Personality, Family Satisfaction, and Demographic Factors That Help Mexican American Students Succeed Academically

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Abstract: This study examined 122 high academic achieving Mexican American seniors from 7 schools in South Texas. The results found that fathers' education, families' equal use of English and Spanish, family support of students' growth into areas of their own particular interests, and students' openness to experience had the highest correlations with achievement. The authors provide policy recommendations to increase adolescent reasoning over memorization, exploration over conformity, and responsible expressiveness over repression in the classroom, the community, and the home.

Resumen: Este estudio examinó a 122 estudiantes México-Americanos con alto rendimiento académico en su último año de preparatoria en 7 escuelas del sur de Texas. Los resultados señalan que la educación de los padres, el uso similar de Español e Inglés, el apoyo de la familia para que los estudiantes desarrollen su interés en áreas particulares, y la apertura a experiencias nuevas de los estudiantes tienen las correlaciones más altas con el rendimiento académico. Los autores proveen recomendaciones para incrementar el razonamiento sobre la memorización, la exploración sobre la conformidad, y la expresión responsable sobre la represión en el salón de clase, la comunidad, y el hogar.

Keywords: personality; family satisfaction; achievement; Mexican American; openness; parental education; retention

This study measured personality, family, and demographic factors of self-identified Mexican American high school seniors ranked at the top of their class to better understand how quality of life and personality factors affect

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educational attainment. As a group, the Mexican American population tends to have low rates of academic attainment. Nationally, attrition rates among Mexican Americans are estimated to be as high as 34.3% (U.S. General Accounting Office, 1994). According to the Census, about 45% of people in Laredo, Texas who are 25 years and older do not have a high school diploma, and about 95% of Laredoans are Mexican American (U.S. Census Bureau, 2000). Increasing educational attainment is a frequently cited cornerstone in improving quality of life and democratic functioning in society. Some research has focused on the reasons for students' school attrition. This study aims to identify the factors that contribute to students' academic success. Identifying the personality and family traits evident in successful students may help community leaders develop appropriate strategies to better deal with the high percentage of students who may be at risk of attrition and, consequently, of not pursuing higher education.

Personality traits relate to academic success, but very little specific information on the personality traits of academically successful Mexican American individuals exists. Using the Five-Factor Model, the most empirically supported model of personality, the broad factors of conscientiousness (the tendency toward organized, goal-directed behavior) and openness to experience (including imagination, aesthetics, feelings, ideas, actions, and values) have most often been associated with achievement, whereas neuroticism (tendency towards negative emotions), extraversion, and agreeableness have usually not (Farsides & Woodfield, 2003; McIlroy & Bunting, 2002; Paunonen & Ashton, 2001). However, Farsides and Woodfield (2003) found in a sample of primarily White individuals that agreeableness does predict attendance, which in turn predicts achievement.

In studying personality relationships and learning styles, Busato, Prins, Elshout, and Hamaker (1999) have found that conscientiousness was positively correlated with the three successful learning styles. These styles are meaning directed (learning to understand and create), application directed (learning for real-world application), and most especially reproduction directed (following along with teachers). Conscientiousness was also inversely related to an undirected learning style, the fourth and least successful style. Neuroticism was most associated with an undirected learning style. Extraversion was most associated with an application style (most relevant for on-the-job training and practical use of education). Moreover, openness showed the strongest relationship of any personality trait with a learning

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style ($r = .35$), that with the meaning-directed learning style. Meaning-directed learning style is most relevant for advanced academic achievement, although application-directed and reproduction-directed learning also represent successful styles.

There is evidence to support the idea that family factors impact academic achievement, particularly in Mexican American students. For example, Trusty, Plata, and Salazar (2003) found that parent influences, specifically parental expectation of their children's years of academic obtainment, parental discussion of school-related matters, and parental support of achievement, combined, were the strongest indicators (e.g., $R = .75$) of academic achievement for Mexican American students. This relationship was similar to but stronger than that found in non-Latino student populations. These findings are suggestive of the stronger influence of family relationships that are believed to exist in Mexican American families.

