

RELATIONSHIP BETWEEN FAMILISM AND EGO IDENTITY DEVELOPMENT
OF PUERTO RICAN AND IMMIGRANT PUERTO RICAN
ADOLESCENTS

by

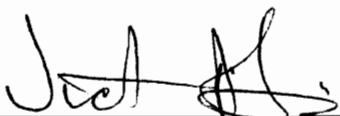
Julia Teresa Reguero

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

in

Family and Child Development

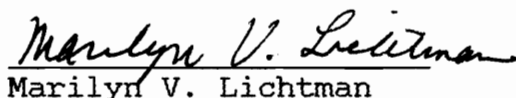
APPROVED:



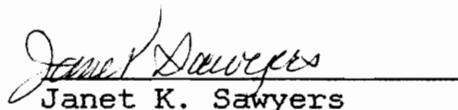
Victoria R. Fu, Chairperson



Mark J. Benson



Marilyn V. Lichtman



Janet K. Sawyers



Michael J. Sporakowski

April, 1991

Blacksburg, Virginia

RELATIONSHIP BETWEEN FAMILISM AND EGO IDENTITY DEVELOPMENT
OF PUERTO RICAN AND IMMIGRANT PUERTO RICAN
ADOLESCENTS

by

Julia T. Reguero

Victoria R. Fu, Chair

(ABSTRACT)

Puerto Rican adolescent ego identity development was studied within the frameworks of Erikson's psychosocial theory and Heller's conceptualization of familism. Ego identity was measured by the Revised Version of the Extended Objective Measure of Ego Identity Status-2, an instrument based on Erikson's theoretical formulations. The Heller's Familism Scale was utilized to measure familism. It was hypothesized that there is a relationship between familism and the four identity statuses: achievement, moratorium, foreclosure, and diffusion. It was also hypothesized that familism, gender, age, parent's education and occupation, and number of years living in the United States mainland affect an individual's identity status. There were two sample groups; one living in Puerto Rico ($n = 180$), and one living in Florida ($n = 107$). Correlations and multiple regression analyses were utilized to test the hypotheses of this study.

The regression analysis showed that the independent variables, age, parental level of education, familism, and, for the immigrant group, number of years living in the

United States mainland help explain the variance in some of the statuses scores. Some of the variance in the achievement scores can be explained by the independent variables for immigrant male and female adolescents. The independent variables helped explain the variance in the moratorium scores of the male adolescents living in Puerto Rico, and both male and female immigrant adolescents. The variance in foreclosure scores could only be explained by the independent variables when the subjects were female immigrant adolescents. Finally, the independent variables helped explain the variance in the diffusion scores for the female subjects, regardless of sample group. An analysis of variance revealed a main effect for gender in achievement scores, and diffusion scores. ANOVA also revealed a significant difference among the subject groups diffusion scores. ANOVA identified a significant interaction between gender and sample group for the foreclosure status. Furthermore, ANOVA revealed a significant difference between male and female foreclosure scores. Also, ANOVA revealed a significant difference between sample groups.

Because the independent variables explain only a small percentage of the variance in the four ego identity status scores, caution should be exercised in arriving at conclusions about the relative importance of the independent variables on ego identity.

ACKNOWLEDGEMENTS

The completion of this dissertation would not have been possible without the support of many people. Family, friends, and faculty members helped in various ways toward my achieving this "incredible milestone."

I am grateful to the faculty members who served on my committee: Dr. Mark Benson, Dr. Marilyn Lichtman, Dr. Janet Sawyers, and Dr. Michael Sporakowski. Thank you all, for all your time, your willingness to share your knowledge, and your continuous support throughout my years of doctoral studies. I am especially grateful to Dr. Victoria Fu, who served as my advisor. It is with great emotion that I acknowledge her guidance, supervision, support, and concern for me. Her continuous support and encouragement kept me going. Her comments like "you will do fine, go home and relax" (the night before the Preliminary orals), "you've made great progress, I'll see you next week" and finally, "you don't have that much more to do Piky" did make a big difference. Her support went far beyond day-time working hours; we met on a Saturday, late afternoons, and talked on the phone late at night when she thought of things that would make my life easier. Thank you very much! I hope some day, I can help students the way you do.

Personal thanks are due to my parents. My dad's (who

served as my research assistant) help with the data collection made the completion of this study possible. My mother's continuous support in many more ways than one, and her prayers, were also vital during my studies. I feel very lucky to have them both as my parents. Thank you, I could not have done it without you.

To my husband, Jorge Atilas, many thanks. I know that I owe you and look forward to "paying you back" when your dissertation time comes. Thank you for your love, patience, understanding, and faith in my abilities. You have helped more than you know and my gratitude is endless.

Many friends offered their support, and I thank them. Special recognition to Kim Yolton. Her friendship is invaluable, and knowing that she was always there helped me through many hurdles.

DEDICATION

This dissertation is dedicated to my parents, Ricardo and Lillian Reguero, whose pride in my educational accomplishments are a guiding force.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
INTRODUCTION	1
Statement of the Problem	13
Hypotheses	14
REVIEW OF THE LITERATURE	15
Erikson's Theory	16
Marcia's Expansion of Erikson's Identity Crisis	19
Development of the Identity Status Interview	24
Identity and Cognitive Development	28
Identity Development and Ethnicity	32
Identity Development and Family Relationships	37
Familism and the Puerto Rican Family	46
Familism	60
Summary of the Literature Review	68
METHODOLOGY	72
Subjects	72
Procedures	73
Puerto Rico	73
Florida	75
Measures	79
Familism Scale	79
Translation of the Familism Scale to Spanish.	81
Objective Measure of Ego Identity Status	83
Translation of the EOMEIS-2 used in the study.	87
Demographic questionnaire	88
RESULTS	92
Data Preparation and Analysis	92
Results	96
Relationship Between Familism and Ego Identity Status	96
Relationship Between Ego Identity Status and the Independent Variables	103
Summary	133

DISCUSSION AND CONCLUSIONS	136
Findings	137
Limitations	143
Implications and Recommendations	145
REFERENCES	149
APPENDICES	159
APPENDIX A	160
APPENDIX B	177
APPENDIX C	179
APPENDIX D	188
APPENDIX E	202
APPENDIX F	208
VITA	210

LIST OF TABLES

Table 1	23
The Criteria for the Identity Statuses.	
Table 2	34
Percentage of Mexican-American and Anglo-American Adolescents in Identity Status Categories.	
Table 3	74
Frequency Distribution of the Ages of the Subjects per Sample Group.	
Table 4	97
EOMEIS-2 Items that Represent the Raw Subscale Scores.	
Table 5	98
Rotated Factor Matrix for Interpersonal and Ideological Subscales	
Table 6	101
T-test Differences Between Sample Groups in Identity Statuses and Familism Scores	
Table 7	102
T-test Differences Between Gender in Identity Statuses and Familism Scores	
Table 8	104
Results of the Regression Analysis for the Identity Status.	
Table 9	110
Regression Analyses Results for the Achievement Status Including Beta Weights	
Table 10	111
Means in Achievement Scores by Gender and Sample Group	
Table 11	117
Regression Analyses Results for the Moratorium Status Including Beta Weights	
Table 12	119
Means in Moratorium Scores by Gender and Sample Group	
Table 13	124
Regression Analyses Results for the Foreclosure Status Including Beta Weights	

Table 14	125
Means in Foreclosure Scores by Gender and Sample Group	
Table 15	131
Regression Analyses Results for the Diffusion Status Including Beta Weights	
Table 16	132
Means in Diffusion Scores by Gender and Sample Group	
Table 17	135
Summary of the Mean Identity Status and Familism Scores	

CHAPTER I

INTRODUCTION

The need to develop a sense of identity results from the fundamental changes which occur during adolescence. These changes include 1) the onset of puberty, 2) the emergence of more advanced cognitive capabilities, and 3) the transition into new roles in society. This stage of development is characterized by physical and biological maturation, as well as by social and emotional adjustment. The changes that characterize this developmental stage are experienced differently by each adolescent. Furthermore, "changes of puberty are experienced differently in different historical periods and cultures" (Atwater, 1983, p.2). Thus, development cannot be understood apart from the context in which the individual is growing up.

The U.S. Bureau of the Census (1985) estimated that in 1985 there were 2.6 million Puerto Ricans living on the United States mainland. This is a growing population due to the continuous immigration of Puerto Ricans to the United States. It is especially important to look at the kinds of identity crises immigrant Puerto Rican adolescents are experiencing in the United States. Adolescence is a difficult developmental stage given the fundamental changes to which an individual must adapt. This difficulty could be exacerbated when Puerto Rican adolescents must also cope

with the demands of acculturation. The influence of the American culture on the Puerto Rican adolescent, whose family fosters a different lifestyle and value system, could be a particular source of additional conflict in the identity formation process.

The Puerto Rican family is characterized by embracing the value of familism, a set of privileges and responsibilities pertaining to members of a given family network (Heller, 1976). There are three interrelated conceptual levels of familism: 1) familism as a social organization which refers to role rights and obligations relating kin members to one another; 2) familism as behavior which would include the actions related to the fulfillment of role obligations; and 3) familism can refer to a family member's viewpoint pertaining to obligations toward other members. Thus, familism could be a major source of conflict among immigrant Puerto Rican adolescents in the process of identity formation.

There is a need to investigate the influence of familism on immigrant Puerto Rican adolescents. It was previously stated that development cannot be understood apart from the context in which the individual is growing up. Therefore, it is important to consider the differences in the socio-cultural time frame.

There are two purposes for this study of Puerto Rican adolescents. The first is to identify whether there is a relationship between familism and the status of the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. The second one is to identify which of the following variables are related to ego identity status: familism, sample group, gender, number of years living in the United States mainland, parent's education and parent's occupation.

Erikson's theory of psychosocial development asserted that the acquisition of an ego-identity is achieved through the resolution of dilemmas which occur at each stage of growth. Erikson (1968) recognized that variations in the social environment and developmental history affects each individual's progress through each stage of development. Consequently, individuals approach and deal with the resolution of the identity crisis in many different ways (Adams, G. R., Bennion, L., & Huh, K., 1987). While acknowledging that different cultures vary the intensity, length, and ritualization of adolescence, Erikson asserts that each society provides a set time period for psychosocial moratorium and the completion of an individual's identity. Immigrant adolescents have to deal with the differences in the culturally determined time frames set for the resolution of the identity crisis.

James Marcia expanded Erikson's work on identity development. He proposed a typology of adolescence that describes four identity statuses. These statuses could be used to facilitate the acquisition of empirical support for Erikson's theoretical notions (Marcia, 1980; Muuss, 1975). These statuses (Marcia, 1980) are basically four ways in which adolescents handle the identity crisis:

(a) Identity_diffusion - individuals have not been able to make occupational and ideological commitments, regardless of whether or not they have experienced a decision-making period.

(b) Identity_foreclosure - individuals have made a commitment to occupational and ideological beliefs, but their commitments have not been self-selected.

(c) Identity_moratorium - individuals are experiencing an identity crisis, striving for occupational commitments and/or convictions.

(d) Identity_achievement - the individuals have progressed through a decision-making period and are seeking self-selected occupations and convictions.

The four statuses, or classifications, are perceived by Marcia as different degrees of identity resolution, occurring along a continuum, with identity diffusion at one end, and identity achievement, the final status, at the other end. Marcia stated that "these modes are defined in

terms of the presence or absence of a decision-making period (crisis) and the extent of personal investment (commitment) in two areas: occupation and ideology" (Marcia, 1980, p.161). Hence, none of the identity statuses is necessarily a prerequisite for another, with the exception of moratorium, which seems to be essential for identity achievement. In other words, identity cannot be achieved without the exploration and examination that characterizes the moratorium status.

During the last two years of high school, adolescents find themselves deciding on what they want to do upon graduation, and consequently, making some commitments to careers, occupations, and family values. High school juniors and seniors have been identified by Waterman (1985) as having explored and/or having made some commitments to vocational choices, religious beliefs, and political ideology more so than underclassmen. Juniors and seniors are less likely to be identity diffused than younger adolescents (Waterman, 1985).

Adolescent development is influenced by the environment or ecosystem in which socialization occurs. Steinberg (1985) asserted that variations in the environments in which adolescence is experienced result in differences in the ways in which individuals approach and resolve the crisis of identity versus identity diffusion. The family, community,

society, government, and culture are like the ripples exemplified by the ripple effect. The individual holds the position in the center but influences and is influenced by each succeeding layer. However, like in any system, the influence is not unidirectional. Because of interaction with others in their environment, individuals also influence those around them.

The family is the immediate interpersonal environment in which an individual evolves, and the transmission of parental values to children has often been recognized as a function of this entity. The theoretical framework of family systems views the behaviors of each family member as affecting the entire unit. This framework recognizes the various directions of influences within the family. As Bell and Bell (1983) have reported, "family interactions involve close relationships in which personal resources, such as self-esteem and competence, affect each individual's attitude and perceptions of others, which in turn affect interpersonal behavior" (p.28).

In order to promote a healthy adolescent identity formation, a balance in the connectedness and individuality between family members is necessary (Campbell, Adams, and Dobson, 1984; Cooper, Grotevant, & Condon, 1983). For Puerto Rican adolescents, the family environment does not foster individuality. Thus the development of an identity

could be very frustrating for the immigrant Puerto Rican adolescent who grows up in a family that does not foster independence, but in a culture that does, as in the case of American society.

Family relationships were also related to identity status in a study by Campbell, et al. (1984). The researchers reported that for their sample group, foreclosed adolescents were very dependent upon their parents for a self-definition as well as being attached to them. Identity achieved and moratorium youth perceived themselves to be strongly bonded to their parents as well as independent from them. The diffused adolescents maintained limited independence and were less emotionally attached.

Parent relationships with female adolescent were also the focus of Adams' and Jones' (1983) research. They concluded that parenting socialization style influences adolescent identity status formation.

Beyond the family, studies have reported evidence that ethnic differences in identity development exist. The research results of Abraham (1983), Owen (1984), and Streitmatter (1988) support the notion that non-white respondents are more foreclosed than their Anglo counterparts. Abraham (1983) conducted a study with the purpose of understanding the relationship between locus of control and identity status among adolescents. Among the

sample of high school students, 30% were Mexican-Americans. The researcher investigated the relationship between identity status and ethnic heritage among the Mexican subsample. Abraham (1983) reported that Mexican-Americans were assigned to the diffusion status more often than Anglo-Americans. Based on the findings of a study by Adams and Jones (1983), that related parenting style to identity development, Abraham speculated that parental socialization style might be more significant in the shaping of differential levels of identity status within ethnic groups. Referring to the research of Adams and Jones (1983), Abraham (1983) hypothesized that Anglo-American parents have been more inclined to utilize parenting styles that encourage autonomy and foster individuation than have the Mexican-American parents.

Owen (1984) was also interested in the relationship between ethnicity and identity development. He was interested in finding out whether identity achievement is a healthier resolution of the identity crisis than foreclosure in a cultural context different from the American. The researcher concluded based on a sample in Miami, that identity foreclosed Cubans were better psychologically adjusted than identity foreclosed white Americans and some identity achieved Cubans.

Data to support the notion that ethnicity affects identity development was also provided by Streitmatter (1988). In her study, middle school minority students were classified as foreclosed significantly more often than non-minority students. The researcher stated that:

it is possible that the minority students, who scored higher on the foreclosure measure, feel less comfort in the environment and as a result are more likely to conform to prescribed values and expectations. That is, they may be less likely to take risks or seek experiences conflicting with expectations provided by adults in their lives. (Streitmatter, 1988. p. 344)

Streitmatter (1988) emphasized the issue of comfort within the school environment for minority students, particularly since in self-esteem studies comfort played an important contributing factor in their perceived level of self-esteem. The researcher further emphasized the need to be alert to the effect of integration plans on the development of minority students.

These studies by Abraham (1983), Owen (1984), and Streitmatter (1988) suggest that a foreclosed identity may be the most adaptive in societies that value familism and interdependence. Rowe and Marcia (1980), commenting on the issue of foreclosed identity, stated that:

In order to be functional an identity does not have to be an achieved one. A foreclosed identity may be the most adaptive solution in a society that favors conferred rather than constructed identities. Going through the decision making process necessary to achieve an identity can be a painful, unrewarding, and maladaptive experience if no social support is given for undergoing the crisis (Rowe & Marcia, 1980, p. 97).

If Streitmatter's speculations about the role of comfort with the environment are true, American school systems that have high percentages of Puerto Rican students could enhance the identity development process of these students by providing more appropriately designed integration plans.

Lacot's (1967) research reported that the schools in Puerto Rico tended to foster ideas and practices that differed from Puerto Rican parental autocratic practices. Consequently, she speculated that possibilities for conflict between parents and children were increased. An autocratic parenting style is contrary to encouraging autonomy and fostering individuation which, according to Adams and Jones (1983) research, fosters advanced identity achievement.

The relationship between ethnicity and identity development is important because of the strong ethnic identity and cultural values that characterizes Puerto Ricans. The institutional structure of the Puerto Rican

society accentuates the importance of the nuclear, as well as the extended family (Zayas & Palleja, 1988). Inclán and Herron (1989) characterize Puerto Rican families that have migrated to the United States mainland as patriarchal and nuclear in composition. Such family characteristics include: (a) preservation of cultural origins and values by the first generation; (b) machismo, which is a virtue that encompasses determination and romanticism; (c) personalism, which upholds the dignity of the individual; (d) development of inner qualities to earn the respect of others; (e) respect and the accepted way to relate to others on the basis of age, sex, and social class; (f) repression of aggression; (g) Catholicism; (h) valuing present time rather than past or future; and (i) "being" as more important than "doing" and "having."

Clashes between different generations occur according to Inclán et al. (1989) because:

moral standards and cultural practices of the parent generation differ greatly from those of American adolescents, who rapidly become the reference group for Puerto Rican youth on the mainland. Sex-role differences, attitudes toward sexuality, and standards for drug and alcohol use are widely discrepant between the parental and adolescent generations, rendering parental

guidance and supervision ineffective (p. 260).

The characteristics of the Puerto Rican family also reflect the presence of the cultural value of familism. Family members are expected to protect the safety and interests of other members. Lending assistance, providing advice, and assuming responsibilities for family members are some of the ways in which they associate (Zayas & Palleja, 1988). These responsibilities are accepted so that family integrity, traditions, and social and emotional equilibrium may be maintained (Zayas & Palleja, 1988). Referring to Mizio's familism research, Zayas and Palleja (1988) commented that "among Puerto Ricans, specifically, familism supports the governing role of the family in the individual identities of its members and the family's collective identity" (p.261).

Considering the findings of Campbell et al. (1984) and Streitmatter (1988), and Zayas and Palleja's (1988) it seems reasonable to propose that the value of familism may affect the identity development of Puerto Rican adolescents. Perhaps Puerto Rican adolescents tend to be foreclosed as were the adolescents in Streitmatter's (1988) study. Familism might also be related to a sense of dependence upon parents, as well as to the development of a strong bond between family members.

There is little existing research regarding Puerto Ricans and familism (see for example Zayas & Palleja, 1988). No known research has been conducted to investigate how the cultural value of familism affects the Puerto Rican adolescent's identity formation. Specifically, there are no studies (to this researcher's knowledge) that have examined how the degree of familism experienced is related to the four statuses of identity development identified by Marcia among Puerto Ricans.

Statement of the Problem

There were two purposes for this study of Puerto Rican adolescents. The first was to identify whether there is a relationship between familism and the status of the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. The second one was to identify which of the following variables are related to ego identity status: familism, sample group, gender, number of years living in the United States mainland, parent's education, and parent's occupation. Specifically, the study focused on familism and resolution of identity crises among two adolescent subject groups: 1) Puerto Ricans living in Puerto Rico, and 2) immigrant Puerto Ricans living in Central Florida.

The review of the literature justified the inclusion of the following independent variables: first versus second generation immigrants, education level, age, age at arrival to the United States mainland, gender, parents' education and parents' occupation (Rogler, Cooney, & Ortíz, 1980). In this study the sample was limited to high school sophomores, juniors and seniors who were first generation Puerto Ricans.

Hypotheses

The hypotheses in this study were:

1. Familism is correlated with the four identity statuses: achievement, moratorium, foreclosure, and diffusion.
2. Familism, gender, age, parent's education and occupation, and number of years living in the United States mainland affect an individual's identity status.

CHAPTER II

REVIEW OF THE LITERATURE

Adolescence is considered a very difficult developmental period. It is during adolescence that individuals deal with the task of establishing their own identity. Adolescent development cannot be understood apart from the context in which the individual is growing up. Thus, an individual's development is influenced by the environment or ecosystem in which he or she lives. The family, community, society, government, and culture are like the ripples exemplified by the ripple effect. The individual holds the position in the center being influenced by each succeeding layer. However, like in any system, the influence is not unidirectional. The individual is not only influenced by each succeeding layer, but also influences those surrounding him/her.

The review of the literature is presented to provide a general framework for the study for the study. The areas of review include: Erikson's and Marcia's theoretical perspectives, measures of ego identity, factors that influence identity development including cognition, ethnicity, and family relationships. Literature regarding the Puerto Rican family and familism are also discussed, as well as the significance of this study to current literature.

Erikson's Theory

The influence of Erik Erikson's work on the understanding of human development, and specifically adolescent development, is evident in the literature. Erik Erikson's theory of psychosocial development reflects his psychoanalytic background; however, it acknowledges the influence of social values and the socialization process. His theory expands and elaborates Freud's psychosexual development theory. The psychosocial development theory emphasizes the development of a healthy personality.

Erikson (1985) believes in a genetic structure that predisposes an individual's development. These genetic structures are triggered by environmental influences. Erikson recognized that the social environment influences the kind of crisis resolution that may occur at a given stage of development, and the success of mastery with which the individual handles that stage. Therefore, personality develops according to stages. The time of readiness to proceed to the next stage, according to Erikson, is predetermined to create optimal experiences for learning and development. All individuals travel through the same sequence of stages, regardless of the culture.

The focus of Erikson's theory is the acquisition of an ego-identity through the solving of dilemmas which occur at each stage of growth. In his model, there are eight crises

an individual goes through during the life span. Each crisis describes a stage during which the individual must resolve a challenge. The eight crises are present in some form before their resolution and critical period normally arises. Each crisis is related to all others, and affects the resolution of all others. That is, each crisis builds on the previous one. The resolution of a crisis does not mean that the issue has been resolved everlastingly.

Erikson's definition of a healthy personality is based on Marie Jahoda's denotation. Erikson and Jahoda stated that an individual with a healthy personality is able to: (a) actively master the environment; (b) show unity of personality; and (c) comprehend the world and the self accurately (Erikson, 1968). Childhood, according to Erikson, is defined by a lack of these qualities.

Two aspects of ego identity are identified by Erikson as inner- and outer-focused. The inner-focus aspect refers to an individual's acceptance of the self as different from others. The outer-focus alludes to the identification with the beliefs and basic standards of the culture to which the individual belongs. According to Erikson, there are inner and outer conflicts at each stage of development. The vital personality will survive these and come out with an increased sense of inner unity, good judgement, and ability to succeed.

Each crisis or stage of the psychosocial theory is presented as a conflict between a positive personality characteristic and its opposite. When the crisis is successfully resolved, the positive characteristic is incorporated into the ego and subsequent healthy development occurs (Muuss, 1975). The eight psychosocial crises and the corresponding stages of development are: (a) Trust vs. Mistrust (Infancy), (b) Autonomy vs. Shame and Doubt (Early childhood), (c) Initiative vs. Guilt (Play age), (d) Industry vs. Inferiority (School age), (e) Identity vs. Identity Diffusion (Adolescence), (f) Intimacy vs. Isolation (Young adulthood), (g) Generativity vs. Stagnation (Adulthood), and (h) Integrity vs. Despair (Mature age).

The focus of this study was the fifth stage, identity vs. identity diffusion. It is during this stage that the adolescent tries to find some unity of personality and to develop the ego. Furthermore, the adolescent seeks consistent sameness with the self. The danger of this crisis is that the adolescents might lose their own individuality temporarily while overidentifying with idols, cliques, and groups. When this crisis is successfully resolved, the individuals have a clear sense of their own individuality and realize that they are acceptable to society (Erikson, 1968; Thomas, 1985).

Although Erikson's work encompasses the entire life cycle, a lot of his research focuses in the identity development process. The remainder of the literature reviewed for this study will focus on the psychosocial development of adolescents.

