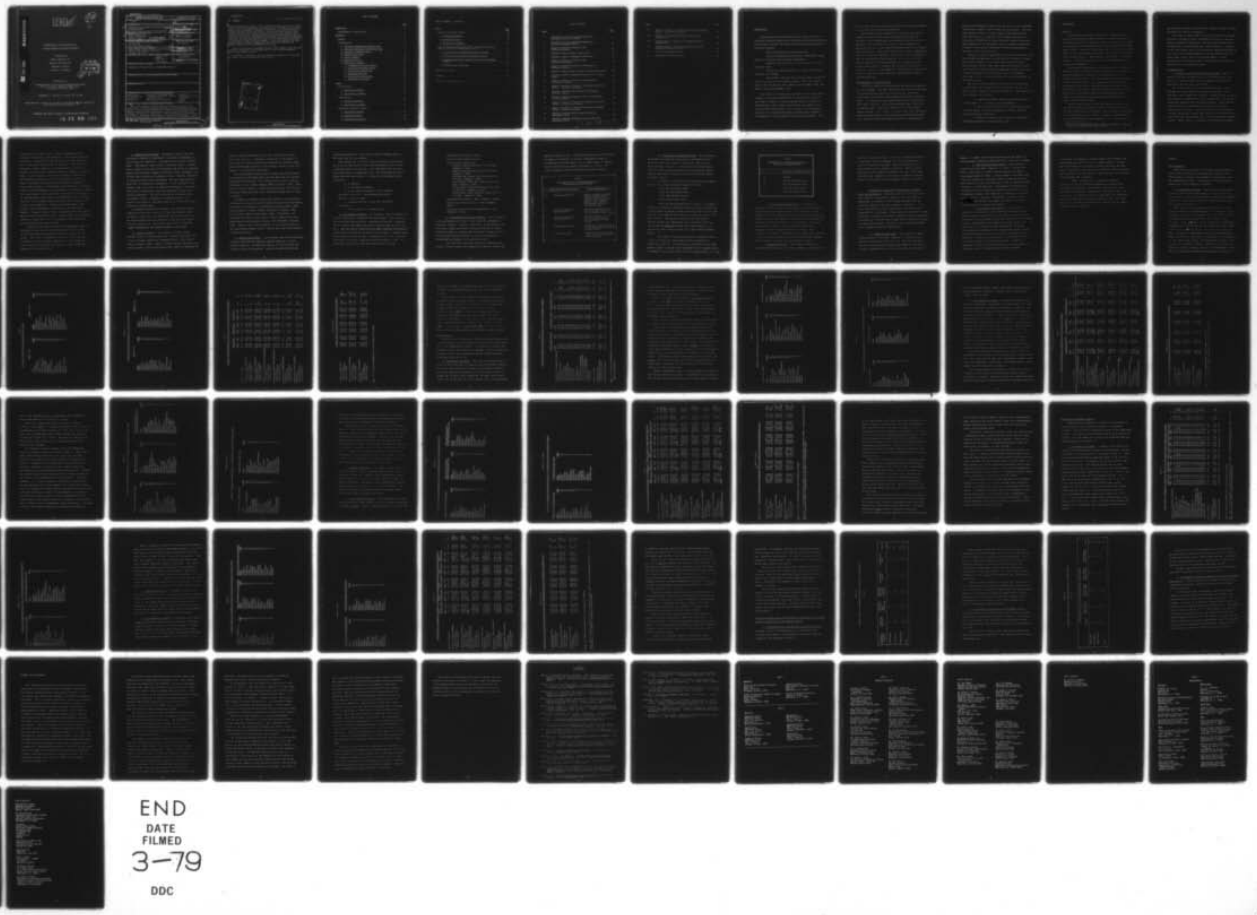
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DIMENSIONS OF BICULTURALISM IN MEXICAN-AMERICAN COLLEGE STUDENTS

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Organizational Effectiveness Research Programs
Office of Naval Research (Code 452)
Arlington, Virginia 22217

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This study represents the third phase of continuing research on the psychodynamics of biculturalism/multiculturalism in Mexican-American college students. A biculturalism inventory was administered to 284 Mexican-American college students in Texas and California. Based on scores obtained in the inventory, 55 subjects (28 from Texas, 27 from California) who could be easily classified as traditional, atraditional, or bicultural were selected. A test battery was administered to these students along with a life history interview.

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20. ABSTRACT

Results showed that biculturals scored significantly more internal on the Rotter I-E Scale than either traditionals or atraditionals. Biculturals also achieved higher scores on leadership, interethnic facilitation, and multicultural participation dimensions of the life history. Of three bicultural identity types (Synthesized, Functional Bicultural/Chicano Orientation, and Functional Bicultural/Anglo Orientation), Synthesized Biculturals obtained the highest scores on interethnic facilitation, multicultural participation, and positive interpersonal experiences with peers and authorities who were both Mexican American and Anglo in the domains of school, home and community. It was concluded that the above findings support the major assumptions of the Flexibility, Synthesis and Expansion Model of biculturalism/multiculturalism.

While an Early Chicano development pattern is most common in both Texas and California, more subjects in California have an Early Anglo developmental pattern than subjects in Texas.

Regarding sex differences, the most interesting findings are in data from the Rokeach Values Inventory and the life history.



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INTRODUCTION

Biculturalism and multiculturalism have been the focus of increasing interest among social scientists and educators recently. Of particular interest have been the following characteristics of bicultural persons:

-Shuttling between two or more cultures;

-Serving as mediators and cultural "ambassadors" among peoples of different sociocultural backgrounds;

-Openness and receptivity to other values, life ways, and world views;

-Flexibility and adaptability to varied intellectual and other life demands;

-Transcendent identity that allows movement beyond the confines of any one sociocultural system. (See, for example, Adler, 1974; Fitzgerald, 1971; Ramirez and Castañeda, 1974; and Ramirez, Cox and Castañeda, 1977).

The study of biculturalism is possible in the United States because of the many opportunities for multicultural contacts. The study of members of minority groups should be especially enlightening in this regard since meeting the demands of two sociocultural systems—that of their ethnic or racial group and that of the mainstream middle class—may have resulted in development of various characteristics of biculturalism. The

focus of this study is bicultural characteristics and development of biculturalism among Mexican-Americans.

Many Chicanos in the Southwest not only have grown up in communities where Mexican American and Mexican culture are pervasive in the neighborhoods and community institutions and businesses, but they have also lived in close proximity to Mexico—as well as to other Spanish-speaking countries in Central and South America. Many other Chicanos have lived in communities that are very mixed ethnically; others have lived in communities that are predominantly Anglo-American. By college age, most Mexican Americans have had opportunities to interact—albeit across a wide range of frequency and situations—with Anglo Americans, as well as with members of other minority groups such as Native Americans, Black Americans, and different groups of European Americans.

Psychodynamics of Biculturalism

Previous research on bicultural Mexican Americans (Ramirez, Cox and Castañeda, 1977) has identified two important dimensions for describing some aspects of biculturalism: Historical Development Pattern (HDP) and Contemporary Bicultural Identity (CBI). Five Historical Development Patterns were identified in that study: Parallel; Early Chicano/Gradual Anglo; Early Chicano/Abrupt Anglo; Early Anglo/Abrupt Chicano; Early Anglo/Gradual Chicano. Five "types" of identity were also identified: Synthesized Bicultural; Functional Bicultural/Chicano Orientation; Functional Bicultural/Anglo Orientation; Predominantly

Chicano and Predominately Anglo (the latter two to be considered "monocultural identity types" rather than bicultural). The 1977 study showed a series of rather complex relationships among these descriptors or categories of development and identity (especially the HDP and the three bicultural identity patterns) and variables such as interethnic skills, language competencies, bicognitive functioning, leadership flexibility and potential and multicultural participation.

Generally, subjects whose HDP reflected more experience with Mexican-American and Anglo culture were more flexible in leadership, more bicognitive, and scored higher on multicultural participation; subjects whose CBI 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.

The present study compared bicultural and non-bicultural ("traditional" and "atraditional") Mexican-American male and female college students in Calfornia and Texas. Three questions were prominent at the outset:

(1) How do biculturals differ from non-biculturals in development (i.e. history) and psychodynamics?

(2) How do socialization and life experiences differ for these groups in various demographic settings, primarily between California and Texas?

(3) How and for whom is the Flexibility, Synthesis and Expansion model of biculturalism valid?

METHODOLOGY

Subjects

Subjects were selected on the basis of responses to the Biculturalism Inventory (Mexican American College Students), an instrument developed to assess the extent of experience and degree of involvement with Mexican-American culture and with mainstream Anglo culture. Inventory scores were used to classify the respondents, all of Mexican-American descent, into one of three categories of traditionality: "Traditional," "Bicultural," or "Atraditional." A detailed description of the scoring procedure is contained in Appendix A.

The Biculturalism Inventory was administered to 284 Mexican-American college students[1] in Texas and California. In order to obtain representative samples of Mexican-American college students from both states, the questionnaires were administered at the following schools: the Claremont Colleges (Southern California), Saint Mary's College (Northern California), the University of California, Riverside (Southern California), the University of California, Santa Cruz (Northern California), Texas A & I University (South Texas), and the University of Texas, Austin (Central Texas).

Based on their scores on the Biculturalism Inventory, 60 of these subjects, who could be easily classified into one of the three traditionality categories, were selected for inclusion in the second phase of the study. A battery of psychological tests and questionnaires were administered to these subjects

[1]We wish to thank Brother Camilo Chavez, Ray Buriel, and Gene Royale, who assisted in data collection.

and they were personally interviewed at length in order to obtain pertinent life history information.

Fifty-five of these sixty life history interviews contained sufficient information about childhood socialization, past and present interethnic experiences, and bicultural perspectives to be subjected to a multidimensional content analysis. Included in the final sample used in the statistical analyses presented in this report are 28 Mexican-American college students from the Texas sample and 27 from the California sample. A brief description of the measures used in the data analysis phase is presented in the following sections.

Instrumentation

1. California Psychological Inventory (CPI). The CPI (Gough, 1953) was included as part of the psychological test battery to further explore the relationship of personality dimensions and bicultural functioning.

The 18 CPI scales fall into four broader areas, Class I subsumes six scales which focus on poise ascendency, self-assurance, and interpersonal adequacy. Concerns about socialization, maturity, responsibility, and interpersonal structuring of values are covered in the six Class II scales. Class III contains three scales, measuring achievement potential and intellectual efficiency. Class IV is more of a miscellaneous category consisting of scales that could not be classified into any of the first three groups and is not a conceptually-linked cluster. These classes, or clusters, are primarily intended to

aid in clinical interpretations and are not typically used for general research purposes. Hence, comparisons in this study are based on the individual scales and not on the four clusters.

2. Leadership Flexibility and Potential Scale. An instrument entitled "The Leadership Flexibility and Potential Scale" (LFP) was developed as part of an earlier phase of the present investigation to assess leadership potential and flexibility (Ramirez, M., Cox, B. and Castañeda, A., 1977.). The scale is partially based on Fiedler's (1964, 1965) contingency theory and attempts to assess the extent to which individuals can adjust their leadership categories according to situational constraints.

The specific implications of the general theoretical model that has stimulated and provided direction for the present research project, however, necessitate a departure from Fiedler's notion that leadership style is a fixed personality characteristic. Instead, the present model works from the hypothesis that some individuals, especially biculturals, are able to adapt their leadership style or strategies in accordance with various situational demands and contingencies. The LFP scale was thus specifically designed to yield an indication of the extent to which individuals are able to adjust their leadership strategies to promote 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. By systematically varying these situational factors, ten scenarios were created, five requiring person-centered leadership strategies, and five

calling for task-centered leadership strategies. In each case, three alternative responses are provided to the respondent; a person-centered leadership response, a task-centered leadership response, and a non-leadership (inappropriate or erroneous) response. Individuals are asked to rank order the three alternatives in terms of the likelihood that they themselves would take each course of action.