Finally, socioeconomic status, including income and parental education, especially fathers' education, are associated with higher achievement in Mexican American students. Likewise, English language spoken in the home has been shown to predict academic achievement in Mexican American students beyond the effect associated with ethnicity, especially in reading and verbal achievement (Rosenthal, Baker, & Ginsburg, 1983; Trusty, Plata, & Salazar, 2003). Cultural awareness, socializing with those inside your ethnicity, and respect for multiculturalism have not been associated with lower achievement. In fact, they have been associated with higher life-satisfaction (Tan, 2001). However, ethnic loyalty (defined as restricted gender roles, ethnic pride, and a heightened perception of discrimination) has been shown to be a risk factor for not completing higher education among Mexican American students (Niemann, Romero, & Arbona, 2000).

Given that there is limited research with Mexican American students relating personality and family factors to academic achievement, the purpose of this study is to conduct an exploratory correlational investigation of these relationships. Following the findings of earlier studies reviewed above, the present study expected to find that conscientiousness, openness, family satisfaction, and socioeconomic indicators would be positively related to high Mexican American student achievement.

Method

Participants

All participants in the study were Mexican American high school seniors among or near the top twenty-five students in their graduating class. The participants included students from all seven Laredo high schools, including one private school. The seniors were selected by the school counselors. In some schools, students were pulled out of classes. In others, an honors class with most of the highest ranked seniors was chosen for con-

venience. Eighty-three of the students were female and 39 were male. The reasons for this significant gender difference are unknown but possible reasons are given in the Discussion section. The mean age of participants was 17.78. Since the questionnaire was not particularly sensitive to subtle income differences, two categories were used (lower-middle and middle-upper), which were obtained from student self-report. 58% of the participants identified themselves as having lower-middle income, and 93% said they would need financial aid to attend college. This sample comprises the majority of the top-ranked Mexican American senior students during the 2002-2003 year in Laredo and hence is likely to accurately represent all current top-ranked Mexican American seniors in Laredo.

Instruments

The self-administered test packet used in this study included three basic instruments: The NEO Five-Factor Inventory (NEO-FFI), the Family Adaptation, Partnership, Growth, Affection, and Resolve (APGAR), and a demographic survey. Social desirability is always a factor in self-report measures. However, successful rapport building and assurance of confidentiality likely minimized these effects.

The NEO-FFI is a 60-item measurement tool of the five domains of personality: neuroticism (emotional stability or tendency to experience negative emotions like fear, sadness, or anger), extraversion (tendency to be outgoing, social, and experience energy and positive emotions), openness to experience (being open to fantasy, aesthetics, feelings, actions, ideas, and values), agreeableness (prosocial attitudes like trust, straightforwardness, modesty, and altruism), and conscientiousness (being organized, competent, thoughtful, and motivated in goal-seeking behavior). It is a short form of the NEO Personality Inventory-Revised (NEO PI-R), arguably the psychometrically strongest personality test that exists. The NEO PI-R was constructed through factor analysis of all adjectives in English that could describe personality (more than 20,000). The NEO PI-R and NEO-FFI have been extensively employed and validated across cultures and in different languages. Levels of these personality traits are mostly set after age 30 but are changeable up to 50% during childhood, adolescence, and early adulthood. This is seen in the NEO PI-R's excellent test-retest reliabilities at 6 years of .87, .82, .83, .63, and .79 for neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness, respectively, for people over age 30. Similar results were found for retest at 20 years using mature adults (Piedmont, 1998). The reliability and validity of the NEO-FFI are also strong. The five factors showed alpha coefficients of .86, .77, .73, .68, and .81 for neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness, respectively. The correlations of the NEO-FFI with the domain scales from the NEO PI-R are .92, .90, .91, .77, and .87 for neuroticism, extraversion, openness to experience, agreeableness, and con-

scientiousness, respectively. NEO-FFI scores are reported as *t*-scores, where 50 is the mean and 10 is the standard deviation (Costa & McCrae, 1992). Rater versions of the NEO have also been used to validate the typical self-report form, and volunteer samples have been shown to answer honestly (Piedmont, 1998).

The Family APGAR, a five-item measure of satisfaction with family functioning, includes adaptation (turning to family when stressed), partnership (discussion oriented), growth (accepting and supporting individual's wishes for new directions), affection (both warm and responsive to negative emotion), and resolve (affective tone together). The reliability is good for a five-item inventory. Alpha is .85, though validity has varied depending on context. The best validity seems to exist in nonclinical populations, such as that used in the current study (Gardner, et al., 2001).

