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THE RELATIONSHIP OF LOCUS OF CONTROL, ASSIMILATION/
ACCULTURATION AND ACADEMIC PERFORMANCE

by
Sandra Padró

A Thesis

Submitted in partial fulfillment of the requirements
of the Master of Arts Degree
of
The Graduate School
at
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Approved by

Advisor

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ABSTRACT

Sandra Padró

THE RELATIONSHIP OF LOCUS OF CONTROL, ASSIMILATION/ACCULTURATION AND ACADEMIC PERFORMANCE

2006/07

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Master of Arts in School Psychology

The purpose of this study was to investigate the relationship between locus of control, assimilation/acculturation and academic performance of a group of students in a Southern New Jersey, urban middle school. It was hypothesized that the more assimilation/acculturation of Hispanic students into the Anglo culture a more internal locus of beliefs will be demonstrated and a better academic performance. A total of 137 students participated in this study. Data was collected using a LOC survey and a SASH-Y survey. An Anova-One Way and a Two-Way Anova were used to determine the relationship of these variables. The results demonstrated a connection between LOC and academic performance and also, a connection between assimilation/ acculturation and academic performance. It was not possible to establish a relationship between LOC and assimilation/acculturation of Hispanic students because none of the students surveyed scored external locus of beliefs. This study demonstrated that students with an internal locus of control showed better academic achievement than those with external locus of control, and also those with a higher level of acculturation demonstrated better academic performance.

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CHAPTER I: INTRODUCTION

The Problem

Need

In the field of education one should not only encourage and enable students to develop their full potential; one must also equip them with what is required to be productive members of society. In order to achieve this task, it is essential for the teacher to have an understanding of the students' tendencies toward internal or external beliefs. According to Bernard Wiener (1979), "Knowing the location of locus of control of students will assist in planning the type or quantity of reinforcement used in the classroom."

Educators face many challenges in the classroom today. There are children from different socioeconomic status, ethnicity, family structure, religion and academic abilities. Consequently, the educator must understand these differences and do their utmost to meet the children where they are and help them develop their full potential.

Researchers have found differences between cultures on locus of control scales. It has been reported that as individuals become more acculturated to Anglo culture, they may incorporate into their own beliefs the American value of personal control.

Marks, L. I., (1980) finding was consistent with the finding of Comas-Diaz, (1993) that "Among Hispanic cultures, belief in external locus of control, also known as cultural fatalism, is common" (Comas-Diaz, 1993, p. 253 as cited by Marks, 1980). Hispanic individuals are different from their Anglo and Euro-Americans counterparts in the way they attribute their chances of future successes and/or failures to internal or external

reasons. The more understanding one has of the internal and external beliefs of students, the better equipped they will be to help them acquire academic success.

Purpose

The purpose of this study was to investigate the relationship between locus of control and the level of assimilation/acculturation of the Hispanic students in a Southern New Jersey school district and how it relates to their academic performance.

Hypothesis

It is hypothesized that the Hispanic students with a greater level of assimilation/acculturation demonstrated a higher level of internal locus of control. It is also hypothesized that the Hispanic students who demonstrated greater level of internal locus of control demonstrated better academic success.

Theory and Background

Rotter's (1954) concept of internal-external locus of control had its basis in social learning theory. The central idea of social learning theory is that personality plays a role in the interaction of a person with his surroundings. To understand behavior, one must take into consideration the individual's life history of learning, his experiences, and his environment. According to Rotter, personality and behavior are always changeable. If one can alter the way a person thinks or change the environment, the individual response to the behavior will change. The deeper the individual set of beliefs, the more effort and intervention is necessary for change to occur. He sees people, drawn by their goals, pursuing to maximize their reinforcement instead of avoiding punishment.

There are components to Rotter's (1966) social learning theory model predicting behavior: behavior potential, expectancy, reinforcement value, and the predictive

formulation. In behavior potential, for each possible behavior there is a behavior potential. The individual will display whichever behavior has the highest potential. In expectancy, a given behavior will lead to a particular outcome or reinforcement. The more frequently a behavior has led to reinforcement in the past, the stronger the person's anticipation that the behavior will achieve that outcome. Reinforcement value is another name for the outcomes of one's behavior. It refers to the desirability of these outcomes. Things a person wants to happen, that they are attracted to, have high reinforcement value, and what they wish to avoid has a low reinforcement value. In predictive formulation, the likelihood of a person exhibiting a particular behavior is a function of the probability that that behavior will lead to a given outcome and the desirability of that outcome.

Julian B. Rotter's concept of generalized expectancies for control of reinforcement is known as locus of control, which refers to people's beliefs about what determines whether or not they get reinforced in life. Rotter (1966) distinguished between beliefs in internal versus external control of reinforcement. Individuals can be classified from very internal to very external. Those with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. They also believe that success or failure is due to their own efforts, dependent on their own ability or behavior. People with external locus of control believe that the reinforcers in life are controlled by luck, chance, or other external powerful forces (fate). As a result, they see little impact of their own efforts on the amount of reinforcement they receive. Rotter (1966) asserts that beliefs in external control could be due to events that occur because of luck or chance, belief that events occur because of fate, belief that events are

controlled by other external powerful forces, and a belief that the world is too complex to be predicted.

Definition of Terms

1. Locus of Control - a concept in psychology also known by Locus of Control of Reinforcement, originally developed by Julian Rotter in the 1950s; It is the tendency of people to attribute their chances of future successes or failures to internal or external reasons.
2. External Locus of Control - Individuals see environmental causes and situational issues as being more important than internal ones; they see luck rather than effort as determining whether they accomplish something or are unsuccessful in the future; they tend to view themselves as victims in any given situation.
3. Internal Locus of Control - Individuals see themselves as accountable for the results of their own accomplishment; they believe they control their fate and are often observed to excel in educational or vocational dominion.
4. Assimilation - Process by which many newcomers adopt some values, beliefs and behavior more similar to U.S. culture than to the culture of the country from which they or their ancestors originate.
5. Acculturation - the process of adopting the cultural traits or social patterns of another group; the modification of the culture of a group or individual as a result of contact with a different culture. It is a sociological construct used to describe the extent to which the majority culture's values, traditions, and customs have been adopted.

6. Acculturation - adaptation to the majority culture.
7. Culture - the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought; the predominant attitudes and behavior that characterize the functioning of a group or organization.
8. Stimulus - something that incites or rouses to action; an incentive; a condition that elicits or accelerates a physiological or psychological activity or response.
9. Ethnic identity - maintenance of one's culture of origin.
10. Likert scale - a type of psychometric response scale often used in questionnaires, and is the most widely used scale in survey research. When responding to a Likert questionnaire item, respondents specify their level of agreement to a statement. The scale is named after Rensis Likert, who published a report describing its use (Likert, 1932).
11. Hispanic – an individual whose native language is Spanish; a U.S. citizen or Non-U.S. citizen who is of Spanish heritage; a resident of Latin-American or someone of Spanish descent.
12. Hispanic American – a U.S. citizen or resident who is of Hispanic descent; a Spanish American or Latino.
13. Anglo - an English-speaking person, a white American, most often of European descent who is not of Spanish or French descent.

14. Non-Hispanic - In regards to the SASH-Y questionnaire non-Hispanic means African American, White, American Indian, Asian American, or any other person who is not Hispanic.
15. Academic achievement – Something completed or attained successfully; something accomplished successfully, especially by means of exertion, skill, practice or perseverance.
16. SASH-Y – Stands for Short Acculturation Scale for Hispanic Youth which is a summated rating scale designed to measure level of acculturation of Hispanic children in grades 3 through 8. Barona and Miller (1994).
17. Julian Rotter (1966) Locus of Control Scale – It is a LOC personality test to assess the extent to which an individual possesses internal or external reinforcement of beliefs.