Leadership flexibility was assessed by multiplying the number of person-centered responses by the number of task-centered responses. The highest possible score was thus 25 (5 person-centered responses X 5 task-centered responses). A score of zero on flexibility is earned by an individual who consistently solves the leadership dilemmas by either the person- or the task-oriented alternatives (or consistently selected the incorrect solution).

Leadership potential refers to the extent to which an individual is able to select the most appropriate alternative. In each of the ten situations, two points were assigned for the correct leadership response, one point for the incorrect leadership response, and no points for the non-leadership response. The leadership potential score is obtained by summing these points, a possible score of 20.

3. Bicognitive Orientation Scale. Ramirez and Castaneda (1974) have suggested that persons with multicultural experiences tend to develop bicognitively; that is, they can and do function in both the field independent and the field sensitive cognitive styles. Such persons are able to utilize behaviors

characteristic of either style or both, depending upon the situation in which they find themselves. 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 bicultural persons, that their dual cultural experiences should, at least in theory, be more likely to facilitate bicognitive functioning. 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 items express a field sensitive orientation in the areas of (1) interpersonal relationships; (2) leadership style; (3) learning style; (4) attitudes toward authority; and (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 and the bicognitive score is then calculated by taking the absolute difference between the two scores. The closer a respondent's score is to zero, the more bicognitive is the respondent judged to be. The further the score from zero, the greater the degree of either field independence or field sensitivity.

4. Rokeach Values Survey. The Rokeach values lists were developed to measure an individual's hierarchial arrangement of values along two dimensions: instrumental and terminal (Rokeach, 1968). Instrumental values refer to preferable modes of conduct, while terminal values deal with preferable end states of existence. Despite some previous attempts at refining these instruments, its validity and reliability is moderate at best. However, when used in conjunction with other instruments, the scale does provide a great deal of descriptive information. It was included in the present study in an effort to identify differences in the value structures of individuals classified along the various biculturalism dimensions. The scale contains 18 instrumental and 18 terminal values. According to standard procedure, the subjects were asked to rank order each set of values which were printed on separate pages.

The Rokeach was scored as follows: the value each subject ranked first was given a score of 5, the value ranked second was given a score of 4, the third value was given a score of 3, the fourth ranked value was scored as 2, and the value ranked fifth was scored as 1. Each value's total score yielded the "index" presented in the tables included in this report.

5. Locus of Control. The concept of internal versus external control of reinforcement was originally developed from a social learning theoretical framework (Rotter, 1954, Rotter, Chance, & Phares, 1972). Rotter's (1966) internal-external scale (I-E) provides a fairly valid and reliable means of measuring the

extent to which individuals believe they can exercise control over their lives (i.e. internally controlled) or the degree to which they feel their destinies are beyond their personal control and are determined primarily by the external forces of fate, and chance (i.e. externally controlled).

The relationship between locus of control and biculturalism is a potentially intriguing area, but one which has not received much empirical attention. For a review of the locus of control literature, see Joe (1971), Phares (1976) or Rotter (1975). From locus of control theory, it would be predicted that variations in bicultural experiences may affect individual perceptions of locus of control.

In addition to being a widely used construct, cross-cultural differences in locus of control orientation have been demonstrated in several recent empirical investigations (Garza & Ames, 1974); Garza & Lipton, in press; Parsons, Schneider, & Hanson, 1970; Reitz & Groff, 1972; Tin-Yee Hsieh, 1969). Furthermore, the conceptual relevance of the locus of control dimension has been demonstrated cross-culturally (Garza, 1977; Schneider & Parsons, 1970). However, very little research, if any, has been done on the relationship between locus of control and either biculturalism or multiculturalism.

6. Spanish Proficiency. Since results from the biculturalism inventory indicated that Spanish language usage 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 or 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.

7. Life History Interview. An extensive, semi-structured life history interview was conducted with each subject. Each interview was structured chronologically, focussing on preschool, elementary school, junior high, high school and college periods for each subject. For each period, questions were asked regarding interpersonal interactions with Chicano and Anglo peers and adults, language usage, participation in other cultures, leadership roles, life crises and resolutions, life goals, aspirations and philosophy of life. All interviews were tape recorded and transcribed for scoring.

-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

a. Contemporary Bicultural Identity. The 55 subjects varied considerably in terms of their reported contemporary bicultural identity. Subjects' identities, as described in the interviews, ranged from almost exclusively Chicano or almost exclusively Anglo to "synthesized" bicultural (strongly identified with both Chicano and Anglo cultures and expressing a transcendent philosophy of life and world view).

The functional bicultural categories indicated competency in both cultures, but comparatively greater comfort and

and participation in one. This typology proved to be successful in terms of reliability of scoring; independent ratings of contemporary bicultural identity in a random sample of subjects by two scorers were unerringly consistent (r = 1.00). The overall ratings yielded the distribution shown in Table 1.

Table 1

Distribution of the 55 Interviewed Subjects by Contemporary Bicultural Identity

n	CONTEMPORARY BICULTURAL IDENTITY	DEFINING CHARACTERISTICS
15	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.
4	Functional Bicultural/ Anglo Orientation	Functions competently in both Chicano and Anglo Cultures; more comfortable in Anglo culture.
16	Functional Bicultural/ Chicano Orientation	Functions competently in both Chicano and Anglo cultures; more comfortable in Chicano culture.
14	Predominantly Chicano	Predominantly oriented to Chicano culture with minimal competencies in Anglo culture.
5	Predominantly Anglo	Predominantly oriented to Anglo culture with minimal competencies in Chicano culture.

b. Historical Development Pattern. Five historical development patterns were identified as conceptually valid during the first pilot phase of this study. The first of these patterns, "Parallel," is descriptive of persons whose lives as children and adolescents were influenced by equally frequent and equally extensive association with both Chicano and Anglo cultures.

Definitions of the other four historical development patterns are evident from their respective titles:

-Early Chicano/Abrupt Anglo;

-Early Chicano/Gradual Anglo;

-Early Anglo/Abrupt Chicano;

-Early Anglo/Gradual Anglo.

The Early Chicano/Abrupt Anglo category, for example, applies to persons who experienced nearly exclusive association 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 one culture and who gradually gained increasing exposure to or familiarity with a second culture (e.g. Early Chicano/Gradual Anglo).

The number of interviewed subjects assigned to each of the five historical development pattern categories is indicated in Table 2. The inter-rater reliability of two independent judges in making these assignments from a randomly selected sample of the larger subject pool was again perfect ($r = 1.00$).

Table 2

Distribution of 55 Interviewed Subjects by Historical Development Pattern

n	Historical Development Pattern
8	Parallel
9	Early Chicano/Abrupt Anglo
29	Early Chicano/Gradual Anglo
2	Early Anglo/Abrupt Chicano
7	Early Anglo/Gradual Chicano

c. Sociocultural Competencies. In addition to providing classifications for Contemporary Bicultural Identity and Historical Development Pattern, the interviews yielded further scorable information concerning cultural participation, personal history, and competent functioning in Mexican-American and Anglo sociocultural systems. Each subjects' functioning was assessed in terms of their experiential history of competence in three general domains or settings: home, community, and school. The three areas of functioning assessed in Anglo and Mexican-American cultural contexts were 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 0 indicated virtually no experience with the language in a given setting while a score of 4 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.

Interpersonal Experiences With Chicano and Anglo Peers and Authorities. Additional series of five-point scales were created to evaluated the extent of subjects' positive experiences in relating to both Chicano and Anglo peer 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 positive experience in relating to either Chicano or Anglo peer or authority figures in a particular setting. Scoring of these variables produced twelve separate scores for each subject.

d. 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.

e. 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 subjects reported extensive participation in other cultures such as that of Black Americans, Filipinos, or Asian Americans. For purposes of making such a determination, participation was defined as behaviors such as friendships, dating, club membership, or extensive involvement with a family or community. Furthermore, a distinction was made between involvement and contact, the latter not necessarily indicating participation.

f. 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 and Anglo students

or acting as intermediary between Chicano family members and institutions which are reflective of Anglo culture. 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.)

RESULTS

Sex Differences

Separate one-way analyses of variance were performed on each of the personality and sociocultural variables, with these measures serving as the dependent variables and sex as the independent variable. All analyses of variance were performed with 1 and 53 degrees of freedom.

1. Personality Variables. The means and standard deviations for the male and female subjects, as well as for the total sample, on each of the personality measures are presented in Table 3. The F values with their respective p levels are also presented in Table 3.

There were a few differences on the CPI scales. The largest difference, not surprisingly, was in the case of the Femininity scale (Fy), with females (M = 22.19, S.D. = 3.22) scoring much higher than males (M = 18.42, S.D. = 3.16), F (1,53) = 18.92, $p < .0001$. On two other scales, Psychological-mindedness (Py) and Flexibility (Fx), there were nearly significant trends ($p < .07$), males scoring higher than females on each. According to Gough (1964), the Py scale measures the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others. The Fx scale was designed to identify people who are flexible or adaptable in their thinking, behavior, and temperament. There were no significant differences between males and females on

TABLE 3

Summary Table of Analyses of Variance by Sex: Personality Variables

	MALES(n=24)		FEMALES(n=31)		TOTAL(n=55)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
California Psychological Inventory								
Dominance	28.63	5.49	26.94	6.84	27.67	6.29	<1	ns
Capacity for Status	19.33	3.96	19.33	3.96	18.86	4.67	<1	ns
Sociability	25.17	4.21	23.81	5.91	24.40	5.23	<1	ns
Social Presence	36.92	4.91	35.68	7.10	36.22	6.22	<1	ns
Self-Acceptance	22.50	3.78	20.87	3.92	21.58	3.91	2.41	> .10
Sense of Well-Being	35.88	4.27	33.90	5.18	34.76	4.86	2.28	> .10
Responsibility	26.67	5.59	26.87	4.42	26.78	4.92	<1	ns
Socialization	36.50	5.63	36.45	5.41	36.47	5.46	<1	ns
Self-control	26.88	8.60	27.16	7.75	27.04	8.05	<1	ns
Tolerance	20.17	5.89	19.42	6.32	19.75	6.09	<1	ns
Good Impression	17.67	5.41	18.13	6.54	17.93	6.02	<1	ns
Communality	25.00	2.27	24.35	2.33	24.64	2.30	1.06	> .30
Achievement via Conformance	26.83	5.31	26.13	5.18	26.44	5.20	<1	ns
Achievement via Independence	18.96	4.82	18.71	4.85	18.82	4.79	<1	ns
Intellectual Efficiency	37.54	5.23	36.84	6.51	37.15	5.95	<1	ns
Psychological-mindedness	12.04	3.04	10.42	3.27	11.13	3.25	3.53	< .07
Flexibility	12.29	5.26	10.06	3.83	11.03	4.60	3.30	< .07
Femininity	18.42	3.16	22.19	3.22	20.55	3.69	18.92	< .0001
Locus of Control	11.00	5.36	10.71	4.11	10.84	4.65	<1	ns
Leadership Scale								
Leadership Flexibility	14.13	6.67	13.58	5.69	13.82	6.08	<1	ns
Leadership Potential	16.58	3.65	17.94	3.43	17.35	3.56	1.99	> .15
Bicognitive Orientation	15.08	7.16	16.48	8.65	15.87	7.99	<1	ns

Note: All analyses performed with 1 and 53 degrees of freedom.

any of the other 15 CPI scales. There were also no significant differences between males and females on locus of control, leadership flexibility and potential, or bicognitive orientation.

As noted in the Methodology section, the Rokeach Values Survey is best utilized as a descriptive tool. Table 4 presents rankings of the Terminal values. For males, the three values with the highest rankings were "equality", "self-respect", and "family security." Although "family security" and "equality" were also rated high by females (ranking of 4 and 5 respectively), only "self-respect" was common to the top 3 of both sexes. The other top values for females were "wisdom" and "happiness." The five values ranked lowest for both sexes were identical: "beauty", "recognition", "national security", "pleasure", and "exciting life."

