Fatalistic Cultural Beliefs in Achievement Aspiration in the U.S. and Chile

Susan Lee

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Fatalistic Cultural Beliefs
in Achievement Aspiration in the U.S. and Chile

by

Susan Lee

A thesis submitted in partial satisfaction of
the requirements for the degree
Doctor of Philosophy in Clinical Psychology

June 2014
Each person whose signature appears below certifies that this thesis in his/her opinion is adequate, in scope and quality, as a thesis for the degree Masters of Arts.

Hector Betancourt, Professor of Psychology

Patricia Flynn, Assistant Professor of Psychology

Brenda V. Navarrete, Assistant Professor of Psychology
ACKNOWLEDGEMENTS

I would like to take the opportunity to thank my committee members for their support and encouragement throughout this process: Dr. Hector Betancourt, who has given me the opportunity to do research on an issue near and dear to my heart as well as for his endless patience. I would also like to recognize Dr. Patricia Flynn and Dr. Brenda Navarrete. I offer my sincerest thanks for their direction, feedback, and encouragement throughout this process. All of you have been instrumental in the completion of this project.

To my family and friends, your continuing support has been invaluable to me. Special thanks to my extended family, Sheila, for her cheerleading and to Darrell, without whom, the completion of this project would not have been possible. To all my friends who were there when I needed strength and encouragement to continue, but a special thanks to Letty, AH, Vicky, and Andy. To my partner David, who has been with me through this journey from the start and has been a constant source of encouragement, support, and love. To Chun Sim Choi, who always provided guidance and reassurance when I needed it the most. I would also like to extend a special thanks to my Mom & Dad, who allowed me to dream and have instilled in me the confidence and strength to see the dream through to the finish line. To my brother, Tom, for working behind the scenes to help me through whatever I needed. Last but not least, my nephew, Kwang Ho, who gives me endless joy and can always make me laugh. Finally, a special thanks to God, for being my “source and supply.”
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ABSTRACT OF THE THESIS

Fatalistic Cultural Beliefs
in Achievement Aspiration in the U.S. and Chile

by

Susan Lee

Master of Arts, Graduate Program in Clinical Psychology
Loma Linda University, June 2014
Dr. Hector B. Betancourt, Chairperson

Betancourt’s integrative Model for the Study of Culture and Behavior
(Betancourt, Flynn, Riggs, & Garberoglio, 2010; Betancourt, Hardin, & Manzi, 1992;
Betancourt & Lopez, 1993) was used to test whether fatalistic cultural beliefs
differentially influenced achievement aspiration among adolescents from different
cultural groups in Chile (Mapuche and Mainstream Chileans) and the U.S. (Latino and
Anglo). The results were as follows: 1) Higher levels of fatalism did negatively influence
achievement aspiration, in Chile and the U.S., 2) Students in Chile and the U.S. had
similar levels of cultural beliefs, 3) SES groups had significant differences in fatalism
levels among mainstream and minority students but only in the U.S., and 4) Low SES
minority and mainstream students had similar levels of fatalistic cultural beliefs in the
U.S. and Chile. These results demonstrate the importance of the relation between SES
and fatalism and its relevance in achievement across ethnic and national groups. In
addition, the implications for intervention in educational programs in culturally diverse
societies are discussed. Challenges for future research include issues related to the role
of fatalism and related psychological processes in achievement aspirations and outcomes.
CHAPTER ONE

INTRODUCTION

Educational achievement is important because it opens the path to occupational attainment, greater earning potential, as well as socioeconomic mobility and security. According to the U.S. Census Bureau, 2010, in the U.S., the average annual income of a high school graduate was $34,197, whereas college graduates were paid $57,026. Moreover, those with professional degrees earned $103,411 a year. In addition to increased earning potential, educational achievement makes available a job market that is becoming ever increasingly global and technical in scope requiring more skilled and educated workers. It has been estimated that 85% of the current jobs and almost 90% of the best paying jobs now require some post secondary education (Armstrong & Crombie, 2000). Due to the changes in the economic conditions, not addressing the need for higher educational attainment may no longer be an option.

In response to these changes, there has been an increased focus by politicians and researchers alike to address issues surrounding educational and occupational attainment. This has led to policy changes and educational reforms such as the Elementary and Secondary Education Act of 1965 (ESEA) and the No Child Left Behind Act of 2001 (NCLB). Increased federal spending on education has fostered a steady growth in educational achievement in the last 50 years. For example, in the 1960s, 41% of adults had at least a high school diploma or general education diploma (GED) compared to 85% in 2010 (U.S. Census Bureau, 2010). Similarly, in the 1960s, 7.7% of adults had at least a bachelor’s degree in contrast to 27.7% in 2010. While policy transformations and funding have had some success at reducing the educational disparities and the numbers
seem hopeful, the picture is less optimistic when the numbers are examined more closely across ethnic groups.

**Educational Disparity**

The statistics reveal that the U.S. is still leaving behind a significant portion of its minority Latin American population (Latinos). The figures show that across all educational attainment levels, Latinos are less educated than the mainstream Anglo American population (Anglos). According to the 2010 Census, Anglos had the highest percentage of adults with at least a high school education at 87.6%, while 62.9% of Latinos had the same level of education. Similarly, approximately 30% of the Anglo population had at least a bachelor’s degree compared to 13.9% of the Latino population in the same category.

Interestingly, such educational disparities are not unique to the U.S. Statistics reveal a similar struggle with educational disparities in Chile, a country which has 6% of the population and 2% of the gross domestic product (which is an indicator of the monetary value of a country) (World Bank, 2012) of the U.S. Chile, which is not as developed as the U.S., has put forth considerable amounts of money as well as policy changes into reforming its educational system like the U.S. Yet, there exists a gap in educational achievement between the non-indigenous Chilean (mainstream) and the indigenous Chilean Mapuche (minority) populations. Based on the 2003 data, 18.6% of the mainstream group, between the ages of 18-24 attended higher education while only 7.9% of the Mapuche (minority) participated (Revistas Isees, 2008b).

While policy transformations and funding have had some success at reducing the educational disparities, the data has shown there is still an achievement gap between the
mainstream and minority groups in both countries which is concerning for a variety of reasons. From an educational perspective, this is cause for alarm since studies have shown that students who are from an ethnic minority group or come from poorer backgrounds are at greater risk for educational failure (U.S. Census, 2010).

From a population standpoint, the U.S. is composed of approximately 315 million people with Latinos being one of the largest and fastest growing minority groups with the highest rate of poverty (U.S. Census, 2010). Similarly, Chile is composed of almost 17 million people and the Mapuche population is the largest ethnic minority in Chile, making up 86% of the ethnic minority population, with poverty rates as high as 32% (Revistas Isees, 2008a).

The purpose of this study was to examine how the cultural factor of fatalistic cultural beliefs (fatalism) impacted achievement aspiration within the U.S. and Chile. Specifically, the aim was to investigate the affect of fatalism on achievement aspiration across mainstream and minority students in the U.S. and Chile. The other aim was to investigate socioeconomic status (SES) as a potential source of cultural variation in the levels of fatalism.

Aspiration and Achievement

There has been numerous research conducted on the antecedents that lead to achievement behaviors. One of the central underlying determinants researchers have ascertained is that aspiration guides and motivates behavior. Messersmith and Schulenberg in their 2008 study found educational aspiration stimulated educational achievement. Similarly, occupational aspiration plays a role in determining occupational attainment (Armstrong & Crombie, 2000). This study will focus on achievement
aspiration which is a combination of both educational and occupational aspiration working concurrently as determinants of achievement behaviors.

**Sociodemographic Factors on Aspirations and Achievement**

**Parental Influences**

Not surprisingly, most research conducted on the causes responsible for achievement aspiration has popularized the idea of parental social class membership and SES as a key contributing factor. One study conducted by Abada and Tenkorang (2009) revealed parental education levels played a role in their children’s educational attainment. Forty-nine percent of sons whose fathers had a university degree also completed and obtained a university degree as compared to only 18% of sons who graduated from university whose fathers only had a high school degree. There were similar results for women. Fifty-one percent of daughters whose mothers attained a university degree also graduated from university while only 25% of daughters graduated from university whose mothers only had a high school diploma (Abada & Tenkorang, 2009).