Assumptions

In this experiment it was assumed that all students were given equal opportunity to be administered a survey. It was also assumed that the survey given to the students during the time of the study accurately assessed their locus of control and that the students answered the questionnaire honestly and accurately.

Limitations

This experiment had several limitations that should be referred to. The population that was used in this experiment was geared to middle school sixth, seventh and eighth grade Hispanic and Anglo students from a Southern, New Jersey, urban middle school. The sample size consisted of 137 students. It was assumed that cultural diversity exists within

these students. The short duration of the experiment also caused another limitation in time, which was limited to marking period one and two.

Summary

In chapter one, the need and purpose of this thesis were stated. In chapter two, relevant research concerning internal and external locus of control, how it relates to Hispanic students, level of assimilation/acculturation of Hispanic students, and academic performance was presented. Chapter three explains how the experiment was designed. Chapter four included a review of the results of the experiment. Chapter five included any conclusions that could be drawn from the experiment. This chapter also includes a discussion of future research suggestions.

Chapter II: Literature Review

This chapter is an examination of the literature that applies to the current study. First, it presents a historical background on theory related to the current study. It provides an introduction to various types and measures of locus of control as an important element to understand how one comes to the conclusion of internal or external belief. The next section covers information pertaining to the relationship of locus of control and academic achievement; followed by a section that looks at information regarding assimilation/acculturation of Hispanic children and locus of control. At the conclusion of these subdivisions is a summary emphasizing the main points of chapter two.

Historical Background of Theory

Julian Rotter, founder of the Locus of Control concept, has its foundation in social learning theory. Initially, Rotter (1966) distinguished between beliefs of internal versus external control of reinforcement. Some people are inclined to credit their chances of future successes or failures either to internal or external causes. An individual with internal locus of control feels responsible for the outcomes of their actions while externals feel that their outcomes in life are decided by luck, fate, or external circumstances.

Locus of control is related to, but different from, other social psychological constructs related to internality. Attribution theory at first played a central role in the origination and definition; People act on the basis of their beliefs. Attribution theory is about how people make causal explanations; about how they answer questions beginning

with “why?” In essence, the Attribution theory is about the information individuals use to make causal inferences. This theory is concerned with how individuals infer events and how this relates to their thoughts and actions. Weiner focused his attribution theory on achievement Weiner (1974). He recognized ability, effort, task difficulty, and luck as the most significant factors affecting attributions for achievement. Weiner (1979) postulated that causal attributions determine affective reaction to success and failure. For example, when a student receives an easy “A,” he/she is not likely to feel proud of himself/herself. In contrast, receiving an “A” through much effort causes great positive affect.

Self-efficacy is another related concept, introduced by Albert Bandura. The social learning theory of Bandura highlighted the significance of examining and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do”. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Types and Measures of Locus of Control

Julian Rotter (1966) devised a locus of control personality questionnaire of 29 items to evaluate the internality or externality reinforcement of beliefs. Since then many other researchers have examined, passed judgment on, and refined the concepts and the measurement tools Marsh & Richards (1987). Even though Rotter’s instrument is still in use, there are other tools of measurement people are turning to for more precise measures of locus of control. These are the Bialer (1961) Locus of Control Scale, Crandall et. al.

(1965) Intellectual Achievement Responsibility Scale, the Nowicki-Strickland (1973), Locus of Control Scale and the Rotter (1966) Internal-External Locus of Control Scale.

The main adult measure of locus of control is an amendment of the early instruments of Phares (1967) and was created by Rotter and his associates. Even though the Rotter scale has been found faulty with regard to its fittingness for blacks Gurin et. al. (1969), the scale has been used in over 100 studies.

Many efforts have been conducted to find a reliable and valid locus of control measure of reinforcement for children; the Bialer (1961) paper and pencil evaluation consisting of 23 items answered yes or no, while Battle and Rotter (1963) constructed a projective device called the Children's Picture Test of Internal-External control. Studies with these measures proposed that locus of control becomes more internal with age and that internality is connected with higher social class and white culture position as opposed to blacks and poorer socioeconomic situation. Crandall, Crandall, and Katkovsky (1965) strive to produce a more precise measure intended at assessing children's beliefs in reinforcement in intellectual-academic-achievement circumstances. They produced the Intellectual Achievement Responsibility Questionnaire and established that internal beliefs tend to be fairly related to intelligence, ordinal position, and size of family, but inconsistently connected to social class.

In general, each of the measures of a child's locus of control of reinforcement falls short in one direction or another. Bialer's (1961) scale fails from reliability and format limitations. Battle and Rotter's (1963) measure is difficult to administer to large groups, and there is partial reliability information available. The Crandall et al. (1965) scale is

exclusively assembled for the academic rather than the general situation, and its force-choice format may be difficult for younger children.

In a study conducted by Nowicki and Strickland (1973) the evidence of reliability and validity was demonstrated in a measure of generalized locus of control for children built upon Rotter's definition of the internal-external control of reinforcement. The items describe reinforcement situations across interpersonal and motivational areas such as relationship, achievement and dependency. The study lead to a 40- item scale and demonstrated that scores were not related to social desirability or intelligence test scores, but related to achievement. This instrument has been used with an ample range of subject population and has supplied additional construct validation across variables such as popularity, ability to delay gratification, and prejudice. The Nowicki-Strickland Locus of Control Scale appears to offer an objective, precise, quick method for assessing a generalized belief of Locus of Control and the Locus of control dimension is a significant correlate of a number of competence related behavior in children.

Cultural Differences in Locus of Control

In a literature review of locus of control the following is declared: that the central point of internality reflects the demographics of North American society. Internal Locus of Control is accounted more regularly in Euro-Americans and members of superior socioeconomic status Gurin et. al. (1969). On the other hand, Lefcourt (1976) established from his review that minority groups, such as African Americans, Spanish Americans, and Native Americans, have been found to hold external control of beliefs more than Euro-Americans. According to Lefcourt, this is the effect of accessibility to opportunity. Proposing that societal causes have an effect on locus of control, Jensen, Olsen, and

Hughes (1990) informed a major effect for country of residence in their sample of nine Western European countries. Researchers have reported that Latin American societal and cultural factors are account for findings that Puerto Ricans and New England Latinos scored higher on external control than non Latinos in their sample. These studies showed that locus of control beliefs differ across countries and that cultural and societal aspects frequently account for the dissimilarities.

In a study of job training, it is asserted that blacks endorsed a belief of externality more than whites. In this study all the contributors were economically underprivileged; this proposes that the differences were not connected to economic condition. Nevertheless, within cultures, it is possible that financial condition plays a part in the beliefs about control. For instance, between Hispanic cultures, belief in external locus of control, also known as cultural fatalism, is common, and may be stronger among individuals from a lower socioeconomic class.

In a study investigating the causes of acculturation on perception of control Padilla et. al. (1985) testified that among Japanese and Japanese American students, more first generation students supported beliefs in external control and more third and later generation students achieved higher on internal control.

The finding among internality and higher socioeconomic status and greater acculturation appears to sustain the Euro-American cultural stress on having an internal locus of control. Researchers have established that as individuals grow to be more acculturated to American culture, they may integrate into their own beliefs the American value of personal control. Variations inside and among countries seem to be a function of culture.

Ethnic Differences in Locus of Control

An area of growing attention has been in ethnic differences in locus of control. In an examination of ethnic diversities and locus of control McLaughlin and Saccuzzo (1994) found that Anglo-American, American Chinese and Hong Kong students cultural orientation could be closely related to personal belief in internal versus external control. Individuals raised in a culture that values independence, uniqueness, self-reliant individualism, and personal output of energy are likely to be more internally oriented than individuals from a culture that tends to stress a different set of values. Also they found Anglo-Americans to be more internally oriented than Chinese Americans who were more internally oriented than Hong Kong Chinese, suggesting the significance of the important role cultural background plays in the socialization process.