Marcia's Expansion of Erikson's Identity Crisis

James Marcia has conducted research to empirically sustain Erikson's theory of identity development. The identity crisis is the dominant psychosocial challenge of adolescence. Individual's identities are established in various ways from culture to culture (Muuss, 1975); however, the identity crisis is an inevitable component of the growing-up process. Marcia (1980), in reviewing the literature regarding identity in adolescence states:

I would like to propose another way of construing identity: as a self-structure - an internal, self-constructed, dynamic organization of drives, abilities, beliefs, and individual history. The better developed this structure is, the more aware individuals appear to be of their own uniqueness and similarity to others and of their own strengths and weaknesses in making their way in the world. The less developed this structure is, the more confused individuals seem about their own distinctiveness from others and the more they have to

rely on external sources to evaluate themselves
(p.159).

Marcia (1980) further states that adolescents arrange and combine their childhood experiences and identifications and build upon these as they develop into adults. Moreover, Marcia (1980) believes that "a well developed identity structure, like a well developed superego, is flexible. It is open to changes in society and to changes in relationships" (p.160).

Identity formation is a gradual process. Individuals make decisions everyday, and each one of those decisions contributes to the development of identity. A congruous core, or pattern, of decision-making, is based on the choices an individual makes, and on the reasoning supporting those choices. The decision-making process can be avoided either by letting one's actions be influenced by former values, perhaps those passed on by one's parents, or by allowing oneself to be influenced by external pressures. Finally, one can also become overwhelmed by indecision (Marcia, 1980).

Marcia's expansion of Erikson's adolescent stage arises from his research. Based on his research findings, he developed four identity statuses that contribute to the formation of a typology of adolescence. These statuses are four ways in which adolescents handle the identity crisis.

These statuses can be used to facilitate the acquisition of empirical support for Erikson's theoretical notions (Marcia, 1980; Muuss, 1975). According to Marcia, these classifications are "defined in terms of the presence or absence of a decision-making period (crisis) and the extent of personal investment (commitment) in two areas: occupation and ideology" (Marcia, 1980, p.161). The four identity statuses are:

(a) Identity achievement - the individuals have progressed through a decision-making period and are seeking self-selected occupation and convictions.

(b) Identity foreclosure - the individuals have made a commitment to occupational and ideological beliefs, but they have not made the decision themselves. That is, their commitments have been parentally chosen rather than self-selected. These individuals exhibit little if any indication of a crisis.

(c) Identity diffusion - the individuals have not been able to make occupational and ideological commitments, notwithstanding whether or not they have experienced a decision-making period.

(d) Identity moratorium - the individuals are experiencing an identity crisis, striving for occupational commitments and/or convictions.

The criteria for the identity statuses are summarized in Table 1.

Insert Table 1 about here

The four statuses are perceived by Marcia as different degrees, occurring along a continuum, with identity achievement as the final status. However, none of the identity statuses is necessarily the prerequisite for another, except the moratorium, which seems to be essential for identity achievement. That is, identity cannot be achieved without the exploration and examination that characterizes the moratorium status. Muuss (1975) commented about the sequence of the statuses that:

an individual in the process of moving to the next higher status may well exhibit some of the characteristics of two or even three statuses at the same time. He may have developed a commitment to a vocation, for example, while still searching for a personal value system and holding on to a puritanical attitude toward sex indoctrinated by his parents or church (p.70).

Table 1

Criteria for the Identity Statuses

Position on Occupation and Ideology	Identity Achievement	Foreclosure	Identity Diffusion	Moratorium
Crisis	Present	Absent	Present or absent	In crisis
Commitment	Present	Present	Absent	Present but vague

(Marcia, 1980, p. 162)

While acknowledging that the different cultures vary in the intensity, length and ritualization of adolescence, Erikson asserts that each society provides a set time period for the completion of an identity. Individuals bring to adolescence wide variations in developmental histories, they also experience adolescence in a wide variety of environments. Consequently, individuals approach and deal with the identity crisis in many different ways (Adams, G. R., Bennion, L., & Huh, K., 1987).

Development of the Identity Status Interview

Marcia developed the Identity Status Interview in the late 1960's to operationalize Erikson's theory of identity development (Marcia, 1980). As seen in Table 1, the interaction between an adolescent's level of exploration and commitment defines the four identity statuses identified by Marcia. In 1980, Marcia reviewed the identity development literature and concluded that the identity formation process had seldom been explored with a sample of both males and females. The research that did include females indicated that female identity development is different enough from that of males to warrant further research in gender differences (Marcia, 1980).

Since then, Marcia's research includes a revision of the criteria for female identity status as well as the

components of the Identity Status Interview. The researcher suggested approaches for investigating women's identity development. He stated that "if an identity status approach is to be taken, the areas in which crisis and commitment are to be determined should be those around which women are expected, initially, to form an identity: the establishment and maintenance of relationships" (Marcia, 1980, p. 179). Questions evaluating the sexual-interpersonal area were added to the Identity Status Interview. The work of Grotevant, Thorbecke, and Meyers (1982) further expanded this approach.

Rogow, Marcia, and Slugoski (1983) investigated the importance of adding two interpersonal sexual areas to the Identity Status Interview. They assessed men's identity development in five content areas; occupation, religion, and politics plus two new interpersonal-sexual areas, attitudes towards sexual expression and sex role beliefs. The differential research results for men and women, reviewed by Marcia (1980), had led to the conjecture that a woman's identity is based on different content domains than a man's identity. Based on the results of their study, the researchers concluded that "interpersonal-sexual concerns are important for men's identity development as well as for women's" (Rogow, et al, 1983, p. 398). Therefore, a common interview can be used to assess exploration and commitment

of men and women in the areas of occupation, religion, politics, sexual expression, and sex-role beliefs.

The results from the Rogow, et al. (1983) study were used by Schiedel and Marcia (1985) in a study that examined the "relationship between sex typing, androgyny, gender, identity, and intimacy" (p.149). Schiedel and Marcia assumed that sex-typed individuals avoid behaviors regarded as gender inappropriate. Their study addressed whether or not sex role orientation, identity, and intimacy are interrelated. Male and female college students were assessed utilizing measures of identity development, intimacy development, and sex role orientation. The results of the study provided support to a proposition of a merger of identity and intimacy issues for women. Males were not found to be higher in identity than females. There were equal numbers of male and females in the high identity statuses and significantly more females high in intimacy. The researchers also found that some women deal successfully with the intimacy issues prior to the identity issues; however men tend to resolve identity issues before dealing with the intimacy ones. The subjects high in identity tend to have a masculine sex role orientation. Femininity, however, was not associated with intimacy. The researchers stated, based on the findings of their study that:

Sex roles are useful to the adolescent as a kind of ready made identity that he or she can use and be supported in while experimenting with other aspects of identity... the more restrictive the early parental sanctions against cross-sex-typed behavior, the more narrow the range of guilt- and anxiety-free experimentation possible for the growing individual. At adolescence, then, one may be sufficiently sexually defined to have a partial identity but not possess the flexibility to be sufficiently "masculine" to develop a full identity (females) or sufficiently "feminine" to establish intimacy (males)...(Schiedel & Marcia, 1985, p.159).

Sex differences in identity development were further researched by Bilsker, Schiedel, and Marcia (1988). Based on the findings of Rogow, et al. (1983), Bilsker and associates (1988) sought to identify any sex differences in the importance of content areas of the Identity Status Interview. The underlying hypothesis was that the sexual-interpersonal area would be more predictive for women's identity status, and the occupation and ideology areas would be most predictive for men's. The results of the study supported the idea that the sexual-interpersonal area is more predictive of women's identity development, while the ideology domain is more predictive of men's identity

development. The area of occupation, however, did not show a sex difference.

Since the 1960's James Marcia has devoted a lot of research and effort to empirically sustain Erikson's theory of identity development. Gender differences have been noted in the identity development process. Preconceived sex roles influence the struggle for self-definition. Although Marcia continues to conduct research in the area of adolescent identity development, his work has stimulated the creation of new research techniques, for example the development of the Objective Measure of Ego Identity Status by Adams, Bennion, and Huh. Marcia's work has also stimulated the discovery of new knowledge, which is evident when looking at the work of researchers like Adams, Bennion, Cooper, and Grotevant, to name a few.

Identity and Cognitive Development

According to Erikson's psychosocial development theory, adolescence is the time in which individuals must deal with their identity crises. Steinberg (1985) stated that:

changes in identity which take place during adolescence involve the first substantial reorganization and restructuring of the individual's sense of self at a time when he or she has the intellectual capability to appreciate fully just how significant the changes are

(p.242).

A successful resolution of the identity crisis results in a sense of identity, or stability in one's definition of the self and significance to other people (Wagner, 1987). An individual's childhood identifications are integrated into the adult personality during adolescence. Occupational and ideological commitments are the result of the identity crisis resolution during adolescence. In relation to this, Wagner (1987) stated that "ego identity achievement involves both the selection of a future life role and the formulation of a coherent world view encompassing political, religious, and philosophical beliefs" (p.24).

In order to be able to consider career alternatives and ideological conjectures, the adolescent should be able to think hypothetically and abstractly, to understand combinatorial reasoning, and to consider all the alternatives in a given problem-solving situation. Consequently, the attainment of formal operational thought can be considered a necessary precondition for the successful resolution of the identity crisis. Formal operations are the cognitive instruments necessary to develop a sense of identity. Erikson (1968) stated that "from among all possible and imaginable relations, he [the adolescent] must make a series of ever-narrowing selections of personal, occupational, sexual, and ideological

commitments" (p. 245).

The need to develop a sense of identity is a result of the fundamental changes which occur during adolescence. These are (a) the onset of puberty, (b) the emergence of more advanced cognitive capabilities, and (c) the transition into new roles in society. The evolution of formal operational thought also influences the adolescents' view of themselves. Adolescents are able to think abstractly, reason about the imaginary, and think about thoughts, feelings, and purposes (Harter, 1983).

In commenting about adolescent development, Inhelder and Piaget (1958) stated that "the focal point of the decentering process is the entrance into the occupational world or the beginning of serious occupational training. The adolescent becomes an adult when he undertakes a real job" (p. 346). Erikson, however, perceives the inability to choose and make a commitment to an occupational role as the most disturbing result of adolescence (Harter, 1983).

It was stated earlier in this section that in order to be able to consider career alternatives and ideological conjectures, the adolescent should be able to think hypothetically and abstractly, to understand combinatorial reasoning, and to consider all the alternatives in a given problem-solving situation. It was also stated that the attainment of formal operational thought could be considered

a necessary precondition for the successful resolution of the identity crisis. Slugoski, Marcia, and Koopman (1984) investigated the relationship between identity and cognitive development. The purpose of their study was to investigate the cognitive and social interactional processes underlying an individual's identity. The researchers compared 99 men in the different identity statuses, using a measure of cognitive complexity, and social interactional styles that were observed in a structured discussion task. The results of the study supported the premise that identity achieved and moratorium subjects were more integratively complex than foreclosed and diffused subjects. Subjects classified as in the moratorium status scored higher on the measure of integrative complexity. Moratorium and achieved subjects were characterized as cooperative, being open, and at ease in discussion of controversial issues. Diffused and foreclosed subjects seem to be less concerned with the feelings and opinions of others. These subjects also seemed to participate less comfortably in the interactions. The researchers stated that the foreclosed subjects "seem to defend themselves either by antagonistically warding off the opinions of others or by indiscriminately acquiescing to them" (Slugoski, et al., 1984, p.659).

The success an individual experiences in resolving the identity crisis is affected by his or her level of cognitive

development. The need to develop a sense of identity is a result of all the developmental changes the adolescent experiences simultaneously. These include biological maturation, more advanced cognitive capabilities, and transition into new roles in society.

Identity Development and Ethnicity

Gender differences in identity development have been noted. It has also been established that the environment in which an individual lives affects identity development. The influence of the environment is not limited to the family and community; but identity is also influenced by the ethnic and cultural background of the individual.

Abraham (1983) conducted research among adolescents with the purpose of understanding the relationship between locus of control and identity status in a sample of high school students. The unanticipated presence of 30% Mexican-American adolescents in the sample prompted the researcher to investigate the relationship between identity status and ethnic heritage. The Objective Measure of Ego Identity Status and the Children's Internal-External Locus of Control Scale were administered to 223 9th through 12th graders in a rural high school of a southwestern state. The results of this study revealed that identity achieved adolescents were significantly less external in locus of control than those

adolescents in other identity statuses. Statistical analysis for the identity statuses resulted in a significant difference for ethnic heritage. Abraham (1983) reported "it is clear from the findings that Mexican-Americans tended to be assigned to the diffusion status significantly less often than Anglo-Americans" (p.263). Table 2 presents the distribution of the subjects in identity status categories.

Insert Table 2 about here

Based on the findings of the Adams and Jones (1983) study, Abraham speculated that parental socialization style might be more significant in the shaping of differential levels of identity status within ethnic heritage. Abraham stated that:

Assuming that these [Adams and Jones'] findings are generalizable to the sample of male and female adolescents in the present study, one might hypothesized that Anglo-American parents have been more inclined to utilize these parenting styles than have the Mexican-American parents. However, in the absence of data to support or to refute this statement, the interpretation is at best, speculative. In the future, researchers will need to focus more specifically on the extent to which parental guidance techniques and styles

Table 2

Percentage of Mexican-American and Anglo-American
Adolescents in Identity status Categories

Identity Status	Mexican-American	Anglo-American
Diffusion	0	13.7
Foreclosure	18.8	9.6
Moratorium Rule 1	11.6	6.8
Moratorium Rule 2	59.4	53.4
Identity Achieved	10.1	16.4

(Abraham, 1983, p. 261)

of interaction with their children in different ethnic groups may serve as possible antecedents to the determination of identity development among these adolescents. (Abraham, 1983, p. 263)

The findings of Abraham and Adams and Jones were also supported by Streitmatter's (1988) research of ethnicity as a mediating variable of identity status. The Extended Objective Measure of Ego identity Status (EOM-EIS) was administered to 367 middle-school students in an urban southwestern setting. Sixty percent of the sample was Anglo or white, 22% Hispanic, 12% Black, 2% American, and 4% Asian or other. The results show differences between the two ethnic categories used (Anglo and other). Streitmatter (1988) stated that "Anglos are less likely to accept identity elements from significant adults than their non-Anglo peers" (p.342). When discussing the interaction between gender and ethnicity the researcher further stated that "minority males are more actively searching for solutions to the identity problem than Anglo females, minority females, and Anglo males" (p.342). As in Abraham's (1983) study, the non-white respondents were significantly more foreclosed than their Anglo counterparts. In this study, white males were the least achieved, and there was little difference in the scores among identity measures between the different female ethnic groups. The minority

females, however, were the most highly foreclosed of the groups.

Streitmatter (1988) and Abraham (1983) found support for the notion that non-white respondents are more foreclosed than Anglo counterparts. This was also the case with Owen (1984), who investigated the relationship between culture and ego identity style. He was interested in finding out whether identity achievement is a healthier resolution of the identity crisis than foreclosure in a cultural context different from the American. Cuban and American male college students completed a demographic questionnaire, an acculturation scale, the Objective Measure of Ego Identity Status, a measure of psychological development, a self-esteem measure, and an anxiety scale. The researcher concluded that "there was partial evidence in support of the notion that identity foreclosed Cubans fared better by way of psychological adjustment than identity foreclosed white Americans and, to some extent, identity achieved Cubans" (Owen , 1984, p. 154). These studies (Abraham, 1983; Owen 1984; and Streitmatter, 1988) suggest that a foreclosed identity may be the most adaptive in societies that value familism and interdependence.

Identity Development and Family Relationships

An individual's development is influenced by the environment or ecosystem in which he/she grows up. The family, community, society, government, and culture influence and are influenced by the individual. In this section, a review of the literature dealing with identity development and family relations is presented to better illustrate how the family or environment influences an individual's development.

Slugoski, et al. (1984) stated that "theories underlying both integrative complexity and identity development suggest that an environment involving some independence between parents and children and that encourages exploration may be necessary for optimal cognitive and personality growth" (p.657). The literature recognizes that the environment in which an individual grows up affects that individual's development. The families are the immediate interpersonal environment in which an individual evolves. The transmission of parental values to children has often been recognized as a function of the family. The theoretical framework of family systems views the behaviors of each family member as affecting the entire family. This framework recognizes the various directions of influences within the family.

There are many ways in which processes within the family system can be associated to the personal development of each family member. As Bell and Bell (1983) have reported "family interactions involve close relationships in which personal resources, such as self-esteem and competence, affect each individual's attitude and perceptions of others, which in turn affect interpersonal behavior" (p.28).

Researchers are interested in both adolescence as a part of the developmental continuum and in understanding how an adolescent's family affects the individual's ego development. Powers, Hauser, Schwartz, Noam, and Jacobson (1983) investigated how "family interactions [are] associated with arrested, delayed, or advanced adolescent ego development" (p.6). Specifically, they focused on those parental behaviors that interfere with the ego development and those behaviors that facilitate adolescent development (Powers et al., 1983). The research of Powers and her associates is based on the theoretical assumption that an individual constructs a way of understanding the environment that constantly changes as a result of interactions with the social and physical environment. Furthermore, they state that cognitive conflict arises when an individual is encouraged to take the perspective of others and comprehend that others reason and value differently. Powers et al.

(1983) assumed the following: (a) that the strongest impact of the family on the development of its members comes through the type of family interactions that encourages understanding of each other's perspectives, and (b) that direct transmission of a parental ego level through internalization, identification, or imitation has much impact on the individual's development.

The role-taking process is an alternative way of looking at the interactions within the family. This requires clear communication about people's different perspectives. In their research, Powers et al. (1983) hypothesized that "development can be delayed by family environments that are cognitively inhibiting and that thus interfere with sustained communication" (p.10). They also hypothesized that "family behaviors indicative of affective conflict should be negatively associated with adolescent ego development" (p.10). Different types of family behaviors were assessed and categorized as follows: (a) cognitively stimulating or inhibiting behaviors, and (b) affective support or conflict. Powers and her colleagues (1983) concluded that adolescent ego development was best promoted when there was non-competitive sharing of viewpoints, or challenging behaviors accompanied by strong support, or a setting of low affective conflict and cognitively inhibiting behaviors. Low levels of adolescent ego development are

exhibited by cognitively and affectively inhibiting adolescent behaviors.

A strong supportive environment was also found to be beneficial for the adolescent's ego development by Bell & Bell (1983). They examined the effect of parental ego development on the adolescent ego development. The researchers view the parents' ego development as a precursor of the family environment. Bell & Bell (1983) talked about the "concept of comfort with difference," (p.32) which is the relationship between the level of accuracy of interpersonal perception and the overall family climate of warmth and support. Their data supported the conjecture that parental ego development influences the appropriateness of interpersonal perception. "The accuracy of interpersonal perception enhances individuals' ability to carry on a mutually validating relationship..." (Bell & Bell, 1983, p.30).

In their study of adolescent daughters Bell & Bell concluded that the child's ego development is promoted by a family system in which the members are encouraged to take responsibility, in which people are not excessively worried with one another, and in which there are not many concealed controversies. The researchers stated that:

The parent's level of ego-development is transmitted to the adolescent daughter through a series of system and interactional variables...Parental ego development and the family's comfort with difference affect the accuracy of interpersonal perception within the family. This in turn affects the daughter's ego development. (Bell & Bell, 1983, p.40)

Bell & Bell (1983) stated that parental ego development affects the daughter's ego development. Adams and Jones (1983), also conducted research among female adolescents. The purpose of their study was to verify descriptive data for comparing age differences in identity formation. They were also interested in "the association between perceived child-rearing styles and the four identity statuses [as defined by Marcia] in the young female adolescent sample" (p.251). Adams and Jones (1983) administered the version of the Objective Measure of Ego-Identity Status Scales (OM-EIS) developed by Adams, Shea, and Fitch to eighty-two female adolescents in the 10th, 11th, and 12th grades. They also administered a five item questionnaire adapted from La Voie to measure child-rearing perceptions. The findings from this research supported previous research that suggested advanced identity achievement is related to parenting styles which encourage autonomy and the individuation process. Specifically, Adams and Jones reported that the adolescents

in their sample who were identity achieved or experiencing a moratorium state perceived their mothers as advocating independent behavior and rarely controlling or regulating behavior. The adolescents in the diffused status perceived their mothers as controllers and regulators of their behaviors, yet encouraging independence. Their fathers, on the other hand, were characterized by approval, praise, and less fairness in discipline. Adolescents who perceived their homes as supportive and warm tended to be in the foreclosed status. The researchers concluded that "the data on perceived parental behavior suggest that certain family socialization styles can be detected that differentiate between female adolescents on identity status formation" (p.255).

Family relationships can foster individuality (being capable of having a personal point of view) and connectedness (being able to coordinate different points of view). Individuality and connectedness are influential in adolescent growth (Cooper, Grotevant, & Condon, 1983, Grotevant & Cooper, 1986). Cooper et al. see the "parent-adolescent relation as the supraordinate development within which the adolescent's development follows" (Youniss, 1983, p.95). Cooper and her colleagues define the individuated relationship "as one that displays a balance between individuality and connectedness" (p. 45). Their view is

congruous with family systems theory. According to Cooper et al. Minuchin and Olson view family cohesion as:

a dimension with two extremes: enmeshment—a high degree of connectedness, in which family members are expected to act and think alike—and disengagement—a low degree of connectedness, in which family members are highly independent and have little effect on one another. (Cooper, Grotevant, & Condon, 1983, p.45).

The process of identity formation involves exploration of and commitment to "occupational choice, political beliefs, religious and philosophical beliefs, sex roles, interpersonal relationships, and sexual identity" (Cooper et al., 1983, p. 46). Cooper (1983) and her colleagues looked at how family relations influence the adolescent's willingness and ability to explore alternatives for the future. In particular, by observing family communication patterns, they focused on how individuality and connectedness affect adolescent identity formation and role taking skills. These researchers concluded that individuality and connectedness in the family provide a secure base from which the adolescent can examine the world outside the family. That is, families that encourage the development of individual points of view facilitate the development of a sense of oneself as different from others. Families can do this by providing supportive communication,

expressing disagreements so that differences of opinions can be seen, and encouraging permeability or receptivity to the information.

The findings of Cooper, Grotevant, and Condon (1983) were also supported by Campbell, Adams, and Dobson's (1984) research that assessed the predictive utility of measures of family connectedness and individuality in differentiating among the identity statuses. The focus of this study was on perceptions of connectedness and individuality. The sample consisted of 286 undergraduate freshmen and 130 of the students' parents. The adolescents were administered the Objective Measure of Ego-Identity Status (OM-EIS). The adolescents and the parents were asked to respond to the Parent-Adolescent Relationship Questionnaire (PARQ). The results from this study showed that foreclosed adolescents were strongly bonded to their parents and relied on them for self-definition. The identity achieved adolescents perceived themselves to be strongly bonded to their mothers as well as perceiving greater independence from their parents. High levels of emotional attachment and a great sense of independence from the family characterized the moratorium youth of this sample. Finally, the least emotionally attached and the ones with limited independence were the diffused adolescents. Campbell, et al. (1984), concluded, based on Grotevant's conceptualization that

identity formation is promoted by a balance between the level of connectedness and individuality in the family, that a relationship between adolescents and parents characterized by extreme affection or enmeshment and limited tolerance for individuality could encourage foreclosure in identity development.

Researchers have also looked at the process of individuation from a different perspective than that of family systems theory. White, Speisman, and Costos (1983) view individuation from an individual psychological development perspective, focusing more on issues of autonomy. For them, individuation starts in the adolescent stage when the person becomes concerned with his or her parental relationships. Adolescents do not seek to break the hold of the parent-child bond. Rather, they maintain it as the point of focus until later adolescence when they begin to esteem their parents.

In this section research findings regarding identity development and family relations have been presented. Since this study deals specifically with Puerto Rican adolescents, a review of the literature pertaining to the Puerto Rican adolescents and their families will follow.

Familism and the Puerto Rican Family

In order to understand the Puerto Rican adolescent, it is necessary to discuss the cultural context of the Puerto Rican family. As Fitzpatrick (1979) stated in his description of the Puerto Rican family living in the United States mainland:

Puerto Ricans bring with them a style and structure of family life that has been formed by four centuries of tradition in the island. In order to understand this family as it faces the adjustment to the mainland, the family as it exists on the island must be clearly understood (p. 194).

The nuclear family model, which is typical for the American culture, includes the head of the family, a spouse, and children. This nuclear family is technically separated from the families of origin of the spouses. Moreover, this type of family is characterized by its autonomy and independence. The nuclear family model reduces to a minimum the type of interactions that characterizes the extended family model. The latter model, is typified by relationships and interactions of dependence, collaboration, reciprocity, service, help, availability in times of need, proximity, and frequent communication (Torres-Zayas, 1981).