Other research posits that parental occupational status influences their children’s occupational aspirations. In a longitudinal study conducted by Croll (2008), it was revealed that even at the age of 15, 75% of the children from professional or technical families aspired to similar jobs themselves, while less than 50% of the children whose parents were manual workers planned to go into professional, or technical occupations. Similar results were obtained 10 years later, where 50% of the children from professional or technical families were in such jobs themselves or were still in school while less than 33% of the children whose parents were manual workers were in professional or technical occupations (Croll, 2008).
Cultural Factors on Aspirations and Achievement

Influences of Culture

Alternatively, there is a small body of research suggesting that there is a relationship between the cultural factor of fatalism and academic aspiration as well as achievement. Fatalism is a culturally transmitted value orientation whereby individuals believe that life’s events are predetermined or caused by external forces (Davison, Frankel & Smith, 1992). Research by Guzman, Santiago-Rivera and Haase (2005), revealed that higher levels of fatalistic beliefs led to poor attitudes towards school, educational attainment and low grade point averages (GPAs). Matute-Bianchi (1986) and Navarrete (2006) found that fatalistic cultural beliefs in Latino American students directly affected academic performance. Two years later in another study by Navarrete (2008), it was determined that higher levels of fatalistic beliefs were associated with lower academic aspirations for both Latino and Anglo high school students. A study by Hernandez (2009) found that GPAs were affected by fatalistic cultural beliefs in both mainstream and minority high school students in Chile.
Theoretical Framework

The previously cited research highlights the various mechanisms involved with achievement aspirations and behaviors, yet comparatively little research has examined how these factors may operate together to influence achievement aspiration. Few studies have directly examined the effects of fatalistic cultural beliefs on achievement aspiration beyond suggesting differences are due to dissimilarities between racial and ethnic groups. There have been even fewer studies that have examined and compared the effects of fatalism on achievement aspiration across cultural and national groups.

While there are a number of models used to explain the relationship linking culture achievement aspiration and behavior, many show reasonable explanatory and predictive validity but typically focus only on one aspect of achievement aspiration and behavior initiation. Existing models most often lack the comprehensiveness to account for predictors across the multiple variables and, more importantly, do not account for the effects of culture.

Betancourt’s model for the study of culture and behavior is a theoretical model that incorporates a variety of predictor variables including culture (Betancourt & Fuentes, 2001; Betancourt, Hardin, & Manzi, 1992; Betancourt & Lopez, 1993). The model, originally developed in response to the need to quantify and measure the effects of culture in psychology, identifies and includes potential sources of variation on a behavior such as (A) sociodemographic variables, (B) culture, and (C) psychological processes. Additionally, Betancourt’s model illustrates how these factors interrelate and influence behavior as well as one another. According to Betancourt’s model, culture (fatalistic cultural beliefs) and the psychological process (achievement aspiration) are more
proximal and therefore would influence achievement behaviors more than distal factors such as sociodemographic factors (SES).

Betancourt’s Model for the Study of Culture and Behavior was used to better understand the role of each factor in achievement aspiration (See Figure 1). The use of this model is a departure from other research that neither defines nor measures culture as a factor and attributes differences between groups simply to ethnicity (Betancourt & Lopez, 1993). The other research which characterizes differences to ethnicity only, is not only inaccurate and oversimplified but also limits the generalizations that can be made regarding treatment approaches. In addition, it aids in propagating false stereotypes of ethnic populations.

![Figure 1. Model for the Study of Culture and Behavior Adapted for the Study of Fatalism or Achievement Aspiration.](image-url)
Aims of the Current Study

The overarching aim (Aim 1) of the study was to investigate how fatalistic cultural beliefs influence achievement aspiration in high school students (mainstream and minority) in the United States and Chile. The second aim (Aim 2) of the study was to investigate how fatalistic cultural beliefs influence achievement aspiration among and between the mainstream and minority adolescents in both countries. The other aim (Aim 3) of the study was to examine SES as a potential source of cultural variation in fatalistic cultural beliefs.

Hypotheses

1. Based on Betancourt’s Model for the Study of Culture and Behavior, it was hypothesized that fatalistic cultural beliefs would negatively influence achievement aspiration in high school students (mainstream and minority) in the U.S. and Chile.

2. Students in Chile will have higher levels of fatalistic cultural beliefs than the students from the U.S.

3. There will be a difference in fatalistic cultural beliefs across SES but not across ethnicity in the U.S. and Chile.

4. Low SES minority students are higher in fatalistic cultural beliefs than low SES mainstream students in the U.S. and Chile, collectively.
CHAPTER TWO

METHODS

Participants

Data for this study was archival, drawn from two independent research studies. The original studies were designed to examine disparities in academic achievement among mainstream and the largest minority group in the U.S. (Navarrete, 2008) and Chile (Hernandez, 2009). Participants in both countries were recruited from schools in rural and largely agricultural regions of their respective countries. Students from special education and special need courses were not included in either research study.

Efforts were made to select samples from mainstream and similar minority populations in the U.S. and Chile that would allow for cross cultural comparisons. The U.S. population was sampled from California which is ranked as the world’s 8th largest economy, has more than twice the population and produces 10 times more GDP than Chile (World Bank, 2012). The Chilean population was sampled from high schools in the southern Chilean agricultural region of La Araucania. The subsample from the Chilean study was selected to closely reflect the demographic sample of the U.S in terms of gender, age, and minority to mainstream status. All testing was conducted in the classroom during school hours.

United States

Participants included 237 ninth through twelfth grade students from two high schools in the agricultural area of the Central Valley in California. One hundred thirty one students identified themselves as ethnically Latino American (minority) and 106
students identified themselves as ethnically Anglo American (mainstream). Total sample gender composition was 39% males and 61% females. The complete sociodemographic breakdown is presented in Table 1.

**Chile**

The analysis consisted of a subsample of 300 participants who were randomly selected from the original sample of 3,348 to approximate the demographic distribution of students in the U.S. sample in terms of ethnicity, SES, and gender for a similar size sample. To this end, the sample included 125 mainstream Chileans and 175 minority Chileans (Mapuche) students. The ratios of males to females were 44% and 56%, respectively. The SES of the subsample was reflective of the SES of the original total. The sociodemographic variables are presented in Table 1.
**Table 1**

Demographics of Participants from Both Countries

<table>
<thead>
<tr>
<th></th>
<th>U.S.</th>
<th></th>
<th></th>
<th>Chile</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Total N=237</td>
<td>Mainstream Anglos N=106</td>
<td>Minority Latinos N=131</td>
<td>Total N=300</td>
<td>Mainstream Non Mapuche N=125</td>
</tr>
<tr>
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<td></td>
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<td>16</td>
<td>16</td>
<td>18</td>
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<tr>
<td>Male</td>
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<tr>
<td>Low</td>
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<td>7%</td>
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<td>Less than High School</td>
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<td>&lt;1%</td>
<td>3%</td>
<td>&lt;1%</td>
<td>0%</td>
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<td>28%</td>
<td>30%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Semi Skilled</td>
<td></td>
<td>29%</td>
<td>25%</td>
<td>30%</td>
<td>55%</td>
<td>46%</td>
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<tr>
<td>Skilled</td>
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<td>17%</td>
<td>17%</td>
<td>16%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Clerical/Sales</td>
<td></td>
<td>13%</td>
<td>20%</td>
<td>7%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Semi-Professional</td>
<td></td>
<td>9%</td>
<td>15%</td>
<td>5%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Minor</td>
<td></td>
<td>7%</td>
<td>12%</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major executive</td>
<td></td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Refers to differences between mainstream and minority groups in the U.S.*

*Refers to differences between mainstream and minority groups in Chile.*

*Refers to differences between mainstream and mainstream groups from both countries.*

*Refers to differences between minority and minority groups from both countries.*

*Note:* *p ≤ 0.05, **p ≤ 0.01, ***p ≤ 0.001.*
Procedures

Similar procedures were employed in the U.S. and Chile. Internal Review Board approval was obtained from universities in each country for their respective projects prior to data collection. In both populations, a consent letter was sent home to all student parents explaining the study and inviting their children to participate. U.S. parents were also provided a socio-demographic questionnaire in either English or Spanish. Only those students who returned the consent form were provided with a youth assent form and questionnaire. Participation took approximately 45 minutes. The students in both countries were given candy as compensation.

Instruments

Demographic Information

In both study groups, demographic information was obtained for students as well as their parents. Student and parental demographic information included age, gender, race, ethnicity, and SES. Parents were asked a series of questions about their age, race/ethnicity, gender, socioeconomic status, and so forth. Student demographic information included age, gender, and ethnicity. In the U.S., participants were asked to mark their ethnic and racial origin from categories including Anglo American, black, Asian, and Latino American. Participants were also asked to specify their country of origin. In Chile, participants were asked to mark their ethnic background as non-Mapuche or Mapuche.

In the U.S., both the mother and father’s education and occupation levels were obtained, whereas in Chile, due to their culture, only the primary caregiver’s information was analyzed. The level of education was determined on a scale from 1 (no education) to
7 (graduate school, master’s or doctorate degree). The occupational level was determined with the scale ranging from 1 (not working) to 8 (executives/major professional).

However, in order to align with the Chilean “caregiver” data, the parental educational and occupational levels in the U.S. were calculated by coding the participants’ responses based on the average score for the mother and father. Please see the Demographics section of Appendix F.