In other studies investigating the correlation of culture and locus of control, Battle and Rotter (1963) where 80 black and white sixth and eighth graders was compared and it is established that middle class whites are mainly internal, and lower class blacks are mostly external.

In a study attempting to clarify differences in locus of control, it was hypothesized that at-risk children will have a more external locus of control than children not considered at risk.

The subjects in this study consisted of 643 black and white students classified as either at-risk or not-at-risk. It was concluded that at-risk students had a considerably superior tendency to attributing their achievement and life experiences to external forces and influences but no main effect was found for locus of control and race.

Other studies looked at locus of control orientation of at-risk and not-at-risk sixth grade students; it was found that students at risk tended to have a more external locus of control.

A study was conducted to find the effects of risk, ethnicity, cognitive ability and gender on the locus of control of children. The locus of control scores of children with no risk factors, one risk factor, two risk factors and three or more risk factors were examined to establish the effect of the presence of different levels of risk on locus of control. In addition, they contrasted gifted and nongifted children across numerous ethnic types and the role of gender.

The subjects in this study consisted of 805 fifth through seventh grade students. Of these subjects 190 were Latino/Hispanic, 341 Caucasian, 155 African-American, and 119 Filipinos; 435 were female, 370 male. They finished a Locus of Control Scale as an experimental test and the Nowicki Strickland Internal External Locus of Control Scale for children.

The outcomes disclosed that gifted children have a more internal locus of control than nongifted children. In the area of ethnic differences in locus of control, the results revealed that Caucasian children have a more internal locus of control than Filipino, Latino, and African-American children. These findings are consistent with other studies which concluded that Anglo-American students have a more internal locus of control than other ethnic groups. These results suggested that cultural orientation could be strongly linked to an individual's belief in external or internal control. The level of risk also affected locus of control. Children with two or more risk factors had a significantly more external locus of control than children with none or only one risk factor. Language

and cultural factors might influence a child's capability to achieve in school; however the child has no control over what culture to which he or she is born. The presence of multiple risk factors may lead the child to feel that he or she has little control over his or her surroundings and, as a result, develop an external locus of control.

Results demonstrated there was a major interaction with level of risk and the ethnic background of the child. This interaction pointed out that for non-Caucasians the presence of risk factors was, in fact, associated with a greater internal locus of control.

In general, the results maintained the conclusion that internal locus of control is certainly related to academic success, including identification for gifted programs. Female students were found to be more internal than male students. Numerous factors were recognized that influence an individual's locus of control. One factor that possibly will lead to a more external locus of control is cultural orientation. The level to which a culture believes in independence and self-reliance will influence the degree to which a person perceives control over his or her successes and failures. A second variable is the number of risk factors credited to the individual. The more risk factors a child has, the less internal control the child perceives.

Locus of Control and Academic Achievement

Locus of control refers to an individual's beliefs regarding control over life circumstances. Some people are classified as internal when they feel liable for the events that happen to them. Others are classified as external because this individual feels that their consequences in life are decided by forces outside their control such as fate, luck and other people. Locus of control is considered to be a rather permanent dispositional trait, though adjustable through experience. Rotter (1966).

A person's belief concerning locus of control has often been studied as a precursor to social behaviors and psychological conditions. Achievement and related activities have been studied widely. If an individual values success then that person should exercise more effort. Individuals with internal beliefs take satisfaction in good outcomes and feel embarrassment in bad outcomes, while those with external beliefs experience less intense feelings Phares (1976). Several studies have linked internal locus of control beliefs with actions that have an effect on the chance of attaining academic success. Studies have included all age groups and most of them lead to the conclusion that internality and academic achievement are positively related.

Ducette and Wolk (1972) found that externals learn to display less determination at tasks. A positive connection has been found among internality and eagerness to delay rewards in order to get the most out of them and an inclination to perform in ability rather than in chance positions. Studies indicate internals beliefs have a greater probability of achievement. Even though the relation between internality and achievement has been studied in many circumstances, the most significant has been in the field of education.

Findley and Cooper (1983) examine the correlation of locus of control and academic achievement in children. The Intellectual Achievement Responsibility (IAR) Scale Crandall, Katkovsky, & Crandall (1965) was used as the locus of control measure and grades or standardized test scores as indicator of academic accomplishment. It was concluded that internal children showed superior academic performance. However, this relation might be more substantial in children than in adults. Also, they pointed out that the connection between locus of control and academic achievement may be affected by gender in addition to age.

In an examination of literature 36 studies of children and adults were reviewed and it was determined that “there is a firm trend indicating that the perception of locus of control is related to academic achievement, this trend suggests that the more internal the individual’s orientation, the higher the individual’s achievement”.

In a study examining the relation between motivation and achievement, it was revealed thirteen correlations linking locus of control and grades. The average correlation across studies was .32.

In a study conducted by Nowicki and Strickland (1973) the correlation involving locus of control and achievement was investigated. They found a negative relationship between the locus of control and achievement of children in grades 3 through 12. As achievement scores went up, external scores went down; the children became more internal. This was true particularly in males.

In a research of 113 fourth grade children it was established that academic achievement, as measured by grades or achievement test scores, could be anticipated by knowing a child’s locus of control score. Crandall, Katkovsky, and Crandall (1965) calculated locus of control with the Intellectual Achievement Response Questionnaire (aimed in assessing children’s beliefs in reinforcement responsibility exclusively in intellectual academic situations), and they testified that a higher internality score on the IAR was positively associated with at least two measures of academic achievement.

Locus of Control and Achievement in Middle-and Lower-class Children

In a study executed by Bartel (1971) children’s beliefs regarding their ability to control their surroundings when they first enter school were examined. It was hypothesized that an interaction between locus of control and social class of subject, with

differences in scores between lower-and middle class subjects, would be insignificant in the early school grades but would become more significant as the children progressed through school. It was also hypothesized that a positive correlation between these variables in middle-class children would be obtained but that this correlation would be negative for lower-class children.

The sample consisted of 431 students (109 first-grade children, 107 second-grade children, 107 fourth-grade children, and 108 sixth grade children). The Bialer children's Locus of Control scale (Bialer 1961) was administered to all subjects. The socioeconomic status was determined by the Socioeconomic Index for Occupations, for the academic performance the Iowa Tests of Basic Skills or Metropolitan Achievement Test; IQ scores (Kuhlmann-Anderson) and reading readiness scores, (Metropolitan) obtained from the subjects when they were in grades 2 and 4, and in grade 1, were obtained from the children's cumulative folders.

The results of this study showed differences in locus of control between lower first, second and fourth grade children and sixth grade children. Lower and middle-class children did not change significantly from one another on locus of control in first and second grades, but by fourth and sixth grades the differences had reached importance. Correlation involving locus of control and achievement were, in general, positive for both lower and middle class children. The outcomes were concluded in terms of the social control role served by the public schools. When lower and middle-class children enter school there is not a quantifiable difference from one another in locus of control as they move into sixth grade. There is a measurable difference on this attribute. This transformation can be accredited to the school experience. The school appears to have

differential effects (facilitative versus inhibitive) for the development of internal locus of control. There was a positive correlation between both groups of children in locus of control and two achievement measures – first grade reading readiness raw scores and current standardized achievement test scores thus yielding only partial support for the second hypothesis. The data indicated that high-achieving, first-grade, middle-class children tend to be externally controlled but become internally controlled and by second grade their first-grade reading readiness scores correlate positively with internal locus of control. By fourth and sixth grades these correlations have reached a high degree (.522 and .388). Externality is an effective strategy for achievement at the beginning of first grade, but as the nature of the school tasks changes from teacher-directed activities to activities that call for greater inner direction (habits of perseverance and study skills), the child changes his mode of problem solving.