Table 5 shows the rankings for the Instrumental values. Males ranked "honest", "helpful", and "ambitious" the highest, while females headed their rankings with "loving", "broadminded", and "honest." As was the case for terminal values, the five lowest ranked values were identical for males and females, albeit in a slightly different order: "cheerful", "obedient", "clean", "imaginative", and "self-controlled."

2. Sociocultural Variables. The means and standard deviations of scores on the sociocultural variables for the male and female subjects and for the total sample are presented in Table 6, as are the F values and respective p levels. As with the personality variables, one-way analyses of variances, with 1 and 53

Table 4

Rankings of Rokeach Terminal Values by Sex (n=55)

Male (n=24)		Female (n=31)	
value	index	value	index
Equality	42	Wisdom	47
Self-Respect	33	Self-Respect	41
Family Security	29	Happiness	40
Wisdom	27	Family Security	38
Comfortable Life	26	Equality	37
Accomplishment	26	Freedom	36
Inner Harmony	25	Accomplishment	34
Happiness	22	Love	28
Friendship	21	Inner Happiness	26
World At Peace	20	Salvation	26
Love	20	World At Peace	23
Freedom	14	Friendship	17
Salvation	10	Comfortable Life	16
Recognition	10	Pleasure	16
Exciting Life	8	National Security	14
Beauty	8	Recognition	13
National Security	3	Exciting Life	12
Pleasure	1	Beauty	6

Table 5

Rankings of Rokeach Instrumental Values by Sex (n=55)

Male (n=24)		Female (n=31)	
value	index	value	index
Honest	49	Loving	62
Helpful	45	Broadminded	60
Ambitious	36	Honest	50
Loving	31	Independent	40
Forgiving	26	Intellectual	34
Capable	25	Logical	32
Broadminded	24	Ambitious	31
Intellectual	18	Helpful	23
Courageous	17	Courageous	20
Independent	17	Capable	19
Polite	12	Forgiving	19
Responsible	12	Polite	17
Logical	11	Responsible	14
Cheerful	10	Imaginative	7
Obedient	7	Clean	6
Self-Controlled	5	Self-Controlled	6
Clean	4	Cheerful	3
Imaginative	3	Obedient	2

TABLE 6

Summary Table of Analyses of Variance by Sex: Sociocultural Variables

	MALES(n=24)		FEMALES(n=31)		TOTAL(n=55)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
Spanish Profiency	2.74	0.86	2.68	0.87	2.70	0.86	1	ns
Spanish Language Experience	7.67	2.94	7.48	2.86	7.56	2.87	1	ns
Spanish in Home	3.17	1.01	2.94	1.21	3.04	1.12	<1	ns
Spanish in Community	2.42	1.21	2.32	1.28	2.36	1.24	1	ns
Spanish in School	2.08	1.18	2.23	0.85	2.16	1.00	<1	ns
English Language Experience	10.42	1.61	10.55	1.65	10.49	1.62	1	ns
English in Home	3.25	0.90	3.13	1.02	3.18	0.96	<1	ns
English in Community	3.21	0.78	3.45	0.77	3.35	0.78	1.34	>.25
English in School	3.96	0.20	3.97	0.18	3.96	0.19	<1	ns
Interpersonal Chicano Peer Experiences	9.96	3.20	10.00	2.41	9.98	2.75	1	ns
Home Settings	3.29	1.20	3.52	0.81	3.42	0.99	<1	ns
Community Settings	3.33	1.13	3.19	1.05	3.25	1.08	<1	ns
School Settings	3.33	1.01	3.29	0.97	3.31	0.98	<1	ns
Interpersonal Anglo Peer Experiences	6.63	3.70	6.97	3.90	6.82	3.79	1	ns
Home Settings	1.71	1.37	1.84	1.64	1.78	1.51	<1	ns
Community Settings	2.17	1.43	2.23	1.50	2.20	1.46	<1	ns
School Settings	2.75	1.19	2.90	1.19	2.84	1.18	<1	ns
Interpersonal Chicano/ Authority Experiences	7.50	2.54	7.74	2.38	7.64	2.43	1	ns
Home Settings	3.71	0.91	3.77	0.72	3.75	0.80	<1	ns
Community Settings	2.33	1.24	2.19	1.42	2.25	1.34	<1	ns
School Settings	1.46	0.98	1.77	1.23	1.64	1.13	1.06	>.30
Interpersonal Anglo Authority Experiences	6.38	2.55	7.10	2.27	6.78	2.40	1.23	ns
Home Settings	0.75	0.94	1.19	1.30	1.00	1.17	1.98	>.15
Community Settings	2.17	1.27	2.48	1.12	2.35	1.19	<1	ns
School Settings	3.46	1.06	3.42	0.85	3.44	0.94	<1	ns

TABLE 6 (cont.)

Summary Table of Analyses of Variance by Sex (cont.)

Leadership Experience	1.63	1.01	1.87	1.32	1.76	1.32	1	ns
Home Settings	0.08	0.28	0.55	0.72	0.35	0.62	8.86	<.004
Community Settings	0.38	0.65	0.29	0.64	0.33	0.64	<1	ns
School Settings	1.17	0.70	1.03	0.84	1.09	0.78	<1	ns
Multicultural Participation	1.42	1.59	2.00	1.88	1.75	1.76	1.49	> .20
Home Settings	0.17	0.38	0.45	0.77	0.33	0.64	2.77	<.10
Community Settings	0.58	0.78	0.61	0.80	0.60	0.78	1	ns
School Settinga	0.67	0.76	0.94	0.81	0.82	0.80	1.56	>.20
Interethnic Facilitation Experiences	0.88	1.12	1.26	1.29	1.09	1.22	1.33	> .25
Home Settings	0.08	0.28	0.16	0.45	0.13	0.39	1	ns
Community Settings	0.33	0.64	0.19	0.54	0.25	0.58	1	ns
&chool Settings	0.46a	0.66	0.90b	0.65	0.71ab	0.69	6.26	<.02

Note: All analyses performed with 1 and 53 degrees of freedom.

degrees of freedom, were performed on each of the sociocultural variables as dependent measures, with sex as the independent variable.

There were very few sociocultural measures on which males and females differed significantly. On leadership experiences in home settings, males (M = 0.55, S.D. = 0.72) scored significantly higher than females (M = 0.28, S.D. = 0.28), F (1,53) = 8.86, $p < .004$. There was a significant sex difference in interethnic facilitation experiences in school settings with females (F = 0.90, S.D. = 0.65) scoring significantly higher than males (M = 0.46, S.D. = 0.66), F = 6.26, $p < .02$. Results show a slight trend ($p < .10$) in favor of the female sample on multicultural participation in home settings.

Traditionality

Separate one-way analyses of variance were performed on each of the personality and sociocultural variables with traditionality as the independent variable. All analyses of variance were performed with 2 and 52 degrees of freedom. Post hoc paired comparisons of means were performed using the Scheffé procedure with alpha level set at .05.

1. Personality Variables. The means and standard deviations for the traditional, bicultural, and atraditional subjects on each of the personality variables are presented in Table 7. There were apparent differences on 3 of the 18 CPI scales, although none of these three reached the .05 alpha level; these scales were Sociability (Sy), Self-control (Sc), and Achievement

TABLE 7

Summary of Analyses of Variance by Traditionality: Personality Variables

	Traditionals (n=16)		Biculturals (n=25)		Atraditionals (n=14)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
California Psychological Inventory								
Dominance	26.63	6.62	27.96	6.00	28.36	6.74	<1	ns
Capacity for Status	18.13	4.21	18.24	5.02	20.79	4.28	1.65	>.20
Sociability	22.13	4.26	24.84	5.26	26.21	5.62	2.58	<.09
Social Presence	36.06	5.42	35.36	7.18	37.93	5.21	<1	ns
Self-Acceptance	21.94	3.96	21.52	4.22	21.29	3.50	<1	ns
Sense of Well-Being	34.44	4.34	34.80	5.14	35.07	5.24	<1	ns
Responsibility	25.13	4.77	27.48	5.14	27.43	4.55	1.29	>.25
Socialization	35.44	5.43	35.76	4.96	38.93	5.97	1.99	<.10
Self-Control	23.31	7.06	27.84	7.51	29.86	8.99	2.88	<.07
Tolerance	19.06	5.85	19.64	5.51	20.71	7.56	<1	ns
Good Impression	16.38	5.41	18.04	4.55	19.50	8.55	1.01	>.35
Communality	24.44	2.71	25.28	2.03	23.71	2.05	2.26	>.10
Achievement via Conformance	24.19	5.00	26.72	5.05	28.50	5.05	2.81	<.07
Achievement via Independence	17.63	4.63	18.76	5.14	20.29	4.21	1.16	>.30
Intellectual Efficiency	35.50	6.50	37.04	5.35	39.21	6.10	1.49	>.20
Psychological Mindedness	10.31	2.24	10.84	3.56	12.57	3.39	2.06	>.10
Flexibility	10.56	3.72	10.28	4.30	12.93	5.72	1.64	>.20
Femininity	20.06	3.51	20.72	3.80	20.79	3.89	<1	ns
Locus of Control	12.56b	3.61	9.12a	4.16	11.93b	5.68	3.49	<.04
Leadership Scale								
Leadership Flexibility	16.06	5.84	13.56	5.64	11.71	6.66	2.03	>.10
Leadership Potential	17.88	3.44	17.64	3.72	16.21	3.40	<1	ns
Bicognitive Orientation	17.00	7.14	16.72	8.31	13.07	8.22	1.17	>.30

Note: All analyses performed with 2 and 52 degrees of freedom. Shared subscripts indicate that means do not differ significantly.

via Conformance (Ac). In all three of these instances, the lowest mean was obtained by the traditionals, followed by the biculturals, with atraditionals scoring highest.

There was a significant difference on locus of control, F (2,52) = 3.49, $p < .09$, with the biculturals (M = 9.12, S.D. = 4.16) scoring significantly more internal than either the traditionals (M = 12.56, S.D. = 3.61) or the atraditionals (M = 13.07, S.D. = 8.22), the latter groups not differing significantly from each other.

There were no significant differences among the traditionality groups on the Leadership Scale or on the Bicognitive Scale.

Comparisons of the traditionality groups on the Rokeach Values Inventory for terminal values are presented in Table 8; comparisons for the instrumental values are presented in Table 9. Among the values rated highest, "equality" was common to the traditionals and atraditionals, "self-respect" was common to the biculturals and atraditionals. Values unique to each group's three highest ranked were "family security" for the traditionals, "happiness" for the biculturals, and "freedom" for the atraditionals. Regarding the items ranked among the three lowest, the unique values for each group were "social recognition" for the traditionals, "salvation" for the biculturals, and "national security" for the atraditionals.