A self-report demographic survey was developed for the purpose of the study to identify sociodemographic variables such as parents' marital status and educational achievement, dominant language (Spanish, English, or both fluently and equally), household income, class rank and SAT scores, career goals, and frequency of alcohol or drug use. Seven measures of academic achievement were computed from the self-reports: class rank, class rank percentage (class rank divided by class size), SAT-total (SAT-T), SAT-verbal, SAT-math, the minimum criteria of meeting the Texas Academic Excellence Indicator (SAT-T $\geq$ 1100), and an achievement index that is a combination of class rank percent and SAT-T. The achievement index was created for this study and is hypothesized to be a better overall indicator of achievement and likelihood to pursue higher education than either derivatives of grade point average or SAT scores alone.

Procedures

The administrative offices of Laredo Independent School District, United Independent School District, and Saint Augustine, a private school, were contacted with the proposal for the study. Researchers contacted high school principals and senior counselors to identify participants and to secure test dates and sites. The participants were identified by senior counselors as the 20-25 with the highest rank and were contacted prior to the test date for explanation of research and for distribution of consent forms. Researchers returned to the schools on specified test dates and collected the completed consent forms. Testing packets were distributed to students, then a brief description of the testing instruments was given. Researchers monitored their completion, offered the students assistance as needed, and collected the testing packets upon completion. Tests were completed in 40 to 50 minutes, after which a snack was offered. All students were volunteers with the ability to decline participation with no penalty. Students were thanked, and questions were solicited after testing as a short debriefing. No student

refused participation. In data analysis, the parameter for significance was set at $p < .01$.

Results

Achievement Levels

The average class rank in the present sample was 30th, which was in the top 10%. The average SAT-T score was 1023 with a standard deviation of 156. In other words, 95% of the students in the sample had SAT scores between 709 and 1335. The average SAT verbal score was 515, whereas the average SAT math score was 534. The Texas criteria for the Academic Excellence Indicator, having a SAT-T score of 1110 or higher, was met by 28%.

Comparisons of SAT scores between the average score of all students and average score of Mexican American students in Texas point to a more pronounced version of the pattern. The average SAT-T score of high-achieving Mexican American seniors in Laredo was not significantly higher than the average score of all students in the United States (SAT-T = 1019; $p < .735$) and was significantly lower than the minimal SAT-T = 1100 Academic Excellence Indicator criteria. In contrast, the average SAT-T score was significantly higher than the average SAT-T score for all Mexican American students in Texas (SAT-T = 900). Hence, although high achieving for Laredo and for Mexican American students, in terms of achievement measured by the SAT, high achievers in this sample are similar to average students in the general U.S. population.

Characteristics of Mexican American High Achievers

This section describes the average levels of select personality, demographic, and family-satisfaction variables in the high-achieving Mexican American seniors. They are not measures of the association between level of achievement and level of these variables, which is covered in the next section.

Female high achievers accounted for 68%. The percentage of females in Webb County is 51.8%. Thus, 68% is significantly different from that which would be expected based on the frequency of males and females in the county.

When asked whether English or Spanish was spoken more frequently in their households, 60.7% stated that Spanish was spoken more frequently, 33.6% said that English was spoken more, and 5.7% said that Spanish and English were spoken the same amount. Concerning mothers' educations, 47.5% of students reported them as having a high school education or less, whereas 40.5% reported their father's highest obtained educational level as high school or less.

The average Total Family Satisfaction score was 7.43, approaching significance ($p < .017$) as lower than the mean of 8.0 in the general population. Of high achievers, 54.9% reported that they never use drugs or alcohol, 9.0% reported that they have used drugs or alcohol once, 17.2% reported that they use drugs or alcohol one to ten times per year, and 18.9% reported that they use drugs or alcohol between one and ten or more times per month. The average high achiever watched approximately 1.75 hours of television each night. Less than 1% had a career goal that involved less than a four-year college degree, whereas 47.5% had a career goal involving a graduate or professional degree.

