

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI

A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA
313/761-4700 800/521-0600

PREVIEW

Puerto Rican Youth "At Risk":
Impact of Ethnic Identity and Self-Esteem on
Academic Success

By
Julio Rosario

A Doctoral Project Submitted in Partial Fulfillment of
The Requirements for the Degree of Doctor of Psychology
In the Department of Psychology at Pace University

New York

1999

UMI Number: 9926086

Copyright 1999 by
Rosario, Julio

All rights reserved.

UMI Microform 9926086
Copyright 1999, by UMI Company. All rights reserved.

This microform edition is protected against unauthorized
copying under Title 17, United States Code.

UMI
300 North Zeeb Road
Ann Arbor, MI 48103

PACE UNIVERSITY

PSYCHOLOGY DEPARTEMENT PSY .D. PROJECT FINAL APPROVAL FORM

(Please type all information)

NAME: Julio Rosario

TITLE OF PROJECT: Puerto Rican Adolescents "At-Risk": The Impact
of Ethnic Identity and Self-Esteem on Academic Success

DOCTORAL PROJECT COMMITTEE:

PROJECT ADVISOR: Dr. Yvonne Rafferty
(Name)

Assistant Professor Pace University
(Title) (Affiliation)

PROJECT CONSULTANT: Dr. Catherine Morrison
(Name)

Adjunct Associate Professor Pace University
(Title) (Affiliation)

FINAL APPROVAL OF COMPLETED PROJECT:

I have read the final version of the doctoral project and certify that it meets the
relevant requirements for the Psy.D. degree in School-Clinical Child Psychology.

Yvonne Rafferty
(Project Advisor's Signature)

5/24/99
(Date)

Catherine Morrison, Psy.D.
(Project Consultant's Signature)

6/1/99
(Date)

TABLE OF CONTENTS

CHAPTER	PAGE
ACKNOWLEDGEMENTS	v
LIST OF TABLES	vii
ABSTRACT	xii
I. LITERATURE REVIEW: PUERTO RICANS	1
Historical Overview	6
Current Status of Puerto Ricans	16
Demographic Profile	16
Educational Attainment	21
Summary	23
II. LITERATURE REVIEW: BACKGROUND	
New York City Public School System	24
Reading	28
Mathematics	30
School Drop-out	34
“At-Risk” Adolescents: A Profile	45
Ethnic Minority Research	51
Ethnic Identity	53

Self-Esteem	63
Academic Success	69
Statement of the Problem	71
Hypotheses	74
III. METHOD	
Participants	78
Demographic Characteristics	78
Measures	
Academic Success	79
Ethnic Identity	79
Self-Esteem	82
Procedures	83
IV. RESULTS	85
Demographic Profile	85
Student Characteristics	85
Family Characteristics	87
School-Related Factors	89
Ethnic Identity	93

	Self-Esteem	96
	Academic Success	98
	Research Findings	100
	Additional Analyses	120
V.	DISCUSSION	122
	Project Results	123
	Limitations	125
	Implications for Future Research Studies	129
	Conclusion	130
VI.	REFERENCES	133
	APPENDICES	
A.	Parental Consent Letter	154
B.	Forma Para Permiso de Padres	155
C.	Presentation Format	156
D.	Background Questionnaire	157
E.	<i>Multigroup Ethnic Identity Measure (MEIM)</i>	162
F.	<i>Self-Esteem Index (SEI)</i>	165

ACKNOWLEDGEMENTS

There were many people who guided me through this project. Thank you, Dr. Yvonne Rafferty. Thank you for the enormous amounts of time you made available to me in spite of your busy schedule. Thank you for your creativity, for your unerring eye for detail and order, and for your untiring support. Thank you Catherine Morrison for your valuable insights, your sense of humor, and your ability not to let anything faze you. Thank you Steve Salbod for your statistical insights, and for making me feel as if I actually understood statistics.

I would like to thank the New York City Board of Education for approving my project. Thanks to all those eighth graders who completed my questionnaires. I would like to thank Robert Gyles, Victor Lopez, Marty Schwartzfarb, Marina Gomez, Wilfredo Laboy, Alida Seidel, Ruben Rodriguez, Joanne Mejías, Dina Powis, and Arthur Pennisi for their interest in my project and their aggressive recruitment of participants. I would like to thank my colleagues at HHVI-Brooklyn East for their constant encouragement. Thank you to my fellow interns at Sunset Terrace Mental Health Clinic (1996/1997): Adela Castillo, Dalila Dieppa,

Thomas Faiola, and John Aponte, for their unselfish sharing of information, support and encouragement. Thank you to my friends, the Reverend Robert E. Jones and David Reuben for reading and re-reading many drafts for style, content, and punctuation.

