

A SURVEY OF THE VALUE HIERARCHIES OF ANGLO AND CHICANO STUDENTS¹

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A value hierarchy instrument was employed with two samples of junior high school student belonging to the Anglo and the Chicano or Mexican American cultures. The sample consisted of 155 students ranging in age from 12 to 14 years. An analysis of variance was used to the average rank assigned to each element in the instrument by Anglo and Chicano males and females. Also, Chi-square was computed for each value.

Results from this instrument show slight differences in the value patterns of Anglo and Chicano students. However, the value given to love by both cultures in regard to sex reveals significant differences intraculturally. The Chicano value pattern seems to be quite similar to the Anglo value pattern.

Se empleó un instrumento para medir la jerarquía de valores de dos muestras de estudiantes de los primeros años de secundaria que pertenecían a la cultura Chicana o Mexico-Americana y a la cultura Anglo de los Estados Unidos. La muestra consistió de 155 estudiantes con un rango de edades de los 12 a los 14 años. Se utilizó un análisis de varianza para el rango promedio asignado a cada elemento del instrumento por sujetos de ambos sexos en cada cultura. También se computó un ji-cuadrado para cada valor.

Los resultados con este instrumento muestran pequeñas diferencias en los patrones de valores de los estudiantes Anglos o Chicanos. Sin embargo, el valor asignado a amor en ambas culturas en términos del sexo reveló diferencias intraculturales significativas. Los patrones de valores de los Chicanos parecen ser bastante similares al patrón de valores Anglo.

There are primary values common to all men, and secondary values which the individual acquires as a result of contact with other people. Once these values are learned, they shape in the individual attitudes which play an important part in determining his likes and dislikes, remoteness from and closeness to other individuals, and his behavior in satisfying his needs (Sherif, 1936). Studies have been done to investigate how values affect judgment (Rice, 1926; Sherif, 1935; Cesa

¹ The author was assisted in the process of collecting data by his students Elaine Barnes, Lana Cross, Nancy Eger, Sandy Scheberle and Scott Wallace from Fort Lewis College, Durango, Colorado.

Bianchi, 1966) and to what extent established values can be changed (Sherif and Hovland, 1961; McGuire, 1969; Bem, 1967).

H. Soudder Mekeel was one of the first authors to use values as a conceptual tool in the analysis of cultural change. Since Mekeel, the concept of values has become widespread in cultural research. With the advent of increased interest in cultural research, investigative methods have evolved from the comparison of simple ethnographies to the use of experimental and quasi-experimental designs.

Cross-cultural research methodology is now being used for the investigation of wide-ranging problems and research areas, one of which is the study of value systems in different cultures. The framework and technique for this study stemmed from recent investigations (Saville and Champ, 1967; Hepner, 1967; Hereford *et al.*; 1967; Peck, 1967; Diaz-Guerrero and Peck, 1967; Diaz-Guerrero, 1972; Escotet, 1973) which studied different value hierarchies among Mexican American, American, and Mexican adolescents.

Peck and Diaz-Guerrero (1967) have been working on a multifaceted research project known as the Cross-Cultural Study of Values. Several instruments have been developed in order to accomplish that task. Their major emphasis is the comparison of American and Mexican youth, even though their study covers a variety of other cultures and nations. The main purpose of this study is to replicate Peck's report (1967) with regard to an intracultural dimension, using Anglo and Mexican American students.

This study attempts to investigate the differences and "core-culture" pattern between Chicano and Anglo student values by addressing the following questions: (1) What are the value hierarchies of Anglo and Chicano students by sex?; (2) Are there significant differences among the four samples as to the placement of specific values in the hierarchy?; (3) are there noticeable similarities or differences between the value hierarchies of the entire Anglo and Chicano samples?

Another objective of this paper is to present a value hierarchy for both cultures and to explore the interrelation between culture and sex.

Method

The sample consisted of 155 junior high school students. There were 121 Anglo students and 34 Chicano students. The Ss ranged in age from 12 to 14 years. The sample was drawn at random from junior high schools in southwest Colorado.

The instrument used in this study was the same utilized by Peck in 1967. The instrument consisted of a list of 15 goals of life, with instructions to number them from 1 to 15 in regard to their relative importance to the subject.

An analysis of variance was used to the average rank assigned to each element in the instrument by Anglo and Chicano males and females. Also, chi-square was computed for each value, using the proportion of occurrence in the first position for each group.

Results

Table I illustrates the rank order, from highest to lowest, of student values for each sub-group of the sample. An inspection of this table reveals that for Anglo students, *health, religious faith and freedom* were ranked highest, while *economic security, good disposition, power, humor and wealth* ranked lowest. For Anglo girls, *religious faith* was ranked highest. This was closely followed by *love and freedom*, whereas

the Anglo male students put *love* at the middle of the hierarchy. Both sexes agreed that *power* and *wealth* were least important to them.