**Achievement Aspiration**

Academic aspiration was determined by coding responses to an open ended item where 0 represented no degree, 1 represented a high school diploma, a 2 represented two years of college/A.A. degree or four years of college/Bachelor's Degree, a 3 represented six years of college/Master's Degree (e.g. Masters of Business or Science), and a 4 represented seven-eight years of college/Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.). Occupational aspiration was determined in a similar fashion with lower 1 representing (unsure/not decided) and higher scores representing (executive/major professions). For a more comprehensive measure of achievement aspiration, the academic and occupational aspiration items were combined together and the mean was calculated as other researchers had done in previous studies (McKendrick, 2007; Messersmith, 2008; Marjoribanks, 1989; Ahmavaara, 2007). Please see the Achievement Aspiration section of Appendix F.
**Fatalism Scale**

Fatalistic cultural beliefs were assessed using the Betancourt Fatalism Scale (Betancourt & McMillin, 2003; Betancourt, Flynn, Mistry, & Ormseth, unpublished manuscript) in both samples. This method was utilized in other studies, (Flynn, 2005, Navarrete, 2006, 2008, Hernandez, 2009). The scale is comprised of 10 items on a 7-point Likert scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. A sample item included "If something is going to happen, it usually does no matter what." Based on results from a factor analysis, one item for both the U.S. and Chilean samples, was deleted due to cross loading.

The reliability for the scale used with the U.S. sample was 0.76 for mainstream Anglos, 0.75 for minority Latinos and 0.78 for the total sample. The reliability for the scale used in Chile was 0.77 for the mainstream group, 0.73 for the minority Mapuche and 0.75 for the total sample. The measurement equivalence across the mainstream and minority populations in the U.S. was 0.94. The measurement equivalence across the mainstream and minority populations in Chile was 0.96. The measurement equivalence across the U.S. and Chile sample was 0.96. Please see the Fatalism Scale section of Appendix G.

**Screening for the Assumptions of Normality**

Data for the analysis was analyzed using SPSS 18. Preliminary correlations, $t$-tests, and chi-square tests were used to examine the relationships among the variables of interest prior to conducting the main analyses.
CHAPTER THREE

RESULTS

All assumptions were met for both the U.S. and Chile samples. The skewness and kurtosis for both samples were within normal limits, -2 and +2. The Pearson product moment correlation was conducted to identify possible sources of multicollinearity as specified by Tabachnick and Fidell (2007). There was an absence of multicollinearity, which means none of the variables were correlated at or above the cut score of 0.90 (Tabachnick & Fidell, 2007, page 89).

In the U.S. dataset, any missing data was imputed separately by ethnic group using a Regression substitution analysis. For the Anglo group, there was one missing item for both parental education levels, 5 items missing for occupational levels, 7 missing items for the occupational aspiration question. For the Latino group, there were four missing items for both parental education levels, 9 items missing for occupational levels, and two missing items for the occupational aspiration question. The missing items primarily included any, “I don’t know” answer choices. In the Chile dataset, a missing variables analysis was not necessary as any participant with any missing data was deleted before the 300 subsample were drawn.

Data Analysis

For the main analyses, two separate regression analyses were conducted for the two countries to determine if higher levels of fatalistic cultural beliefs negatively influenced achievement aspiration in the U.S. and Chile. A t-test was used to determine if there was significant difference in fatalistic cultural beliefs between the total sample of
each country. In addition, a $3 \times 2 \times 2$ ANOVA was conducted to test the hypothesis that there will be a significant difference in fatalistic cultural beliefs in the U.S. and Chile across SES but not across ethnicity. Finally, a t-test was run to test the hypothesis that low SES minority students (from the U.S. and Chile combined) will be higher in fatalistic cultural beliefs than low SES mainstream students (from both countries collectively).

**Descriptive Statistics**

The means and standard deviations are listed for the key study variables for both countries in Table 2.

Table 2

*Means and Standard Deviations for Key Study Variables*

<table>
<thead>
<tr>
<th></th>
<th>Total (Mean ($SD$))</th>
<th>U.S. Mainstream (Mean ($SD$))</th>
<th>Minority Latinos (Mean ($SD$))</th>
<th>Chile Mainstream (Mean ($SD$))</th>
<th>Minority Mapuche (Mean ($SD$))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N=237)</td>
<td>Anglos (N = 106)</td>
<td>Latinos (N = 131)</td>
<td>Non Mapuche (N = 125)</td>
<td>Mapuche (N = 175)</td>
</tr>
<tr>
<td>Fatalistic Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>3.92 (1.06)</td>
<td>3.52 (0.95)</td>
<td>4.24 (1.03)</td>
<td>3.96 (1.10)</td>
<td>3.99 (1.17)</td>
</tr>
<tr>
<td>Achievement</td>
<td>4.84 (1.10)</td>
<td>4.90 (1.25)</td>
<td>4.79 (0.95)</td>
<td>4.75 (0.75)</td>
<td>4.80 (0.72)</td>
</tr>
<tr>
<td>Aspiration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Correlations of Key Study Variables

Students’ scores on aspiration and fatalistic cultural beliefs were correlated with SES and ethnicity separately for each country using a Pearson product moment correlation. For the students in the U.S., there was a significant negative correlation \( r = -0.23, p < 0.01 \) between fatalistic beliefs and achievement aspiration. Similarly, there was a significant negative association \( r = -0.26, p < 0.01 \) between fatalistic beliefs and SES levels. In addition, there was a significant negative relationship \( r = -0.45, p < 0.01 \) between SES levels and ethnicity. Moreover, there was a significant positive correlation \( r = 0.21, p < 0.01 \) between achievement aspiration and SES. Finally, there was a significant positive relationship \( r = 0.34, p < 0.01 \) between fatalistic beliefs and ethnicity. See Table 3.

In summary, this indicates for the U.S. sample, higher levels of fatalistic beliefs were associated with lower achievement aspiration. Also, higher SES was associated with lower levels of fatalism and higher achievement aspiration. In terms of mainstream/minority status, mainstream Anglos reported higher SES than minority Latinos in the U.S. Furthermore, minority Latinos reported higher scores on fatalistic beliefs than mainstream Anglos.
Table 3

*Correlation Matrix for Key Study Variables for the U.S.*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>1.55</td>
<td>0.50</td>
</tr>
<tr>
<td>SES</td>
<td>-0.45**</td>
<td>-</td>
<td></td>
<td></td>
<td>2.07</td>
<td>0.75</td>
</tr>
<tr>
<td>Fatalistic Beliefs</td>
<td>0.34**</td>
<td>-0.26**</td>
<td>-</td>
<td></td>
<td>3.92</td>
<td>1.06</td>
</tr>
<tr>
<td>Achievement Aspiration</td>
<td>-0.05</td>
<td>0.21**</td>
<td>-0.23**</td>
<td>-</td>
<td>4.83</td>
<td>1.10</td>
</tr>
</tbody>
</table>

*Note:* *p < 0.05, **p < 0.01, ***p < 0.001.

For the Chilean sample, there was a significant positive correlation \( r = 0.26, p < 0.01 \) between achievement aspiration and SES. There was also a significant negative correlation \( r = -0.13, p < 0.05 \) between fatalistic cultural beliefs and achievement aspiration. Lastly, there was a significant negative correlation \( r = -0.24, p < 0.01 \) between ethnicity and SES. See Table 4.

In summary, higher scores on fatalism are associated with lower achievement aspiration for Chilean students. Contrary to findings from the U.S. students, SES was not associated with fatalism. However, higher SES was associated with higher achievement aspiration. In terms of mainstream/minority status, mainstream Chilean students reported higher SES compared to minority Mapuche students. Also, contrary to findings from the U.S. students, mainstream/minority status was not associated with fatalistic beliefs.
Table 4

Correlation Matrix for Key Study Variables for Chile

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>1.58</td>
<td>0.49</td>
</tr>
<tr>
<td>SES</td>
<td>-0.24**</td>
<td>-</td>
<td></td>
<td></td>
<td>1.58</td>
<td>0.67</td>
</tr>
<tr>
<td>Fatalistic Beliefs</td>
<td>-0.03</td>
<td>-0.09</td>
<td>-</td>
<td></td>
<td>3.96</td>
<td>1.10</td>
</tr>
<tr>
<td>Achievement Aspiration</td>
<td>-0.06</td>
<td>0.26**</td>
<td>-0.13*</td>
<td>-</td>
<td>4.75</td>
<td>0.75</td>
</tr>
</tbody>
</table>

*Note: * p < 0.05, ** p < 0.01, *** p < 0.001.

