also a need to determine the extent to which Historical Development Pattern determines synthesis, flexibility, interethnic skills and sociocultural competencies. Of particular interest is research which can determine if HDP continues to be related to data from personality instruments and Contemporary Bicultural Identity related to sociocultural competencies. The importance of Contemporary Bicultural Identity vis-a-vis flexibility in cognitive style and Interethnic Facilitation and Multicultural Participation makes the philosophy of life concerning interpersonal relationships and cultural differences salient. This argues for more intensive focus on the role of philosophy of life in identity in future research. For example, how does the philosophy of life of Synthesized Bicultural Individuals develop? Can the development of this philosophy be encouraged with training programs?

Although for the most part Contemporary Bicultural Identity and Historical Development Pattern appeared to be somewhat independent of each other, one interesting relationship between them did emerge. Thirty-four percent of the subjects (13 of 38) were classified as both Early Chicano/Gradual Anglo and as Functional Biculturals with a Chicano

Orientation.

The findings obtained in this study support the various aspects of the models proposed by Fitzgerald (1971) and also by Ramirez, Cox and Temple (1977). For example, the importance of early socialization in Chicano culture is reflected in the fact that subjects from the two Early Chicano development patterns scored higher on interpersonal effectiveness. In addition, greater experience with Spanish (another indicator of early Chicano socialization) is related to bicognitive functioning. It would appear that early socialization is very critical to flexibility. This is additionally supported by the findings that subjects of the Parallel Development Pattern scored higher on Leadership Flexibility and were also the most bicognitive of all the Historical Development subgroups as measured by the Bicognitive Orientation instrument.

Support for Fitzgerald's (1971) situational model is reflected in the diversity of roles which bicultural subjects reported using in the many different situations in which they interacted. The flexibility, the shuttling between cultures, and the importance of individual choice in the type of role played in different sociocultural settings all support the concepts of latent and manifest roles in the Fitzgerald model.

The semi-independent nature of Historical Development Pattern and Contemporary Bicultural Identity and their

different patterns of relationships with other measures also seem to support the concepts of cultural and social identities proposed by Fitzgerald.

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APPENDIX A

INTERVIEW QUESTIONS:

-- Please describe the community which you feel is your home. How attached or identified to it? Any other communities you have felt identified with?

-- Describe the schools you attended. Did you feel very much a part of them, most especially your high school? College interests?

-- Who in your family spoke Spanish? English? Completely bilingual?

-- Discuss the attitudes of your parents (or the people who reared you) toward English and Spanish? Who in your family assisted you in becoming bicultural? In your community? When you were younger who did you want to be like? Who were your models? (These may be people in your immediate environment, celebrities, or historical figures.)

-- How did your parents (or people who reared you) feel about Anglos? Mexicanos? Had they had negative or positive experiences with them?

-- What stereotypes have you had?

-- When did you start realizing you were different from Anglo kids?

-- When did you begin to have interaction with Anglos? with people from Mexico or recent arrivals?

-- At what age did you have very close Anglo friends? Mexicano friends?

-- Were your friendships with Anglos carried on outside school or mostly just in school?

-- Did the parents of your Anglo friends accept you? Did they accept all Chicanos or did they view you differently? SES? Same for Mexicanos. Did you have any Anglo teachers or counselors to which you were close?

-- What conflicts did you have with Anglos? Mexicanos? Chicanos?

-- Were you ever discriminated against in school?

-- Did you see much prejudice on the part of Anglos against you? Mexicanos? What did you attribute the prejuce to? Ever been in any leadership role?

-- Have you had an Anglo roommate or person you studied with or were close to? How did you get along? Mexicanos?

-- What kinds of things make you feel uncomfortable/comfortable when you are with Anglos? In Anglo homes? With Chicanos? Mexicanos? How are you different from Anglos? Mexicanos? Are there some Chicanos who make you uncomfortable?

-- Why do you think you get along now with Anglos and Chicanos?

-- In what ways is being a Chicano an asset in adjusting at UCSC? A liability?

-- What times have you been able to use both Chicano and Anglo cultures to advantage? Any leadership roles?

-- At what times in your life have you felt that you were having to choose between Chicano and Anglo lifestyles and values?

-- Do you think you went through an "identity crisis?" What brought it about? How did you resolve it?

-- Did you have any trouble adjusting to life at college when you first arrived? How do you think you managed it? In what areas do you feel you still have adjustment problems?

-- Give much thought to sex roles--women doing one thing and men another? machismo; women's liberation?

-- Where do the supports for the different areas of your life come from when you start feeling down? What or who keeps you going?

-- What do you think made you bicultural? Any incident in life which stands out?

-- Would you want your children to be bicultural? How would you work to ensure that?

-- Will conflicts between Anglos and Chicanos/ethnic groups ever be resolved in the U.S.? If you were president or secretary of HEW, what programs would you initiate?

-- Do you find yourself behaving differently when you are with Anglos as compared to when you interact with Chicanos

or Mexicanos? How? Do you ever just play a role rather than really feel a part of things? When? Are you more bicultural than your brothers and sisters? Why?

-- Do Anglos have as many conflicts as Chicanos? Why/Not?

-- Do Mexicanos have as many conflicts as Chicanos? Why/Not?

-- What do you think made you bicultural?

Is there anything you feel we left out that has been important in your bicultural experience?

APPENDIX B

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