Ranking instrumental values, all three groups rated "honest" and "loving" among the top three. "Broadminded" was included in the top three by the biculturals and the atraditionals; "helpful"

TABLE 8

Rankings of Rokeach Terminal Values by Traditionality Groups (n=55)

Traditionals (n=16)		Biculturals (n=25)		Atraditionals (n=14)	
value	index	value	index	value	index
Equality	26	Self-Respect	37	Equality	29
Family Security	23	Happiness	36	Freedom	26
Self-Respect	22	Wisdom	33	Wisdom	20
Mature Love	21	Sense of Accomplishment	32	Family Security	18
Wisdom	21	Equality	29	Happiness	17
True Friendship	19	Family Security	26	Self-Respect	15
Sense of Accomplishment	18	Freedom	24	Inner Harmony	13
Inner Harmony	17	Mature Love	23	Salvation	13
World at Peace	16	Inner Harmony	21	Comfortable Life	12
Happiness	13	World at Peace	20	Sense of Accomplishment	10
Comfortable Life	11	Comfortable Life	19	Pleasure	10
Exciting Life	8	Salvation	18	World at Peace	7
National Security	8	Social Recognition	17	True Friendship	7
World of Beauty	8	True Friendship	12	Mature Love	5
Salvation	5	Exciting Life	10	Exciting Life	3
Social Recognition	3	Salvation	7	Social Recognition	3
Freedom	1	Pleasure	6	World of Beauty	2
Pleasure	0	World of Beauty	4	National Security	0

TABLE 9

Rankings of Rokeach Instrumental Values by Traditionality Groups (n=55)

Traditionals (n=16)		Biculturals (n=25)		Atraditionals (n=14)	
value	index	value	index	value	index
Honest	30	Honest	50	Honest	30
Loving	29	Loving	42	Broadminded	24
Helpful	27	Broadminded	41	Loving	24
Independent	23	Ambitious	33	Forgiving	17
Broadminded	22	Intellectual	33	Ambitious	14
Ambitious	20	Logical	31	Helpful	14
Courageous	14	Helpful	27	Independent	12
Forgiving	14	Independent	27	Intellectual	12
Responsible	14	Capable	25	Capable	9
Loving	10	Polite	15	Courageous	9
Capable	10	Courageous	14	Polite	9
Intellectual	7	Forgiving	12	Responsible	9
Clean	6	Self-Controlled	9	Imaginative	7
Cheerful	5	Responsible	6	Logical	7
Polite	5	Cheerful	6	Obedient	7
Self-Controlled	3	Clean	2	Cheerful	3
Imaginative	2	Obedient	2	Clean	2
Obedient	0	Imaginative	1	Self-Controlled	1

by the traditional group. Values consistently rated low by all three groups were "obedient", "imaginative", "self-control", "clean", and "cheerful".

2. Sociocultural Variables. The means and standard deviations for traditionals, biculturals, and atraditionals for each of the sociocultural variables are presented in Table 10. Significant differences among the traditionality groups resulted for most of these variables. A highly significant difference on Spanish proficiency, F (2,52) = 12.43, $p < .0001$, is shown with atraditionals scoring lowest, and traditionals scoring highest. This same ordering was evident for each of the separate Spanish Language Experience variables (home, community, and school settings) as well as for total Spanish language usage. The reverse is the case, with one exception, for English language experience, the atraditionals scored highest, traditionals lowest; the exception, English experience in school, showed no significant differences among the three traditionality groups.

Concerning Chicano peer experiences, in every case, the traditionals scored highest and the atraditionals scored lowest. The reverse held true for Anglo peer experiences; without exception, the traditionals scored lowest, the atraditionals scored highest and the biculturals in between.

For Chicano authority experiences, in every case, the traditionals scored highest, the atraditionals lowest, and the biculturals in between. Again the reverse was evident for Anglo authority experiences, with the traditionals scoring lowest, the

TABLE 10

Summary Table of Analyses of Variance by Traditionality: Sociocultural Variables

	Traditionals (n=16)		Biculturals (n=25)		Atraditionals (n=14)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
Spanish Proficiency	3.31b	0.70	2.70ab	0.75	2.00a	0.68	12.43	<.0001
Spanish Language Experience Total	9.13b	2.55	7.84b	2.43	5.29a	2.67	8.89	<.0005
Spanish in Home	3.56b	0.89	3.16b	0.99	2.21a	1.19	6.92	<.002
Spanish in Community	3.00c	1.21	2.40ab	1.04	1.57a	1.22	5.90	<.005
Spanish in School	2.26b	1.03	2.28b	0.94	1.50a	0.76	5.29	<.008
English Language Experience Total	9.69a	1.62	10.64ab	1.60	11.14b	1.35	3.50	<.04
English in Home	2.75a	1.06	3.24a	0.97	3.57a	0.65	3.00	<.06
English in Community	2.93a	0.85	3.48a	0.65	3.57a	0.76	3.48	<.04
English in School	4.00a	0.00	3.92a	0.28	4.00a	0.00	1.23	>.25
Total Language Experience	18.82		18.48		16.43			
Interpersonal Chicano Peer Experiences Total	11.56b	1.09	10.60b	1.78	7.07a	3.36	18.15	<.0001
Home Settings	3.94b	0.25	3.60b	0.71	2.50a	1.34	12.09	<.0001
Community Settings	3.81b	0.54	3.44b	0.82	2.29a	1.33	11.36	<.0001
School Settings	3.81b	0.54	3.56b	0.58	2.29a	1.20	16.77	<.0001
Interpersonal Anglo Peer Experiences Total	3.38a	3.03	7.40b	3.25	9.71b	2.27	17.89	<.0001
Home Settings	0.88a	1.02	1.72a	1.51	2.93b	1.27	8.98	<.0004
Community Settings	0.81a	1.11	2.56b	1.26	3.14b	0.95	17.69	<.0001
School Settings	1.69a	1.08	3.12b	0.93	3.64b	0.63	19.36	<.0001
Interpersonal Chicano Authority Experiences Total	9.06a	1.88	8.00b	1.44	5.36c	2.87	13.43	<.0001
Home Settings	3.88	0.50	3.88	0.44	3.36	1.34	2.33	>.10
Community Settings	3.00b	1.15	2.28ab	1.14	1.36a	1.39	6.88	<.002
School Settings	2.19b	0.91	1.84b	1.07	0.64a	0.84	10.46	<.0002
Interpersonal Anglo Authority Experiences Total	5.75a	1.91	6.60a	1.96	8.29b	2.97	4.92	<.01
Home Settings	0.56a	0.96	0.76a	0.93	1.93b	1.33	7.50	<.001
Community Settings	2.00a	0.97	2.24a	1.27	2.93a	1.14	2.60	<.08
School Settings	3.19	0.91	3.60	0.76	3.43	1.22	<1	ns
Total Interpersonal Experience	29.75		32.60		30.43			

TABLE 10 (cont.)

Summary Table of Analyses of Variance by Traditionality: Sociocultural Variables (cont.)

Leadership Experiences	1.69	1.40	2.08	1.41	1.29	0.91	1.71	>.15
Home Settings	0.25	0.58	0 40	0.71	0.36	0.50	<1	ns
Community Settings	0.38	0.62	0.44	0.77	0.07	0.27	1.59	ns
School Settings	1.06	0.77	1.24	0.78	0.86	0.77	1.11	>.30
Multicultural Participation	1.13	1.20	2.16	2.01	1.71	1.73	1.72	>.15
Home Settings	0.13	0.34	0.44	0.77	0.36	0.63	1.21	>.30
Community Settings	0.38	0.72	0.80	0.76	0.50	0.85	1.62	>.20
School Settings	0.63	0.62	0.92	0.86	0.86	0.86	<1	ns
Interethnic Facilitation Experiences	0.56	0.63	1.44	1.50	1.07	1.00	2.68	<.08
Home Settings	0.06	0.25	0.24	0.52	0.00	0.00	2.12	>.10
Community Settings	0.06	0.25	0.36	0.70	0.29	0.61	1.31	>.25
School Settings	0.44	0.51	0.84	0.69	0.79	0.80	1.86	>.15

Note: All analyses performed with 2 and 52 degrees of freedom.

Shared subscripts indicate that means do not differ significantly

atraditionals scoring highest, and the biculturals scoring in between.

Although the biculturals scored between the traditionals and the atraditionals on these individual scores for Chicano and Anglo, peer and authority interactions, note that theirs was the highest total score for interactions, across situations and cultures.

There were no significant differences among the traditionality groups with any of the other sociocultural variables, although there was a trend ($p < .09$) showing biculturals to have greater interethnic facilitation experiences in the three settings combined than the other two groups.

Contemporary Bicultural Identity

Separate one-way analyses of variance were performed on each of the personality and sociocultural variables, with these measures serving as the dependent variables and contemporary bicultural identity as the independent variable. Post hoc paired comparisons of means were performed using the Scheffé procedure with alpha .05.

1. Personality Variables. In Table 11, a summary of the analyses of variance on the personality variables is presented, including means, standard deviations, and F and p values. The only CPI scale showing a significant F value was Achievement via Conformance (Ac), F (4,50) = 3.44, $p < .01$: Subjects with a predominantly Chicano identification scored lowest (M = 22.71,

TABLE 11

Summary Table of Analyses of Variance by Contemporary Bi-Cultural Identity: Personal Variables

	Syn B GROUP 1(n=15)		FB/Ao GROUP 2(n=4)		FB/CO GROUP 3(n=16)		P. Chicano GROUP 4(n=14)		P. Anglo GROUP 5(n=5)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
California Psychological Inventory												
Dominance (Do)	29.80	5.97	25.00	7.35	27.71	7.11	25.79	5.92	28.60	3.85	<1	ns
	20.47	4.02	19.00	6.48	18.71	5.21	16.86	4.35	20.00	3.39	1.18	>.30
Sociability (Sy)	26.07	5.44	24.00	6.48	24.00	5.30	21.93	4.38	28.00	3.32	1.90	>.10
Social Presence (Sp)	39.47	5.80	35.75	3.50	34.00	6.89	35.00	5.94	37.80	4.66	1.90	>.10
Self-Acceptance (Sa)	22.20	2.96	20.25	2.50	21.65	4.92	20.79	3.98	22.80	3.90	<1	ns
Sense of Well-Being (Wb)	34.60	4.37	36.25	7.50	35.88	4.34	33.43	4.64	34.00	7.07	<1	ns
Responsibility (Re)	28,53	3.31	26.00	6.63	26.59	5.90	24.64	4.97	28.80	1.64	1.42	>.20
Socialization (So)	36.47	3.60	39.00	2.31	35.88	5.82	34.71	5.33	41.40	3.44	1.74	>.15
Self-Control (Sc)	26.53	8.02	30.25	11.59	28.47	5.99	23.29	7.39	31.60	11.55	1.53	>.20
Tolerance (To)	21.40	5.45	17.00	9.97	19.18	5.36	18.43	6.21	22.60	6.84	<1	ns
Good Impression (Gi)	17.67	4.42	18.50	9.26	19.71	6.25	15.86	4.75	18.00	9.92	<1	ns
Communality (Cm)	25.27	2.43	24.50	1.73	24.94	1.92	24.07	2.59	23.40	2.70	<1	ns
Achievement via Conformance (Ac)	28.47[ab]	3.54	28.00[ab]	2.45	26.41[ab]	5.46	22.71[a]	5.38	29.60[b]	4.98	3.44	<.01
Achievement via Independence (Ai)	20.40	4.27	19.00	7.53	17.71	4.01	17.07	5.23	22.60	2.70	2.03	<.10
Intellectual Efficiency (Ie)	39.07	3.53	37.75	8.77	37.00	5.58	34.07	6.78	40.00	6.68	1.71	>.15
Psychological-mindedness (Py)	11.20	2.62	11.50	3.70	11.65	3.67	10.07	3.07	11.80	4.21	<1	ns
Flexibility (Fx)	12.80	6.09	12.75	4.92	9.47	3.66	10.50	4.03	11.20	2.39	1.25	>.30
Femininity (Fy)	21.00	4.07	18.00	1.63	20.24	3.42	20.50	3.82	22.40	4.16	<1	ns
Locus of Control	9.87[ab]	4.02	9.75[ab]	2.22	8.82[a]	4.07	12.71[ab]	4.01	16.20[b]	6.58	3.96	<.007
Leadership Scale												
Leadership Flexibility	13.00	5.58	13.50	7.55	12.35	5.37	17.07	6.60	12.40	6.23	1.43	>.20
Leadership Potential	17.27	2.71	15.50	3.51	17.35	3.92	18.50	3.84	15.80	3.96	<1	ns
Bicognitive Orientation	15.60	7.48	10.50	6.46	17.00	8.93	15.57	7.48	18.00	9.70	<1	ns

Note: All analyses performed with 4 and 50 degrees of freedom.

KEY: GROUP 1 = Synthesized Bicultural, GROUP 2 = Functional Bicultural/Anglo Orientation, GROUP 3 = Functional Bicultural/Chicano Orientation, GROUP 4 = Predominantly Chicano, GROUP 5 = Predominantly Anglo.

S.D. = 5.38) and those with a predominantly Anglo identification scored highest (M = 29.60, S.D. = 4.98).