I would like to take this opportunity to thank Dr. Carmine Casella and Dr. Florence Denmark for accepting me into the program and believing that I would make a good psychologist.

Finally, I would like to thank my wife, Joan Lader, and my son, Lucas, for their unstinting loyalty, loving support and encouragement; without them nothing would have been possible. And last, eternal thanks to my mother, Santa Lugo, for instilling in me the dream of a life that was attainable through education.

List of Tables

Table	Page
1 <i>Distribution of Puerto Ricans on the Mainland by State</i>	18
2 <i>Educational Attainment: Hispanics Compared to the Total Population Aged 25 to 29 years old for 1981, 1991, 1994, and 1997</i>	21
3 <i>Educational Attainment: Persons Aged 25 and Over by Hispanic Origin, 1997</i>	22
4 <i>Projections of the Percentages of U.S. Children by Race/Ethnicity: 1990 to 2020</i>	23
5 <i>New York City School Enrollment by Total Population and Race/Ethnicity, 1994, 1995, 1996, 1997</i>	26
6 <i>New York City School Districts with Hispanic Populations of 50 Percent or More (1996)</i>	27
7 <i>Citywide 8th Grade CTB-Reading Scores by Districts with Hispanic Populations of 50 Percent or More, 1996-1997</i>	29

8	<i>Comparison of 8th Grade National Reading Proficiency Scores for 1992, 1994, 1996: Hispanics vs. Total Population</i>	30
9	<i>Citywide 8th Grade CAT-5 (Mathematics) Scores by Districts with Hispanic Populations of 50 Percent or more (1996-1997)</i>	32
10	<i>Comparison of 8th Grade National Mathematics Proficiency Scores for 1992, 1994, 1996: Hispanics vs. Total Population</i>	33
11	<i>National Graduation Completion Rates by Type of Diploma And Race/Ethnicity, 1992, 1994, and 1996</i>	35
12	<i>Event and Status Drop-out Rates by Race/Ethnicity, 1994-1996</i>	39
13	<i>NELS:88-94 Cohort Drop-out Rates by Race/Ethnicity for Spring 1988-90 and Spring 1990-92</i>	40
14	<i>NELS:88-94 Cohort Status by Race/Ethnicity (1992 and 1994)</i>	42
15	<i>New York City: Graduates, Drop-outs and Still-enrolled by Race/Ethnicity (1995, 1996, and 1997)</i>	43
16	<i>New York City: Status After Graduation for Students Over Age at Initial Entry Classes of 1995-1997</i>	46

17	<i>New York City: Status of Limited English Proficiency (LEP) Students Classes of 1995-1997</i>	47
18	<i>New York City: Status of Students in Self-Contained Special Education Classes/Bilingual Programs Classes of 1995-1997</i>	49
19	<i>Theoretical Model</i>	77
20	<i>Student Characteristics</i>	86
21	<i>Family Characteristics</i>	88
22	<i>School-Related Factors</i>	90
23	<i>Educational Goals/Attitudes Toward School</i>	91
24	<i>Multigroup Ethnic Identity Measure</i>	94
25	<i>Comparison of Reported Reliabilities and Actual Reliabilities for the MEIM</i>	95
26	<i>Self-Esteem Index</i>	97
27	<i>Academic Success</i>	99
28	<i>Differences in Global Ethnic Identity Between Groups</i>	100
29	<i>Differences in Global Self-Esteem Between Groups</i>	101

30	<i>Differences in Global Ethnic Identity and Global Self-Esteem Between Living in Single-Parent Female-Headed Households And Adolescents Living in Intact Families</i>	103
31	<i>Differences in Reading (NCE) Scores Between Puerto Ricans And Non-Puerto Ricans</i>	104
32	<i>Differences in Mathematics (NCE) Scores Between Puerto Ricans And Non-Puerto Ricans</i>	105
33	<i>Relationship Between Individual/Family and School-Related Risk Factors, Ethnic Identity, Self-Esteem and CTB-Reading Percentile Scores</i>	108
34	<i>Comparison of Reading (NCE) Scores Between Students in General Education Programs and Students in Bilingual Programs</i>	109
35	<i>Hierarchical Multiple Regression Analysis of Reading (NCE) Scores</i>	111
36	<i>Reading (NCE) Scores: Percentage of Puerto Ricans and Non-Hispanic Puerto Ricans At or Above Grade Level</i>	112

37	<i>Relationship Between Individual/Family and School-Related Risk Factors, Ethnic Identity, Self-Esteem and CAT-5 Mathematics Percentile Scores</i>	115
38	<i>Comparison of Mathematics (NCE) Scores Between Students in Bilingual Programs and Students in General Education</i>	116
39	<i>Hierarchical Multiple Regression Analysis of Reading (NCE) Scores</i>	118
40	<i>Mathematics (NCE) Scores: Percentage of Puerto Ricans and Non-Hispanic Puerto Ricans At or Above Grade Level</i>	119
41	<i>Correlation Matrix</i>	121

ABSTRACT

This project examined the relationship between individual, family, and school-related risk factors, global ethnic identity and global self-esteem among 83 Puerto Rican and Non-Puerto Rican Hispanic eighth graders. These adolescents have been identified by the research literature as being “at risk” for academic problems and possible school drop-out. The project also examined the relationship between these risk factors, global ethnic identity and global self-esteem on academic success.