Regression-based Analyses

Two separate univariate regression analyses were conducted to test the hypothesis that higher levels of fatalistic cultural beliefs will negatively influence achievement aspiration in the U.S. and Chile, respectively. The hypothesis was confirmed as predicted for both countries. When achievement aspiration was regressed onto fatalistic beliefs for the U.S. sample, the overall model was significant, $R = 0.23$, $F(1,236) = 12.69$, $p < 0.00$. Fatalism accounted for 5% of the variance in achievement aspiration, for the U.S. sample. When achievement aspiration was regressed onto fatalism levels for the Chile sample, the overall model was also significant, $R = 0.13$, $F(1,299) = 4.78$, $p = 0.03$. Fatalism accounted for 2% of the variance in achievement aspiration in the Chile sample. See Table 5. In summary, higher levels of fatalism did predict lower levels of achievement aspiration for both the U.S. and Chile and accounted for a portion of the variance for achievement aspiration levels as expected.
Table 5

Relationship Between Fatalistic Beliefs and Achievement Aspiration in Both Countries

<table>
<thead>
<tr>
<th>Predictor</th>
<th>R</th>
<th>R²</th>
<th>B</th>
<th>Beta</th>
<th>95% CI for β</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>Fatalism in the U.S.</td>
<td>0.23</td>
<td>0.05</td>
<td>-0.24</td>
<td>-0.23</td>
<td>-0.40 - -0.11</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Fatalism in Chile</td>
<td>0.13</td>
<td>0.02</td>
<td>-0.09</td>
<td>-0.13</td>
<td>-0.16 - 0.01</td>
<td>0.03</td>
</tr>
</tbody>
</table>

**Combined Student Fatalism t-test**

A t-test was conducted to test the second hypothesis that total sample of students in Chile will be significantly higher in fatalism than the total sample of students from the U.S. No significant difference was found between the two groups of students. On average, the students from Chile ($M = 3.96, SD = 1.10, N = 300$) did not experience higher levels of fatalism than the students from the U.S. ($M = 3.92, SD = 1.06, N = 237$), $t(535) = -0.39, p = 0.70$. See Table 6.
Table 6

Means and Standard Deviations for Fatalism Between Chile and the U.S.

<table>
<thead>
<tr>
<th></th>
<th>Chile Mean (SD)</th>
<th>U.S. Mean (SD)</th>
<th>t</th>
<th>p</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatalism</td>
<td>N=300</td>
<td>N=237</td>
<td>-0.39</td>
<td>0.70</td>
<td>0.04</td>
</tr>
</tbody>
</table>

Analysis of Variance

A 3 (levels of SES) x 2 (country) x 2 (ethnicity) ANOVA was conducted to test hypothesis three (there will be a significant difference in fatalism levels between the U.S. and Chile across SES but not across ethnicity). The results partially confirmed the hypothesis. The analysis showed that there was a significant main effect in fatalistic cultural beliefs across the levels of SES, $F(2,537) = 3.06, p < 0.05$. There was also a significant interaction in fatalistic beliefs between country and ethnicity, $F(2,537) = 5.88, p = 0.02$. See Table 7. The results revealed that the lower the SES, the higher the level of fatalistic cultural beliefs for three of the four ethnic groups. See Table 8.

Table 7

Results from the 3 x 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Country (C)</th>
<th>SES</th>
<th>Ethnicity (E)</th>
<th>C x E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>p</td>
<td>F</td>
</tr>
<tr>
<td>Fatalism</td>
<td>0.73</td>
<td>0.40</td>
<td>3.06</td>
</tr>
</tbody>
</table>
Table 8

*Means and Standard Deviations for Fatalism Levels of SES, Country and Ethnicity*

<table>
<thead>
<tr>
<th></th>
<th>U.S.</th>
<th>Chile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mainstream Anglos Mean (SD)</td>
<td>Mainstream Non Mapuche Mean (SD)</td>
</tr>
<tr>
<td>N = 106</td>
<td>Minority Latinos Mean (SD)</td>
<td>N = 125</td>
</tr>
<tr>
<td>N = 131</td>
<td></td>
<td>Minority Mapuche Mean (SD)</td>
</tr>
<tr>
<td>N = 175</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SES

Low  
Mean (SD) 4.24 (0.87) 4.30 (0.96) 4.09 (1.24) 4.01 (1.12)

Medium  
Mean (SD) 3.72 (0.86) 4.17 (1.19) 4.05 (1.16) 3.81 (0.89)

High  
Mean (SD) 3.27 (0.97) 4.29 (0.70) 3.68 (0.99) 3.72 (1.33)

*Low SES versus High SES Fatalistic Cultural Beliefs t-test*

A t test was conducted to test hypothesis four that low SES minority students will be higher in fatalistic cultural beliefs than low SES mainstream students, collectively. The results did not confirm the hypothesis. On average, the low SES minority student group (*M* = 4.11, *SD* = 1.20, *N* = 59) did not experience higher levels of fatalism than the low SES mainstream student group (*M* = 4.11, *SD* = 1.08, *N* = 158), *t*(215) = -0.21, *p* = 0.98. The results reveal that regardless of ethnic group status or country, all those in the lower SES had similar levels of fatalism. See Table 9.
Table 9

Means and Standard Deviations for Fatalism Between Low SES Minority and Mainstream Combined

<table>
<thead>
<tr>
<th>Low SES Minority Mean (SD)</th>
<th>Low SES Mainstream Mean (SD)</th>
<th>t</th>
<th>p</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=158</td>
<td>N=59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fatalism</td>
<td>4.11 (1.07)</td>
<td>4.11 (1.20)</td>
<td>-0.21</td>
<td>0.98</td>
</tr>
</tbody>
</table>

**Post Hoc Analyses**

In order to explore the results from the 3 x 2 x 2 ANOVA, two independent, one-way ANOVAs were performed. The first ANOVA demonstrated that in the U.S., the low SES group \( (M = 4.30, SD = 0.95, N = 59) \) had significantly higher levels of fatalistic cultural beliefs than either of the middle SES group \( (M = 3.97, SD = 1.08, N = 102) \) or the high SES group \( (M = 3.56, SD = 1.01, N = 76) \), \( t(237) = 8.69, p < 0.0001 \). In Chile, there were no significant difference in fatalism levels between the SES groups, \( t(300) = 1.39, p = 0.25 \). See Table 10.
Table 10

*Results from the Post Hoc Test for SES Levels on Fatalism for the U.S. and Chile*

<table>
<thead>
<tr>
<th>Country</th>
<th>SES</th>
<th>Mean (SD)</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>Low SES</td>
<td>4.30 (0.95)</td>
<td>8.69</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td></td>
<td>N = 59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium SES</td>
<td>3.97 (1.08)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High SES</td>
<td>3.56 (1.01)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low SES</td>
<td>4.04 (1.16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 158</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>Medium SES</td>
<td>3.92 (1.03)</td>
<td>1.39</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>N = 112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High SES</td>
<td>3.69 (1.06)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A second independent one way ANOVA was conducted to test the country by ethnicity interaction. The results revealed that in the U.S., Latinos ($M = 4.24$, $SD = 1.03$, $N = 131$) had significantly higher levels of fatalistic cultural beliefs than Anglos ($M = 3.52$, $SD = 0.95$, $N = 106$), $F(1, 236) = 30.61$, $p < 0.0001$. However, in Chile, the fatalism levels between the mainstream non Mapuche ($M = 3.99$, $SD = 1.67$, $N = 125$) and the Mapuche ($M = 3.92$, $SD = 1.05$, $N = 175$), $F(1, 299) = 0.29$, $p = 0.59$ were not significant. See Table 11.
Table 11

Results from the Post Hoc Test for Ethnicity by Country for the U.S. and Chile

<table>
<thead>
<tr>
<th>Country</th>
<th>Ethnicity</th>
<th>Mean (SD)</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>Mainstream Anglos</td>
<td>3.52 (0.95)</td>
<td>30.61</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td></td>
<td>Minority Latinos</td>
<td>4.24 (1.03)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 106</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mainstream Non Mapuche</td>
<td>3.99 (1.67)</td>
<td>0.29</td>
<td>0.59</td>
</tr>
<tr>
<td></td>
<td>N = 125</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>Minority Mapuche</td>
<td>3.92 (1.05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 175</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minority vs. Mainstream Fatalistic Cultural Belief t-test**

Additional t-tests were conducted, post hoc, to test the hypotheses that minority students will have higher levels of fatalistic cultural beliefs than mainstream students at each of the three levels of SES within the U.S. and Chile. The results revealed that there were differences between minority and mainstream students in the U.S. but not for Chile.

The results indicate the low SES minority students ($M = 4.30$, $SD = 0.96$, $N = 52$) in the U.S. did not experience higher levels of fatalistic cultural beliefs than the low SES mainstream students ($M = 4.24$, $SD = 0.87$, $N = 7$), $t(57) = -0.17$, $p = 0.87$. However, the middle SES minority students ($M = 4.17$, $SD = 1.19$, $N = 57$) did experience higher levels of fatalistic cultural beliefs than the middle SES mainstream students ($M = 3.72$, $SD = 0.86$, $N = 45$), $t(99.18) = -2.23$, $p = 0.03$. The high SES minority students ($M = 4.29$, $SD$
0.70, N = 22) also experienced higher levels of fatalistic beliefs than the high SES mainstream students (M = 3.27, SD = 0.97, N = 54), t(74) = -4.49, p < 0.0001. See Table 12. In Chile, there were no significant differences between the minority and mainstream students in any of the three SES levels. See Table 13.

