Latino High School Students:
A Psycho-sociocultural Perspective on Coping Mechanisms and their Influences on Academic Performance

Purpose
The researcher will examine the relationship between psychological, social and cultural variables and academic performance among Latino high school students. Specifically, the researcher will inspect self-esteem, self-efficacy, personal beliefs, cultural congruity, student home encouragement, school environment, level of acculturation and student demographics, and the ways in which each influence academic performance. The objective of this study can be summarized by the following research questions:

R1: What are the interrelationships between self-efficacy, self esteem, personal beliefs, personal strategies, school involvement, social networks, culturally competent curriculum, student ethnicity and culture, teacher ethnicity and culture, level of acculturation, and student demographics?
R2: To what extent do the independent variables (listed in question 1) predict academic performance?
R3: Which cluster of independent variables, psychological (eg. self-esteem, self-efficacy), social (eg. educational fit, curriculum, school environment), or cultural (eg. student ethnicity, level of acculturation) impact academic performance the most?

Statement of the Problem
In 2002, there were over 37.4 million Latinos living in the U.S. with an estimated 39 percent living in California. One-third of Latinos remain under the age of 18, and this number is predicted to rise (U.S. Census Bureau, 2002). Latino students comprise approximately 6.1 million or 44 percent of the students enrolled in California public K-12 schools (NCLR, 2003). However, when compared to other ethnic groups, Latino students often fare the worst in secondary education. For example, Latino students are estimated to comprise over one-half of secondary school dropouts, and are less likely to receive a high school diploma than all other ethnic groups (NCLR, 2003). Furthermore, 40 percent of Latinos 25 years and older have not completed a high school degree, and Latinos as a whole have the lowest level of educational attainment out of any ethnic group in the U.S. (Gloria & Rodriguez, 2000; U.S. Census Bureau, 2002).

Latinos’ low level of educational attainment is not surprising when one considers that many Latinos are not enrolled in college preparatory courses, and are the least likely of all ethnic groups to complete ACT or SAT I college entrance exams (NCLR, 2003). Secondly, research has supported discrimination, lack of cultural competency, self-esteem, alienated schools, acculturation and “poor school curriculum” as main contributors to Latino’s low academic persistence (Gonzalez & Padilla, 1997; Sianez, 2002).

Review of the Literature
Students who maintain their academic performance are identified as students who sustain adequate to above-adequate grade levels, as well as “high levels of achievement motivation, despite the presence of stressful events and conditions that place them at risk of doing poorly at school” and ultimately dropping out (Gonzalez & Padilla, 1997). It should be noted that students who have high academic performance do not only have “good” grades, but have a significant motivation to overcome surrounding environmental stressors and pressures. The variables that may hinder or help students’ motivation will be discussed below.

Studies demonstrate that the student’s environment—both at home and in school—can directly effect the academic performance of the student. Parental involvement in education, as well as support, can greatly influence a student’s motivation to continue in education. Furthermore, the social support from friends and teachers can also encourage a student to maintain their grades and aim for higher educational goals (Gonzalez & Padilla, 1997). However, a lack of social support from friends, family, and teachers can have the opposite effect. Additionally, studies show that students who are more involved in school maintain higher grades and are more socially accepted (Gonzalez & Padilla, 1997; Sianez, 2002).
The level of acculturation of a student is often an indicator of a student’s integration into a school environment. Students with low levels of acculturation to American culture often experience the stress of integrating the environment of school with their own cultural background of home (Gonzalez & Padilla, 1997). Furthermore, some studies have suggested that the ethnicity of a student’s teacher can negatively affect a student’s academic performance. Teachers who may lack a sense of multiculturalism in the classroom may hinder some students level of adjustment in school (Banks & Banks, 2001).