The Puerto Rican sociologist, J. A. Torres-Zayas (1981), explained that if we conceptualize a continuum with

the nuclear family in one extreme and the extended family in the other, we would find the contemporary Puerto Rican family predominantly in the extended family end. He further explains that it is not the perfect model of the traditional extended family, but it is a family model that endures the impact of a hasty industrial revolution, further affected by an intensive and continuous urbanization process.

In Puerto Rico, the urbanization process has caused a great deal of change. The immigration to the cities destroyed the small agricultural and pre-industrial communities. These communities were characterized by "structure, content, spirit, and community life style" (Torres-Zayas, 1981, p.9). Members of the small communities were dispersed throughout different urban areas. Consequently, the displaced Puerto Ricans attempted to re-establish the old relationships with people who originated from the same communities. It is common for people to identify themselves by stating their names and adding where their family is from. For example, "I am Julia Reguero, from the Reguero's of Rio Piedras." This identification with the geographical place of origin provides the individuals with an identification or a sense of identity (Torres-Zayas, 1981; Fitzpatrick, 1979). The genealogical roots are never denied or hidden. Oftentimes, individuals coming from the same "barrio," or small community, help each

other and provide support in times of need even when they are not related.

According to Torres-Zayas (1981), Puerto Ricans do not consider a marital relationship to be a family until the couple has children. He further states that the role of either son or daughter seems to be the most important and permanent for an individual. A distinction between "my family" and "my family of origin" is an outcome of the social changes in Puerto Rico during the last few decades. The distinction between the family of origin and the family of procreation has psychological and socio-economic impacts once the responsibilities and obligations of each one are delimited. Despite the social change, a close relationship and interaction between the members of the family of origin and those of the family of procreation has prevailed. The younger families of procreation see the need and convenience to maintain the bonds with their respective families of reference. However, they also like to make discrete stipulations to shun the family of reference from intervening in areas where the family of procreation members want to be autonomous and independent. The need for the emotional support provided by the family of reference however keeps the family members in close contact. Frequent social gatherings and interactions of various types among family members characterize Puerto Rican family

relationships.

The child rearing responsibilities are shared by both parents. Nevertheless, culturally, the father is recognized as the authority figure. The traditional intervention of parents-in-law and grandparents has been delimited and is discouraged. Interactions among members of the extended families are encouraged; particularly during emergencies and times of need. The idea of knowing that "you can count on them" is fostered. Children are expected to respect their parents and respond as subordinates to their authority and guidance, at least while they are of minority age or status. Still, the social environment tends to be characterized by democratic relationships. Children's attitudes are typified by willingness to learn and participate in family matters.

Emelicia Mizio (1974) wrote about the impact of external systems on the Puerto Rican family. She describes the Puerto Rican family as follows:

The Puerto Rican family is, in contrast to the American, an extended family; intimate relationships with the kinship system are of high value and a source of pride and security. An extended family is a composite form of the nuclear family. Relationships are intense and frequent, even if the persons are not living in the same household. There are important

mutual obligations and strict controls. In this patriarchal family, roles are clearly defined and strictly monitored. There are important mutual obligations, and each individual's worth is guaranteed by the fulfillment of these mutual responsibilities. The elderly are respected, and the young are dearly loved. The Puerto Rican family, however, encompasses not only those related by blood and marriage, but also those tied to it through custom. The compadrazgo [godparents] and hijos de crianza [children of upbringing] are important parts of the Puerto Rican family system (p.77).

Puerto Rican family patterns have changed, and will continue to change due to modern influences. The blend of Spanish and North American cultures is evident in the daily life of the people. Lacot (1967) discussed factors that contribute to the blending of the Puerto Rican and American cultures. First, there are migratory agricultural programs that provide jobs on the mainland where labor demands are high for certain seasons. Some workers return to Puerto Rico when the season is over, but those who get offered year-round jobs send for their families and settle in the States. A second factor includes those middle and upper class families who send their children to American high schools and or colleges and universities to conclude their

education. A third factor is the influence of the Americans who come to live in Puerto Rico as permanent or temporary residents. Other factors included are the servicemen assigned to the defense bases established on the Island; the North American tourists; the movies, cable TV, magazines, books, newspapers and other goods from the States.

The social and economic changes have prompted individuals to make important decisions and adjustments in their daily living. Lacot (1967) commented that:

There seems to be a struggle for survival of two sets of values, those brought about by the traditional, conservative Spanish heritage and those adopted from the more recent relations with the continental United States. (p.3).

Researchers have addressed the tendency of migrant families to experience intergenerational conflict (Canino & Canino, 1980; Torres-Matrullo, 1976). Canino and Canino state that conflict arises as the Puerto Rican child is influenced by Anglo peers. The discrepancy between family demands and the outside culture cause stress for the Puerto Rican child. The researchers describe the process that leads to intergenerational conflict:

As the child becomes more aggressive he or she becomes more disrespectful- presentao -within the family, breaking the prescribed pattern of respeto, which emphasizes the worth of the individual and demands special considerations for adults and older people. The child perceived as presentao may seem intrusive, transcending the appropriate patterns of interaction, and is often referred to as one who se pasó de la raya- crosses the boundaries of respect and distance that govern new relationships and behavior in the presence of older adults (p. 538).

The researchers conclude that knowledge of the culture, values, support systems, and family transactions is important when conducting therapy for immigrant Puerto Ricans. They stressed that the standards of middle class Anglo Americans cannot be applied to members of other cultures.

Torres-Matrullo (1976) also addressed the tendency of migrant families to experience intergenerational conflict. Torres-Matrullo (1976) stated that:

In the process of acculturation and the learning of English, Puerto Rican youth in the United States acquire a world of values, attitudes, and sex-roles that are different from those of their parents. The Puerto Rican parent may react with anxiety to the

gradual loss of influence over his children... The common experience of biculturality among Puerto Rican youth here creates a lack of certainty about belonging. The Puerto Rican female often suffers the most conflict in this double-bind kind of situation. Young girls who have been raised by their parents to be compliant and submissive are often expected to socialize more freely in the American classroom, where assertiveness is the norm (p. 711).

Torres-Matrullo (1976) was interested in the strict differentiation of sex roles and the male superiority that characterizes the Puerto Rican family. The researcher noticed that many women seek outside jobs after migrating due to economic necessity, thus gaining earning power and some independence from their husbands.

The purpose of Torres-Matrullo's study was to assess the changes in the Puerto Rican woman living in the United States, and to determine how those changes are related to the stress of acculturation and the existence of psychopathology. Seventy-two women living in New Jersey were divided into groups differing in education and acculturation. The subjects were administered a measure of adjustment and personal image and a measure of psychopathology. They were also interviewed and given a questionnaire used to gather information on demographic

variables with the purpose of determining the level of acculturation or exposure to the American culture. A relationship between the level of acculturation and education and both personality adjustment and psychopathology was found. The research findings supported the idea that "as recent arrivals to an urbanized and culturally different setting, low-acculturated women are more likely to exhibit such symptoms of psychopathology as aggression, hostility, isolation, loss of self-esteem, and a sense of personal inadequacy" (Torres-Matrullo, 1976, p. 716). Consequently, the researcher stressed the importance of developing educational opportunities for the immigrant Puerto Ricans.

Ethnic and cultural factors may have different effects on adolescents' career ambitions and expectations. According to Dillard and Perrin (1980), counseling practitioners should be aware of the cultural and ethnic differences when counseling across cultures. Dillard and Perrin (1980) conducted research with the purpose of assessing the career aspirations and expectations of Puerto Rican, Black, and Anglo adolescents from middle- and low-socio-economic levels in New York. The researchers found that career aspirations correlated with ethnic group membership for males, but the same was not true for females. Socio-economic status was found to be positively correlated

with career choice, where the lower the socio-economic status the lower the status of the career chosen. Anglo adolescents seemed more mature or refined about their career choices.

Dillard and Campbell (1981) further expanded this study by looking at the influence of parents. Specifically, their study looked at the relationship between Puerto Rican, Blacks, and Anglo adolescents' career ambitions, expectations, and maturity and parents' career values and aspirations for their children.

The results from this study suggested that Puerto Rican parents' career aspirations for their children were related to the children's aspirations. Anglo parents' career aspirations and values had little influence in the adolescent's career development. Black mothers had a stronger influence over the children's career development. The researchers stressed the importance of school personnel paying attention to the familial factors that could influence and adolescent's career choice. Counselors should help adolescents become aware of their choices and their right to chose what they want and not what parents or others might want for them.

Career choices, however, are just one of the many decisions adolescents make. Decision-making patterns are affected by the environment. There is one study that looked

at the decision-making patterns in Puerto Rican families. Cooney, Rogler, Hurrell, Ortíz (1982) evaluated the resources of the Puerto Rican family within a cultural context. They tested the assumption that "cultural norms act as a contingency variable affecting the relationship between socioeconomic attributes and decision making in the family" (Cooney, et al., 1982, p.621). The researchers explained the decision-making patterns in patriarchal and transitional egalitarian societies. According to the researchers in a patriarchal society:

the basis of individual worth is still prescribed, but the traditional norms emphasizing the superior authority of the man within the family slowly begin to change. Egalitarian norms emphasizing partnership and sharing between spouses emerge in the upper classes. Thus, a man's socio-economic attributes, reflecting as they do varying degrees of exposure to and socialization into more modern egalitarian attitudes and values, are inversely related to his decision-making power in the family (Cooney, et al., 1982, p.622)

Puerto Rico is considered a modified patriarchal society, since the level of economic development and cultural norms in the island are very similar to those of Latin American countries where historical and religious

norms support the authority of the male in the family. When individuals born and raised in Puerto Rico immigrate to the United States, they find themselves in a society with socio-economic attributes much different from their own. The United States, according to the authors, is a transitional egalitarian society, where egalitarian norms have replaced patriarchal norms. Cooney, et al. (1982) further described:

in this context of pervasive social change, husband-wife relationships are more flexible and negotiable. Within industrialized societies an individual's worth is no longer based upon prescribed status but upon socio-economic achievements...the higher the socio-economic status, the greater his power in making decisions (p.622).

The researchers hypothesized that parent generations, born and raised in Puerto Rico would exhibit patriarchal norms; and child generations born and raised in the United States would exhibit more transitional egalitarian norms. Furthermore, the researchers looked at the role of sociocultural norms in decision-making. The findings from the study revealed significant differences between the parent and child generation in the level of assimilation. This further affected the relationship between the husband's socio-economic status and his decision-making power in the family. As the wife's socio-economic power increased, the

husbands declined.

Traditionalism and assertiveness of Puerto Rican women were also researched by Soto (1983). Soto's description of the Puerto Rican woman is congruous with that of Cooney, et al. (1982). Soto (1983) and Torres-Matrullo (1976) state that the traditional sex-role values held in Puerto Rico are associated with a patriarchal family structure, and attributed to the Catholic church and the Spanish cultural influence. The Puerto Rican man is the family's authority figure; he is expected to provide financially and to protect the honor of the females in the family. The woman, on the other hand, is expected to be passive, submissive, and loyal. This double standard is a source of stress as indicated by Torres-Matrullo (1976) and Canino and Canino (1982). The purpose of Soto's (1983) research was to investigate whether or not Puerto Rican women of varying educational levels exhibit intergenerational differences in terms of sex-role attitudes and assertiveness. As expected, the research findings revealed that education and generation had a relationship with sex-role traditionalism. Women from second generations were better educated and less traditional. Sex-role traditionalism was related to lower assertiveness. Soto (1983) stated that "better educated women are less sex-role traditional because they become more aware of their potential, their abilities, and their rights,

not to mention that they do not have to depend on a man financially because they are more likely to have their own career" (p. 351).

The body of literature available regarding Puerto Ricans has some common themes. Researchers stress the importance of understanding ethnic differences when relating to families with a different cultural background (Canino & Canino, 1980, 1982; Dillard, et al., 1980; Dillard, et al., 1981; Fitzpatrick, 1979; Mizio, 1974; Zuk, 1978). Intergenerational conflict due to the changes in values that emerge from the process of acculturation were address by Torres-Matrullo (1974), Soto (1983), and Canino and Canino (1980, 1982). These researchers suggest that assertiveness training and better educational opportunities could help the Puerto Rican woman adapt to the new environment. The mental health problems exhibited by many Puerto Ricans need to be treated by therapists who understand the cultural differences (Canino & Canino, 1980, 1982; Torres-Matrullo, 1974). School personnel dealing with immigrant Puerto Ricans need to have an understanding of the existing cultural differences to better help the adolescent adapt to the new environment. This can be done by promoting an understanding of the cultural differences, helping to develop assertiveness skills, and by providing information regarding available career choices and opportunities. A

better understanding of the stress caused by the acculturation process would help the adolescent to more effectively deal with it. Because the adolescent identity crisis is inherently stressful; adolescents can benefit from stress alleviating measures such as the help adults can provide in facilitating daily decision-making.

Familism

Familism has been defined in the literature by numerous scholars. Among these definitions are:

The ideal construction of familism includes the following characteristics: (a) the feeling on the part of all members that they belong pre-eminently to the family group and that all other persons are outsiders; (b) complete integration of individual activities for the achievement of family objectives; (c) the assumption that land, money, and other material goods are family property, involving the obligation to support individual members and give them assistance when they are in need; (d) willingness of all other members to rally to the support of another member if attacked by outsiders; and (e) concern for the perpetuation of the family as evidenced by helping an adult child in beginning and continuing an economic activity in line with family expectations, and in

setting up a new household (Burgess & Locke, 1945, p. 69).

By familism is meant the ascendance of family interests over the interests of the individual members as expressed in the maintenance of family tradition, property, social contacts, and occupational pursuits (Wilkening, 1954, p. 33).

Familism is identified by a structural network of rights and duties which contribute to the support of the family and by the commitment of members to this system (Mapstone, 1970, p. 143).

Familism means that there are certain social intra-group arrangements found almost everywhere and that such arrangements presuppose a set of norms and roles, all focusing on family values (Lindskog, 1974, p. 18).

Familism consists of a set of rights and obligations pertaining to members of a given kin network. Three interrelated conceptual levels of familism can be distinguished. Familism as a social organization refers to role rights and obligations linking kin members to one another. Familism can also be viewed as

behavior: i.e., kin members directly engaged in the fulfillment of role obligations. Finally, familism can refer to a kin member's attitudes concerning his obligations toward other members (Heller, 1976, p. 423).

The above definitions have the following in common: (a) integrated network of privileges and obligations which functions to support the total system, (b) the interest of the family as a group takes precedence over the individual's interests, and (c) there is a sense of commitment to other family members. The work by Burgess & Locke (1945) prompted other researchers to develop measures of familism. Some of them are: the Familism Scale by Bardis (1959), a Familism Index by Mapstone (1970), and Heller's (1976) Nuclear Familism Attitude Scale.

The Nuclear Familism Attitude Scale (Heller, 1976) is a 15-item Likert-type questionnaire based on the five aspects of familism identified by Burgess and Locke (1945). A detailed description of the instrument is provided in chapter three.

Familism is regarded as an important cultural value by Italians (Miller & Miller, 1978), southern European origin people, Jews (Zuk, 1978), and Hispanic groups, including Puerto Ricans, Mexicans, Colombians, and Dominicans (Fernandez-Marina, Maldonado-Sierra, & Trent, 1958; Gurak, &

Krtiz, 1984). The Puerto Rican family is depicted in the literature as having a strong ethnic identity and cultural values. The institutional structure of the Puerto Rican society accentuates the importance of the nuclear as well as the extended family (Fitzpatrick, 1979; Mizio, 1974; Zayas & Palleja, 1988). These characteristics of the Puerto Rican family reflect the presence of the cultural value of familism. According to Heller (1976), familism involves a set of privileges and responsibilities pertaining to members of a given family network. He has identified three interrelated theoretical levels of familism: social organization, behavior, and attitudes. Social organization refers to role privileges and obligations linking family members to each other. Family members believe that they have a commitment to relatives and a duty to assist in times of need (Rogler & Cooney, 1984).

The second level is that of behavior. Family members are directly involved in the fulfillment of role responsibilities. Familism promotes family integrity and imparts order and direction to the behavior among family members (Rogler & Cooney, 1984). Furthermore, Zayas and Palleja (1988) state that familism influences a family member's conduct within the public realm as well as within the family context. The last level is that aspect of familism referring to a kin member's attitudes about the

obligations toward other family members. Familism emphasizes cohesion among members such that the ties that maintain the family are highly regarded (Colleran, 1984; Rogler & Cooney, 1984; Zayas & Palleja, 1988). Puerto Rican family members are expected to protect the safety and interest of other members. Lending assistance, providing advice, and assuming responsibilities for family members are some of the ways in which they associate (Zayas & Palleja, 1988). These responsibilities are accepted so that family integrity, traditions, and social and emotional equilibrium may be maintained (Zayas & Palleja, 1988). Referring to Mizio's familism research, Zayas and Palleja (1988) commented that "among Puerto Ricans, specifically, familism supports the governing role of the family in the individual identities of its members and the family's collective identity" (p.261).

So far, in this section, familism has been defined and related to the Puerto Rican culture. Next, research studies in the area of familism will be discussed. Because the Mexican culture is similar to the Puerto Rican culture due to the Hispanic influence, the familism literature with Mexican subjects will be included.

Buriel and Rivera (1980) conducted a study with the purpose of comparing Anglo- and Mexican-American adolescents. The variables of locus of control, socio-

economic status, and familism were used to determine ethnic differences. The subjects (86 Anglo- and 80 Mexican-American) were compared on Rotter's Internal-External Locus of control, family income, and familism. In general, Mexican-Americans came from families with lower income levels. The Mexican-American students also tended to score higher on the measure of familism. The Anglo-Americans were more internal in the politics dimension of the Locus of Control measure, while Mexican-Americans were more internal on the respect subcategory of the scale.

Mexican-American and Anglo-Americans were also compared in a study by Harris (1980). The focus of his study was to explore the effects of ethnicity, immigrant generation, socio-economic status, and generation on measures of familism and sex-role orientation. Harris (1980) explained that:

Differential access or exposure to the social and economic conditions associated with urbanization and industrialization, including increased educational and occupational opportunities, may contribute to ethnic or cultural differences in family orientation. To the extent that these socioeconomic differentials are declining, however, one would expect an increasing similarity in the attitudes toward familism held by Mexican Americans and Anglos (p. 174).

For Harris' three generational sample of 96 women in San Antonio, Texas, socioeconomic status was found to be more important than ethnicity in predicting familism and sex role orientation. Mexican-American daughters were more affected by sociocultural changes, they scored similarly to Anglo daughters in the familism measure. However, their sex role orientation did not differ very much from that of their mothers. The author concludes that as Mexican-Americans become better educated, the familistic orientation of the family and the traditional family support structure of the family will decline.

Differences between generations were also the interest of Fu, Hinkle, and Hanna (1986). The purpose of their study was to produce a model to examine how family interdependence and individual dependency are conveyed to younger generations. The authors stated that:

the underlying assumption of this model is that the family is the principal reinforcing agent in the process of socialization. In this process, the parent plays an important role in the transmission of behavior, values, and norms that perpetuate family interdependence. Specific to the proposed model, emotional dependency aids in maintaining close family ties and is socially reinforced in children (Fu, et al., 1986).

Higher levels of family interdependence result from dependent behavior of the individuals and physical proximity to family/kin members. Fu, et al. (1986), explained that "education is considered an exogenous variable because it may affect one's level of adult dependency and occupational choice, as well as modify the levels of family interdependence. Like family size, however, educational level may be indirectly affected by family or cultural values" (p. 157). Three generations of 150 Appalachian families comprised the sample for this study. Appalachian families are characterized by their strong sense of familism and the high level of interdependence among family members. Parents' accepting attitude of dependent behavior was found to be the major method of transmitting this behavioral pattern to the younger generations.

Harris, (1980) suggested that as the Mexican-Americans become better educated, the familistic orientation of the family and the traditional family support structure of the family will decline. This is congruent with Fu, et al.'s (1986) proposition that education could affect the level of dependency (dependent behavior) of an individual.

The research of Farris and Glen (1976) suggests that the level of education does not affect the level of familism. These researchers compared Mexican- and Anglo-Americans in terms of fatalism and familism measures. The

results suggested that the differences in fatalism were a function of educational level for both ethnic groups. However, at each educational level the Mexican-Americans seemed to be distinctly more familistic than the Anglos. The researchers concluded that for their sample "there was probably a moderate culturally-based ethnic difference in familism" (Farris, et al., 1976, p. 400).

Summary of the Literature Review

The need to develop a sense of identity arises from all the developmental changes that the adolescent experiences simultaneously. These changes include biological maturation, more advanced cognitive capabilities, and the transition into new roles in society. The focus of Erikson's theory is the acquisition of an ego-identity through the resolution of dilemmas which occur at each stage of growth. Individuals' identities are established in various ways from culture to culture (Muuss, 1975); however, the identity crisis is an inevitable component of the growing-up process. While acknowledging that the different cultures vary in the intensity, length and ritualization of adolescence, Erikson asserts that each society provides a set time period for the completion of an identity.

Marcia's expanded on Erikson's adolescent stage. He developed four identity statuses that contribute to the formation of a typology of adolescence. These statuses are four ways in which adolescents handle the identity crisis (Marcia, 1980). According to Marcia, these classifications are "defined in terms of the presence or absence of a decision-making period (crisis) and the extent of personal investment (commitment) in two areas: occupation and ideology" (Marcia, 1980, p.161). The four identity statuses are: (a) identity achievement, (b) identity foreclosure, (c) identity diffusion, and (d) identity moratorium.

Gender differences have been noted in the identity development literature. Preconceived sex roles influence the struggle for self-definition.

The literature also recognizes that the attainment of formal operational thought can be considered a necessary precondition for the successful resolution of the identity crisis. That is, the success an individual experiences in resolving the identity crisis is affected by his or her level of cognitive development.

Abraham (1983), Owen (1984), and Streitmatter, (1988) suggested that a foreclosed identity may be the most adaptive in societies that value familism and interdependence. On the other hand, advanced identity achievement is related to parenting styles which encourage

autonomy and the individuation process.

The Puerto Rican family is characterized by its strong sense of familism. Their members tend to place family interests over the interests of the individual members as expressed in the maintenance of family tradition, property, social contacts, and occupational pursuits (Wilkening, 1954, p. 33). Referring to Mizio's familism research, Zayas and Palleja (1988) commented that "among Puerto Ricans, specifically, familism supports the governing role of the family in the individual identities of its members and the family's collective identity" (p.261). Autonomy and individuation are, therefore, not encouraged in the Puerto Rican family.

The body of literature available regarding Puerto Ricans has some common themes. Researchers stress the importance of understanding ethnic differences when relating to families with a different cultural background (Canino & Canino, 1980, 1982; Dillard, et al., 1980; Dillard, et al., 1981; Fitzpatrick, 1979; Mizio, 1974; Zuk, 1978). Intergenerational conflict due to the changes in values that emerge from the process of acculturation were address by Torres-Matrullo (1974), Soto (1983), and Canino and Canino (1980, 1982). These researchers suggest that assertiveness training and better educational opportunities could help the Puerto Rican woman adapt to the new environment. The mental

health problems exhibited by many Puerto Ricans need to be treated by therapists who understand the cultural differences (Canino & Canino, 1980, 1982; Torres-Matrullo, 1974). School personnel dealing with immigrant Puerto Ricans need to have an understanding of the existing cultural differences to better help the adolescent adapt to the new environment. This can be done by promoting an understanding of the cultural differences promoting assertiveness skills, and by providing information regarding available career choices and opportunities. A better understanding of the stress caused by the acculturation process would help the adolescent to more effectively deal with it. Because the adolescent identity crisis is inherently stressful; adolescents can benefit from stress alleviating measures such as the help adults can provide in facilitating daily decision-making.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the relationship between familism and ego identity status among two groups of high school students: (a) Puerto Ricans living in Puerto Rico, and (b) immigrant Puerto Ricans in Central Florida. In this chapter a description of the subjects will be presented, followed by a delineation of the procedures of data collection, and a description of the measures utilized in this study.

Subjects

Two groups of Catholic Puerto Rican high school students participated in the study. One group of subjects was living in Puerto Rico and the other group were immigrants living in Central Florida.

The sample group in Puerto Rico included 180 subjects. There were 103 males and 77 females. The sample from Florida consisted of 107 students, 51 males and 56 females. The immigrants were all first generation Puerto Ricans and had migrated to the United States mainland no more than 10 years before the time of the study. The subjects living in Florida were younger than those living in Puerto Rico. A 75% of the adolescents living in Florida were age 16 or younger, while 84% of those living in Puerto Rico were age

17 or older. Table 3 shows the distribution of students by sample group and age.