Locus of Control Internal/External

In a review of literature by McLaughlin and Saccuzzo (1994) it was reported that Locus of control has been used to evaluate diverse populations and it have been found major dissimilarities in locus of control among learning disabled, normal achieving and gifted children, with learning disabled being the most externally oriented and gifted children the least externally oriented. Gifted children have been recognized as comprising a greater internal locus of control than nongifted children.

In another study McLaughlin and Saccuzzo look at 137 achieving gifted, underachieving gifted and nongifted students in third, fourth and fifth grades. The outcomes of this study demonstrated that gifted underachievers and nongifted students were considerably more external than achieving gifted students. In addition it was also

found that the underachieving gifted and nongifted students made significantly more luck attributions for their failures.

Acculturation/Assimilation: Cultural Orientation

There has been much concern in our society pertaining to Hispanic students' dropout rates, educational accomplishment and the issues influencing their academic success. These concerns also extend to higher education of Hispanics. In order to understand the Hispanic predicament we must first look at the cultural issues and the effect that assimilation/acculturation may have on them as well as the psychological significance that these variables produce.

In an article exploring the association of Hispanic American students' cultural orientation Torres, Winston, and Cooper (2003) look at the study of 370 Hispanic college students from institutional locations where Hispanics are significantly present in the population and from areas where Hispanics are not as significantly present. A Bicultural Orientation Model (BOM) was used as a framework to determine whether geographic location influenced the students' level of acculturation and or level of ethnic identification.

This study looked at the relations between two constructs, ethnic identity and acculturation, to resolve the cultural orientation a student manifests. The BOM is formed by four quadrants. Each quadrant of the model represents a different cultural orientation. An individual with a high level of acculturation and low level of ethnic identity would be placed in the Anglo Orientation. A person with a low level of acculturation and high level of ethnic identity would be in the Hispanic Orientation quadrant. A person with low level of acculturation and a low level of ethnic identity would be in the Marginal

Orientation quadrant. Marginal Orientation implies a level of apprehension with both the Anglo and Hispanic cultures. These constructs provide a comprehension of individual diversity amongst Hispanic students.

College students experience stress during the transitional period into higher education, but researchers established that Hispanic American students experience added tension. Cultural expectations to financially assist the family, lack of money for education, and traditional gender roles can often cause additional stresses for Hispanic students.

This study examined freshmen college students and the revision sustained the hypothesis that minority status stresses, social climate stress, interracial stress, racism and discrimination stress, within-group stress, and achievement stress added extra weight for these students.

In this study it is affirmed that it could be simpler to maintain an association to one's culture of origin if that culture is noticeable, for example, a number of people who speak in Spanish, nearby social organizations, restaurants, and churches acquainted with Hispanic cultures within a geographical area.

In this investigation students were assessed from Texas and Florida colleges where Hispanic Americans included at least 60% of the student body and from Georgia schools where Hispanic Americans are not as predominant and composed 2% of the whole student population. Participants from the urban university in Texas and the community college in Florida were chosen during a random stratified method selecting 125 students from each academic class for the university and 250 from each academic class for the community college. Two existing scales were use to assess the cultural orientation of the

students as operationally defined by the BOM. The level of ethnic identity was decided by the score on the Multigroup Ethnic Identity Measure (MEIM). In addition College Stress Inventory (CSI) was incorporated to measure stress and to establish if there were dissimilarities in stress level between the four cultural orientations.

The majority of the contributors were second generation in the United States (52%), indicating that they were born in the United States and one or both of their parents were born outside of the United States. More than 80% of the participants spoke both English and Spanish, and a similar percentage recognized them as Hispanic/Latino. Culture of origin: Mexico 32%, Central and South American countries 22%, Cuba 19%, Puerto Rico 3%, Spain 3%, and the Caribbean 2%.

The results showed that geographic location has some basis on cultural orientation. Hispanic students situated in areas where Hispanics are not predominant will have higher level of acculturation to the majority culture. The ethnic identity seems to be the same as those who live among large numbers of Hispanics. The students were not losing their ethnic identity even when the geographic area did not support their ethnicity. The study validates the disagreement that one can acculturate to the majority culture and still keep pride in the culture of origin. Students in areas where Hispanics do not have a critical mass are changing to the host culture at a higher level, but are still retaining their ethnic identity. It is established that when later generations of Mexican American had little accurate information on their ethnic background, they still sustained a sturdy pride in their ethnicity.

It is determined that Hispanic American college students are prone to have high acculturation scores. A great part of the students in this study exhibited high levels of

acculturation and were placed in either the Bicultural or Anglo Orientation quadrants.

One-third of the students had acculturation scores lower than the norm mean and was either Hispanic Oriented or Marginal. In the Marginal Orientation 92% of the students lived in areas where Hispanics are considered a critical mass.

Acculturative Distress among Hispanics: The Role of Acculturation

In a study conducted by Torres and Rollock (2004) the relationship of acculturation, general coping, and intercultural competence in predicting acculturative distress in a Hispanic population was investigated. It was hypothesized that intercultural competence would be significantly related to acculturative stress.

The subjects in this study consisted of 96 adults, Hispanic volunteers from a Midwestern city. Fifty-four percent were male and 46% were female. Ages ranged from 18-62 years, with the mean age being 28.71 years. Of the participants, 89% were Mexican, Mexican American, or Chicano. The others were Puerto Rican, Central or South American, and other national or Hispanic heritage. Fifty-eight participants were part of the first generation to live in the United States, 28 were second generation, and 5 were third generation. The amount of time spent in United States ranged from less than 1 year to 32 years. They completed a series of measuring tools such as: The Cultural Life Style Inventory; the behavioral Attributes of Psychosocial Competence- revised form and the Cultural Adjustment Difficulties Checklist (CADC) which measures acculturation related challenges. The CADC consists of two subscales: The Acculturative Distress subscale which entails affective, behavioral, and psychosomatic responses to general stress, as well as to cultural stress, and the Intercultural Competence Concerns subscale

which refers to concerns regarding social, cultural, as well as academic and career, competence.

The outcomes of the study supported the hypotheses by presenting that intercultural competence contributed variance in Hispanics' acculturative distress more than what is accounted for by general coping, acculturation, and sociodemographic variables. Furthermore, intercultural competence was the best predictor of acculturative distress between Hispanics. These findings recommend that a low sense of proficiency concerning intercultural and intracultural issues could lead to the experience of augmented stress among Hispanics.

Immigrant Youth Mental Health, Acculturation, and Adaptation

In an examination of a research that discusses the challenges facing all immigrant youth, Frabutt (2006) from the University of North Carolina at Greensboro, places special attention to the Hispanic population and the acculturation, and adaptation dilemma that this community faces. According to the study, one in five youth in the United States is a child of an immigrant and children of immigrants are the fastest growing part of the U.S. population under age 18. As a result, there is a great need to better comprehend the psychosocial impact of immigration on children's mental health and adjustment.

It has been observed the intricate relationship of individual and social-ecological factors around immigrant youth adaptation and it is stated that it is the interaction of the circumstances surrounding the migration, the distinctiveness of the migrant family, and the uniqueness of the host community and its service system that produce or prevent the development of the psychological distress commonly associated with migration.

Some of the factors that led to or preceded the migration are witnessing violence, fear, preparing for migration, and abrupt separation from primary social supports. During the migration the legal status and eventful versus uneventful admission into the country (e.g., border crossings) are important. In addition, the loss of loved ones and beloved objects may be felt at that time in an especially poignant way.

When immigrants are in the host country, the psychological trauma or displacement and adaptation to the new culture regularly turn into acculturative stress. Feelings of alienation, depression and anxiety, identity problems, and psychosomatic symptoms are exhibited. Research has recognized and documented the major psychological distress originated by the migration experience, as well as discriminating alienation between school peers and poorer self-esteem and self-efficacy.