Many studies suggest that Latinos score poorly in school due to a lack of culturally relevant curriculum in many subjects. Many researchers argue that Latino students feel no connection to their texts or curriculum because their cultural history and historical figures are not included. The lack of connection to an academic subject can cause disinterest and apathy, which can lead to low academic performance (Escamilla, 1996). Furthermore, some researchers argue that curriculum often has the goal of assimilating students into American mainstream culture. Therefore, curriculum may severely inhibit a student’s adjustment to school and the integration of their own cultural background (Arries, 1994).

Personal characteristics of a student, such as self-esteem, self-efficacy and personal beliefs directly effect the motivation level of students. Students with higher self-efficacy and self-esteem are more confident in school and less vulnerable to outside stressors. Demographic characteristics such as gender, parental level of education, and income level can also directly affect a student’s academic performance. Many studies have argued that students who come from a lower socioeconomic status ultimately face more stressors than those of their higher socioeconomic status counterparts (Gonzalez & Padilla, 1997).

### Heuristic Model

#### Independent Variables

- Self Efficacy/Locus of Control
- Self Esteem
- Personal Beliefs
- Personal Strategies
- School Involvement
- Social Networks
- Culturally Competent Curriculum
- Student Ethnicity/Culture
- School Environment
- Teacher Ethnicity/Culture
- Level of Acculturation
- Student Demographics

#### Dependent Variable

Academic Performance of Latino Students

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**Theory**

Psycho-sociocultural theory maintains that when trying to explain a social phenomenon, one must consider psychological, social, and cultural factors together. This perspective contends that because psychological, social, and cultural variables often have interdependent relationships, psychological, social or cultural variables cannot be completely isolated in study (see model below). In order to obtain a culturally relevant and “wholistic” study of a social problem, it is necessary to study psycho-sociocultural models (Gloria & Rodriguez, 2000). Psychological independent variables for this study will be self-esteem, self-efficacy, and personal beliefs and strategies. Social independent variables will be school environment, school involvement, social networks and student demographics. Cultural independent variables will be culturally competent curriculum, student ethnicity, teacher ethnicity and level of acculturation.
Extrinsic Variables

Though the research supports the presence of psycho-sociocultural variables that influence academic performance for Latinos, there are other variables that must also be considered. For example, the language barrier for many Latinos may contribute to low academic performance. The lack of English skills may also hinder students’ ability to cope in the majority English-speaking environment of school. However, strong language acquisition of English may increase student’s ability to cope with issues that arise in his or her school environment. Secondly, culturally competent curriculum may differ between classes that are Advanced Placement (AP) or Honors and regular classes, as well as between subjects and instructors.

Methods

A set of questionnaires will be distributed to Latino participants in order to define the strategies used in navigating the high school environment. The questionnaires will be distributed to 100 Latino students who are willing to participate. Participants will be selected from 11th and 12th grade and will be recruited from classes including, Social Studies/History, English, and Elective courses. The instruments included will be a demographic survey; the Cultural Congruity Scale (CCS) (Gloria, 1999); Assessment of Academic Self-Concept and Motivation Scale (Gordon, 1995); the Academic Self-Efficacy Scale (Hackett, Nobel, & Chen, 1992); Multigroup Ethnic Identity Scale/ Other Group Orientation (MELM) (Phinney, 1992); Perceived Social Support for Family and Friends (Procidiano & Heller, 1982); the Educational Encouragement Scale (Gloria et al., 1999); Mentoring Scale (Gloria et al., 1999); the adapted University Environment Scale (UES) (Gloria & Robinson Kurpius, 1996); the Persistence/Voluntary Dropout Decisions scale (PVDD) (Pascarella & Terenzini, 1980); and the Perceptions of Environmental Responsiveness section of the Assessment of Academic Self-Concept and Motivation Scale (Gordon, 1995) (See appendices). Each scale is designed to measure one of the independent variables listed in the heuristic model.

Additionally, four focus groups will be conducted with approximately 25 high school students in total. During the focus group, students will be asked 10 open-ended questions about school environment, personal beliefs about school, social support networks, and mechanisms of coping. Students will be asked to have an open discussion of these questions and their answers with other students and the investigator. The discussion will be tape-recorded for research purposes.