Insert Table 3 about here

The sample of adolescents in Puerto Rico was drawn from high school students enrolled in four private Catholic schools, two private Protestant schools, and one public school. A sample of immigrant Puerto Rican high school students was drawn from three public schools and one Catholic high school in Central Florida.

Procedures

Puerto Rico

The principals from the seven schools were contacted by a research assistant and the purpose of the study was explained to them. Then, they were asked for permission to conduct the study at their respective schools. Upon obtaining their commitment to have their students participate in the study, the researcher arranged to have an assistant deliver the questionnaires to the schools and then return to collect them at a later date. The option to have the research assistant administer the questionnaires was discussed with the principals, but in every case they thought that having the teachers administer the questionnaires in the classroom during class time was less

Table 3

Frequency Distribution of the Ages of the Subjects per Sample Group

Age	Puerto Rico		Florida	
	Frequency <u>n</u>	Percent	Frequency <u>n</u>	Percent
13	0	0	2	1.9
14	0	0	13	12.1
15	1	.6	25	23.4
16	28	15.6	35	32.7
17	100	55.6	25	23.4
18	50	27.8	7	6.5
19	1	.6	0	0
Total		<u>180</u>		<u>107</u>

disruptive and therefore preferable. The researcher then wrote instructions to the teachers explaining the nature of the study. The instructions stressed that the respondents' identity would remain anonymous, and requested that the students respond to every question in the instrument. It was emphasized that there were no right or wrong responses to the instrument and that students' honest responses were essential for the success of the study. Instructions along with the instrument were given to each participant in the study).

The school year in Puerto Rico ends during the fourth week of May. To avoid data collection during final exam week and preparation for graduation, the questionnaires were delivered during the last week of April and first week of May. The research assistant delivered the questionnaires to each school and established a date to go back and pick them up when convenient for each participating school. All questionnaires were administered and collected before the end of the school year.

Florida

The data collection process in Florida was more complex than in Puerto Rico. Permission for the public schools to participate in the study had to first be granted from the Department of Planning and Governmental Relations of the Orange County Public Schools. A research proposal that

included project title, purpose and research problem, instrument, procedures, and proposed data analysis was submitted in late January 1990. Permission to carry out the study at two high schools was granted by the director of testing and program evaluation the first of March 1990. See appendix A for a copy of the approved form.

The questionnaires were sent in late April to a teacher who had volunteered to help as a research assistant with the data collection process. The efforts to collect data that May were not successful. Only 27 questionnaires were completed by immigrant subjects, and of those, the majority were ninth graders.

None of the questionnaires collected in the spring of 1990 could be used. Thus, a second data collection had to be scheduled. Dr. Lee Baldwin, director of testing and program evaluation, was contacted in late July 1990 to request his permission to collect data early during the Fall semester. Permission was once again granted to collect data at the same two high schools and in addition, data collection was also approved to be at the other high school. According to Dr. Baldwin those three schools have the highest percentage of hispanics in the Orlando area (personal communication, August 6, 1990). Dr. Baldwin also provided the names and addresses of the respective school principals who needed to grant their permission for the data

collection to take place at the schools.

A letter was sent to the principals of the three high schools explaining the purpose of the study and requesting their cooperation early in August. Follow up phone calls were made in mid-August. All three schools agreed to cooperate. The researcher offered to travel to Florida at a date convenient to them to administer the questionnaires in the classrooms. The principals requested that the questionnaires be delivered to them and that they in turn would give them to the teachers to administer in the classrooms during class time. They expressed that this procedure would be less disruptive and therefore preferable. The researcher arranged to have an assistant deliver the questionnaires to the schools and go back to collect them at a later date. The researcher then wrote instructions to the teacher explaining the nature of the study. The instructions stressed that the respondents' identity would remain anonymous, and requested that the students respond to every question in the instrument. It was clarified that there were no right or wrong answers to the instrument and that students' honest responses were essential for the success of the study. The instructions to the teacher also explained the researcher's wish to give the student the opportunity to chose the questionnaire in English or in Spanish. Instructions along with the instrument were given

to each participant in the study (Appendix B).

The data collection took place during the last week of September and first week of October 1990. The fall data collection at the public schools resulted in 94 completed questionnaires.

The researcher had also contacted Dr. Richard Fenchak, superintendent of schools in the Catholic Diocese of Orlando, early in August. Dr. Fenchak was very supportive of the research project and provided the name and address of the principal of the Catholic high school in Orlando. The researcher contacted the principal of the high school, explained the nature of the study and requested her cooperation and participation. A letter was sent with a sample questionnaire (in English) in early September. The teachers at the Catholic high school took it upon themselves to reproduce the questionnaires and administer it to their thirteen Puerto Rican students before the researcher had gotten a commitment from the school's principal. The principal contacted the researcher to report that the completed questionnaires were being mailed back to her. All thirteen questionnaires from the Catholic high school were used in the study. (Appendix A includes copies of the correspondence between the researcher and the Florida Schools' authorities).

Measures

The instrument included: (a) a cover letter which explained the purpose of the study and thanked the subjects for their participation (Appendix B), (b) the Familism Scale (Appendix C), (c) the Extended Objective Measure of Ego Identity Status-2 (Appendix D), and (d) some demographic questions (Appendix E). To maximize the data collected the instruments were available both in English and in Spanish versions. The Spanish version was administered to subjects in Puerto Rico. The immigrant Puerto Ricans were given the opportunity to choose the version in the language that they felt most proficient.

Familism Scale (Peter Heller, 1976).---The revised version of the Familism Scale was used to assess the level of familism experienced by the subjects. Heller (1976) indicated that the scale reflects five aspects of familism:

- 1) the feeling on the part of all members that they belong preeminently to the family group and that all other persons are outsiders;
- 2) complete integration of individual activities for the achievement of family objectives;
- 3) the assumption that land, money, and other material goods are family property, involving the obligation to support individual members and give them assistance when they are in need;
- 4) willingness of all other members to rally to the support of another member

if attacked by outsiders; and 5) concern for the perpetuation of the family as evidenced by helping an adult child in beginning and continuing an economic activity in line with family expectations, and in setting up a new household (p.423).

The revised version of the instrument, used in this study, is a 15-item Likert-type questionnaire utilizing a 4-point response format ranging from "strongly agree" (assigned score of 4) to "strongly disagree" (assigned score of 1). Goodman and Kruskal's gamma was used to analyze test-retest reliability data, where the initial testing involved originally worded items (from a version developed in 1970), and retest data resulted from reworded items. Nine of the 15 original items of the familism scale were reworded. For the 9 altered items, gamma was reported to range from .71 to .98. Therefore, there is strong evidence for correspondence in meaning between each item in the revised version and the original counterpart (Heller, 1976).

Utilizing three samples (one from Virginia, one from Nevada, and one from Ohio) of subjects within the United States, the familism scale was cross-validated. Heller stated that:

represented within these samples are extreme educational and ecological differences among respondents. It is felt that divergencies of this sort

are necessary in order to judge the validity and usability of an attitude scale which is intended to measure familism across widely differing ecological and socio-economic settings (p.424).

Correlation analysis was calculated for the familism scale with six independent variables expected to be significantly associated with familism. The first three independent variables were closeness felt towards: (a) siblings, (b) uncles and aunts, and (c) first cousins. The other three variables were related to: (d) desire to live closer to relatives, (e) number of related individuals visited during leisure time in a period of a week, and (f) number of favors for which the respondent would turn to a relative. The author reported that significant relationships were found for five of the six variables, "with proportional reduction in error for scale scores ranging from 32 to 39 percent" (Heller, 1976, p.428). After controlling for gender, a sixth variable was significantly related to the familism scale for males, but not for females (Heller, 1976).

Translation of the Familism Scale to Spanish.

The familism scale was translated into Spanish through a cross-translations procedure for use in Latin American research (Heller, 1976). According to Heller (personal communication, September 25, 1989), two Mexican-American

translators independently "translated the scale into Spanish and the Spanish back to English without the aid of the original English translation." The researcher further explained that the two translators orally translated the Spanish version to English while he (Heller) looked at the original English version.

Upon request, Heller made available to the researcher copies of the familism scale in English and in Spanish. This researcher, being a native Spanish speaker, did not feel that the Spanish version was grammatically correct. Ruiz-Aviles, a Puerto Rican Spanish professor, was consulted and asked to review the scales. According to Ruiz-Aviles the original Spanish translation had some grammatical errors and some of the idiomatic expressions had lost their meanings as a consequence of word-by-word translation (Ruiz-Aviles, personal communication, January 27, 1990). This researcher requested permission from Heller to modify the scale. Heller (personal communication, October 27, 1989) responded that "the Spanish translation of the scale could be slightly modified if you are very careful." The author of the scale further recommended utilizing a procedure similar to the one described in his 1976 familism article.

Given that the use of the Spanish language varies among Spanish speaking regions and countries, it was considered

important to have the scale translated by bi-lingual Puerto Ricans. The translation of the Familism Scale used with Mexican-Americans was not considered appropriate for use with a Puerto Rican sample. The selection of words in the translated scale would reflect the vocabulary of the subjects that participate in the study, and consequently would avoid misinterpretations of the items.

Two Puerto Ricans independently translated the familism scale into Spanish. Those two translations were then reviewed by a professional Puerto Rican "Translator - Interpreter." Appendix C includes the original English version of the scale, the original Spanish translation by Mexican-Americans, and the translated version of the Spanish/Puerto Rican scale that was used in this study.

Objective Measure of Ego Identity Status (Adams, Bennion, & Huh, 1989).---The extended version of the OMEIS-2 was used to assess the ego-identity formation of the subjects. The scale was developed utilizing Erikson's and Marcia's identity development theories. The authors stated that:

Based on the assumption that exploration and commitment are a relatively conscious activity and can be measured approximately as well by a self-report questionnaire as by an interview format, test items were designed based on subjects' responses to interview questions which

reflected the theoretical amount of exploration and commitment that would be typical for each identity status (Adams, et al., 1989. p.6)

Thus, the presence or absence of an exploration phase and commitment to values are the underlying dimensions for the four identity statuses of achievement, moratorium, foreclosure, and diffusion.

Two versions of the Objective Measure of Ego Identity Status were developed prior to Bennion and Adams' version. The first version of the Objective Measure of Ego Identity Status (OMEIS) was constructed by Adams, Shea, and Fitch in 1979. Several research studies prompted Grotevant and Adams to expand the OMEIS to include measures of both ideological and interpersonal commitment (Adams, et al., 1989). Then, with the objective of improving the interpersonal identity items, and of providing estimates of reliability and validity, Bennion and Adams developed the EOMEIS-2. The revised extended version of the Objective Measure of Ego Identity Status (EOMEIS-2) contains 64 items, 32 assessing interpersonal identity and 32 assessing ideological identity. Subjects respond on a 6-point Likert scale ranging from "strongly agree" to "strongly disagree." There are eight subscales with eight items each. Four of the subscales assess the ideological identity statuses

(occupation, religion, politics, and philosophy) and the other four assess the interpersonal identity statuses (friendship, dating, sex roles, and recreation). The raw subscale scores range from 8 to 48.

The scale is often used to classify individuals into a single identity status or into a transition identity status category. The EOMEIS-2 scale yields continuous measure scores for each status that when used, introduce less error to a statistical analysis than the forced classification scores. The four statuses are different degrees, occurring along a continuum, diffusion is considered to be the least advanced of the statuses, followed by foreclosure, then moratorium, and achievement as the most advanced. Although the EOMEIS-2 allows the researcher to classify subjects into the different identity statuses, subjects in the transition status category are collapsed into one of the four identity status groups by collapsing downward into the less sophisticated identity statuses (Adams, et al., 1989, p.25). This forced classification of marginal cases introduces some error to statistical analysis. Since the purpose of this study was to determine how familism level relates to adolescents' identity development, the use of the EOMEIS-2 as a continuum was considered appropriate. The subject's score for each status was used in the statistical analysis of the study, instead of forcing a classification into one

single status and utilizing that categorical variable for the analysis while disregarding the subject's score in the other three statuses.

Adams, Bennion, and Huh (1989) recommend that two (ideological and interpersonal) identity status classifications be made since "the correlation between the subscales average in the range of $r_s = .60$ " (p.27). However, they also explained that when a combined ideological and interpersonal identity status classification is desired, the researcher should sum each row of subscales over the 16 appropriate items. For this study, a Pearson correlation between the ideological and interpersonal subscales was calculated as well as a factor analysis and it was then concluded that it was appropriate to utilize the total identity scores.

There is substantial evidence, based on over 30 published studies, on the reliability and validity of the scale. Studies that have tested the reliability of internal consistency of the interpersonal and ideological subscales resulted in Cronbach alphas ranging from .30 to .89, with a median alpha of .66 (Adams, et al., 1989). According to Adams, et al (1989) "the internal consistency of the ideological subscales tends to be higher than those of the interpersonal subscales" (p.31). Test-retest reliability measures for the ideological and interpersonal subscales

ranged from .59 to .93, with a median correlation of .76 (Adams, et al., 1989). Split-half reliability correlations of the "ideological and interpersonal subscales ranged from .10 to .68. Total identity score correlations with subscales scores ranged from .37 to .64" (Adams, et al., 1989, p.32).

Translation of the EOMEIS-2 used in the study.

As with the Familism Scale, the EOMEIS-2 was translated into Spanish to make it appropriate for use with Puerto Rican teenagers (appendix D). G. R. Adams (personal communication, January 18, 1990) explained that the scale has been previously translated into several other languages, including Spanish. However, he does not have any copies of the translated scales, but stated that each item should reflect a commitment and an exploration component congruent with the status the particular item assesses. For example, a translation of a diffusion item should reflect no commitment and no need to explore, and a foreclosed item should reflect a commitment and no exploration. He stated that previous studies in which a translated version of the Objective Measure of Ego Identity Status have been used, produced validity and reliability figures very similar to those of studies where the English version have been used.

Two Puerto Ricans independently translated the EOMEIS-2 questionnaire into Spanish. Those two translations were

then reviewed by a professional Puerto Rican "Translator - Interpreter." The importance of having each item reflect the concepts of commitment and exploration particular to the status that the item assessed was explained to the professional translator. The translator-interpreter finalized the Spanish version of the EOMEIS-2 to be used in this study with Puerto Ricans. The researcher of this study further reviewed the translated Spanish version to verify that each item reflected the commitment and exploration concepts appropriate for the status that it assessed. This version was used in the study. Appendix D includes the original English version of the scale and the Spanish/Puerto Rican scale that was used in this study.

This translation method was discussed with G. R. Adams (personal communication January 18, 1990), who thought that having more than one person translate the scale and then comparing versions was an appropriate technique. He further suggested that synonyms be provided between parenthesis after those words that can be translated in more than one way.

Demographic questionnaire---Demographic data was gathered to describe the sample (Appendix E). This questionnaire was subsequent to the Familism Scale and the EOMEIS-2, in the instrument as suggested in Asking Questions (Sudman &

Bradburn, 1987). The format for the demographic questionnaire was also adopted from the Sudman and Bradburn book. These questions were used to gather information regarding the following variables: age, gender, place of birth, grade in school, religion, level of parental education, parental occupation, and number of years living in the United States mainland for the immigrant group.

The identity development research shows that there are differences between the identity development process experienced by males and females (Marcia, 1980). Also, Puerto Rican adolescents are brought up differently depending on their gender (Lacot, 1967; Torres-Matrullo, 1976). Consequently, the gender of the respondents was asked to determine whether there are differences between the male and female participants in this study.

The demographic questionnaire (appendix E) includes questions about the subject's age and his or her grade in school at the time of the data collection. These two questions were included following Rogler, Cooney, and Ortiz's (1980) advice. The authors have stated that the subject's age and education level influence the receptivity to ideas outside the Puerto Rican culture. More education expands the knowledge of the individual beyond the Puerto Rican culture by exposing him/her to alternative values and lifestyles. The age range of the subjects was limited by

the education level. Based on Waterman's (1985) research the study was focused toward high School juniors and seniors. Data collected from subjects that were not Puerto Rican and Catholic were not analyzed, since the study is limited to subjects in those groups. Consequently, questions regarding the ethnicity of the respondent and his/her religious preference were included in the demographic questionnaire.

Three questions were asked regarding the respective places of births of the subjects and their parents. According to Rogler, et al. (1980), differences between first generation (born in Puerto Rico) and second generation Puerto Ricans (born in the United States mainland and of all or mixed Puerto Rican parentage) should be noted when studying Puerto Rican immigrants. Also, the demographic questionnaire included three questions that assess the length of time the subject has been exposed to the American society values. Individuals who immigrated during their pre-school years or are second generation Puerto Ricans are exposed very early in life to socialization influences in the host (American) society. Consequently, Puerto Rican values are attenuated. The subject's age at immigration is an important factor to consider. Rogler, et al. (1980) stated that "arrival at a younger age limits past social experiences in the traditional society and, thus, the sense

of ethnic identity is less firmly established" (p.195). The number of years the individual had been living in the United States was asked as a measure of exposure to the American society. The sample was limited to high school students who were first generation Puerto Ricans.

There were some questions assessing parents' education. This information was used to determine whether there were differences between the immigrant and the non-immigrant group. Some of the literature related higher educational levels to higher socioeconomic status. Lower class individuals tend to have stronger cultural values than the middle or upper class members because lower class individuals' exposure to alternative life styles and values are more limited; also, their educational level tends to be lower. This information was intended to be used to enhance the accountability of the explained variance in familism.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship between familism and ego identity status among two groups of high school students: (a) Puerto Ricans living in Puerto Rico, and (b) immigrant Puerto Ricans in Central Florida. In this chapter the results of the statistical analysis will be presented followed by an evaluation and interpretation of their implications, especially with respect to the two research hypotheses. As indicated in chapter one, the first hypothesis of this study was that there will be a correlation between familism and the four identity statuses: achievement, moratorium, foreclosure, and diffusion. The second hypothesis was that familism, gender, age, parent's education and occupation, and number of years living in the United States mainland affect an individual's identity status.

Data Preparation and Analysis

The instruments used in this study included: (a) the Familism Scale (Appendix C), (b) the Extended Objective Measure of Ego Identity Status-2 (Appendix D), and (c) some demographic questions (Appendix E).

The demographic questionnaire rendered data about the subject's gender, age, ethnic background, religious

preference, grade in school, parental level of education, and parents' occupation. In addition the immigrant subjects responded to questions assessing whether they were first or second generation immigrant Puerto Ricans, and how many years it had been since they had migrated. Only the data gathered from Catholic Puerto Ricans was included in the data analysis. The immigrant data was further restricted to first generation Puerto Ricans that had migrated ten or less years before the time of the study. Scores in the Familism scale and the EDMEIS-2 were correlated between subjects that immigrated during the pre-school years and those that did so at a later age. A positive but non-significant correlation was found between familism scores and the number of years the subject had lived in the United States mainland when this length of time did not exceed 10 years. However, the correlation was of a negative nature, although once again non-significant, for those subjects who had migrated more than 10 years before the time of the study. The data gathered from those subjects that had been in the United States mainland over ten years was not included in the study. Appendix F includes the frequency distributions of the immigrant sample by number of years living in the United States mainland, as well as the correlations of the number of years since immigration with familism score.

Kohn's (1977) classification of occupations was utilized to categorize parental occupation. Correlational analysis was conducted to determine whether it was necessary to include the parental educational level data as well as the parental occupation data in the statistical analysis. A two-tailed Pearson product-moment correlational analysis yielded an $r = .709$ ($p = .000$) for the mothers ($n = 149$), and $r = .619$ ($p = .000$) for the fathers ($n = 235$). Given that the correlation for the education level and occupation was positive and strong the researcher decided to include only one of the two variables in the statistical analysis. The subjects often responded to the questions assessing parental level of education, however, many of the subjects failed to state the parental occupation. Since the inclusion of parental occupation in the analysis would have resulted in a lot of missing values, the researcher decided to include only the parental level of education.

Upon immigration the parental occupation could be of a lower status than the occupation prior to migration; particularly, if the family that migrates to the United States is not fully bi-lingual. The immigrant subjects responded to questions assessing parental occupation before and after migration. Pearson correlation coefficients were calculated to determine the relationship between parental occupation before and after migration. Mothers' ($n = 43$)

occupation prior to migration was positively and strongly correlated with the mothers' current occupation ($r = .859$; $p = .000$). Fathers' ($n = 63$) occupation prior to migration was also positively and strongly correlated with their current occupation ($r = .800$; $p = .000$). Since the parental occupations before and after migration were highly correlated, the data regarding parental occupation prior to migration were not utilized in the statistical analysis.

The Familism Scale and the Extended version of the Objective Measure of Ego Identity Status-2 were scored according to the guidelines provided by the authors of the scale. The Familism Scale yields one score that ranges between a low of 15 and a high of 60. A subject's score in the EOMEIS-2 can be analyzed according to the ideological identity subscale, the interpersonal identity subscale, and total identity. Raw scores were computed from the interpersonal and ideological subscales. Adams, Bennion, and Huh (1989) explained that when a combined ideological and interpersonal identity status classification is desired, the researcher should sum each row of subscales over the 16 appropriate items. For this study, the total (sum of ideological and interpersonal) identity scores were utilized.

Table 4 includes the items that represent each of the raw subscale scores.

Insert Table 4 about here

The degree of intercorrelation between the ideological and the interpersonal subscales was examined through a correlational analysis. Two-tailed test produced Pearson correlation coefficients for the ideological and interpersonal subscales as follows: diffusion ($\underline{r} = .4382$; $p = .000$), foreclosure ($\underline{r} = .6658$; $p = .000$), moratorium ($\underline{r} = .4279$; $p = .000$), and achievement ($\underline{r} = .4972$; $p = .000$). The degree of intercorrelation between the ideological and the interpersonal subscales was also examined through a factor analysis. Table 5 illustrates the rotated factor matrix.

Insert Table 5 about here

Results

Relationship Between Familism and Ego Identity Status

The first hypothesis of this study was that there will be a correlation between familism and the four identity statuses: achievement, moratorium, foreclosure, and diffusion. Pearson correlations for familism and the identity statuses were: for achievement $\underline{r} = .177$ ($p = .004$),

Table 4

EOMEIS-2 Item Numbers Used in Computing the Raw Identity Scores for Each Subscale

<u>Subscales</u>	<u>Achievement</u>	<u>Moratorium</u>	<u>Foreclosure</u>	<u>Diffusion</u>
<u>Ideological</u>				
Occupation	33,49	9,57	17,41	1,25
Religion	18,42	26,34	50,58	2,10
Politics	8,40	32,48	24,64	16,56
Philosophy	20,60	12,36	28,44	4,52
<u>Interpersonal</u>				
Friendship	13,45	5,61	21,37	29,53
Dating	15,55	31,47	39,63	7,23
Sex Roles	35,51	11,43	3,27	19,59
Recreation	22,46	14,54	38,62	6,30

* 32 items summed for each subscale

Table 5

Rotated Factor Matrix for Interpersonal and Ideological Subscales

	Factor 1 Foreclosure	Factor 2 Achievement	Factor 3 Moratorium	Factor 4 Diffusion
Id-forecl	.8702	.1234	.0346	.1768
In-forecl	.8735	-.1713	.0975	.0510
Id-achiev	-.0120	.8355	.1251	-.1188
In-achiev	-.0544	.8679	.0394	.0941
Id-morato	.0695	-.1088	.7019	.5407
In-morato	.2362	.3075	.8443	-.0139
Id-diffus	.3138	.0115	.1080	.8871
In-diffus	.6562	-.0382	.2860	.2676

Note: The EOMEIS-2 is limited in that it does not sharply differentiate between the diffusion and moratorium status (Adams, et al., 1989).

moratorium $r = .198$ ($p = .001$), foreclosure $r = .193$ ($p = .001$), and for diffusion $r = .225$ ($p = .000$). Therefore, the relationship of familism and ego identity statuses is suggested by low positive correlations.