In terms of personality characteristics, high achievers showed an average neuroticism (emotional stability) *t*-score of 46.96, an average conscientiousness *t*-score of 52.75, an average openness to experience *t*-score of 50.83, an average extraversion *t*-score of 49.66, and an average agreeableness *t*-score of 49.03. The average neuroticism score was significantly lower than the general population average score, whereas the average conscientiousness score was significantly higher. Contrary to expected values, openness to experience was not significantly higher ($p < .340$) than for the general population. As expected, neither agreeableness ($p < .767$) nor extraversion was significantly different from the general population ($p < .358$). Hence, typical high-achieving Mexican American seniors in Laredo have fewer negative emotions and are more goal-directed than the general population. However, they are average in their openness to experience, sociability, and agreeableness.

Correlations and Predictors

Pearson product-moment correlations between selected demographic, family satisfaction, and personality factors and achievement are given in Table 1. Father's education ($r = .310$) and student's openness to experience ($r = .303$) had the highest correlations with the overall achievement index, followed by the growth (the family's accepting and supporting of the adolescent's wishes for new directions) scale of the Family APGAR ($r = .262$), which approached significance. Openness ($r = –.266$) and growth ($r = –.232$; $p < .012$), which approached significance, were the two best predictors of class rank percentage. Class rank was most associated with openness ($r = –.293$), father's education ($r = –.248$). Family affection ($r = .187$; $p < .044$) and support for growth ($r = –.183$; $p < .048$) approached significance in their association with class rank. (For both rank and rank percentage, lower rank equals higher performance, hence the negative correlations.) For SAT-T, father's education ($r = .450$), access to computers, magazines, books, and similar resources ($r = .351$), and English language spoken in the home ($r = .273$) were the best predictors. Openness ($r = .233$; $p < .026$) approached significance in its correlation with SAT-T. Contrary to expectations, conscientiousness was actually negatively correlated with SAT-T ($r = –.253$; $p <$

Table 1
Significant Correlations with Achievement

	Father's Ed.	*Lang.*	*Access*	*Aff.*	*Grow*	*Open*	*Cons.*	*A Index*	*Rank*	*SAT-T*
Father's Ed.	1.000	.095	.229*	.015	–.017	–.002	–.113	.312**	–.248**	.450**
Lang.		1.00	.250**	.073	.052	.136	–.065	.192	–.176	.273*
Access			1.000	.014	.138	.341**	–.067	.201	–.105	.351**
Aff.				1.00	.333**	.097	.110	.114	–.187*	.126
Grow					1.000	.242*	.222*	.262*	–.183*	.150
Open						1.000	.166	.303**	–.293**	.233*
Cons.							1.00	–.071	.017	–.253*
A Index								1.000	–.719**	.815**
Rank									1.000	–.424**
SAT-T										1.000

NOTE: Father's Ed. refers to father's level of education. Lang. refers to dominant language(s) spoken in the adolescent's home, where 1 = Spanish and 2 = English. Access refers to access to books, computers, magazines, and similar resources. Aff. refers to the adolescents' satisfaction with the affection they receive from their family. Grow refers to the adolescents' satisfaction with the amount that their family supports their growth in new directions. Open refers to the personality trait of openness to experience. Cons. refers to conscientiousness. A Index refers to the achievement index, which is a combination of SAT-T and the class rank percentage. Rank refers to class rank where lower class rank implies higher achievement, hence the negative correlations. SAT-T refers to the total score on the SAT.
*Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

.016), although it only approached significance. Range restriction in the dependent variables may have reduced the above relationships, suggesting that the actual relationships in the whole Laredo Mexican American high school student population are larger. Whereas hours of television watched and amount of drug use may correlate with achievement, these correlations with the highest ranked seniors were not significant.

Multiple regression analyses were performed to regress the most associated variables on the achievement index, class rank, and SAT-T, respectively. Table 2 presents multiple regression coefficients. A model with father's education ($p < .009$), language ($p < .021$), and growth ($p < .034$) significantly predicted the achievement index score, $R^2 = .21$, $F(3, 81) = 6.73$. Thus, 21% of the variance of the achievement index was accounted for by these three variables. A model with openness to experience ($p < .001$) and father's education ($p < .006$) significantly predicted class rank, $R^2 = .15$, $F(2, 109) = 9.66$. Finally, for SAT-T, a model with father's education, language ($p < .002$), and access ($p < .014$) was significantly predictive, $R^2 = .352$, $F(3, 84) = 14.671$.