A regression model will be utilized to infer correlations, and possibly causation, from the data. Other models such as cross tabulations and variance analyses will also be used. The researcher will utilize the Statistical Package for Social Sciences (SPSS) to analyze the data. Data will be examined from the 2002-2003 academic school year.

This study is a replication of dissertation research conducted by Elisa Castillo (University of Wisconsin-Madison) entitled Psychosociocultural predictors of academic persistence decisions for Latino adolescents (2002). Scales and their sources were received from this dissertation.

Timetable

Fall

• Begin to write formal literature review, statement and purpose of research, and initial questions and research goals for final thesis.
• Begin distribution of surveys to students.
• Begin conducting focus groups with students.

Winter

• Finish distribution and collection of surveys.
• Finish conducting focus groups with students.
• Transcribe all recordings from focus groups.
• Begin to analyze data collected using SPSS.
• Begin to make conclusions concerning academic performance based on analysis of the data.

_Spring_
• Finalize conclusions of the data.
• Begin to write up data analysis and methodology, research findings and conclusions, and further recommendations and considerations for future research.
• Finalize thesis.
• Prepare presentation and research for UCI Undergraduate Research Symposium.

**Budget**

_Supplies_
• Paper: $5/reem x 10 = $50.00
• Photocopies: $100.00
• Pizza/Candy/Soda: $20 x 5 focus groups = $100.00
  *In order to provide a comfortable environment for the focus groups, as well as to assure participation, lunch will be provided to participants that attend.*
• Napkins/Plates/Cups: $5 x 5 focus groups = $25.00
• Tape Recorder: $30.00
• Blank Tapes: $35.00
• Ink cartridges: $10 x 4 cartridges = $40.00
• Notepads: $20.00
• SPSS packet: 12.0 Regression Models for Windows = $850.00
• Batteries: $5 x 4 packages = $20.00
• Pens/High-lighters: $10.00
• UROP Poster Presentation Materials: $40.00
• Books (2-3 on qualitative methods and Latinos): $150.00
TOTAL: $1470.00

**References**


Sianez, S. (2002). Mexican American history as an elective high school subject:
Appendix 1

Student Survey

Thank you for filling out this survey that examines your thoughts about your educational experiences. Do not spend a lot of time on each question—respond with your first reaction. Please check the most appropriate answer to each question and answer all the questions.

**Do not write your name on this survey!!**

**Gender:**
- Male
- Female

**Age:** __________

**Grade Level:**
- 9th grade
- 10th grade
- 11th grade
- 12th grade

**Are you bussed into this school?**
- Yes
- No
- I don’t know

**Do you qualify for the reduced lunch program?**
- Yes
- No

**What is the highest academic degree you expect to earn?**
- High School or GED
- Bachelor of Arts or Science
- Master of Arts, Master of Science, or other master’s (C to B)
- MBA
- J.D (Law) courses
- M.D. (Medicine)
- Ph.D. or Ed.D.
- Other: ______________________________

**My high school GPA is:**
- Less than 1.0 (D and below)
- Between 1.0 and 2.0 (D to C)
- Between 2.0 and 3.0
- Between 3.0 and 4.0 (B to A)
- 4.0 and above (from UC-certified courses)

**What is your race / ethnicity? (check one) (check all that apply)**
- Central-American
- African American
- Cuban-American
- Asian American or Pacific Islander
- Mexican-American/Chicano
- Caucasian
- Puerto Rican-American
- Native American
- South-American
- Other Latino
- Multiracial
- Other

**I am enrolled in:**
- AP classes/Honors classes
- Technical/Vocational classes
- A-G required classes
- Work
- Co-op
- Community College
- ACT/SAT prep

**Do you work outside of school? (check all that apply)**
- I plan to take:
Have you been continuously enrolled in high school since you began?  YES  NO