The second hypothesis of this study examined the effect of familism, gender, age, parent's education, and number of years living in the United States mainland on Puerto Rican teenagers' identity status. Correlations and four multiple regression analyses were performed to determine the relationships among the independent variables and the four identity statuses, as well as to determine whether there are differences between subject groups (Puerto Ricans in Puerto Rico, and Puerto Ricans in Florida). The standardized regression equation for the sample living in Puerto Rico was:

$$Y = b_1x_1 + b_2x_2 + b_3x_3, \text{ where}$$

$Y =$ Ego identity status

$x_1 =$ Parents' education

$x_2 =$ Age

$x_3 =$ Familism score

This equation was calculated for males and females. The same equation was computed for the immigrant group. In addition, the independent variable "years in the U. S." was added to the immigrant group regression equation as follows:

$$Y = b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4, \text{ where}$$

Y = Ego identity status

x_1 = Parents' education

x_2 = Age

x_3 = Number of years living in the U.S.

x_4 = Familism score

Initial statistical analyses revealed significant differences between the two sample groups in relation to the identity status scores and familism scores. These results are summarized in Table 6.

Insert Table 6 about here

The Florida subjects scored higher in every identity status as well as in familism. In addition to the sample group difference, gender differences were also identified (See Table 7). Male subjects scored higher in diffusion, foreclosure, and familism. While females scored higher in moratorium and achievement.

Insert Table 7 about here

Table 6

T-test Differences Between Sample Groups in Identity Statuses and Familism Scores

Score	Puerto Rico (<u>n</u> = 180)	Florida (<u>n</u> = 107)	<u>t</u>	<u>p</u>
Diffusion			4.34	.000
Mean	47.79	52.89		
SD	9.96	9.06		
Foreclosure			6.45	.000
Mean	42.21	51.51		
SD	12.22	11.08		
Moratorium			4.61	.000
Mean	53.07	58.26		
SD	9.12	9.41		
Achievement			1.53	.128
Mean	64.76	66.64		
SD	10.10	10.09		
Familism			2.15	.032
Mean	40.66	42.06		
SD	5.30	5.33		

Note: Possible range for identity status score is 16 to 96; for the familism score is 15 to 60.

Table 7

T-test Differences Between Gender in Identity Statuses and Familism Scores

Score	Males (n= 154)	Females (n= 133)	t	p
Diffusion			1.84	.067
Mean	50.69	48.53		
SD	9.65	10.15		
Foreclosure			3.45	.001
Mean	48.02	42.96		
SD	11.78	13.05		
Moratorium			0.44	.660
Mean	54.77	55.27		
SD	9.31	9.86		
Achievement			2.51	.013
Mean	64.08	67.05		
SD	9.52	10.58		
Familism			1.92	.056
Mean	41.74	40.53		
SD	4.95	5.71		

Note: Possible range for identity status score is 16 to 96; for the familism score is 15 to 60.

Relationship Between Ego Identity Status and the Independent Variables

The results of the regression analysis for each identity status are summarized in Table 8 and will be discussed following. Differences among gender and sample group will be noted.

Insert Table 8 about here

Achievement

Regression analysis where the identity status of achievement was the dependent variable will be discussed according to gender and sample group.

Puerto Rico males: Achievement for the adolescent males was regressed on age and parents' education, resulting in an $R^2 = .0123$ with $df = 2, 100$. The test for the R^2 has an F observed value of .6100, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the achievement status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0087, $df = 1, 99$). The test for the partial R^2 was not statistically significant (F observed = .8808; $p > .05$). The regression equation including the three independent variables resulted in an $R^2 = .0210$

Table 8

Regression Analyses Results: Identity Regressed on Familism, Parent Education, and Age

Dependent Variables	Independent Variables Puerto Rico Sample			Independent Variables Florida Sample		
	R ²	F	df	R ²	F	df
Achievement						
Males	.0123	.61	2,100	.0087	.6934	3,99
Females	.0066	.2369	2,74	.0464	1.3073	3,73
Moratorium						
Males	.0067	0.3292	2,100	.0725**	2.7828*	3,99
Females	.0140	0.0533	2,74	.0009	0.3516	3,73
Foreclosure						
Males	.0338	1.712	2,100	.0081	1.4107	3,99
Females	.0232	0.8441	2,74	.0523	1.9057	3,73
Diffusion						
Males	.0168	.8351	2,100	.0173	1.1414	3,99
Females	.0433	1.6062	2,74	.0576*	2.6184*	3,73

Dependent Variables	Independent Variables Puerto Rico Sample			Independent Variables Florida Sample		
	R ²	F	df	R ²	F	df
Achievement						
Males	.0075	.1664	2,48	.2172**	4.155**	3,47
Females	.0219	.7051	2,53	.0003	.0134	3,52
Moratorium						
Males	.0320	.7271	2,48	.1279*	2.727	3,47
Females	.1154	3.0640	2,53	.0737*	3.5735*	3,52
Foreclosure						
Males	.0003	.0072	2,48	.0195	.2896	3,47
Females	.1173	3.1214*	2,53	.1215**	4.8096**	3,52
Diffusion						
Males	.0049	.1089	2,48	.0000	.0709	3,47
Females	.2050	6.059**	2,53	.0629	5.6110**	3,52

* p < .05

** p < .01

with $df= 3,99$, which was not significant (F observed= .6934; $p > .05$). Therefore, none of the independent variables (age, parents' education, and familism) significantly explain the variance in the achievement status scores among Puerto Rican male adolescents.

Puerto Rico females: Regression analysis for the adolescent females resulted in an $R^2= .0066$ with $df= 2,74$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .2369, which is not statistically significant ($p > .05$). Therefore, age and parents' education do not significantly explain the variance in the achievement status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0464, $df= 1,73$). The test for the R^2 change was not statistically significant (F observed= 3.5785; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0531 with $df= 3,73$, which was not significant (F observed= 1.3073; $p > .05$). None of the independent variables (age, parents' education, and familism) significantly explain the variance in the achievement status scores among Puerto Rican female adolescents.

Florida males: Regression analysis for the immigrant adolescent males resulted in an $R^2 = .0075$, with $df = 2,48$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .1664, which is not statistically significant ($p > .05$). However, when familism was introduced to the regression model, as a third independent variable, after controlling for age and parents' education the R^2 change was equal to .2172, with $df = 1,47$. The test for the partial R^2 was statistically significant (F observed = 13.1696; $p < .01$). Therefore, familism is the only independent variable in the model that significantly explains variance in achievement.

The regression equation including the three independent variables resulted in an $R^2 = .2247$ with $df = 3,47$, which was significant (F observed = 4.155; $p < .01$). This can be seen in the following standardized regression equation:

$$\text{Achievement} = .0747 \text{ PAEDC} - .2206 \text{ AGE} + .4898 \text{ FAMIL}$$

Where PAEDC = parents' education, and FAMIL = familism.

Each standard deviation change in familism is expected to increase achievement .4898 standard deviations among immigrant Puerto Rican male adolescents.

The independent variable YRUS, number of years living in the United States mainland, was added to the regression model. The $R^2 = .0299$ (F observed = .4312 with $df = 3,47$)

which is not significant. Familism was introduced to the regression model as a fourth independent variable after controlling for age, parents' education, and number of years living in the United States (R^2 change= .2028, $df= 1,46$). The test for the R^2 change was statistically significant (F observed= 12.1546; $p < .01$). Therefore, familism is significantly explaining variance in achievement.

The regression equation including the four independent variables resulted in a total $R^2= .2326$ with $df= 4,46$, which was significant (F observed= 3.1075; $p < .05$). This can be seen in the following standardized regression equation:

$$\text{Achievement} = -.0717 \text{ YRUS} + .0468 \text{ PAEDC} - \\ .2132 \text{ AGE} + .4738 \text{ FAMIL.}$$

Each standard deviation change in familism is expected to increase achievement among immigrant male adolescents .4738 standard deviations.

Florida females: Regression analysis for the immigrant adolescent females resulted in an $R^2= .0219$ with $df= 2,53$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .7051, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the achievement status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change= .0003, with $df= 1,52$). The test for the R^2 change was not statistically significant (F observed= .0134; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0294 with $df= 3,52$, which was not significant (F observed= .4641; $p > .05$). None of the independent variables age, parents' education, and familism significantly explain the variance in the achievement status scores among immigrant female adolescents.

However, when the variable number of years living in the United States was added the regression analysis for the immigrant adolescent females resulted in a $R^2= .1808$ with $df= 3,52$; this regression equation included age, parents' education, and number of years living in the United States mainland as independent variables. The test for the R^2 has an F observed value of 3.3113, which is statistically significant ($p > .05$). This means that age, parents' education, and number of years living in the United States help explain achievement for immigrant female adolescents.

Familism was introduced to the regression model as a fourth independent variable after controlling for age, parents' education, and number of years living in the United States (R^2 change= .0002, $df= 1,51$). The test for the R^2

change was not statistically significant (F observed = .0090; $p > .05$). Therefore, familism is not significantly explaining variance in achievement.

The regression equation including the four independent variables resulted in an R^2 of .1810 with $df = 4, 51$, which was not significant (F observed = 2.4307; $.05 < p < .10$). This can be seen in the following standardized regression equation:

$$\text{Achievement} = -.4009 \text{ YRUS} + .1795 \text{ PAEDC} - .0142 \text{ AGE} \\ - .0127 \text{ FAMIL.}$$

Each standard deviation change in number of years living in the United States mainland results in an expected decrease in achievement among immigrant female adolescents of .4009 standard deviations. The regression analyses results are summarized in Table 9.

Insert Table 9 about here

The means among male, females, and sample group in the achievement scores are presented in Table 10.

Insert Table 10 about here

Analysis of variance did not reveal a significant interaction between gender and sample group for the achievement status. However, the ANOVA revealed a main

Table 9

Regression Analyses Results for the Achievement Status
Including Beta Weights

Independent Vars.	PR (m)	PR (f)	FL (m)	FL (f)
Parents Educ.	-.1033	.0217	.0468	.1795
Age	.0304	.0586	-.2132	-.0142
Yrs. in the U.S.	---	---	-.0717	-.4009*
Familism	.0944	.2166	.4738*	-.0127

* Significant

Table 10

Means in Achievement Scores by Gender and Sample Group

	<u>Mean</u>	<u>Standard Deviation</u>	<u>n</u>
<u>Puerto Rico</u>			
Male	63.66	9.46	103
Female	66.22	10.78	77
<u>Florida</u>			
Male	64.92	9.67	51
Female	68.20	10.30	56

effect for gender in achievement scores (Significance at $\alpha = .05$). Female adolescent subjects obtained higher achievement scores than the adolescent males. Perhaps, this is due to the fact that females mature at an earlier age than males.

Moratorium

Regression analysis where the identity status of moratorium was the dependent variable will be discussed according to gender and sample group.

Puerto Rican males: Regression analysis for the adolescent males resulted in an $R^2 = .0067$, with $df = 2,100$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .3292, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the moratorium status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0725, $df = 1,99$). The test for the R^2 change was statistically significant (F observed = 7.8039; $p < .01$). The regression equation including the three independent variables resulted in a total R^2 of .0793 with $df = 3,99$, which was significant (F observed = 2.7828; $p < .05$). This can be seen in the following standardized regression

equation:

$$\text{Moratorium} = .0572 \text{ PAEDC} - .0021 \text{ AGE} + .2725 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in moratorium of .2725 standard deviations.

Puerto Rico females: Regression analysis for the adolescent females resulted in an $R^2 = .0140$ with $df = 2,74$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .5033, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the moratorium status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0009, $df = 1,73$). The test for the R^2 change was not statistically significant (F observed = .0645; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0149 with $df = 3,73$, which was not significant (F observed = .3516; $p > .05$). Moratorium scores among Puerto Rican female adolescents cannot be explained by the independent variables (age, parents' education, and familism).

Florida males: Regression analysis for the immigrant adolescent males where moratorium was the dependent variable

resulted in an $R^2 = .0320$ with $df = 2,48$. This regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .7271, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the moratorium status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .1279, $df = 1,47$). The test for the R^2 change was statistically significant (F observed = 7.1528; $p < .05$). Therefore, familism is the only independent variable in the model that significantly explains variance in moratorium.

The regression equation including the three independent variables resulted in an R^2 of .1599 with $df = 3,47$ where F observed = 2.727 and $p = .0557$. The following standardized regression equation illustrates the relationship between the independent variables and the moratorium status for immigrant adolescent males:

$$\text{Moratorium} = .1596 \text{ PAEDC} - .2482 \text{ AGE} + .3757 \text{ FAMIL}$$

For every standard deviation change in familism the moratorium score is expected to increase .3757 standard deviations.

Florida females: Regression analysis for the immigrant adolescent females resulted in an $R^2 = .1154$ with $df = 2,53$;

this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of 3.0640 and $p = .0561$). This means that age and parents' education do not significantly explain the variance in the moratorium status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0737, $df = 1,52$). The test for the R^2 change was statistically significant (F observed = 4.7223; $p < .05$). The regression equation including the three independent variables resulted in an R^2 of .1890 with $df = 3,52$, which was significant (F observed = 3.5735; $p < .05$). This can be seen in the following standardized regression equation:

$$\text{Moratorium} = -.2102 \text{ PAEDC} - .2033 \text{ AGE} + .2769 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in moratorium of .2769 standard deviations for immigrant female adolescents.

A regression analysis for the immigrant adolescent females that included age, parents' education, and number of years living in the United States mainland as independent variables resulted in an $R^2 = .1421$ with $df = 3,52$. The test for the R^2 has an F observed value of 2.4849, which is not statistically significant ($p > .05$). This means that age, parents' education, and number of years living in the United

States are not good predictors of moratorium for immigrant female adolescents.

Familism was introduced to the regression model as a fourth independent variable after controlling for age, parents' education, and number of years living in the United States (R^2 change= .0565, $df= 1,51$). The test for the partial R^2 was not statistically significant (F observed= 3.5970; $p>.05$). Therefore, familism is not significantly explaining variance in moratorium.

The regression equation including the four independent variables resulted in an R^2 of .1986 with $df= 4,51$, which was significant at (F observed= 2.7266; $p<.05$). This can be seen in the following standardized regression equation:

$$\text{Moratorium} = -.0826 \text{ YRUS} - .2149 \text{ PAEDC} - .1976 \text{ AGE} \\ + .2492 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in moratorium among immigrant female adolescents of .2492 standard deviations. Table 11 summarizes the regression analyses results for the moratorium status.

Insert Table 11 about here

Table 11

Regression Analyses Results for the Moratorium Status
Including Beta Weights

Independent Vars.	PR (m)	PR (f)	FL (m)	FL (f)
Parents Educ.	.0572	-.1136	.2113	-.2149
Age	-.0021	-.0464	-.2678	-.1976
Yrs. in the U.S.	---	---	.0607	-.0826
Familism	.2725*	.0296	.3391*	.2492*

* Significant

The means among male, females, and sample group in the moratorium scores are presented in Table 12.

Insert Table 12 about here

Analysis of variance did not reveal a significant interaction between gender and sample group for the moratorium status. There was not a significant difference between male and female moratorium scores.

Foreclosure

Regression analysis where the identity status of foreclosure was the dependent variable will be discussed according to gender and sample group.

Puerto Rico males: Regression analysis for the adolescent males resulted in an $R^2 = .0338$ with $df = 2,100$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of 1.712, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the foreclosure status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education. The partial R^2 was equal to .0081 with $df = 1,99$. The test for the R^2 change was not statistically

Table 12

Means in Moratorium Scores by Gender and Sample Group

	<u>Mean</u>	<u>Standard Deviation</u>	<u>n</u>
<u>Puerto Rico</u>			
Male	53.68	9.92	103
Female	52.25	9.38	77
<u>Florida</u>			
Male	56.98	9.76	51
Female	59.43	9.01	56

significant (F observed= .8328; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0418 with $df = 3,99$ (F observed= 1.4107; $p > .05$). None of the independent variables (age, parents' education, and familism) explain foreclosure among adolescent males in Puerto Rico.

Puerto Rico females: Regression analysis for the adolescent females resulted in an $R^2 = .0232$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .8441 with $df = 2,74$, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the foreclosure status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change= .0523, $df = 1,73$). The test for the R^2 change was not statistically significant (F observed= 4.1282; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0755 with $df = 3,73$, which was not significant (F observed= 1.9057; $p > .05$). None of the independent variables explained significantly foreclosure among Puerto Rican females.

Florida males: Regression analysis for the immigrant adolescent males resulted in an $R^2 = .0003$ with $df = 2,48$;

this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .0072, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the foreclosure status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education. The partial R^2 was equal to .0195 with $df = 1, 47$. The test for the R^2 change was not statistically significant (F observed = .9336; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0198 with $df = 3, 47$, which was not significant (F observed = .2896; $p > .05$). Therefore, none of the three independent variables (age, parents' education, and familism) help explain the variance in identity foreclosure for the immigrant adolescent males.

Florida females: Regression analysis for the immigrant adolescent females resulted in an $R^2 = .1173$ with $df = 2, 53$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of 3.1214 which was statistically significant ($p = .05$). This means that age and parents' education significantly explain variance in the foreclosure status for immigrant female adolescents.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change= .1215, $df= 1,52$). The test for the R^2 change was statistically significant (F observed= 8.9397; $p<.01$). Therefore, familism also contributes significantly to the explained variance in foreclosure.

The regression equation including the three independent variables resulted in an R^2 of .2388 with $df= 3,52$, which was significant (F observed= 4.8096; $p= .0054$). This can be seen in the following standardized regression equation:

$$\text{Foreclosure} = -.2017 \text{ PAEDC} - .1962 \text{ AGE} + \\ .3556 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in foreclosure scores of immigrant female adolescents of .3556 standard deviations.

When the variable "number of years living in the United States" was added to the regression analysis an $R^2= .2499$ ($df= 4,51$) was obtained. The regression equation including the four independent variables was significant (F observed= 3.6644; $p<.05$). This regression equation included age, parents' education, number of years living in the United States mainland, and familism as independent variables. The relationship among the variables can be seen in the following standardized regression equation:

$$\text{Foreclosure} = .1376 \text{ YRUS} - .1488 \text{ PAEDC} - .1855 \text{ AGE} \\ + .4058 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in foreclosure among immigrant female adolescents of .4058 standard deviations. The regression analyses results for the foreclosure status are summarized in table 13.

Insert Table 13 about here

The means among male, females, and sample group in the foreclosure scores are presented in Table 14.

Insert Table 14 about here

Analysis of variance did reveal a significant interaction between gender and sample group for the foreclosure status (Significance of $F = .022$). Furthermore, the ANOVA revealed a significant difference between male (mean score = 48.02) and female (mean score = 42.96) foreclosure scores (Significance of $F = .000$). Also, ANOVA revealed a significant difference between sample groups (Significance of $F = .000$). Subjects living in Florida obtained higher foreclosure scores (mean = 51.51).

Table 13

Regression Analysis Results for the Foreclosure Status
Including Beta Weights

Independent Vars.	PR (m)	PR (f)	FL (m)	FL (f)
Parents Educ.	.0828	-.0542	-.0408	-.1488*
Age	-.1599	-.1736	.0362	-.1855*
Yrs. in the U.S.	---	---	.0644	.1376*
Familism	.0908	.2299	-.0946	.4058*

* Significant

Table 14

Means in Foreclosure Scores by Gender and Sample Group

	<u>Mean</u>	<u>Standard Deviation</u>	<u>n</u>
<u>Puerto Rico</u>			
Male	45.79	11.50	103
Female	37.43	11.56	77
<u>Florida</u>			
Male	52.53	11.12	51
Female	50.57	11.05	56

Diffusion

Regression analysis where the identity status of diffusion was the dependent variable will be discussed according to gender and sample group.

Puerto Rico males: Regression analysis for the adolescent males, where diffusion was the dependent variable, resulted in an $R^2 = .0168$ with $df = 2,100$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .8351, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the diffusion status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education. The partial R^2 was equal to .0173 with $df = 1,99$. The test for the R^2 change was not statistically significant (F observed = 1.777; $p > .05$). The regression equation including the three independent variables resulted in an R^2 of .0341, $df = 3,99$, which was not significant (F observed = 1.1414; $p > .05$). None of the independent variables significantly explain diffusion among Puerto Rican adolescent males.

Puerto Rico females: Regression analysis for the adolescent females resulted in an $R^2 = .0433$, with $df = 2,74$;

this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of 1.6062, which is not statistically significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the diffusion status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education. The partial R^2 was equal to .0576, $df = 1,73$. The test for the R^2 change was statistically significant (F observed = 4.6767; $p < .05$). Therefore, familism is the only independent variable in the model that significantly explains variance in diffusion.

The regression equation including the three independent variables resulted in an R^2 of .1009 with $df = 3,73$, which had an F observed = 2.6184 and $p = .0576$. This can be seen in the following standardized regression equation:

$$\text{Diffusion} = -.2105 \text{ PAEDC} - .0365 \text{ AGE} + .2413 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in diffusion of .2413 standard deviations.

Florida males: Regression analysis for the immigrant adolescent males resulted in an $R^2 = .0049$ with $df = 2,48$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of .1089, which is not statistically

significant ($p > .05$). This means that age and parents' education do not significantly explain the variance in the diffusion status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education. The partial R^2 was equal to zero. The regression equation including the three independent variables resulted in an R^2 of .00492 with $df = 3,47$, which was not significant (F observed = .0709; $p > .05$). Therefore, none of the three independent variables (age, parents' education, and familism) help explain the variance in identity diffusion for the immigrant adolescent males.

Florida females: Regression analysis for the immigrant adolescent females resulted in an $R^2 = .2050$ with $df = 2,53$; this regression equation included age and parents' education as independent variables. The test for the R^2 has an F observed value of 6.059, which is statistically significant ($p = .0046$). This means that age and parents' education significantly explain some of the variance in diffusion status scores.

Familism was introduced to the regression model as a third independent variable after controlling for age and parents' education (R^2 change = .0629, $df = 1,52$). The test for the R^2 change was not statistically significant (F observed = 4.4698; $p > .05$). Therefore, familism is not

significantly explaining variance in diffusion.

The regression equation including the three independent variables resulted in an R^2 of .2679 with $df= 3,52$, which was significant (F observed= 5.6110; $p<.01$). This can be seen in the following standardized regression equation:

$$\text{Diffusion} = -.3530 \text{ PAEDC} - .1972 \text{ AGE} + .2559 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in diffusion among immigrant female adolescents of .2559 standard deviations.

A regression equation that included age, parents' education, and number of years living in the United States mainland as independent variables resulted in an $R^2= .2020$, $df= 3,52$. The test for the R^2 has an F observed value of 3.7969, which is statistically significant ($p<.05$). This means that age, parents' education, and number of years living in the United States are good predictors of diffusion for immigrant female adolescents.

Familism was introduced to the regression model as a fourth independent variable after controlling for age, parents' education, and number of years living in the United States. The partial R^2 was equal to .0568, $df= 1,51$. The test for the R^2 change was not statistically significant (F observed= 3.9075).

The regression equation including the four independent variables resulted in an R^2 of .2588, $df= 4,51$, which was

significant (F observed= 3.8405; $p < .01$). This can be seen in the following standardized regression equation:

$$\text{Diffusion} = .0077 \text{ YRUS} - .3417 \text{ PAEDC} - .1998 \text{ AGE} + .2498 \text{ FAMIL}$$

Each standard deviation change in familism results in an expected increase in diffusion among immigrant female adolescents of .2498 standard deviations. The regression analyses results for the diffusion status are summarized in Table 15.

Insert Table 15 about here

The means among male, females, and sample group in the diffusion scores are presented in Table 16.

Insert Table 16 about here

Analysis of variance did not reveal a significant interaction between gender and sample group for the diffusion status. However, the ANOVA revealed a significant difference between male and female diffusion scores (Significance of $F = .023$). Male adolescent subjects obtained higher diffusion scores than the adolescent females. ANOVA also revealed a significant difference among the subject group scores. The subjects living in Florida were more likely to be identity diffused.

Table 15

Regression Analyses Results for the Diffusion Status
Including Beta Weights

Independent Vars.	PR (m)	PR (f)	FL (m)	FL (f)
Parents Educ.	.0893	-.2105	.0700	-.3417*
Age	-.0872	-.0365	.0533	-.1998*
Yrs. in the U.S.	---	---	.1998	.0078*
Familism	.1332	.2413*	.0476	.2498

* Significant

Table 16

Means in Diffusion Scores by Gender and Sample Group

	<u>Mean</u>	<u>Standard Deviation</u>	<u>n</u>
<u>Puerto Rico</u>			
Male	48.85	9.52	103
Female	46.36	10.41	77
<u>Florida</u>			
Male	54.39	8.91	51
Female	51.52	9.04	56

Summary

The identity statuses scores varied between sample groups and gender. The regression analysis showed that the independent variables, age, parental level of education, familism, and, for the immigrant group, number of years living in the United States mainland help explain the variance in some of the statuses scores. Some of the variance in the achievement scores can be explained by the independent variables for immigrant male and female adolescents. The independent variables helped explain the variance in the moratorium scores of the male adolescents living in Puerto Rico, and both male and female immigrant adolescents. The variance in foreclosure scores could only be explained by the independent variables when the subjects were female immigrant adolescents. Finally, the independent variables helped explain the variance in the diffusion scores for the female subjects, regardless of sample group.