Researchers have observed that when confusion becomes visible among immigrant children, they tend to manifest as behavior disorders and as identity disorders in adolescence. As immigration exercises a “destabilizing effect on the family,” family structures, roles and the stability of power among parents and youth could shift.

In conclusion, the tribulations and adjustments of immigration place children at a bigger risk for psychosocial problems.

Acculturation and Teacher Ratings of Hispanic and Anglo-American Students

Acculturation has been recommended as a variable to predict intelligence and academic achievement. In view of this, a study was designed to decide if there was dissimilarity among teacher ratings of Anglo-American and Hispanic students' based on the student's acculturation level.

In a study conducted by Masten and Plata (2000) 274 fifth-grade students were invited to participate in an attempt to explore the variables of acculturation and teacher rating on Anglo-American students. Of these students 63 were males, 87 females, 63 Hispanics, 87 Anglo-American. The mean age was 11.5. In regard to the language, 51% answered they barely speak Spanish, whereas 49% speak Spanish part of the time. All fifth grade teachers finished four scales (the Learning Characteristics, the Motivational Characteristics, Creativity Characteristics and the Leadership Characteristics), and the children completed the Children's Hispanic Background Scale (CHBS).

The results proved there were major differences among teacher rating of Anglo-American and Hispanic Students based on the students' acculturation level. The literature offered evidence that classroom teachers' rulings are influenced by students' ethnicity.

Acculturation and Ecological Worldview among Latino Americans

The development of acculturation has received substantial consideration by psychological researchers anticipated that a person who is in touch with a new culture will gradually alter in his or her use of language, personality, identity, attitudes learning styles, and levels of stress. Consequently, as an individual becomes acculturated, his or her manners should become more comparable to those instituted in the new culture.

In this study, Torres and Rollock (2004) looked at the environmental attitudes among foreign-born Latino Americans and the differences in these attitudes associated with acculturation are examined.

The data assembled in this study consisted of reports from Spanish-speaking students (N=153) enrolled in 3 levels of English as a second language (ESL) courses and from English-speaking students (N=39) enrolled in a Spanish as a second language course.

They finished measures such as the New Environmental Paradigm (NEP) scale, a 4-item acculturation scale, ESL course level, and demographics.

The conclusions of the study were as follows: acculturation was negatively associated to scores on the NEP scale, and Spanish-speaking students in lower level ESL courses scored higher on the NEP than students in higher level courses. Still, when income and education were used as covariants these effects continued to be significant. The implications of these conclusions are that culture is a vital determinant of environmental approach.

Locus of Control in Hispanic and Mainstream Samples

Locus of control is a variable of substantial significance in organizational psychology. The literature examination proposed that there are various relations among behavior in organizations and locus of control. Between the most related conclusions are that externals tended to use a more authoritarian leadership style in handling subordinates, internals were more occupied with their jobs, exercised more challenge, had greater expectations between effort and performance and performance and reward, were more efficient and had a tendency to move ahead faster in the organization, more involved and contented in participation. Externals on the other hand favored directive supervision, were discontented with their jobs and were more prone to leave; hence turnover was higher between discontented internals than among externals. Also people with external beliefs adjusted better to situations involving directive supervision while those with internal beliefs are better at collecting and processing information; and would be better at performing difficult tasks. This proposed that organizations might do better if they allocate individuals to jobs taking their level of locus of control into consideration.

This research intend to establish whether the significance of locus of control varied among diverse groups (Hispanics versus whites, males versus females, those with low versus those with high socioeconomic status, and civilians versus those in the military); to examine relationships between locus of control and age, parents' education, religious attendance, job satisfaction, educational attainment, and self esteem' and to study locus of control among similar groups were investigated.

The sample in this study consisted of a national sample of civilian and military subjects, 12,686 men and women, between the ages of 14 and 21. Individuals were included in the population if they were living within the 50 states or if they were on active military duty outside the U.S. Some over sampling was done to increase the numbers of high socio-economic level subjects as well as of Hispanics and Blacks. For the study of the meaning of locus of control among samples of males and females, whites, blacks and Hispanics, military and civilian personnel, were sampled. They completed a Difficult-Easy World factor and a Multidimensional Scaling tool.

For the revision of the meaning of locus of control for the variety of samples they had chosen a total of nine extra variables: age, mother's education, father's education, religious attendance, job satisfaction, highest grade attained, and self-esteem. Many of these variables were revealed to be connected to locus of control in earlier studies.

The outcomes of the study showed that between civilians, externality was negatively correlated with age and parents' education, while internality was connected with self esteem. Externality and job satisfaction were positively correlated among military subjects and negatively correlated among civilians.

Summary

The examination of the literature reviewed supports a positive correlation between Locus of Control and academic achievement. Individuals who are internally oriented achieve more academically and those with external orientation achieve less with a sense of helplessness and lack of control over their circumstances. The correlation varies according to age, the older the individual the more internal they become. In regards to acculturation, students who are first generation supported beliefs in external control and more third and later generation students achieved higher on internal control. The examination also showed that Anglo-American students displayed a more internal locus of control than other ethnic groups. Cultural orientation was strongly linked to an individual's belief in external or internal control; multicultural risk factors leading to a more external locus of control.

In general, the examination of the writings sustains the hypothesis of this present study, which attempts to establish a positive correlation between Locus of Control, and academic achievement and the effect that acculturation/assimilation has on the two variables.

Chapter III: Design of Study

Sample

The samples used for this study were selected from an urban Middle School located in the South Jersey area. This middle school is a public middle school in which the population is composed of 28.75% African American, 54.25% Whites, 15% Hispanic and 2% others. Within this school population 54.5% are economically disadvantaged and 24% are students with disabilities. Students from sixth, seventh and eighth grades were randomly drawn from a list of classes to participate in this study. The students range in age from 11 up to 15 years. A total of 137 subjects, 75 females and 62 males, were included in the survey. The subjects were divided into three distinctive groups: group A - Anglos (Non-Hispanic), B - Hispanic students in the mainstream and group C - Hispanics identified as English Language Learners (ELL). In the sample group there were 82 Non-Hispanics, 31 males and 51 females. The main stream Hispanics were 43 made of 20 females and 23 males. The English as a Second Language (ESL) class or ELL was composed of 12 Hispanics, 8 males and 4 females.

Measure

A short Acculturation Scale for Hispanic Youth (the SASH-Y) was utilized, which is a scale designed to measure the level of acculturation of Hispanic children in grades three through eight. This measure is composed of twelve items where students choose the letter that best answers the questions. This scale is scored

using a 5-point Likert scale. The letter responses will be converted to numbers as follows: A=1, B=2, C=3, D=4 and E=5. The answer scores were added; scores ranged from 12 to 60 points. The Normative data is as follows: T-score (M=50, SD=10) and percentile; interpretation is: Low Acculturation is $T < 40$, Moderate Acculturation $T > 40$ and $T < 55$ the High Acculturation is $T \geq 55$.

To determine the level of internality or externality of reinforcement beliefs on children, a Locus of Control personality survey was used. This survey was developed by Terry Pettijohn based on Rotter' (1966), the author of Psychology: a Connect Text. Pettijohn followed the designed of Rotter's original idea for a LOC measuring tool. This measure is composed of twenty true and false statements. There are no rights or wrong answers. The data is scored as follows: 0-15 very strong external locus of control, 20-35 external locus of control, 40-60 both external and internal locus of control, 65-80 internal locus of control and 85-100 very strong internal locus of control.

For the academic determination, grades were used. The grades were obtained using the Gradespeed system, which is the program used in the school system to record all children's academic progress.