There was a significant effect for locus of control, F (4,50) = 3.96, $p < .007$: Functional biculturals with a Chicano orientation were the most internal (M = 8.82, S.D. = 4.07); subjects with a predominantly Anglo identification were the most external (M = 16.20, S.D. = 6.58). The locus of control scores for the other three groups were not significantly different from these two extremes.

The rankings of Rokeach terminal values by contemporary bicultural identity groups are listed in Table 12. Among those values ranked among the top three by each group, the value "equality" was common to all groups except the synthesized bicultural. "Happiness" was ranked high by the synthesized biculturals, functional biculturals with an Anglo orientation, and subjects with a predominantly Anglo identification. "Wisdom" was common to functional biculturals with a Chicano orientation and to those with a predominantly Chicano identity. "Unique" rankings, i.e. a value included in the top three ranked values by only one group, were "inner harmony" for synthesized biculturals, "self-respect" was ranked high by functional biculturals with a Chicano orientation, "sense of accomplishment" was unique to the top three values of subjects with a predominantly Chicano identification, and "family security" was ranked in the top three only by subjects with a predominantly Anglo orientation. "National security" and "world of beauty" were consistently ranked low.

TABLE 12

Rankings of Rokeach Terminal Values by Contemporary Bicultural Identity (n=55)

Synthesized Bicultural (n=15)		Functional Bicultural: Anglo Orientation (n=4)		Functional Bicultural: Chicano Orientation (n=17)	
value	index	value	index	value	index
Freedom	24	Equality	10	Equality	31
Happiness	23	Happiness	7	Wisdom	30
Inner Harmony	21	Freedom	6	Self-Respect	26
Self-Respect	20	Comfortable Life	5	Family Security	18
Family Security	19	Sense of Accomplishment	5	World at Peace	17
Equality	18	Family Security	5	Mature Love	16
Wisdom	15	Mature Love	4	Social Recognition	16
Sense of Accomplishment	14	Pleasure	4	Happiness	15
World at Peace	13	Wisdom	4	Inner Happiness	15
Mature Love	12	Exciting Life	3	Freedom	13
Salvation	10	World at Peace	3	Salvation	12
Comfortable Life	8	Inner Harmony	2	Comfortable Life	10
True Friendship	8	Salvation	2	Sense of Accomplishment	10
Social Recognition	6	World of Beauty	0	National Security	10
Exciting Life	4	National Security	0	True Friendship	9
National Security	3	Self-Respect	0	World of Beauty	7
World of Beauty	2	Social Recognition	0	Exciting Life	5
Pleasure	0	True Friendship	0	Pleasure	3

TABLE 12 (cont.)

Rankings of Rokeach Terminal Values by Contemporary Bicultural Identity (cont.)

Predominantly Chicano (n=14)		Predominantly Anglo (n=5)	
value	index	value	index
Sense of Accomplishment	26	Happiness	9
Wisdom	18	Equality	8
Equality	17	Family Security	8
Family Security	17	Salvation	8
True Friendship	17	Self Respect	8
Comfortable Life	16	Pleasure	6
World at Peace	14	Sense of Accomplishment	5
Happiness	12	Mature Love	5
Mature Love	12	Freedom	4
Salvation	12	True Friendship	4
Self-Respect	12	Wisdom	4
Exciting Life	10	Comfortable Life	3
Inner Harmony	10	Inner Harmony	3
World of Beauty	5	Exciting Life	0
Freedom	4	World at Peace	0
Pleasure	4	World of Beauty	0
Social Recognition	3	National Security	0
National Security	1	Social Recognition	0

"Pleasure" was ranked among the bottom three by synthesized biculturals, functional biculturals with Chicano orientation, and subjects with a predominantly Chicano orientation.

Ranking indices for instrumental values are presented in Table 13. There was considerable overlap among the five groups. "Honest", "loving", and "broadminded" were consistently given high ranking by most of the groups. Subjects with a predominately Chicano identification were the only group to rank "independent" very high. Lowest ranked instrumental values were consistently "obedient", and "self-controlled" for most of the groups. "Cheerful" was uniquely ranked low by those with a predominantly Chicano identification, while "polite," "intellectual," and "courageous" were uniquely ranked very low by functional biculturals with an Anglo orientation.

2. Spanish Proficiency. The summary of the analyses of the sociocultural factors, including Spanish proficiency, is presented in Table 14. Subjects with a predominantly Anglo identification ($M = 1.80$, $S.D. = 0.45$) scored the lowest on Spanish proficiency and subjects with a predominantly Chicano identification ($M = 3.29$, $S.D. = 0.73$) scored highest. The other three groups fell between these two extremes without being significantly different from either.

3. Sociocultural Variables. No significant differences were obtained for either Spanish or English language experiences in school settings. However, language experience scores in the

Table 13

Rankings of Rokeach Instrumental Values by Contemporary Bicultural Identity (n=55)

Synthesized Bicultural (n=15)		Functional Bicultural: Anglo Orientation (n=4)		Functional Bicultural: Chicano Orientation (n=17)	
value	index	value	index	value	index
Honest	36	Broadminded	12	Honest	33
Broadminded	29	Ambitious	9	Loving	27
Loving	29	Capable	8	Broadminded	22
Helpful	25	Loving	7	Intellectual	22
Intellectual	19	Forgiving	6	Forgiving	21
Independent	14	Cheerful	4	Helpful	21
Ambitious	12	Honest	4	Logical	21
Courageous	12	Independent	4	Independent	19
Polite	11	Responsible	3	Ambitious	13
Capable	8	Clean	1	Courageous	12
Logical	8	Helpful	1	Self-Controlled	10
Forgiving	7	Self-Controlled	1	Responsible	7
Responsible	7	Courageous	0	Capable	6
Obedient	5	Imaginative	0	Polite	6
Cheerful	2	Intellectual	0	Cheerful	5
Imaginative	1	Logical	0	Clean	4
Clean	0	Obedient	0	Obedient	4
Self-Controlled	0	Polite	0	Imaginative	2

Table 13 - (cont.)

Rankings of Rokeach Instrumental Values by Contemporary Bicultural Identity (cont.)

Predominantly Chicano (n=14)		Predominantly Anglo (n=5)	
value	index	value	index
Honest	29	Loving	11
Ambitious	28	Capable	9
Independent	24	Honest	8
Broadminded	21	Forgiving	6
Loving	21	Ambitious	5
Logical	14	Helpful	5
Capable	13	Imaginative	5
Helpful	13	Broadminded	4
Courageous	10	Intellectual	4
Responsible	9	Polite	4
Forgiving	8	Cheerful	3
Polite	8	Courageous	3
Intellectual	5	Independent	3
Clean	3	Responsible	3
Imaginative	2	Clean	2
Self-Controlled	2	Logical	0
Cheerful	0	Obedient	0
Obedient	0	Self-Controlled	0

TABLE 4

Summary Table of Analyses of Variance by Contemporary Bi-Cultural Identity: Sociocultural Variables

	SB GROUP 1(n=15)		FB/AO GROUP 2(n=4)		FB/CO GROUP 3(n=16)		PC GROUP 4(n=14)		PA GROUP 5(n=5)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
Spanish Proficiency	2.33^{ab}	0.72	2.75^{ab}	0.96	2.81^{ab}	0.83	3.29^{b}	0.73	1.80^{a}	0.45	4.82	<.002
Spanish Language Experience	7.13^{abc}	2.47	5.00^{ab}	2.94	8.00^{bc}	3.06	9.50^{c}	1.40	4.00^{a}	1.58	6.24	<.0004
Spanish in Home	2.87^{abc}	1.06	2.00^{ab}	1.41	3.18^{bc}	1.07	3.86^{c}	0.36	1.60^{a}	0.55	7.19	<.0001
Spanish in Community	2.33^{ab}	0.82	1.25^{a}	1.26	2.41^{ab}	1.33	3.21^{b}	0.89	0.80^{a}	0.84	6.18	<.0004
Spanish in School	1.93	1.10	1.75	0.50	2.41	1.12	2.43	0.85	1.60	0.55	1.32	>.25
English Language Experience	11.00^{ab}	1.41	11.50^{ab}	1.00	10.24^{ab}	1.75	9.42^{a}	1.40	12.00^{b}	0.00	4.30	<.005
English in Home	3.40^{ab}	0.83	3.50^{ab}	1.00	3.18^{ab}	0.88	2.57^{a}	1.09	4.00^{b}	0.00	2.99	<.03
English in Community	3.67^{ab}	0.49	4.00^{b}	0.00	3.12^{ab}	0.86	2.86^{a}	0.77	4.00^{b}	0.00	5.28	<.001
English in Home	3.93	0.26	4.00	0.00	3.94	0.24	4.00	0.00	4.00	0.00	<1	ns
Total Language Experience	18.13		16.50		18.24		18.92		16.00			
Interpersonal Chicano Peer Experiences	10.40^{ab}	1.80	8.50^{ab}	2.89	9.65^{ab}	3.48	11.43^{b}	1.28	7.00^{a}	3.00	3.38	<.02
Home Settings	3.53^{ab}	0.64	2.75^{ab}	1.50	3.29^{ab}	1.26	3.93^{b}	0.27	2.60^{a}	1.14	2.62	<.05
Community Settings	3.53^{ab}	0.52	2.75^{ab}	1.26	3.06^{ab}	1.34	3.71^{b}	0.72	2.20^{a}	1.30	2.78	<.04
School Settings	3.33^{ab}	0.90	3.00^{ab}	0.82	3.29^{ab}	1.05	3.78^{b}	0.58	2.20^{a}	1.30	2.89	<.03
Interpersonal Anglo Peer Experiences	8.27^{b}	2.58	9.50^{b}	1.00	7.58^{b}	3.32	2.21^{a}	1.85	10.60^{b}	2.19	16.34	<.0001
Home Settings	2.20^{b}	1.52	2.50^{b}	0.57	1.94^{b}	1.34	0.29^{a}	0.61	3.60^{b}	0.89	9.41	<.0001
Community Settings	2.73^{b}	1.03	3.25^{b}	0.50	2.53^{b}	1.23	0.50^{a}	0.94	3.20^{b}	1.30	12.20	<.0001
School Settings	3.33^{b}	0.62	3.75^{b}	0.50	3.06^{b}	1.09	1.43^{a}	0.85	3.80^{b}	0.45	14.28	<.0001
Interpersonal Chicano Authority Experiences	8.27^{ab}	1.94	6.25^{ab}	2.99	7.24^{ab}	2.54	8.79^{b}	1.81	5.00^{a}	2.45	3.49	<.01
Home Settings	4.00^{bc}	0.00	3.25	1.50	3.59	1.06	3.86	0.53	3.60	0.89	1.04	>.35
Community Settings	2.40^{b}	1.06	1.75^{ab}	1.26	1.82^{ab}	1.38	3.14^{c}	1.03	1.20^{a}	1.64	3.50	<.01
School Settings	1.87^{b}	1.30	1.25^{ab}	0.50	1.82^{ab}	1.07	1.79^{ab}	0.98	0.20^{a}	0.45	2.81	<.04
Interpersonal Anglo Authority Experiences	7.87^{ab}	2.39	7.25^{abc}	0.96	6.06^{ab}	2.33	5.36^{a}	1.55	9.60^{c}	1.94	5.53	<.0009
Home Settings	1.60^{bc}	1.35	1.00^{abc}	0.82	0.59^{ab}	0.80	0.36^{a}	0.74	2.40^{c}	1.14	5.95	<.0005
Community Settings	2.53	1.36	3.00	0.82	2.24	1.25	1.79	0.89	3.20	0.84	1.99	>.10
School Settings	3.73	0.70	3.25	0.96	3.24	1.15	3.21	0.98	4.00	0.00	1.28	>.25
Total Interpersonal Experience	34.81		31.50		30.53		27.79		32.20			

TABLE 14 (cont.)