Table 12

*Means and Standard Deviations for Fatalism Between Mainstream and Minority Groups for All Levels of SES in the U.S.*

<table>
<thead>
<tr>
<th>SES</th>
<th>Mean (SD)</th>
<th>t</th>
<th>p</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SES</td>
<td>Low SES</td>
<td>4.24 (0.87)</td>
<td>-0.17</td>
<td>0.87</td>
</tr>
<tr>
<td>Mainstream</td>
<td>N = 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low SES</td>
<td>Low SES</td>
<td>4.30 (0.96)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>N = 52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium SES</td>
<td>Medium SES</td>
<td>3.72 (0.86)</td>
<td>-2.23</td>
<td>0.03</td>
</tr>
<tr>
<td>Mainstream</td>
<td>N = 45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium SES</td>
<td>Medium SES</td>
<td>4.17 (1.19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>N = 57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High SES</td>
<td>High SES</td>
<td>3.27 (0.96)</td>
<td>-4.49</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Mainstream</td>
<td>N = 54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High SES</td>
<td>High SES</td>
<td>4.29 (0.70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>N = 22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 13

*Means and Standard Deviations for Fatalism Between Mainstream and Minority Groups for All Levels of SES in Chile*

<table>
<thead>
<tr>
<th>SES</th>
<th>Mean (SD)</th>
<th>t</th>
<th>p</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SES</td>
<td>4.09 (1.24)</td>
<td>0.38</td>
<td>0.71</td>
<td>0.07</td>
</tr>
<tr>
<td>Mainstream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low SES</td>
<td>4.01 (1.12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>N = 106</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium SES</td>
<td>4.04 (1.16)</td>
<td>1.22</td>
<td>0.23</td>
<td>0.22</td>
</tr>
<tr>
<td>Mainstream</td>
<td>N = 51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium SES</td>
<td>3.81 (0.89)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>N = 61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High SES</td>
<td>3.68 (0.98)</td>
<td>-0.10</td>
<td>0.92</td>
<td>-0.04</td>
</tr>
<tr>
<td>Mainstream</td>
<td>N = 22</td>
<td></td>
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<tr>
<td>High SES</td>
<td>3.72 (1.33)</td>
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<tr>
<td>Minority</td>
<td>N = 8</td>
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</table>
CHAPTER FOUR
DISCUSSION

While the achievement gap has narrowed in the past decades for some, it has failed to do so for others. This study set out to explore how fatalistic cultural beliefs shaped achievement aspiration. The analysis confirmed the hypothesis that fatalistic cultural beliefs do have a negative influence on achievement aspiration in both countries. This is in line with the existing research that has demonstrated that fatalism does negatively influence academic aspiration (Navarrete, 2008), academic performance (Hernandez, 2009; Matute-Bianchi, 1986, and Navarrete, 2006), and even lead to poor attitudes towards school (Guzman, Santiago-Rivera and Haase, 2005).

The study also set out to investigate if there was a difference in the levels of fatalism across SES but not across ethnicity in both the U.S. and Chile. The results were partially supported and are consistent with previous research demonstrating that those in the lower SES groups hold more fatalistic cultural beliefs (Flynn, 2005; Hernandez, 2009; Navarrete, 2006, 2008). Interestingly, in the U.S., there was a significant difference in the levels of fatalism between the mainstream and minority groups. One possible explanation for this could be due to cultural differences. Perhaps the Latino students were not as acculturated to the mainstream culture and therefore barriers existed that created limitations in their interaction with the Anglo students. To illustrate, there are differences in the languages spoken between the groups (English versus Spanish) as well as in their ethnic identities (American versus Mexican or Mexican American, Chicano, etc.). This may have made the Latino students more insular from their Anglo counterparts resulting in less interaction and therefore less transmission and exchange of
cultural values through peer groups. This lack of cultural exchange may result in the Latino students retaining more of their culture of origin which may explain the higher fatalism still exhibited by the minority group. Cuellar, Arnold, and Gonzalez (1995) found that for Mexican students, the more acculturated they were, the less fatalistic. This source of cultural variation was not examined in this study, therefore, further research is recommended. The reason for the difference in fatalism levels between the Anglo and Latino students could be due to the difference in their levels of religiosity. For Latinos in the U.S., approximately 85% identify as Catholics (Medina, 1987). Conversely, Anglos are generally less religious than other ethnic groups especially Latinos (Hout & Fischer, 2002). Previous research has shown that religious people tend to be more fatalistic than non-religious people (Neff & Hoppe, 1993). Religiosity, however, was not examined in this study but could be looked at in future research.

Conversely, perhaps the reason that there was no significant difference in the level of fatalism between the mainstream and minority populations in Chile was because, unlike the two groups in the U.S., the non-Mapuche and Mapuche students were more culturally alike than different. For instance, both groups of students from Chile spoke Spanish, were from the same farming community, and had similar Latino ethnic identities. As a result, the non-Mapuche and Mapuche students had more opportunities to interact with one another, increasing the level of influence in one another's attitudes, beliefs and even cultural values that were originally acquired from their families. After all, adolescence is a time when individuals are not only learning and internalizing the cultural values from their own culture of origin but also from their peers. This transmission of cultural values through peer groups should be kept in mind when
studying adolescents, whose peer groups are an important source of social norms (Harris, 1995).

Another explanation for the differences in the levels of fatalism found between the Anglo and Latino students, in the U.S., may be due to the fact that the Latino students were overly represented in the lower SES brackets the U.S. Statistically the poverty rate among Latinos in the U.S. is 25.3% compared to the poverty rates for Anglos which was considerably less at 9.4% in 2009 (U.S. Census, 2009). Moreover, across the board Latinos earn less than their Anglo counterpart. According to the U.S. census data of 2009, the average income earned by a Latino with a bachelor’s degree was $49,017 compared to an Anglo with the same degree who earned $57,762. A Latino with a doctorate earned $88,435 whereas an Anglo with a doctorate earned $104,533 (U.S Census 2009). The difference in salaries may be due to a number of factors including educational achievement as well as discriminatory policies and behaviors. These factors have likely limited their access to employment opportunities and equal pay with their Anglo counterparts. The literature shows that discrimination is still pervasive in much of America’s institutions such as housing, labor, education and criminal justice (Blank, Dabady, & Citro, 2004).

Two other note-worthy findings resulted from this study. The first was that there was no significant difference in level of fatalism for both countries collectively. The other was that low SES minority students as a group were not higher in fatalistic cultural beliefs than the low SES mainstream students put together. One possible explanation for this may be due to their shared culture of poverty. According to Lewis’ theory of the culture of poverty, it is a subculture with its own beliefs and shared social customs
systems that are similar across cultural and ethnic boundaries (Lewis, 1965, pg. 16).

After all, in both countries, the samples were similar in the respect that the students were from rural, agricultural areas and predominantly from the lower SES group. The result is consistent with the findings from other researchers who also found that regional areas of different countries were more alike than different. A study conducted by Kasima, Kokubo, Kashima, Boxall, Yamaguchi, and Macrae (2004), showed that the regional areas of both Japan and Australia had more similar levels of collectivism than within each of the respective countries.

While these findings have interesting implications, the analyses conducted for this study were limited due to several factors. To begin with, archival data was utilized in the study and therefore the analysis of several other possible cultural variations was restricted as mentioned previously. As a result, the generalizability of the results may be limited and may not be applicable to all populations. For example, levels of fatalistic cultural beliefs might be different for students from urban areas causing the influence of fatalism on achievement aspirational levels to vary when these types of variables are factored in. In addition, even though the variance assumption was satisfied, there may be a lack of power for some of the later tests conducted due to the disparate sample sizes between the Anglo and Latino groups in the U.S. Therefore, those results should be interpreted cautiously.

Moreover, the low, middle, and high SES groups were formed arbitrarily and for that reason irrelative. The goal was to produce an equivalent scale for both the U.S. and Chile in terms of SES. In order to accomplish this, the parental educational level as well as the parental occupational level was combined. However, the conceptualization and
measurement of SES was problematic due to the fact that income, education, and occupation was defined and categorized differently in each country and was not strictly correlated with one another. To illustrate, income was assessed using the father’s income (as is culturally appropriate) for the Chilean sample; whereas in the U.S., income was calculated using the average of both the mother’s and father’s incomes. Education was less awkward because it was quantified by number of years of schooling. However, this did not take into account the similarities or differences of the educational systems nor the values of the degrees earned in either country. This was also true of occupations in each country, where they can vary on a number of features such as prestige, compensation, and qualifications.

Despite the limitations of the study data, the findings from this study do have valid implications from both a theoretical as well as a practical standpoint. From a theoretical standpoint, the findings not only supports the soundness of Betancourt’s model for the study of culture but, more importantly, demonstrates the important point that behavior is indeed influenced by culture. It also validates the argument that behavior must be considered in totality, taking into account the various factors (sociodemographic, cultural, and psychological) since each piece plays a dynamic role with the other, as suggested by the results of this research. More importantly, the findings of this study support and confirm the existing research that has already shown fatalistic cultural beliefs to play a role in shaping achievement aspiration. The results also confirm that SES better accounted for the variation in fatalism levels than did ethnicity.

From an intervention viewpoint, the findings from this research will help educators better utilize their efforts on developing psychosocial interventions aimed at
targeting these psychological processes. Studies by Cohen, Garcia, Apfel, Master, 2006; Cohen, Garcia, Purdue-Vaughns, Apfel, Brzustoski, 2009; Walton & Cohen, 2011; Miyake, Kost-Smith, Finkelstein, Pollock, Cohen, Ito, 2010; Shih, Pittinsky and Ambady, 1999; in their experiments revealed that having minority students reassert their sense of personal competence through a writing assignment improved their school performance.