Participants came from 6 intermediate schools in 4 school districts identified as largely Hispanic. They were administered a packet of three survey questionnaires, consisting of (1) a Background Questionnaire, (2) *The Multigroup Ethnic Identity Measure* (MEIM) (Phinney, 1992), and (3) the *Self-Esteem Index* (SEI) (Brown & Alexander, 1991). Academic success was operationalized as students’ citywide reading and mathematics (NCE) scores in the California Achievement Test-Reading (CTB-R) and the California Achievement Test-5th edition (CAT-5) (New York City Board of Education, Office of Research, Evaluation, and

Assessment, 1997). These data were obtained through a review of participants' cumulative records.

Results indicated that though participants identified strongly with their individual Hispanic subgroups, the differences between groups in global ethnic identity and global self-esteem were not significant. Single-parent female-headed households have been identified as a significant risk factor for academic failure: there were, however, no differences in ethnic identity or self-esteem between adolescents living in single-parent female-headed households and those living in intact families. There were no significant differences between the two groups in reading or mathematics scores. However, there were significant differences in reading and mathematics scores between those students in general education programs and those in bilingual programs.

Findings suggested that though educational goals were significantly associated with higher reading scores they were not associated with higher mathematics scores. A sense of academic competence was significantly associated with higher mathematics abilities but not with higher reading scores.

Chapter I

Literature Review: Puerto Ricans

With a Spanish-speaking population of 27.2 million, the United States is the fifth largest Spanish-speaking country on earth. The other four are Mexico (95 million), Spain (40 million), Colombia (36 million), and Argentina (35 million) (LeRC Hispanic Advisory Council, 1997).

Hispanics comprise approximately one out of every ten (9.7%) of the total U.S. population. Census projections (1990) predict that by the year 2020, one out of every three Americans will be of Hispanic descent; a prediction which does not take into account undocumented aliens, whose inclusion might change that statistic to two out of every three Americans (United States Bureau of the Census, 1991, 1993). The largest subgroups are Mexican (13.5 million), Puerto Ricans (2.7 million), this figure excludes 3.5 million on the island of Puerto Rico, and Cubans (1.0 million); other Hispanics, including Central and South Americans, total 5.1 million. The largest concentrations of Hispanics are in New York, Florida, Arizona, Colorado, New Mexico, Nevada, Texas, and California (Campbell, 1994; Marín & Marín, 1991; Mattson, 1992; United States

Bureau of the Census, 1991; 1993).

An understudied group, Puerto Ricans are uniquely the only Hispanic subgroup who are born citizens of the United States. As American citizens, they have complete freedom of entry and exit to the U.S. Mainland (Ambert & Figler, 1992; Carrasquillo, 1991; Fitzpatrick, 1987; Gurak & Kritz, 1985; Passalacqua, 1994; Rodríguez, 1989).

Since 1940, the number of Puerto Ricans on the Mainland has increased dramatically. Many come to the Mainland looking for economic opportunity and to escape the depressed economy of the Island. In as much as the economic factor is such an important reason for migration between both the Mainland and Island economies, it is not surprising that, combined with the ease and freedom to travel back and forth Puerto Ricans retain strong cultural and emotional connections to the Island. Identity is continually renewed and keeps cultural, linguistic, and ethnic patterns alive, and possibly, lessens the degree of assimilation and integration into our society (Carrasquillo, 1991; Fitzpatrick, 1987; Glazer & Moynihan, 1970; Lemann, 1991; Rodríguez, 1989; Safa, 1988; Teichner, Cadden, & Berry, 1981). According to Passalacqua (1994), this

-

connection between the island of Puerto Rican and American Mainland economies results in an “ebb and flow” of migration which has transformed Puerto Ricans into a nation of commuters.