Reliability and Validity of Scales

This thesis is based on a specific population. Reliable and valid measurement tools were not accessible. The SASH-Y and the LOC surveys were the best assessment tools available. The authors of the Short Acculturation Scale for Hispanic Youth, Barona and Miller (1994) did not provide information pertaining to the validity or reliability of this instrument.

The Locus of Control Survey is based on Rotter's original idea. Rotter (1966) developed a 29-item Locus of Control questionnaire. Since then, many other researchers have tested, disapproved of and refined the concept and the measurement tool; however this scale with a small number of other measures has been used in over 100 studies. Rotter's instrument is still in broad use, but researchers are turning to more specific measures of Locus of Control. Reliability estimates reported by Rotter (1966) and other reports (Lefcourt, 1976) affirmed its acceptability for use in group study.

Method

The subjects were given the Locus of Control Survey in a group setting. The directions were read out loud by the examiner, who responded to any inquiry that took place. The examiner wrote an example on the board to demonstrate how to fill in the circles for the choices true or false. The students were given twenty minutes to complete the survey and then the surveyor collected them.

For the Short Acculturation Scale, the directions were given and an explanation of the meaning of non-Hispanic was provided, in addition to any other term that the child had difficulty with. The students were given twenty minutes for the completion of the scale and papers were collected by the examiner.

The quarter grades from the third marking period were collected. These scores were found in the students' academic record and made available for the purpose of this study.

Independent and Dependent Variables and Hypothesis

H1: The independent variable was the level of acculturation and the dependent variable was the internal-external, locus of control. H2: The independent variable was

the internal-external locus of control and the dependent was the students' first and second marking period performance (total average).

Hypothesis: a positive relationship exists between locus of control and acculturation. It was also hypothesized that a positive relationship exists between locus of control and academic achievement.

The Null Hypothesis: No relationship exists between locus of control and acculturation. No relationship exists between locus of control and academic achievement.

Analysis of Data

A One-Way and Two-Way Anova was applied to I-E scores and examined to determine whether a positive relationship exists between the variables.

Summary

In this chapter, the design of the research to study the association between locus of control, acculturation and academic (grades) was outlined. The 138 subjects were described as being from an urban Middle School located in a diversified Southern New Jersey area. The measures, a Locus of Control Survey and the Short Acculturation Scale for Hispanic Youth (SASH-Y), were clarified and their applicability justified. Reliable and valid measurement tools were not accessible for the Short Acculturation Scale for Hispanic Youth. Reliability estimates of the Locus of Control measure reported by Rotter (1966) and by others (Lefcourt, 1976) affirmed its acceptability for use in group study. The procedure for data collection was explained and the correlation and descriptive investigation chosen. The analysis of the data was produced to explore

any existing association between the variables locus of control, acculturation and grades.

Chapter IV: Results of Analysis

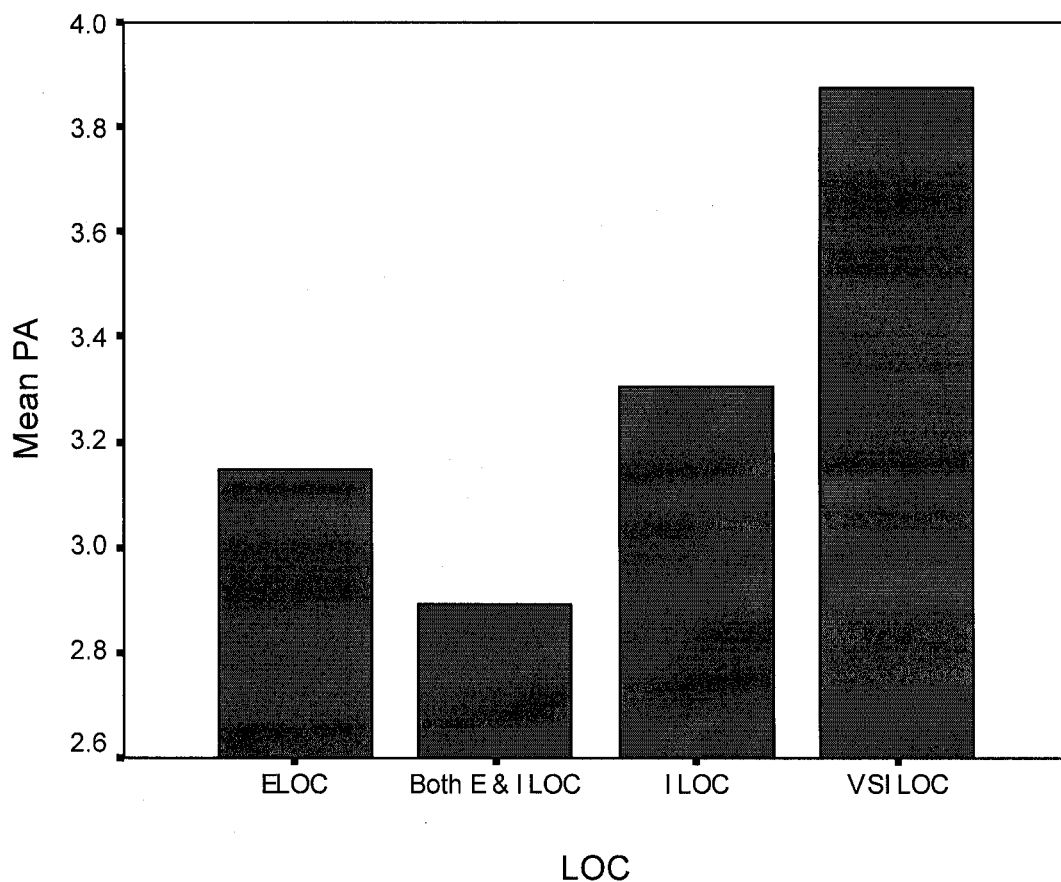
The objective of this investigation was to determine if there was a positive association of the internal/external beliefs of locus of control of students in the 6th, 7th and 8th grade, with their academic performance and also, to determine if the assimilation/ acculturation of Hispanic children has an effect with their internal/external locus of control and their academic performance. The result of the study is provided in this chapter, in addition to an explanation of the outcomes.

It was hypothesized that Hispanic students with a greater level of assimilation/acculturation showed a higher level of internal locus of control. It was also hypothesized that Hispanic students who showed higher level of internal locus of control demonstrated better academic success.

For the duration of this study, all students were given a survey of internal/external Scale of Locus of Control to determine the level of internality/externality of reinforcement of beliefs. Also a Short Acculturation Scale of Hispanic Youth (SASH-Y) which is a summated rating scale designed to measure level of acculturation of Hispanic children was provided to 60 Hispanic students. The data from both surveys were collected and scored by the researcher and by the School Psychologist, trained in psychometric assessment and interpretation of psychological data with ethnic and language minorities (which was one of the conditions from the author of this survey) using a 5-point likert scale for the SASH-Y.