An analysis of variance revealed a main effect for gender in achievement scores, and diffusion scores. ANOVA also revealed a significant difference among the subject groups diffusion scores. ANOVA identified a significant interaction between gender and sample group for the foreclosure status (Significance of $F = .022$). Furthermore, ANOVA revealed a significant difference between male and female foreclosure scores. Also, ANOVA revealed a

significant difference between sample groups. Table 17 summarizes the scores of the subjects.

Insert Table 17 about here

Because the independent variables explain only a small percentage of the variance in the four ego identity status scores, caution should be exercised in arriving at conclusions about the relative importance of the independent variables on ego identity. The relationship between familism and ego identity status has some statistical meaningfulness. Familism was the only independent variable that significantly helped explain the variance in ego identity status, even when the other variables in the regression model were controlled for. However, in one occasion, the variable number of years living in the United States, significantly contributed to the explanation of the variance in achievement scores of immigrant female adolescents.

Table 17

Summary of the Mean Identity Status and Familism Scores

	Main Effects				Interaction
	Sample		Sex		
	Puerto Ricc	Florida	Male	Female	
Achievement	64.76 <	66.64	64.08 <	67.05	.772
Moratorium	53.07 <	58.26	54.77 <	55.27	.087
Foreclosure	42.21 <	51.51	48.02 >	42.96	.022
Diffusion	47.79 <	52.89	50.69 >	48.53	.870
Familism	40.66 <	42.06	41.74 >	40.53	.569

CHAPTER V

DISCUSSION AND CONCLUSIONS

While past research has associated age, sex, cognition, ethnicity, and family relationships with ego identity formation, there are no studies exploring the relationship of familism and ego identity. Thus, there were two purposes for this study of Puerto Rican adolescents. The first was to identify whether there is a relationship between familism and the status of the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. The second one was to identify which of the following variables were related to ego identity status: familism, sample group, gender, number of years living in the United States mainland, parent's education and parent's occupation. Erikson's psychosocial theory was used as the theoretical framework for understanding the identity crisis of adolescence, whereas Heller's conceptualization of familism was used to understand this cultural value that characterizes the Puerto Rican family.

The instruments employed in this study were aimed at assessing the relationships between the four ego identity statuses (achievement, moratorium, foreclosure, and diffusion) and familism, and demographic (sample group, number of years living in the United States mainland, parent's education and parent's occupation, age, and gender)

variables among Catholic, Puerto Rican adolescents. The instruments were administered during class time at seven high schools in Puerto Rico and four in Central Florida.

Data from 287 Puerto Rican high school students were analyzed. Data analysis consisted of frequency distributions utilized to describe the adolescents on the basis of age, sex, sample group, and number of years living in the United States mainland. The Pearson product-moment correlation procedure was utilized to examine the significant relationships between; (a) familism scores and number of years living in the United States, (b) parental educational level and parental occupation, (c) parental occupation before and after migration, and (d) the ego identity statuses (achievement, moratorium, foreclosure, and diffusion) and familism. Multiple regression analysis was used to test the relationships between the four ego identity statuses and the independent variables (familism, gender, age, parent's education, and number of years living in the United States mainland).

Findings

On the basis of the theoretical framework used in this study and past research, it was expected that familism would be related to the four identity statuses. Pearson product-moment correlation procedure was utilized to determine if a

significant relationship existed between familism and ego identity status. The resultant significant relationships, using the Pearson product-moment correlation procedure resulted in a significant positive relationship between familism and the achievement status ($r = .177$; $p = .004$), the moratorium status ($r = .198$; $p = .001$), the foreclosure status ($r = .193$; $p = .001$), and the diffusion status ($r = .225$; $p = .000$).

In addition, the statistical analysis revealed significant differences between the sample and gender groups. The subjects from Florida scored higher in all four identity statuses and familism. The male subjects scored higher in diffusion, foreclosure, and familism. While, the female subjects scored higher in moratorium and achievement.

Multiple regression analysis was employed to examine whether familism, gender, age, parent's education, and number of years living in the United States mainland affect an individual's identity status. Correlations and four multiple regression analyses were performed to determine the relationships among the independent variables and the four identity statuses.

Identity achievement is characterized by having experienced an identity crisis and having made some occupational and ideological commitments (Marcia, 1980). The results of the regression analysis where the achievement

identity status was the dependent variable revealed that the independent variables helped explain the variance in the achievement scores for the immigrant group only.

Male subjects, in this study, scored higher than female subjects in familism. Also, the immigrant group scored higher in familism than did subjects living in Puerto Rico. A strong sense of familism seems to be related to occupational and ideological commitments. Consequently, the strong sense of familism revealed by the immigrant adolescent males' scores, is related to identity achievement. This seems to support the findings of Soto (1983) and Torres-Matrullo (1976) that the Puerto Rican man is the family's authority figure; he is expected to provide financially and to protect the honor of the females in the family. Perhaps, the pressure of acculturation further influences the immigrant adolescent male towards making the commitments corresponding to cultural expectations.

In Puerto Rico adolescent males scored higher than females in moratorium. However, in Florida the opposite was true with females obtaining a higher score than the males. The independent variables (age, parents' education, and familism) significantly contributed to the explanation of the variance in moratorium scores for the subjects except for the group of adolescent females living in Puerto Rico.

This group had the lowest mean score for moratorium. Identity moratorium is characterized by the presence of an identity crisis and having made, although vaguely, some occupational and ideological commitments (Marcia, 1980). According to Campbell, et al. (1984) high levels of emotional attachment and a great sense of independence from the family characterized the moratorium youth of their sample. The female adolescents in Puerto Rico are not likely to experience a great sense of independence. Their lower familism scores suggest low levels of emotional attachment. Thus, female adolescents in Puerto Rico are not likely to score high in moratorium.

Male subjects, in this study, scored higher than female subjects in familism. Also, the immigrant group scored higher in familism than did subjects living in Puerto Rico. Female subjects living in Puerto Rico had the lowest familism score in comparison to the other subjects. This finding seems to be congruent with the assumption that the Puerto Rican parents may react with anxiety to the gradual loss of influence over their children (Torres-Matrullo, 1976). Perhaps parents are encouraging the adolescent male to make commitments, while delaying the female adolescents. As stated earlier the Puerto Rican man is the family's authority figure; he is expected to provide financially and to protect the honor of the females in the family. The

woman, on the other hand, is expected to be passive, submissive, and loyal (Torres-Matrullo, 1976).

The independent variables (age, parents' education, and familism) did not significantly contribute to the explanation of the variance in foreclosure scores for the subjects except for the immigrant group of adolescent females. Identity foreclosure is characterized by an absence of an identity crisis and having made some occupational and ideological commitments (Marcia, 1980). The results of this study are congruent to those of Campbell, et al. (1984) study of identity development. Campbell, et al. (1984), stated that identity formation is promoted by a balance between the level of connectedness and individuality in the family, that a relationship between adolescents and parents characterized by extreme affection or enmeshment and limited tolerance for individuality could encourage the foreclosure in identity development. In their study foreclosed adolescents were strongly bonded to their parents and relied on them for self-definition. The independent variables (age, parents' education, number of years living in the United States, and familism) significantly contribute to the explanation of the variance in foreclosure scores for the immigrant adolescent females. The Puerto Rican female is expected to be passive, submissive, and loyal (Torres-Matrullo, 1976). Therefore,

as stated earlier, Puerto Rican female adolescents because of these expectations are less likely to experience a great sense of independence. This could be exacerbated for the immigrant adolescent who may be clinging to the family members for support during the acculturation process.

Owen's (1984) research of Cubans living in Florida, provided support to the notion that "identity foreclosed Cubans fared better by way of psychological adjustment than identity foreclosed white Americans and, to some extent, identity achieved Cubans" (Owen, 1984, p. 154). Abraham (1983) and Owen (1984) suggest that a foreclosed identity may be the most adaptive in societies that value familism and interdependence.

The independent variables (age, parents' education, and familism) did not significantly contribute to the explanation of the variance in diffusion scores for the male subjects. Identity diffusion is characterized by a presence or absence of an identity crisis and a lack of having made some occupational and ideological commitments (Marcia, 1980). Soto (1983) and Torres-Matrullo (1976) stated that the Puerto Rican man is the family's authority figure; he is expected to provide financially and to protect the honor of the females in the family. Perhaps then, females are less influenced to make commitments thus more likely to be identity diffused.

A strong sense of familism seems to be related to occupational and ideological commitments. Female subjects in this study scored lower in familism than did the male subjects. This supports the findings of Campbell, et al. (1984). The researchers reported that, in their study of adolescent identity development, the least emotionally attached and the ones with limited independence were the diffused adolescents. It would seem that the least emotionally attached adolescents would score low in familism. Also, the socialization process of the Puerto Rican female does limit independence.

Adams and Jones (1983) research, of adolescent perceptions of parenting styles, revealed that adolescents in the diffused status perceived their mothers as controllers and regulators of their behaviors, yet encouraging independence. Female adolescents who are expected to be passive, submissive, and loyal (Torres-Matrullo, 1976) may be perceiving their mothers as controllers and regulators of their behaviors.

Limitations

One limitation of this study is that the samples were drawn in San Juan, Puerto Rico and Orlando, Florida only. These subjects might not be representative of adolescents living in the less metropolitan areas of Puerto Rico.

Likewise, the immigrant subject group living in Florida might not be representative of other immigrant Puerto Ricans. Therefore, generalization of the findings to other Puerto Rican immigrant groups would not be appropriate since the literature states that higher the socioeconomic status expands the receptivity to the host culture values and lifestyles.

The subjects from Florida scored higher in all four identity statuses and familism. Although all subjects were high school students, the subjects living in Florida were slightly younger than those living in Puerto Rico. The identity development literature states that identity achievement is more likely among older adolescents. Furthermore, it should be noted that increases in age expand the receptivity to the host culture values. Differences in age, therefore, should be considered when generalizing the findings of this study.

The sample was further limited to Catholic Puerto Ricans. Therefore, we do not know the effect of religion on familism, cultural values, and identity development.

All immigrant subjects in this study were first generation Puerto Ricans that had been living in the United States ten years or less. The literature suggest differences between generations, as well as more acculturation and flexibility towards the host culture as

the length of time since migration increases.

Another limitation may be due to the exclusive reliance of self-report measures as some participants may have responded in a socially desirable fashion. Furthermore, the EOMEIS-2 is limited in that it does not sharply differentiate between the diffusion and moratorium status (Adams, et al., 1999).

Implications and Recommendations

The present research reveals that a very small percentage of the variance in ego identity status can be attributed to familism, age, parental level of education, and, for the immigrant subjects, number of years living in the United States mainland. In addition ego identity status scores varied between gender and sample groups. Consequently, there is a need for further research in the area of Puerto Rican adolescent identity development. Future research should be designed to generate factors that influence ego identity development. Perhaps, since the Familism Scale (Appendix C) and the Extended Objective Measure of Ego Identity Status-2 (Appendix D) have been translated to Spanish, with idiomatic expressions typical of the Spanish spoken by Puerto Ricans, more researchers will use these instruments to assess Puerto Rican adolescent samples.

Since Erikson (1968) stressed the importance of the cultural component of ego identity, researchers should be sensitive to the various culture specific factors that influence Puerto Ricans' development. Perhaps, there is a need to examine the role of familism on development more extensively. Further research is needed to examine what other social factors in the host culture influence the development of immigrant adolescents.

Previous research found age to be a significant predictor of ego identity. Future research among Puerto Rican adolescents is indicated with a wider age range for the subjects; perhaps including college freshmen and sophomores. Since the subjects living in Florida were slightly younger than those living in Puerto Rico, a study where the ages of the subjects in both sample groups match could reveal different findings than those of this study.

Seventy percent of the subjects in the present study had migrated to the United States mainland 4 years or less before the time of the study. Future research should look at the influence of length of time since migration on cultural values among subjects whom had migrated 10 or more years before the time of the study. Also, the clashes between different generations identified by Inclán et al. (1989) suggest that research comparing first, second, and perhaps even third generations would help answer some of the

questions regarding the acculturation process and how it affects cultural values.

The results from the present study suggest differences between the sample and gender groups. The subjects from Florida scored higher in all four identity statuses and familism. The male subjects scored higher in diffusion, foreclosure, and familism. While, the female subjects scored higher in moratorium and achievement. However, due to the limitations of a self-report measure we do not know what kinds of commitments and the degree of the commitments the adolescents have made. Future research should examine the commitments the adolescents are making in the areas of occupation and ideology through a structured interview. Also, research could look at the meaning of the familism score by assessing how the subjects feel toward their family, how much commitment they have made to support family members, and whether that support is due to a sense of obligation.

The findings of this study also revealed that the immigrant sample had a higher familism score than the non-immigrant sample. Yet, as the number of years living in the United States increases, the familism score decreases. Future research should look at the possible reasons why familism scores are higher during the first few years living in the host society. Erikson (1968) recognized that

variations in the social environment and developmental history affects an individual's progress through each stage of development. He further asserts that different cultures vary in the intensity, length, and ritualization of adolescence and that each society provides a set time period for psychosocial moratorium and the completion of an individual's identity. Upon migration the set time period established by the host society for completion of an individual's identity may differ from that of the society of origin. Future research should look at the effects of acculturation on the issue of continuity for this set time period.

Finally, Puerto Rican adolescent's identity development might be better understood if compared with that of adolescents with a different cultural background. Similarities and differences should be noted among immigrant subjects and those adolescents from the host country. Still considering the effects of acculturation and influence of social factors researchers need to look at what happens to the young immigrant adolescents when they are confronted with new cultural pressures.

REFERENCES

- Abraham, K. G. (1983). The relation between identity status and locus of control among rural high school students. Journal of Early Adolescence, 3 (3), p. 257-264.
- Adams, G. R., Bennion, L., & Huh, K. (1987). Objective measure of ego identity status: A reference manual. Provo, UT: Laboratory for Research on Adolescence, Utah State University.
- Adams, G. R., Bennion, L., & Huh, K. (1989). Objective measure of ego identity status: a reference manual (2nd Ed.) Provo, UT: Laboratory for Research on Adolescence, Utah State University.
- Adams, G. R., & Jones, R. M. (1983). Female adolescents' identity development: Age comparisons and perceived child-rearing experience. Developmental Psychology, 19 (2), 249-256.
- Atwater, E. (1983). Adolescence. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Bardis, P. D. (1959). A Familism Scale. Marriage and family Living, 21, 340-341.

- Bell, D. C., & Bell, L. G. (1983). Parental validation and support in the development of adolescent daughters. In H. D. Grotevant & C. R. Cooper (Eds.), Adolescent development in the family. New directions for child development, pp. 27-42. San Francisco: Jossey-Bass Inc., Publishers.
- Bilsker, D., Schiedel, D., & Marcia, J. E. (1988). Sex differences in identity status. Sex Roles, 18, 231-236.
- Burgess, E. W., & Locke, H. S. (1945). The family: From institution to companionship. New York: American Book Company.
- Buriel, R., & Rivera, L. (1980). The relationship of locus of control to family income and familism among anglo- and mexican-american high school students. The Journal of Social Psychology, 111 (1), 27-34.
- Campbell, E., Adams, G. R., & Dobson, W. R. (1984). Familial correlates of identity formation in late adolescence: A study of the predictive utility of connectedness and individuality in family relations. Journal of Youth and Adolescence, 13 (6), 509-525.
- Canino, I. A., & Canino, G. (1980). Impact of stress on the Puerto Rican family: Treatment considerations. American Journal of Orthopsychiatry, 50 (3), 535-541.

- Canino, G., & Canino, I. A. (1982). Culturally syntonic therapy for migrant Puerto Ricans. Hospital and Community Psychiatry, 33 (4), 299-303.
- Colleran, K. (1984). Acculturation in Puerto Rican families in New York City. Research Bulletin of the Hispanic Research Center, 7(3-4), 2-6.
- Cooney, R. S., Rogler, L. H., & Hurrell, R. M., & Ortíz, V. (1982). Decision making in intergenerational Puerto Rican families. Journal of Marriage and the Family, 44, 621-631.
- Cooper, C. R., Grotevant, H. D., & Condon, S. M. (1983). Individuality and connectedness in the family as a context for adolescent identity formation and role taking skill. In H. D. Grotevant & C. R. Cooper (Eds.), Adolescent development in the family. New directions for child development, pp. 43-59. San Francisco: Jossey-Bass Inc., Publishers.
- Dillard, J. M., & Campbell, N. J. (1981). Influences of Puerto Rican, Black, and Anglo Parents' career behavior on their adolescent children's career development. Vocational Guidance Quarterly, 30, 139-148.
- Dillard, J. M., & Perrin, D. W. (1980). Puerto Rican, Black, and Anglo adolescents' career aspirations, expectations, and maturity. Vocational Guidance Quarterly, 28, 313-321.

- Erikson, E. H. (1968). Identity: Youth and crisis. New York: W. W. Norton & Company, Inc.
- Erikson, E. H. (1985). Childhood and society. New York: W. W. Norton & Company, Inc. (Original work published 1950)
- Farris, B. E., & Glenn, N. D. (1976). Fatalism and familism among anglos and mexican americans in San Antonio. Sociology and Social Research, 60 (4), 393-402.
- Fernandez-Marina, R., Maldonado-Sierra, E. D., & Trent, R. D. (1958). Three basic themes in Mexican and Puerto Rican family values. The Journal of Social Psychology, 48, 167-181.
- Fitzpatrick, J. P. (1979). The Puerto Rican family. In Mindel, C. H., & Habenstein, R. W. (Eds.), Ethnic families in America (pp. 192-217). New York: Elsevier.
- Fu, V. R., Hinkle, D. E., Hanna, M. A. K. (1986). A three-generational study of the development of individual dependency and family interdependence. Genetic, Social, and General Psychology Monographs, 112, 155-171.
- Grotevant, H. D., & Cooper, C. R. (1986). Individuation in family relationships. Human Development, 29, 82-100.

- Grotevant, H. D., Thorbecke, W. L., & Meyers, M. L. (1982).
An extension of Marcia's identity status interview into
the interpersonal domain. Journal of Youth and
Adolescence, 11, 33-47.
- Gurak, D. T., & Krtiz, M. M. (1984). Kinship networks and
the settlement process: Dominican and Colombian
immigrants in New York City. Research Bulletin of the
Hispanic Research Center, 7 (3-4), 7-11.
- Harris, R. J. (1980). An examination of the effects of
ethnicity, socioeconomic status and generation on
familism and sex role orientation. Journal of
Comparative Family Studies, 11 (2), 173-193.
- Harter, S. (1983). Developmental perspectives on the self-
system. In P. H. Mussen (Ed.), Handbook of child
psychology (Pp. 275-385). New York: John Wiley & Sons.
- Heller, P. L. (1970). Familism scale a measure of family
solidarity. Journal of Marriage and the Family, 32,
73-80.
- Heller, P. L. (1976). Familism scale: Revalidation and
revision. Journal of Marriage and the Family, 423-429.
- Inclán, J. E., & Herron, D. G. (1989). Puerto Rican
adolescents. In J. T. Gibbs, & L. N. Huang (Eds.),
Children of color (Pp. 251-277). San Francisco:
Jossey-Bass.

- Inhelder, B., & Piaget, J. (1958). The growth of logical thinking from childhood to adolescence. New York: Basic.
- Kohn, M. L. (1977). Class and conformity: A study in values. Chicago: The University of Chicago Press.
- Lacot, M. S. (1967). Freedom in making personal decisions as perceived by Puerto Rican ninth-grade girls. San Juan, P. R. : Department of Education Press.
- Lindskog, B. (1974). The sacred family order. Journal of Comparative Family Studies, 5 (2), 17-26.
- Mapstone, J. R. (1970). Familistic determinants of property acquisition. Journal of Marriage and the Family, 32, 143-150.
- Marcia, J. E. (1964). Determination and construct validity of ego identity status. Unpublished doctoral dissertation, Ohio State University.
- Marcia, J. E. (1980). Identity in adolescence. In J. Adelson (Ed.), Handbook of adolescent psychology (Pp. 159-187). New York: John Wiley & Sons.
- Miller, R. A., & Miller, M. G. (1978). The golden chain: A study of the structure, function, and patterning of comparatico in a south Italian village. American Ethnologist, 5 (1), 116-136.
- Mizio, E. (1974). Impact of external systems on the Puerto Rican family. Social Casework, 55, 76-83.

- Muuss, R. E. (1975). Theories of adolescence (3rd ed.). New York: Random House.
- Owen R. G. (1984). Ego identity status distributions of anglo and Cuban-American college males and tests of status-by-culture interaction on measures of psychological development and self-esteem. Unpublished doctoral dissertation, University of Miami.
- Powers, S. I., Hauser, S. T., Schwartz, J. M., Noam, G. G., & Jacobson, A. M. (1983). Adolescent ego development: a structural-developmental perspective. In H. D. Grotevant & C. R. Cooper (Eds.), Adolescent development in the family. New directions in child development, pp. 5-25. San Francisco: Jossey-Bass.
- Rogler, L. H., & Cooney, R. S. (1984). Puerto Rican families in New York City: Intergenerational processes (Monograph No. 11). New York: Hispanic Research Center, Fordham University.
- Rogler, L. H., Cooney, R. S., & Ortíz, V. (1980). Intergenerational change in ethnic identity in the Puerto Rican family. International Migration Review, 14 (2), 193-214.
- Rogow, A. M., Marcia, J. E., & Slugoski, B. R. (1983). The relative importance of identity status interview components. Journal of Youth and Adolescence, 12 (5), 387-400.

- Rowe, I., & Marcia, J. E. (1980). Ego identity status, formal operations, and moral development. Journal of Youth and Adolescence, 9, 87-99.
- Schiedel, D. G., & Marcia, J. E. (1985). Ego identity, intimacy, sex role orientation, and gender. Developmental Psychology, 21 (1), 149-160.
- Slugoski, B. R., Marcia, J. E., & Koopman, R. F. (1984). Cognitive and social interactional characteristics of ego identity statuses in college males. Journal of Personality and Social Psychology, 47 (3), 646-661.
- Soto, E. (1983). Sex-role traditionalism and assertiveness in Puerto Rican women living in the United States. Journal of Community Psychology, 11, 346-354.
- Steinberg, L. (1985). Adolescence. New York: Alfred A. Knopf.
- Streitmatter, J. L. (1988). Ethnicity as a mediating variable of early adolescent identity development. Journal of Adolescence, 11, 335-346.
- Sudman, S. & Bradburn, N. M. (1987). Asking questions. San Francisco: Jossey-Bass Publishers.
- Thomas, R. M. (1985). Comparing theories of child development (2nd ed.). Belmont, CA.: Wadsworth Publishing Company.

- Torres-Matrullo, C. (1976). Acculturation and psychopathology among Puerto Rican women in mainland United States. American Journal of Orthopsychiatry, 46 (4), 710-719.
- Torres-Zayas, J. A. (1981). Hacia una definición de la familia puertorriqueña de hoy. In Consejo de Educación Superior, Los universitarios frente a los problemas de Puerto Rico (Tomo 2). Rio Piedras, P.R.: Talleres Gráficos de Ramallo Bros. Printing Inc.
- U.S. Bureau of the Census (1985). Persons of Spanish origin in the United States: March 1985. Current population reports, population characteristics, series P-20, No. 403. Washington, D.C.: U.S. Government Printing Office.
- Wagner, J. A. (1987). Formal operations and ego identity in adolescence. Adolescence, 22 (85), 23-35.
- Waterman, A. S. (1985). Identity in the context of adolescent psychology. In A. S. Waterman (Ed.) Identity in adolescence: Process and contents. New directions in child development, San Francisco; Jossey-Bass.

- White, K. M., Speisman, J. C., & Costos, D. (1983). Young adults and their parents: Individuation and mutuality. In H. D. Grotevant & C. R. Cooper (Eds.), Adolescent development in the family. New directions in child development, pp. 61-76. San Francisco: Jossey-Bass.
- Wilkening, E. A. (1954). Change in farm technology as related to familism, family decision making, and family integration. American Social Review, 19, 29-36.
- Youniss, J. (1983). Social construction of adolescence by adolescents and parents. In H. D. Grotevant & C. R. Cooper (Eds.), Adolescent development in the family. New directions in child development, pp. 93-109. San Francisco: Jossey-Bass.
- Zayas, L. H., & Palleja, J. (1988). Puerto Rican Familism: Considerations for family therapy. Family Relations, 37, 260-264.
- Zuk, G. H. (1978). A therapist's perspective on Jewish family values. Journal of Marriage and Family Counseling, 4, 103-110.