Summary Table of Analyses of Variance by Contemporary Cultural Identity: Sociocultural Variables (cont.)

	Synthesized Bicultural		Functional Bicultural/Anglo Orientation		Functional Bicultural/Chicano Orientation		Predominantly Chicano		Predominantly Anglo		Bi-variate F	Bi-variate p
Leadership Experiences	2.47[ab]	1.41	2.50[b]	2.38	1.71[ab]	0.92	1.14[ab]	1.10	1.00[a]	0.71	2.95	<.03
Home Settings	0.60	0.83	0.50	1.00	0.18	0.39	0.21	0.43	0.40	0.55	1.21	>.30
Community Settings	0.40	0.74	0.50	1.00	0.41	0.62	0.21	0.58	0.00	0.00	<1	ns
School Settings	1.46[ab]	0.83	1.50[b]	0.58	1.12[ab]	0.70	0.71[ab]	0.73	0.60[a]	0.55	2.82	<.03
Multicultural Participation	3.13[b]	1.88	1.50[ab]	1.00	0.88[a]	1.22	1.07[a]	1.33	2.60[ab]	2.07	5.55	<.0009
Home Settings	0.67[ab]	0.82	0.00[a]	0.00	0.12[ab]	0.49	0.14[ab]	0.36	0.80[b]	0.84	3.19	<.02
Community Settings	0.93	0.88	0.75	0.96	0.35	0.61	0.36	0.63	1.00	1.00	1.92	>.10
School Settings	1.53[b]	0.64	0.75[ab]	0.96	0.41[a]	0.62	0.57[a]	0.65	0.80[ab]	0.84	6.22	<.0004
Interethnic Facilitation Experiences	1.93[b]	1.03	2.50[b]	2.38	0.88[ab]	0.93	0.36[a]	0.50	0.20[a]	0.45	7.75	<.0001
Home Settings	0.20	0.41	0.50	1.00	0.12	0.33	0.00	0.00	0.00	0.00	1.64	>.15
Community Settings	0.47	0.74	0.75	0.96	0.24	0.56	0.00	0.00	0.00	0.00	2.32	<.07
School Settings	1.27[b]	0.46	1.25[b]	0.96	0.53[ab]	0.62	0.36[a]	0.50	0.20[a]	0.45	7.39	<.0001

Note: All analyses performed with 4 and 50 degrees of freedom.

KEY: GROUP 1 = Synthesized Bicultural, GROUP 2 = Functional Bicultural/Anglo Orientation, GROUP 3 = Functional Bicultural/Chicano Orientation, GROUP 4 = Predominantly Chicano, GROUP 5 = Predominantly Anglo.

in the other domains show highly significant differences for Spanish language experience, subjects with a predominantly Anglo identification scored lowest and subjects with a predominantly Chicano orientation scored highest. The reverse held true in the case of English language experience: subjects whose Contemporary Bicultural Identity was predominantly Chicano scored lowest, while those with a predominantly Anglo orientation scored highest. In every case, scores of the functional biculturals and the synthesized biculturals fell between those of subjects with predominantly Anglo or Chicano identifications.

Results for interpersonal experience with Chicano peers showed subjects with a predominantly Chicano identity had reported most experience while subjects with a predominantly Anglo orientation reported least. On the other hand, for interpersonal experience with Anglo peers, subjects whose Contemporary Bicultural Identity was predominantly Anglo reported most experience while those with a predominantly Chicano identification had least. Again in every case, the functional and synthesized biculturals fell between these two extreme groups.

There was no significant difference among the groups for interpersonal Chicano authority experiences in home settings. In the other cases, however, predominantly Anglo identified subjects were rated as having least experience. Concerning interpersonal Anglo authority experience, significant differences among the groups appeared for the home setting and

for the three settings combined, subjects with a predominantly Anglo identification scored highest, those with a predominantly Chicano identification scored lowest, with the other three groups scoring between these.

Results for leadership experiences show that subjects with a predominantly Anglo orientation were rated lowest in school settings and for all three settings combined. There were no significant differences in leadership experiences among the three groups in community or home settings.

The results concerning multicultural participation are more diverse. Synthesized biculturals obtained higher scores than the other identity types on multicultural participation in school settings; Chicano oriented subjects scored lowest. In home settings, all of the functional biculturals with an Anglo orientation received a score of 0; those with a predominantly Anglo orientation scored highest. In community settings, there was no significant difference for the five groups.

For interethnic facilitation experiences, the strongest finding was in the case of school settings where bicultural subjects, functional and synthesized, scored higher than the others. In community settings, there was a marginally significant trend ($p < .07$) with all those with a predominantly Chicano or predominantly Anglo orientation scoring 0. There was no difference among the five groups in interethnic facilitation experiences in home settings.

Historical Development Pattern

Separate one-way analyses of variance were performed on each personality and sociocultural measure, as dependent variables, with historical development pattern as the independent variable. All analyses were performed with 4 and 50 degrees of freedom. Post hoc comparison of means were performed using the Scheffé procedure with alpha .05.

1. Personality Variables. A summary of the analyses of variance on the personality variables including means, standard deviations, and F and p values is presented in Table 15. There were significant differences among the groups in the case of 3 of the 18 CPI scales: Sociability (Sy), Social Presence (Sp), and Flexibility (Fx). The parallel groups was the least sociable (M = 22.38, S.D. = 5.90), and the early Anglo/Abrupt Chicano group was most sociable (M = 32.00, S.D. = 1.41). The effect for the Sp scale was the strongest, $F(4,50) = 3.79$, $p < .009$, with the parallels scoring lowest (M = 31.38, S.D. = 7.11) and the Early Anglo/Abrupt Chicano group scoring highest (M = 45.50, S.D. = 4.95) with the other three groups falling between these two. On the Flexibility scale, the Early Chicano/Gradual Anglo group scored lowest (M = 10.17, S.D. = 3.58) and the Early Anglo/Gradual Chicano group scored highest (M = 15.86, S.D. = 5.90). The other three groups fell between these two extremes, not significantly different from either.

TABLE 15

Summary Table of Analyses of Variance by Historical Development Pattern: Personality Variables

	GROUP 1(n=8)		GROUP 2(n=9)		GROUP 3(n=29)		GROUP 4(n=2)		GROUP 5(n=7)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
California Psychological Inventory												
Dominance (DO)	24.75	6.02	31.33	6.50	26.69	6.22	33.50	2.12	28.71	5.22	1.98	ns
Capacity for Status (Cs)	17.13	5.08	20.67	4.64	17.93	4.62	23.50	2.12	21.00	3.42	1.87	> .10
Sociability (Sy)	22.38[a]	5.90	25.78[ab]	5.58	23.28[ab]	4.73	32.00[b]	1.41	27.43[ab]	3.91	2.74	< .04
Social Presence (Sp)	31.38[a]	7.11	38.44[ab]	6.84	35.48[ab]	4.95	45.50[b]	4.95	39.29[ab]	5.25	3.79	< .009
Self-Acceptance (Sa)	20.38	5.66	23.22	4.89	21.48	3.38	23.50	0.71	20.71	2.63	<1	ns
Sense of Well-Being (Wb)	36.13	7.57	34.44	3.81	34.28	4.54	35.00	1.41	35.57	5.03	<1	ns
Responsibility (Re)	28.00	4.63	27.00	5.39	25.79	5.07	27.50	4.95	29.00	4.20	<1	ns
Socialization (So)	35.50	5.29	35.78	4.97	35.97	5.80	36.50	2.12	40.57	4.72	1.16	> .30
Self-Control (Sc)	32.13	9.45	26.33	6.12	25.07	7.66	26.00	9.90	30.57	8.40	1.67	> .15
Tolerance (To)	20.63	7.37	19.44	5.10	18.55	6.09	24.50	6.36	22.71	5.50	1.05	> .35
Good Impression (Gi)	19.13	7.49	17.33	4.95	17.59	4.46	18.00	1.41	13.71	5.47	<1	ns
Communality (Cm)	23.38	2.33	24.67	2.00	25.14	2.31	23.50	3.54	24.29	2.29	1.12	> .35
Achievement via Conformance (Ac)	26.50	5.55	27.67	4.90	25.00	5.25	30.00	4.24	29.71	3.86	1.69	ns
Achievement via Independence (Ai)	20.00	4.93	19.78	4.18	17.38	4.87	19.50	4.95	22.00	3.92	1.74	> .15
Intellectual Efficiency (Ie)	35.88	6.73	38.33	6.06	35.90	6.00	44.00	4.24	40.29	2.56	1.75	> .15
Psychological-mindedness (Py)	11.99	3.30	10.00	3.54	10.76	3.23	15.00	1.41	13.14	2.12	1.86	> .10
Flexibility (Fx)	10.88[ab]	6.17	10.22[ab]	3.83	10.17[a]	3.58	11.00[ab]	1.41	15.86[b]	5.90	2.50	< .05
Femininity (Fy)	21.50	3.30	21.78	4.89	20.10.	3.66	17.50	2.12	20.57	2.64	<1	ns
Locus of Control	10.63	4.21	9.11	3.30	10.86	4.27	15.00	12.73	12.00	5.94	<1	ns
Leadership Scale												
Leadership Flexibility	12.88	6.17	14.22	5.78	15.21	6.04	16.00	2.83	8.00	4.47	2.31	< .07
Leadership Potential	19.00	3.59	16.33	4.39	17.72	3.23	19.50	2.12	14.57	2.76	2.10	< .09
Bicognitive Orientation	18.63	12.48	12.56	5.17	16.03	7.13	19.50	10.61	15.29	8.38	<1	ns

Note: All analyses performed with 4 and 50 degrees of freedom.

KEY: GROUP 1 = Parallel, GROUP 2 = Early Chicano/Abrupt Anglo, GROUP 3 = Early Chicano/Gradual Anglo, GROUP 4 = Early Anglo/Abrupt Chicano, GROUP 5 = Early Anglo/Gradual Chicano.

There were no significant differences among the groups in locus of control or bicognitive orientation. However, there were two nearly significant trends ($p < .07$ and $p < .09$, respectively) on leadership flexibility and leadership potential. On both of these leadership measures, the Early Anglo/Abrupt Chicano group scored highest.

The Rokeach terminal values results are presented in Table 16. "Happiness" was among the top three ranked of all groups except the two groups with a "gradual" introduction to the second culture (i.e., Early Chicano/Gradual Anglo and Early Anglo/Gradual Chicano). "Wisdom" is common to the top rankings of only the "Early Chicano" groups. "Equality" was ranked high by the two "gradual" groups as well as the Parallel group. Regarding items that were unique to a particular group's top three, the Early Chicano/Gradual Anglo group included "self-respect", while the Early Anglo/Gradual Chicano group included "salvation."

Regarding the terminal values ranked lowest, comparisons were made difficult by the disparate number of subjects in each grouping, resulting in a large number of values with an index of "0" such as is the case with the Early Anglo/Abrupt Chicano group. "Social recognition," "world of beauty," and "comfortable life" received a rank of "0" by both early Anglo groups. The parallel group was unique in assigning a score of 0 to "true friendship."

TABLE 16

Rankings of Rokeach Terminal Values by Historical Development Pattern (n=55)

Parallel (n=8)		Early Chicano/Abrupt Anglo(n=9)		Early Chicano/Gradual Anglo(n=29)	
value	index	value	index	value	index
Equality	20	Happiness	17	Self-Respect	46
Mature Love	18	Wisdom	14	Wisdom	46
Happiness	11	Family Security	14	Equality	37
Family Security	10	Inner Harmony	14	Comfortable Life	34
Wisdom	10	Self-Respect	11	Family Security	33
Sense of Accomplishment	9	Sense of Accomplishment	10	True Friendship	32
Freedom	9	Equality	10	Inner Harmony	29
Self-Respect	8	Mature Love	9	Sense of Accomplishment	26
World at Peace	6	Freedom	7	World at Peace	19
Salvation	5	World at Peace	6	Happiness	19
Social Recognition	5	Social Recognition	6	Salvation	18
Exciting Life	4	Exciting Life	6	Mature Love	17
Inner Harmony	4	National Security	5	Exciting Life	17
Pleasure	4	Comfortable Life	5	Freedom	12
Comfortable Life	3	True Friendship	2	Social Recognition	12
World of Beauty	2	World at Beauty	2	World of Beauty	10
National Security	0	Salvation	0	Pleasure	8
True Friendship	0	Pleasure	0	National Security	4

TABLE 16 (cont.)