During the 1950's and 1960's, the New York City Board of Education in its *Puerto Rican Study* (Morrison, 1958) recognized the uniqueness of the Puerto Rican population and searched for ways to help them adjust successfully to their new social, cultural, and linguistic milieu. Glazer and Moynihan (1970) in their classic, *Beyond the Melting Pot*, state that “...Puerto Ricans...might well be considered the migrants least likely to succeed (p. 86)...an ethnic group that will not assimilate to the same degree as the others...”(p. 100). It would appear that their predication has been fulfilled. Though research indicates that Puerto Ricans are assimilating into North-American society evidenced by their high rates of outgroup marriages, they are nevertheless identified as being the least successful of the Hispanic subgroups. Economic and social indicators (the lowest socioeconomic status, highest number of single parent/female-headed households, and highest drop-out rates of any Hispanic group), reveal that they have fared worse than other

Hispanic subgroups despite their status as American citizens (Campbell, 1994; Canino, Earley, & Rogler, 1980; Carrasquillo, 1991; Chavez, 1991; Falcón, 1992; Fitzpatrick, 1987; Mattson, 1992; Rogler & Cooney, 1994; United States Bureau of the Census, 1991; 1993).

Many Puerto Ricans consider American citizenship a technical condition rather than a cultural and emotional status. In spite of their American citizenship, Puerto Ricans have traditionally been denied access to employment, training programs, adequate housing, proper health care, and quality education. They are also struggling with racial discrimination and prejudice and an introjected negative self-image which is being perpetuated by their status as second-class Island citizens in mainstream Mainland society (Ambert & Figler, 1992; Fox, 1996; Lemann, 1991; Ramos-McKay, Comas-Díaz, & Rivera, 1988).

Puerto Rico has been under American control for a century. The dominant American culture has overwhelmed Puerto Rican culture and very little of that culture can be said to be purely Puerto Rican. The loyalty of the Puerto Rican people for their Island has been watered down considerably by the fact that Puerto Ricans have two flags, two national

anthems, two languages, two cultures, and two basic philosophies of life (Comas-Díaz, 1989; Ramos-McKay et al., 1988; Sjøstrom, 1988)

Within our English-speaking public school system, we now have several generations of Mainland-born Puerto Ricans, who are adapting to and functioning within a dominant culture which undervalues them. Adolescence, universally recognized as an important developmental period of search for identity, is a difficult and tumultuous period for Puerto Rican adolescents. Puerto Rican adolescent development is further complicated by its dependence on economic and racial factors, and having to define themselves within two cultures (Inclán & Herron, 1989; Phinney, 1995; Rosenthal, 1986). This makes Puerto Rican adolescents seek the safety of the ethnic group and identification with this group in effort to give them a sense of self (Carrasquillo, 1991; Comas-Díaz, 1989; Fitzpatrick, 1987; Ortner, 1996; Rosenthal, 1986; Sanchez Korrol, 1988).

Historical Overview

“La Isla del Encanto” (The Enchanted Island) or *West Side Story* shows conflicting views of Puerto Rico and Puerto Ricans. There is much ignorance and misconception regarding Puerto Rico and Puerto Ricans among Mainland Americans (Christensen, 1975). The interaction between Puerto Rico’s Spanish-colonial history and the United States has set the stage for the Puerto Rican “persona” and their current condition in mainstream American culture (Bird, 1982; Comas-Díaz, 1989; Fitzpatrick, 1987; Inclán & Herron, 1989; Ramos-McKay et al., 1988). Therefore, research focusing exclusively on a Puerto Rican population must have a holistic, ecological approach (Ambert & Figler, 1992; Carrasquillo, 1991; Ortner, 1996).

In 1493, 405 years of Spanish domination began with the landing of Christopher Columbus on the Island of *Borinken*. The indigenous Arawak Indian population (named “Taíno” by the Spaniards) was quickly disseminated by migrations to neighboring Islands to escape slavery and death. Beginning as early as 1511, the rapid decline of the native population resulted in the Spanish importing African slaves as laborers on

the plantations and for domestic servitude. Slavery remained a part of the economy until it was abolished in 1873 and by the early 1800's, Puerto Ricans had acquired the distinct racial and cultural characteristics of a people who no longer thought of themselves as Spaniards (Ambert & Figler, 1992; Fitzpatrick, 1987). A sense of national identity began to emerge, leading to revolts and the formal organization of political parties. On November 25, 1897, under the Autonomous Charter, Spain granted greater political autonomy to the Island (Rodríguez, 1989).

On July 25, 1898, the United States, at war with Spain, invaded Puerto Rico. In December 1898, the signing of the Treaty of Paris ended the Spanish-American War and ceded Puerto Rico to the United States as spoil of war. Puerto Rico was particularly attractive to the United States not only because it was a major coffee producer, but also because of its strategic military location (Ambert & Figler, 1992; Carrasquillo, 1991; Falcón, 1992). Imposing military law, the United States revoked all rights that had existed under Spain and Puerto Rico abruptly moved from the autocratic rule of Spain to the autocratic rule of the United States. English was immediately imposed as the official language of instruction in