If no, how many semesters did you stop out of school? _______________ semesters

What is your mother’s highest completed level of education?  What is your father’s highest completed level of education?
☐ No formal education  ☐ BA/BS
☐ Elementary (1-5)  ☐ MA/MS/MBA
☐ Middle school  ☐ Ph.D. or Ed.D.
☐ High School (9-12)  ☐ Middle School
☐ Some high school  ☐ Professional (M.D. or J.D.)
☐ Some college (no degree)  ☐ I don’t know
☐ High School (9-12)  ☐ Other: _______________
☐ Some High School  ☐ Professional
☐ Some college (no degree)  ☐ I don’t know

Do you have any siblings?  YES  NO

Have any of your siblings attended college? __________________________

If yes, have they completed a college degree? __________________________

If yes, have they given you advice about education? __________________________

If no, are they currently enrolled in college? __________________________

Do your parents give you advice about education?  YES  NO

What is your family income?  Who of the following family members I value the degree that I am
were first to be born in the United States?  working toward?
☐ Less than $10,000  ☐ No one in your family  ☐ Disagree
☐ $10,000-$19,000  ☐ Yourself or your siblings  ☐ Strongly Disagree
☐ $20,000-$29,000  ☐ Your parents  ☐ Agree
☐ $30,000-$39,000  ☐ Your grandparents  ☐ Strongly Agree
☐ $40,000-$49,000  ☐ Your great-grandparents
☐ $50,000-$59,000  ☐ Your great-grandparents
☐ $60,000-$69,000  ☐ Your great-grandparents
☐ 70,000 & Above  ☐ Your great-grandparents

If no one, how long have you been in the US? ____________

Appendix 2: Environmental Perspective Scale
Using the following 5-point scale, circle the most accurate response.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- Since coming to this high school I have developed close personal relationships with other students
- The student friendships I have developed at this school have been personally satisfying
- My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values
- My interpersonal relationships with other students have had a positive influence on my intellectual growth and interests in ideas
- It has been difficult for me to meet and make friends with other students
- Few of the students I know would be willing to listen to me and help me if I had a personal problem
- Most students at this school have values and attitudes different from my own
- My classroom interactions with teachers have had a positive influence on my personal growth, values and attitudes
- My non-classroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas
- My non-classroom interactions with teachers have had a positive influence on my career goals and aspirations
- Since coming to this high school I have developed a close personal relationship with at least one teacher or school staff
- Few of the teachers I have had contact with are generally interested in students
- Few of the teachers I have had contact with are generally outstanding or superior teachers
- Few of the teachers I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students
- Most of the teachers I have come in contact with are interested in helping students grow in more than just academic areas
- Most teachers I have had contact with are genuinely interested in teaching
- I am satisfied with the extent of my intellectual development at this high school
- My academic experience has had a positive influence on my intellectual growth and interest in ideas
- I am satisfied with my academic experiences at this high school
- Few of my classes this year have been intellectually stimulating
- My interest in ideas and intellectual matters has increased since coming to this high school
- I have performed academically as well as I anticipated I would
- It is important for me to graduate from high school
- I am confident that I made the right decision by attending school
- It is likely that I will register at this high school next fall
- It is not important for me to graduate from this high school
- Getting good grades is not important to me

Appendix 4: Assessment of Academic Self-Concept and Motivation Scale
Please respond to the following statements in relation to your own ability or capability for achieving them. When responding to these statements think about your own abilities, knowledge and resources. Record your answers by circling a number on the 7-point scale (below) which corresponds to your beliefs about your abilities.