Discussion

The purpose of this study was to conduct an exploratory investigation of the relationships among high academic achievement and personality, family satisfaction, and demographic factors. Overall, the results showed that fathers' education was the best demographic predictor, and openness to experience was the best personality predictor. Conscientiousness was higher in high-achieving Mexican American seniors, but, contrary to expectations, higher levels were not correlated positively with higher achievement. In fact, higher levels of conscientiousness were actually negatively related to SAT scores. Also contrary to expectations, family satisfaction was actually lower in high achievers than in the standardization group. However, the specific satisfaction factor of family support for the student's growth in new directions was a good predictor of level of achievement.

High Achiever Family and Demographic Characteristics

Female gender is perhaps the most striking factor of our sample of high achievers. Although female students have been shown to get better grades than male students, the degree seen in the sample is unusual. Mexican American male high school students are clearly less likely to be high achievers in Laredo. This finding is in keeping with the 63.5% of students that are female at Texas A&M International University, the area's only university (Trevino, 2003). Mexican American males appear more likely to not complete high school and not attend college. Perhaps some masculinity expectations in Laredo, such as finding work early or being active rather than reflective, prohibit academic achievement. High rates of drug abuse, adolescent em-

Table 2
Multiple Regression Coefficients for Measures of Achievement

	B	SE	β
Dependent variable: Achievement index			
Father's education	30.064	11.194	.274
Language	82.476	34.944	.241
Family support of growth	89.282	41.308	.218
Dependent variable: Class rank			
Father's education	–.919	.273	–.300
Openness to experience	–3.806	1.359	–.249
Dependent variable: SAT-T			
Father's education	28.348	7.654	.348
Language	73.508	23.326	.286
Access to resources	30.616	12.217	.237

NOTE: Lower class rank implies higher achievement, hence the negative correlations.

ployment, and arrests among male Mexican American adolescents may also be related to the lower frequency of high-achieving males and may potentially be limiting masculinity expectations.

Unfortunately, this finding supports critical theory's class reproduction hypothesis of education, suggesting that education, as is broadly practiced, serves more to reproduce the class structure than to give everyone equal opportunity (Cornelius-White & Godfrey, 2003).

As stated previously, high achievers were significantly less satisfied in their family than the average college student. This could reflect that family satisfaction may rise between age 18 and 20 or could reflect a true difference that Mexican American high achievers feel less satisfied at home. Even though the difference is statistically significant, recall that the Family APGAR has acceptable but not excellent validity, so error may be a factor. Also, the difference is small in absolute terms. Further, increasing elements of family satisfaction, most notably the family's support of individual's goals in new directions, appears to be important for higher achievement.

Father's education is related to socioeconomic status, access to learning resources, and mother's education, all of which are weaker but sometimes significant predictors of achievement in this study. Father's education may relate to a cycle of oppression, which can be broken across generations. In contrast, adolescent openness and family support are much more changeable and serve as better entry points for quicker social intervention. Personality openness and family support of growth bear a striking similarity as both are concerned with students' pursuit of new ideas, actions, and values. They are described in more detail in the next section.

Although speaking English in the home leads to higher achievement, the achievement levels of those who reported English and Spanish were spo-

ken fluently and equally in their homes approached statistical significance, suggesting that although primarily English leads to better achievement in the United States than primarily Spanish, high use of both languages in the home may lead to still higher achievement. This language trend is similar to previous cultural findings of better life-satisfaction in truly bicultural persons as compared to those who reject either part of their identity and to the previously reviewed findings on the positive effects of multiculturalism, cultural awareness, and ethnic social orientation vs. the negative effects of ethnic pride (Niemann et al., 2000). Hence, for the 91.9% of homes in Laredo where a language other than English is spoken, introducing the use of English without sacrificing Spanish language usage may lead to higher achievement.

High Achiever Personality Factors

Although some personality findings were expected, there were also some surprises. As expected, openness to experience was a strong personality predictor of higher achievement. Likewise, conscientiousness was higher among high-achieving Mexican American seniors than in the general population. However, higher levels of conscientiousness were not positively related to achievement. Hence, whereas a low level of conscientiousness may be a risk factor for low achievement, higher rates do not directly lead to more achievement. In fact, for tasks involving more reasoning than memorization or responsibility, like the SAT, increased conscientiousness may actually decrease achievement. Perhaps academic success is under-valued or under-recognized in Laredo society relative to the rest of the United States, such that the conscientious adolescent is not a scholar, instead focusing on other responsibilities, such as employment, which has been linked to lower academic achievement.