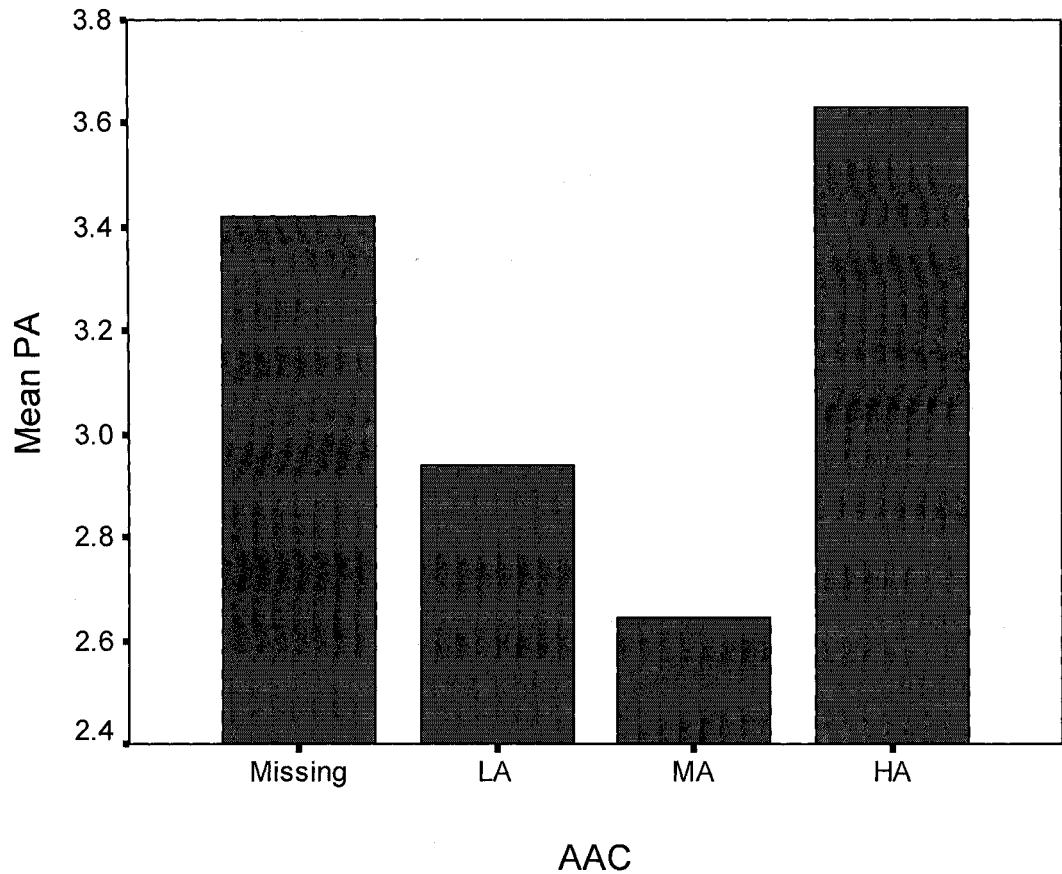
A One-way Anova was conducted using all subjects including both Anglos and Hispanics. Results indicated a main effect for locus of control ($F_{3, 134} = 4.161$, $p < .007$). In this study it was not possible to look at the effects of locus of control (LOC) of Hispanic students because none of the students surveyed scored external in the assessment. For this reason, LOC was compared across groups (see figure 4.1).

Figure 4.1, Mean Point Average/Locus of Control



Another variable studied was the relationship of the assimilation/acculturation and the GPA of the students (see figure 4.2).

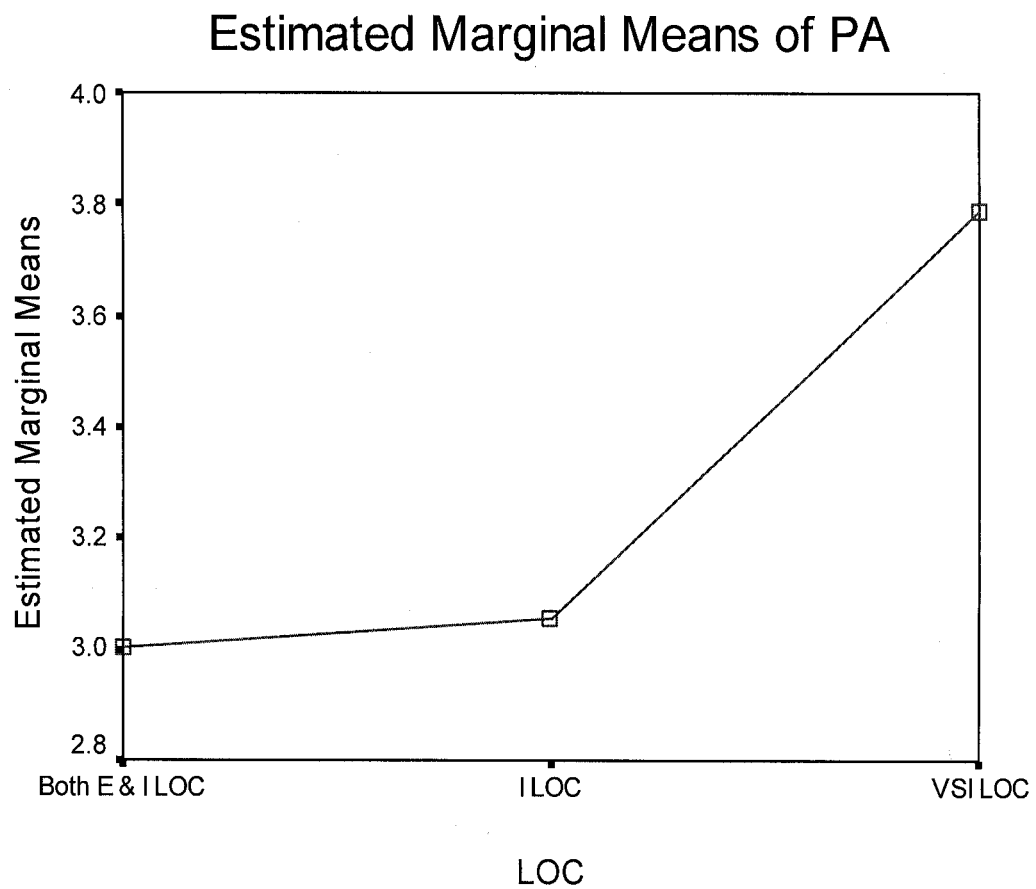
Figure 4.2, Mean Point Average/Assimilation/Acculturation



Using Hispanic students a Two-Way Anova indicated there was no main effect for locus of control; however there was a significant main effect for acculturation of ($F = 2, 52 = 4.137, p < .022$).

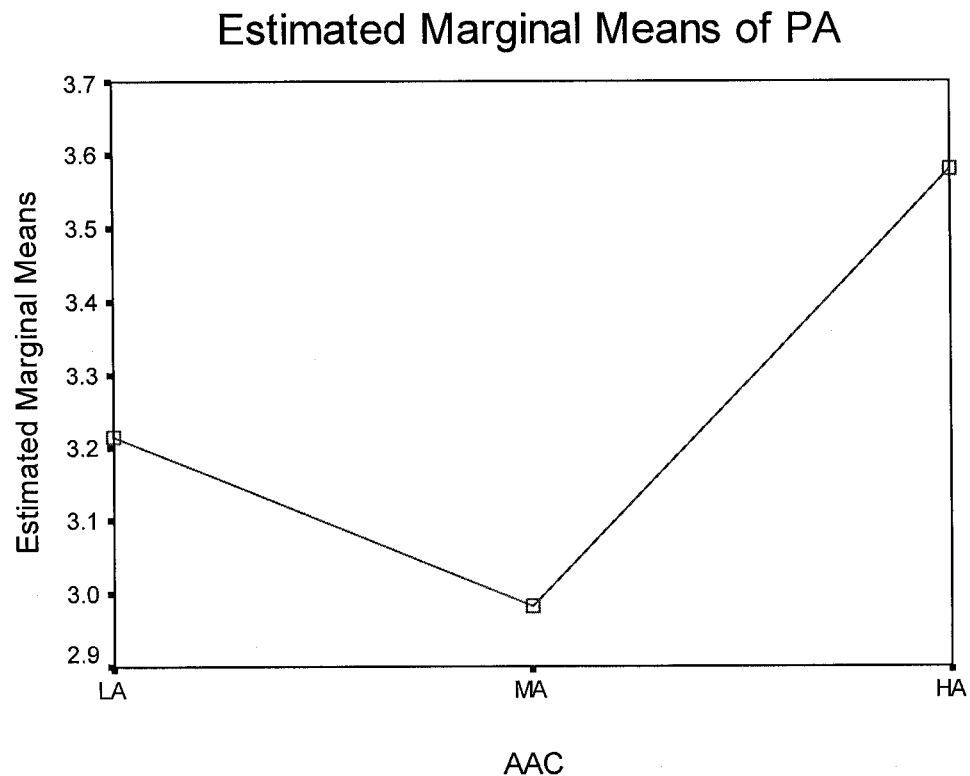
The mean of point average and the LOC demonstrated that the greater the internality of the students the higher the level of academic performance as showed in figure 4.3.