Rankings of Rokeach Terminal Values by Historical Development Pattern (cont.)

Early Anglo/Abrupt Chicano (n=2)		Early Anglo/Gradual Chicano (n=7)	
value	index	value	index
Happiness	10	Freedom	20
Mature Love	5	Equality	17
Family Security	4	Salvation	13
Exciting Life	3	World at Peace	10
True Friendship	3	Happiness	9
World at Peace	2	Self-Respect	9
Inner Harmony	2	Family Security	6
Comfortable Life	0	Sense of Accomplishment	5
Sense of Accomplishment	0	Pleasure	5
World of Beauty	0	National Security	4
Equality	0	Wisdom	4
Freedom	0	Inner Harmony	2
National Security	0	True Friendship	1
Pleasure	0	Comfortable Life	0
Salvation	0	Exciting Life	0
Self-Respect	0	Mature Love	0
Social Recognition	0	World of Beauty	0
Wisdom	0	Social Recognition	0

Table 17 contains the indices of the Rokeach instrumental values for the five historical development patterns. The first three choices of the Parallel group contained two items not found in the top three of any of the other four groups: "capable," and "logical." The Early Chicano/Gradual Anglo group alone included "ambitious" among its top three. For instrumental values ranked lowest, there again is the problem of disparate numbers of subjects in each group. "Ambitious", "logical", and "self-control" each received an index of "0" by both Early Anglo groups. "Obedient" was ranked very low by all groups except the Early Anglo/Gradual Chicano group. The only group to give "polite" an index of "0" was the Parallel group.

2. Spanish Proficiency. The summary table for the analyses of variance for the sociocultural variables, including means, standard deviations, and F and p values is presented in Table 18. Regarding Spanish proficiency, there was only a marginally significant ($p < .07$) trend in favor of the Early Chicano/Abrupt Anglo group; the group with the lowest Spanish proficiency was the Early Anglo/Abrupt Chicano group.

3. Sociocultural Variables. Concerning actual Spanish language experiences, there were no significant differences among the groups in the case of school settings. In home settings, however, the Early Anglo/Abrupt Chicano group ($M = 1.50$, $S.D. = 0.71$) scored lowest and the Early Chicano/Abrupt Anglo group scored highest ($M = 3.78$, $S.D. = 0.67$).

Table 17

Rankings of Rokeach Instrumental Values by Historical Development Pattern (n=55)

Parallel (n=8)		Early Chicano/Abrupt Anglo(n=9)		Early Chicano/Gradual Anglo(n=29)	
value	index	value	index	value	index
Broadminded	25	Loving	20	Honest	66
Capable	13	Intellectual	20	Ambitious	45
Logical	12	Broadminded	17	Helpful	45
Independent	11	Imaginative	16	Broadminded	40
Loving	10	Logical	14	Loving	39
Ambitious	9	Ambitious	13	Independent	33
Forgiving	9	Independent	13	Courageous	28
Intellectual	9	Self-Control	7	Forgiving	23
Courageous	8	Capable	5	Capable	20
Helpful	5	Responsible	5	Responsible	19
Cheerful	2	Helpful	4	Intellectual	18
Honest	2	Cheerful	3	Logical	17
Responsible	2	Polite	2	Polite	16
Clean	1	Clean	0	Self-Control	8
Imaginative	1	Courageous	0	Cheerful	6
Obedient	1	Forgiving	0	Clean	6
Polite	0	Imaginative	0	Imaginative	4
Self-Control	0	Obedient	0	Obedient	4

TABLE 17 (cont.)

Early Anglo/Abrupt Chicano (n=2)		Early Anglo/Gradual Chicano (n=7)	
value	index	value	index
Honest	7	Honest	21
Loving	6	Loving	17
Helpful	5	Intellectual	10
Forgiving	4	Forgiving	9
Polite	4	Helpful	9
Capable	2	Obedient	8
Cheerful	2	Polite	7
Ambitious	0	Broadminded	6
Broadminded	0	Imaginative	5
Clean	0	Independent	5
Courageous	0	Capable	4
Imaginative	0	Clean	3
Independent	0	Responsible	3
Intellectual	0	Cheerful	1
Logical	0	Courageous	1
Obedient	0	Ambitious	0
Responsible	0	Logical	0
Self-Control	0	Self-Control	0

TABLE 18

Summary Table of Analyses of Variance by Historical Development Pattern: Sociocultural Variables

	Par. GROUP 1(n=8)		EC/AA GROUP 2(n=9)		EC/GA GROUP 3(n=29)		EA/AC GROUP 4(n=2)		EA/GC GROUP 5(n=7)			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p
Spanish Proficiency	2.38	0.92	3.13	0.83	2.86	0.83	2.00	1.41	2.14	0.38	2.30	<.07
Spanish Language Experience	5.63^{ab}	1.77	9.33^{b}	2.55	8.52^{ab}	2.37	4.00^{a}	2.83	4.57^{ab}	2.37	7.91	<.0001
Spanish in Home	2.38^{ab}	1.06	3.78^{b}	0.67	3.38^{ab}	0.90	1.50^{a}	0.71	1.86^{ab}	1.07	7.90	<.0001
Spanish in Community	1.38^{ab}	0.52	3.11^{b}	0.93	2.79^{ab}	1.05	1.00^{a}	1.41	1.14^{ab}	1.22	8.03	<.0001
Spanish in School	1.88	0.64	2.44	1.24	2.34	1.01	1.50	0.71	1.57	0.79	1.48	<.20
English Language Experience	12.00^{b}	0.00	9.56^{a}	1.59	9.97^{ab}	1.57	12.00^{ab}	0.00	11.71^{ab}	0.76	6.63	<.0002
English in Home	4.00^{b}	0.00	2.44^{a}	1.01	2.97^{ab}	0.94	4.00^{b}	0.00	3.86^{ab}	0.38	5.93	<.0006
English in Community	4.00^{b}	0.00	3.22^{ab}	0.67	3.03^{a}	0.82	4.00^{b}	0.00	3.86^{ab}	0.38	4.84	<.002
English in School	4.00	0.00	3.89	0.33	3.97	0.19	4.00	0.00	4.00	0.00	<1	ns
Total Language Experience	17.63		18.89		18.49		16.00		16.28			
Interpersonal Chicano Peer Experiences	10.00^{ab}	1.77	11.44^{b}	1.01	10.59^{ab}	2.72	6.50^{a}	3.54	6.57^{ab}	1.99	6.19	<.0004
Home Settings	3.38^{ab}	0.92	3.89^{b}	0.33	3.62^{ab}	0.94	2.00^{a}	1.41	2.43^{ab}	0.98	4.48	<.004
Community Settings	3.38^{ab}	0.74	3.78^{b}	0.44	3.45^{ab}	1.06	2.00^{a}	1.41	2.00^{a}	1.00	5.00	<.002
School Settings	3.25^{ab}	0.46	3.78^{b}	0.67	3.52^{ab}	0.91	2.50^{ab}	0.71	2.14^{a}	1.22	4.68	<.003
Interpersonal Anglo Peer Experiences	10.75^{b}	1.75	4.89^{a}	3.41	5.34^{ab}	3.40	10.50^{ab}	2.12	9.86^{ab}	1.77	8.43	<.0001
Home Settings	3.63^{b}	0.74	0.89^{a}	1.36	1.14^{a}	1.13	3.50^{ab}	0.71	3.00^{ab}	1.00	12.90	<.0001
Community Settings	3.50^{b}	0.76	1.67^{a}	1.32	1.69^{ab}	1.42	3.50^{ab}	0.71	3.14^{ab}	1.07	5.09	<.002
School Settings	3.63^{ab}	0.52	2.33^{a}	1.32	2.52^{ab}	1.21	3.50^{ab}	0.71	3.71^{b}	0.49	3.49	<.01
Interpersonal Chicano Authority Experiences	7.25^{ab}	1.28	8.67^{b}	1.58	8.21^{b}	2.41	5.50^{ab}	4.95	5.00^{a}	1.91	4.05	<.006
Home Settings	4.00	0.00	4.00	0.00	3.76	0.83	3.00	1.41	3.29	1.25	1.50	<.21
Community Settings	1.88^{ab}	1.13	2.33^{ab}	1.00	2.69^{b}	1.23	2.00^{ab}	2.83	0.86^{a}	1.22	3.38	<.02
School Settings	1.38^{ab}	0.92	2.33^{b}	1.22	1.76^{ab}	1.06	0.50^{a}	0.71	0.86^{ab}	1.07	2.69	<.04
Interpersonal Anglo Authority Experiences	8.38^{ab}	2.13	5.78^{a}	1.48	5.90^{a}	2.08	8.50^{ab}	2.12	9.42^{b}	2.23	6.55	<.0003
Home Settings	2.13^{b}	1.25	0.22^{a}	0.44	0.52^{a}	0.78	1.50^{ab}	0.71	2.57^{b}	0.79	14.80	<.0001
Community Settings	2.50	1.41	2.22	0.97	2.03	1.15	3.00	1.41	3.43	0.79	2.37	<.06
School Settings	3.75	0.71	3.33	0.87	3.34	1.04	4.00	0.00	3.43	0.98	<1	ns

TABLE 18 (cont.)

Summary Table of Analyses of Variance by Historical Development Pattern: Sociocultural Variables (cont.)

Leadership Experiences	1.38	0.92	2.11	1.83	1.97	1.27	0.50	0.71	1.29	1.11	1.21	>.30
Home Settings	0.25	0.46	0.56	0.73	0.31	0.60	0.00	0.00	0.43	0.79	<1	ns
Community Settings	0.25	0.71	0.33	0.71	0.45	0.69	0.00	0.00	0.00	0.00	<1	ns
School Settings	0.88	0.64	1.22	0.83	1.21	0.77	0.50	0.71	0.86	0.90	<1	ns
Multicultural Participation	2.25	2.12	1.22	1.48	1.41	1.48	2.50	3.54	3.00	2.08	1.67	>.15
Home Settings	0.63[ab]	0.92	0.11[a]	0.33	0.14[ab]	0.35	1.00[b]	1.41	0.86[ab]	0.90	3.69	<.01
Community Settings	0.75	0.71	0.67	0.87	0.45	0.74	0.50	0.71	1.00	1.00	<1	ns
School Settings	0.88	0.83	0.44	0.73	0.83	0.76	1.00	1.41	1.14	0.90	<1	ns
Interethnic Facilitation Experiences	0.88	0.83	1.67	1.87	0.86	0.09	0.50	0.71	1.71	1.38	1.44	>.20
Home Settings	0.13	0.35	0.33	0.71	0.10	0.31	0.00	0.00	0.00	0.00	<1	ns
Community Settings	0.13	0.35	0.33	0.71	0.21	0.56	0.00	0.00	0.57	0.79	<1	ns
School Settings	0.63	0.74	1.00	0.71	0.55	0.63	0.50	0.71	1.14	0.69	1.64	>.15

Note: All analyses performed with 4 and 50 degrees of freedom.

KEY: GROUP 1 = Parallel, GROUP 2 = Early Chicano/Abrupt Anglo, GROUP 3 = Early Chicano/Gradual Anglo, GROUP 4 = Early Anglo/Abrupt Chicano, GROUP 5 = Early Anglo-Gradual Chicano.

In community settings, again the Early Anglo/Abrupt Chicano groups scored lowest (M = 1.00, S.D. = 1.41) and the Early Chicano/Abrupt Anglo group scored highest (M = 3.11, S.D. = 0.93).