<table>
<thead>
<tr>
<th>Very Capable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Not Very capable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the material/information taught in your classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Learning the material/information taught in your classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Doing homework assigned in your classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Performing well on tests which cover class material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Making good grades in your classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Making friends at your school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Keeping one or two good friends in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Being a good friend to other students at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Being happy in your group of friends at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Being popular at your school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Participating in sports or other team activities at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Being captain or leader of a sport or other team activity at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Participating in student government at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Participating in other extra-curricular activity (i.e. business or art club) at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Holding a position of responsibility in another extra-curricular activity (i.e. business or art club) at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Finding someone at school (friend, teacher, or other school staff) you can trust</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Findings someone at school (friend, teacher, or other staff) with whom to discuss personal problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Finding someone at school (friend, teacher, or other staff) who genuinely cares about your well-being</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Finding someone at school (friend, teacher, or other staff) to provide information about courses, tutoring, and other school relevant topics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Finding someone at school (friend, teacher, or other staff) with whom to discuss plans for your future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Appendix 5: MELM scale
Use the numbers given below to indicate how much you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- I have spent time trying to find out more about my own ethnic group, such as its history, traditions and customs 1 2 3 4
- I am active in organizations or social group that include mostly members of my own ethnic group 1 2 3 4
- I have a clear sense of my ethnic background and what it means for me 1 2 3 4
- I like meeting and getting to know people from ethnic groups other than my own 1 2 3 4
- I think a lot about how my life will be affected by my ethnic group membership 1 2 3 4
- I am happy that I am a member of the group I belong to 1 2 3 4
- I sometimes feel it would be better if different ethnic groups didn't try to mix together 1 2 3 4
- I am not very clear about the role of my ethnicity in my life 1 2 3 4
- I often spend time with people from ethnic groups other than my own 1 2 3 4
- I really have not spent much time trying to learn more about the culture and history of my ethnic group 1 2 3 4
- I have a strong sense of belonging to my own ethnic group 1 2 3 4
- I understand pretty well what my ethnic group membership means to me, in terms of how to relate to my own group and other groups 1 2 3 4
- In order to learn more about my ethnic background, I have often talked to other people about my ethnic group 1 2 3 4
- I have a lot of pride in my ethnic group and its accomplishments 1 2 3 4
- I don't try to become friends with people from other ethnic groups 1 2 3 4
- I participate in cultural practices of my own group, such as special foods, music, or customs 1 2 3 4
- I am involved in activities with people from other ethnic groups 1 2 3 4
- I feel a strong attachment towards my own ethnic group 1 2 3 4
- I enjoy being around people from ethnic groups other than my own 1 2 3 4
- I feel good about my cultural or ethnic background 1 2 3 4

Appendix 6: Academic self-efficacy scale
Appendix 7: Social Support Scale of Family and Friends

How confident are you that you can finish each of these classes with a grade of "A" or a "B." Circle the best answer. If you have already taken these classes, please respond based on how confident you were that you could have finished each of these classes with a grade of "A" or a "B."

<table>
<thead>
<tr>
<th>Not sure at all</th>
<th>Moderately sure</th>
<th>Completely sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>General math</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Advanced math</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Earth Science</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix 8: Educational Encouragement Scale

Directions: The statements that follow refer to feelings and experiences which occur to most people at one time or another in their relationships with friends and family. For each statement there are three possible answers: Yes, No, Don't Know. Please circle the answers you choose for each item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most other people are closer to their friends than I am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certain friends come to me when they have problems or they need advice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I felt that my friends were upset with me, I'd just keep it to myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a friend I could go to if I were just feeling down, without feeling funny about it later.</td>
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<td></td>
<td></td>
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<tr>
<td>My friends are sensitive to my personal needs.</td>
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<td></td>
<td></td>
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<tr>
<td>My friends are good at helping me solve problems.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My friends get good ideas about how to do things or make things from me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends seek me out for companionship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't have a relationship with a friend that is as intimate as other people's relationships with friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish my friends were much different.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family gives me the moral support I need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most other people are closer to their family than I am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family enjoys hearing about what I think.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certain members of my family come to me when they have problems or need advice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a member of my family I could go to if I were just feeling down, without feeling funny about it later.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family is sensitive to my personal needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of my family are good at helping me solve problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of my family get good ideas about how to do things or make things from me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of my family seek me out for companionship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't have a relationship with a member of my family that is as close as other people's relationships with family members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish my family were much different.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 9: Mentoring Scale