Figure 4.3, Estimated Marginal Means of Point Average



The mean of point average and the acculturation/assimilation demonstrated the greater the assimilation/acculturation the stronger the academic performance as presented in figure 4.4.

Figure 4.4, Estimated Marginal Means of Point Average



In summary, there were an Anova-One Way and an Anova-Two Way performed in this study. The study demonstrated that there was a positive relationship between locus of control and grade point average across groups as indicated in figure 4.1. Also there was a positive relationship between acculturation/assimilation and grade point average of students as indicated in figure 4.2. The mean of grade point average and the locus of control demonstrated a positive relationship; the higher level of internal locus of control the greater level of academic performance of students as showed in figure 4.3. Likewise the estimated margin of assimilation/acculturation and grade point average demonstrated that the more Hispanic students assimilated/ acculturated into the Anglo culture the more positively they performed academically.

Chapter V: Discussion

Summary

This study attempted to investigate the relationship between locus of control and the variables of assimilation/acculturation and academic performance of a group of students in a Southern New Jersey, urban middle school. Previous investigations indicated a positive relationship between locus of control and academic achievement. Also past studies showed a positive relationship between locus of control and assimilation/acculturation of other diverse ethnic groups. In this study it was hypothesized that the Hispanic students with a greater level of assimilation/acculturation would show a greater level of internal locus of control. It was also hypothesized that the Hispanic students who showed a higher level of internal locus of control demonstrated a greater level of academic performance.

These hypotheses were originated largely on the theories of Julian Rotter and Albert Bandura. Rotter's theory of locus of control distinguished between beliefs of internal versus external control of reinforcement. According to Rotter, some people are inclined to credit their chances of future successes or failures either to internal or external causes. An individual with internal locus of control feels responsible for the outcomes of his/her actions while people with external beliefs feel that their outcomes in life are decided by luck, fate or other powerful external circumstances.

Albert Bandura established the importance of examining and modeling the behaviors, attitudes, and emotional reactions of others. Bandura considered that all

behavior is acquired through imitation and modeling. Also, that the social feedback one obtain helps shape one's behavior. The experience of social accomplishment leads to the increase of self-esteem and social expectancies. Disappointment and negative feedback guides to a lower self-esteem.

The samples used for this study were selected from an urban Middle School located in the South Jersey area. Students from 6th, 7th, and 8th grades were drawn from a list of classes to participate in this study. The students ranged in age from 11 up to 15 years. A total of 137 subjects, 75 females and 62 males, were included in the survey. The subjects were divided into three distinctive groups: group A - Anglos (Non-Hispanic), B - Hispanic students in the mainstream and group C - Hispanics identified as English Language Learners (ELL). In the sample group there were 82 Non-Hispanics, 31 males and 51 females. The main stream Hispanics were 43 made of 20 females and 23 males. The English as a Second Language (ESL) class or ELL was composed of 12 Hispanics, 8 males and 4 females. The Rotter's Internal-External scale, a commonly used measure of LOC, was administered to all the subjects present. Also a short Acculturation Scale for Hispanic Youth (SASH-Y) was utilized, which is a scale designed to measure the level of acculturation of Hispanic children in grades three through eight. This measure is composed of twelve items where students choose the letter that best answers the questions. This scale is scored using a 5-point Likert scale. The letter responses will be converted to numbers as follows: A=1, B=2, C=3, D=4 and E=5. The answer scores were added; scores ranged from 12 to 60 points. The Normative data is as follows: T - score (M=50, SD=10) and percentile; interpretation is: Low Acculturation is T<40, Moderate Acculturation T>40 and T<55

the High Acculturation is $T \geq 55$. For the academic determination, grades were used. The grades were obtained using the Gradespeed system, which is the program used in the school to record all children's academic progress. The GPA was then compared to the internality/externality locus of beliefs of the student and to the Acculturation results.

A One-way Anova was conducted using all subjects and the results demonstrated significance between LOC and the GPA across groups of .007. In this study it was not possible to look at the LOC of Hispanic students because none of the subjects surveyed score external in the assessment; for this reason LOC was compare across groups (see figure 4.1). Another variable studied was the relationship of the assimilation/acculturation and the GPA of the students (see figure 4.2). The results showed a strong significance between the GPA and acculturation/assimilation (Sig.022) using the Two-Way Anova. In regards to locus of control and assimilation/acculturation, a level of significance was not found (sig.941) with the Hispanic population. Overall, this investigation is congruent with previous research by providing support for the positive outcome between Locus of Control and Academic Achievement and a positive significance between Acculturation and academic performance.

Conclusions

The outcome of this research provides evidence sustaining the effect of locus of control and academic performance as well as acculturation/assimilation and academic performance.

It is important for educators to understand the internal/external beliefs or tendencies of the students in order to encourage movement toward growth, self-esteem, adaptation, and enthusiasm to learn in order for them to have a successful and productive life. To achieve this task, it is crucial for the educator to have an understanding of the students' tendencies toward internal or external beliefs. As Bernard Wiener (1979) stated, "Knowing the location of control of students will assist in planning the type or quantity of reinforcement used in the classroom." Also, Comas-Diaz (1993) stated that, "Among Hispanic cultures, belief in external locus of control, also known as cultural fatalism, is common." Hispanic individuals are different from their Anglo and Euro-American counterparts in the way they attribute their chances of future successes and/or failures to internal or external reasons. The more understanding one has of the internal and external beliefs of students, the better equipped they will be to help them acquire academic success.

Discussion

The outcome of this study leans to support the research presented in chapter two associating locus of control to academic performance. The examination showed that Anglo-American students have internal locus of control. Several studies have linked internal locus of control of beliefs with actions that have an effect on the chance of attaining academic success. Studies have included all age groups and most of them lead to the conclusion that internality and academic achievement are positively related.

In regards to a relationship with assimilation/acculturation and LOC, a strong connection was found across groups but with the Hispanic sample, an association of LOC and assimilation/acculturation of the Hispanic group were not presented. The review of

the literature sustains that in regards to assimilation/acculturation, students who are first generation supported beliefs in external control and more third and later generation students achieved higher on internal control. Cultural orientation was strongly linked to an individual's belief in external or internal control; multicultural risk factors leading to a more external locus of control.

In this study it was also established the connection of assimilation/acculturation of the Hispanic students and their GPA. The more acculturation the greater level of academic performance was presented.

Implications for Future Research

As the design of this study is examined, there are some modifications that would make future study more valuable. First, the ethnicity used in this study was only partially representative of the vast diversity of Hispanics which in essence limits the applications of the results. Most of the students involved in the present study were from Puerto Rico. The island of Puerto Rico is deeply influenced by the American culture (it is a commonwealth, a territory of the U.S. since 1898). In this study all the Hispanic in the ESL class scored low acculturation, which demonstrates that when they come to the U.S. they are already in the process of assimilation to the host culture. This could be a viable reason of why none of the Hispanics students scored external locus of control. A study including different representation of Hispanic students such as Mexican, Central, and South American backgrounds that have not been influenced by the Anglo culture could provide a more clear illustration of the association of LOC and assimilation/acculturation. Secondly, having a larger Hispanic sample would provide a better insight of the internality/externality of beliefs of these students.

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