APPENDICES

APPENDIX A
CORRESPONDENCE

Julia T. Reguero
912 Draper Rd.
Blacksburg, VA 24060
703/951-8738

September 11, 1989

Peter L. Heller, Ph.D.
Department of Sociology, Anthropology, and Social Work
Middle Tennessee state University
Murfreesboro, TN 37132

Dear Dr. Heller:

I am a doctoral candidate in the department of Family and Child Development at the Virginia Polytechnic Institute and State University. Presently, I am working on my dissertation proposal. The area I am interested in researching regards how familism affects Puerto Rican adolescents identity development. I have identified a sample in Puerto Rico, but have not decided on whether or not I should find a sample of Puerto Rican adolescents in the United States mainland.

Your Article "Familism Scale: Revalidation and Revision" (1976) has been very helpful. However, I still have many questions regarding the scale. First, I need to know how can I acquire a copy of the scale as well as permission to use the scale on my study? I would like to know whether there is a copy of the scale in Spanish, and how can I acquire it? Has the scale been revised since 1976? I am also interested in knowing whether there is a list of references of studies in which the scale has been used? Finally, I am interested in knowing whether any information exists regarding the relationship between family cohesion and familism.

I realize these are a lot of questions, and hope you have the answers or can guide me to where I can find them. I look forward to hearing from you and thank you for your time.

Sincerely,

Julia T. Reguero, M.S.

P.O. Box 10
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2508

September 25, 1989

Julia T. Reguero
912 Draper Road
Blacksburg, Virginia
24060

Dear Ms. Reguero

Thank you for your interest in my familism scale. Enclosed are English and Spanish versions. The scale was translated through a cross-translations procedure used by two Mexican American translators. Each translator independently translated the scale into Spanish and the Spanish back to English without the aid of the original English translation. At a subsequent meeting, the translators (with only a copy of the Spanish version) orally translated the Spanish text into English while I looked at the original English version.

The scale has not been revised since 1976. It has been used by several authors, but I do not have the citation list. I suggest you use Citations Index and look for my last name.

Enclosed is a bibliography that is pretty good through 1972. Since the enclosed 1981 article, my research has moved in other directions.

Concerning your last question, the familism scale is one measure of family cohesion at the attitudinal level. The 1976 and 1982 articles show that the scale correlates highly with behavioral measures of family cohesion. If you want the specific behavioral measures I used in conducting that research, I'll be happy to send them to you.

Good luck with your research.

Sincerely,



Peter Heller
Professor and Chair

Julia T. Reguero
912 Draper Rd.
Blacksburg, VA 24060
703/951-8738

October 10, 1989

Peter L. Heller, Ph.D.
Department of Sociology, Anthropology, and Social Work
Middle Tennessee State University
Murfreesboro, TN 37132

Dear Dr. Heller:

Thank you for your letter of September 25, 1989. All the information you sent has been very helpful and is greatly appreciated.

I am interested in utilizing in my dissertation study the Spanish version of the Familism Scale that you sent. However, the Spanish language varies considerably among the different countries. The Mexican-American translation uses some words that are not of common use in "Puerto Rican Spanish." Would it be possible to modify your scale so that the language used is more familiar to everyday "Puerto Rican Spanish?"

You mentioned in your letter that the Familism scale correlates highly with behavioral measures of family cohesion. Please send me the specific behavioral measures you used in conducting your 1976 and 1982 research projects.

I look forward to hearing from you and thank you once again for your help.

Sincerely,

Julia T. Reguero, M. S.

P.O. Box 10
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2508

October 27, 1989

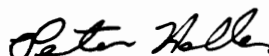
Julia T. Reguero
912 Draper Road
Blacksburg, VA 24060

Dear Ms. Reguero:

I am enclosing a copy of some questions that correlated highly with the familism scale. The Spanish translation of the scale could be slightly modified if you are very careful. If possible, you should use a procedure similar to that described in the 1976 familism article under "Rewording the Familism Scale." However, you would need a group of Puerto Rican persons for that. You need two randomly selected subsamples of a relevant Spanish speaking population. One subsample would get the original Spanish version of the familism scale. The other subsample would get the slightly changed Puerto Rican version. A t-test for each scale item comparing the two subsamples should show nonsignificant results. I would suggest you talk to a methodologist in the VPI sociology department for guidance.

Best of luck!

Sincerely,



Peter L. Heller
Professor and Chair

ej

enclosure

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

July 30, 1990

Lee Baldwin, Ph.D.
Director of Testing and Program Evaluation
Department of Planning and Governmental Relations
434 North Tampa Ave.
P. O. Box 271
Orlando, FL 32802

Dear Dr. Baldwin:

I am a doctoral candidate in the Family and Child Development program at Virginia Polytechnic Institute and State University. Thank you very much for granting the approval last March for me to collect data for my research project in some of the Orange County Public Schools. As indicated in the research request form (copy enclosed) and proposal that I previously submitted for your approval, I am conducting a study to determine the relationship between the cultural value of familism and the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. A better understanding of the cultural values and identity development among immigrant Puerto Ricans would enable professionals in the school systems develop more appropriate integration plans.

I am interested in collecting data at the schools in your system because, according to the information supplied by Porfidio Pagan, during the last school year about 20% of the students at Colonial High School and 12% of those at Dr. Phillips High School were of Hispanic origins. Unfortunately, when data were collected last May only about twenty-seven questionnaires that were administered were returned to me. In order for me to complete my dissertation research requirements, I need significantly more responses. It is imperative that I collect data again this Fall. I would like to target 11th and 12th graders for my study. I am aware that at the end of the school year teachers, administrators, and students are very busy, so May might not have been a suitable time for data collection. However, I hope early in the Fall might be a better time for data collection resulting in a larger number of completed questionnaires. The data collected in Florida will be coded, analyzed, and compare with data gathered from adolescent students that live in Puerto Rico. I will share

this findings with you and the schools that are involved.

I would like to contact the principals at the high schools in Orange County to seek approval to collect data this Fall and to find out what is the most convenient time for them for administering the questionnaires. I plan to travel to Orlando to facilitate the data collection process. Please send me a list of high schools, the names of their principals, addresses, and phone numbers so that I can contact them. Should you need further details about the study I will be glad to share with you a copy of the proposal and discuss with you this requisition. I will call you early in August to answer any questions you might have.

Thank you for your cooperation.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Submit this form and a copy of your proposal to: Department of Planning and Governmental Relations, 434 North Tampa Avenue., P.O. Box 271, Orlando, FL 32802

Orange County Public Schools

RESEARCH REQUEST FORM

Your research proposal should include: Project Title; Purpose & Research Problem; Instruments; Procedures; Proposed Data Analysis

Requester's Name: Julia T. Reguero Date: January 28, 1990
 Address: Home: 912 Draper Rd., Blacksburg, VA. 24060 Phone: (703) 951-8738
 Business: _____ Phone: (703) 382-6990
 Project Director or Adviser: Dr. Victoria Fu Phone: (703) 231-4796
 Address: Dept. of Family & Child Development, Wallace Annex, VA. Tech, Blacksburg, VA. 24061

Degree Sought (check one) Associate Bachelor's Master's Specialist
 Doctor's None

Project Title Relationship between familism level and resolution of the identity crisis of American, Puerto Rican, and immigrant Puerto Rican adolescents.

ESTIMATED INVOLVEMENT

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY/DESCRIBE GRADES, SCHOOLS SPECIAL NEEDS, ETC.
Students	<u>50</u>	<u>less than ONE hour.</u>	<u>9th, 10th, 11th, and 12th graders.</u>
Teachers	<u>2</u>		
Administrators	<u>2</u>		
Schools/Centers	<u>COLONIAL</u>	<u>9TH GRADE CENTER</u>	<u>DR. PHILLIPS H.S.</u>
Others (specify)	<u>TEACHERS</u>	<u>GUETO BLANCO AND</u>	<u>JUDY BROWN</u>

Specify possible benefits to students/school system A better understanding of immigrant Puerto Ricans' identity development will help school systems develop appropriate integration plans.

ASSURANCE

Using the proposed procedures and instruments, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the proposed procedures shall be cleared through the Department of Planning and Governmental Relations. Reports and materials shall be supplied as specified.

Requester's Signature Julia T. Reguero
 Approval Granted Yes No Date 3-1-90
 Signature of the Director of Testing and Program Evaluation Lee Baldwin

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form signed by the Director of Testing and Program Evaluation should be shown to the school principal.

Reference: School Board Policy 2470.1

Letter to the High School Principals

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

August 13, 1990

Dear

I am a doctoral candidate in the Department of Family and Child Development at Virginia Polytechnic Institute and State University. I am a native Puerto Rican, who has had an opportunity to study in the United States and has experienced the many challenges related to living in a different culture, including adapting to a second language. As a result, I have developed a strong interest in cross-cultural studies that examine Latin and American cultural effects on human development. Currently, I am working on my dissertation research which is a study to determine the relationship between the cultural value of familism and the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. A better understanding of the cultural values and identity development among immigrant Puerto Ricans would enable professionals in the school systems to develop more appropriate integration plans.

Several High Schools in Puerto Rico are participating in the study. I am requesting permission to do this study in your school. Should permission be granted, I will travel to Orlando to facilitate the data collection process in the classrooms. I would like to target Puerto Rican 11th and 12th graders. Enclosed you will find an English version of the questionnaire that I would like to administer to the students at your convenience early this Fall. The questionnaire will take approximately 20 minutes to complete. All the responses will be kept anonymous. The data collected in Florida will be coded, analyzed, and compare with data gathered from adolescents that live in Puerto Rico. I will share the findings with you and the schools that participate in this study.

The study has been approved by Dr. Lee Baldwin, at the Department of Planning and Governmental Relations. Although the form enclosed reflects an approval date of last March, I spoke with him on August 6, 1990 and he expressed that he

had no objections to my data collection this Fall. I hope you will give me the needed assistance in this matter. The success of my study depends on your help and cooperation. Should you need further details about the study I will be glad to share with you a copy of the proposal. I will call you soon to answer any questions you might have.

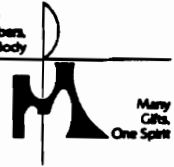
Thank you for your cooperation and attention to this request.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Diocese of Orlando

Many
Members.
One Body



OFFICE OF THE SUPERINTENDENT

August 17, 1990

Ms. Julia T. Reguero
509-B Center St.
Blacksburg, Va. 24060

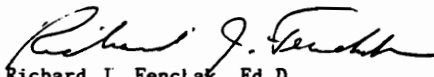
Dear Ms. Reguero:

I am always delighted to hear from Virginia Tech students. You were not aware that I am an alumnus with my doctorate in Educational Administration from Tech. Knowing how difficult it is to sometimes obtain research material, I am sympathetic to your cause.

This office does not maintain records on specific student enrollments. Those records are kept at each school location. Therefore, I do not know the number of students who may fit into your classification. However, as we discussed on the phone today, I am enclosing a list of the schools in our diocese with the names of the 4 high schools checked. My suggestion is that you contact the principals directly. As I stated, each principal has the freedom to decide on participation.

Best of luck with your research.

Sincerely,


Richard J. Fencak, Ed.D.
Superintendent of Schools

P.O. Box 1800, Orlando, FL 32802-1800
406-418 East Ridgewood Street, Orlando, FL 32803-5647 • (407) 425-5045

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

August 27, 1990

Dr. Gail West
Bishop Moore High School
3901 Edgewater Dr.
Orlando, FL 32804

Dear Dr. West:

I am a doctoral candidate in the Department of Family and Child Development at Virginia Polytechnic Institute and State University. I am a native Puerto Rican, who has had an opportunity to study in the United States and has experienced the many challenges related to living in a different culture, including adapting to a second language. As a result, I have developed a strong interest in cross-cultural studies that examine Latin and American cultural effects on human development. Currently, I am working on my dissertation research which is a study to determine the relationship between the cultural value of familism and the resolution of the identity crisis of Puerto Rican and immigrant Puerto Rican adolescents. A better understanding of the cultural values and identity development among immigrant Puerto Ricans would enable professionals in the school systems to develop more appropriate integration plans.

Several Catholic High Schools in Puerto Rico are participating in the study. I am requesting permission to do this study in your school. Should permission be granted, I will travel to Orlando or make arrangements to facilitate the data collection process in the classrooms. I would like to target Puerto Rican 11th and 12th graders. Enclosed you will find an English version of the questionnaire that I would like to administer to the students at your convenience early this Fall. The questionnaire will take approximately 20 minutes to complete. All the responses will be kept anonymous. The data collected in Florida will be coded, analyzed, and compare with data gathered from adolescents that live in Puerto Rico. I will share the findings with you and the schools that participate in this study.

The study has been approved by Dr. Richard J. Fenchak, Superintendent of Schools in the Diocese of Orlando. I hope you will give me the needed assistance in this matter. The success of my study depends on your help and cooperation. Should you need further details about the study I will be glad to share with you a copy of the proposal. I will call you soon to answer any questions you might have.

Thank you for your cooperation and attention to this request.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

September 6, 1990

Mr. Dan Buckman
Dr. Phillips High School
6500 Turkey Lake Rd.
Orlando, FL 32819

Dear Mr. Buckman:

It was a pleasure to talk with you last September 4th. I very much appreciate your school's cooperation and willingness to participate in my research study. As I promised during our conversation, I am sending a copy of the letter I had sent Mr. Spooone as well as a sample questionnaire.

My father, Ricardo Reguero, will be in the Orlando area sometime within the next three weeks. He has been assisting me with the data collection process. As soon as I know more details regarding the dates when he will be in Orlando I will contact you to make any necessary arrangements.

Thank you for your cooperation.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

September 19, 1990

Mr. Dan Buckman
Dr. Phillips High School
6500 Turkey Lake Rd.
Orlando, FL 32819

Dear Mr. Buckman:

I was appreciative of the commitment you expressed last September 4th to have your high school participate in my research study. During our conversation I mentioned that my father, Ricardo Reguero, will be bringing the questionnaires to your school and assisting with the data collection in whichever way is most convenient for you. He will be in Orlando from September 24th to October 4th and I have given him your name and number so that he can contact you.

The target subjects for the study are Puerto Rican 11th and 12th graders. The questionnaires are available in English and in Spanish so that the students can respond to the one in the language that they feel more competent. It is very important that they respond to all the questions.

Again, thank you for your cooperation. I will be glad to share the results of the study with you. Please let me know if you are interested in receiving a copy of my dissertation.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

September 19, 1990

Mr. Eddie Sneed
Oak Ridge High School
6000 Winegard Dr.
Orlando, FL 32809

Dear Mr. Sneed:

I was appreciative of the commitment you expressed last September 7th to have your high school participate in my research study. During our conversation I mentioned that my father, Ricardo Reguero, will be bringing the questionnaires to your school and assisting with the data collection in whichever way is most convenient for you. He will be in Orlando from September 24th to October 4th and I have given him your name and number so that he can contact you.

The target subjects for the study are Puerto Rican 11th and 12th graders. The questionnaires are available in English and in Spanish so that the students can respond to the one in the language that they feel more competent. It is very important that they respond to all the questions.

Again, thank you for your cooperation. I will be glad to share the results of the study with you. Please let me know if you are interested in receiving a copy of my dissertation.

Sincerely,

Julia T. Reguero
Doctoral Candidate

Julia T. Reguero
509-B Center St.
Blacksburg, VA 24060

September 19, 1990

Mr. Kidwell, Assistant Principal
Colonial High School
6100 Oleander Dr.
Orlando, Florida 32807

Dear Mr. Kidwell:

I was appreciative of the commitment you expressed last August 27th to have your high school participate in my research study. During our conversation I mentioned that my father, Ricardo Reguero, will be bringing the questionnaires to your school and assisting with the data collection in whichever way is most convenient for you. He will be in Orlando from September 24th to October 4th and I have given him your name and number so that he can contact you.

The target subjects for the study are Puerto Rican 11th and 12th graders. The questionnaires are available in English and in Spanish so that the students can respond to the one in the language that they feel more competent. It is very important that they respond to all the questions.

Again, thank you for your cooperation. I will be glad to share the results of the study with you. Please let me know if you are interested in receiving a copy of my dissertation.

Sincerely,

Julia T. Reguero
Doctoral Candidate

APPENDIX B

Dear Student:

I am a Puerto Rican doctoral student at the Virginia Polytechnic Institute and State University. I am conducting a study to find out about adolescents' thinking on the family, religion, politics, etc. Your answers will remain anonymous. You are not asked to disclose your name. Read the instructions and respond to the questions carefully and honestly. There are no right and wrong answers. I am only interested in your opinion. There are three sets of questions, please answer every question.

Taking the time to respond to this questionnaire will be a tremendous help for me. The success of my study depends on your cooperation.

Thank you very much for your participation in this study.

Sincerely,

Julia Reguero
Doctoral Candidate

Estimado estudiante:

Soy puertorriqueña y actualmente curso estudios de doctorado en el Virginia Polytechnic Institute & State University. Estoy llevando a cabo una investigación sobre cómo piensan los adolescentes con respecto a temas como la religión, la familia, la política, etc. Tus respuestas serán anónimas. No tienes que escribir tu nombre en ningún lugar. Lee las instrucciones y preguntas cuidadosamente. No hay respuesta correcta o incorrecta. Yo solo estoy interesada en tu opinión, por lo que te pido respondas honestamente. Notarás que hay tres grupos de preguntas, por favor contéstalas todas.

Al tomar el tiempo para responder a éste cuestionario me prestas una gran ayuda. Mi estudio depende de tu cooperación.

Muchas gracias por tu participación.

Sinceramente,

Julia T. Reguero
Candidata a Doctorado

APPENDIX C

FAMILISM SCALE

by
Peter Heller

In the following questions I want to know your opinions on certain aspects of family life. I would like you to give me your feelings toward the following statements. Your answers can be wrong only if they do not show your actual feelings toward these statements. Indicate your answer by circling the number corresponding to your response. I would like you to respond to each statement by marking how you feel about it by saying whether you strongly agree, agree, disagree, and strongly disagree. Here are the statements.

1. A married person should be willing to share his/her home with brothers and sisters of his husband or wife.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

2. Married children should live close to their parents so that they can help each other.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

3. If a member of the family is insulted or injured, you should feel more strongly about it than if the injured person is not a member of the family.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

4. It is the responsibility of married children to be with their parents in time of serious illness even if the children have moved some distance away from the parents.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

5. Children owe it to their parents to put family interests above their own personal interests.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

6. If a family group has strong common political and moral views, a member should not let him/herself be influenced by outsiders to change these views.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

7. As many activities as possible should be shared by married children and their parents.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

8. If a person finds that his/her job runs so counter to family values that severe conflict develops, he/she should find a new job.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

9. Whenever possible to do so, a person should talk over his/her important life decisions (such as marriage, employment and residence) with family members before taking action.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

10. Marriage should be viewed as extending established families rather than creating new ones.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

11. It is important that the family name be carried on.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

12. Children of elderly parents have as much responsibility for the welfare of their parents as they have for the welfare of their own children.

Strongly Disagree Disagree Agree Strongly Agree
1 2 3 4

13. Family perpetuation is a very important reason why sons and daughters should expect to marry and have children.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

14. At a community or social affair, a family should participate pretty much as a group rather than allow members to go their own way with their personal friends.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

15. If a person's father/mother has a medical bill of \$1,500.00 which he/she cannot pay, the son/daughter is morally obligated to pay the debt.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

FAMILISM SCALE
by
Peter Heller
Original Spanish Translation

En las siguientes preguntas yo deseo saber su opinión sobre ciertos aspectos de la vida familiar. Sus sentimiento sobre los renglones seran incorrectos segun usted no contesta verdaderamente. Deseo que usted use las respuestas "niego fuertemente", "niego", "acepto", o "acepto fuertemente" para que me diga usted como se siemnte al leer el reglon.

Aqui estan los renglones.

1. Una persona casada debería ofrecer su casa a los hermanos y hermanas de su esposo(a).

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

2. Los hijos casados deberían vivir acerca de sus padres para ayudarsen uno al otro.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

3. Si un miembro de la familia fuera insultado o herido, usted se debería sentirse mas fuerte sobre esto más si el herido no fuera miembro de la familia.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

4. Es responsabilidad de los hijos casados estar con sus padres en tiempo de enfermedad seria aún cuando los hijos viven lejos de los padres.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

5. Los hijos deben obligarse por parte de los padres a los intereses familiares más que sus propios intereses.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

6. Si el grupo familiar tiene fuerte punto de vista de política y morales, un miembro no debería ser influido para cambiar su punto de vista por personas fuera de la familia.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

7. En todas las actividades posibles deberían ser compartidas por los hijos casados con los padres.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

8. Si el empleo de un miembro de la familia produce severos conflictos sobre los valores familiares el miembro debería buscar empleo nuevo.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

9. Cuando posible, un miembro de la familia debería discutir las decisiones importantes (como el matrimonio, empleo, sitios) con la familia antes de decidir o tomar acción.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

10. El matrimonio es una extensión de la familia más que el establecimiento de una nueva familia.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

11. Es importante el llevar el apellido familiar.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

12. Los hijos de padres ancianos tiene la responsabilidad de cuidar a sus padres, como a sus hijos.

___niego fuertemente ___niego ___acepto ___acepto
fuertemente

FAMILISM SCALE
by
Peter Heller
Puerto Rican Spanish Translation

Deseo conocer a través de las siguientes preguntas tu opinión sobre ciertos aspectos de la vida familiar. Me gustaría que me indicaras tu sentir con relación a las siguientes aseveraciones. Tus contestaciones estarán incorrectas solamente si no indican tus verdaderos sentimientos respecto a estas aseveraciones. Deseo que contestes cada aseveración marcando cómo te sientes hacia la misma, indicando si estas en completo desacuerdo, en desacuerdo, de acuerdo o muy de acuerdo. Estas son las aseveraciones.

1. Una persona casada debe estar dispuesta a compartir su hogar con los hermanos y hermanas de su esposo o esposa.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

2. Los hijos/as casados deben vivir cerca de sus padres para poder ayudarse mutuamente.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

3. Si un miembro de la familia es insultado/a o herido/a, tú debes sentirlo más profundamente que cuando la persona herida no es miembro de la familia.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

4. Es responsabilidad de los hijos/as casados estar junto a sus padres en momentos de enfermedad grave aún cuando se hayan mudado lejos de sus padres.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

5. Los hijos/as le deben a sus padres el anteponer los intereses de la familia a sus intereses personales.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

6. Si el grupo familiar comparte fuertes convicciones políticas y morales, un miembro no debe permitir que personas ajenas a la familia influyan sobre él o ella para que cambie esas convicciones.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

7. Los hijos/as casados y sus padres deben compartir entre si tantas actividades como les sea posible.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

8. Si una persona encuentra que su trabajo va tan en contra de sus valores familiares que le ocasiona un conflicto severo, debe buscar un nuevo empleo.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

9. Siempre que sea posible, una persona debe discutir las decisiones importantes de su vida (tales como matrimonio, empleo y residencia) con otros miembros de la familia antes de tomar acción.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

10. El matrimonio debe ser visto como la extensión de familias establecidas en vez de la creación de nuevas familias.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

11. Es importante que el apellido de la familia sea perpetuado.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

12. Los hijos/as de padres ancianos son tan responsables del bienestar de sus padres como lo son del bienestar de sus propios hijos.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

13. La perpetuación de la familia es una razón muy importante para los hijos e hijas casarse y tener hijos.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

14. En un asunto de la comunidad o social, una familia debe participar como grupo en vez de permitir que los miembros participen cada uno por su lado con sus amigos personales.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

15. Si el padre/madre de una persona tiene una cuenta médica de mil quinientos dólares la cual no puede pagar, su hijo/a está moralmente obligado a pagar esa deuda.

Completo desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
1	2	3	4

APPENDIX D

EOMEIS-2

by

Bennion & Adams (1986)

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the statement as a whole.

Indicate your answer on the line preceding the question number. I would like you to respond to each statement by marking how you feel about it by choosing one of the following responses:

- | | |
|----------------------|-------------------------|
| 1 = Strongly Agree | 4 = Disagree |
| 2 = Moderately Agree | 5 = Moderately disagree |
| 3 = Agree | 6 = Strongly disagree |

___ 1. I haven't chosen the occupation I really want to get into, and I'm just working at whatever is available until something better comes along.