The findings on neuroticism are also interesting. Previous studies have shown that Mexican American youth often experience higher anxiety and related negative emotions, especially in the Rio Grand Valley by Laredo (Glover et al., 1999). The amounts of anxiety tended to lessen in older students, suggesting both that maturity occurs and that high anxiety students are not retained. The combination of these findings and our study suggests that very high neuroticism may be more of a risk factor for lower academic achievement in Mexican American individuals than it is in other groups.

Suggestions for Future Research

Constituent personality factors rather than broad traits have sometimes been shown to better predict achievement, especially academic conscientiousness (McIlroy & Bunting, 2001), achievement striving (a facet of conscientiousness), and understanding (a facet of openness) (Paunonen & Ashton, 2001). Hence, use of the NEO-PI-R, the longer, more reliable, and valid instrument upon which the NEO-FFI is based, might yield more spe-

cific information of what traits should be encouraged in Mexican American students to increase academic achievement.

Although the Family APGAR is a good, short instrument for measuring family satisfaction in nonclinical populations, a longer, more reliable, and valid instrument to measure family factors, including the additional areas of parental educational expectations and parental involvement in their children's school lives, might likewise clarify specific variables for encouraging achievement in Mexican American students. In addition, different psychological and demographic factors, such as liking school, peer relationships, religious involvement, and clearer indicators of income, might be useful to investigate.

Finally, Laredo is a unique community, which is culturally, demographically, and geographically distinct from much of the United States or México. Researchers and policy makers may need to consider what similarities exist between Laredo and their own communities when generalizing to their specific locations.

Policy Recommendations and Conclusions

This study suggests several goals and/or courses of action for improving quality of life on the border through increasing academic achievement in Mexican American students.

1. Emphasize critical thinking behavior rather than memorization and student discussions rather than teacher and parent talk. Given that even when Mexican American students have high achievement in school by reproducing what their teachers ask them to do, they may still perform poorly on the SAT. Hence, verbal and mathematical reasoning are important to emphasize. These can be facilitated through more classroom and group discussion, especially that which involves problem-solving out loud rather than just recalling facts or the views of authority figures.
2. Educate teachers, parents, and siblings on the importance of accepting and encouraging children and adolescents to follow their own goals. Familial and community support for a variety of stimuli, whether physical, emotional, abstract, creative, or cultural, is also important to allow students a sufficiently broad experience for students to find and pursue their own goals and to build openness to experience. Such factors breed academic achievement.
3. Encourage parents of students to pursue their own education. Given the importance of parental education, especially the father's education, in influencing academic achievement in their children, it is never too late for parents to obtain additional education. Education may be formal, as in securing a GED, taking a college course, pursuing continuing education, or organizing professional conferences or community education. Education may also be informal, as in gaining computer literacy, purchasing quality periodical subscriptions, or increasing the number of books one has read or simply has in one's house. Corporations, employers, and the government can subsidize educational expenses and offer incentives when adults further their education. These suggestions are important to enact now so

that the generational cycle of low academic achievement among Mexican American students may be altered.

4. Offer and promote better community-funded English classes to increase the likelihood of English being spoken more in the home. Although potentially oppressive of Mexican culture, practicing English helps students achieve, as long as achievement testing is conducted in English. Promoting Spanish-speaking in the home concurrent with English is also important as this can lead to truly bilingual and bicultural homes where educational outcomes may be even superior to those with more English than Spanish.
5. Decrease cultural and linguistic bias in achievement testing, particularly in the SAT. Broad reform in reducing the salience of achievement testing established by a dominant White culture and changing the linguistic basis of testing provides a viable alternative to encouraging individual families to speak more English. The National Center for Fair & Open Testing provides support for testing reform. It can be reached at (617) 864-4810.
6. Promote teacher and parent training that emphasizes learning, practicing, and getting feedback about creating democratic developmental environments. All of the above suggestions may be facilitated when adults learn to interact with adolescents more respectfully, allowing adolescents more time to talk, less to listen, more time to think, less to memorize, more time to feel and dream, less to repress and conform.
7. Support research and programming that aims to improve the quality of Mexican American students' academic achievement. Studies such as this one raise awareness and offer potential solutions to challenges faced by our communities.

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