For Chicano male students, *love* was given highest rank. Next were *health* and *religious faith*. For Chicano female students, *health* was ranked first. Thereafter, the most important values were *friendship* and *respect*, whereas the Chicano males put *respect* at the end of the value hierarchy. *Economic security*, *honor*, *humor* and *wealth* were least important to both sexes.

As shown in Table II, *love* was ranked in significantly different positions across the sample. However, while *love* is ranked very high for Anglo females and Chicano males, the other two groups placed it at the middle of the hierarchy. This fact is a very important finding, because it can be said that the relationship of *love* between sexes in both cultures does not provide us a "core value pattern" on this matter. However, speculation on this must be supported with more concrete evidence. Both male and female Chicano students put great emphasis on *health*. For the Anglo females it was in fourth place, whereas the Anglo males put it at the top of their list.

TABLE I
THE VALUE HIERARCHY OF ANGLO AND CHICANO STUDENTS
BY SEX

Rank	Anglo Males	Anglo Females	Chicano Males	Chicano Females
1	Health	Religious Faith	Love	Health
2	Religious Faith	Love	Health	Friendship
3	Freedom	Freedom	Religious Faith	Respect
4	Friendship	Health	Friendship	Freedom
5	Knowledge	Friendship	Character	Good Disposition
6	Love	Good Disposition	Freedom	Knowledge
7	Career Success	Knowledge	Knowledge	Love
8	Character	Character	Power	Religious Faith
9	Honor	Humor	Career Success	Character
10	Respect	Career Success	Economic Security	Economic Security
11	Economic Security	Economic Security	Good Disposition	Honor
12	Good Disposition	Honor	Honor	Humor
13	Humor	Power	Humor	Power
14	Power	Respect	Respect	Career Success
15	Wealth	Wealth	Wealth	Wealth

TABLE II
CHI-SQUARE ANALYSIS OF THE SIGNIFICANT GOALS ON THE VALUE
HIERARCHY FOR ANGLO AND CHICANO STUDENTS BY SEX

Goals of Life	χ^2	p
Health	1.13	N.S.
Love	117.00	.01
Religious Faith	1.28	N.S.
Freedom	.04	N.S.
Knowledge	10.28	.10
Friendship	.54	N.S.

An inspection of Table III reveals that, overall, there are no major differences between the value hierarchies of Anglo and Chicano junior high school student. *Religious faith, health, love and friendship* occurred within the five highest positions for both samples. Both groups agreed that humor, economic security and wealth were least important to them. Perhaps the most important difference is the low value placed on *respect* by the Anglo student, in contrast with the Chicanos.

TABLE III
THE VALUE HIERARCHY OF ANGLO AND CHICANO STUDENTS

Rank	Chicano Sample	Anglo Sample
1	Religious Faith	Health
2	Freedom	Love
3	Health	Friendship
4	Love	Religious Faith
5	Friendship	Respect
6	Knowledge	Freedom
7	Character	Knowledge
8	Good Disposition	Character
9	Career Success	Good Disposition
10	Honor	Power
11	Respect	Career Success
12	Humor	Economic Security
13	Economic Security	Honor
14	Power	Humor
15	Wealth	Wealth

Discussion

The results indicate that Anglo and Chicano junior high school students seem to have more values in common than as differences. This may be attributable to the fact that Chicano students between 12 and 14 years of age are becoming more related to the Anglo than to the Mexican cultural pattern. The demands of life in the United States have required basic modifications of the Mexicans' cultural tradition. However, this "Anglo Acculturation" which filters into the Mexican or Chicano environment presents conflicts (Escotet, 1973); it often implies rejection of their parents' culture and way of life. The Chicano youths do not have a set of values they can accept as their own. Therefore they vacillate between Anglo culture and Mexican culture, and often achieve only a poor amalgam of both cultures. The discrepancies between Anglo students and Chicano students on the value hierarchy are a matter of degree, not of total dissimilarity. We found more differences between sexes in the Chicano sample than we can identify in comparing the two cultures. This finding seems appropriate in view of the differences in the education of children by the Mexican American parents. The boy is trained for the world of work, while the girl is trained for the home. On the other hand, girls are closely supervised by their parents, whereas boys are given a good deal of freedom of movement. This characteristic of the Mexican American family is not found in the Anglo family. The latter teaches both sexes independent behavior. These home situations, therefore, may be an important factor in the slight differences found

on the value hierarchy between Chicano male students and Chicano female students.

Recent studies by De Hoyos (1961) and Orta (1973) indicate that Chicano students are as committed to social change as are their Anglo counterparts. The majority of fourth generation Mexican Americans differ in values from their fathers, showing quite similar values to the majority of Anglo youth. This study shows no significant differences between these cultures for the age and educational level selected, although the slight dissimilarity in the value hierarchy shown by Anglo and Chicano students may increase in the following school grades or at the college level, considering the Chicano socio-cultural environment.

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Este trabajo fue aprobado para su publicación por el Editor anterior de la Revista Interamericana de Psicología, Dr. Luiz F.S. Natalicio.