The writing assignment decreased the racial achievement gap by 40% with a marked increase in the grades of African American students. This also brings to light the potential areas for future research. Suggested potential areas are: 1) to continue to disentangle the complex processes that act upon achievement aspirations and 2) to test interventions that target thoughts and emotions to see how they affect achievement aspiration and ultimately achievement behavior.

Clearly, understanding the determinants of achievement aspiration is vital in a world where economic success and security are dependent on it. After all, it is more feasible to accomplish change in the psychological processes that the students use compared to standardizing the quality of education or changing the students’ sociodemographic factors. The challenge for future research is to continue to disentangle other psychological processes involved in achievement aspiration as there are many, and their relationship with one another is complex.
REFERENCES


APPENDIX A

ENGLISH PARENTAL CONSENT AND QUESTIONNAIRE FORM

Dear Parent,

My name is Brenda Navarrete. I am a graduate student at Loma Linda University in Loma Linda, California. As a member of your community, I am interested in the issues that face your community's youth. One of the most important issues facing our adolescents and their parents is academic achievement.

Research suggests that culture is a factor in the academic achievement of high school students. As part of my doctoral dissertation I have chosen to perform a study on factors that may influence the achievement of high school students. Therefore, your child who is a high school student is being asked to voluntarily help with the research study. The purpose of this project will be to gather information about the student's school experiences and thoughts about school. The student's participation will give us the opportunity to collect important information that may help us develop future academic achievement interventions that are culturally sensitive.

Participation will take place in the student's ______________ classroom on ______________. Participation is expected to take approximately 15 minutes and only requires that they complete a questionnaire. The investigator will be present for the administration of the survey. The student will be given a survey and asked to complete it during class time. The student's grade for that day will not be affected. There are NO right or wrong answers. Their risks of participating in this study are considered to be minimal and no greater than those encountered in everyday life. Their participation in this study is voluntary and if at any time they wish to stop, they may do so without penalty. Responses will remain ANONYMOUS. Your name or the student's name will not be on the questionnaire packet. Answers will be used as part of a set of data from a number of respondents to the questionnaire. All participants will be given the opportunity to receive a small gift (worth no more than $5.00) for participating in the study (e.g. a coupon for a fast food restaurant). Participation in the gift will be voluntary.

Please complete the attached demographic profile. The student must return these forms to the classroom instructor by ______________.

If you have any further questions or comments regarding the study you may contact the graduate investigators at the address and phone numbers provided below. If you wish to contact an impartial third party not associated with this study regarding any complaint you may have about this study, you may contact the following for information and assistance: (909) 558-4647.
Sincerely,

Brenda Navarrete  Hector Betancourt, Ph.D.
Student Investigator  Professor of Psychology
Department of Psychology  Department of Psychology
(909) 558-7737  (909) 558-8577

Please keep one of these forms for your records. Sign the other form and return it to your child's school.

**By signing below, I acknowledge that I have read the above information and give consent for my child to participate in this study as well as consent to giving the information requested below.**

_______________________________________  ____________________
Signature  Date
APPENDIX B

SPANISH PARENTAL CONSENT/QUESTIONNAIRE FORM

Mi nombre es Brenda Navarrete. Soy una estudiante del doctorado en psicología en la Universidad de Loma Linda, en Loma Linda, California. Como miembro de su comunidad, me interesan las cosas que enfrentan nuestros adolescentes en esta comunidad, tales como el logro y éxito académico.

Como parte de mi doctorado he escogido a este distrito para realizar un estudio sobre los componentes que pueden influir el logro de los estudiantes de la high school. Por lo tanto, se le está pidiendo que su hijo/a que es estudiante de la high school ayude voluntariamente con este estudio. El propósito de este proyecto será juntar información sobre las experiencias y opiniones de los estudiantes sobre la escuela. La participación de los estudiantes nos dara información importante que puede ayudar a desarrollar programas para mejorar el logro académico de los estudiantes en el futuro.

Los estudiantes participarán en la clase de el ______________________________ . Esperamos que la participación dure aproximadamente 15 minutos y solo requiere que su hijo/a termine un cuestionario. La investigadora estará presente durante la administración del cuestionario. El estudiante recibirá el cuestionario y se le pedirá que lo complete durante el tiempo de la clase. Las calificaciones de los estudiantes no serán afectadas. No hay respuestas correctas o incorrectas.

Los riesgos de participar en este estudio son mínimos y no son más grandes que los riesgos que se enfrentan diariamente en la escuela. Su participación en este estudio es completamente voluntaria y si el estudiante desea parar en cualquier momento, puede hacerlo sin que pase nada. Las respuestas solo serán ANONIMAS. Su nombre o el nombre del estudiante no estarán en el paquete del cuestionario. Las respuestas serán usadas como parte de un sistema de datos de todos los estudiantes que respondan al cuestionario. Todos los participantes tendrán la oportunidad de recibir un regalo pequeño (con valor de no más de $5.00) por su participación en el estudio (por ejemplo un chocolate). Su participación en el regalo gratuito será voluntaria.
Atentamente,

Brenda Navarrete
Ph.D. Student
Department of Psychology
(909)558-7737

Hector Betancourt,
Investigator Professor of Psychology
Department of Psychology
(909)558-8577

Por favor guarde una de estas formas para sus documentos. Firme la otra forma y devuélvala a la escuela del estudiante.

A través de mi firma más abajo, yo reconozco que he leído la información arriba y doy consentimiento a mi hijo/a para que participe en este estudio y también consento a dar la información solicitada abajo.

______________________________  ______________________
Firma                              Fecha
APPENDIX C

ENGLISH PARENTAL DATA INFORMATION SHEET

Please answer the following questions to the best of your knowledge.

1. Student's mother's racial or ethnic origin?
   □ African American
   □ Anglo/Non-Latino White
   □ Native American
   □ Pacific Islander
   □ Latino American
     □ Mexican
     □ Puerto Rican
     □ Cuban
     □ South American
   □ Central American/Caribbean
     □ Other (describe) _________________________
   □ Asian American
     □ Japanese
     □ Korean
     □ Chinese
     □ South East Asian
     □ East Indian
     □ Filipino
     □ Other (describe) _________________________

2. Student's father's racial or ethnic origin?
   □ African American
   □ Anglo/Non-Latino White
   □ Native American
   □ Pacific Islander
   □ Latino American
     □ Mexican
     □ Puerto Rican
     □ Cuban
     □ South American
   □ Central American/Caribbean
     □ Other (describe) _________________________
   □ Asian American
     □ Japanese
     □ Korean
     □ Chinese
     □ South East Asian
     □ East Indian
     □ Filipino
     □ Other (describe) _________________________

3. Student's mother's job or occupation?

4. Student's father's job or occupation?

5. What is the weekly (yearly) income of your household?
   □ $0 - $300 ($0- 14,999)
   □ $301 - $520 ($15,000- 24,999)
   □ $521 - $830 ($25,000- 39,999)
   □ $831 - $1250 ($40,000- 59,999)
   □ More than $1,251 (More than $60,000)

6. How many people does this income provide for? _________________________

7. Student's mother's level of education?
   □ None
   □ Grade school (k-6)
   □ Junior High School (7-8)
   □ High School Diploma
   □ 2 years of college, Associate's Degree
   □ 4 years of college, Bachelor's Degree (e.g. teacher, nurse, accountant)
   □ 6 years of college, Master's Degree (e.g. Masters of Business or Science)
   □ 8 years of college, Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.)

8. Student's father's level of education?
   □ None
   □ Grade school (k-6)
   □ Junior High School (7-8)
   □ High School Diploma
   □ 2 years of college, Associate's Degree
   □ 4 years of college, Bachelor's Degree (e.g. teacher, nurse, accountant)
   □ 6 years of college, Master's Degree (e.g. Masters of Business or Science)
   □ 8 years of college, Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.)
APPENDIX D
SPANISH PARENTAL DATA INFORMATION SHEET

<table>
<thead>
<tr>
<th>Pavor favor conteste las siguientes preguntas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ¿Grupo de origen etnico o racial de la madre del estudiante:</td>
</tr>
<tr>
<td>- Afro Americana</td>
</tr>
<tr>
<td>- Anglo Americana (Blanca)</td>
</tr>
<tr>
<td>- Nativa Americana</td>
</tr>
<tr>
<td>- Islena Pacifica</td>
</tr>
<tr>
<td>- Hispana/Latina Americana (escoja una o mas)</td>
</tr>
<tr>
<td>- America del Sur</td>
</tr>
<tr>
<td>- Puerto Rico</td>
</tr>
<tr>
<td>- Cuba</td>
</tr>
<tr>
<td>- Otra (describa) ___________________</td>
</tr>
<tr>
<td>- Asiatica Americana (escoja una o mas)</td>
</tr>
<tr>
<td>- Japon</td>
</tr>
<tr>
<td>- Corea</td>
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<tr>
<td>- Sur Este de Asia</td>
</tr>
<tr>
<td>- India</td>
</tr>
<tr>
<td>- Filipina</td>
</tr>
<tr>
<td>- Otra (describa) ___________________</td>
</tr>
</tbody>
</table>

| 2. ¿Grupo de origen etnico o racial de la padre del estudiante: |
| - Afro Americana |
| - Anglo Americana (Blanca) |
| - Nativa Americana |
| - Islena Pacifica |
| - Hispana/Latina Americana (escoja una o mas) |
| - America del Sur |
| - Puerto Rico |
| - Cuba |
| - Otra (describa) ___________________ |
| - Asiatica Americana (escoja una o mas) |
| - Japon |
| - Corea |
| - China |
| - Sur Este de Asia |
| - India |
| - Filipina |
| - Otra (describa) ___________________ |

3. ¿Cuál es la ocupacion o trabajo de la madre del estudiante?