There were no significant differences among the groups in the case of English language experiences in school settings. In both home and community settings, there were significant effects with the Early Anglo/Abrupt Chicano and Parallel groups scoring 4.00 (highest possible), in both cases (M = 4.00, S.D. = 0). The Early Chicano/Abrupt Anglo group scored lowest on English Language experience in home settings (M = 2.44, S.D. = 1.01) and the Early Chicano/Gradual Anglo group scored lowest in community settings (M = 3.03, S.D. = 0.82).

Concerning Interpersonal Chicano peer experiences, the Early Anglo/Abrupt Chicano group scored lowest in both home and community settings, while the Early Anglo/Gradual Chicano group scored lowest in community and school settings. The Early Chicano/Abrupt Anglo group scored highest in interpersonal Chicano peer experiences across all three settings.

Table 18 also shows significant differences among the groups in all three settings for Anglo peer experiences. In all three settings, the Early Chicano/Abrupt Anglo group scored lowest. The Parallel group scored highest in home and community settings, while the Early Anglo/Gradual Chicano group scored highest in school settings.

In the case of Chicano authority experiences, there were significant differences among the groups in each setting

except home. In community settings, the Early Anglo/Gradual Chicano groups was rated lowest and the Early Chicano/Gradual Anglo group was rated highest. In school settings, the Early Anglo/Abrupt Chicano group scored lowest and the Early Chicano/Abrupt Anglo group scored highest.

For scores of interpersonal Anglo authority experiences, a significant difference resulted only in the case of home settings: The Early Chicano/Abrupt Anglo group scored lowest and the Early Anglo/Gradual Chicano group scored highest. A nearly significant trend ($p < .06$) existed in the case of community settings.

There were no significant differences among the five groups in any of the leadership experience measures or in any of the interethnic facilitation measures. Concerning multicultural participation, the groups differed significantly only in the case of home settings: The Early Chicano/Abrupt Anglo group scored lowest and the Early Anglo/Abrupt Chicano group scored highest.

Interrelationships Among Traditionality, Contemporary Bicultural Identity and Historical Development Pattern

1. Traditionality by Contemporary Bicultural Identity:

Frequency counts for traditionality, as indicated by the original questionnaire, and contemporary bicultural identity categories, are presented in Table 19.

Table 19

Frequency Counts of Contemporary Bicultural Identity and Traditionality

(n = 55)

Historical Development Pattern	Synthesized Bicultural	Functional Bicultural: Anglo Orientation	Functional Bicultural: Chicano Orientation	Predominantly Chicano	Predominantly Anglo	Total
Traditionals	1	0	4	11	0	16
Biculturals	10	2	10	3	0	25
Atraditionals	4	2	3	0	5	14
Total	15	4	17	14	5	55

This frequency count shows that 10 of the 15 Ss with a Contemporary Bicultural Identity of Synthesized Bicultural were initially identified as having bicultural backgrounds. Twelve of the 21 functional biculturals (collapsed) were initially identified similarly. Eleven of the 14 Ss whose CBI was classified as Predominantly Chicano had been identified as "traditional" by the questionnaire. All five of the Ss with a Predominantly Anglo identity had originally been identified as atraditional.

Looking at these frequencies from the other direction, 11 of the traditional Ss had a CBI of Predominantly Chicano; 10 of the 25 biculturals (as initially identified by the questionnaire) appear in the Synthesized Bicultural category and 10 in the Functional Bicultural, Chicano Orientation category; the 14 atraditionals are spread more evenly, with, however, no Ss having a Predominantly Chicano identity.

2. Traditionality by Historical Development Pattern. Frequency counts for the traditionality and historical development pattern categories are presented in Table 20. Fourteen of the 16 traditionals (88%) had an Early Chicano/Gradual Anglo development pattern; the remaining 2 had an Early Chicano/Abrupt Anglo HDP.

Ten of the 25 biculturals were identified as having the Early Chicano/Gradual Anglo HDP; 7 were among the Early Chicano/Abrupt Anglo Ss.

Table 20

Frequency Counts of Historical Development Pattern by Traditionality

(n = 55)

	HISTORICAL DEVELOPMENT PATTERN					
	Parallel	Early Chicano/ Abrupt Anglo	Early Chicano/ Gradual Anglo	Early Anglo/ Abrupt Chicano	Early Anglo/ Gradual Chicano	Total
Traditionals	0	2	14	0	0	16
Biculturals	5	7	10	1	2	25
Atraditionals	3	0	5	1	5	14
Total	8	9	29	2	7	55

As was the case for CBI frequencies, the atraditionals were more diverse in HDP than the other two groups: 5 atraditionals had an HDP of Early Anglo/Gradual Chicano; 5 had an HDP of Early Chicano/Gradual Anglo; 3 parallel and 1 Early Anglo/Abrupt Chicano are the remaining traditional Ss' HDP.

The most common HDP overall was the Early Chicano/Gradual Anglo which described 29 of the 55 subjects (53%).

3. Contemporary Bicultural Identity by Historical Development Pattern. Table 21 contains the frequency counts for the contemporary bicultural identity and historical development pattern categories.

As for the previous two frequency counts, the unequal numbers of subjects makes interpretation more complex, and readings from this table should be made with caution. For example, 24% of the Ss of HDP Early Chicano/Gradual Anglo were categorized as having a Synthesized Bicultural CBI. Furthermore, these 7 subjects make up 77.7% of the Synthesized Biculturals. It should be noted at the same time that the Early Chicano/Gradual Anglo Ss make up 52% of the sample. No subject of this HDP was identified as having a predominantly Anglo CBI and only one as having a Functional Bicultural/Anglo Orientation CBI. Further results should be read directly from the table.

Table 21

Frequency Counts of Historical Development Pattern
by Contemporary Bicultural Identity
(n = 55)

Historical Development Pattern	Synthesized Bicultural	Functional Bicultural Anglo Orientation	Functional Bicultural Chicano Orientation	Predominantly Chicano	Predominantly Anglo	Total
Parallel	2	1	3	0	2	8
Early Chicano/ Aburpt Anglo	2	1	4	2	0	9
Early Chicano/ Gradual Anglo	7	1	9	12	0	29
Early Anglo/ Abrupt Chicano	1	0	0	0	1	2
Early Anglo/ Gradual Chicano	3	1	1	0	2	7
Total	15	4	17	14	5	55

4. Texas-California Differences. Tables 22 and 23 show frequencies for the 5 Historical Development Patterns and for the 5 Contemporary Bicultural Identity categories by state. The differences for the two states are probably not significant, but show interesting trends that merit further investigation.

For HDP, more Texas subjects than California subjects have an Early Chicano/Gradual Anglo pattern; more California than Texas

Table 22

Historical Development Pattern

	Parallel	EC/AA	EC/GA	EA/AC	EA/GC	TOTAL
TEXAS	4	5	16	1	2	28
CALIFORNIA	4	4	13	1	5	27

Table 23

Contemporary Bicultural Identity

	Syn Bic	FB/AO	FB/CO	P A	P C	TOTAL
TEXAS	9	1	10	2	6	28
CALIFORNIA	6	3	7	3	8	27

subjects have an Early Anglo/Gradual Chicano development pattern.

Results for CBI show more variation. Texas data show higher frequencies for the synthesized Bicultural and the Functional Bicultural/Chicano Orientation categories of identity. California data show slightly higher frequencies for both predominantly Chicano and predominantly Anglo identity categories, and also for the Functional Bicultural/Anglo Orientation category.

SUMMARY AND DISCUSSION

The finding that biculturals achieved higher scores than traditionals or atraditionals on the leadership, intercultural facilitation and multicultural participation measures of the life history data supports the Synthesis, Flexibility and Expansion model. That is, extensive experience with two sociocultural systems makes subjects more socially perceptive, flexible in different interpersonal situations, and more accepting and understanding of others. Additional support of the Synthesis, Flexibility and Expansion model was provided by data showing that subjects with a Synthesized Bicultural Identity obtained the highest scores on interethnic facilitation and multicultural participation. They also had more total positive experiences with peers and authorities, both Mexican American and Anglo, in the three domains of school, home and community. Also supporting the Synthesis, Flexibility and Expansion model is the result that the Synthesized Biculturals alone rated inner harmony among their top three values on the Rokeach. This seems to indicate that it is important to Synthesized Biculturals to reconcile the different values, attitudes, world views and life ways derived from their extensive experience with Chicano and Anglo cultures, that is, to incorporate elements from the two cultures into a personal orientation toward life.

Biculturals scored significantly more internal than either traditionals or atraditionals on the Rotter I-E. This finding supports the assumption of the Synthesis, Flexibility and Expansion model that experience with different sociocultural systems can lead to a greater sense of purpose and self efficacy. The internal orientation of the biculturals together with their higher interpersonal competence is similar to results from Lao's research (1970) which showed Black college students with an internal orientation also had higher general competencies than those whose orientation was more external.

The results of the California Personality Inventory bring into question the validity of this instrument for people who are closely identified with Chicano culture. The Predominantly Anglo group scored higher than any other CBI group on 11 of the 18 scales while the Predominantly Chicano group obtained the lowest scores on all 18 scales, which seems to indicate that the CPI has a strong cultural bias.

The results of the Rokeach Values Inventory reflected some interesting sex differences. While both males and females gave a high rank to self respect, only males ranked equality and family security high. Females, on the other hand, gave high ratings to wisdom and happiness. Emphasis on self respect reflects an emphasis given by traditional Chicano culture to self acceptance as an indicator of good psychological adjustment. The high rating which males gave to family security and equality may indicate their concern regarding job competition and possibly concern for being good

providers. The high ratings given by females to wisdom and happiness may show a focus on non-material rewards.

On instrumental values both males and females gave a high ranking to "honest". This may reflect importance in traditional Chicano culture to having a good reputation and to being sincere in interpersonal relationships and dealings with others: To keep one's word, "no rajarse," is highly valued. Males gave a high ranking to helpful and ambitious: an interesting combination of need achievement and need nurturance. These findings confirm the results obtained by Ramirez and Price-Williams (1976) regarding the achievement orientation of Chicano school children.

Females gave high rankings to loving and broadminded: These may both be indicative of valuing an accepting attitude towards others and toward diversity. This compliments the results of the life history data showing that females scored higher than males on multicultural participation in the home and on interethnic facilitation in the school domain.

The differences between Texas and California on CBI and HDP reflect the differences between the two states vis-a-vis the history of their Mexican American populations and the degree to which interethnic contact is observed in schools and communities of the two states. The HDP data indicates that there are differences in the bicultural developmental patterns which are most common in each state—an early identification with Chicano culture is more common in Texas whereas an earlier identification with Anglo culture is more frequent in California. In terms of

CBI, it appears that the Texas milieu is more likely to encourage development of Functional Biculturals/Chicano Orientation whereas California is more encouraging of development of Functional Biculturals/Anglo Orientation and Predominant Chicano identity patterns. The above differences would be expected given the different histories of Mexican-American populations in the two states and the different integration-segregation patterns in schools and communities. Many Chicanos in Texas trace their origins in the state to periods which antedated Anglo settlement. Also, in some areas of Texas there are high concentrations of Chicanos, where they have historically had more political and economic power than Chicanos in California. The established presence of Chicanos and the greater economic and political power in this state has encouraged maintenance of Mexican American culture while providing opportunities to deal with Anglos on an equal basis. On the other hand, schools and communities in Texas have been more segregated than those in California (Hearings of the United States Civil Rights Commission, San Antonio, Texas, 1968).

The milieu in California has permitted more interethnic contact between Mexican Americans and Anglos and has also allowed more opportunities for Mexican Americans to participate in mainstream American middleclass culture. California has also had more recent (since World War II) migration of peoples from Mexico than Texas which may account for the greater number of subjects with a Predominantly Chicano identity in California.

The results of the present work clearly indicate the complexity of this area of research. It also shows the importance of developing models such as the Synthesis, Flexibility and Expansion model to help describe the development of multiculturalism as well as its psychodynamics and potential contributions to American society.

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