___ 2. When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look.

___ 3. My ideas about men's and women's roles are identical to my parents'. What has worked for them will obviously work for me.

___ 4. There's no single "life style" which appeals to me more than another.

___ 5. There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me.

___ 6. I sometimes join in recreational activities when asked, but I rarely try anything on my own.

___ 7. I haven't really thought about a "dating style." I'm not too concerned whether I date or not.

Respond to each statement by choosing one of the following responses:

1 = Strongly Agree 4 = Disagree

2 = Moderately Agree 5 = Moderately disagree

3 = Agree 6 = Strongly disagree

___ 8. Politics is something that I can never be too sure about because things change so fast. But I don't think it's important to know what I can politically stand for and believe in.

___ 9. I'm still trying to decide how capable I am as a person and what jobs will be right for me.

___ 10. I don't give religion much thought and it doesn't bother me one way or the other.

___ 11. There's so many ways to divide responsibilities in marriage, I'm trying to decide what will work for me.

___ 12. I'm looking for an acceptable perspective for my own "life style" view, but haven't really found it yet.

___ 13. There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on.

___ 14. While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify one I can truly enjoy.

___ 15. Based on past experiences, I've chosen the type of dating relationship I want now.

___ 16. I haven't really considered politics. It just doesn't excite me much.

___ 17. I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted.

___ 18. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.

Respond to each statement by choosing one of the following responses:

- 1 = Strongly Agree 4 = Disagree
2 = Moderately Agree 5 = Moderately disagree
3 = Agree 6 = Strongly disagree
-

___ 19. I've never really seriously considered men's and women's roles in marriage. It just doesn't seem to concern me.

___ 20. After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective.

___ 21. My parent's know what is best for me in terms of how to choose my friends.

___ 22. I've chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices.

___ 23. I don't think about dating much. I just kind of take it as it comes.

___ 24. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.

___ 25. I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available.

___ 26. I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.

___ 27. My ideas about men's and women's roles have come right from my parents and family. I haven't seen any need to look further.

___ 28. My own views on a desirable lifestyle were taught to me by my parents and I don't see any need to question what they taught me.

___ 29. I don't have any real close friends, and I don't think I'm looking for one right now.

Respond to each statement by choosing one of the following responses:

1 = Strongly Agree 4 = Disagree

2 = Moderately Agree 5 = Moderately disagree

3 = Agree 6 = Strongly disagree

___ 30. Sometimes I join in leisure activities, but I really don't see a need to look for a particular activity to do regularly.

___ 31. I'm trying out different kinds of dating relationships. I just haven't decided what is best for me.

___ 32. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.

___ 33. It took me a while to figure out, but now I really know what I want for a career.

___ 34. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.

___ 35. I've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me.

___ 36. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self exploration.

___ 37. I only pick friends my parents would approve of.

___ 38. I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else.

___ 39. I only go out with the type of people my parents expect me to date.

___ 40. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.

Respond to each statement by choosing one of the following responses:

1 = Strongly Agree 4 = Disagree

2 = Moderately Agree 5 = Moderately disagree

3 = Agree 6 = Strongly disagree

___ 41. My parents decided a long time ago what I should go into for employment and I'm following through their plans.

___ 42. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.

___ 43. I've been thinking about the roles that husbands and wives play a lot these days, and I'm trying to make a final decision.

___ 44. My parent's views on life are good enough for me, I don't need anything else.

___ 45. I've had many different friendships and now I have a clear idea of what I look for in a friend.

___ 46. After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with friends.

___ 47. My preferences about dating are still in the process of developing. I haven't fully decided yet.

___ 48. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.

___ 49. It took me a long time to decide but now I know for sure what direction to move in for a career.

___ 50. I attend the same church as my family has always attended. I've never really questioned why.

___ 51. There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and now I know exactly how I want it to happen for me.

Respond to each statement by choosing one of the following responses:

- | | |
|----------------------|-------------------------|
| 1 = Strongly Agree | 4 = Disagree |
| 2 = Moderately Agree | 5 = Moderately disagree |
| 3 = Agree | 6 = Strongly disagree |
-

___ 52. I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life.

___ 53. I don't have any close friends. I just like to hang around with the crowd.

___ 54. I've been experiencing a variety of recreational activities in hopes of finding one or more I can really enjoy for some time to come.

___ 55. I've dated different types of people and know exactly what my own "unwritten rules" for dating are and who I will date.

___ 56. I really have never been involved in politics enough to have made a firm stand one way or the other.

___ 57. I just can't decide what to do for an occupation. There are so many that have possibilities.

___ 58. I've never really questioned my religion. If it's right for my parents it must be right for me.

___ 59. Opinions on men's and women's roles seem so varied that I don't think much about it.

___ 60. After a lot of self-examination I have established a very definite view on what my own life will be.

___ 61. I really don't know what kind of friend is best for me. I'm trying to figure out exactly what friendship means to me.

___ 62. All of my recreational preferences I got from my parents and I haven't really tried anything else.

___ 63. I date only people my parents would approve.

Respond to each statement by choosing one of the following responses:

1 = Strongly Agree 4 = Disagree

2 = Moderately Agree 5 = Moderately disagree

3 = Agree 6 = Strongly disagree

____ 64. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.

EOMEIS-2

BENNION & ADAMS (1986)

Lee cada partida e indica hasta que punto refleja tus propios pensamientos o sentimientos. Si una aseveración tiene más de una parte, favor de indicar tu reacción a la aseveración completa. Indica tu respuesta escogiendo una de las siguientes contestaciones:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

- ___ 1. No he escogido la ocupación que realmente deseo para mi, y estoy trabajando en lo que hay disponible hasta que surja algo mejor.
- ___ 2. En términos de religión, lo cierto es que no he encontrado nada que me atraiga y realmente no siento la necesidad de buscar.
- ___ 3. Mis ideas en cuanto a los roles de los hombres y las mujeres son idénticas a las de mis padres. Obviamente lo que ha funcionado para ellos funcionará también para mi.
- ___ 4. No existe ningún "estilo de vida" que me atraiga más que otro.
- ___ 5. Existen muchas clases diferentes de personas. Yo continúo explorando las muchas posibilidades hasta encontrar la clase de amigos adecuada para mi.
- ___ 6. A veces participo en actividades recreativas cuando me lo piden, pero rara vez ensayo algo por mi cuenta.
- ___ 7. Realmente no he pensado en un "patrón de citas" (salir, "dates"). No me preocupa si tengo citas o no.
- ___ 8. La política es algo sobre lo cual nunca estoy muy seguro porque las cosas cambian muy rápido. Pero sí creo que es importante saber, en términos de política, lo que puedo apoyar y en lo que debo creer.

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

CA = completamente/totalmente de acuerdo

MA = moderadamente/parcialmente de acuerdo

A = de acuerdo

D = en desacuerdo

MD = moderadamente/parcialmente en desacuerdo

CD = en completo o total desacuerdo

___ 9. Todavía estoy tratando de decidir cuáles son mis capacidades como persona y cuáles trabajos serán los adecuados para mí.

___ 10. No le doy mucho pensamiento a la religión y la misma no me preocupa mucho ni de una manera ni de otra.

___ 11. Hay tantas formas de dividir las responsabilidades en el matrimonio, que estoy tratando de decidir cual de ellas funcionaría en mi caso.

___ 12. Estoy en la búsqueda de una perspectiva aceptable para mi propio concepto de un "estilo de vida", pero realmente no la he hallado.

___ 13. Existen tantas razones para la amistad, pero yo escojo mis amigos íntimos basándome en ciertos valores y afinidades que yo personalmente he escogido.

___ 14. Aunque no tenga una actividad recreativa en particular a la cual me dedique, estoy experimentando con un gran número de actividades recreativas para identificar una que realmente disfrute.

___ 15. Basándome en experiencias pasadas, he seleccionado el tipo de relación para salir en citas que deseo tener por ahora.

___ 16. Realmente no he considerado la política. Sencillamente no me motiva mucho.

___ 17. Puede que haya pensado en muchos trabajos diferentes, pero realmente nunca he cuestionado lo que quiero desde que mis padres dijeron lo que ellos querían para mí.

___ 18. La fé es algo muy particular para cada persona. He considerado y reconsiderado sobre ésto y sé en qué puedo creer.

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

___ 19. Realmente no he pensado seriamente en los roles de los hombres y las mujeres en el matrimonio. Sencillamente no parecen preocuparme.

___ 20. Después de considerarlo mucho, he desarrollado mi propio concepto sobre lo que para mi constituye un "estilo de vida" ideal y no creo que nadie pueda hacerme cambiar de perspectiva.

___ 21. Mis padres saben qué es mejor para mi en términos de cómo escoger mis amigos.

___ 22. De entre varias alternativas, he seleccionado una o más actividades recreativas en las cuales participar regularmente y estoy satisfecho con mi selección.

___ 23. No pienso mucho en salir en citas. Yo más o menos tomo las cosas según vienen.

___ 24. Supongo que soy muy parecido a mis padres cuando se trata de política. En términos de votar y todo eso hago igual que ellos.

___ 25. No estoy realmente interesado en encontrar el empleo perfecto, cualquier empleo me es igual. Sencillamente acepto lo que haya disponible.

___ 26. No estoy seguro de lo que significa la religión para mi. Me gustaría decidirme pero aún no he terminado de buscar.

___ 27. Mis ideas sobre los roles de los hombres y las mujeres vienen directamente de mis padres y de mi familia. No he visto la necesidad de buscar más allá.

___ 28. Mis propias ideas sobre un estilo de vida deseable me fueron enseñadas por mis padres y no veo la necesidad de cuestionar lo que ellos me enseñaron.

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

- ___ 29. No tengo amigos verdaderamente íntimos, y no creo estar buscando ninguno por ahora.
- ___ 30. A veces participo en actividades rereactivas, pero realmente no veo la necesidad de seleccionar una actividad en la cual participar regularmente.
- ___ 31. Estoy experimentando con diferentes tipos de citas (salidas). Aún no he decidido cuál es el mejor para mí.
- ___ 32. Existen tantos partidos e ideales políticos diferentes. No puedo decidir cuál adoptar hasta entenderlo todo.
- ___ 33. Me tomó tiempo descifrarlo, pero ahora sé realmente la carrera que deseo.
- ___ 34. Por el momento, el asunto de la religión me es confuso. Me paso cambiando de opinión sobre lo que es bueno y lo que es malo para mí.
- ___ 35. He pasado algún tiempo pensando en los roles de los hombres y las mujeres en el matrimonio y he decidido lo que funcionaría mejor para mí.
- ___ 36. Al buscar un concepto aceptable sobre la vida misma, me encuentro involucrado en muchas discusiones con otros y en alguna introspección.
- ___ 37. Solamente selecciono amistades que mis padres aprobarían.
- ___ 38. Siempre he disfrutado de las mismas actividades recreativas de las cuales mis padres disfrutaban y nunca he considerado seriamente ninguna otra.
- ___ 39. Solamente salgo en citas con el tipo de personas con quienes mis padres esperan que yo salga.

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

___ 40. He considerado mis creencias políticas profundamente y me doy cuenta de que puedo estar de acuerdo con algunos de los aspectos de las creencias de mis padres y con otros no.

___ 41. Mis padres decidieron hace mucho tiempo el tipo de empleo al que me debo dedicar y yo estoy siguiendo sus planes.

___ 42. He atravesado por un período de serias dudas sobre la fé y ahora puedo decir que entiendo lo que creo como individuo.

___ 43. He estado pensando mucho en los roles que juegan los esposos y esposas en éstos días, y estoy tratando de tomar una decisión final.

___ 44. Los puntos de vista de mis padres sobre la vida son lo suficientemente buenos para mi, no necesito nada más.

___ 45. He tenido muchas amistades diferentes y ahora tengo una idea clara de lo que busco en un amigo.

___ 46. Después de tratar muchas actividades recreativas diferentes, he encontrado una o más de las cuales realmente disfruto, ya sea sólo o con amigos.

___ 47. Mis preferencias en cuanto a salir en citas están todavía en el proceso de desarrollo. Aún no he decidido totalmente.

___ 48. No estoy seguro sobre mis creencias políticas, pero estoy tratando de descubrir en qué realmente puedo creer.

___ 49. Me tomó mucho tiempo decidirlo pero ahora estoy seguro de la dirección en la cual me debo mover en términos de una carrera (profesión).

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

___ 50. Asisto a la misma iglesia a la cual mi familia ha asistido siempre. Realmente nunca me he cuestionado por qué.

___ 51. Hay muchas maneras en que las parejas casadas pueden dividir las responsabilidades familiares. He pensado en muchas alternativas, y ahora sé exactamente como deseo que suceda en mi caso.

___ 52. Supongo que yo disfruto de la vida en general, y no me veo a mi mismo viviendo de acuerdo a un concepto de vida en particular.

___ 53. No tengo amigos íntimos. Meramente me gusta compartir con un grupo.

___ 54. He estado experimentando con una variedad de actividades recreativas con la esperanza de encontrar una o más que pueda disfrutar por bastante tiempo.

___ 55. He salido en citas con diferentes personas y sé exactamente cuáles son mis "reglas no-escritas" para salir y con quien salir.

___ 56. Realmente nunca he estado lo suficientemente involucrado en política como para adoptar una u otra posición.

___ 57. Simplemente no puedo decidir a qué ocupación dedicarme. Tántas de ellas tienen posibilidades.

___ 58. Realmente nunca he cuestionado mi religión. Si es buena para mis padres debe ser buena para mi.

___ 59. Parece haber tanta variedad de opiniones sobre los roles de los hombres y las mujeres que yo no pienso mucho sobre el asunto.

Para todas las preguntas en ésta página escoge una de las siguientes respuestas:

- CA = completamente/totalmente de acuerdo
 - MA = moderadamente/parcialmente de acuerdo
 - A = de acuerdo
 - D = en desacuerdo
 - MD = moderadamente/parcialmente en desacuerdo
 - CD = en completo o total desacuerdo
-

___ 60. Después de mucho auto-examinarme, he adoptado un punto de vista muy definido sobre cuál será mi estilo de vida.

___ 61. Realmente no sé qué clase de amigo es mejor para mi. Estoy tratando de comprender exactamente lo que la amistad significa para mi.

___ 62. Todas mis preferencias recreacionales provienen de mis padres y realmente nunca he tratado otras.

___ 63. Solamente salgo en citas con personas que mis padres aprobarían.

___ 64. Mis padres siempre han tenido sus propias creencias políticas y morales sobre asuntos como el aborto y la eutanasia (o asesinato misericordioso) y yo siempre las he aceptado y compartido.

APPENDIX E
Students in Florida

Please complete the following items either by circling the number for the correct response or by filling in the blanks:

- (1) What is your sex:
male.....1
female.....2
- (2) What is your age? _____ years
- (3) Your ethnic background is:
White/Caucasian.....1
Puerto Rican.....2
Black/Negro/African-American.....3
Asian.....4
Hispanic but not Puerto Rican.....5
Other.....6
- (4) What is your religious preference?
Protestant.....1
Catholic.....2
Jewish.....3
None.....4
Other.....5
- (5) What is the grade or year of school you are attending?
9th grade.....1
10th grade.....2
11th grade.....3
12th grade.....4
- (6) You were born in:
Puerto Rico.....1
Mainland USA.....2
Other.....3
- (7) Your mother was born in:
Puerto Rico.....1
Mainland USA.....2
Other.....3

- (8) Your father was born in:
- Puerto Rico.....1
 - Mainland USA.....2
 - Other.....3
- (9) How many years have you and your family lived in the United States mainland? _____years.
- (10) How many years has your family lived in Florida? _____years.
- (11) Where did your family live before Florida? _____
(State or country)
- (12) What is the highest level of education your mother has completed?
- 8th grade or less.....1
 - Some high school.....2
 - High school graduate.....3
 - Some college.....4
 - College graduate.....5
 - Post graduate degree.....6
- (13) What is the highest level of education your father has completed?
- 8th grade or less.....1
 - Some high school.....2
 - High school graduate.....3
 - Some college.....4
 - College graduate.....5
 - Post graduate degree.....6
- (14) What is your mother's occupation?_____
- (15) What was your mother's occupation before moving to Florida?_____
- (16) What is your father's occupation?_____
- (17) What was your father's occupation before moving to Florida?_____

THANK YOU FOR RESPONDING TO THIS QUESTIONNAIRE!

Students in Florida

Por favor completa las siguientes preguntas marcando con un círculo el número correspondiente a la respuesta correcta, o llenando los espacios en blanco donde sea necesario:

- (1) ¿Cuál es tu sexo?
 masculino.....1
 femenino.....2
- (2) ¿Cuál es tu edad? _____ años.
- (3) Tú trasfondo racial es:
 Blanco/Caucásico.....1
 Puertorriqueño.....2
 Moreno/Negro/Africo-Americano.....3
 Asiático.....4
 Hispano pero no puertorriqueño.....5
 Otro.....6
- (4) ¿Cuál es tu preferencia religiosa?
 Protestante.....1
 Católico.....2
 Judío.....3
 Ninguna.....4
 Otra.....5
- (5) ¿Cuál es el grado o año escolar que estudias?
 9no grado.....1
 10mo grado.....2
 11mo grado.....3
 12mo grado.....4
- (6) Tú naciste en:
 Puerto Rico.....1
 Estados Unidos continentales.....2
 Otro.....3
- (7) Tu mamá nació en:
 Puerto Rico.....1
 Estados Unidos continentales.....2
 Otro.....3

- (8) Tu papá nació en:
- Puerto Rico.....1
 - Estados Unidos continentales.....2
 - Otro.....3
- (9) ¿Cuántos años lleva tu familia viviendo en los Estados Unidos continentales? _____ años.
- (10) ¿Cuántos años lleva tu familia viviendo en La Florida? _____ años.
- (11) ¿Dónde vivía tu familia antes de mudarse a La Florida?
- _____
- (Estado o país)
- (12) ¿Cuál es el grado de educación más alto que completó tu mamá?
- Octavo grado o menos.....1
 - Parte de la escuela superior.....2
 - Se graduó de escuela superior.....3
 - Empezó universidad.....4
 - Se graduó de universidad.....5
 - Completó estudios graduados.....6
- (13) ¿Cuál es el grado de educación más alto que completó tu papá?
- Octavo grado o menos.....1
 - Parte de la escuela superior.....2
 - Se graduó de escuela superior.....3
 - Empezó universidad.....4
 - Se graduó de universidad.....5
 - Completó estudios graduados.....6
- (14) ¿Cuál es la ocupación de tu mamá? _____
- (15) ¿Cuál era la ocupación de tu mamá antes de mudarse a la Florida? _____
- (16) ¿Cuál es la ocupación de tu papá? _____
- (17) ¿Cuál era la ocupación de tu papá antes de mudarse a la Florida? _____

GRACIAS POR TU PARTICIPACION EN ESTE ESTUDIO

Students in Puerto Rico

Por favor completa las siguientes preguntas marcando con un círculo el número correspondiente a la respuesta correcta, o llenando los espacios en blanco donde sea necesario:

- (1) ¿Cuál es tu sexo?
masculino.....1
femenino.....2
- (2) ¿Cuál es tu edad? _____ años.
- (3) Tú trasfondo racial es:
Blanco/Caucásico.....1
Puertorriqueño.....2
Moreno/Negro/Africo-Americano.....3
Asiatico.....4
Hispano pero no puertorriqueño.....5
Otro.....6
- (4) ¿Cuál es tu preferencia religiosa?
Protestante.....1
Católico.....2
Judio.....3
Ninguna.....4
Otra.....5
- (5) ¿Cuál es el grado o año escolar que estudias?
9no grado.....1
10mo grado.....2
11mo grado.....3
12mo grado.....4
- (6) Tú naciste en:
Puerto Rico.....1
Estados Unidos continentales.....2
Otro.....3
- (7) Tu mamá nació en:
Puerto Rico.....1
Estados Unidos continentales.....2
Otro.....3

- (8) Tu papá nació en:
- Puerto Rico.....1
 - Estados Unidos continentales.....2
 - Otro.....3
- (9) ¿Cuál es el grado de educación más alto que completó tu mamá?
- Octavo grado o menos.....1
 - Parte de la escuela superior.....2
 - Se graduó de escuela superior.....3
 - Empezó universidad.....4
 - Se graduó de universidad.....5
 - Completó estudios graduados.....6
- (10) ¿Cuál es el grado de educación más alto que completó tu papá?
- Octavo grado o menos.....1
 - Parte de la escuela superior.....2
 - Se graduó de escuela superior.....3
 - Empezó universidad.....4
 - Se graduó de universidad.....5
 - Completó estudios graduados.....6
- (11) ¿Cuál es la ocupación de tu mamá? _____
- (12) ¿Cuál es la ocupación de tu papá? _____

GRACIAS POR TU PARTICIPACION EN ESTE ESTUDIO

APPENDIX F

Summary of Subject's Identity Status Scores

	SAMPLE 1		SAMPLE 2		TOTAL	
	Mean	SD	Mean	SD	Mean	SD
<u>IDEOLOGY- Occupation, religion, politics, and philosophy</u>						
Achievement	32.00	5.49	33.39	6.21	32.47	5.77
Moratorium	25.33	5.96	27.60	6.16	26.10	6.11
Foreclosure	22.36	6.38	26.91	5.94	23.90	6.59
Diffusion	23.87	5.38	25.80	5.50	24.52	5.49
<u>INTERPERSONAL- Friendship, dating, sex roles, and recreation</u>						
Achievement	32.76	6.31	34.21	5.41	33.25	6.05
Moratorium	27.73	4.93	31.00	5.25	28.84	5.26
Foreclosure	19.86	7.10	24.33	6.23	21.37	7.13
Diffusion	23.92	6.19	27.23	5.50	25.04	6.16
<u>TOTAL- Ideological and interpersonal</u>						
Achievement	64.76	10.09	67.60	10.24	65.72	10.22
Moratorium	53.07	9.12	58.60	9.70	54.94	9.67
Foreclosure	42.21	12.22	51.24	10.99	45.27	12.55
Diffusion	47.79	9.96	53.03	8.72	49.56	9.86

Frequency Distribution of the Number of Years Since Immigration to the U.S. Mainland and Correlations with Familism Scores

Number of Years \leq	Sample size	Correlation with Familism	Mean	SD
5	77	.0348 p=.764	42.43	5.30
7	83	.0331 p=.767	42.45	5.17
10	92	.0316 p=.765	42.49	5.22
12	95	-.0060 p=.954	42.43	5.17
14	97	.0274 p=.790	42.48	5.15
16	101	-.0657 p=.514	42.32	5.33
All subjects	105	-.1255 p=.202	42.20	5.28

Note. Missing cases = 2.

VITA

Personal

Name: Julia Teresa Reguero
Birthplace: San Juan, Puerto Rico
Date of Birth: June 30, 1964

Education

Virginia Polytechnic Institute and State University,
Blacksburg, Virginia.
Doctor of Philosophy, Family and Child Development,
1991.

The Florida State University, Tallahassee, Florida.
Master of Science, Home and Family Life, 1987.

Virginia Polytechnic Institute and State University,
Blacksburg, Virginia.
Bachelor of Arts, Family and Child Development, 1986.

Employment Experience

Adjunct Faculty Member, Psychology Department, New River
Community College, Dublin, Virginia. August 1990 to
May 1991.

Family Services Worker, Montgomery County Department of
Social Services, May 1989 to present.

Teaching Assistant, Curriculum and Program Planning in Child
Development, Virginia Polytechnic Institute and State
University, August 1988 to May 1989.

Teacher, Child Development Laboratory, Virginia Polytechnic
Institute and State University, August 1987 to May 1989.

Administrative Assistant, Housing and Residence Life,
Virginia Polytechnic Institute and State University,
July 1987 to July 1988.


Professional Affiliations

Omicron Nu- Beta Zeta Chapter, Home Economics Honor Society,
Phi Upsilon Omicron, Beta Lambda Chapter, Home Economics
Honor Society.
Society for Research in Child Development.
Society for Research in Adolescence.

National Council on Family Relations.
American Home Economics Association.
National Residence Hall Honorary.

Honors

Scholarship Recipient, from the president of the University of Puerto Rico to attend graduate school, 1986-1987, 1987-1988, and 1988-1989.
Outstanding College Students of America, 1989.
United States Achievement Academy- National Collegiate Home Economics Award Recipient, 1987.
United States Achievement Academy- Scholastic All-American, 1987.
Certificate of Merit, Department of Family and Child Development, Virginia Polytechnic Institute and State University, for contributions made to the department and to the professional development of fellow students, 1985 to 1986.



Julia T. Requero