4. ¿Cuál es la ocupacion o trabajo del padre del estudiante?

5. ¿Cuál es el ingreso semanal (anual) de su hogar:

- $0 - $300 ($0-14,999)
- $521-$830 ($25,000-39,999)
- $831-$1,250 ($40,000-59,999)
- Mas de $1,251 (Mas de $60,000)

6. ¿Por cuantas personas provee este ingreso?

7. ¿Cuál es el nivel de educacion de la madre del estudiante?
- Nada
- La primaria o Grade School (K-6)
- Secundaria o Junior High School (7-8)
- La Preparatoria o diploma de la High School (9-12)
- 2 años de la Universidad, Titulo de Asociado
- 4 años de la Universidad, Licenciatura (por ejemplo: maestra, enfermera, contadora)
- 6 años de la Universidad, Maestria (por ejemplo: Maestria de Negocios o Ciencia)
- 8 años de la Universidad, Doctorado o Título Profesional (por ejemplo: M.D., J.D., Ph.D)

8. ¿Cuál es el nivel de educacion del padre del estudiante?
- Nada
- La primaria o Grade School (K-6)
- Secundaria o Junior High School (7-8)
- La Preparatoria o diploma de la High School (9-12)
- 2 años de la Universidad, Titulo de Asociado
- 4 años de la Universidad, Licenciatura (por ejemplo: maestra, enfermera, contadora)
- 6 años de la Universidad, Maestria (por ejemplo: Maestria de Negocios o Ciencia)
- 8 años de la Universidad, Doctorado o Título Profesional (por ejemplo: M.D., J.D., Ph.D)
Hello,

My name is Brenda Navarrete and I am a graduate student at Loma Linda University in Loma Linda, CA. I am doing a research study for my dissertation and I am inviting you to participate in it. The purpose of this study is to gather information on school experiences and thoughts about school.

Your participation will take about 15 minutes and involves filling out a questionnaire. The questionnaire will ask you to answer questions about your school experiences and thoughts about school. Some of these questions might bring up feelings that you are uncomfortable with. However, the risks are considered to be minimal and no greater than those encountered in your everyday life.

Your participation is completely voluntary and there is no penalty for not participating. It is expected that through your participation, we will be able to learn more about students' school experiences and thoughts about school. You can choose to withdraw from participating at any time without consequences or loss of any possible benefits. Everyone who participates will have the opportunity to receive a small gift (worth no more than $5.00) for participating in the study (e.g. a candy bar). Participation in the gift will be voluntary.

Your responses to this questionnaire are strictly anonymous and will only be studied as part of a larger group of participants. I believe that understanding more about your school experiences and thoughts about school is an important part of understanding your achievement. I hope that you will decide to participate in this research. Thank you for your time and consideration. If you have any questions about participation, you may contact the investigators whose information is listed below.

Sincerely,

Brenda Navarrete, Ph.D.  Hector Betancourt, Ph.D.
Student Investigator  Professor of Psychology
Department of Psychology  Department of Psychology
(909)558-7737  (909)558-8577

If you want to contact an impartial third party, not associated with this study, about any concerns or complaints about this study please call (909) 558-4647, Loma Linda University Medical Center.

By checking and dating below I acknowledge that I have read the above information, I freely assent to participate in this study.

☐ I agree to participate in this study ___/___/____.
APPENDIX F

ENGLISH PERSONAL DATA

Thank you for participating in this study. The information you give will only be used on this study. Please fill out this sheet as completely as possible, answering all of the questions that apply to you.

1. How old are you? ________

2. What is your gender?
   □ Male
   □ Female

3. What is your racial/ethnical origin?
   □ African American
   □ Anglo/Non-Latino White
   □ Pacific Islander
   □ Native American
   □ Asian American
      □ Japanese    □ Korean    □ Chinese    □ South East Asian
      □ East Indian □ Filipino  □ Other (describe) ____________
   □ Latino American
      □ Mexican    □ Puerto Rican □ Cuban    □ South American
      □ Central American/Caribbean □ Other (describe) ____________
   □ Other (please describe) ____________________________

4. What country were you born in? ______________________

5. If you were not born in the United States, how many years have you lived in the U.S.? __________

6. What country was your mother born in? ______________________

7. If she was born outside of the United States, how many years has she lived in the U.S.? __________

8. What country was your father born in? ______________________

9. If he was born outside of the United States, how many years has he lived in the U.S.? __________

10. What is your high school grade point average (G.P.A., For example, 1.0 through 4.0)? __________
11. What year in high school are you in?
   □ Freshman, 9th Grade
   □ Sophomore, 10th Grade
   □ Junior, 11th Grade
   □ Senior, 12th Grade

12. What is the highest degree you hope to achieve?
   □ No degree
   □ High School Diploma
   □ 2 years of college, Associate’s Degree
   □ 4 years of college, Bachelor’s Degree (e.g. teacher, nurse, accountant)
   □ 6 years of college, Master’s Degree (e.g. Masters of Business or Science)
   □ 7-8 years of college, Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.)

13. As things stand now, how far in school do you think you will get?
   □ No degree
   □ High School Diploma
   □ 2 years of college, Associate’s Degree
   □ 4 years of college, Bachelor’s Degree (e.g. teacher, nurse, accountant)
   □ 6 years of college, Master’s Degree (e.g. Masters of Business or Science)
   □ 7-8 years of college, Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.)

14. What job do you expect or plan to have when you are about 30 years old?

15. Think of a close friend or family member that you consider a role model or someone you look up to and want to be like. What is their level of education as far as you know?
   □ None
   □ Grade school (k-6)
   □ Junior High School (7-8)
   □ High School Diploma
   □ 2 years of college, Associate’s Degree
   □ 4 years of college, Bachelor’s Degree (e.g. teacher, nurse, accountant)
   □ 6 years of college, Master’s Degree (e.g. Masters of Business or Science)
   □ 7-8 years of college, Doctorate or Professional Degree (e.g. M.D., J.D., Ph.D.)

16. How much money do they make per week (per year) as far as you know?
   □ $0 - $300 ($0-14,999)
   □ $301 - $520 ($15,000-24,999)
   □ $521 - $830 ($25,000-39,999)
   □ $831-$1,250 ($40,000-59,999)
   □ More than $1,251 weekly (More than $60,000)
17. How many people does this money provide for? ______________________

18. What is your role model’s ethnicity?
   ☐ African American
   ☐ Anglo/Non-Latino White
   ☐ Pacific Islander
   ☐ Native American
   ☐ Asian American
      ☐ Japanese      ☐ Korean      ☐ Chinese      ☐ South East Asia
      ☐ East Indian   ☐ Filipino     ☐ Other (describe) ______________
   ☐ Latino American
      ☐ Mexican      ☐ Puerto Rican ☐ Cuban        ☐ South American
      ☐ Central American/Caribbean ☐ Other (describe) ______________
   ☐ Other (please describe) ______________

19. What is your role model’s relation to you?
   ☐ Friend
   ☐ Brother or Sister
   ☐ Mother
   ☐ Father
   ☐ Godmother
   ☐ Godfather
   ☐ Grandmother
   ☐ Grandfather
   ☐ Aunt
   ☐ Uncle
   ☐ Cousin
   ☐ Teacher
   ☐ Other, please explain their relation to you ______________
# APPENDIX G

## ENGLISH CULTURAL VALUE ORIENTATION SCALE

For each of the following sentences, circle ONE number to show how much you agree with each statement.

1. If something is going to happen it usually does, no matter what.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

2. When life starts to go exactly as you want, something unexpected happens and things change.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

3. Life doesn’t give you any breaks so you should take it one day at a time.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

4. It is hard to plan for the future because so many things can happen.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

5. Life goes up or down, so a person cannot tell how things will turn out.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

6. A person’s fate is completely predetermined.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

7. The future seems totally unpredictable.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree

8. In real life, there is little a person can do to make a difference.
   - 1. Strongly Disagree
   - 2. 3. 4. 5. 6. 7. Strongly Agree
9. Fate determines how successful you will be in life, so not a lot can be done about it.