Using the following scale, circle your most accurate response:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- **My mother** values my efforts to get a high school degree. | 1 2 3 4 | N/A |
- **My mother** talks with me about my high school course work. | 1 2 3 4 | N/A |
- **My mother** believes I will complete my high school education. | 1 2 3 4 | N/A |
- **My mother** is interested in my high school friends. | 1 2 3 4 | N/A |
- **My mother** supports my efforts in getting a high school diploma. | 1 2 3 4 | N/A |
- **My mother** is interested in my general high school experiences | 1 2 3 4 | N/A |
- **My father** values my efforts to get a high school degree. | 1 2 3 4 | N/A |
- **My father** talks with me about my high school course work. | 1 2 3 4 | N/A |
- **My father** believes I will complete my high school education. | 1 2 3 4 | N/A |
- **My father** is interested in my high school friends. | 1 2 3 4 | N/A |
- **My father** supports my efforts in getting a high school diploma. | 1 2 3 4 | N/A |
- **My father** is interested in my general high school experiences | 1 2 3 4 | N/A |
- **My friends** value my efforts to get a high school degree. | 1 2 3 4 | N/A |
- **My friends** talk with me about my high school course work. | 1 2 3 4 | N/A |
- **My friends** believe I will complete my high school education. | 1 2 3 4 | N/A |
- **My friends** support my efforts in getting a high school diploma. | 1 2 3 4 | N/A |
- **My friends** are interested in my general high school experiences. | 1 2 3 4 | N/A |
- **My teachers** value my efforts to get a high school degree. | 1 2 3 4 | N/A |
- **My teachers** talk with me about my high school course work. | 1 2 3 4 | N/A |
- **My teachers** believe I will complete my high school education. | 1 2 3 4 | N/A |
- **My teachers** support my efforts in getting a high school diploma. | 1 2 3 4 | N/A |
- **My teachers** are interested in my general high school experiences. | 1 2 3 4 | N/A |
Please answer the following questions regarding your mentors or role models at school. Circle the most accurate response.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

There are teachers/counselors/school staff who encourage your educational efforts. 1 2 3 4

There are teachers/counselors/school staff who have taken you "under their wing". 1 2 3 4

There is someone at school who you consider your mentor or role model. 1 2 3 4

There is someone at school who cares about your educational success. 1 2 3 4

There is someone who you identify as a role model. 1 2 3 4

In the past, who has most influenced your educational pursuits and goals?

Currently, who has the largest influence on your educational pursuits and goals?

Appendix 10: UES scale
Please respond to these next statements using the following scale. Circle one:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very True</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes at my school are so large that I feel like a number.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>The library staff is willing to help me find materials and books.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>School staff have been warm and friendly.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I do not feel valued as a student at my school.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Teachers have not been available to discuss my academic concerns.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>The school encourages/sponsors ethnic student groups at school.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>There are tutoring services available to me at school.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>The high school seems to value minority students.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Teachers have been available to help outside of class.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>The school seems like a cold, uncaring place to me.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Teachers have been available to help me make course choices.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I feel that nobody cares about me personally at this school.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I feel comfortable in the high school environment.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Appendix 11: CCS Scale
Appendix 12

Interview Guide

Coping in High School

1. How would you describe the environment at your school?
2. What is it like to be Latino at your school?
3. What happens when you have a problem at school?
   a) With your friends?
   b) With your family?
4. Do you always use these things (skills, strategies) to deal with these problems?
5. What on-campus social supports, groups, clubs, or offices do you have to help you succeed academically?
6. What off-campus social supports, groups or clubs do you have to help you succeed academically?
7. What values do you think your school rewards the most?
8. Is there any link between your cultural values and the values you have at school?
   a) If so, what are they?
   b) How do you manage the school values and your cultural values if they are different?
9. Does the ethnicity of your teacher make a difference in your interest or success in a class?
10. What do you recommend that your school does to best support you and your educational goals?
11. Are there any final comments or thoughts?