1. Strongly Disagree 2. 3. 4. 5. 6. 7. Strongly Agree

10. Every person has a set time to live and when that time is over, it’s over.

1. Strongly Disagree 2. 3. 4. 5. 6. 7. Strongly Agree

11. Success has to do with destiny, like being in the right place at the right time.

1. Strongly Disagree 2. 3. 4. 5. 6. 7. Strongly Agree

12. People are better off just going along with whatever comes their way.

1. Strongly Disagree 2. 3. 4. 5. 6. 7. Strongly Agree
APPENDIX H

SPANISH STUDENT ASSENT FORM

FORMULARIO DE CONSENTIMENTO INFORMADO

Estimado(a) estudiante(a):

La Universidad de La Frontera, a través del Proyecto FONDECYT Nº 10801 50, está realizando un estudio sobre las expectativas educacionales de estudiantes de enseñanza media de la Región de La Araucanía y los factores que la afectan. Si usted acepta participar en este estudio, se le pedirá que complete un cuadernillo que contiene preguntas acerca de características personales, expectativas, creencias y valores. Esta tarea tomará un tiempo de aproximadamente 30 minutos. Es importante que usted considere que su participación en este estudio es completamente voluntaria. Usted tiene derecho a negarse a participar o a suspender y dejar inconclusa su participación cuando así lo desee, sin tener que dar explicaciones ni sufrir consecuencia alguna por tal decisión. Su participación en este estudio no implica ningún riesgo de daño físico ni psicológico para usted.

Usted debe saber también que la información que entregue es confidencial y sólo será conocida por el equipo de investigación y que ella será analizada científicamente dentro del conjunto total de respuestas entregadas por los estudiantes que contesten estos instrumentos, sin hacer referencia a la infomación dada por ninguna persona en particular.

Una vez que complete el cuadernillo, se le ofrecerá una barra de confites como retribución por su participación en este estudio. Una vez finalizado este estudio usted podrá conocer los resultados globales de esta investigación. En caso que lo estime necesario, durante cualquier etapa del estudio, usted podrá tomar contacto con el Investigador Responsable de este proyecto, la profesora del Departamento de Psicología de la Universidad de La Frontera, Dra. María Elena González Plitt, teléfono 325611, e-mail mgonzale@ufro.cl, para plantear cualquier pregunta o duda sobre este estudio.

Mediante el presente documento acepto participar, de modo voluntario e informado, en el estudio arribado descrito. Esta document se emite en dos còpias, una para mí y otra para el proyecto Fondecyt.

Nombre: 

Apellido Paterno 

Apellido Materno 

Nombres 

Firma: 

Fecha: 

50
APPENDIX I

SPANISH PERSONAL DATA INFORMATION SHEET

UNIVERSIDAD DE LA FRONTERA
Proyecto Fondecyt Number 1080150
Temuco - Chile

ANTES DE COMENZAR POR FAVOR RESPONDE LAS SIGUIENTES PREGUNTAS

Sexo: ( ) Masculino ( ) Feminino

Edad: _______

¿ Quién es la persona que aporta el ingreso principal en tu hogar?
( ) Mi padre
( ) Mi madre
( ) Otro Pariente, distinto a mis padres
( ) Una persona no pariente

¿ Cuál es el nivel educacional de la persona que aporta el ingreso principal en tu hogar?
( ) Sin estudio o enseñanza básica incompleta
( ) Básica completa
( ) Media incompleta
( ) Media completa
( ) Técnica superior incompleta (CFT o Instituto Profesional)
( ) Técnica superior completo (CFT o Instituto Profesional)
( ) Universitaria incompleta
( ) Universitaria completa
( ) Postgrado (Magister, Doctor)

¿ En qué trabaja la persona que aporta el principal ingreso en tu hogar? Describa ese trabajo:
________________________________________________________

¿ A qué nivel socioeconómico corresponde tu familia?
( ) Alto
( ) Medio Alto
( ) Medio
( ) Medio Bajo
( ) Bajo
( ) Muy Bajo

¿ Vives con tu familia durante el año escolar?
( ) NO ( ) Sí

¿ Eres Mapuche?
( ) NO ( ) Sí

¿ Hay alguien en tu familia que sea mapuche?
Madre ( ) NO ( ) Sí
Padre ( ) NO ( ) Sí
Abuelo ( ) NO ( ) Sí
Abuela ( ) NO ( ) Sí

¿Cuál fue tu promedio de notas el semestre pasado? __________________________

¿Cuál fue tu promedio de notas en 3ero medio? __________________________

¿Te inscribiste para rendir la PSU?
( ) NO ( ) Sí

¿En tu opinión, ¿qué tan probable es que logres iniciar tus estudios superiores?

Si piensas continuar con tus estudios ¿En qué tipo de establecimiento estás interesado/a en estudiar? Marca sólo una alternativa
( ) Universidad ( ) Instituto Profesional ( ) Centro de Formación Técnica ( ) Fuerzas Armadas y de orden

¿Qué te gustaría alcanzar en lo profesional?

( ) Enseñanza media
( ) Técnico profesional
( ) Universitario
( ) Magister
( ) Doctorado

¿Qué ocupación te gustaría tener a futuro?
( ) Trabajos menores, ocasionales e informales (lavado, aseo, servicio doméstico, oficina, “pololos”, cuidador de autos, temporero).
( ) Obrero menor, obrero no calificado, jornalero agrícola, servicio doméstico con contrato.
( ) Obrero calificado (gásfiter, zapatero, carpintero)
( ) Microempresario (kiosco, taxi, comercio menor)
( ) Empleado administrativo (vendedor, secretaria, jefe de sección)
( ) Profesional independiente de carreras técnicas (contador, analista de sistemas, diseñador, músico). Profesor primario o secundario.
( ) Ejecutivo medio (gerente, sub gerente), gerente general de empresa mediana o pequeña.
Profesional independiente de carreras tradicionales (abogado, médico, arquitecto, ingeniero, agrónomo)
( ) Alto ejecutivo (gerente general) de empresa grande. Directores de grandes empresas.
Empresarios propietarios de empresas medianas y grandes. Propietarios de empresas agrícolas grandes. Profesionales independientes de gran prestigio.

¿Qué crees que puedes alcanzar en lo profesional?

( ) Enseñanza media
( ) Técnico profesional
( ) Universitario
( ) Magister
( ) Doctorado
¿Cuál crees sera tu ocupación a futuro?
( ) Trabajos menores occasionales e infomales (lavado, aseo, servicio doméstico occasional, “pololos”, cuidador de autos, temporero)
( ) Oficio menor, obrero no calificado, jornalero agricola, servicio doméstico con contrato.
( ) Obrero calificado (gásfiter, zapatero, carpintero)
( ) Microempresario (kiosco, taxi, comercio menor)
( ) Empleado administrative (vendedor, secretaria, jefe de sección)
( ) Profesional independiente de carreras técnicas (contador, analist de sistemas, diseñador, músico). Profesor primario o secundario .
( ) Ejecutivo medio (gerente, sub gerente), gerente general de empresa mediana o pequeña. Profesional independiente de carreras tradicionales (abogado, médico, arquitecto, ingeniero, agrónomo)
( ) Alto ejecutivo (gerente general) de empresa grande. Directores de grandes empresas.
Empresarios propietarios de empresas medianas y grandes. Propietarios de empresas agrícolas grandes. Profesionales independientes de gran prestigio.
APPENDIX J

SPANISH CULTURAL VALUE ORIENTATION SCALE

<table>
<thead>
<tr>
<th>Nada de acuerdo</th>
<th>Mínimamente de acuerdo</th>
<th>Poco de acuerdo</th>
<th>Mediante de acuerdo</th>
<th>Bastante de acuerdo</th>
<th>Muy de acuerdo</th>
<th>Completamente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Si algo va a suceder generalmente sucede, sin importar lo que uno haga.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Cuando las cosas en la vida comienzan a darse exactamente como los quisieras, algo y las cosas cambian.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. La vida no te da ningún descanso, por eso es mejor tomar las cosas día a día.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Son tantas las cosas que pueden pasar que es difícil hacer planes para el futuro.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. Hay tantos altos y bajos en la vida que una persona no puede saber que resultara al final.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. El destino de una persona es</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

A continuación se presenta un conjunto de afirmaciones. Deberás decidir frente a cada afirmación tu grado de acuerdo o desacuerdo lo que la afirmación señala. Recuerda que en estas escalas no hay respuestas correctas ni incorrectas; nosotros estamos interesados únicamente en tu opinión personal. Marca con una X en la opción que mayor refleje tu acuerdo en relación a cada afirmación.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. El futuro parece ser totalmente impredecible.</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>8. En la vida real hay poco que una persona puede hacer para cambiar las cosas.</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>9. El tener buen o mal rendimiento es cosa del destino. Por lo tanto no es mucho lo que una persona puede hacer al respecto.</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>10. Cada persona tiene un tiempo determinado para vivir y cuando ese tiempo se cumplió, no hay nada que pueda hacer.</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>11. El éxito depende del destino, como estar en el lugar correcto en el momento preciso.</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>12. A las personas les conviene dejarse llevar.</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>